

Unit 5 Pausing Point

Note to Teacher

This is the end of Unit 5. If it appears students are having difficulty, you may wish to pause here and spend additional days reviewing the material taught in Unit 5 and/or make arrangements to work with specific students individually or in small groups in order to address specific problems.

You should pause if several students are having trouble reading words containing the spelling alternatives taught in this unit. However, there is no need to pause if the difficulty is evident only when students are trying to use the correct spelling alternative when writing. Spelling accuracy will come gradually, with time and lots of exposure to printed materials.

Group students who are having similar difficulties, and teach these students in small groups. For example, you might have one group that needs more practice reading Tricky Words and another group that needs more practice reading words with spellings for /u/.

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Note to Teacher

Although practice worksheets and activities are provided for your use in the Pausing Point, the most important goal for remediation is to have students internalize the process of decoding tricky spellings through teacher-directed instruction, not just completing a worksheet.

For all of these tricky spelling worksheets, the most important first step to **every** worksheet is for the teacher to follow these instructions:

1. Point out each possible sound with several example words.
2. Orally review with students **all** of the possible sounds for the given spelling, almost like a “chant”:
 - ‘a’ = /a/, /ae/, /ə/, /o/
 - ‘e’ = /e/, /ee/, /ə/
 - ‘o’ = /o/, /oe/, /u/
 - ‘o_e’ = /oe/, /u/
3. Then write a completely unfamiliar word on the board with the target spelling and verbally model trying out the possible sounds in decoding the word. Refer to the Supplemental Materials section of the various lessons for additional word lists and phrases.
4. Then write additional unfamiliar words on the board, prompting students to attempt each sound systematically. Only then should students proceed to the actual worksheet.

Tricky Spelling ‘a’

Tricky Spelling ‘a’

- Ask students to turn to Worksheet PP1. Work with students to identify the spellings and sounds of tricky ‘a’.

Color Sort

- Ask students to turn to Worksheet PP2. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

Word Sort

- Ask students to turn to Worksheet PP3. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

Tricky Spelling 'a'

- Ask students to turn to Worksheet PP4. On the board, first review all of the possible sounds represented by the tricky spelling 'a'. Then read each word on the worksheet aloud as a class. Direct students to listen to themselves using ear cups (hands cupped around ears so students can hear themselves as they make the sounds of the word). Then ask students to mark the sound 'a' stands for in that word.

Tricky Spelling 'e'

Tricky Spelling 'e'

- Ask students to turn to Worksheet PP5. Work with students to identify the spellings and sounds of tricky 'e'. First review all of the possible sounds represented by the tricky spelling 'e' on the board.

Color Sort

- Ask students to turn to Worksheet PP6. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

Tricky Spelling 'o'

Tricky Spelling 'o'

- Ask students to turn to Worksheet PP7. Work with students to identify the spellings and sounds of tricky 'o'.

Word Sort

- Ask students to turn to Worksheet PP8. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

Color Sort

- Ask students to turn to Worksheet PP9. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

Tricky Spelling 'o_e'

Sound Sort

- Ask students to turn to Worksheet PP10. Work with students to identify the spellings and sounds of tricky 'o_e'.

Color Sort

- Ask students to turn to Worksheet PP11. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

Tricky Spelling 'ou'

Tricky Spelling 'ou'

- Ask students to turn to Worksheet PP12. Work with students to identify the spellings and sounds of tricky 'ou'.

Word Sort

- Ask students to turn to Worksheet PP13. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

Suffix -tion

-tion

- Ask students to turn to Worksheet PP14. Remind students that words ending in *-tion* are usually nouns.
- Students should first read aloud the story as a class, with half of the class reading Voice 1 and the other half reading Voice 2. Students should then circle all the spellings for /sh/ /ə/ /n/.
- For more practice reading words with the suffix *-tion*, use the words and phrases in the Supplemental Materials section at the end of Lesson 15.

