

# Contents

## Unit 3: Affixes, Blends, and Syllables

Lesson 1: Beginning Blends: <i>l</i> . . . . .	3
Lesson 2: Beginning Blends: <i>r</i> . . . . .	11
Lesson 3: Beginning Blends: <i>s</i> . . . . .	18
Lesson 4: Suffix <i>-s</i> ; Plurals . . . . .	24
Lesson 5: Floss Rule . . . . .	28
Lesson 6: Umpire Sounds . . . . .	34
Lesson 7: Chinese Brothers . . . . .	39
Lesson 8: Piggy Bank Sounds . . . . .	44
Lesson 9: Open and Closed Syllables . . . . .	49
Lesson 10: Multisyllabic Words: Compound Words . . . . .	54
Lesson 11: Multisyllabic Words: Detached Syllables . . . . .	59
Lesson 12: Beginning Three-Letter Consonant Blends . . . . .	63
Lesson 13: <i>Y</i> as a Vowel . . . . .	70
Lesson 14: Suffix <i>-ing</i> . . . . .	76
Lesson 15: Suffix <i>-es</i> . . . . .	82
Lesson 16: Ending Blends: <i>l</i> . . . . .	88
Lesson 17: Ending Blends: <i>t</i> . . . . .	94
Lesson 18: Ending Blends . . . . .	102
Lesson 19: Syllables and Blends . . . . .	110
Lesson 20: Silent Soldier <i>T</i> . . . . .	114
Lesson 21: Closed Prefixes: <i>dis-</i> , <i>non-</i> , <i>un-</i> . . . . .	120
Lesson 22: Closed Prefixes: <i>mid-</i> , <i>mis-</i> , <i>sub-</i> . . . . .	125
Lesson 23: Kind Old Sounds . . . . .	132
Vowel Spellings . . . . .	139
Grammar Drills . . . . .	140
<b>Unit 3 Posttests</b> . . . . .	<b>143</b>

## Notes to teacher:

### Spelling and Reading

- The Spelling and Reading section of each lesson is set up to have the student spell the words first and then read them from a clean copy after his words have been checked and corrected. If it is helpful to your student, reverse the order of the exercise and allow the student to read the word list first and then spell the words.
- The word list progressively becomes longer throughout the units to provide words for extra practice. We recommend that the student spells a minimum of ten words per lesson. If this amount seems overwhelming to the student, work with words in tactile ways instead of on paper. See page 39, *Teacher Training Book*, under “Auditory Drill” for creative materials to do finger-spelling, or page 40 under “Reading and Spelling Additional Ideas” for other ways to work with words.


### Letter Tiles

- The use of letter tiles is not included in the daily exercises of Units 2-6 of Phonics Foundations. If it is helpful to your student, provide a multisensory component to spelling and syllabifying words by preparing a set of tiles (see page 46, *Teacher Training Book*).

### Story Background

- The stories to be read aloud are found in the *Student Book*. Some students may find the contrasting black text and white background difficult to read. If it is helpful to your student, copy the stories on cream or soft pastel colored paper before asking him to read them.

### Student Book

- A book of student worksheets is included for Unit 3. The icon  in the Teacher’s Guide or on an Instruction Card indicates that the activity described requires a worksheet in the Student Book. Use the Extra Practice Worksheets in the Student Book as needed.

### Rule Review Cards

- In Unit 3 the student will learn rules for spelling. Daily review of these rules and catchphrases using the small Rule Review Cards is recommended. A reminder is found at the end of each drill and review section of the lessons.

### Drill and Review

- All sounds from Unit 2 should be reviewed in Unit 3. The student card numbers for the review will be listed in each lesson. However, to keep the deck of cards manageable, omit sounds the student has mastered as you continue to add new cards to the student deck. Do not drop vowel cards.

### Grammar Drill

- Add an extra dimension for advanced students whenever possible by incorporating exercises and drills that build grammar skills into daily spelling and reading exercises. Ideas for grammar review and practice for advanced students are found on page 140.

# Affixes, Blends, and Syllables

## Unit 3



# Unit 3

## Phonemes and Red Words

Lesson	Skill	Red Word
3:1	Beginning Blends: <i>l</i>	they
3:2	Beginning Blends: <i>r</i>	whom
3:3	Beginning Blends: <i>s</i>	whose
3:4	Suffix <i>-s</i> ; Plurals	whole
3:5	Floss Rule: <i>-ff, -ll, -ss, -zz</i>	been
3:6	Umpire Sounds	both
3:7	Chinese Brothers	always
3:8	Piggy Bank Sounds	could
3:9	Open and Closed Syllables	would
3:10	Compound Words	should
3:11	Detached Syllables	any
3:12	Three-Letter Blends	many
3:13	Y as a Vowel	sure
3:14	Suffix <i>-ing</i>	very
3:15	Suffix <i>-es</i>	owe
3:16	Ending Blends: <i>l</i>	own
3:17	Ending Blends: <i>t</i>	some
3:18	Ending Miscellaneous Blends	come
3:19	Syllables and Blends	such
3:20	Silent Soldier <i>T</i>	much
3:21	Prefixes: <i>dis-, non-, un-</i>	rich
3:22	Prefixes: <i>mid-, mis-, sub-</i>	which
3:23	Kind Old Sounds	father, mother

