

# Parent Empowerment Kit

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## INTRODUCTION

**Sunday System Essentials Parent 3** is based on the Orton-Gillingham Approach. It is designed to provide instruction with a 20-minute (expandable to 30-minute) prepared lesson every day. The Learning Plan provides directions and content for all parts of the lesson.

The curriculum is structured, systematic, cumulative, and provides consistent multisensory reinforcement. Instruction follows the recommendations of the National Reading Panel: Phonemic Awareness, Direct and Explicit Phonics, Fluency, Vocabulary, and Comprehension. While this curriculum provides the foundation for meeting these recommendations, targeted instructional time in Fluency, Vocabulary, and Comprehension should be scheduled to complement the Essentials program.

**Getting Started** – Locate the pages of cards, cut them apart, and arrange them in numerical order by category.

- Sound Cards
- Sight Word Cards
- Prefix Cards
- Suffix Cards

The teacher may sit beside or across from the student. Sitting across enables both teacher and student to see mouth and lip movements and make eye contact, but teachers may need to learn to read and print upside down in order to keep the material in focus for the student. Sitting beside the student may make it easier to read text and monitor the reading lists. Use cards or markers to highlight rows or columns when reading from the Learning Plan.

It is important to teach every section of every lesson every day. Each lesson is constructed to include the following:

- 1. Read Sounds** provides a review of previously taught sounds and affixes, enabling students to provide correct responses quickly. This sets a positive tone at the start of the lesson and builds the automaticity that provides a foundation for fluency.
- 2. Spell Sounds** requires students to write sounds from dictation to reinforce rules, multiple spellings, and place value while incorporating multisensory practice and basics for spelling.
- 3. Read Words** includes more words and sentences than are needed to fill the time suggested for the section. Read as many words as possible.
- 4. Spell Words** carries the power of the lesson for the students as well as diagnostic information for the teacher and proof of effective learning. The dictated spelling list is structured so that sounds to be reviewed are in every column of words. Emphasis is on the sounds and rules most recently taught. Dictate as many words as possible in the time allotted but leave time to dictate at least one sentence and allow students to read aloud the words and/or sentences written.
- 5. Introduce New Material** requires that students see and hear the new element, repeat it, write it, then read and spell words incorporating it. New material is not introduced in every lesson.

**Phonemic Awareness** activities provide a foundation for reading and spelling. Once students are spelling words from dictation, phonemic awareness is embedded in the spelling dictation. When writing words, the students must:

- REPEAT the word aloud (accurate auditory input and verbal reproduction)
- TOUCH SPELL the word (phonemic segmentation, multisensory reinforcement)
- Identify the sound-symbol connection for each sound (phonics, phoneme/grapheme link)
- Apply appropriate rules or generalizations
- WRITE the phonemes in the correct order (sequencing) using legible handwriting (multisensory)
- REREAD the word to verify accuracy

When students are spelling words accurately, isolated phonemic awareness activities are no longer needed; if spelling is not successful, take time for targeted phonemic awareness activities to solidify the language base for reading and spelling. Examples can be found in Appendix A.

Remember to complete explanations and provide quiet time. Some students can focus on only one thing at a time, and listening to extended explanations may interfere with processing and writing.

There are 5 appendices. They are as follows:

- A - Supplemental Activities
- B - Error Correction Dialogue
- C - Definitions and Descriptions
- D - Quick Reference to English Language Rules
- E - Meanings Guide

This curriculum is written for students with a variety of skills. Adjustments may need to be considered for individual students. Some students have dyslexia, limited language proficiency, slower processing ability, low cognitive ability, motor difficulties, or health issues. For some, English is not their first language. These variables may mean changing the pace with which some students proceed. The Mastery Checks will clearly indicate when additional time and practice are needed as well as isolate and identify the specific areas of weakness.



When printing cards, select Double-Sided Printing and be sure it is set to flip on long side of paper. Cut along dotted lines and organize by category. Categories and card numbers will be on back side of cards. Some cards may not be used in the Lesson Plan. These cards can be set aside and used for additional practice.

**MATERIALS NEEDED** Sound Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **19, 21-23, 26-31, 39-40**

**REMINDER:** Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds or words.

**REMINDER:** Ask for 2 sounds of all vowels, **th**, and **u-e**, and 3 sounds of **y**.

- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **sh a u o ch i e th (that)**

Long /i/ at the end of a word. (Answer: y)

Long /e/ at the end of a word. (Answer: y)

**Cursive writing** should be taught and practiced as an additional segment of the reading block.

- Sequential finger movements used in handwriting activate areas of the brain that are involved with language, thinking, and working memory.
- One starting point for each word benefits students with motor or neural issues, and cursive writing strengthens motor memory.
- Writing cursive letters eliminates reversal confusion of printed forms. Examples: **b/d, p/g**
- Cursive writing is faster than printing after adequate practice.
- Students exhibiting poor printing often develop beautiful cursive writing.
- Retention is increased when lecture or class notes are written in cursive.
- Students are proud to master what is perceived as an adult skill.
- Cursive signatures are required on many documents as a unique individual trademark.
- Students who can't write in cursive can't read cursive writing.

### 3 INTRODUCE NEW MATERIAL

16 MIN

#### Teach Syllable Types

**O - Open syllable:** Long vowel at the end of a syllable. Examples: *be, me, ma, pi, so, cu*

**C - Closed syllable:** Short vowel followed by one or more consonants. Examples: *mat, doll, ad, moth*

**E - E Syllable:** A *silent e* (VCe) at the end of a word makes the preceding vowel long. Examples: *mate, time, cute, vote*

**Demonstrate:** Use a bookmark or index card to cover answers until students have responded.

**go** **got**

- SAY: Read the word. Is the vowel long or short? (Answer: go - long; got - short)
- SAY: Read the next words. Is the vowel long or short? What kind of a syllable is it?

**hi** **hit** **he** **hen** **ta** **tap**

- SAY: When an **e** comes at the end of a word, the **e** makes the vowel before it long. This forms a **silent e** syllable.

**tape**

- SAY: Is the vowel long or short? (Answer: long) Why? What kind of a syllable is it? (Answer: silent e)
- Repeat the questions with the next slides.

**ri** **rip** **ripe** **fa** **fat** **fate** **cu** **cut** **cute** **pi** **pin** **pine**

- Dictate the following words in couplets. Students REPEAT and WRITE each word, then LABEL each syllable type.

**pin/pine** **rip/ripe** **tub/tube**

#### Teach Syllable Division Pattern 1

Words are divided into syllables following the patterns below where **v=vowel** and **c=consonant**.

##### Pattern 1- vc/cv (vowel consonant/consonant vowel)

- SAY the rule while showing the following words. Explain that the slash is where the word is divided.

**Rule:** *When there are 2 consonants together, with a vowel on each side, divide between the consonants.*

*The first syllable is always a closed syllable, and the vowel is short.*

##### Demonstrate:

**campus** **vc cv** **campus** **vc /cv** **cam/ pus** **invite** **vccv** **invite** **vc/cv** **in/vite**

- SAY: Read the word. Where is it divided? What kind of syllable is the first syllable? The second?

**canyon** **vccv** **canyon** **vc/cv** **can/yon** **C can/yon C** **hippo** **vccv** **hippo** **vc/cv** **hip/po** **C hip/po O**  
**fifty** **vccv** **fifty** **vc/cv** **fif/ty** **C fif/ty O**

- Dictate the following words. Students REPEAT and WRITE each word, DIVIDE into syllables, and LABEL each syllable type.

**campus** **fifty** **hippo**

**MATERIALS NEEDED** Sound Cards, Sight Word Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **19, 21-23, 26-31, 39-40, 64-65**
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**Note:** *If the student needs more practice with early sounds and/or short vowels, incorporate Sound Cards 1-18 into review.*

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-ink qu -ong i o -ank**  
Long /i/, 4 ways. (Answer: i, i-e, y-e, y)

**3 READ WORDS**

4 MIN

- Students READ aloud.

*Sight Word Cards 10-22*

## 1. vccv

inside	admire	segment	trombone	context	index
absent	problem	intend	costume	Scottish	inquire
figment	ignore	mistake	quintet	suspend	Belfast

## 2. y

type	yikes	style	byte	french fry	byline
fifty	canyon	Henry	imply	windy	nasty

## 3. -nk, -ng

swing	flung	long	strung	bring	sprang
shrunk	brink	clank	honk	Frank	plunk

## 4. Sentences

**Frank did not comment.**

**Did you submit the plan?**

**The sky was pink and red at sunset.**

**The oblong rug will not fit.**

## 4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

vccv	sibling	mus/tang	napkin	suspend
vccv	mas/cot	until	ug/ly	index
sight words	who	what	from	said
y	style	spy	type	fry
-nk/-ng	blank	fang	brink	lung

**Note:** When a slash divides a word, ask students to divide the word into syllables and label each syllable. Incorrect division is considered an error.

- Dictate the following sentences. Students REPEAT and WRITE each sentence.

**Scrunch one up.**

**I was on a jet once.**

- Students READ aloud the words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

### Teach Syllable Division Patterns

- Say the rule while showing the following words.