Suffix -ous

Fill in the Blank

- Ask students to turn to Worksheet PP15. Remind students that words ending in *-ous* are usually adjectives.
- Review with students the meaning of adjectives.
- Students should first read all the words in the box aloud as a class. Then students should select the best word from the box to fill in the blanks.

Reading Mixed Spellings and Sounds

Circle the Sounds

- Ask students to turn to Worksheet PP16. Students should first read aloud all of the words and use them in an oral sentence. Students should then circle the letter or letters that spell the vowel sound for each word.

Match the Picture

- Ask students to turn to Worksheet PP17. Students should fill in the circle in front of the sentence that matches the picture.

Yes or No

- Ask students to turn to Worksheet PP18. Ask the students to read the questions aloud and then write *yes* or *no* to answer each question.

Find the Picture

- Ask students to turn to Worksheet PP19. Students should first read aloud all of the words. Then ask students to write the word under the picture that matches it.

Circle the Spellings

- Ask students to turn to Worksheet PP20. Students should circle the letters spelling the name of the picture, then write the word on the lines.

Recognize Spellings and Produce the Sounds

Code Flip Book Review

- Point to vowel spellings on the chart and ask students to say the sound.
- Point to tricky spellings (spellings that can be pronounced more than one way), and ask students to supply the pronouncing options they have learned so far.
- You may review consonant spellings as well.

Spelling-to-Sound Card Game

- Give a student all of the Spelling Cards for /u/, /ə/, /a/, /ae/, /o/, /e/, /ee/, /oe/, and /ou/.
- Ask the student to sort the cards by spelling, so that each spelling has its own row (e.g., there is one row for 'u', one row for 'o', one row for 'o_e', etc.).
- When the cards have been sorted, have the student say the sound for each spelling.
- Ask the student if there are any rows that have multiple cards. (There should be four cards in the row for 'a', three cards in the row for 'o', three cards in the row for 'e', two cards in the row for 'o_e', two cards in the row for 'ou', and three cards in the row for 'ea'.)
- Explain that rows with more than one card are tricky spellings—spellings that can be pronounced more than one way.
- Have the student provide all of the pronunciation options for each tricky spelling.

Note: You may wish to use a subset of the cards listed.

Capital Letters

- Ask students to turn to Worksheet PP21. Students should first read aloud all of the sentences. Then direct students to circle the letter of any words that should be capitalized, and review with students why the word should be capitalized. Then have students correctly write the word.

Punctuation

- Ask students to turn to Worksheet PP22. Students should first read aloud all of the sentences. Then students should rewrite the sentences with correct punctuation.

Nouns

- Ask students to turn to Worksheet PP23. Students should first read aloud all of the sentences. Then students should circle the nouns in each sentence.

Common and Proper Nouns

- Ask students to turn to Worksheet PP24. Students should first read aloud all of the sentences. Then students should circle the common nouns and box the proper nouns in each sentence.

Nouns and Adjectives

- Ask students to turn to Worksheet PP25. Students should look at the picture and write down the names of six nouns they see in the picture.
- Then ask students to go back and generate adjectives for each noun.

Changing Nouns

- Ask students to turn to Worksheet PP26. Students should first read aloud all of the sentences.
- Then students should rewrite the sentences, changing the underlined common nouns to proper nouns.

Subject and Predicate Verb Tense

- Ask students to turn to Worksheet PP27. Students should first read aloud all of the sentences. Then students should draw a single line under the subject and a double line under the predicate. Finally, tell students to mark the tense of the verb.

Adjectives

- Ask students to turn to Worksheet PP28. Students should first read each sentence aloud. Students should then circle each noun and draw a line to the adjective that goes with the noun.

Compound Words

Compound Words

- Ask students to turn to Worksheet PP29. Students should choose a word from the box to make a compound word. Then students should write a sentence or story using one of the compound words.

