

FastTrack Phonics for Roots

Teacher's Manual

Volume 2

Produced by the
Reading Roots Development Team

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FastTrack Phonics for Roots was developed under the leadership of Robert E. Slavin and Nancy A. Madden, cofounders of the Success for All Foundation family of programs.

We wish to acknowledge the trainers, teachers, and students who gave us valuable feedback on the program.

The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.

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Introduction

FastTrack Phonics for Roots, Volume 2 is intended for students who have completed *FastTrack Phonics for Roots*, Volume 1. The lessons continue with activities, routines, and games that are similar to those in Volume 1. The lesson format changes slightly in Volume 2 because of the skills students have gained. If you are beginning your FastTrack Phonics instruction at this level, you will need to read the introductory information in Volume 1, included in the Appendix, to gain a basic understanding of the program.

FastTrack Phonics for Roots, Volume 2 Materials

The program materials for this volume include:

- FastTrack Phonics for Roots Teacher’s Manual, Volume 2
- Wall set of Key Cards
- Key Cards for Volume 2
- Class set of Partner Practice Booklets (Booklets 4, 5, and 6)
- Letter Blending Cards, Decks 1 and 2
- Phonics Picture Cards
- The Alphie puppet

Additionally, the teacher will need:

- Large pocket chart
- Class set of composition books (Partner Writing Books)
- Green construction paper to make word cards (optional)

Getting Started

If you are beginning the *FastTrack Phonics for Roots* program with Volume 2, post the wall set of Key Cards in an easily visible area of your classroom. If space permits, keep them in one horizontal row. Place the pocket chart in a prominent area of your classroom as well.

To accommodate classes beginning the program at this point, we’ve included optional start-up lessons to ease the transition into *FastTrack Phonics for Roots*. (Start-up lessons are located in the appendices.) These classes should begin instruction with Start-Up Lessons A and B. Each of these lessons will take two days to complete. After you have finished these two lessons, you may begin instruction at the beginning of the manual with Lesson 31.

If you are continuing your instruction of *FastTrack Phonics for Roots* from Volume 1, skip the optional start-up lessons, and go directly to Lesson 31.

Whether you are new to the program or continuing from *FastTrack Phonics for Roots*, Volume 1, you will need to set up a display area for the Key Cards for Volume 2. Every lesson, after presenting a letter group, you will place the Key Card in this area to create a wall frieze for daily review. The frieze needs to be organized so that sounds that are

represented by different spellings (i.e., “ai,” “a_e,” and “ay” all represent the long a sound) are grouped together. We suggest the following arrangement:

(long a)	(long e)	(long i)	(long o)	(long u)	
a_e	ee	i_e	o_e	oo (moon)	_ed
ay	ea	ie	ow (snow)	ue	_ing
ai	_y (puppy)	igh	oa	u_e	ar (car)
		_y (fly)			or (for)

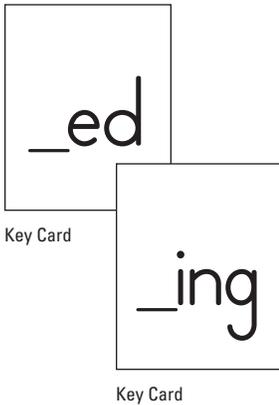
(cow)	(toy)	(fur)
ou	oy	ir
ow	oi	ur
		er

oo (book)
aw (saw)
c (mice)

The configuration may be altered to better fit the available space in your classroom. Letter groups with the same sound should always be placed together.

FastTrack Phonics for Roots

Lessons

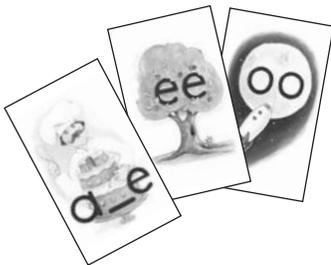


Adding /_ed/ and /_ing/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

hop	/h-o-p/ (3)	sip	/s-i-p/ (3)
hopped	/h-o-pp-ed/ (4)	sipped	/s-i-pp-ed/ (4)
hopping	/h-o-pp-i-ng/ (5)	*sipping	/s-i-pp-i-ng/ (5)



Class Review—Sounds and Words

Review Sounds—Quickly review the Key Cards from Level 1 by showing each card and having students say the letter sound in unison. Set aside any cards that students do not know instantaneously. Review these cards daily until students know them. Review the letter phrase and writing cue for any letters that are especially difficult for students.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective, if needed, to read the word in parts.

slump **string** **chips**

Partner Practice—Sounds and Words

With a Partner—Have students open their Partner Practice Booklets to page 1. Say: **You are going to practice reading letter sounds with your partner. At the top of the page, you will see an empty box. You are going to use this box to write your own letters. Think of some letters that you need to practice. Write those letters in the top box of your booklet.** (You may want to have your students practice writing the letters on another piece of paper first.) If your most recent assessment shows that some students have not mastered all of the sounds from Volume 1, make sure that students include those sounds in their lists. **Now you and your partner can take turns reading letter sounds together. Look at the letters in the top box. One partner will point to the letters. The other partner will make the sound for each letter. Then, partners will trade places.**

You need to make sure that you and your partner can read all the letter sounds. Point to the letters in a mixed-up order to make sure your partner knows every sound. Circulate to monitor pair work. (If students finish reading all the sounds in the top box, they may go on to the second box of sounds.)

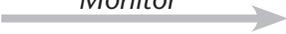
ch	a	i	th
•	•	•	•
o	sh	ng	e
•	•	•	•
x	u	qu	y
•	•	•	•

Partner Practice Booklet 4

chip	shop	wing
sled	track	stung

* Dad went to the fish shop.

Partner Practice Booklet 4


 Monitor

Then ask students turn to Lesson 31, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Remind partners to initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

When students have finished:

- Review letters if you identified needs during Partner Practice;
- Choose a partnership randomly to read the word box together;
- Ask a partnership to share a sentence they created; and
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

chin...thin...thick...sick...stick...stack...tack...shack

Hear the New Sound

Sound Words—Say each of the pairs of sentences below, and have students repeat each pair. Emphasize the /d/ sound at the end of “mail,” “hug,” and “carry” in the second sentence of each pair.

Teacher: Today I will **mail** a letter.

Students: Today I will mail a letter.

Teacher: Yesterday, I **mailed** a letter.

Students: Yesterday, I mailed a letter.

Teacher: **mail, mailed**

Students: mail, mailed

Teacher: Today, I will **hug** my dog.

Students: Today, I will hug my dog.

Teacher: Yesterday, I **hugged** my dog.

Students: Yesterday, I hugged my dog.

Teacher: **hug, hugged**

Students: hug, hugged

Teacher: Today, it will **rain**.

Students: Today, it will rain.

Teacher: Yesterday, it **rained**.

Students: Yesterday, it rained.

Teacher: **rain, rained**

Students: rain, rained


 Monitor

Ask: **What sound did we add to mail, hug, and rain? [/d/] When we want to say something already happened, we often add a /d/ sound to an action word.**

Let's try some more. I will say a word, you add the /d/ sound.

Teacher: jump	Teacher: stop
Students: jumped	Students: stopped
Teacher: hop	Teacher: wish
Students: hopped	Students: wished
Teacher: cry	Teacher: bat
Students: cried	Students: batted
Teacher: rake	Teacher: nod
Students: raked	Students: nodded

Introduce the Letter Group

Point to the letter group “_ed” and say: **This is what /d/ looks like when it is added to the end of the word to show that something happened earlier. When I look at the letters “ed” at the end of a word, I say /d/. Say this after me:**

/d/ **At the end, “ed” says /d/. “_ed”**

Post the Key Card for “_ed” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to read the first word in each pair below, and write the word on a green card. Then write “ed” at the end of the word and read the whole word. Use Finger Detective to cover and uncover the “ed” several times and read the uncovered part of the word each time.

jump	jumped	help	helped
tap	tapped	stop	stopped
melt	melted	bat	batted

Teacher Note—When you write “tapped,” point out that you doubled the “p.” Tell students that on some words, the last letter is doubled when an ending is added, but that the base word sounds the same.

As students add “ed” to “melt,” comment that when you add “ed” to words ending with “t” or “d,” you can hear the “e” just a little. Have them practice with “melted” and “batted.”

wish	hug	hop
wished	hugged	hopped

Partner Practice Booklet 4

With a Partner—Have students turn to Lesson 31, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work. Ask partners to initial each other’s books when they can read the words successfully.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ch/ as in cheese /sh/ as in shoes /th/ as in thin
/v/ as in vulture /w/ as in worm /x/ as at the end of fox

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list.

jump	jumped
help	helped
hop	hopped

When students have finished, have the class as a group tell you how to write the words. Write them on the board so students can check their work.

31

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/s-t-e-p/	<i>step</i>	/s-t-e-pp-ed/	<i>stepped</i>
/s-t-e-pp-ing/	<i>stepping</i>	/s-p-o-t/	<i>spot</i>
/s-p-o-tt-ed/	<i>spotted</i>	/s-p-o-tt-ing/	<i>spotting</i>

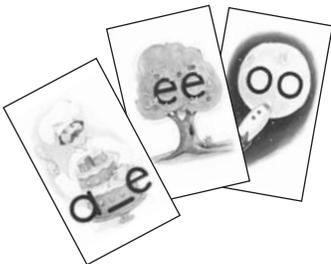
Class Review—Sounds and Words

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.



quit	thing	fix
such	dash	moth

* The dog ran on the track.

Partner Practice Booklet 4


 Monitor

Then have students turn to Lesson 31, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished:

- Review letters if you identified needs during Partner Practice;
- Choose a partnership randomly to read the word box together;
- Ask a partnership to share a sentence they created; and
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

met...melt...melted...belted...belt...bell...bill

Hear the New Sound

Sound Words—Say each of the word groups below, and have students repeat each group after you. Emphasize the endings.

Teacher: hop	Students: hop
hopped	hopped
hopping	hopping
Teacher: knock	Students: knock
knocked	knocked
knocking	knocking
Teacher: jump	Students: jump
jumped	jumped
jumping	jumping

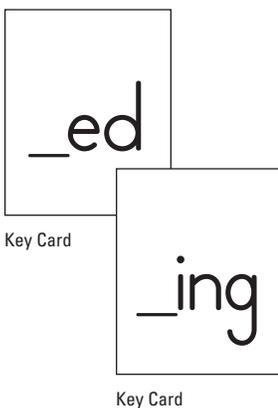
Ask students what was added to the first word. Make sure they identify both /_ed/ and /_ing/.

Key Cards—Point to the /_ed/ card. **What sound does this letter group make at the end of a word? [/d/] Say this after me:**

/d/ **At the end, “ed” says /d/ “_ed”**

Show the /_ing/ card. Stretch and Read the ending /_ing/. **Adding this ending is easy. It sounds just like it looks.**

Post the Key Card for “_ing” in the Letter Group Frieze.



Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to read the first word in each pair below, and write the word on a green card. Then write “ing” at the end of the word and read the whole word. Use your Finger Detective to cover and uncover the “ing” several times and read the uncovered part of the word each time.

jump	jumping	run	running
hug	hugging	sing	singing

Teacher Note—When you write “running,” point out that you doubled the “n.” Tell students that in some words, the last letter is doubled when an ending is added, but that the base word sounds the same.

wish	wished	wishing
tap	tapped	tapping
clap	clapped	clapping

Partner Practice Booklet 4

With a Partner—Have students turn to Lesson 31, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other’s books after they have read the words correctly twice.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

dash	help	hop
dashed	helping	*hopped

Write Sentences—Now that you know how to write words, you’re ready to write sentences. Let’s look at a sentence together. Write the sentence, “I can run.” on the board. **We know that a sentence is made up of words. How many words are in this sentence?** [*responses*] **Yes, there are three words. To write this sentence, we need to be able to spell all three words.**

We can spell most words using Alphie Talk. We sound out the word and write the letter for each sound. However, some words are different. You can’t sound them out and spell them. You have to remember the way that they are spelled. Those are the Red Words that we practice. Point to any Red Words that you have posted in the classroom.

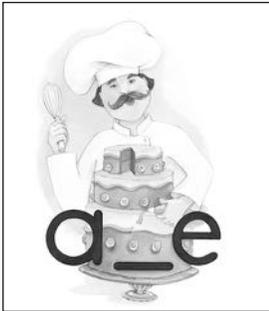
Let’s look at the first word in this sentence. The word is “I.” Is “I” a Green Word or a Red Word? [*responses*] **That’s right, it’s a Red Word. You have to remember how to spell it. Let’s look at the next word, “can.” That’s a Green Word. It’s a Green Word because you can Sound-It-Out: /c...a...n/. The last word, “run,” is a Green Word too. You can Sound-It-Out: /r...u...n/. Let’s read this sentence together.** Point to each word as the students read. Erase the sentence from the board.

Let's practice writing a sentence together. Listen carefully to this sentence, and repeat after me: A cat can sit. *[students repeat]* **Repeat the sentence quietly to yourself one or two more times. Now, write the sentence in your Partner Writing Books.** Monitor students as they write. When students are finished, have them check their work with their partners.

Write the sentence on the board. As you write, use the Think-Aloud strategy to model how to write sentences. Example: **The first word of the sentence is "a." I know that "a" is a Red Word. I can write "a" because I remember how to spell it.** Write "A." **The next word is "cat." /c...a...t/. I can write the letters for those sounds.** Write "cat," making the sound for each letter as you write. Continue the process with the rest of the sentence. Students may correct their work or rewrite the sentence if necessary.

You did a great job writing a sentence today! Soon you'll be writing lots of sentences about different things. Good work!

Teacher Note—At this stage of sentence writing, the program is more concerned with making sure that students use their knowledge of phonics and phonemic awareness to write sentences. For this reason, the mechanics of writing sentences are not addressed right away. The sentences that you write on the board will be the model of proper mechanics that the students will see and associate with sentence writing. In later lessons, after students are accustomed to writing sentences, you will gradually introduce the mechanical aspects of sentence writing. In one lesson, for example, you will instruct students that all sentences must begin with a capital letter. Students will check for this in their own work and their partner's work. A few lessons after that, you will instruct students that all sentences need some kind of punctuation at the end. Students will check for punctuation as they check their work and their partner's work. The rules will continue to be introduced in this way so that students gradually learn and practice the conventions of sentence writing while still focusing on phonics and phonemic awareness.



Key Card

Presenting /a_e/

Break-It-Down

Say a word, and ask students to repeat it. Then, have students say the word in Alphie Talk, and count the sounds. Provide support as needed.

fat	/f-a-t/ (3)	when	/wh-e-n/ (3)
flat	/f-l-a-t/ (4)	went	/w-e-n-t/ (4)
at	/a-t/ (2)	spent	/s-p-e-n-t/ (5)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective, if needed, to read the word in parts.

tricked **dashing** **snapped**

Partner Practice—Sounds and Words

Ask students to practice their letter sounds first using the top two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 32, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Books as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and have made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

When students have finished:

- Review letters if you identified needs during Partner Practice;
- Choose a partnership randomly to read the word box together;
- Have a partnership share a sentence they created; and
- Have a partnership **volunteer** to read the Challenge Sentence.

quilt	wished	yes
sting	just	van

Sad Sam jumped in
the van.

Partner Practice Booklet 4

Quick Erase

Use the following sequence:

fox...box...ox...ax...at...rat...rang...sang...sing...king

To add challenge for students who are ready, try one of these variations:

Tell the Teacher How—Write “fox.” Say: **How do you change “fox” to “box”?** Pause for a moment of “think time,” then have students answer as a whole group, saying “Change the ‘f’ to ‘b.’” Continue down the list of words using the similar questions.

Change the Letter—Have students write “fox” on a piece of scratch paper. Have partners check each other. Then, say: **Change “f” to “b.”** Ask the class to read the new word.

Hear the New Sound

Sound Words—I’m going to say some words. Listen carefully. After I say each word, I want you to repeat it. Emphasize the vowel sound in each word. **Cake** [cake], **rake** [rake], **make** [make]. **I can hear /a_e/ in cake, make and rake. I can hear /a_e/ in other words too. Repeat after me. Late** [late] **made** [made] **sale** [sale]. **These words all have the same sound. The sound is /a_e—>a_e/. Let’s all say that sound together: /a_e/.**

Key Picture—Show students the Key Card for /a_e/. **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a very delicious-looking cake. When I see this picture, I think I want to bake a cake. Bā—>āke a cā—>āke. Let’s say this sentence together: Bā—>āke a cā—>āke.**

Say each word, and ask students to repeat each one. Stretch the /a_e/ sound in each word. It should sound like this:

Teacher: **Bake**

Students: *Bake*

Teacher: **Bā—>āke**

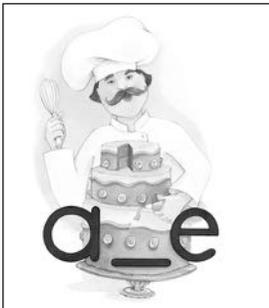
Students: *Bā—>āke*

Teacher: **a cake**

Students: *a cake*

Teacher: **cā—>āke**

Students: *cā—>āke*



Key Card

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.



Animated Alphabet:
/a_e/

a_e

Point to the letters “a_e” in the picture. Build a very strong connection between the picture and the letters “a_e.” **When I look at the baker who can ba—>ake a ca—>ake, I see these letters:** (point) **an “a” followed by an “e.”** **When I see the “a” and the “e,” I think of the sound /a_e—>a_e/.** Flip the card over so the students can only see the letters “a_e.” **What do you say when you see these letters?** [responses] **That’s right: /a_e—>a_e/.** Show the picture side

of the card again. **Here's a way to help us remember to say /a_e/ when we see these letters. When I point to the letters "a_e," I want you all to say:**

/a_e/ (sound) **"Bake a cake."** **"a-dash-e"**

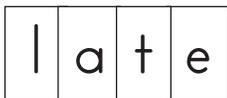
Designate a display area in your room for the Volume 2 Key Cards. Every day, after you have introduced a new Key Card, you will post it in this area to create a Vowel Frieze. (See the Introduction for directions on how to arrange the Letter Group Frieze.) This area will be used for a daily review of letter sounds (beginning in Lesson 34).

Stretch and Read with the New Sound

With the Teacher—Write the letters "ae" on the board. Say: **The letters "a" and "e" used to stand together to make one sound: /a_e/. One day, they decided to separate.** (Erase the letter "e," and rewrite it a few inches to the right. Make a dash between the letters.) **Other letters can be in this space (point to the dash) but the "a" and "e" still make one sound together. They say /a_e→a_e/.**



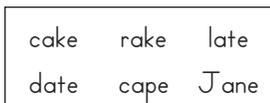
Letter Blending Cards Deck 2



Letter Blending Cards Decks 1&2



The Sound and the Furry: Sound-It-Out



Partner Practice Booklet 4

Monitor



Show students the extra-wide blending card for "a_e." **We know that these two letters say /a_e/. I'm going to show you how other letters go together with these two letters to make words.** Place the "a_e" card in the pocket chart. Put the "l" letter card in front. Put the "t" letter card over the dash between "a" and "e." Point to the letter "l." **The sound for this letter is? [/l/]** Touch "a," then slide your finger down and over to "e." **These two letters say? [/a_e/]** Touch the letter "t." **The sound for this letter is? [/t/]** Now slide your finger under the word from left to right (without skipping over the letter "t"), and make each sound. It should sound like this: /l...a...te/. Write the word on a green card, and read it again. Repeat the procedure with the words "came" and "make."

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Now you can read some "a-dash-e" words with a partner. Have students open their Partner Practice Booklets to Lesson 32, Day 1. **Look at the words in the bottom box. You and your partner will take turns reading the words to each other. Make sure that both you and your partner can read the words.**

Monitor students as they read together. Make sure that one student is pointing and one student is reading in each partnership. Have students initial each other's books after they have read the words correctly twice.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Familiar Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names as you write the letters on the board.

/j/ as in jump /g/ as in girl /d/ as in dinosaur
/p/ as in parrot /ng/ as at the end of ring /a_e/ as in bake

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

lake bake gate
late ape *grape

32

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/c-a-ke/ cake /b-r-a-ke/ brake
/b-ea-n/ bean /s-p-o-ke/ spoke
/s-o-ng/ song /s-n-a-ke/ snake

Class Review—Sounds and Words

Review Sounds—Use the front or back of the Key Cards to review any sounds that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds first using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing books.

Then have students turn to Lesson 32, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other’s books when the reader has read each word correctly twice.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and have made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

rushing	slam	brush
king	chimp	sick

* The king washed his dog.

Partner Practice Booklet 4

When students have finished:

- Review letters if you identified needs during Partner Practice;
- Choose a partnership randomly to read the sentence box together;
- Have a partnership share a sentence they created; and
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

hat...mat...rat...rate...late...lake...take...make...bake...rake

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound /a_e/ in each of the following words:

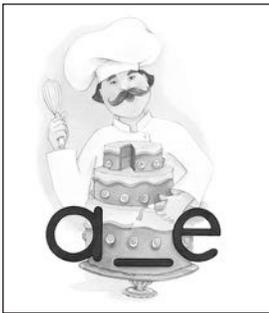
cake

make

late

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “a_e” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right: Bake a cake.** Flip the card over so that students can only see the letters “a_e.” **What sound do these letters make?** [*/a_e/*] **Yes, the sound is /a_e—>a_e/.**



Key Card

take	bake	shade
made	safe	brakes

Partner Practice Booklet 4

Stretch and Read with the New Sound

With the Teacher—We’re going to practice reading words with the /a_e/ sound. Write each word on the chalkboard, and Stretch and Read it with the students:

cape

wave

lane

With a Partner—Have students turn to Lesson 32, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together. Monitor students as they read together. Have students initial each other’s books after they have read the words correctly twice. Partners will check each other’s work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Show the /a_e/ Key Card and tell the students that some of the words they will write will use the /a_e/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

much

quit

fast

safe

tape

***flame**

Now we're ready to write some sentences together. Cami brought us this sentence.

Sam can jump.

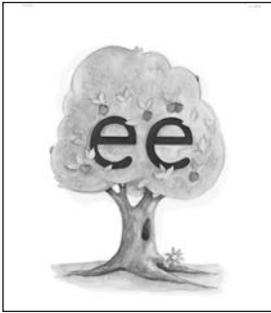
Say the sentence softly to yourselves two or three times until you're sure that you know it. When you're ready, you can write the sentence in your Partner Writing Books. Be sure to check your work with your partner when you've finished writing.

When students have finished, write the sentence on the board while the class tells you what to write. Model how to sound out and write each word. Point out the Red Word "a." Remind them that some words can't be sounded out; they must be remembered. If you have Red Word cards posted in the room, point to them as well.

Continue the activity with the following sentence:

Bob can bake a cake.

Be sure to celebrate students' writing by choosing some students to read their sentences to the class. Take a minute to discuss the content of the sentence to make sure that students understand it. For example, when a student reads the sentence, "Bob can bake a cake," ask: **What is your favorite kind of cake?** Allow a moment for students to use Think-Pair-Share to discuss this idea. Always take a brief moment to use the words and sentences that students read and write in a real context. This will lay the groundwork for comprehension.



Key Card

Presenting /ee/

Break-It-Down

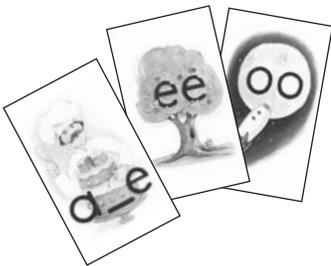
Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

key	/k-ey/ (2)	sleep	/s-l-ee-p/ (4)
keep	/k-ee-p/ (3)	deep	/d-ee-p/ (3)
tree	/t-r-ee/ (3)	*sweep	/s-w-ee-p/ (4)

Class Review—Sounds and Words



Animated Alphabet:
Review



Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

mopped **fishing** **quit**

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 33, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

fish	snake	truck
tape	zipping	jumped

* Sad Sam is jumping.

Partner Practice Booklet 4

Monitor →

When partners have finished:

- Review letters if you identified needs during partner practice.
- Choose a partnership randomly to read the word box together.
- Have a partnership share a sentence they created.
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

tape...cape...cap...map...mat...mate...late...lane...cane

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

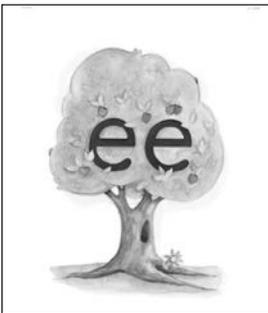
bee

see

tree

Ask: **What sound can you hear in all of those words?** [/ee/] Say each word again, and have students repeat each one. Stretch the /ee/ sound in each word.

Key Picture—Show students the Key Card for “ee.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a tree. Up in the top of the tree, I can see the letters “ee.” When I see this picture, I say, “See the tree.” Let’s practice saying that sentence together.** [See the tree.] Say each word in the phrase, and ask students to repeat it. Stretch the /ee/ sound in each word.



Key Card

Teacher: **See**

Students: *See*

Teacher: **See**→ee

Students: *See*→ee

Teacher: **the tree**

Students: *the tree*

Teacher: **tree**→ee

Students: *tree*→ee

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “ee” on top of the picture. **When I look at the letters “ee,” I think about the phrase, “See the tree.” I can see the tree around the letters “ee.”** Run your finger over “ee” as you repeat the sound /e e→ee/. **Look really hard at “ee,” and imagine seeing these letters in the top of the tree.** Flip the card over so the students can only see the letters “ee.” **What do these letters say?** [responses] Say /ee/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /e e→ee/ when we see these letters. When I point to “ee,” I want you all to say:**

/ee→ee/

“See the tree”

double e



Animated Alphabet: /
ee/

Post the picture side of the Key Card for “ee” in the Letter Group Frieze.

ee

k	ee	p
---	----	---

Letter Blending Cards Decks 1&2



The Sound and the Furry: Sound-It-Out

see	bee	tree
seen	keep	feet

Partner Practice Booklet 4

Stretch and Read with the New Sound

With the Teacher—Show students the Letter Blending Card for “ee.” **These letters say /ee/. Let’s look at some words that use these letters.** Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

keep

meet

seen

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 33, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/c/ as in caterpillar

/f/ as in find

/l/ as in lift

/d/ as in dig

/v/ as in vulture

/a_e/ as in cake

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together to tell you what to write on the board.

ee

seed

bee

keep

feet

peek

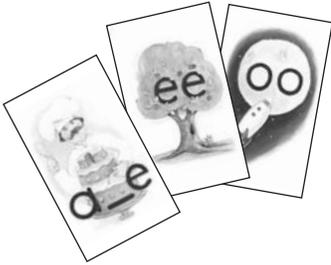
***sleep**

Teacher Note—If students spell “keep” or “peek” with a “c” instead of a “k,” tell them they did choose the right sound, but that this word uses the other letter that makes that sound.

