



SAXON

Phonics and Spelling

TEACHER'S MANUAL · VOLUME 1

LORNA SIMMONS

SAXON PHONICS AND SPELLING 2

Teacher's Manual, Volume 1

Saxon Phonics and Spelling 2

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Teacher's Manual, Volume 2

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Teacher's Resource Binder

Phonological/Phonemic Awareness Masters

- › Phonological/Phonemic Awareness Assessment

Parent Letter Masters

- › English and Spanish Parent Letters
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2 Review of Vowels Pages 1–4	• communication	• match capital and lowercase letters • identify vowels • identify sounds letters make • identify letters by the sounds they make
3 Consonants Pages 1–7	• reading and spelling with consonants • k-back	• identify initial sounds • identify sounds letters make • identify letters by the sounds they make
4 The Rule $\check{v}c$ Pages 1–10	• syllable • reading and spelling with the letter x • blending • vowel rule • reading and spelling with the rule $\check{v}c$ • reading and spelling with twin consonants	• read words with twin consonants • identify sounds letters make • identify letters by the sounds they make • add onsets to rimes
5 Assessment Pages 1–9		
6 The Rule $\check{v}\grave{a}$ Pages 1–8	• unblending • open vowel • the rule $\check{v}\grave{a}$ • accent mark	• read $\check{v}c$ words
7 Blends Pages 1–8	• accent • reading and spelling with blends	• read $\check{v}c$ and $\check{v}\rightarrow$ words • read words with twin consonants
8 Spelling with k and c Pages 1–7	• reading and spelling the /k/ sound with k or c	• connect blends to their sounds • read $\check{v}c$ words • read and spell words with blends
9 The Rule $vc cv$ Pages 1–10	• syllable division • vowel pattern • "vclcv" pattern	• read $\check{v}c$ words • read and spell words with blends
10 Assessment Pages 1–6		

Short and Long Vowels

LESSON

1

NEW CONCEPTS

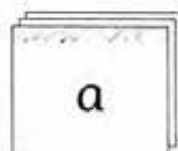
- alphabet
- reading and spelling with vowels
- coding
- keyword
- symbol
- breve
- macron
- echo



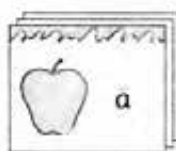
LESSON PREPARATION

MATERIALS

- Letter Cards 1–5 (a, e, i, o, u)
- Picture Cards 1–10
- Spelling Cards 1–10
- Sight Word Cards 1–25
- Handwriting Masters 87–93; 124–130 (optional)
- Worksheet 1
- Parent Letter
- Kid Card Deck (orange)
- Saxon Homework Folders
- tokens



Letter Cards 1–5



Picture Cards 1–10



Sight Word Cards 1–25

BEFORE CLASS

- Before teaching any lessons, please read the **Instructional Overview** thoroughly.
- Periodically, small tokens will be used in various games and activities. Buttons, dried beans, or transparent counters are usually inexpensive and accessible.
- Add **Orange cards 1–20** to the **Kid Card Deck**. These cards now form the **Orange Kid Card Deck**.
- **Optional:** If you are not using the Saxon **Homework Folders**, have children create their own folders instead. The folders can serve as a convenient place to store their papers as well as a way to transport them between home and school.



ENGLISH LEARNER SUPPORT

SUPPORT ARTICULATION Substantial Some English learners may have difficulty perceiving and pronouncing the vowel sound /ō/. Model the sound /ō/ while showing **Spelling Card 9** and describing the mouth position. Then have children practice making both the /ō/ and /o/ sounds using a mirror to check their own mouth positions for each.



Spelling Card 9

Lesson Warm-Up

Language/Alphabet Activity



ENRICHMENT: For an optional language activity to expand children's background knowledge of the English language, see the *History of English* booklet, pp. 3–4.

Application and Continual Review

Worksheet

- Seat children where they can write comfortably.

"I'm going to give you the first worksheet."

"On most days, we will have a worksheet after our lesson. This will give us a chance to practice what we have been learning."

- Distribute **Worksheet 1**.

"Can anyone name the vowels?"

- Allow time for children to respond.

"That's right! The vowels are a, e, i, o, and u. Let's see if you can write them."

NOTE: Children may be able to tell you that the letter y sometimes acts as a vowel. In Phonics and Spelling 2, the vowel y is taught in Lesson 47; thus, children are not required to know this until that lesson. However, if children already know that y can act as a vowel, modify the appropriate dialogue throughout Lessons 1–46 as necessary.



- Ask children to write the vowels in both capital and lowercase letters on lines #1–#10 on their worksheets. Children may write the vowels in any order. This can be done independently if children know the vowels; if not, call out each vowel and have children write that letter.
- If children are unsure about how to write letters, demonstrate how to write each letter on the board.

"Look at the box at the top of the page. Each picture stands for a short vowel sound. Write the vowel you think each picture stands for on the line beneath the picture."