Synonyms and Antonyms

Match the Words: Synonyms and Antonyms

- Ask students to turn to Worksheet PP30. On the front, students should match the word from the box with a numbered word that is its synonym. On the back of the page, students should match the numbered word with a word from the box that is its antonym.

Homophones

Fill in the Blank

- Ask students to turn to Worksheet PP31. Students should first read aloud all of the sentences. Then students should write the correct homophone in each blank.

Homophone Concentration

- Write the pairs of decodable homophones listed below on separate index cards (e.g., *sun* on one card and *son* on another.).
- Turn the cards upside down and shuffle.
- Have a student turn over two cards at a time to try to make a match. If the cards match (meaning they sound the same), the student keeps the matching pair. If the cards do not match, the student turns the cards over and tries again.

Note: This game is best played in small groups or at workstations.

- | | |
|-------------|-----------------|
| 1. sun—son | 5. idol—idle |
| 2. nun—none | 6. medal—meddle |
| 3. sum—some | 7. metal—mettle |
| 4. one—won | 8. pedal—peddle |

Weekly Spelling Worksheets

Lessons 1–5

- Ask students to turn to Worksheet PP32. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Lessons 6–10

- Ask students to turn to Worksheet PP33. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Lessons 11–15

- Ask students to turn to Worksheet PP34. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Lessons 16–20

- Ask students to turn to Worksheet PP35. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Lessons 21–25

- Ask students to turn to Worksheet PP36. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

Alphabetizing

Alphabetical Order

- Ask students to turn to Worksheet PP37 and/or PP38. Students should first read aloud all of the words. Then students should place all of the words in alphabetical order.

Understand that Sometimes Two or More Letters Stand for One Sound

Code Flip Book Review

- Ask students to point to single-letter spellings for vowel sounds and say the sounds. Then point to and say digraph spellings for vowel sounds, separated digraph spellings for vowel sounds, and spellings consisting of more than two letters for vowel sounds.
- You may review consonant spellings as well.

Read One-Syllable Words

Teacher Chaining

- Write *sun* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'u' and add 'o' to create *son*.
- As you make this change, say to the students, "If that is *sun*, what is this?"
- Continue this process with the remaining words.

1. sun > son > won > ton > ten > den > din > dine > done > none
2. touch > torch > porch > port > pat > pang > gang > yang > young
3. around > abound > bound > round > rend > red > rod > rode
4. paddle > peddle > meddle > middle > fiddle > fickle > pickle
5. grovel > gravel > travel > ravel > revel > level > bevel
6. rental > dental > mental > metal > medal > pedal > petal
7. diction > fiction > friction > fraction > faction > action

Pocket Chart Chaining for Reading

- Set up a pocket chart.
- Choose a chain of words for the students to read. Use any of the chains listed for Teacher Chaining, or any of the chains given at the end of the lessons in the Supplemental Materials.
- Add letter cards to the pocket chart for the spellings the students need. (Digraph spellings should be printed on single cards, not multiple cards.)
- Arrange vowel letter cards along the top of the pocket chart.
- Arrange consonant spellings along the bottom.
- Review the spellings by pointing to the cards and asking for the sounds they stand for. (For tricky spellings, ask for all pronunciations students have learned.)
- Move the 's', 'u', and 'n' cards to the center of your pocket chart to spell *sun*.
- Ask a student to read the word.
- Replace the 'u' card with the 'o' card, and say to the class, "If that is *sun*, what is this?"
- Ask a student to read the word.
- Complete the remaining words.

Read Phrases

Wiggle Cards

- Use the Wiggle Cards between activities or to fill odd moments in the day.
- Use any of the Wiggle Card phrases listed in the lessons for Units 1–5.
- Show students a Wiggle Card, have them read it, and let them perform the action.