(Optional) Challenge them to see if they can write the word using the other letter that makes that sound.

33

DAY 2

**Say-It-Fast** (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/b-**oa**-t/ *boat*/s-**ee**-d/ *seed*/k-**ee**-p/ *keep*/k-**i-te**/ *kite*/b-**a-ke**/ *bake*/l-**ee-k**/ *leek***Class Review—Sounds and Words**

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose two green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 33, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished:

- Review letters if you identified needs during partner practice.
- Choose a partnership randomly to read the word box together.
- Have a partnership share a sentence they created.
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

see...bee...beet...feet...feel...peel...peek...seek...cheek

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

locked	sale	yelling
made	paths	black

* The black van is locked.

Partner Practice Booklet 4

Monitor →

Hear the New Sound

Sound Words—Say each word and have students repeat it. Emphasize the vowel sound /ee/ in each of the following words:

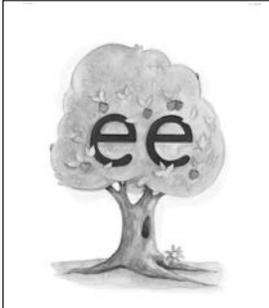
bee

see

tree

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “ee” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right. See the tree?** Flip the card over so the students can only see the letters “ee.” **What sound do these letters make?** [*responses*] **Yes, the sound is /ee—>ee/.**



Key Card

seeds	beef	bee
tree	seeking	beet

Partner Practice Booklet 4

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

see

peel

green

With a Partner—Have students turn to Lesson 33, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other’s books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

ee

Write Words—Show the /ee/ Key Card and tell students that some of the words they will write will use the /ee/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

bake

wish

rich

deep

jeep

***sleep**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Pam made a wish.

Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.



Key Card

Presenting /i_e/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk. Provide support as needed.

green	/g-r-ee-n/ (4)	lean	/l-ea-n/ (3)
clean	/c-l-ea-n/ (4)	bake	/b-a-ke/ (3)
break	/b-r-ea-k/ (4)	*beans	/b-ea-n-s/ (4)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about. Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use Finger Detective to cover the ending or break the word into parts.

zipped running rake

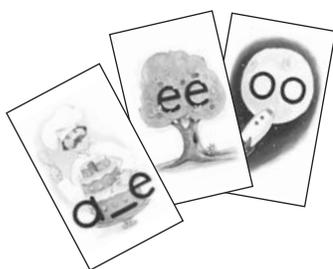
Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 34, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other’s books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.



brakes	ringing	speed
cake	fixed	feet

* Dad fixed the brakes on the van.

Partner Practice Booklet 4



When partners have finished:

- Review letters if you identified needs during partner practice.
- Choose a partnership randomly to read the word box together.
- Have a partnership share a sentence they created.
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

see...bee...fee...feed...need...seed...seen...seek...peek

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat each one:

time

bike

five

Ask: **What sound can you hear in those words?** [/i_e/] Say each word again, and have students repeat each one. Stretch the /i_e/ sound in each word.

Key Picture—Show the Key Card for “i_e.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a crocodile. This crocodile makes me think of something I say when I am saying good-bye to someone. I say, “In a while, crocodile.” Let’s say that sentence together.** [*In a while, crocodile*] Say each word in the phrase, and ask students to repeat it. Stretch the /i_e/ sound in “while” and “crocodile.”



Key Card



Animated Alphabet:
/i_e/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “i_e” in the picture. **When I look at the letters “i_e,” I think about the phrase, “In a while, crocodile.”** Run your finger over “i_e” as you stretch and repeat the sound /i_e/ three times. **Look really hard at “i_e,” and imagine seeing these letters with the crocodile.** Flip the card over so the students can only see the letters “i_e.” **What do these letters say?** [*responses*] Stretch /i_e/. Show the picture side of the card again. **Here’s a way to help us remember to say /i_e/—>i_e/ when we see these letters. When I point to “i_e,” I want you all to say:**

/i_e/—>i_e/ “In a while, crocodile.” “i dash e”

Post the picture side of the Key Card for “i_e” in the Letter Group Frieze.



Letter Blending Cards Deck 2



Letter Blending Cards Decks 1&2



The Sound and the Furry: Sound-It-Out

time	five	like
mine	bike	fine

Partner Practice Booklet 4

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. (Refer to “Stretch and Read with the New Letter” in Lesson 32, Day 1 for the teacher script on presenting letter groups with the “dash-e” component.) Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

time**side****mine**

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 34, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/w/ as in worm

/j/ as in jump

/ng/ as in ring

/z/ as in zip

/a_e/ as in cake

/ee/ as in tree

i _ e

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together to tell you what to write on the board.

mine**fine****time****dime****five*****drive**

34
DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/b-oa-t/ boat

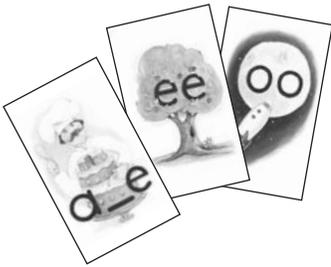
/b-a-ke-s/ bakes

/m-i-ne/ mine

/k-i-te-s/ kites

/b-a-ke/ bake

*/f-l-igh-t/ flight



Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 34, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished:

- Review letters if you identified needs during partner practice.
- Choose a partnership randomly to read the word box together.
- Have a partnership share a sentence they created.
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

mine...fine...dine...line...lane...lake...bake...take

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in each of the following words:

time

fine

line

Ask students to identify the sound that they hear in all three words.

shopping	feeling	shrug
same	take	free

* Kim and Dad went shopping.

Partner Practice Booklet 4

Monitor →



Key Card

fire	life	kites
ride	slide	drive

Partner Practice Booklet 4

i_e

Key Picture—Show students the “i_e” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right. “In a while, crocodile.”** Flip the card over so the students can only see the letters “i_e.” **What sound do these letters make?** [*responses*] **Yes, the sound is /i_e→i_e/.**

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

line

bike

side

With a Partner—Have students turn to Lesson 34, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Write Words and Sentences

Write Words—Show the /i_e/ Key Card and tell students that some of the words they will write will use the /i_e/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

yes

late

tree

ride

bike

***drive**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I can ride a bike.

Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.



Key Card

Presenting /o_e/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

cake	/c-a-ke/ (3)	rode	/r-o-de/ (3)
peel	/p-ee-l/ (3)	cone	/c-o-ne/ (3)
hide	/h-i-de/ (3)	bone	/b-o-ne/ (3)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about. Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

mixed **keeping** **skate**

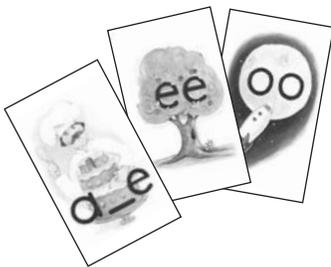
Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 35, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the "challenge sentence" in the middle box. This is an optional activity.

Monitor students as they work together.



canes	blast	five
creeping	best	quiz

* The rocket blasted
off at six.

Partner Practice Booklet 4

Monitor →

When partners have finished:

- Review letters if you identified needs during partner practice.
- Choose a partnership randomly to read the word box together.
- Have a partnership share a sentence they created.
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

tide...time...lime...dime...dine...mine...line...lane...cane

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Say each of the words below, and have students repeat them.

bone

pole

joke

Ask: **What sound can you hear in those words?** [/o_e/] Say each word again, and have students repeat each one. Stretch the /o_e/ sound in each word.

Key Picture—Show the Key Card for “o_e.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a telephone.**

I can use this telephone to call someone at home. I can phone home.

“Phone home.” Let’s say that sentence together. [responses] Say each word in the phrase, and ask students to repeat each one. Stretch the /o_e/ sound in each word.



Key Card



Animated Alphabet:
/o_e/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “o_e” in the picture. **When I look at the letters “o_e,” I think about the phrase, “Phone home.”** Run your finger over “o_e” as you repeat the sound /o_e/ three times. **Look really hard at “o_e,” and imagine seeing these letters on the phone.** Flip the card over so the students can only see the letters “o_e.” **What do these letters say?** [responses] Stretch /o_e/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /o_e—>o_e/ when we see these letters. When I point to “o_e,” I want you all to say:**

/o_e—>o_e/ **“Phone home.” “o dash e”**

Post the picture side of the Key Card for “o_e” in the Letter Group Frieze.



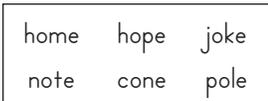
Letter Blending Cards Deck 2



Letter Blending Cards Decks 1&2



The Sound and the Furry: Sound-It-Out



Partner Practice Booklet 4

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word on the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

bone

cone

rope

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 35, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/a_e/ as in cake /ee/ as in tree /th/ as in thin

/i/ as in insect /y/ as in yarn /o_e/ as in home



Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together to tell you what to write on the board.

home

note

rode

pole

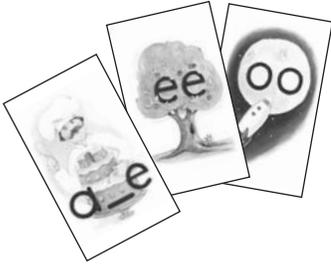
robe

*joke

Teacher Note—If students spell “joke” using a “c,” tell them they did hear the right sound and ask them to write it using another letter that also makes the /k/ sound.

35

DAY 2

**Say-It-Fast** (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/l-i-ke/ *like*/l-i-ne/ *line*/s-ee/ *see*/t-i-me/ *time*/f-ee-d/ *feed*/r-o-de/ *rode***Class Review—Sounds and Words**

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 35, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished:

- Review letters if you identified needs during partner practice.
- Choose a partnership randomly to read the word box together.
- Have a partnership share a sentence they created.
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

bone...cone...cane...lane...line...dine...mine...fine

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

picked	frame	wishing
bees	smile	stand

* Matt is standing on a quilt.

Partner Practice Booklet 4

Monitor →

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in each of the following words:

rode

pole

home

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “o_e” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right. “Phone home.”** Flip the card over so the students can only see the letters “o_e.” **What sound do these letters make?** [/o_e/] **Yes, the sound is /o_e→o_e/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

rode

pole

rope

With a Partner—Have students turn to Lesson 35, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

robe	poles	bones
vote	drove	stone

Partner Practice Booklet 4

Write Words and Sentences

Write Words—Show the /o_e/ Key Card and tell students that some of the words they will write will use the /o_e/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

late

rich

fox

bone

rope

***ropes**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

The cat can jump.

Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their Partner Writing Books. Have the sight word posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.

o _ e

Assessment 4

This assessment should be administered to the entire class after they have finished Lessons 31–35 of *FastTrack Phonics for Roots*, Volume 2. If you feel that your class would benefit from some additional practice before taking this assessment, you may wish to conduct some review lessons using the Optional Review Lesson Template at the back of this manual. Use the Optional Review Lesson Template to create lessons featuring sounds that your class needs to practice. Then, give the assessment to the class.

Assessment 4 checks student progress in four skill areas:

- Reading Sounds
- Stretch and Read
- Writing Sounds
- Stretch and Spell

The first two parts of the assessment will be administered to each student individually. Call individual students to your desk or to a separate work area away from the rest of the class. The last two parts of the assessment can be administered to the whole class at one time. Make sure that the students are comfortably seated at desks or tables. Be sure that students understand that they need to work on their own.

Part 1

Reading Sounds—(Use the Assessment 4: Reading Sounds list for this part of the assessment.) To be sure that students have mastered all sounds in Volume 1, have students read the sounds on the Volume 1 Review list. Record any sounds students have not mastered in the Review Notes column box on the Class Assessment Form. Use them in review lessons or have students record them in their Partner Practice books and work on them with their partner. If students have demonstrated mastery of all 30 objectives in Volume 1, put an “X” in the box in the Volume 1 column. Then ask students to read the sounds on the Reading Sounds list for Volume 2 for Assessment 4.

Point to each letter group on the list, and ask the student to tell you the sound that the letters make. If the student gives you the letter names, say: **That’s right. Those are the names of these letters. Now what sound do you make when you see these letters together?** The student may also give you other possible sounds for the letters, such as short vowel sounds instead of long ones. In this case, say: **Yes, that’s one sound that these letters make. Can you think of another sound these letters make when they are together?** If the student doesn’t give you the correct answer after this clarification, mark the response as incorrect and move on to the next assessment item. Do not allow the student to continue guessing until he or she gives the correct response.

Mark incorrect responses to new sounds with a slash mark under the corresponding letter group on the Class Assessment Form. Write the total number of correct responses at the end of the column.

Part 2

Stretch and Read—(Use the Assessment 4: Stretch and Read list.) Say: **Now you’re going to read some words.** Ask the student to read the words on the list. You may remind students that they can use Stretch and Read and then say the word.

Record the correct number of responses in the box marked “Stretch and Read” on the Class Assessment Form.

Assessment 4 (continued)

Part 3

Writing Sounds—(Use the Assessment 4: Writing Sounds list.) Seat students at desks or tables. Make sure that they know that this is a time to work separately. Give a piece of writing paper to each student, and have students number from 1 to 12. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter or letter group that makes that sound. Write the letter for that sound beside number 1 on your paper now.** Quickly check around the room to see that students are following directions. Then, continue to make the sounds for the other letters that students have studied in the last 5 lessons and for the review sounds. (Substitute sounds that your students have trouble with for the review sounds if you wish.)

Part 4

Stretch and Spell—(Use the Assessment 4: Stretch and Spell list.) Have students turn their papers over. Say: **Now you're going to write some words on the back of your paper. I'll say a word and then use it in a sentence. You repeat the word, then use Stretch and Spell to write the word.**

Collect the papers and grade them. Circle incorrect responses for Part 3, "Writing Sounds." Then record the information on the Class Assessment Form by placing a slash mark under the new letter groups that the students did NOT write correctly. (Note review letter groups missed in the Review Notes column.) Use the bottom row, marked "W" to record responses. Write the total number of correct responses in the "total" column.

Circle incorrect responses for Part 4, "Stretch and Spell." Record the number of correct responses in the box marked "Stretch and Spell" on the Class Assessment Form.

Using the Assessment Information

Once you have completed each student's assessment information on the Class Assessment Form, use that information to determine what to review as a class or whether individual students need tutoring to work on skills that they have not mastered.

The Class Assessment Form also allows you to look at the scores for the whole class. If you look at a particular letter group (for example, "i_e") and follow that column down to the bottom of the page, you will see a space for the class total. Record the number of correct responses from the whole class in this box. These scores will tell you which letter sounds (if any) are problematic for the class as a whole. You can give these letters more focused review time during your daily lessons, or plan a Review Lesson.

Reading Sounds: Review of Volume 1

m
•a
•s
•d
•t
•i
•n
•p
•g
•o
•c
•b
•e
•f
•l
•u
•h
•k
•j
•r
•z
•w
•qu
•ng
•v
•x
•y
•sh
•th
•ch
•

Reading Sounds: Volume 2

_ed
•

_ing
•

a_e
•

ee
•

i_e
•

o_e
•

Stretch and Read

peek

trade

thick

shape

broke

chips

hope

slide

wag

nine

sweet

fox

wished

stopping

vet

Writing Sounds

New

/_ed/

(as an ending as in helped)

/_ing/

(as an ending as in jumping)

/a_e/

(as in bake)

/ee/

(as in tree)

/i_e/

(as in bike)

/o_e/

(as in joke)

Review

/ch/

(as in chair)

/th/

(as in thin)

/sh/

(as in shoe)

/v/

(as in van)

/z/

(as in zipper)

/qu/

(as in queen)

Stretch and Spell

jumped

The dog jumped over the fence.

fishing

I like to go fishing.

make

Please make me some cookies.

feet

Do you have three feet?

five

Do you have five toes?

home

Kiesha walked home from school.



Key Card

Presenting /oo/ as in moon

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

slide /s-l-i-de/ (4)

spoon /s-p-oo-n/ (4)

side /s-i-de/ (3)

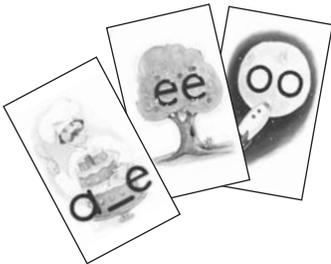
soon /s-oo-n/ (3)

hide /h-i-de/ (3)

***spoons** /s-p-oo-n-s/ (5)



Animated Alphabet:
Review



Class Review—Sounds and Words

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about. Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

sleeping

drive

wake

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 36, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

trapped	holes	glide
wave	trees	yet

* Pit-Pat was trapped in the tree

Partner Practice Booklet 4

Monitor →

When partners have finished:

- Review letters if you identified needs during partner practice.
- Choose a partnership randomly to read the word box together.
- Have a partnership share a sentence they created.
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

lake...bake...cake...cane...lane...line...fine...fin...pin...pine

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

moon

noon

spoon

Ask: **What sound can you hear in those words?** [/oo/] Say each word again, and have students repeat each one. Stretch the /oo/ sound in each word.

Key Picture—Show the Key Card for “oo.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a rocket ship. The rocket ship is going to the moon. It’s going very fast, so when I see this picture, I say, “Zoom to the moon.” Let’s say that sentence together. [Zoom to the moon.]** Say each word in the phrase, and ask students to repeat each word. Stretch the /oo/ sound in “zoom” and “moon.”



Key Card



Animated Alphabet:
/oo/

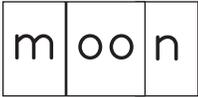
Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “oo” in the picture. **When I look at the letters “oo,” I think about the phrase “Zoom to the moon.”** Run your finger over “oo” as you repeat the /oo/ sound three times. **Look really hard at “oo,” and imagine seeing these letters on the ship that zooms to the moon.** Flip the card over so the students can only see the letters “oo.” **What do these letters say?** [/oo/] Say /oo/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /oo—>oo/ when we see these letters. When I point to “oo,” I want you all to say:**

/oo—>oo/ “Zoom to the moon.” “oo”

Post the picture side of the Key Card for “oo” in the Letter Group Frieze.



Letter Blending Cards Decks 1&2



The Sound and the Furry: Sound-It-Out



Partner Practice Booklet 4

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

moon**room****food**

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 36, Day 1 in their Partner Practice Booklets and read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/i/ as in insect

/i_e/ as in like

/a_e/ as in bake

/ee/ as in knee

/o_e/ as in home

/oo/ as in moon



Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together to tell you what to write on the board.

food**room****moon****noon****boot*****spoon**

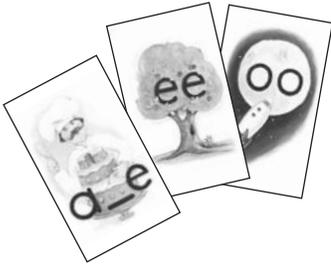
Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/r-oo-m/ *room*/b-r-i-de/ *bride*/k-ee-p/ *keep*/s-m-o-ke/ *smoke*/t-i-de/ *tide*/s-ch-oo-l/ *school*

36

DAY 2



Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 36, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished:

- Review letters if you identified needs during partner practice.
- Choose a partnership randomly to read the word box together.
- Have a partnership share a sentence they created.
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

noon...moon...soon...seen...seed...feed...food...mood

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words:

moon

noon

loop

Ask students to identify the sound they hear in all three words.

slide	zapping	rope
sweets	made	queen

* Scott got food from the queen.

Partner Practice Booklet 4

Monitor →



Key Card

boots	toot	pools
roof	spoon	bloom

Partner Practice Booklet 4



Key Picture—Show students the “oo” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right. “Zoom to the moon.”** Flip the card over so the students can only see the letters “oo.” **What sound do these letters make?** [*/oo/*] **Yes, the sound is /oo—>oo/.**

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

pool**food****loop**

With a Partner—Have students turn to Lesson 36, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Write Words and Sentences

Write Words—Show the /oo/ Key Card and tell students that some of the words they will write will use the /oo/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

peek**sing****five****pool****cool*****spoon**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Jump in the pool. It is cool.

Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their Partner Writing Books. Have the sight words “the” and “is” posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.



Key Card

Presenting /ar/

Break-It-Down

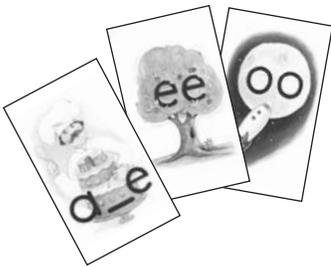
Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

seed	/s-ee-d/ (3)	see	/s-ee/ (2)
speed	/s-p-ee-d/ (4)	soak	/s-oa-k/ (3)
sew	/s-ew/ (2)	spoke	/s-p-o-ke/ (4)

Class Review—Sounds and Words



Animated Alphabet:
Review



Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about. Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

nose **stripe** **slipping**

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 37, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

fishing	spoons	tone
bride	scrape	stones

* Jack bumped his bike on the tree.
--

Partner Practice Booklet 4

Monitor →

When partners have finished:

- Review letters if you identified needs during partner practice.
- Choose a partnership randomly to read the word box together.
- Have a partnership share a sentence they created.
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

see...bee...fee...feed...need...seed...sad...mad...made

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

car

far

bar

Ask: **What sound can you hear in those words?** [/ar/] Say each word again, and have students repeat each one more time. Stretch the /ar/ sound in each word.

Key Picture—Show the Key Card for “ar.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a car. The people in the car want to go somewhere, so they need to start the car. “Start the car.” Let’s say that sentence together.** [Start the car.] Say each word in the phrase, and ask students to repeat it. Stretch the /ar/ sound in “start” and “car.”



Key Card



Animated Alphabet:
/ar/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “ar” in the picture. **When I look at the letters “ar,” I think about the phrase “Start the car.”** Run your finger over “ar” as you repeat the /ar/ sound three times. **Look really hard at “ar” and imagine seeing these letters on top of the car.** Flip the card over so the students can only see the letters “ar.” **What do these letters say?** Say /ar/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /ar/ when we see these letters. When I point to “ar,” I want you all to say:**

/ar/

“Start the car.”

“ar”

Post the picture side of the Key Card for “ar” in the Letter Group Frieze.



Letter Blending Cards Decks 1 & 2

*The Sound and the Furry*: Sound-It-Out

Partner Practice Booklet 4

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

car**hard****far**

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 37, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/oo/ as in moon /a_e/ as in late /i_e/ as in time

/a/ as in apple /ee/ as in street /ar/ as in car

Video Option: *The Sound and the Furry*—Introduce and play the Stretch and Spell segment. **Let's watch Alphie and his friends learn to Stretch and Spell. This will help us learn to spell words.**

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together to tell you what to write on the board.

bar**far****car****barn****yarn*****star***The Sound and the Furry*: Stretch and Spell

ar

37

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/b-ar/ bar

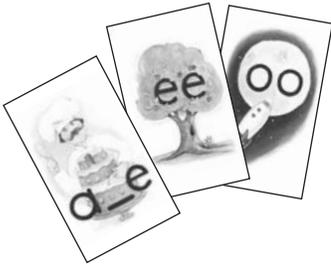
/t-ar/ tar

/b-ar-n/ barn

/s-t-ar/ star

/c-ar/ car

/s-t-ar-s/ stars



Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 37, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished:

- Review letters if you identified needs during partner practice.
- Choose a partnership randomly to read the word box together.
- Have a partnership share a sentence they created.
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

car...bar...far...jar...tar...star...start...tart

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words:

star

jar

march

Ask students to identify the sound that they hear in all three words.

time	lake	fizzing
drove	steep	pools

* Pam drove a dark green car.

Partner Practice Booklet 4

Monitor →



Key Card



Partner Practice Booklet 4

Monitor →

ar

Key Picture—Show students the “ar” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right. “Start the car.”** Flip the card over so the students can only see the letters “ar.” **What sound do these letters make?** [*/ar/*] **Yes, the sound is /ar—>ar/.**

Stretch and Read

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

bar

car

yarn

With a Partner—Have students turn to Lesson 37, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

Monitor students as they read together. Have students initial each other’s books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Write Words—Show the /ar/ Key Card and tell students that some of the words they will write will use the /ar/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

gate

pool

tree

car

jar

***start**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Sad Sam rides in the car.

Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.



Key Card

Presenting /c/ as in ice (“soft c”)

Teacher Note—In this lesson, the letter “c” makes the /s/ sound, and is called “soft c.”

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

cent	/c-e-n-t/ (4)	face	/f-a-ce/ (3)
mice	/m-i-ce/ (3)	*place	/p-l-a-ce/ (4)
city	/c-i-t-y/ (4)	*space	/s-p-a-ce/ (4)



Animated Alphabet:
Review

Class Review—Sounds and Words

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about. Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word in parts.

bloomed parking string

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 38, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other’s books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

shakes blame stole
farms sleeping broom

Partner Practice Booklet 4

* Dad parked the
green car.

Partner Practice Booklet 4

Monitor →

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

art...cart...card...hard...harp...harm...farm...far...bar

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

cent

city

circus

Ask: **What sound can you hear at the beginning of those words?** [/s/] Say each word again, and have students repeat each one. Stretch the /s/ sound in each word.

Key Picture—Show the Key Card for “soft c.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of some mice. They like to skate on the ice. If you look closely at the picture, you can see that they are in the city. They are city mice. “City mice on ice.” Let’s say that sentence together.** [*City mice on ice.*] Say each word in the phrase, and ask students to repeat it. Stretch the /s/ sound in each word.



