

Advanced Word Study Scope and Sequence

Module #	Concept
1	Closed Syllable bat, quick, spell
2	Closed Syllable Rule-Breakers wild, kind, most, bolt, gold
3	2 Syllables Separated by 2 or More Consonants + Schwa accept, nonstop, enchant, signal
4	Open Syllable so, my
5	Closed & Open Syllable Combinations + Schwa robot, robin, agency, mystic, Alaska, confident
6	Vowel-Consonant-e Syllable came, chose, exclude
7	R-controlled Syllable farm, girl, jerk, fork, turn
8	Consonant-le Syllable handle, little, whistle
9	Core Vowel Teams- Group 1 (ai, ay, ee, ey, oi, oy) rain, play, feet, key, coin, toy
10	Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue) launch, saw, boat, toe, juice, feud, stew, glue
11	Vowel Teams with More Than 1 Sound (ea, ow, ou, oo, ei, ie) eat, bread, steak, snow, plow, loud, group, food, ceiling, food, vein, piece, pie

AWS Timeline

Module 1 → 3 Days + WS ✓

Module 2 → 2 Days + WS ✓

Module 3 → 8 Days + WS ✓

Module 4 → 2 Days + WS ✓

Module 5 → 9 Days + WS ✓

Module 6 → 4 Days + WS ✓

Module 7 → 3 Days + WS ✓

Module 8 → 3 Days + WS ✓

Module 9 → 5 Days + WS ✓

Module 10 → 6 Days + WS ✓

Module 11 → 14 Days + WS ✓

Use Flexibility & Spiral Review Throughout

Language Concepts Taught within AWS Modules

AWS 1: Closed

1.1- Buddy letters (qu)

1.2- Bonus letter (FLOSS) rule

AWS 2: Rule-Breakers (-ild, -ind, -old, -ost, -olt)

AWS 3: 2 Syllables Separated by 2 or More Consonants

3.1- Compound words

3.2- Digraphs only (-tch)

3.3- Blends only

3.4- 'c' says /s/ when followed by e, i or y (e.g., concept)

AWS 4: Open

4.1- 'y' says /ī/ (e.g., my)

AWS 5: Closed & Open Syllable Combinations

5.1- 'y' says /ī/ at end of 1st syllable (e.g., nylon)

5.3- 'y' says /ē/ (e.g., pony); 'g' says /j/ when followed by e, i or y (e.g., legend)

5.4- 'y' says /ī/ (e.g., gym)

AWS 6: Vowel-Consonant-e

6.2- 's' says /z/ when surrounded by vowels (e.g., wise)

AWS 7: R-Controlled

7.2- R-controlled exception- /w/ before 'ar' says /or/ (e.g., warm, quart)

- words can not end with the letter 'v' so 'e' is added to the end (e.g., nerve)

AWS 8: Consonant -le

8.2- 't' is silent following an 's' in consonant -le syllable (e.g., castle)

AWS 9- Core Vowel Teams- Group 1 (ai, ay, ee, ey, oi, oy)

AWS 10- Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue)

AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie)

} Location
within
word



Advanced Word Study Inventory

AWS 1: Closed Syllable

Closed

High Frequency
& Academic

draft*
fund*
shift*
text*
trend*

1.2+
stress*

High Frequency

act*
ash*
bend
brand*
bunch*
cast*
catch*
check*
chest
cloth*
craft*
crash
damp*
depth*
dim
end*
fact*
felt*
fifth*
fond*
get
graph*
grasp*
grip
held*

just
lack*
led*
lend
lift*
limp
mask
mist
next*
on
opt*
past*
patch*
path*
print*
quick* S
quit*
raft
risk*
sand*
slept*
spend*
stick*
sum*
swift*
switch*
trust*
twig*
up* S
vast*
wept
yet*

1.2+
chill
cliff*
cross
dull*

mass*
spell*

Academic
bulk

Additional
belch* S
crunch
gust*
quench*
quest
quilt
quiz
shrimp*
sprint*
tint
wilt

1.2+
gruff*

Other

bait*
free* S
hi*
no* S
oat* S
rope
stair*
time* S
toast*
use*

Words with * are included in the kit. Cards with the S are used for sort activities on introductory lessons.

<p>1.1 Introduction</p>	<p>AWS 1- Closed Syllable 1 vowel closed in by 1+ consonants short vowel sound</p>	
<p>Oral Introduction</p>	<p>T: Words are made up of parts called syllables. What are the parts of words called? (syllables)</p> <p>A syllable MUST have at least one vowel. The vowels are a, e, i, o, u & most often y. T. writes vowels on white board. Let's review the short vowel sounds of a, e, i, o, u. All the other letters in the alphabet are consonants. Name 3 or 4 consonants.</p> <p>Say catnip. Count the syllables on your fingers T. models 1st word. (cat-nip)</p> <p>Practice counting syllable(s) orally as above: <i>cat, table, desk, tapestry, refrigerator</i></p>	
<p>White Board Work</p>	<p>T. writes <i>bat</i>.</p> <p>T: How many vowels do you see? Name it. Mark with X.</p> <p>Is there a consonant closing it in on the end? Name it. Underline <u>consonant</u>.</p> <p>When there is 1 vowel and it is closed in at the end by a consonant, then it is a closed syllable. What kind of syllable? (closed)</p> <p>In a closed syllable, the vowel sound is short. What is the sound of short 'a'? (/ă/)</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes <i>at</i>.</p> <p>T: How many vowels do you see? Name it. Mark with X.</p> <p>Is there a consonant closing it in on the end? Name it. Underline <u>consonant</u>.</p> <p>In this syllable, there is 1 vowel and it is closed in at the end by a consonant. We don't need a consonant in front of the vowel for it to be a closed syllable.</p> <p>In a closed syllable, the vowel sound is short. What is the sound of short 'a'? (/ă/)</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes <i>wish</i>.</p> <p>T: How many vowels do you see? Name it. Mark with X.</p>	<p>b a t x</p> <p>b a t x</p> <p><u>b a t</u> x</p>

White Board Work cont.

Are there **1 or more consonants** closing it in on the end? Name them. Underline consonants left → right.

In this syllable, there is **1 vowel** and it is closed in at the end by more than **1 consonant**. This is a **closed syllable**. What kind of syllable? (closed)

In a closed syllable, is the **vowel sound** /i/ or /ī/? (/i/)

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

T. writes *SO*.

T: How many **vowels** do you see? Name it. Mark with X.

Is there a **consonant** closing it in on the end? (No)

This is not a closed syllable. A **closed syllable** can only have 1 vowel **AND** that vowel must be closed in at the end by 1 or more consonants. Erase the word.

T. writes *quick*.

T: 'q' needs a buddy letter 'u'.
When 'u' is a buddy for 'q,' 'u' is not counted as a vowel.

How many **vowels** do you see? Name it. Mark with X.

Are there **consonants** closing it in on the end? Name them. Underline consonants left → right.

In a closed syllable, is the **vowel sound** /i/ or /ī/? (/i/)

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

qu i ck
x

qu i ck
x

qu i ck
x

a

Add the short vowel sounds & key words to sound cards in Word Bank:
short a-apple-/ă/, short e-Ed-/ĕ/, short i-itch-/ĭ/, short o-ox-/ō/, short u-up-/ŭ/

short a-
apple /ă/

Accuracy Activity

Use cards marked with S (Header)

Use cards marked with S

Sort:

1. T. places **Closed** **Other** headers at the top of each column.
2. T. displays card, then prompts: **Where does it go?**
3. S. chorally respond by saying the appropriate header (e.g., closed) and T. places card in correct column.
4. T. touches cards with pencil as all S. chorally read down the column (do not read headers).
5. Continue with remaining cards.

SORT

Closed	Other
up	no
quick	free
belch	oat
cast	time

T. can question why the word is Closed or Other. Flip over "Other" cards without reading.

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction!

S. draw & number quadrant.

T: **The word is *up*. T. uses word in a sentence.**

What word? (S. repeat word)

Say the letters as you write. (u-p)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2- *cast*

#3- *belch*

#4- *quick*

Read all 4 words. (S. point & read all 4 words fluently)

Mark-up:

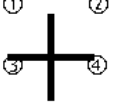
T: **Let's mark-up the syllable(s).** T. models & marks 1st word.

***up* is a closed syllable.** T. marks 'c' under the word.

short 'u' says /ū/. T. marks vowel with breve- ũ.

S. follow above procedures with T. support for the remaining 3 words.

① ②



③ ④

up

up
c

ũp
c

<p>1.2 Accuracy</p>	<p>AWS 1- Closed Syllable 1 vowel closed in by 1+ consonants short vowel sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short)</p>	
<p>Oral Review</p>	<p>T: Words are made up of parts called syllables. What are the parts of words called? (syllables)</p> <p>A syllable MUST have at least one vowel. Name the vowels (a, e, i o, u, y). T. writes as S. name vowels. All the other letters in the alphabet called consonants. What are they called? (consonants)</p> <p>Say until. Count the syllables on your fingers (un-til).</p> <p>Practice counting syllable(s) orally as above: <i>trespass, crunch, investigate</i></p>	
<p>White Board Work</p>	<p>T. writes <i>hop</i>.</p> <p>T: When there is 1 vowel and it is closed in at the end by a consonant, then it is a closed syllable. What kind of syllable? (closed) In a closed syllable, the vowel sound is short.</p> <p>T: How many vowels do you see? Name it. Mark with X.</p> <p>Are there consonants closing it in on the end? Name it. Underline consonant.</p> <p>Is this a closed syllable? (yes)</p> <p>In a closed syllable is the vowel sound /ŏ/ or /ō/? (/ŏ/)</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes <i>cliff</i>.</p> <p>T: When f, l or s (& sometimes z), immediately follow a short vowel & end a 1 syllable word, that consonant is doubled. This is called the <u>f l o s s</u> or bonus rule.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>h o p x</p> <p>h o p x</p> <p><u>h o p</u> x</p>

White Board Work cont.

T. uses questioning below for the additional white board words:

T. writes _____.

T: **How many vowels** do you see? **Name it. Mark with X.**

Are there consonants closing it in on the end? **Name it/them. Underline consonants** left → right.

Is this a closed syllable?

In a closed syllable is the **vowel sound** ___ or ___? (ex: /ă/ or /ā/)

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Teach Tapping:

T: **Whenever you can't identify a word, TAP to figure it out.**

T. writes *win* & models tapping. Refer to p. 7 in the *General Instructions*.



1. /w/



2. /i/



3. /n/



4. win

S. places hand over the word *win* & practices tapping.

WB Words:

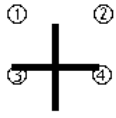
- crash*
- quench*
- stress*
- hi* (other)
- shift*
- on*
- oat* (other)


Accuracy Activity

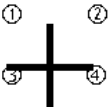
SHAZAM!

Play SHAZAM:

1. Randomize a deck of word cards & add 3 or 4 SHAZAM! cards.
2. Place the deck face down.
3. One S. states the # of cards s/he wants to read (2-5 cards).
4. T. turns over that # of cards.
5. S. chorally read cards. S. may tap by syllable, if needed.
6. T. states number of cards & turns over as S. chorally read.
7. If a SHAZAM! card is turned over or a card is read incorrectly, place that S's accumulated cards in a discard pile.
8. Other S. take turns. Continue playing until deck is gone or as time allows.

<p>Spelling & Mark-up</p>	<p><u>Spelling</u>: Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>brand</i>. T. uses word in a sentence.</p> <p>What word? (S. repeat word)</p> <p>Say the letters as you write. (b-r-a-n-d)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="text-align: center;">#2- <i>quick</i></p> <p style="text-align: center;">#3- <i>chill</i></p> <p style="text-align: center;">#4- <i>text</i></p> <p>Read all 4 words. (S. point & read all 4 words fluently)</p> <p><u>Mark-up</u>:</p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>brand</i> is a closed syllable (S. mark 'c' under the word).</p> <p>short 'a' says /ă/ (S. mark vowel with breve- ă).</p> <p>S. follow mark-up procedures with T. support for the remaining 3 words.</p>	 <p><u>brand</u></p> <p><u>brand</u> c</p> <p><u>brănd</u> c</p>

<p>1.3 Fluency</p>	<p>AWS 1- Closed Syllable 1 vowel closed in by 1+ consonants short vowel sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short)</p>	
<p>White Board Work</p>	<p>T. writes <i>spend</i>.</p> <p>T: How many vowels do you see? Name it. Mark with X.</p> <p>Are there consonants closing it in on the end? Name it/them. Underline <u>consonants</u> left → right</p> <p>Is the vowel sound /ě/ or /ē/? (/ě/)</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <hr/> <p>T. uses questioning below for the additional white board words.</p> <p>T. writes _____.</p> <p>T: Is this a closed syllable? Return to marking/questioning if needed.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>For words that are NOT closed, use the same questions, but S. <u>does not</u> read the word, i.e., bre (no consonant at the end) & bait (2 vowels).</p> <p>Use tapping as needed.</p>	<p>s p e n d x</p> <p>s p e n d x</p> <p><u>s p e n d</u> x</p> <p>WB Words:</p> <p><i>cliff</i></p> <p><i>bre</i> (other)</p> <p><i>quit</i></p> <p><i>bait</i> (other)</p> <p><i>shrimp</i></p> 
<p>Fluency Activity</p> <div data-bbox="115 1564 264 1654" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">blomp</div> <div data-bbox="115 1684 264 1774" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">*</div>	<p><u>Play Poison Star:</u></p> <ol style="list-style-type: none"> Put a star (*) on the back of 8 words in a randomized deck of 40 cards (NO “others”). Place deck face-up. Set timer 1:00 ↓. S. & T. take turns reading cards from the top of deck, with the whole class reading chorally. S. or T. flips the card checking for a POISON star. If the card has a POISON star, pass the entire pile of cards to the other player. Play until timer beeps or entire deck is read. Count words. Repeat as time allows. 	

<p>Spelling & Mark-up</p>	<p><u>Spelling</u>: Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>trust</i>. T. uses word in a sentence.</p> <p>What word? (S. repeat word)</p> <p>Say the letters as you write. (t-r-u-s-t)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>quilt</i></p> <p style="padding-left: 40px;">#3- <i>mass</i> (bonus letter)</p> <p style="padding-left: 40px;">#4- <i>fond</i></p> <p>Read all 4 words. (S. point & read all 4 words fluently)</p> <p><u>Mark-up</u>:</p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>trust</i> is a closed syllable (S. mark 'c' under the word).</p> <p style="padding-left: 40px;">short 'u' says /ŭ/ (S. mark vowel with breve- ü).</p> <p>S. follow mark-up procedures with T. support for the remaining 3 words.</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>trust</u></p> <p style="text-align: center;"><u>trust</u> c</p> <p style="text-align: center;"><u>trŭst</u> c</p>
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<p style="text-align: center;">1.4</p> <p style="text-align: center;">Word Study Check</p> <p><u>Word Study ✓ Data</u> # correct _____ # errors _____</p>	<p style="text-align: center;">AWS 1- Closed Syllable</p> <p>Conduct a “cold” Word Study ✓ before moving to the next module.</p> <ol style="list-style-type: none"> 1. Randomize a deck of <u>40</u> words (NO “others”). 2. Set timer for 1:00 ↓ 3. T. holds deck of cards & flashes 1 word at a time. 4. Sort into 2 piles: automatic or incorrect. 5. When the timer beeps, count the number of automatic words. Review errors. 6. Record data on the WS ✓ Data Sheet. <ul style="list-style-type: none"> • If <u>5 mid-low</u> S. meet the criteria (35 words correct, ≤ 3 errors), teach the next module. • If <u>5 mid-low</u> S. don't meet criteria, but are close, review errors, practice WS ✓ & conduct spelling. The next day repeat <u>1.4</u>. • If an accuracy issue (7+ errors), review errors on white board & conduct spelling. Repeat <u>1.2</u> with new words on subsequent lessons. • If a fluency issue (10+ words read below criteria), practice WS ✓ & conduct spelling. Repeat <u>1.3</u> with new words the next session.
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Advanced Word Study Inventory

AWS 2: Closed Syllable Rule-Breakers

Closed

**High Frequency
& Academic**

bond*
grant*
task* *S*

High Frequency

bench*
drill*
kept*
loss*
off* *S*
patch* *S*
stem*

Additional

grump*
quet*_n *S*
strap*
thon*_n

Rule-Breaking

High Frequency

blind*
bold*
child*
cold*
find*
fold*
gold* *S*
hind*
hold*
host* *S*
kind* *S*
mild*
mind*
mold
most*
old
post*
sold*
told
wild*


Additional

bind*
bolt* *S*
colt*
dolt
grind*
jolt*
molt*
rind*
scold*
volt*

Other

hope* *S*
me* *S*
loat_n
stale* *S*
tail* *S*
toast

Words with * are included in the kit. Cards with the *S* are used for sort activities on introductory lessons.

<p>2.1 Introduction</p>	<p>AWS 2- Closed Syllable Rule-Breakers (-ild, -ind, -old, -olt, -ost) 1 vowel closed in by 1+ consonants but the vowel is long</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short)</p>	
<p>White Board Work</p>	<p>T. writes <i>help</i>.</p> <p>T: Is this a closed syllable (yes)? Why? (1 vowel, vowel closed in by 1+ consonants) Is the vowel sound /ĕ/ or /ē/? (/ĕ/) Elbows-up. Scoop & Read.</p> <p>There are 5 closed syllable rule-breakers.</p> <p>T. writes 5 rule-breaking patterns on the white board (-ild, -ind, -old, -olt, -ost).</p> <p>T: These syllables have only 1 vowel, closed in by 1 or more consonants, but the vowel ‘breaks the rules’ and uses the long sound.</p> <p>T. writes <i>told</i>.</p> <p>T: How many vowels do you see? Name it. Mark with X.</p> <p>Are there consonants closing it in on the end? Name them. Underline consonants left → right.</p> <p>This looks like a closed syllable, but could it be a rule-breaker? (rule-breaker) Spell the rule-breaker pattern. (o-l-d)</p> <p>In a closed syllable rule-breaker, the vowel sound is long. What is the sound of long ‘o’? (/ō/)</p> <p>Elbows-up. Scoop & Read. Scoop under word as S. chorally read.</p> <hr/> <p>T. uses questioning below for the additional white board words.</p> <p>T. writes _____.</p> <p>T: How many vowels do you see? Name it. Mark with X.</p> <p>Are there consonants closing it in on the end? Name them. Underline consonants left → right.</p> <p>Is this a closed or rule-breaker syllable? Spell the rule-breaker pattern (if applicable). Is the vowel ___ or ___? (ex: /ī/ or /î/)</p> <p>Elbows-up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Use tapping as needed.</p>	<p><u>h e l p</u></p> <p>t o l d x</p> <p>t o l d x</p> <p><u>t o l d</u> x</p> <p>WB Words:</p> <p>wild kind past most quet bolt</p> 

Note:
Add Rule-Breakers on separate colored cards into Word Bank.

Front of cards: -ild, -ind, -ost, -olt, -old

Corresponding back:
i-l-d, wild, /ɪld/
i-n-d, kind, /ɪnd/
o-s-t, most, /ɒst/
o-l-t, bolt, /ɒlt/
o-l-d, gold, /ɒld/

-ild

i-l-d
wild
/ɪld/

Accuracy Activity

Use cards marked with S (Header)

Use cards marked with S

Sort:

- T. places **Rule-Breaker** **Closed** **Other** headers at the top of each column.
- T. displays card, then prompts: **Where does it go?**
- S. chorally respond by saying the appropriate header (e.g., closed) and T. places card in correct column.
- T. touches cards with pencil as all S. chorally read down the column (do not read headers).
- Continue with remaining cards.

SORT

Rule-Breaker	Closed	Other
kind	task	tail
host	off	me
bolt	patch	stale
gold	kept	hope

T. questions why the word is Rule-breaker, Closed or Other. S. flips over "Other" cards without reading.

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction!

S. draw & number quadrant.

T: **The word is *find*. T. uses word in a sentence. What word?**

Say the letters as you write. (f-i-n-d)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:
#2- sold, #3- grant, #4- mild

Read all 4 words.

Mark-up:

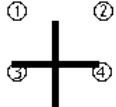
T: **Let's mark-up the syllable(s).** T. models & marks 1st word.

***find* is a closed syllable rule-breaker.** T. marks 'c' under word & crosses out 'ç'.

i-n-d says /ɪnd/. T. marks vowel with macron- ī.

S. follow mark-up procedures with T. support for the remaining 3 words.


① ②



find

find
ç

fīnd
ç

<p>2.2 Fluency</p>	<p>AWS 2- Closed Syllable Rule-Breakers (-ild, -ind, -old, -olt, -ost) 1 vowel closed in by 1+ consonants but the vowel is long</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker)</p>	
<p>White Board Work</p>	<p>T. writes 5 rule-breaking patterns on the white board (-ild, -ind, -old, -olt, -ost).</p> <p>T. writes <i>post</i>.</p> <p>T: How many vowels do you see? Name it. Mark with X.</p> <p>Are there consonants closing it in on the end? Name them. Underline <u>consonants</u> left → right.</p> <p>Is this a closed or rule-breaker syllable? (rule-breaker) <u>Spell</u> the rule-breaker pattern. (o-s-t)</p> <p>Is the vowel sound /ō/ or /ō/? (/ō/)</p> <p>Scoop and read. Scoop under word as S. orally reading.</p> <p>T. writes <i>cost & lost</i>.</p> <p>T: These words look like they have a rule-breaker pattern, but they are closed syllables, so the vowel sound is short. What is the short sound of 'o'? (ö)</p> <p>Scoop and read. Scoop under word as S. chorally read.</p> <p>T. writes <i>wind</i>.</p> <p>T: This word can be read as a closed syllable or a rule-breaker. The <i>wind</i> blew the tree over. <i>Wind</i> up the computer cord, so you don't trip.</p> <p>This word is read differently depending on how it is used in a sentence.</p> <p>-----</p> <p>T. uses questioning below for the additional white board words.</p> <p>T. writes _____.</p> <p>T: Is this a closed or rule-breaker syllable? <u>Spell</u> the rule-breaker pattern (if applicable). Return to marking/questioning if needed.</p> <p>Elbows up. Scoop and read. Scoop under word as S. chorally read.</p> <p>Use tapping as needed.</p>	<p>post x</p> <p>post x</p> <p><u>post</u> x</p> <p>WB Words:</p> <p><i>child</i></p> <p><i>bend</i></p> <p><i>scold</i></p> <p><i>grind</i></p> <p><i>stale</i> (other)</p> <p><i>volt</i></p> 

<p>2.3</p>	<p>AWS 2- Closed Syllable Rule-Breakers (-ild, -ind, -old, -olt, -ost)</p>
<p>Word Study Check</p> <p><u>Word Study ✓ Data</u></p> <p># correct _____</p> <p># errors _____</p>	<p>Conduct a “cold” Word Study ✓ before moving to the next module.</p> <ol style="list-style-type: none"> 1. Randomize a deck of <u>40</u> words (NO “others”). 2. Set timer for 1:00 ↓ 3. T. holds deck of cards & flashes 1 word at a time. 4. Sort into 2 piles: automatic or incorrect. 5. When the timer beeps, count the number of automatic words. Review errors. 6. Record data on the WS ✓ Data Sheet. <ul style="list-style-type: none"> • If <u>5 mid-low</u> S. meet the criteria (35 words correct, ≤ 3 errors), teach the next module. • If <u>5 mid-low</u> S. don’t meet criteria, but are close, review errors, practice WS ✓ & conduct spelling. The next day repeat <u>2.3</u>. • If an accuracy issue (7+ errors), review errors on white board & conduct spelling. Repeat <u>2.1</u> with new words on subsequent lessons. • If a fluency issue (10+ words read below criteria), practice WS ✓ & conduct spelling. Repeat <u>2.2</u> with new words the next session.



Advanced Word Study Inventory

AWS 3: Two Syllables Separated by 2 or More Consonants

2 consonants

High Frequency & Academic

3.1+

adjust*
channel*
comment*
conduct*
contact*
consent*
consist*
context*
expand*
impact*
index*
mental*
publish*

3.4+

access*
concept*

High Frequency

3.1+

admit*
attempt*
attend*
basket*
bottom*
canyon
classic*
collect*
command
common*
connect*
content*
custom*
discuss*
extend

happen*
insect*
insist*
invent*
mammal
plastic*
problem*
progress
seldom*
splendid*
subject*
sudden*
suspect*

3.4+

accept*
convince*
except*
excess*

Academic

3.1+

aspect*
assist*
attach*
commit*
consult*
invest*
random*
submit*

3.4+

convince*

Additional

3.1+

campus*
dismiss
disrupt*
enrich*
funnel

goblin*
helmet
magnet*
public*
puppet
signal*
summit*
tablet*
tendon
tomcat
trespass*
upset*
victim*

3+

consonants

High Frequency & Academic

3.3+

complex*
conflict*
constant*
contract
contrast*

High Frequency

3.3+

address*
attract*
construct*
express*
hundred*
impress*
instant*

3.4+

central*

Academic

3.2+

ethnic*

3.3+

abstract*
extract*
inspect*
instruct*

Additional


3.2+

backdrop*
bathtub*
enchant*
hatchback*
menthol
sketchpad*
snapshot

3.3+

distract*
gumdrop*
handbag
humpback
landfill*
nonstop*
sandwich*
shellfish
tantrum*


<p>3.1 Introduction</p>	<p>AWS 3- Two Syllables Separated by 2 or More Consonants 2 vowels separated by 2 consonants, c says /s/ when it is followed by e, i, or y 2 vowels separated by 3 consonants, digraphs & blends</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker)</p>	
<p>Oral Introduction</p>	<p>T: Words are made up of parts called syllables. What are the parts of words called? (syllables) A syllable MUST have at least one vowel.</p> <p>Practice counting syllable(s) <u>orally</u>: <i>until, punish, goblin, sunset, black</i></p>	
<p>White Board Work</p>	<p>T. writes <i>public</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>The rule is, when 2 vowels are separated by 2 consonants- break the word into syllables between the 2 consonants.</p> <p>In this word, we break between the ‘b’ & ‘l’. Mark dot.</p> <p>T. covers the 2nd syllable. Is this a closed syllable? Why? (1 vowel, vowel closed in by consonants) Read this syllable.</p> <p>T. covers the 1st syllable. Is this a closed syllable? Why? (1 vowel, vowel closed in by consonants) Read this syllable.</p> <p>T: Watch me scoop & read this word. T. models scooping & reading by syllable- pub.lic; then consolidates whole word- public.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes <i>bedbug</i>.</p> <p>T: This is a compound word. It is made up of 2 small words that can stand alone & are joined together to make a new word. Compound words also provide a clue where to divide.</p> <p>What are the two small words? (bed & bug)</p> <p>Where did we break? Between the ___ & _____. Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>public x x</p> <p>public x x</p> <p>pub . lic x x</p> <p>pub . <input type="checkbox"/> x</p> <p><input type="checkbox"/> . lic x</p> <p>pub . lic x x</p>

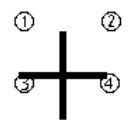
<p>White Board Work cont.</p>	<p>T. uses questioning below for the additional white board words:</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Between the ___ & ___. Mark dot.</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed.</p>	<p><u>WB Words:</u></p> <p><i>sunset</i></p> <p><i>context</i></p> <p><i>impact</i></p> 
<p>Accuracy Activity</p>	<p><u>Play Break, Scoop & Read:</u></p> <ol style="list-style-type: none"> 1. Randomize deck of 10 or so cards from current module. 2. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 3. With pointer, or mechanical pencil, T. points to syllable break. 4. T. prompts: Elbows up! Scoop and read. Students respond. 5. T. prompts: Whole word? Students respond. 	

