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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 4. 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 4 the student will learn spelling rules for long vowels and homophones. 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 and 3 should be reviewed in Unit 4. 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 137.

Long Vowels and Homophones

Unit 4



Unit 4

Phonemes and Red Words

Lesson	Skill	Red Word
4:1	Electric <i>E</i>	aunt
4:2	Electric <i>E</i> Syllable	woman
4:3	Electric <i>E</i> with Blends	women
4:4	Electric <i>E</i> with Blends	buy
4:5	<i>ee</i> with Detached Syllables	build
4:6	<i>ee</i> Multisyllabic Words	busy
4:7	Suffixes <i>-en, -ful, -ish, -less, -ment</i>	half
4:8	Contractions	their
4:9	<i>LE</i> Syllable	pint
4:10	<i>LE</i> with Open Syllables	ninth
4:11	<i>LE</i> with Double Consonants	triple
4:12	Vowel Team <i>ai</i>	move
4:13	Vowel Team <i>ay</i>	against
4:14	Vowel Team <i>ea</i>	prove
4:15	Vowel Team <i>ee</i>	often
4:16	Vowel Team <i>oa</i>	again
4:17	Vowel Team <i>oe</i>	listen
4:18	Homophones	put
4:19	Digraph <i>ph</i>	push
4:20	Open Prefixes: <i>be-, de-, pre-, pro-, re-</i>	pull
4:21	Homophones	bull
4:22	Bossy R: <i>er</i>	bush
4:23	Bossy R: <i>ir</i>	door
4:24	Bossy R: <i>ur</i>	floor

Lesson 1: Electric E

Lesson Preparation

- Flash cards for today's lesson (T52, S1-S103)
- Supplies needed for electric eel e activity on page 4
- Red Word supplies: aunt
- Color-coded sentence cards on page 5
- *Student Book* pages 1-7
- Items for additional activities if needed

Drill and Review

Student Cards 1-102

- ▣ 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 (R1-13).

Note: All sounds from Units 2 and 3 should be reviewed in Unit 4. 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

Electric E

Concept introduction The *e* on the end of a word is usually silent. The silent *e* on the end of a CVC word indicates that the vowel immediately before it will make its long sound. To help the student understand and remember how the silent *e* works, introduce the electric eel and the Electric E Rule. Read about the electric eel:

Read The electric eel is a knife fish that can be found in South American rivers. The electric eel has three electric organs that generate high-voltage pulses of electricity. When an electric eel is hungry, he uses an electrical discharge to stun his prey so that he can suck it into his mouth and down into his stomach. When the eel is under water, his electrical discharge is weaker because the shock is distributed in the surrounding water. If the eel leaps out of the water and places his chin against another animal, the shock is much stronger. The electric eel is grayish brown and may grow up to nine feet long. He likes to eat shrimp, crabs, fish, and small mammals such as rats. Sometimes he will eat fruit from tree branches that hang over the river.

Flash card introduction *Teaching card:* Show the electric eel shaped like *e* on the teaching card (T52). Explain that the Electric *E* sits quietly at the end of a word. When he is hungry, he leaps over the ending consonant and shocks the middle vowel. The middle vowel opens its mouth and yells its long vowel sound. Demonstrate this by writing examples on the board and drawing an arrow to show the *e* leaping over the consonant.

h a t e

Example words: *tame, mete, Mike, rode, cute*

Student card: The Electric *E* card (S103) should be kept separate from the student deck as an add-in card. When doing the review drills, insert the Electric *E* card occasionally at the end of a word. Ask the student to reread the word, changing the short vowel sound to a long vowel sound.

Example: The student reads the word *can*; place the Electric *E* card after the *n* card and ask the student to reread the word: *cane*.

Story introduction Tell the student you are going to read a short story about an eel named Spike. Emphasize the word *long* to help the student remember the Electric *E* helps a vowel make its long sound.

Read Spike, a long electric eel, swam around for a long time, searching for his next meal. He finally spotted a rat with a long tail seated on the riverbank. Spike quietly swam near the huge rat. Suddenly he took a long leap out of the river and hit the rat with his chin. Spike's electric shock surprised the rat. The rat squeaked a long, loud "Eeeek!"