# Lesson 1: Beginning Blends: /

## Lesson Preparation

- Flash cards for today's lesson (T35, S1-S37)
- Supplies for blender activity on page 3
- Red Word supplies: they
- Laminated sentence strips for page 5
- *Student Book* pages 1-7
- Items for additional activities if needed

## Drill and Review

Student Cards 1-31

- ▣ IC: 1 Visual: Follow Instruction Card 1 for the visual review drill.
- ▣ IC: 2 Auditory: Follow Instruction Card 2 for the auditory review drill.
- ▣ IC: 3 Blending: Follow Instruction Card 3 for the blending review drill.

Note: All sounds from Units 2 should be reviewed in Unit 3. However, to keep the deck of cards manageable, omit sounds the student has mastered as you continue to add new cards to the student deck. *Do not drop vowel cards.*

## Introduction of New Concept

bl-, cl-, fl-, gl-, pl-, sl-

**Concept introduction** Explain the difference between consonant digraphs and consonant blends. Digraphs are made up of several letters that together create a new sound. A consonant blend is made up of two or three consonants that each retain their individual sounds. Teach the student to recognize blends as units that work together at the beginning of a word.

**Flash card introduction** *Teaching card:* (T35) Show the picture of the blender, pointing out the letters inside the blender and the example words for each consonant / blend.

*Student cards:* Add the beginning / blend cards S32-37 to the student deck.

**Multisensory activity** Introduce the concept of consonant blends by using a multisensory activity. For example, bring a blender to class. Demonstrate how you can put two or more things into the blender, such as strawberries and ice cream. After blending them, you have a milkshake. When you taste the milkshake, you can taste both the strawberries and the ice cream. This is the way blends work. Together they form a new unit, but within the unit each consonant retains its own sound.

Blends can be divided into two groups. Beginning blends are found at the beginning of a word (on a flash card, these are followed by a hyphen: *bl-*). Ending blends are found at the ending of a word (on a flash card, these are preceded by a hyphen: *-lp*).

**Story introduction** Tell the student you are going to read a short story to him. Ask him to listen for words that begin with consonant / blends as you read.

**Read** Glen and Clara flew into the house. “Mom, we are so hot from playing on the slide all morning. May we have something cold to drink?”

“Hmmm... I have some fresh blueberries. Would you like blueberry milkshakes? I will gladly make some for you. Then we can clean the flower beds together.”

Glen and Clara clapped gleefully. “Blueberry is our favorite flavor! We will gladly help clean the flower beds.”

**After the story** Ask the student to repeat any word beginning with consonant / blends from the story.

Ask the following questions. Tell him that most answers should include words beginning with consonant / blends.

1. What flavor was blended into the milkshake?
2. What job did the children help with after drinking the milkshake?



## Spelling and Reading

**Practice** On the board or a piece of paper, write words that begin with the / blends from the dictation list. Show the student how to draw a “scoop” under the beginning blends before reading the words. (Example: black)

When finger-tapping words with blends, first scoop the blends, then give it one tap. Any sound or unit that is reviewed on a flash card receives one tap when spelling. A helpful rule to remember when finger-tapping is “one tap for one card.”

Example of finger-tapping for the word *black*: Teacher says “black.” The student repeats “black” and then taps his first finger while saying /b/, the next finger while saying /l/, and the third finger while saying /k/.

■ IC: 5 Follow Instruction Card 5 for finger-tapping and word dictation. Throughout Unit 3, the list contains extra words for additional practice. Choose a mixture of *at least ten* words to use for spelling and reading. See notes to teacher on page iv.

bl-	cl-	fl-	gl-	pl-	sl-
black	clap	flat	glad	plan	slam
bled	clef	flex	Glen	pled	sled
blip	clip	flip	glib	plick	slip
blob	clock	flop	glob	plod	slop
blush	cluck	flub	glug	plug	slum



Optional activity for advanced student—Word Analysis Worksheet (see page 4, *Student Book*): After the student does word dictation, repeat nine words and have him analyze each one by writing the word and indicating how many syllables, vowels, sounds, and letters are found in the word.

Copyrighted material. May not be reproduced without permission from the publisher.

■ IC: 6 Follow Instruction Card 6 for syllable-pounding and sentence dictation.

Thad did not slip on the slop. Slip the black clip on the dog.  
 Glen can clap if you win. Fix the flat with a plug.  
 The plan is to flop on the sled. Jim was glad to pick a plum.

