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LESSON 1-19

Known Red Words:

a, I, the, for, and, is,
see, has, of, was, he,
to

Three-Part Drill:

o, a, d, g, c, t, m, l, h, n, i, r, p, u, j

Vowel Intensive:

Use with discretion based on student progress. Work toward short vowel mastery.

New Sound Introduction:

s

Dictation Words:

sit	sud	gas	sup	sop
Sam	sag	Sid	sin	Sal
sat	sod	sun	sum	sap
sad	sip	us	sog	

Bonus Dictation Word:

suntan

Read Words

Read-Only Words:

moss hiss toss mass Ross fuss
lass miss muss loss Russ

Dictation Sentences:

Was Sal sad?

Sid did the sum.

Is the gas for us?

The cot did not sag.

Sam sat on the sap.

Jim got a sip of a sud.

He can see the sad pup.

I can sop up the gas on the rag.

Read Sentences

Red Word: his

His ram is sad.

Can his mom see it?

Read Sentences

L LESSON 2-13A

Known Red Words:

as, all, or, give, any, your,
here, why, there, her,
been, say, one, where,
says, goes

Three-Part Drill:

Selected Layer One Sounds, -ff, -ll, -ss, -zz,
ng/nk, bl-, cl-, fl-, gl-, pl-, sl-, br-, cr-, dr-, fr-, gr-,
pr-, tr-, sc-, sk-, sm-, sn-, sp-, st-, scr-, shr-, spl-,
spr-, squ-, str-, thr-, dw-, sw-, tw-, y (vowel)*

*Add the y (vowel) card. Students know two ways
to spell /i/ (i/y).

New Sound Introduction:

Ending "l" Blends

If students do not need to learn ending blends in separate groups, introduce all ending blends together, and spell and write a variety of words and sentences from Lessons 2-13A to 2-13B, or skip to Lesson 2-14. (Be sure to teach all Red Words and syllabication lessons in 2-13A to 2-13B.)

Dictation Words:

<u>-ld</u>	<u>-lf</u>	<u>-lk</u>	<u>-lp</u>	<u>-lt</u>
held	shelf	elk	help	belt
weld	self	milk	yelp	melt
meld	elf	silk	kelp	welt
	gulf	hulk	gulp	wilt

Read Words

Dictation Sentences:

Do not let any plastic melt.

The shy elf will yelp if held.

Put all the milk on the shelf.

There is a lot of kelp in the gulf.

Fran got a big gulp of milk.

Milk can help you get strong.

The strong belt held the big trunk.

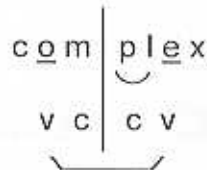
Where can I get a silk dress for myself?

Read Sentences

Syllabication:

Introduction – VCCCV

Anytime there are three or more consonants between the vowels, students need to look for common blends (or digraphs). Have students place a scoop mark under the two- or three-letter blend. Treat common blends as one consonant unit in the same way digraphs, ng/nk and ck are treated when found between two vowels. The goal here is to reduce the consonants to two groups.



humdrum

dandruff

entrap

distress*

hundred

huntress

trumpet

construct**

- * Some students may recognize “dis” as a prefix, which will help them sense which blend to keep together. Others may not, and may instead keep the “st” together, rendering “dist” “ress.” Though awkward, they will still likely be able to read the word correctly – the goal.

- ** Note the three-letter blend “str” that is scooped together.

