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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 Training Book page 39 under “Auditory Drill” for creative materials to do finger-spelling or page 40 under “Spelling and Reading” for additional 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 45, *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 5. 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 5 students learn rules that help them spell difficult words. Daily review of these rules and catch-phrases using the small rule review cards is recommended. A reminder is found at the end of each drill and review section of the lessons.

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 166.

Phonics Foundations | Christian Light Reading

Diphthongs and Spelling Rules

Unit 5



Unit 5

Phonemes and Red Words

Lesson:	Skill:	Red Word:
5:1	Y as a Vowel /ē/	eye, bye
5:5	1•1•1 Doubling Rule	add, egg
5:3	Soft C	bury, copy
5:4	Soft G	other
5:5	Soldier Rule -dge	people
5:6	Vowel Team <i>ou</i>	friend
5:7	Vowel Team <i>ow</i>	pupil
5:8	Vowel Team <i>oi</i>	laugh, pretty
5:9	Vowel Team <i>oy</i>	hour, minute
5:10	Vowel Team <i>oo</i> /ü/	February
5:11	Vowel Team <i>oo</i> /ù/	Wednesday
5:12	Vowel Team <i>ie</i>	although, though
5:13	Y as a Vowel /i/	thorough
5:14	Homophones	clothes, sew
5:15	Stressed and Unstressed Syllables	among
5:16	Bossy R: <i>ar</i>	iron
5:17	Bossy R: <i>or</i>	folk, yolk
5:18	Suffix -ed	heart, stomach
5:19	Suffixes -er, -est	toward
5:20	Vowel Team <i>igh</i>	answer
5:21	Vowel Team <i>eigh</i>	wind
5:22	Electric E Spelling Rule	beauty, great
5:23	Vowel Team <i>aw</i>	break, steak
5:24	Vowel Team <i>au</i>	straight
5:25	Y to I Spelling Rule	bear, pear
5:26	F to V Spelling Rule	tear, wear

Lesson 1: Y as a Vowel /ē/

Lesson Preparation

- Flash cards for today's lesson (T46, T65), S1-S131)
- Supplies needed for cuttlefish activity on page 4
- Red Word supplies: eye, bye
- *Student Book* pages 1-9
- Items for additional activities if needed

Drill and Review

Student Cards 1-131

■ 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 any rules the student has difficulty remembering, using Rule Review Cards (R1-19).

Note: All sounds from Units 2-4 should be reviewed in Unit 5. 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.*

Reminders for Unit 5 drill and review:

- Occasionally return omitted cards for review.
- Keep add-in cards nearby (*Electric E, prefixes, suffixes*).
- When _LE cards are in the third stack, the vowel in the first syllable will always be long (*table, Bible*); _LE cards can be used as add-in cards, making the first syllable short (*handle, crumble*).
- When vowel teams *oe* or *ee* are in the middle stack, occasionally cover the third card to show that these teams can be found in the middle or at the end of a word (*toe, toes; fee, feet*).

Introduction of New Concept

Y as a Vowel

Concept review The letter *y* makes a different sound depending on its placement in a word. At the beginning of a word, *y* is a consonant that says /y/. At the end of an open syllable, *y* is a vowel that often says /ī/. Write example words on the board and read the words together with the student, reviewing two sounds of *y*. Example words: *cry, yam, yell, sty, my*.

At the beginning of a word, *y* says /y/ (*yō-yō*; see Unit 2, Lesson 23).

In an open syllable, *y* says /ī/ (*fīy*; see Unit 3, Lesson 13).

Concept introduction At the end of a multisyllabic word, *y* is a vowel that usually says /ē/. The vowel in the first syllable of the word may be long or short. When reading or spelling multisyllabic words ending with *y*, notice the following:

1. If one consonant is in the middle of the word, the first syllable is open and the vowel sound will be long as in *baby* or *tidy*.
2. If two consonants are in the middle of the word, the first syllable is closed and the vowel sound will be short as in *candy*, *plenty*, or *sixty*.
3. If one consonant sound is in the middle of the word, but the first syllable has a short vowel sound, the consonant will be double as in *funny*, *happy*, or *puppy*. For example, the word *hapy* without a double *p* would be pronounced /hā pē/.

Flash card introduction *Teaching card:* Review the *y* as a vowel card (T46, T65).