After the student reads the sentences, use prepared sentence cards to practice making up new sentences. Laminate three different colors of paper and cut each sheet into strips or cards. Use a dry erase marker to write sentence segments on the cards. Ask the student to randomly choose one card of each color, lay them together on the table and read the new “silly sentence.”

Example: Green cards: Sam, Glen, Jim  
 Blue cards: did not slip, can clap, will fix the flat  
 Yellow cards: on the slop, if you win, with a plug



## Red Words

**New word: they**

■ IC: 9 Follow Instruction Card 9 for red word reading and spelling review.

■ IC: 8 Follow Instruction Card 8 to introduce the new word.

Dictation sentences:

Do they have a plan?  
They are at the back of the shop.

## Syllabication

Begins in Lesson 10.



## Oral Reading

■ IC: 10 Check Instruction Card 10 for oral reading instructions and ideas.

Note: Before reading the story, point out the quotation marks to the student and explain that these marks show a person’s exact words. Point out the commas and explain that a comma makes a slight break between words or phrases in a sentence.

### Where Is Glen?

Dad said, “Where is Glen? I want Glen to plug in the clock.”

Is Glen in bed? Glen is not in bed.

Is Glen at the shop? Glen is not at the shop.

Is Glen in the big, big box? Yes, Glen is in the box.

Dad said, “Can you plug in the clock?”


Glen said, “I can plug it in for you.”

Dad is glad.

Copyrighted material. May not be reproduced without permission from the publisher.

**Comprehension questions**

1. Who is Dad looking for?
2. How many places did Dad look before he found Glen?
3. What job did Dad need help with?

 After reading, ask the student to draw a picture illustrating the story (see page 2, *Student Book*). Allow the student to explain his drawing as needed. Evaluate the drawing to check the student’s reading comprehension. For example, can he draw without prompts? Does his picture show that he understands what he read? Does the illustration show that he is able to infer additional information?

**Student Assessment**

Complete Teacher’s Daily Preparation and Assessment Record. If the student demonstrates weakness on today’s skill, see teaching tips for drill and practice (see pages 39-45, *Teacher Training Book*).


**Additional Activities**













Listed in this section are suggestions for additional activities to keep lessons interesting and focused.

 **Unit 3 Student Book:**

- Extra Practice 1: Cut out the blend boxes. Paste each blend box with a picture that begins with the blend.
- Extra Practice 2: Write the blend each word begins with.