- If children have difficulty, work with each picture individually and help children determine that "apple" represents the short a sound, "elephant" represents the short e sound, "inch" represents the short i sound, "octopus" represents the short o sound, and "umbrella" represents the short u sound.

"When a vowel has a short sound, we put a mark over the top of it. This mark looks like a smile, but it is called a 'breve.' "

"We sometimes put marks over letters to help us remember what sounds they make. This is called 'coding.' "

"Let me show you how to make breves."

- Demonstrate how to code the vowels with breves:

ă, ě, ĭ, ŏ, ŭ

Distribute

Worksheet 1. Have children name the vowels.

For #1–#10, have children write the vowels in both capital and lowercase letters.

For the top box, have children write the vowel that represents the short vowel sound in each picture.

Introduce the breve (˘) as a mark we use to code short vowels. Demonstrate coding.

"Code each vowel with a breve since we are talking about the short vowel sound."

- Allow time for children to do this.

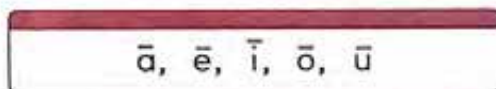
"Look at the box at the bottom of the page. Each picture stands for a long vowel sound. Write the vowel you think each picture stands for on the line beneath the picture."

- Again, if children have difficulty, work with each picture individually and help children determine that "acorn" represents the long a sound, "equal" represents the long e sound, "icicle" represents the long i sound, "overalls" represents the long o sound, and "unicorn" represents the long u sound.

"When a vowel has a long sound, we put a straight line over it. This mark is called a 'macron.'"

"Let me show you how to make macrons."

- Demonstrate how to code the vowels with macrons:



"Code each vowel with a macron since we are talking about the long vowel sound."

- Allow time for children to do this.

"One thing to remember is that the long sound of any vowel is simply the vowel's name. For example, the long sound of the vowel a is /ā/, the long sound of the vowel e is /ē/, and the long sound of the vowel o is /ō/."

"However, the vowel u is somewhat unusual because it can make a /ū/ sound like its name, but it can also make an /ōō/ sound, like in the name 'Luke.'"

"Just remember to try the /ū/ sound first, and if the word doesn't sound right, try the /ōō/ sound."

- Have children set their worksheets aside for use later in the lesson.

New Deck Cards for Short and Long Vowels

- Show **Letter Cards 1–5**, one at a time, and ask children to name each letter.
- Hold up **Picture Card 1**.

"What is this picture?" apple

"What is the sound you hear at the beginning of 'apple'?" /ă/

"That's right! From now on, we will use the word 'apple' to help us remember the /ă/ sound. We'll call 'apple' our 'keyword' for the /ă/ sound."

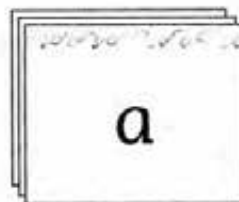
Have children code the short vowels in the top box.

For the bottom box, have children write the vowel that represents the long vowel sound in each word.

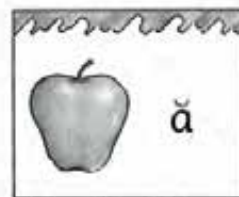
Introduce the macron (ˉ) for coding long vowels. Demonstrate, then have children code long vowels in the bottom box.

Review that long vowels are the vowel names. Explain the long u represents /ū/ in "unicorn" as well as /ōō/ in "Luke."

New Deck Cards



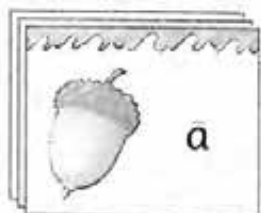
Letter Cards 1–5



Picture Card 1

"A keyword is a word that contains a particular sound and helps us remember the sound."

"From now on, whenever we see this card, we will say 'apple; /ā/.' "



Picture Cards 2–10

- Show **Picture Cards 2–10**, one at a time, and repeat the above procedure of having children name the keyword and sound for each picture card.

NOTE: When showing the **Picture Cards**, always keep each vowel's short sound in front of its long sound; that is — apple (ā) before acorn (ā), elephant (ē) before equal (ē), etc. The vowels need not necessarily be shown in alphabetical order, but it is important that both sounds (the short and then the long) always remain together. (The **Picture Deck** is the only deck in which certain cards must remain together. See the **Instructional Overview** for specific instructions.)



"Have you ever been to the mountains or hills where you can yell 'Hello!' and the mountains yell 'Hello!' back?"

- If children have not been to the mountains, provide other examples of echoes.

"This is called an 'echo.' "

"There will be many times this year when you are going to act like the mountains and echo words back to me."

"Let's practice echoing."

"I'll say 'Hello!' to you and I want you to echo 'Hello!' back to me."

"Hellooooo!" Hello!

"Good! Now get out your worksheet."

- Allow time for children to do this. Then hold up **Spelling Cards 1–10**, one at a time, so that only you can see what is written. Give children the sound on each **Spelling Card** and have them echo it. Then have children write the lowercase letter that makes that sound on their worksheets on lines #11–#20.
- Have children put their worksheets aside for use later in the lesson.