Student cards: Practice the blending drill, showing how the placement of *y* helps you determine the vowel sound it makes.

At the end of an open syllable = *y* says /ī/.

At the end of a multisyllabic word = *y* says /ē/.

Multisensory activity Read the information about cuttlefish.

A cuttlefish is not a cute and cuddly fish. It is a mollusk or soft-bodied animal with no backbone, like a squid or octopus. A cuttlefish has three hearts that pump greenish-blue blood to its gills and body. A cuttlefish is small to medium-sized and has large eyes and a long body. It can live deep in cold ocean waters but is also found in warm tropical oceans. A cuttlefish lays clumps of eggs and then coats them in ink to camouflage them from enemies.

The most fascinating feature of a cuttlefish is its ability to rapidly change its skin color when it wants to communicate with other cuttlefish or hide from its enemies. The skin of a cuttlefish is covered with special cells that can rapidly change from one color, pattern, or texture in just a few seconds.

The letter *y* is like a cuttlefish—it can change its sound depending on where it is found in a word. *Y* says /y/, /ī/, /ē/, or /i/ depending on its placement in a word.

Print a cuttlefish chart from page 9 or add to the cuttlefish chart the student started in Unit 3, Lesson 13. Review the key words and have the student draw a picture of the key word in the first box (*yo-yo*), the second box (*fly*), and the third box (*baby*).

For this lesson, student should add a link to the Vowel Spelling Chains which they started in Unit 2 (see page 165). Today's new vowel pattern: *Y* as a vowel. Add to Vowel Chain: ē–baby.

**Spelling and Reading**

Practice Demonstrate and practice how to tell when the final consonant in a word ending in *y* should be doubled. Write example words on the board and ask the student to draw a dividing line just before the final consonant and *y*. Next have him read the word, following the open or closed syllable rules. If the word cannot be read properly, a second consonant must be added to “close” the first syllable of the word.

san/dy

la/zy

fu/ny = fun/ny

pu/py = pup/py

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

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

sandy

grumpy

fly

yet

yuck

lazy

try

yam

candy

tidy

runny

musty

cranky

funny

Randy

yack

yell

ivy

puppy

my

slimy

happy

yucky

tasty

plenty

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

Ruby got candy at the shop.

The yam was tasty.

Max felt grumpy and lazy.

Miss Ivy is sixty years old.

Jimmy will sweep the sandy steps.

The puppy has a funny tail.

Henry had plenty of slimy tadpoles.

Randy is on the sandy beach.



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.

**Syllabication**

Review Ask the student to repeat or say each step as you practice dividing and labeling the syllables and then reading the words. See IC: 4 and syllabication tips and shortcuts on pages 153-154. Practice: *perturb*, *lantern*, *exterminate*, *table*.

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

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

Things to note:

- Label y on the end of a word as an open syllable at this point.
- It may be necessary to try both sounds of y to determine its sound at the end of a word.

property, treaty, reply, dynamic
yesteryear, sturdy, python, industry

SYLLABICATION ANSWER KEY									
CL	BR	O	VT	O	CL	EE	O	CL	CL
p r <u>o</u> p	<u>e</u> r	t y	t r <u>e</u> a	t y	r <u>e</u>	p l y	d y	n a m	i c
v c	v	c v	v	c v	v	c v	v	c v c	v c
CL	BR	VT	BR	O	O	CL	CL	CL	O
y e s	t <u>e</u> r	y <u>e</u> a r	s t <u>u</u> r	d y	p y	t h <u>o</u> n	i n	d <u>u</u> s	t r y
v c	c v	c v	v	v c	v	c v	v c	v c	c v

**Red Words**

New words: eye, bye

- 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 ball hit Sam near his eye.

Sam said bye and went home.

**Oral Reading**

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

Andy Shares His Candy

Andy sat on the sandy beach. It was a windy day, and he was feeling sad. Andy was by himself. He ate a snack from his basket.

A lady with a baby came past Andy. The baby was tiny and cute. The lady was happy. She sat near Andy and began singing to the baby.

Andy felt happy. His basket was empty, or he would have given the lady a snack. All he had left was some candy in his pocket. Andy gave the candy to the lady.

The lady and her baby left. Andy went to a shady spot to read about Misty the pony. He was no longer sad.

Comprehension questions

1. What was the weather like on this day at the beach?
2. What word describes how a person sometimes feels when he is by himself?
3. What two things did Andy do so he would not feel lonely?
4. Andy's feelings changed by the end of the story. Why did he feel happy instead of lonely?