After enjoying his meal, Spike slipped quietly back into the water. Without saying anything, he swam away.

After the story Ask the following questions.

1. What made the rat shout "Eeek"?
2. What did Spike do after he hit the rat?

Multisensory activity Create wiggly eels from gummy worms.

Supplies: 4-6 gummy worms, 3 tablespoons baking soda, ½ cup white vinegar, 1 cup water, 2 clear glasses, a small dish, a fork

Cut each gummy worm lengthwise to make 4 skinny "eels." Mix the water and soda in one glass. Let the student drop the tiny eels one by one into the soda mixture and stir. Leave the eels in the mixture for 10-15 minutes, then transfer to the small dish using the fork.

Pour the vinegar into the empty glass. Allow the student to drop the eels one by one into the vinegar. Watch the eels start to jump and wriggle as the vinegar reacts with the baking soda to form bubbles on the eels.

Rinse and reuse the same worms for a second round if you like.

For this lesson, the student should add a link to the Vowel Spelling Chains which they started in Unit 2 (see page 137). Today's new vowel pattern: Electric *E*. Add to Vowel Chains: *ā-Dave*; *ē-Pete*; *ī-while* *ō-joke*; and *ū-mule*.

**Spelling and Reading**

Practice On the board or a piece of paper, write CVC words. After the student reads a word, add the Electric *E* to the end of the word and draw an arrow to show that the silent *e* changes the sound of the vowel from short to long.


Practice spelling words by giving the student a CVC word such as *mad* and then ask, “What should I add to the word to change it to *made*?”

Word list: *cap, cape; hop, hope; bit, bite; met, mete*

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

Note: The student should finger-tap and spell fifteen or more of the words on this list on a separate piece of paper. Once the student feels confident, do not require him to finger-tap but encourage him to use finger-tapping as a tool whenever he encounters a word that is difficult to spell.

-a_e	-e_e	-i_e	-o_e	-u_e
name	mete	kite	mote	mute
fane	fete	bike	rove	fuse
hate	deme	bite	doze	muse
tate	vepe	pipe	wove	cube
gape	sefe	lite	dote	fume

 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.

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

Dane saves big boxes.	Rose will bake a white cake.
Name the game for Dave.	What state is he in?
I like the tame cat.	He will doze near the pipe.
Do you ride a bike?	The wave will make the crane wet.

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: Dane, He, Rose
 Blue cards: saves, will doze, will bake
 Yellow cards: the big boxes, near the pipe, a white cake

**Syllabication**

Review Ask the student to repeat or say each step as you practice dividing, labeling the syllables, and then reading the words. (See IC: 4.)

Practice: *suspend, hello, inject*

▣ IC: 4 Follow Instruction Card 4 for syllabication steps.

Note: In a VCCV pattern, divide between the consonants.

In a VCV pattern, divide after the first vowel. If this division does not create a recognizable word, move the dividing line after the consonant.

Provide a Syllabication Worksheet for each student (see page 5, *Student Book*).

contest, pronto, minus, stucco
district, robot, quintet, punish

SYLLABICATION ANSWER KEY							
CL	CL	CL	O	O	CL	CL	O
c <u>o</u> n	t <u>e</u> s t	p r <u>o</u> n	t <u>o</u>	m <u>i</u>	n <u>u</u> s	s t <u>u</u> c	c <u>o</u>
v c	c v	v c	c v	v	c v	v c	c v
CL	CL	O	CL	CL	CL	CL	CL
d <u>i</u> s	t <u>r</u> i c t	r <u>o</u>	b <u>o</u> t	q u <u>i</u> n	t <u>e</u> t	p <u>u</u> n	<u>i</u> s h
v c	c v	v	c v	v c	v c	v c	v

**Red Words****New word: aunt**

▣ 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:

Aunt Rose will swim in the lake.

I like to spend time with my aunt.

**Oral Reading**

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

Fishing at the Lake

Dave and Nate go to the lake. Dave has a fishing pole. Nate has a fishing pole. They hope the fish want the crickets they have in a bucket.

Dave and Nate prop their poles by the lake. The lines with crickets on them hang into the water where fish swim past. Dave begins to doze.