Key Card



Animated Alphabet: /c/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letter makes.

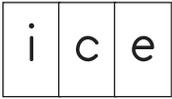
Show students the letter side of the “city mice on ice” Key Card. **We know this letter; we’ve studied it before. Usually, this letter says /c/ /c/ /c/ (hard c sound) but not always. This letter is special because it can make two sounds. Today, you’ll learn about the other sound that the letter “c” can make, /s/. Look at the picture of the mice on ice, and think about the sound /s—>s/. Flip the card over so the students can only see the letter “c.” What is the new sound that this letter makes?** [*responses*] Stretch /s/. Show the picture side of the card again. **Here’s a way to help us remember to say /s/. When we see the letter “c” on this picture, I want you all to say:**

/s—>s/

“City mice on ice”

“c”

Post the picture side of the Key Card for “c” in the Letter Group Frieze.



Letter Blending Cards Deck 1



The Sound and the Furry: Sound-It-Out

ice	face	cell
nice	lace	cent

Partner Practice Booklet 4

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Tell students that “c” often makes the /s/ sound when there is an “e” after it in the word. Model trying both “c” sounds in “ice” and “nice” below. Note that “ike” and “nike” don’t sound like words we know. Write each word on a green card, and say it in Alphie Talk with the students. Ask students what letter came after the “c” in all of these words. [“e”] Tell students that, most of the time, if “c” is followed by an “e,” it usually says /s/.

ice**face****cell** (Use this in a sentence: “I got a call on my cell phone.”)

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 38, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

C

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ar/ as in farm /oo/ as in moon /ee/ as in tree

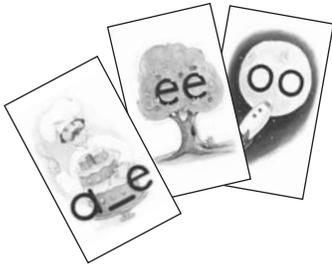
/o_e/ as in home /a_e/ as in bake /i_e/ as in bike

Write Words—Have students use Stretch and Spell to write the following words. Tell students that in these words, the “soft c” will be used to write the /s/ sound. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together to tell you what to write on the board. Point out that in all of these words, the “soft c” is followed by an “e.”

race**cent****ice****mice****lace****space**

38

DAY 2

**Say-It-Fast** (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/f-a-ce/ *face*/d-i-ce/ *dice*/p-l-a-ce/ *place*/c-a-se/ *case*/i-ce/ *ice*/r-a-ce/ *race***Class Review—Sounds and Words**

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 38, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

Quick Erase

Use the following sequence:

rice...dice...nice...mice...ice...ace...face...lace...place

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the /s/ sound in each of the following words.

mice**face****cent**

Ask students to identify the sound that they hear in the beginning of all three words.

stopped slice zooming
blame bee spark

* Pit-Pat is resting in
the grass.

Partner Practice Booklet 4

Monitor →



Key Card

ice	space	cents
mice	ace	faces

Partner Practice Booklet 4

Key Picture—Show students the “soft c” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right.** “City mice on ice.” Flip the card over so the students can only see the letter “c.” **What sound does this letter make in these words?** [*/s/*] **Yes, the sound is /s—>s/.**

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

cent**race****nice**

With a Partner—Have students turn to Lesson 38, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other’s books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

C

Write Words—Show the “soft c” Key Card and tell students that some of the words they will write have a “soft c” in them. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

race**cent****zoo****spoon****farm****charm**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I will win the race.

Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.



Key Card

Presenting /ou/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

out	/ou-t/ (2)	speed	/s-p-ee-d/ (4)
shout	/sh-ou-t/ (3)	arm	/ar-m/ (2)
seed	/s-ee-d/ (3)	farm	/f-ar-m/ (3)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

space **clapped** **broom**

Partner Practice—Sounds and Words

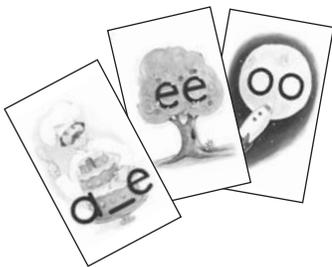
Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 39, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.



stars	shoot	shine
price	lake	snapped

* Sad Sam was sleeping
in the shade.

Partner Practice Booklet 4

Monitor →

Quick Erase

Use the following sequence:

fee...bee...see...seed...seen...seek...peek...park...bark...bar...bee

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

cloud

pound

sour

Ask: **What sound can you hear in each of those words?** [/ou/] Say each word again, and have students repeat each one. Stretch the /ou/ sound in each word.

Key Picture—Show the Key Card for “ou.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a cheerleader. She is shouting for her team. She can shout it out. “Shout it out.” Let’s say that sentence together.** [Shout it out.] Say each word in the phrase, and ask students to repeat it. Stretch the /ou/ sound in each word.



Key Card



Animated Alphabet:
/ou/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “ou” in the picture. **When I look at the letters “ou,” I think about the phrase “Shout it out.”** Run your finger over “ou” as you repeat the /ou/ sound three times. **Look really hard at “ou,” and imagine seeing these letters when the cheerleader shouts.** Flip the card over so the students can only see the letters “ou.” **What do these letters say?** [responses] Say /ou/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /ou/ when we see these letters. When I point to “ou,” I want you all to say:**

/ou→ou/ “Shout it out.” “ou”

Post the picture side of the Key Card for “ou” in the Letter Group Frieze.

Stretch and Read with the New Sound

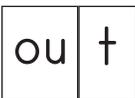
With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

out

couch

ouch

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Letter Blending Cards Decks 1 & 2



The Sound and the Furry: Sound-It-Out

out	ouch	sour
loud	our	shout

Partner Practice Booklet 4

With a Partner—Have students turn to Lesson 39, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names as you write the letters on the board.

/oo/ as in soon /ee/ as in tree /i_e/ as in hide

/ar/ as in car /ou/ as in shout /e/ as in edge

ou

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

out

loud

sour

ouch

couch

shout

39

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/sh-ou-t/ *shout*

/p-ar-k/ *park*

/ou-t/ *out*

/h-oo-p/ *hoop*

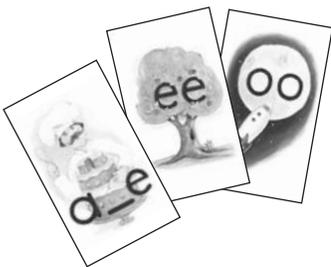
/n-i-ce/ *nice*

/r-o-de/ *rode*

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

hard	plate	choke
bike	cheering	lace

* The mice ate the cheese.

Partner Practice Booklet 4

Monitor →

Then have students turn to Lesson 39, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review letters as needed, and have partners read the words and sentence for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

couch...ouch...out...shout...shut...hut...hug...bug...bag

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them. Emphasize the vowel sound in the following words.

shout

out

loud

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “ou” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Shout it out.”** Flip the card over so the students can only see the letters “ou.” **What sound do these letters make?** [*/ou/*] **Yes, the sound is /ou—→ou/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

shout

out

loud

With a Partner—Have students turn to Lesson 39, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

ouch	shouts	sound
round	found	sounds

Partner Practice Booklet 4

When students have finished, choose a partnership randomly and have them read the words together.

ou

Write Words and Sentences

Write Words—Show the /ou/ Key Card and tell students that some of the words they will write will use the /ou/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

bone

bones

nice

ice

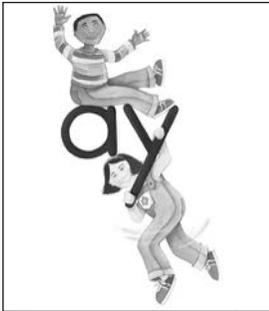
shout

***shouted**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

James shouted at Bob.

Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Key Card

Presenting /ay/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

stake	/s-t-a-ke/ (4)	play	/p-l-ay/ (3)
stay	/s-t-ay/ (3)	plate	/p-l-a-te/ (4)
say	/s-ay/ (2)	pay	/p-ay/ (2)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

shouted **flapping** **round**

Partner Practice—Sounds and Words

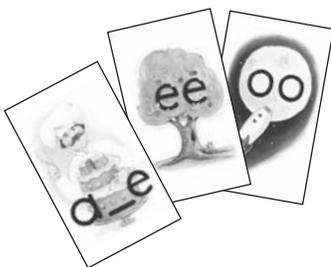
Ask students to practice their letter sounds, using the first first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 40, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.



green	spark	spoke
moon	shouting	ride

* Jane found ten cents in the barn.
--

Partner Practice Booklet 4

Monitor →

Quick Erase

Use the following sequence:

park...bark...bar...bat...mat...mate...make...lake...late...lane

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

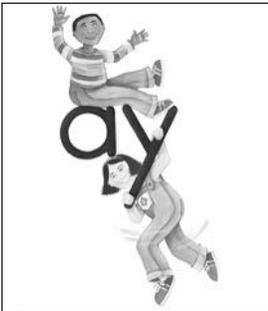
day

may

play

Ask: **What sound can you hear at the end of those words?** [/ay/] Say each word again, and have students repeat each one. Stretch the /ay/ sound in each word.

Key Picture—Show the Key Card for “ay.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a boy and a girl who love to play. In fact, they love playing so much that they often ask, “May I play?” “May I play?” Let’s say that sentence together.** [May I play?] Say each word in the phrase, and ask students to repeat it. Stretch the /ay/ sound in each word.



Key Card



Animated Alphabet:
/ay/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “ay” in the picture. **When I look at the letters “ay,” I think about the phrase “May I play?”** Run your finger over “ay” as you repeat the /ay/ sound three times. **Look really hard at “ay,” and imagine seeing the children playing on top of the letters “ay.”** Flip the card over so the students can only see the letters “ay.” **What do these letters say?** [/ay/] Stretch the /ay/ sound. Show the picture side of the card again. **Here’s a way to help us remember to say /ay/ when we see these letters. When I point to “ay,” I want you all to say:**

/ay—>ay/

“May I play?”

“ay”

Post the picture side of the Key Card for “ay” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

day

lay

say

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Letter Blending Cards Decks 1 & 2



The Sound and the
Furry: Sound-It-Out

ray	day	may
lay	pay	say

Partner Practice Booklet 4

With a Partner—Have students turn to Lesson 40, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ay/ as in play /a_e/ as in cake /ee/ as in tree

/o_e/ as in home /a/ as in apple /i_e/ as in bike

ay

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together to tell you what to write on the board.

day	may	gray
lay	play	say

40

DAY 2

Say-It-Fast (optional)

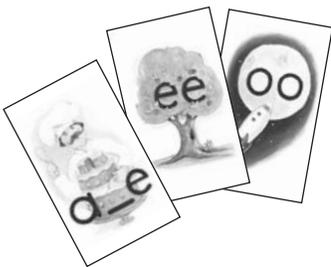
Say each sound in the words listed below. Have students blend the sounds into words.

/d-ay/	day	/ou-r/	our
/s-t-ay/	stay	/f-a-ce/	face
/l-ou-d/	loud	/k-ee-p/	keep

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using all of the boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

harm	ground	drive
cent	pool	keeps

* Dan cheered at the game.

Partner Practice Booklet 4

Monitor →

Then have students turn to Lesson 40, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partners read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

see...bee...bay...day...say...pay...play...lay...may...bay

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

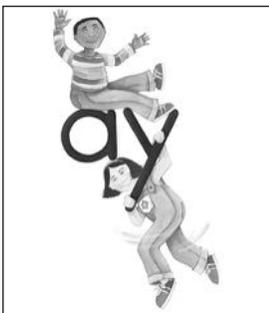
say

may

jay

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “ay” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “May I play?”** Flip the card over so the students can only see the letters “ay.” **What sound do these letters make?** [*ay*] **Yes, the sound is /ay—→ay/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

may

day

tray

With a Partner—Have students turn to Lesson 40, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

tray	day	play
gray	way	stay

Partner Practice Booklet 4

When students have finished, choose a partnership randomly and have them read the words together.

ay

Write Words and Sentences

Write Words—Show the /ay/ Key Card and tell students that some of the words they will write will use the /ay/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

play

playing

shout

shouting

hop

hopping

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

It is a nice day.

Discuss the meaning of the sentence briefly. Have partners work together and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.

Assessment 5

This assessment should be administered to the entire class after they have finished Lessons 36–40 of *FastTrack Phonics for Roots*, Volume 2. If you feel that your class would benefit from some additional practice before taking this assessment, you may wish to conduct some review lessons using the Optional Review Lesson Template at the back of this manual. Use the Optional Review Lesson Template to create lessons featuring sounds that your class needs to practice. Then, give the assessment to the class.

Assessment 5 checks student progress in four skill areas:

- Reading Sounds
- Stretch and Read
- Writing Sounds
- Stretch and Spell

The first two parts of the assessment will be administered to each student individually. Call individual students to your desk or to a separate work area away from the rest of the class. The last two parts of the assessment can be administered to the whole class at one time. Make sure that the students are comfortably seated at desks or tables. Be sure that students understand that they need to work on their own.

Part 1

Reading Sounds—(Use the Assessment 5: Reading Sounds list for this part of the assessment.) To be sure that students have mastered all sounds in Volume 1, have students read the sounds on the Volume 1 review list. Record any letters or letter groups students have not mastered in the Review Notes column on the Class Assessment Form. Use those letters in review lessons or have students record them in their Partner Practice books and work on them with their partner. If students have demonstrated mastery of all 30 objectives in Volume 1, put an “X” in the box in the Volume 1 column. Then ask students to read the sounds on the Reading Sounds list for Volume 2 for Assessment 5.

Point to each letter group on the list, and ask the student to tell you the sound that the letters make. If the student gives you the letter names, say: **That’s right. Those are the names of these letters. Now what sound do you make when you see these letters together?** The student may also give you other possible sounds for the letters, such as short vowel sounds instead of long ones. In this case, say: **Yes, that’s one sound that these letters make. Can you think of another sound these letters make when they are together?** If the student doesn’t give you the correct answer after this clarification, mark the response as incorrect and move on to the next assessment item. Do not allow the student to continue guessing until he or she gives the correct response.

Mark incorrect responses to new sounds with a slash mark under the corresponding letter group on the Class Assessment Form. Write the total number of correct responses at the end of the column.

Part 2

Stretch and Read—(Use the Assessment 5: Stretch and Read list.) Say: **Now you’re going to read some words.** Ask the student to read the words on the list. You may remind students that they can use Stretch and Read and then say the word.

Assessment 5 (continued)

Record the correct number of responses in the box marked “Stretch and Read” on the Class Assessment Form.

Part 3

Writing Sounds—(Use the Assessment 5: Writing Sounds list.) Seat students at desks or tables. Make sure that they know that this is a time to work separately. Give a piece of writing paper to each student, and have students number from 1 to 11. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter or letter group that makes that sound. Write the letter for that sound beside number 1 on your paper now.** Quickly check around the room to see that students are following directions. Then, continue to make the sounds for the other letters that students have studied in the last 10 lessons.

Part 4

Stretch and Spell—(Use the Assessment 5: Stretch and Spell list.) Have students turn their papers over. Say: **Now you’re going to write some words on the back of your paper. I’ll say a word and then use it in a sentence. You repeat the word, then use Stretch and Spell to write the word.**

Collect the papers and grade them. Circle incorrect responses for Part 3, “Writing Sounds.” Then, record this information on the Class Assessment Form by placing a slash mark under the new letter groups that the students did NOT write correctly. (Note review letter groups missed in the Review Notes column.) Use the bottom row, marked “W” to record responses. Write the total number of correct responses in the “total” column.

Circle incorrect responses for Part 4, “Stretch and Spell.” Record the correct number of responses in the box marked “Stretch and Spell” on the Class Assessment Form.

Using the Assessment Information

Once you have completed each student’s assessment information on the Class Assessment Form, use that information to determine what to review as a class or whether individual students need tutoring to work on skills that they have not mastered.

The Class Assessment Form also allows you to look at the scores for the whole class. If you look at a particular letter group (for example, “ou”) and follow that column down to the bottom of the page, you will see a space for the class total. Record the number of correct responses from the whole class in this box. These scores will tell you which letter sounds (if any) are problematic for the class as a whole. You can give these letters more focused review time during your daily lessons, or plan a Review Lesson.

Reading Sounds: Review of Volume 1

m	a	s	d	t
.
i	n	p	g	o
.
c	b	e	f	l
.
u	h	k	j	r
.
z	w	qu	ng	v
.
x	y	sh	th	ch
.

Reading Sounds: Volume 2

New

oo

(as in moon)

•

ar

•

c

(as in ice)

•

ou

•

ay

•

Review

_ed

•

_ing

•

a_e

•

o_e

•

i_e

•

ee

•

Stretch and Read

way

parked

flame

farm

price

ropes

mice

spoon

quick

loud

shouting

street

cool

stay

running

Writing Sounds

New

/oo/

(as in moon)

/ar/

(as in car)

/c/

(as in ice)

/ou/

(as in shout)

/ay/

(as in play)

Review

/_ed/

(as an ending as in helped)

/_ing/

(as an ending as in jumping)

/a_e/

(as in bake)

/ee/

(as in tree)

/i_e/

(as in bike)

/o_e/

(as in home)

Stretch and Spell

food

My favorite food is an apple.

car

I drive a green car.

loud

Don't talk so loud!

pay

Please pay for the pencil.

(Hint: Use /ay/ as in play.)

race

Will he win the race?

(Hint: Use /a_e/ as in bake.)



Key Card

Presenting /ea/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

tea /t-ea/ (2)

seem /s-ee-m/ (3)

team /t-ea-m/ (3)

see /s-ee/ (2)

steam /s-t-ea-m/ (4)

***stream** /s-t-r-ea-m/ (5)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

stay

shouted

running

Partner Practice—Sounds and Words

Have students write letter group sounds they need to practice in the first box on page 1 in Partner Practice Booklet 5.

Ask students to practice their letter sounds, using the first two boxes on the first page of their booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 41, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

Monitor →

days	mice	moon
couch	parking	store

* Ann drove to the parking lot.

Partner Practice Booklet 5

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

side...wide...wife...life...line...lane...cane...can...tan

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

eat

meal

bead

Ask: **What sound can you hear in each of those words?** [/ea/] Say each word and have students repeat each one. Stretch the /ea/ sound in each word.

Key Picture—Show the Key Card for “ea.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a cup of tea. When I see this cup, I think about drinking tea. Every time I see this picture, I say, “Time for tea.” Let’s say that sentence together.** [Time for tea.] Say each word in the phrase, and ask students to repeat it. Stretch the /ea/ sound in each word.



Key Card



Animated Alphabet:
/ea/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “ea” in the picture. **When I look at the letters “ea,” I think about the phrase “Time for tea.”** Run your finger over “ea” as you repeat the sound /ea/ three times. **Look really hard at “ea,” and imagine seeing these letters with the cup of tea.** Flip the card over so the students can only see the letters “ea.” **What do these letters say?** [/ea/] Stretch the /ea/ sound. Show the picture side of the card again. **Here’s a way to help us remember to say /ea/ when we see these letters. When I point to “ea,” I want you all to say:**

/ea/

“Time for tea”

“ea”

Post the picture side of the Key Card for “ea” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

tea

bean

lead

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Letter Blending Cards Decks 1 & 2



The Sound and the
Furry: Sound-It-Out

tea	seat	meal
dear	fear	leap

Partner Practice Booklet 5

With a Partner—Have students turn to Lesson 41, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ay/ as in play /a_e/ as in cake /ou/ as in shout

/ee/ as in tree /i_e/ as in time /ar/ as in bar

ea

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

read

seal

team

bean

beak

ear

41

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/b-ea-d/ *bead*

/c-e-n-t/ *cent*

/d-ay/ *day*

/z-oo-m/ *zoom*

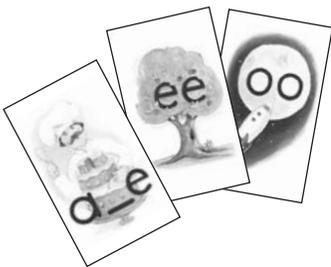
/ou-ch/ *ouch*

/c-ar-t/ *cart*

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

start	planes	sprout
peeked	tray	slice

* Sam played hide- and-seek

Partner Practice Booklet 5

Monitor →

Then have students turn to Lesson 41, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

tea...sea...seal...deal...heal...heat...beat...bean

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

tea

flea

please

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “ea” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Time for tea.”** Flip the card over so the students can only see the letters “ea.” **What sound do these letters make?** [*/ea/*] **Yes, the sound is /ea—→ea/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

seat

bean

eat

With a Partner—Have students turn to Lesson 41, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

leak	clean	ear
treat	east	hear

Partner Practice Booklet 5

When students have finished, choose a partnership randomly and have them read the words together.

ea

Write Words and Sentences

Write Words—Show the /ea/ Key Card and tell students that some of the words they will write will use the /ea/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

bean

ice

heat

eat

shout

shouted

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I will drink tea in a cup.

Discuss the meaning of the sentence briefly. Have partners work **together** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Key Card

Presenting /or/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

seal	/s-ea-l/ (3)	soon	/s-oo-n/ (3)
steal	/s-t-ea-l/ (4)	go	/g-o/ (2)
spoon	/s-p-oo-n/ (4)	grown	/g-r-ow-n/ (4)

Class Review—Sounds and Words

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

sparked speeding hoops

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 42, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

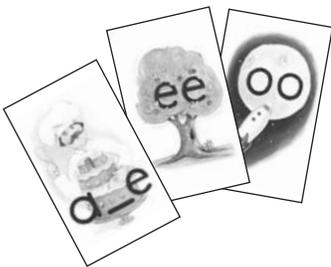
Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the "challenge sentence" in the middle box. This is an optional activity.

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.



Animated Alphabet:
Review



sharks notes bees
spoon crime treating

* Did you see a shark?

Partner Practice Booklet 5

Monitor →

Quick Erase

Use the following sequence:

mean...bean...lean...leap...lap...tap...tape...shape

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

corn

fork

born

Ask: **What sound can you hear in each of those words?** [/or/] Say each word again, and have students repeat each one. Stretch the /or/ sound in each word.

Key Picture—Show the Key Card for “or.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a horse. This horse likes to eat corn. Every time I see this picture, I say, “Corn for the horse.” Let’s say that sentence together.** [Corn for the horse.] Say each word in the phrase, and ask students to repeat it. Stretch the /or/ sound in each word.



Key Card



Animated Alphabet:
/or/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

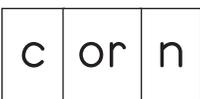
Build a strong connection between the picture and the letters. Point to the letter group “or” in the picture. **When I look at the letters “or,” I think about the phrase “Corn for the horse.”** Run your finger over “or” as you repeat the /or/ sound three times. **Look really hard at “or,” and imagine seeing these letters on the corn for the horse.** Flip the card over so the students can only see the letters “or.” **What do these letters say?** [responses] Stretch the /or/ sound. Show the picture side of the card again. **Here’s a way to help us remember to say /or/ when we see these letters. When I point to “or,” I want you all to say:**

/or/ → /or/ “Corn for the horse” “or”

Post the picture side of the Key Card for “or” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.



Letter Blending Cards Decks 1 & 2

corn

horn

fork

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



The Sound and the
Furry: Sound-It-Out

for	cord	born
corn	fork	fort

Partner Practice Booklet 5

With a Partner—Have students turn to Lesson 42, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ay/ as in play /a_e/ as in cake /ea/ as in tea

/ou/ as in shout /or/ as in horse /i_e/ as in ride

or

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

fork

fort

horn

sort

born

corn

42

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/f-or-k/ *fork*

/f-l-oa-t/ *float*

/b-or-n/ *born*

/b-l-a-me/ *blame*

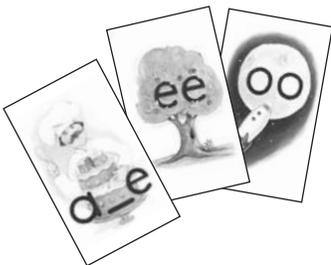
/t-or-n/ *torn*

/g-a-me-s/ *games*

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

tea	shouted	tree
shapes	dream	food

* Do you like to eat rice?

Partner Practice Booklet 5

Monitor →

Then have students turn to Lesson 42, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

cord...corn...horn...born...barn...bar...far

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

horn

born

corn

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “or” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Corn for the horse.”** Flip the card over so the students can only see the letters “or.” **What sound do these letters make?** [*/or/*] **Yes, the sound is /or/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

thorn

horn

storm

With a Partner—Have students turn to Lesson 42, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

north	torn	fork
born	porch	short

Partner Practice Booklet 5

When students have finished, choose a partnership randomly and have them read the words together.

or

Write Words and Sentences

Write Words—Show the /or/ Key Card and tell students that some of the words they will write will use the /or/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

nice

fork

torn

shouting

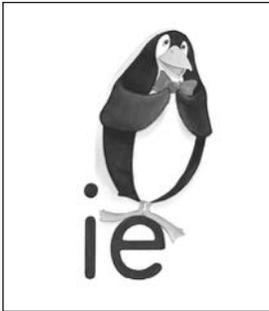
cord

stay

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Mark beeped his horn.

Discuss the meaning of the sentence briefly. Have partners work **together** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Key Card

Presenting /ie/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

time	/t-i-me/ (3)	spoke	/s-p-o-ke/ (4)
tie	/t-ie/ (2)	poke	/p-o-ke/ (3)
spy	/s-p-y/ (3)	broke	/b-r-o-ke/ (4)

Class Review—Sounds and Words

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

ground **squeaking** **splash**

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 43, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

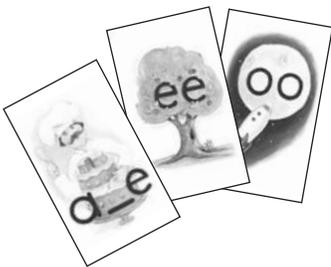
Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the "challenge sentence" in the middle box. This is an optional activity.

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.



Animated Alphabet:
Review



thorn	car	mouth
neat	spray	stripe

* I cleaned the car
with a hose.