Phrase Flip Book

- Cut out 10 slips of paper.
- Write five decodable adjectives containing the /u/ sound on five of the slips of paper, one adjective per slip.
- Write five decodable nouns containing the /u/ sound on five of the slips of paper, one noun per slip.
- Stack the adjective slips of paper and staple their top edge to a sheet of cardstock.
- Stack the noun slips of paper and staple their top edge to the sheet of cardstock, to the right of the adjectives.
- By lifting the slips of paper, the students can make and read up to 25 decodable phrases, some of which may be silly.

1a. **/u/ adjectives:** wonderful, confused, lovely, grumpy, innocent, handsome, jealous, funny, victorious, loathsome

1b. **/u/ nouns:** monkey, potato, slug, glove, cousin, skeleton, uncle, dove, country, astronaut

2a. **/ə/ adjectives:** important, heroic, appealing, severe, neglected, dramatic

2b. **/ə/ nouns:** adult, pedestrian, balloon, goddesses, pecans, giant

3a. **/ə/ + /l/ adjectives:** normal, flexible, cheerful, dismal, marvelous, tranquil, invisible, sullen, fossilized, disheveled

3b. **/ə/ + /l/ nouns:** animal, apple, camel, shovel, pencil, beetle, criminal

4a. **/sh/ + /ə/ + /n/ adjectives:** emotional, fictional, sensational, optional

4b. **/sh/ + /ə/ + /n/ nouns:** nation, invention, dictionary, operation, action, generation

Sort Words by Sound-Spelling

Board Sort

- Select 10–20 /u/ words from the following box. Write the words on the board in alphabetical order or random order.
- Pass out lined paper.
- Ask students to sort the words into columns based on which spelling is used to stand for the /u/ sound. (If possible, display the sort.)

Note: If students need additional scaffolding, you can underline the target spelling in each word. The same kind of sort can also be done for the schwa sound and the sound combination /ə/ + /l/.

Words for /u/

ugly, slump, unkind, sudden, funny, lunchbox, puppy, sunrise, uncle, muffin, other, person, money, second, nothing, front, reason, period, month, complete, lovely, none, handsome, gloves, shove, welcome, doves, some, young, country, various, famous, serious, touch, southern, dangerous, enormous, nervous

Words for /ə/

about, around, away, important, along, across, Africa, among, ago, probably, amount, finally, alone, thousand, molecule, benefit, deposit, severe, telescope, categories, decay, deciding, necessity, genetic, debate, cement, ceremony, strategy, Tennessee

Words for /ə/ + /l/

helpful, awful, cheerful, hopeful, several, general, central, local, total, personal, metal, normal, final, April, pencil, evil, nostrils, level, travel, model, vessel, tunnel, label, channel, barrel, novel, camel, little, able, possible, table, middle, simple, single, trouble, available, uncle

Word Sort with Pocket Chart

- Set up a pocket chart so it has a header for each of the spellings students have learned for /u/.
- Write 10–20 decodable words containing the spellings for /u/ on index cards.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.

Note: If students need additional scaffolding, you can underline the target spelling in each word, or have students do this as a preliminary step.

- Other Options: Set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

Note: This exercise can also be done for the /ə/ sound or the sound combination /ə/ + /l/. Use any of the words listed under Board Sort or select your own decodable words.

Cut and Paste Word Sort

- Print decodable /u/ words on slips of paper.
- Cut the slips apart and put them into several boxes or cups.
- Give students sheets of blank paper and ask them to make headings for each spelling they have learned for /u/ ('u', 'o', 'o_e', 'ou'). (If you think this might be too difficult, you can make a worksheet with the columns pre-labeled.)
- Ask students to pick a single word from one of the cups and write it in a column according to which spelling for /u/ is used.
- Have students pick more words and write them in the sorting space.

Note: If students need additional scaffolding, you can underline the target spelling in each word.

- Additional Activity: Have students use highlighters to mark the letters that spell the /u/ sound in each word on their sorting space.