Nate's pole begins to bob as a fish bites the cricket. Nate stands up and grabs his pole. He brings in a big, fat fish.

Will Dave get a fish too? Fishing at the lake is a lot of fun.

Comprehension questions

1. Who went to the lake?
2. What were the boys doing at the lake?
3. Which boy caught a fish?



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 4 Student Book:

- Extra Practice 1: Read the first word. Write an Electric *E* at the end of the second word and draw an arrow to show which vowel the Electric Eel will affect. Read the second word.
- Extra Practice 2: Look at the picture. Say the name for the picture. Check *yes* or *no* to indicate if the vowel needs an Electric *E* to help say its name. Write the word correctly on the line.

Multisensory Activities and Crafts

- Prepare a CVC word list of short vowel words that can be changed to Electric *E* words. The student reads the word, writes *e* at the end, draws an arrow showing the Electric *E* shocking the vowel, and then reads the new word.
- Prepare several game boards (see pages 9–11 for game boards with the same words but in a different order). Play four in a row: Two students play together, or the teacher takes a turn calling out words. Player 1 calls out the first word, and both players mark the word on their game board. Then Player 2 takes a turn to call out a word. Continue until one player has marked four words in a row.
- Reuse the same game boards to play *Bingo*. Prepare a set of call words. Draw a word and call it out. The student marks the word on his card. When he has six words in a row marked, he has “bingo.”



Unit 4 | Lesson 1 | Extra Practice 1











Electric


hop	hope	tim	time
dim	dime	mad	made
fat	fate	rat	rate
rod	rode	cap	cape
fin	fine	can	cane

7

Unit 4 | Lesson 1 | Extra Practice 2


Electric


 <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <hr/> cat	 <input checked="" type="checkbox"/> yes <input type="checkbox"/> no <hr/> cake	 <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <hr/> bag
 <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <hr/> hat	 <input checked="" type="checkbox"/> yes <input type="checkbox"/> no <hr/> bike	 <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <hr/> bug
 <input checked="" type="checkbox"/> yes <input type="checkbox"/> no <hr/> rose	 <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <hr/> pot	 <input checked="" type="checkbox"/> yes <input type="checkbox"/> no <hr/> rake

9

bit	bite	pin	pine	cod	code
win	wine	tap	tape	hop	hope
sit	site	rod	rode	Sam	same
mat	mate	rat	rate	kit	kite
cap	cape	fad	fade	tub	tube
rob	robe	hat	hate	fin	fine

hate	wine	rob	cod	tube	same
hope	mate	fad	tape	site	fine
rate	fade	rat	pine	cap	kit
win	kite	rode	rod	pin	code
tap	tub	mat	hat	hop	fin
bit	robe	bite	sit	Sam	cape

Electric E Game Boards

kit	mat	win	tap	rode	tape
Sam	fine	hope	hate	sit	tube
rat	site	cape	hat	cap	fin
fade	mate	rob	bit	fad	kite
pin	same	wine	pine	tub	hop
code	robe	bite	rate	cod	rod

pin	kite	tube	rate	rat	fade
tape	wine	Sam	sit	hop	tap
tub	hat	mat	rode	fine	same
bite	rob	bit	mate	kit	win
code	cape	cod	pine	hate	site
fad	robe	cap	rod	fin	hope

Lesson 2: Electric E Syllable

Lesson Preparation

- Flash cards for today's lesson (T43, S1-S103)
- Supplies needed for eel activity on page 13
- Color-coded sentence cards on page 13
- Red Word supplies: woman
- *Student Book* pages 11-17
- Items for additional activities if needed

Drill and Review

Student Cards 1-103

- ▣ 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 (R1-14).

Note: Use add-in cards to drill plurals, open and closed syllables, suffix *-ing*, different sounds of *y*, and Electric *E*

Introduction of New Concept

Electric E Syllable Type

Concept review Practice reading CVC words and then rereading them with Electric *E* added to the end to remind the student of the job of the Electric *E*.

Word list: *hop, hope, cut, cute, cap, cape, strip, stripe, pet, Pete*

Flash card introduction *Teaching card:* Show the Syllable Type card (T43). Review the open and closed syllables and discuss the third syllable type: Electric *E*.