Unit 3 | Lesson 1 | Extra Practice 1

**Beginning Blends: /** 


	pl		fl		fl
	cl		bl		sl
	sl		gl		pl
	fl		cl		gl

















fl   bl   sl   fl   pl   cl

gl   cl   pl   gl   fl   sl

5

Unit 3 | Lesson 1 | Extra Practice 2

**Beginning Blends: /** 

			
bl	fl	gl	cl
			
pl	cl	bl	sl
			
cl	pl	fl	fl
			
fl	bl	sl	gl

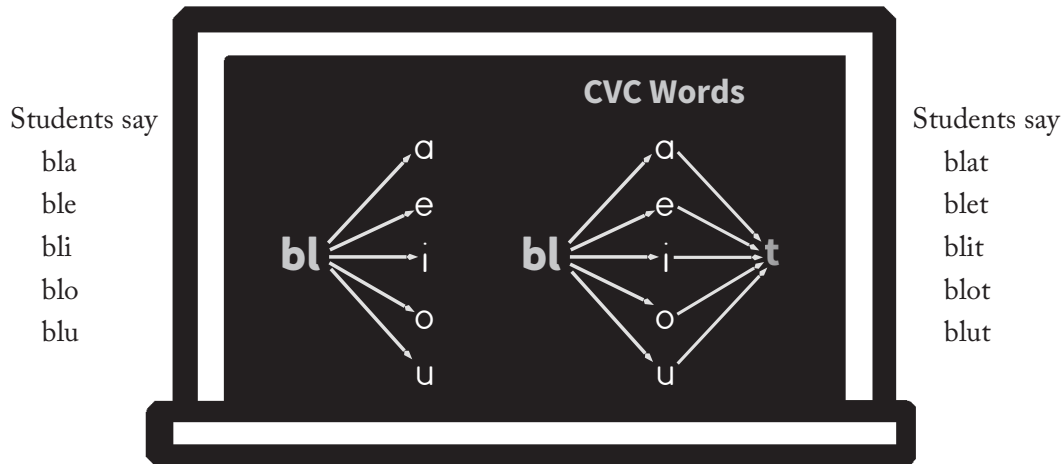
**bl   cl   fl   gl   pl   sl**

7



## Multisensory Activities and Crafts

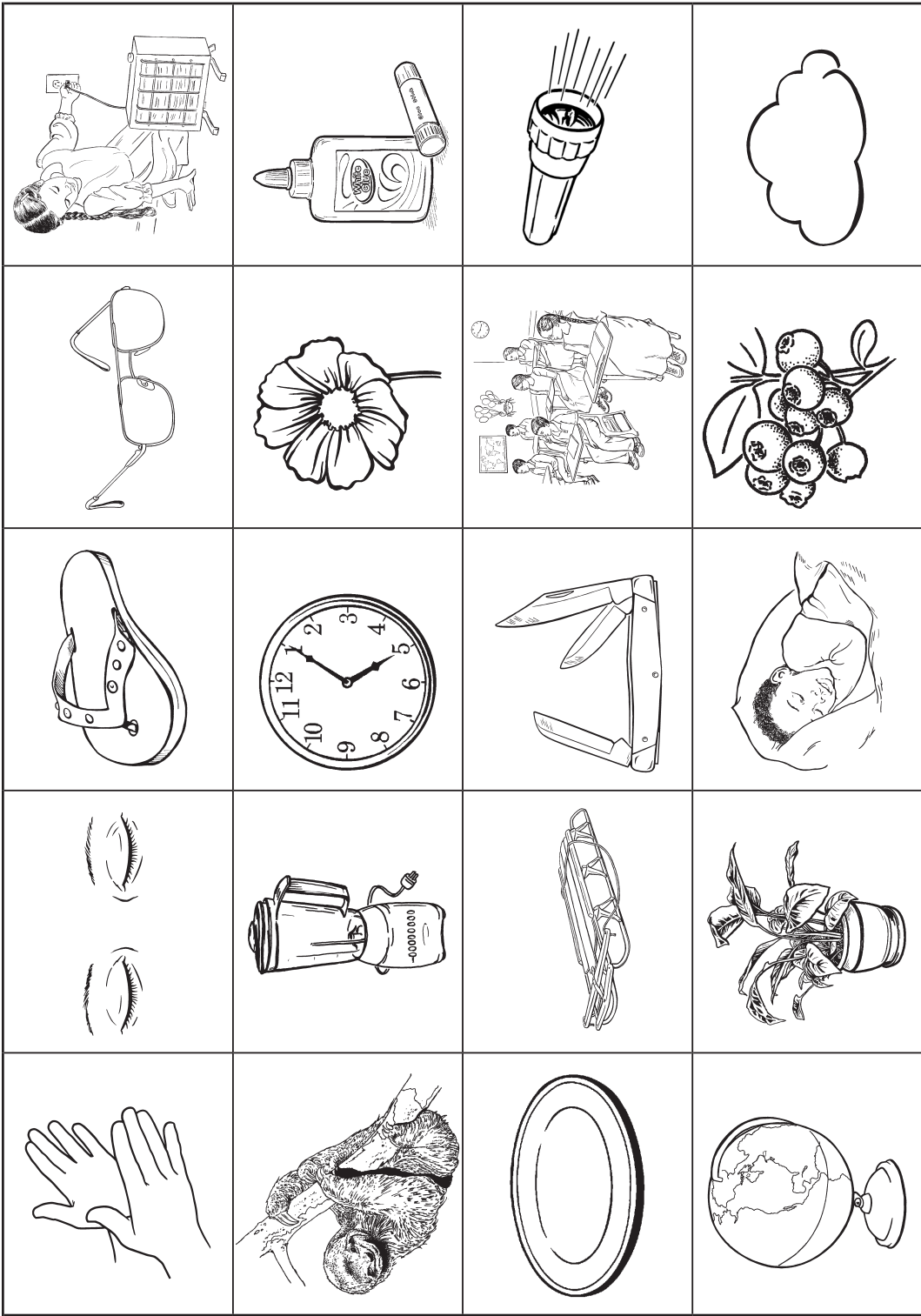
- Slide and blend: Write the vowels on the board vertically. Write a consonant such as *bl-* to the left of the vowels. Scoop each blend, then draw a line from the blend to each vowel while saying the nonsense words (*bla, ble, bli, blo, blu*). For additional practice, write a consonant such as *t* to the right and slide and blend CVC words. (*blat, blet, blit, blot, blut*)



- Photocopy and use the picture cards and blend squares on pages 9, 10 for any of the following activities:
  - Play *Blend Bingo*. Copy the blank bingo template (see page 8), l blend pictures, and blend squares. Cut the pictures and arrange them on the blank bingo board. Cut the squares and have the student use them to cover pictures on his bingo board. Call out the words and ask the student to cover the picture with the blend square that matches the word. For example, the teacher says *blink* and the student covers the *blink* picture with the *bl* card. Continue until all pictures are covered with blend squares.
  - Play *Memory*. Copy and cut out the l blend pictures and blend squares to create a set of *Memory* cards. Arrange the cards face down on the table. Allow each player to turn over one blend picture card and one blend square. If the cards match, the player may keep the set. If they do not match, the player turns them back over. The player with the most sets wins.
  - Play *Blend Flash*. Create a set of flash cards with the picture cards. Show a card to the student and ask him to write the beginning blend he hears in the word. Optional: Have the student say the blend instead of writing it. Repeat the blend and word faster each round.