Write an answer to each question. Suggested answers:	
Who?	The story is about a boy named Andy.
What?	Andy was alone and feeling sad.
When?	The story happened on a Friday.
Where?	The story took place on the beach.
Why?	Sharing candy with the lady made Andy feel happy.



Map the Story

Explain that there are five common questions to ask that help organize information. Hold up a finger for each question as you describe how the 5W questions work. **Who** is it about? **What** happened? **When** did it take place? **Where** did it take place? **Why** did it happen?

If he is able, the student should complete the 5W graphic organizer (see page 2, *Student Book*).

Note that any reasonable answers are acceptable. Suggested answers are included in the answer key.

Fluency Drills

Rapid recognition of common syllables and spelling patterns in multisyllabic words significantly influences reading fluency. Use the following fluency drills daily, or as needed.

High-frequency Syllable Drill: The syllables on these charts include all syllable types, long vowel units, and prefixes and suffixes from Units 3-5. Time the student to see how many high-frequency syllables he can read per minute (or any set time). Reading without hesitation is more important than speed. Set a tailored, reasonable goal for each student. For example, one student may read 30 syllables per minute, but another may only read 20. Advance to a new chart as the student meets his goal (see pages 261-265, *Student Book*). Track progress by recording the date and syllables per minute for each student (see page 260, *Student Book*).

Word Drill: The words on these charts match the word lists for each lesson (see page __, *Student Book*). The student should practice and read the words at some point throughout the lesson. Note that it may be helpful to send home a copy of the Word Chart for extra practice. For example, have the student practice the Lesson 1 chart and then do the speed drill for Lesson 1 as a review the following day before starting Lesson 2.

Allow the student time to underline or color-code the new phoneme or concept for the lesson and practice reading words. When he is ready, time the student to see how many words he can read per minute. Adjust the time or goal for each student as needed. Remember that it is more important for a student to read words smoothly than quickly. If possible, the student should read 30 words per minute.

- Complete the Syllable Drill and record progress (see pages 261–266, *Student Book*).
- Complete the Word Drill and assign extra practice as needed (see page 6, *Student Book*).

sandy	grumpy	fly	yet	yuck
lazy	try	yam	candy	tidy
runny	musty	cranky	funny	Randy
yack	yell	ivy	puppy	my
slimy	happy	yucky	tasty	plenty
property	costly	bribery	industry	sturdy

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 5 Student Book:

- Extra Practice 1: Read the words. Color the *y* as /ī/ words *green* and *y* as /ē/ words *red*. Cut and paste or write each word in the proper column.
- Extra Practice 2: Say the name of each picture. Write *i* or *e* to indicate the sound *y* makes at the end of the word. Answer key: *puppy, party, spy, sty, berry, curly, dry, fly, tummy*.

Unit 5 | Lesson 1 | Extra Practice 1



Y as a Vowel




y says long i	y says long e
my	funny
thy	sandy
fry	happy
fly	tricky
cry	sleepy


funny	fry
sandy	fly
happy	tricky
my	cry
thy	sleepy


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Unit 5 | Lesson 1 | Extra Practice 2


Y as a Vowel





















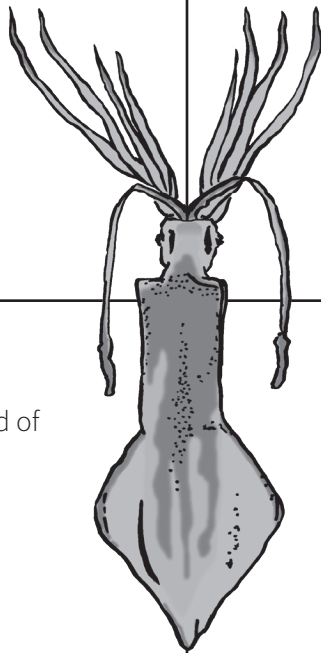


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Multisensory Activities and Crafts