Note: This exercise can also be done for the /ə/ sound or the sound combination /əl/. Use the words listed under Board Sort or select your own decodable words.

Show and Tell

- The day before teaching this exercise, ask students to bring in objects or pictures of objects with names containing the /u/ or the /ə/ sound (e.g., a cup, money, a balloon, gloves, etc.).
- Ask each student to show and name his or her object.
- Write the name of the object on the board.
- Ask students which letter or letters stand for the /u/ or /ə/ sound.
- Make a heading for a column of words containing this spelling for /u/ or /ə/.
- Invite a student to copy his or her word under the heading.
- Continue collecting /u/ and /ə/ words, writing them on the board and sorting them by spelling (e.g., all 'u' words under a 'u' heading, all 'o' words under an 'o' heading, all 'a' words under an 'a' heading, all untaught /u/ and /ə/ spellings under an odd ducks heading).

Note: Most of the words you will be writing will have /u/ or /ə/ spelled with one of the spelling alternatives taught in this unit, but they may also contain other spellings students do not know yet. You should be prepared to explain any bits that are beyond students' current code knowledge. This exercise can also be done for the sound combination /ə/ + /l/.

Spelling Alternatives Board Game

- Create a game board with 25–40 spaces and several crossing paths so students can move in several different directions. (Game board templates are provided in the *Assessment and Remediation Guide*.)
- Write a decodable /u/ word on each square, making sure to include several examples of each of the spelling patterns taught.
- Give each student a scorecard listing the spellings for /u/ they have learned ('u', 'o', 'o_e', 'ou'), with spaces to collect a word exemplifying each spelling.
- Teach students to play the game by rolling a die (or spinning a spinner) and moving their game piece the correct number of spaces.
- When students land on a space, they should read the word and copy it onto their spelling scorecard according to the spelling used for the /u/ sound. For example, the word *young* would be copied into the space for 'ou' words.
- The first student to get one example of each spelling pattern wins.

Note: This game can be played with the /ə/ + /l/ sound combination.

Word Sort with Pocket Chart

- Set up a pocket chart so it has a header labeled "1" for one-syllable words another labeled "2" for two-syllable words, and a third labeled "3" for three-syllable words.
- Write a number of decodable words on cards.
- Remind students that a one-syllable word has one vowel sound, a two-syllable word has two vowel sounds, etc.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.
- Alternatively, set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

Card Sort

- Write a set of decodable words on index cards.
- Have students sort the cards into columns based on syllable count.

Note: This activity is suitable for workstations.

Code Flip Book Review

- Say a vowel sound, and ask students to point to and identify the spellings they have learned for that sound.
- Ask students which sounds have the most spelling alternatives.
- Explain that these are the sounds that tend to be hard to spell.
- You can review consonant sounds as well.

Sound-to-Spelling Card Game

- Give a student all of the Spelling Cards for /u/, /o/, /oe/, and /ou/.
- Ask the student to sort the cards by sound, so that each sound has its own row (e.g., there is one row for /u/, one row for /o/, etc.).
- When the cards have been sorted, have the student list the spellings for each sound.
- Ask the student which sounds have more spellings.
- Explain that sounds having a lot of spellings are generally harder to spell than sounds having only a few.
- Ask the student which spellings are shared by two or more sounds. Explain that these are the tricky spellings that can be pronounced different ways.

Note: This is a good game for one-on-one tutorial work or workstations.

Choose the Right Word

- Write the words *Kentucky*, *money*, and *young* on the board and read them to students.
- Tell students you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word names something we use to pay for things?”
- Tell students to find the answer (*money*) on the board and then copy it onto a sheet of paper.
- Continue this process with the remaining questions that follow, introducing the words in groups of three as you go.