Partner Practice Booklet 5

Monitor

Quick Erase

Use the following sequence:

horn...born...corn...cord...card...hard...hand...land

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

pie

tie

die

Ask: **What sound can you hear at the end of those words?** [/ie/] Say each word again, and have students repeat each one. Stretch the /ie/ sound in each word.

Key Picture—Show the Key Card for “ie.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a penguin with a tie. We are going to tell him: Tie your tie. “Tie your tie.” Let’s say that sentence together.** [Tie your tie.] Say each word in the phrase, and ask students to repeat it. Stretch the /ie/ sound in each word.



Key Card



Animated Alphabet:
/ie/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Point to the letter group “ie” in the picture. **When I look at the letters “ie,” I think about the phrase “Tie your tie.”** Run your finger over “ie” as you repeat the sound /ie/ three times. **Look really hard at “ie,” and imagine seeing these letters as you tie your tie.** Flip the card over so the students can only see the letters “ie.” **What do these letters say?** [/ie/] Say /ie/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /ie/ when we see these letters. When I point to “ie,” I want you all to say:**

/ie/

“Tie your tie.”

“ie”

Post the picture side of the Key Card for “ie” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

pie

die

lie

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

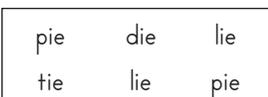
With a Partner—Have students turn to Lesson 43, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.



Letter Blending Cards Decks 1 & 2



The Sound and the
Furry: Sound-It-Out



Partner Practice Booklet 5

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

ie

/_ed/ as an ending as in walked

/ee/ as in “see the tree”

/ing/ as an ending as in jumping

/oo/ as in moon

/ea/ as in “time for tea”

/ar/ as in car

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

pie

tie

die

lie

pipe

time

43

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/l-ie/ *lie*

/b-r-igh-t/ *bright*

/t-igh-t/ *tight*

/p-i-pe/ *pipe*

/l-i-ne/ *line*

/s-t-r-i-pe/ *stripe*

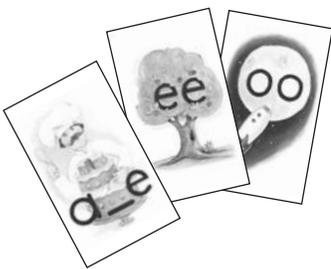
Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.



corks	proud	bike
hard	seeing	stool

*Dad was proud of me.

Partner Practice Booklet 5



Then have students turn to Lesson 43, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

pie...die...lie...tie...tip...rip...ripe...wipe

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

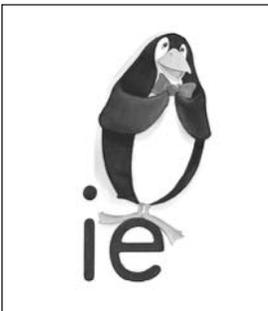
lie

tie

die

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “ie” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right. “Tie your tie.”** Flip the card over so the students can only see the letters “ie.” **What sound do these letters make?** [*/ie/*] **Yes, the sound is /ie—>ie/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

pie

lie

tie

With a Partner—Have students turn to Lesson 43, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

die	tie	lie
pie	die	tie

Partner Practice Booklet 5

ie

Write Words and Sentences

Write Words—Show the /ie/ Key Card and tell students that some of the words they will write will use the /ie/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

pie

out

tie

smoke

lie

jumping

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Sad Sam is eating a pie.

Discuss the meaning of the sentence briefly. Have partners work **together** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Key Card

Presenting /_y/ as in puppy

Break-It-Down

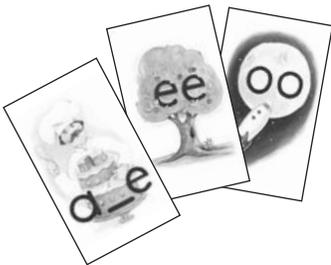
Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

happy	/h-a-pp-y/ (4)	city	/c-i-t-y/ (4)
sad	/s-a-d/ (3)	funny	/f-u-nn-y/ (4)
glad	/g-l-a-d/ (4)	jumpy	/j-u-m-p-y/ (5)

Class Review—Sounds and Words



Animated Alphabet:
Review



Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

spice

ties

cleaning

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 44, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

pie	like	scream
ice	played	sorting

* Lee screamed when she won the game.

Partner Practice Booklet 5

Monitor →

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

pie...lie...tie...time...fine...fin...win...pin...pine

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

silly

funny

tummy



Key Card

Stress the end sound for /_y/ in each word. Ask: **What sound do you hear at the end of these words?** [/_y/] Say each word again, and have students repeat each one. Stretch the /_y/ sound in each word.

Key Picture—Show the Key Card for “_y.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a puppy. This is no ordinary puppy. This is a silly, happy puppy. Look how he is playing and jumping around. He is silly. He is happy. Every time I see this picture, I say, “Silly, happy puppy.” Let’s say that sentence together.** [*Silly, happy puppy*] Say each word in the phrase, and ask students to repeat it. Stretch the /_y/ sound in each word.

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

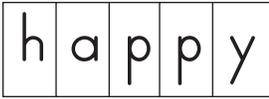
Build a strong connection between the picture and the letters. Point to the letter “_y” in the picture. **We’ve seen this letter before. We know that it says /y/. But this letter is special. It can make another sound. When it comes at the end of words, it says /_y/ /_y/ /_y/. When I see this letter at the end of a word, I think of the silly, happy puppy.** Run your finger over “_y” as you repeat the sound /_y/ three times. Flip the card over so the students can only see the letter “_y.” **What do you say when you see this letter at the end of a word?** [/_y/] Say /_y/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /_y/ when we see this letter at the end of a word. When I point to “_y,” I want you all to say:**

/_y/ **“Silly, happy puppy”** **“dash y”**

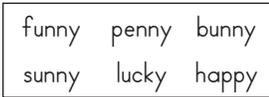
Post the picture side of the Key Card for “_y” in the Letter Group Frieze.



Animated Alphabet:
/_y/



Letter Blending Cards Decks 1 & 2

*The Sound and the Furry: Sound-It-Out*

Partner Practice Booklet 5

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

happy**funny****silly**

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 44, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ou/ as in shout

/s/ as in ice

/ie/ as in pie

/ar/ as in car

/or/ as in horse

/_y/ as in puppy

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

happy**silly****funny****sunny****penny****candy**

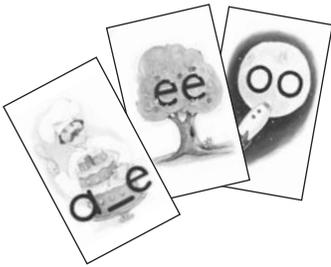
44

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/t-ai-l/ *tail*/j-u-m-p/ *jump*/b-i-ke/ *bike*/c-a-s-t/ *cast*/j-oi-n/ *join*/p-a-n-t-s/ *pants*



Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

tie	flour	forks
lie	teaching	cone

* Mike made a cake
with flour.

Partner Practice Booklet 5



Then have students turn to Lesson 44, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other’s books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

corn...cord...card...car...bar...bat...cat...sat...say

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

sunny

bunny

puppy

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “_y” Key Card. **What do you say when you see this picture?** [*Silly, happy puppy*] **That’s right. “Silly, happy puppy.”** Flip the card over so the students can only see the letter “_y.” **What sound do these letters make?** [*/_y/*] **Yes, the sound is /_y/—>_y/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

funny

sunny

penny

silly	tummy	puppy
candy	Sally	city

Partner Practice Booklet 5

With a Partner—Have students turn to Lesson 44, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Write Words—Show the /_y/ Key Card and tell students that some of the words they will write will use the /_y/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

happy

wax

penny

round

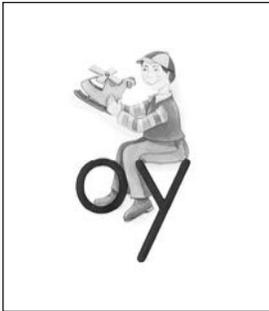
candy

***stopped**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Max found a penny.

Discuss the meaning of the sentence briefly. Have partners work **together** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Key Card

Presenting /oy/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

rain	/r-ai-n/ (3)	boil	/b-oi-l/ (3)
brain	/b-r-ai-n/ (4)	boy	/b-oy/ (2)
grain	/g-r-ai-n/ (4)	spoil	/s-p-oi-l/ (4)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

sloppy

starry

planes

Partner Practice—Sounds and Words

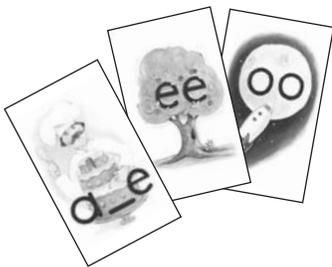
Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 45, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the "challenge sentence" in the middle box. This is an optional activity.

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.



happy	kite	meeting
lie	sharp	sale

* The man wore baggy pants.

Partner Practice Booklet 5

Monitor →

Quick Erase

Use the following sequence:

lie...die...pie...pit...bit...bite...kite...kit...fit...fix

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

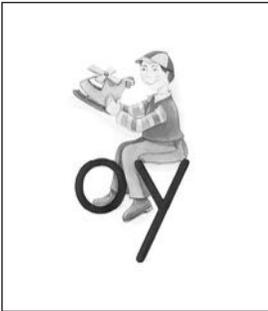
boy

joy

toy

Ask: **What sound can you hear at the end of those words?** [/oy/] Say each word again, and have students repeat each one. Stretch the /oy/ sound in each word.

Key Picture—Show the Key Card for “oy.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a “boy with a toy.” Let’s say that sentence together.** [*Boy with a toy.*] Say each word in the phrase, and ask students to repeat it. Stretch the /oy/ sound in each word.



Key Card



Animated Alphabet:
/oy/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “oy” in the picture. **When I look at the letters “oy,” I think about the phrase “Boy with a toy.”** Run your finger over “oy” as you repeat the sound /oy/ three times. **Look really hard at “oy,” and imagine the boy with a toy.** Flip the card over so the students can only see the letters “oy.” **What do these letters say?** [/oy/] Say /oy/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /oy/ when we see these letters. When I point to “oy,” I want you all to say:**

/oy/

“Boy with a toy”

“oy”

Post the picture side of the Key Card for “oy” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

boy

toy

Roy

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Letter Blending Cards Deck 2



The Sound and the Furry: Sound-It-Out

boy	joy	boys
toy	Roy	boy

Partner Practice Booklet 5

With a Partner—Have students turn to Lesson 45, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list. Then have the class say the letter names for you as you write the letters on the board.

/ou/ as in shout

/ie/ as in pie

/or/ as in horse

/_ed/ as an ending as in jumped

/ay/ as in play

/oy/ as in boy

Words with the New Letters—Have students write the following words. Partners will check each other's work.

boy

Roy

soy

toy

joy

toys

45

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/m-a-n/ *man*

/f-l-ow-er/ *flower*

/p-o-n-d/ *pond*

/c-a-n-d-y/ *candy*

/f-ou-n-d/ *found*

/s-t-a-m-p/ *stamp*

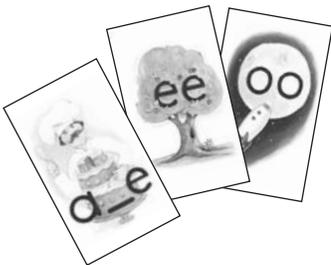
Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.



sunny	spray	make
reaching	tie	penny

* Sandy was feeling grumpy.

Partner Practice Booklet 5

Monitor →

Then have students turn to Lesson 45, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

day...ray...Roy...boy...toy...tot...toot...hoot...hot...not...note

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

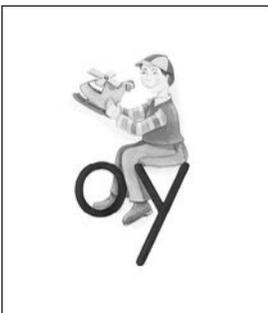
joy

toy

boy

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “oy” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Boy with a toy.”** Flip the card over so the students can only see the letters “oy.” **What sound do these letters make?** [/oy/] **Yes, the sound is /oy/—→oy/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

joy

toy

boy

With a Partner—Have students turn to Lesson 45, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

b	oy
---	----

Letter Blending Cards Deck 2

toy	Roy	boys
joy	enjoy	boy

Partner Practice Booklet 5

oy

Write Words and Sentences

Write Words—Show the /oy/ Key Card and tell students that some of the words they will write will use the /oy/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

tie**silly****boy****toy****moon****rake** (use /a_e/ as in “bake a cake”)

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

The toy I like best is a baseball.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.

Assessment 6

This assessment should be administered to the entire class after they have finished Lessons 41–45 of *FastTrack Phonics for Roots*, Volume 2. If you feel that your class would benefit from some additional practice before taking this assessment, you may wish to conduct some review lessons using the Optional Review Lesson Template at the back of this manual. Use the Optional Review Lesson Template to create lessons featuring sounds that your class needs to practice. Then, give the assessment to the class.

Assessment 6 checks student progress in four skill areas:

- Reading Sounds
- Stretch and Read
- Writing Sounds
- Stretch and Spell

The first two parts of the assessment will be administered to each student individually. Call individual students to your desk or to a separate work area away from the rest of the class. The last two parts of the assessment can be administered to the whole class at one time. Make sure that the students are comfortably seated at desks or tables. Be sure that students understand that they need to work on their own.

Part 1

Reading Sounds—(Use the Assessment 6: Reading Sounds list for this part of the assessment.) To be sure that students have mastered all sounds in Volume 1, have students read the sounds on the Volume 1 review list. Record any sounds students have not mastered in the Review Notes column on the Class Assessment Form. Use those sounds in review lessons or have students record them in their Partner Practice books and work on them with their partner. If students have demonstrated mastery of all 30 sounds in Volume 1, put an “X” in the box in the Volume 1 column. Then ask students to read the sounds on the Reading Sounds list for Volume 2 for Assessment 6.

Point to each letter group on the list, and ask the student to tell you the sound that the letters make. If the student gives you the letter names, say: **That’s right. Those are the names of these letters. Now what sound do you make when you see these letters together?** The student may also give you other possible sounds for the letters, such as short vowel sounds instead of long ones. In this case, say: **Yes, that’s one sound that these letters make. Can you think of another sound these letters make when they are together?** If the student doesn’t give you the correct answer after this clarification, mark the response as incorrect and move on to the next assessment item. Do not allow the student to continue guessing until he or she gives the correct response.

Mark incorrect responses to new sounds with a slash mark under the corresponding letter group on the Class Assessment Form. Write the total number of correct responses at the end of the column.

Part 2

Stretch and Read—(Use the Assessment 6: Stretch and Read list.) Say: **Now you’re going to read some words.** Ask the student to read the words on the list. You may remind students that they can use Stretch and Read and then say the word.

Record the correct number of responses in the box marked “Stretch and Read” on the Class Assessment Form.

Assessment 6 (continued)

Part 3

Writing Sounds—(Use the Assessment 6: Writing Sounds list.) Seat students at desks or tables. Make sure that they know that this is a time to work separately. Give a piece of writing paper to each student, and have students number from 1 to 10. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter or letter group that makes that sound. Write the letter for that sound beside number 1 on your paper now.** Quickly check around the room to see that students are following directions. Then, continue to make the sounds for the other letters that students have studied in the last 10 lessons.

Part 4

Stretch and Spell—(Use the Assessment 6: Stretch and Spell list.) Have students turn their papers over. Say: **Now you're going to write some words on the back of your paper. I'll say a word and then use it in a sentence. You repeat the word, then use Stretch and Spell to write the word.**

Collect the papers and grade them. Circle incorrect responses for Part 3, "Writing Sounds." Then, record this information on the Class Assessment Form by placing a slash mark under the new letter groups that the students did NOT write correctly. (Note review letter groups missed in the Review Notes column.) Use the bottom row, marked "W" to record responses. Write the total number of correct responses in the "total" column.

Circle incorrect responses for Part 4, "Stretch and Spell." Record the correct number of responses in the box marked "Stretch and Spell" on the Class Assessment Form.

Using the Assessment Information

Once you have completed each student's assessment information on the Class Assessment Form, use that information to determine what to review as a class or whether individual students need tutoring to work on skills that they have not mastered.

The Class Assessment Form also allows you to look at the scores for the whole class. If you look at a particular letter group (for example, "ie") and follow that column down to the bottom of the page, you will see a space for the class total. Record the number of correct responses from the whole class in this box. These scores will tell you which letter sounds (if any) are problematic for the class as a whole. You can give these letters more focused review time during your daily lessons, or plan a Review Lesson.

Reading Sounds: Review of Volume 1

m	a	s	d	t
.
i	n	p	g	o
.
c	b	e	f	l
.
u	h	k	j	r
.
z	w	qu	ng	v
.
x	y	sh	th	ch
.

Reading Sounds: Volume 2

New

ea

•

or

•

ie

•

y
(as in puppy)

•

oy

•

Reviewed
•ay
•ing
•oe
•oo
(as in moon)

•

ae
•

ar

•

ie
•

ou

•

ee

•

Stretch and Read

born

sandy

couch

pie

cleaned

store

boy

short

shark

seat

ties

shapes

funny

enjoy

seeing

Writing Sounds

New

/ea/

(as in tea)

/or/

(as in horse)

/ie/

(as in tie)

/_y/

(as in puppy)

/oy/

(as in toy)

Review

/oo/

(as in moon)

/ar/

(as in car)

/c/

(as in ice)

/ou/

(as in shout)

/ay/

(as in play)

Stretch and Spell

seat

Please sit in your seat.

(Hint: use /ea/ as in tea.)

fork

I eat with a fork.

pie

I eat apple pie with a fork.

(Hint: Use /ie/ as in tie.)

penny

A penny is worth one cent.

toy

My favorite toy is a basketball.



Key Card

Presenting /er/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

ham	/h-a-m/ (3)	run	/r-u-n/ (3)
hammer	/h-a-mm-er/ (4)	slip	/s-l-i-p/ (4)
runner	/r-u-nn-er/ (4)	slipper	/s-l-i-pp-er/ (5)

Class Review—Sounds and Words

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

reading

snappy

storm

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 46, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

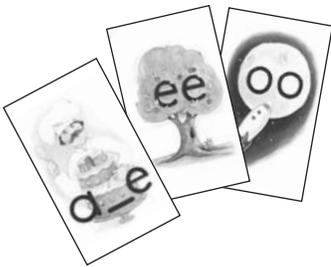
Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the "challenge sentence" in the middle box. This is an optional activity.

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.



Animated Alphabet:
Review



rode	enjoy	boom
eating	place	peach

* The boy made a
peach pie.

Partner Practice Booklet 5

Monitor →

Quick Erase

Use the following sequence:

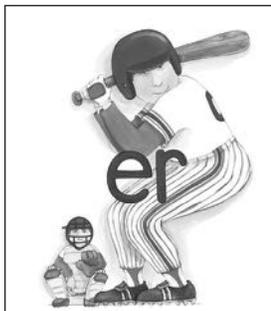
lie...tie...time...lime...line...like...bike...bake...brake...brakes

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the pairs of words below, and have students repeat them.

bat	batter
farm	farmer
run	runner



Key Card

Ask: **What sound did I add at the end of those words?** [/er/] Say each word again, and have students repeat each one. Stretch the /er/ sound in each word.

Key Picture—Show the Key Card for “er.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a boy ready to bat the ball. He is big. He is bigger than the others. He is a bigger batter. “Bigger batter.” Let’s say that phrase together. [Bigger batter]** Say each word in the phrase, and ask students to repeat it. Stretch the /er/ sound in each word.

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Point to the letter group “er” in the picture. **When I look at the letters “er,” I think about the phrase “Bigger batter.”** Run your finger over “er” as you repeat the /er/ sound three times. **Look really hard at “er,” and imagine the bigger batter.** Flip the card over so the students can only see the letters “er.” **What do these letters say?** [responses] Say /er/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /er/ when we see these letters. When I point to “er,” I want you all to say:**

/er/	“Bigger batter”	“er”
------	-----------------	------

Post the picture side of the Key Card for “er” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, cover the /er/ and Stretch and Read the first part. Then add the /er/.



Letter-Blending Cards,
Decks 1 and 2

helper	reader	thinker
---------------	---------------	----------------



The Sound and the Furry: Sound-It-Out

bat	run	farm
batter	runner	farmer

Partner Practice Booklet 5

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 46, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/a/ as in apple /a_e/ as in bake /ee/ as in tree
/oy/ as in toy /_ed/ as an ending as in jumped /er/ as in batter

er

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

run	jump	slip
runner	jumper	slipper

46

DAY 2

Say-It-Fast (optional)

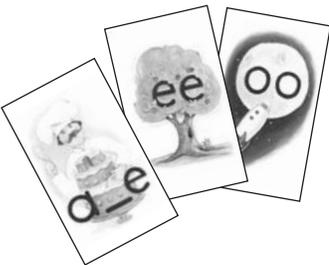
Say each sound in the words listed below. Have students blend the sounds into words.

/f-ar-m/	<i>farm</i>	/j-u-m-p-er/	<i>jumper</i>
/f-ar-m-er/	<i>farmer</i>	/s-w-i-m/	<i>swim</i>
/j-u-m-p/	<i>jump</i>	/s-w-i-mm-er/	<i>swimmer</i>

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

toy	beating	lie
city	storm	stay

* Jon stepped in the stream. His feet got wet.

Partner Practice Booklet 5

Monitor →

Then have students turn to Lesson 46, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

lie...like...line...lone...cone...cane...can...ban...bay

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the /er/ sound at the end of the following words.

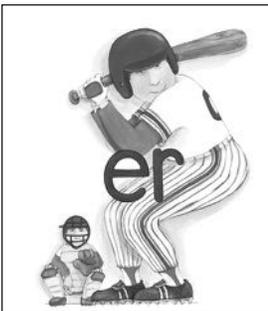
plumber

jumper

helper

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “er” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Bigger batter.”** Flip the card over so the students can only see the letters “er.” **What sound do these letters make?** [*/er/*] **Yes, the sound is /er/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard or green card, and Stretch and Read the word in parts with the students.

farmer

thinker

sister

With a Partner—Have students turn to Lesson 46, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

better	butter	jumper
neater	letter	teacher

Partner Practice Booklet 5

When students have finished, choose a partnership randomly and have them read the words together.

er

Write Words and Sentences

Write Words—Show the /er/ Key Card and tell students that some of the words they will write will use the /er/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

stay (Use /ay/ as in play.)

born

better

joy

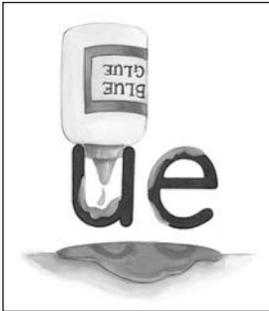
runner

***hammered**

Write a Sentence—Tell students that Cami has brought two sentences that she thinks they can write. Have Cami read these sentences.

The batter hit a home run. His team won.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentences in their Partner Writing Books. Have the sight words “the,” “a,” “his” posted. When everyone is finished, have a partnership tell you how to write these sentences on the board. Discuss the periods and capital letters, noting that there are two sentences. Celebrate everyone's growing skills.



Key Card

Presenting /ue/

Break-It-Down

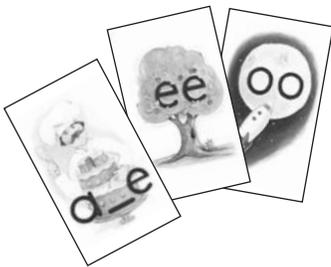
Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

chew	/ch-ew/ (2)	grew	/g-r-ew/ (3)
blue	/b-l-ue/ (3)	new	/n-ew/ (2)
clues	/c-l-ue-s/ (4)	*screw	/s-c-r-ew/ (4)

Class Review—Sounds and Words



Animated Alphabet:
Review



Introduce
Compound Words

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Stretch and Read the compound word “cupcake” by reading “cup” and “cake” separately, and then putting them together. Explain: **Sometimes words contain other words. A word made from two other words is called a compound word.**

cupcake

sunshine

daytime

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 47, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

toybox better treated
stuffy boost smooth

* The girl stayed away
from the fire.

Partner Practice Booklet 5

Monitor

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

torn...horn...born...barn...bar...far...jar...jay...may...lay...play

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

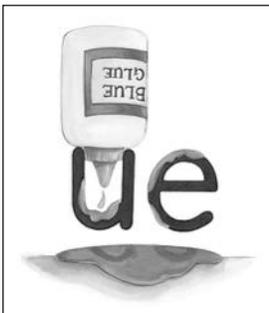
true

blue

Sue

Ask: **What sound can you hear in those words?** [/ue/] Say each word again, and have students repeat each one. Stretch the /ue/ sound in each word.

Key Picture—Show the Key Card for “ue.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of glue. The glue is blue. “Blue glue.” Let’s say that phrase together.** [Blue glue.] Say each word in the phrase, and ask students to repeat it. Stretch the /ue/ sound in each word.



Key Card



Animated Alphabet:
/ue/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “ue” in the picture. **When I look at the letters “ue,” I think about the phrase “Blue glue.”** Run your finger over “ue” as you repeat the sound /ue/ three times. **Look really hard at “ue,” and imagine seeing these letters in the blue glue.** Flip the card over so the students can only see the letters “ue.” **What do these letters say?** [responses] Say /ue/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /ue/ when we see these letters. When I point to “ue,” I want you all to say:**

/ue/

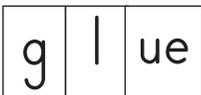
“Blue glue”

“ue”

Post the picture side of the Key Card for “ue” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.