- Prepare cards with *y* words written in each of the three categories:
 1. Beginning consonant *y* words as in *yam, yack, yum, yellow, yip*.
 2. Y at the end of one-syllable words usually say /ī/ as in *by, why, try, fly*.
 3. Y at the end of multisyllabic words often says /ē/ as in *lady, crumbly, gravy, sappy*.
 Label empty greeting card boxes with *y, e,* and *i*. Allow the student to check the syllables in the word and position of the *y*. Ask the student to sort the words into the correct boxes based on the position and syllables. Then check if the rules worked by reading the words in each box.
- Write a mixture of words containing *y* on the board. Be sure to include words that begin with *y*, and both one and two-syllable words that end in *y*. First, have the student go through and circle the *y*'s. Next, have the student check the placement of the *y*'s and mark them *y* for /y/, *i* for /ī/, or *e* for /ē/. Last, have the student read the words.
- Advanced: add a few exceptions at the bottom of the word list. Do the same practice as above, and discuss those words, pointing out that they are exceptions that do not follow the rule. Example words: *very, body, lily, unity, foxy*.

<p>1. Y as a Consonant</p> <p>Y says /y/ when it is found at the beginning of a word.</p> <p>yo-yo</p>	<p>2. Y as a Vowel</p> <p>Y says /ī/ when it is found at the end of a one-syllable word.</p> <p>fly</p>
<p>3. Y as a Vowel</p> <p>Y says /ē/ when it is found at the end of a word with two or more syllables.</p> <p>baby</p>	<p>4. Y as a Vowel</p> <p>Y says /i/ when it is found between two consonants.</p> <p>gym</p>



Lesson 2: 1•1•1 Doubling Rule

Lesson Preparation

- Flash cards for today's lesson (T61, S1-S131)
- Red Word supplies: odd, egg
- *Student Book* pages 11-19
- Items for additional activities if needed

Drill and Review

Student Cards 1-131

■ 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 any rules the student has difficulty remembering, using Rule Review Cards (R1-19).

Introduction of New Concept

1•1•1 Doubling Rule

Concept review Practice the blending drill, showing how the placement of *y* helps you determine the vowel sound it makes.

At the end of an open syllable = *y* says /ī/.

At the end of a multisyllabic word = *y* says /ē/.

Concept introduction When adding suffixes to a base word, sometimes the consonant at the end of the word is doubled before adding the suffix. The 1•1•1 Doubling Rule will help the student remember when to double the final consonant.

1 – the word has **one** syllable

1 – the word has **one** short vowel sound

1 – the word ends with **one** consonant

If a word follows all three criteria, the final consonant must be doubled before adding a suffix that begins with a vowel.

Example words: *cut–cutting*; *rub–rubbing*; *tip–tipping*.

The final consonants *w*, *x*, and *y* are never doubled.

Example words: sow + -ing = sowing

flex + -ing = flexing

pray + -ing = praying

If the suffix begins with a consonant, you do not need the 1•1•1 Rule.

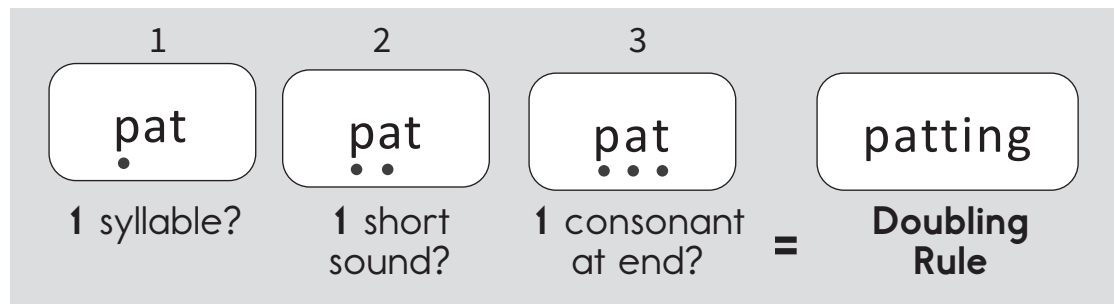
Example words: fit + -ful = fitful

ship + -ment = shipment

Flash card introduction *Teaching card:* Show the Spelling Rule card (T61).
Student cards: None.

Multisensory activity Dotted words: Show the student how to dot words to determine if the word needs the final consonant doubled before adding a suffix. Write a word on the board and ask the following questions.

1. Is it a one-syllable word? (*If yes, place a dot under the first consonant.*)
2. Is the vowel sound short? (*If yes, place a dot under the short vowel.*)
3. Is there one consonant at the end of the word? (*If yes, place a dot under the consonant.*)



If a word has three dots, the final consonant should be doubled before adding a suffix that begins with a vowel.