Spelling Cards 1–10

Sight Words

1. are
2. come
3. do
4. eight
5. four

Explain sight words.

New Deck Cards for Sight Words

- Write the following words on the board:

are come do eight four

"Can anyone read these words?"



NOTE: Most children will have been exposed to these words in the first grade; however, if children are unable to read them, write the phonetic spellings next to the words to assist them in this process.

"These words are some of the hardest words in the English language to read and spell because they do not follow the rules we have been learning."

"We call these words 'sight words.' "

"Sight words are words that do not follow the spelling and pronunciation rules we have been learning."

- Follow the same process for other groups of five sight words: "from," "have," "into," "love," "of"; "one," "said," "some," "the," "they"; "to," "today," "together," "tomorrow," "two"; "was," "what," "where," "who," "you."
- Show children **Sight Word Cards 1–25**, one at a time. Ask children to read the word on each card.

OPTIONAL HANDWRITING PRACTICE: For handwriting practice of the sight words that children are expected to know at the beginning of Grade 2, distribute **Handwriting Masters 87–93** (print); **124–130** (cursive). The masters are available in print or cursive. Choose whichever version is appropriate for your class. Have children complete the sheets in class or as homework.

NOTE: The **Letter**, **Picture**, **Sight Word**, and **Spelling Cards** now form what will be called the "Review Decks" in future lessons. These four decks should always be kept separate. The **Review Decks** will be reviewed daily to give each child enough practice to learn the sight words as well as each letter, its sound, and its written form.



Homework

"Take out your worksheets. Turn your papers over. A box with sight words is on this side of the paper. This is the side you will do at home tonight."

"Put your finger on the first sight word in the box. What is this sight word?" do

"Right, this sight word is 'do.' Practice reading and spelling all the sight words in this box at home tonight."

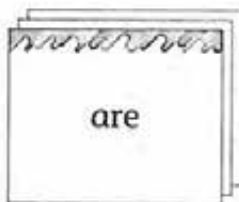
- If you are using the Saxon **Homework Folders**, distribute them now and then continue with the dialogue. Otherwise, take time for children to create their own folders, and then skip to the **Parent Letter** information below.

"This is your Homework Folder. You'll use this folder to take your papers home and to bring them back to school."

- Discuss with children how they will store and care for their folders.

"When you finish your homework, have someone at home check it. Then bring it back to me tomorrow in your Homework Folder."

Additional Sight Words: from, have, into, love, of, one, said, some, the, they, to, today, together, tomorrow, two, was, what, where, who, you



Sight Word Cards 1–25

Discuss the homework with children.

Distribute the **Homework Folders**.

- Check each child's worksheet and have him/her correct anything that is wrong before sending the paper home for parents or guardians to review.

NOTE: Children will be taking a worksheet home on most days. On the front of the worksheet will be the class work that is to be completed by each child at school. A brief note explaining what has been taught in class that day will be included for parents or guardians. Starting in Lesson 4, there also will be activities on the back of the worksheet to be completed by each child at home. This homework will be very much like the class work and will reinforce what was taught in school that day. Keep track of who has returned the homework each day and reward them in some positive way. It is better not to grade these since they are for practice.



Distribute the **Parent Letter**.

Have children put their worksheets and **Parent Letters** in **Homework Folders**.

- Distribute the **Parent Letter**.

"This letter tells your parents or guardians how we will learn to read. Give it to them tonight."

- Have children put their worksheets and **Parent Letters** in their **Homework Folders**.



NOTE: If you find that the majority of children do not know the vowels, stop and review this concept for a few days before continuing the lessons.

Classroom Practice

- **Kid Cards** provide a recreational way to review concepts being taught. The purpose of each game varies. **Kid Cards** may be used to review letter names, sounds, keywords, blending, word matching, spelling, and rhyming.
- Listed below are games appropriate for practice in selected areas. See the **Resources for Differentiation** booklet for the directions for each game.
 1. If any children do not know the vowel letter names or sounds, play the **Kid Card** game **Letter/Sound Identification**.
 2. If any children do not know the capital and lowercase form of each letter, play the **Kid Card** game **Capital/Lowercase Letter Match**.
 3. If any children do not know the written form of each letter, play the board game **Sound Scamper**.
- Store the **Kid Cards**. Collect the tokens for use in later lessons.

OPTIONS FOR DIFFERENTIATION

● SUPPORT

For children who struggle to recognize the short vowel sounds in a word, including children who show signs of dyslexia, have them distinguish between words that contain the sound and words that do not.

- Have children write the letter a on an index card. Tell children to raise their letter a when you say a word that contains the sound /ă/ as in apple.
- Call out words, including some with the short a sound, such as: an, in, it, at, is, as, pan, pin, sit, sat, fit, pat.
- Have children write the letter e on an index card. Repeat the activity, this time including words with the sound /ē/ as in elephant, for example: bed, beg, big, fed, hen, jug, mat, jog, jet.
- Repeat the activity for the other short vowel sounds /ĭ/, /ō/, and /ŭ/ using index cards with the letters i, o, and u. Call out appropriate words with short vowels for each letter, making sure to include words using the vowel children are identifying. (See the **Reading Word List**, p. 3 for words with short vowels).