**Rule:** When there is 1 consonant between 2 vowels, the syllable break may come before or after the single consonant. The first choice is **v/cv**; divide before the consonant, and the first syllable will be open. If there is a short vowel in the first syllable, divide after the consonant. When there are 3 consonants between 2 vowels, the syllable break may be before or after the middle consonant. Watch for pairs of consonants that belong together.

**Demonstrate:** Use a bookmark or index card to cover answers until students have responded.

- SAY: Read the word. Divide it. What kind of syllable is the first? The second?

belong	vcv belong	v/cv be/long	O be/long C	rapid	vcv rapid	vc/v rap/id	C rap/id C
open	vcv open	v/cv o/pen	O o/pen C	impress	vcccv impress	vc/ccv im/press	C im/press C
panic	vcv panic	vc/v pan/ic	C pan/ic C	athlete	vcccv athlete	vcc/cv ath/lete	C ath/lete E

- Dictate the following words. Students REPEAT and WRITE each word, DIVIDE into syllables, and LABEL each syllable type.

remote

rapid

vanish

complex

fondness

**MATERIALS NEEDED** Sound Cards, Sight Word Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **19, 21-23, 26-31, 39-40, 64-65**

**REMINDER:** Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds or words.

- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-ank -ing y x**  
 Long /o/, 2 ways. (Answer: o, o-e)  
 Long /u/, 2 ways. (Answer: u, u-e)

**3 READ WORDS**

4 MIN

- Students READ aloud.

*Sight Word Cards 10-22*

**REMINDER:** Mix the cards before each review to ensure that the students are not memorizing the sequence of words.

## 1. v/cv

<b>tiny</b>	<b>deny</b>	<b>evade</b>	<b>prepare</b>	<b>bonus</b>	<b>rely</b>
<b>gravy</b>	<b>robot</b>	<b>hotel</b>	<b>zero</b>	<b>unite</b>	<b>latex</b>

## 2. vc/v

<b>punish</b>	<b>profit</b>	<b>axis</b>	<b>figure</b>	<b>volume</b>	<b>decade</b>
<b>planet</b>	<b>seven</b>	<b>limit</b>	<b>talent</b>	<b>comet</b>	<b>visit</b>

## 3. vcccv

<b>inflame</b>	<b>pumpkin</b>	<b>inspire</b>	<b>concrete</b>	<b>hundred</b>	<b>explode</b>
<b>complex</b>	<b>dangling</b>	<b>district</b>	<b>include</b>	<b>hamster</b>	<b>comply</b>

## 4. vccv

<b>convex</b>	<b>nutmeg</b>	<b>bandit</b>	<b>ugly</b>	<b>until</b>	<b>sibling</b>
<b>context</b>	<b>dispute</b>	<b>invite</b>	<b>jumbo</b>	<b>insult</b>	<b>escape</b>

## 5. Sentences

**Scrub the plates and polish the silver.**

**We made a tiny profit.**

**Jordan is happy to refund the cash.**

**I'm hungry and hope it's lunchtime.**



## 4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

v/cv	robot	de/ny	la/tex	feline
vccv	frenzy	rep/tile	stampede	twenty
vc/v	ed/it	tribute	seven	trapeze
sight words	done	were	gone	only
vcvcv	ex/treme	contrast	mistrust	ostrich

**Note:** When a slash divides a word, ask students to divide the word into syllables and label each syllable.

**That goes by the desk.**

**Who can publish this book?**

- Students READ aloud the list of words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

**Teach Vowel Pair Syllable**

**Rule:** 2 vowels together can make 1 sound.

**Note:** *w* and *y* can be vowels or consonants. When combined with a vowel to make a vowel sound, *w* and *y* are vowels.

**Examples:** *ay, oy, ow, aw*

**Demonstrate:**

- Say the rule to the students while displaying the following words.

6. feet      soon      day      took      sleet      food      gray      flet

- Dictate the following words.
- Students REPEAT each word, then SAY each sound aloud while WRITING the word.

soon      feet      took      sleet      day      flet      gray      food

- Students READ the words just written.

**Teach R Combination Syllable**

**Rule:** *R Combination Syllable: any syllable that contains a vowel followed by an r.*

- Say the rule to the students while displaying the following words.

7. farm      her      clerk      sort      chart      term      storm      born

- Dictate the following words.
- Students REPEAT each word, then SAY each sound aloud while WRITING the word.

her      car      born      storm      term      farm      horn      clerk

- Students READ the words just written.

**MATERIALS NEEDED** Sound Cards, Sight Word Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **19, 21-31, 33-35, 39-41, 64-65**

**REMINDER:** Ask for 2 sounds of **oo**.

- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**Note:** If the student needs more practice with early sounds and/or short vowels, incorporate *Sound Cards 1-18* into review.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **or ar oo (moon) er oo (book)**

Long /a/ at the end of a word. (Answer: ay)

Long /e/, 3 ways. (Answer: ee, e, e-e)

**3 READ WORDS**

4 MIN

- Students READ aloud.

*Sight Word Cards 23-32*

- Vowel pair

<b>greedy</b>	<b>delay</b>	<b>tattoo</b>	<b>fifteen</b>	<b>igloo</b>	<b>beehive</b>
<b>booster</b>	<b>cookbook</b>	<b>bookmark</b>	<b>dismay</b>	<b>weekday</b>	<b>toothbrush</b>

- R combination

<b>cargo</b>	<b>parsnip</b>	<b>marker</b>	<b>perfume</b>	<b>format</b>	<b>meter</b>
<b>fiber</b>	<b>inform</b>	<b>orbit</b>	<b>barber</b>	<b>vortex</b>	<b>fever</b>

- Review

<b>moment</b>	<b>camel</b>	<b>baby</b>	<b>publish</b>	<b>address</b>	<b>tantrum</b>
<b>rely</b>	<b>impress</b>	<b>combat</b>	<b>kingdom</b>	<b>vanish</b>	<b>mascot</b>
<b>rapid</b>	<b>magnet</b>	<b>habit</b>	<b>crusade</b>	<b>mustang</b>	<b>locate</b>
<b>entry</b>	<b>token</b>	<b>reply</b>	<b>copy</b>	<b>relate</b>	<b>comet</b>

- Sentences

**When there is smoke, there is fire.**

**Jerry had a smooth ride on the lake.**

**Sweep it up in the morning.**

**Boots can stay in the corner of the room.**

## 4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

vowel pair	decay	fif/teen	betray	tweezer
R combination	require	format	per/fume	marker
vowel pair	booster	withstood	toothbrush	footstool
y	im/ply	re/ly	reply	deny
R combination	refer	tarnish	army	inform

**Note:** When a slash divides a word, ask students to divide the word into syllables and label each syllable. Incorrect division is considered an error.

**Is it too late to go?**

**Did you submit a plan, too?**

- Students READ aloud the list of words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

### Teach Sounds

- Show the card and say the sounds.
- Students SAY the sounds while TRACING the letters on the desk.
- Students SAY and WRITE each sound once.

**Sound Card 54**

**-ble**

/bl/ as in table

**-gle**

/gl/ as in gargle

**-cle**

/cl/ as in uncle

**-kle**

/kl/ as in ankle\*

**-dle**

/dl/ as in candle

**-ple**

/pl/ as in simple

**-fle**

/fl/ as in ruffle

**-tle**

/tl/ as in little

**-zle**

/zl/ as in drizzle

\* /kl/ is spelled **-ckle** after a short vowel.

- Students READ aloud the following word list.

5. **marble** **sample** **tingle** **twinkle** **humble** **startle** **dwindle** **tumble**

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

**sample** **humble** **tingle** **startle** **tumble**

- Students READ the words just written.

**MATERIALS NEEDED** Sound Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **21-31, 33-35, 39-41, 54, 64-65**

**REMINDER:** *Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds.*

- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-gle -tle -zle -ink -ank**  
 Long /a/, 3 ways. (Answer: ay, a, a-e)  
 Long /u/, 2 ways. (Answer: u, u-e)

**3 READ WORDS**

4 MIN

- Students READ aloud.

## 1. Cle

angle	marble	paddle	wiggle	title	cable
temple	candle	cattle	juggle	noble	stable
jungle	gargle	pebble	dribble	rifle	maple
jumble	tumble	raffle	drizzle	staple	cradle

## 2. Review

admit	credit	ostrich	forbid	indeed	pilgrim
rotate	nifty	cabin	reply	parking	archer
scrapbook	raven	ignite	depend	mattress	relish
children	portray	iris	advise	limit	rooster

## 3. Sentences

Who's going with me later?

Mindy likes her dorm.

It's okay if you make a mistake.

There's a plane departing soon.

## 4 MASTERY CHECK FOR SPELLING

12 MIN

**Goal:** To determine how well students can spell independently.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT assist students by reminding them to repeat or segment the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

▼	▼	▼	▼	▼
remote	vol/ume	throng	pump/kin	pub/lish
punish	donate	axis	nifty	shiver
shrink	chunk	u/nit	sprang	pan/ther
entry	admit	hamster	reply	nasty

**Note:** When a slash divides a word, ask students to divide the word into syllables and label each syllable. Incorrect division is considered an error.

