

FastTrack Phonics for Roots

Teacher's Manual

Volume 3

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.

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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

What is the focus of FastTrack Phonics Volume 3?

The first two volumes of FastTrack Phonics presented the building blocks of phonemic awareness and phonics; students learned that spoken words are made up of separate sounds, or phonemes, and that those sounds can be represented with letters, or graphemes. In volumes 1 and 2, the students learned most of the sounds in the English language and the letters used to represent those sounds. They learned to blend the sounds to read words and to segment the sounds they heard to write words. With these skills, the students don't need to memorize words to read and write; they can sound out and spell familiar and unfamiliar words with fluency and accuracy. This results in more confident, independent readers and writers.

FastTrack Phonics Volume 3 expands on these skills; it provides an excellent opportunity for the students to solidify their phonetic knowledge for reading and to begin to learn the conventions of English spelling. Using brief paragraphs written to include one sound spelled in a variety of ways, the lessons review phonemes and challenge the students to remember which spelling of the sound is used in a particular word.

The program is divided into three sets of lessons. In Set 1, the students will learn the remaining phonemes and additional common letter groups that are useful in reading English words. These lessons have the same format as the lessons in FastTrack Phonics volumes 1 and 2. In Set 2, the students will focus on spelling. These lessons teach spelling techniques in a fun and systematic way. The students work together to analyze and discuss spelling patterns they see in words in the context of paragraphs rather than rely solely on rote memorization. This teaches the students how to use their knowledge of sounds to identify possible spellings and makes it easier for them to remember the correct spelling. With the help of Alphie the puppet and his friend Monster, the students learn to play a variety of spelling games that make the learning process enjoyable for the whole class. The third set of lessons contains additional spelling lessons that review all the letter groups in Set 2. You can use all the lessons, or use only the lessons that your class still needs to review.

Who will use FastTrack Phonics Volume 3?

FastTrack Phonics Volume 3 is intended for use with the Reading Roots program. Classes must complete volumes 1 and 2 of FastTrack Phonics before beginning volume 3. It is not necessary or expected that every class will complete all three volumes during the school year. It is most important that classes learn and master the skills presented in the first two volumes. If they do not complete volume 3 during the school year, those skills will be presented (in a different format) in Reading Wings.

What are the goals of FastTrack Phonics Volume 3?

The goals of FastTrack Phonics Volume 3 are listed below:

Set 1: New Letter Groups

- Learn additional phonemes and their corresponding letter groups
- Read and write words with the new letter groups

Set 2: Comparing Letter Groups

- Understand that there are a number of choices to make when spelling a word and that trial-and-error is part of the spelling process
- Analyze spelling patterns in words
- Use knowledge of spelling patterns to spell unfamiliar words
- Use memory to self-edit and correct spelling

Set 3: Review Lessons

- Review selected vowel sounds to solidify phonetic knowledge
- Practice reading and writing selected spelling patterns

How will FastTrack Phonics Volume 3 benefit English language learners?

The FastTrack Phonics program allows students to approach language from an analytical standpoint; one does not need to be fluent in a language to learn the rules that govern it. This approach is especially beneficial to English language learners. Although they may not be perfectly fluent with everyday communication in English, many students are able to read and write with accuracy by applying the skills they learn in FastTrack Phonics.

FastTrack Phonics Volume 3 expands on these skills. Even when English language learners are making progress with their academic and communicative skills in English, they are often still daunted by the seemingly chaotic and unpredictable spelling patterns in the language. They know that many words have a number of spelling possibilities, and they may not have had enough exposure to grade-level texts to get a feel for spelling patterns. FastTrack Phonics 3 assists these learners by presenting lessons that identify a small, manageable range of letter groups for comparison and study. The students can analyze the spelling patterns in individual words and see these words in the context of paragraphs. The students are given ample time to experiment with this limited number of patterns before moving on to a new set of letter groups. This process allows English language learners to feel comfortable during the learning process as the clear, predictable, and routine-oriented lessons guide them through the maze of English spelling step by step.

FastTrack Phonics Volume 3 Materials

- 1 *FastTrack Phonics Volume 3 Teacher's Manual*
- 1 class set of Partner Practice Booklets (25 per class)
- 2 Alphie cards (available in separate Phonics Picture Cards)
- 1 Monster card (available in separate Phonics Picture Cards)
- 4 grapheme cards (available in separate Phonics Picture Cards)

Teachers will need:

- 4 letter-blending cards (available in separate Letter-Blending Card Decks in Manuscript or D'Nealian)
- chart paper
- markers
- sticky flags (small, rectangular-shaped sticky notes for use in student notebooks)

Students will need:

- notebooks

Assessments

There is a short, simple assessment at the end of Set 1 to determine if the students have mastered the new letter groups. This assessment is similar to the assessments in FastTrack Phonics volumes 1 and 2. However, the rest of the program does not contain traditional assessment measures. Apart from the first four grapheme lessons, students are not learning new material or quantifiable skills that can be quickly mastered. FastTrack Phonics Volume 3 teaches students how to experiment with spelling by analyzing words and patterns, attempting to spell familiar and unfamiliar words, and using memory to determine whether a word looks right to them. An innate sense of correct spelling is not measurable; it is developed and strengthened through repeated, focused practice. The goal of the program is to teach students a logical, systematic way to approach spelling. For students to become fluent spellers, they need continued practice reading and writing words. Therefore, previously used assessment techniques aren't appropriate.

On Day 6 of every lesson, the students are given an opportunity to demonstrate the spelling skills they have acquired. Throughout the six-day lesson period, the students spend time reading and writing words, compiling personal spelling lists, and identifying words (both phonetic and nonphonetic) that they find especially difficult to spell. They take a spelling test on the last day of a lesson to see how well they have learned the selected spelling patterns and the spelling of nonphonetic words. The test serves two purposes. First, it gives the teachers and students a measure of progress; the teachers can identify words the students still need to work on and the students can practice those words at home. Second, and most importantly, the test teaches students how to be responsible for their own learning. The daily practice, combined with creating personal spelling lists and studying at home, helps the students to personalize their learning and become more independent.

Schedule of Lessons

Most classes will be studying *FastTrack Phonics 3* in conjunction with *Reading Roots 3rd Edition Level 4*. In order for these two component pieces to be scheduled together, we suggest the following two options for lessons in Set 1:

Reading Roots			
Day 1	Day 2	Day 3	Day 4
GOAL SETTING <small>(No FastTrack Phonics Lesson)</small>	FastTrack Lesson 1 Day 1 ph	FastTrack Lesson 1 Day 2 ph	FastTrack Lesson 2 Day 1 ge, dge
	FastTrack Lesson 2 Day 2 ge, dge	FastTrack Lesson 3 Day 1 tch	FastTrack Lesson 3 Day 2 tch
	FastTrack Lesson 4 Day 1 ew	FastTrack Lesson 4 Day 2 ew	FastTrack Optional Review Lessons
	FastTrack Optional Review Lessons	FastTrack Optional Review Lessons	FastTrack Optional Review Lessons

The lesson schedule above shows that Day 1 of all Reading Roots lessons in Level 4 begin with Goal Setting. For this reason, FastTrack Phonics lessons will not be presented on this day; they will take place on Days 2, 3, and 4 of the Reading Roots lesson schedule.

In this configuration, the teacher presents all of the Set 1 lessons, in order, over a three-week period. At the end of the third week, there is time for an optional review of any or all of the grapheme lessons. The teacher may use as many of the review lessons as indicated by the needs of the class.

Another possibility for scheduling Set 1 lessons is shown below:

Reading Roots			
Day 1	Day 2	Day 3	Day 4
GOAL SETTING <i>(No FastTrack Phonics Lesson)</i>	FastTrack Lesson 1 Day 1 ph	FastTrack Lesson 1 Day 2 ph	FastTrack Optional Review Lesson ph
	FastTrack Lesson 2 Day 1 ge, dge	FastTrack Lesson 2 Day 2 ge, dge	FastTrack Optional Review Lesson ge, dge
	FastTrack Lesson 3 Day 1 tch	FastTrack Lesson 3 Day 2 tch	FastTrack Optional Review Lesson tch
	FastTrack Lesson 4 Day 1 ew	FastTrack Lesson 4 Day 2 ew	FastTrack Optional Review Lesson ew

In this configuration, lessons in Set 1 are each followed by a review lesson. Remember, the schedule is flexible, and the review lessons can be used in the way that best suits the needs of your class.

Lessons in Set 2 are delivered over a six-day period. We suggest the following configuration to incorporate the lessons into the Reading Roots schedule:

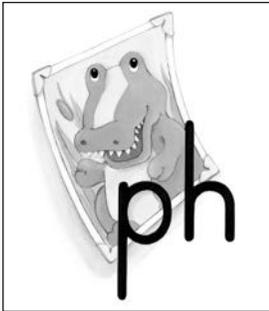
Reading Roots			
Day 1	Day 2	Day 3	Day 4
GOAL SETTING <i>(No FastTrack Phonics Lesson)</i>	FastTrack Long a Reading Lesson	FastTrack Long a Spelling Lesson	FastTrack Long a Reading Lesson
	FastTrack Long a Spelling Lesson	FastTrack Long a Games and Review	FastTrack Long a ASSESS
	FastTrack Long e Reading Lesson	FastTrack Long e Spelling Lesson	FastTrack Long e Reading Lesson
	FastTrack Long e Spelling Lesson	FastTrack Long e Games and Review	FastTrack Long e ASSESS

Remember, the goal of FastTrack Phonics 3 is to give the students the opportunity and the time to analyze and think about spelling patterns; don't rush through the lessons just to stay on a particular schedule. As long as the students are engaged in the lessons and completing the assignments, let them move at their own pace. It is not critical that new lessons always begin on Day 2 or that assessments always happen on Day 4. Customize the schedule to your class's pace.

FastTrack Phonics for Roots

Set 1

New Letter Groups



Key Card

Presenting /ph/

Teacher Note—The sound /f/, made by the letter group “ph,” will be represented by the symbol /f/ in this lesson.

Hear the Sound

Today we’re going to listen for a special sound in some words. I’m going to say a word and you’ll say it after me. Say each word below. Slightly exaggerate the /f/ sound at the beginning of each word. Have the students repeat the word, stressing the /f/ sound.

photo phonics phrase phone

Whole Group Response →

What sound did you hear at the beginning of all of those words? (WGR) That’s right. All of those words begin with the sound /f/.

Now we’re going to listen for the /f/ sound in some more words. Say each word below and have the students say it after you. Slightly exaggerate the /f/ sound in each word.

alphabet gopher graphic Alphie

Whole Group Response →

Did you hear the /f/ sound in those words? (WGR) Yes, I heard the /f/ sound too. Was it at the beginning, the middle, or the end of those words? (WGR) Yes, you could hear the /f/ sound in the middle of each word.

Repeat the words, if necessary, so the students hear /f/ in the middle of each.

Now let’s listen for that sound in some more words. Say each word below and have the students say it after you. Slightly exaggerate the /f/ sound in each word.

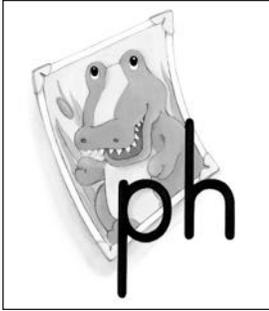
**photograph telegraph graph
triumph paragraph autograph**

Whole Group Response →

Did you hear the /f/ sound in those words? (WGR) Yes, I heard the /f/ sound too. Was it at the beginning, the middle, or the end of those words? (WGR) Yes, you could hear the /f/ sound at the end of each word. Repeat the words, if necessary, so the students hear /f/ at the end of each.

Introduce the New Letter Group

How do we spell the /f/ sound? (WGR) That’s right. We usually spell the /f/ sound with the letter “f.” Write the letter “f” on the board. **Today we are going to learn a new way to spell this sound. Sometimes the sound /f/ is spelled with these letters.** Erase the “f” and write the letters “ph” on the board. Point to the letters and say /f/. Have the students make the /f/ sound with you as you point to the letters.



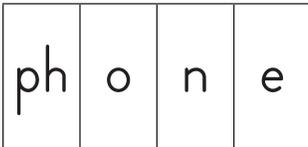
Key Card

Remind the students that the letters “p” and “h” make different sounds by themselves, but when they’re together they make one new sound. If the students have difficulty with this concept, remind them of other letter pairs that behave similarly, for example, “th,” “ch,” “sh,” and “ng.”

Show the students the “ph” grapheme card, “Photo of Alphie.” Say: **This picture will help us remember one of the ways to spell the /f/ sound. This is a photo of Alphie.** Have the class repeat the phrase “photo of Alphie” and exaggerate the /f/ sound in the words. Post the picture above the letter “f” in the alphabet wall frieze. Say: **We’ll put this picture with the letter “f” because it also makes the sound /f/.**

Stretch and Read Words with the Letter Group

With the teacher



Letter-Blending Cards

Now let’s read some words that have the “p” and the “h” making the /f/ sound.

Use the letter-blending cards “ph” and “o,” “n,” and “e” to spell the word “phone.” Separate the letters so there is some space between the “ph” card and the rest of the letters. Point to the letter card “ph” and ask: **What sound do these letters make when they’re together?** (WGR) **Yes, the sound is /f/.../f/.** Now let’s put that sound with the rest of the word. Sound out the word as follows: /ph...o...ne/ /ph..o..ne/ /ph.o.ne/—“Phone.” **What is the word?** (WGR)

Use the word in a sentence to clarify the meaning.

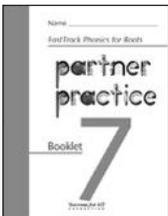
Use the letter-blending deck to spell the word “graph.” Repeat the reading process as described above.

Whole Group Response →

With a partner

Now you’re ready to read some of these words with a partner. Have the students turn to page 1 of their Partner Practice Booklets and take turns reading the words in the top box twice. Then read the words as a group. Use each word in a sentence after you read it with the class to clarify the meaning.

graph gopher phony phone



Partner Practice Booklet 7

Write the Letter Group

We need to remember that when we see the “p” and the “h” together, they make the sound /f/. Let’s write these letters in the air while we say: **When a “p” meets an “h” they say /f/.../f/.** Demonstrate for the students how to write the letters in the air while you chant the phrase. Have the students join you in writing the letters in the air and saying the phrase at least three times.

Have the students write the letter group on their hands, on their legs, on a partner’s hand, etc., while saying the phrase.

Have the students write the letter group in the middle box of their Partner Practice Booklets while saying the phrase.

ph



Whole Group Response →

Stretch and Count/Stretch and Spell

Let's count the different sounds we hear in words. Let's start with the word "phone." Demonstrate how to Stretch and Count the word "phone." Say: /ph...o...ne/, and hold up a finger for each sound. When you are finished ask: **How many sounds are there in the word "phone"?** (WGR) **Yes, there are three sounds. Let me see if I can write each of those sounds.**

Make the sounds in the word "phone" as you write the corresponding letters on the board. Then say the word: "phone."

Teacher Note—Writing a sound for each letter is tricky since the "e" works with the letter "o" to make the long o sound. Write the word in three parts: ph...o...ne, and then point out the o__e spelling pattern in the word.

Now it's your turn to write words with the /f/ sound. Stretch and Count the following words with the students. When they have counted the sounds, have them write the word in the bottom box in their Partner Practice Booklets.

graph

gopher

phony

Partner Check

When the students have finished writing, have them check their work with a partner. Partners can work together to discuss and settle any differences in their words. Have the class spell each word for you as you write it on the board. Have the students correct their work, if necessary.

Say to the class: **Let's write down two ways to spell the sound /f/.** The students should write the letter/letter group and then check their work with a partner. Ask the whole class to tell you the two ways to write the sound, and then write it on the board.

1

DAY 2

Partner Reading

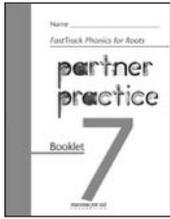
Have each student sit with a partner and open their Partner Practice Booklets to page 2. **You and your partner are going to read a little story together. You'll each read one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**

Review how to use the Finger Detective to read a word. Write the word "phone" on the board. Demonstrate sounding it out with the Finger Detective using the sample text below as a guide.

Let's remember what we do when we come to a difficult word. We use the Finger Detective so we can look at only one letter at a time. Cover all the letters in the word except "p." Make the /p/ sound, and then move your hand over to expose the letter "h." Make the /h/ sound, and then say: **That doesn't sound like any word I know. /p.../h.../p.../h/ Oh! I remember the new rule we learned. When the "p" and the "h" are together, they make the /f/ sound.**



Finger Detective



Partner Practice Booklet 7

Whole Group Response →

Now that I know that these two letters say /f/, I can sound out the rest of the word. Sound out the rest of the word using the Finger Detective.

Now you're ready to read a story with your partner. You'll each take a turn so that you can read the page together. Designate each student in a partnership as Partner A or Partner B. Have the Partner As read the first sentence while the Partner Bs listen and follow along. Then partners switch roles. The Bs read the next sentence, and the As listen and follow along. Have partners continue to take turns reading each sentence of the passage in this way. After partners have read the story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound?** (WGR) **What was the sound?** (WGR)

Ask the students to choose a difficult word they encountered and to demonstrate how they used the Finger Detective to read it. If the students don't have any examples to share, suggest the word "Phillip" by writing it on the board. Demonstrate using the Finger Detective to sound it out using the text below as a guide.



Finger Detective

Let's sound out this word together using the Finger Detective. Cover all of the word with your hand except for the letters "ph." **I can see the "p" and the "h" together at the beginning of the word, so I know the first sound is /f/. Now I can go on to read the rest of the word.** Slide your hand over to show the letter "i" as you say /i/. Slide your hand over the letters "ll" as you say /l/. Continue until you have sounded out the word slowly: /ph...i...ll...i...p/. Gradually say the sounds faster until you say the whole word. **Phillip!**

The word is Phillip! Phillip is a boy's name.

Find Words with the Sound

Let's read this story one more time and circle all the words that have the /f/ sound. Remember, the /f/ sound can come at the beginning, the middle, or the end of a word. We also know it can be spelled in different ways, so you need to listen carefully to each word. **Do you think you can find all the words with the /f/ sound?** (WGR)

Whole Group Response →

Have the Bs read the first sentence of student text while the As listen and follow along. Then both partners will discuss and identify words with the /f/ sound that they found in that sentence. When both partners agree on the words, they will circle them in their Partner Practice Booklets. Then partners will switch roles.

My (friend) (Phillip) came to visit me. It was (fun)! We went to the river and walked on the rocks. We went to a (field) and saw a big bird called a (pheasant). It (flew) over us and I took a (photo) of it.

It got very dark, and the trees looked like (phantoms). We (felt) (frightened) and used (Phillip's) (phone) to call my mom to come get us. While we waited, we counted (five) (gophers) on the ground!

Whole Group Response →

List Words on the Chart

When partners have completed the task, ask: **Did you find lots of words with the /f/ sound?** (WGR) **Did you see the /f/ sound spelled in different ways?** (WGR) **What two ways can you spell /f/?** (WGR)

Let's make a chart and list all the words you circled. We'll put words spelled with "f" on one side and words spelled with "ph" on the other side.

Draw a line down the center of a piece of chart paper to make two columns. Label one column "f" and the other column "ph." The students will have this chart in their Partner Practice Booklets. Have them label one side "f" and the other "ph." Your chart paper will look like this:

f	ph

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any words with the /f/ sound in that sentence?** Call randomly on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled that word in their booklets. Then write the word in the appropriate column on the chart paper. The students will write the words on their charts in their Partner Practice Booklets. The completed chart paper will look like this:

f	ph
friend fun field	Phillip pheasant photo
flew felt five	gophers Phillip's phone
frightened	phantoms

Teacher Note—As the students begin to plot words on the chart paper, they will inevitably ask, "But how do you know which spelling to use?" or "Why do some words use 'ph' and others use 'f'?" Explain that sounds have different ways of being spelled. There aren't always rules that tell when to use certain spellings. Encourage the students by telling them that the more they read, the easier it will be to remember which spellings to use in which words.



Dictation

Now let's write some sentences with words that have the /f/ sound. I'll say a sentence and you'll repeat it after me. Then you'll write the sentence on your paper. Have the students write on the back of the page in their Partner Practice Booklets.

Read each sentence below. Make sure the students can repeat the sentence before they try to write it.

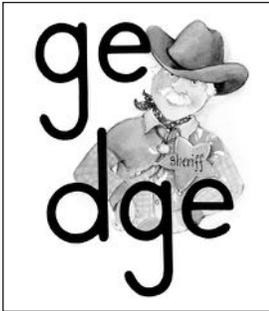
1. Find the phone.
2. Take five photos.
3. A gopher can't fly.

Partner Check

When the students have finished writing, have them check their work with a partner. Partners can work together to discuss and settle any differences in their sentences.

Write each sentence on the board, and have the class help you spell selected words with the new letter group. Example: **The first sentence was "Find the phone." I'll write that on the board. Find** (write the word "find") **the** (write the word "the") **phone. Hmmm. Can you help me spell "phone"?** Have the whole class spell the word in unison while you write it on the board. Have the students correct their sentences, if necessary.

Let's write down two ways to write the sound /f/. The students should write the letter/letter group and then check their work with a partner. Ask the whole class to tell you the two ways to write the sound, and then write it on the board.



Key Card

Presenting /ge/, /dge/

Review

Display the letter side of the grapheme card “ph.” **What sound do these letters make when they are together?** (WGR)

Hear the Sound

Tell the students that they are going to listen for a special sound in some words. Say each word below. Slightly exaggerate the /j/ sound at the end of each word.

cage page edge fudge

What sound did you hear at the end of all of those words? (WGR) **That’s right. All of those words end with the sound /j/. Let’s listen for it in some more words.** Say each word below. Slightly exaggerate the /j/ sound at the end of each word. Have the students repeat each word after you.

stage barge large charge
judge hinge ledge

Introduce the New Letter Group

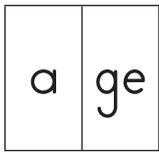
How do we spell the /j/ sound? (WGR) **That’s right. We spell the /j/ sound with the letter “j.”** Write the letter “j” on the board. **Today we are going to learn two new ways to spell this sound. Sometimes, the sound /j/ is spelled with these letters.** Erase the “j” and write the letter groups “ge” and “dge.” Point to the letter groups and say /j/. Have the students make the /j/ sound with you as you point to the letters.

Sometimes we see these letter groups at the end of a word. Whether it’s just “ge” or “dge,” we always say /j/ when they’re at the end of a word.

Show the students the “ge/dge” grapheme card “Large badge.” **This picture will help us remember one of the ways to spell the /j/ sound. This is a boy who is wearing a large badge.** Have the class repeat the phrase “large badge” and exaggerate the /j/ sound in the words. Post the grapheme card above the letter “j” in the alphabet wall frieze. **We’ll put this picture with the letter “j” because it also makes the /j/ sound.**

Whole Group Response →

Whole Group Response →



Letter-Blending Cards

Stretch and Read Words with the Letter Group

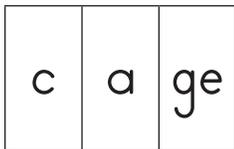
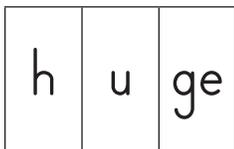
With the teacher

Let's look at some words that have "ge" and "dge" and read them together. Use the letter-blending cards "a" and "ge" to spell the word "age."

I see a pattern that I recognize. Point to the "a" and the "e." **I remember that when the "a" and the "e" have a letter between them, they make the /ā/sound. /ā → ā /**

Now I just need to make the sound in the middle. Point to the "g." **This letter says /g/. Make the hard g sound. That means that this word is /āg/. /āg/. Hmm. That doesn't sound right. Wait! I remember. When the "g" has an "e" after it, it usually says /j/. Slide the card "ge" over. Point to it and say /j/ /j/. Have the class join you. Slide the card back. That means that this word is "a..ge." "Age." **What is the word?** (WGR) Use the word in a sentence to clarify the meaning. **You're going to notice that when the letter "g" is between the "a" and the "e," it usually makes the /j/ sound. Let's look at some more words.****

Whole Group Response →



Letter-Blending Cards

Use the letter-blending cards to spell the words "huge" and "cage." Repeat the reading process as described above. Demonstrate sounding out the words with the hard g sound to show the students how to self-edit while they are reading. Use the sample text below as a guide:

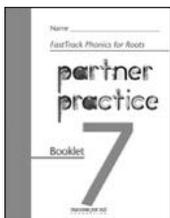
/c...ā...g/ /cāg/ (pronounced with a hard g sound). Hmm. That doesn't sound like any word I know. Wait! I remember that the "g" makes the /j/ sound when it's between the "a" and the "e." And I know that the letters "ge" usually say /j/ when they're together. /c...a...ge/ Cage. Yes, that it! The word is "cage." A bird lives in a cage.

Now let's read some words that use the letters "dge" to make the /j/ sound. Use the letter-blending deck to spell the following words: "fudge," "bridge," "edge." After you read each word with the class, use it in a sentence to clarify the meaning.

With a partner

Have the students turn to page 3 of their Partner Practice Booklets and take turns reading the words in the top box twice. Then read the words as a group. Use each word in a sentence after you read it with the class to clarify the meaning.

cage	page
judge	trudge



Partner Practice Booklet 7

Write the Letter Group

We need to remember that when we see the letters "g" and "e" together, they make the sound /j/. Let's write these letters in the air while we say: The "g" sees the "e" and they both say /j.../j/. Demonstrate for the students how to write the letters in the air while you chant the phrase. Have the students join you in writing the letters in the air and saying the phrase at least three times.

ge
dge



Whole Group Response →

Have the students write the letter group on their hands, on their legs, on a partner's hand, etc., while saying the phrase.

Have the students write the letter group in the middle box of their Partner Practice Booklets while saying the phrase.

We also need to remember that sometimes it's the letters "d," "g," and "e" that make the /j/ sound. Let's write those letters in the air while we say: d, g, and e say /j.../j/. Demonstrate for the students how you write the letters in the air while you chant the phrase. Have the students join you in writing the letters in the air and saying the phrase at least three times.

Have the students write the letter group on their hands, on their legs, on a partner's hand, etc., while saying the phrase.

Have the students write the letter group in the middle box of their Partner Practice Booklets while saying the phrase.

Stretch and Count/Stretch and Spell

Let's count the different sounds we hear in some of these words.

Stretch and Count the word "page." Hold up a finger for each sound as you slowly say the word: "p...a...ge." **How many sounds are there in the word "page"?** (WGR) **Yes, there are three sounds. Let me see if I can write each of those sounds.**

Make the sounds in the word "page" as you write the corresponding letters on the board. Then repeat the word: "page."

Now it's your turn to write words with the /j/ sound. Let's write words that use "ge." Stretch and Count the following words with the students. When the students have counted the sounds, have them write the word in the bottom box in their Partner Practice Booklets.

age large huge

Now let's write some words that use "dge" to make the /j/ sound. Read the following words to the students. Have them sound them out and write them as described above.

edge badge fudge

Partner Check

When the students have finished writing, have them check their work with a partner. Partners can work together to discuss and settle any differences in their words.

Have the class spell each word for you as you write it on the board. Have the students correct their work, if necessary.

Ask the class to write:

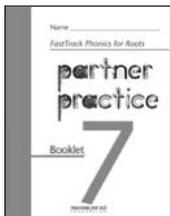
—two different ways to spell /f/ (f, ph)

—three different ways to spell /j/ (j, ge, dge)

Have partners check their work with each other, and then review the letter groups as a class. Have the class tell you the different spellings while you write them on the board.