■ REINFORCE

For children who are learning to connect vowels with their long and short sounds, have them practice changing the short vowel sound to the long vowel sound in spoken words.

- Write the following words on index cards: can, tap, pin, hid, not, hop, cut, cub.
- Place the cards inside a jar or box. One by one, have each child draw a card. Have the child read the word out loud, and then have the other children repeat the word chorally.
- After children have read the word, pronounce the word with its long vowel sound and have children repeat. Ask them how changing the vowel sound changed the word. *"Does cane mean the same thing as can? What happened to the word when we changed the vowel sound?" (It became a new word.)*

▲ EXTEND

For children who have mastered connecting vowels with their long and short sounds, have them extend their learning by changing the short vowel sound to the long vowel sound in spoken words.

- Call out the following words one by one: can, tap, pin, hid, not, hop, cut, cub. (For additional words with short vowels, see the **Reading Word List**, p. 3, Lesson 4.)
- As you call out each word, have children repeat the word chorally. Ask them: *"What vowel sound do you hear in the word can?" (/ă/) "What letter makes the sound /ă/?"* (letter a) *"What other sound does letter 'a' make?" (/ā/)*
- Then ask children to change the short vowel sound to a long vowel sound and pronounce the new word.

School/Home Reinforcement

- Send the following home with children at the end of the day:
 - Worksheet 1
 - Parent Letter
 - Handwriting Masters 87–93 (print); 124–130 (cursive) (optional)

Name _____

Long and Short Vowels

1. A _____ 11. _____
 2. a _____ 12. _____
 3. E _____ 13. _____
 4. e _____ 14. _____
 5. I _____ 15. _____
 6. i _____ 16. _____
 7. O _____ 17. _____
 8. o _____ 18. _____
 9. U _____ 19. _____
 10. u _____ 20. _____

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High Frequency Word Box

Word	Read	Spell	Word	Read	Spell
do	☐	☐	love	☐	☐
are	☐	☐	they	☐	☐
one	☐	☐	today	☐	☐
four	☐	☐	tomorrow	☐	☐

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Dear Parent/Guardian:
 Your child has been taught how to write the vowels and the long and short vowels of each, that a short vowel is called with a breve (e), and that a long vowel is called with a macron (a).
 The box above contains high-frequency words your child should have memorized. High-frequency words are words encountered most often in print. To help your child become a more fluent reader, please have him/her read and spell each one. Check the boxes next to each word your child reads or spells successfully, and read together with any remaining words. Practice the high-frequency words until your child can easily read and spell each one.

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Dear Parent/Guardian:

This year your child will be participating in an lesson, systematic phonics program.

Phonics studies how letters begin to read and pronounce words by focusing the phonics (the spoken value of letters, letter combinations, and syllables). If your child is already reading at a high level, the first portion of this program will most likely be a review. However, your child will still learn some higher-level skills that will improve his or her reading and spelling skills as the year progresses.

If your child is not reading at all or is only able to read at a low level, this program will teach him or her how to read and write. The program is designed to be taught in a systematic way. In this program, information is presented systematically to the child in small bits and pieces, and reviewed daily. New learning gradually builds on old learning, and practice sessions continue both. In this way, your child will experience success every day.

There are a few ways you can help your child. Worksheets and assignments will be sent home for you to review. On the back of each worksheet (beginning with Worksheet 1) is homework that is similar to the work done in class. Your child will also be provided with readers and other material to practice at home. Your participation in that practice is invaluable, especially if your child is not reading at the appropriate age level.

Furthermore, each week your child will bring home a list of spelling words that he or she will be tested on later in the week. These lists contain a mixture of words with "phonetic" spellings, which can be spelled using the rules taught in class, and "tricky" words, whose spellings are irregular and so must be memorized. The words with irregular spellings will be marked with an asterisk. It is very important that your child learn how to read this year, if he or she is not already doing so because in third grade, he or she will be expected to "read to learn." If at any time you sense that your child feels uncomfortable or frustrated, please call us so we can make adjustments to activities both at school and at home.