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

Tracing unlocks words! If a student does not readily recognize a word, have the student TRACE the letters on the table using 2 fingers of the writing hand, SAY each sound aloud, then BLEND the sounds together to make a word.

For READING errors, TRACE.

For SPELLING errors, TOUCH SPELL.

**MATERIALS NEEDED** Sound Cards, Sight Word Cards**1 READ SOUNDS**

1 MIN

- Review *Sound Cards* **21-31, 33-35, 39-41, 54, 64-65**
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-ble -fle -dle -ong -ple -tle**

**3 READ WORDS**

4 MIN

- Students READ aloud.

*Sight Word Cards 23-32*

## 1. Cle

sample  
stable  
griddle

sparkle  
simple  
bugle

dimple  
sprinkle  
tangle

babble  
able  
startle

ankle  
nozzle  
twinkle

dazzle  
table  
puddle

## 2. Review

enlist  
timid  
redeem  
delete  
forbid

dandruff  
dismiss  
vivid  
serpent  
silent

carpet  
emblem  
splendid  
denim  
between

inflate  
puny  
hayloft  
inject  
radish

Jacob  
goofy  
starter  
woodpile  
campus

exclude  
freeway  
contrast  
closet  
human

## 3. Sentences

**Mike must submit a better plan.**  
**Bring in the harvest.**  
**The target is twenty yards away.**  
**Henry lives in the northwest.**

## 4 SPELL WORDS

8 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

Cl	humble	sam/ple	gargle	marble
Cl	pud/dle	dazzle	wiggle	scribble
misc	prolong	persist	combo	expand
sight words	they	want	any	says
Cl	staple	noble	bugle	title

**Note:** When a slash divides a word, ask students to divide the word into syllables and label each syllable. Incorrect division is considered an error.

Where is that little kid?

There is a simple way to do it.

- Students READ aloud the list of words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

Review Syllable Division Patterns:

vc/cv rub/ber	v/cv lo/cate	vc/v cab/in	vc/ccv mon/ster	vcc/cv king/dom
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Teach Syllable Division Patterns

**Rule:** Divide between the prefix and the base word or between the base word and the suffix.

reform	prefix/base re/form	O re/form R	deeper	base/suffix deep/er	VP deep/er R
inside	prefix/base in/side	C in/side E	farming	base/suffix farm/ing	R farm/ing C
between	prefix/base be/tween	O be/tween VP	stinging	base/suffix sting/ing	C sting/ing C

- Dictate the following words. Students REPEAT and WRITE each word, DIVIDE into syllables, and LABEL each syllable type.
- inside farming stinging deeper reform
- Students READ the words just written.

A **morpheme** is the smallest unit of language that carries meaning. Base words, prefixes, and suffixes are all morphemes. Examples of morphemes are **man**, **port**, **re-**, **in-**, **-ed**, **-ing**, and **-es**.

**MATERIALS NEEDED** Prefix Cards, Suffix Cards, Sight Word Cards, Sound Cards**1 READ SOUNDS**

2 MIN

- Review *Prefix Cards* **1-8** and *Suffix Cards* **1-6, 8-11, 15, 20**  
**REMINDER:** Ask for 2 sounds of **ex-** and **-s**, and 3 sounds of **-ed**.
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **ar**    **-tle**    **oo (book)**    **-gle**    **-es**    **-ed**  
Long /e/, 4 ways. (Answer: ee, e, e-e, y)

**3 READ WORDS**

4 MIN

- Students READ aloud.

*Sight Word Cards 33-42*

## 1. Prefix and suffix review

dumping	booster	elapse	reprint	relate	emit
decay	debate	taxes	twisted	asked	roomy
helps	elected	inspect	pumping	sleepy	bequest
express	demand	windy	foxes	invented	plants
partly	prays	away	behave	barely	jumper
gloomy	uneven	gladly	formed	explore	weekly
backed	refunded	exam	extract	thinking	parked
unspent	arise	reform	crushes	betray	inform

## 2. Sentences

It will be quicker to do it yourself.

The chimp was swinging from a rope.

We'll want good feedback.

Relax and you will fall asleep.



## 4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

prefix/base	income	re/print	adrift	unjust
Cle	mumble	ruffle	pad/dle	settle
base/suffix	waveless	gloomy	braveness	twisted
misc	stampede	ozone	athlete	escape
Cle	stable	stifle	mantle	cradle

**Note:** When a slash divides a word, ask students to divide the word into syllables and label each syllable. Incorrect division is considered an error.

Those two candy bars were too sweet.

Where did they come from?

- Students READ aloud the list of words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

### Teach Sounds

- Show the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

**Sound Card 42** **ow** Long /o/ as in blow

**Rule:** **ow** usually comes at the end of a word or is followed by **n**.

- Students READ aloud the following word list.

3. flown bowl below elbow blown yellow window shadow

**Sound Card 42** **ow** /ow/ as in owl

**Rule:** **ow** usually comes at the end of a word or is followed by **n** or **l**.

- Students READ aloud the following word list.

4. crowd brownish owl downtown prowls chowder power howling

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

elbow crowd blown prowls downtown bowl

- Students READ the words just written.

**MATERIALS NEEDED** Prefix Cards, Suffix Cards, Sound Cards**1 READ SOUNDS**

2 MIN

- Review *Prefix Cards* **1-16** and *Suffix Cards* **1-6, 8-11, 15, 20**  
**REMINDER:** Ask for 2 sounds of **com-** and **con-**.
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-gle**      **-ang**  
Long /o/, 3 ways. (Answer: o, o-e, ow)  
/ow/ before n or l. (Answer: ow)

**3 READ WORDS**

4 MIN

- Students READ aloud.

## 1. ow

drown	hoot owl	rowdy	clowns	blown	shadow
mellow	tow rope	stowaway	allow	power	widow
flowers	cower	downtown	pillowcase	crowd	drowsy
thrown	growth	window	shower	borrow	scowl

## 2. Prefix and suffix review

content	cheerful	enchant	pavement	program	dismay
harmless	compute	disgust	restful	sickness	enclose
pretend	fragment	subject	consult	complete	useful
sadness	permit	blameless	prefer	department	softness
subtract	prepay	perform	perfect	subsist	protect

## 3. Review

foolproof	playbill	coffee	screenshot	pontoon	scrapbook
freedom	discreet	cartoon	farmer	stronger	goofy

## 4. Sentences

Jane wipes desk tops and windows.  
Is that an owl screeching?  
Crumple the paper and throw it in the trash.  
I was unable to locate the small town.

## 4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

ow	window	follow	elbow	fellow
Cle	jingle	ripple	table	baffle
ow	scowl	flowers	drowns	prowler
prefix/base	prepay	subway	distrustful	request
base/suffix	powerless	softness	helpless	hateful

We could cook a very simple dish.

The griddle should sizzle when it's hot.

- Students READ aloud the list of words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

### Teach Sounds

- Show the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 37

oy

/oy/ as in boy

Rule: Usually at the end of a word.

Sound Card 38

oi

/oy/ as in coin

Rule: Usually in the middle of a word.

Sound Card 36

all

as in ball

- Students READ aloud the following word list.

5. exploit      rejoin      loiter      poison      wallpaper      install  
boyhood      decoy      destroy      deploy      stalling      recall

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

decoy      destroy      loiter      exploit      install

- Students READ the words just written.

When a spelling error occurs, use **Error Correction Dialogue**, Appendix B, to tease out corrections and develop strategies that refocus thinking and begin the process of self-correction.

**MATERIALS NEEDED** Sound Cards, Sight Word Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **21-31, 33-42, 54, 64-65**  
**REMINDER:** Ask for 2 sounds of single vowels, **th**, **oo**, and **ow**, and 3 sounds of **y**.
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **all sh th (that)**  
/oy/ at the end of a word. (Answer: oy)  
/ow/ before n or l. (Answer: ow)  
/oy/ in the middle of a word. (Answer: oi)  
/kl/, 3 ways. (Answer: cle, kle, ckle)

**3 READ WORDS**

4 MIN

- Students READ aloud.

*Sight Word Cards 43-52*

1. all

**call**  
**fall****tall**  
**mall****wall**  
**small****hall**  
**stall****ball**  
**drywall****pitfall**  
**gumball**

2. oy, oi

**boy**  
**boil**  
**toil****joy**  
**coin**  
**coil****soy**  
**foil**  
**broil****Troy**  
**moist**  
**oink****ploy**  
**soil**  
**spoil****toy**  
**oil**  
**joist**

3. -ckle

**tackle**  
**crackle**  
**chuckle****prickle**  
**freckle**  
**hackle****spackle**  
**trickle**  
**heckle****speckle**  
**pickle**  
**cackle****buckle**  
**sickle**  
**tickle****shackle**  
**huckle**  
**fickle**

4. Sentences

**Give me pointers on how to play.**  
**Can you avoid getting stalled in the rush?**  
**Did Omar include all of the parts?**  
**We both ignited a big fire.**

## 4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

oy/all	deploy	broomball	employ	callback
oi	oiling	joint	spoiler	pointless
sight words	again	against	many	both
ow	pil/low	growl/ing	shallowness	howls
-ckle	pickle	tackle	buckle	speckle

**Note:** When a slash divides a word, ask students to divide the word into syllables and label each syllable. Incorrect division is considered an error.