3.2 Introduction	AWS 3- Two Syllables Separated by 2 or More Consonants 2 vowels separated by 2 consonants, c says /s/ when it is followed by e, i, or y 2 vowels separated by 3 consonants, digraphs & blends
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Word Bank	Flash presentation of vowel sounds (short, rule-breaker)
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White Board Work	<p>T. writes <i>subject</i>.</p> <p>T: Let's review the division rule we learned in the last session. Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Between the ___ & ___. Mark dot.</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>T. writes <i>bathmat</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>This is a new division rule. When 2 vowels are separated by 3 consonants, we have to decide where to break the word into syllables within the 3 consonants.</p> <p>A digraph is 2 consonants that make 1 sound. 'th' is a digraph. What is 'th'? (digraph) What does 'th' say? (/th/)</p> <p>When breaking-up a word, digraphs stay together. In this word, we break between the 'th' & 'm'. Mark dot.</p> <p>T. covers the 2nd syllable. Is this a closed syllable? Read this syllable.</p> <p>T. covers the 1st syllable. Is this a closed syllable? Read this syllable.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T: Let's look at other examples of digraphs & their sounds. T. writes th, sh, ch, wh, ck, ph, tch & explains tch is a trigraph that also stays together. Review digraph sounds.</p>	<p style="text-align: center;">b a t h m a t x x</p> <p style="text-align: center;">b a t h m a t x x</p> <p style="text-align: center;">b a t h m a t x x</p> <p style="text-align: center;">b a t h . m a t x x</p> <p style="text-align: center;">b a t h . <input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/> . m a t x</p> <p style="text-align: center;">b a t h . m a t x x</p>
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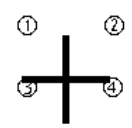
	<p>T. uses questioning below for the additional white board words:</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>Do you see a digraph? Name it.</p> <p>Where should we break? Between the ___ & ___. Mark dot.</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Digraphs are tapped with 1 tap.</p>	<p><u>WB Words:</u></p> <p><i>snapshot</i></p> <p><i>enchant</i></p> <p><i>menthol</i></p> <p><i>hatchback</i></p> 
<p>Accuracy Activity</p>	<p><u>Play Break, Scoop & Read:</u></p> <ol style="list-style-type: none"> 1. Randomize deck of 10 or so cards from current module. 2. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 3. With pointer, or mechanical pencil, T. points to syllable break. 4. T. prompts: Elbows up! Scoop and read. Students respond. 5. T. prompts: Whole word? Students respond. 	


Spelling & Mark-up	<p>Spelling: Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>menthol</i>.</p> <p>T. uses the word in a sentence.</p> <p>What word? (S. repeat the word)</p> <p>Slap & say the syllables. (men-thol)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (m-e-n)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (t-h-o-l)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>ethnic</i></p> <p style="padding-left: 40px;">#3- <i>disrupt</i></p> <p style="padding-left: 40px;">#4- <i>snapshot</i></p> <p>T: Read all 4 words. (S. point & read all 4 words fluently)</p> <p>Mark-up:</p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>men</i> is a closed syllable. (S. mark 'c' under <i>men</i>)</p> <p style="padding-left: 40px;">Short 'e' says /ĕ/. (S. mark vowel with breve- ě)</p> <p style="padding-left: 40px;"><i>thol</i> is a closed syllable. (S. mark 'c' under <i>drop</i>)</p> <p style="padding-left: 40px;">Short 'o' says /ŏ/. (S. mark vowel with breve- ŏ)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <u>m e n t h o l</u> <u>m ě n t h o l</u> c <u>m ě n t h ŏ l</u> c c


<p>3.3 Introduction</p>	<p>AWS 3- Two Syllables Separated by 2 or More Consonants 2 vowels separated by 2 consonants, c says /s/ when it is followed by e, i, or y 2 vowels separated by 3 consonants, digraphs & blends</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker)</p>	
<p>White Board Work</p>	<p>T. writes <i>enchant</i>.</p> <p>T: Let's review the division rule we learned in the last session.</p> <p>Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>Do you see a digraph? Name it.</p> <p>Where should we break? Between the ___ & ___. Mark dot.</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>T. writes <i>distract</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>This is a new division rule. When 2 vowels are separated by 3 consonants, we have to decide where to break the word into syllables within the 3 consonants.</p> <p>A blend is 2 or more consonants next to each other, each making its own sound. 'st' and 'tr' are both blends.</p> <p>When breaking-up a word, blends stay together. A blend more often will begin a syllable than end a syllable, so in this word the 'tr' blend stays together.</p> <p>We break between the 's' & 't'. Mark dot.</p> <p>T. covers the 2nd syllable. Is this a closed syllable? Read this syllable.</p> <p>T. covers the 1st syllable. Is this a closed syllable? Read this syllable.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <hr/> <p>T: Let's look at other examples of blends & their sounds. T. writes pl, dr, nd, pr, sp. What's this blend? Sound?</p>	<p>distract x x</p> <p>distract x x</p> <p>dis . tract x x</p> <p>dis . tract x x</p> <p>dis . tract x x</p> <p>dis . tract x x</p> <p>dis . tract x x</p> <p>dis . tract x x</p> <p>dis . tract x x</p>

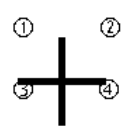
<p>3.4 Accuracy</p>	<p>AWS 3- Two Syllables Separated by 2 or More Consonants 2 vowels separated by 2 consonants, c says /s/ when it is followed by e, i, or y 2 vowels separated by 3 consonants, digraphs & blends</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker).</p>	
<p>White Board Work</p>	<p>T. writes <i>conflict</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>When 2 vowels are separated by 3 consonants, we have to decide where to break the consonants.</p> <p>Do you see a blend or digraph? (blend) Name it. (f-l)</p> <p>Where should we break? Between the ___ & ___. Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes <i>backdrop</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>Do you see a blend or digraph? (both) Name the digraph. (ck) Name the blend. (dr)</p> <p>Where should we break? Between the ___ & ___. Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes <i>concept</i>.</p> <p>T: Listen. This word is <i>concept</i>. What sound does the 1st 'c' make in <i>con</i>? (/k/) What sound does the 2nd 'c' make in <i>cept</i>? (/s/) When 'c' is followed by e, i, or y, it will say /s/.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>conflict x x</p> <p>conflict x x</p> <p>conflict x x</p> <p>conflict x x</p> <p>backdrop x x</p> <p>backdrop x x</p> <p>backdrop x x</p> <p>backdrop x x</p> <p>concept x x</p>


<p>White Board Work cont.</p>	<p>T. uses questioning below for the additional white board words:</p> <p>T. writes ____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline consonants left → right.</p> <p>Where should we break? Between the ___ & ___. Mark dot. Why? (If there is a digraph or blend, identify it.)</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Digraphs are tapped with 1 tap.</p>	<p>WB Words:</p> <p><i>accept</i> (c = /s/)</p> <p><i>inspect</i></p> <p><i>sketchpad</i></p> <p><i>express</i></p> <p><i>toshlet</i></p> 
<p>Accuracy Activity</p>	<p><u>Play Be A Mind Reader:</u></p> <p>To prepare: T. devises 5 clues for each word before working with students.</p> <ul style="list-style-type: none"> • Clue #1 should always be: “The word I’m thinking of is on the board.” • Clues #2, 3, and 4 should target <u>ORTHOGRAPHIC</u> concepts. • Clue #5 should always target the <u>word’s meaning</u> clearly enough for all students. <p>Example (eloquent):</p> <ol style="list-style-type: none"> 1. The word is on the white board. 2. The word has one open syllable. 3. The word has a blend in the last syllable. 4. The word has the “buddy letter.” 5. The word means to speak in a way that everyone finds believable. <p>To play:</p> <ol style="list-style-type: none"> 1. Array 8-10 words from the current module face-up on screen or table. 2. Tell S. to number their papers 1-5. 3. State each clue aloud. 4. S. must write a complete word after each clue (builds spelling automaticity). 5. Occasionally ask, Did anyone have to change his/her word? Why? 6. Provide last clue ask, What’s the word? S. answer chorally. 7. Ask, Raise your hand if you had the word on the last clue? All S. raise hands. 8. Say, Keep your hand up if you had it on the 4th clue (3rd clue, etc.) 	

Spelling & Mark-up	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>impress</i>.</p> <p>T. uses the word in a sentence.</p> <p style="text-align: center;"> <input type="text"/> <input type="text"/> </p> <p>What word? (S. repeat the word)</p> <p>Slap & say the syllables. (im-press)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (i-m)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (p-r-e-s-s)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="text-align: center;">#2- <i>boshment</i></p> <p style="text-align: center;">#3- <i>sketchpad</i></p> <p style="text-align: center;">#4- <i>access</i> (c = /s/)</p> <p>T: Read all 4 words. (S. point & read all 4 words fluently)</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>im</i> is a closed syllable. (S. mark 'c' under <i>im</i>)</p> <p style="text-align: center;">Short 'i' says /i/. (S. mark vowel with breve- ĩ)</p> <p style="text-align: center;"><i>press</i> is a closed syllable. (S. mark 'c' under <i>press</i>)</p> <p style="text-align: center;">Short 'e' says /ě/. (S. mark vowel with breve- ě)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <u>i m p r e s s</u> <u>ĩ m p r e s s</u> c <u>ĩ m p r ě s s</u> c c

<p>3.5 Accuracy</p>	<p>AWS 3- Two Syllables Separated by 2 or More Consonants 2 vowels separated by 2 consonants, c says /s/ when it is followed by e, i, or y 2 vowels separated by 3 consonants, digraphs & blends</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker)</p>	
<p>White Board Work</p>	<p>T. writes <i>custom</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline consonants left → right.</p> <p>Where should we break? (Between the s & t) Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>-----</p> <p>T. uses questioning below for the additional white board words:</p> <p>T. writes ____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline consonants left → right.</p> <p>Where should we break? Between the ___ & ___. Mark dot.</p> <p>Cover, question & read by syllable.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Digraphs are tapped with 1 tap.</p>	<p>c u s t o m x x</p> <p>c u s t o m x x</p> <p>c u s . t o m x x</p> <p><u>c u s . t o m</u> x x</p> <p>WB Words:</p> <p><i>seldom</i> <i>adjust</i> <i>puppet</i> <i>consult</i> <i>signal</i></p> 
<p>Accuracy Activity</p>	<p><u>Play Find, Write & Read:</u></p> <ol style="list-style-type: none"> 1. Display 10 word cards from the current module face up. 2. Ask S. to find words that represents a specific phonics concept (e.g., words with a digraph in the 1st syllable OR words that use the vowel sound ã, etc.). 3. S. find & write the words on white boards that fit the given concept. 4. T. prompts: Boards up, and calls on S. to read one word. 5. T. identifies words, instructing S. to check their work. 6. T. clarifies errors & S. make corrections if necessary. 7. S. chorally read all words. 8. Repeat with varied concepts as time allows. 	

<p>3.6 Accuracy</p>	<p>AWS 3- Two Syllables Separated by 2 or More Consonants 2 vowels separated by 2 consonants, c says /s/ when it is followed by e, i, or y 2 vowels separated by 3 consonants, digraphs & blends</p>											
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker)</p>											
<p>White Board Work</p>	<p>T. writes <i>tablet</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline consonants left → right.</p> <p>Where should we break? (Between the b & l) Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>-----</p> <p>T. uses questioning below for the additional white board words:</p> <p>T. writes ____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline consonants left → right.</p> <p>Where should we break? Between the ____ & ____ . Mark dot.</p> <p>Cover, question & read by syllable.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Digraphs are tapped with 1 tap.</p>	<p>t a b l e t x x</p> <p>t a b l e t x x</p> <p>t a b . l e t x x</p> <p>t a b . l e t x x</p> <p>WB Words</p> <p><i>seldom</i></p> <p><i>sudden</i></p> <p><i>basket</i></p> <p><i>mammal</i></p> <p><i>hundred</i></p> 										
<p>Accuracy Activity</p>	<p><u>Play Concept Points (by syllable):</u></p> <ol style="list-style-type: none"> 1. T. and one S. each choose 1 random card from deck. 2. T. identifies a relevant concept (see table below). S. scorekeeper awards T. point. 3. S. take turns to name same or different concepts. S. may “phone a friend” to confirm their answers. T. may prompt as needed. 4. Subsequent concepts must be named in 15 seconds or turn is forfeited. 5. When all relevant concepts are identified, tally points to find winner. 6. Repeat as time allows. <table border="1" data-bbox="540 1585 1286 1948"> <thead> <tr> <th>Possible Concepts</th> </tr> </thead> <tbody> <tr> <td>Identify Vowels & Consonants</td> </tr> <tr> <td>Blends: Spelling & Sound</td> </tr> <tr> <td>Digraphs: Spelling & Sound</td> </tr> <tr> <td>Where to break</td> </tr> <tr> <td>Justify syllable types (e.g., closed because...)</td> </tr> <tr> <td>Vowel sound</td> </tr> <tr> <td>Other language concepts (buddy letters, soft sound of c & g)</td> </tr> <tr> <td>Scoop & read, consolidate</td> </tr> <tr> <td>Define word & Use word in 1 sentence</td> </tr> </tbody> </table>		Possible Concepts	Identify Vowels & Consonants	Blends: Spelling & Sound	Digraphs: Spelling & Sound	Where to break	Justify syllable types (e.g., closed because...)	Vowel sound	Other language concepts (buddy letters, soft sound of c & g)	Scoop & read, consolidate	Define word & Use word in 1 sentence
Possible Concepts												
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Vowel sound												
Other language concepts (buddy letters, soft sound of c & g)												
Scoop & read, consolidate												
Define word & Use word in 1 sentence												

Spelling & Mark-up	<p>Spelling: Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <p>T: The word is <i>problem</i>.</p> <p>T. uses the word in a sentence.</p> <p>What word? (S. repeat the word)</p> <p>Slap & say the syllables. (pröb lüm)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (p-r-o-b)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (l-e-m)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>conduct</i></p> <p style="padding-left: 40px;">#3- <i>snapshot</i></p> <p style="padding-left: 40px;">#4- <i>instant</i></p> <p>T: Read all 4 words. (S. point & read all 4 words fluently)</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p><i>prob</i> is a closed syllable. S. mark 'c' under <i>prob</i></p> <p>Short 'o' says /ö/. S. mark vowel with breve- ö</p> <p><i>lem</i> is a closed syllable. S. mark 'c' under <i>lem</i></p> <p>Short 'e' is a closed syllable. S. mark vowel with breve- ě.</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <u>p r ö b l e m</u> <u>p r ö b l e m</u> c <u>p r ö b l e m</u> c c
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<p>3.7 Accuracy</p>	<p>AWS 3- Two Syllables Separated by 2 or More Consonants 2 vowels separated by 2 consonants, c says /s/ when it is followed by e, i, or y 2 vowels separated by 3 consonants, digraphs & blends</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker)</p>	
<p>White Board Work</p>	<p>T. writes <i>seldom</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>Where should we break? (Between the l & d) Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes <i>content</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>Where should we break? (Between the n & t) Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Some words have more than 1 meaning:</p> <p>The content or what the book was about was interesting.</p> <p>I was content or happy to color my picture, while my brother rode his bike.</p> <hr/> <p>T. uses questioning below for the additional white board words:</p> <p>T. writes ____.</p> <p>Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Between the ___ & ___. Mark dot.</p> <p>Cover, question & read by syllable.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Digraphs are tapped with 1 tap.</p>	<p>s e l d o m x x</p> <p>s e l d o m x x</p> <p>s e l . d o m x x</p> <p><u>s e l . d o m</u> x x</p> <p>c o n . t e n t x x</p> <p>WB Words:</p> <p><i>constant</i></p> <p><i>central</i> (c = /s/)</p> <p><i>index</i></p> <p><i>enchant</i></p> 

Accuracy Activity

SHAZAM!
HS 5/18/12

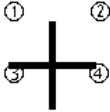
Play SHAZAM:

1. Randomize a deck of word cards & add 3 or 4 SHAZAM! cards.
2. Place the deck face down.
3. One S. states the # of cards s/he wants to read (2-5 cards).
4. T. turns over that # of cards.
5. S. chorally read cards. S. may tap by syllable, if needed.
6. T. states number of cards & turns over as S. chorally read.
7. If a SHAZAM! card is turned over or a card is read incorrectly, place that S's accumulated cards in a discard pile.
8. Other S. take turns. Continue playing until deck is gone or as time allows.

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction!

S. draw & number quadrant.



T: **The word is *random*. T. uses the word in a sentence.**

What word? (S. repeat the word)

Slap & say the syllables. (răn-döm)

Slap & say the 1st syllable. Say the letters as you write. (r-a-n)

Slap & say the 2nd syllable. Say the letters as you write. (d-o-m)

Check your work. Scoop & read. No mark-up until all 4 words are spelled. r a n d o m

Continue with the remaining 3 words:

#2- *conflict*

#3- *extract*

#4- *adjust*

T: **Read all 4 words.** (S. point & read all 4 words fluently)

Mark-up: T: **Let's mark-up the syllable(s).**


S: ***ran* is a closed syllable.** (S. mark 'c' under *ran*) r a n d o m
c

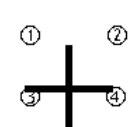
Short 'a' says /ă/. (S. mark vowel with breve- ă)

***dom* is a closed syllable.** (S. mark 'c' under *dom*) r a n d o m
c c

Short 'o' says /õ/. (S. mark vowel with breve- õ)

S. follow above procedures with T. support for the remaining 3 words.

<p>3.8 Fluency</p>	<p>AWS 3- Two Syllables Separated by 2 or More Consonants 2 vowels separated by 2 consonants, c says /s/ when it is followed by e, i, or y 2 vowels separated by 3 consonants, digraphs & blends</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker)</p>	
<p>White Board Work</p>	<p>T. uses questioning below for the white board words.</p> <p>T. writes ____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline consonants left → right.</p> <p>Where should we break? Between the ___ & _____. Mark dot.</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Digraphs are tapped with 1 tap.</p>	<p>WB Words:</p> <p><i>mental</i></p> <p><i>consist</i></p> <p><i>instruct</i></p> <p><i>access</i> (c = /s/)</p> <p><i>conflict</i></p> 
<p>Fluency Activity</p> <div data-bbox="121 1218 267 1312" style="border: 1px solid black; padding: 2px; width: fit-content;"> <p>invent</p> </div> <div data-bbox="121 1318 267 1413" style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;"> <p>*</p> </div>	<p><u>Play Poison Star:</u></p> <ol style="list-style-type: none"> Put a star (*) on the back of 8 words in a randomized deck of 40 cards (NO “others”). Place deck face-up. Set timer 1:00 ↓. S. & T. take turns reading cards from the top of deck, with the whole class reading chorally. S. or T. flips the card checking for a POISON star. If the card has a POISON star, pass the entire pile of cards to the other player. Play until timer beeps or entire deck is read. Count words. Repeat as time allows. 	

Spelling & Mark-up	<p>Spelling: Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>magnet</i>.</p> <p>T. uses the word in a sentence.</p> <p style="text-align: center;"> <input type="text"/> <input type="text"/> </p> <p>What word? (S. repeat the word)</p> <p>Slap & say the syllables. (măg-nět)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (m-a-g)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (n-e-t)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="text-align: center;">#2- <i>seldom</i>, #3- <i>disrupt</i>, #4- <i>ethnic</i></p> <p>T: Read all 4 words. (S. point & read all 4 words fluently)</p> <p>Mark-up:</p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>mag</i> is a closed syllable. (S. mark 'c' under <i>mag</i>)</p> <p style="text-align: center;">Short 'a' says /ă/. (S. mark vowel with breve- ă)</p> <p style="text-align: center;"><i>net</i> is a closed syllable. (S. mark 'c' under <i>net</i>)</p> <p style="text-align: center;">Short 'e' says /ě/. (S. mark vowel with breve- ě)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <u>m a g n e t</u> <u>m ä g n e t</u> c <u>m ä g n ě t</u> c c
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<h3>3.9</h3>	AWS 3- Two Syllables Separated by 2 or More Consonants	
<p style="text-align: center;">Word Study Check</p> <p><u>Word Study ✓ Data</u> # correct _____ # errors _____</p>	<p>Conduct a "cold" Word Study ✓ before moving to the next module.</p> <ol style="list-style-type: none"> 1. Randomize a deck of <u>40</u> words. 2. Set timer for 1:00 ↓ 3. T. holds deck of cards & flashes 1 word at a time. 4. Sort into 2 piles: automatic or incorrect. 5. When the timer beeps, count the number of automatic words. Review errors. 6. Record data on the WS ✓ Data Sheet. <ul style="list-style-type: none"> • If <u>majority</u> of S. meet the criteria (30 words correct, ≤ 3 errors), teach the next module. • If <u>majority</u> of S. don't meet criteria, but are close, review errors, practice WS ✓ & conduct spelling. The next day repeat <u>3.9</u>. • If an accuracy issue (7+ errors), review errors on white board & conduct spelling. Repeat <u>3.7</u> with new words on subsequent lessons. • If a fluency issue (10+ words read below criteria), practice WS ✓ & conduct spelling. Repeat <u>3.8</u> with new words the next session. 	



Advanced Word Study Inventory

AWS 4: Open Syllable

Open

High Frequency

be*
by* S
cry*
fly*
go*
he*
hi* S
me*
my*
no*
she*
shy*
sky*
so* S
try*
we*
why*

Additional

flu*
fry*
mu*_n S
pre*_n
sto*_n

Closed

High Frequency

crop*
grasp*
must* S
plant* S
rent*
shop*
with*

Additional

crack*
cusp*
fash*_n
mav*_n
mon*_n
moth* S
quest*
quiz*
rel*_n
shob*_n S
strum*
tilt*
weg*_n

Other

blame* S
chore*
eat* S
groan* S
ime*_n
mine*
poan*_n
sleep*
spoon* S
strike*
tie* S
toil*
while*

Words with * are included in the kit. Cards with the S are used for sort activities on introductory lessons.

<p>4.1 Introduction</p>	<p>AWS 4- Open Syllable 1 vowel NOT closed in by 1+ consonants long vowel sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker)</p>	
<p>White Board Work</p>	<p>T. writes vowels across top of whiteboard.</p> <p>T: Tell me the short vowel sounds: /ă/ ĩ/ /ō/ /ě/ /ü/</p> <p>Tell me the long vowel sounds: /ā/ ī/ /ō/ /ē/ /ū/</p> <p>T: Long ‘u’ can also make the /ü/ sound as in dude.</p> <p>T. writes <i>hid</i>.</p> <p>T: Is this a closed syllable? (yes) Why? (1 vowel, vowel closed in by consonants) In a closed syllable is the vowel sound ĩ/ or ī/? (ĩ/)</p> <p>Elbows up. Scoop & Read.</p> <p>T: Erase ‘d’. How many vowels do you see? Name it. Mark with X.</p> <p>Is there a consonant closing in the vowel? (no)</p> <p>In this syllable, there is only 1 vowel, and it is not closed in by consonants.</p> <p>This is a new syllable type, an open syllable. What kind of syllable? (open) There is nothing closing in the vowel, so it says its own name. In an open syllable, the vowel sound is long. What is the sound of long ‘i’? (ī) Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>-----</p> <p>T. writes <i>my</i>.</p> <p>T: When ‘y’ is at the end of a word, it acts as a vowel. When ‘y’ is at the end of a 1-syllable word ‘y’ says ī/, as in the word <i>my</i>. <i>My</i> is an open syllable.</p> <p>What does ‘y’ say at the end of a 1- syllable word? (ī/)</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p><u>hid</u></p> <p>h i x</p> <p><u>my</u> x</p>

White Board Work cont.

Use questioning below for the additional white board words.

T. writes _____.

T: **How many vowels do you see? Name it. Mark with X.**

Are there 1 or more consonants closing in the vowel?

Name it/them. Underline consonants left → right (if closed syllable).

Is this an open or closed syllable? Is the vowel sound ____ or ____? (ex: /ō/ or /ō/)

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Add the long vowel sounds & key words to the existing short vowel sound cards in Word Bank:

long a-cake-/ā/

long i-bike-/ī/

long o-rope-/ō/

long e-feet-/ē/

long u-cute-/ū/

In addition, add a vowel sound card for 'y' to the Word Bank (y-my-/ī/).

WB Words:

fly

so

plant

shy

bold

pesh

spe

za

y

y-my-/ī/

Accuracy Activity

Use cards marked with S (Header)

Use cards marked with S

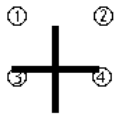
Sort:


1. Place **Open** **Closed** **Other** headers at the top of each column.
2. T. displays card, then prompts: **Where does it go?**
3. S. chorally respond by saying the appropriate header (e.g., closed) and T. places card in correct column.
4. T. touches cards with pencil as all S. chorally read down the column (do not read headers).
5. Continue with remaining cards.

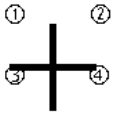
SORT		
Open	Closed	Other
hi	moth	eat
pre	must	tie
mu	shob	blame
by	plant	groan

*mu = /mū/ or /mū/

T. can question why the word is Open, Closed or Other. S. flips over "Other" cards without reading.

Spelling & Mark-up	<p>Spelling: Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>be</i>.</p> <p>T. uses word in a sentence.</p> <p>What word? (S. repeat word)</p> <p>Say the letters as you write (b-e).</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>crack</i></p> <p style="padding-left: 40px;">#3- <i>hīnd</i></p> <p style="padding-left: 40px;">#4- <i>fry</i></p> <p>Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s). T. models & marks 1st word.</p> <p><i>be</i> is an open syllable. T. marks 'o' under the vowel.</p> <p>long 'e' says /ē/. T. marks vowel with macron- ē.</p> <p>S. follow above procedures for the next 2 words.</p> <p>T. models & marks last word.</p> <p>T: <i>fry</i> is an open syllable. T. marks 'o' under the vowel.</p> <p>'y' says /ī/. T. marks an 'i' with a macron, over the 'y'.</p>	 <u>be</u> <u>be</u> o <u>bē</u> o fry o fry ī o
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<p>4.2 Fluency</p>	<p>AWS 4- Open Syllable 1 vowel NOT closed in by 1+ consonants long vowel sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y) ^{/i/}</p>	
<p>White Board Work</p>	<p>Review long & short vowel sounds as needed.</p> <p>T. writes tro.</p> <p>T: This is a nonsense word. It has no meaning.</p> <p>How many vowels do you see? Name it. Mark with X.</p> <p>Is there a consonant closing in the vowel? (no)</p> <p>Remember, when there is 1 vowel that is <u>not</u> closed in by 1 or more consonants, then it is an open syllable. The vowel sound is long.</p> <p>Is this an open or closed syllable? (open) Is the vowel sound /ō/ or /ō/? (/ō/)</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes cry.</p> <p>T: Remember, at the end of a one syllable word 'y' says /ī/.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>-----</p> <p>T. uses questioning below for the additional white board words.</p> <p>T. writes _____.</p> <p>T: How many vowels do you see? Name it. Mark with X.</p> <p>Are there consonants closing in the vowel? Name it/them. Underline consonants left → right (if closed syllable).</p> <p>Is this an open or closed syllable? Is the vowel sound ____ or ____?</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Use tapping as needed.</p>	<p>t r o x</p> <p>t r o x</p> <p>WB Words: flu mine (other) go sleep (other) colt why quest pre sto</p> 

<p>Fluency Activity</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px 0;">OOPS! <small>HS Extra</small></div>	<p><u>Play Oops!</u>:</p> <ol style="list-style-type: none"> 1. Randomize a deck of 40 word cards with 3 or 4 OOPS! cards. 2. Display the deck face down in an empty container (e.g., empty tissue box). 3. Set timer 1:00 ↓. 4. S. & T. take turns pulling and reading 1 card at a time from the box, with the whole class reading chorally. 5. If an OOPS! card is turned over or a card is read incorrectly, return all accumulated cards to the box. 6. Play until timer beeps. Count words. 7. Repeat as time allows. 	
<p>Spelling & Mark-up</p>	<p><u>Spelling</u>: Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>she</i>. T. uses word in a sentence.</p> <p>What word? (S. repeat word)</p> <p>Say the letters as you write. (s-h-e)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- cōld ϕ</p> <p style="padding-left: 40px;">#3- strum</p> <p style="padding-left: 40px;">#4- try</p> <p>T: Read all 4 words.</p> <p><u>Mark-up</u>:</p> <p>T: Let's mark-up the syllable.</p> <p>S: <i>she</i> is an open syllable. (S. mark 'o' under the vowel)</p> <p style="padding-left: 40px;">long 'e' says /ē/. (S. mark vowel with macron- ē)</p> <p>S. follow mark-up procedures for the remaining 3 words.</p> <p style="text-align: right;"><i>try (try is an open syllable, y says /ɪ/)</i></p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>she</u></p> <div style="text-align: center;"> <u>she</u> o </div> <div style="text-align: center;"> <u>shē</u> o </div> <div style="text-align: center;"> T <u>try</u> o </div>

<p>4.3</p>	<p>AWS 4- Open Syllable</p>
<p>Word Study Check</p> <p><u>Word Study ✓ Data</u></p> <p># correct _____</p> <p># errors _____</p>	<p>Conduct a “cold” Word Study ✓ before moving to the next module.</p> <ol style="list-style-type: none"> 1. Randomize a deck of <u>40</u> words (NO “others”). 2. Set timer for 1:00 ↓ 3. T. holds deck of cards & flashes 1 word at a time. 4. Sort into 2 piles: automatic or incorrect. 5. When the timer beeps, count the number of automatic words. Review errors. 6. Record data on the WS ✓Data Sheet. <ul style="list-style-type: none"> • If <u>5 mid-low</u> S. meet the criteria (35 words correct, ≤ 3 errors), teach the next module. • If <u>5 mid-low</u> S. don’t meet criteria, but are close, review errors, practice WS ✓ & conduct spelling. The next day repeat <u>4.3</u>. • If an accuracy issue (7+ errors), review errors on white board & conduct spelling. Repeat <u>4.1</u> with new words on subsequent lessons. • If a fluency issue (10+ words read below criteria), practice WS ✓ & conduct spelling. Repeat <u>4.2</u> with new words the next session.