Letter Blending Cards Decks 1 & 2

glue

blue

Sue

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



The Sound and the
Furry: Sound-It-Out

blue	Sue	due
glue	clue	true

Partner Practice Booklet 5

With a Partner—Have students turn to Lesson 47, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/oo/ as in moon /ea/ as tea /ee/ as in tree

/o_e/ as in joke /ar/ as in car /ue/ as in blue

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

blue	clue	glue
Sue	true	*clues

47

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/w-i-sh/ *wish* /s-w-i-m/ *swim*

/w-ai-s-t/ *waist* /h-a-n-d/ *hand*

/h-u-n-t/ *hunt* /s-t-a-n-d/ *stand*

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

stone	say	leaped
jumper	cards	candy

* Joe was unhappy. He missed the bus.
--

Partner Practice Booklet 5

Then have students turn to Lesson 47, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other’s books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Monitor →

Quick Erase

Use the following sequence:

blue...glue...glum...gum...hum...ham...jam...jay...way...day

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

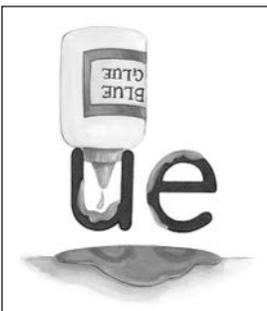
blue

glue

true

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “ue” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right. “Blue glue.”** Flip the card over so the students can only see the letters “ue.” **What sound do these letters make?** [*/ue/*] **Yes, the sound is /ue—>ue/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

true

Sue

due

With a Partner—Have students turn to Lesson 47, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other’s books after they have read the words correctly.

true	blue	glue
Sue	clue	due

Partner Practice Booklet 5

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

oo

Show the Key Card for /oo/ as in moon. Tell students to use “oo” when they hear /oo/.

soon
cool
spoon

ue

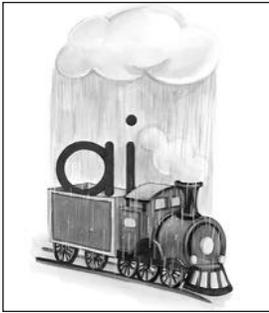
Show the /ue/ Key Card. Tell students to use “ue” when they hear /ue/.

true
Sue
clues

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

The monster was stuck in the glue.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Key Card

Presenting /ai/

Break-It-Down

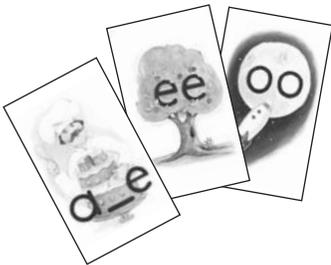
Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

rain	/r-ai-n/ (3)	say	/s-ay/ (2)
drain	/d-r-ai-n/ (4)	stay	/s-t-ay/ (3)
day	/d-ay/ (2)	grapes	/g-r-a-pe-s/ (5)

Class Review—Sounds and Words



Animated Alphabet:
Review



Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind students that compound words can be broken into two words.

treetop

sneaker

lumpy

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 48, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

greet	looped	glue
cloudy	blue	cent

* The teacher was
proud of the class.

Partner Practice Booklet 5

Monitor →

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

Sue...due...dug...rug...rag...sag...sat...seat...meat...neat...beat

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

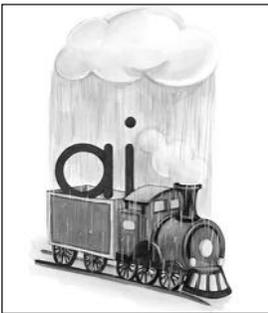
rain

sail

pail

Ask: **What sound can you hear in those words?** [/ai/] Say each word again, and have students repeat each one. Stretch the /ai/ sound in each word.

Key Picture—Show the Key Card for “ai.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a train. The train is traveling in the rain. It is a train in the rain. “Train in the rain.” Let’s say those words together.** [Train in the rain.] Say each word in the phrase, and ask students to repeat it. Stretch the /ai/ sound in each word.



Key Card



Animated Alphabet:
/ai/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “ai” in the picture. **When I look at the letters “ai,” I think about the phrase “Train in the rain.”** Run your finger over “ai” as you repeat the sound /ai/ three times. **Look really hard at “ai,” and imagine seeing the train in the rain.** Flip the card over so the students can only see the letters “ai.” **What do these letters say?** [/ai/] Say /ai/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /ai/ when we see these letters. When I point to “ai,” I want you all to say:**

/ai/ “Train in the rain” “ai”

Post the picture side of the Key Card for “ai” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

rain

train

pail

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Letter Blending Cards Decks 1 & 2



The Sound and the
Furry: Sound-It-Out

rain	sail	pail
maid	main	aim

Partner Practice Booklet 5

With a Partner—Have students turn to Lesson 48, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/_y/ as in happy /s/ as in ice /ee/ as in tree

/ea/ as in tea /or/ as in horse /ai/ as in tail

ai

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

rain

brain

chain

pain

rained

raining

48

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/s-l-ow/ *slow* /l-a-m-p/ *lamp*

/t-r-ai-n/ *train* /l-a-m-p-s/ *lamps*

/g-r-a-pe/ *grape* /s-t-r-i-pe/ *stripe*

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

lie	sneaking	short
moon	funny	shoot

* Miss Jackson made a funny joke.

Partner Practice Booklet 5

Monitor →

Then have students turn to Lesson 48, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

rain...gain...main...pain...pan...pin...pine...mine...fine...dine

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

tail

aim

mail

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “ai” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Train in the rain.”** Flip the card over so the students can only see the letters “ai.” **What sound do these letters make?** [*/ai/*] **Yes, the sound is /ai/ /ai/ /ai/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

tail

sail

pail

fail	aim	plain
snail	brain	trail

Partner Practice Booklet 5

With a Partner—Have students turn to Lesson 48, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

Show the /a_e/ Key Card. Tell students to use “a_e” when they hear /a_e/.

game

rake

trade

Show the /ai/ Key Card. Tell students to use “ai” when they hear /ai/.

drain

raining

chained

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

We like to play in the rain.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.

a_e
ai



Key Card

Presenting /igh/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

cry /c-r-y/ (3)

tight /t-igh-t/ (3)

try /t-r-y/ (3)

bite /b-i-te/ (3)

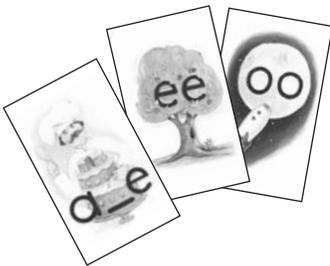
tie /t-ie/ (2)

***bright** /b-r-igh-t/ (4)

Class Review—Sounds and Words



Animated Alphabet:
Review



Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind students that compound words can be broken into two words to make reading easier.

mailbox

sailing

louder

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 49, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

batter storm soon
ouch cupcake gray

* I mixed the cake
batter with a spoon.

Partner Practice Booklet 5

Monitor →

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

train...rain...ran...pan...pain...main...man...fan...ban...bay...day

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

light

bright

fight

Ask: **What sound can you hear in those words?** [/igh/] Say each word again, and have students repeat each one. Stretch the /igh/ sound in each word.

Key Picture—Show the Key Card for “igh.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a bright light. “Bright light.” Let’s say that sentence together.** [Bright light] Say each word in the phrase, and ask students to repeat it. Stretch the /igh/ sound in each word.



Key Card



Animated Alphabet:
/igh/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “igh” in the picture. **When I look at the letters “igh,” I think about the phrase “Bright light.”** Run your finger over “igh” as you repeat the sound /igh/ three times. **Look really hard at “igh,” and imagine seeing these letters in the bright light.** Flip the card over so the students can only see the letters “igh.” **What do these letters say?** [/igh/] Say /igh/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /igh/ when we see these letters. When I point to “igh,” I want you all to say:**

/igh/

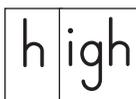
“Bright light”

“igh”

Post the picture side of the Key Card for “igh” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.



Letter Blending Cards Decks 1 & 2

high

right

light



The Sound and the Furry: Sound-It-Out

high	sigh	right
fight	night	sight

Partner Practice Booklet 5

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 49, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ai/ as in rain /a_e/ as in cake /oo/ as in moon

/ay/ as in play /ue/ as in blue /igh/ as in light

igh

Write Words—Have students use Stretch and Spell to write the following words. Show the /igh/ Key Card and tell students to use “igh” when they hear /igh/. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

light	thigh	fighting
right	fight	bright

49

DAY 2

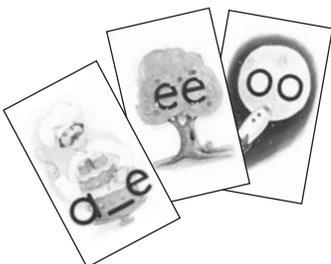
Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/g-r-ow/	<i>grow</i>	/b-r-i-ck/	<i>brick</i>
/t-r-y/	<i>try</i>	/t-r-a-ck/	<i>track</i>
/b-r-igh-t/	<i>bright</i>	/t-r-i-ck-y/	<i>tricky</i>

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.



Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 49, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity. Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

high...sigh...sight...light...might...night...right...bright

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

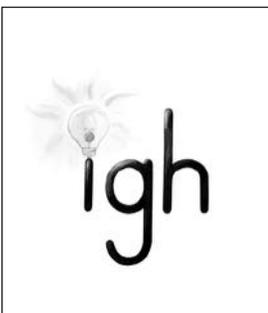
Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

high

sigh

might

Key Picture—Show students the “igh” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Bright light.”** Flip the card over so the students can only see the letters “igh.” **What sound do these letters make?** [*igh/*] **Yes, the sound is /igh—>igh/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

sight

fight

light

With a Partner—Have students turn to Lesson 49, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

pain	cleaned	butter
true	puppy	time

* My mom likes toast with jam and butter.
--

Partner Practice Booklet 5

fight	high	night
might	bright	fright

Partner Practice Booklet 5

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

Show the /i_e/ Key Card. Tell students to use “i_e” when they hear /i_e/ in the words below.

fine

side

slide

Show the /igh/ Key Card. Tell students to use “igh” when they hear /igh/ in the words below.

sight

night

fighting

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Do not ride a bike at night.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.

i_e
igh



Key Card

Presenting /ow/ as in snow

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

blow	/b-l-ow/ (3)	groan	/g-r-oa-n/ (4)
grow	/g-r-ow/ (3)	corn	/c-or-n/ (3)
go	/g-o/ (2)	*shorts	/sh-or-t-s/ (4)

Class Review—Sounds and Words

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind students that compound words can be read more easily if they are broken into two words.

mailman **campfire** **leaked**

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 50, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other’s books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.



Animated Alphabet:
Review

night drained bathtub
pie shouting beak

* I had a bath in the
bathtub last night.

Partner Practice Booklet 5

Monitor

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

lean...bean...beat...seat...sea...set...let...leg...log...dog...fog

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

bow

row

sow

Ask: **What sound can you hear in those words?** [/ow/] Say each word, and have students repeat it. Stretch the /ow/ sound in each word.

Key Picture—Show the Key Card for “ow.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a boy blowing snowflakes. He can blow the snow. “Blow the snow.” Let’s say that sentence together.** [Blow the snow.] Say each word in the phrase, and ask students to repeat it. Stretch the /ow/ sound in each word.



Key Card



Animated Alphabet:
/ow/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “ow” in the picture. **When I look at the letters “ow,” I think about the phrase “Blow the snow.”** Run your finger over “ow” as you repeat the sound /ow/ three times. **Look really hard at “ow,” and imagine that you can blow the snow.** Flip the card over so the students can only see the letters “ow.” **What do these letters say?** [/ow/] Say /ow/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /ow/ when we see these letters. When I point to “ow,” I want you all to say:**

/ow/

“Blow the snow.”

“ow”

Post the picture side of the Key Card for “ow” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.



Letter Blending Cards Decks 1 & 2

grow

low

glow



The Sound and the Furry: Sound-It-Out

blow	grow	low
snow	show	bow

Partner Practice Booklet 5

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 50, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/i_e/ as in bike /ie/ as in tie /ue/ as in blue

/igh/ as in light /oo/ as in moon /ow/ as in snow

Write Words—Have students use Stretch and Spell to write the following words. Show the /ow/ Key Card and tell students to use “ow” when they hear /ow/ (as in snow). Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

slow	blow	glowed
show	glow	*growing

50

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

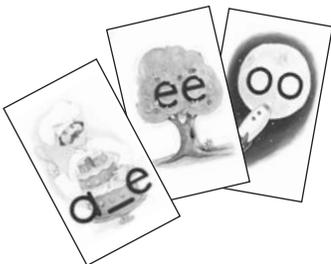
/sh-or-t/ *short* /b-r-ow-n/ *brown*

/s-l-i-p/ *slip* /g-r-oa-n/ *groan*

/b-l-ow/ *blow* /g-r-u-n-t/ *grunt*

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.



Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

glue	parked	mailman
bright	cane	twice

* Did the mailman bring the mail yet?
--

Partner Practice Booklet 5

Monitor →

Then have students turn to Lesson 50, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

grow...glow...low...log...dog...fog...fox...box...ox...ax

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

blow

low

grow

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “ow” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Blow the snow.”** Flip the card over so the students can only see the letters “ow.” **What sound do these letters make?** [*/ow/*] **Yes, the sound is /ow—>ow/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

grow

low

glow

throw	own	bow
glow	grow	flow

Partner Practice Booklet 5

With a Partner—Have students turn to Lesson 50, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

Show the /o_e/ Key Card. Tell students to use “o_e” when they hear /o_e/ in the words below.

o _ e

hope
smoke
bone

Show the /ow/ as in snow Key Card. Tell students to use “ow” when they hear /ow/ in the words below.

ow

grow
show
glowing

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Do not slip in the snow!

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words “do” and “the” posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.

Assessment 7

This assessment should be administered to the entire class after they have finished Lessons 46–50 of *FastTrack Phonics for Roots*, Volume 2. If you feel that your class would benefit from some additional practice before taking this assessment, you may wish to conduct some review lessons using the Optional Review Lesson Template at the back of this manual. Use the Optional Review Lesson Template to create lessons featuring sounds that your class needs to practice. Then, give the assessment to the class.

Assessment 7 checks student progress in four skill areas:

- Reading Sounds
- Stretch and Read
- Writing Sounds
- Stretch and Spell

The first two parts of the assessment will be administered to each student individually. Call individual students to your desk or to a separate work area away from the rest of the class. The last two parts of the assessment can be administered to the whole class at one time. Make sure that the students are comfortably seated at desks or tables. Be sure that students understand that they need to work on their own.

Part 1

Reading Sounds—(Use the Assessment 7: Reading Sounds list for this part of the assessment.) To be sure that students have mastered all sounds in Volume 1, have students read the sounds on the Volume 1 review list. Record any sounds students have not mastered in the Review Notes column on the Class Assessment Form. Use those sounds in review lessons or have students record them in their Partner Practice books and work on them with their partner. If students have demonstrated mastery of all 30 objectives in Volume 1, put an “X” in the box in the Volume 1 column. Then ask students to read the sounds on the Reading Sounds list for Volume 2 for Assessment 7.

Point to each letter group on the list, and ask the student to tell you the sound that the letters make. If the student gives you the letter names, say: **That’s right. Those are the names of these letters. Now what sound do you make when you see these letters together?** The student may also give you other possible sounds for the letters, such as short vowel sounds instead of long ones. In this case, say: **Yes, that’s one sound that these letters make. Can you think of another sound these letters make when they are together?** If the student doesn’t give you the correct answer after this clarification, mark the response as incorrect and move on to the next assessment item. Do not allow the student to continue guessing until he or she gives the correct response.

Mark incorrect responses to new sounds with a slash mark under the corresponding letter group on the Class Assessment Form. Write the total number of correct responses at the end of the column.

Part 2

Stretch and Read—(Use the Assessment 7: Stretch and Read list.) Say: **Now you’re going to read some words.** Ask the student to read the words on the list. You may remind students that they can use Stretch and Read and then say the word.

Record the correct number of responses in the box marked “Stretch and Read” on the Class Assessment Form.

Assessment 7

Part 3

Writing Sounds—(Use the Assessment 7: Writing Sounds list.) Seat students at desks or tables. Make sure that they know that this is a time to work separately. Give a piece of writing paper to each student, and have students number from 1 to 10. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter or letter group that makes that sound. Write the letter for that sound beside number 1 on your paper now.** Quickly check around the room to see that students are following directions. Then, continue to make the sounds for the other letters that students have studied in the last 10 lessons.

Part 4

Stretch and Spell—(Use the Assessment 7: Stretch and Spell list.) Have students turn their papers over. Say: **Now you're going to write some words on the back of your paper. I'll say a word and then use it in a sentence. You repeat the word, then use Stretch and Spell to write the word.**

Collect the papers and grade them. Circle incorrect responses for Part 3, "Writing Sounds." Then, record this information on the Class Assessment Form by placing a slash mark under the new letter groups that the students did NOT write correctly. (Note review letter groups missed in the Review Notes column.) Use the bottom row, marked "W" to record responses. Write the total number of correct responses in the "total" column.

Circle incorrect responses for Part 4, "Stretch and Spell." Record the correct number of responses in the box marked "Stretch and Spell" on the Class Assessment Form.

Using the Assessment Information

Once you have completed each student's assessment information on the Class Assessment Form, use that information to determine what to review as a class or whether individual students need tutoring to work on skills that they have not mastered.

The Class Assessment Form also allows you to look at the scores for the whole class. If you look at a particular letter group (for example, "ai") and follow that column down to the bottom of the page, you will see a space for the class total. Record the number of correct responses from the whole class in this box. These scores will tell you which letter sounds (if any) are problematic for the class as a whole. You can give these letters more focused review time during your daily lessons, or plan a Review Lesson.

Reading Sounds: Review of Volume 1

m
•a
•s
•d
•t
•i
•n
•p
•g
•o
•c
•b
•e
•f
•l
•u
•h
•k
•j
•r
•z
•w
•qu
•ng
•v
•x
•y
•sh
•th
•ch
•

Reading Sounds: Volume 2

<u>New</u>	<u>Review</u>		
er •	_ed •	_ing •	ay •
ue •	o_e •	or •	ea •
ai •	ie •	oo (as in moon) •	a_e •
igh •	_y (as in puppy) •	ar •	i_e •
ow (as in snow) •	oy •	c (as in ice) •	ee •
		ou •	

Stretch and Read

farmer

brain

teaching

Sue

throwing

cupcake

rain

butter

missed

night

clues

greeting

show

bright

twice

Writing Sounds

New

/er/

(as in batter)

/ue/

(as in blue)

/ai/

(as in rain)

/igh/

(as in light)

/ow/

(as in snow)

Review

/ea/

(as in tea)

/or/

(as in horse)

/ie/

(as in tie)

/_y/

(as in puppy)

/oy/

(as in toy)

Stretch and Spell

letter

I wrote a letter to my grandma.

true

My teacher told us a true story.

(Hint: Use /ue/ as in blue.)

rain

Rain helps the plants grow.

(Hint: Use /ai/ as in train.)

night

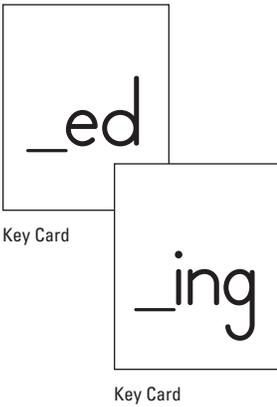
It is dark at night.

(Hint: Use /igh/ as in light.)

glow

This toy will glow in the dark.

(Hint: Use /ow/ as in snow.)



Adding /_ed/ and /_ing/ to “silent e” words

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

shame	/sh-a-me/ (3)	boy	/b-oy/ (2)
same	/s-a-me/ (3)	boys	/b-oy-s/ (3)
say	/s-ay/ (2)	*boiled	/b-oi-l-ed/ (4)

Class Review—Sounds and Words

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind students that compound words can be broken into two separate words for easier reading.

snowman

space

sounded

Partner Practice—Sounds and Words

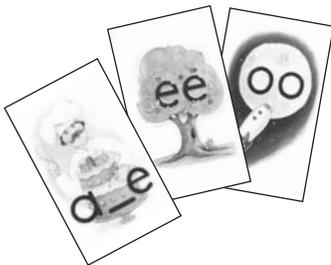
Have students write letter group sounds they need to practice in the first box on page 1 of Partner Practice Booklet 6.

Ask students to practice their letter sounds, using the first two boxes on the first page of their booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 51, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other’s books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.



sleeping	star	sunshine
smoke	twice	pound

* Sad Sam likes to sleep in the sunshine.

Partner Practice Booklet 6

Monitor →

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

rain...raining...running...run...fun...fan...fanned...

planned...planning...plan...plow...plowing...plowed

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Teacher Note—In this lesson, students will read and write “silent e” words with “ed” and “ing” endings. To help them remember that the “silent e” pattern that makes the first vowel long does not change when the ending is added, we will tell a story about “e’s” shy personality. Because it is so shy, the “e” hides whenever an ending like “ed” or “ing” comes along.

Because no new letter group is introduced in this lesson, the lesson activities have been modified.

Find the Missing Letter

Write each of the words below on the chalkboard, and have the class read them.

bake

ride

hope

Say: **You can see an “e” at the end of each word, but it doesn’t make any sound. It’s a little shy when it is put at the end of a word like that. Have you ever known anyone who was shy? Do you have a shy little brother or sister? (T-P-S) Does your shy cousin hide sometimes because he or she is shy? Well, the shy “e” sometimes hides too. In fact it is so shy, that whenever you add an “ed” or “ing” ending, it hides! Watch this. I want to write “baking.” (I am baking cupcakes.) I’ll start with “bake.” Write “bake.” When I start to add the “ing” ending, the “e” is so shy that it hides! Erase “e” and add “ing.” Read this word for me. [baking] The “a” still says /a_e/ as in “bake,” but the “e” is hiding.**

Let’s try “ride.” I want to write “riding” in this sentence: Shawn is riding his bike. I’ll start with “ride.” Write “ride.” When I start to add the “ing” ending, the “e” is so shy it hides! Erase “e” and add “ing.” Read this word for me. [riding]

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the class. Use the “ing” ending card to cover the “e” in the “i_e,” “a_e,” or “o_e” card. Write each “ing” word on a green card, and say it in Alphie Talk with the class.

drive

shake

vote

driving

shaking

voting

_ing

Think-Pair-Share →

rake	ride	drive
raking	riding	driving

Partner Practice Booklet 6

With a Partner—Have students turn to Lesson 51, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/o_e/ as in joke **/ou/** as in shout **/c/** as in ice

/ow/ as in snow **/ar/** as in car **/igh/** as in light

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

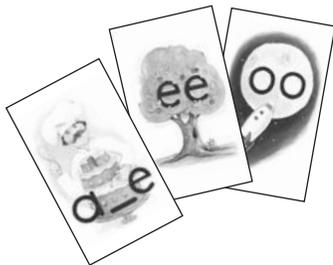
bake**smile****baked****smiled****baking****smiling**

51

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/t-o-ne/ *tone***/s-l-i-de/** *slide***/s-t-o-ne/** *stone***/b-l-a-me/** *blame***/s-t-i-ll/** *still****/s-t-r-i-p/** *strip*

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

round	playtime	night
tonight	story	read

* Please read me a story tonight.

Partner Practice Booklet 6

Monitor →

Then have students turn to Lesson 51, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

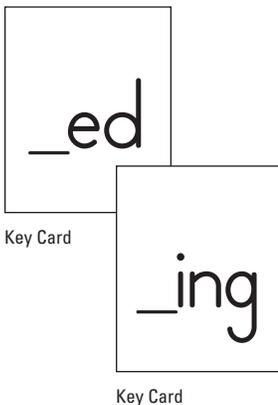
When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

hike...hiking...liking...like...pike...poke...poking...joking...joke

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).



Find the Missing Letter

Yesterday, we discovered that “silent e” is very shy. It hides when the “ing” ending is added to a word. Let’s see what happens when the “ed” ending is added. What do you think will happen? (T-P-S) You are right! Shy “silent e” also hides when the “ed” ending is added.

Let’s look at a word. I want to write “smiled” in this sentence: **The teacher smiled at Darryl. I’ll start with “smile.”** Write “smile.” **When I start to add the “ed” ending, the “e” is so shy that it hides!** Erase “e” and add “ed.” **Read this word for me.** [*smiled*]

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the class. Use the “ed” ending card to cover the “e” in the “a_e,” “i_e,” or “o_e” card. Write each “ed” word on a green card, and say it in Alphie Talk with the class.

wave

slice

joke

waved

sliced

joked

hope	smile	bake
hoped	smiled	baked

Partner Practice Booklet 6

With a Partner—Have students turn to Lesson 51, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor →

Monitor students as they read together. Have students initial each other’s books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

Tell students to use /a_e/ as in baked.

tape

taped

Tell students to use /o_e/ as in joke.

smoke

smoked

Tell students to use /i_e/ as in bike.

ride

riding

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Dad baked a pumpkin pie.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.



Key Card

Presenting /aw/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

play	/p-l-ay/ (3)	paw	/p-aw/ (2)
played	/p-l-ay-ed/ (4)	saw	/s-aw/ (2)
pay	/p-ay/ (2)	draw	/d-r-aw/ (3)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind students that compound words can be broken into two words for easier reading.

cupcake

unhappy

sliced

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 52, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the "challenge sentence" in the middle box. This is an optional activity.

Monitor students as they work together.

hopped	blowing	boy
hoped	thrower	moon

* I liked the show a lot.
I went to see it twice.

Partner Practice Booklet 6

Monitor

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

snow...show...shop...chop...chip...hip...hit...bit...bite

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).



Key Card



Animated Alphabet:
/aw/

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

paw

jaw

law

Ask: **What sound can you hear in each of those words?** [/aw/] Say each word again, and have students repeat each one. Stretch the /aw/ sound in each word.

Key Picture—Show the Key Card for “aw.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of two children playing on a seesaw. “I saw a seesaw.” Let’s say that sentence together. [I saw a seesaw.]** Say each word in the phrase, and ask students to repeat it. Stretch the /aw/ sound in each word.

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “aw” in the picture. **When I look at the letters “aw,” I think about the phrase “I saw a seesaw.”** Run your finger over “aw” as you repeat the sound /aw/ three times. **Look really hard at “aw,” and imagine seeing the seesaw. Flip the card over so the students can only see the letters “aw.” What do these letters say?** [/aw/] Say /aw/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /aw/ when we see these letters. When I point to “aw,” I want you all to say:**

/aw/

“I saw a seesaw.”