2

DAY 2



Partner Practice Booklet 7

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 4. **You and your partner are going to read a little story together. You'll each read one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**

Review how to use the Finger Detective to read a word. Write a sample word on the board and demonstrate sounding it out with the Finger Detective. (sample word: “fudge”)

Designate each student in a partnership as Partner A or Partner B. Have the students take turns reading each sentence of the passage with the Partner As reading first.

After partners have read the story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

Ask the students to choose a difficult word they encountered and to demonstrate how they used the Finger Detective to read it. If the students don't have any examples to share, suggest the word “verge” by writing it on the board. Sound it out using the Finger Detective.



Finger Detective

Find Words with the Sound

Let's read this story one more time and circle all the words that have the /j/ sound. Remember, the /j/ sound can come at the beginning, the middle, or the end of a word. We also know that it can be spelled different ways, so you need to listen carefully to each word. Do you think you can find all the words with the /j/ sound? (WGR)

Have the Bs read the first sentence of student text while the As listen and follow along. Then both partners will discuss and identify the /j/ words that they heard in the sentence. When both partners agree on the words, they will circle them in their Partner Practice Booklets. Then partners will switch roles.

Whole Group Response →

My sister's bird (Jack) escaped its (cage)! My sister was on the (verge) of tears and (rage)! "Act your (age)," my brother (John) (jeered). He (jumped) to close the door, but (Jack) flew out with a (page) of newspaper from his (cage). He perched high on a (huge) (hedge) and would not (budge). (John) tried to (nudge) him down with a (wedge) of cardboard. Then (Jack) flew to the (ledge) of a courtroom building down the street! A kind (judge) rode the elevator to the roof and caught the silly bird. We celebrated (Jack's) return by making (fudge)!

Whole Group Response →

List Words on the Chart

When partners have completed the task, ask: **Did you find lots of words with the /j/ sound?** (WGR) **Did you see the /j/ sound spelled in different ways?** (WGR) **What three ways can you spell the /j/ sound?** (WGR)

Let's make a chart and list all the words that you circled. We'll make three columns for words with "j," "ge," and "dge."

Draw two lines down a piece of chart paper to make three columns. Label the columns "j," "ge," and "dge." The students will have this chart in their Partner Practice Booklets. Have them label them "j," "ge," or "dge." Your chart paper will look like this:

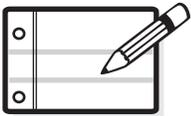
j	ge	dge

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any words with the /j/ sound in that sentence?** Call randomly on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their booklets. Then write the word in the appropriate column on the chart paper. The students will write the words on their charts in their Partner Practice Booklets.

The completed chart paper will look like this:

j		ge		dge	
Jack	John	cage	verge	hedge	budge
Jack's	jeered	rage	age	nudge	wedge
jumped		page	huge	ledge	judge
				fudge	

If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. For example, when the sound /j/ comes at the end of a word, it is spelled with “ge” or “dge.” The /j/ sound is never spelled “dge” at the beginning of a word.



Dictation

Read each sentence below. Make sure the students can repeat the sentence before they try to write it.

1. **Jack flew from his cage to a hedge.**
2. **The judge jumped on the ledge.**
3. **Let's have some fudge.**

Partner Check

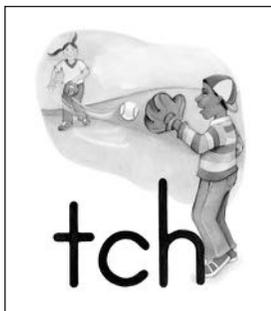
When the students have finished writing, have them check their work with a partner. Partners can work together to discuss and settle any differences in their sentences.

Write each sentence on the board, and have the class help you spell selected words with the new letter group. Have the students correct their sentences, if necessary.

Ask the class to write:

- two different ways to spell /f/ (f, ph)
- three different ways to spell /j/ (j, ge, dge)

Have partners check their work with each other, and then review the letter groups as a class. Have the class tell you the different spellings while you write them on the board.



Key Card

Presenting /tch/

Review

Display the letter side of the grapheme cards “ph” and “ge/dge.” As you hold up each one ask: **What sound do these letters make?** (WGR)

Hear the Sound

Tell the students that they are going to listen for a special sound in some words. Say each word below. Slightly exaggerate the /ch/ sound at the end of each word.

itch patch scratch catch

Whole Group Response →

What sound did you hear at the end of all of those words? (WGR) **That’s right. All of those words end with the sound /ch/. Let’s listen for it in some more words.** Say each word below. Slightly exaggerate the /ch/ sound at the end of each word. Have the students repeat each word after you.

ditch pitch witch match

Whole Group Response →

Introduce the New Letter Group

How do we spell the /ch/ sound? (WGR) **That’s right. We spell the /ch/ sound with the letters “ch.”** Write the letters “ch” on the board. **Today we are going to learn a new way to spell this sound. Sometimes the sound /ch/ is spelled with these letters.** Erase the “ch” and write the letters “tch” on the board. Point to the letters and say /ch/. Have the students make the /ch/ sound with you as you point to the letters.

Show the students the “tch” grapheme card “Pitch and catch.” **This picture will help us remember one of the ways to spell the /ch/ sound. This is a picture of two children playing. One is pitching the ball and the other is catching the ball. Pitch and catch.** Have the students repeat the phrase “pitch and catch” and exaggerate the /ch/ sound in the words. Post the grapheme card above the vowel digraph “ch” in the wall frieze.

Stretch and Read Words with the Letter Group

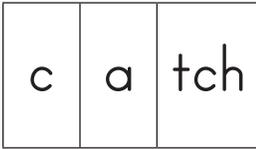
With the teacher

Let’s look at some words that have “tch” in them and read them together. Use the letter-blending deck to spell the word “watch.” Separate the letters so that there is some space between “wa” and “tch.” Point to the letters “tch” and ask: **What sound do these letters make when they’re together?** (WGR) **Yes, the sound is /ch /.../ch/.../ch/. Now let’s put that sound with the rest of the word. Sound out the word as follows: /w...a...tch/ /w..a..tch/ /w.a.tch/ —watch. What is the word?** (WGR)



Letter-Blending Cards

Whole Group Response →



Letter-Blending Cards

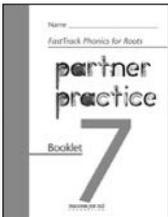
If necessary, demonstrate how to self-edit while you read by pronouncing the word with the short a sound, and then changing the vowel sound until you say “watch.” Use the word in a sentence to clarify the meaning.

Use the letter-blending deck to spell the word “catch.” Repeat the reading process as described above.

With a partner

Have the students turn to page 5 of their Partner Practice Booklets and take turns reading the words in the top box twice. Then read the words as a group. Use each word in a sentence after you read it with the class to clarify the meaning.

catch	witch
pitch	scratch



Partner Practice Booklet 7

Write the Letter Group

We need to remember that when we see the letters “t,” “c,” and “h” together, they make the sound /ch/. Let’s write those letters in the air while we say: “t,” “c,” and “h” say /ch...ch...ch/. Demonstrate for the students how to write the letters in the air while you chant the phrase. Have the students join you in writing the letters in the air and saying the phrase at least three times.

Have the students write the letter group on their hands, on their legs, on a partner’s hand, etc., while saying the phrase.

Have the students write the letter group in the middle box of their Partner Practice Booklets while saying the phrase.

tch



Whole Group Response →

Stretch and Count/Stretch and Spell

Let’s count the different sounds we hear in some of these words. Stretch and Count the word “patch.” Hold up a finger for each sound as you slowly say the word: “p...a...tch”. Ask: **How many sounds are there in the word “patch”?** (WGR) **Yes, there are three sounds. Let me see if I can write each of those sounds.**

Make the sounds in the word “patch” as you write the corresponding letters on the board. Then repeat the word: “patch.”

Now it’s your turn to write some words with the /ch/ sound. Stretch and Count the following words with the students. When the students have counted the sounds, have them write the word in the bottom box of their Partner Practice Booklets.

latch	scratch	ditch
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Partner Check

When the students have finished writing, have them check their work with a partner. Partners can work together to discuss and settle any differences in their words.

Have the class spell each word for you as you write it on the board. Have the students correct their work, if necessary.

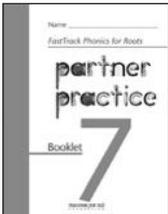
Ask the class to write:

- two different ways to spell /f/ (f, ph)
- three different ways to spell /j/ (j, ge, dge)
- two different ways to spell /ch/ (ch, tch)

Have partners check their work with each other, and then review the letter groups as a class. Have the class tell you the different spellings while you write them on the board.

3

DAY 2



Partner Practice Booklet 7

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 6. **You and your partner are going to read a little story together. You'll each read one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**

Review how to use the Finger Detective to read a word. Write a sample word on the board and demonstrate sounding it out with the Finger Detective (sample word: “match”). Self-edit as you read by mistakenly pronouncing the “t.”
Example: **m...a...t...ch. That doesn't sound right. Oh! I know. Sometimes the “t” goes together with the letters “ch” to say /ch/. M...a...tch. Match!**

Designate each student in a partnership as Partner A or Partner B. Have the students take turns reading each sentence of the passage with the Partner A reading first. After partners have read the story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

Ask the students to choose a difficult word they encountered and to demonstrate how they used the Finger Detective to read it. If the students don't have any examples to share, suggest the word “patches” by writing it on the board. Sound it out using the Finger Detective. Use the following text as a guide: **/p...a...t...c/ /p.a.t.c/ Hmm. That doesn't sound right. Oh! I know. The letters “tch” go together to say /ch/. I'll circle them to remind me. Circle the letters “tch.” Now I can sound it out: /p...a...tch..es/—patches.**



Finger Detective

Find Words with the Sound

Whole Group Response →

Let's read the story one more time and circle all the words that have the /ch/ sound. Remember, the /ch/ sound can come at the beginning, the middle, or the end of a word. We also know it can be spelled in different ways, so you need to listen carefully to each word. Do you think you can find all the words with the /ch/ sound? (WGR)

Have the Bs read the first sentence of student text while the As listen and follow along. Then both partners will discuss and identify the /ch/ words that they heard in the sentence. When both partners agree on the words, they will circle them in their Partner Practice Booklets. Then partners will switch roles.

A pirate's life seems lots of fun to me! I bet they sit on their ship eating a **lunch** of fish and **chips** with **bunches** of bananas. Then they sing and **march** around the ship wearing **patches** over their eyes. Next they set sail, because pirates have an **itch** to get **rich**. They may **catch** a lot of fish, but fish are no **match** for treasure! So they sail the far **reaches** of the world until they find gold. When I grow up, I will ask a pirate to **teach** me how to find treasure!

List Words on the Chart

Whole Group Response →

When partners have completed the task, ask: **Did you find lots of words with the /ch/ sound? (WGR) Did you see the /ch/ sound spelled in different ways? (WGR) What two ways can you spell the /ch/ sound? (WGR)**

Let's make a chart and list all the words that you circled. We'll put "ch" words on one side and "tch" words on the other side.

Draw a line down the center of a piece of chart paper to make two columns. Label one column "ch" and the other column "tch." The students will have this chart in their Partner Practice Booklets. Have them label them "ch" and "tch." Your chart paper will look like this:

ch	tch

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any words with the /ch/ sound in that sentence?** Call on a student to share his or her answer. Remind the students to check their papers to see if they have identified and circled the word in their books. Then write the word in the appropriate column on the chart paper. The students will write the words on their chart in their Partner Practice Booklets.

The completed chart paper will look like this:

ch			tch		
lunch	chips	bunches	patches	itch	catch
march	rich	reaches	match		
teach					

If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. For example, in English, the /ch/ sound is never spelled “tch” at the beginning of a word. “Ch” can be at the beginning or end of a word.



Dictation

Read each sentence below. Make sure the students can repeat the sentence before they try to write it.

1. **A pirate wears a patch.**
2. **Can you teach me how to catch a fish?**
3. **Let's eat fish and chips.**

Partner Check

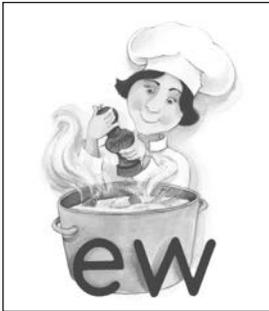
When the students have finished writing, have them check their work with a partner. Partners can work together to discuss and settle any differences in their sentences.

Write each sentence on the board, and have the class help you spell selected words with the new letter group. Have the students correct their sentences if necessary.

Ask the class to write:

- two different ways to spell /f/ (f, ph)
- three different ways to spell /j/ (j, ge, dge)
- two different ways to spell /ch/ (ch, tch)

Have partners check their work with each other, and then review the letter groups as a class. Have the class tell you the different spellings while you write them on the board.



Key Card

Presenting /ew/

Review

Display the letter side of the grapheme cards “ph,” “ge/dge,” and “tch.” As you hold up each one, ask: **What sound do these letters make?** (WGR)

Hear the Sound

Tell the students that they are going to listen for a special sound in some words. Say each word below. Slightly exaggerate the /ew/ sound at the end of each word.

blew flew new grew

Whole Group Response →

What sound did you hear at the end of all of those words? (WGR) **That’s right. All of those words end with the sound /ew/. Let’s listen for it in some more words.** Say each word below. Slightly exaggerate the /ew/ sound at the end of each word. Have the students repeat each word after you do.

chew brew dew stew

Think-Pair-Share →

Introduce the New Letter Group

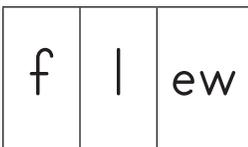
How do we spell the /ew/ sound? (T-P-S) **Yes, we can spell the /ew/ sound in different ways. One way to spell it is by using the letters “oo,” as in “moon.”** Write the letters “oo” on the board. **Another way to spell the /ew/ sound is with the letters “ue.”** Write the letters “ue” on the board. **We can also use the letters “u” and “e” with a space between them to make the /ew/ sound.** Write “u_e” on the board. **Today we are going to learn a new way to spell this sound. Sometimes the sound /ew/ is spelled with these letters.** Erase the letter groups “oo,” “ue,” and “u_e” and write the letter group “ew” on the board. Point to the letter group and say /ew/. Have the students make the /ew/ sound with you as you point to the letters.

Show the students the “ew” grapheme card “New Stew.” **This picture will help us remember one of the ways to spell the /ew/ sound. This is a cook who has made something news. He made a “new stew.”** Have the class repeat the phrase “new stew” and exaggerate the /ew/ sound in the words. Post the grapheme card with the letters “oo,” “ue,” and “u_e” in the vowel wall frieze.

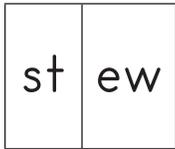
Stretch and Read Words with the Letter Group

With the teacher

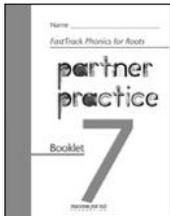
Let’s look at some words that have “ew” in them and read them together. Use the letter-blending cards “f,” “l,” and “ew” to spell the word “flew.” Separate the letters so there is some space between “fl” and “ew.” Point to the letters “ew” and ask: **What sound do these letters make when they’re together?** (WGR)



Letter-Blending Cards



Letter-Blending Cards



Partner Practice Booklet 7

Yes, the sound is /ew/.../ew/.../ew/. Now let's put that sound with the rest of the word. Sound out the word as follows: /f...l...ew/ /f.l...ew/ /f.l.ew/ **flew.** **What is the word?** (WGR) Use the word in a sentence to clarify the meaning.

Use the letter-blending deck to spell the word “stew.” Repeat the reading process as described above.

With a Partner

Have the students turn to page 7 of their Partner Practice Booklets and take turns reading the words in the top box twice. Then read the words as a group. Use each word in a sentence after you read it with the class to clarify the meaning.

flew**stew****brew****new**

Write the Letter Group

We need to remember that when we see the letters “e” and “w” together, they make the sound /ew/. Let's write these letters in the air while we say: “‘e’ and ‘w’ together say /eeeeeeeeew/.” Demonstrate for the students how to write the letters in the air while you chant the phrase. Have the students join you in writing the letters in the air and saying the phrase at least three times.

Have the students write the letter group on their hands, on their legs, on a partner's hand, etc., while saying the phrase.

Have the students write the letter group in the middle box of their Partner Practice Booklets while saying the phrase.

ew



Whole Group Response →

Stretch and Count/Stretch and Spell

Let's count the different sounds we hear in some of these words. Stretch and Count the word “grew.” Hold up a finger for each sound as you slowly say the word: “g...r...ew”. **How many sounds are there in the word “grew”?** (WGR) **Yes, there are three sounds. Let me see if I can write each of those sounds.**

Make the sounds in the word “grew” as you write the corresponding letters on the board. Then say the word: “grew.”

Now it's your turn to write words with the /ew/ sound. Stretch and Count the following words with the students. When the students have counted the sounds, have them write the word in the bottom box of their Partner Practice Booklets.

dew**grew****chew****blew**

Teacher Note—Clarify the word “blew” by using it in a sentence to differentiate it from the word “blue.” Write both words on the board. Point out that they sound the same, but they are spelled differently and mean different things.

Partner Check

When the students have finished writing, have them check their work with a partner. Partners can work together to discuss and settle any differences in their words.

Have the class spell each word for you as you write it on the board. Have the students correct their work, if necessary.

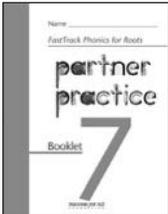
Ask the class to write:

- two different ways to spell /f/ (f, ph)
- three different ways to spell /j/ (j, ge, dge)
- two different ways to spell /ch/ (ch, tch)
- four different ways to spell /ew/ (ew, oo, ue, u__e)

Have partners check their work with each other, and then review the letter groups as a class. Have the class tell you the different spellings while you write them on the board.

4

DAY 2



Partner Practice Booklet 7



Finger Detective

Whole Group Response →

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 8. **You and your partner are going to read a little story together. You'll each read one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**

Review how to use the Finger Detective to read word chunks and individual letters or letter groups. For example, “cockatoo” is read as three word chunks: cock-a-too. “Chew” is read as two letter groups: ch-ew.

Designate each student in a partnership as Partner A or Partner B. Have the students take turns reading each sentence of the passage with the Partner As reading first. After partners have read the story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

Ask the students to choose a difficult word they encountered and to demonstrate how they used the Finger Detective to read it. If the students don't have any examples to share, suggest the word “jewel” by writing it on the board. Sound it out using the Finger Detective.

Find Words with the Sound

Let's read the story one more time and circle all the words that have the /ew/ sound. Remember that the sound can be spelled four different ways, so you need to listen carefully to each word. Do you think you can find all of the words with the /ew/ sound? (WGR)

Have the Bs read the first sentence of student text while the As listen and follow along. Then both partners will discuss and identify the /ew/ words that they heard in the sentence. When both partners agree on the words, they will circle them in their Partner Practice Booklets. Then partners will switch roles.

A **cockatoo** is a bird I saw at the **zoo**. My friend **Sue** has one **too**. He's as bright as a **blue jewel**. He can say "**Sue**" It's **true**! He can sing a **tune too**! Her jolly **cockatoo** lives in her **room**. But he can **swoop** down and fly **loose** in the **afternoon** after **school**. He will land on the kitchen counter where **Sue's** mother **brews** coffee. He will **chew** on a cracker. Sometimes he leaves crumbs and **Sue** must sweep the **room** with a **broom**. I will ask for a **new cockatoo** for my birthday.

List Words on the Chart

When the students have completed the task, ask: **Did you find lots of words with the /ew/ sound?** (WGR) **Did you see the /ew/ sound spelled in different ways?** (WGR) **What four ways can you spell the /ew/ sound?** (WGR)

Say: **Let's make a chart that lists all the words that you circled. We'll put four columns in it for words with "oo," "ue," "ew," and "u_e."**

Draw three lines down the center of a piece of chart paper to make four columns. Label the columns "oo," "ue," "ew," and "u_e." The students will have this chart in their Partner Practice Booklets. Have them label them "oo," "ue," "ew," and "u_e." Your chart paper will look like this:

oo	ue	ew	u_e

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ew/ words in that sentence?**

Call on a student to share his or her answer. Remind the students to check their papers to see if they have identified and circled the word in their books. Then write the word in the appropriate column on the chart paper. The students will write the words on their charts in their Partner Practice Booklets.

Whole Group Response →

The completed chart paper will look like this:

oo	ue	ew	u_e
cockatoo	Sue	jewel	tune
zoo	blue	chew	
too	true	new	
room	Sue's	brews	
swoop			
loose			
afternoon			
school			
broom			



Dictation

Read each sentence below. Make sure the students can repeat the sentence before they try to write it.

1. A bird can swoop down and zoom in the room.
2. Sweep with a broom.
3. Sue has a new blue jewel.

Partner Check

When the students have finished writing, have them check their work with a partner. Partners can work together to discuss and settle any differences in their sentences.

Write each sentence on the board, and have the class help you spell selected words with the new letter group. Have the students correct their sentences if necessary.

Ask the class to write:

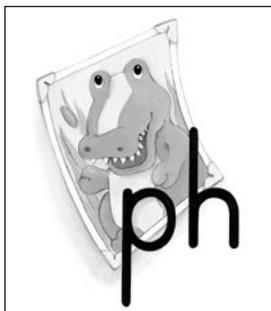
- two different ways to spell /f/ (f, ph)
- three different ways to spell /j/ (j, ge, dge)
- two different ways to spell /ch/ (ch, tch)
- four different ways to spell /ew/ (ew, oo, ue, u_e)

Have partners check their work with each other, and then review the letter groups as a class. Have the class tell you the different spellings while you write them on the board.

FastTrack Phonics for Roots

Review Lessons

The following lessons allow for a quick review of the new graphemes the students have learned. There are four review lessons: one for each grapheme. Remember, you can use these lessons in the way that best serves the needs of your class.



Key Card

Reviewing /ph/

Hear Sounds

Display the letter side of the grapheme card “ph.” We’ve learned that the letters “p” and “h” make a new sound when they’re together. What sound do they make? (WGR) That’s right. The sound is /f/. I’m going to say some words. If you hear the /f/ sound, raise your hand.

Think-Pair-Share →

Say the following words. Using Think-Pair-Share, have partnerships raise their hands when they hear the /f/ sound in the words.

phone	gopher	Paul
grab	give	Phillip
map	phantom	Alphie

Whole Group Response →

Review Letter Groups

We know that there are two ways to spell the /f/ sound. One is with the letters “ph.” What is the other way to spell it? (WGR) Yes, the sound is also spelled with the letter “f.” Write the letters “ph” and “f” on the board.

Read Words

Let’s read some words that use “ph” and “f” to make the /f/ sound. Have partners open their Partner Practice Booklets to page 9 and take turns reading the words in the top box twice. After they have read the words, they will circle the letter or letters that make the /f/ sound in each one.

phone	fly	graph	flip
fun	gopher	Phillip	fast

Write Words

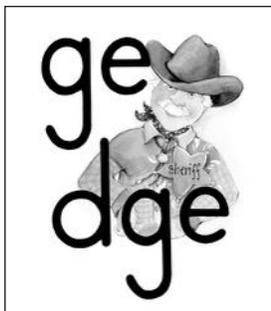
Now we’re going to see if you can remember how to spell words with the /f/ sound. Have the students label the charts in their Partner Practice Booklets. The first column will be “ph” and the other will be “f.”

Have the students cover the top part of their Partner Practice Booklets with a piece of paper. Read each of the words from the top box in random order to the students. Partners can work together to spell the words and put them in the appropriate column.

When partners have finished, they can remove the paper and check their work.



Partner Practice Booklet 7



Key Card

Whole Group Response →

Think-Pair-Share →

Reviewing /ge/, /dge/

Hear Sounds

Display the letter side of the grapheme card “ge/dge.” Ask the students what sound the letters make when they come at the end of a word. (WGR)

Say the following words. Using Think-Pair-Share, have partnerships raise their hands when they hear the /j/ sound in the words.

fudge	brick	large
leg	bridge	badge
ledge	laugh	bag

Review Letter Groups

Ask the students to identify the three ways to spell the /j/ sound. Write the letter groups on the board. (“ge,” “dge,” and “j”)

Read Words

Have partners turn to page 10 of their Partner Practice Booklets and take turns reading the words in the top box twice. After they have read the words, they will circle the letter or letters that make the /j/ sound in each one.

badge	age	fudge	jam
edge	cage	page	large
joke	jump	June	bridge

Write Words

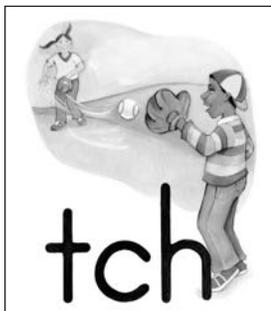
Have the students cover the top box of their Partner Practice Booklets with a piece of paper. Then have them label the three columns on their chart in this order: “ge,” “dge,” and “j.”

Read each of the words from the box in random order. Partners can work together to spell the words and put them in the appropriate column.

When partners have finished, they can remove the paper and check their work.



Partner Practice Booklet 7



Key Card

Whole Group Response →

Think-Pair-Share →

Reviewing /tch/

Hear Sounds

Display the letter side of the grapheme card “tch.” Ask the students what sound the letters make when they come at the end of a word. (WGR)

Say the following words. Using Think-Pair-Share, have partnerships raise their hands when they hear the /ch/ sound in the words.

watch	chip	rich
mud	hip	poncho
much	wrist	pick

Review Letter Groups

Ask the students to identify the two ways to spell the /ch/ sound. Write the letter groups on the board. (“ch” and “tch”)

Read Words

Have partners turn to page 11 of their Partner Practice Booklets and take turns reading the words in the top box twice. After they have read the words, they will circle the letter or letters that make the /ch/ sound in each one.

such	catch	switch	much
match	rich	chip	watch

Write Words

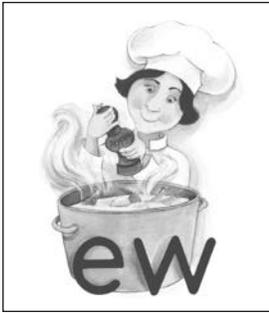
Have the students cover the top box of their Partner Practice Booklets with a piece of paper. Then have them label the first column on their chart “ch” and the other one “tch.”

Read each of the words from the box in random order. Partners can work together to spell the words and put them in the appropriate column.

When partners have finished, they can remove the paper and check their work.



Partner Practice Booklet 7



Key Card

Whole Group Response →

Think-Pair-Share →

Reviewing /ew/

Hear Sounds

Display the letter side of the grapheme card “ew.” Ask the students what sound the letters make when they come at the end of a word. (WGR)

Say the following words. Using Think-Pair-Share, have partnerships raise their hands when they hear the /ew/ sound in the words.

brew	new	crash
fly	knee	crew
flew	jewel	see

Review Letter Groups

Ask the students to identify the four ways to spell the /ew/ sound. Write the graphemes on the board. (“ew,” “oo,” “ue,” and “u_e”)

Read Words

Have partners turn to page 12 of their Partner Practice Booklets and take turns reading the words in the top box twice. After they have read the words, they will circle the letter or letters that make the /ew/ sound in each one.