Advanced Word Study Inventory

AWS 5: Closed & Open Syllable Combinations

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">O/C</div> <p><i>High Frequency & Academic</i></p> <p><u>5.1+</u> adult* amend* final* focus* item* legal* relax*</p> <p><i>High Frequency</i></p> <p><u>5.1+</u> across* adapt* adopt* basic* basis* began* beyond* cement* crisis* defend* demand* depend* elect* even* event* frequent* frozen* moment* music* present* (use card from C/C) pretend*</p>	<p>prevent* program* progress protect* pupil* request* silent* unit* vital*</p> <p><u>5.3+</u> agent* digest*</p> <p><i>Academic</i></p> <p><u>5.1+</u> depress* detect* equip* label* predict* project* reject* respond* select*</p> <p><i>Additional</i></p> <p><u>5.1+</u> aloft bonus bypass climax erupt minus myself prudent regret</p>	<p>robot</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">C/C</div> <p><i>High Frequency & Academic</i></p> <p><u>5.2+</u> credit* method* status* topic*</p> <p><u>5.3+</u> logic*</p> <p><i>High Frequency</i></p> <p><u>5.2+</u> axis* cabin* civil* dozen* finish* habit* level* limit* model* novel* panic* planet* present* product* profit* rapid* solid* talent* wagon*</p>	<p><u>5.3+</u> legend*</p> <p><i>Academic</i></p> <p><u>5.2+</u> process* project* (use card from O/C) valid*</p> <p><i>Additional</i></p> <p><u>5.2+</u> admit* comic exact exam jacket medic pocket polish problem* punish robin salad ticket timid vanish</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">O/O</div> <p><i>High Frequency</i></p> <p><u>5.3+</u> crazy* duty* lady* lazy* pony*</p>
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Words with * are included in the kit.



Advanced Word Study Inventory

AWS 5: Closed & Open Syllable Combinations

soda*

Additional

5.1+

ego*
photo*
quota*
scuba*
solo*
veto*
yoga*

5.3+

cozy*

C/O

High Frequency

5.3+

candy*
copy*
dusty*
extra*
fancy*
fifty*
funny*
plenty*
study*

Additional

5.2+

hello
menu*
motto*

5.3+

handy

silly
simply*
sixty

Multisyllable Combinations

High Frequency & Academic

5.4+

benefit*
community*_{c.o.o.o}
component*
domestic*
economy*_{o.c.o.o}
equivalent*
evident*_{c.o.c}
fundamental*
inhibit*
minimum*
policy*
principal*

High Frequency

5.4+

ability*_{o.c.o.o}
abundant*
accident*
accomplish*
activity*_{c.c.o.o}
adjustment*
agency*
Alaska*
animal_{c.c.o.c}
capital*_{c.o.c}
company*_{c.o.o.o}
consistent*
dependent*

develop*
difficult*
dignity*
dramatic*
dynamic*
establish*
family*
fantastic*
identity*_{o.c.o.o}
incident*
independent*
industry*
magnetic*
magnificent*
possibility*
_{c.o.c.o.o}
practical*
president*
quality*_{c.o.o}

Academic

5.4+

abandon*
adjacent
capacity*_{o.o.o.o}
contradict*
diminish*_{o.c.c}
document
element_{c.o.c}
entity
exhibit*_{c.c.c}
explicit_{c.c.c}
hypothesis_{o.c.o.c}
implement*
integrity
intelligent*
ministry
prohibit

relevant*_{c.o.c}
significant*_{c.c.o.c}
specific*_{o.c.c}
strategy*

Additional

5.4+

acrylic_{o.c.c}
compliment
confident
disinfect*
eloquent
embellish
encompass
fibula
punishment*
represent*
sympathy*
symphony_{c.o.o}

Words with * are included in the kit.

<p>5.1 Introduction</p>	<p>AWS 5- Closed & Open Syllable Combinations Vowels separated by 1 or more consonants Flexibility; g says /j/ when followed by e, i or y y says /ē/; y says /ī/</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y) /ī/</p>	
<p>White Board Work</p>	<p>T. writes vowels across top of whiteboard. T: Tell me the short vowel sounds: /ă/ ĭ/ /ŏ/ /ĕ/ /ÿ/ T: Tell me the long vowel sounds: /ā/ /ī/ /ō/ /ē/ /ū/</p> <p>T. writes <i>trend</i>. T: Is this an open or closed syllable? (closed) Why? (1 vowel, vowel closed in by consonants) Is the vowel sound /ĕ/ or /ē/? (/ĕ/) Elbows up. Scoop & read.</p> <p>T. writes <i>we</i>. T: Is this an open or closed syllable? (open) Why? (1 vowel, vowel NOT closed in by consonants) Is the vowel sound /ĕ/ or /ē/? (/ē/) Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>T. writes <i>robot</i>. T: Words can be made up of closed & open syllables. Start on the left & name the vowels. Mark with X. How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right. When 2 vowels are separated by 1 consonant, most often we divide before the consonant, leaving the first syllable open. Mark dot. This is a new division rule.</p> <p>T. covers the 2nd syllable. Is this an open or closed syllable? (open) Is the vowel sound /ŏ/ or /ō/? (/ō/) Read this syllable.</p> <p>T. covers the 1st syllable. Is this an open or closed syllable? (closed) Is the vowel sound /ŏ/ or /ō/? (/ŏ/) Read this syllable. Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>robot x x</p> <p>robot x x</p> <p>ro. bot x x</p> <p>ro. <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> . bot x</p> <p>ro. bot x x</p>

White Board Work cont.

T. writes *nylon*.

T: Start on the left & name the **vowels**. Mark with X.

How many **consonants between** the vowels? Name them. Underline consonants left → right.

Where should we **break**? Between the ___ & ___. Mark dot.

T. covers the 2nd syllable.

Is this an **open** or **closed** syllable? (open)

If 'y' is at the end of the 1st syllable, it also says /ī/, as in 'my'. Read this syllable.

T. covers the 1st syllable.

Is this an **open** or **closed** syllable? (closed)

Is the **vowel sound** /ō/ or /ō/? (/ō/) Read this syllable.

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Use questioning below for the additional white board words.

T. writes _____.

T: Start on the left & name the **vowels**. Mark with X.

How many **consonants between** the vowels? Name them. Underline consonants left → right.

Where should we **break**? Between the ___ & ___. Mark dot.

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Tap by syllable as needed.

n y l o n
x x

n y l o n
x x

n y . l o n
x x

n y .
x

. l o n
x

n y . l o n
x x

WB Words:

myself

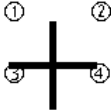
silent

basis


request

music




<p>Accuracy Activity</p>	<p><u>Play Break, Scoop & Read:</u></p> <ol style="list-style-type: none"> 1. Randomize deck of 10 or so cards from current module. 2. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 3. With pointer, or mechanical pencil, T. points to syllable break. 4. T. prompts: Elbows up! Scoop and read. Students respond. 5. T. prompts: Whole word? Students respond. 	
<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>nylon</i>.</p> <p>T. uses the word in a sentence.</p> <p>What word? (S. repeat word) <input type="text"/> <input type="text"/></p> <p>Slap & say the syllables. (ny-lon)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (n-y)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (l-o-n)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>bonus</i></p> <p style="padding-left: 40px;">#3- <i>item</i></p> <p style="padding-left: 40px;">#4- <i>frequent</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s). T. models & marks 1st word.</p> <p><i>ny</i> is an open syllable. T. marks 'o' under <i>ny</i>.</p> <p>'y' says /ī/. T. marks vowel with macron over 'i'- ī.</p> <p><i>lon</i> is a closed syllable. T. marks 'c' under <i>lon</i>.</p> <p>Short 'o' says /ō/. T. marks vowel with breve- ö.</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <p><u>n y l o n</u></p> <p style="text-align: center;">ī</p> <p style="text-align: center;"><u>n y l o n</u></p> <p style="text-align: center;">ō</p> <p style="text-align: center;">ī</p> <p style="text-align: center;"><u>n y l ö n</u></p> <p style="text-align: center;">ō c</p>

<p>5.2 Introduction</p>	<p>HS 5- Closed & Open Syllable Combinations Vowels separated by 1 or more consonants Flexibility; g says /j/ when followed by e, i or y y says /ē/; y says /ī/</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y) ī/</p>	
<p>White Board Work</p>	<p>T. writes <i>robin</i>.</p> <p>T: Start on the left & name the vowels. Mark with X. How many consonants between the vowels? Name them. Underline consonants left → right.</p> <p>Remember, when 2 vowels are separated by 1 consonant, most often we divide before the consonant, leaving the first syllable open.</p> <p>Where should we break? Between the ___ & _____. Mark dot.</p> <p>T. covers the 2nd syllable. Is this an open or closed syllable? (open) Read this syllable. (rō)</p> <p>T. covers the 1st syllable. Is this an open or closed syllable? (closed) Read this syllable. (bīn)</p> <p>Elbows up. Scoop & Read. Does that make sense? (No)</p> <p>Sometimes we are flexible and divide after the consonant. T. moves the dot after the consonant. Now it is a closed syllable with a short vowel sound.</p> <p>Elbows up. Scoop & Read. Does that make sense? (Yes)</p> <p>There are two parts to this division rule:</p> <p>If there is just 1 consonant between the vowels, first divide before the consonant.</p> <p>If the word doesn't make sense, be flexible, and divide after the consonant.</p>	<p>robin x x</p> <p>robin x x</p> <p>ro . bin x x</p> <p>ro . <input type="checkbox"/> x</p> <p><input type="checkbox"/> . bin x</p> <p><u>ro</u> . <u>bin</u> x x</p> <p>-----</p> <p>ro <u>b</u> . in x x</p> <p><u>ro b</u> . <u>in</u> x x</p>
<p>University of Utah Reading Clinic 01/05/18</p>		
<p>51</p>		

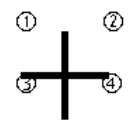
<p>White Board Work cont.</p>	<p>Use questioning below for the additional white board words.</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline consonants left → right.</p> <p>Where should we break? Between the ___ & _____. Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed.</p>	<p><u>WB Words:</u></p> <p><i>solid</i></p> <p><i>exam</i></p> <p><i>process</i> (c = /s/)</p> <p><i>finish</i></p> <p><i>vital</i></p> 
<p>Accuracy Activity</p>	<p><u>Play Break, Scoop & Read:</u></p> <ol style="list-style-type: none"> 1. Randomize deck of 10 or so cards from current module. 2. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 3. With pointer, or mechanical pencil, T. points to syllable break. 4. T. prompts: Elbows up! Scoop and read. Students respond. 5. T. prompts: Whole word? Students respond. 	
<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>limit</i>. T. uses the word in a sentence.</p> <p>What word? (S. repeat word) <input type="text"/> <input type="text"/></p> <p>Slap & say the syllables. (lim-it)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (l-i-m)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (i-t)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p>#2- <i>planet</i></p> <p>#3- <i>bypass</i></p> <p>#4- <i>topic</i></p> <p>T: Read all 4 words.</p>	<p><u>l i m i t</u></p>

	<p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>S: lim is a closed syllable. (S. mark 'c' under <i>lim</i>)</p> <p>Short 'i' says /i/. (S. mark vowel with breve- ĩ)</p> <p>it is a closed syllable. (S. mark 'c' under <i>it</i>)</p> <p>Short 'i' says /i/. (S. mark vowel with breve- ĩ)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	<p><u>l i m i t</u> c</p> <p><u>l i m i t</u> c c</p>
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<p>5.3 Accuracy</p>	<p>AWS 5- Closed & Open Syllable Combinations Vowels separated by 1 or more consonants Flexibility; g says /j/ when followed by e, i or y y says /ē/; y says /ī/</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y) ī/</p>	
<p>White Board Work</p>	<p>T. writes cry.</p> <p>Remember, 'y' is most often a vowel. At the end of a one syllable word or at the end of the 1st syllable 'y' says /ī/.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes copy.</p> <p>T: Remember 'y' is most often a vowel. Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. Underline <u>consonants</u> left → right</p> <p>Be flexible when dividing syllables. In this word, we break-up after the consonant. Mark dot.</p> <p>When 'y' is at the end of a multisyllabic word the 'y' has a different sound. It says /ē/.</p> <p>What does 'y' say at the end of a multisyllabic word? (/ē/)</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes solo.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name it. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Between the ___ & ___. Mark dot.</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p><u>c r y</u> x</p> <p>c o p y x x</p> <p>c o p y x x</p> <p>c o p . y x x</p> <p><u>c o p . y</u> x x</p> <p>s o l o x x</p> <p>s o l o x x</p> <p>s o . l o x x</p> <p><u>s o . l o</u> x x</p>

<p>White Board Work cont.</p>	<p>T. writes <i>agent</i>.</p> <p>T: Listen. This word is <i>agent</i>. What sound does 'g' make in <i>gent</i>? (/j/)</p> <p>Often, when 'g' is followed by e, i or y, it will say /j/.</p> <hr style="border-top: 1px dashed black;"/> <p>Use questioning below for the additional white board words.</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>How many consonants between the vowels? Name them. <u>Underline consonants</u> left → right.</p> <p>Where should we break? Between the ___ & _____. Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed.</p> <p>Note: Add "y-pony -/ē/" to the drill for the 'y' sound card.</p>	<p>WB Words:</p> <p><i>digest</i> (g = /j/) ē</p> <p><i>plenty</i></p> <p><i>relax</i></p> <p><i>level</i></p> <p><i>photo</i></p>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">y</div> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">y-my-ī/ y-pony-ē/</div>
<p>Accuracy Activity</p>	<p><u>Play Find, Write & Read:</u></p> <ol style="list-style-type: none"> 1. Display 10 word cards from the current module face up. 2. Ask S. to find words that represent a specific phonics concept (e.g., words with a digraph in the 1st syllable OR words that use the vowel sound ä, etc.). 3. S. find & write the words on white boards that fit the given concept. 4. T. prompts: Boards up, and calls on S. to read one word. 5. T. identifies words, instructing S. to check their work. 6. T. clarifies errors & S. make corrections if necessary. 7. S. chorally read all words. 8. Repeat with varied concepts as time allows. 	

<p>5.4 Accuracy</p>	<p>AWS 5- Closed & Open Syllable Combinations Vowels separated by 1 or more consonants Flexibility; <i>g</i> says /j/ when followed by e, i or y <i>y</i> says /ē/; <i>y</i> says /ī/</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y) /ī/ /ē/</p>	
<p>White Board Work</p>	<p>T. writes <i>disinfect</i>.</p> <p>T: This word has MORE than 2 syllables.</p> <p>Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels. Underline consonants left → right.</p> <p>Look at the first two vowels. How many consonants between these vowels? (1)</p> <p>Where should we break? Between the ___ & _____. Mark dot.</p> <p>Look at the remaining vowels. How many consonants between these vowels? (2)</p> <p>Where should we break? Between the ___ & _____. Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <hr/> <p>T. writes <i>gym</i>.</p> <p>T: This is a closed syllable. In this word, 'y' is the vowel. When 'y' is a vowel in a closed syllable, it says /ī/. What does 'y' say in a closed syllable? (/ī/) Scoop & read.</p> <hr/> <p>T. uses questioning below for the additional white board words:</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels, Underline consonants left → right.</p> <p>Start on the left. Where should we break? Between the ___ & _____. Mark dot(s).</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>disinfect x x x</p> <p>dis<u>in</u>fect x x x</p> <p>dis.in<u>fect</u> x x x</p> <p>dis.in.f<u>ect</u> x x x</p> <p>dis.in.f<u>ect</u> x x x</p> <hr/> <p><u>gym</u> x</p> <hr/> <p>WB Words:</p> <p>ī <i>mystic</i></p> <p><i>pro.hib.it</i></p> <p><i>fan.tas.tic</i></p> <p><i>beyond</i> ē</p> <p><i>a.gen.cy</i> (g = /j/ & c = /s/)</p>

	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center; width: 60px;">y</div> <div style="border: 1px solid black; padding: 10px; text-align: center; width: 120px;"> y-my-ī/ y-pony-īē/ y-gym-ī/ </div> </div> <p>Note: Add “y-gym -ī/” to the drill for the ‘y’ sound card.</p>	
Accuracy Activity	<p><u>Play Break, Scoop & Read:</u></p> <ol style="list-style-type: none"> 1. Randomize deck of 10 or so cards from current module. 2. T. shows a word card and asks, Where do we break? Between __ & __? (S. respond chorally). 3. With pointer, or mechanical pencil, T. points to syllable break. 4. T. prompts: Elbows up! Scoop and read. Students respond. 5. T. prompts: Whole word? Students respond. 	
Spelling & Mark-up	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction! S. draw & number quadrant.</p> <p>T: The word is <i>mystic</i>.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 25px;"></div> <div style="border: 1px solid black; width: 40px; height: 25px;"></div> <div style="border: 1px solid black; width: 40px; height: 25px;"></div> </div> <p>T. uses the word in a sentence.</p> <p>What word? (S. repeat word)</p> <p>Slap & say the syllables. (mys-tic)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (m-y-s)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (t-i-c)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="text-align: center;">#2- rep.re.sent ē</p> <p style="text-align: center;">#3- a.gen.cy (g = /j/ & c = /s/)</p> <p style="text-align: center;">#4- pun.ish.ment</p> <p>T: Read all 4 words.</p>	 <i>m y s t i c</i>

Mark-up:

T: **Let's mark-up the syllable(s).** T. models & marks 1st word.

T: *mys* is a closed syllable. T. marks 'c' under *mys*.

'y' says /ī/. T. marks an 'i' with a breve, over the 'y'.


tic is a closed syllable. T. marks 'c' under *tic*.

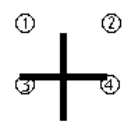
Short 'i' says /ī/. T. marks vowel with breve- ĩ.

S. follow above procedures with T. support for the remaining 3 words.

ī
m y s t i c
c


ī
m y s t i c
c c

<p>5.5 Accuracy</p>	<p>AWS 5- Closed & Open Syllable Combinations Vowels separated by 1 or more consonants Flexibility; <i>g</i> says /j/ when followed by e, i or y <i>y</i> says /ē/; <i>y</i> says /ī/</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y) /i/ /ē/ /ī/</p>	
<p>White Board Work</p>	<p>T. writes <i>industry</i>.</p> <p>T: This word has MORE than 2 syllables.</p> <p>Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels.</p> <p>Start on the left. Where should we break? Between the ___ & _____. Mark dots.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <hr/> <p>T. uses questioning below for the additional white board words:</p> <p>T. writes _____.</p> <p>T: This word has more than 2 syllables. (if applicable)</p> <p>Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels.</p> <p>Start on the left. Where should we break? Between the ___ & _____. Mark dot(s).</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed.</p>	<p><i>industry</i> x x x</p> <p><i>industry</i> x x x</p> <p><i>in.dus.try</i> x x x</p> <p><i>in.dus.try</i> x x x</p> <p>WB Words:</p> <p><i>in.hib.it</i></p> <p><i>legend</i> (g = /j/)</p> <p><i>dy.nam.ic</i></p> <p><i>mag.net.ic</i></p> <p><i>cozy</i></p> <p><i>novel</i></p> 
<p>Accuracy Activity</p> <p>Use cards marked with S (Header)</p> <p>Use any 2- syllable cards</p>	<p><u>Sort:</u></p> <ol style="list-style-type: none"> T. places O/C C/C O/O C/O headers at the top of each column T. displays card, then prompts: Where does it go? S. chorally respond by saying the appropriate header (e.g., closed) and T. places card in correct column. T. touches cards with pencil as all S. chorally read down the column (do not read headers). Continue with remaining. 	

Spelling & Mark-up	<p>Spelling: Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>industry</i>. </p> <p>T. uses the word in a sentence.</p> <p>What word? (S. repeat word)</p> <p>Slap & say the syllables. (in-dus-trē)</p> <p>Slap & say the 1st syllable. Spell it out loud as you write. (i-n)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (d-u-s)</p> <p>Slap & say the 3rd syllable. Say the letters as you write. (t-r-y)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 100px;">#2- <i>focus</i></p> <p style="padding-left: 100px;">#3- <i>em.bel.ish</i></p> <p style="padding-left: 100px;">#4- <i>dy.nam.ic</i></p> <p>T: Read all 4 words.</p> <p>Mark-up:</p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>in</i> is a closed syllable. (S. mark 'c' under <i>in</i>)</p> <p style="padding-left: 20px;">Short 'i' says /ī/. (S. mark vowel with breve- ĩ)</p> <p style="padding-left: 20px;"><i>dus</i> is a closed syllable. (S. mark 'c' under <i>dus</i>)</p> <p style="padding-left: 20px;">Short 'u' says /ŭ/. (S. mark vowel with breve- ŭ)</p> <p style="padding-left: 20px;"><i>try</i> is an open syllable. (S. mark 'o' under <i>try</i>)</p> <p style="padding-left: 20px;">'y' says /ē/. (S. mark an 'e' with a macron, over the y)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <i>in dus try</i> <i>ĩn dũs try</i> c <i>ĩn dũs try</i> c c <i>ĩn dũs try</i> c c o

<p>5.6 Introduction</p>	<p>AWS 5- Closed & Open Syllable Combinations + Schwa Vowels separated by 1 or more consonants Flexibility; g says /j/ when followed by e, i or y y says /ē/; y says /ī/</p>
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<p>Word Bank</p>	<i>ī/ /ē/ /ī/</i>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y)</p>
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<p>White Board Work</p>	<p>T. writes <i>minimum</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels.</p> <p>Start on the left. Where should we break?. Mark dots.</p> <p>T. covers the last two syllables.</p> <p>Is the 1st syllable open or closed? (closed) Read this syllable. (min)</p> <p>T. covers the first & last syllables.</p> <p>Is the 2nd syllable open or closed? (open) Read this syllable. (/ɪ/)</p> <p>T. covers the first two syllables.</p> <p>Is the 3rd syllable open or closed? (closed) Read this syllable. (mum)</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <hr style="border-top: 1px dashed black;"/> <p>T. uses questioning below for the additional white board words:</p> <p>T. writes ____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels.</p> <p>Start on the left. Where should we break? Between the ____ & ____. Mark dot(s).</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed.</p>	<p style="text-align: center;"> <i>minimum</i> x x x <i>minimum</i> x x x <i>min . i . mum</i> x x x <i>min</i> x i x <i>mum</i> x <i>min . i . mum</i> x x x </p> <p><u>WB Words:</u></p> <p style="text-align: center;"><i>adopt</i></p> <p style="text-align: center;"><i>pres.i.dent</i></p> <p style="text-align: center;"><i>de.vel.op</i></p> <p style="text-align: center;"><i>ben.e.fit</i></p> <p style="text-align: center;"><i>soda</i></p> 
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Accuracy Activity

Play Concept Points (by syllable):

1. T. & S. each choose 1 random card from deck.
2. T. models identifying all relevant concepts with 1st word (see table below). S. scorekeeper awards T. points.
3. S. take turns to name same or different concepts in 2nd word. Any S. may “phone a friend” to confirm their answers. T. may prompt as needed.
4. Subsequent concepts must be named in 15 seconds or turn is forfeited.
5. When all relevant concepts are identified, tally points to find winner.
6. Repeat with additional words as time allows.

Possible Concepts
Identify Vowels & Consonants
Blends: Spelling & Sound
Digraphs: Spelling & Sound
Where to break
Justify syllable types (e.g., closed because...)
Vowel sound
Other language concepts (buddy letters, soft sound of c & g)
Scoop & read, consolidate
Define word & use word in 1 sentence

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction!

S. draw & number quadrant.

T: **The word is *compliment*.**

T. uses the word in a sentence.

What word? (S. repeat the word.)

Slap & say the syllables. (S. slap cōm plī mēnt)

Slap & say the 1st syllable. Say the letters as you write. (c-o-m)

Slap & say the 2nd syllable. Say the letters as you write. (p-l-i)

Slap & say the 3rd syllable. Say the letters as you write. (m-e-n-t)

Check your work. Scoop & read. No mark-up until all 4 words are spelled. com pli ment

Continue with the remaining 3 words:

#2- across


#3- dig.ni.ty^e

#4- yoga


T: **Read all 4 words.**

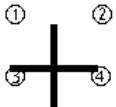
	<p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s). T. models & marks 1st word.</p> <p>com is a closed syllable. T. marks 'c' under <i>com</i>.</p> <p>Short 'o' says /<i>ŏ</i>/. T. marks vowel with breve- <i>ŏ</i>.</p> <p>pli is an open syllable. T. marks 'o' under <i>pli</i>.</p> <p>Long 'i' says /<i>ī</i>/. T. marks vowel with macron- <i>ī</i>.</p> <p>ment is a closed syllable. T. marks 'c' under <i>ment</i>.</p> <p>Short 'e' says /<i>ĕ</i>/. T. marks vowel with breve- <i>ĕ</i>.</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	<p><u>c</u> <u>o</u> <u>m</u> <u>p</u> <u>l</u> <u>i</u> <u>m</u> <u>e</u> <u>n</u> <u>t</u></p> <p>c</p> <p><u>c</u> <u>o</u> <u>m</u> <u>p</u> <u>l</u> <u>i</u> <u>m</u> <u>e</u> <u>n</u> <u>t</u></p> <p>c o</p> <p><u>c</u> <u>o</u> <u>m</u> <u>p</u> <u>l</u> <u>i</u> <u>m</u> <u>e</u> <u>n</u> <u>t</u></p> <p>c o c</p>
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<p>5.7 Accuracy</p>	<p>AWS 5- Closed & Open Syllable Combinations Vowels separated by 1 or more consonants Flexibility; g says /j/ when followed by e, i or y y says /ē/; y says /ī/</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ī/ ē/ ī/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y)</p>	
<p>White Board Work</p>	<p>T. writes <i>amend</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels.</p> <p>Start on the left. Where should we break? Between the ___ & _____. Mark dot.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>T. writes <i>extra</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels.</p> <p>Start on the left. Where should we break? Between the ___ & _____. Mark dot.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>T. writes <i>policy</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels.</p> <p>Start on the left. Where should we break? Between the ___ & _____. Mark dots.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p>	<p style="text-align: center;">a m e n d x x</p> <p style="text-align: center;">a <u>m</u> e n d x x</p> <p style="text-align: center;">a . <u>m</u> e n d x x</p> <p style="text-align: center;"><u>a</u> . <u>m</u> e n d x x</p> <p style="text-align: center;">e x t r a x x</p> <p style="text-align: center;">e <u>x</u> t r a x x</p> <p style="text-align: center;">e x . t r a x x</p> <p style="text-align: center;"><u>e</u> x . t r a x x</p> <p style="text-align: center;">p o l i c y x x x</p> <p style="text-align: center;">p o l i c y x x x</p> <p style="text-align: center;">p o l . i . c y x x x</p> <p style="text-align: center;">ē</p> <p style="text-align: center;"><u>p o l</u> . <u>i</u> . <u>c y</u> x x x</p>

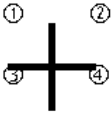
<p>White Board Work cont.</p>	<p>T. uses questioning below for the additional white board words:</p> <p>T. writes ____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels.</p> <p>Start on the left. Where should we break? Mark dots.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed.</p>	<p><u>WB Words:</u></p> <p>com.mu.ni.ty^e</p> <p>cap.i.tal</p> <p>a.bun.dant</p> 
<p>Accuracy Activity</p>	<p><u>Play Find, Write & Read:</u></p> <ol style="list-style-type: none"> 1. Display 10 word cards from the current module face up. 2. Ask S. to find words that represent a specific phonics concept (e.g., words with a digraph in the 1st syllable OR words that use the vowel sound ã, etc.). 3. S. find & write the words on white boards that fit the given concept. 4. T. prompts: Boards up, and calls on S. to read one word. 5. T. identifies words, instructing S. to check their work. 6. T. clarifies errors & S. make corrections if necessary. 7. S. chorally read all words. 8. Repeat with varied concepts as time allows. 	
<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is difficult.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <p>T. uses the word in a sentence.</p> <p>What word? (S. repeat the word.)</p> <p>Slap & say the syllables. (S. slap dīf fī cūlt)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (d-i-f)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (f-i)</p> <p>Slap & say the 3rd syllable. Say the letters as you write. (c-u-l-t)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p>	<p>dif fi cult</p>

<p>Spelling & Mark-up cont.</p>	<p>Continue with the remaining 3 words:</p> <p style="text-align: center;">#2- <i>final</i></p> <p style="text-align: center;">#3- <i>quota</i></p> <p style="text-align: center;">#4- <i>fam.i.ly</i>^ē</p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s). T. models & marks 1st word.</p> <p><i>dif</i> is a closed syllable. T. marks 'c' under <i>dif</i>.</p> <p>Short 'i' says /ī/. T. marks vowel with breve- ĩ.</p> <p><i>fī</i> is an open syllable. T. marks 'o' under <i>fī</i>.</p> <p>Long 'i' says /ī/. T. marks vowel with macron- ī.</p> <p><i>cult</i> is a closed syllable. T. marks 'c' under <i>cult</i>.</p> <p>Short 'u' says /ŭ/. T. marks vowel with breve- ů.</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	<p><u>dīf</u> <u>fī</u> <u>cult</u> c</p> <p><u>dīf</u> <u>fī</u> <u>cult</u> c o</p> <p><u>dīf</u> <u>fī</u> <u>cŭlt</u> c o c</p>
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<p>5.8 Accuracy</p>	<p>AWS 5- Closed & Open Syllable Combinations Vowels separated by 1 or more consonants Flexibility; g says /j/ when followed by e, i or y y says /ē/; y says /ī/</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y) ī/ ē/ ī/</p>	
<p>White Board Work</p>	<p>T. uses questioning below for the additional white board words: T. writes ____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels.</p> <p>Start on the left. Where should we break? Between the ____ & ____. Mark dots.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed.</p>	<p><u>WB Words:</u></p> <p><i>aloft</i></p> <p><i>ac.ci.dent</i> (c = /s/)</p> <p><i>quota</i></p> <p><i>bab^ēy</i></p> <p><i>comet</i></p> <p><i>in.hab.it</i></p> 
<p>Accuracy Activity</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 10px;"> <p>SHAZAM! <small>HS Extra</small></p> </div>	<p><u>Play SHAZAM:</u></p> <ol style="list-style-type: none"> 1. Randomize a deck of word cards & add 3 or 4 SHAZAM! cards. 2. Place the deck face down. 3. One S. states the # of cards s/he wants to read (2-5 cards). 4. T. turns over that # of cards. 5. S. chorally read cards. S. may tap by syllable, if needed. 6. T. states number of cards & turns over as S. chorally read. 7. If a SHAZAM! card is turned over or a card is read incorrectly, place that S's accumulated cards in a discard pile. 8. Other S. take turns. Continue playing until deck is gone or as time allows. 	