“aw”

Post the picture side of the Key Card for “aw” in the Letter Group Frieze.



Letter Blending Cards Decks 1 & 2



The Sound and the Furry: Sound-It-Out

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

paw

jaw

law

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

paw	jaw	law
lawn	saw	yawn

Partner Practice Booklet 6

With a Partner—Have students turn to Lesson 52, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ai/ as in rain /a_e/ as in bake /er/ as in better

/ay/ as in play /_ed/ as an ending as in walked /aw/ as in saw

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

saw
law

paw
thaw

draw
drawing

52

DAY 2

Say-It-Fast (optional)

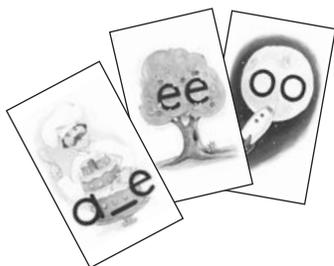
Say each sound in the words listed below. Have students blend the sounds into words.

/d-r-i-p/	<i>drip</i>	/h-e-l-p/	<i>help</i>
/d-r-ai-n/	<i>drain</i>	/m-e-l-t/	<i>melt</i>
/d-r-i-ll/	<i>drill</i>	/sh-e-l-f/	<i>shelf</i>

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

smoke	teaching	sleepy
smoking	played	clue

* I was still sleepy when I woke up.

Partner Practice Booklet 6

Monitor →

Then have students turn to Lesson 52, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

paw...jaw...law...lawn...fawn...fan...can...cane

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

jaw

paw

saw

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “aw” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “I saw a seesaw.”** Flip the card over so the students can only see the letters “aw.” **What sound do these letters make?** [*/aw/*] **Yes, the sound is /aw/—→/aw/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

paw

saw

law

With a Partner—Have students turn to Lesson 52, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

hawk	lawn	claw
jaw	draw	thaw

Partner Practice Booklet 6

aw

Write Words and Sentences

Write Words—Show the /aw/ Key Card and tell students that some of the words they will write will use the /aw/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

out

joy

draw

start

saw

drawing

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I will make a drawing of a tree.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Key Card

Presenting /oi/

Break-It-Down

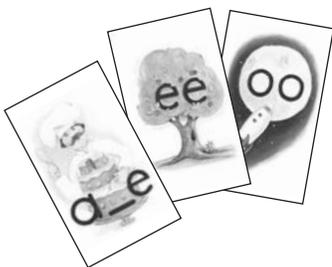
Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

bowl	/b-ow-l/ (3)	soil	/s-oi-l/ (3)
boil	/b-oi-l/ (3)	sole	/s-o-le/ (3)
spoil	/s-p-oi-l/ (4)	*sold	/s-o-l-d/ (4)

Class Review—Sounds and Words



Animated Alphabet:
Review



Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts.

blowing sawing raced

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 53, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.

see	snowing	spice
due	bright	straw

* The moon was shining
last night.

Partner Practice Booklet 6

Monitor →

Quick Erase

Use the following sequence:

paw...jaw...jam...ham...hay...day...lay...ray...gray

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

coin

join

foil

Ask: **What sound can you hear in those words?** [/oi/] Say each word again, and have students repeat each one. Stretch the /oi/ sound in each word.

Key Picture—Show the Key Card for “oi.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of two women singing. One has a little voice and the other has a big voice. “Little voice, big voice.” Let’s say that sentence together.** [*Little voice, big voice.*] Say each word in the phrase, and ask students to repeat it. Stretch the /oi/ sound in each word.



Key Card



Animated Alphabet:
/oi/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “oi” in the picture. **When I look at the letters “oi,” I think about the phrase “Little voice, big voice.”** Run your finger over “oi” as you repeat the /oi/ sound three times. **Look really hard at “oi,” and imagine seeing the little voice and the big voice.** Flip the card over so the students can only see the letters “oi.” **What do these letters say?** [/oi/] Say /oi/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /oi/ when we see these letters. When I point to “oi,” I want you all to say:**

/oi/ “Little voice, big voice” “oi”

Post the picture side of the Key Card for “oi” in the Letter Group Frieze.

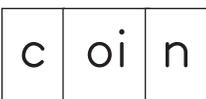
Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

coin

join

foil



Letter Blending Cards Decks 1 & 2



The Sound and the Furry: Sound-It-Out

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

coin	soil	oil
foil	coil	join

Partner Practice Booklet 6

oi

With a Partner—Have students turn to Lesson 53, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ee/ as in tree /or/ as in horse /oy/ as in toy

/_y/ as in happy /ue/ as in blue /oi/ as in join

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

join

foil

spoil

boil

coin

*spoiled

53

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/s-p-i-n/ spin

/p-r-i-ze/ prize

/s-p-ou-t/ spout

/p-r-o-ve/ prove

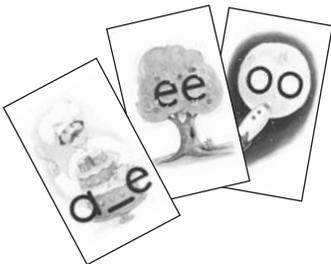
/s-p-oi-l/ spoil

*/p-r-i-n-t/ print

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

claws	liked	swimming
rice	licked	smarter

* The sun is brighter than the moon.

Partner Practice Booklet 6

Monitor →

Then have students turn to Lesson 53, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

join...coin...coil...oil...boil...foil

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

coin

voice

foil

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “oi” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Little voice, big voice.”** Flip the card over so the students can only see the letters “oi.” **What sound do these letters make?** [*/oi/*] **Yes, the sound is /oi/ /oi/ /oi/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

join

coil

foil

With a Partner—Have students turn to Lesson 53, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

noise	soil	voice
oink	toil	boil

Partner Practice Booklet 6

When students have finished, choose a partnership randomly and have them read the words together.

oi

Write Words and Sentences

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

short

penny

spout

Tell students to use /oi/ as in boil.

soil

join

boiled

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I will join a baseball team.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words “I,” “a,” and “ball” posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Key Card

Presenting /oa/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

go	/g-o/ (2)	boats	/b-oa-t-s/ (4)
goats	/g-oa-t-s/ (4)	float	/f-l-oa-t (4)
glow	/g-l-ow/ (3)	*floated	/f-l-oa-t-e-d/ (6)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind students that they can hear the “e” in “ed” just a little when there is a “d” or “t” just before the ending.

floated **morning** **clues**

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 54, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

corn	spoil	pointed
drawing	Sue	balloon

*Did you hear that noise?

Partner Practice Booklet 6

Monitor →

When students have finished, review letters as needed, and have partnerships share their work as before.



Key Card

Quick Erase

Use the following sequence:

join...coin...coil...boil...foil

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

goat

load

goal

Ask: **What sound can you hear in those words?** [/oa/] Say each word again, and have students repeat each one. Stretch the /oa/ sound in each word.

Key Picture—Show the Key Card for “oa.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a goat in a boat. “Goat in a boat.” Let’s say that sentence together.** [Goat in a boat.] Say each word in the phrase, and ask students to repeat it. Stretch the /oa/ sound in each word.

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “oa” in the picture. **When I look at the letters “oa,” I think about the phrase “Goat in a boat.”** Run your finger over “oa” as you repeat the /oa/ sound three times. **Look really hard at “oa,” and imagine seeing the goat in a boat.** Flip the card over so the students can only see the letters “oa.” **What do these letters say?** [/oa/] Stretch /oa/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /oa/ when we see these letters. When I point to “oa,” I want you all to say:**

/oa/

“Goat in a boat”

“oa”

Post the picture side of the Key Card for “oa” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

coat

goat

road

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Animated Alphabet:
/oa/



Letter Blending Cards Decks 1 & 2



The Sound and the Furry: Sound-It-Out

boat	goal	road
coal	load	goat

Partner Practice Booklet 6

With a Partner—Have students turn to Lesson 54, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ee/ as in tree /or/ as in horse /oy/ as in toy

/_y/ as in happy /ue/ as in blue /oi/ as in join

o o

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Tell students to use /oa/ as in boat when they hear the /oa/ sound. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

boat	coat	road
load	coal	soap

54

DAY 2

Say-It-Fast (optional)

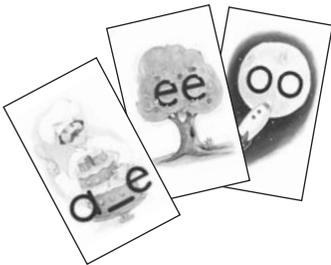
Say each sound in the words listed below. Have students blend the sounds into words.

/j-oi-n/	<i>join</i>	/b-ir-d/	<i>bird</i>
/l-aw-n/	<i>lawn</i>	/m-ea-n/	<i>mean</i>
/g-l-ue/	<i>glue</i>	*/p-ay/	<i>pay</i>

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

tied	higher	raining
oily	facing	stroke

* Dan poked the balloon with a pin. It popped.
--

Partner Practice Booklet 6

Monitor →

Then have students turn to Lesson 54, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

road...toad...toast...test...best...beast

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

coat

road

goat

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “oa” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Goat in a boat.”** Flip the card over so the students can only see the letters “oa.” **What sound do these letters make?** [*/oa/*] **Yes, the sound is /oa/—>/oa/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

road

load

boat

With a Partner—Have students turn to Lesson 54, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

toad	oak	soap
roam	road	toast

Partner Practice Booklet 6

Monitor →

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

o o

Write Words and Sentences

Write Words—Show the /oa/ Key Card and tell students that some of the words they will write will use the /oa/ sound. Other words they write will use different letters for the long o sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

Tell students to use /o_e/ as in joke.

hope

hoped

Tell students to use /ow/ as in snow.

show

own

Tell students to use /oa/ as in goat.

float

***floating**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I saw a boat floating in the lake.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Key Card

Presenting /ur/

Break-It-Down

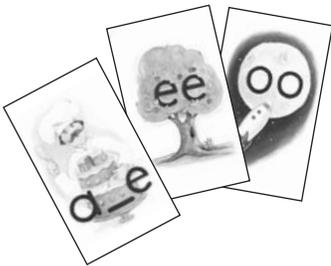
Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

bean	/b-ea-n/ (3)	turn	/t-ur-n/ (3)
beans	/b-ea-n-s/ (4)	burn	/b-ur-n/ (3)
bee	/b-ee/ (2)	*burned	/b-ur-n-ed/ (4)

Class Review—Sounds and Words



Animated Alphabet:
Review



Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind students that compound words can be broken into two words for easier reading.

sailboat

snowing

roped

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 55, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

dark	pointing	racing
floated	paws	storm

* Is it hard to mow the lawn?

Partner Practice Booklet 6

Monitor →

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

loan...load...toad...road...roam...foam...foal

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

turn

burn

curl

Ask: **What sound can you hear in those words?** [/ur/] Say each word again, and have students repeat each one. Stretch the /ur/ sound in each word.

Key Picture—Show the Key Card for “ur.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a nurse with a purse. “Nurse with a purse.” Let’s say that phrase together.** [*Nurse with a purse.*] Say each word in the phrase, and ask students to repeat it. Stretch the /ur/ sound in each word.



Key Card



Animated Alphabet:
/ur/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “ur” in the picture. **When I look at the letters “ur,” I think about the phrase “Nurse with a purse.”** Run your finger over “ur” as you repeat the /ur/ sound three times. **Look really hard at “ur,” and imagine seeing the nurse with a purse.** Flip the card over so the students can only see the letters “ur.” **What do these letters say?** [/ur/] Stretch the /ur/ sound. Show the picture side of the card again. **Here’s a way to help us remember to say /ur/ when we see these letters. When I point to “ur,” I want you all to say:**

/ur/ “Nurse with a purse” “ur”

Post the picture side of the Key Card for “ur” in the Letter Group Frieze.

Stretch and Read with the New Sound

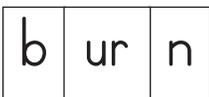
With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

burn

hurt

curl

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Letter Blending Cards Decks 1 & 2



The Sound and the Furry: Sound-It-Out

hurt	turn	curb
curl	burn	surf

Partner Practice Booklet 6

With a Partner—Have students turn to Lesson 55, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

ur

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/oo/ as in moon /oi/ as in join /er/ as in batter

/ue/ as in blue /oy/ as in toy /ur/ as in fur

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Tell students to use /ur/ as in nurse when they hear the /ur/ sound in these words. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

fur

hurt

burned

turn

burn

turning

55

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/f-l-i-p/ *flip*

/g-l-ue/ *glue*

/f-l-ew/ *flew*

/g-r-ew/ *grew*

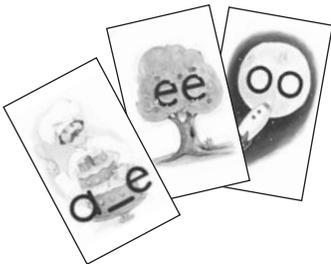
/b-l-ue/ *blue*

/t-r-u-th/ *truth*

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



toasted	tooth	smiled
coils	crawled	steep

* I put lots of soap in the bathtub.

Partner Practice Booklet 6

Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 55, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Monitor →

Quick Erase

Use the following sequence:

turn...burn...barn...bar...car...card...hard

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

nurse

purse

turn

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “ur” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Nurse with a purse.”** Flip the card over so the students can only see the letters “ur.” **What sound do these letters make?** [*/ur/*] **Yes, the sound is /ur/ /ur/ /ur/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and stretch and read it with the students.

nurse

purse

turn

With a Partner—Have students turn to Lesson 55, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

fur	burn	nurse
purse	curl	lurk

Partner Practice Booklet 6

When students have finished, choose a partnership randomly and have them read the words together.

ur

Write Words and Sentences

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

Tell students to use /er/ as in better.

letter

slipper

runner

Tell students to use /ur/ as in fur.

burn

turned

curled

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Dad burned the cupcakes.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight word posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.

Assessment 8

This assessment should be administered to the entire class after they have finished Lessons 51–55 of *FastTrack Phonics for Roots*, Volume 2. If you feel that your class would benefit from some additional practice before taking this assessment, you may wish to conduct some review lessons using the Optional Review Lesson Template at the back of this manual. Use the Optional Review Lesson Template to create lessons featuring sounds that your class needs to practice. Then, give the assessment to the class.

Assessment 8 checks student progress in four skill areas:

- Reading Sounds
- Stretch and Read
- Writing Sounds
- Stretch and Spell

The first two parts of the assessment will be administered to each student individually. Call individual students to your desk or to a separate work area away from the rest of the class. The last two parts of the assessment can be administered to the whole class at one time. Make sure that the students are comfortably seated at desks or tables. Be sure that students understand that they need to work on their own.

Part 1

Reading Sounds—(Use the Assessment 8: Reading Sounds list for this part of the assessment.) To be sure that students have mastered all sounds in Volume 1, have students read the sounds on the Volume 1 review list. Record any sounds students have not mastered in the Review Notes column on the Class Assessment Form. Use those sounds in review lessons or have students record them in their Partner Practice books and work on them with their partner. If students have demonstrated mastery of all 30 objectives in Volume 1, put an “X” in the box in the Volume 1 column. Then ask students to read the sounds on the Reading Sounds list for Volume 2 for Assessment 8.

Point to each letter group on the list, and ask the student to tell you the sound that the letters make. If the student gives you the letter names, say: **That’s right. Those are the names of these letters. Now what sound do you make when you see these letters together?** The student may also give you other possible sounds for the letters, such as short vowel sounds instead of long ones. In this case, say: **Yes, that’s one sound that these letters make. Can you think of another sound these letters make when they are together?** If the student doesn’t give you the correct answer after this clarification, mark the response as incorrect and move on to the next assessment item. Do not allow the student to continue guessing until he or she gives the correct response.

Mark incorrect responses to new sounds with a slash mark under the corresponding letter group on the Class Assessment Form. Write the total number of correct responses at the end of the column.

Part 2

Stretch and Read—(Use the Assessment 8: Stretch and Read list.) Say: **Now you’re going to read some words.** Ask the student to read the words on the list. You may remind students that they can use Stretch and Read and then say the word.

Record the correct number of responses in the box marked “Stretch and Read” on the Class Assessment Form.

Assessment 8

Part 3

Writing Sounds—(Use the Assessment 8: Writing Sounds list.) Seat students at desks or tables. Make sure that they know that this is a time to work separately. Give a piece of writing paper to each student, and have students number from 1 to 9. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter or letter group that makes that sound. Write the letter for that sound beside number 1 on your paper now.** Quickly check around the room to see that students are following directions. Then, continue to make the sounds for the other letters that students have studied in the last 9 lessons.

Part 4

Stretch and Spell—(Use the Assessment 8: Stretch and Spell list.) Have students turn their papers over. Say: **Now you're going to write some words on the back of your paper. I'll say a word and then use it in a sentence. You repeat the word, then use Stretch and Spell to write the word.**

Collect the papers and grade them. Circle incorrect responses for Part 3, "Writing Sounds." Then, record this information on the Class Assessment Form by placing a slash mark under the new letter groups that the students did NOT write correctly. (Note review letter groups missed in the Review Notes column.) Use the bottom row, marked "W" to record responses. Write the total number of correct responses in the "total" column.

Circle incorrect responses for Part 4, "Stretch and Spell." Record the correct number of responses in the box marked "Stretch and Spell" on the Class Assessment Form.

Using the Assessment Information

Once you have completed each student's assessment information on the Class Assessment Form, use that information to determine what to review as a class or whether individual students need tutoring to work on skills that they have not mastered.

The Class Assessment Form also allows you to look at the scores for the whole class. If you look at a particular letter group (for example, "oa") and follow that column down to the bottom of the page, you will see a space for the class total. Record the number of correct responses from the whole class in this box. These scores will tell you which letter sounds (if any) are problematic for the class as a whole. You can give these letters more focused review time during your daily lessons, or plan a Review Lesson.

Reading Sounds: Review of Volume 1

m
•a
•s
•d
•t
•i
•n
•p
•g
•o
•c
•b
•e
•f
•l
•u
•h
•k
•j
•r
•z
•w
•qu
•ng
•v
•x
•y
•sh
•th
•ch
•

Reading Sounds: Volume 2

<u>New</u>	<u>Review</u>			
aw •	er •	_ed •	_ing •	ay •
oi •	ue •	o_e •	or •	ea •
oa •	ai •	ie •	oo (as in moon) •	a_e •
ur •	igh •	_y (as in puppy) •	ar •	i_e •
	oy •	c (as in ice) •	ee •	ou •
		ow (as in snow) •		

Stretch and Read

raking

spoil

sunshine

jaw

curl

tonight

join

smiled

snowing

road

drawing

smarter

turn

toasted

point

Writing Sounds

New

/aw/

(as in saw)

/oi/

(as in boil)

/oa/

(as in boat)

/ur/

(as in nurse)

Review

/er/

(as in batter)

/ue/

(as in blue)

/ai/

(as in rain)

/igh/

(as in light)

/ow/

(as in snow)

Stretch and Spell

baking

Dad is baking twenty cupcakes.

(Hint: Use /a_e/ as in cake.)

saw

I saw a shooting star.

join

I will join the club.

(Hint: Use /oi/ as in voice.)

coat

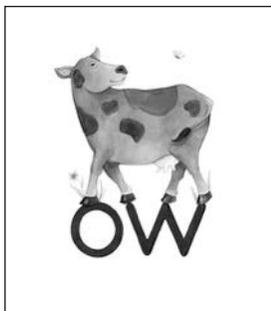
Please wear your coat outside.

(Hint: Use /oa/ as in boat.)

burn

Be careful. Don't burn your hand.

(Hint: Use /ur/ as in nurse.)



Key Card

Presenting /ow/ as in cow

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

now	/n-ow/ (2)	b-r-ow-n	/b-r-ow-n/ (4)
down	/d-ow-n/ (3)	f-r-ow-n	/f-r-ow-n/ (4)
plow	/p-l-ow/ (3)	f-r-ow-n-ed	/f-r-ow-n-ed/ (5)

Class Review—Sounds and Words

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind students that compound words can be broken into two words for easier reading.

seashell

making

turned

Partner Practice—Sounds and Words

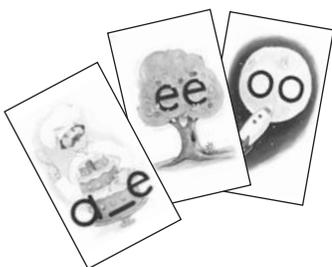
Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 56, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.



Animated Alphabet:
Review



throat hiking curled
space popcorn grow

* I like to eat peanuts
and popcorn.

Partner Practice Booklet 6

Monitor

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

toad...road...load...lad...bad...bed...bead

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Teacher Note—The letter group “ow” makes two sounds. Students have already learned that the “ow” makes the /ow/ sound as in snow. In this lesson they will learn that “ow” can also say /ow/ as in cow. To figure out which sound “ow” is making in any word, they will have to try both sounds and figure out which one makes sense.

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

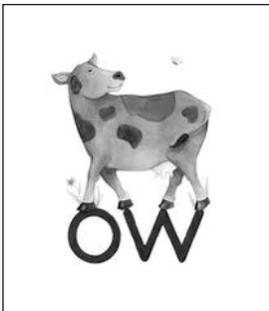
now

pow

how

Ask: **What sound can you hear at the end of those words?** [/ow/] Say each word again, and have students repeat each one. Stretch the /ow/ sound in each word.

Key Picture—Show the Key Card for “ow.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a brown cow. “Brown cow.” Let’s say that phrase together.** [Brown cow] Say each word in the phrase, and ask students to repeat it. Stretch the /ow/ sound in each word.



Key Card



Animated Alphabet:
/ow/

Introduce the Letter Group

We know the letters “ow.” We learned them with the picture card for “Blow the snow.” Point to the Key Card “Blow the snow” in the Letter Group Frieze. The letters “ow” are special because they can make two sounds. Today, we see how “ow” can make the sound /ow/ as in cow.

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “ow” in the picture. **When I look at the letters “ow,” I think about the phrase “Brown cow.”** Run your finger over “ow” as you repeat the sound /ow/ three times. **Look really hard at “ow,” and imagine seeing the brown cow.** Flip the card over so the students can only see the letters “ow.” **What do these letters say?** [/ow/] Stretch /ow/ three times. Show the picture side of the card

again. Here's a way to help us remember to say /ow/ when we see these letters. When I point to "ow," I want you all to say:

/ow/ "Brown cow" "ow"

Post the picture side of the Key Card for "ow" in the Letter Group Frieze.



Letter Blending Cards Decks 1 & 2



The Sound and the Furry: Sound-It-Out

cow	town	brown
now	how	down

Partner Practice Booklet 6

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Point out that in these words, "ow" will make the /ow/ sound as in cow. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

cow **now** **town**

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 56, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/igh/ as in light /ie/ as in tie /ou/ as in shout

/i_e/ as in bike /ur/ as in fur /ow/ as in cow

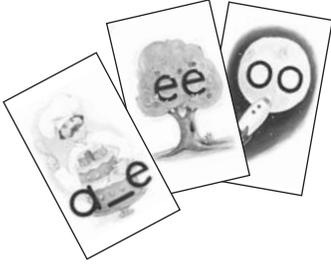
OW

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Tell students that they will use /ow/ as in cow when they hear /ow/ in these words. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

now **down** **frown**
cow **brown** **frowning**

56

DAY 2



Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/p-l-ow/	<i>plow</i>	/p-r-ay/	<i>pray</i>
/p-l-ea-se/	<i>please</i>	/p-r-u-ne/	<i>prune</i>
/p-l-a-n/	<i>plan</i>	/p-l-u-mp/	<i>plump</i>

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 56, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

cow...now...how...hot...lot...not...note...vote

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

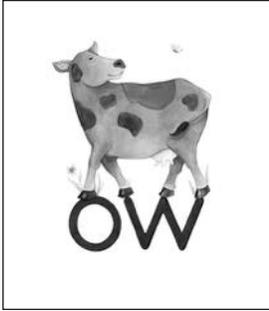
now **cow** **town**

hurt	joining	worn
lawns	floated	puppy

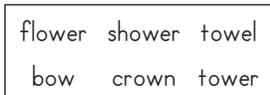
* Jean hurt her toe. She went to the nurse.
--

Partner Practice Booklet 6

Monitor →



Key Card



Partner Practice Booklet 6

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “ow” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right. “Brown cow”** Flip the card over so the students can only see the letters “ow.” **What sound do these letters make?** [*/ow/*] **Yes, the sound is /ow/—>/ow/.**

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

down

town

gown

With a Partner—Have students turn to Lesson 56, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other’s books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

OW

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

Tell students to use /ou/ as in shout.

loud

proud

found

Tell students to use /ow/ as in cow.

now

brown

frowned

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

Henry saw a brown cow.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight word posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.



Key Card

Presenting /oo/ as in book

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

tar	/t-ar/ (2)	cook	/c-oo-k/ (3)
star	/s-t-ar/ (3)	cooks	/c-oo-k-s/ (4)
start	/s-t-ar-t/ (4)	cooked	/c-oo-k-ed/ (4)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Tell students they will have to figure out which sound “ow” is making

bowling

brown

blow

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 57, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice.

After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

turned	road	brown
rowing	nice	couch

* I take a shower after swimming.

Partner Practice Booklet 6

Monitor

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

cow...now...how...hot...heat...seat...sea...tea

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Teacher Note—The letter group “oo” makes two sounds. Students have already learned that “oo” makes the /oo/ sound as in moon. In this lesson, they will learn that “oo” can also say /oo/ as in look. To figure out which sound “oo” is making in any word, they will have to try both sounds and figure out which one makes sense.

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

good

took

look

Ask: What sound can you hear in each of those words? [/oo/] Say each word again, and have students repeat each one. Stretch the /oo/ sound in each word.

Key Picture—Show the Key Card for “oo.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a student who wants to read. This student must look for a book. “Look for a book.” Let’s say that sentence together. [Look for a book.]** Say each word in the phrase, and ask students to repeat it. Stretch the /oo/ sound in each word.