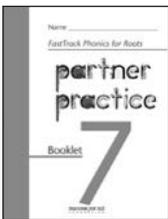
tune	moon	new	loop
June	due	drew	Sue
rule	clue	spoon	flew

Write Words

Have the students cover the top box of their Partner Practice Booklets with a piece of paper. Then have them label the four columns on their chart in this order: “oo” “ue,” “u_e,” and “ew.”

Read each of the words from the box in random order. Partners can work together to spell the words and put them in the appropriate column.

When partners have finished, they can remove the paper and check their work.



Partner Practice Booklet 7

Set 1 Assessment

This assessment should be administered to the entire class after they have finished all the lessons in Set 1. Present the review lessons if you think your students need more practice before the assessment. The assessment checks to see that students can read and write the new letter groups they have learned.

The first part of the assessment is administered to each student individually. You will want to call individual students to your desk or to a separate work area away from the rest of the class. The second part of the assessment is administered to the whole class at one time. You will want to make sure that the students are comfortably seated at desks or tables. Be sure that the students understand that they need to work on their own. They may not help one another.

Reading Words with the New Letter Groups

Preparation

Make a copy of the Class Assessment Form located in the Appendix. Write in the names of all the students.

Open your teacher's manual to the Set 1 Assessment Word List located in the appendix. Have it at your desk with the Class Assessment Form.

Assessment

Call a student to your desk. Point to each word on the Set 1 Assessment Word List and ask the student to read it. Give the student a sufficient amount of time to sound out the word and reread it. When the student reads the word, go on to the next word on the list. If the student is unable to read a word, locate the word in the section "Reading Words" on the assessment form and circle it.

If the student is having a lot of difficulty or becomes frustrated trying to read a word, you may assist by providing the sounds for some letter groups, but you must mark the response as incorrect on the assessment form if you do this. (We suggest helping the student to sound out the word so he or she feels successful with his or her attempts. The student does not know if the response is marked as correct or incorrect.)

Data Collection

Count the number of words that the student read correctly. Write this number in the "Total" column beside the section "Reading Words."

Writing Words with the New Letter Groups

Preparation

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. The students will write the numbers 1–10 on their papers.

Assessment

I am going to say some words. When I say a word, I want you to say it silently to yourself. Then I will use it in a sentence and say it one more time. After that, you'll write the word on your paper. (Example: "Flew." [pause] The bird flew out of the tree. Flew.) Read the following words:

flew	budge	gopher	catch
grew	page	photo	judge
itch	cage		

Data Collection

Collect the students' papers and circle the incorrect spellings. Then, in the section titled "Writing Words," circle each of the words that the student spelled incorrectly. Count the number of words that the student spelled correctly and write this number in the "Total" column beside the section "Writing Words."

Using the Assessment Information

When you look at your Class Assessment Form, you will see the data for individual students and the whole class. Mastery for reading and writing is 8 out of 10 words correct in each section. Determine if there is letter group that is difficult for the entire class and, if so, revisit those lessons later in the program.

For the students who had difficulty with several letter groups, share their assessment data with tutors or classroom assistants so they can provide individual reviews to meet those students' needs.

FastTrack Phonics for Roots

Set 2

Comparing Letter Groups

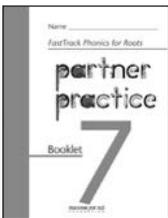


Comparing Long a Letter Groups

Introduce Alphie's Story

Alphie: **Hello, class! I love writing stories, don't you? I was writing a story yesterday and I had to have the teacher help me with lots of words. I realized that I need to work on my spelling. Would you like to read my story and see some of the tricky words I had to spell? (WGR)**

Whole Group Response →



Partner Practice Booklet 7



Finger Detective

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 13. **You and your partner are going to read Alphie's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**

Review how to use the Finger Detective to read a word. Write the word "always" on the board. Demonstrate sounding it out with the Finger Detective, using the sample text below as a guide.

Sample text: **Hmmm. This is a long word. I think I'll have the Finger Detective cover up part of it, and I'll read just the first part. Cover up the letters ".ways" and read the first two letters. Pronounce the syllable "al" with a short a: əl...əl. Now I'll add the last part: Waaaays. Ways. Now I can put them together. Əl-ways. Hmmm. That doesn't sound right. I'll try saying the first part a different way. Al (as in "all") ways. Oh! I know the word. The word is "always."**

The first part of that word was tricky because it looks like it should say /əl/. It really says /all/, doesn't it? I'll just put a little string around that part of the word. The string will remind me that I need to look out for this tricky part of the word. Draw a string around the letters "al."

(al)ways

You and your partners can do this while you're reading. If you sound out a difficult word, you can put a little string around the tricky part. Then the next time you read the word, you'll know how to say it.

Now you're ready to read Alphie's story. Designate each student in a partnership as Partner A or Partner B. Have the students take turns reading each sentence of the passage with Partner A reading first. After partners have read

Whole Group Response →



Finger Detective

Alphie's story ask: **Did you notice that there were lots and lots of words in that story that had the same sound?** (WGR) **What was the sound?** (WGR)

Ask the students to choose a difficult word they encountered and demonstrate how they used the Finger Detective to read it. If the students don't have any examples to share, suggest the word "rainy" by writing it on the board. Demonstrate using the Finger Detective to sound it out, using the text below as a guide:

I'll have the Finger Detective help me by covering up part of this word. Cover the letter "y." The first part of this word is /r...ai...n/. Rain. Uncover the "y." Now I'll add the last part. How could I say that? "Y" can say /ī/ like in the word "my," or /ē/ like in the word "happy." "Rain-I"? No, that doesn't sound right. /ē/ ? "Rain-ee"? Yes! That's the word! "Rainy"!

The "y" on the end of the word is tricky. I'm going to put a string around that letter so I will remember that this part is tricky.

r a i n (y)

Find Words with the Sound

Alphie: **I need you to read my writing one more time and circle all the words that have the /ā/ sound. Can you and your partner work together to find those /ā/ words for me?** (WGR)

Whole Group Response →

Have Partner B read the first sentence of student text while Partner A listens and follows along. Then have both partners discuss and identify the long a words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets. Then partners will switch roles. Partner A will read and Partner B will listen.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long a sound in words, regardless of the spelling.

Teacher Note—The underlined words are the phonetically regular words that the students must locate in the text. These are "Alphie's Words." Circled words are irregular words that the students will look for on Day 2 of the lesson. These are "Mean Monster's Words." Student books are not underlined or circled.

Alphie's Story



Gail and Fay love to play by the bay. I went with them today.

“Don’t stray,” we heard Gail’s mother say. “Always stay on the trail.”

“Okay,” said Gail.

We played all day! We ran to the marsh and back again. We gathered rocks in a pail. I almost stepped on a tiny gray snail.

“Watch your step!” said Gail.

“The shore is full of life,” she and Fay explained.

List Words on the Chart

When partners have completed the task, say: **I think Alphie had trouble with these words because the /ā/ sound can be spelled in different ways. I see two ways that the /ā/ sound is spelled in this passage. What are they? (T-P-S)**

Yes, the /ā/ sound can be spelled with “ai” or “ay.” We can make a chart to help Alphie remember how to spell these words. We’ll put “ai” words on one side and “ay” words on the other side.

Draw a line down the center of a piece of chart paper to make two columns. Label one column “ai” and the other column “ay.” Then divide the chart paper into three rows. Your chart paper will look like this:

	ai	ay
①		
②		
③		

The students have this chart in their Partner Practice Booklets. Have them label the two columns “ai” and “ay.”

Let’s go back and find all the /ā/ words so that we can put them on this chart. Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ā/ words in that sentence?** Use the Think-Pair-Share Strategy and call on a partnership to share their answer. If the students do not locate a word or words in a sentence, have them reread the sentence and try again. Remind the students to check their papers to see if they have identified and circled the word in their books.

Think-Pair-Share →

As the students share long a words, you will write them on the chart paper. Write the words on the chart paper as shown below. The first row of words will be one-syllable words, the second row will be two-syllable words and/or words with inflectional endings, and the third row will be multisyllabic words that may have phonetically irregular parts. Make sure that the students write the words on the same row on their own charts.

Teacher Note—The rows in which words are written is very important, since the students will be responsible for different rows of words, depending on their skill levels. Writing the words in this way allows you to customize the lesson for individual students.



Alphie's Words

	ai	ay
①	Gail, trail, pail, snail, Gail's	Fay, gray, day
②		played
③	explained	today, always

If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. For example, short words that have long a as their final sound—"Fay," "bay," "day," "say"—are usually spelled with "ay."

Discuss why the words are written in three rows using the following text as a guide:

Words in row 1 are words you should be able to spell. These short words use "ay" or "ai" to make the /ā/ sound.

Words in row 2 are a little trickier. These are words that use "ay" or "ai" to make the /ā/ sound, but they have something else. They have an ending added to them that makes them harder to spell. Let's look at the row 2 word. Point out that the word "played" is made up of the base word "play" and the ending "ed." Underline the base word "play" on the chart paper and circle the ending "ed." Tell the students that when they try to spell these tricky words, they should write the base word first and then add the ending. Example: **When I say the word "played," I can hear the base word "play." I can write "play" and then add the "ed" to make the word "played."**

Words in row 3 are Alphie's Big Words! These words are the hardest to spell. They're harder because they're bigger words, and some of them have tricky parts. You'll need to study and practice if you want to be able to spell Alphie's Big Words.

Place the Alphie card on top of the chart paper. **These are Alphie’s Words. Alphie’s Words have the /ā/ sound spelled with “ai” or “ay.”**

Have partners take turns reading words on their charts together. Partners can initial each other’s books when they have read all the words.

Teacher Note—The “Alphie’s Words” chart paper will be displayed in your classroom every day throughout the six-day long a lesson.

5

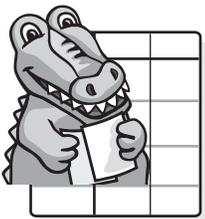
DAY 2

Practice Spelling Alphie’s Words

Yesterday we read one of Alphie’s stories and looked for all the words with the /ā/ sound. Let’s take another look at the words we found. Display the chart paper with Alphie’s Words from yesterday’s lesson. Quickly read the words with the class.

Now you’re going to see how many of Alphie’s Words you can spell. Cover the Alphie’s Words list with another sheet of blank chart paper. You can attach it to the sides of the word list with paper clips.

Have the students turn to a new page in their spelling notebooks and make a heading on their papers called “Alphie’s Words.” For fun, the students can add a small picture of an alligator beside the heading. Have the students write the letters “ai” at the top of the left-hand side of the page and the letters “ay” at the top of the right-hand side of the page.



Alphie’s Words Chart
Day 1

○

Alphie’s Words

ai

ay

Read the words from the first row to the class in random order. The students will write the words under the correct heading (“ai” or “ay”) on their papers:

Gail	trail	Gail’s	pail
snail	Fay	play	bay
stray	say	stay	okay
gray	day		

Have partners check each other’s work.

Pull down the cover sheet to show the top row of Alphie’s Words so the students can check their work. The students can place a small check beside words they spelled correctly. If the students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have the students double-check the word to make sure it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.

Let's try to spell some more of Alphie's Words. Read the word in the second row to the class. The students will write the word in the correct column on their papers:

played

Have partners check each other's work.

Pull down the cover sheet to show the row two word and have the students check their work. Have the students place a check beside the word if they spelled it correctly. Have them draw a line through the word if it is incorrect, write it correctly, check it, and then circle it as described above.

The words in the third row are multisyllabic words that may have nonphonetic parts. These are words that the students should be able to read, but they should not necessarily be able to spell them yet due to their complexity. (Spelling is a more complicated task than reading.) Let the students decide if they are ready to attempt to spell these words. Introduce the challenging words by saying something like this:

The last row of words was really hard. They were Alphie's Big Words! If you think you're ready, you can try spelling Alphie's Big Words.

Have the students indicate that they are writing challenging words by making a new heading on their papers: "Alphie's Big Words." Read the words from the third row to the class in random order. The students will write the words in the correct column on their papers:

always explained today

Have partners check each other's work. Have the students check and correct the words as described above.



Sample Student Notebook Page

Alphie's Words		
	ai	ay
✓	Gail	✓ Fay
✓	trail	✓ play
	raine rain	✓ bay
✓	pail	✓ stray
	smail snail	✓ say
✓	Gail's	✓ stay
		oekay okay
		✓ day
		giray gray
Alphie's Big Words		
	ai	ay
	expained explained	today
		always



Mean Monster's Words

Now that you have learned Alphie's Words, you're going to learn about another kind of word—Mean Monster's Words!

Display the card for the Monster. Explain who he is and what Mean Monster's Words are.

This is Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they look like /ā/ words, but they don't have the /ā/ sound.

Write the word "said" on another piece of chart paper. Underline the letters "ai." **Lots of the words we have practiced have the letters "ai" making the /ā/ sound. But in this word, we don't hear that sound. This word is "said." We call that a Mean Monster Word! It's mean because it doesn't follow the rules.** Have the class read the word with you a few times.

I use a little rhyme to remember this word. The rhyme is:

Said. It's got an "a" and an "i" and I don't know why. Said.

When you say the phrase "I don't know why," shrug your shoulders and turn your palms up, as if you are confused. Have the students join you in repeating the phrase and acting out the motions a few times.

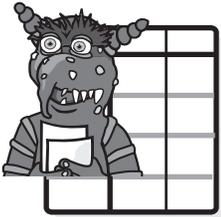
Teach the students the remaining words. Introduce each word by writing it on the chart paper and then pointing out the tricky part of the word. (Both words use the "ai" and "ay" spelling pattern, but they don't have the long a sound.) Use the following rhymes for each word:

**Again: Again... "a" and "gain" go together. Again.
(Extend right hand when you say "a," and extend left hand when you say "gain." Clap hands together when you say "together" and "again.")**

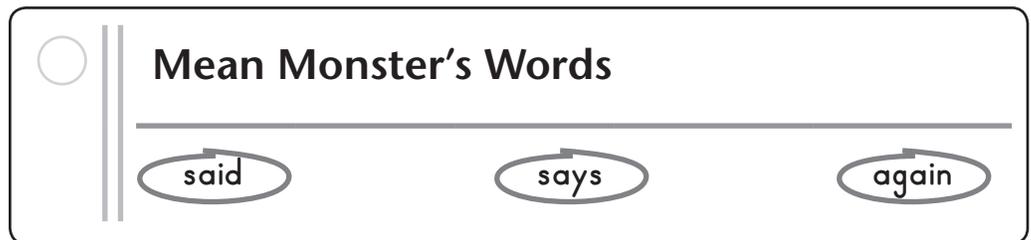
**Says: Says...looks like "say" with an "s." Says.
(Draw a large "s" shape with your finger as you say the rhyme.)**

Place the monster card on the chart paper so that the students know these are Mean Monster's Words.

Have the students make a new heading on their papers called "Mean Monster's Words." (If there is room, they can continue on the same piece of paper. If not, they can go on to a new page in their notebooks.) The students can also draw a small picture of a monster beside the heading. Have all the students write Mean Monster's Words on their papers, double-check the spelling, and circle each word. Have partners check each other's work.



Mean Monster's Words Chart



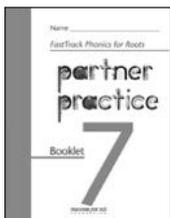
Remember, Mean Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Alphie's story one more time and find the Mean Monster's Words?

Have the students open their Partner Practice Booklets to page 13 and find and circle the Mean Monster's Words in the text.

Dictation

Now that we've practiced Alphie's Words and Mean Monster's Words, we're ready to use them in sentences. Write the following sentence on the board:

I want to pla in the rain agen.



Partner Practice Booklet 7

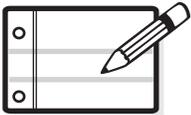
Teacher Note—Do not underline the incorrect words when you write them on the board. They are underlined in the teacher’s manual as a reminder of which words need to be corrected.

Alphie wrote this sentence, but I think he made a few mistakes. Let’s read it together and see if we can help him fix his sentence.

Think-Pair-Share →

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students’ suggestions. Then have them write it in their notebooks.

I want to play in the rain again.



Now you can try writing a sentence on your own. Read the following sentence to the class:

Mom says I must stay on the trail.

Have the students repeat the sentence two or three times before they write it. After the students have written the sentence, they can compare their work with a partner’s. Write the sentence on the board by asking the class to spell each word as you write it. When the sentence is complete, make sure that all the students check and correct their work.

My Spelling Words



Have the students turn to a new page in their spelling notebooks and write the heading “My Spelling Words.” The students will make a list of all the words they have circled in today’s lesson. This means that they will have words they misspelled on their lists plus Mean Monster’s Words. Even if the students spell every word correctly during the practice, they will still have Mean Monster’s Words on their lists. (The students can decide for themselves if they want to add Alphie’s Big Words to their lists.)

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of chart paper and post them in a central location. Tell the students that at the end of the long a lesson, they will have a test on Alphie’s Words and Mean Monster’s Words. Therefore, it is important for them to identify the words they are having trouble with so they can practice spelling them.

Give each student a sticky flag to put on the margin of the page titled “My Spelling Words.” This will help them (and their parents/guardians) easily find the words they need to study. It will also remind them that this is an important page.

Tell the students that every evening when they go home, they should turn to the page with the sticky flag and practice reading and writing the spelling words.



My Spelling Words

rain	okay	gray
snail	said	says
explained		
again		

Teacher Note—The “Mean Monster’s Words” chart paper will be displayed in your classroom every day throughout the remainder of the long a lesson.

5

DAY 3

Whole Group Response →



Finger Detective

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 14. **You and your partner are going to read another story from Alpie.**

Have partners take turns reading each sentence of the story.

When partners have finished reading the story ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alpie wrote another story with lots of /ā/ words.**

Ask different partnerships to share a difficult word they encountered and tell how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it, using the Finger Detective (example: “face”). Draw a string around the tricky part of the word to remember how to read it. (In “face,” the “c” makes the /s/ sound.)

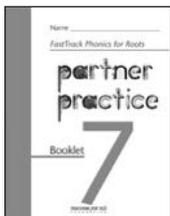
f a  e

Find Words with the Sound

Tell the students that Alpie has some new long a words that they need to find in the story.

Designate a student in each partnership as Partner A or Partner B. Have Partner A read the first sentence of student text while Partner B listens and follows along. Then both partners will discuss and identify the long a words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long a sound in words, regardless of the spelling.



Partner Practice Booklet 7



Alphie's Story

We live by Lily Lake. It's shaped like a giant plate! We sail almost every day. Yesterday was rainy, so we stayed inside and played. My brother, Jay, hated staying inside.

He waited by the window all day, making a face at the rain.

I (said) to my sister Kay, "Let's bake a cake to cheer Jay."

Jay ate it and smiled. He (said), "Hooray! You (have) saved the day!"

List Words on the Chart

When partners have completed the task say: **I think Alphie had trouble with these words because he found another way to spell the /ā/ sound. Yesterday we used "ai" and "ay" to spell that sound. Is there another way to spell the sound? (T-P-S)**

Yes, the /ā/ sound can be spelled with "a_e." Let's make a new chart to help Alphie remember how to spell these words. We'll put "ai" words, "ay" words, and "a_e" words on the chart.

Make a chart with three columns on a piece of chart paper. Label them "ai," "ay," and "a_e." Then divide the chart paper into three rows. Your chart paper will look like this:

	ai	ay	a_e
①			
②			
③			

The students have this chart in their Partner Practice Booklets. Have them label the columns "ai," "ay," and "a_e."

Let's go back and find all the /ā/ words so that we can put them on this chart. Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ā/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word(s) in their books.

Think-Pair-Share →

As the students share long a words, you will write them on the chart paper. Write the words on the chart paper as shown below.



Alphie's Words

	ai	ay	a_e
①	sail, rain	day, Jay, Kay	lake, plate, face, bake, cake, ate
②	rainy, waited	stayed, played staying, making	shaped, hated saved
③		yesterday, hooray	

Demonstrate for the students how to identify the base words and endings for each of the words in row 2. Use the following text as a guide:

If I look at the word “rainy,” I can see a smaller word inside of it. I see the word “rain.” Underline the base word “rain” on the chart paper. **Sometimes a letter or letters are added onto the end of a word. What was added onto this word?** (WGR) **That’s right. The “y” was added on as an ending. I’ll circle the ending.** Circle the ending “y” on the chart paper. Have the students underline the base word “rain” and circle the ending “y” in their Partner Practice Booklets.

Whole Group Response →

Repeat the procedure described above for the words:

waited stayed played staying

If I look at the word “making,” I don’t see a smaller word inside it. Hmmm. I know that “ing” is often used as an ending, so I’ll go ahead and circle it. Circle “ing” on the chart paper. **That leaves “m-a-k” as the base word. “Mak”? That’s not the base word. The base word is “make: m-a-k-e.” What happened to the “e” in “make”? I’ll give you a hint. Words that end in “e” have a special rule.** (T-P-S)

Think-Pair-Share →

Remember this: If a word ends in “e,” you take the “e” away before you add an ending. Add the word “make” in parentheses on the chart paper, right beside the word “making.” **This word started out as “make.” When the ending “ing” was added, we took the “e” away.** Draw a line through the “e” in “make.” **Now we can add the ending “ing.”** Have the students write the word “make” in their Partner Practice Booklets and cross out the “e.”

Let’s go to the next word: “shaped.” Hmmm. I know that “ed” is a common ending, so I’ll go ahead and circle it. Circle the letters “ed” in the word. **That leaves “s-h-a-p” as the base word. “Shap”? That’s not the base word. The base word is “shape: s-h-a-p-e.” The “e” was taken away before the ending “ed” was added.** Write the word “shape” in parentheses on the chart paper, right beside the word “shaped.” Cross through the “e” to remind the students that the “e” was dropped before the ending was added. Have the students write the word in their Partner Practice Booklets and cross out the “e.”

Repeat the explanation for the words:

hated **saved**

Place the Alphie card on top of the chart paper. **These are Alphie’s Words. Alphie’s Words have the /ā/ sound spelled with “ai,” “ay,” or “a__e.”**

Have partners take turns reading words on the chart together. Partners can initial each other’s books when they have read all the words.

Introduce the activity at the bottom of the Partner Practice Booklet, using the following text as a guide:

At the bottom of the page in your Partner Practice Booklets, you’ll see a list of words. Let’s look at the first one together. I see the word “stay” plus the ending “ed.” That means we need to add the ending “ed” to the base word “stay” to make the word “stayed.” We can add the letters right at the end of the word. Write “stayed” on the board. Have the students read the new word and write it in their Partner Practice Booklets. Have the students add the endings to the rest of the words in column 1.

For column 2 words say: **These words are a little different. These words all end in “e.” You’ll have to remember the special rule for words that end in “e.”** Write the word “make” on the board. **If I want to add an ending to the word “make,” the first thing I will do is take away the letter “e.”** Erase the letter “e.” **Then I can add the ending.** Add the ending “ing” to the word. Read the word with the class. Have the students add the endings to the rest of the words in column 2.

Teacher Note—When you add the ending “ed” to words that end in “e,” you still take away the final “e” in the base word. Then you add the ending. Do not tell the students to simply add a “d” to these words.

The “Alphie’s Words” chart paper from today’s lesson will be displayed in your classroom every day throughout the remainder of the long a lesson.

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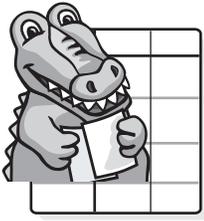
DAY 4

Practice Spelling Alphie’s Words

Yesterday we read one of Alphie’s stories and looked for all the words with the /ā/ sound. Let’s take another look at the words we found. Display the list of Alphie’s Words from yesterday’s lesson. Quickly read the words with the class.

Now you’re going to see how many of Alphie’s Words you can spell. Cover the word list with another sheet of blank chart paper. (You can attach it to the sides of the word list with paper clips.)

Have the students turn to a new page in their spelling notebooks. The students will make a heading on their papers called “Alphie’s Words.” For fun, the students can add a small picture of an alligator beside the heading. Have the students write the letters “ai,” “ay,” and “a__e” across the top of their papers.



Alphie's Words Chart
Day 3



Alphie's Words

ai

ay

a_e

Read the words from the first row to the class in random order. The students will write the words under the correct heading on their papers:

sail	rain	day	Jay
Kay	lake	plate	face
bake	cake	ate	

Have partners check each other's work.

Pull down the cover sheet to show the top row of Alphie's Words so that the students can check their work. If the students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have the students double-check the word to make sure it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.

Let's try to spell some more of Alphie's Words. Read the words from the second row to the class in random order. The students will write the words in the correct column on their papers:

rainy	waited	stayed	played
staying	making	shaped	hated
saved			

Have partners check each other's work.

Pull down the cover sheet to show the second row of Alphie's Words and have the students check their work. Have the students draw a line through incorrect words, write them correctly, check them, and then circle them as described above. Review the rules for adding the endings "ed" and "ing," if necessary.

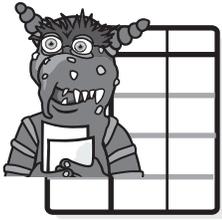
The words in the third row are multisyllabic words that may have nonphonetic parts. These are words that the students should be able to read, but they should not necessarily be able to spell them yet due to their complexity. (Spelling is a more complicated task than reading.) Let the students decide if they are ready to attempt to spell these words. Introduce the challenging words by saying something like this:

The last row had some really hard words. They were Alphie's Big Words! If you think you're ready, you can try spelling Alphie's Big Words.

Have the students indicate that they are writing challenging words by making a new heading on their papers: "Alphie's Big Words." Read the words from the third row to the class. The students will write the words in the correct column on their papers:

yesterday	hooray
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Have partners check each other's work. Have the students check and correct the words as described above.



Mean Monster's Words Chart

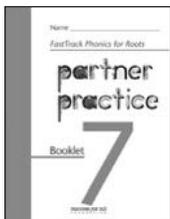
Mean Monster's Words

Now that you have learned **Alphie's Words**, you're ready to learn **Mean Monster's Words**! There was one new Mean Monster Word in this story.

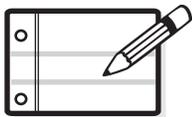
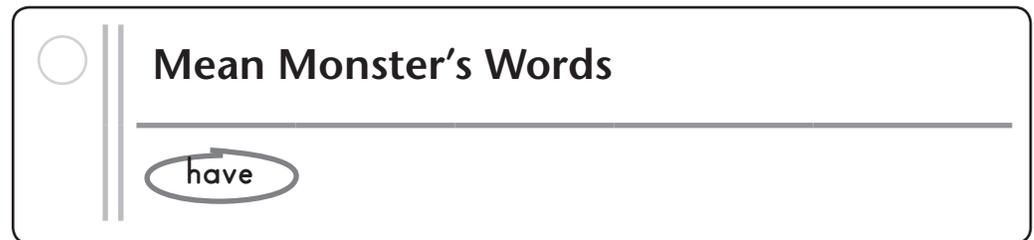
Present the Mean Monster Word "have" by adding it to the "Mean Monster's Words" chart paper from Day 2. Point out how the "a__e" pattern looks as if it should be pronounced with long a. Then teach and recite the following chant with the class:

Have: "H-a" says /hă/ "v-e" says /v/. **Have.**

Have the students make a new heading on their papers called "Mean Monster's Words." The students can also draw a small picture of a monster beside the heading. Have the students open their Partner Practice Booklets to page 14 and find and circle Mean Monster's Word in the text.



Partner Practice Booklet 7



Dictation

Now that we've practiced **Alphie's Words** and the **Mean Monster's Word**, we're ready to use them in sentences.