Student card: None.

Concept introduction Review the two types of syllables the student is familiar with.

Open syllable: *sa, be, hi, ro, cu*

Closed syllable: *sat, bed, hip, rot, cub, at*

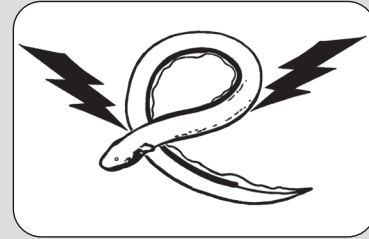
Note: When Electric *E* is hungry, he leaps over one consonant and shocks the middle vowel, making it say its own name /ā/, /ē/, /ī/, /ō/, /yü/.

Explain that a third syllable type is the Electric *E* syllable.

Electric *E*: *like, race, hope, cute*

Multisensory activity Draw, color, and cut out an electric eel from heavy cardstock (see page 16, *Student Book*).

Cut out the eel pattern from page 16. Attach the eel to a small flashlight. Explain that the battery in the flashlight provides electric current that lights the bulb when the switch is turned on.



Read words with short and long vowel sounds. If the word has a long vowel sound (ending in silent *e*), the student should switch the flashlight on to show the “eel” is shocking the vowel to make it say its long sound. If the word has a short vowel sound, the light should be turned off.




Spelling and Reading

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

Note that the long *u* makes two sounds: /ü/ and /yü/.

-a_e	-e_e	-i_e	-o_e	-u_e
fame	mete	bite	tote	cube
wane	fete	Mike	dove	June
late	theme	fire	poke	rude
safe	Pete	wipe	woke	yule
base	Zeke	dire	mote	jute

 Optional activity for advanced student—Word Analysis Worksheet (see page 14, *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.

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

Why was a wire on the tire?	Use the rope to lift the cube.
June will mute the tune.	The mule has a cute nose.
She will hire Zane.	The fumes from the fire are strong.
Do you have a fuse to use?	Jake woke up safe in his bed.

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.

**Syllabication**

Review Write the following words on the board. Ask the student to label them as open (O), closed (CL), or Electric *E* (EE) syllable examples.

fit	kite	hi	at	me	tide	date
go	she	bat	shape	fun	go	hope
fun	Mike	we	lunch	we	Kim	why

Write words and ask the student to draw an arrow from the Electric *E* to the vowel it affects and then label the syllable by writing EE above it. Emphasize that the VC*e* pattern signals an Electric *E* syllable. Label the VC*e* pattern in each word. Cross out the Electric *E* and label the consonant and vowel that precede the E with the letters V and C.

rope	shake	cute	bite	fete
pose	date	bone	tile	wise

**Red Words****New word: woman**

- ▣ 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:

The woman is standing in the fog.

That woman has nine cats.

**Oral Reading**

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

Hot Dog Fun

June is at home. Mother is at home too. June helps Mother find sticks. They will use sticks to make a fire. Mother makes the fire by the pond.


June gets hot dogs, buns, and ketchup from the kitchen.

Mother pokes a hot dog onto a long stick. June holds the hot dog on a stick by the fire. When it is done, June fixes the hot dog with ketchup in a bun.

June takes a big bite. She grins and wipes the ketchup from her chin. It was fun to have a fire and hot dogs.

Comprehension questions

1. Why did Mother need sticks?
2. What three things did June bring from the kitchen?
3. Why did June hold the stick by the fire?

 After reading, ask the student to draw a picture illustrating the story (see page 12, *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 4 Student Book:

- Extra Practice 1: Read each word. Decide if it has an Electric *E*. Write the words in the correct columns. Cross out the word after you use it.
- Extra Practice 2: Read the words. Check *yes* or *no* to indicate if the vowel needs an Electric *E* to help it say its name. Write the word correctly on the line. Draw a line to match the word to the correct picture.