*Bingo Template*

**Empty Bingo template to fill in consonant blends to use as needed.**

**Key:**

- clap
- close
- flip-flop
- glasses
- plug
- sloth
- blender
- clock
- flower
- glue
- plate
- sled
- blades
- class
- flashlight
- globe
- plant
- sleep
- blueberries
- cloud

Blend Squares for Consonant I Blends

pl	gl	fl	cl
gl	fl	cl	bl
fl	cl	bl	sl
cl	bl	sl	pl
cl	sl	pl	gl

## Lesson 2: Beginning Blends: *r*

### Lesson Preparation

- Flash cards for today's lesson (T36, S1-S44)
- Copy of lion on page 15
- Supplies needed for lion activity on page 11
- Red Word supplies: whom
- *Student Book* pages 9-15
- Items for additional activities if needed

### Drill and Review

Student Cards 1-37

- ▣ IC: 1 Visual: Follow Instruction Card 1 for the visual review drill.
  - ▣ IC: 2 Auditory: Follow Instruction Card 2 for the auditory review drill.
  - ▣ IC: 3 Blending: Follow Instruction Card 3 for the blending review drill.
- Rule Review: Review using Rule Review Cards (R1-4).

### Introduction of New Concept

**br-, cr-, dr-, fr-, gr-, pr-, tr-**

**Concept introduction** Review the concept of blending using the Rule Review Card 4. Review the *l* blends by asking the student to name foods for each sound that could go in a blender (Examples: *bl-* berries, lemon; *cl-* cauliflower, lime; *fl-* fruit, lettuce; *gl-* gumballs, lollipops; *pl-* pineapple, licorice; *sl-* strawberry, lime).

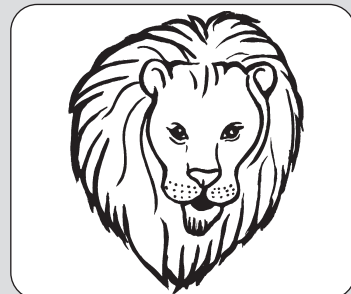
Explain that today's new consonant blends each contain the sound of /r/.

**Flash card introduction** *Teaching card:* Show the student the beginning consonant *r* blend teaching card (T36). Practice saying the two sounds in each blend. Discuss words that begin with each blend.

*Student cards:* Add the beginning *r* blend cards S38-44 to the student deck.

**Multisensory activity** Create a growly blend lion card for student (see page 15). Discuss the sound a lion makes. Practice the *grrrrrowl* of a lion. Read words from the dictation list. Tell student to hold up his growly lion when the word begins with an *r* blend. Allow student to use his growly lion while doing his reading and spelling exercises.

Draw or print the lion's head (see page 15) on a 3 x 3 piece of card stock. Cut an opening for the lion's mouth and attach the growly lion to a Popsicle stick.



**Story introduction** Tell student you are going to read a short story to him. Ask him to listen for words that begin with consonant *r* blends as you read.

**Read** Travis dropped a bread crust from his sandwich into the water. A tiny mouth grabbed the bread and disappeared. “Fred, something grabbed the crust I dropped. What was it?”  
 “Maybe it was a hungry frog or a crab!” Fred cried, staring into the creek.  
 “Nah, a crab travels on the creek bottom, not on top of the water. Maybe a creek trout grabbed the bread. Let’s go home and get our fishing poles. We can try to catch him if he was a trout,” Travis said.

**After the story** Ask the student to repeat any words beginning with consonant *r* blends from the story.  
 Ask the student the following questions. Tell him that most answers should include the consonant *r* blend. Give prompts as needed.

1. What critters did the boys think might have gotten the crust?
2. What did the boys think they might catch with their pole?



## Spelling and Reading

**Practice** On the board or a piece of paper, write words that begin with the *y* blends from the dictation list. Show the student how to draw a “scoop” under the beginning blends before reading the words.

Demonstrate and implement the “one tap for one card” rule. Any sound or unit that is reviewed on a flash card receives one tap.

☐ IC: 5 Follow Instruction Card 5 for finger-tapping and word dictation.

br-	cr-	dr-	fr-	gr-	pr-	tr-
brag	crash	drag	frap	grab	pram	trap
bren	crep	drep	Fred	gresh	prev	treck
brick	crib	drip	frit	grin	prim	trip
broth	crod	drop	frog	grog	prom	trod
brush	crub	drum	frud	grub	prush	truck



Optional activity for advanced student—Word Analysis Worksheet (see page 12, *Student Book*): The student should spell and analyze nine words from the dictation list.

☐ IC: 6 Follow Instruction Card 6 for syllable-pounding and sentence dictation.

Fred has a crab in a trap.	The cat can drag the tin trap.
The brick did crash on the deck.	Grab the frog from the crib.
Greg had fun with his truck on the trip.	Brad did pick up his drum.