Spelling & Mark-up	<p>Spelling: Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>animal</i>.</p> <p>T. uses the word in a sentence. <input type="text"/> <input type="text"/> <input type="text"/></p> <p>What word? (S. repeat the word.)</p> <p>Slap & say the syllables. (S. slaps <i>ăn ĭ măl</i>)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (a-n)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (i)</p> <p>Slap & say the 3rd syllable. Say the letters as you write. (m-a-l)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>in.ex.act</i></p> <p style="padding-left: 40px;">#3- <i>silly</i></p> <p style="padding-left: 40px;">#4- <i>bucket</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>an</i> is an closed syllable (S. mark 'c' under <i>an</i>)</p> <p>Short 'a' says /ă/ (S. mark vowel with breve- <i>ă</i>)</p> <p>'i' is an open syllable. (S. mark 'o' under <i>i</i>)</p> <p>Long 'i' says /ī/. (S. mark vowel with macron- <i>ī</i>)</p> <p><i>mal</i> is a closed syllable. (S. mark 'c' under <i>mal</i>)</p> <p>Short 'a' says /ă/. (S. mark vowel with breve- <i>ă</i>)</p> <p>S. follow mark-up procedures with T. support for the remaining 3 words.</p>	 <u>a n i m a l</u> <u>ă n i m a l</u> <small>c</small> <u>ă n ī m a l</u> <small>c o</small> <u>ă n ī m ă l</u> <small>c o c</small>

<p>5.9 Fluency</p>	<p>AWS 5- Closed & Open Syllable Combinations Vowels separated by 1 or more consonants Flexibility; g says /j/ when followed by e, i or y y says /ē/; y says /ī/</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y) ī/ ē/ ī/</p>	
<p>White Board Work</p>	<p>Use questioning below for the white board words:</p> <p>T. writes ____.</p> <p>T: Start on the left. Where should we break? Between the ____ & ____. Mark dot(s).</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed.</p>	<p><u>WB Words:</u></p> <p><i>adult</i></p> <p><i>talent</i></p> <p><i>hy.poth.e.sis</i></p> <p><i>in.tel.li.gent (g =/j/)</i></p> <p><i>sym.pa.thy</i></p> 
<p>Fluency Activity</p> <hr/> <p>OOPS!</p> <p><small>HS Edition</small></p>	<p><u>Play Oops!:</u></p> <ol style="list-style-type: none"> 1. Randomize a deck of 40 word cards with 3 or 4 OOPS! cards. 2. Display the deck face down in an empty container (e.g., empty tissue box). 3. Set timer 1:00 ↓. 4. S. & T. take turns pulling and reading 1 card at a time from the box, with the whole class reading chorally. 5. If an OOPS! card is turned over or a card is read incorrectly, return all accumulated cards to the box. 6. Play until timer beeps. Count words. 7. Repeat as time allows. 	

Spelling & Mark-up	<p>Spelling: Use questioning/tapping to immediately guide error correction!</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>strategy</i>.</p> <p>T. uses the word in a sentence. <input type="text"/> <input type="text"/> <input type="text"/></p> <p>What word? (S. repeat the word.)</p> <p>Slap & say the syllables. (S. slaps strät ēj ē)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (s-t-r-a-t)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (e-g)</p> <p>Slap & say the 3rd syllable. Say the letters as you write. (y)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="text-align: center;">#2- <i>simply</i>^ē</p> <p style="text-align: center;">#3- <i>prin.ci.pal</i> (c = /s/)</p> <p style="text-align: center;">#4- <i>ticket</i></p> <p>T: Read all 4 words.</p> <p>Mark-up:</p> <p>T: Let's mark-up the syllable(s).</p> <p>S: strat is a closed syllable (S. mark 'c' under <i>strat</i>)</p> <p>Short 'a' says /ă/ (S. mark vowel with breve- ä)</p> <p>'eg' is a closed syllable. (S. mark 'c' under eg)</p> <p>Short 'e' says /ĕ/. (S. mark vowel with breve- ě)</p> <p>'y' is an open syllable. (S. mark 'o' under y)</p> <p>'y' says /ĕ/. (S. mark an 'e' with a macron, over the 'y')^ē</p> <p>S. follow mark-up procedures with T. support for the remaining 3 words.</p>	 <p style="margin-top: 20px;"><u>strät eg y</u></p> <p style="margin-top: 20px;"><u>strät eg y</u> c</p> <p style="margin-top: 20px;"><u>strät eg y</u> c o</p> <p style="margin-top: 20px;"><u>strät eg y</u> c o o ē</p>

<p>5.10</p>	<p>AWS 5- Closed & Open Syllable Combinations</p>
<p>Word Study Check</p> <p><u>Word Study ✓ Data</u></p> <p># correct _____</p> <p># errors _____</p>	<p>Conduct a “cold” Word Study ✓ before moving to the next module.</p> <ol style="list-style-type: none"> 1. Randomize a deck of <u>40</u> words from all the module packets. 2. Set timer for 1:00 ↓ 3. T. holds deck of cards & flashes 1 word at a time. 4. Sort into 2 piles: automatic or incorrect. 5. When the timer beeps, count the number of automatic words. Review errors. 6. Record data on the WS ✓ Data Sheet. <ul style="list-style-type: none"> • If <u>5 mid-low</u> S. meet the criteria (30 words correct, ≤ 3 errors), teach the next module. • If <u>5 mid-low</u> S. don’t meet criteria, but are close, review errors, practice WS ✓ & conduct spelling. The next day repeat <u>5.10</u>. • If an accuracy issue (7+ errors), review errors on white board & conduct spelling. Repeat <u>5.8</u> with new words on subsequent lessons. • If a fluency issue (10+ words read below criteria), practice WS ✓ & conduct spelling. Repeat <u>5.9</u> with new words the next session.



Advanced Word Study Inventory

AWS 6: Vowel-Consonant-e Syllable

V-e

High Frequency & Academic

came* S
code*
core*
file*
globe* S
grade*
prime*
quote*
role*
scope*
site*
tape*
theme* S

High Frequency

bake
bare
bathe
bite
blame
brave
broke
cage
care
cave
chase
chore
crime
crude
cure
drive
drove
face

fame
fire
flame
gate
gene
grace
grave
hide
hole
hope
huge* S
ice
joke
kite
life
line
male
mile
place
plane
price
pride
pure*
quite
race
rate
rice
rode
safe
save
scale
shade
shake
size
slope
smile
smoke
space

spoke
stage
strike*
tale
throne
tide
tire
twice
vine
wage
whale
wipe
wise
write

6.2+
chose
phase*
rise
rose

Academic
sphere
trace*

6.2+
pose

Closed

High Frequency
bath* S
cut* S
dim*
hid*
man*
not*
pan*
plan*

slim*
slop*
tap* S
twin* S

Additional
cod*
slop*

Open

co*
di* S
hi*
no* S
pre* S
so*
sy* S

2 Syllable Combinations

High Frequency & Academic

assume*
aware*
complete*
conclude*
confine*
decade*
define*
device*
devote*
estate*
locate*
promote*
refine*

Words with * are included in the kit. Cards with the S are used for sort activities on introductory lessons.



Advanced Word Study Inventory

AWS 6: Vowel-Consonant-e Syllable

6.2+
expose*
likewise*

High Frequency

admire
advice
alive
alone
amaze*
awake
basement*
became
behave*
beside
classmate
combine
compete
compose
concrete
decide*
divide
engage
entire
escape
excite
excuse
extreme
female
include
invade
invite*
landscape
lifetime*
mistake
produce
propose

provide*
reduce*
relate
remote
suppose
supreme

6.2+
arise

Academic
acquire
compile
compute
consume*
convene
debate
desire
exclude*
equate
erode
finite
incline
migrate*
precede
precise
require*
secure
volume
welfare

6.2+
dispose
enclose
reside
revise

Additional
abuse

athlete*
bedtime
campfire*
cascade
obese
pancake
profile
reptile*
retire
revive*
sunbathe
translate
tribute
trombone
umpire

6.2+
sunrise

Multisyllable Combinations

High Frequency &

Academic
communicate*
demonstrate*
distribute*
estimate*
illustrate*
indicate*
investigate*
isolate*
regulate*
substitute*

High Frequency

absolute*
atmosphere*

complicate*
educate*
emphasize*
envelope*
excitement*
institute
introduce*
latitude

6.2+
compromise

Academic
accommodate
accumulate
advocate
anticipate*
attitude*
attribute
compensate
concentrate*
constitute
contribute*
discriminate*
dominate
eliminate*
facilitate
immigrate
implicate
integrate
legislate
manipulate
maximize*
minimize*
motivate*
utilize

Additional
calculate*

Words with * are included in the kit. Cards with the S are used for sort activities on introductory lessons.



Advanced Word Study Inventory

AWS 6: Vowel-Consonant-e Syllable

contemplate*

cultivate

excavate


infiltrate

speculate*

stimulate*

telephone*

Words with * are included in the kit. Cards with the *S* are used for sort activities on introductory lessons.

<p>6.1 Introduction</p>	<p>AWS 6- Vowel-Consonant-e Syllable silent 'e' makes the vowel say its name long vowel sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y) /ɪ/ /ē/ /ī/</p>	
<p>White Board Work</p>	<p>T. writes <i>mat</i>.</p> <p>T: What type of syllable is this? (closed) Why? (1 vowel, closed in by consonant) Elbows up. Scoop & read.</p> <p>T. adds 'e' to the end of <i>mat</i> (+e).</p> <p>This is a new syllable type, vowel-consonant-e (v-e). What type of syllable? (v-consonant-e syllable)</p> <p>Silent 'e' has many jobs. In this word, the 'e' jumps over 1 sound, /t/, to make the 'a' say the long vowel sound, /ā/. The 'e' is silent. Cross out silent 'e'. The only vowel making a sound is 'a'.</p> <p>'e' is NOT tapped because it is silent. Tap & read. Scoop under word as S. chorally read.</p> <hr/> <p>T. uses questioning below for the additional white board words:</p> <p>T. writes closed syllable word.</p> <p>T: Is this a closed or vowel-consonant-e syllable? (closed)</p> <p>Is the vowel sound ____ or ____?</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>T. adds 'e' to the end of the word.</p> <p>T: Name the vowels. Mark with X.</p> <p>Is this a closed or vowel-consonant-e syllable? (v-e)</p> <p>Cross out silent 'e'.</p> <p>Is the vowel sound ____ or ____?</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>Use tapping as needed.</p>	<p>m a t</p> <p>m a t e</p> <p><u>m a t e</u></p> <p>WB Words:</p> <p><i>cop</i></p> <p><i>cope</i></p> <p><i>twin</i></p> <p><i>twine</i></p> <p><i>cut</i></p> <p><i>cute</i></p> <p><i>slim</i></p> <p><i>slime</i></p> 

Accuracy Activity

Use cards marked with S (Header)

Use cards marked with S

Sort:

1. T. places **Closed** **Open** **V-e** headers at the top of each column.
2. T. displays, then prompts: **Where does it go?**
3. S. chorally respond by saying the appropriate header (e.g., closed) and T. places card in correct column.
4. T. touches cards with pencil as all S. chorally read down the column (do not read headers).
5. Continue with remaining cards.

SORT

closed	open	v-e
tap	no	came
cut	di	huge
bath	sy	globe
twin	pre	theme

T. can question why the word is Closed, Open or V-e.

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.

T: **The word is *came*. T. uses word in a sentence.**

What word? (S. repeat word)

Say the letters as you write. (c-a-m-e)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2- *throne*

#3- *quote*

#4- *mīnd*
¢

Read all 4 words.

Mark-up: T. models & marks 1st word.

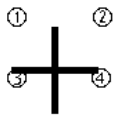
T: **Let's mark-up the syllable(s).**

***came* is a vowel-consonant-e syllable. T. marks 'v-e' under word.**

'e' is silent. T. crosses out silent 'e'.

long 'a' says /ā/. T. marks vowel with macron- ā.

S. follow mark-up procedures with T. support for the remaining 3 words.





came


came
v-e

came
v-e

cāme
v-e

<p>6.2 Accuracy</p>	<p>AWS 6- Vowel-Consonant-e Syllable silent 'e' makes the vowel say its name long vowel sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y) /ɪ/ /ē/ /ī/</p>	
<p>White Board Work</p>	<p>T: Vowel-consonant-e syllables can be found in words with more than 1 syllable.</p> <p>T. writes <i>exclude</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels. Underline consonants left → right.</p> <p>Is there a vowel-consonant-e syllable? Cross out silent 'e'.</p> <p>Where should we break? Mark dot.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <hr/> <p>T. writes <i>wise</i>.</p> <p>T: Listen. This word is wise. What sound does 's' make? (/z/) When 's' is surrounded by vowels, it sometimes will say /z/. What's the word?</p> <p>T. writes <i>chose</i>.</p> <p>T: How many vowels do you see? Name them. Mark with X.</p> <p>Is there a vowel-consonant-e syllable? Cross out silent 'e'.</p> <p>'s' is surrounded by vowels. What sound will it make? (/z/)</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <hr/> <p>T. uses questioning below for the additional white board words:</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels. Underline consonants left → right.</p> <p>Is there a vowel-consonant-e syllable? Cross out silent 'e'.</p> <p>Where should we break? Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p><i>excl<u>u</u>d<u>e</u></i> x x x</p> <p><i>ex<u>c</u>l<u>u</u>d<u>e</u></i> x x x</p> <p><i>ex<u>c</u>l<u>u</u>d<u>e</u></i> x x x</p> <p><i>ex . cl<u>u</u>d<u>e</u></i> x x x</p> <p><i>ex . cl<u>u</u>d<u>e</u></i> x x x</p> <p>WB Words:</p> <p><i>costume</i></p> <p><i>basement</i></p> <p><i>profile</i></p> <p><i>homemade</i></p> <p><i>advice</i> (c = /s/)</p> 

<p>6.3 Accuracy</p>	<p>AWS 6- Vowel-Consonant-e Syllable silent 'e' makes the vowel say its name long vowel sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y) /ɪ/ /ē/ /ī/</p>	
<p>White Board Work</p>	<p>T. writes ^a<i>awhile</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels? Underline consonants left → right.</p> <p>Is there a vowel-consonant-e syllable? Cross out silent 'e'.</p> <p>Where should we break? (Between the a & w) Mark dot.</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>Prompt, <i>Be flexible</i>, as needed.</p> <hr/> <p>-</p> <p>Use questioning sequence below for the additional white board words:</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels? Underline consonants left → right.</p> <p>Is there a vowel-consonant-e syllable? Cross out silent 'e'.</p> <p>Where should we break? Between the ___ & ___. Mark dot(s).</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>Prompt, <i>Be flexible</i>, as needed.</p> <p>Tap by syllable as needed.</p>	<p>a w h i l e x x x</p> <p>a <u>w h i</u> l e x x x</p> <p>a <u>w h i</u> l e x x x</p> <p>a . <u>w h i</u> l e x x x</p> <p>a . <u>w h i</u> l e x x x</p> <p>WB Words:</p> <p><i>calculate</i></p> <p><i>lifetime</i></p> <p><i>volume</i></p> <p><i>illustrate</i></p> <p><i>engage</i> (g = /j/)</p> 

<p>6.4 Fluency</p>	<p>AWS 6- Vowel-Consonant-e Syllable silent 'e' makes the vowel say its name long vowel sound review of <i>schwa</i></p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y) /ɪ/ /ē/ /ī/</p>	
<p>White Board Work</p>	<p>Use questioning sequence below for the white board words: T. writes _____. T: Start on the left & name the vowels. Mark with X. Start on the left & name the consonants between the vowels? Underline <u>consonants</u> left → right. Is there a vowel-consonant-e syllable? Cross out silent 'e'. Where should we break? Between the __ & __. Mark dot(s). Cover, question & read by syllable as needed. Elbows up. Scoop & read. Scoop under word as S. chorally read. Prompt, <i>Be flexible</i>, as needed.</p> <p>Tap by syllable as needed.</p>	<p><u>WB Words:</u></p> <p><i>translate</i></p> <p><i>substitute</i></p> <p><i>erode</i></p> <p><i>revise</i> <small>/z/</small></p> <p><i>excitement</i> <small>/s/</small></p> <p><i>communicate</i></p> 
<p>Fluency Activity</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">*</div> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">revive <small>HS 11</small></div>	<p><u>Play Poison Star:</u></p> <ol style="list-style-type: none"> Put a star (*) on the back of 8 words in a randomized deck of 40 cards. Place deck face-up. Set timer 1:00 ↓. S. & T. take turns reading cards from the top of deck, with the whole class reading chorally. S. or T. flips the card checking for a POISON star. If the card has a POISON star, pass the entire pile of cards to the other player. Play until timer beeps or entire deck is read. Count words. Repeat as time allows. 	



Advanced Word Study Inventory

AWS 7: R-Controlled Syllable

R-Controlled

High Frequency & Academic

chart*

High Frequency

bark
barn
bird
birth*
born
burn*
burst*
card
cart
charge*
church
clerk*
cord*
corn
dark
dirt
far
first*
mark
port
stir*
third

7.2+

carve
curve*
nerve*
serve
war
warm
warmth*
warn*

Academic
norm*

Additional

curb
perch*
slurp
spark
starch

7.2+
quart*

R-Controlled Combinations

High Frequency & Academic
chapter*
convert*
emerge*

High Frequency

absorb*
afford
after
alarm
alert*
backyard
better
bitter
border
bother
burden*
butter
carbon
cargo
carpet
center*
circus

clever
cluster*
concern*
copper
corner*
correct
cover
current
depart
desert
differ
dinner
disturb*
elder
enter
ever
glory
never

Academic
confirm
conform
enforce*
expert*
export*
format
framework
gender
infer*
insert
margin*
normal*
partner
percent
persist
target
transfer
transform

trigger

7.2+

survive*

Additional

discard
inform
platform
remark

Multisyllable Combinations

High Frequency & Academic
category*

High Frequency

accuracy*
advertise
argument*
camera*
centimeter
decorate
deliver*
different*
disaster
discover*
elaborate*
emergency*
exercise*

Academic

concurrent
controversy*
correspond
currency
energy*
external
federal

Words with * are included in the kit.



Advanced Word Study Inventory

AWS 7: R-Controlled Syllable

formula*
furthermore*
generate*
ignorant
interact
internal
interpret
intervene
overlap
recover
register*
terminate*
undertake
uniform

Additional
apartment
carpenter
consider*
customer
department
hibernate*
mystery
organic
sarcastic*
surrender*
thunderstorm
tornado

White Board Work cont.

Name the **R-controlled vowel**. Circle ar. What's the sound? (/ar/)

Use what you know about syllable types. (v-e, R-controlled)

Where should we **break**? (Between the r & m) Mark dot.

Elbows up. Scoop & read. Scoop under word as S. chorally read.

Use questioning sequence below for the additional white board words.

1 syllable words

T. writes _____.

T: How many **vowels** do you see? Name them. Mark with X.

Is there an **R-controlled syllable**?

Name the **R-controlled syllable**. Circle. Sound?

Tap & read. Scoop under word as S. chorally read.

2+ syllable words

T. writes _____.

T: Start on the left & name the vowels. Mark with X.

Start on the left & name the **consonants between the vowels**? Underline consonants left → right.

Is there an **R-controlled syllable**?

Name the **R-controlled syllable**. Circle. Sound?

Where should we **break**? Between the ___ & ___. Mark dot(s).

Cover, question & read by syllable as needed.

Elbows up. Scoop & read. Scoop under word as S. chorally read.

Prompt, *Be flexible*, as needed.

Add the r-controlled vowel sounds & key words to the existing Word Bank:

- ar-farm-/ar/
- ir-girl-/ər/
- or-fork-/or/
- er-jerk-/ər/
- ur-turn-/ər/

ar

ar-farm-/ar/

Tap by syllable as needed. R-controlled vowels receive 1 tap.

ar my
x x

ar . my
x x

ar . my
x x

WB Words:

first

mark

curb

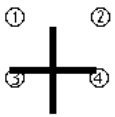
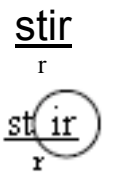
glory

hibernate


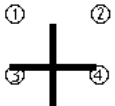
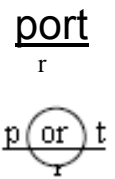
conform




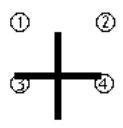
<p>Accuracy Activity</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>SHAZAM!</p> <p style="font-size: 8px; margin: 0;">HS EXPD</p> </div>	<p><u>Play SHAZAM:</u></p> <ol style="list-style-type: none"> 1. Randomize a deck of word cards & add 3 or 4 SHAZAM! cards. 2. Place the deck face down. 3. One S. states the # of cards s/he wants to read (2-5 cards). 4. T. turns over that # of cards. 5. S. chorally read cards. S. may tap by syllable, if needed. 6. T. states number of cards & turns over as S. chorally read. 7. If a SHAZAM! card is turned over or a card is read incorrectly, place that S's accumulated cards in a discard pile. 8. Other S. take turns. Continue playing until deck is gone or as time allows.
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<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction. S. draw & number quadrant.</p> <p>T: The word is <i>stir</i>. T. uses word in a sentence.</p> <p>What word? (S. repeat word) <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Say the letters as you write (s-t-i-r). <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>murmur</i></p> <p style="padding-left: 40px;">#3- <i>shorp</i></p> <p style="padding-left: 40px;">#4- <i>backyard</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s). T. models & marks 1st word.</p> <p style="padding-left: 40px;"><i>stir</i> is an r-controlled syllable. T. marks 'r' under the word.</p> <p style="padding-left: 40px;">'ir' says /ər/. T. circles ir.</p> <p>S. follow mark-up procedures with T. support for the remaining 3 words.</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>stir</u></p> <div style="text-align: center; margin-top: 20px;">  </div>
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<p>7.2 Accuracy</p>	<p>AWS 7- R-controlled Syllable 1 vowel followed by R R controls the vowel sound Vowel is not long or short</p>								
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled) rī / ē / rī</p>								
<p>White Board Work</p>	<p>T. writes <i>ar, or, er, ir, ur</i> on the whiteboard. →</p> <p>T: What are the sounds of each R-controlled vowel?</p> <p>T. writes <i>far</i>. What does <i>a-r</i> say in <i>far</i>? (/ar/)</p> <p>T. writes <i>warn</i>.</p> <p>T: There is an R-controlled exception. When /w/ comes before a-r, it says /or/ like in warn. What sound? (/or/)</p> <p>T. writes <i>quart</i>.</p> <p>T: The sound of q-u is /kw/. Do you hear the /w/ sound in /kw/? When /w/ comes before a-r it says /or/ like in quart. What sound? (/or/)</p> <p>T. writes <i>nerve</i>.</p> <p>T: In the English language, words can't end with the letter 'v.' Silent 'e' has many jobs. So in <i>nerve</i>, the final 'e' is silent, and its only job is to end the word.</p> <hr/> <p>Use questioning sequence below for the additional white board words.</p> <p>1 syllable words</p> <p>T. writes _____.</p> <p>T: How many vowels do you see? Name them. Mark with X.</p> <p>Is there an R-controlled syllable?</p> <p>Name the R-controlled syllable. Circle. Sound?</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>2+ syllable words</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels? Underline consonants left → right.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <table style="border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">ar</td> <td style="padding: 2px 5px;">er</td> <td rowspan="3" style="font-size: 2em; padding: 0 5px;">}</td> </tr> <tr> <td style="padding: 2px 5px;">or</td> <td style="padding: 2px 5px;">ir</td> </tr> <tr> <td></td> <td style="padding: 2px 5px;">ur</td> </tr> </table> </div> <p>WB Words:</p> <p><i>carve</i></p> <p><i>perch</i></p> <p><i>firm</i></p> <p><i>reward</i></p> <p><i>quarterback</i></p> <p><i>e.lab.or.ate</i></p>	ar	er	}	or	ir		ur
ar	er	}							
or	ir								
	ur								

<p>White Board Work cont.</p>	<p>Is there an R-controlled syllable? Name the R-controlled syllable. Circle. Sound?</p> <p>Where should we break? Between the ___ & ___. Mark dot(s).</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p>	
<p>Accuracy Activity</p>	<p><u>Name the Syllable Types!:</u></p> <ol style="list-style-type: none"> 1. Choose 6 word cards of varying difficulty from current module. 2. Provide each S. with a dry erase pen & small white board or paper in a page protector. 3. T. displays the possible syllable types. 4. T. turns over one card at a time. 5. S. write word, mark vowels with 'x & divide into syllables. (can echo spell) 6. S. identify the syllable type(s). See example. 7. T. waits for students to finish, then prompts, Boards up. 8. As a challenge, ask students to write a schwa symbol or identify other previously taught language concepts. <div style="display: flex; justify-content: center; gap: 20px;"> <div data-bbox="613 793 690 919" style="border: 1px solid black; padding: 5px; text-align: center;"> C o v-e r </div> <div data-bbox="735 787 1015 930" style="border: 1px solid black; padding: 5px; text-align: center;"> dis. crim. i. nate x x x x C C O ve </div> </div>	
<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>port</i>. T. uses word in a sentence.</p> <p>What word? (S. repeat word) <input style="width: 50px; height: 30px; margin-right: 10px;" type="text"/> <input style="width: 50px; height: 30px; margin-right: 10px;" type="text"/> <input style="width: 50px; height: 30px;" type="text"/></p> <p>Say the letters as you write. (p-o-r-t)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>thunderstorm</i></p> <p style="padding-left: 40px;">#3- <i>argument</i></p> <p style="padding-left: 40px;">#4- <i>camera</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>port</i> is an r-controlled syllable. (S. mark 'r' under the word)</p> <p>'or' says /or/. (S. circle or)</p> <p>S. follow mark-up procedures with T. support for the remaining 3 words.</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>port</u></p> <div style="text-align: center;">  </div>

<p>7.3 Fluency</p>	<p>AWS 7- R-controlled Syllable 1 vowel followed by R R controls the vowel sound Vowel is not long or short</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y) <i>ī/ īē/ īī</i></p>	
<p>White Board Work</p>	<p>Use questioning sequence below for the white board words.</p> <p>1 syllable words</p> <p>T. writes _____.</p> <p>T: Is there an R-controlled syllable? Name it. Circle.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>2+ syllable words</p> <p>T. writes _____.</p> <p>T: Start on the left. Where should we break? Mark dot(s).</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. R-controlled vowels receive 1 tap.</p>	<p>WB Words:</p> <p><i>curve</i> (English words cannot end in 'v,' 'e' is added)</p> <p><i>third</i></p> <p><i>quarter</i></p> <p><i>a.part.ment</i></p> <p><i>or.gan.ic</i></p> <p><i>warden</i></p> <p><i>tor.na.do</i></p> <p><i>ex.er.cise</i> <small>/s/ /z/</small></p> 
<p>Fluency Activity</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 10px;"> <p>OOPS!</p> </div>	<p>Play Oops!:</p> <ol style="list-style-type: none"> 1. Randomize a deck of 40 word cards with 3 or 4 OOPS! Cards. 2. Display the deck face down in an empty container (e.g., empty tissue box). 3. Set timer 1:00 ↓. 4. S. & T. take turns pulling and reading 1 card at a time from the box, with the whole class reading chorally. 5. If an OOPS! Card is turned over or a card is read incorrectly, return all accumulated cards to the box. 6. Play until timer beeps. Count words. 7. Repeat as time allows. 	