Unit 4 | Lesson 2 | Extra Practice 1

Electric E

ELECTRIC or **NOT?**

Electric e

Mike

take

cane

hope

pine

Not

met

pet


vet

tub









man

15

Unit 4 | Lesson 2 | Extra Practice 2



Electric

<input type="checkbox"/>	yes								
<input checked="" type="checkbox"/>	no	dog	dog	_____	_____	_____	_____	_____	
<input checked="" type="checkbox"/>	yes	cak	cake	_____	_____	_____	_____	_____	
<input checked="" type="checkbox"/>	yes	kit	kite	_____	_____	_____	_____	_____	
<input checked="" type="checkbox"/>	no	bug	bug	_____	_____	_____	_____	_____	
<input checked="" type="checkbox"/>	yes	bik	bike	_____	_____	_____	_____	_____	
<input checked="" type="checkbox"/>	no	hat	hat	_____	_____	_____	_____	_____	
<input checked="" type="checkbox"/>	yes	wav	wave	_____	_____	_____	_____	_____	
<input checked="" type="checkbox"/>	no	ros	rose	_____	_____	_____	_____	_____	

17

Multisensory Activities and Crafts

- Draw lines to make three columns on the board or a piece of paper. Label each column. Prepare slips of paper or sticky notes with syllables and ask the student to sort them into proper columns.

Column 1

Open

Column 2

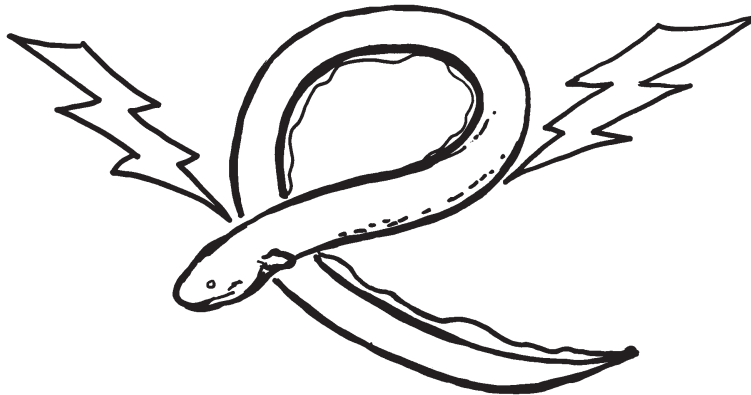
Closed

Column 3

Electric *E*

Example syllable list: *te, rate, cud, ba, he, life, Bob, qui, pic, mane, she, clap*

- *Chutes and Ladders* – Create a game board by writing Electric *E* words in a grid (*see page 11*). Use pipe cleaners to create two ladders and two chutes to lay on the board. Ask the student to roll a dice and move his token across that many spaces, reading the words as he moves. If he lands on the bottom of a ladder he may skip up to the top. If he lands on the top of a chute, he must slide down.
- Optional: Draw a large *Chutes and Ladders* game board on the sidewalk with chalk. The student is the game token and moves along the grid as he reads the words.



Lesson 3: Electric *E* With Blends

Lesson Preparation

- Flash cards for today's lesson (S1-S103)
- Supplies needed for review activity on page 17
- Color-coded sentence cards on page 18
- Red Word supplies: women
- *Student Book* pages 19-27
- Items for additional activities if needed

Drill and Review

Student Cards 1-103

- ▣ 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 (R1-14).

Note: Use of Electric *E* card

Introduction of New Concept

Electric *E* with Blends

Concept introduction In this lesson the student will practice reading and writing words containing both an Electric *E* and a consonant blend. Write words on the board and ask the student to do the following steps. First, scoop any consonant blend. Next, draw an arrow from the Electric *E* to the vowel before it to show that the Electric *E* makes the vowel say its long sound.

Word list: *spike, close, trade, slide, drove, flake*

Multisensory activity Bring an ice cream scoop and container with gummy worms in it to use for a review session. Write words from the dictation list on the board and ask the student to mark and read each word. If he scoops the blend, marks the Electric *E*, and reads the word properly, allow him to scoop a worm from the container.




Spelling and Reading

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

state	skate	stripe	stone	grape
flake	trade	plate	flame	grade
prune	spine	brave	graze	smile
Steve	glide	snake	spoke	throne
rose	these	fuse	wise	chose

Note: When *s* comes between two vowels, it often says /z/. Words ending in *se* usually follow this rule. Ask the student to spell and read words that end with *s* and Electric *E*, listening for the sound of /z/.