Create color-coded cards and ask the student to randomly choose cards and create silly sentences.

Copyrighted material. May not be reproduced without permission from the publisher.

## Syllabication

Begins in Lesson 10.



## Red Words

New word: whom

▣ IC: 9 Follow Instruction Card 9 for red word reading and spelling review.

▣ IC: 8 Follow Instruction Card 8 to introduce the new word.

Dictation sentences:

With whom do you live?

To whom did you give the box?



## Oral Reading

▣ IC: 10 Check Instruction Card 10 for oral reading instructions and ideas.

Note: Before reading the story, point out the indented lines. Explain that sentences that share a common idea are grouped together to form a paragraph.

### The Frog Trap

Fred can trot to the shop. Fran can trot with him. They want to get a trap.  
The trap is for a frog.

Fran got the trap. Fred did drag it to the brush. They set the trap for a frog.  
A frog got in the trap. The trap did crash shut.

Fred did grab the frog and drop it in a sack. Fran does grin at the frog in  
the sack. They have fun with the pet frog.

### Comprehension questions

1. What did Fred and Fran want at the shop?
2. What type of trap did they get?
3. What do you think Fred and Fran will do with the frog?
4. How do you know they are happy to have caught a frog in their trap?



After reading, ask the student to draw a picture illustrating the story (see page 10, *Student Book*). Allow the student to explain his drawing as needed. Evaluate the drawing to check the student's reading comprehension. For example, can he draw without prompts? Does his picture show that he understands what he read? Does the illustration show that he is able to infer additional information?

## Student Assessment

Complete Teacher's Daily Preparation and Assessment Record. If the student demonstrates weakness on today's skill, see teaching tips for drill and practice (see pages 39-45, *Teacher Training Book*).

## Additional Activities

Listed in this section are suggestions for additional activities to keep lessons interesting and focused.

### Unit 3 Student Book:











- Extra Practice 1: Circle the beginning *r* blend that matches each picture. (*tree, crab, pretzel, trash, frog, drops, brush, dream, crown, grapes*)
  - Extra Practice 2: Color the beginning *r* blend that matches each picture. (*braid, tree, crown, brush, fruit, cry, dress, frog, truck, drill, drum, train, broom, drip*)
- Optional: Ask advanced students to write each word, filling in the letter boxes.

## Multisensory Activities and Crafts

- Photocopy and use the picture cards and blend squares on pages 16, 17 for any of the following activities:
  - Play *Blend Bingo*. Copy the blank bingo template (see page 8), *r* blend pictures, and blend squares. Cut the pictures and arrange them on the blank bingo board. Cut the squares and have the student use them to cover pictures on his bingo board. Call out the words and ask the student to cover the picture with the blend square that matches the word. For example, the teacher says *bride* and the student covers the *bride* picture with the *br* card. Continue until all pictures are covered with blend squares.
  - Play *Memory*. Copy and cut out the *r* blend pictures and blend squares to create a set of *Memory* cards. Arrange the cards face down on the table. Allow each player to turn over one blend picture card and one blend square. If the cards match, the player may keep the set. If they do not match, the player turns them back over. The player with the most sets wins.
  - Play *Blend Flash*. Create a set of flash cards with the picture cards. Show a card to the student and ask him to write the beginning blend he hears in the word. Optional: Have the student say the blend instead of writing it. Repeat the blend and word faster each round.