<p>Spelling & Mark-up</p>	<p><u>Spelling</u>: Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>sarcastic</i>.</p> <p>T. uses the word in a sentence.</p> <p>What word? (S. repeat word) Slap & say the syllables. (sar-cas-tic)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (s-a-r)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (c-a-s)</p> <p>Slap & say the 3rd syllable. Say the letters as you write. (t-i-c)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="text-align: center;">#2- warm, #3- uniform, #4- advertise</p> <p>T: Read all 4 words.</p> <p><u>Mark-up</u>:</p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>sar</i> is an r-controlled syllable. (S. mark 'r' under <i>sar</i>)</p> <p>'ar' says /ɑr/. (S. circle <u>ar</u>)</p> <p>cas is a closed syllable. (S. mark 'c' under <i>cas</i>)</p> <p>short 'a' says /ă/. (S. mark vowel with breve- ă)</p> <p>tic is a closed syllable. (S. mark 'c' under <i>tic</i>)</p> <p>short 'i' says /ī/. (S. mark vowel with breve- ĩ).</p> <p>S. follow mark-up procedures with T. support for the remaining 3 words.</p>	 <p><u>sar cas tic</u></p> <p><u>sar</u> cas tic r</p> <p><u>sar</u> cās tic r c</p> <p><u>sar</u> cās tīc r c c</p>
	<p>7.4</p>	<p>AWS 7- R-controlled Syllable</p> <p>Conduct a "cold" Word Study ✓ before moving to the next module.</p> <ol style="list-style-type: none"> 1. Randomize a deck of <u>40</u> words (use combinations & multisyllabic words). 2. Set timer for 1:00 ↓ 3. T. holds deck of cards & flashes 1 word at a time. 4. Sort into 2 piles: automatic or incorrect. 5. When the timer beeps, count the number of automatic words. Review errors. 6. Record data on the WS✓ Data Sheet. <ul style="list-style-type: none"> • If <u>5 mid-low</u> S. meet the criteria (30 words correct, ≤ 3 errors), teach the next module. • If <u>5 mid-low</u> S. don't meet criteria, but are close, review errors, practice WS ✓ & conduct spelling. The next day repeat <u>7.4</u>. • If an accuracy issue (7+ errors), review errors on white board & conduct spelling. Repeat <u>7.2</u> with new words on subsequent lessons. • If a fluency issue (10+ words read below criteria), practice WS ✓ & conduct spelling. Repeat <u>7.3</u> with new words the next session.

Word Study ✓ Data
correct _____
errors _____



Advanced Word Study Inventory

AWS 8: Consonant-le Syllable

C/-le

High Frequency

battle*
bottle*
bundle*
candle*
cattle*

8.2+

castle*

Additional

boggle
crumple*
handle*
humble*
juggle
kettle*
little
paddle
puzzle
riddle*
tremble*

8.2+

gristle*
trestle*
whistle*

O/-le

High Frequency & Academic

cycle*

High Frequency

able*
bible*

Academic

stable*

Additional

bugle*
rifle*
stifle*
table*
title*

R-controlled/-le

High Frequency

circle*

Additional

hurdle*
marble*
purple*
sparkle*
startle*

Multisyllable Combinations

High Frequency & Academic

enable*

High Frequency

article*(ə)
capable*
entitle
example*


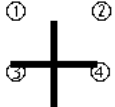
Academic

assemble*
compatible*
flexible*
inevitable*
principle*
vehicle
visible*

Additional

apostle*
embezzle
impossible*
invisible
multiple*
subtitle
syllable*

<p>8.1 Introduction</p>	<p>AWS 8- Consonant –le Syllable Every syllable has to have at least 1 vowel 'le' drags the preceding consonant to the next syllable 'e' is silent</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled) rī / lē / rī</p>	
<p>White Board Work</p>	<p>Review syllable types. T. writes <i>bend</i> (closed) T: Is this syllable ____ or ____? Review rules of syllable type. Elbows up. Scoop & read. Repeat for the following words: <i>try</i> (open), <i>place</i> (v-e), <i>first</i> (R-controlled)</p> <hr/> <p>T. writes <i>handle</i>. T: Start on the left & name the vowels. Mark with X. Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right. T. models where to break. T. covers the 2nd syllable. Is this a closed syllable? Read this syllable. T. covers the 1st syllable. T: This is a new syllable type, consonant –le. Circle consonant -le. What syllable type is this? (consonant –le) Remember every syllable has to have a vowel. The 'e' is the vowel in this syllable, but it's silent. T. crosses out 'e'. This is a new syllable division rule: When a multisyllabic word ends with 'le', divide before the preceding consonant, leaving only 3 letters in the consonant –le syllable. (dl) Read this syllable. Elbows up. Scoop & read. Scoop under word as S. chorally read.</p>	<p>h a n d l e x x</p> <p>h a n d l e x x</p> <p>h a n . d l e x x</p> <p>h a n . <input type="checkbox"/> x</p> <p><input type="checkbox"/> . d l e x</p> <p>h a n . d l e x x</p>

<p>White Board Work cont.</p>	<p>T. uses questioning below for the additional white board words: T. writes _____. T: Start on the left & name the <i>vowels</i>. Mark with X.</p> <p>Start on the left & name the <i>consonants between the vowels</i>. Underline <u>consonants</u> left → right.</p> <p>Is there a <i>consonant -le syllable</i>? Circle consonant -le.</p> <p>Where should we <i>break</i>? Mark dot.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed.</p>	<p><u>WB Words:</u></p> <p><i>rifle</i> <i>crumple</i> <i>marble</i> <i>able</i> <i>puzzle</i></p> 
<p>Accuracy Activity</p>	<p><u>Play Break, Scoop & Read:</u></p> <ol style="list-style-type: none"> 1. Randomize deck of 10 or so cards from current module. 2. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 3. With pointer, or mechanical pencil, T. points to syllable break. 4. T. prompts: Elbows up! Scoop and read. Students respond. 5. T. prompts: Whole word? Students respond. 	
<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction. S. draw & number quadrant.</p> <p>T: The word is <i>little</i>. T. uses the word in a sentence.</p> <p>What word? (S. repeat word) <input type="text"/> <input type="text"/></p> <p>Slap & say the syllables. (lit-tle)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (l-i-t)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (t-l-e)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>bugle</i></p> <p style="padding-left: 40px;">#3- <i>sparkle</i></p> <p style="padding-left: 40px;">#4- <i>tremble</i></p> <p>T: Read all 4 words.</p>	 <p><u>little</u></p>

	<p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s). T. models & marks 1st word.</p> <p><i>lit</i> is a closed syllable. T. marks 'c' under <i>lit</i>.</p> <p>short 'i' says /i/. T. marks vowel with breve- ı̇.</p> <p><i>tle</i> is a consonant-le syllable. T. marks -le under <i>tle</i>.</p> <p>'e' is silent. T. crosses out silent 'e'.</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	<p><u>l</u>ı̇<u>tt</u>le c</p> <p><u>l</u>ı̇<u>tt</u>le c -le</p>
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Accuracy Activity

Name the Syllable Types!:

1. Choose 6 word cards of varying difficulty from current module.
2. Provide each S. with a dry erase pen & small white board or paper in a page protector.
3. T. displays the possible syllable types.
4. T. turns over one card at a time.
5. S. write word, mark vowels with 'x & divide into syllables. (can echo spell)
6. S. identify the syllable type(s). See example.
7. T. waits for students to finish, then prompts, **Boards up.**
8. As a challenge, ask students to write a schwa symbol or identify other previously taught language concepts.

C
O
v-e
r

ə
dis. crim. i. nate
x x x x x
C C O v-ə

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.

T: **The word is *castle*. T. uses the word in a sentence.**

What word? (S. repeat word.) □ □ □

Slap & say the syllables. (cas-tle)

Prompt, Sounds like __, spells like __. (as needed)
Remind S. 3 letters are needed in a consonant -le syllable.

Slap & say the 1st syllable. Say the letters as you write. (c-a-s)

Slap & say the 2nd syllable. Say the letters as you write. (t-l-e)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2- *startle*
#3- *title*
#4- *multiple*

T: **Read all 4 words.**

Mark-up:

T: **Let's mark-up the syllable(s).** T. models & marks 1st word.

T: **cas is a closed syllable.** T. marks 'c' under *cas*.

short 'a' says /ă/. T. marks vowel with breve- ă.

t/e is a consonant-le syllable. T. marks '-le' under *t/e*.


'e' is silent. T. crosses off silent 'e'. **'t' is silent.** T. crosses off silent 't'.

S. follow above procedures with T. support for the remaining 3 words.

c a s t l e

c ä s t l e
c

c ä s t l e
c -le

<p>8.3 Fluency</p>	<p>AWS 8- Consonant –le Syllable Every syllable has to have at least 1 vowel 'le' drags the preceding consonant to the next syllable 'e' is silent</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ɪ/ ɪə/ ɪ/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled)</p>	
<p>White Board Work</p>	<p>T. uses questioning below for the white board words:</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Start on the left & name the consonants between the vowels?</p> <p>Is there a consonant –le syllable?</p> <p>Use what you know about syllable types. (v-e, R-controlled, -le)</p> <p>Where should we break? Between the __ & __. Mark dot(s).</p> <p>Cover, question & read by syllable as needed.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>Prompt, Be flexible, as needed.</p> <p>Tap by syllable as needed.</p>	<p><u>WB Words:</u></p> <p><i>subtitle</i></p> <p><i>hurdle</i></p> <p><i>battle</i></p> <p><i>demonstrate</i></p> <p><i>stifle</i></p> <p><i>survive</i></p> <p><i>gristle</i></p> <p><i>embezzle</i></p> 
<p>Fluency Activity</p>	<p><u>Play Matrix:</u></p> <ol style="list-style-type: none"> 1. Randomize a deck of 40 word cards from the current module. 2. T. displays word cards in 4 x 4 grid, face up. 3. Set timer for 2:00 ↓. 4. One S. reads <u>2 cards</u> with the same concept. (e.g., invite-compete, both are C & V-e; cause-fault, both have 'au' vowel team). 5. Class chorally reads the cards as T. removes them from the Matrix. 6. T. quickly replaces word cards into the empty slots. 7. Continue through the entire deck. 8. Repeat as time allows. 	

<p>8.4</p>	<p>AWS 8- Consonant –le Syllable</p>
<p>Word Study Check</p> <p><u>Word Study ✓ Data</u> # correct _____ # errors _____</p>	<p>Conduct a “cold” Word Study ✓ before moving to the next module.</p> <ol style="list-style-type: none"> 1. Randomize a deck of <u>40</u> words. 2. Set timer for 1:00 ↓ 3. T. holds deck of cards & flashes 1 word at a time. 4. Sort into 2 piles: automatic or incorrect. 5. When the timer beeps, count the number of automatic words. Review errors. 6. Record data on the WS ✓ Data Sheet. <ul style="list-style-type: none"> • If <u>majority</u> of S. meet the criteria (30 words correct, ≤ 3 errors), teach the next module. • If <u>majority</u> of S. don’t meet criteria, but are close, review errors, practice WS ✓ & conduct spelling. The next day repeat <u>8.4</u>. • If an accuracy issue (7+ errors), review errors on white board & conduct spelling. Repeat <u>8.2</u> with new words on subsequent lessons. • If a fluency issue (10+ words read below criteria), practice WS ✓ & conduct spelling. Repeat <u>8.3</u> with new words the next session.



Advanced Word Study Inventory

AWS 9: Core Vowel Teams- Group 1 (ai, ay, ee, ey, oi, oy)

ai (rain)

High Frequency & Academic

aid*
obtain

High Frequency

afraid*
aim
available
brain
chain*
claim
chair
complain*
contain
detail*
entertainment*(e)
exclaim
explain*
fail
faint
faith
gain
grain
jail
mail
main
paid
pain
paint
pair*
plain
rail
rain
raise*
sail
strain

tail
trail*
trait
waist
wait

Academic
attain
constrain
domain
maintain*
retain
sustain

ay (play)

High Frequency & Academic

display*

High Frequency

away*
bay
birthday
clay
daytime*
decay
delay*
essay*
hay
holiday (e)
okay
pay
play
may
ray
say
spray
stay
tray

yesterday*

Academic
layer*

Additional

fray
stray*
subway
sway

ee (feet)

High Frequency & Academic

fee*
proceed*
seek*

High Frequency

beef
cheek
cheese*
chimpanzee*
coffee
committee*
creek
deep
esteem
feed
feel
feet
fleet
free
freedom
greet
heel
misdeed
needle*

keep
queen*
screen
seed
seem
sheep
sheet
sleep
speech*
speed
steel
steep
street
succeed*
sweep
sweet
teeth
three
week

Academic
exceed*

Additional
beehive*

ey (key)

High Frequency

honey
key*
monkey*
turkey*
valley*

Additional

chimney*
donkey*
hockey*
medley*

Words with * are included in the kit.



Advanced Word Study Inventory

AWS 9: Core Vowel Teams- Group 1 (ai, ay, ee, ey, oi, oy)

jockey
volley

Additional
oyster*
tomboy*

Oi (coin)

High Frequency

appointment*
avoid*
boil
choice*
coil
coin
join*
joint
moist
noise*
oil
point*
poison*
soil

Additional

ointment
rejoice*
spoil*
turmoil*

Oy (toy)

High Frequency

boy*
destroy*
employ*
employee*
enjoy*
loyalty*
joy
royal*
toy*

Words with * are included in the kit.

25/04/18

<p>9.1 Introduction</p>	<p>AWS 9- Core Vowel Teams- Group 1 (ai, ay, ee, ey, oi, oy) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled) r/ /ē/ r/</p>	
<p>White Board Work</p>	<p>T. writes <i>rain</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>Are there consonants between the vowels? (no)</p> <p>Two vowels together that make one sound are called a vowel team. The vowel team in this word is 'ai'. The vowel sound is /ā/.</p> <p>This is the last syllable type: vowel team syllable. What type of syllable is this? (vowel team syllable)</p> <p>Name the vowel team. Circle ai. What's the sound? (/ā/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>The 'ai' team is found at the <u>beginning or middle</u> of a syllable.</p>	<p>r a i n x x</p> <p>r a i n x x</p> <p>r a i n x x</p>
	<p>T. writes <i>sway</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>Are there any consonants between the vowels? (no)</p> <p>The vowel team is 'ay'. The vowel sound is /ā/.</p> <p>This is also a vowel team syllable.</p> <p>Name the vowel team. Circle ay. What's the sound? (/ā/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>The 'ay' team is only found at the <u>end</u> of a syllable.</p>	
	<p>T. writes <i>display</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Is there a vowel team syllable? Name the vowel team. Circle ay. Sound? (/ā/)</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot. Notice the vowel team syllable often includes consonants, as well as, the vowel team.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>d i s p l a y x x x</p> <p>d i s p l a y x x x</p> <p>d i s p l a y x x x</p> <p>d i s . p l a y x x x</p> <p>d i s . p l a y x x x</p>

White Board Work cont.

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: **Start on the left and name the vowels. Mark with X.**

Name the vowel team? Circle V.T. Sound?

Tap & read. Scoop under word as S. chorally read.

2+ syllable words

T. writes _____.

T: **Start on the left & name the vowels. Mark with X.**

Name the vowel team. Circle V.T. Sound?

Start on the left & name the consonants between the vowels. Underline consonants left → right.

Where should we break? Mark dot.

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Tap by syllable as needed. Vowel teams receive 1 tap.

Note: Add Vowel Teams on separate colored cards into Word Bank.

Front of cards: ai, ay

Corresponding back: ai-rain-/ā/, ay-play-/ā/

ai

ai- rain- /ā/

WB Words:

aim

fray

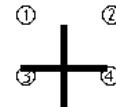
pain

birthday

retain



Accuracy Activity	<p>Randomize a deck of 10-20 word cards with <i>ai</i> & <i>ay</i> vowel teams.</p> <p><u>Tap & Read (1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. prompts: Elbows up! Tap this word. 2. S. chorally tap each sound in the word (digraphs, R-controlled vowels, vowel teams are tapped with 1 tap). 3. S. chorally read whole word. <p><u>Break, Scoop & Read (more than 1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. shows a word card and asks, Where do we break? Between ___ and ___? (S. respond chorally). 2. With pointer, or mechanical pencil, T. points to syllable break. 3. T. prompts: Elbows up! Scoop and read. Students respond. 4. T. prompts: Whole word? Students respond.
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Spelling & Mark-up	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>okay</i>. T. uses word in a sentence.</p> <p>What word? (S. repeat word) <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Slap & say the syllables. (o-kay)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (o)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (k-a-y)</p> <p>Use placement questions to guide correct spelling of vowel team, as needed.</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>strain</i></p> <p style="padding-left: 40px;">#3- <i>yes.ter.day</i></p> <p style="padding-left: 40px;">#4- <i>maintain</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s). T. models & marks 1st word.</p> <p>'o' is an open syllable. T. marks 'o' under the vowel.</p> <p>Long o says /ō/. T. marks vowel with macron- ō.</p> <p>kay is a vowel team syllable. T. marks 't' under kay.</p> <p>'ay' says /ā/. T. circles ay</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <p><u>o k a y</u></p> <p>ō k a y o</p> <p>ō k a y o t</p>
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<p>9.2 Introduction</p>	<p>AWS 9- Core Vowel Teams- Group 1 (ai, ay, ee, ey, oi, oy) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.) /ī/ /ē/ /ī/</p>	
<p>White Board Work</p>	<p>T: Today we will learn two new vowel team syllables.</p> <p>T. writes <i>feet</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>The vowel team in this word is ee. The vowel sound is /ē/. Name the vowel team. Circle ee. What's the sound? (/ē/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>The 'ee' team is typically found at the <u>middle or end</u> of a syllable.</p> <p>T. writes <i>key</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>The vowel team is 'ey'. The vowel sound is /ē/. Name the vowel team. Circle ey. What's the sound? (/ē/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>The 'ey' team is only found at the <u>end</u> of a syllable.</p> <p>T. writes <i>turkey</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Is there a vowel team syllable? Name the vowel team. Circle ey. Sound? (/ē/)</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p style="text-align: center;">f e e t x x</p> <p style="text-align: center;">f e e t x x</p> <p style="text-align: center;">f e e t x x</p> <p style="text-align: center;">turkey x x x</p> <p style="text-align: center;">turk e y x x x</p> <p style="text-align: center;">turk e y x x x</p> <p style="text-align: center;">tur . k e y x x x</p> <p style="text-align: center;">tur . k e y x x x</p>

**White
Board
Work
cont.**

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: **Start on the left and name the *vowels*. Mark with X.**

Name the *vowel team*. Circle V.T. Sound?

Tap & read. Scoop under word as S. chorally read.

2+ syllable words

T. writes _____.

T: **Start on the left & name the *vowels*. Mark with X.**

Name the *vowel team*. Circle V.T. Sound?

Start on the left & name the *consonants between the vowels*. Underline *consonants* left → right.

Where should we *break*? Mark dot.

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Tap by syllable as needed. Vowel teams receive 1 tap.

Note: Add Vowel Teams on separate colored cards into Word Bank.

Front of cards: ee, ey

Corresponding back: ee-feet-/ē/, ey-key-/ē/

ee

ee- feet- /ē/

WB Words:

queen

valley

needle

chimney

attain

decay



Accuracy Activity

Play Memory

1. Pull word cards from ai, ay, ee, ey packets.
2. Mix the cards & place them face down in a labeled 4x4 matrix (see below).
3. One S. chooses two cards (e.g., C-3 & B-4); T. flips cards, points to each card and prompts: **Everyone – What word?** S. respond chorally. T. prompts: **Is this a match?**
4. If a match is made, T. prompts Target S: **Justify that match, please!** If Target S justifies correctly, S. Team takes the pair.
5. If a match is not made, cards are replaced. Do NOT re-mix the deck!
6. T. takes a turn. S. chorally read words.
7. Continue until all matches are made.

	1	2	3	4
A				
B				
C				
D				

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.

T: **The word is *medley*. T. uses word in a sentence.**

What word? (S. repeat word) □ □

Slap & say the syllables. (med-ley)

Slap & say the 1st syllable. Say the letters as you write. (m-e-d)

Slap & say the 2nd syllable. Say the letters as you write. (l-e-y)
Use placement questions to guide correct spelling of vowel team, as needed.

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2- *cheek*

#3- *donkey*

#4- *afraid*

T: **Read all 4 words.**

Mark-up:

T: **Let's mark-up the syllable(s).**

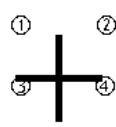
S: ***med* is a closed syllable.** (S. mark 'c' under *med*)

Short 'e' says /ĕ/. (S. mark vowel with breve- ě)

***ley* is a vowel team syllable.** (S. mark 't' under *ley*)

'ey' says /ē/. (S. circle ey)

S. follow above procedures with T. support for the remaining 3 words.



m e d l e y

m ě d l e y
c

m ě d l e y
c t

<p>9.3 Introduction</p>	<p>AWS 9- Core Vowel Teams- Group 1 (ai, ay, ee, ey, oi, oy) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.) i/ iē/ i/</p>	
<p>White Board Work</p>	<p>T: Today we will learn two new vowel team syllables.</p> <p>T. writes <i>coin</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>The vowel team in this word is 'oi'. The vowel sound is /oy/.</p> <p>Name the vowel team. Circle oi. What's the sound? (/oy/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>The 'oi' team is found at the <u>beginning or middle</u> of a syllable.</p> <p>T. writes <i>toy</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>The vowel team in this word is 'oy'. The vowel sound is /oy/.</p> <p>Name the vowel team. Circle oy. What's the sound? (/oy/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>The 'oy' team is found at the <u>end</u> of a syllable.</p> <p>T. writes <i>employ</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. Circle oy. Sound? (/oy/)</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p>	<p style="text-align: center;">c o i n x x</p> <p style="text-align: center;">c o i n x x</p> <p style="text-align: center;">c o i n x x</p> <p style="text-align: center;">e m p l o y x x x</p> <p style="text-align: center;">e m p l o y x x x</p> <p style="text-align: center;">e m p l o y x x x</p> <p style="text-align: center;">e m . p l o y x x x</p> <p style="text-align: center;">e m . p l o y x x x</p>

White Board Work cont.

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: **Start on the left and name the vowels. Mark with X.**

Name the vowel team? Circle V.T. Sound?

Tap & read. Scoop under word as S. chorally read.

2+ syllable words

T. writes _____.

T: **Start on the left & name the vowels. Mark with X.**

Name the vowel team. Circle V.T. Sound?

Start on the left & name the consonants between the vowels. Underline consonants left → right.

Where should we break? Mark dot(s).

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Tap by syllable as needed. Vowel teams receive 1 tap.

Note: Add Vowel Teams on separate colored cards into Word Bank.

Front of cards: oi, oy

Corresponding back: oi-coin-/oy/, oy-boy-/oy/

oi

oi- coin- /oy/

WB Words:

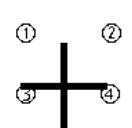
spray
choice (/s/)


ə
avoid
exceed (/s/)

roy.al
a.vail.a.ble



Accuracy Activity	<p><u>Play Matrix:</u></p> <ol style="list-style-type: none"> 1. Randomize a deck of 40 word cards from the current module. 2. T. displays word cards in 4 x 4 grid, face up. 3. One S. reads <u>2 cards</u> with the same concept & verbalizes the concept (e.g., invite-compete, both are C & V-e; cause-fault, both have 'au' vowel team). 4. Class chorally reads the cards as T. removes them from the Matrix. 5. T. quickly replaces word cards into the empty slots. 6. Continue through the entire deck. 7. Repeat as time allows.
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Spelling & Mark-up	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>turmoil</i>. T. uses word in a sentence.</p> <p>What word? (S. repeat word) □ □</p> <p>Slap & say the syllables. (tur-moil)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (t-u-r)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (m-o-i-l) Use placement questions to guide correct spelling of vowel team, as needed.</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="text-align: center;">#2- <i>enjoy</i></p> <p style="text-align: center;">#3- <i>spoil</i></p> <p style="text-align: center;">#4- <i>honey</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>tur</i> is an r-controlled syllable. (S. mark 'r' under <i>tur</i>)</p> <p>'ur' says /ər/. (S. circle the <i>ur</i>)</p> <p><i>moil</i> is a vowel team syllable. (S. mark 't' under <i>moil</i>)</p> <p>'oi' says /oy/. (S. circle oi)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <u>t u r m o i l</u> <u>t u r m o i l</u> <small>r</small> <u>t u r m o i l</u> <small>r t</small>
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<p>9.4 Accuracy</p>	<p>AWS 9- Core Vowel Teams- Group 1 (ai, ay, ee, ey, oi, oy) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ī/ īē/ īī</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: Today we will review all the vowel team syllables we have learned.</p> <p>Use questioning below for the white board words.</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. Circle V.T. Sound?</p> <p>Where should we break? Mark dot(s).</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Vowel teams receive 1 tap.</p>	<p>WB Words:</p> <p>proceed (c=/s/)</p> <p>hockey</p> <p>oyster</p> <p>delay</p> <p>obtain</p> <p>en.ter.tain.ment</p> 
<p>Accuracy Activity</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 10px;"> <p>SHAZAM! <small>HE Extras</small></p> </div>	<p>Play SHAZAM:</p> <ol style="list-style-type: none"> 1. Randomize a deck of word cards & add 3 or 4 SHAZAM! cards. 2. Place the deck face down. 3. One S. states the # of cards s/he wants to read (2-5 cards). 4. T. turns over that # of cards. 5. S. chorally read cards. S. may tap by syllable, if needed. 6. T. states number of cards & turns over as S. chorally read. 7. If a SHAZAM! card is turned over or a card is read incorrectly, place that S's accumulated cards in a discard pile. 8. Other S. take turns. Continue playing until deck is gone or as time allows. 	

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.

T: **The word is *freedom*. T. uses the word in a sentence.**

What word? (S. repeat the word.)

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Slap & say the syllables. (free-dom)

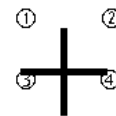
Sounds like /frē dām/. Spells like /frē dōm/.

Slap & say the syllables. (S. slap frē dōm)

Slap & say the 1st syllable. Say the letters as you write. (f-r-e-e)

Slap & say the 2nd syllable. Say the letters as you write. (d-o-m)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.



f r e e d o m

Continue with the remaining 3 words:

#2- *chain*

#3- *destroy*

#4- *rejoice*

**Spelling
& Mark-up**

T: **Read all 4 words.**

Mark-up:

T: **Let's mark-up the syllable(s).**

S: **free is a vowel team syllable.** (S. mark 't' under *free*)

'ee' says /ē/. (S. circle ee)


dom is a closed syllable. (S. mark 'c' under *dom*)

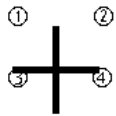
Short 'o' says /ō/. (S. mark vowel with breve- ö)

f r ee d o m
 t

f r ee d ö m
 t c

S. follow above procedures with T. support for the remaining 3 words.

<p>9.5 Fluency</p>	<p>AWS 9- Core Vowel Teams- Group 1 (ai, ay, ee, ey, oi, oy) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.) <i>ɪ/ iē/ ɪ/</i></p>	
<p>White Board Work</p>	<p>Use questioning below for the white board words.</p> <p>1 syllable words</p> <p>T. writes _____.</p> <p>T: Name the vowel team. Circle V.T.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>2+ syllable words</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. Circle V.T</p> <p>Where should we break? Mark dot(s).</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Vowel teams receive 1 tap.</p>	<p>WB Words:</p> <p>joy trait seek</p> <p>volley daytime ap.point.ment</p> 
<p>Fluency Activity</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">aim</div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">*</div>	<p><u>Play Poison Star:</u></p> <ol style="list-style-type: none"> Put a star (*) on the back of 8 words in a randomized deck of 40 cards. Place deck face-up. Set timer 1:00 ↓. S. & T. take turns reading cards from the top of deck, with the whole class reading chorally. S. or T. flips the card checking for a POISON star. If the card has a POISON star, pass the entire pile of cards to the other player. Play until timer beeps or entire deck is read. Count words. Repeat as time allows. 	