**Costumes would be on the lower level.**

**We require that you be polite.**

- Students READ aloud the list of words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

### Teach Sounds

- Show the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

**Sound Cards 4, 14, 20, 9**



**Rule:** The letters **f**, **s**, **z**, and **l** are doubled at the end of a word after a single vowel. Usually the vowel is short.

**Sound Card 32**

**-ck**

**k/ as in pack**

**Rule:** Use **-ck** to write **/k/** at the end of a word after a short vowel. Use **k** after a consonant, long vowel, or vowel pair.

- Students READ aloud the following word list.

5. **frizzy**      **thrilling**      **scruff**      **distill**  
**checkers**      **struck**      **slack**      **backstop**

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

**frizzy**      **thrilling**      **slack**      **struck**      **checkers**

- Students READ the words just written.

**MATERIALS NEEDED** Prefix Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Prefix Cards* **1-16** and *Suffix Cards* **1-6, 8-11, 15, 20**

**REMINDER:** Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds.

**REMINDER:** Ask for meanings of prefixes and suffixes when applicable.

- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: Letters that double at the end of a word after a short vowel. (Answer: f, s, z, l)  
/k/ at the end of a word after a short vowel. (Answer: ck)  
2 other ways to write /k/. (Answer: c, k)  
/kl/, 3 ways. (Answer: cle, kle, ckle)

**3 READ WORDS**

4 MIN

- Students READ aloud.

## 1. fszl

stress  
gruff  
frizz

spyglass  
thrill  
barbell

crossbow  
sassy  
quell

trill  
liftoff  
duff

jazz  
skiff  
Swiss

crabgrass  
hull  
dwell

## 2. -ck

tricky  
blockbuster  
crosscheck

locksmith  
attack  
hacking

ransack  
struck  
hammock

truckers  
blackjack  
gimmick

wicker  
Kentucky  
hemlock

checkmate  
wisecrack  
cracker

## 3. Review

dashes  
ankle  
sadness  
weekly

ramble  
before  
invite  
sleeplessness

dwindle  
darkness  
tremble  
harmful

exclude  
mantle  
thankless  
pressed

shapeless  
rusty  
skillful  
seemed

sprinkle  
ajar  
restful  
crumple

## 4. Sentences

Don't forget your backpack.

Did the dentist fill the cavity in your tooth?

It would be unwise to intrude now.

The power lines were down after the storm.

## 4 MASTERY CHECK FOR SPELLING

12 MIN

**Goal:** To determine how well students can spell independently.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT assist students by reminding them to repeat or segment the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

▼	▼	▼	▼	▼
disorder	restful	rusty	subway	cheerful
in/clude	sta/ple	crackle	wiggle	pro/test
sadness	sweetness	enchanted	endless	unrest
marble	temple	bugle	pickle	scribble

**Note:** When a slash divides a word, ask students to divide the word into syllables and label each syllable. Incorrect division is considered an error.

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

**Student response time:** Complete verbal directions before students begin to write. Students who can focus on only one thing at a time may be distracted when attempting to combine listening, thinking, and writing.

**Error Correction** probes should be positive and enable self-correction. Avoid saying no, wrong, uh-uh, whoops! Instead, make suggestions or ask questions such as:

Say the word again.

Touch Spell the word.

What is the beginning (ending, vowel) sound?

What is the rule?

When the error has been isolated, have the student rewrite the correct word.

For specific error correction suggestions, see Appendix B.

**MATERIALS NEEDED** Sound Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **21-42, 54, 64-65**
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**Note:** *If the student needs more practice with early sounds and/or short vowels, incorporate Sound Cards 1-18 into review.*

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-gle**  
 /k/, 3 ways. (Answer: c, k, ck)  
 /z/ at the end of a word after a short vowel. (Answer: zz)  
 /oy/, 2 ways. (Answer: oi, oy)  
 /l/ at the end of a word after a short vowel. (Answer: ll)  
 /er/ at the end of a word. (Answer: er)

**3 READ WORDS**

4 MIN

- Students READ aloud.

## 1. Review

decoy	wheels	gimmick	dandruff	perplex	cradle
erase	ransack	loiter	overthinking	evict	gravel
perspire	sassy	tranquil	gravy	hundred	jungle
crankshaft	vivid	power	crabgrass	comet	frankly
squall	enthrall	escape	inkblot	chipmunk	toy store
downfall	junkyard	gallstone	killjoy	joist	enchant
zesty	children	lazy	zero	scowl	bankrupt
parsnip	frizzy	harvest	torso	dwelling	stonewall
nozzle	pilgrim	wicker	employ	plankton	bugle
gamble	gargle	expect	griddle	spindle	temple

## 2. Sentences

**I will inform you at once when they are finished.**

**They said we can relax on Sunday.**

**Which cookbook did Kelly use to make that?**

**The landlord evicted us from the duplex.**



## 4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

-ck	cracker	speckle	flicker	tacky
fszl	stressful	frizzy	quill	stuffing
sight words	buy*	sure	always	busy
ow	lower	scowl	slower	frown
oi/oy	oilcloth	destroy	pointer	boyhood

*\*After dictating a homophone, use it in a sentence to identify meaning and guide spelling.*

See that reptile sleeping by the pond?

Cook the beef tenderloin.

- Students READ aloud the list of words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

### Teach Sounds

- Show the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 43 **-tch** /ch/ as in match

**Rule:** Use **-tch** at the end of a word after a short vowel.

Sound Card 28 **ch** ch/ as in march

**Rule:** Use **ch** after a vowel pair or consonant.

- Students READ aloud the following word list.

3. **twitch** **stretch** **scratch** **blotchy**  
**trench** **clench** **blanch** **pooch**

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

**scratch** **blotchy** **clench** **stretch** **pooch**

- Students READ the words just written.

**MATERIALS NEEDED** Sound Cards, Sight Word Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **21-43, 54, 64-65**
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-ung qu**  
 /ch/ at the end of a word after a short vowel. (Answer: tch)  
 /f/ at the end of a word after a short vowel. (Answer: ff)  
 Long /o/ at the end of a word, 2 ways. (Answer: ow, o)  
 /s/ at the end of a word after a short vowel. (Answer: ss)  
 /k/, 3 ways. (Answer: c, k, ck)

**3 READ WORDS**

4 MIN

- Students READ aloud.

*Sight Word Cards 53-63*

## 1. -tch

scotch	batch	switch plate	blotchy	notched	switches
stitches	sketchy	thatched	fetch	kitchenware	ditch
stretcher	catch	pitching	latch	clutches	sketch
twitchy	hatcher	ratchet	dispatch	etching	matchbook
hutch	crutches	itchy	hatch	pitch	thatch

## 2. ch

bench	parchment	scrunch	trench	belches	porch
blanching	mooch	flinching	speeches	crunchy	ranch
enriching	quenches	bench press	leeches	lunch	pooch
munch	branches	scorching	perch	march	squelches

## 3. Sentences

Ling and Cory spent Friday evening downtown.

Match the marching band's tempo.

Otto couldn't avoid the hole on the pathway.

Rest on the stretcher and be still.

## 4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

fszl/-ck	fuzzy	speck	stress	tracker
ch	crunch	trench	belch	clinch
sight words	put	push	bush	door
-tch	stretch	switch	scratch	twitchy
vowel pairs	powerful	throw	broiling	destroy

The floor is scorching hot.

Let's go camping in the bush.

- Students READ aloud the list of words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

### Teach Suffixes

- Show the card and say the suffix.
- Students SAY the suffix while TRACING the letters on the desk.
- Students SAY and WRITE the suffix 3 times.

Suffix Card 13 **-et** /ə/ as in pocket

Suffix Card 14 **-en** /ən/ as in golden Meaning: made of, make

- Students READ aloud the following word list.

4. **hatchet** **pocket** **wallet** **market**  
**woolen** **sweeten** **lengthen** **thicken**

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

**pocket** **hatchet** **wallet** **sweeten** **woolen**

- Students READ the words just written.

**Schwa (/ə/)** is the word used to label any vowel that makes a sound close to the sound of **short /u/**. It is found in an unaccented syllable. Prefixes or suffixes often contain a **schwa** sound. Examples: **a** in **a**go, **o** in **oc**/cur, **e** in mo/**ment**, or in a vowel pair, such as **io** as in ac/**tion**.

**MATERIALS NEEDED** Suffix Cards, Sight Word Cards, Sound Cards**1 READ SOUNDS**

2 MIN

- Review *Suffix Cards* **1-6, 8-11, 13-15, 20**  
**REMINDER:** Ask for meanings of suffixes when applicable.
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **or**    **-et**    **-en**    **-es**  
/ch/, 2 ways. (Answer: tch, ch)

**3 READ WORDS**

4 MIN

- Students READ aloud.