Unit 3 | Lesson 2 | Extra Practice 1















### Beginning Blends: r

	tr		br
	cr		cr
	gr		tr
	pr		pr
	tr		wr
	fr		dr
	wr		dr
	br		cr
	cr		br
	gr		gr

13

Unit 3 | Lesson 2 | Extra Practice 2

### Beginning Blends: r

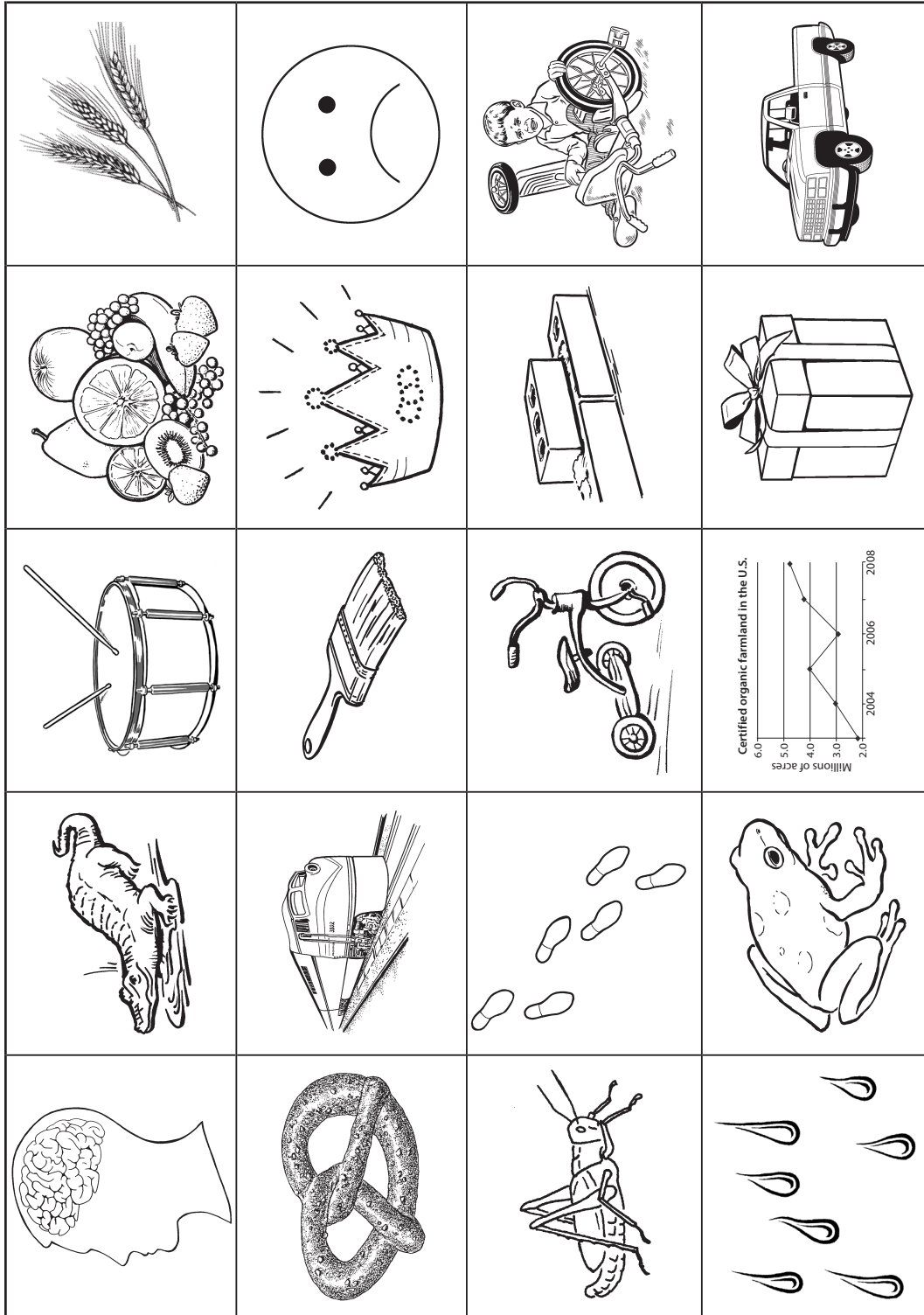
dr		b r a i d	tr		t r e e
br			fr		
cl		c r o w n	gr		b r u s h
cr			br		
fl		f r u i t	cr		c r y
fr			fr		
dr		d r e s s	tr		f r o g
fr			br		
dr		t r u c k	dr		d r i l l
tr			fr		
dr		d r u m	gr		t r a i n
pl			tr		
cr		b r o o m	dr		d r i p
br			fr		

15





Picture Cards for Consonant r Blends



**Key:**

- brain
- crocodile
- drum
- fruit
- grain
- pretzel
- train
- brush
- crown
- frown
- grasshopper
- prints
- trike
- bricks
- crash
- drops
- frog
- graph
- present
- truck

gr	fr	cr	tr
fr	cr	br	pr
dr	br	tr	gr
cr	tr	pr	fr
br	pr	gr	dr

## Lesson 3: Beginning Blends: s

### Lesson Preparation

- Flash cards for today's lesson (T37, S1-S51)
- Supplies needed for snake activity on page 18
- Red Word supplies: whose
- *Student Book* pages 17-23
- Items for additional activities if needed.

### Drill and Review

Student Cards 1-44

- IC: 1 Visual: Follow Instruction Card 1 for the visual review drill.
  - IC: 2 Auditory: Follow Instruction Card 2 for the auditory review drill.
  - IC: 3 Blending: Follow Instruction Card 3 for the blending review drill.
- Rule Review: Review using Rule Review Cards (R1-4).

### Introduction of New Concept

sc-, sk-, sm-, sn-, sp-, st-, sw-

**Concept introduction** Review the concept of blending using Rule Review Card 4. Review the *r* blends by asking the student to name foods for each sound that could go in a blender (Examples: *br-* blackberry, raspberry; *cr-* cotton candy, raisins; *dr-* doughnut, Rice Krispies; *fr-* fish, rice; *gr-* grapes, rhubarb; *pr-* pink lemonade, raspberry; *tr-* tomatoes, radishes).