<p>Spelling & Mark-up</p>	<p>Spelling: Use questioning/tapping to immediately guide error correction. S. draw & numbers quadrant.</p> <p>T: The word is <i>complain</i>. T. uses the word in a sentence.</p> <p>What word? (S. repeat the word.) <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Slap & say the syllables. (com-plain)</p> <p>Slap & say the syllables. (S. slap cōm plān)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (c-o-m)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (p-l-a-i-n)</p> <p>Use placement questions to guide correct spelling of vowel team, as needed.</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 100px;">#2- <i>stray</i></p> <p style="padding-left: 100px;">#3- <i>jockey</i></p> <p style="padding-left: 100px;">#4- <i>greet</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>com</i> is a closed syllable (mark 'c' under o).</p> <p style="padding-left: 20px;">'o' is a schwa (mark vowel with schwa- ^əo).</p> <p><i>plain</i> is a vowel team syllable (mark 't' under <i>plain</i>).</p> <p style="padding-left: 20px;">'ai' says /āi/ (circle ai).</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <p><u>c o m p l a i n</u></p> <p>^ə <u>c o m p l a i n</u> c</p> <p>^ə <u>c o m p l a i n</u> c t</p>
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<p>9.6</p>	<p>AWS 9- Core Vowel Teams- Group 1 (ai, ay, ee, ey, oi, oy)</p>
<p>Word Study Check</p> <p><u>Word Study ✓ Data</u></p> <p># correct _____</p> <p># errors _____</p>	<p>Conduct a “cold” Word Study ✓ before moving to the next module.</p> <ol style="list-style-type: none"> 1. Randomize a deck of <u>40</u> words from module 9 vowel teams (use multisyllabic words). 2. Set timer for 1:00 ↓ 3. T. holds deck of cards & flashes 1 word at a time. 4. Sort into 2 piles: automatic or incorrect. 5. When the timer beeps, count the number of automatic words. 6. Record data on the WS ✓ Data Sheet. <ul style="list-style-type: none"> • If <u>5 mid-low</u> S. meet the criteria (30 words correct, ≤ 3 errors), teach the next module. • If <u>5 mid-low</u> S. don’t meet criteria, but are close, review errors, practice WS ✓ & conduct spelling. The next day repeat <u>9.6</u>. • If an accuracy issue (7+ errors), review errors on white board & conduct spelling. Repeat <u>9.4</u> or appropriate sub-step based on errors with new words on subsequent lessons. • If a fluency issue (10+ words read below criteria), practice WS ✓ & conduct spelling. Repeat <u>9.5</u> with new words the next session.



Advanced Word Study Inventory

AWS 10: Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue)

au (launch)

High Frequency

astronaut*
August*
auto*
automatic*
cause
fault
launch*

Additional

applaud*
auditory*
authentic*
haunt*
laundry*
pauper*
saucer*
vault

aw (saw)

High Frequency

awful*
claw
crawl*
dawn
draw
jaw
law
lawn
raw
saw
straw*

Additional

fawn
jigsaw*
seesaw*
squawk*

oa (boat)

High Frequency & Academic

approach*

High Frequency

board
boat
cardboard*
coach
coal
coast
coat
float
goal
load
loan
oak
railroad*
toad

Additional

charcoal*
coastline*
cocoa*
foam
loaf
raincoat*
toast*

oe (toe)

High Frequency

toe

Additional

aloe*
doe*
foe
oboe*
tiptoe*
toenail*
woe*

ui (juice)

High Frequency

fruit
juice*
suit

Additional

bruise
cruise*
grapefruit*
pursuit*
recruit
suitcase*

eu (feud)

High Frequency & Academic

neutral*

Additional

deuce*
eulogy
feud*
maneuver*
neutron*
sleuth*

ew (stew)

High Frequency

blew*
chew
crew
dew
drew
few
flew
grew
new
news
threw*

Additional

brew
cashew
curfew*
dewdrop
mildew*
nephew
outgrew
pew
pew
shrewd
skew
stew*

ue (glue)

High Frequency & Academic

revenue*

High Frequency

argue*
avenue*
blue
continue*
clue

Words with * are included in the kit.



Advanced Word Study Inventory

AWS 10: Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue)

due*
glue
rescue*
sue
true
value*

Academic

pursue*

Additional

barbecue
cue
ensue
fondue
hue
overdue*
residue
subdue
venue

<p>10.1 Introduction</p>	<p>AWS 10- Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>/ɪ/ /ē/ /ī/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T. writes <i>fault</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>Are there any consonants between the vowels? (no)</p> <p>Remember, two vowels together that make one sound are called a vowel team. The vowel team in this word is 'au'. The vowel sound is /ô/.</p> <p>This is a vowel team syllable. What type of syllable is this? (vowel-team syllable)</p> <p>Name the vowel team. Circle au. What's the sound? (/ô/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>The 'au' team is never at the <u>end</u> of a <u>word</u>.</p> <p>T. writes <i>draw</i>.</p> <p>T: When 'w' follows a vowel, it is part of the vowel team.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>The vowel team is 'aw'. The vowel sound is /ô/.</p> <p>Name the vowel team. Circle aw. What's the sound? (/ô/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>T. writes <i>awful</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. (aw) Circle aw. Sound? (/ô/)</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p style="text-align: center;">f a u l t x x</p> <p style="text-align: center;">f a u l t x x</p> <p style="text-align: center;">d r a w x x</p> <p style="text-align: center;">d r a w x x</p> <p style="text-align: center;">d r a w x x</p> <p style="text-align: center;">a w f u l x x x</p> <p style="text-align: center;">a w f u l x x x</p> <p style="text-align: center;">a w f u l x x x</p> <p style="text-align: center;">a w . f u l x x x</p> <p style="text-align: center;">a w . f u l x x x</p>

White Board Work cont.

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: **Start on the left and name the vowels.** Mark with X.

Name the vowel team. Circle V.T. Sound?

Tap & read. Scoop under word as S. chorally read.

2+ syllable words

T. writes _____.

T: **Start on the left & name the vowels.** Mark with X.

Name the vowel team. Circle V.T. Sound?

Start on the left & name the consonants between the vowels. Underline consonants left → right.

Where should we break? Mark dot.

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Tap by syllable as needed. Vowel teams receive 1 tap.

Note: Add Vowel Teams on separate colored cards into Word Bank.

Front of cards: au, aw

Corresponding back: au-launch-/ô/, aw-saw-/ô/

au

**au
launch
/ô/**

WB Words:

/z/
noise

vault

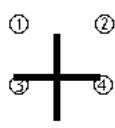
jigsaw

auto

contain



Accuracy Activity	<p>Randomize a deck of 10-20 word cards with <i>au</i> & <i>aw</i> vowel teams.</p> <p><u>Tap & Read (1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. prompts: Elbows up! Tap this word. 2. S. chorally tap each sound in the word (digraphs, R-controlled vowels, vowel teams are tapped with 1 tap). 3. S. chorally read whole word. <p><u>Break, Scoop & Read (more than 1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 2. With pointer, or mechanical pencil, T. points to syllable break. 3. T. prompts: Elbows up! Scoop and read. Students respond. 4. T. prompts: Whole word? Students respond.
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Spelling & Mark-up	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant.</p> <p>T: The word is seesaw. T. uses word in a sentence.</p> <p>What word? (S. repeat word) <input type="text"/> <input type="text"/></p> <p>Slap & say the syllables. (see-saw) <input type="text"/> <input type="text"/></p> <p>Slap & say the 1st syllable. Spell it out loud as you write. (s-e-e)</p> <p>Slap & say the 2nd syllable. Spell it out loud as you write. (s-a-w)</p> <p>Use placement questions to guide correct spelling of vowel team, as needed.</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>applaud</i></p> <p style="padding-left: 40px;">#3- <i>crawl</i></p> <p style="padding-left: 40px;">#4- <i>launch</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s). T. models & marks 1st word.</p> <p>see is a vowel team syllable. T. marks 't' under see.</p> <p>'ee' says /ē/. T. circles ee.</p> <p>saw is a vowel team syllable. T. marks 't' under saw.</p> <p>'aw' says /ô/. T. circles aw.</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <p><u>s e e s a w</u></p> <p><u>s e e s a w</u> t</p> <p><u>s e e s a w</u> t t</p>
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<p>10.2 Introduction</p>	<p>AWS 10- Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>/i/ /ē/ /ī/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T. writes <i>coast</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>The vowel team in this word is ‘oa’. The vowel sound is /ō/. Name the vowel team. Circle oa. What’s the sound? (/ō/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>The ‘oa’ is most often found at the <u>beginning</u> or <u>middle</u> of a syllable.</p>	<p>c o a s t x x</p> <p>c o a s t x x</p> <p>c o a s t x x</p>
	<p>T. writes <i>doe</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>The vowel team in this word is ‘oe’. The vowel sound is /ō/. Name the vowel team. Circle oe. What’s the sound? (/ō/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>The ‘oe’ is usually found at the <u>end</u> of a syllable. It is the least common spelling of /ō/.</p>	
	<p>T. writes <i>railroad</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. (oa) Circle aw. Sound? (/ō/)</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>r a i l r o a d xx xx</p> <p>r a i l r o a d xx xx</p> <p>r a i l r o a d xx xx</p> <p>r a i l r o a d xx xx</p> <p>r a i l r o a d xx xx</p>

White Board Work cont.

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: **Start on the left and name the vowels.** Mark with X.

Name the vowel team. Circle V.T. Sound?

Tap & read. Scoop under word as S. chorally read.

2+ syllable words

T. writes _____.

T: **Start on the left & name the vowels.** Mark with X.

Name the vowel team. Circle V.T. Sound?

Start on the left & name the consonants between the vowels. Underline consonants left → right.

Where should we break? Mark dot.

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Tap by syllable as needed. Vowel teams receive 1 tap.

Note: Add Vowel Teams on separate colored cards into Word Bank.

Front of cards: oa, oe

Corresponding back: oa-boat-/ō/, oe-toe-/ō/

oa

oa-boat-/ō/

WB Words:

woe

straw

tiptoe

laundry ^{/ē/}

cardboard

succeed



Accuracy Activity

Play Memory

1. Pull word cards—from au, aw, oa, oe packets.
2. Mix the cards & place them face down in a BINGO matrix.
3. Target S. chooses two cards (e.g., C-3); T. flips cards, points to each card and prompts: **Everyone – What word?** S. respond chorally. T. prompts: **Is this a match?**
4. If a match is made, T. prompts Target S: **Justify that match, please!** If Target S justifies correctly, S. Team takes the pair.
5. If a match is not made, cards are replaced. Do NOT re-mix the deck!
6. T. takes a turn.
7. Continue until all matches are made.

	1	2	3	4
A				
B				
C				
D				

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.

T: **The word is *approach*.**

T. uses word in a sentence.

What word? (S. repeat word)

Slap & say the syllables. (ap-proach)

Slap & say the 1st syllable. Say the letters as you write. (a-p)

Slap & say the 2nd syllable. Say the letters as you write. (p-r-o-a-c-h)

Use placement questions to guide correct spelling of vowel team, as needed.

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2- *toenail*
#3- *cause*
#4- *foe*

T: **Read all 4 words.**

Mark-up:

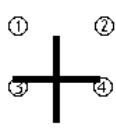
T: **Let's mark-up the syllable(s).**

S: **ap is a closed syllable.** (S. mark 'c' under *ap*)

Short 'a' says /ă/. (S. mark vowel with breve- ă)

proach is a vowel team syllable. (S. mark 't' under *proach*)

'oa' says /ō/. (S. circle oa).



ap proach

ă p p r o a c h
c

ă p p r o a c h
c t

<p>10.3 Introduction</p>	<p>AWS 10- Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>/ī/ /ē/ /ī/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: Remember, the vowel <i>u</i> has two long sounds: /ū/ as in cute & /ü/ as in dude.</p> <p>T. writes <i>feud</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>The vowel team in this word is 'eu'. The vowel sound is /ū/. Name the vowel team. Circle eu. What's the sound? (/ū/) Tap & read. Scoop under word as S. chorally read.</p> <p>The 'eu' team is never at the <u>end</u> of a <u>word</u>. 'eu' can make both sounds of long 'u', /ū/ or /ü/.</p> <p>T. writes <i>suit</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>The vowel team in this word is 'ui'. 'ui' will only make the long sound /ü/. Name the vowel team. Circle ui. What's the sound? (/ü/) Tap & read. Scoop under word as S. chorally read.</p> <p>The 'ui' team is found in the <u>middle</u> of a syllable.</p> <p>T. writes <i>neutral</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. (eu) Circle eu. Sound? (/ü/)</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>In this word, we break up between the u & t. The blend stays together in the 2nd syllable, breaking the division rule. Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>f e u d x x</p> <p>f e u d x x</p> <p>f e u d x x</p> <p>n e u t r a l x x x</p> <p>n e u t r a l x x x</p> <p>n e u t r a l x x x</p> <p>n e u . t r a l x x x</p> <p>n e u . t r a l x x x</p>

White Board Work cont.

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: **Start on the left and name the vowels.** Mark with X.

Name the vowel team. Circle V.T. Sound?

Tap & read. Scoop under word as S. chorally read.

2+ syllable words

T. writes _____.

T: **Start on the left & name the vowels.** Mark with X.

Name the vowel team. Circle V.T. Sound?

Start on the left & name the consonants between the vowels. Underline consonants left → right.

Where should we break? Mark dot(s).

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Tap by syllable as needed. Vowel teams receive 1 tap.

Note: Add Vowel Teams on separate colored cards into Word Bank.

Front of cards: eu, ui

Corresponding back: eu-feud-/ū/, ui-juice-/ü/

eu

eu-feud- /ü/

WB Words:

juice (c = /s/)

clay

squawk

eu.lo.gy

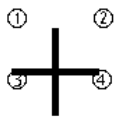
grape.fruit

au.to.mat.ic

ma.neu.ver



Accuracy Activity	<p>Randomize a deck of 10-20 word cards with <i>eu</i> & <i>ui</i> vowel teams.</p> <p><u>Tap & Read (1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. prompts: Elbows up! Tap this word. 2. S. chorally tap each sound in the word (digraphs, R-controlled vowels, vowel teams are tapped with 1 tap). 3. S. chorally read whole word. <p><u>Break, Scoop & Read (more than 1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 2. With pointer, or mechanical pencil, T. points to syllable break. 3. T. prompts: Elbows up! Scoop and read. Students respond. 4. T. prompts: Whole word? Students respond.
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Spelling & Mark-up	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>pursuit</i>.</p> <p>T. uses word in a sentence.</p> <p>What word? (S. repeat word)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (p-u-r)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (s-u-i-t)</p> <p>Use placement questions to guide correct spelling of vowel team, as needed.</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>deuce</i> (<i>'e' is added so 'c' says /s/</i>)</p> <p style="padding-left: 40px;">#3- <i>neu.tron</i></p> <p style="padding-left: 40px;">#4- <i>aloe</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p><i>pur</i> is an r-controlled syllable. (S. mark 'r' under <i>pur</i>)</p> <p>'ur' says /ər/. (S. circle the <i>ur</i>)</p> <p><i>suit</i> is a vowel team syllable. (S. mark 't' under <i>suit</i>)</p> <p>'ui' says /üi/. (S. circle ui)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	 <p><u>p u r s u i t</u></p> <p>p u r s u i t r</p> <p>p u r s u i t r t</p>
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<p>10.4 Introduction</p>	<p>AWS 10- Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>/ī/ /ē/ /ī/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: The vowel <i>u</i> has two long sounds: /ū/ as in cute & /ü/ as in dude.</p> <p>T. writes <i>chew</i>.</p> <p>T: Remember, when ‘w’ follows a vowel, it is part of the vowel team.</p> <p>How many vowels do you see? (2) Name them. Mark with X.</p> <p>The vowel team in this word is ‘ew’. The vowel sound is /ü/. Name the vowel team. Circle ew. What’s the sound? (/ü/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>‘ew’ can make both sounds of long ‘u’, /ū/ or /ü/.</p> <p>T. writes <i>due</i>.</p> <p>T: How many vowels do you see? (2) Name them. Mark with X.</p> <p>Are there any consonants between the vowels? (no)</p> <p>The vowel team in this word is ‘ue’. The vowel sound is /ü/. Name the vowel team. Circle ue. What’s the sound? (/ü/)</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p>The ‘ue’ team is only found at the <u>end</u> of a syllable. ‘ue’ can make both sounds of long ‘u’, /ū/ or /ü/.</p> <p>T. writes <i>curfew</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. (ew) Circle ew. Sound? (/ü/)</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p style="text-align: center;">c h e w x x</p> <p style="text-align: center;">c h e w x x</p> <p style="text-align: center;">c h e w x x</p> <p style="text-align: center;">c u r f e w x x x</p> <p style="text-align: center;">c u r f e w x x x</p> <p style="text-align: center;">c u r f e w x x x</p> <p style="text-align: center;">c u r . f e w x x x</p> <p style="text-align: center;">c u r . f e w x x x</p>

White Board Work cont.

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: **Start on the left and name the vowels.** Mark with X.

Name the vowel team. Circle V.T. Sound?

Tap & read. Scoop under word as S. chorally read.

2+ syllable words

T. writes _____.

T: **Start on the left & name the vowels.** Mark with X.

Name the vowel team. Circle V.T. Sound?

Start on the left & name the consonants between the vowels. Underline consonants left → right.

Where should we break? Mark dot.

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

Tap by syllable as needed. Vowel teams receive 1 tap.

Note: Add Vowel Teams on separate colored cards into Word Bank.

Front of cards: ew, ue

Corresponding back: ew-stew-/ü/, ue-glue-/ü/

ew

ew-stew-/ü/

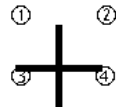
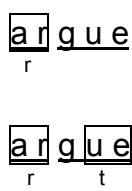
WB Words:


threw
haunt

rescue
raincoat
value
oint.ment

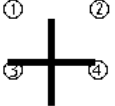



<p>Accuracy Activity</p>	<p><u>Play Matrix:</u></p> <ol style="list-style-type: none"> 1. Randomize a deck of 40 word cards from the current module. 2. T. displays word cards in 4 x 4 grid, face up. 3. One S. reads <u>2 cards</u> with the same concept & verbalizes the concept (e.g., invite-compete, both are C & V-e; cause-fault, both have 'au' vowel team). 4. Class chorally reads the cards as T. removes them from the Matrix. 5. T. quickly replaces word cards into the empty slots. 6. Continue through the entire deck. 7. Repeat as time allows.
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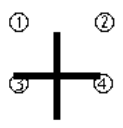
<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant</p> <p>T: The word is <i>argue</i>. T. uses word in a sentence. <input type="text"/> <input type="text"/></p> <p>What word? (S. repeat word)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (a-r)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (g-u-e)</p> <p>Use placement questions to guide correct spelling of vowel team, as needed.</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 100px;">#2- <i>con.tin.ue</i></p> <p style="padding-left: 100px;">#3- <i>bee.hive</i></p> <p style="padding-left: 100px;">#4- <i>grew</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>'ar' is an r-controlled syllable. (S. mark 'r' under <i>ar</i>)</p> <p>'ar' says /ar/. (S. circle the <i>ar</i>).</p> <p>gue is a vowel team syllable. (S. mark 't' under <i>gue</i>).</p> <p>'ue' says /ū/. (S. circle <u>ue</u>)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>argue</u></p> <div style="text-align: center;">  </div>
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<p>10.5 Accuracy</p>	<p>AWS 10- Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ɪ/ iə/ ɪ/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: Today we will review all the vowel team syllables we have learned in module 10.</p> <p>Use questioning below for the white board words.</p> <p><u>1 syllable words</u></p> <p>T. writes _____.</p> <p>T: How many vowels do you see? Name them. Mark with X.</p> <p>Name the vowel team. Circle V.T. Sound?</p> <p>Tap & read. Scoop under word as S. chorally read.</p> <p><u>2+ syllable words</u></p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. Circle V.T. Sound?</p> <p>Where should we break? Mark dot(s).</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Vowel teams receive 1 tap.</p>	<p>WB Words:</p> <p>loan sleuth toe raw fruit</p> <p>mildew coastline as.tro.naut rev.e.nue</p> 

<p>Accuracy Activity</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>SHAZAM!</p> <p style="font-size: 8px; margin: 0;">HS EXPAS</p> </div>	<p><u>Play SHAZAM:</u></p> <ol style="list-style-type: none"> 1. Randomize a deck of word cards & add 3 or 4 SHAZAM! cards. 2. Place the deck face down. 3. One S. states the # of cards s/he wants to read (2-5 cards). 4. T. turns over that # of cards. 5. S. chorally read cards. S. may tap by syllable, if needed. 6. T. states number of cards & turns over as S. chorally read. 7. If a SHAZAM! card is turned over or a card is read incorrectly, place that S's accumulated cards in a discard pile. 8. Other S. take turns. Continue playing until deck is gone or as time allows.
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<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant</p> <p>T: The word is <i>pursue</i>. □ □ □</p> <p>T. uses word in a sentence.</p> <p>What word? (S. repeat word)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (p-u-r)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (s-u-e) Use placement questions to guide spelling of vowel team, as needed.</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="text-align: center;">#2- <i>charcoal</i></p> <p style="text-align: center;">#3- <i>au.then.tic</i></p> <p style="text-align: center;">#4- <i>crew</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>pur</i> is an r-controlled syllable. (S. mark 'r' under <i>pur</i>)</p> <p>'ur' says /ər/. (S. circle the <i>ur</i>)</p> <p><i>sue</i> is a vowel team syllable. (S. mark 't' under <i>sue</i>)</p> <p>'ue' says /ü/. (S. circle ue)</p> <p>S. follow above procedures with T. support for the remaining 3 words</p>	<div style="text-align: center;"> <p>① ②</p>  </div> <p style="text-align: center; margin-top: 20px;"><u>p u r s u e</u></p> <div style="text-align: center; margin-top: 20px;"> <p>p u r s u e</p> <p style="margin-left: 100px;">r</p> </div> <div style="text-align: center; margin-top: 20px;"> <p>p u r s u e</p> <p style="margin-left: 10px;">r t</p> </div>
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<p>10.6 Fluency</p>	<p>AWS 10- Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue) 2 vowels 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ɪ/ i/ e/ ɪ/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T. uses questioning below for the white board words.</p> <p>1 syllable words</p> <p>T. writes _____.</p> <p>T: Name the <i>vowel</i> team. Circle V.T.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>2+ syllable words</p> <p>T. writes _____.</p> <p>T: Start on the left & name the <i>vowels</i>. Mark with X.</p> <p>Name the <i>vowel</i> team. Circle V.T.</p> <p>Where should we <i>break</i>? Mark dot(s).</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Vowel teams receive 1 tap.</p>	<p>WB Words:</p> <p>toast flew</p> <p>oboe ma.neu.ver essay overdue suitcase com.mit.tee</p> 
<p>Fluency Activity</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 10px;"> <p>OOPS! <small>HS EdWare</small></p> </div>	<p>Play Oops!:</p> <ol style="list-style-type: none"> 1. Randomize a deck of 40 word cards with 3 or 4 OOPS! cards. 2. Display the deck face down in an empty container (e.g., empty tissue box). 3. Set timer 1:00 ↓. 4. S. & T. take turns pulling and reading 1 card at a time from the box, with the whole class reading chorally. 5. If an OOPS! card is turned over or a card is read incorrectly, return all accumulated cards to the box. 6. Play until timer beeps. Count words. 7. Repeat as time allows. 	

Spelling & Mark-up	<p>Spelling: Use questioning/tapping to immediately guide error correction.</p> <p>S. draws & numbers quadrant</p> <p>T: The word is <i>pauper</i>.</p> <p>T. uses word in a sentence.</p> <p>What word? (S. repeats word)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (p-a-u)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (p-e-r) Use placement questions to guide correct spelling of vowel team, as needed.</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>lawn</i></p> <p style="padding-left: 40px;">#3- <i>av.e.nue</i></p> <p style="padding-left: 40px;">#4- <i>em.ploy.ee</i></p> <p>T: Read all 4 words.</p> <p>Mark-up:</p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>pau</i> is a vowel team syllable. (S. marks 't' under <i>pau</i>)</p> <p>'au' says /ô/. (S. circles <u>au</u>)</p> <p><i>per</i> is an r-controlled syllable (mark 'r' under <i>per</i>).</p> <p>'er' says /ər/. (S. circles the <u>er</u>)</p> <p>S. follows above procedures with T. support for the remaining 3 words.</p>	 <p><u>p a u p e r</u></p> <p><u>p a u</u> p e r t</p> <p><u>p a u</u> p <u>e r</u> t r</p>
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10.7	AWS 10- Core Vowel Teams- Group 2 (au, aw, oa, oe, ui, eu, ew, ue)	
Word Study Check	<p>Conduct a “cold” Word Study ✓ before moving to the next module.</p> <ol style="list-style-type: none"> 1. Randomize a deck of <u>40</u> words from module 10. Include all vowel teams (use multisyllabic words). 2. Set timer for 1:00 ↓ 3. T. holds deck of cards & flashes 1 word at a time. 4. Sort into 2 piles: automatic or incorrect. 5. When the timer beeps, count the number of automatic words. 6. Record data on the WS ✓ Data Sheet. <ul style="list-style-type: none"> • If <u>5 mid-low</u> S. meet the criteria (30 words correct, ≤ 3 errors), teach the next module. • If <u>5 mid-low</u> S. don't meet criteria, but are close, review errors, practice WS ✓ & conduct spelling. The next day repeat <u>10.7</u>. • If an accuracy issue (7+ errors), review errors on white board & conduct spelling. Repeat <u>10.5</u> with new words or appropriate sub-step based on errors on subsequent lessons. • If a fluency issue (10+ words read below criteria), practice WS ✓ & conduct spelling. Repeat <u>10.6</u> with new words the next session. 	



Botswana Advanced Word Study Inventory

AWS 11: Vowel Teams with More Than 1 Sound (ea, ow, ou, oo, ei, ie)

ea

/ē/ (eat)

High Frequency & Academic

cease*
release*
reveal*

High Frequency

appeal*
beach
bead
beam
bean
beast
beat
beaver
beneath*
cheap*
clean
cream
deal
defeat*
disease*
dream
each
eager*
eagle*
ease
east
easy
eat*
feast
heat
leader
leadership
leaf
lean

leap
least
meal
mean
meanwhile
meat
peak
read
real*
sea
season
seat
speak*
steal
steam
stream
tea
teach
team
treat
underneath*
weak

Additional

repeat
sneaky
yeast

/ĕ/ (bread)

High Frequency

ahead*
bread*
breakfast
breath*
dead
deaf*
death
feather*
head

heaven*
heavy*
instead*
leather
meant*
overhead
pleasant*
ready
spread*
steady
sweat*
thread
threat
weather
wealth*
weapon

Additional

unpleasant
treachery

/ā/ (steak)

High Frequency

break*
great*
steak*

Additional

breakable*

ow

/ō/ (snow)

High Frequency

blow
blown*
bow
bowl
crow

elbow*
fellow
flow
follow*
glow
grow
growth*
hollow
low
meadow*
pillow
row
shadow
shallow
show
shown*
slow
snow*
window

Additional

snowstorm
willow

/ou/ (plow)

High Frequency

allow*
bow
brown
cowboy*
crowd*
crown
down
downtown
plow*
powder
power*
owl
shower



Botswana Advanced Word Study Inventory

AWS 11: Vowel Teams with More Than 1 Sound (ea, ow, ou, oo, ei, ie)

tower
town

Additional
endowment
fowl
rowdy

ou

/ou/ (loud)

High Frequency & Academic

compound*
encounter*
found*

High Frequency

about
account
amount*
announce*
around
background*
bound
cloud
couch
council*
count
county
flounder
flour
foul
ground*
loud*
mount
mouth
noun
proud*
pound

outline*
outside
round
shout
sound
south
thousand*
trout
wound

Additional
trouser

/ü/ (group)

High Frequency

group*
soup*
wound
youth*

oo

/ü/ (food)

High Frequency

afternoon*
bathroom
bedroom
book
boom
boot
childhood*
choose*
classroom
cook*
food*
fool
foot*
hook
look

loop
mood*
moon
noon
notebook
pool
proof*
roof
room
root
shook*
shoot
smooth*
soon
spoon
stood
tooth
troop*
understood*
wood

Additional

booklet
brook
cartoon
mushroom
rooster

ei

/ē/ (ceiling)

High Frequency

either*
protein
receive*
seize*

Academic
conceive

Additional

ceiling*
conceit
deceit
deceive
perceive
sheik

/ā/ (vein)

High Frequency

vein*

Additional

rein*
skein
veil

ie

/ē/ (piece)

High Frequency & Academic

achieve*

High Frequency

belief*
believe
brief
calorie*c.o.v-t
chief
cookie
field
piece*
priest
shield*
yield



Botswana Advanced Word Study Inventory

AWS 11: Vowel Teams with More Than 1 Sound (ea, ow, ou, oo, ei, ie)

Additional

masterpiece
retrieve
thief
windshield

/ī/ (*pie*)

High Frequency

die*
lie*
pie*
tie*

Academic

underlie*

Additional

magpie

ea

eat

bread

steak



<p>11.1 Introduction</p>	<p>AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie) 2 vowels more than 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>/ī/ /ē/ /ī/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: In this module, we will learn vowel team syllables that make more than 1 sound.</p> <p>T. writes <i>eat</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>The vowel team in this word is ‘ea’. The vowel sound is /ē/. Name the vowel team. Circle ea. What’s the sound? (/ē/) Tap & read. Scoop under word as S. chorally read. ‘ea’ is a vowel team that makes more than 1 sound.</p> <hr/>	<p>e a t x x</p> <p>e a t x x</p> <p>e a t x x</p>
	<p>T. displays & reads <i>eat, bread & steak</i>.</p> <p>T: Read each word. Circle the vowel team.</p> <p>What vowel sound is ‘ea’ making in each word? Eat? (/ē/) Bread? (/ě/) Steak? /ā/</p> <p>The most common sound of ‘ea’ is /ē/. Next is /ě/. The least common sound is /ā/.</p> <hr/> <p>T. writes <i>meant</i>.</p> <p>T: Name the vowel team. Circle ea.</p> <p>The sounds of ‘ea’ are /ē/, /ě/, /ā/. Refer to displayed keywords. Let’s try /ē/, since it’s the most common. Tap & read. (m-ē-n-t) Is this a word we know? (no) Let’s try /ě/. Tap & read. (m-ě-n-t) Is this a word we know? (yes) What’s the word?</p> <p>If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.</p>	<p>m e a n t</p> <p>m e a n t</p>

White Board Work cont.