- | | |
|-----|--|
| 1a. | Which word is an antonym of old? (<i>young</i>) |
| 1b. | Which word names a state? (<i>Kentucky</i>) |
| 1c. | Which word names something we use to pay for things? (<i>money</i>) |
| 2a. | Which word names a place where sick and injured people are helped? (<i>hospital</i>) |
| 2b. | Which word names an animal? (<i>camel</i>) |
| 2c. | Which word is a contraction of did not? (<i>didn't</i>) |
| 3a. | Which word is an antonym of hate? (<i>love</i>) |
| 3b. | Which word names a part of your throat? (<i>tonsil</i>) |
| 3c. | Which word names something we ride? (<i>bicycle</i>) |
| 4a. | Which word is a synonym of horrible? (<i>awful</i>) |
| 4b. | Which word names a book listing the definitions of words? (<i>dictionary</i>) |
| 4c. | Which word names a country? (<i>China</i>) |

Pocket Chart Chaining for Spelling

- Set up a pocket chart.
- Choose a chain of words for students to spell.
- Add letter cards for the spellings students will need for the pocket chart. (Multi-letter spellings should appear on single cards, not multiple cards.)
- Arrange vowel letter cards along the top of the pocket chart.
- Arrange consonant spellings along the bottom.
- Review the spellings by pointing to the cards and asking for the sounds they stand for. (For tricky spellings, ask for all pronunciations students have learned.)
- Say the word *not*.
- Ask the class for the first sound in *not*.
- Select a student to come to the pocket chart, identify the spelling for /n/, and move it to the middle of the pocket chart.
- Ask the class for the second sound in *not*.
- Select a student to come to the pocket chart, identify the spelling for /o/, and move it to the middle of the pocket chart.
- Ask the class for the third sound in *not*.
- Select a student to come to the pocket chart, identify the spelling for /t/, and move it to the middle of the pocket chart.
- Once the word has been spelled, read it to check that it has been spelled correctly.
- Say, “If that is *not* who can show me *got*?”
- Work through the remaining words in the chain.
- You can make this exercise harder by putting more spelling alternatives for particular sounds on the pocket chart; you can make it easier by putting fewer spellings on the chart.
- If multiple spellings for a sound are displayed on the pocket chart, you should adjust your phrasing and ask questions like, “Does anyone know how the /e/ sound is spelled in this word?” or “Does anyone know which of the spellings for /e/ we need to spell this word?”

- The words in the boxes below should be relatively easy for students. Many are written in basic code. Others are words used frequently in the Readers for Units 1–5.

Words Used Frequently in the Readers for Units 1–5

1. not > got > get > set > sat > that > cat > can > man > ran > an > and
2. bag > big > bit > it > if > in > on > off
3. let > bet > bed > bad > had > dad > did > kid > kids
4. sport > sort > sit > hit > hot > shot > lot > long
5. swam > swim > skim > skip > sip > sit > fit

Basic Code Words with Consonant Clusters

1. wisp > lisp > limp > chimp > chomp > champ > ramp > cramp > crimp
2. trash > trap > track > truck > struck > stuck > stick > slick > flick > flip
3. slap > slip > skip > skimp > skim > slim > slam > slum > scum > scam

Basic Code Words with Separated Digraphs

1. rate > late > lame > lime > time > dime > dome > home > hope > nope
2. cute > cube > cub > cup > cap > cape > cope > rope > ripe > ride

Miscellaneous Words Written with Basic Code Spellings

1. harm > arm > farm > form > for > fort > port > pert > perk > per
2. out > pout > shout > sheet > feet > feed > feel > foil > toil > oil
3. wood > good > hood > had > mad > mood > moo > too > tool > fool
4. law > paw > saw > see > seem > sum > chum > hum > hung > hang
5. bath > path > math > mash > rash > sash > sat > sit > quit > quiz
6. than > that > chat > chap > chop > shop > shot > short > sort > set

Guess My Word

- Set up a pocket chart.
- Arrange Spelling Cards for a number of vowel spellings (including recently taught spellings) along the top of the pocket chart.
- Arrange Spelling Cards for a number of consonant spellings along the bottom of the pocket chart.