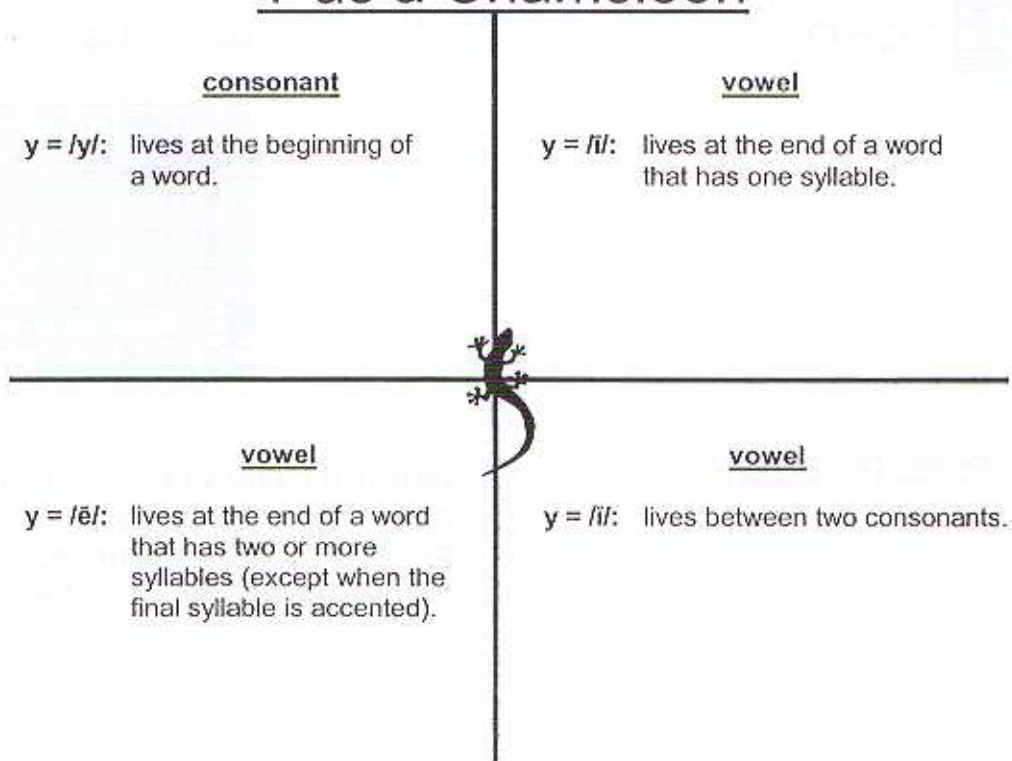
Red Word: some

Can I get some help?

Some of them smell fresh.

Read Sentences

Y as a Chameleon



This lesson will focus on only one of the vowel sounds for y - long ī at the end of a syllable. After the lesson is complete, students can add words that use this y sound to the top right square of their chart. (The remaining two boxes can be filled in after lesson 4-5 and in the appendix, A-18.)

Dictation Words:

cry	my	try	fly	ply
by	shy	why*	pry	sky
sty	dry	fry	spy	spry
sly				

*This is no longer a Red Word because students now know the spelling rule.

Read Words

Dictation Sentences:

Why is he so shy?

My he is a sly spy!

The pig sty was dry.

Did you try to spy on him?

A frog cannot fly in the sky.

My spry mom sprang into the sky.

There was a fly by the picnic basket.

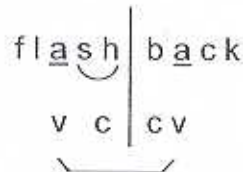
She can try to pry the lid from the can.

Read Sentences

Syllabication:

Introduction – qu, digraphs and ng/nk with VCCV

Words in this lesson will contain qu, consonant digraphs and ng/nk. If qu, consonant digraphs or ng/nk appear in the middle of the word, have students scoop under the letters to show they are linked and treated as one consonant unit.



backpack

mustang

inkwell

Franklin

bathmat

Backgammon

Wellington*

vanquish**

*The rule for two consonants between the two vowels is to split them. This renders Wel / ling / ton and does give the correct pronunciation. It is preferable at this point for students to recognize and scoop the double l at the end of Well. Then, the word is read as Well / ing / ton.

** Note the u stays with the consonant q. Only the i is underlined as the vowel.

Red Word: goes

Bill goes to this class.

One brush goes here.

Read Sentences

L

LESSON 3-14

Known Red Words:

off, sure, said, knew,
great, such, much, know,
could, would, should, new,
too, also

Three-Part Drill

New Sound Introduction: ai /ā/

This is the first of six vowel pairs, or vowel digraphs, that will be referred to as Vowel Teams: two vowels that team together to make a single, long vowel sound. This concept is often taught as the old rhyme, "When two vowels go walking, the first one does the talking." However, this rhyme does not work for all vowel pairs. (For example **oi** creates a brand-new sound, and will be taught as a diphthong.)

The Vowel Team **ai** is found at the beginning or middle of a word or syllable.

Dictation Words:

sail	aid	fail	gain	wait	tail
main	laid	paid	nail	maid	hail
pail	rain	jail	pain	quail	air
rail	mail	chain	aim		
brain	trail	grain	paint	stain	drain
train	quaint	claim	plain	braid	snail
mailbox	handrail	bandaid	waitress	aimless	raindrop

Read Words

Dictation Sentences:

Will you wait for the mail?

The main pain is in my ankle.

Would you catch the rain in a pail?

They paid a lot for that bag of nails.

Drain the paint into the new sink.

Doesn't the train run on this rail too?

The snail left a long trail in the grass.

We went on the trail to the quaint cabin.

Read Sentences

Syllabication:

veto

Poland

Practice – Mixed

butane

mumble

absolute

quibble

validate

encampment

Red Word: once

Once I sat in the rain.

Did you drain the sink once?

Read Sentences