T. writes *leader*.

T: Start on the left & name the **vowels**. Mark with X.

Name the **vowel team**. Circle ea.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ē/ **sound** for the vowel team. Scoop & read.

Is this a word we know? (yes)

What's the word?

l e a d e r
x x x
l e a d e r
x x x
l e a d e r
x x x
l e a d e r
x x x

l e a d e r

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: Name the **vowel team**. Circle ea.

Let's try /ē/, the most common, first.

Elbows up. Scoop & read.

Is this a word we know?

Continue with /ě/ & /ā/ until accurate pronunciation is identified.

What's the word?

2+ syllable words

T. writes _____.

T: Start on the left & name the **vowels**. Mark with X.

Name the **vowel team**. Circle ea.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ē/ **sound** for the vowel team. Scoop & read.

Is this a word we know?

Continue with /ě/ & /ā/ until accurate pronunciation is identified.

What's the word?

WB Words:

break
threat

ə
ahead
ə
reveal

Tap by syllable as needed. Vowel teams receive 1 tap.



Note: Add Vowel Teams on separate colored cards into Word Bank.

ea

ea-eat-/ē/
ea-bread-/ĕ/
ea-steak-/ā/

Accuracy Activity

Randomize a deck of 10-20 word cards with ea vowel teams.

Tap & Read (1 syllable):

1. T. prompts: **Elbows up! Tap this word.**
2. S. chorally tap each sound in the word (digraphs, R-controlled vowels, vowel teams are tapped with 1 tap).
3. S. chorally read whole word.

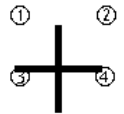
Break, Scoop & Read (more than 1 syllable):

1. T. shows a word card and asks, **Where do we break? Between ___ & ___?** (S. respond chorally).
2. With pointer, or mechanical pencil, T. points to syllable break.
3. T. prompts: **Elbows up! Scoop and read.** Students respond.
4. T. prompts: **Whole word?** Students respond.

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.



T: **The word is *beneath*. T. uses word in a sentence.**

What word? (S. repeat word)

Slap & say the syllables. (be-neath)

Slap & say the 1st syllable. Say the letters as you write. (b-e)

Slap & say the 2nd syllable. Say the letters as you write. (n-e-a-t-h)

Use placement questions to guide correct spelling of vowel team, as needed.

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

b e n e a t h

Continue with the remaining 3 words:

#2- *threat*

#3- *steak*

#4- *meanwhile*

T: **Read all 4 words.**

Mark-up:

T: Let's mark-up the syllable(s). T. models & marks 1st word.

be is an open syllable. T. marks 'o' under *be*.

'e' says /ē/. T. marks vowel with macron- ē.

neath is a vowel team syllable. T. marks 't' under *neath*.

'ea' says /ē/. T. circles ea.

b ē n e a t h
o

b ē n ea t h
o t

S. follow above procedures with T. support for the remaining 3 words.

<p>11.2 Accuracy</p>	<p>AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie) 2 vowels more than 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;">/ī/ /ē/ /ī/ Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: ‘ea’ is a vowel team that makes more than 1 sound. ‘ea’ says /ē/, /ě/ & /ā/. Refer to displayed keywords. What are the sounds ‘ea’ makes? (/ē/, /ě/, /ā/)</p> <p>T. writes <i>read</i>.</p> <p>T: Pronunciation of some words can vary depending on context or meaning within a sentence.</p> <p>What sound does ‘ea’ make in this sentence? I need to <u>read</u> every day. (ē)</p> <p>What sound does ‘ea’ make in this sentence? Yesterday, I <u>read</u> a great book. (ě)</p> <p>T. writes <i>spread</i>.</p> <p>T: Name the vowel team. Circle ea.</p> <p>Let’s try ē. Tap & read. (s-p-r-ē-d)</p> <p>Is this a word we know? (no)</p> <p>Let’s try ě. Tap & read. (s-p-r-ě-d)</p> <p>Is this a word we know? (yes)</p> <p>What’s the word?</p> <p>T. writes <i>eagle</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. Circle ea.</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Let’s try the /ē/ sound for the vowel team. Scoop & read.</p> <p>Is this a word we know? (yes)</p> <p>What’s the word?</p>	<p style="text-align: center;">s p r ea d x x</p> <p style="text-align: center;">s p r e a d</p> <p style="text-align: center;">e a g l e x x x</p> <p style="text-align: center;">ea g l e x x x</p> <p style="text-align: center;">e a g l e x x x</p> <p style="text-align: center;">ea . g l e x x x</p> <p style="text-align: center;">ea . g l e</p> <p style="text-align: center;">e a g l e</p>

White Board Work cont.

Use questioning below for the additional white board words with the **'ea'** vowel pattern.

1 syllable words

T. writes _____.

T: Name the **vowel team**. Circle ea.

Let's try /ē/, the most common, first.

Elbows up. Scoop & read.

Is this a word we know?

Continue with /ĕ/ & /ā/ until accurate pronunciation is identified.

What's the word?

2+ syllable words

T. writes _____.

T: Start on the left & name the **vowels**. Mark with X.

Name the **vowel team**. Circle ea.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ē/ **sound** for the vowel team. Scoop & read.

Is this a word we know?

Continue with /ĕ/ & /ā/ until accurate pronunciation is identified.

What's the word?

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.

Tap by syllable as needed. Vowel teams receive 1 tap.

WB Words:

great
wealth

Review:
creek

ready
un.der.neath

Review:
e
away



Accuracy Activity

Play Memory

1. Pull word cards—from 'ea' packets.
2. Mix the cards & place them face down in a labeled 4x4 matrix (see below).
3. One S. chooses two cards (e.g., C-3 & B-4); T. flips cards, points to each card and prompts: **Everyone – What word?** S. respond chorally. T. prompts: **Is this a match?**
4. If a match is made, T. prompts Target S: **Justify that match, please!** If Target S justifies correctly, S. Team takes the pair.
5. If a match is not made, cards are replaced. Do NOT re-mix the deck!
6. T. takes a turn. S. chorally read words.
7. Continue until all matches are made.

	1	2	3	4
A				
B				
C				
D				

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.

T: **The word is *season*. T. uses word in a sentence.**

What word? (S. repeat word)

Sounds like /sē zən/. Spells like /sē sŏn/.

Slap & say the syllables. (sē sŏn)

Slap & say the 1st syllable. Say the letters as you write. (s-e-a)

Slap & say the 2nd syllable. Say the letters as you write. (s-o-n)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2- *great*

#3- *sustain*

#4- *o.ver.head*

T: **Read all 4 words.**

Mark-up:

T: **Let's mark-up the syllable(s).**

S: **sea is a vowel team syllable.** (S. mark 't' under sea)

'ea' says /ē/. (S. circle ea)

son is a closed syllable. (S. mark 'c' under son)

Short 'o' says /ŏ/. (S. mark vowel with breve- ǒ)

S. follows above procedures with T. support for the remaining 3 words.



s e a s o n

s e a s o n
 t

s e a s ŏ n
 t c

ow

snow

plow



11.3

Introduction

AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie)

2 vowels
more than 1 sound

Word Bank

ī/ īē/ ī/

Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)

White Board Work

T. writes *snow*.

T: When 'w' follows a vowel, it is part of the vowel team.

Start on the left & name the **vowels**. Mark with X.

The **vowel team** in this word is '**ow**'. The vowel sound is /ō/.

Name the **vowel team**. Circle ow. What's the sound? (/ō/)

Tap & read. Scoop under word as S. chorally read.

'**ow**' is a vowel team that makes more than 1 sound.

s n o w
x x

s n o w
x x

s n o w
x x

T. displays & reads *snow & plow*.

T: Read each word. Circle the vowel team.

What vowel sound is '**ow**' making in each word? Snow? (/ō/)

Plow? (/ou/)

T. writes *crowd*.

T: Name the **vowel team**. Circle ow.

The sounds of 'ow' are /ō/ & /ow/. Refer to displayed keywords.

Let's try ō. Tap & read. (krōd)

Do we say, *There was large krōd at the parade?* (no)

Let's try /ow/. Tap & read. (kroud)

Do we say, *There was a large kroud at the parade?* (yes)

What's the word?

c r o w d

c r o w d

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.

White Board Work cont.

T. writes *downtown*.

T: Start on the left & name the **vowels**. Mark with X.

Name the **vowel teams**. Circle each ow.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ō/ **sound** for the vowel teams. Scoop & read.

Is this a word we know? (no)

Let's try the /ou/ **sound** for the vowel teams. Scoop & read.

Is this a word we know? (yes) **What's the word?**

d o w n t o w n
x x x x
d o w n t o w n
x x x x
d o w n . t o w n
x x x x

d o w n t o w n

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: Name the **vowel team**. Circle ow.

Let's try /ō/.

Elbows up. Scoop & read. Is this a word we know?

Continue with /ou/ until accurate pronunciation is identified.

What's the word?

2+ syllable words

T. writes _____.

T: Start on the left & name the **vowels**. Mark with X.

Name the **vowel team**. Circle ow.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ō/ **sound** for the vowel team. Scoop & read.

Is this a word we know?

Continue with /ou/ until accurate pronunciation is identified.

What's the word?

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab

WB Words:

gown

blown

tower

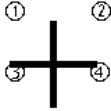
elbow

shadow



	<p>Note: Add Vowel Teams on separate colored cards into Word Bank.</p> <table border="1" data-bbox="456 142 1076 277"> <tr> <td data-bbox="456 142 719 277" style="text-align: center;">ow</td> <td data-bbox="792 142 1076 277" style="text-align: center;">ow-snow-/ō/ ow-plow-/ou/</td> </tr> </table>	ow	ow-snow-/ō/ ow-plow-/ou/	
ow	ow-snow-/ō/ ow-plow-/ou/			

Accuracy Activity	<p>Randomize a deck of 10-20 word cards with OW vowel teams.</p> <p><u>Tap & Read (1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. prompts: Elbows up! Tap this word. 2. S. chorally tap each sound in the word (digraphs, R-controlled vowels, vowel teams are tapped with 1 tap). 3. S. chorally read whole word. <p><u>Break, Scoop & Read (more than 1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 2. With pointer, or mechanical pencil, T. points to syllable break. 3. T. prompts: Elbows up! Scoop and read. Students respond. 4. T. prompts: Whole word? Students respond.
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Spelling & Mark-up	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant.</p> <p>T: The word is cowboy. T. uses word in a sentence.</p> <p>What word? (S. repeat word) □ □</p> <p>Slap & say the syllables. (cow-boy)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (c-o-w)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (b-o-y) Use placement questions to guide correct spelling of vowel team, as needed.</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="margin-left: 100px;">#2- row</p> <p style="margin-left: 100px;">#3- hollow <small>/ē/</small></p> <p style="margin-left: 100px;">#4- rowdy</p> <p>T: Read all 4 words.</p>	 <u>c o w b o y</u>
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Mark-up:

T: **Let's mark-up the syllable(s).**

S: **cow** is a vowel team. (S. mark 't' under cow)

'ow' says /ou/. (S. circle ow)

boy is a vowel team syllable. (S. mark 't' under boy)

'oy' says /oy/. (S. circle oy)

c ow b o y
t

c ow b oy
t t

S. follow above procedures with T. support for the remaining 3 words.

<p>11.4 Accuracy</p>	<p>AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie) 2 vowels more than 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ī/ ē/ ī/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: 'ow' is a vowel team that makes more than 1 sound. 'ow' says /ō/ & /ou/. Refer to displayed keywords. What are the sounds 'ow' makes? (/ō/ & /ou/)</p> <p>T. writes <i>flow</i>.</p> <p>T: Name the vowel team. Circle ow.</p> <p>Let's try ō. Tap & read.</p> <p>Is this a word we know? (yes)</p> <p>What's the word?</p> <p>T. writes <i>powder</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel teams. Circle each ow.</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Let's try the /ō/ sound for the vowel teams. Scoop & read.</p> <p>Is this a word we know? (no)</p> <p>Let's try the /ou/ sound for the vowel teams. Scoop & read.</p> <p>Is this a word we know? (yes)</p> <p>What's the word?</p>	<p>f l o w</p> <p>f l o w</p> <p>p o w d e r x x x</p> <p>p o w d e r x x x</p> <p>p o w <u>d</u> e r x x x</p> <p>p o w . <u>d</u> e r x x x</p> <p>p o w d e r</p>

White Board Work cont.

Use questioning below for the additional white board words with the **'ow'** vowel pattern.

1 syllable words

T. writes _____.

T: **Name the vowel team.** Circle ow.

Let's try /ō/.

Elbows up. Scoop & read. Is this a word we know?

Continue with /ou/ until accurate pronunciation is identified.

What's the word?

2+ syllable words

T. writes _____.

T: **Start on the left & name the vowels.** Mark with X.

Name the vowel team. Circle ow.

Start on the left & name the consonants between the vowels. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ō/ **sound** for the vowel team. Scoop & read.

Is this a word we know?

Continue with /ou/ until accurate pronunciation is identified.

What's the word?

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab

Tap by syllable as needed. Vowel teams receive 1 tap.

WB Words:

bowl

Review:

float

foe

^ə
allow

window

Review:

^ə
capable



Accuracy Activity

Play Memory

1. Pull word cards—from ‘ea’ & ‘ow’ packets.
2. Mix the cards & place them face down in a labeled 4x4 matrix (see below).
3. One S. chooses two cards (e.g., C-3 & B-4); T. flips cards, points to each card and prompts: **Everyone – What word?** S. respond chorally. T. prompts: **Is this a match?**
4. If a match is made, T. prompts Target S: **Justify that match, please!** If Target S justifies correctly, S. Team takes the pair.
5. If a match is not made, cards are replaced. Do NOT re-mix the deck!
6. T. takes a turn. S. chorally read words.
7. Continue until all matches are made.

	1	2	3	4
A				
B				
C				
D				

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.
 S. draw & number quadrant.

T: **The word is shadow. T. uses word in a sentence.**

What word? (S. repeat word)

Slap & say the syllables. (shad-ow)

Slap & say the 1st syllable. Say the letters as you write. (s-h-a-d)

Slap & say the 2nd syllable. Say the letters as you write. (o-w)
 Use placement questions to guide correct spelling of vowel team, as needed.

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2- crown

#3- ad.ver.tise /z/

#4- growth

T: **Read all 4 words.**

Mark-up:

T: **Let’s mark-up the syllable(s).**

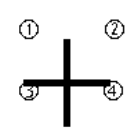
S: **shad is a closed syllable.** (S. mark ‘c’ under shad).

Short a says /ă/. (S. mark vowel with breve- ă)

‘ow’ is a vowel team syllable. (S. mark ‘t’ under ow)

‘ow’ says /ō/. (S. circle ow)

S. follow above procedures with T. support for the remaining 3 words.



shad ow

shăd ow
c

shăd ow
c t

ou

loud

group



11.5

Introduction

AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie)

2 vowels
more than 1 sound

Word Bank

/ɪ/ /ē/ /ɪ/

Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)

White Board Work

T. writes *loud*.

T: **Start on the left & name the vowels.** Mark with X.

The **vowel team** in this word is '**ou**'. The vowel sound is /ou/.

Name the **vowel team**. Circle ou. What's the sound? (/ou/)

Tap & read. Scoop under word as S. chorally read.

'**ou**' is a vowel team that makes more than 1 sound.

l o u d
x x

l o u d
x x

l o u d
x x

T. displays & reads loud & group.

T: Read each word. Circle the vowel team.

What vowel sound is '**ou**' making in each word? Loud? (/ou/)
Group? (/ü/)

T. writes *compound*.

T: **Start on the left & name the vowels.** Mark with X.

Name the **vowel team**. Circle ou.

Start on the left & name the **consonants** between the vowels.
Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ou/ **sound** for the vowel team. Scoop & read.

Is this a word we know? (yes)

What's the word?

compou nd
x xx

compou nd
x xx

compou nd
x xx

com.pou nd
x xx

com.pou nd
x xx

compound

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.

White Board Work cont.

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: **Name the vowel team. Circle ou.**

Let's try /ou/.

Elbows up. Scoop & read.

Is this a word we know?

Continue with /ü/ until accurate pronunciation is identified.

What's the word?

2+ syllable words

T. writes _____.

T: **Start on the left & name the vowels. Mark with X.**

Name the vowel team. Circle ou.

Start on the left & name the consonants between the vowels. Underline consonants left → right.

Where should we break? Mark dot(s).

Let's try the /ou/ **sound** for the vowel team. Scoop & read.

Is this a word we know?

Continue with /ü/ until accurate pronunciation is identified.

What's the word?

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.

Tap by syllable as needed. Vowel teams receive 1 tap.

Note: Add Vowel Teams on separate colored cards into Word Bank.

ou

**ou- loud-/ou/
ou-group-/ü/**

WB Words:

youth

trout

en.coun.ter

outside



<p>Accuracy Activity</p>	<p>Randomize a deck of 10-20 word cards with <i>OU</i> vowel teams.</p> <p><u>Tap & Read (1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. prompts: Elbows up! Tap this word. 2. S. chorally tap each sound in the word (digraphs, R-controlled vowels, vowel teams are tapped with 1 tap). 3. S. chorally read whole word. <p><u>Break, Scoop & Read (more than 1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 2. With pointer, or mechanical pencil, T. points to syllable break. 3. T. prompts: Elbows up! Scoop and read. Students respond. <p>T. prompts: Whole word? Students respond.</p>	
	<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>council</i>. T. uses word in a sentence.</p> <p>What word? (S. repeat word) <input type="text"/> <input type="text"/></p> <p>Slap & say the syllables. (coun-cil) <input type="text"/> <input type="text"/></p> <p>Slap & say the 1st syllable. Say the letters as you write. (c-o-u-n)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (c-i-l)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>soup</i></p> <p style="padding-left: 40px;">#3- <i>bound</i></p> <p style="padding-left: 40px;">#4- <i>thousand</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>coun</i> is a vowel team syllable. (S. mark 't' under <i>coun</i>)</p> <p>'ou' says /ou/. (S. circle <input type="text"/>)</p> <p><i>cil</i> is a closed syllable. (S. mark 'c' under <i>cil</i>)</p> <p>'i' is a schwa. (S. mark vowel with schwa- i)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>

<p>11.6 Accuracy</p>	<p>AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie) 2 vowels more than 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ī/ ē/ ū/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: 'ou' is a vowel team that makes more than 1 sound. 'ou' says /ou/ & /ü/. Refer to displayed keywords. What are the sounds 'ou' makes? (/ou/ & /ü/)</p> <p>T. writes <i>group</i>.</p> <p>T: Name the vowel team. Circle ou.</p> <p>Let's try /ou/.</p> <p>Elbows up. Scoop & read.</p> <p>Is this a word we know? (no)</p> <p>Let's try /ü/.</p> <p>Elbows up. Scoop & read.</p> <p>Is this a word we know? (yes)</p> <p>What's the word?</p> <p>T. writes <i>account</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. Circle ou.</p> <p>Start on the left & name the consonants between the vowels. Underline consonants left → right.</p> <p>Where should we break? Mark dot.</p> <p>Let's try the /ou/ sound for the vowel team. Scoop & read.</p> <p>Is this a word we know? (yes)</p> <p>What's the word?</p> <p>If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.</p>	<p style="text-align: center;">g r ou p x x</p> <p style="text-align: center;">g r o u p</p> <p style="text-align: center;">a c c o u n t x x x</p> <p style="text-align: center;">a c c ou n t x x x</p> <p style="text-align: center;">a c c ou n t x x x</p> <p style="text-align: center;">a c . c ou n t x x x</p> <p style="text-align: center;">a c . c o u n t x x x</p> <p style="text-align: center;">a c c o u n t</p>

White Board Work cont.

Use questioning below for the additional white board words with the **'ou'** vowel pattern.

1 syllable words

T. writes _____.

T: Name the **vowel team**. Circle ou.

Let's try /ou/.

Elbows up. Scoop & read.

Is this a word we know?

Continue with /ü/ until accurate pronunciation is identified.

What's the word?

2+ syllable words

T. writes _____.

T: Start on the left & name the **vowels**. Mark with X.

Name the **vowel team**. Circle ou.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot(s).

Let's try the /ou/ **sound** for the vowel team. Scoop & read.

Is this a word we know?

Continue with /ü/ until accurate pronunciation is identified.

What's the word?

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.

Tap by syllable as needed. Vowel teams receive 1 tap.

WB Words:

soup

mouth

Review:

cruise

county

Review:

neutral

release
(job of 'e'=
show 's' is
not a suffix)



Accuracy Activity

Play Memory

1. Pull word cards—from ea, ou, ow packets.
2. Mix the cards & place them face down in a labeled 4x4 matrix (see below).
3. One S. chooses two cards (e.g., C-3 & B-4); T. flips cards, points to each card and prompts: **Everyone – What word?** S. respond chorally. T. prompts: **Is this a match?**
4. If a match is made, T. prompts Target S: **Justify that match, please!** If Target S justifies correctly, S. Team takes the pair.
5. If a match is not made, cards are replaced. Do NOT re-mix the deck!
6. T. takes a turn. S. chorally read words.
7. Continue until all matches are made.

	1	2	3	4
A				
B				
C				
D				

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.

T: **The word is *about*. T. uses word in a sentence.**

What word? (S. repeat word)

Slap & say the syllables. (a-bout)

Slap & say the 1st syllable. Say the letters as you write. (a)

Slap & say the 2nd syllable. Say the letters as you write. (b-o-u-t)

Use placement questions to guide correct spelling of vowel team, as needed.

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2-*instead*

#3-*youth*

#4-*ter.min.ate*

T: Read all 4 words.

Mark-up: T: Let's mark-up the syllable(s).

S: 'a' is an open syllable. (S. mark 'o' under a)

Long 'a' says /ā/. (S. mark vowel with macron- ā)

bout is a vowel team syllable. (S. mark 't' under *bout*)

'ou' says /ou/. (S. circle ou)

a b o u t

ā b o u t
o

ā b o u t
o t

oo

food



11.7

Introduction

AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie)

2 vowels
more than 1 sound

Word Bank

/i/ /e/ /i/

Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)

White Board Work

T. writes *food*.

T: Name & mark the **vowels** with an X.

Are there any **consonants between** the vowels?

The **vowel team** in this word is '**oo**'. The vowel sound is /ü/. This vowel team sometimes has more than 1 sound. However, based on our local dialect 'oo' does not make more than 1 sound.

Name the **vowel team**. (oo) Circle oo. What's the sound? (/ü/)

Tap & read. Scoop under word as S. chorally read.

T. writes *booklet*.

T: Start on the left & name the vowels. Mark with X.

Is there **vowel team**? Name the vowel team. Circle each 'oo'.

How many **consonants between** the vowels? Name them. Underline consonants left → right.

Where should we **break**? (Between the k & l) Mark dot.

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

T. uses questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: How many **vowels** do you see? Name them. Mark with X.

Are there any **consonants between** the vowels?

Is there a **vowel team syllable**? Name the vowel team.

Circle V.T.

The sound of 'oo' is /ü/. Refer to displayed keywords.

Tap & read. Scoop under word as S. chorally read.

f o o d
x x

f o o d
x x

f o o d
x x

b o o k l e t
x x x

b o o k l e t
x x x

b o o k l e t
x x x

b o o k . l e t
x x x

b o o k . l e t
x x x


WB Words:

troop

proof

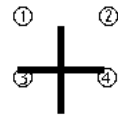
afternoon

understood

<p>White Board Work cont.</p>	<p>2+ syllable words</p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Is there a vowel team syllable? Name the vowel team. Circle V.T.</p> <p>How many consonants between the vowels? Name them. Underline consonants left → right.</p> <p>Where should we break? Between the ___ & ___. Mark dot.</p> <p>Elbows up. Scoop & read. Scoop under word as S. chorally read.</p> <p>Tap by syllable as needed. Vowel teams receive 1 tap.</p> <p>Note: Add Vowel Teams on separate colored cards into Word Bank.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center;">oo</div> <div style="border: 1px solid black; padding: 10px; text-align: center;">oo-food-ü/</div> </div>	<p><u>WB Words:</u></p> <p><i>afternoon</i></p> <p><i>understood</i></p> 
<p>Accuracy Activity</p>	<p>Randomize a deck of 10-20 word cards with OO vowel teams.</p> <p><u>Tap & Read (1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. prompts: Elbows up! Tap this word. 2. S. chorally tap each sound in the word (digraphs, R-controlled vowels, vowel teams are tapped with 1 tap). 3. S. chorally read whole word. <p><u>Break, Scoop & Read (more than 1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 2. With pointer, or mechanical pencil, T. points to syllable break. 3. T. prompts: Elbows up! Scoop and read. Students respond. 4. T. prompts: Whole word? Students respond. 	

Spelling: Use questioning/tapping to immediately guide error correction.

S. draws & numbers quadrant.



T: **The word is *cartoon*. T. uses word in a sentence.**

What word? (S. repeats word)

Slap & say the syllables. (car-toon)

Slap & say the 1st syllable. Say the letters as you write. (c-a-r)

Slap & say the 2nd syllable. Say the letters as you write. (t-o-o-n)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

c a r t o o n

#2- *hook*

#3- *understood*

/z/

#4- *choose*

**Spelling
& Mark-up**

T: **Read all 4 words.**

Mark-up:

T: **Let's mark-up the syllable(s).**

S: ***car*'s an r-controlled syllable.** (S. marks 'r' under *car*)

'ar' says /ar/. (S. circles the *ar*)

***toon* is a vowel team syllable.** (S. marks 't' under *toon*)

'oo' says /ü/. (S. circles)

c a r t o o n
r

c a r t o o n
r t

S. follows above procedures with T. support for the remaining 3 words.

<p>11.8 Accuracy</p>	<p>AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie) 2 vowels more than 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ī/ īē/ īī</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: Some vowel teams make more than 1 sound. However, locally 'oo' says only one sound. 'oo' says /ū/. Refer to displayed keywords. What is the sound 'oo' makes? (/ū/)</p> <p>T. writes <i>smooth</i>.</p> <p>T: How many vowels do you see? Name them. Mark with X.</p> <p>Are there any consonants between the vowels?</p> <p>Is there a vowel team syllable? Name the vowel team. (ou) Circle ou. Sound? (/ū/)</p> <p>Tap & read. (smūth) Scoop under word as S. chorally read.</p> <p>T. writes <i>notebook</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Is there vowel team? Name the vowel team. Circle each 'oo'.</p> <p>How many consonants between the vowels? Name them. <u>Underline consonants</u> left → right.</p> <p>Where should we break? (Between the e & b) Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>smooth x x</p> <p>sm<u>oo</u>th x x</p> <p>sm<u>oo</u>th x x</p> <p>notebook x x xx</p> <p>noteb<u>oo</u>k x x xx</p> <p>not<u>e</u>.<u>b</u><u>oo</u>k x x xx</p> <p>not<u>e</u>.<u>b</u><u>oo</u>k x x xx</p> <p>not<u>e</u>.<u>b</u><u>oo</u>k x x xx</p>

T. uses questioning below for the additional white board words with the 'oo' vowel pattern.

1 syllable words

T. writes _____.

T: How many **vowels** do you see? Name them. Mark with X.