Sincerely,

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Phonics and Spelling

TEACHER'S MANUAL · VOLUME 2

LORNA SIMMONS

SAXON PHONICS AND SPELLING 2

Teacher's Manual, Volume 2

Saxon Phonics and Spelling 2

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> Teacher's Manual, Volume 2

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	Lesson 82:	Suffixes -ful, -ness
	Lesson 83:	Final, Stable Syllable -tion
	Lesson 84:	Sight Words, Part 6
	Lesson 85:	Assessment

WEEK 18	Lesson 86:	Digraphs oa, oe
	Lesson 87:	Review of Diphthongs
	Lesson 88:	Digraph au
	Lesson 89:	Digraph aw
	Lesson 90:	Assessment

LESSON OVERVIEW TAB: LESSONS 91–100

WEEK 19	Lesson 91:	The Rule vc'v, Part 1
	Lesson 92:	The Rule vc'v, Part 2
	Lesson 93:	a Before l
	Lesson 94:	Sight Words, Part 7
	Lesson 95:	Assessment

WEEK 20	Lesson 96:	a After w or qu
	Lesson 97:	The Rules vc ccv and vcc cv
	Lesson 98:	Spelling with Final c
	Lesson 99:	Scribal o
	Lesson 100:	Assessment

LESSON OVERVIEW TAB: LESSONS 101–110

WEEK 21	Lesson 101:	Final, Stable Syllable -sion
	Lesson 102:	Digraph ew
	Lesson 103:	Doubling Rule, Part 1
	Lesson 104:	Sight Words, Part 8
	Lesson 105:	Assessment

WEEK 22	Lesson 106:	Digraph ey
	Lesson 107:	Suffix -es
	Lesson 108:	Digraph ue
	Lesson 109:	Suffix -ous
	Lesson 110:	Assessment

LESSON OVERVIEW TAB: LESSONS 111–120

WEEK 23	Lesson 111:	The Rule <i>v cv'</i> with <i>e, o,</i> and <i>u</i>
	Lesson 112:	The Rule <i>v cv'</i> with <i>a</i> and <i>i</i>
	Lesson 113:	Final, Stable Syllables <i>-cious, -tious</i>
	Lesson 114:	Sight Words, Part 9
	Lesson 115:	Assessment

WEEK 24	Lesson 116:	Final, Stable Syllables that Begin with <i>ci, si, ti</i>
	Lesson 117:	Digraphs <i>ei, ie</i>
	Lesson 118:	Quadrigraph <i>ough</i>
	Lesson 119:	The Rule <i>v ccv</i> , Part 2
	Lesson 120:	Assessment

LESSON OVERVIEW TAB: LESSONS 121–130

WEEK 25	Lesson 121:	Dropping Rule
	Lesson 122:	Long Multi-Syllable Words; Words with More Than One Affix
	Lesson 123:	Final, Stable Syllable <i>-ture</i>
	Lesson 124:	Sight Words, Part 10
	Lesson 125:	Assessment

WEEK 26	Lesson 126:	Prefixes <i>over-, pre-, under-</i>
	Lesson 127:	Prefixes <i>dis-, im-, in-, ir-, un-</i>
	Lesson 128:	French Endings <i>-ice, -ile, -ine</i>
	Lesson 129:	The Rule <i>v v</i>
	Lesson 130:	Assessment

LESSON OVERVIEW TAB: LESSONS 131–140

WEEK 27	Lesson 131:	Prefixes <i>bi-, mis-, mono-, pent-, quad-, re-, tri-</i>
	Lesson 132:	Suffix <i>-age</i>
	Lesson 133:	Doubling Rule, Part 2
	Lesson 134:	Changing Rule
	Lesson 135:	Assessment

WEEK 28	Lesson 136:	Review of Di/tri/quadrigraphs
	Lesson 137:	Review of Combinations and Diphthongs
	Lesson 138:	Review of Final, Stable, Syllables and Affixes
	Lesson 139:	Review of Syllable Division Patterns and Spelling Rules
	Lesson 140:	Assessment

Content from the other binders in Saxon Phonics and Spelling 2:



Teacher's Manual, Volume 1

Program Overview

Phonological Awareness Instruction

Fluency Instruction

Handwriting Instruction

Speaking and Listening Guide

Reading and Spelling Word Lists

Resources for Differentiation

History of English

Lessons 1–50



Teacher's Resource Binder

Phonological/Phonemic Awareness Masters

Parent Letter Masters

Fluency Masters

Fluency Assessment Masters

Handwriting Masters

Recording Form Masters

Review Spelling Lists

Lessons 51-55 Overview

	LESSON	NEW CONCEPTS	REVIEW CONCEPTS
51	Digraph <i>ng</i> Pages 1–8	reading and spelling with digraph <i>ng</i>	- read and spell words with combinations <i>ar</i> and <i>or</i> - read <i>ŷc</i> and <i>ŷ-ŷ</i> words - read and spell words with digraphs <i>ee</i>, <i>oo</i>, and <i>th</i> - read and spell words with suffix <i>-s</i> - identify vowel <i>y</i> words - read and spell words with final, stable syllables <i>-tle</i> and <i>-dle</i>
52	Digraph <i>ph</i> Pages 1–11	reading and spelling with digraph <i>ph</i>	- read <i>ŷ-ŷ</i>, <i>vclcv</i>, <i>ŷ'→</i>, and <i>ŷc</i> words - spell contractions - read and spell vowel <i>y</i> words - read and spell words with combinations <i>wh</i> and <i>er</i> - read and spell words with final, stable syllables <i>-tle</i>, <i>-fle</i>, and <i>-gle</i> - read and spell words with digraphs <i>ck</i> and <i>ng</i>
53	Digraph <i>ea</i> Pages 1–10	- reading and spelling with digraph <i>ea</i> - semicolon	- spell words with digraphs <i>ng</i> and <i>ee</i> - read and spell words with vowel <i>y</i> words - read <i>vclcv</i>, <i>ŷc</i>, <i>ŷ-ŷ</i>, and <i>ŷ'→</i> words - read and spell words with final, stable syllables <i>-ble</i> and <i>-dle</i> - read and spell words with suffix <i>-s</i> - read and spell words with digraph <i>ch</i> - read and spell words with combinations <i>qu</i> and <i>er</i>
54	Sight Words, Part 3 Pages 1–6		- read <i>ŷ-ŷ</i>, <i>ŷ'→</i>, and <i>ŷc</i> words - spell words with final <i>/k/</i> sound - read and spell words with suffix <i>-s</i> - read and spell words with combination <i>ar</i>
55	Assessment Pages 1–8		

Continued on back.

Digraph ng

LESSON 51

NEW CONCEPT

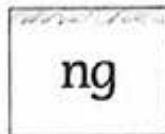
- reading and spelling with digraph ng



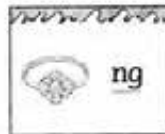
LESSON PREPARATION

MATERIALS

- Review Decks
- Letter Card 52 (ng)
- Picture Card 65 (ring)
- Spelling Card 42 (/ng/)
- Spelling and High Frequency Word Practice 51
- Spelling Word List 10
- Worksheet 51



Letter Card 52



Picture Card 65



Spelling Card 42



ENGLISH LEARNER SUPPORT

SUPPORT ARTICULATION Moderate Some English learners have trouble saying the sound /ng/. Have children practice the digraph ng by repeating familiar words, like *king*, *hang*, *song*, and *clang*, chorally and with partners.

Lesson Warm-Up



ENRICHMENT: For an optional language activity to expand children's background knowledge of the history of the English language, see the **History of English** booklet, pp. 13–14.

- Help children read and define each word.

Daily Letter and Sound Review

OBJECTIVE: To practice letter recognition, letter sounds, and sight words

- Quickly review **Letter Cards 1–51**. Have children name each letter.
- Quickly review **Picture Cards 1–64**. Have children name each keyword and sound.
- Show children **Sight Word Cards 1–45** in random order. Ask children to read each word.
- Using the results indicated on the **Sight Word Evaluation Form**, select individual children to spell those sight words they have not yet mastered. Choose a few children every day.

Review **Letter**, **Picture**, and **Sight Word Decks**.

Spelling Review

OBJECTIVE: To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute **Spelling and High Frequency Word Practice 51**, and make sure children are working on the side with the name line.

OPTIONAL: Have children use the cursive letters they have learned to write their spelling sounds.

- Quickly review the following nine spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines next to #1–#9.

- | | | |
|-----------------------|-------------|--------------------------|
| 1. /ē/ ee, e ee, y | 4. /z/ z, s | 7. /ā/ a–e, a |
| 2. /ō/ oo | 5. /sh/ sh | 8. /j/ j |
| 3. /kw/ qu | 6. /hw/ wh | 9. /k/ k, c ck, k, ke |

"Let's practice spelling some words. Put your finger next to #10. Spell the word 'harsh' on the line. If you make a mistake, please correct it."

- Allow time for children to correct any mistakes when spelling #10 (harsh). Continue with #11 (plate) and #12 (seek).
- Spell each word aloud after children have had time to write it so that they can check their work and make corrections immediately.
- Remind children that they may refer to any of the wall cards when spelling. Provide help to children who are having difficulty.

"Now let's practice some sight words. Put your finger next to #13. Spell the word 'does.'"

- Repeat with #14 (full) and #15 (goes).

"Find #16 on your sheet. Write the following sentence on the lines: Hand me the book that Jan likes best."

- After allowing time for children to write the sentence independently, write it on the board so they can check their work.
- Have children set aside their practice sheets for use later in the lesson.
- Distribute **Spelling Word List 10**.

"These are the spelling words and sentences we will have on our test on (Friday). Take them home and practice them."

- Have children put their spelling lists in their **Homework Folders**.

Distribute **Spelling and High Frequency Word Practice 51**.

Review nine spelling sounds.

Review Words

10. **harsh**

11. **plate**

12. **seek**

Sight Words

13. **does**

14. **full**

15. **goes**

Dictation

16. **Hand me the book that Jan likes best.**

Distribute **Spelling Word List 10**.

Have children put their spelling lists in their **Homework Folders**.

New Increment: Digraph ng

"Echo these words and listen to the sound in the final position: long, stung, tong." long, stung, tong

"What sound do you hear in the final position?" /ng/

"Look at these words and see what is making that sound."