- Think of a decodable word you can build using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to try to guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling in the word, move that spelling to the middle of the pocket chart.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with one or two additional words.

Write Words

Board Chaining

- Write the word *not* on the board.
- Have the class read the word.
- Say to the class, “If this is *not*, which letter do I need to change in order to make *got*? Who can show me?” (Select a student to come to the board and point to the letter.)
- Say to the class, “Who thinks they know the spelling that we need instead of the letter ‘n’?” (Select a student to come to the board and change ‘n’ to ‘g’.)
- Ask the class, “Did we get it right?”
- Repeat this process with the remaining words.

Note: For easier work, use the chains listed under Pocket Chart Chaining for Spelling. For harder work, use the chains listed under Teacher Chaining, which contain newly taught spellings.

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words.
- Explain that each new word will be very similar to the previous word, but one sound will be different (e.g., *got* might be changed to *pot*).
- Tell students to write each word that you say.
- As you move from one word to the next, use the chaining phrase, “If that is *got*, show me *pot*.”
- If you choose harder words, you may wish to do this exercise cooperatively, offering feedback and opportunities to self-correct as you make your way through the items, rather than presenting the items in a test-like format where no feedback is given until you return the written work to students.

Targeted Dictation

- Choose one of the sets of words outlined in the following boxes.
- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say 10 words that will all follow a certain pattern.
- Explain the pattern for the words you have chosen.
- Tell students to write each word that you say.

Note: You may wish to do this exercise cooperatively, offering feedback as you make your way through the items, rather than presenting it in a test-like format where no feedback is given until you return the students' written work. One way to do this is to write each word on the board and allow the students to self-correct before moving on to the next word.

/u/ Spelled 'o_e' or 'o'

Explain that you are going to say pairs of words having the /u/ sound spelled one of two ways. The first word in each pair will be a root word with the 'o_e' spelling, like *shove*; the second word in each pair will be a word derived from the first word by dropping the 'e' and adding the suffix *-ing*, like *shoving*.

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|------------|---------------|
| 1. shove | 6. coming |
| 2. shoving | 7. become |
| 3. love | 8. becoming |
| 4. loving | 9. welcome |
| 5. come | 10. welcoming |

/u/ Spelled 'ou' or 'o'

Explain that you are going to say 10 words that have the /u/ sound spelled 'o' or 'ou'. Tell students that, for this exercise, they should use the 'o' spelling if the /u/ sound is at the beginning of the word and the 'ou' spelling if the /u/ sound is in any other location.

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|------------|-------------|
| 1. other | 6. touch |
| 2. young | 7. nervous |
| 3. oppose | 8. oven |
| 4. observe | 9. southern |
| 5. obtain | 10. cousin |

/ə/ + /l/ Spelled 'el' or 'al'

Explain that you are going to say 10 words that have the /ə/ sound combination spelled 'el' or 'al'. Tell students that, for this exercise, they should use the 'el' spelling for the /ə/ sound combination if the word is a noun and the 'al' spelling for the /ə/ sound combination if the word is an adjective. You may wish to use each word in a sentence to help students figure out the part of speech.

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|--------------|------------|
| 1. normal | 6. barrel |
| 2. chapel | 7. nickel |
| 3. tunnel | 8. local |
| 4. camel | 9. federal |
| 5. practical | 10. shovel |

/ə/ + /l/ Spelled 'le' or 'il'

Explain that you are going to say 10 words that have the /ə/ sound combination spelled 'le' or 'il'. Tell students they should use the 'le' spelling if the word is a noun and the 'il' spelling (plus 'y') if the word is an adverb. Give as examples the words *noodle* and *easily*.