Are there any **consonants between** the vowels?

Is there a **vowel team syllable**? Name the vowel team.

Circle V.T. **Sound?** (/ü/)

Tap & read. Scoop under word as S. chorally read.

2+ syllable words

T. writes _____.

T: Start on the left & name the vowels. Mark with X.

Is there a **vowel team**? Name the vowel team. Circle V.T.

How many **consonants between** the vowels? Name them. Underline consonants left → right.

Where should we **break**? Between the ___ & ___. Mark dot.

Elbows up. Scoop & read. Scoop under word as S. chorally read.

Tap by syllable as needed. Vowel teams receive 1 tap.

WB Words:

brook

root

childhood

Review:

drew

authentic

White
Board
Work
cont.



Accuracy Activity

Play Memory

1. Pull word cards—from ea, ou, ow, oo packets.
2. Mix the cards & place them face down in a labeled 4x4 matrix (see below).
3. One S. chooses two cards (e.g., C-3 & B-4); T. flips cards, points to each card and prompts: **Everyone – What word?** S. respond chorally. T. prompts: **Is this a match?**
4. If a match is made, T. prompts Target S: **Justify that match, please!** If Target S justifies correctly, S. Team takes the pair.
5. If a match is not made, cards are replaced. Do NOT re-mix the deck!
6. T. takes a turn. S. chorally read words.
7. Continue until all matches are made.

	1	2	3	4
A				
B				
C				
D				

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draws & numbers quadrant.

T: **The word is *rooster*. T. uses word in a sentence.**

What word? (S. repeats word)

Slap & say the syllables. (roo-ster)

Slap & say the 1st syllable. Say the letters as you write. (r-o-o)

Slap & say the 2nd syllable. Say the letters as you write. (s-t-e-r)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2- *wood*

#3- *classroom*

#4- *dawn*

T: **Read all 4 words.**

Mark-up:

T: **Let's mark-up the syllable(s).**

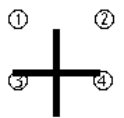
S: **roo is a vowel team syllable.** (mark 't' under *roo*).

'oo' says /ü/. (S. circles oo)

ster is an r-controlled syllable. (S. marks 'r' under *ster*)

'er' says /er/. (S. circles er)

S. follows above procedures with T. support for the remaining 3 words.



r o o s t e r

r oo s t e r

r oo s t e r

ei

ceiling

vein



11.9

Introduction

AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie)

2 vowels
more than 1 sound

Word Bank

/ī/ /ē/ /ī/

Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)

White Board Work

T. writes *vein*.

T: Start on the left & name the **vowels**. Mark with X.

The **vowel team** in this word is '**ei**'. The vowel sound is /ā/.

Name the **vowel team**. Circle ei. What's the sound? (/ā/)

Tap & read. Scoop under word as S. chorally read.

'**ei**' is a vowel team that makes more than 1 sound.

v e i n
x x

v e i n
x x

v e i n
x x

T. displays & reads ceiling & vein.

T: Read each word. Circle the vowel team.

What vowel sound is '**ei**' making in each word? Ceiling? (/ē/)

Vein? (/ā/)

T. writes *conceive*.

T: Start on the left & name the **vowels**. Mark with X.

Remember, English words cannot end in 'v' so the job of 'e' at the end of this word is to close in the 'v'. Cross off silent 'e'.

Name the **vowel team**. Circle ei.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ē/ **sound** for the vowel team. Scoop & read.

Is this a word we know? (yes)

What's the word?

conceive
x x x x

conceive
x x x x

conceive
x x x x

con.ceiv
x x x x

con.ceiv
x x x x

conceive

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.

White Board Work cont.

Use questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: Name the **vowel team**. Circle ei.

Let's try /ē/.

Elbows up. Scoop & read.

Is this a word we know?

Continue with /ā/ until accurate pronunciation is identified.

What's the word?

2+ syllable words

T: Start on the left & name the **vowels**. Mark with X.

Name the **vowel team**. Circle ei.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ē/ **sound** for the vowel team. Scoop & read.

Is this a word we know?

Continue with /ā/ until accurate pronunciation is identified.

What's the word?

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.

Tap by syllable as needed. Vowel teams receive 1 tap.

Note: Add Vowel Teams on separate colored cards into Word Bank.

ei

ei-ceiling-/ē/
ei-vein-/ā/

WB Words:

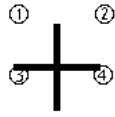
seize

rein

either

deceit (c= /s/)



<p>Accuracy Activity</p>	<p>Randomize a deck of 10-20 word cards with ei vowel teams.</p> <p><u>Tap & Read (1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. prompts: Elbows up! Tap this word. 2. S. chorally tap each sound in the word (digraphs, R-controlled vowels, vowel teams are tapped with 1 tap). 3. S. chorally read whole word. <p><u>Break, Scoop & Read (more than 1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 2. With pointer, or mechanical pencil, T. points to syllable break. 3. T. prompts: Elbows up! Scoop and read. Students respond. 4. T. prompts: Whole word? Students respond. 	
<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>protein</i>. T. uses word in a sentence.</p> <p>What word? (S. repeat word) <input type="text"/> <input type="text"/></p> <p>Slap & say the syllables. (pro-tein)</p> <p>Slap & say the 1st syllable. Say the letters as you write. (p-r-o)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (t-e-i-n)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 100px;">#2- <i>veil</i></p> <p style="padding-left: 100px;">#3- <i>rein</i></p> <p style="padding-left: 100px;">#4- <i>deceit</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>S: <i>pro</i> is an open syllable. (S. mark 'o' under <i>pro</i>)</p> <p>long 'o' says /ō/. (S. mark vowel with macron- ō)</p> <p><i>tein</i> is a vowel team syllable. (S. mark 't' under <i>tein</i>)</p> <p>'ei' says /ē/. (S. circle ei)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>protein</u></p> <p style="text-align: center;">p r ō t e i n o</p> <p style="text-align: center;">p r ō t e i n o t</p>

<p>11.10 Accuracy</p>	<p>AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie) 2 vowels more than 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ī/ ē/ ĩ/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: 'ei' is a vowel team that makes more than 1 sound. 'ei' says /ē/ & /ā/. Refer to displayed keywords. What are the sounds 'ei' makes? (/ē/ & /ā/)</p> <p>T. writes <i>veil</i>.</p> <p>T: Name the vowel team. Circle ei.</p> <p>Let's try /ē/.</p> <p>Elbows up. Scoop & read.</p> <p>Is this a word we know? (no)</p> <p>Let's try /ā/.</p> <p>Elbows up. Scoop & read.</p> <p>Is this a word we know? (yes)</p> <p>What's the word?</p> <p>T. writes <i>receive</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Remember, English words cannot end in 'v' so the job of 'e' at the end of this word is to close in the 'v'. Cross off silent 'e'.</p> <p>Name the vowel team. Circle ei.</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Let's try the /ē/ sound for the vowel team. Scoop & read.</p> <p>Is this a word we know? (yes)</p> <p>What's the word?</p> <p>If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.</p>	<p style="text-align: center;">v e i l</p> <p style="text-align: center;">v e i l</p> <p style="text-align: center;">r e c e i v e x x x x</p> <p style="text-align: center;">r e c e i v é x x x x</p> <p style="text-align: center;">r e c e i v é x x x x</p> <p style="text-align: center;">r e c e i v é x x x x</p> <p style="text-align: center;">r e . c e i v é x x x x</p> <p style="text-align: center;">r e c e i v e</p>

White Board Work cont.

Use questioning below for the additional white board words with the **'ei'** vowel pattern.

1 syllable words

T. writes _____.

T: Name the **vowel team**. Circle ei.

Let's try /ē/.

Elbows up. Scoop & read.

Is this a word we know?

Continue with /ā/ until accurate pronunciation is identified.

What's the word?

2+ syllable words

T: Start on the left & name the **vowels**. Mark with X.

Name the **vowel team**. Circle ei.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ē/ **sound** for the vowel team. Scoop & read.

Is this a word we know?

Continue with /ā/ until accurate pronunciation is identified.

What's the word?

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.

Tap by syllable as needed. Vowel teams receive 1 tap.

WB Words:

skein

Review
aid

conceit

Review

honey
misdeed
pursue



Accuracy Activity

Play Memory

1. Pull word cards—from ea, ou, ow, oo, ei packets.
2. Mix the cards & place them face down in a labeled 4x4 matrix (see below).
3. One S. chooses two cards (e.g., C-3 & B-4); T. flips cards, points to each card and prompts: **Everyone – What word?** S. respond chorally. T. prompts: **Is this a match?**
4. If a match is made, T. prompts Target S: **Justify that match, please!** If Target S justifies correctly, S. Team takes the pair.
5. If a match is not made, cards are replaced. Do NOT re-mix the deck!
6. T. takes a turn. S. chorally read words.
7. Continue until all matches are made.

	1	2	3	4
A				
B				
C				
D				

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.

T: **The word is *perceive*. T. uses word in a sentence.**

What word? (S. repeat word)

Slap & say the syllables. (per-ceive)

Slap & say the 1st syllable. Say the letters as you write. (p-e-r)

Slap & say the 2nd syllable. Say the letters as you write. (c-e-i-v-e)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2- *seize*

#3- *au.di.tor.y* /ē/

#4- *vein*

T: **Read all 4 words.**

Mark-up:

T: **Let's mark-up the syllable(s).**

S: **per an r-controlled syllable.** (S. mark 'r' under *per*)

'er' says /er/. (S. circle er)

ceive is a vowel team syllable. (S. mark 't' under *ceive*)

final 'e' is silent. T. crosses out silent 'e'.

'ei' says /ē/. (S. circle ei)

S. follow above procedures with T. support for the remaining 3 words.

	<u>p e r c e i v e</u>
	<u>p e r</u> c e i v e
	<u>p e r</u> c <u>e i</u> v e

ie

piece

pie



<p>11.11 Introduction</p>	<p>AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie) 2 vowels more than 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ɪ/ /ē/ /ī/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T. writes <i>piece</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>The job of ‘e’ in this word is to make the ‘c’ say /s/. Cross off silent ‘e’.</p> <p>The vowel team in this word is ‘ie’. The vowel sound is /ē/. Name the vowel team. Circle ie. What’s the sound? (/ē/)</p> <p>Tap & read. Scoop under word as S. chorally read. ‘ie’ is a vowel team that makes more than 1 sound.</p> <hr/> <p>T. displays & reads <i>piece & pie</i>.</p> <p>T: Read each word. Circle the vowel team.</p> <p>What vowel sound is ‘ie’ making in each word? Piece? (/ē/) Pie? (/ī/)</p> <hr/> <p>T. writes <i>achieve</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Remember, English words cannot end in ‘v’ so the job of ‘e’ at the end of this word is to close in the ‘v’. Cross off silent ‘e’.</p> <p>Name the vowel team. Circle ie.</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Let’s try the /ē/ sound for the vowel team. Scoop & read.</p> <p>Is this a word we know? (yes)</p> <p>What’s the word?</p> <p>If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.</p>	<p>piece x x x</p> <p>piecé x x x</p> <p>piecé x x x</p> <p>piecé x x x</p> <hr/> <p>achievé x x x x</p> <p>achievé x x x x</p> <p>achievé x x x x</p> <p>achievé x x x x</p> <p>a.chievé x x x x</p> <p>a.chievé x x x</p> <p>achieve</p>

White Board Work cont.

Use questioning below for the additional white board words.

1 syllable words

T: Name the **vowel team**. Circle ie.

Let's try /ē/.

Elbows up. Scoop & read.

Is this a word we know?

Continue with /ī/ until accurate pronunciation is identified.

What's the word?

2+ syllable words

T. writes _____.

T: Start on the left & name the **vowels**. Mark with X.

Name the **vowel team**. Circle ie.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ē/ **sound** for the vowel team. Scoop & read.

Is this a word we know?

Continue with /ī/ until accurate pronunciation is identified.

What's the word?

If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.

Tap by syllable as needed. Vowel teams receive 1 tap.

Note: Add Vowel Teams on separate colored cards into Word Bank.

ie

ie-piece-/ē/
ie-pie-/ī/

WB Words:

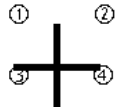
tie

brief

un.der.lie

calorie



<p>Accuracy Activity</p>	<p>Randomize a deck of 10-15 word cards with <i>ie</i> vowel teams.</p> <p><u>Tap & Read (1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. prompts: Elbows up! Tap this word. 2. S. chorally tap each sound in the word (digraphs, R-controlled vowels, vowel teams are tapped with 1 tap). 3. S. chorally read whole word. <p><u>Break, Scoop & Read (more than 1 syllable):</u></p> <ol style="list-style-type: none"> 1. T. shows a word card and asks, Where do we break? Between ___ & ___? (S. respond chorally). 2. With pointer, or mechanical pencil, T. points to syllable break. 3. T. prompts: Elbows up! Scoop and read. Students respond. 4. T. prompts: Whole word? Students respond. 	
<p>Spelling & Mark-up</p>	<p><u>Spelling:</u> Use questioning/tapping to immediately guide error correction.</p> <p>S. draw & number quadrant.</p> <p>T: The word is <i>believe</i>. T. uses word in a sentence.</p> <p>What word? (S. repeats word) <input type="text"/> <input type="text"/></p> <p>Slap & say the syllables. (be-lieve) <input type="text"/> <input type="text"/></p> <p>Slap & say the 1st syllable. Say the letters as you write. (b-e)</p> <p>Slap & say the 2nd syllable. Say the letters as you write. (l-i-e-v-e)</p> <p>Check your work. Scoop & read. No mark-up until all 4 words are spelled.</p> <p>Continue with the remaining 3 words:</p> <p style="padding-left: 40px;">#2- <i>field</i></p> <p style="padding-left: 40px;">#3- <i>un.der.lie</i></p> <p style="padding-left: 40px;">#4- <i>die</i></p> <p>T: Read all 4 words.</p> <p><u>Mark-up:</u></p> <p>T: Let's mark-up the syllable(s).</p> <p>S: be is an open syllable. (S. mark 'o' under <i>be</i>)</p> <p style="padding-left: 40px;">long 'e' says /ē/. (S. mark vowel with macron- ē)</p> <p style="padding-left: 40px;">lieve is a vowel team syllable. (S. mark 't' under <i>lieve</i>)</p> <p style="padding-left: 40px;">final 'e' is silent. (S. cross out the 'é')</p> <p style="padding-left: 40px;">'ie' says /ē/. (S. circle <input type="text"/>)</p> <p>S. follow above procedures with T. support for the remaining 3 words.</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>b e l i e v e</u></p> <p style="text-align: center;">b ē l i e v e o</p> <p style="text-align: center;">b ē l i e v é o t</p>

<p>11.12 Accuracy</p>	<p>AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie) 2 vowels more than 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ī/ ē/ ī/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: 'ie' is a vowel team that makes more than 1 sound. 'ie' says /ē/ & /ī/. Refer to displayed keywords. What are the sounds 'ie' makes? (<i>/ē/ & /ī/</i>)</p> <p>T. writes <i>thief</i>.</p> <p>T: Name the vowel team. Circle ie.</p> <p>Let's try <i>/ē/</i>.</p> <p>Elbows up. Scoop & read.</p> <p>Is this a word we know? (yes)</p> <p>What's the word?</p> <p>T. writes <i>magpie</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. Circle ie.</p> <p>Start on the left & name the consonants between the vowels. <u>Underline consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Let's try the <i>/ē/</i> sound for the vowel team. Scoop & read.</p> <p>Is this a word we know? (no)</p> <p>Let's try the <i>/ī/</i> sound for the vowel team. Scoop & read.</p> <p>Is this a word we know? (yes)</p> <p>What's the word?</p> <p>If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.</p>	<p>thief</p> <p>thief</p> <p>magpie x x x</p> <p>magpie x x x</p> <p>magpie x x x</p> <p>mag.pie x x x</p> <p>magpie</p>

White Board Work cont.

Use questioning below for the additional white board words with the **'ie'** vowel pattern.

1 syllable words

T: Name the **vowel team**. Circle ie.

Let's try /ē/.

Elbows up. Scoop & read.

Is this a word we know?

Continue with /ī/ until accurate pronunciation is identified.

What's the word?

2+ syllable words

T. writes _____.

T: Start on the left & name the **vowels**. Mark with X.

Name the **vowel team**. Circle ie.

Start on the left & name the **consonants between the vowels**. Underline consonants left → right.

Where should we **break**? Mark dot.

Let's try the /ē/ **sound** for the vowel team. Scoop & read.

Is this a word we know?

Continue with /ī/ until accurate pronunciation is identified.

What's the word?

Tap by syllable as needed. Vowel teams receive 1 tap.

WB Words:

lie

yield

retrieve

(English words cannot end in 'v,' 'e' is added)

Review

oyster

poison

exclaim



Accuracy Activity

Play Memory

1. Pull word cards—from all module 11 packets.
2. Mix the cards & place them face down in a labeled 4x4 matrix (see below).
3. One S. chooses two cards (e.g., C-3 & B-4); T. flips cards, points to each card and prompts: **Everyone – What word?** S. respond chorally. T. prompts: **Is this a match?**
4. If a match is made, T. prompts Target S: **Justify that match, please!** If Target S justifies correctly, S. Team takes the pair.
5. If a match is not made, cards are replaced. Do NOT re-mix the deck!
6. T. takes a turn. S. chorally read words.
7. Continue until all matches are made.

	1	2	3	4
A				
B				
C				
D				

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.

T: **The word is *belief*. T. uses word in a sentence.**

What word? (S. repeat word)

Slap & say the syllables. (be-lief)

Slap & say the 1st syllable. Say the letters as you write. (b-e)

Slap & say the 2nd syllable. Say the letters as you write. (l-i-e-f)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

Continue with the remaining 3 words:

#2- *tie*

#3- *esteem*

#4- *chief*

T: **Read all 4 words.**

Mark-up:

T: **Let's mark-up the syllable(s).**

S: **be is an open syllable.** (S. mark 'o' under *be*).

long 'e' says /ē/. (S. mark vowel with macron- ē).

lie is a vowel team syllable. (S. mark 't' under *lie*)

'ie' says /iē/. (S. circle ie)

S. follow above procedures with T. support for the remaining 3 words.


①	+	②
③		④

b e l i e f

b ē l i e f
o

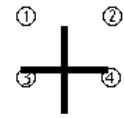
b ē l i e f
o t

<p>11.13 Accuracy</p>	<p>AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie) 2 vowels more than 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ī/ īē/ īī</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T. writes <i>stream</i>.</p> <p>T: Name the vowel team. Circle 'ea'.</p> <p>Think of the sounds 'ea' makes. Refer to displayed keywords</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>T. writes <i>around</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. Circle ou.</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Think of the sounds 'ou' makes. Refer to displayed keywords.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <hr/> <p>Use questioning below for the additional white board words.</p> <p>Refer to displayed keywords as needed.</p> <p><u>1 syllable words</u></p> <p>T. writes _____.</p> <p>T: Name the vowel team . Circle V.T. Sound?</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>stream</p> <p>stream</p> <p>around</p> <p>x x x</p> <p>around</p> <p>x x x</p> <p>around</p> <p>x x x</p> <p>a . r<u>ou</u>nd</p> <p>x x x</p> <p>e</p> <p>a . r<u>ou</u>nd</p> <p>x x x</p> <p>WB Words:</p> <p>yeast</p> <p>look</p>

<p>White Board Work cont.</p>	<p><u>2+ syllable words</u></p> <p>T. writes _____.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Name the vowel team. Circle V.T.</p> <p>Start on the left & name the consonants between the vowels. Underline <u>consonants</u> left → right.</p> <p>Where should we break? Mark dot.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>If S. do not recognize the correct pronunciation, give it to them, have them repeat and discuss vocab.</p> <p>Tap by syllable as needed. Vowel teams receive 1 tap.</p>	<p><u>WB Words:</u></p> <p>windshield</p> <p>lat.i.tude</p> <p>weath.er</p> <p>deceive (English words cannot end in 'v,' 'e' is added)</p> 
<p>Accuracy Activity</p>	<p><u>Play Be A Mind Reader:</u></p> <p><u>To prepare:</u> T. devises 5 clues for each word before working with students.</p> <ul style="list-style-type: none"> • Clue #1 should always be: “The word I’m thinking of is on the board.” • Clues #2, 3, and 4 should target <u>ORTHOGRAPHIC</u> concepts. • Clue #5 should always target the <u>word’s meaning</u> clearly enough for all students. <p>Example (eloquent):</p> <ol style="list-style-type: none"> 1. The word is on the white board. 2. The word has one open syllable. 3. The word has a blend in the last syllable. 4. The word has the “chicken letter.” 5. The word means to speak in a way that everyone finds believable. <p><u>To play:</u></p> <ol style="list-style-type: none"> 1. Array 8-10 words from the current module face-up on screen or table. 2. Tell S. to number their papers 1-5. 3. State each clue aloud. 4. S. must write a complete word after each clue (builds spelling automaticity). 5. Occasionally ask, Did anyone have to change his/her word? Why? 6. Provide last clue ask, What’s the word? S. answer chorally. 7. Ask, Raise your hand if you had the word on the last clue? All S. raise hands. 8. Say, Keep your hand up if you had it on the 4th clue (3rd clue, etc.) 	

Spelling: Use questioning/tapping to immediately guide error correction.

S. draw & number quadrant.



T: **The word is meadow. T. uses word in a sentence.**

What word? (S. repeat word)

Slap & say the syllables. (mead-ow)

Slap & say the 1st syllable. Say the letters as you write. (m-e-a-d)

Slap & say the 2nd syllable. Say the letters as you write. (o-w)

Check your work. Scoop & read. No mark-up until all 4 words are spelled.

m e a d o w

Continue with the remaining 3 words:

#2- crowd

#3- roof

#4- mas.ter.piece

**Spelling
& Mark-up**

T: **Read all 4 words.**

Mark-up:

T: **Let's mark-up the syllable(s).**

mead is a vowel team syllable. (S. mark 't' under mead)

'ea' says /ě/. (S. circle ea)

'ow' is a vowel team. (S. mark 't' under dow)

'ow' says /ō/. (S. circle ow)

m e a d o w
 t

m e a d o w
 t t

S. follow above procedures with T. support for the remaining 3 words.

<p>11.14 Fluency</p>	<p>AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie) 2 vowels more than 1 sound</p>	
<p>Word Bank</p>	<p style="text-align: right;"><i>ī/ ē/ ī/</i></p> <p>Flash presentation of vowel sounds (short, rule-breaker, long, y, y, y, r-controlled, V.T.)</p>	
<p>White Board Work</p>	<p>T: The vowel teams in this module make more than 1 sound.</p> <p>T. writes <i>cease</i>.</p> <p>T: How many vowels do you see? Name them. Mark with X.</p> <p>The job of ‘e’ at the end of this word is to show that ‘s’ is not a suffix, making the word plural or more than 1. Cross off silent ‘e’.</p> <p>Are there any consonants between the vowels?</p> <p>Is there a vowel team syllable? Name the vowel team. Circle ‘ea’.</p> <p>Think of the sounds ‘ea’ makes. Refer to displayed keywords.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p> <p>Prompt, Do we say sēs, sēs or sās? If necessary.</p> <p>T. writes <i>weapon</i>.</p> <p>T: Start on the left & name the vowels. Mark with X.</p> <p>Is there vowel team? Name the vowel team. Circle each ‘ea’.</p> <p>How many consonants between the vowels? Name them. <u>Underline consonants</u> left → right.</p> <p>Where should we break? (Between the a & p) Mark dot.</p> <p>Think of the sounds ‘ea’ makes. Refer to displayed keywords.</p> <p>Elbows up. Scoop & Read. Scoop under word as S. chorally read.</p>	<p>c e a s e x x x</p> <p>c e a s e x x x</p> <p>c e a s e x x x</p> <p>w e a p o n x x x</p> <p>w e a p o n x x x</p> <p>w e a p o n x x x</p> <p>w e a . p o n x x x</p> <p>w e a . p o n x x x</p>

**White
Board
Work
cont.**

T. uses questioning below for the additional white board words.

1 syllable words

T. writes _____.

T: How many **vowels** do you see? Name them. Mark with X.

Are there any **consonants between** the vowels?

Is there a **vowel team syllable**? Name the vowel team.

Circle V.T.

Think of the sounds ____ makes. Refer to displayed keywords.

Elbows up. Scoop & Read. Scoop under word as S. chorally read.

2+ syllable words

T. writes _____.

T: Start on the left & name the vowels. Mark with X.

Is there a **vowel team**? Name the vowel team. Circle V.T.

How many **consonants between** the vowels? Name them.

Underline consonants left → right.

Where should we **break**? Between the ____ & _____. Mark dot.

Think of the sounds 'ea' makes. Refer to displayed keywords.

Elbows up. Scoop & Read. Scoop under word as S. chorally read

Tap by syllable as needed. Vowel teams receive 1 tap.

WB Words:

found

sheik

fool

underlie

breakable

willow



Fluency Activity

meadow

*

Play Poison Star:

1. Put a star (*) on the back of 8 words in a randomized deck of 40 cards.
2. Place deck face-up.
3. Set timer 1:00 ↓.
4. S. & T. take turns reading cards from the top of deck, with the whole class reading chorally.
5. S. or T. flips the card checking for a POISON star.
6. If the card has a POISON star, pass the entire pile of cards to the other player.
7. Play until timer beeps or entire deck is read. Count words.
8. Repeat as time allows.

Spelling & Mark-up

Spelling: Use questioning/tapping to immediately guide error correction.

S. draws & numbers quadrant.

T: **The word is *outline*. T. uses word in a sentence.**

What word? (S. repeats word)

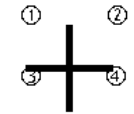
Slap & say the syllables. (out-line)

Slap & say the 1st syllable. Say the letters as you write. (o-u-t)

Slap & say the 2nd syllable. Say the letters as you write. (l-i-n-e)

Use placement questions to guide correct spelling of vowel team, as needed.

Check your work. Scoop & read. No mark-up until all 4 words are spelled.



o u t l i n e

Continue with the remaining 3 words:

#2- *rein*

#3- *defeat*

#4- *breath*

T: **Read all 4 words.**

Mark-up:

T: **Let's mark-up the syllable(s).**

S: **out is a vowel team syllable.** (S. marks 't' under *out*)

ou says /ou/. (S. circles ou)

line is a vowel-consonant-e syllable. (S. marks 'v-e' under *line*)

'e' is silent. (S. crosses off silent 'e')

long 'i' says /i/. (S. marks vowel with macron- ī).

o u t l i n e
t

o u t l i n e
t v-e

S. follows above procedures with T. support for the remaining 3 words.

11.15	AWS 11- Vowel Teams with More than 1 Sound (ea, ow, ou, oo, ei, ie)
<p>Word Study Check</p> <p><u>Word Study ✓ Data</u></p> <p># correct _____</p> <p># errors _____</p>	<p>Conduct a “cold” Word Study ✓ before moving to the next module.</p> <p>Randomize a deck of <u>40</u> words from all the vowel teams in module 11 (use multisyllabic words).</p> <ol style="list-style-type: none"> 1. Set timer for 1:00 ↓ 2. T. holds deck of cards & flashes 1 word at a time. 3. Sort into 2 piles: automatic or incorrect. 4. When the timer beeps, count the number of automatic words. 5. Record data on the WS ✓ Data Sheet <ul style="list-style-type: none"> • If <u>5 mid-low S.</u> meet the criteria (30 words correct, ≤ 3 errors), teach the next module. • If <u>5 mid-low S.</u> don’t meet criteria, but are close, review errors, practice WS ✓ & conduct spelling. The next day repeat <u>11.15</u>. • If an accuracy issue (7+ errors), review errors on white board & conduct spelling. Repeat <u>11.13</u> or appropriate sub-step based on errors, with new words on subsequent lessons. • If a fluency issue (10+ words read below criteria), practice WS ✓ & conduct spelling. Repeat <u>11.14</u> with new words the next session.