- Write the words on the board.

long stung tong

"What is making the /ng/ sound?" n and g

"What do you think 'ng' is?" a digraph

"Why?" because two letters are coming together to make one sound

"What kind of digraph is it?" consonant digraph

"Why?" because it is made up of consonants

"How do we code digraphs?" underline them

"What suffix have we learned that also contains the letters 'ng'?" suffix -ing

"That's correct. Remember when you code a word that has a suffix, box the suffix first. We don't need to do any other coding inside the box since we already know how the suffix is pronounced, so you won't have to underline digraph ng when it's part of suffix -ing."

- Code the digraphs.

long stung tong

"How do we code the vowels in these words?" short; with breves

- Code the vowels.

lōng stūng tōng

NOTE: When digraph ng follows the letters a or i, it distorts the sound of a to make it sound long and distorts the sound of i to make it sound like /ē/ (for example, "hang," "bang," "sing," and "sting"). If this confuses children, have them circle those particular words as sight words since the vowels do not make the pure, short vowel sound. Likewise, a similar distortion occurs before the letters nk.

- Have children read and define each word on the board.
- Leave the words on the board for children to refer to when completing their worksheets.

Recite the following words: long, stung, tong, and help children hear the /ng/ sound.

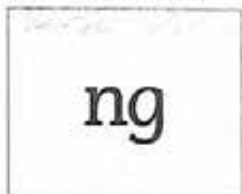
Discuss digraph ng and how to code it.

Discuss the difference in coding ng and ing.

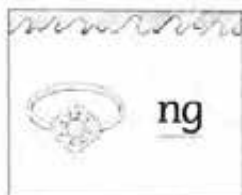
Code the example words.

Have children read and define example words.

New Deck Cards



Letter Card 52



Picture Card 65



Spelling Card 42

New Sounds

1. ng

New Words

2. king

3. bring

4. strong

Have children put their practice sheets in their **Homework Folders**.

New Deck Cards for Digraph ng

- Hold up **Letter Card 52**.
"What is this called?" digraph ng
"I have a riddle for digraph ng."
"This is something shaped like a circle. It can also be a circular band worn around a finger as jewelry. What do you think it is?" ring
- Show children **Picture Card 65**.
"Get out your Spelling and High Frequency Word Practice Sheet."
- Be sure children are on the side with the New Sounds and Words boxes.
- Hold up **Spelling Card 42** so that only you can see what is written.
"Put your finger by #1 on the back of the sheet."
"Echo this sound: /ng/." /ng/
"How do we spell the /ng/ sound?" ng
"Correct! Now when I say /ng/, you will respond 'digraph ng' and write 'ng' by #1."
- Write the following on the board, and have children write it on their practice sheets:



NOTE: The new **Letter**, **Picture**, and **Spelling Cards** should be added to the **Review Decks**.

- Have children keep their practice sheets on their desks for use in the next spelling activity.

Spelling with Digraph ng

- Make sure children are seated where they can write comfortably.
"Now we are going to spell some words that include the digraph ng. Look at the back of your practice sheet and find #2. Spell the word 'king' on the line."
- Repeat with #3 (bring) and #4 (strong).
- Have children put their practice sheets in their **Homework Folders**.

Application and Continual Review

Boardwork

"Let's review our vowel rules."

- Quickly point to each **Vowel Rule Wall Card**, and have children explain the vowel rules.

"Let's code some words like the ones you'll see on your worksheet today."

- Write the following sentence on the board:

My flimsy swing needs a little work.

- Select a child (or children) to come to the board and code the words. The words should be coded as follows:

Mȳ' flĩm'sy swĩng nēeds ā līt'flə work.

- Once the sentence is correctly coded, have children read it.
- Leave the sentence on the board for children to refer to when completing their worksheets.

Worksheet

- Seat children where they can write comfortably. Distribute **Worksheet 51**.

"Turn your paper to the worksheet side."

- Make sure children turn to the correct side.

"Code the words next to #1– #6 and read them to yourself."

"Then draw lines from the pictures to the matching words."

"When you finish, read the sentences and fill in the blank to complete #7. Then fill in the bubbles to complete #8 and #9."

- As children work, provide help as needed. Have each child correct any incorrect answers.
- Try to call each child to your desk at some time during the day to read some or all of the words on the worksheet, or let children read and listen to each other.

Homework

"Turn your paper over to the homework side."

"Code and read the words by #1–#6, and draw lines from the pictures to the matching words."

"Then read the sentences and fill in the blank or the bubble to complete #7, #8, and #9."

"When you finish your paper, read it to someone at home."

Use the **Vowel Rule Wall Cards** to review vowel rules.

Boardwork

Distribute and have children complete **Worksheet 51**.

Check each child's worksheet.

Discuss the homework with children.

Have children put their worksheets in their **Homework Folders**.

"Remember to read and spell the words in the High Frequency Word Box to someone at home. Use the words to write sentences on the handwriting lines. Then bring the practice sheet back to school."

- Have children put their worksheets in their **Homework Folders**.