If a word has only one or two dots, the final consonant does not need to be doubled.

Dot the words and then add the suffix *-ing* to each word.

pin	→	pinning	fit	→	fitting
post	→	posting	test	→	testing



Spelling and Reading

Practice Dictate the base word and encourage the student to dot the word so that he can determine whether or not to double the final consonant before adding the suffix.

Practice words: *put, wait, stop, run, stand, swim.*

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

running	stopping	bugging	twisting	flatten
swimming	dropping	blackish	quitting	waiting
drummer	lifting	planning	faxing	flipping
gladden	bitten	sickish	jogging	fainting
blacken	shipment	reddish	cartful	resting

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

Jim was running and not stopping.

The drummer dropped his drumstick.

We went swimming on Friday.

They are planning to quit.

The shipment came today.

Can you flatten the pancake?

The sky had a reddish tint.

Dad is napping after jogging.



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.



Syllabication

Review Write words on the board and ask the student to repeat or say each step as you practice dividing the word, labeling the syllables, and reading the words together.

Practice: *insistent, Cajun, inept, revealing.*

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

Provide a Syllabication Worksheet for each student (see page 15, *Student Book*).

Things to note:

- Underline a suffix, draw a dividing line before it, and label it with an *S*.

sledding, permitting, slimmer, forgetting

dotting, preferring, robbing, batting

SYLLABICATION ANSWER KEY									
CL	S	BR	CL	S	CL	S	BR	CL	S
s l <u>e</u> d d	<u>i</u> n g	p <u>e</u> r	m <u>i</u> t t	<u>i</u> n g	s l <u>i</u> m m	<u>e</u> r	f <u>o</u> r	g <u>e</u> t t	<u>i</u> n g
v c		v	c v c		v c		v c	c v c	
CL	S	O	BR	S	CL	S		CL	S
d <u>o</u> t t	<u>i</u> n g	p r <u>e</u>	f <u>e</u> r r	<u>i</u> n g	r <u>o</u> b b	<u>i</u> n g		b <u>a</u> t t	<u>i</u> n g
v c		v	c v c		v c			v c	



Red Words

New words: odd, egg

■ 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:

I have an odd little pet chicken.
She lays one egg every afternoon.



Oral Reading

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

Pancakes for Lunch

One day not long ago, I made pancakes for lunch. My sister had been begging me to make them for a long time. At first, I ran into a lot of problems. After dropping an egg, spilling the milk, and flipping a pancake onto the floor, I began to have a sinking feeling that the pancakes would be a flop.

My mom had told me many times not to give up. So, I stuck to the job. After a bit of time, I was flipping pancakes like a pro.

When everything was clean again and we were sitting at the table, we all had fun eating pancakes for lunch.

Comprehension questions

1. Why did the storyteller make pancakes for lunch?
2. What problems did the person making pancakes encounter?
3. Why did the person making pancakes not just give up?
4. Based on the story, is a *pro* a person who does something poorly or well?

Write or draw something that happened in each part of the story.

Suggested answers:

Beginning	Middle	Ending
The author struggles while learning to make pancakes.	The author did not give up easily.	The pancake lunch is successful.



Map the Story

After reading and discussing the story, ask the student to write about or draw something that happened in the beginning, middle, and ending of the story (see page 12, *Student Book*).

Note that any reasonable answers are acceptable. Suggested answers are included in the answer key.

Student Assessment and Fluency Drills

- 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*).
- Complete the Syllable Drill and record progress (see pages 261-266, *Student Book*).
- Complete the Word Drill and assign extra practice as needed (see page 16, *Student Book*).

running	stopping	bugging	twisting	flatten
swimming	dropping	blackish	quitting	waiting
drummer	lifting	planning	faxing	flipping
gladden	bitten	sickish	jogging	fainting
blacken	shipment	reddish	cartful	resting
permitting	forgetting	dotting	slimming	batting

Additional Activities

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



Unit 5 Student Book:

- Extra Practice 1: Answer each question using smiley face stickers. Then write the new word, adding the suffix *-ing* to each base word.
- Extra Practice 2: Add a suffix to each base word. Use the 1•1•1 Rule to determine if the final consonant should be doubled.