*Sight Word Cards 53-63*

## 1. -et

picket	basket	racket	blanket	tablet	bucket
jacket	market	ratchet	trinket	rocket	bonnet
tickets	pocket	cricket	sprocket	locket	wallet

## 2. -en

stricken	woolen	thickener	fasten	enliven	frozen
kitchen	sickening	soften	gladden	loosen	rotten
flatten	wooden	shorten	hidden	quicken	harden

## 3. -tch, ch

ranch	crunchy	stitching	hitchhike	branches	porch
hitch	twitchy	scorches	hatchet	catcher	leeches
clench	parchment	bewitching	dispatcher	sketches	hunched

## 4. Sentences

Dampen the envelope flap and press it down.

A large quake shook the market.

Can Bud ride with Marvin to the market?

Go sell the trinket at the yard sale.

## 4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

-en	wooden	thick/en	fallen	sharpen
-et	pack/et	rocket	hatchet	basketful
sight words	don't	won't	other	mother
vowel pairs	pointer	cowboy	howling	mellow
-tch/-ch	stench	stitches	mooch	clutching

**Note:** When a slash divides a word, ask students to divide the word into syllables and label each syllable. Incorrect division is considered an error.

**My brother and I played in the match.**

**Did you discuss this with your father?**

- Students READ aloud the list of words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

### Teach Sounds

- Show the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

**Sound Card 44** -dge /j/ as in fudge

**Rule:** -dge comes at the end of a word after a short vowel. Use ge after anything else. Soft g comes before e, i, or y.

- Students READ aloud the following word list.

5. pledge fridge fringe range  
sledge grudge strange revenge

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

pledge fridge fringe range grudge

- Students READ the words just written.

**MATERIALS NEEDED** Sound Cards, Sight Word Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **21-44, 54, 64-65**
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-en** **-et**  
*/j/* at the end of a word after a short vowel. (Answer: dge)  
 Another way to write */j/*. (Answer: j)  
 Prefix */cəm/*. (Answer: com)  
 Prefix */cən/*. (Answer: con)

**3 READ WORDS**

4 MIN

- Students READ aloud.

*Sight Word Cards 62-75*

## 1. -dge

badger	budge	hedges	lodge	hodgepodge	widget
fidget	grudge	fridge	prejudge	trudge	wedge
gadget	smudge	sledge	footbridge	edge	bridge
ledger	ledge	pledge	smidgen	budget	dredge

## 2. fszl, -ck, com-, con-

crossbow	classroom	flicker	gimmick	killjoy	swilling
blackjack	trill	frizz	Swiss	fizzy	hemlock
shellfish	barbell	skyrocket	nitpick	wisecrack	checkbook
gruffly	blockbuster	shocker	sassy	distress	messy
combat	connect	conduct	combine	command	contend
contest	convict	contract	compose	compare	compile

## 3. Sentences

The fridge is full of leftovers.

Follow a budget to save some cash.

Use the footbridge to cross the creek.

The gadget is broken.

## 4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

com-/con-	combine	convict	compose	conduct
-ck/fszl	wisecrack	glassful	Swiss	padlock
-dge	budget	grudge	fidget	fridge
sight words	friend	woman	women	great*
misc	hatchet	sicken	overjoyed	tower

*\*After dictating a homophone, use it in a sentence to identify meaning and guide spelling.*

**Who's at the kitchen door?**

**Aunt Jane will trudge home in the snow.**

- Students READ aloud the list of words and sentences just written.

## 5 INTRODUCE NEW MATERIAL

5 MIN

### Teach Sound

- Show the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

### Sound Card 5

**g**

Soft g /j/ as in gem

**Rule:** *g* has a soft sound /j/ when followed by *e*, *i*, or *y*.

**Note:** *-dge* is used after a short vowel at the end of a word; *g* is used after a short vowel in the middle of a word.

### Teach Suffix

### Suffix Card 12

**-ic**

as in plastic

**Rule:** *-ic* comes at the end of a word with 2 or more syllables.

- Students READ aloud the following word list.

4. **fringe**      **rigid**      **legend**      **logic**  
**digit**      **vigil**      **magic**      **tragic**

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

**magic**      **logic**      **tragic**      **frigid**      **legend**

- Students READ the words just written.

**MATERIALS NEEDED** Sound Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **5, 21-44, 54, 64-65**

**REMINDER:** Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds.

**REMINDER:** Ask for 2 sounds of *g*.

- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**2 SPELL SOUNDS**

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **all -ic**  
*/j/ at the end of a word after a short vowel. (Answer: dge)*  
*2 other ways to write /j/. (Answer: j, g)*  
*Suffix long /e/. (Answer: y)*  
*Long /o/, 3 ways. (Answer: o, o-e, ow)*

**3 READ WORDS**

4 MIN

- Students READ aloud.

## 1. Soft g

teenage	gigantic	margin	emerge	digest	stagehand
legend	germs	congested	rampage	angel	stooge
energy	rigid	hugeness	German	merge	generate
vigil	bungee	danger	ginger	enrage	gym
huge	suggest	agent	gender	upstage	offstage

## 2. -ic

magic	logic	tonic	elastic	tragic	classic
tropic	music	optic	fantastic	tactic	Atlantic
clinic	topic	artistic	frantic	septic	panic

## 3. Review

growling	hemlock	scowl	deploy	joist	broomball
chipmunk	power	bluffing	fallback	slowly	enthrall
snowman	snicker	drywall	loiter	stonewall	tinfoil
callback	enjoy	boyhood	blackjack	drowsy	crosscheck
mellow	crossbow	moist	dwelling	spyglass	exploit



## 4 MASTERY CHECK FOR SPELLING

12 MIN

**Goal:** To determine how well students can spell independently.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT assist students by reminding them to repeat or segment the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

▼	▼	▼	▼	▼
classroom	prowl	clockwise	stalling	destroy
stressful	spoiled	pitfall	shellfish	coin
snicker	joyful	overflow	moist	growl
slowly	fallback	deploy	thriller	checkmate

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

**Key to automaticity:** Reading sounds daily builds automaticity with letter/sound recognition and retrieval. Writing the letter(s) cements the sound/symbol connection into motor memory. Automaticity forms a foundation for fluency (a crucial prerequisite to comprehension) using all sensory pathways—**seeing, hearing, feeling**—and cementing learning into long-term memory.

## APPENDIX A - SUPPLEMENTAL ACTIVITIES

The **Essential Components** of reading instruction include teaching the following:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Phonemic awareness, phonics, and fluency are incorporated in every lesson.

Appendix A contains suggestions for

- Activities connecting Essentials Home 4 with vocabulary instruction, and
- Comprehension strategies that may be incorporated when reading or spelling sentences or when context reading is the focus of instruction.

### **FLUENCY**

Fluency involves 3 components:

- Accuracy – correct pronunciation and connecting meaning
- Automaticity – recognizing words without having to decode
- Prosody – reading text with intonation, phrasing, and expression

Lesson plans include intensive practice for accuracy and automaticity. Prosody begins with reading sentences in

### **3. READ WORDS.**

Fluency, vocabulary, and comprehension instruction should have dedicated time in the reading block.

## APPENDIX A - SUPPLEMENTAL ACTIVITIES

### VOCABULARY

Vocabulary activities can include the following:

- Word definitions
- Antonym/opposite, synonym/same
- Multiple meanings
- Parts of speech – nouns and verbs
- Creating sentences

Using the printed word list below, have students read the words using a reading marker while reading across the rows. Ask focused questions that are age- and grade-appropriate and require rereading the words multiple times. Rereading builds automaticity and fluency.

ground	instead	heard	health	beneath
early	bold	mildly	brush	earnest
flighty	leather	hostess	quaint	meadow
county	kind	childlike	cloudy	dreadful

### Phonological/Phonemic Awareness, ask:

In Row 3, which word rhymes with mighty? (flighty)

In Row 3, which word starts with /kw/? (quaint)

In Row 2, which word rhymes with gold? (bold)

In Row 2, which word rhymes with crush? (brush)

### Definitions for Vocabulary and Comprehension, ask:

In Row 4, which word refers to a location? (county)

In Row 4, which word means young? (childlike)

In Row 3, who works in a restaurant? (hostess)

### Synonyms (same as), ask:

In Row 1, which word is a synonym of under? (beneath)

In Row 2, which word is a synonym of brave? (bold)

In Row 4, which word is a synonym of overcast? (cloudy)

### Antonyms (opposite of), ask:

In Row 4, find the antonym of harsh. (kind)

In Row 4, find the antonym of adultlike. (childlike)

In Row 4, find the antonym of sunny. (cloudy)

In Row 2, find the antonym of shy. (bold)

### Multiple Meanings, ask:

In Row 4, what does **kind** mean? Can you think of another meaning? (kind person, kind of food, paid in kind)

In Row 1, what does **ground** mean? Can you think of another meaning? (ground beneath our feet, grounded in science, underground movement)

In Row 2, what does **brush** mean? Can you think of another meaning? (hairbrush, toothbrush, underbrush, brush with danger)

### Grammar, ask:

In Row 2, can you find a noun? (brush)

In Row 2, can you find any adjectives? How many? Use each in a sentence.

### Sentence Examples:

Lester made a bold move.

Bruce is an earnest person.