Classroom Practice

OPTIONAL FLUENCY PRACTICE: To obtain the maximum benefit of fluency instruction, children should practice fluent reading for at least 15 minutes every day. The **Fluency Instruction** booklet suggests a variety of reading activities.

OPTIONS FOR DIFFERENTIATION

SUPPORT

For children who struggle to connect the sound /ng/ with digraph ng, including children who show signs of dyslexia, have them change words in minimal pairs to include digraph ng.

- Have children line up in front of the board.
- Have the first child come to the board. Say the word *fan*, and have them write the word on the board.
- Have the second child come to the board. Ask: *"What letter makes the /n/ sound? What could we change the letter 'n' to, to make the word 'fang'?"*
- (digraph ng). Have them change letter *n* to digraph *ng* to make the word *fang*. Have children read the new word chorally.
- Repeat the activity with minimal pairs such as *ban/bang*, *pan/pang*, *pin/ping*, *ran/rang*, *run/rung*, *stun/stung*, *thin/thing*, and *win/wing*. (For more words that end with digraph ng, see the **Reading Word List**, p. 19.)

REINFORCE

For children who are learning to connect digraph ng with the sound /ng/, have them practice building words with digraph ng.

- Give each child a set of **Letter Tiles**.
- Call out the word *run* and have children listen carefully to each sound. Have them use **Letter Tiles** to spell the word. Then have them read the word chorally.
- Ask children: *"What letter could we add to make the word 'rung'?"* Have them add **Letter Tile g** to the end of the word to form the word *run*. Ask: *"What letters make the final sound /ng/?"* (digraph ng). Then have them blend and read the word chorally.
- Repeat the activity using these word pairs: *win/wing*, *sun/sung*, *stun/stung*, and *ran/rang*. (For additional words with digraph ng, see the **Reading Word List**, p. 19.)
- (If children have a magnetic board and letter tile magnets, have them use the letter magnets to build and change each word.)

EXTEND

For children who have mastered connecting the sound /ng/ with digraph ng, challenge them to spell words with digraph ng.

- Distribute **Orange Kid Cards** to each child. Distribute only one of each lowercase letter. Set aside the rest of the lowercase letters and all of the uppercase letters.
- Say a word that contains the /ng/ sound. For example: *rung*.
- Ask children to stand if they have a letter card that can be used to spell the word *rung*.
- Help standing children line up in the order that will make their letter cards spell the word. Children in line should face the class so seated children can read the word. Have children read the word chorally.
- Ask seated children: *"What two letters make one sound in this word?"* Have them point to the letters that make the sound /ng/.
- Repeat with other words with digraph ng, such as *rang*, *sung*, and *wing*. (For more words with the /ng/ sound, see the **Reading Word List**, p. 19.)

School/Home Reinforcement

- Send home the following with children at the end of the day:
 - Spelling and High Frequency Word Practice 51
 - Worksheet 51
 - Spelling Word List 10

Name _____

Spelling Sound Review

1. ce. elee. y	2. z. z	3. g-e. g
4. oo	5. sh	6. j
7. qu	8. wh	9. k-e-l-l-e-c-k-k-k

Review Words

11. harsh
12. plate
13. seek

Sight Words

14. does
15. full
16. goes

17. Sentence

Hand me the book
that Jan likes best.

Dear Parent/Guardian:
Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and read together with any remaining words. Then have your child use the high-frequency words to write complete sentences on the lines provided, using as many words as possible. Please return the paper to school.

New Sounds and Words

1. ng	2. king
	3. bring
	4. strong

High Frequency Word Box

Read	Spell	Read	Spell
like	☐	drink	☐
long	☐	think	☐
sing	☐	thank	☐
bring	☐	thing	☐

Dear Parent/Guardian:
Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and read together with any remaining words. Then have your child use the high-frequency words to write complete sentences on the lines provided, using as many words as possible. Please return the paper to school.

Name _____

Digraph ng

1. s i x t y	2. s t r i n g	3. w h y	4. t a t t l e	5. w i n g	6. b r i d l e
--------------	----------------	----------	----------------	------------	----------------

I fed the birds for Miss Fry when she is on trips. The black birds sing after I feed them.

2. When do the black birds sing? after I feed them

3. Miss Fry takes _____

☐ class ☐ time ☒ trips

4. If I feed the birds, they sing.

☒ yes ☐ no

Dear Parent/Guardian:
Your child has been taught digraph ng, which is coded as follows: ng. Please have your child read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.

Digraph ng

1. h ũ n g	2. b e i t y	3. k r y	4. d i d l e	5. s ō n g	6. s l e f t
------------	--------------	----------	--------------	------------	--------------

We will sing a song at school after the speech if the speech is not too long. The speech is short, so we get to sing the song.

2. The speech is short.

We will sweep the dirt from the room, but we need a broom. King the bell so Tom will help us find one.

3. What do we ring? the bell

4. What do we need in order to sweep?

☐ bell ☐ ring ☒ broom

Dear Parent/Guardian:
Your child has been taught digraph ng, which is coded as follows: ng. Please have your child read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.