Key Card

Introduce the Letter Group

We know the letters “oo.” We learned them with the picture card for “Zoom to the moon.” Point to the Key Card for “Zoom to the moon,” in the Letter Group Frieze. **The letters “oo” are special because they can make two sounds. Today, we’re going to see how “oo” can make the sound /oo/ as in book.**

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “oo” in the picture. **When I look at the letters “oo,” I think about the phrase “Look for a book.”** Run your finger over “oo” as you repeat the /oo/ sound three times. **Look really hard at “oo,” and imagine seeing the student look for a book.** Flip the card over so the students can only see the letters “oo.” **What do these letters say? [/oo/]** Say /oo/ three times. Show the

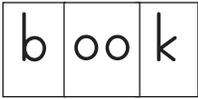


Animated Alphabet:
/oo/

picture side of the card again. **Here's a way to help us remember to say /oo/ when we see these letters. When I point to "oo," I want you all to say:**

/oo/ "Look for a book." "oo"

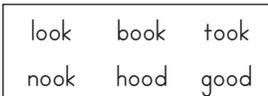
Post the picture side of the Key Card for "oo" in the Letter Group Frieze.



Letter Blending Cards Decks 1 & 2



The Sound and the Furry: Sound-It-Out



Partner Practice Booklet 6

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

book

look

took

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 57, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ow/ as in snow **/o_e/** as in joke **/ow/** as in cow

/oa/ as in boat **/oo/** as in moon **/oo/** as in book

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Tell students they will use "oo" as in look when they hear the sound /oo/. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

book

shook

hood

foot

cooked

looking

57

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/t-r-i-p/	<i>trip</i>	/b-r-ai-n/	<i>brain</i>
/t-r-ea-t/	<i>treat</i>	/g-r-a-pe/	<i>grape</i>
/t-r-ai-n/	<i>train</i>	/f-l-a-me/	<i>flame</i>

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 57, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

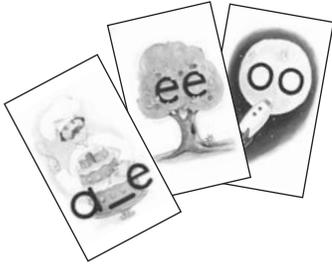
book...took...look...cook...cool...tool...pool

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

look book took



pancake	tray	baked
stepped	hurry	clown

* The queen wore a sparkling crown.

Partner Practice Booklet 6

Monitor →



Key Card

hook	book	shook
look	foot	brook

Partner Practice Booklet 6

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “oo” Key Card. **What do you say when you see this picture?** [*responses*] **That’s right.** “**Look for a book.**” Flip the card over so the students can only see the letters “oo.” **What sound do these letters make?** [/oo/] **Yes, the sound is /oo—>oo/.**

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

good**hood****foot**

With a Partner—Have students turn to Lesson 57, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other’s books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.



Write Words and Sentences

Write Words—Show the /oo/ Key Card and tell students that some of the words they will write will use the /oo/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

drawing**foot****looked****sunny****shook*****morning**

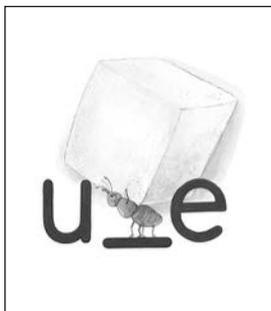
Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I can read lots of books.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.

Think-Pair-Share →

(When students are finished, use Think-Pair-Share, and have students share the name of their favorite book.)



Key Card

Presenting /u_e/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

late	/l-a-te/ (3)	sand	/s-a-n-d/ (4)
plate	/p-l-a-te/ (4)	sandy	/s-a-n-d-y/ (5)
ate	/a-te/ (2)	stand	/s-t-a-n-d/ (5)

Class Review—Sounds and Words



Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Model trying the two sounds that “oo” and “ow” make to see what makes sense.

boots **looking** **blow** **frown**

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 58, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

Monitor

taking	sight	enjoy
stood	how	snowy

* Linda enjoys reading
a good book.

Partner Practice Booklet 6

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

book...took...look...loot...lot...cot...cow

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

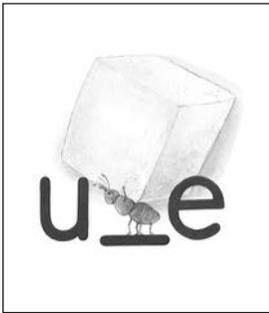
use

huge

mule

Ask: **What sound can you hear in those words?** [/u_e/] Say each word again, and have students repeat each one. Stretch the /u_e/ sound in each word.

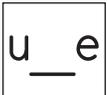
Key Picture—Show the Key Card for “u_e.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of an ant carrying a sugar cube. It is a huge cube. “Huge cube.” Let’s say that phrase together.** [*Huge cube*] Say each word in the phrase, and ask students to repeat it. Stretch the /u_e/ sound in each word.



Key Card



Animated Alphabet:
/u_e/



Letter Blending Cards Deck 2

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “u_e” in the picture. **When I look at “u_e,” I think about the phrase “huge cube.” HUUUUUGE CUUUUUBE.** Run your finger over “u_e” as you repeat the sound /u_e/. **Look really hard at “u_e,” and imagine the letters “u” and “e” on the huge cube.** Flip the card over so the students can only see the letters “u_e.” **What do these letters say?** [/u_e/] Say /u_e/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /u_e/ when we see these letters. When I point to “u_e,” I want you all to say:**

/u_e/

“Huge cube”

“u_e”

Post the picture side of the Key Card for “u_e” in the Letter Group Frieze.

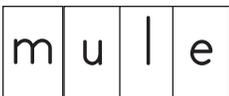
Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students. Point out that in some words (e.g., “tune”), “u” does not quite say its name.

mule

cube

tune



Letter Blending Cards Decks 1&2



The Sound and the Furry: Sound-It-Out

tune	cute	flute
rule	rude	tube

Partner Practice Booklet 6

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 58, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/oi/ as in join /oo/ as in book /ue/ as in blue

/ur/ as in fur /oo/ as in moon /u_e/ as in cube

u_e

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

cube	rule	tuned
mule	tune	tuning

58

DAY 2

Say-It-Fast (optional)

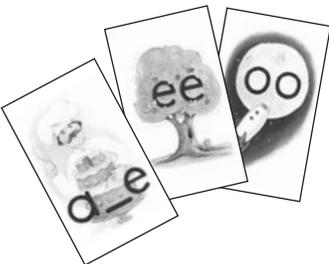
Say each sound in the words listed below. Have students blend the sounds into words.

/g-o/	go	/g-i-f-t/	gift
/g-ir-l/	girl	/b-a-n-k/	bank
/b-oo-k/	book	/b-l-a-n-k/	blank

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

growl	biting	turned
look	looking	railroad

* Sad Sam shook himself when he came in.

Partner Practice Booklet 6

Monitor →

Then have students turn to Lesson 58, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

tune...tube...cube...cute...cut...cat...pat...pay

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

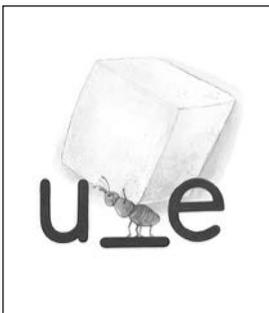
cute

cube

mule

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “u_e” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Huge cube.”** Flip the card over so the students can only see the letters “u_e.” **What sound do these letters make?** [*/u_e/*] **That's right, the sound is /u_e/. Sometimes “u” doesn't quite say its name. What does “u_e” sound like in “tune”?** [*/oo/*] **Yes, /oo/ as in moon.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

cube

cute

mule

With a Partner—Have students turn to Lesson 58, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

rule	tube	tune
cute	mule	cube

Partner Practice Booklet 6

Monitor →

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

u _ e

Write Words and Sentences

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

Tell students to use /oo/ as in moon.

noon

soon

Tell students to use /ue/ as in blue.

true

Sue

Tell students to use /u_e/ as in cube.

mule

tune

Write a Sentence—Tell students that Cami has brought two sentences that she thinks they can write. Have Cami read these sentences.

Mom baked a cake. It had blue frosting.

Discuss the meaning of these sentences briefly. Have partners work **separately** and write the sentences in their Partner Writing Books. When everyone is finished, have a partnership tell you how to write these sentences on the board. Celebrate everyone's growing skills.



Key Card

Presenting /ir/

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

snow /s-n-ow/ (3)

fur /f-ur/ (2)

snows /s-n-ow-s/ (4)

first /f-ir-s-t/ (4)

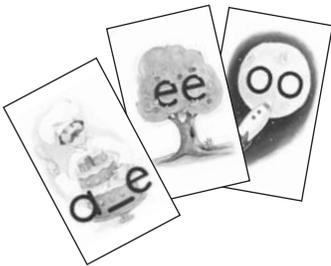
snowed /s-n-ow-ed/ (4)

***thirsty** /th-ir-s-t-y/ (5)

Class Review—Sounds and Words



Animated Alphabet:
Review



Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Model trying out the two sounds “oo” can make to see what makes sense.

tune

cube

looking

cool

took

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 59, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

rained	making	pool
mailman	book	cute

* Donny played a tune on a flute.

Partner Practice Booklet 6

Monitor →

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

bike...like...lake...bake...base...case...cast...last...past...pat

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

girl

firm

bird

Ask: **What sound can you hear in those words?** [/ir/] Say each word again, and have students repeat each one. Stretch the /ir/ sound in each word.

Key Picture—Show the Key Card for “ir.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a girl whirling around. This is a girl in a whirl. “Girl in a whirl.” Let’s say that phrase together.** [*Girl in a whirl.*] Say each word in the phrase, and ask students to repeat it. Stretch the /ir/ sound in each word.



Key Card



Animated Alphabet:
/ir/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Point to the letter group “ir” in the picture. **When I look at the letters “ir,” I think about the phrase “Girl in a whirl.”** Run your finger over “ir” as you repeat the /ir/ sound three times. **Look really hard at “ir,” and imagine the girl in a whirl.** Flip the card over so the students can only see the letters “ir.” **What do these letters say?** [*responses*] Say /ir/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /ir/ when we see these letters. When I point to “ir,” I want you all to say:**

/ir/

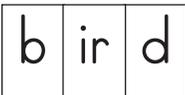
“Girl in a whirl”

“ir”

Post the picture side of the Key Card for “ir” in the Letter Group Frieze.

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.



Letter Blending Cards Decks 1 & 2

bird

shirt

first

thirsty

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



The Sound and the Furry: Sound-It-Out

bird	girl	firm
dirt	shirt	stir

Partner Practice Booklet 6

With a Partner—Have students turn to Lesson 59, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/igh/ as in light /u_e/ as in cube /ur/ as in fur

/aw/ as in saw /er/ as in batter /ir/ as in girl

ir

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Tell students that they will use /ir/ as in girl in these words. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

bird

third

thirst

stir

first

thirsty

59
DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/c-u-p-s/ cups /c-l-i-mp/ climb

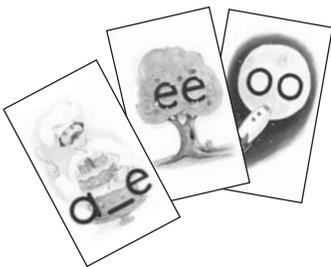
/c-l-u-b/ club /c-r-i-me/ crime

/c-a-mp/ camp /c-r-i-s-p/ crisp

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

smooth	shook	yawning
curled	shaking	dropped

* Did you ever hear a brown cow moo?

Partner Practice Booklet 6

Monitor →

Then have students turn to Lesson 59, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

lie...like...line...lone...cone...cane...can...ban...bay

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

bird

dirt

firm

Ask students to identify the sound that they hear in all three words.

Key Picture—Show the students the “ir” Key Card. **What do you say when you see this picture?** [*Girl in a whirl.*] **That's right. Girl in a whirl.** Flip the card over so the students can only see the letters “ir.” **What sound do these letters make?** [/ir/] **Yes, the sound is /ir—>ir/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

bird

thirst

twirl

With a Partner—Have students turn to Lesson 59, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

shirt	thirsty	firm
first	squirm	whirl

Partner Practice Booklet 6

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Write Words—Show the /ir/ Key Card and tell students that some of the words they will write will use the /ir/ sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

Tell students to use /er/ as in better.

under

thunder

Tell students to use /ur/ as in fur.

turn

curl

Tell students to use /ir/ as in girl.

bird

***twirl**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I saw a bird in the tree.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.



Key Card

Presenting /_y/ as in fly

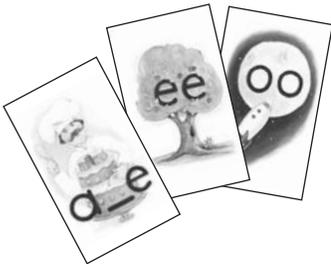
Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

try	/t-r-y/ (3)	pin	/p-i-n/ (3)
fry	/f-r-y/ (3)	spin	/s-p-i-n/ (4)
fried	/f-r-i-ed/ (4)	*spinner	/s-p-i-nn-er/ (5)



Animated Alphabet:
Review



Class Review—Sounds and Words

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Model trying out the two sounds of “oo” to see what makes sense.

tools

foot

sliding

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 60, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other’s books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

good thunder raced
pencil roof floated

*Did you hear the
thunder outside?

Partner Practice Booklet 6

Monitor

Monitor students as they work together.

When students have finished, review letters as needed, and have partnerships share their work as before.

Quick Erase

Use the following sequence:

pie...lie...tie...time...fine...line...lone...bone...bones

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

try

shy

my

Stress the end sound for /_y/ in each word. Ask: **What sound do you hear at the end of these words?** [/_y/] Say each word again, and have students repeat each one. Stretch the /_y/ sound in each word.

Key Picture—Show the Key Card for “_y” as in fly. **Let’s look at this picture card to learn more about our sound for the day. This is a picture of an airplane. It is flying in the sky. Every time I see this picture, I say, “Fly in the sky.” Let’s say that sentence together.** [*Fly in the sky.*] Say each /_y/ word in the phrase, and ask students to repeat it. Stretch the /_y/ sound in each word.



Key Card

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.



Animated Alphabet:
/_y/ as in fly

Build a strong connection between the picture and the letters. Point to the letter “_y” in the picture. **We’ve seen this letter before. We know that it says /y/ as in yo-yo. It also says /_y/, as in puppy, at the end of some words. But this letter is troublesome. It can make another sound at the end of words. When it comes at the end of very short words, it says /_y/ as in fly. When I see this letter at the end of a short word, I think of “Fly in the sky.”** Run your finger over “_y” as you repeat the sound /_y/ three times. Flip the card over so the students can only see the letter “_y.” **What do you say when you see this letter at the end of a short word?** [/_y/] Say /_y/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /_y/ when we see this letter at the end of a short word. When I point to “_y,” I want you all to say:**

/_y/

“Fly in the sky.”

“dash y”

Post the picture side of the Key Card for “_y” in the Letter Group Frieze.



Letter Blending Cards Decks 1&2



The Sound and the Furry: Sound-It-Out

my	by	fly
cry	try	sky

Partner Practice Booklet 6

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

fly

my

cry

Video Option: *The Sound and the Furry*—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a Partner—Have students turn to Lesson 60, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other’s work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ow/ as in snow /i_e/ as in bike /igh/ as in light

/oa/ as in boat /ie/ as in tie /_y/ as in fly



Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Tell students that they will write “y” for /_y/ as in fly. Have partners check each other’s work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

my

try

dry

cry

fry

sky

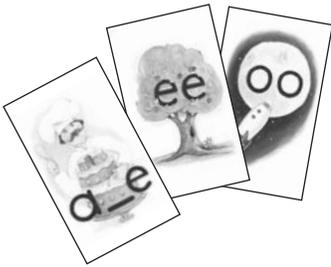
60

DAY 2

Say-It-Fast (optional)

Say each sound in the words listed below. Have students blend the sounds into words.

/d-i-me/ *dime*/d-r-i-p/ *drip*/t-or-n/ *torn*/d-a-m-p/ *damp*/t-a-n-k/ *tank*/d-r-i-n-k/ *drink*



Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class. Choose a compound word to model.

Partner Practice

Ask students to practice their letter sounds, using the first three boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

dirty thirsty toybox
board join snowflake

* My kitten is very cute.

Partner Practice Booklet 6

Monitor →

Then have students turn to Lesson 60, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

corn...cord...card...car...bar...bat...cat...sat...say

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

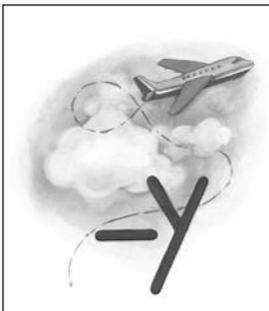
why

dry

by

Ask students to identify the sound that they hear at the end of all three words.

Key Picture—Show students the Key Card for “_y.” **What do you say when you see this picture?** [*Fly in the sky.*] **That’s right. “Fly in the sky.”** Say each /_y/ word in the phrase, and ask students to repeat it. Stretch the /_y/ sound in each word.



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students. Point out that “y” when combined with “l” at the end of some longer words still says /_y/ as in fly.

supply

reply

why

dry	reply	fry
why	supply	apply

Partner Practice Booklet 6

With a Partner—Have students turn to Lesson 60, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

Monitor students as they read together. Have students initial each other’s books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Words and Sentences

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other’s work after you have finished the list. Have the class Stretch and Spell the words together.

Tell students to use /igh/ as in light.

thigh

fighting

Tell students to use /i_e / as in bike.

bite

biting

Tell students to use /_y/ as in fly.

my

crying

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I like to fly like a plane in the sky.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone’s growing skills.

Assessment 9

This assessment should be administered to the entire class after they have finished Lessons 56–60 of *FastTrack Phonics for Roots*, Volume 2. If you feel that your class would benefit from some additional practice before taking this assessment, you may wish to conduct some review lessons using the Optional Review Lesson Template at the back of this manual. Use the Optional Review Lesson Template to create lessons featuring sounds that your class needs to practice. Then, give the assessment to the class.

Assessment 9 checks student progress in four skill areas:

- Reading Sounds
- Stretch and Read
- Writing Sounds
- Stretch and Spell

The first two parts of the assessment will be administered to each student individually. Call individual students to your desk or to a separate work area away from the rest of the class. The last two parts of the assessment can be administered to the whole class at one time. Make sure that the students are comfortably seated at desks or tables. Be sure that students understand that they need to work on their own.

Part 1

Reading Sounds—(Use the Assessment 9: Reading Sounds list for this part of the assessment.) To be sure that students have mastered all sounds in Volume 1, have students read the sounds on the Volume 1 review list. Record any sounds students have not mastered in the Review Box on the Class Assessment Form. Use those sounds in review lessons or have students record them in their Partner Practice books and work on them with their partner. If students have demonstrated mastery of all 30 objectives in Volume 1, put an X in the box in the Volume 1 column. Then ask students to read the sounds on the Reading Sounds list for Volume 2 for Assessment 9.

Point to each letter group on the list, and ask the student to tell you the sound that the letters make. If the student gives you the letter names, say: *That’s right. Those are the names of these letters. Now what sound do you make when you see these letters together?* The student may also give you other possible sounds for the letters, such as short vowel sounds instead of long ones. In this case, say: **Yes, that’s one sound that these letters make. Can you think of another sound these letters make when they are together?** If the student doesn’t give you the correct answer after this clarification, mark the response as incorrect and move on to the next assessment item. Do not allow the student to continue guessing until he or she gives the correct response.

Mark incorrect responses to new sounds with a slash mark under the corresponding letter group on the Class Assessment Form. Write the total number of correct responses at the end of the column.

Part 2

Stretch and Read—(Use the Assessment 9: Stretch and Read list.) Say: **Now you’re going to read some words.** Ask the student to read the words on the list. You may remind students that they can use Stretch and Read and then say the word.

Record the correct number of responses in the box marked “Stretch and Read” on the Class Assessment Form.

Assessment 9

Part 3

Writing Sounds—(Use the Assessment 9: Writing Sounds list.) Seat students at desks or tables. Make sure that they know that this is a time to work separately. Give a piece of writing paper to each student, and have students number from 1 to 9. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter or letter group that makes that sound. Write the letter for that sound beside number 1 on your paper now.** Quickly check around the room to see that students are following directions. Then, continue to make the sounds for the other letters that students have studied in the last 9 lessons.

Part 4

Stretch and Spell—(Use the Assessment 9: Stretch and Spell list.) Have students turn their papers over. Say: **Now you're going to write some words on the back of your paper. I'll say a word and then use it in a sentence. You repeat the word, then use Stretch and Spell to write the word.**

Collect the papers and grade them. Circle incorrect responses for Part 3, "Writing Sounds." Then, record this information on the Class Assessment Form by placing a slash mark under the new letter groups that the students did NOT write correctly. (Note review letter groups missed in the Review Notes column.) Use the bottom row, marked "W" to record responses. Write the total number of correct responses in the "total" column.

Circle incorrect responses for Part 4, "Stretch and Spell." Record the correct number of responses in the box marked "Stretch and Spell" on the Class Assessment Form.

Using the Assessment Information

Once you have completed each student's assessment information on the Class Assessment Form, use that information to determine what to review as a class or whether individual students need tutoring to work on skills that they have not mastered.

The Class Assessment Form also allows you to look at the scores for the whole class. If you look at a particular letter group (for example, "u_e") and follow that column down to the bottom of the page, you will see a space for the class total. Record the number of correct responses from the whole class in this box. These scores will tell you which letter sounds (if any) are problematic for the class as a whole. You can give these letters more focused review time during your daily lessons, or plan a Review Lesson.

Reading Sounds: Review of Volume 1

m
•a
•s
•d
•t
•i
•n
•p
•g
•o
•c
•b
•e
•f
•l
•u
•h
•k
•j
•r
•z
•w
•qu
•ng
•v
•x
•y
•sh
•th
•ch
•

Reading Sounds: Volume 2

<u>New</u>	<u>Review</u>			
ow (as in cow)	aw	er	_ing	_ed
oo (as in book)	oi	ue	o_e	or
u_e	oa	ai	ie	oo (as in moon)
ir (as in girl)	ur	c	_y (as in puppy)	ar
_y (as in fly)	oy	igh	ee	ou
	ay	ea	a_e	i_e
		ow (as in snow)		

Stretch and Read

down

rules

thirsty

good

looking

floated

cute

flower

dropped

bird

supply

mailman

my

shirts

pool

Writing Sounds

New

/ow/

(as in cow)

/oo/

(as in book)

/u_e/

(as in cube)

/ir/

(as in girl)

/_y/

(as in fly)

Review

/aw/

(as in saw)

/oi/

(as in boil)

/oa/

(as in boat)

/ur/

(as in nurse)

Stretch and Spell

down

My pencil fell down to the floor.

(Hint: Use /ow/ as in cow.)

foot

Your foot goes in your shoe.

(Hint: Use /oo/ as in look.)

cute

Your puppy is cute.

(Hint: Use /u_e/ as in huge.)

bird

A red bird sat in the tree.

(Hint: Use /ir/ as in girl.)

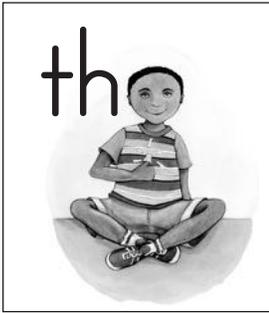
my

Alphie is my friend.

(Hint: Use /_y/ as in fly.)

FastTrack Phonics for Roots

Appendix



Key Card

Presenting /th/

Alphie Introduction

Introduce the students to Alphie. Say: **Here is someone I want you to meet. This is Alphie. Alphie is a friend who comes to class every day to help us learn new things. One thing you will notice about Alphie is that he speaks a special language. Alphie says words veeerrryy sllooowwly so that you can hear each sound. We need to say the sounds that Alphie says, then we need to put them together and say them fast to understand the word. Let's try listening to a word in Alphie's language.**



Say-It-Fast

Have Alphie say the word "man" by separating each sound in the word. It should sound like this: /m...a...n/. Don't stretch the sounds so that they run together. Each letter sound should be precise and brief, and you should have clear pauses between each sound. Ask Alphie: **Can you say that one more time?** (repeat)

Say: **I can figure out what Alphie is saying by putting those sounds together. That's how you say it fast.** Repeat the word as Alphie did a few times, shortening the length of time that you pause between sounds. /m...a...n/ /m..a..n/ /man/. **That's it! The word Alphie said was "man."** Now you can try to say it fast. Alphie will say a word in Alphie Talk. I want you to tell me what word he's saying.

Whole Group
Response

Say the sounds in each of the words below. Give students a few seconds to think, then point to the class as a cue to say the word. Students will respond using whole-group choral response.

/sh-oe/	shoe	/b-e-l-t/	belt
/sh-ir-t/	shirt	/s-o-ck-s/	socks
/h-a-t/	hat	/p-a-n-t-s/	pants

Break-It-Down

I can see that you understand Alphie's special language. Now we're going to see if we can speak in Alphie's special language. Remember that when Alphie says a word, you can hear each sound he says. I'm going to show you how you can hear the different sounds in words that you say. This is called Break-It-Down.

Place your fingers on your cheeks. **When I put my hands here, I can feel how my mouth changes when I make different sounds. Listen to this word, and watch my mouth: /b...u...g/.** Slightly exaggerate the shape of your mouth as you do this. **Did you see my mouth change shape as I made different sounds? Good. I can also feel the different sounds with my hands. Let's all try it.**

Ask students to place their fingers on their cheeks. Say “pad.” [pad] Now say this: /p...a...d/ [responses] Did you feel your mouth change shape as you made different sounds? Good. Let’s say it again and count the sounds. Put up a finger for each sound. Say “p...a...d.” [responses] How many sounds? [3] Let’s try another one. Say “ham.” [ham] Now say this: /h...a...m/ [responses] Did you feel your mouth change as you made different sounds? Great! Let’s say it again and count the sounds. Say “ham.” [responses] How many sounds? [3] Let’s say some more words in Alphie’s special language. Say each word in a normal tone of voice, and ask students to repeat each one. Then, separate each sound in the word with the students. Say the entire word one more time and count the sounds. Gradually reduce your support until students can stretch the words and count the sounds by themselves. Students can keep their hands on their cheeks during this exercise so that they can feel the different sounds in the words.

run /r-u-n/ (3)

ride /r-i-de/ (3)

hop /h-o-p/ (3)

skate /s-k-a-te/ ((4)

jump /j-u-m-p/ (4)

slide /s-l-i-de/ (4)

Say: You did a great job with Alphie Talk today. Learning to speak like Alphie will help you read and write!