Write the following sentence from Alphie's story on the board:

I wayted in the rane all day.

Read the sentence aloud with the students. Have partners use the Think-Pair-Share strategy to discuss changes that need to be made to the sentence. Correct the sentence according to the students' suggestions and then have them write it in their notebooks:

I waited in the rain all day.

Read the following sentence:

We ate cake and played.

Have the students repeat the sentence two or three times and then write it in their notebooks. Partners can compare sentences. Have the class spell each word as you write it on the board. Make sure the students check and correct their work.

Write the following words in one column on the board, and have the students copy them in their spelling notebooks:

saving	making	playing	hated
baked	taking	talking	

Think-Pair-Share →

Say: **For each of these words, I want you to write the base word and the ending beside it. For example, when I look at the word “saving,” I know that it is made up of two parts. The first part is the base word “save.”** Write “ = save” on the board beside the word “saving.” **The second part is the ending “ing.”** Write “ + ing” to make the word equation: “saving = save + ing.” Have the students write a base word and an ending “equation” for the remaining words on the list.



My Spelling Words

The students will take all the words they circled in today’s lesson and add them onto the page titled “My Spelling Words” from Day 2. (They should find it easily since it is marked with a sticky flag.) The students can decide for themselves if they want to add Alphie’s Big Words to their list.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of chart paper and post them in a central location.

5

DAY 5

Word Games: Introducing Transformer

Teacher Note—This is the first of three word games that the students will learn in order to practice their spelling in a fun and systematic way with partners. These games give the students an opportunity to experiment with spelling patterns and develop a sense of which letter group to use when they have several choices. Developing the ability to sense when a word is spelled correctly will aid in the students’ writing and self-editing skills.

The first game, Transformer, is presented in this lesson. Transformer contains the basic elements of word play that students need to feel comfortable with different spelling patterns in words. Two variations of this game, Slide-a-Word and Letter Lotto, will be presented in Lesson 8, Day 1.



Fig. 1

How to Play Transformer

Tape a piece of chart paper to the chalkboard. Say: **Today we are going to learn how to play a game with the spelling words that we’ve been studying. If you are a good speller, you will be really good at this game! This game is called Transformer.**

Choose a short, one-syllable word from the previous three lessons and write it on the chart paper (example: “gate”) Start writing about 8 inches below the top of the chart paper. Write the word in large letters and leave some space between each letter. Read the word with the students.

Say: **I am going to change one letter in this word to make a new word.** Several inches under the word “gate,” write the word “game.” Ask: **What letter did I change?** (WGR) **What new word did I make?** (WGR) **That’s right. I changed the “t” to an “m.” Now I have a new word. The word is “game.”** (See Fig. 1)

Whole Group Response →



Fig. 2



Fig. 3



Fig. 4



Fig. 5

Fold over the top section of the paper so that the word “gate” is covered. (You’ll have to remove the tape and reattach the paper to the board.) You should only be able to see the second word, “game.” (See Fig. 2)

I’m going to do the same thing again. I’m going to change one letter and make a new word. Write the word “same” several inches below the word “game.” Ask: **What letter did I change? (WGR) What new word did I make? (WGR) That’s right, I changed the “g” to an “s” and made the word “same.”**

Fold over another section of the paper so that the word “game” is covered. You should only be able to see the word “same.” (See Fig. 3) Repeat the process as described above to continue to make new words.

Use the following word sequence as a guide:

gate	game	same	sale
pale	male	made	

When you are finished, you will have a folded, rectangular piece of paper. Show the folded piece of paper to the students. Explain that each of them will make their own papers to take home and study.

Unfold the chart paper and reread the words with the students.

Now it’s your turn to play Transformer. Have all the students take out a blank piece of paper.

Write a spelling word on the chalkboard. Use a short, one-syllable spelling word with the “ay” spelling pattern, for example, “day.” Have the students leave some space at the top of their papers and copy the word onto their papers.

Say: **Do you think you can change the first letter in this word and make a new word? Think about another letter you could use to make a new word. Then tell your partner about it. Raise your hand when you are finished.**

Choose a partnership to share their answer with the class. Example:

That’s very good! You can change the “d” to a “b” and make a new word, “bay.” Let’s all write the word “bay” on our papers.

Write the word “bay” on the chalkboard, underneath the word “day.” The students will copy the word onto their papers as well. Then have the students fold down the top of their papers so that only the word “bay” is showing.

Let’s see how many other words we can think of. Repeat the process as described above until the students have a list of six or seven words. Example:

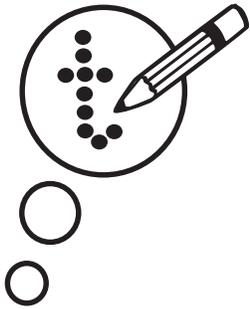
day	bay	say	hay	ray
------------	------------	------------	------------	------------

Make sure that all partnerships discuss new word possibilities. Then choose one partnership to share their answer with the class. Write the partnership’s word on the board, and then have all the students copy that word onto their lists.

When the students are finished, all of them should have a folded, rectangular piece of paper. Tell them to unfold their papers and reread the words with their partners. The students can take the papers home and practice reading and spelling the words.

Have the students take out a new piece of paper and play another round of Transformer. To start, choose a simple, one-syllable spelling word that uses the “ai” pattern, for example, “rain.” For “ai” words, remind the students that they can change the first letter or the last letter of the word (example: from the word “rain,” the students could make “pain” or “rail”).

Allow partners to work on their own to create a word sequence. Monitor the students as they work. When they are finished, they will have another folded, rectangular piece of paper with “ai” words to take home and study. The students can study the words by reading them to family members. Encourage the students to make their own lists at home and bring them to class. Be sure to display any word lists that the students bring from home.



How to Use the Trace, Copy, Remember Routine

Preparation—Locate the form My Spelling Words in the appendix of the manual. Make enough copies for each student in the class. Create a chart paper version of the form to demonstrate how to use it.

Tomorrow we are going to take a little spelling test. This will be your chance to show how well you can spell words with the /ā/ sound. You'll have to know how to spell words that use "ay," "ai," and "a_e" to make the /ā/ sound. You'll have to be able to spell all of Alphie's Words and Mean Monster's Words. That means that you are going to have to study tonight!

You're going to study the words from the spelling list that you made in your notebooks. The page is marked with a sticky flag. Can you find that page in your notebook? Have the students turn to the page.

My Spelling Words	
gate	gate
game	ga
same	
tame	

You're going to copy these words onto a special piece of paper that you'll use to study. Distribute a copy of the My Spelling Words form to each student.

Display a My Spelling Words form. **First, you'll write your name at the top of the page.** (pause) **Now look at the first column on the paper. It is full of gray boxes.** (point) **You're going to write each of the words from your spelling list in this gray column.** Monitor the students as they write to make sure they are writing all of their spelling words in the correct column.

Now that you have your spelling list, you need to think about how you're going to study the words. I'll show you how to do it.

When you are ready to study for a spelling test, you need to take out your study sheet. You should have all of your words written in the gray boxes. Read each word on your list very carefully.

Demonstrate how to do this by making your own spelling list on a piece of chart paper with two or three words on it (example: "rainy," "today," "stray").

Read your list to the class.

How to Use Trace, Copy, Remember continued

You'll practice your words using the Trace, Copy, Remember routine. Start with the first word on your list. Trace your finger over the letters as you say them aloud. You can help me say the names of letters in this word. Trace over the letters in the first word on your list. Say each letter out loud as you do. Have the students join you ("r-a-i-n-y").

Now you're going to write the word in the next column. You can look at the word if you need to. Remember, always say the letters aloud. You can help me say the letters as I write my word. Write the word "rainy" on the first line of the second column. Spell the word aloud as you write, and have the students join you.

Whole Group Response →

Now you should be able to remember the word. Fold over the paper so that you can't see the first two columns of words. **Do you think I can remember how to spell the word "rainy" and write it on this line?** (WGR) **You can help me as I write it.** Write the word "rainy" on the first line of the third column. Have the students spell the word for you as you write.

Think-Pair-Share →

When you're finished, you can open up your paper and see if you spelled the word correctly. Open the chart paper. **My word is correct! I can put a check beside it. What do you think I should do if my word is not correct?** (T-P-S) **You're right. I should circle my word so that I remember that it's a word I need to practice.**

Have the students practice using the Trace, Copy, Remember routine with a few of the words on their lists. Monitor the students to make sure they understand the process.

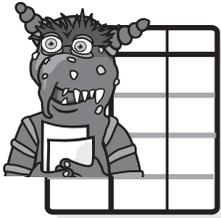
Tell the students to take their spelling lists home and practice Trace, Copy, Remember with every word on their list. If they have extra spaces on their sheets, they should rewrite their spelling words in the gray boxes and practice them again.

Tell the students to have a parent sign their spelling lists and bring them back to class tomorrow.

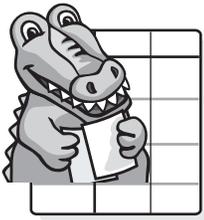
Teacher Note—If you do not want to make photocopies of the My Spelling Words form for every lesson, teach the students how to make their own spelling lists. Have them take a piece of paper and divide it into three columns. The students can write their personal spelling words in the first column and use the remaining two columns for Trace, Copy, Remember.

5

DAY 6



Mean Monster's Words Chart



Alphie's Words Chart

Assessment

We're going to review all of Alphie's Words and Mean Monster's Words. Then we'll take a test to see how much we remember.

Display the "Alphie's Words" chart papers from Days 1 and 3. Display the "Mean Monster's Words" chart paper. Read each of the words on the chart papers with the students. **I'm going to see how many of these words you can spell.**

If you've been practicing at home, you should be able to spell Alphie's Words and Mean Monster's Words. Are you ready to try?

Turn the chart papers around so that the students cannot see them.

Have the students take out a new sheet of paper. Desks should be clear. Make sure that the students have plenty of space between them (if possible) and remind them that this is a time for them to work individually.

I'm going to choose ten of Alphie's Words. You should write the numbers 1 through 10 on your paper.

Choose any five words from each set below. When you choose a word, say it, use it in a sentence, and then say it again. When the students have written the word, go on to the next word. Continue until the students have written ten words.

Alphie's Words

- Have students number their papers from 1 to 10.
- Choose five words from **each** set.

Set 1

Gail	snail	ate
pail	bay	Gail's
play	stay	Fay
say	day	stray
gray	rain	okay
lake	Jay	sail
cake	plate	Kay
trail	face	bake

Set 2

rainy	waited
stayed	making
staying	shaped
hated	saved
played	

Teacher Note—As you read each word to the students, be sure to write it on your own personal list. Use this list for grading the students' papers later in the lesson.

Now we're going to write Mean Monster's Words. Remember, Mean Monster's Words are tricky to spell! If you practiced at home, you should remember how to spell them.

Have the students number their papers from 1 to 2. Read each Mean Monster Word, use it in a sentence, and then say it again. When the students have written the word, go on to the next word.

○

Mean Monster's Words

Have students number their papers from **1 to 2**.

said
have

Say: **Some of you practiced spelling Alphie's Big Words! I'm going to give you three of Alphie's Big Words. You can try spelling the big words if you want to.**

Have the students number their papers from 1 to 3. Choose any three of Alphie's Big Words. Read each one, use it in a sentence, and say it again.

○

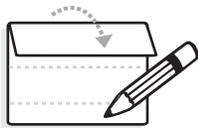
Alphie's Big Words

- Have students number their papers from **1 to 3**.
- Choose any three words.

explained
today

yesterday
always

hooray



Transformer

Collect the papers. Have partners sit together and play the Transformer game. Give the students a word to start with (example: "cake"), and write it on the board.

While the students work together, grade the papers, and circle words spelled incorrectly. Have the students take the tests home and practice Trace, Copy, Remember with words they missed. Students will bring both papers back tomorrow.

The students should remove the sticky flag from the page in their notebooks titled "My Spelling Words." Give them a gold star, a small sticker, or a check to put on their sticky flags. The students can then put the sticky flag on the inside cover of their notebooks. The sticky flags will remind the students that they are becoming good spellers!



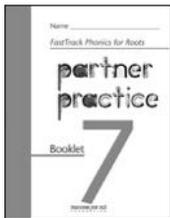
Comparing Long e Letter Groups

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 15. Partners will take turns reading Alphie's new story a sentence at a time.

When partners have finished reading ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (example: "peanuts"). ("Peanuts" is a compound word. If the students circle each small word inside of it, it is easier to sound it out.)



Partner Practice Booklet 7



Finger Detective

Find Words with the Sound

Tell the students that they are going to look for all the words with the long e sound in Alphie's story. Partners will take turns rereading Alphie's story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long e words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long e sound in words, regardless of the spelling.



Alphonse's Story

What do **(we)*** see when we go to the sea? **(We)** see seashells, seagulls, green crabs, and seaweed. If you look in the sand, you may find the real teeth of a shark. Sometimes **(we)** see seals. I feed them **(bread)** and peanuts with my brother, Neal.

The sea is easy to reach. Just walk three blocks to the end of our street. The breeze from the nearby sea blows each leaf on the big oak trees. It is a **(great)** place to **(be)***!

List Words on the Chart

When partners have completed the task, ask them to identify the different ways they saw the long e sound spelled (“ee” and “ea”). Tell the students that you will make a chart for Alphonse that shows the different spellings.

Make a chart with two columns on a piece of chart paper. Label one column “ee” and the other column “ea.” Then divide the chart paper into three rows. Your chart paper will look like this:

	ee	ea
①		
②		
③		

The students have this chart in their Partner Practice Booklets. Have them label the columns “ee” and “ea.”

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ē/ words in that sentence?** Use Think-Pair-Share to call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their books.

Note—Many students will identify the words “we” and “be” because they have the long e sound. Tell students: **These are tricky Mean Monster’s Words. They have the /ē/ sound, but they aren’t spelled the way most /ē/ words are. Let’s circle these words and we’ll learn more about them tomorrow when we find Mean Monster’s Words.**

As the students share long e words, you will write them on the chart paper as follows:



Alphie's Words

	ee	ea
①	see, green, teeth, feed, three, street, breeze	sea, real, Neal, reach, each, leaf
②	trees	seals, easy
③		seashells, seaweed, seagulls, peanuts, nearby

Underline the base word and circle the ending for the row 2 words.

Place the Alphie card on top of the chart paper. **These are Alphie's spelling words. Alphie's spelling words have the /ē/ sound spelled with "ee" or "ea."**

Skill Study: Homonyms

Let's look at the two words on top of Alphie's list. Point to "see" and "sea" as you read them out loud. **That's funny! The word "see" is on both lists! On this list, it's spelled with the letters "ee." On the other list, it's spelled with "ea."**

Point to "see." **This word, s-e-e, means to see with your eyes. I can see my students.** Point to "sea." **This word, s-e-a, means the ocean. I can swim in the sea.**

Whole Group Response →

We'll have to think of a good way to remember the difference. I know! I'll draw a picture of an eye beside the word "see" on Alphie's chart. Draw the picture on the chart. **This will help me remember that "see" spelled s-e-e means to see with your eyes. Can you draw an eye on your chart? (WGR)** Have the students draw an eye beside the word "see."

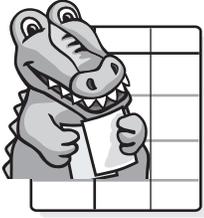
Whole Group Response →

I'll draw some wavy lines that look like water beside the word "sea" spelled s-e-a. That will help me remember that this "sea" means the ocean. Can you draw some water beside the word "sea" on your chart? (WGR) Have the students draw the picture on their charts beside the word "sea."

Have partners take turns reading words on the chart together. Partners can initial each other's books when they have read all the words.

6

DAY 2

Alphie's Words Chart
Day 1

Practice Spelling Alphie's Words

Display Alphie's word list from yesterday's lesson. Quickly read the words with the class.

Now you're going to see how many Alphie's Words you can spell. Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make two columns labeled "ee" and "ea."

Cover the chart paper with Alphie's words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

see	green	breeze	three
street	Neal	reach	real
each	leaf	teeth	feed
sea			

Have partners check each other's work. Then remove the chart paper so that they can check and correct their papers. The students will draw a line through words spelled incorrectly and rewrite them. Then they will circle those words.

Repeat the process for the row 2 words:

trees	seals	easy
-------	-------	------

Row 3 words will be discussed in the next section of the lesson.

Skill Study: Compound Words

The words in the final row are special. They're compound words. A compound word is one word that has two smaller words inside it.

Point to the word "seashells" on the chart paper. Cover "shells" with an index card or a piece of construction paper. **We know this word. This word is "sea."** Cover "sea" with the index card. **Let's see what the other word is.** Sound out the word: /sh...e...ll...s/—shells. **This word is "shells."** Remove the index card. **Now we will put the two words together: "seashells."**

Let's show that we can see the two smaller words in this compound word. We'll put a circle around each small word. Circle "sea" and "shells" on the chart paper. Have the students circle the words in their books.

Repeat the process described above with the next word on the list: "seaweed."

Let the students read the last two words on the list and circle the smaller words they see within the compound words. Then have partners check each other's work. Circle the words on the chart paper so the students can check and correct their papers.

The students can decide for themselves if they want to add Alphie's compound words to their lists. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Words" to show that these are challenging words.

Mean Monster's Words

Introduce Mean Monster's Words by writing them on a new piece of chart paper:

great bread we be

Point out why each word is a tricky word. (In "great," you only hear the "a" and not the "e"; in "bread," you hear the "e" and not the "a." "We" and "be" have the long e sound even though they have only one "e.")

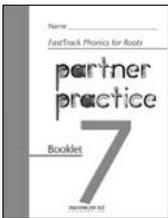
Teach the students the following rhymes for each word:

Great: Don't forget me, said the "e." Great.

Bread: Bread has an "a" and that's okay. Bread.

We: One "e" for "we" is all we need.

Be: One "e" for "be" is all we need.

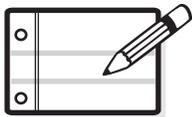


Partner Practice Booklet 7

Place the Monster card on the chart paper so the students know that these are Mean Monster's Words.

Have the students make a new heading on their papers called "Mean Monster's Words." All the students will write Mean Monster's Words, double-check the spelling, and circle each word.

Have the students open their Partner Practice Booklets to page 15 and find and circle Mean Monster's Words in the text.



Dictation

Now that we've practiced Alphie's Words and Mean Monster's Words, we're ready to use them in sentences.

Write the following sentence from Alphie's story on the board:

Wee feed brad to the seals by the see.

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share Strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions. Then have them write it in their notebooks.

We feed bread to seals by the sea.

Read the following sentence:

The breeze blew* a leaf on the tree.

Have the students repeat the sentence two or three times before they write it. After the students have written the sentence, they can compare it with a partner's. Write the sentence on the board by asking the class to spell each word as you write it. When the sentence is complete, make sure that all the students check their work.

Teacher Note—Remind the students that "blew" means the wind was blowing; it does not mean the color blue. Challenge them to recall how to spell "blue." Refer to the vowel grapheme card "Blue Glue" if necessary.

Think-Pair-Share →

My Spelling Words



Have the students turn to a new page in their spelling notebooks and write the heading “My Spelling Words.” The students will make a list of the words they have circled in today’s lesson. They can decide for themselves if they want to add the Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page “My Spelling Words.” Tell the students that every evening when they go home, they should turn to the page with the sticky flag and practice reading and writing the spelling words.

6

DAY 3

Partner Reading

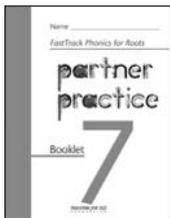
Have each student sit with a partner and open their Partner Practice Booklets to page 16. Partners will take turns reading Alpie’s new story a sentence at a time.

When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound?** (WGR)

What was the sound? (WGR) **Yes, Alpie wrote another story with lots of /ē/ words.**

Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (example: “hungry”). Draw a string around the tricky part of the word to remember how to read it. (You have to remember that the “y” makes the long e sound at the end of the word.)

h u n g r y



Partner Practice Booklet 7

Find Words with the Sound

Tell the students that Alpie has some new long e words that they need to find in the story.

Have partners take turns rereading Alpie’s story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long e words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long e sound in words, regardless of the spelling.



Finger Detective



Alphie's Story

Honey is **sweet** to **eat**. I **spread** it on **bread** for a **tasty treat**. I put it in **oatmeal**. It's **sweeter** than **candy**! Mom says, "Too much is not good for your **teeth**."

I was **reading** a book about **honey**. Did you know that **bees** make **honey** in a hive? Sometimes a **hungry bear** reaches its **heavy** paw into the hive to **steal** the **honey**! I bet that makes a **bee angry**!

We* have **honey** at home. When it's **eaten**, **we** won't **be*** looking for **bees**. **We** will buy more at the store. I'm **happy** **we** don't have to **keep bees** to get **honey**!

List Words on the Chart

When partners have completed the task say: **I think Alphie had trouble with these words because he found another way to spell the /ē/ sound. We talked about using "ee" and "ea" to spell that sound. Is there another way to spell that sound? (T-P-S)**

Yes, the /ē/ sound can be spelled with "_y." Let's make a new chart to help Alphie remember how to spell these words. We'll put "ee" words, "ea" words, and "_y" words on the chart.

Make a chart with three columns on a piece of chart paper. Label them "ee," "ea," and "_y." Then divide the chart paper into three rows. Your chart paper will look like this:

	ee	ea	_y
①			
②			
③			

The students have this chart in their Partner Practice Booklets. Have them label the columns "ee," "ea," and "_y."

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ē/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their books.

Think-Pair-Share →

Note: If the students identify “we,” “be,” and “heavy,” tell them to circle these words. They will learn about these words when they study Mean Monster’s Words.

As the students share long e words, you will write them on the chart paper as shown below.



Alphonse’s Words

	ee	ea	__y
①	sweet, teeth, keep, bee	eat, treat, steal	
②	sweeter, bees	reading, reaches, eaten	honey, tasty, hungry, happy, candy, angry, heavy
③		oatmeal	

Underline the base word and circle the ending for each of the row 2 words that use “ee” and “ea.” Have the students do the same thing in their Partner Practice Booklets.

Skill Study: Homonyms

I saw two words in this story that sound the same but are spelled differently and mean different things. The words are “be” and “bee.”

Write the words on the board.

“Be” with one “e” is a Mean Monster Word. I use this word a lot. I use it when I say, “Be quiet” or “Be good.”

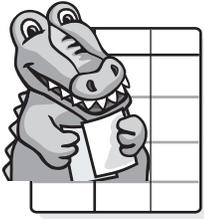
“Bee” with two “ees” (point to the word) is the word for the little insect that buzzes around and makes honey. I’m going to draw a little picture of a bee beside the word “bee” on the chart paper. That way, I’ll remember how to spell these words. Draw a bee beside the word. Have the students do the same in their Partner Practice Booklets.

Place the Alphonse card on top of the chart paper. **These are Alphonse’s spelling words. Alphonse’s spelling words have the long e sound spelled with “ee,” “ea,” or “__y.”**

Have partners take turns reading words on the chart together. Partners can initial each other’s books when they have read all the words.

6

DAY 4

Alphie's Words Chart
Day 3

Practice Spelling Alphie's Words

Display the list of Alphie's Words from yesterday's lesson. Quickly read the words with the class.

Now you're going to see how many of Alphie's Words you can spell. Have the students turn to a new page in their spelling notebooks. They should write the heading "Alphie's Words" at the top of the page, and then make three columns labeled "ee," "ea," and "___y" across the top of their papers.

Cover the chart paper with Alphie's Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

sweet	teeth	keep	bee
eat	treat	steal	

When the students are finished, have partners check each other's work. Then remove the chart paper so that they can check and correct their papers.

Repeat the process for row 2 words:

bees	sweeter	reading	reaches
eaten	honey	tasty	candy
hungry	angry	happy	heavy

Tell the students that the word in the final row is Alphie's Big Word. The students can decide for themselves if they want to try spelling the big word. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Word." Repeat the spelling process described above for the row 3 word:

oatmeal

Point to the word "oatmeal" and read it. **I can see two small words inside this word. This is called a compound words. Can you circle the two small words inside of "oatmeal?" Circle "oat" and "meal" on the chart paper so the students can check their work.**

Mean Monster's Words

Present Mean Monster's Words by writing them on the "Mean Monster's Words" chart paper from Day 2. Point out why each word is a tricky word. (Each word has an "ea" in the middle of it, but you only hear the letter "e.") Remind the students that "heavy" is both an Alphie word and a Mean Monster's Word. Challenge the students to explain why this is so.

Teach the students the following rhymes for each word:

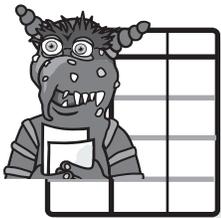
Bear: Bear has an "a" and that's okay!

Spread: Spread has an "a" and that's okay!

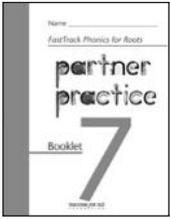
Bread: Bread has an "a" and that's okay!

Heavy: Heavy has an "a" and that's okay!

Review the rhymes for the words "we" and "be." Have the students make a new heading on their papers called "Mean Monster's Words." Have them write the Monster Words on their papers, double-check the spelling, and circle each word.



Mean Monster's Words Chart



Partner Practice Booklet 7



Think-Pair-Share

Have the students open their Partner Practice Booklets to page 16 and find and circle Mean Monster's Words in the text. Have the students circle Mean Monster's Words they learned in the previous lesson: "we," "be."

Dictation

Now that we've practiced **Alphie's Words** and **Mean Monster's Words**, we're ready to use them in sentences.

Write the following sentence from Alphie's story on the board:

Let's eet a sweet treat!

Read the sentence aloud with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share Strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions, then have the students write it in their notebooks:

Let's eat a sweet treat!

Read the following sentence:

A bear can steal honey.

Have the students repeat the sentence two or three times and then write it in their notebooks. Partners can compare sentences. Have the class spell each word as you write it on the board. Make sure that the students check their work.



My Spelling Words

The students will take all the words they circled in today's lesson and copy them onto the page titled "My Spelling Words" from Day 2. (They should find it easily since it's identified with a sticky flag.) The students can decide for themselves if they want to add Alphie's Big Words to their list.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

6

DAY 5

Word Games

Transformer

The students will play two rounds of the Transformer game. They will use one sheet of paper each for words with "ee" and "ea." The students will also need a piece of paper to play a different game for words with "_y."

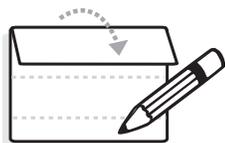
Have each student sit with a partner and take out a blank sheet of paper. Tell the students that they will start by transforming words that use the "ee" spelling pattern.

Begin with the word "tree" and use the following sequence:

tree

see

seen



After you have demonstrated the game to the students, let them continue on their own. If the students need more guided practice with the game, continue as a group with the following sequence:

seed **feed** **feel**

When partners have used all of their papers, have them unfold the papers and read the words together.

Have the students play one more round of the game with a new letter group. Use the first few words of the following word sequence to get the students started. Or, use the sequence to play the game as a group.

ea: bean, lean, leap, leak, bead, read, real, beak

Tell the students that they will work with words that use the “y” to make the long e sound in a different way. Write each of the words on the board and have the students write them on their papers.