Unit 5 | Lesson 2 | Extra Practice 1

1•1•1 Doubling Rule

Base word:	One syllable?	One vowel?	One consonant at end?	New word:
end	☺	☺		ending
stop	☺	☺	☺	stopping
run	☺	☺	☺	running
jump	☺	☺		jumping
bat	☺	☺	☺	batting
pretend				pretending
sleep	☺		☺	sleeping
trip	☺	☺	☺	tripping
grin	☺	☺	☺	grinning
neglect				neglecting
camp	☺	☺		camping

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Unit 5 | Lesson 2 | Extra Practice 2

1•1•1 Doubling Rule

-ing

drum	<u>drumming</u>
beam	<u>beaming</u>
fit	<u>fitting</u>
chat	<u>chatting</u>
spot	<u>spotting</u>
pray	<u>praying</u>

-en

flat	<u>flatten</u>
hid	<u>hidden</u>
rot	<u>rotten</u>
hard	<u>harden</u>
gold	<u>golden</u>
bit	<u>bitten</u>

-ish

fat	<u>fattish</u>
good	<u>goodish</u>
book	<u>bookish</u>
red	<u>reddish</u>
brat	<u>brattish</u>
smart	<u>smartish</u>

-es

dish	<u>dishes</u>
match	<u>matches</u>
bus	<u>busses</u>
rich	<u>riches</u>
mash	<u>mashes</u>
pitch	<u>pitches</u>

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Multisensory Activities and Crafts

- Create a set of cards (or use set on page 17) with one-syllable words written on them and a set of cards with the suffixes the student has learned so far. Ask the student to draw a card from each deck and tell you whether the final consonant should be doubled or not. If the student has trouble remembering when to double the consonant, allow him to dot the word on the card or a piece of scrap paper.
 1. Suffixes: *-ing, -es, -en, -ful, -ish, -less, -ment*
 2. Words: *red, big, mix, fix, sick, nap, can, ship, wait, glad*
- Give the student two cards with *c* for *consonant* written on them. Pronounce words with two syllables and *y* at the end. If the first syllable's vowel sound is long, the student should lay out one card to show it needs only one consonant. If the first syllable's vowel sound is short, the student should lay both consonant cards out to show the consonant needs to be doubled.

-ing	-ment	nap
-es	red	can
-en	big	ship
-ful	mix	wait
-ish	fix	glad
-less	sick	

Lesson 3: Soft C

Lesson Preparation

- Flash cards for today's lesson (T16, T62, S1-S131)
- Supplies needed for soft c vowel activity on page 16
- Red Word supplies: bury, copy
- *Student Book* pages 21-29
- Items for additional activities if needed

Drill and Review

Student Cards 1-131

■ 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 any rules the student has difficulty remembering, using Rule Review Cards (R1-20).

Introduction of New Concept

Soft C

Concept review Review the sound of *c* from Unit 2, Lesson 16: *c* says /k/ as in *cup*.

Concept introduction The letter *c* has two sounds, /k/ and /s/. A hard *c* says /k/ and a soft *c* says /s/. The letter that follows *c* determines if the sound of *c* is hard or soft.

Hard C: If the letter *c* is followed by *a*, *o*, or *u*, the sound is /k/.

Soft C: If the letter *c* is followed by *e*, *i*, or *y*, the sound is /s/.

Discuss together the four ways to spell the sound /s/. Write the following words and point out the four spellings of /s/: *sun*, *cent*, *city*, *cygnet*.

Flash card introduction *Teaching card:* Review the T18 card. Show the letters *a*, *o*, and *u* found in the cat illustration. Introduce the soft C teaching card (T62).

Student cards: No new card is added to the student deck. From this point on, when doing the blending drill, the student should read the proper sound of *c* based on the vowel that follows it. In the auditory drill, ask the student for the four ways to spell the sound of /s/ (*s*, *ce*, *ci*, *cy*).

Multisensory activity To remember the vowels that create the soft *c* sound, teach the student about stick vowels. Bring pickup sticks, popsicle sticks, or straight sticks from your yard. Lay them on the table and ask the student to make the shape of each vowel out of the sticks. Notice that the letters E, I, and Y can easily be made of sticks. When *c* is followed by the stick vowels E, I, or Y, it makes the sound /s/.

Form the letters *E*, *I*, and *Y* from sticks and glue them to cardstock. Display these stick vowel posters where the student can easily refer to them when determining if the *c* in a word says /s/ or /k/. Write words on the board and have the student underline each word that has the sound of a soft *c* in it. Then ask him to read all the words.