## APPENDIX B - ERROR CORRECTION DIALOGUE

Guiding students to self-correction empowers students and enables them to feel successful even when errors are made. Avoid giving negative responses but use **eliciting questions** to help students self-correct. Following are examples of common errors.

### Middle sounds/vowel sound

If **pup** is spelled as **pop** or **deep** as **dep**,

- **SAY:** REPEAT the word.

TOUCH SPELL the word.

What is the vowel sound (or middle sound) in that word? How do you spell that sound?

Write the word again, saying the sounds aloud while writing.

### Beginning or ending blends

If **flat** is spelled as **fat** or **fast** as **fat**,

- **SAY:** REPEAT the word.

TOUCH SPELL the word.

Name the sound on each finger, putting each sound of the blend on one finger.

How many sounds are there? Write all sounds.

Write the word again, saying the sounds aloud while writing.

### Rules: -ff, -ss, -ll, -zz, -ck

If **back** is spelled as **bak** or **miss** as **mis**, **sell** as **sel**, **jazz** as **jaz**, etc.,

- **SAY:** REPEAT the word.

TOUCH SPELL the word.

What is the last sound in the word?

How do you spell that sound after a short vowel?

Write the word again, saying the sounds aloud while writing.

### Sound units: sh, ch, th, wh; qu; -ng, -nk; all; er, or, ar; oy, oi and other vowel pairs; igh

- **SAY:** REPEAT the word.

TOUCH SPELL the word. (When a sound unit consists of 2 or 3 letters, use 1 finger to represent that sound unit.)

(Have the student wiggle or touch the finger representing the sound unit.)

What is that sound? How do you spell it?

Write the word again, saying the sounds aloud while writing.

### c/k Confusion

If **clap** is spelled as **klap** or **cut** as **kut**,

- **SAY:** REPEAT the word.

TOUCH SPELL the word.

What is the first sound in the word? What is another way to write that sound?

Write the word again, saying the sounds aloud while writing.

**Generalization:** *c* is the first choice at the beginning of a word, used before all consonants, **a**, **o**, or **u**.

Use **k** at the beginning of a word before **e**, **i**, or **y** to keep the hard sound of /k/.

### Silent e

If **mate** is spelled as **mat** or **ripe** as **rip**,

- **SAY:** REPEAT the word.

What is the vowel sound in the word? Is it long or short?

How can you make that vowel long?

Write the word again, saying the sounds aloud while writing.

## APPENDIX B - ERROR CORRECTION DIALOGUE

### Soft c

If **dance** is spelled as **dans** or **race** as **rasc**,

- **SAY:** REPEAT the word.

What is the last sound in the word? How else can you spell /s/ at the end of a word?

Write the word again, saying the sounds aloud while writing.

### Soft g

If **stage** is spelled as **stag** or **large** as **larg**,

- **SAY:** REPEAT the word.

What is the last sound in the word? What has to come after the g to make it say /j/?

Write the word again, saying the sounds aloud while writing.

### Prefix or Suffix

- When the word involves a prefix or suffix, ask the student to separate the base word from the affix, then bring the error to correction.

### Sight Word

- Show the word.
- Have students say the letter names while writing the word. Repeat word. Do this twice.

### Syllable Division

If **riddle** is spelled as **ridle** or **cable** as **cabble**,

- **SAY:** REPEAT the word.

Break the word into syllables.

How would you pronounce the first syllable? (Remember, **Cle** must stay together.)

Write the word again, saying the sounds aloud while writing.

### Contractions

If **hasn't** is spelled as **has'nt** or **hasnt'**,

- **SAY:** REPEAT the word.

What 2 words make up that contraction?

What letter(s) do you leave out when you put them together?

Put an apostrophe where you leave out the letter(s).

Write the word again, saying the sounds aloud while writing.

### Doubling Rule, Part 1

When **batting** is spelled as **bating**,

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (bat) Write it.

What is the suffix? (-ing) How is that spelled?

What is the rule for adding a suffix that begins with a vowel?

Write the word again, saying the sounds aloud while writing.

### Doubling Rule, Part 2

When **gladly** is spelled as **gladdy**,

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (glad) Write it.

What is the suffix? (-ly) How is that spelled?

What is the rule for adding a suffix that begins with a consonant?

Write the word again, saying the sounds aloud while writing.

## APPENDIX B - ERROR CORRECTION DIALOGUE

### E Rule – Part 1

When **hoping** is spelled as **hopeing**,

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (hope) Write it.

What is the suffix? (-ing) How is that spelled?

What is the rule for adding a suffix that begins with a vowel?

Write the word again, saying the sounds aloud while writing.

### E Rule – Part 2

When **hopeful** is spelled as **hopful**,

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (hope) Write it.

What is the suffix? (-ful) How is that spelled?

What is the rule for adding a suffix that begins with a consonant?

Write the word again, saying the sounds aloud while writing.

### Y Rule – Change y to i

When **cried** is spelled as **cryed**,

- **SAY:** REPEAT the word.

What is the base word without the suffix? (cry) Write it.

What is the suffix? (-ed) How is that spelled?

What is the rule for adding a suffix to a word that ends with **y**?

Write the word again, saying the sounds aloud while writing.

### Y Rule – Keep the y

When **spying** is spelled as **sping** or **spiing**,

- **SAY:** REPEAT the word.

What is the base word without the suffix? (spy) Write it.

What is the suffix? (-ing) How is that spelled?

What is the rule for adding a suffix beginning with an i to a word that ends with **y**?

Write the word again, saying the sounds aloud while writing.

### Y Rule – Vowel precedes the y

When **enjoyed** is spelled as **enjoied**,

- **SAY:** REPEAT the word.

What is the base word without the suffix? (enjoy) Write it.

What is the suffix? (-ed) How is that spelled?

What is the rule for adding a suffix to a word that ends with a **vowel y**?

Write the word again, saying the sounds aloud while writing.

## APPENDIX B - ERROR CORRECTION DIALOGUE

### ie

When **brief** is spelled as **breif**,

- **SAY:** REPEAT the word.

What is the vowel sound?

What is another way to spell long /e/?

Write the word again, saying the sounds aloud while writing.

### ei

When **receive** is spelled as **recieve**,

- **SAY:** REPEAT the word.

What is the root? (ceive)

Write the word again, saying the sounds aloud while writing.

### kn, wr, gn, mb

When **knob** is spelled as **nob**, **gnat** as **nat**, **wrist** as **rist**, or **numb** as **num**,

- **SAY:** REPEAT the word.

What is the first sound in the word? (Last sound in the word numb.)

How else can you spell that sound?

Write the word again, saying the sounds aloud while writing.

### -ist, -est

When **artist** is spelled as **artest**,

- **SAY:** REPEAT the word.

What is the suffix or ending of that word?

If we want the ending that means *job*, how should it be spelled?

Write the word again, saying the sounds aloud while writing.

### -ture

When **adventure** is spelled as **advencher**,

- **SAY:** REPEAT the word.

Divide it into syllables. (ad/ven/cher) Say each syllable.

How do you write the suffix /cher/? (ture)

Write the word again, saying the sounds aloud while writing.

### -ar

When **regular** is spelled **reguler**,

- **SAY:** REPEAT the word.

What's the suffix? (/er/) What's the letter right before it? (l)

What's the best way to write /er/ after an l? (ar)

Write the word again, saying the sounds aloud while writing.

## APPENDIX C - DEFINITIONS & DESCRIPTIONS

Auditory The learning modality or pathway that involves hearing and listening.

Base Word The word to which prefixes and suffixes may be added.

Consonant The consonants in the English alphabet are **b c d f g h j k l m n p q r s t v w x y z**.

Consonant Blends A consonant blend consists of two consonants that blend together either at the beginning or at the end of a word. Examples: **stop, stamp**

CVC Words Words that follow the consonant-vowel-consonant pattern. Examples: **pat, dim**

Key Words Words that provide a memory key to the sound of a letter. For example, the key word for **b** is **boat**.

Kinesthetic The learning modality or pathway that involves feeling with large motor movement.

Mastery Check A 20-word spelling dictation used after every 5th lesson. Measures progress and identifies whether a student needs additional practice.

Morphemes Smallest units of language that carry meaning. Examples: **man, port, re-, in-, -ed, -ing, -s, -es**

Morphology The patterns of word formation in a particular language, including inflection, derivation, and composition; the study and description of such patterns and the behavior and combination of morphemes.

Multisensory Reinforcement Practice using seeing, hearing, and touching to involve all pathways of learning to read and spell.

New Material New sounds, rules, or concepts.

Phonemic awareness Knowledge of isolated speech sounds. No print is involved.

Phonics Instruction that teaches phoneme-grapheme connections and links sound to print.

Phonological awareness Knowledge of speech units such as words, syllables, or phonemes. Instruction focuses on oral segmenting with onset, medial, or ending sounds, rhyme, and syllables. No print is involved.

Prefix A morpheme placed before the base word or root that changes the meaning of the word. Examples: **re-** in return, **be-** in beside

Suffix An ending attached after a base word or root. Examples: **-ing** in parking, **-er** in farmer

Segment Students divide multisyllable words into one-syllable segments, then TOUCH SPELL troublesome segments.

Tactile The learning modality or pathway that builds motor memory by involving feeling or touching.