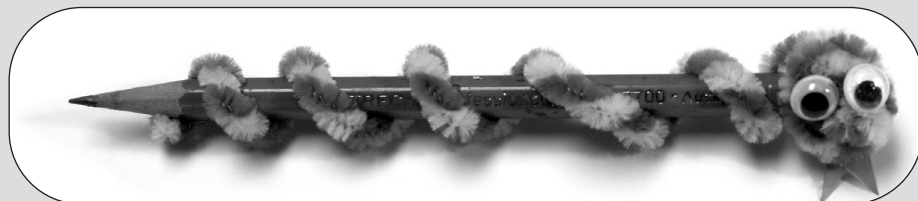
Explain that today's new consonant blends each contain the sound of /s/.

**Flash card introduction** *Teaching card:* Show the student the beginning consonant *s* blend teaching card (T37). Practice saying the two sounds in each blend. Discuss words that begin with each blend.

*Student cards:* Add the beginning *s* blend cards S47-51 to the student deck.

**Multisensory activity** Create a pipe cleaner snake from two different colors to show that *s* is blended with another consonant, but each consonant retains its own sound. Coil the "snake" around the student's pencil and allow him to use it while doing his spelling and reading exercises.

Create a pipe cleaner snake by twisting two different colored pipe cleaners together. Add small wiggle eyes and a paper tongue. Coil the snake around the student's pencil.



**Story introduction** Tell the student you are going to read a short story to him. Ask him to listen for words that begin with consonant *s* blends as you read.

**Read** Scot loved to skate on the rink in the winter. The cousin skating party was the best! The aunts always cooked stew over the fire in a great steel pot for the cousin skating party. They threw squash, string beans, and many other vegetables into the pot. The smoke from the fire beside the pond snaked in swirly columns. All afternoon, they sniffed the delicious stew. The stew was the best smell in the world after they had swirled and skated across the ice all afternoon. The uncles joined the party in the evening. Everyone enjoyed skating and eating stew around the fire together.

**After the story** Ask the student to repeat any word beginning with consonant *s* blends from the story. Ask the following questions. Tell him that most answers should include consonant *s* blends. Give prompts as needed.

1. What was the best thing about winter for Scot?
2. What did everyone enjoy around the fire?



## Spelling and Reading

**Practice** On the board or a piece of paper, write words that begin with the *s* blends from the dictation list. Show the student how to draw a “scoop” under the beginning blends before reading the words.

Demonstrate and implement the “one tap for one card” rule. Any sound or unit that is reviewed on a flash card receives one tap.

Note: Review *c* and *k* rule before spelling (R1a, b).

☐ IC: 5 Follow Instruction Card 5 for finger-tapping and word dictation.

sc-	sk-	sm-	sn-	sp-	st-	sw-
scab	skid	smash	snap	span	stack	swag
scat	skit	smith	snip	speck	step	swop
Scot	skin	smog	snob	spit	stop	swim
scum	skep	smut	snug	spot	stun	swum



Optional activity for advanced student—Word Analysis Worksheet (see page 20, *Student Book*): The student should spell and analyze nine words from the dictation list.

☐ IC: 6 Follow Instruction Card 6 for syllable-pounding and sentence dictation.

Beth can swim in the scum.	Is the scab on his skin?
Can Fred skip in the smog?	Scot dug the spud from the mud.
Step on the black spot.	Do not smash the big bug.

Create color-coded cards and ask the student to randomly choose cards and create silly sentences.

Copyrighted material. May not be reproduced without permission from the publisher.



## Red Words

New word: whose

■ IC: 9 Follow Instruction Card 9 for red word reading and spelling review.

■ IC: 8 Follow Instruction Card 8 to introduce the new word.

Dictation sentences:

Whose cat is on the mat?

Ben said whose dog it was.

## Syllabication

Begins in Lesson 10.



## Oral Reading

■ IC: 10 Check Instruction Card 10 for oral reading instructions and ideas.

Note: Before reading the story, point out the exclamation point and explain that it is used at the end of a sentence when strong feelings are being expressed.

### The Fun Swim

Scot and Stan had a fun swim. They swam for a bit and then sat on a log in the scum. The log was big, it did not snap.

Scot did skip a flat rock in the scum. A frog sat on a stick in the scum. It did not scat. Stan said, "Stop! Do not smash the frog!"

Scot and Stan swam back in the sun. When Mom said to stop, they had a snack.

### Comprehension questions

1. Who went for a swim?
2. What did they do first? What did they do next?
3. What kept the log from breaking?
4. How did Scot and Stan know it was time to stop swimming?



After reading, ask the student to draw a picture illustrating the story (see page 18, *Student Book*). Allow the student to explain his drawing as needed. Evaluate the drawing to check the student's reading comprehension. For example, can he draw without prompts? Does his picture show that he understands what he read? Does the illustration show that he is able to infer additional information?

## Student Assessment

Complete Teacher's Daily Preparation and Assessment Record. If the student demonstrates weakness on today's skill, see teaching tips for drill and practice (see pages 39-45, *Teacher Training Book*).

Copyrighted material. May not be reproduced without permission from the publisher.