Example words: *candle*, *coat*, *cuff*, *clock*, *pencil*, *rice*, *cap*, *center*, *cygnet*, *Cathy*, *cent*.

Story introduction Tell the student you are going to read a short story. Ask him to listen for the sound /s/ as you read.

Read Bruce and his family enjoy touring new places. Last spring, they decided to visit Washington D.C. The family had visited this city before but enjoyed it so much they decided it was worth touring twice. Their favorite museum was the Air and Space Museum. The museum is a center for learning more about the science involved in space travel. Because they are very interested in science, the family loved tracing the history of the space race. After touring the Air and Space Museum, the family decided to walk around the city. Dad set a fast pace and the children raced to keep up. They walked past fancy ethnic restaurants and smelled unique spices that made them hungry. The cherry blossom fragrance wafted through the air as they walked along the national mall. The family decided D.C. was the favorite city they have visited so far. Dad suggested the next city to visit should be Boston. He said they would trace the Freedom Trail and decide whether D.C. or Boston is more beautiful.

After the story Ask the following questions.

1. Who was visiting Washington D.C. with his family?
2. What was the family's favorite museum?
3. What made the family feel hungry?
4. Which city did Dad say the family should visit next?



Spelling and Reading

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

pace	ice	race	mice	place
cent	cell	twice	price	space
trace	spice	slice	circus	advice
center	mercy	cinder	decide	cyclone
Bruce	rancid	recite	fancy	embrace

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

The mice will race on the ice.

Will you replace the fancy hat?

What is the price of the place?

Nick will recite the song.

The spice costs one cent.

We ran the race twice in one day.

Bruce is in the center cell.

Ben had mercy on the mice.



Optional activity for advanced student—Word Analysis Worksheet (see page 24, *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.



Syllabication

Review Write words on the board and ask the student to repeat or say each step as you practice dividing the word, labeling the syllables, and reading the words together.

Practice: *feline, tirade, finagle, subtitle*.

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

Provide a Syllabication Worksheet for each student (see page 25, *Student Book*).

Things to note:

- It may be helpful to have the student write *S* on top of a soft *C*.
- Cross out silent *e* before reading the word.

accident, accept, cinder, rancid

decency, prudence, triceps, icy

SYLLABICATION ANSWER KEY

CL	CL	CL	CL	CL	CL	CL	BR	CL	CL
<u>a</u> c	c <u>i</u> d	<u>e</u> n t	<u>a</u> c	c <u>e</u> p t	c <u>i</u> n	d <u>e</u> r	r <u>a</u> n	c <u>i</u> d	
v c	c v c	v	v c	c v	v c	c v	v c	c v	
O	CL	O	O	CL	O	CL		O	O
d <u>e</u>	c <u>e</u> n	c <u>y</u>	p r <u>u</u>	d <u>e</u> n c e	t r <u>i</u>	c <u>e</u> p s		<u>i</u>	c <u>y</u>
v	c v c	c v	v	c v	v	c v		v	c v



Red Words

New words: bury, copy

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

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

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

How did the cow get into town?

We will follow the snowplow home.

The fowl is riding on the plow.

The dog began to growl and howl.

My cat is a yellow fellow.

The clown has a funny gown.

The powder smells like flowers.

The crowd will eat the chowder.



Optional activity for advanced student—Word Analysis Worksheet (see page 64, *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.



Syllabication

Review Write words on the board and ask the student to repeat or say each step as you practice dividing the word, labeling the syllables, and reading the words together.

Practice: *Yiddish, prognosis, spearmint, vermin.*

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

Provide a Syllabication Worksheet for each student (see page 65, *Student Book*).

Things to note:

- Try both sounds of *ow* if necessary.

cowlick, Moscow, downside, hometown
endowment, gunpowder, drowsy, download

SYLLABICATION ANSWER KEY									
VT c o w v		CL l i c k c v		CL M o s v c		VT c o w c v		VT d o w n v c	
						EE s i d e c v		EE h o m e v c	
								VT t o w n c v	
CL e n v c		VT d o w c v		S m e n t		CL g u n v c		VT p o w c v	
						BR d e r c v		VT d r o w v	
						O s y c v		VT d o w n v c	
								VT l o a d c v	



Red Words

New word: pupil

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

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