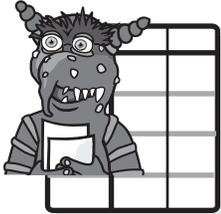
silly **happy** **puppy** **funny**
rainy **angry** **heavy** **goofy**

Have partners read the words together. **I noticed something about the words that use “y” at the end. They all have two syllables.** Read the list of words again, and clap each syllable in the word as you say it. Have the students join you. **Words with two syllables that have the /ē/ sound at the end are usually spelled with “y.”**

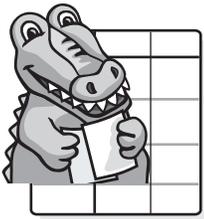
Remind the students to take their word lists home and study them by reading them to family members. Encourage the students to try making their own lists at home and bringing them to class. Be sure to display any word lists that the students bring from home.

6

DAY 6



Mean Monster's Words Chart



Alphie's Words Chart

Assessment

Display the “Alphie’s Words” chart papers from Days 1 and 3. Display the “Mean Monster’s Words” chart paper. Read each of the words on the chart papers with the students.

After you have read all the words with the class, turn the chart papers around so that the students can’t see them.

Have the students take out a new sheet of paper. Desks should be clear. Make sure that the students have plenty of space between them (if possible) and remind them that this is a time for them to work individually.

Tell the students to number their papers from 1 to 10. Choose five words from each set below. When you choose a word, say it, use it in a sentence, and then say it again. When the students have written the word, go on to the next word. Continue until the students have written ten words.

Alphie’s Words

- Have students number their papers from **1 to 10**.
- Choose five words from **each** set.

Set 1

see	green	feed
teeth	three	street
breeze	sea	Neal
real	leaf	reach
each	steal	eat
treat	bee	sweet
keep		

Set 2

trees	seals
reading	honey
eaten	tasty
angry	candy
bees	hungry
sweeter	happy
reaches	easy
heavy	

Teacher Note—As you read each word to the students, be sure to write it on your own personal list. Use this list for grading the students’ papers later in the lesson.

Tell the students that they will now try spelling Mean Monster’s Words. Have them number their papers from 1 to 3.

Read each Mean Monster Word, use it in a sentence, and then say it again. When the students have written the word, go on to the next one.

Mean Monster's Words

- Have students number their papers from **1** to **3**.
- Choose any three words.

great	bread	we
heavy	spread	be

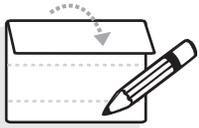
Tell the students that they can try spelling Alphie's Big Words if they want to. Choose any three of the following words:

Alphie's Big Words

- Have students number their papers from **1** to **3**.
- Choose any three words.

seashells	seaweed	seagulls
peanuts	oatmeal	nearby

Transformer



Collect the papers. Have partners sit together and play a round or two of the Transformer game. Partners can choose their own long e words to begin the game.

While the students work together, quickly grade the papers and circle words spelled incorrectly. Have the students take the test home and practice Trace, Copy, Remember with words they missed. Students will bring both papers back tomorrow.

Have the students remove the sticky flag from the "My Spelling Words" page and place it on the inside front cover of their spelling notebooks. Place a check on each student's sticky flag to show that he or she has mastered the spelling words for this lesson.



Comparing Long i Letter Groups

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 17. Partners will take turns reading Alphie's new story a sentence at a time.

When partners have finished reading ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

Ask different partnerships to share a difficult word that they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (example: "shining"). Draw a string around the tricky part of the word to remember how to read it. (The first "i" has the long vowel sound.) Try sounding out the "i" with the short vowel sound to demonstrate how to self-edit while reading.

s h i n i n g



Finger Detective

Find Words with the Sound

Tell the students that they are going to look for all the words with the long i sound in Alphie's story. Partners will take turns rereading Alphie's story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long i words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long i sound in words, regardless of the spelling.



Alphonse's Story

I* hope the big full moon is shining high and bright tonight.
I want to camp out back with Mike. **I** asked Mom if we could.

She said, "Yes, that would be nice! Take your flashlight. Don't stay up all night."

We will sleep in a tent outside! **I** will put it beside my slide.
 We might play hide-and-seek. We will shine the light in my sister's window. It will give her a fright!

List Words on the Chart

When partners have completed the task, ask them to identify the different ways they saw the long i sound spelled ("igh" and "i_e"). Tell the students that you will make a chart for Alphonse that shows the different spellings.

Make a chart with two columns on a piece of chart paper. Label one column "igh" and the other "i_e." Then divide the chart paper into three rows. Your chart paper will look like this:

	igh	i_e
①		
②		
③		

The students have this chart in their Partner Practice Booklets. Have them label the columns "igh" and "i_e."

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ī/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their books.

Note—Many students will identify the word "I." Tell the students to circle this word because it is Mean Monster's Word; it uses a different spelling for the long i sound.

As the students share long i words, you will write them on the chart paper as shown below.



Alphie's Words

	igh	i_e
①	high, bright, night, might, light, fright	Mike, nice, shine, slide, hide
②		shining
③	tonight, flashlight	outside, beside

Underline the base word and circle the ending for the row 2 word. Have the students do the same in their Partner Practice Booklets. Remind them that the base word isn't "shin," it's "shine." The "e" was dropped when the ending "ing" was added. Write the word "shine" on the chart paper beside "shining." Have the students do the same in their Partner Practice Booklets.

Skill Focus: Compound Words

Point out to the students that all the words in row 3 are compound words. Have partners work together to circle the two small words contained in each compound word. When partners are finished, have them check each other's work. Then circle the individual words on Alphie's chart paper so the students can check and correct their papers.

Skill Focus: Adding a Suffix to Silent "e"

Let's talk some more about words that lose the letter "e" when you add "ing." Look at the words on the bottom of the page in your Partner Practice Booklets. You need to add "ing" to the end of each word.

Whole Group Response →

Point to the word "hike" and read it. **I want to change the word "hike" to "hiking." What should I do first? (WGR) That's right. I should take away the "e" before I add "ing."** Write the word "hike" on the board, erase the "e," and add "ing." Read the word with the students. Have them write the new word in their Partner Practice Booklets.

Now I want to see if you and your partner can change the rest of the words. Remember to take away the "e" before you add "ing." Then read the words with your partner.

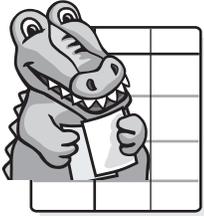
When partners are finished, have them check each other's work. Then show them how their words should look by writing them on the board. The students will check and correct their papers. Read the words with the students.

Place the Alphie card on top of the chart paper. **These are Alphie's spelling words. Alphie's spelling words have the /ī/ sound spelled with "igh" or "i_e."**

Have partners take turns reading words on the chart together. Partners can initial each other's books when they have read all the words.

7

DAY 2

Alphie's Words Chart
Day 1

Practice Spelling Alphie's Words

Display Alphie's word list from yesterday's lesson. Quickly read the words with the class.

Now you're going to see how many of Alphie's words you can spell. Have the students turn to a new page in their spelling notebooks. They should write the heading "Alphie's Words" at the top of the page, and then make two columns labeled "igh" and "i__e."

Cover the chart paper with Alphie's Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

high	bright	night	might
light	fright	Mike	nice
shine	slide	hide	

When the students are finished, have partners check each other's work. Then remove the chart paper so that they can check and correct their papers.

Repeat the process for the row 2 word "**shining**."

Tell the students that the row 3 words are Alphie's Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Words." Repeat the spelling process described above for the row 3 words.

tonight	flashlight	outside	beside
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Mean Monster's Words

Introduce the Mean Monster Word by writing it on a new piece of chart paper: I. Point out why it is a tricky word. (It only uses one letter to make the long i sound.)

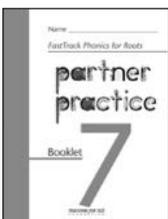
Teach the students the following rhyme for the word:

I: I can spell "I" with one big "I." I

Place the Monster card on the chart paper so the students know that this is Mean Monster's Word.

Have the students make a new heading on their papers called "Mean Monster's Words." All the students will write the Mean Monster Word, double-check the spelling, and circle it.

Have the students open their Partner Practice Booklets to page 17 and find and circle the Mean Monster's Word in the text.



Partner Practice Booklet 7

Dictation

Now that we've practiced Alphie's Words, we're ready to use them in sentences.

Write the following sentence from Alphie's story on the board:

I will shin the lite.



Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions, then have the students write it in their notebooks.

I will shine the light.

Read the following sentence:

The moon is nice and bright.

Have the students repeat the sentence two or three times before they write it. After the students have written the sentence, they can compare it with a partner's. Write the sentence on the board by asking the class to spell each word as you write it. When the sentence is complete, make sure that all the students check their work.



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading "My Spelling Words." The students will list the words they have circled on their papers. They can decide for themselves if they want to add Alphonse's Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page "My Spelling Words." Tell them that every evening when they go home, they should turn to the page with the sticky flag and practice reading and writing the spelling words.

7

DAY 3



Finger Detective

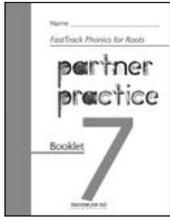
Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 18. Partners will take turns reading Alphonse's new story a sentence at a time.

When partners have finished reading ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alphonse wrote another story with lots of /i/ words.**

Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students don't have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (example: "twice"). Draw a string around the tricky part of the word to remember how to read it. (The letter "c" makes the /s/ sound.)

t w i c e



Partner Practice Booklet 7

Find Words with the Sound

Tell the students that Alphie has some new long i words that they need to find in the story.

Have partners take turns rereading Alphie's story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long i words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long i sound in words, regardless of the spelling.



Alphie's Story

My friends and **(I)** like to ride our bikes. When the sun is shining and the wind is blowing, we like to fly kites. My kite always flies the highest. It flies above the pines until it is out of sight.

My brother is too small to fly a kite. **(I)** am twice his size. **(I)** try to show him how to run with a kite to make it fly. He tries, but then he cries. Mom will dry his **(eyes)** and give him some pie. Later, she might stop by the store and **(buy)** a small kite just for him.

Think-Pair-Share →

List Words on the Chart

When the students have completed the task say: **I think Alphie had trouble with these words because he found some more ways to spell the /ī/ sound. We talked about using "igh" and "i_e" to spell that sound. Is there another way to spell that sound? (T-P-S)**

Yes, the /ī/ sound can be spelled with "ie" and "_y." Let's make a new chart to help Alphie remember how to spell these words. We'll put "igh" words, "i_e" words, "ie" words, and "_y" words on the chart.

Make a chart with four columns on a piece of chart paper. Label them "igh," "i_e," "ie," and "_y." Then divide the chart paper into two rows. Your chart paper will look like this:

	igh	i_e	ie	_y
①				
②				

The students have this chart in their Partner Practice Booklets. Have them label the columns “igh,” “i_e,” “ie,” and “_y.”

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /i/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their books.

Note—If the students identify “buy” and “eyes,” tell them to circle these words. They will learn about these words when they study Mean Monster’s Words.

As the students share long i words, you will write them on the chart paper. Write the words on the chart paper as shown below.

Alphie’s Words



	igh	i_e	ie	_y
①	sight, might	like, ride, kite, twice, size	pie	my, fly, try, dry, by
②	highest	bikes, kites, pines, shining	flies, tries, cries	

Underline the base words and circle the endings for row 2 words spelled with “igh” and “i_e.” (Remind the students that the base word in “shining” is “shine.” Have the students write “shine” underneath the word “shining” to remind them that the “e” was dropped before adding “ing.”)

When you get to the words “flies,” “tries,” and “cries,” tell the students that these words will be a little different. **The ending in each of these words is “es.”** Circle the “es” in each word. **But something has happened to the base words.** Point to the word “flies.” **If “es” is the ending, then “fli” must be the base word. Hmmm. You don’t spell “fli” f-l-i. You spell it f-l-y.** Write the word “fly” in parentheses beside the word “flies” on the chart paper. **Can you guess what happened to the “y?”** (T-P-S) **The “y” was changed to an “i.” Then the ending was added.**

Think-Pair-Share →

Repeat this process for the words:

tries cries

Skill Focus: Changing “y” to “i”

Let’s find out more about words that end in “y.” Write the word “cry” on the chalkboard. Read the word with the students and use it in a sentence. (Example: “I cry when I am sad.”)

Sometimes the word “cry” changes. For example, I say I cry, but I would say my sister cries. Cries.

If I want to change “cry” to “cries,” the first thing I do is take away the “y” and change it to an “i.” Erase the letter “y” and put an “i” in its place. Then I add the ending “es.” Add “es” to the word. Now I have the word “cries.”

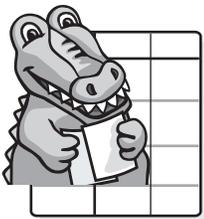
Have the students look at the word list at the bottom of the page in their Partner Practice Booklets. Have them add the ending to each word and write the new word on the line. When they are finished, write the answers on the board so that they can check their work.

Have partners take turns reading words on their charts together. Partners can initial each other’s books when they have read all the words.

Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ī/ sound spelled with “igh,” “i_e,” “ie,” or “_y.”**

7

DAY 4



Alphie’s Words List
Day 3

Practice Spelling Alphie’s Words

Display Alphie’s word list from yesterday’s lesson. Quickly read the words with the class.

Now you’re going to see how many of Alphie’s words you can spell. Have the students turn to a new page in their spelling notebooks. They should write the heading “Alphie’s Words” at the top of the page, and then make four columns labeled “igh,” “i_e,” “ie,” and “_y” across the top of their papers.

Cover the chart paper with Alphie’s Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

sight	by	like	ride
kite	twice	size	pie
my	fly	try	dry
might			

When the students are finished, have partners check each other’s work. Then remove the chart paper so that they can check and correct their papers.

Repeat the process for the row 2 words:

highest	bikes	kites	tries
pin	shining	flies	cries

Review the rules for adding endings to words ending with “e” or “y” if necessary.



Mean Monster’s Words Chart

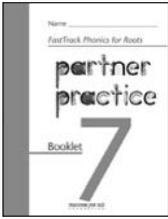
Mean Monster’s Words

Present Mean Monster’s Words by writing them on the “Mean Monster’s Words” chart paper from Day 2. Point out why each word is a tricky word. (The word “eyes” has a very unexpected spelling; “buy” has the letter “u” but it isn’t pronounced.)

Teach the students the following rhymes for each word:

Eyes: I need an “e-y-e” so I can see. Add an “s”—that’s eyes. Eyes.

Buy: Buy with a “u” means something new! Buy.



Partner Practice Booklet 7

Have the students make a new heading on their papers called “Mean Monster’s Words.” Have all the students write the Mean Monster’s Words, double-check the spelling, and circle each word.

Have the students open their Partner Practice Booklets to page 18 and find and circle the Mean Monster’s Words in the text.

Skill Focus: Homonyms

Point out the homonyms “by” and “buy” in the text. Write both words on the board. Explain the difference between the two words. (“By” usually means near something; for example, “I walked by the school.” “Buy” means to pay for something with money.)

Have the students write the word “buy” in their Partner Practice Booklets and draw a dollar sign or a picture of a dollar bill beside it. This will remind them that “b-u-y” means to use money to get something.

Dictation

Now that we’ve practiced Alphie’s Words and Mean Monster’s Words, we’re ready to use them in sentences.

Write the following sentence from Alphie’s story on the board:

I can flie a kit.

Read the sentence aloud with the class. Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students’ suggestions. Then have the students write it in their notebooks:

I can fly a kite.

Read the following sentence:

I might ride by the store.

Have the students repeat the sentence two or three times, and then write it in their notebooks. Partners can compare sentences. Have the class spell each word as you write it on the board. Make sure the students check their work.

My Spelling Words

The students will take all the words they circled in today’s lesson and copy them onto the page titled “My Spelling Words” from Day 2. (They should find it easily since it is marked with a sticky flag.) The students can decide for themselves if they want to add Alphie’s Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.



Think-Pair-Share



7

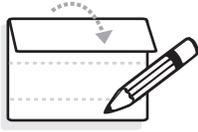
DAY 5

Word Games

Transformer

Have the students play four rounds of the Transformer game with a partner. They will use one sheet of paper each for words with “igh,” “i_e,” “ie,” and “_y.”

Use the first few words from the following word sequences to get the students started. Or, use the entire sequence to play the game as a group.



igh: sight, right, light, might, night, fight, tight

i_e: time, tide, ride, side, hide, bike, like

ie: pie, die, tie, lie

_y: try, cry, fry, fly, sly, sky, shy

Remind the students to take their word lists home and study them by reading them to family members. Encourage the students to try making their own lists at home and bringing them to class. Be sure to display any word lists that the students bring from home.

7

DAY 6

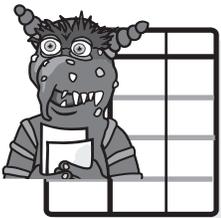
Assessment

Display the “Alphie’s Words” chart papers from Days 1 and 3. Display the “Mean Monster’s Words” chart paper. Read each of the words on the chart papers with the students.

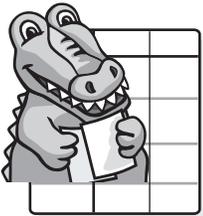
After you have read all the words with the class, turn the chart papers around so that the students can’t see them.

Have the students take out a new sheet of paper. Desks should be clear. Make sure that the students have plenty of space between them (if possible), and remind them that this is a time for them to work individually.

Tell the students to number their papers from 1 to 10. Choose five words from each set below. When you choose a word, say it, use it in a sentence, and then say it again. When the students have written the word, go on to the next word. Continue until the students have written ten words.



Mean Monster’s Words Chart



Alphie’s Words Chart

Alphie's Words

- Have the students number their papers from **1** to **10**.
- Choose five words from **each** set.

Set 1

high	bright	night
might	light	Mike
nice	slide	hide
shine	sight	kite
like	ride	pie
twice	size	dry
fly	try	fright
by	my	

Set 2

shining
highest
pin
cries
bikes
kites
flies
tries

Teacher Note—As you read each word to the students, be sure to write it on your own personal list. Use this list for grading the students' papers later in the lesson.

Tell the students that they will now try spelling the Mean Monster's Words. Have the students number their papers from 1 to 2.

Read each Mean Monster Word, use it in a sentence, and then say it again. When the students have written the word, go on to the next one.

Mean Monster's Words

- Have the students number their papers from **1** to **2**.

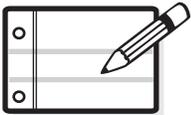
eyes by I

Tell the students that they can try spelling Alphie's Big Words if they want to. Choose any two of the following words:

Alphie's Big Words

- Have the students number their papers from **1** to **2**.
- Choose any two words.

tonight	flashlight
outside	beside



Transformer

Collect the papers. Have partners sit together and play the Transformer game. Partners can choose their own long i words to begin the game.

While the students work together, quickly grade the papers and circle words spelled incorrectly. Have the students take the test home and practice Trace, Copy, Remember with words they missed. The students will bring both papers back tomorrow.

Have the students remove the sticky flag from the “My Spelling Words” page and place it on the inside front cover of their spelling notebooks. Place a check on each student's sticky flag to show that he or she has mastered the spelling words for this lesson.



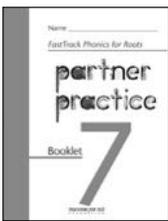
Comparing Long o Letter Groups

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 19. Partners will take turns reading Alphie's new story a sentence at a time.

When partners have finished reading ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

Whole Group Response →



Partner Practice Booklet 7

Ask different partnerships to share a difficult word that they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (example: "know"). Draw a string around the tricky part of the word to remember how to read it. (The letter "k" is silent.)

k n o w

Find Words with the Sound

Tell the students that they are going to look for all the words with the long o sound in Alphie's story. Partners will take turns rereading Alphie's story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long o words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long o sound in words, regardless of the spelling.



Finger Detective



Alphie's Story

My sister **Joan** and I have a **boat**. Dad **showed** us **how** to **row** it. He gave each of us an **oar**. He said, "Put the **oar** in the water and **row**. It makes the **boat go**!"*

We **rowed**, but we were very **slow**. **Joan** said, "I **know**! We must be strong to **row** fast! We need to eat **oatmeal** and **toast** every day. Then we will **grow**!"

We got strong and **rowed** faster. One day, we had a race with Dad. Dad's **boat floated** by us. Then he lost his **oar**! He yelled, "**Joan**! You and your sister need to **tow** my **boat** back to the **coast**!"

We tied Dad's **boat** to ours. We **towed** him back. He said, "Way to **go**! You can really **row**!"

List Words on the Chart

When partners have completed the task, ask them to identify the different ways they saw the long o sound spelled ("ow" and "oa"). Tell the students that you will make a chart for Alphie that shows the different spellings.

Make a chart with two columns on a piece of chart paper. Label one column "ow" and the other column "oa." Then divide the chart into three rows. Your chart paper will look like this:

	ow	oa
①		
②		
③		

The students have this chart in their Partner Practice Booklets. Have them label the columns "ow" and "oa."

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ō/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their books.

Note—Many students will identify the word "go." Tell the students to circle this word because it is a Mean Monster Word; it uses a different spelling for the long o sound.

As the students share long o words, you will write them on the chart paper as shown below.



Alphie's Words

	ow	oa
①	row, tow, slow, grow, know	Joan, boat, toast, coast
②	showed, rowed, towed	floated
③		oatmeal

Identify the base words and endings for the row 2 words. Underline the base words and circle the endings. Have the students do the same thing in their Partner Practice Booklets.

If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. Example: When the long o sound is the last sound in a word, it is usually (but not always) spelled with “ow,” as in “row,” “slow,” “blow,” and “know.”

Place the Alphie card on top of the chart paper. **These are Alphie's spelling words. Alphie's spelling words have the /ō/ sound spelled with “ow” or “oa.”**

Have partners take turns reading words on the chart together. Partners can initial each other's books when they have read all the words.

8

DAY 2

Practice Spelling Alphie's Words

Display Alphie's word list from yesterday's lesson. Quickly read the words with the class.

Now you're going to see how many of Alphie's words you can spell. Have the students turn to a new page in their spelling notebooks. The students should write the heading “Alphie's Words” at the top of the page, and then make two columns labeled “ow” and “oa.”

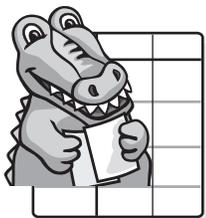
Cover the chart paper with Alphie's Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

row	tow	slow	grow	know
Joan	boat	toast	coast	

When the students are finished, have partners check each other's work. Then remove the chart paper so that they can check and correct their papers.

Repeat the process for the row 2 words

showed	rowed	towed	floated
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Alphie's Words List
Day 1

Tell the students that the words in the final row are Alphie’s Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called “Alphie’s Big Words.” Repeat the spelling process described above for the row 3 word “oatmeal.”

Mean Monster’s Words



Introduce Mean Monster’s Words by writing them on a new piece of chart paper: “oar,” “go.” Point out why each word is tricky. (You don’t hear the “a” in “oar”; “go” has only one “o” to make the long o sound.)

Teach the students the following rhymes for each word:

Oar: You don’t hear the “a” in oar any more. Oar.

Go: Go! Go! Go! One “o” don’t you know?” Go.

Introduce the word “how” by writing it on the chart paper. **This word is “how.” It’s a little tricky because most of the words we’re reading today use the letters “ow” to make the /ō/ sound. But we know that “ow” sometimes makes the /ow/ sound, as in “brown cow.”** (Point to the vowel grapheme card “Brown Cow.”) **We’ll add this word to our list just as a reminder that the letters “ow” will try to trick us sometimes.**

Place the Monster card on the chart paper so that the students know that these are Mean Monster’s Words.

Have the students make a new heading on their papers called “Mean Monster’s Words.” Have all the students write the monster words, double-check the spelling, and circle each one.

Have the students open their Partner Practice Booklets to page 19 and find and circle the Mean Monster’s Words in the text.

Dictation

Now that we’ve practiced Alphie’s Words and Mean Monster’s Words, we’re ready to use them in sentences.

Write the following sentence from Alphie’s story on the board:

I need an oar to ro the bowt.

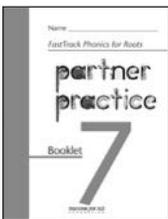
Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students’ suggestions. Then have the students write it in their notebooks:

I need an oar to row the boat.

Read the following sentence:

Eat oatmeal and toast to grow.

Have the students repeat the sentence two or three times before they write it. After the students have written the sentence, they can compare it with a partner’s. Write the sentence on the board by asking the class to spell each word for you as you write it. When the sentence is complete, make sure that all the students check their work.



Partner Practice Booklet 7



My Spelling Words



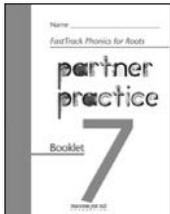
Have the students turn to a new page in their spelling notebooks and write the heading “My Spelling Words.” The students will list the words they have circled in today’s lesson on their papers. They can decide for themselves if they want to add Alphonse’s Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page “My Spelling Words.” Tell them that every evening when they go home, they should turn to the page with the sticky flag and practice reading and writing the spelling words.

8

DAY 3



Partner Practice Booklet 7

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 20. Partners will take turns reading Alphonse’s new story a sentence at a time.

When partners have finished reading ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alphonse wrote another story with lots of /ō/ words.**

Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it, using the Finger Detective (example: “alone”). Draw a string around the tricky part of the word to remember how to read it. (The initial “a” doesn’t make the short or long sound. It makes an “uh” sound.)

a l o n e

Find Words with the Sound

Tell the students that Alphonse has some new long o words that they need to find in the story.

Have partners take turns rereading Alphonse’s story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long o words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long o sound in words, regardless of the spelling.



Finger Detective



Alphie's Story

Last night my parents went to see a show. My brother Joe and I didn't (go)*. We stayed home to take care of our new foal. She was all alone. We walked in the snow to the barn. We fed her (some) oats.

Then the foal fell on some wood. She moaned! I hoped she didn't break any bones! Joe put the wood by the hoe. He said, "I know! We need to help her on her toes."

"Horses have hooves, not toes," I groaned.

The foal was fine. We gave her a bowl of water. We stayed with her (so)* that she wouldn't be alone.

List Words on the Chart

When the students have completed the task say: **I think Alphie had trouble with these words because he found another way to spell the /ō/ sound. We talked about using "ow" and "oa" to spell that sound. Is there another way to spell that sound? (T-P-S)**

Yes, the /ō/ sound can be spelled with "oe" and "o_e." Let's make a new chart to help Alphie remember how to spell these words. We'll put "ow" words, "oa" words, "oe" words, and "o_e" words on the chart.

Make a chart with four columns on a piece of chart paper. Label them "ow," "oa," "oe," and "o_e." Then divide the chart paper into two rows. Your chart paper will look like this:

	ow	oa	oe	o_e
①				
②				

The students have this chart in their Partner Practice Booklets. Have them label the columns "ow," "oa," "oe," and "o_e."

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any long o words in that sentence?** Call on a partnership to share their answer. (Remind the students to check their papers to see if they have identified and circled the word in their books.)

Note—If the students identify the words "go" or "so," tell them to circle them; they are Mean Monster's Words.

Think-Pair-Share →

As the students share long o words, you will write them on the chart paper. Write the words on the chart paper as shown below.