Touch Spelling Students segment words into sounds or syllables using the thumb and fingers of the non-writing hand to isolate each sound, then write the sounds in the correct sequence.

Tracing A multisensory strategy that cements letter forms and words into motor memory. Using the first 2 fingers of the writing hand to trace on a table, paper, or any textured surface will anchor images in long-term memory, where they are easily retrieved.

Visual The learning modality or pathway that involves seeing.

Vowel The vowels in the English alphabet are **a e i o u** and sometimes **w** and **y**.

VCe Words following the vowel-consonant-silent e pattern. Examples: **game, time**



## APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule
<b>a</b>	<b>Short /a/</b> is found at the beginning or in the middle of a word.
<b>ai</b>	Use <b>ai</b> to spell <b>long /a/</b> in the middle of words, usually before <b>l</b> . Examples: <b>rain, rail, train, trail, main</b>
<b>ar</b>	<b>ar</b> is usually found in the middle of a word or as a suffix, often after <b>l</b> .
<b>au</b>	<b>au</b> is usually found in the middle of a word.
<b>aw</b>	<b>aw</b> is usually found at the end of a word or sometimes followed by <b>n</b> or <b>l</b> . Examples: <b>law, raw, claw, dawn, lawn, crawl</b>
<b>ay</b>	<b>ay</b> is always used at the end of a word.
<b>c</b>	<b>c</b> is the first choice for <b>/k/</b> at the beginning of a word.
<b>c</b>	The letter <b>c</b> has the soft sound <b>/s/</b> when followed by <b>e, i, y</b> . Examples: <b>center, city, cycle</b>
<b>-ck</b>	Use <b>-ck</b> to spell <b>/k/</b> after a short vowel. Examples: <b>black, stick, lock</b> Use <b>-k</b> at the end after a consonant, a long vowel, or a vowel pair. Examples: <b>pink, cork, bike, soak, peak</b>
<b>-dge</b>	Use <b>-dge</b> to spell <b>/j/</b> after a short vowel. Examples: <b>badge, bridge, lodge, fudge</b> Use <b>ge</b> at the end after a consonant, a long vowel, or a vowel pair. Examples: <b>barge, plunge, rage, gouge</b>
<b>Doubling Rule 1-1-1</b>	In a 1-syllable word with 1 short vowel followed by 1 consonant, add 1 more letter (double the final consonant) before adding a suffix beginning with a vowel. Examples: <b>dim + er = dimmer; hop + ing = hopping; pad + ed = padded</b>
<b>e</b>	<b>Short /e/</b> is found at the beginning or in the middle of a word.
<b>e</b>	<b>Silent e</b> on the end of a word usually makes the preceding vowel long or say its name. Examples: <b>same, these, time, hope, cute</b>
<b>ea</b>	<b>ea</b> has 3 sounds: <b>long /e/</b> as in <b>each</b> or <b>steam</b> , <b>short /e/</b> as in <b>bread</b> or <b>leather</b> , and <b>long /a/</b> in just 3 words: <b>great, steak, break</b> .
<b>ee</b>	<b>ee</b> is the first choice for the sound of <b>long /e/</b> in the middle of a word.
<b>er</b>	<b>er</b> is found in the middle of a word or at the end as a suffix.
<b>ew</b>	The first choice for spelling <b>/oo/</b> at the end of a word is <b>ew</b> . Examples: <b>new, blew, flew</b>
<b>ey</b>	<b>ey</b> comes at the end of a word but is not a suffix. Unlike <b>-y</b> , <b>ey</b> is not used with a base word.
<b>E Rule</b>	Part 1 - When a base word ends with a <b>silent e</b> , drop the <b>silent e</b> before adding a suffix that begins with a vowel. Examples: <b>saved, timing</b> Part 2 - When a base word ends with a <b>silent e</b> , keep the <b>silent e</b> before adding a suffix that begins with a consonant. Examples: <b>careless, lately</b>
<b>fszl</b>	Double the final <b>f, s, z, or l</b> in short words after a single vowel. Examples: <b>cuff, pass, buzz, will</b>
<b>g</b>	The letter <b>g</b> has the soft sound <b>/j/</b> when followed by <b>e, i, or y</b> . Examples: <b>gentle, ginger, gym, fringe</b>

## APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule														
<b>i</b>	<b>Short /i/</b> is found at the beginning or in the middle of a word.														
<b>igh</b>	<b>igh</b> is usually found at the end of a word or followed by a <b>t</b> .														
<b>k</b>	<b>k</b> is the first choice for <b>/k/</b> at the end of a word after a consonant, a long vowel, or a vowel pair. Examples: <b>pink, cork, bike, soak, peak</b>														
<b>o</b>	<b>Short /o/</b> is found at the beginning or in the middle of a word.														
<b>oa</b>	<b>oa</b> is usually found in the middle of short words. Examples: <b>soap, load, toast</b>														
<b>oi</b>	<b>oi</b> is found at the beginning or in the middle of a word. Examples: <b>oil, coin, boil, moist</b>														
<b>oo</b>	The first choice for spelling <b>/oo/</b> in the middle of a word is <b>oo</b> . Examples: <b>soon, smooth, loop</b>														
<b>ou</b>	The first choice for spelling <b>/ow/</b> in the middle of a word is <b>ou</b> . Examples: <b>out, found, mouth</b>														
<b>ow</b>	The first choice for spelling <b>long /o/</b> at the end of a word is <b>ow</b> . When <b>ow</b> is not at the end of a word, it is often followed by <b>n</b> . Examples: <b>show, blow, flown, thrown</b>														
<b>ow</b>	<b>ow</b> pronounced <b>/ow/</b> as in <b>cow</b> is usually at the end of a word or followed by <b>n</b> or <b>l</b> . Examples: <b>how, now, down, clown, growl, howl</b>														
<b>oy</b>	<b>oy</b> is usually at the end of a word.														
<b>qu</b>	The letter <b>q</b> is always followed by <b>u</b> and one or more vowels. Examples: <b>quit, quack, queen</b>														
<b>Syllable Division</b>	<table> <tr> <td>2 consonants between 2 vowels</td><td>vc/cv</td></tr> <tr> <td>1 consonant between 2 vowels</td><td>v/cv or vc/v</td></tr> <tr> <td>3 consonants between 2 vowels</td><td>vc/ccv or vcc/cv</td></tr> <tr> <td>After a prefix</td><td>prefix/</td></tr> <tr> <td>Before a suffix</td><td>/suffix</td></tr> <tr> <td>Before Cle</td><td>/Cle</td></tr> <tr> <td>Between 2 vowel sounds</td><td>v/v</td></tr> </table>	2 consonants between 2 vowels	vc/cv	1 consonant between 2 vowels	v/cv or vc/v	3 consonants between 2 vowels	vc/ccv or vcc/cv	After a prefix	prefix/	Before a suffix	/suffix	Before Cle	/Cle	Between 2 vowel sounds	v/v
2 consonants between 2 vowels	vc/cv														
1 consonant between 2 vowels	v/cv or vc/v														
3 consonants between 2 vowels	vc/ccv or vcc/cv														
After a prefix	prefix/														
Before a suffix	/suffix														
Before Cle	/Cle														
Between 2 vowel sounds	v/v														
<b>Syllable Types</b>	<p><b>Open:</b> Long vowel at the end of a syllable. Examples: <b>be, ma, pi, sa, cu</b></p> <p><b>Closed:</b> Short vowel followed by 1 or more consonants. Examples: <b>mat, doll, ad, moth, end</b></p> <p><b>Silent E:</b> In a syllable with a vowel-consonant-e pattern, the <b>silent e</b> makes the preceding vowel long. Examples: <b>time, mate, cute</b></p> <p><b>Vowel Pair:</b> 2 vowels that make 1 sound. Examples: <b>ai, oo, ea; y</b> and <b>w</b> function as vowels when combined with another vowel. Examples: <b>ay, oy, ey, aw, ow, ew</b></p> <p><b>R Combination:</b> Vowel before an <b>r</b>. Examples: <b>er, ir, or, ur, ar</b></p> <p><b>Consonant le:</b> A consonant followed by <b>-le</b> at the end of a word. Examples: <b>-ple, -dle, -tle, -ble, -fle</b></p>														
<b>-tch</b>	Use <b>-tch</b> to spell <b>/ch/</b> after a short vowel. Examples: <b>catch, pitch, notch, clutch</b> Use <b>ch</b> at the end after a consonant or a vowel pair.														
<b>th</b>	<b>th</b> has 2 sounds, unvoiced ( <b>thick, thin</b> ) and voiced ( <b>that, those</b> ).														
<b>u</b>	<b>Short u</b> is found at the beginning or in the middle of a word.														
<b>ue</b>	<b>ue</b> is usually at the end of a word.														

## APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule
<b>v, w, x, y</b>	The letters <b>v, w, x,</b> and <b>y</b> are never doubled.
<b>wh</b>	<b>wh</b> always comes at the beginning of a word.
<b>y</b>	When <b>y</b> comes at the end of a short word, it has the sound of <b>long /i/</b> . Examples: <b>cry, fly, by</b>
<b>Y Rule</b>	Part 1: When a word ends in <b>y</b> , change the <b>y</b> to <b>i</b> when adding a suffix. The suffix can begin with either a vowel or a consonant. Examples: <b>babied, loveliness</b> Parts 2-3: When a word ends in <b>y</b> , keep the <b>y</b> when the suffix begins with <b>i</b> or the <b>y</b> is part of a vowel pair. Examples: <b>trying, played</b> Part 4: For plurals or present tense actions, change the <b>y</b> to <b>i</b> and add <b>-es</b> . Examples: <b>flies, studies</b>

## APPENDIX E - MEANINGS GUIDE

### Prefix

com-  
con-  
de-  
dis-  
e-  
en-  
ex-  
in-  
per-  
pre-  
pro-  
re-  
sub-  
un-

### Meaning

with, together  
with, together  
down, away  
not  
out  
in, on  
out  
in, not  
through  
before  
forward  
back, again  
under  
not

### Suffix

-able  
-ed  
-en  
-er  
-est  
-ful  
-ing  
-ish  
-ive  
-less  
-ly  
-ment  
-ness  
-ous  
-s, -es  
-sion  
-tion  
-y

### Meaning

able to  
past tense  
made of, make  
person or thing, comparative  
most  
full of  
action, present tense  
origin, nature, resembling  
  
without  
being  
being  
being  
full of, having  
plural  
being  
being  
full of

**the**

**a**

**do**

**to**

**of**

**I**

**is**

**you**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD **1**

SIGHT WORD CARD **2**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD **3**

SIGHT WORD CARD **4**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD **5**

SIGHT WORD CARD **6**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD **7**

SIGHT WORD CARD **8**

**who**

**was**

**from**

**what**

**said**

**are**

**one**

**were**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD **9**

SIGHT WORD CARD **10**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD **11**

SIGHT WORD CARD **12**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD **13**

SIGHT WORD CARD **14**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD **15**

SIGHT WORD CARD **16**



**once**

**only**

**done**

**does**

**gone**

**goes**

**your**

**four**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD 17

SIGHT WORD CARD 18

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD 19

SIGHT WORD CARD 20

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD 21

SIGHT WORD CARD 22

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD 23

SIGHT WORD CARD 24

**too**

**two**

**there**

**where**

**some**

**they**

**says**

**come**

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 25

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 27

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 29

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 31

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 26

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 28

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 30

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 32

**any**

**want**

**have**

**been**

**live**

**give**

**would**

**could**

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 33

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 35

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 37

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 39

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 34

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 36

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 38

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 40

**very**

**should**

**against**

**again**

**both**

**many**

**sure**

**buy**

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 41

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 43

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 45

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 47

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 42

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 44

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 46

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 48



**busy**

**always**

**full**

**pull**

**push**

**put**

**door**

**bush**

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 49

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 51

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 53

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 55

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 50

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 52

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 54

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 56

**other**

**floor**

**brother**

**mother**

**aunt**

**father**

**women**

**woman**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD 57

SIGHT WORD CARD 58

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD 59

SIGHT WORD CARD 60

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD 61

SIGHT WORD CARD 62

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SIGHT WORD CARD 63

SIGHT WORD CARD 64

**people**

**friend**

**their**

**pupil**

**pint**

**build**

**walk**

**shoe**

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 65

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 67

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 69

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 71

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 66

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 68

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 70

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 72

**study**

**talk**

**front**

**copy**

**move**

**won**

**false**

**prove**

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 73

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 75

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 77

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 79

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 74

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 76

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 78

# SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 80



**almost**

**already**

**altogether**

**although**

**re-**

**in-**

**un-**

**a-**

SIGHT WORD CARD **145**

SIGHT WORD CARD **146**

SIGHT WORD CARD **147**

SIGHT WORD CARD **148**

**in/not**

**back/again**

PREFIX CARD **1**

PREFIX CARD **2**

**not**

PREFIX CARD **3**

PREFIX CARD **4**

**be-**

**de-**

**e-**

**ex-**

**dis-**

**con-**

**en-**

**com-**

**down/away**

PREFIX CARD **5**

PREFIX CARD **6**

**out**

PREFIX CARD **7**

**out**

PREFIX CARD **8**

**with/together**

PREFIX CARD **9**

**not**

PREFIX CARD **10**

**with/together**

PREFIX CARD **11**

**in/into**

PREFIX CARD **12**

**pro-**

**pre-**

**sub-**

**per-**

**fore-**

**for-**

**with-**

**over-**

**before**

PREFIX CARD **13**

**forward**

PREFIX CARD **14**

**through**

PREFIX CARD **15**

**under**

PREFIX CARD **16**

**away/opposite**

PREFIX CARD **17**

**before**

PREFIX CARD **18**

**over**

PREFIX CARD **19**

**with**

PREFIX CARD **20**

**para-**

**auto-**

**trans-**

**tele-**

**-ing**

**post-**

**-s, -es**

**-er**

**self**

PREFIX CARD 21

**beside**

PREFIX CARD 22

**far away**

PREFIX CARD 23

**across**

PREFIX CARD 24

**after**

PREFIX CARD 25

**action/present  
tense**

SUFFIX CARD 1

**person or thing/  
comparative**

SUFFIX CARD 2

**plural**

SUFFIX CARD 3



**-y**

**-ed**

**-tion**

**-ly**

**-ness**

**-less**

**-ful**

**-ment**

**past tense**

SUFFIX CARD **4**

**full of**

SUFFIX CARD **5**

**being**

SUFFIX CARD **6**

**being**

SUFFIX CARD **7**

**without**

SUFFIX CARD **8**

**being**

SUFFIX CARD **9**

**being**

SUFFIX CARD **10**

**full of**

SUFFIX CARD **11**

**-et**

**-ic**

**-est**

**-en**

**-al**

**-ous**

**-ive**

**-able**

SUFFIX CARD 12

SUFFIX CARD 13

**made of/make**

**most**

SUFFIX CARD 14

SUFFIX CARD 15

**full of/having**

SUFFIX CARD 16

SUFFIX CARD 17

**able to**

SUFFIX CARD 18

SUFFIX CARD 19

**-sion**

**-ish**

**-ist**

**-age**

**-hood**

**-some**

**-ward**

**-dom**

**origin/nature/  
resembling**

SUFFIX CARD 20

**being**

SUFFIX CARD 21

**job/  
way of thinking**

SUFFIX CARD 22

SUFFIX CARD 23

**being**

SUFFIX CARD 24

**being**

SUFFIX CARD 25

**being**

SUFFIX CARD 26

**direction**

SUFFIX CARD 27

**arch**

**tech**

**c**

**b**

**f**

**d**

**h**

**g**

**SONDAY SYSTEM® ESSENTIALS**

**skill**

ROOT CARD **18**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD **1**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD **3**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD **5**

**SONDAY SYSTEM® ESSENTIALS**

**leader**

ROOT CARD **19**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD **2**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD **4**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD **6**



**k**

**j**

**m**

**l**

**p**

**n**

**s**

**r**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD **7**

SOUND CARD **8**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD **9**

SOUND CARD **10**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD **11**

SOUND CARD **12**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD **13**

SOUND CARD **14**

**v**

**t**

**x**

**w**

**z**

**y**

**i**

**a**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 15

SOUND CARD 16

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 17

SOUND CARD 18

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 19

SOUND CARD 20

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 21

SOUND CARD 22

**ay**

**o**

**sh**

**ee**

**ch**

**u**

**th**

**e**

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 23

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 25

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 27

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 29

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 24

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 26

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 28

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 30

**-ck**

**qu**

**oo**

**ar**

**all**

**or**

**oi**

**oy**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 31

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 33

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 35

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 37

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 32

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 34

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 36

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 38



**wh**

**a-e**

**e-e**

**i-e**

**o-e**

**u-e**

**y-e**

**ow**

**er**

**-dge**

**-tch**

**oa**

**aw**

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 39

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 41

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 43

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 45

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 40

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 42

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 44

# SONDAY SYSTEM® ESSENTIALS

SOUND CARD 46

**ai**

**ear**

**igh**

**ir**

**ew**

**ea**

<b>-ble</b>	<b>-fle</b>	<b>-ple</b>
<b>-cle</b>	<b>-gle</b>	<b>-tle</b>
<b>-dle</b>	<b>-kle</b>	<b>-zle</b>

**ou**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 47

SOUND CARD 48

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 49

SOUND CARD 50

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 51

SOUND CARD 52

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 53

SOUND CARD 54

**-ind**

**ur**

**-old**

**-ild**

**au**

**-ost**

**ue**

**ey**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 55

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 57

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 59

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 61

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 56

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 58

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 60

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 62

**-ing    -ong**  
**-ang    -ung**

**ph**

**ie**

**-ink    -onk**  
**-ank    -unk**

**eigh**

**ei**

**wor**

**war**

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 63

SOUND CARD 64

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 65

SOUND CARD 66

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 67

SOUND CARD 68

**SONDAY SYSTEM® ESSENTIALS**

**SONDAY SYSTEM® ESSENTIALS**

SOUND CARD 69

SOUND CARD 70