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|------------|-------------|
| 1. uncle | 6. apple |
| 2. bottle | 7. needle |
| 3. happily | 8. clumsily |
| 4. angrily | 9. puzzle |
| 5. lazily | 10. noisily |

Initial Schwa or /u/

Explain that you are going to say 10 words that will begin with either the sound /u/ or /ə/. If the word starts with /u/ + /n/, students should spell these sounds 'un' as in *unhappy*; if the word starts with any other sound combination, they should write the first sound with an 'a' as in *above*.

- | | |
|-----------|-----------|
| 1. under | 6. unless |
| 2. about | 7. agree |
| 3. around | 8. amount |
| 4. until | 9. avoid |
| 5. along | 10. alarm |

Final Schwa or /u/ Spelled 'a'

Explain that you are going to say 10 words containing either the sound /u/ or /ə/. If students hear an /u/ sound in the middle of the word, they should spell it with 'u'. If they hear an /ə/ at the end of a word, they should spell it with an 'a'.

- | | |
|----------|-----------|
| 1. run | 6. Martha |
| 2. extra | 7. fun |
| 3. cut | 8. bus |
| 4. bug | 9. Linda |
| 5. panda | 10. Anna |

Mixed Practice

Explain that you are going to say 10 words containing the /sh/ sound. If students hear /shun/ at the end of the word, they should spell these sounds 'tion'. If they hear /sh/ anywhere else in the word, they should spell the sound using the basic code spelling 'sh'.

- | | |
|------------|--------------|
| 1. shop | 6. function |
| 2. action | 7. portion |
| 3. section | 8. fish |
| 4. shine | 9. exception |
| 5. cash | 10. splash |

Dictation with Words

- Choose 10 of the words listed in the following box.
- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say 10 words students have seen many times in their Readers.
- Tell students to write each word that you say.

- **Note:** When asking a student to spell words (without providing students scaffolding and additional practice), use words students have seen in print many times. All of the words in the box below occur at least 30 times in the first five Readers.

Frequently Occurring Words in the First Five Readers

the, a, to, and, I, he, said, of, you, it, was, in, that, is, on, sir, his, not, she, up, at, they, then, for, but, had, king, with, we, what, as, so, can, will, like, there, are, all, have, get, did, this, got, me, asked, one, be, job, just, out, went, see, down, him, off, when, do, were, would, them, good, well, her, think, back, dad, from, if, cat, it's, my, your, time, knight, man, how, no, could, day, too, last, by, next, big, into, some, spelling, kids, ran, yes, tell, here, rock, why, set, two, let, came, or, after, mom, black, go, need, pancake, race, that's, their

Copy Phrases

Making Phrases

Note: This exercise is best done in small groups or at workstations.

- Write a selection of words on index cards, one word per card. Include decodable nouns and decodable adjectives.
- Have students create phrases or sentences with these cards.
- Then have students copy the phrases or sentences on paper.

Write Sentences

Sentence Building

- Write 10–15 decodable words on small cards. Each word should include one of the spellings students learned in Unit 5.
- Have students lay out the cards.
- Give students a blank sheet of lined paper.
- Ask students to write a sentence using one of the words on the cards.
- Ask students if they can write a second sentence containing two of the words on the cards.
- Ask students to write a third sentence including three of the words on the cards.
- Challenge students to keep going and see how many of the words they can get into a single sentence.

Free Writing

- Invite students to write on a topic or respond to a prompt.
- Challenge students to write a “sound story” containing all of the following /u/ and /ə/ words (*month, dove, cousin, stunt, above, appetite*), all of the following /ə/ + /l/ words (*traveler, greedily, apple, typical, normal, gentle*), or all of the following /sh/ + /ə/ + /n/ words (*action, attention, portion, location, invention, fiction*).
- Invite students to write an additional story about Sir Gus, or to make up stories about a knight of their own invention.
- Invite students to write a new ending for any of the *Sir Gus* stories.
- Invite students to write a description of Sir Gus using lots of adjectives.
- We encourage you to accept phonemically plausible spelling in drafts.