Alphie's Words

	ow	oa	oe	o_e
①	show, know, bowl, snow	foal	Joe, hoe	home
②		oats, moaned, groaned	toes	hoped, bones, alone

Think-Pair-Share →

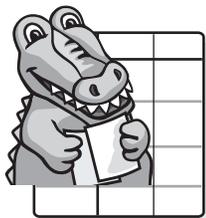
Underline the base words and circle the endings for all row 2 words except “alone.” Have the students do the same thing in their Partner Practice Booklets. (When you get to the word “hoped,” circle the ending “ed.” Point out that the base word is not “hop.” The base word is “hope,” h-o-p-e. Ask the students what happened to the extra “e.” (T-P-S) Write the base word “hope” underneath the word. Have the students do the same in their Partner Practice Booklets.

Place the Alphie cutout on top of the chart paper. **These are Alphie's spelling words. Alphie's spelling words have the /ō/ sound spelled with “ow,” “oa,” “oe,” and “o_e.”**

Have partners take turns reading words on the chart together. Partners can initial each other's books when they have read all the words.

8

DAY 4



Alphie's Words Chart
Day 3

Practice Spelling Alphie's Words

Display Alphie's word list from yesterday's lesson. Quickly read the words with the class.

Now you're going to see how many Alphie's Words you can spell. Have the students turn to a new page in their spelling notebooks. The students should write the heading “Alphie's Words” at the top of the page, and then make four columns labeled “ow,” “oa,” “oe,” and “o_e” across the top of their papers.

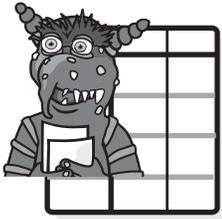
Cover the chart paper with Alphie's Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

show know bowl foal
snow home Joe hoe

When the students are finished, have partners check each other's work. Then remove the chart paper so that they can check and correct their papers.

Repeat the process for the row 2 words:

moaned groaned hoped bones
toes alone oats



Mean Monster's Words Chart

Mean Monster's Words

Present the Mean Monster's Words by writing them on the "Mean Monster's Words" chart paper from Day 2. Point out why each word is a tricky word. ("So" and "go" don't use a common spelling for the long o sound. "Some" has a long o spelling pattern, but it doesn't have the long o sound.)

Teach the students the following rhymes for each word:

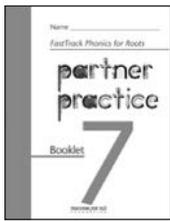
Go: I know, I know, go has one "o." "Go."

So: I know, I know, so has one "o." So.

Some: So and me say some. Some.

Have the students make a new heading on their papers called "Mean Monster's Words." All the students will write the Monster Word, double-check the spelling, and circle each word.

Have the students open their Partner Practice Booklets to page 18 and find and circle Mean Monster's Words in the text.



Partner Practice Booklet 7

Dictation

Now that we've practiced Alphie's Words and Mean Monster's Words, we're ready to use them in sentences.

Write the following sentence from Alphie on the board:

Jo put the how in the snoa.

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions. Then have the students write it in their notebooks.

Joe put the hoe in the snow.

Read the following sentence:

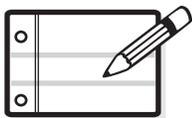
Give the foal a bowl of oats.

Have the students repeat it two or three times, and then write it in their notebooks. Partners can compare sentences. Have the class spell each word as you write it on the board. Make sure that the students check their work.

My Spelling Words

The students will take all the words they circled in today's lesson and copy them onto the page titled "My Spelling Words" from Day 2. (They should find it easily since it is marked with a sticky flag.) The students can decide for themselves if they want to add Alphie's Big Words to their lists.

Ask some students to share the words that they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.



Think-Pair-Share →



Variations on the Transformer Game

Teacher Note—There are two variations on the Transformer game, which will be introduced in tomorrow’s lesson, that will keep this activity fun and interesting for the students.

The variations are: Slide-A-Word and Letter Lotto

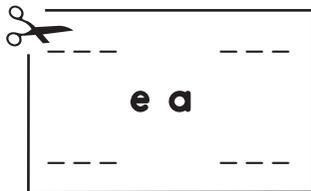


Fig. 1 & 2

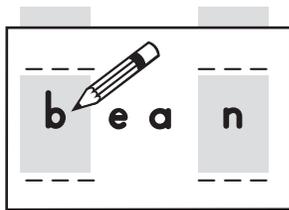


Fig. 3

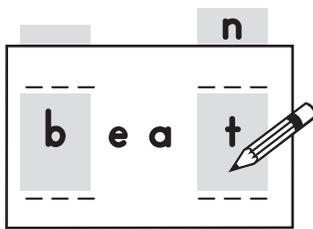


Fig. 4

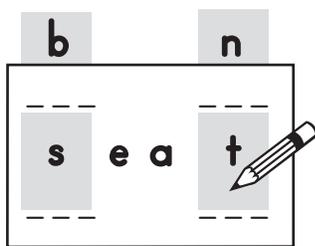


Fig. 5

Slide-A-Word

Give each student a note card. In the middle of the note card, the students will write the letter group. Example: “ea” (Fig. 1)

On each side of the letter group, have the students make two horizontal cuts in the paper. (Fig. 2)

Give each student two strips of paper to thread through the cuts.

The students will write a letter on each paper strip to make a word. For example, by writing a “b” on the first letter strip and an “n” on the second strip, the students make the word “bean.” (Fig. 3)

bean

Have the students slide one strip up so that there is blank space. The students will write another letter on the strip to make a new word. (Fig. 4)

beat

Have the students slide the other strip up so that there is blank space. The students will write another letter on the strip to make a new word. (Fig. 5)

seat

Have the students continue to alternate sliding strips up to write a new letter and make a new word.

When the students are finished, they can have fun experimenting with the letter strips. They can try moving them in different positions to see if they can make other words.

Variations on the Transformer Game continued

b	ea	l
d	ea	t
s	ea	ch
n	ea	d
h	ea	n

Figs. 1 & 2

Letter Lotto

Have the students take a piece of paper and write a letter group five times in a row. (Fig. 1)

Write a letter sequence on the left-hand side of the board. Have the students copy it onto the left-hand side of their papers. (Fig. 2)

Example: **b, d, s, n, h.**

Write a letter sequence on the right-hand side of the board. Have the students copy it onto the right-hand side of their papers. (Fig. 2)

Example: **l, t, ch, d, n.**

The students' papers should look like Figs. 1 and 2.

b	beach	l
d	neat	t
s	seat	ch
n	heat	d
h	deal	n

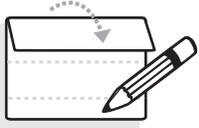
Fig. 3

The students may choose any letter from the left-hand side of the paper to write in front of the first letter group, and any letter from the right-hand side of the paper to write at the end of the first letter group to make a word. In this example, a student took the “b” from the left-hand column and the “ch” from the right-hand column to make the word “beach.”

Challenge the students to continue making as many words as they can. (Fig. 3) Have partnerships share their answers to see if they created any words that no one else did.

8

DAY 5



Day 5 Word Games

Transformer

Have the students play two rounds of the Transformer game. They will use one sheet of paper each for words with “ow” and “oe.”

Use the first few words from the following word sequences to get the students started. Or, use the entire sequence to play the game as a group.

ow: slow, blow, flow, glow, grow, throw, know, snow

oe: doe, foe, hoe, Joe, toe

Letter Lotto

Have the students play Letter Lotto with the grapheme “oa.” The students will write the letters “oa” five times on a sheet of paper. (Fig. 1)

Write the following letters on the board for the students to copy onto their papers (Fig. 2):

Left column: **r, g, c, f, s**

Right column: **t, l, d, p, m**

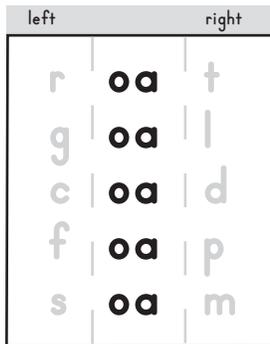


Fig. 1

Slide-A-Word

Have the students play Slide-A-Word with the grapheme “o__e.” Give each student a note card and have him or her write o__e in the middle of it. They should make two cuts in the note card so that they can insert strips of paper in front of the “o” and between the letters “o” and “e.” (Fig. 2)

Have partners make as many words as they can by writing new letters on the letter strips.

Remind the students to take their word lists home and study them by reading them to family members. Encourage the students to try making their own lists at home and bringing them to class. Be sure to display any word lists that the students bring from home.

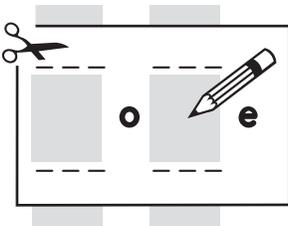
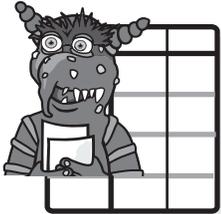


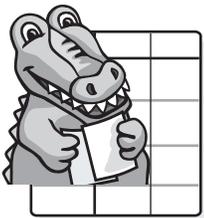
Fig. 2

8

DAY 6



Mean Monster's Words Chart



Alphie's Words Chart

Assessment

Display the “Alphie’s Words” chart papers from Days 1 and 3. Display the “Mean Monster’s Words” chart paper. Read each of the words on the chart papers with the students.

After you have read all the words with the class, turn the chart papers around so that the students can’t see them.

Have the students take out a new sheet of paper. Desks should be clear. Make sure the students have plenty of space between them (if possible), and remind them that this is a time for them to work individually.

Tell the students to number their papers from 1 to 10. Choose five words from each set below. When you choose a word, say it, use it in a sentence, and then say it again.

When the students have written the word, go on to the next word. Continue until the students have written 10 words.

Alphie’s Words

- Have the students number their papers from **1 to 10**.
- Choose five words from **each** set.

Set 1			Set 2	
row	tow	slow	showed	rowed
grow	Joan	boat	towed	floated
toast	know	coast	moaned	groaned
show	hoe	bowl	hoped	bones
foal	home	Joe	toes	alone
snow			oats	

Teacher Note—As you read each word to the students, be sure to write it on your own personal list. Use this list for grading the students’ papers later in the lesson.

Tell the students that they will now try spelling the Mean Monster’s Words. Have them number their papers from 1 to 3.

Read each Mean Monster Word, use it in a sentence, and then say it again. When the students have written the word, go on to the next one.

○

Mean Monster's Words

- Have the students number their papers from **1** to **3**.
- Choose any three words.

oar	go	some	how
so	I	eyes	buy

Tell the students that they can try spelling the Alphie Big Word if they want to.

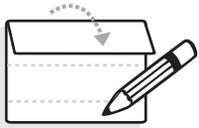
○

Alphie's Big Words

- Have the the students write the number **1** on their paper.

oatmeal

Transformer



Collect the papers. Have partners sit together and play the Transformer game. Partners can choose their own long o words to begin the game.

While the students work together, quickly grade the papers and circle words spelled incorrectly. Have the students take the test home and practice Trace, Copy, Remember with words they missed. the students will bring both papers back tomorrow.

Have the students remove the sticky flag from the “My Spelling Words” page and place it on the inside front cover of their spelling notebooks. Place a check on each student’s sticky flag to show that he or she has mastered the spelling words for this lesson.



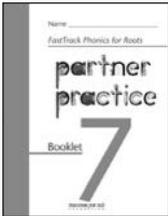
Comparing Long u Letter Groups

Partner Reading

Have the students sit with a partner and open their Partner Practice Booklets to page 21. Partners will take turns reading Alphie's new story a sentence at a time.

When partners have finished reading ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

Whole Group Response →



Partner Practice Booklet 7

When the students have finished reading, ask different partnerships to share a difficult word that they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (example: "knew"). Draw a string around the tricky part of the word to remember how to read it. (The "k" is silent.)

knew

Find Words with the Sound

Tell the students that they are going to look for all the words with the long u sound in Alphie's story. Partners will take turns rereading Alphie's story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long u words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long u sound in words, regardless of the spelling.



Finger Detective



Alphie's Story

My school took a trip to the zoo. We knew just where to look for the new kangaroo. She was in the newest part of the zoo. The weather was cool, so there were fewer people.

Outside the birdhouse, a goose walked about on the loose! Inside some caves, bats flew in circles and swooped down for food. The funniest thing was a silly baboon. He was sitting on a stool and chewing a banana. Then he threw it at us! It zoomed by my head!

We went back to school and wrote about our trip to the zoo. It was cool!

List Words on the Chart

When the students have completed the task, ask them to identify the different ways they saw the long u sound spelled (“oo” and “ew”). Tell the students that you will make a chart for Alphie that shows the different spellings.

Make a chart with two columns on a piece of chart paper. Label one column “oo” and the other column “ew.” Then divide the chart into three rows. Your chart paper will look like this:

	oo	ew
①		
②		
③		

The students have this chart in their Partner Practice Booklets. Have them label the columns “oo” and “ew.”

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ū/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their booklets.

As the students share long u words, you will write them on the chart paper as shown below.



Alphie's Words

	oo	ew
①	school, zoo, cool, goose, loose, food, stool	knew, new, flew, threw
②	swooped, zoomed	newest, fewer, chewing
③	kangaroo, baboon	

Underline the base words and circle the endings for the row 2 words. Have the students do the same in their Partner Practice Booklets.

Skill Study: Homonyms

I found two words in this story that sound the same but are spelled differently and mean different things. The words are “knew” and “new.”

“Knew” with a “k” means to know something in your head. For example, I knew I had to come to school today. Point to your head. If you knew something, you were thinking about something. I’m going to draw a picture of my head beside the word “knew.” That will remind me that this “knew” means to know something. Have the students draw the picture on their own charts as a reminder.

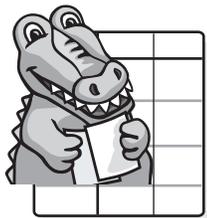
“New” spelled n-e-w means something that is not old, it’s new. For example, I need some new shoes.

Place the Alphie card on top of the chart paper. These are Alphie’s spelling words. Alphie’s spelling words have the /ū/ sound spelled with “oo” or “ew.”

Have partners take turns reading words on the chart together. Partners can initial each other’s books when they have read all the words.

9

DAY 2



Alphie's Words Chart
Day 1

Practice Spelling Alphie's Words

Display Alphie’s word list from yesterday’s lesson. Quickly read the words with the class.

Now you’re going to see how many Alphie’s Words you can spell. Have the students turn to a new page in their spelling notebooks. The students should write the heading “Alphie’s Words” at the top of the page, and then make two columns labeled “oo” and “ew.”

Cover the chart paper with Alphie’s Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column: (You will have to use the words “knew” and “new” in a sentence to clarify meaning.)

school	zoo	cool	goose
loose	food	stool	knew
new	flew	threw	

When the students are finished, have partners check each other's work. Then remove the chart paper so that they can check and correct their papers.

Repeat the process for the row 2 words:

swooped zoomed newest fewer chewing

Tell the students that the final row of words are Alphie's Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Words." Repeat the spelling process described above for the row 3 words:

kangaroo baboon

Mean Monster's Words

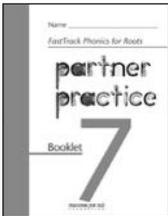
We're going to look at some words that Monster found. The words are "took" and "look." Write the words on the board.

These words aren't really very tricky. We know that the letters "oo" sometimes say /oo/ as in the phrase "Look for a book." Point to the "oo" grapheme card "Look for a Book" in the wall frieze. But they can be tricky when we see other words with "oo" saying /oo/ as in "zoo" and "moon."

Monster thinks we ought to add these words to his list, just for practice. Add the words to the list.

Have the students make a new heading on their papers called "Mean Monster's Words." All the students will write the monster words, double-check the spelling, and circle each word.

Have the students open their Partner Practice Booklets to page 21 and find and circle the Mean Monster's Words in the text.



Partner Practice Booklet 7



Dictation

Now that we've practiced Alphie's Words and Mean Monster's Words, we're ready to use them in sentences.

Write the following sentence from Alphie's story on the board:

The zew has a goose and a babewn.

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions. Then have them write it in their notebooks.

The zoo has a goose and a baboon.

Read the following sentence:

A bird flew in the cool air.

Have the students repeat the sentence two or three times before they write it. After the students have written the sentence, they can compare it with a partner's. Write the sentence on the board by asking the class to spell each word as you write it. When the sentence is complete, make sure that the students check their work.



My Spelling Words

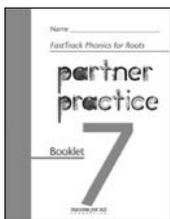
Have the students turn to a new page in their spelling notebooks and write the heading "My Spelling Words." The students will list the words they have circled on their papers. They can decide for themselves if they want to add Alphonse's Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page "My Spelling Words." Tell the students that every evening when they go home, they should turn to the page with the sticky flag and practice reading and writing the spelling words.

9

DAY 3



Partner Practice Booklet 7

Partner Reading

Have the students sit with a partner and open their Partner Practice Booklets to page 22. Partners will take turns reading Alphonse's new story a sentence at a time.

When partners have finished reading ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alphonse wrote another story with lots of /ū/ words.**

Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students don't have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (example: "continue"). Draw a string and a bow around the tricky part of the word to remember how to read it. (The "ue" at the end of the word is pronounced like "you." It is not an "oo" sound.)

c o n t i n u e



Finger Detective

Find Words with the Sound

Tell the students that Alphonse has some new long u words that they need to find in the story. Partners will take turns rereading Alphonse's story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the long u words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long u sound in words, regardless of the spelling.



Alpie's Story

I told my sister Sue that I flew **(to)*** the moon in a blue hot air balloon last June. She refused **(to)** believe me. I said, "It's true! The wind blew me there. I took clothes, soap and shampoo. I **(took)** my blue flute, so I tooted a tune. Then I zoomed home, using my new parachute."

"What did **(you)*** eat?"

"Nothing but prunes."

Sue fumed, "Do you think I'm a fool?"

We did not continue, because Mom waved her broom and said, "Don't argue, you **(two)*!**"

List Words on the Chart

When the students have completed the task say: **I think Alpie had trouble with these words because he found another way to spell the /ū/ sound. We talked about using "ou" and "ew" to spell that sound. Is there another way to spell that sound? (T-P-S)**

Yes, the /ū/ sound can be spelled with "ue" and "u_e." Let's make a new chart to help Alpie remember how to spell these words. We'll put "oo" words, "ew" words, "ue" words, and "u_e" words on the chart.

Make a chart with four columns on a piece of chart paper. Label them "oo," "ew," "ue," and "u_e." Then divide the chart paper into three rows. Your chart paper will look like this:

	oo	ew	ue	u_e
①				
②				
③				

The students have this chart in their Partner Practice Booklets. Have them label the columns "oo," "ew," "ue," and "u_e."

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ū/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their books.

Think-Pair-Share →

Note—If the students identify “you” and “two,” tell them to circle these words. They will learn about these words when they study Mean Monster’s Words.

As the students share long u words, you will write them on the chart paper. Write the words on the chart paper as shown below.



Alphie’s Words

	oo	ew	ue	u_e
①	moon, fool, broom	flew, blew, new	Sue, blue, true	June, flute, tune
②	zoomed, tooted			prunes, fumed
③	balloon, shampoo		continue, argue	refused, parachute

Underline the base words and circle the endings for the row 2 words. Have the students do the same in their Partner Practice Booklets.

Skill Focus: Homonyms

Point out the homonyms “blue” and “blew.” Have partners brainstorm to think of a way they can remember the difference between the words. They can mark the words in their charts in their Partner Practice Booklets.

Place the Alphie cutout on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the long u sound spelled with “oo,” “ew,” “ue,” and “u_e.”** Have partners take turns reading words on the chart together. Partners can initial each other’s books when they have read all the words.

9

DAY 4

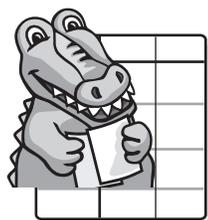
Practice Spelling Alphie’s Words

Display Alphie’s word list from yesterday’s lesson. Quickly read the words with the class.

Now you’re going to see how many of Alphie’s words you can spell. Have the students turn to a new page in their spelling notebooks. The students should write the heading “Alphie’s Words” at the top of the page, and then make four columns labeled “oo,” “ew,” “ue,” and “u_e” across the top of their papers.

Cover the chart paper with Alphie’s Words. Read the words from the first row in random order, and have the students write them in their notebooks in the correct column:

moon	fool	broom	flew
blew	new	June	flute
tune	Sue	blue	true



Alphie’s Words Chart
Day 3

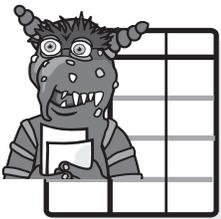
When the students are finished, have partners check each other's work. Then remove the chart paper so that they can check and correct their papers.

Repeat the process for the row 2 words:

zoomed tooted prunes fumed

Tell the students that the final row of words are Alphie's Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Words." Repeat the spelling procedure described above for the row 3 words:

balloon shampoo refused continue
argue parachute



Mean Monster's Words Chart

Mean Monster's Words

Present Mean Monster's Words by writing them on the "Mean Monster's Words" chart paper from Day 2. Point out why each word is a tricky word. ("To," "two," and "you" don't use common spellings for the long u sound.)

Teach the students the following rhymes for the word "you."

You: You can spell "you" with an "o" and a "u." You.

Point out that "two" and "to" are special. They sound the same, but they're spelled in different ways. Point to "two" and tell the students that this word stands for the number two. Write a number two beside the word on the chart paper. Have the students do the same in their Partner Practice Booklets. Point to "to" and tell the students that this is the other to. It only needs one "o."

Teach the students the following rhymes for "two" and "to."

Two: Number two? You will need a "w." Two

To: Other to? One "o" will do. To.



Dictation

Now that we've practiced Alphie's Words and Mean Monster's Words, we're ready to use them in sentences. Write the following sentence from Alphie's story on the board:

Su floo to the mune.

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions. Then have them write it in their notebooks:

Sue flew to the moon.

Read the following sentence:

I toot a blue flute.

Have the students repeat the sentence two or three times, and then write it in their notebooks. Partners can compare sentences. Have the class spell each word as you write it on the board. Make sure that the students check their work.

Think-Pair-Share →



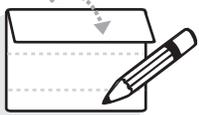
My Spelling Words

The students will take all the words they circled in today's lesson and copy them onto the page titled "My Spelling Words" from Day 2. (They should find it easily since it is marked with a sticky flag.) The students can decide for themselves if they want to add Alphie's Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

9

DAY 5



Word Games

Transformer

Have the students play two rounds of the Transformer game. They will use one sheet of paper each for words with "ew" and "ue."

Use the first few words from the following word sequences to get the students started. Or, use the entire sequence to play the game as a group.

ew: flew, blew, brew, new, stew, chew, grew

ue: Sue, due, clue, blue

Letter Lotto

Have the students play Letter Lotto with the letter group "oo." The students will write the letters "oo" five times on a sheet of paper. Write the following letters on the board for the students to copy onto their papers: (Fig. 1)

Left column: **z, t, f, b, r, p**

Right column: **m, t, p, d, l**

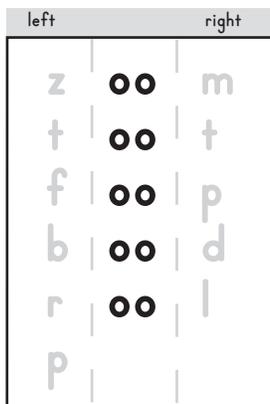


Fig. 1

Slide-A-Word

Have the students play Slide-A-Word with the letter group "u_e." Give each student a note card and have him or her write u_e in the middle of it. The students should make two cuts in the note card so that they can insert strips of paper in front of the "u" and between the "u" and the "e." Have partners make as many words as they can by writing new letters on the letter strips. (Fig. 2)

Remind the students to take their word lists home and study them by reading them to family members. Encourage the students to try making their own lists at home and bringing them to class. Be sure to display any word lists that the students bring from home.

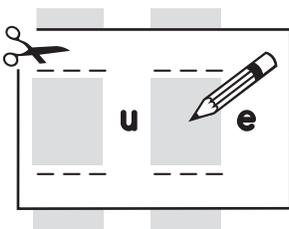
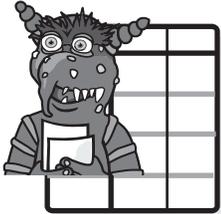


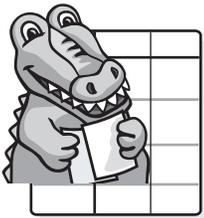
Fig. 2

9

DAY 6



Mean Monster's Words Chart



Alphie's Words Chart

Assessment

Display the “Alphie’s Words” chart papers from Days 1 and 3. Display the “Mean Monster’s Words” chart paper. Read each of the words on the chart papers with the students.

After you have read all the words with the class, turn the chart papers around so the students can’t see them.

Have the students take out a new sheet of paper. Desks should be clear. Make sure that the students have plenty of space between them (if possible) and remind them that this is a time for them to work individually.

Tell the students to number their papers from 1 to 10. Choose five words from each set below. When you choose a word, say it, use it in a sentence, and then say it again. When the students have written the word, go on to the next word. Continue until the students have written ten words.

Alphie’s Words

- Have the students number their papers from **1** to **10**.
- Choose five words from **each** set.

Set 1

zoo	cool	goose
loose	stool	food
knew	new	flew
threw	moon	fool
broom	blew	June
flute	tune	Sue
blue	true	school

Set 2

swooped	zoomed
chewing	fewer
prunes	tooted
fumed	newest

Teacher Note—As you read each word to the students, be sure to write it on your own personal list. Use this list for grading the students’ papers later in the lesson.

Tell the students that they will now try spelling the Mean Monster’s Words. Have them number their papers from 1 to 2.

Read each Mean Monster Word, use it in a sentence, and then say it again. When the students have written the word, go on to the next one.

Mean Monster's Words

- Have the students number their papers from **1** to **2**.
- Choose any two words.

took look to two you

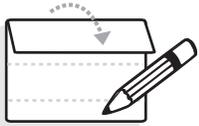
Tell the students that they can try spelling Alpie's Big Words if they want to. Choose any three of the following words:

Alpie's Big Words

- Have students number pages from **1** to **3**.
- Choose any three words.

balloon shampoo refused
parachute continue argue
kangaroo baboon

Transformer



Collect the papers. Have partners sit together and play the Transformer game. Partners can choose their own long u words to begin the game.

While the students work together, quickly grade the papers and circle words spelled incorrectly. Have the students take the test home and practice Trace, Copy, Remember with words they missed. The students will bring both papers back tomorrow.



Whole Group Response →



Partner Practice Booklet 7



Finger Detective

Comparing ur, ir, er

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 23. Partners will take turns reading Alphie's new story a sentence at a time.

When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

When the students have finished reading, ask different partnerships to share a difficult word that they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (example: "dirty"). Draw a string and a bow around the tricky part of the word to remember how to read it. (The "y" makes the long i sound.)

d i r t **y**

Find Words with the Sound

Tell the students that they are going to look for all the words with the /ur/ sound in Alphie's story. Partners take turns rereading Alphie's story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /ur/ words that they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ur/ sound in words, regardless of the spelling.

Alphie's Story



We have a birdbath in our garden. Every morning, the birds come to sip from it. The big, thirsty birds are the first to arrive. The small ones have to wait their turn! Last Sunday, I ran into the garden and caused a stir. I twirled around until my skirt was a blur. It scared the birds. Then I turned to run and fell in the dirt! I wasn't hurt, but I burst into tears because Mom said, "You'll just have to go to church in your dirty skirt!"