Word list: *rose, these, fuse, wise, chose*

 Optional activity for advanced student—Word Analysis Worksheet (see page 22, *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.

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

Do not shake the plate.

A snake glides on the stone.

Who can make Kate smile?

The king sat on his white throne.

Flames will rise from the fire.

Mike spoke to the man who drove the crane.

Scrape the mess off the stove.

Steve chose a milkshake for lunch.

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.



Syllabication

Review Ask the student to repeat or say each step as you practice dividing, labeling the syllables, and then reading words.

Practice: *laptop, musket, cupid*

New When syllabication a word that ends in Electric *E*, follow the same basic steps from 1-7 (see IC:4), but draw an arrow from the Electric *E* to indicate which vowel it changes and label the syllable type as EE. Study the example and practice the following words.

Practice: *cupcake, inside, pancake*

CL | EE
 (c u p | c a k e)
 VC | CV

▣ IC: 4 Follow Instruction Card 4 for syllabication steps.

Note: In a VCV pattern, divide after the first vowel. If this division does not create a recognizable word, move the dividing line after the consonant.

It may be helpful for the student to cross out silent *e*'s before reading the words.

Provide a Syllabication Worksheet for each student (see page 23, *Student Book*).

feline, humane, bedtime, behave
debate, cascade, mistake, locate

SYLLABICATION ANSWER KEY							
O f <u>e</u> l <u>i</u> n e V C V	O h <u>u</u> m <u>a</u> n e V C V	CL b <u>e</u> d t <u>i</u> m e V C C V	O b <u>e</u> h <u>a</u> v e V C V	O d <u>e</u> b <u>a</u> t e V C V	CL c <u>a</u> s c <u>a</u> d e V C C V	CL m <u>i</u> s t <u>a</u> k e V C C V	O l <u>o</u> c <u>a</u> t e V C V



Red Words

New word: women

- 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:

Two women sat on a bench.

Five women made lunch.



Oral Reading

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

Picking Grapes


Luke and Steve went to pick grapes. The grapes were on a hill. There were stones on the hillside. Luke and Steve stuck the grapes in a basket.

A snake slid in the stones. The snake had a red stripe on its back. Luke and Steve were brave. They hit the snake with a big stone. The snake went back to its hole.

Luke and Steve went on picking grapes. When the sun began to set, they went home. Mother will use the grapes to make jam.

Comprehension questions

1. Where did Luke and Steve go to pick grapes?
2. What was hiding in the stones?
3. Did the boys kill the snake? How do you know?
4. What will Mother make with the grapes?

 After reading, ask the student to draw a picture illustrating the story (see page 20, *Student Book*). Allow the student to explain his drawing as needed. Evaluate the drawing to check the student's reading comprehension.

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 4 Student Book:

- Extra Practice 1: Fill in the missing long vowel in each word.
- Extra Practice 2: Read the words. Circle the word that matches each picture.


Multisensory Activities and Crafts


- Write a list of consonant blend words that end with Electric E. Have the student circle or color the blends one color. Then they should mark the Electric E with another color and read the words.

Example word list: *bribe, pride, smile, chime, spike, swine, prime, swipe, spite, grape, tribe, Shane, scribe, whale, slime, drive, white, glide, grime, whine, whole, smoke, drove, scone, scope, prose, grave, chose, froze, strove, slope, globe, stale, drone, choke, clone, shone, broke, cloze, those, cute, mute, June, mule*


- Electric E Game: Use a copy of page 21, a die, and one token per player. Ask the student to roll the die and move his token across that many spaces, reading the words as he moves. The player to reach the ice cream first wins.

Unit 4 | Lesson 3 | Extra Practice 1


Electric 




gate



globe




rope




vase


With Blends




slide



plane




grape




smile


25

Unit 4 | Lesson 3 | Extra Practice 2


Electric 




cat
cate




kit
kite



man
mane




mad
made




hat
hate


With Blends




tap
tape




cak
cake



bat
bate



map
mape



plan
plane

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