Introduction to the Alphabet Frieze



Point to the Key Cards in the Alphabet Frieze (the Key Cards posted on your classroom wall). Say: Each of these cards has a different picture on it. The first sound in the picture is the same sound that the letter makes. Point to the Key Card for the letter “a.” This is a picture of an apple. What is the first sound in apple? [/a/] That’s right. /a/. This letter makes the sound /a/ like in the word “apple.” We’re going to learn the names of each of these cards and practice saying the first sound in each one. Point to each picture, say the name, then say the initial sound. It should sound like this: bat and ball, /b/, caterpillar, /c/, dinosaur, /d/, etc. Be sure to stress the initial sound in each word. Review the pictures in the Alphabet Frieze once more. Assist only when needed.

Class Review—Sounds and Words

Review Sounds—Use the front or back of the Key Cards to review sounds from Volume 1. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.



Letter Blending Cards Deck 1

Model Stretch and Read—Use the Letter Blending Cards to spell the word “man.” Place the cards spaced apart in the pocket chart. Say: I’m going to show you how we read words. When we read words, it sounds a lot like Alphie Talk. We make the sound for each letter, then we say the word. Point to each letter card and make the sound for each letter. (/m...a...n/) Push the letter cards closer together and read the sounds again, slightly faster this time. (/m..a..n/) Push the cards together and read the word: man.

Now it's your turn to read words. Repeat the activity with the words “cat,” “pin,” and “dog.” Have the students make the sounds as you point to each letter card. Assist as necessary.

Partner Practice—Sounds and Words

Now I'll show you how we read words with a partner. Ask one student to come to the front of the room to model partner reading of the words. Write the words “pat,” “sad,” and “man” on chart paper or the chalkboard. **This is how partners read words together. I'll start by putting my finger on the first word. I'll touch each letter and make the sounds. Then, I'll say the word. What should my partner be doing while I read? That's right. My partner should be watching and listening as I read, so he can help me if I need help.** Model touching each letter and reading the sounds in the word. It should sound like this: /p...a...t/ pat. Read the other two words in the same way. Have a student come up and read with you. Tell the student to make a mistake and model helping.

yet	run	wish
bet	shell	back

* Josh fell on the track.

Start-Up Lesson A
Partner Practice Page, Day 1

Now it's your turn to read words with a partner. Pass out the practice sheet for Start-Up Lesson A, Day 1. **You and your partner will read the words in the top box together. Keep reading the words over and over until you can both read them out of order and really fast.** Let students know that it is their job to help their partner and make sure he or she is successful.

After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor →

Monitor students as they work together.

When students have finished:

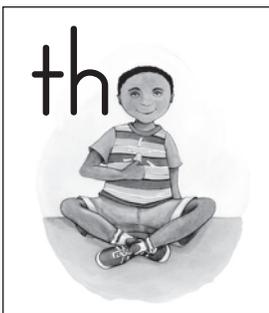
- Review letters if you identified needs during Partner Practice;
- Choose a partnership randomly to read the word box together;
- Ask a partnership to share a sentence they created; and
- Have a partnership **volunteer** to read the Challenge Sentence.

Hear the New Sound

Sound Words—I am going to say some words. Listen carefully. After I say each word, I want you to repeat it. Emphasize the /th/ sound at the beginning of “thin,” “thumb,” and “thick.” I can hear /th/ at the beginning of all these words. Say /th/ with me.

Key Picture—Every day, Alphie will choose one of the pictures and tell us more about it. Let's look at the picture he has for us today.

Alphie hands the teacher the Key Card “th.” Tape the picture to the left-hand side of a piece of chart paper or on the chalkboard.



Key Card

Alphie wrote a note for you too. The note will tell you more about the picture. Take Alphie’s “note” (a slip of paper or a note card with the alliterative phrase written on it), and read the phrase to the class: **“Theo has a thimble on his thumb.”**

Let’s practice saying that special sentence from Alphie. Say the first /th/ word once, and ask students to repeat it. Then, say the word again, stretching /th/ at the beginning. Do this for every /th/ word in the sentence.

Teacher: **Theo**

Students: *Theo*

Teacher: **Th**—→**Theo**

Students: *Th*—→*Theo*

Teacher: **has a thimble**

Students: *has a thimble*

Teacher: **th**—→**thimble**

Students: *th*—→*thimble*

Teacher: **on his thumb**

Students: *on his thumb*

Teacher: **th**—→**thumb**

Students: *th*—→*thumb*

Alphie wants us to listen for a special sound today. It’s the sound we hear at the beginning of Th—→**Theo** and **th**—→**thimble**. **What do you think the sound is?** [*responses*] **That’s right. The sound for today is /th/.**

th

Introduce the New Letter Group

Write the letters “th” on chart paper. **We can write /th/ using letters we already know. When you see these two letters, you say /th/.**

Point to the letters “th” in the picture. Build a strong connection between the pictures and the letters “th.” **When I look at Theo and his thumb in the thimble I see these letters:** (point) a “t” followed by an “h.” **When I see the “t” and the “h” together I think of the sound /th/.** Flip the card over so the students can only see these letters. **What sound do these letters make?** [*th*] **That’s right /th/.** Show the picture side of the card again.

Stretch and Read with the New Sound

Write the letters “th” on the board. Say: **The letters “th” stand together to make one sound.**

With the Teacher—Use the Letter Blending Cards to demonstrate how to blend sounds together to read words.



Letter Blending Cards Decks 1&2

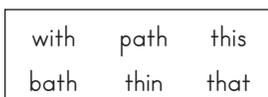
this

that

math

After students have read each word, write the word on a green card, and read it again with the class.

With a Partner—Now you can read some “th” words with a partner. Have students take out their Partner Practice Worksheet 1. **Look at the words in the last box. You and your partner will take turns reading the words to each other. You can read the words just like we do when we use the cards. You’ll make the sound for each letter. Then you’ll put all of the sounds together to say a word.**



Start-Up Lesson A
Partner Practice Page, Day 1

Monitor

Monitor students as they read together. Make sure that one student is pointing and one student is reading in each partnership. Have students check each other's work after they have read the words correctly.

Write Letters

Let's practice writing letters that you know. I'll make a sound, and you'll write the letter that makes that sound. Make the sound for each of the letters listed below. Have students write the letters in their Writing Books. Have partners check each other's work when you have finished with the list.

b a f j v

Then have the class tell you what letters to write on the board so they can check their work.

A

DAY 2

Say-It-Fast

Say each sound in the words listed below. Have students blend the sounds into words.

/b-a-th/	<i>bath</i>	/th-i-n-k/	<i>think</i>
/th-e-n/	<i>then</i>	/b-r-u-sh/	<i>brush</i>
/w-i-th/	<i>with</i>	/w-e-s-t/	<i>west</i>

Class Review—Sounds and Words

Review Sounds—Use the front or back of the Key Cards to review any sounds that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

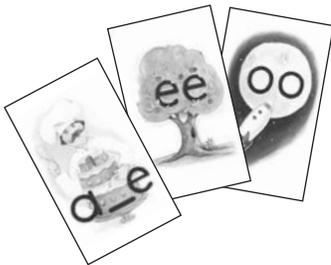
Model Stretch and Read—Use Stretch and Read to read the words below with the class.

box yell zip fish stand

Partner Practice

Give students the Partner Practice Page for Day 2 and have them read the words in the top box with their partner. Have partners initial each other's page when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words they read as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and have made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.



shop	yes	zag
stamp	zig	dish

* The fish tank had six fish.

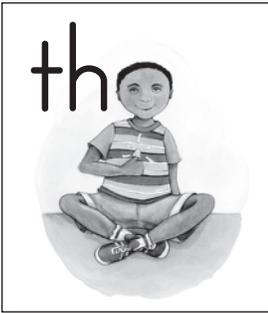
Start-Up Lesson A
Partner Practice Page, Day 2

When students have finished:

- Review letters if you identified needs during Partner Practice;
- Choose a partnership randomly to read the sentence box together;
- Have a partnership share a sentence they created; and
- Have a partnership **volunteer** to read the Challenge Sentence.

Hear the New Sound

Sound Words—Yesterday, Alphie taught us a new sound. The sound was /th—→th/. Let’s say that sound together: /th—→th/. I can hear /th/ in words. Say these words after me: Theo [Theo], thumb [thumb], thimble [thimble].



Key Card

Key Picture—Alphie brought a picture yesterday to help us remember the sound /th/. Show the picture card for “th.” Who remembers what we say when we see this picture? [responses] That right, “Theo has a thimble on his thumb.” Let’s practice saying that sentence together. Say the sentence, and ask students to repeat it. Stretch the /th/ sound in each word. Flip the card over so the students can only see the letters “th.” Ask: **What do these letters say?** [/th/].

Stretch and Read with the New Sound

With the Teacher—Let’s practice reading some words that have the /th/ sound in them. Write each word on the chalkboard, and then Stretch and Read it with the students.

then

with

thud

With a Partner—Have students turn to their Partner Practice Page for Day 2 and have them read the words in the bottom box together. Partners will check each other’s work.

Monitor students as they read together. Have students initial each other’s page after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters

Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other’s work after you have finished reading the list.

t b a f l th

Then have the class tell you what letters to write on the board so they can check their work.

bath	thin	this
that	path	thick

Start-Up Lesson A
Partner Practice Page, Day 2

Start-Up Lesson A • Day 2

shop	yes	zag	
stamp	zig	dish	

*	The fish tank had six fish.		

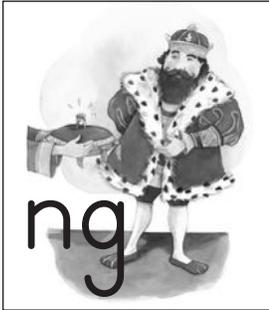
bath	thin	this	
that	path	thick	

Start-Up Lesson A • Day 1

yet	run	wish	
bet	shell	back	

*	Josh fell on the track.		

with	path	this	
bath	thin	that	



Key Card

Presenting /ng/

Break-It-Down

Say each of the words below, and ask students to repeat it. Then, have students say the word in Alphie Talk.

with /w-i-th/ (3)

wished /w-i-sh-ed/ (4)

thin /th-i-n/ (3)

yellow /y-e-ll-ow/ (4)

zoom /z-oo-m/ (3)

birds /b-ir-d-s/ (4)

Class Review—Sounds and Words

Review Sounds—Use the front or back of the Key Cards to review any sounds that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to read the word in parts.

quick

yes

pond

Partner Practice—Sounds and Words

Give students the Partner Practice Page for Day 1 of Lesson B. Have them read the words in the top box with their partner. Have partners initial each other's page when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words they already know and use.

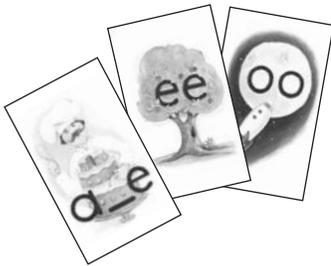
Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and have made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

When students have finished:

- Review letters if you identified needs during Partner Practice;
- Choose a partnership randomly to read the word box together;
- Have a partnership share a sentence they created; and
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Today we're going to play a new reading game. Write the word “mad” on the board. Put your finger under the first letter. Say: **Make the sound for each letter as I touch it.** Slowly touch each letter, and make the sounds with the students. Then, sweep your finger under the entire word, and read it with the students.



quit	fish	sick
bell	quiz	yak

* Let's swim in Jack's pond.

Start-Up Lesson B
Partner Practice Page, Day 1

Now I want to see if I can trick you. I'm going to change one letter in this word. Do you think you can still read it if I change one letter? Change the letter "s" to "m." Sound out the word by touching each letter and making its sound. Then, read the whole word. Continue to change one letter at a time, and read the words with the students. Gradually reduce your support so that students can read on their own. Use the following word sequence:

mad...sad...sat...sit...pit...pin...pan...ran...run

Hear the New Sound

Sound Words—I am going to say some words. Listen carefully. After I say each word I want you to say it. Emphasize the /ng/ at the end of each word.

king

song

rang

I can hear /ng/ at the end of each of these words. Say /ng/ with me. [/ng/].

Key Picture—Have Alphie introduce the Key Card for "ng." Let's look at this "ng" picture card that Alphie brought today and listen to the note he brought. Read the phrase to the class: **Bring the king a ring.**

Let's practice saying the special sentence.

Teacher: **Bring**

Students: *Bring*

Teacher: **Bring**—>ng

Students: *Bring*—>ng

Teacher: **the king**

Students: *the king*

Teacher: **king**—>ng

Students: *king*—>ng

Teacher: **a ring.**

Students: *a ring.*

Teacher: **ring**—>ng

Students: *ring*—>ng

Making the Sound—Ask students to say /ng/. This sounds kind of like a humming noise way in the back of your throat. But it's a humming sound that you make with your mouth open. Let's practice it together. /ng/

Introduce the Letter Group

Point to the letters "ng" in the picture. Build a very strong connection between the picture and the letters. Point to the letter group "ng" in the picture. **When I look at the letters "ng," I think about the phrase, "Bring the king a ring."** Run your finger over "ng" as you repeat the sound /ng/ /ng/ /ng/. **Look really hard at "ng."** Flip the card over so the students can only see the letters "ng." **What do these letters say?** [responses] Say /ng/ three times. Show the picture side of the card again. **Here's a way to help us remember to say /ng/ when we see these letters. When I point to "ng," I want you all to say:**

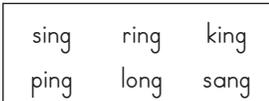
/ng/

"Bring the king a ring."

"ng"



Letter Blending Cards Decks 1&2

Start-Up Lesson B
Partner Practice Page, Day 1

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to demonstrate with the new letters how to blend sounds together to read words.

king**ring****sing**

After students have read each word, write the word on a green card, and read it again with the class using Alphie Talk.

With a Partner—Now you can read some /ng/ words with your partners. Have students turn to their Partner Practice Page for Day 1, and have them read the words in the bottom box together. Make sure that one student is pointing and one student is reading in each partnership. Have students check each other's work after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Partners will check each other's work.

e g h l th ng

Write Words—Have students use Stretch and Spell to write the sounds in the word “cat.” Say: **Watch me as I spell the word “cat.”** Say “cat” in Alphie Talk. **The first sound is /c-c-c/. I can write the letter for /c/.** Write the letter “c” on chart paper or a chalkboard. Say “cat” in Alphie Talk. **The next sound is /aaa/. I can write the letter for /a/.** Write “a” on the board. Say “cat” in Alphie Talk once more. **The last sound is /t/. I can write the letter for /t/.** Write the letter “t” on the board. Say “cat” in Alphie Talk once more. Touch each letter, and make the sound, then read the word: **/c...a...t/ cat. I just wrote the word “cat.”** Have students use Stretch and Spell to sound and write these words:

bed**ring****song**

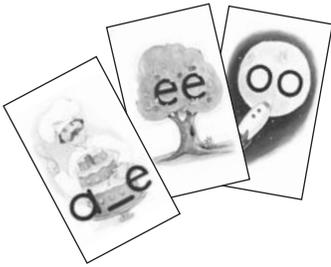
B

DAY 2

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/s-i-ng/ *sing*/s-i-ng-s/ *sings*/s-o-ng/ *song*/k-i-ng-s/ *kings*/d-i-ng/ *ding*/r-i-ng-s/ *rings*



kid	quiz	hat
yell	get	Vick

* Trish can skip and jump.

Start-Up Lesson B
Partner Practice Page, Day 2

Class Review—Sounds and Words

Review Sounds—Use the front or back of the Key Cards to review any sounds that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.

Partner Practice

Then have students turn to their Partner Practice Page for Day 2, and have them read the words in the top box with their partner. Have partners initial each other's page when the reader has read each word correctly twice.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and have made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

When students have finished:

- Review letters if you identified needs during Partner Practice;
- Choose a partnership randomly to read the sentence box together;
- Have a partnership share a sentence they created; and
- Have a partnership **volunteer** to read the Challenge Sentence.

Quick Erase

Use the following sequence:

sing...ring...bring...thing...thin...then...than...that

Hear the Sound

Sound Words—Yesterday, Alpie taught us a new sound. The sound was /ng/ /ng/ /ng/. Let's say that sound together. /ng/ /ng/ /ng/ I can hear /ng/ in words. Say these words after me:

ring

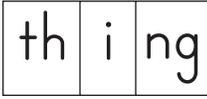
king

bring



Key Card

Key Picture—Alpie brought a picture yesterday to help us remember the sound /ng/. Show the picture card for “ng.” **Who remembers what we say when we see this picture?** [Bring the king a ring.] **That's right “Bring the king a ring.” Let's practice saying that sentence together.** Say the sentence, and ask students to repeat it. Stretch the /ng/ sound in each word. Flip the card over so the students can only see the letters “ng.” Ask: **What do these letters say?** [/ng/]



Letter Blending Cards Decks 1&2

Start-Up Lesson B
Partner Practice Page, Day 2

Stretch and Read the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the class. Then, write each word on a green card and say it in Alphie Talk with the class.

thing**sting****fang**

With a Partner—**Now you can read some words with your partners.** Have students read the bottom box of their Partner Practice Page for Day 2. Monitor students as they read together. Have students initial each others pages when they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Partners will check each other's work.

sh**ng****ch****v****y****w**

Write Words—Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Show the /ng/ Key Card, and tell students that some of the words they will write will use the /ng/ sound. Have partners check each other's work after you have finished the list. Then, Stretch and Spell the words with the class, writing the words on the board.

rich**trip****thin****king****song****rang**

Start-Up Lesson B • Day 2

kid	quiz	hat	
yell	get	Vick	

*	Trish can skip and jump.		

sang	hang	song	
bring	stung	rang	

Start-Up Lesson B • Day 1

quit	fish	sick	
bell	quiz	yak	

*	Let's swim in Jack's pond.		

sing	ring	king	
ping	long	sang	

Letter Group Phrases

Letter(s)	Phrase	Lesson
a_e	Bake a cake.	32
ee	See the tree?	33
i_e	In a while, crocodile	34
o_e	Phone home.	35
oo	Zoom to the moon.	36
ar	Start the car.	37
c	City mice on ice	38
ou	Shout it out.	39
ay	May I play?	40
ea	Time for tea	41
or	Corn for the horse	42
ie	Tie your tie.	43
_y	Silly, happy puppy	44
oy	Boy with a toy	45
er	Bigger batter	46
ue	Blue glue	47
ai	Train in the rain	48
igh	Bright light	49
ow	Blow the snow.	50
aw	I saw a seesaw.	52
oi	Little voice, big voice	53
oa	Goat in a boat	54
ur	Nurse with a purse	55
ow	Brown cow	56
oo	Look for a book.	57
u_e	Huge cube	58
ir	Girl in a whirl	59
_y	Fly in the sky.	60

Optional Review Lesson Template

The Optional Review Lesson Template on the following pages can be used to create a customized lesson plan for your class. Use this lesson plan when your assessments show that your students need to review a particular letter or letter group.

Copy the template and use the Optional Review Lesson Word List on pages 251–252 of this appendix to fill in the specifics for the letter group you wish to review. Select words from the list for the Break-It-Down, Stretch and Read, and Write Words sections of the lesson. Note on the lesson plan the pages in the Partner Practice Book that will be used during Stretch and Read.

Optional Review Lesson Template

Review Lesson for _____

Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

_____	_____
_____	_____
_____	_____

Class Review Sounds and Words

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze. Have students make the sound for each letter group as you point to it.

Review the Letter Group

Show the Key Card for your review letter group. Continue to build a strong connection between the picture and the letter group by discussing the picture with the students. Then, say each word in the phrase, and ask students to repeat it. Stretch the sound for the day in each word.

Stretch and Read with the Letter Group

With the Teacher—Use the Letter Blending Cards to spell at least five words with the letter group for the day. Place the cards in the chart spaced apart, and Stretch and Read the words with the class. Gradually move the cards closer together and say the word. If students can manage, allow some students to come to the front to point to the letter cards as the students read.

_____	_____
_____	_____
_____	_____

Optional Review Lesson Template

(continued)

With a Partner—Ask students to read the bottom boxes on the pages in the Partner Practice Book that present the review letter group. Have partners write down a word that they can read easily and one they are not sure of.

Monitor partnerships as they work together.

When students have finished, ask each partnership to either model Stretch and Read with a word they can read easily, or spell a word they are not sure of so you write it on the board. Stretch and Read the challenging words with the class.

Pages with target letter or letter group in the bottom box:

Partner Practice Book _____ pages _____

Write Words with the Letter Group

Choose four to six words that contain the letter group being reviewed. Have students use Stretch and Spell to write the words in their Partner Writing Books. When you have finished reading the list, have students check each others work and choose partnerships to tell you how to write the words on the board.

_____	_____
_____	_____
_____	_____

Optional Review Lesson Word List

Review of Sounds from FastTrack Phonics, Volume 2

Lesson

31 (adding)	_ed	planted	chipped	yelled	tipped	patted	kicked	stopped
(adding)	_ing	sitting	running	standing	jumping	hopping	hugging	thinking
32	a_e	cake	lake	wake	rate	case	game	cape
		bake	make	date	cane	vase	name	tape
		take	rake	late	lane	came	same	wave
33	ee	bee	see	need	beep	jeep	weep	peel
		feel	meet	heel	reel	seed	feed	keep
		deep	steep	seen	queen	feet	beef	steer
34	i_e	ride	tide	wide	life	hike	file	kite
		fine	mine	vine	side	hide	wife	bike
		like	pile	line	pine	pipe	wipe	kite
35	o_e	robe	rode	poke	hole	pole	bone	hope
		joke	woke	home	rope	hose	note	vote
36	oo	food	fool	tool	room	hoop	boot	cool
		pool	boom	room	moon	noon	soon	root
37	ar	bar	car	far	jar	tar	card	hard
		lard	star	bark	dark	mark	park	farm
		harm	barn	harp	cart	dart	part	tart
38	c	ice	dice	nice	rice	face	pace	cent
		mice	lice	price	ace	lace	race	cell
39	ou	loud	out	shout	bound	mound	round	our
		pout	found	hound	pound	sound		
40	ay	bay	hay	lay	pay	say	play	clay
		day	jay	may	ray	way	tray	stay
41	ea	pea	tea	lead	beak	deal	meal	bean
		seam	mean	leap	ear	sea	bead	read
		real	dream	team	mean	leap	ear	hear
42	or	for	cork	form	corn	worn	sort	cord
		fork	storm	horn	fort	ford	pork	born
		torn	port					
43	ie	die	pie	lie	tie			
44	-y	happy	silly	puppy	funny	bumpy	goofy	city
		poppy	sunny	bunny	fluffy	penny	candy	jumpy

Optional Review Lesson Word List

Review of Sounds from FastTrack Phonics, Volume 2 *(continued)*

Lesson

45	oy	boy	Roy	coy	toy	soy	joy		
46	er	butter hanger	letter dinner	jumper thinner	runner faster	hammer greener	slipper better	farmer richer	
47	ue	due	blue	true	glue	Sue	clue		
48	ai	laid fail drain	bail pail rain	nail aim raid	tail pain mail	main paid sail	bait jail gain	maid rail train	
49	igh	high might	fight sight	might flight	right fright	tight slight	sigh bright	light	
50	ow	low sow	row blow	flow slow	own show	throw glow	bowl	mow	
51 (with silent "e" words)	_ed _ing	baked making	hiked joking	taped waving	wiped hiding	poked hoping	raced racing	voted whining	
52	aw	caw flaw	paw law	dawn saw	pawn lawn	jaw draw	raw	fawn	
53	oi	oil soil	foil coin	oink moist	join point	joint void	broil toil	boil spoil	
54	oa	load road toad	loaf oak cloak	soak coal foal	goal foam roam	groan moan loan	soap oat boat	goat coat float	
55	ur	curb burp	burn burnt	hurt	surf	turn	burst	curl	
56	ow	cow fowl	now frown	owl town	down how	clown howl	bow gown	pow brown	
57	oo	good foot	hoof stood	cook book	nook look	hood soot	roof	took	
58	u_e	tune cute	tube mule	dune huge	rude flute	June	rule	cube	
59	ir	bird twirl	sir	girl	shirt	first	firm	dirt	
60	_y	fly	cry	by	my	try	dry	fry	

Optional Review Lesson Word List

Review of Sounds from FastTrack Phonics, Volume 1

/a/	sat pat snap stand	sad pad sand	mad pan and	bad tag past	man tan pants	mat nap stamp
/i/	sit spin	pin	pig	dig	tin	tip
/o/, /c/, /k/, /ck/	dog cat pick tack	dig cot pack stick	dogs got sack stack	top stop sick stop	tip kit sock pond	tap kick tick pink
/u/, /b/, /r/	big sun dug drum bank	bug cup dog rust stuck	bag rock drop grab	rag back drip grip	rug rub trip drag	run rib trap strap
/e/, /f/, /l/	bed fat step log flat	bad fan sled rest luck	big fun slid best list	beg fit send fast left	leg lip bend link lift	let tell egg flip lost
/h/, /w/, /wh/, /j/, /z/	hot jam will wind	hat job wet win	him jump when twist	hum jug wish zip	hill jet well fizz	help jog west zig-zag
/y/, /v/, /qu/, /x/	yes vat fox	yell quiz mix	yet quick fix	vet quack six	van quit	vest quilt
/ch/	chin chop	chip Chuck	much	such	chick	rich
/sh/	ship rush	shop flash	fish	wish	dish	swish
/th/	bath thick	thin think	this	that	math	with
/ng/	ring rang	sing bring	song	long	thing	sang