List Words on the Chart

When the students have completed the task, ask them to identify the different ways they saw the /ur/ sound spelled (“ur” and “ir”). Tell the students that you will make a chart for Alphie that shows the different spellings.

Make a chart with two columns and two rows on a piece of chart paper. Label one column “ur” and the other column “ir.” Then divide the chart into three rows. Your chart paper will look like this:

	ur	ir
①		
②		
③		

The students have this chart in their Partner Practice Booklets. Have them label the columns “ur” and “ir.”

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ur/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their booklets.

As the students share /ur/ words, you will write them on the chart paper as shown below.



Alphie’s Words

	ur	ir
①	turn, blur, hurt, burst, church	first, stir, skirt, dirt
②	turned	thirsty, twirled, birds, dirty
③		birdbath

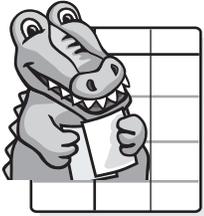
Underline the base words and circle the endings for row 2 words. Have the students do the same in their Partner Practice Booklets.

Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ur/ sound spelled with “ur” or “ir.”**

Have partners take turns reading words on the chart together. Partners can initial each other’s books when they have read all the words.

10

DAY 2

Alphie's Words Chart
Day 1

Practice Spelling Alphie's Words

Display Alphie's word list from yesterday's lesson. Quickly read the words with the class.

Now you're going to see how many of Alphie's Words you can spell. Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make two columns labeled "ur" and "ir."

Cover the chart paper with Alphie's Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

turn	blur	hurt	burst
church	dirt	first	stir
skirt			

When the students are finished, have partners check each other's work. Then remove the chart paper so that they can correct their papers.

Repeat the process for the row 2 words:

turned	dirty	thirsty	twirled
birds			

Tell the students the final row has one of Alphie's Big Words. The students can decide for themselves if they want to try spelling the big word. If they choose to, they should make a new heading on their notebooks called "Alphie's Big Word." Repeat the spelling process described above for the row 3 word:

birdbath



Mean Monster's Words

Introduce the following Mean Monster Word by writing it on a new piece of chart paper: "your." Point out why it is a tricky word. (The "u" and "r" do not make the /ur/ sound. We don't say "yo...ur." The "u" is silent.)

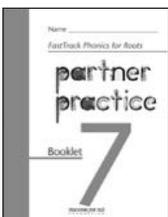
Teach the following rhyme for the Mean Monster Word:

Your: I can't hear "u" in "your." Your.

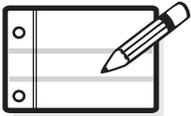
Place the monster card on the chart paper so the students know that this is a Mean Monster Word.

Have the students make a new heading on their papers called "Mean Monster Word." All the students will write the Mean Monster Word, double-check the spelling, and circle it.

Have the students open their Partner Practice Booklets to page 23 and find and circle the Mean Monster Word in the text.



Partner Practice Booklet 7



Dictation

Now that we've practiced **Alphie's Words** and the **Mean Monster Word**, we're ready to use them in sentences.

Write the following sentence from Alphie's story on the board:

I got hirt when I fell in the durt.

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions. Then have them write it in their notebooks.

I got hurt when I fell in the dirt.

Read the following sentence:

Turn and look at the birds.

Have the students repeat the sentence two or three times before they write it. After the students have written the sentence, they can compare it with a partner's. Write the sentence on the board by asking the class to spell each word as you write it. When the sentence is complete, make sure all the students check their work.

Think-Pair-Share →



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading "My Spelling Words." The students will list the words they have circled in today's lesson on their papers. They can decide for themselves if they want to add Alphie's Big Words to their lists.

Ask some students to share the words that they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page "My Spelling Words." Tell them that every evening when they go home, they should turn to the page with the sticky flag and practice reading and writing the spelling words.

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DAY 3



Finger Detective

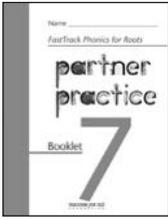
Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 24. Partners will take turns reading Alphie's new story a sentence at a time.

When partners are finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alphie wrote another story with lots of /ur/ words.**

Ask partners to share a difficult word they encountered and how they figured it out. If the students don't have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective. Write the word on the board and model the Finger Detective strategy (example: "dirtier"). Draw a string around the tricky part of the word to remember how to read it. (The suffix ending "ier" has a long e sound followed by the /ur/ sound.)

d i r t ier



Partner Practice Booklet 7

Find Words with the Sound

Tell the students that Alpie has some new /ur/ words that they need to find in the story. Partners will take turns rereading Alpie's story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /ur/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ur/ sound in words, regardless of the spelling.

Alpie's Story



The dirtyest place I ever go is to the farm where I ride horses. Even in winter, the dirt stirs up in a swirl when the horses trot. And when we gallop, the air is a blur of dirt! My horse's name is Curly. His coat is as soft as rabbit's fur, but it gets dirty! Once we rode through a shallow river, and after that, Curly's coat returned to its bright brown (color). I put a purple ribbon on his saddle. "First prize for the cleanest and most perfect horse ever!"

List Words on the Chart

When the students have completed the task, say: **I think Alpie had trouble with these words because he found another way to spell the /ur/ sound. We talked about using "ur" and "ir" to spell that sound. Is there another way to spell that sound? (T-P-S)**

Yes, the /ur/ sound can be spelled with "er." Let's make a new chart to help Alpie remember how to spell these words. We'll put words with "ur," "ir," and "er" on the chart.

Make a chart with three columns on a piece of chart paper. Label them "ur," "ir," and "er." Then divide the chart paper into three rows. Your chart paper will look like this:

	ur	ir	er
①			
②			
③			

The students have this chart in their Partner Practice Booklets. Have them label the columns "ur," "ir," and "er."

Think-Pair-Share →

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ur/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the words in their books.

Note—If the students identify “color,” tell them to circle it because it is a Mean Monster Word.

As the students share /ur/ words, you will write them on the chart paper. Write the words on the chart paper as shown below.

Alphie’s Words



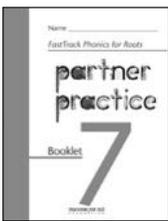
	ur	ir	er
①	blur, fur	dirt, first, swirl	
②	Curly, Curly’s, purple	stirs, dirty	perfect, winter, ever, river
③	returned	dirtiest	

Underline the base words and circle the endings for the row 2 word “stirs.” Have the students do the same in their Partner Practice Booklets.

Underline the base words and circle the endings for the row 3 words. In the word “dirtiest,” remind the students that the “y” changes to “i” before adding an ending.

Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /ur/ sound spelled with “ur,” “ir,” and “er.”**

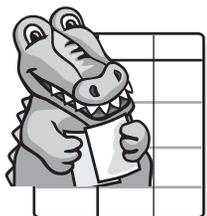
Have partners take turns reading the words on the chart together. Partners can initial each other’s books when they have read all the words.



Partner Practice Booklet 7

10

DAY 4



Alphie’s Words Chart
Day 3

Practice Spelling Alphie’s Words

Display Alphie’s word list from yesterday’s lesson. Quickly read the words with the class.

Now you’re going to see how many of Alphie’s Words you can spell. Have the students turn to a new page in their spelling notebooks. The students should write the heading “Alphie’s Words” at the top of the page, and then make three columns labeled “ur,” “ir,” and “er” across the top of their papers.

Cover the chart paper with Alphie’s Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

blur fur dirt first swirl

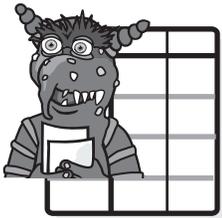
When the students are finished, have partners check each other’s work. Then remove the chart paper so that they can correct their papers.

Repeat the process for the row 2 words:

Curly	Curly's	perfect	purple
stirs	dirty	ever	winter
river			

Tell the students that the final row of words are Alphie's Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Words." Repeat the spelling process described above for the row 3 words:

dirtiest returned



Mean Monster's Words Chart

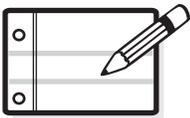
Mean Monster's Words

Present Mean Monster's Word by writing it on the "Mean Monster's Words" chart paper from Day 2. Point out why it is a tricky word. ("Color" has the /ur/ sound at the end, but it doesn't use a common spelling for the sound.)

Teach the students the following rhyme for the word "color."

Color: C-O-L-O then add an "R." Color

Have the students make a new heading on their papers called "Mean Monster's Words." Have them write the Monster Word on their papers, double-check the spelling and circle each word.



Dictation

Now that we've practiced Alphie's Words and Mean Monster's Words, we're ready to use them in sentences.

Write the following sentence from Alphie's story on the board:

Yor horse Cirly won furst prize.

Read the sentence with the class. Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions. Then have them write it in their notebooks.

Your horse Curly won first prize.

Read the following sentence:

My sister can twirl until she is a blur.

Have the students repeat the sentence two or three times, and then write it in their notebooks. Have the class spell each word for you as you write it on the board. Make sure that the students check their work.



My Spelling Words

The students will take all the words they circled in today's lesson and copy them onto the page titled "My Spelling Words" from Day 2. (They should find it easily since it is marked with a sticky flag.) The students can decide for themselves if they want to add Alphie's Big Words to their lists.

10

DAY 5

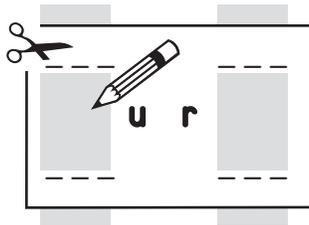


Fig. 1

Ask some students to share the words that they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Word Games

Slide-A-Word

Have the students play Slide-A-Word with the letter groups “ur” and “ir.” (Fig. 1) The students should use a separate note card for each letter group. Have partners make as many words as they can by writing new letters on the letter strips.

The letter group “er” is difficult to work with in the context of these word games. For word play with this letter group, simply have the students write it at the top of a piece of paper and see how many words they can think of that use it. If the students are having trouble thinking of words, give clues for the following words:

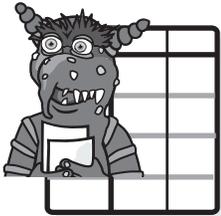
her	river	sister	brother
ever	never	better	letter
flower	shower		

(Example: **These are pretty, they smell good, and you can pick them. Yes! It’s a flower! The word “flower” uses the letters “er” to say /er/. Work with your partner to write “flower” on your list.**)

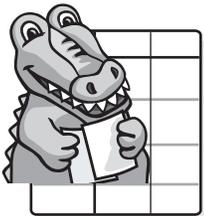
Remind the students to take their word lists home and study them by reading them to family members. Encourage the students to try making their own lists at home and bringing them to class. Be sure to display any word lists that the students bring from home.

10

DAY 6



Mean Monster's Words Chart



Alphie's Words Chart

Assessment

Display the “Alphie’s Words” chart papers from Days 1 and 3. Display the “Mean Monster’s Words” chart paper. Read each of the words on the chart papers with the students.

After you have read all the words with the class, turn the chart papers around so that the students can’t see them.

Have the students take out a new sheet of paper. Desks should be clear. Make sure that the students have plenty of space between them (if possible) and remind them that this is a time for them to work individually.

Tell the students to number their papers from 1 to 10. Choose five words from each set below. When you choose a word, say it, use it in a sentence, and then say it again. When the students have written the word, go on to the next word. Continue until the students have written ten words.

Alphie’s Words

- Have the students number their papers from **1 to 10**.
- Choose five words from **each** set.

Set 1	Set 2
turn blur hurt	thirsty dirty ever
burst church first	birds stirs winter
stir skirt dirt	Curly’s purple river
fur swirl	turned perfect
	twirled curly

Teacher Note—As you read each word to the students, be sure to write it on your own personal list. Use this list for grading the students’ papers later in the lesson.

Tell the students that they will now try spelling the Mean Monster Word. Have them number from 1 to 2 on their papers. Read the Mean Monster Word, use it in a sentence, and then say it again.

Mean Monster’s Words

- Have the students number their papers from **1 to 2**.

your color

Tell the students that they can try spelling Alpie's Big Words if they want to. Choose any two of the following words:



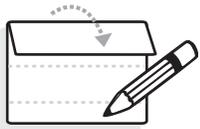
Alpie's Big Words

- Have the students number their papers from **1** to **2**.
- Choose any two words.

returned

dirtiest

birdbath



Transformer

Collect the papers. Have partners sit together and play the Transformer game. Partners can choose their own /ur/ words (or any other words) to begin the game.

While the students work together, quickly grade the papers and circle words spelled incorrectly. Have the students take the test home and practice Trace, Copy, Remember with words they missed. The students will bring both papers back tomorrow.

Have the students remove the sticky flag from the "My Spelling Words" page and place it on the inside front cover of their spelling notebooks. Place a check on each student's sticky flag to show that he or she has mastered the spelling words for this lesson.



Comparing ou, ow

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 25. Partners will take turns reading Alphie's new story a sentence at a time.

When partners have finished reading ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR)**

When the students have finished reading, ask different partnerships to share a difficult word that they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it, using the Finger Detective (example: "around"). Draw a string around the tricky part of the word to remember how to read it. (The "a" makes the /uh/ sound.)

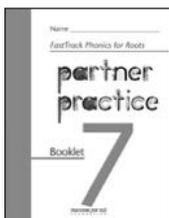
a r o u n d

Find Words with the Sound

Tell the students that they are going to look for all the words with the /ou/ sound in Alphie's story. Partners will take turns rereading Alphie's story. One partner will read while the other listens and follows along. Partners will identify the /ou/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ou/ sound in words, regardless of the spelling.

Whole Group Response →



Partner Practice Booklet 7



Finger Detective



Alphie's Story

We have a mouse in our house. We found out about it one night when Dad was prowling around down in the kitchen for some soup. He's always up late, like an owl! We heard Dad growl and our cat gave a loud meow. "What now?" Mom said with a frown. We were too drowsy to check it out. In the morning after his shower, Dad told us about the mouse.

"How do we get it out of the house?" we shouted.

"Oh, the cat will figure that out," Dad vowed.

List Words on the Chart

When the students have completed the task, ask them to identify the different ways they saw the /ou/ sound spelled ("ou" and "ow"). Tell the students that you will make a chart for Alphie that shows the different spellings.

Make a chart with two columns on a piece of chart paper. Label one column "ou" and the other column "ow." Then divide the chart into two rows. Your chart paper will look like this:

	ou	ow
①		
②		

The students have this chart in their Partner Practice Booklets. Have them label the columns "ou" and "ow."

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ou/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their books.

As the students share /ou/ words, write them on the chart paper as shown below.



Alphonse's Words

	ou	ow
①	mouse, house, found, out, our, loud	down, owl, growl, meow, now, frown, how
②	around, shouted, about	prowling, vowed, drowsy, shower

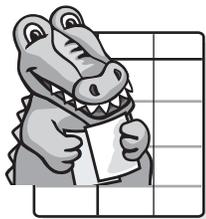
Underline the base words and circle the endings for the words “shouted” and “vowed” in row 2. Have the students do the same in their Partner Practice Booklets.

Place the Alphonse card on top of the chart paper. **These are Alphonse's spelling words. Alphonse's spelling words have the /ou/ sound spelled with “ou” and “ow.”**

Have partners take turns reading words on the chart together. Partners can initial each other's books when they have read all the words.

11

DAY 2



Alphonse's Words Chart
Day 1

Practice Spelling Alphonse's Words

Display Alphonse's word list from yesterday's lesson. Quickly read the words with the class. **Now you're going to see how many Alphonse's Words you can spell.** Have the students turn to a new page in their spelling notebooks. The students should write the heading “Alphonse's Words” at the top of the page, and then make two columns labeled “ou” and “ow.”

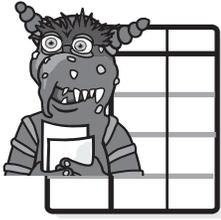
Cover the chart paper with Alphonse's Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

mouse	house	found	out
our	down	meow	owl
growl	now	frown	how
loud			

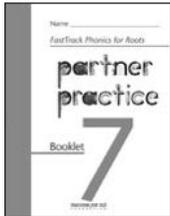
When the students are finished, have partners check each other's work. Then remove the chart paper so that they can correct their papers.

Repeat the process for the row 2 words:

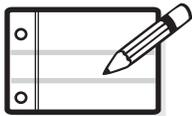
around	shouted	vowed	shower
about	drowsy	prowling	



Mean Monster's Words Chart



Partner Practice Booklet 7



Think-Pair-Share

Mean Monster's Words

Introduce the following Mean Monster Word by writing it on a new piece of chart paper: "soup." Point out why it is a tricky word. (The letters "ou" make the /oo/ sound.)

Teach the following rhyme for the word:

Soup: With an "o" and a "u" there's soup for YOU! Soup.

Place the monster card on the chart paper so that the students know that this is a Mean Monster Word.

Have the students make a new heading on their papers called "Mean Monster Word." All the students will write the Mean Monster Word, double-check the spelling, and circle the word.

Have the students open their Partner Practice Booklets to page 25 and find and circle the Mean Monster Word in the text.

Dictation

Now that we've practiced Alphie's Words and the Mean Monster Word, we're ready to use them in sentences.

Write the following sentence from Alphie's story on the board:

We have a lowd mouse doun in the bottom of the hourse.

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions. Then have them write it in their notebooks.

We have a loud mouse down in the bottom of the house.

Read the following sentence:

I was drowsy until the big owl shouted.

Have the students repeat the sentence two or three times before they write it. After they have written the sentence, the students can compare it with a partner's. Write the sentence on the board by asking the class to spell each word as you write it. When the sentence is complete, make sure that the students check their work.



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading "My Spelling Words." The students will list the words they have circled on their papers in today's lesson. They can decide for themselves if they want to add Alphie's Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page "My Spelling Words." Tell the students that every evening when they go home, they should turn to the page with the sticky flag and practice reading and spelling the spelling words.

11

DAY 3



Finger Detective

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 26. Partners will take turns reading Alphonse's new story a sentence at a time.

When partners have finished reading ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alphonse wrote another story with lots of /ou/ words.**

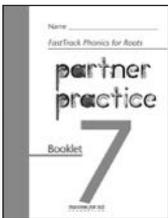
When the students have finished reading, ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it, using the Finger Detective (example: "trousers"). Draw a string around the tricky part of the word to remember how to read it. (The "s" makes the /z/ sound.)

t r o u s e r s

Find Words with the Sound

Tell the students that Alphonse has some new /ou/ words that they need to find in the story. Partners will take turns rereading Alphonse's story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /ou/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /ou/ sound in words, regardless of the spelling.



Partner Practice Booklet 7

Alphonse's Story



The circus is coming to town! We love to go down to the big tent. The clowns are the most fun of all. They run around in funny trousers and make loud, silly sounds. Sometimes they tumble on the ground. Even their frowns are upside down! I like the clown who wears a big, round flower and squirts it in a shower. The group of acrobats makes us shout "Wow!" The growing, leaping tigers deserve to wear crowns. But the clown is the king of the circus, and takes the biggest bow.

List Words on the Chart

When the students have completed the task, ask them to identify the different ways they saw the /ou/ sound spelled (“ou” and “ow”). Tell the students that you will make a chart for Alphie that shows the different spellings.

Make a chart with two columns on a piece of chart paper. Label one column “ou” and the other column “ow.” Then divide the chart into three rows. Your chart paper will look like this:

	ou	ow
①		
②		
③		

The students have this chart in their Partner Practice Booklets. Have them label the columns “ou” and “ow.”

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ou/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their books.

As the students share /ou/ words, write them on the chart paper as shown below.



Alphie's Words

	ou	ow
①	loud, ground, round, shout	town, down, clown, wow, bow
②	sounds, around	clowns, frowns, growling, crowns, flower, shower
③	trousers	

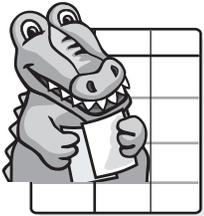
Underline the base words and circle the endings for the words “clowns,” “frowns,” “growling,” and “crowns” in row 2. Have the students do the same in their Partner Practice Booklets.

Place the Alphie card on top of the chart paper. **These are Alphie's spelling words. Alphie's spelling words have the /ou/ sound spelled with “ou” and “ow.”**

Have partners take turns reading the words on the chart together. Partners can initial each other's books when they have read all the words.

11

DAY 4

Alphie's Words Chart
Day 3

Practice Spelling Alphie's Words

Display Alphie's word list from yesterday's lesson. Quickly read the words with the class.

Now you're going to see how many of Alphie's words you can spell. Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make two columns labeled "ou" and "ow."

Cover the chart paper with Alphie's Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

loud	ground	round	shout
town	down	clown	wow
bow			

When the students are finished, have partners check each other's work. Then remove the chart paper so that they can check their papers.

Repeat the process for the row 2 words:

around	sounds	clowns	frowns
shower	growling	crowns	flower

Tell the students that the word in the final row is Alphie's Big Word. The students can decide for themselves if they want to try spelling the big word. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Word." Repeat the spelling process described above for the row 3 word:

trousers



Mean Monster's Words Chart

Mean Monster's Words

Introduce the Mean Monster Word by writing it on the "Mean Monster Word" chart paper from Day 2:

group

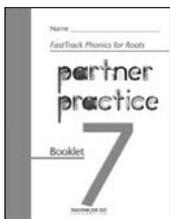
Point out why it is a tricky word. (The letters "ou" make the /oo/ sound.)

Teach the following rhyme for the word:

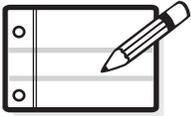
Group: "O-u-p" says "oop" in "group." Group.

Have the students make a new heading on their papers called "Mean Monster Word." All the students will write the Mean Monster Word, double-check the spelling, and circle the word.

Have the students open their Partner Practice Booklets to page 26 and find and circle the Mean Monster Word in the text.



Partner Practice Booklet 7



Dictation

Now that we've practiced **Alphie's Words** and the **Mean Monster Word**, we're ready to use them in sentences.

Write the following sentence from Alphie's story on the board:

The cloun wears a rownd flouer.

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions. Then have them write it in their notebooks.

The clown wears a round flower.

Read the following sentence:

You can hear loud sounds in town.

Have the students repeat the sentence two or three times and then write it in their notebooks. Have the class spell each word for you as you write it on the board. Make sure the students check their work.

Think-Pair-Share →

My Spelling Words

The students will take all the words they circled in today's lesson and copy them onto the page titled "My Spelling Words" from Day 2. (They should find it easily since it is marked with a sticky flag.) The students can decide for themselves if they want to add Alphie's Big Words to their lists.

Ask the students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.



11

DAY 5

Word Games

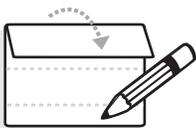
The students will play two rounds of the Transformer game with a partner. They will use one sheet of paper each for words with "ou" and "ow."

Use the first few words in the following word sequences to get the students started. Or, use the entire sequence to play the game as a group.

ou: ground, round, sound, found, pound, hound

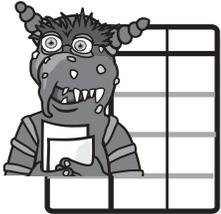
ow: howl, growl, owl, frown, drown, brown, town

Remind the students to take their word lists home and study them by reading them to family members. Encourage the students to try making their own lists at home and bringing them to class. Be sure to display any word lists that the students bring from home.

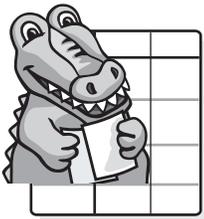


11

DAY 6



Mean Monster's Words Chart



Alphie's Words Chart

Assessment

Display the “Alphie’s Words” chart papers from Days 1 and 3. Display the “Mean Monster’s Words” chart paper. Read each of the words on the chart papers with the students.

After you have read all the words with the class, turn the chart papers around so that the students can’t see them.

Have the students take out a new sheet of paper. Desks should be clear. Make sure that the students have plenty of space between them (if possible) and remind them that this is a time for them to work individually.

Tell the students to number their papers from 1 to 10. Choose five words from each set below. When you choose a word, say it, use it in a sentence, and then say it again. When the students have written the word, go on to the next word. Continue until the students have written ten words.

Alphie’s Words

- Have the students number their papers from **1** to **10**.
- Choose five words from **each** set.

Set 1			Set 2	
mouse	house	growl	shouted	prowling
down	owl	frown	vowed	growling
meow	now	how	frowns	clowns
loud	ground	round	crowns	about
shout	town	wow	around	drowsy
clown	out	bow	shower	flower
our	found		sounds	

Teacher Note—As you read each word to the students, be sure to write it on your own personal list. Use this list for grading the students’ papers later in the lesson.

Read each Mean Monster Word, use it in a sentence, and then say it again. When the students have written the word, go on to the next one.

Mean Monster's Words

- Have the students number their papers from **1** to **2**.

soup

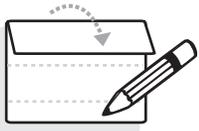
group

Tell the students that they can try spelling Alphie's Big Word if they want to.

Alphie's Big Word

- Have the students write a number **1** on their papers.

trousers



Transformer

Collect the papers. Have partners sit together and play the Transformer game. Partners can choose their own /ou/ words to begin the game.

While the students work together, quickly grade the papers and circle words spelled incorrectly. Have the students take the test home and practice Trace, Copy, Remember with words they missed. The students will bring both papers back tomorrow.

Have the students remove the sticky flag from the "My Spelling Words" page and place it on the inside front cover of their spelling notebooks. Place a check on each student's sticky flag to show that he or she has mastered the spelling words for this lesson.



Comparing /oy/, /oi/

Partner Reading

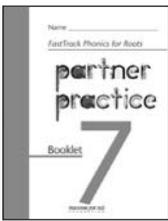
Have each student sit with a partner and open their Partner Practice Booklets to page 27. Partners will take turns reading Alphie's new story a sentence at a time.

When partners have finished reading ask: **Did you notice that there were lots and lots of words in that story that had the same sound?** (WGR) **What was the sound?** (WGR)

Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (example: "noise"). Draw a string around the tricky part of the word to remember how to read it. (The "s" makes the /z/ sound.)

n o i **s** e

Whole Group Response



Partner Practice Booklet 7



Finger Detective

Find Words with the Sound

Tell the students that they are going to look for all the words with the /oy/ sound in Alphie's story. Partners will take turns rereading Alphie's story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /oy/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the /oy/ sound in words, regardless of the spelling.

Alphie's Story



If you give a boy a toy cowboy, he will enjoy it. Floyd makes a lot of noise with his toys.

"Floyd, you're annoying me!" his mother says. "I need some peace and quiet. You'll destroy me with your noise! Dinner will be spoiled!"

So Floyd tries to avoid shouting. But when he makes his horse and cowboy toys ride fast, he shouts for joy! "What's the point in trying? I have no choice!" laughs Floyd.

List Words on the Chart

When the students have completed the task, ask them to identify the different ways they saw the /oy/ sound spelled (“oi” and “oy”). Tell the students that you will make a chart for Alphie that shows the different spellings.

Make a chart with two columns on a piece of chart paper. Label one column “oi” and the other column “oy.” Then divide the chart paper into three rows. Your chart paper will look like this:

	oi	oy
①		
②		
③		

The students have this chart in their Partner Practice Booklets. Have them label the columns “oi” and “oy.”

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /oy/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word(s) in their books.

As the students share /oy/ words, write them on the chart paper as shown below.



Alphie’s Words

	oi	oy
①	noise, choice, point	boy, toy, Floyd, joy
②	spoiled, avoid	toys, enjoy
③		cowboy, destroy, annoying

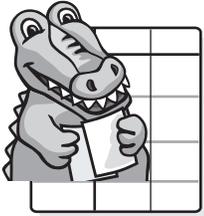
If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. (Example: When /oy/ is the final sound in a word, it is usually, but not always, spelled with “oy.”)

Place the Alphie card on top of the chart paper. **These are Alphie’s spelling words. Alphie’s spelling words have the /oy/ sound spelled with “oi” or “oy.”**

Have partners take turns reading words on the chart together. Partners can initial each other’s books when they have read all the words.

12

DAY 2

Alphie's Words Chart
Day 1

Practice Spelling Alphie's Words

Display Alphie's word list from yesterday's lesson. Quickly read the words with the class.

Now you're going to see how many of Alphie's words you can spell. Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make two columns labeled "oi" and "oy."

Cover the chart paper with Alphie's Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

noise	point	choice	boy
toy	Floyd	joy	

When the students are finished, have them check each other's work. Then remove the chart paper so that they can correct their papers.

Repeat the process for the row 2 words:

spoiled	toys	avoid	enjoy
----------------	-------------	--------------	--------------

Tell the students that the words in the final row are Alphie's Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Words." Repeat the spelling procedure described above for the row 3 words:

cowboy	destroy	annoying
---------------	----------------	-----------------

Mean Monster's Words

There are no Mean Monster's Words in today's lesson.



Dictation

Now that we've practiced Alphie's Words, we're ready to use them in sentences.

Write the following sentence on the board:

Floyd makes a lot of noyse with his tois.

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions. Then have them write it in their notebooks.

Floyd makes a lot of noise with his toys.

Read the following sentence:

Point to the toy of your choice.

Have some students repeat the sentence two or three times before they write it. After they have written the sentence, they can compare it with a partner's. Write the sentence on the board by asking the class to spell each word as you write it. When the sentence is complete, make sure that the students check their work.

Think-Pair-Share →



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading “My Spelling Words.” The students will list the words they have circled on their papers in today’s lesson. They can decide for themselves if they want to add Alphonse’s Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page “My Spelling Words.” Tell the students that every evening when they go home, they should turn to the page with the sticky flag and practice reading and spelling the spelling words.

12

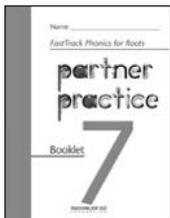
DAY 3

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 28. Partners will take turns reading Alphonse’s new story a sentence at a time.

When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alphonse wrote another story with lots of /oy/ words.**

Ask different partnerships to share a difficult word they encountered and how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it using the Finger Detective (example: “oily”). Draw a string around the tricky part of the word to remember how to read it. (The “y” makes the long e sound.)



Partner Practice Booklet 7

Find Words with the Sound

Tell the students that Alphonse has some new /oy/ words that they need to find in the story.

Have partners take turns rereading Alphonse’s story a sentence at a time. One partner will read while the other listens and follows along. Partners will identify the /oy/ words they heard in the sentence and underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the /oy/ sound in words, regardless of the spelling.



Finger Detective



Alphonse's Story

My friend, **Roy**, has a pond full of **koi**. They look like big goldfish. I often visit **Roy**, and **enjoy** watching the **koi**. "I keep the pond free of twigs, leaves, and **soil**. They would **spoil** the water," says **Roy**. "Be very still; **koi** don't like **noise**. And we must **avoid** touching the **koi**, as it will **annoy** them."

But once **Roy** let me touch the orange and black one called **Troy**. **Troy's** scales felt **oily**! When **Roy** goes to camp in June, a **boy** on his street feeds the **koi**. I'm going to **join Roy** when he buys his next **koi**.

List Words on the Chart

When partners have completed the task say: **I think Alphonse had trouble with these words because there are two ways to spell this sound. Do you remember the two ways to spell the /oy/ sound? (WGR) Yes, the /oy/ sound can be spelled with "oi" and "oy." Let's make a new chart to help Alphonse remember how to spell these words. We'll put "oy" and "oi" words on the chart.**

Make a chart with two columns on a piece of chart paper. Label them "oi" and "oy." Then divide the chart paper into three rows. Your chart paper will look like this:

	oi	oy
①		
②		
③		

The students have this chart in their Partner Practice Booklets. Have them label the columns "oi" and "oy."

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /oy/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word in their books.

As the students share /oy/ words, write them on the chart paper as shown below.



Alphie's Words

	oi	oy
①	koi, soil, spoil, noise, join	Roy, Troy, boy
②	oily, avoid	enjoy, Troy's
③	annoy	

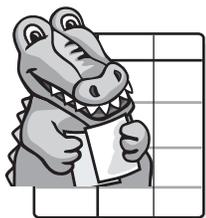
Underline the base word and circle the ending for the row 2 word, "oily." Have the students do the same in their Partner Practice Booklets.

Place the Alphie card on top of the chart paper. **These are Alphie's spelling words. Alphie's spelling words have the /oy/ sound spelled with "oi" or "oy."**

Have partners take turns reading words on the chart together. Partners can initial each other's books when they have read all the words.

12

DAY 4



Alphie's Words Chart
Day 3

Practice Spelling Alphie's Words

Display Alphie's word list from yesterday's lesson. Quickly read the words with the class.

Now you're going to see how many of Alphie's words you can spell. Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make two columns labeled "oi" and "oy" at the top of their papers.

Cover the chart paper with Alphie's Words. Read the words from the first row in random order and have the students write them in their notebooks in the correct column:

koi	soil	spoil	noise
join	Roy	Troy	boy

When the students are finished, have partners check each other's work. Then remove the chart paper so that they can check and correct their papers.

Repeat the process for the row 2 words:

oily	avoid	enjoy	Troy's
-------------	--------------	--------------	---------------

Tell the students that the word in the final row is Alphie's Big Word. The students can decide for themselves if they want to try spelling the big word. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Word." Repeat the spelling process described above for the row 3 word:

annoy

Mean Monster's Words

There are no Mean Monster's Words in today's lesson.



Dictation

Now that we've practiced **Alphie's Words**, we're ready to use them in sentences.

Write the following sentence from Alphie's story on the board:

The koy in the pond don't like noyse.

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students' suggestions. Then have them write it in their notebooks.

The koi in the pond don't like noise.

Read the following sentence:

Roy and I enjoy the oily koi.

Have the students repeat the sentence two or three times and then write it in their notebooks. Have the class spell each word as you write it on the board. Make sure the students check their work.

Think-Pair-Share →



My Spelling Words

The students will take all the words they circled in today's lesson and copy them onto the page titled "My Spelling Words" from Day 2. (They should find it easily since it is marked with a sticky flag.) The students can decide for themselves if they want to add Alphie's Big Words to their lists.

Ask the students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

12

DAY 5

Word Games

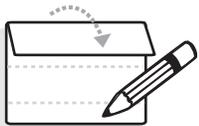
Transformer

The students will play two rounds of the Transformer game with a partner. They will use one sheet of paper each for words with "oi" and "oy."

Use the first few words of the following word sequences to get the students started. Or, use the entire sequence to play the game as a group.

oy: boy, toy, Roy, soy, Troy

oi: koi, join, coin, choice, avoid, noise



Remind the students to take their word lists home and study them by reading them to family members. Encourage the students to try making their own lists at home and bringing them to class. Be sure to display any word lists that the students bring from home.

12

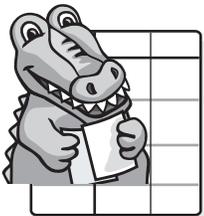
DAY 6

Assessment

Display the “Alphie’s Words” chart papers from Days 1 and 3. Read each of the words on the chart papers with the students. After you have read all the words with the class, turn the chart papers around so that the students can’t see them.

Have the students take out a new sheet of paper. Desks should be clear. Make sure that the students have plenty of space between them (if possible) and remind them that this is a time for them to work individually.

Tell the students to number their papers from 1 to 10. Choose four words from each set below. When you choose a word, say it, use it in a sentence, and then say it again. When the students have written the word, go on to the next word. Continue until the students have written ten words.



Alphie’s Words Chart

Alphie’s Words

- Have the students number their papers from **1** to **10**.
- Choose five words from **each** set.

Set 1

noise	boy	toy
Floyd	joy	Roy
Troy	koi	soil
spoil	join	point
choice		

Set 2

spoiled	oily
avoid	enjoy
Troy’s	
toys	

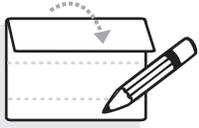
Teacher Note—As you read each word to the students, be sure to write it on your own personal list. Use this list for grading the students’ papers later in the lesson.

Tell the students that they can try spelling Alphie’s Big Words if they want to. Choose any three of the following words:

Alphie’s Big Words

- Have the students number their papers from **1** to **3**.
- Choose any three words.

annoy destroy cowboy annoying



Transformer

Collect the papers. Have partners sit together and play the Transformer game. Partners can choose their own /oy/ words to begin the game.

While the students work together, quickly grade the papers and circle words spelled incorrectly. Have the students take the test home; practice Trace, Copy, Remember with words they missed; and bring both papers back tomorrow.

Have the students remove the sticky flag from the “My Spelling Words” page and place it on the inside front cover of their spelling notebooks. Place a check on each student’s sticky flag to show that he or she has mastered the spelling words for this lesson.

FastTrack Phonics for Roots

Set 3

Review Lessons

Introduction to Review lessons

The review lessons are very similar to the spelling lessons in Set 2. The students work with partners to read *Alphie's Story*, identify special sounds in the text, and learn how to spell words with the same sounds but different spellings. The only difference is that the schedule has been shortened. Instead of a six-day lesson plan, the students will complete these lessons on a three-day plan. The schedule is as follows:

Day 1

Partner Reading:

Partners work together to read *Alphie's Story*. The students identify the special sound for the day.

Find Words with the Sound:

Partners work together to find and circle all the words with the special sound in *Alphie's story*.

List Words on the Chart:

The teacher and students list all of *Alphie's Words* on a chart.

Day 2

Practice Spelling *Alphie's Words*:

The students take a practice spelling test to identify which of *Alphie's Words* are difficult for them to spell. The students check their work and identify words that they need to practice.

Mean Monster's Words:

The teacher introduces *Mean Monster's Words* and the students find them in the text.

Dictation:

The students write and edit sentences with the new spelling words.

My Spelling Words:

The students compile a list of words that they need to study. They study the words for homework so they can take a spelling test on Day 3.

Day 3

Word Games:

The class and/or partners play various word games as test preparation.

Spelling Test:

Partners test each other on their spelling words.



Reviewing Long a Letter Groups

Partner Reading

Have the students turn to page 29 in their Partner Practice Booklets. Have partners read the story together a sentence at a time.

Have partners identify the special sound in the story.

Have partners share difficult words they figured out or provide examples of tricky words in the text.

Find Words with the Sound

Have partners read Alpie's story again and underline all the words with the long a sound.

Alpie's Story



Last Saturday, Kate and I had a date to fish and play with our friend, Jake. He lives by a bay. The rain made us wait. Then a ray of sunshine came through and saved the day. We put the bait on a hook and waited. Soon Jake caught a fish and cheered, "Hooray!" He placed it in a pail. The fish made a funny sound when it flapped its tail. Kate and I hated to see the look on the fish's face.

"Let it go!" wailed Kate.

Jake threw the fish back into the bay. "Next time, we'll just play," laughed Jake.

List Words on the Chart

Have partners identify the ways they saw the long a words spelled. Create a chart and label the different spellings.

	ai	ay	a_e
①			
②			
③			

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask partners to identify words with the long a sound that they found. Write them on the chart paper as shown below. Have the students do the same in their Partner Practice Booklets.

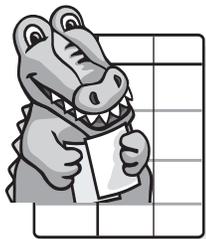


Alphie's Words

	ai	ay	a_e
①	rain, wait, bait, pail, tail	bay, play, ray, day	Kate, date, Jake, face, came, made
②	waited, wailed		saved, placed, hated
③		Saturday, hooray	

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DAY 2



Alphie's Words Chart
Day 1

Practice Spelling Alphie's Words

Display the word list from yesterday's lesson. Quickly read the words with the class.

Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make three columns labeled "ai," "ay," and "a_e."

Cover the chart paper with Alphie's Words. Read the words from the first row and have the students write them in their notebooks in the correct column:

rain	wait	bait	pail
tail	bay	play	ray
day	Kate	date	Jake
face	came	made	

When the students are finished, remove the chart paper so they can check their work.

Repeat the process for the row 2 words:

waited wailed saved placed
hated

Tell the students that the words in the final row are Alphie’s Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called “Alphie’s Big Words.” Repeat the spelling process as described above for the row 3 words “Saturday” and “hooray.”

Mean Monster’s Words

There are no Mean Monster’s Words in this lesson.



Dictation

Write the following sentence on the board:

We have a dat to plai in the rayn.

Read the sentence aloud with the students. Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence and have the students write it in their notebooks:

We have a date to play in the rain.

Read the following sentence:

Jake and Kate wait by the bay.

Have the students repeat the sentence two or three times and then write it in their notebooks. Partners can compare sentences. Write the sentence on the board so that the students can check their work.



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading “My Spelling Words.” The students will make a list of the words they have circled. The students can decide for themselves if they want to add Alphie’s Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page “My Spelling Words.” This will remind the students that they need to study these words tonight for a spelling test tomorrow.

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DAY 3

Word Games

Have partners play a word game together using the long a spelling pattern. The students may choose their own words for the game.

Spelling Test

Distribute blank strips of paper to each student. The students should put their names on the papers.

Show the students how partners can give each other a spelling test. Say: **You and your partner are going to give each other a spelling test.** Designate each student in a partnership as A or B.

If you are Partner B, I want you to open your spelling notebook to the page “My Words.” Then, give the notebook to your partner.

If you are Partner A, you are going to read the words on this list to your partner. You should read the words in a mixed-up order. You can remember which words you’ve read by placing a small check beside each word as you read it.

Have the students begin the test. When the Bs have finished writing all of their spelling words say: **Now I want all the Bs to give their spelling tests to the As. As, you’re going to look at your partners’ lists and check to see that all the words are spelled correctly. If you see a word that is incorrect, circle it. Then, give the lists back to your partners so they can try spelling the word again.**

When the students are finished, have them switch roles. As will give their spelling lists to their partners, and Bs will give them a spelling list and check the words.

Have the students practice any words they missed using the Trace, Copy, Remember routine.



Reviewing Long e Letter Groups

Partner Reading

Have the students turn to page 30 in their Partner Practice Booklets. Have partners read the story together a sentence at a time.

Have partners identify the special sound in the story.

Have partners share difficult words they figured out or provide examples of tricky words in the text.

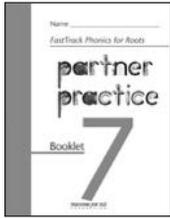
Find Words with the Sound

Have partners read Alphonse's story again and underline all the words with the long e sound.

Alphonse's Story



In many places, the leaves in autumn are no longer green. On a breezy day, you can watch them fall from the trees. Each leaf has a pleasing color. My brother, Neal, and I rake them into neat, high heaps. "Me first!" Neal squeals. He's always happy to jump in. A windy day scatters our piles of leaves. It isn't easy to keep them together, but we hurry and help Dad quickly fill bags with the raked leaves.



Partner Practice Booklet 7

List Words on the Chart

Have partners identify the ways they saw the long e words spelled. Create a chart and label the different spellings.

	ee	ea	-y
①			
②			
③			

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask partners to identify words with the long e sound that they found. Write them on the chart paper as shown below. Have the students do the same in their Partner Practice Booklets.



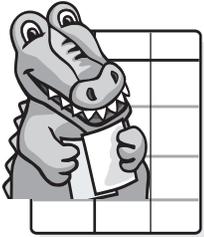
Alphie's Words

	ee	ea	-y
①	green, keep	leaf, neat, each, Neal	
②	breezy*, trees	leaves, squeals, heaps, easy*	quickly, breezy*, windy, easy*, many, happy, hurry
③		pleasing	

Note—Point out to the students that some words can go in more than one category. Write the words “easy” and “breezy” on a piece of chart paper. Have the students identify the letter groups that make the long e sound in “easy.” Circle the letter groups in the word (“ea” and “y.”) Tell the students that the word can go in the “ea” group and the “y” group. Repeat for the word “breezy.”

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DAY 2

Alphie's Words Chart
Day 1

Practice Spelling Alphie's Words

Display the word list from yesterday's lesson. Quickly read the words with the class.

Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make three columns labeled "ee," "ea," and "y."

Cover the chart paper with Alphie's Words. Read the words from the first row and have the students write them in their notebooks in the correct column:

green	keep	leaf	neat
each	Neal		

When the students are finished, remove the chart paper so they can check their work.

Repeat the process for the row 2 words:

breezy	trees	leaves	quickly
happy	windy	squeals	heaps
easy	many	hurry	

Tell the students that the words in the final row are Alphie's Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Words." Repeat the spelling process as described above for the row 3 word:

pleasing



Mean Monster's Words

Introduce Mean Monster's Words by writing them on a new piece of chart paper. Point out why each word is a tricky word. ("Me," "he," and "we" all make the long e sound, even though they only have one "e.")

Teach the students the following rhyme for the words:

Me, He, We: Me, he, and we, they all have one "e." Me, he, we.

Have the students make a new heading on their papers called Mean Monster's Words. Have the students write Mean Monster's Words, double-check the spelling, and circle each word.



Dictation

Write the following sentence on the board:

We are happe to rake the grean leeves.

Read the sentence aloud with the students. Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence and have the students write it in their notebooks:

We are happy to rake the green leaves.

Think-Pair-Share →

Read the following sentence:

A windy day makes leaves fall from trees.

Have the students repeat the sentence two or three times and then write it in their notebooks. Partners can compare sentences. Write the sentence on the board so that the students can check their work.



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading “My Spelling Words.” The students will make a list of the words they have circled. They can decide for themselves if they want to add Alphie’s Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page “My Spelling Words.” This will remind the students that they need to study these words tonight for a spelling test tomorrow.

14

DAY 3

Word Games

Have partners play a word game together using the long e spelling pattern. The students may choose their own words for the game.

Spelling Test

Have partners exchange spelling lists and give each other a quick spelling test. Partner A will read words while Partner B writes. Partner A will take Partner B’s list, circle the incorrect words, and give Partner B a chance to correct the words. Then, partners will switch roles.



Reviewing Long i Letter Groups

Partner Reading

Have the students turn to page 31 in their Partner Practice Booklets. Have partners read the story together a sentence at a time.

Have partners identify the special sound in the story.

Have partners share difficult words they figured out or provide examples of tricky words in the text.

Find Words with the Sound

Have partners read Alphonse's story again and underline all the words with the long i sound.

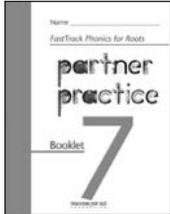
Alphonse's Story



When the weather is nice, my family takes a drive to Crystal Lake. It's high in the hills. My brother and I tie our bikes to the top of the car. We like to ride the wide, lakeside trail. We even try to ride in July, when the weeds are highest. When we're tired, we lie beside the lake and watch the birds wade and fly. The water sparkles blue and bright, by day or by night, in sunlight and moonlight. It's a beautiful sight!

List Words on the Chart

Have partners identify the ways they saw the long i words spelled. Create a chart and label the different spellings.



Partner Practice Booklet 7

	igh	i_e	ie	_y
①				
②				
③				

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask partners to identify words with the long i sound that they found. Write them on the chart paper as shown below. Have partners do the same in their Partner Practice Booklets.



Alphie's Words

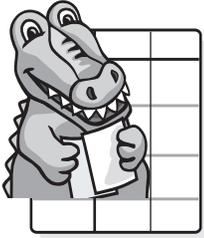
	igh	i_e	ie	_y
①	high, bright, night, sight	nice, drive, ride, wide, like	tie, lie	July, my, try, fly, by
②	highest	bikes, tired		
③	sunlight, moonlight	lakeside, beside		

Say: **The words in the final row are special. They are all compound words. Work with your partner to find and circle the two smaller words inside each word in row 3.**

Call on different partnerships to tell you the smaller words inside each word in row 3. Circle the two parts of the compound words on the chart.

15

DAY 2

Alphie's Words Chart
Day 1

Practice Spelling Alphie's Words

Display the word list from yesterday's lesson. Quickly read the words with the class.

Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make three columns labeled "igh," "i_e," "ie," and "_y."

Cover the chart paper with Alphie's Words. Read the words from the first row and have the students write them in their notebooks in the correct column:

high	bright	night	sight
nice	drive	ride	wide
like	tie	lie	July
my	try	fly	by

When the students are finished, remove the chart paper so they can check their work.

Repeat the process for the row 2 words:

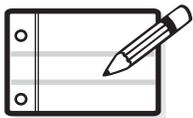
highest	bikes	tired
----------------	--------------	--------------

Tell the students that the words in the final row are Alphie's Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Words." Repeat the spelling process as described above for the row 3 words:

sunlight	moonlight	lakeside	beside
-----------------	------------------	-----------------	---------------

Mean Monster's Words

There are no Mean Monster's Words in today's lesson.



Dictation

Write the following sentence on the board:

We tri to rid our bieks at nite in Juli.

Read the sentence aloud with the students. Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence and have the students write it in their notebooks:

We try to ride our bikes at night in July.

Read the following sentence:

We lie by the bright lake.

Have the students repeat the sentence two or three times, and then write it in their notebooks. Partners can compare sentences. Write the sentence on the board so that the students can check their work.

Think-Pair-Share →



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading “My Spelling Words.” The students will make a list of the words they have circled. They can decide for themselves if they want to add Alphie’s Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page “My Spelling Words.” This will remind the students that they need to study these words tonight for a spelling test tomorrow.

15

DAY 3

Word Games

Have partners play a word game together using the long i spelling pattern. The students may choose their own words for the game.

Spelling Test

Have partners exchange spelling lists and give each other a quick spelling test. Partner A will read words while Partner B writes. Partner A will take Partner B’s list, circle the incorrect words, and give Partner B a chance to correct the words. Then, partners will switch roles.



Reviewing Long o Letter Groups

Partner Reading

Have the students turn to page 32 in their Partner Practice Booklets. Have partners read the story together a sentence at a time.

Have partners identify the special sound in the story.

Have partners share difficult words they figured out or provide examples of tricky words in the text.

Find Words with the Sound

Have partners read Alpie's story again and underline all the words with the long o sound.

Alpie's Story



"Let's grow vegetables," I said to my brother Joe. "To grow our own garden, we must sow seeds."

We borrowed a hoe from our neighbor, Farmer **Brown**, who grows oats.

"A hungry doe can be a foe to things you grow. And watch out for crows!" said Farmer **Brown**.

We thanked Farmer **Brown** for the wise words he spoke, and for loaning us the hoe. At home, we hoed and sowed for hours. "Even my toes are tired!" groaned Joe.

"Don't moan," I said. Next summer, our garden will be overflowing with the vegetables we've grown."

"I hope **so**," sighed Joe.

List Words on the Chart

Have partners identify the ways they saw the long o words spelled. Create a chart and label the different spellings.



Partner Practice Booklet 7

	ow	oa	o_e	oe
①				
②				
③				

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask partners to identify words with the long o sound that they found. Write them on the chart paper as shown below. Have partners do the same in their Partner Practice Booklets.



Alphonse's Words

	ow	oa	o_e	oe
①	own, sow, grow, grown	moan	home, hope, spoke	Joe, hoe, doe, foe
②	crows, sowed, grows	oats, groaned, loaning		hoed, toes
③	borrowed, overflowing			

16

DAY 2

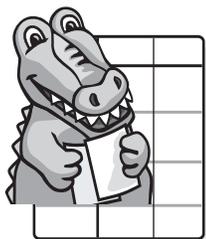
Practice Spelling Alphonse's Words

Display the word list from yesterday's lesson. Quickly read the words with the class.

Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphonse's Words" at the top of the page, and then make four columns labeled "ow," "oa," "o_e," and "oe."

Cover the chart paper with Alphonse's Words. Read the words from the first row and have the students write them in their notebooks in the correct column:

own	sow	grow	grown
spoke	moan	home	hoe
foe	Joe	hoe	doe



Alphonse's Words Chart
Day 1

When the students are finished, remove the chart paper so they can check their work.

Repeat the process for the row 2 words:

crows	sowed	grows	oats
groaned	hoed	toes	loaning

Tell the students that the words in the final row are Alphie's Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Words." Repeat the spelling process as described above for the row 3 words:

borrowed **overflowing**



Mean Monster's Words

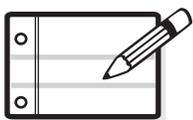
Introduce Mean Monster's Words by writing them on a new piece of chart paper. Point out why the words are tricky. (Although most of the words in the passage use "ow" to make the long o sound, these letters can also make a different sound. Refer the students to the Key Card "Brown Cow." The word "so" is tricky because it has the long o sound, even though it doesn't use any of the long o spelling patterns that the students have been learning.)

Teach the students the following rhymes:

Brown: Use the "ow" in "cow" when you spell "brown." **Brown**

So: Now you know, it's just one "o." **So**

Have the students make a new heading on their papers called "Mean Monster's Words." Have them write Mean Monster's Words, double-check the spelling, and circle the words.



Dictation

Write the following sentence on the board:

I hop the dos and croas don't get our owts.

Read the sentence aloud with the students. Have partners Think-Pair-Share to discuss what changes need to be made to the sentence. Correct the sentence and have the students write it in their notebooks:

I hope the does and crows don't get our oats.

Read the following sentence:

You must hoe and sow to make your garden grow.

Have the students repeat the sentence two or three times and then write it in their notebooks. Partners can compare sentences. Write the sentence on the board so that the students can check their work.

Think-Pair-Share →



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading “My Spelling Words.” The students will make a list of the words they have circled. They can decide for themselves if they want to add Alphie’s Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page “My Spelling Words.” This will remind them that they need to study these words tonight for a spelling test tomorrow.

16

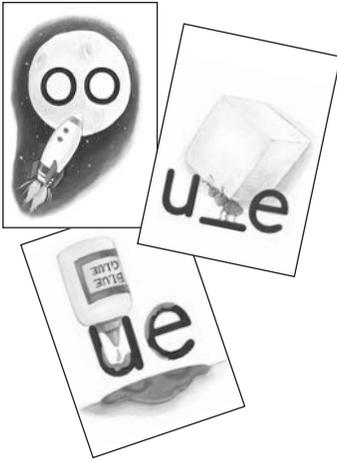
DAY 3

Word Games

Have partners play a word game together using the long o spelling pattern. The students may choose their own words for the game.

Spelling Test

Have partners exchange spelling lists and give each other a quick spelling test. Partner A will read words while Partner B writes. Partner A will take Partner B’s list, circle the incorrect words, and give Partner B a chance to correct the words. Then, partners will switch roles.



Reviewing Long u Letter Groups

Partner Reading

Have the students turn to page 33 in their Partner Practice Booklets. Have partners read the story together a sentence at a time.

Have partners identify the special sound in the story.

Have partners share difficult words they figured out or provide examples of tricky words in the text.

Find Words with the Sound

Have partners read Alpie's story again and underline all the words with the long u sound.

Alpie's Story

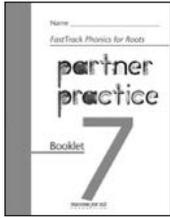


Have you ever heard a loon? It's a water bird that toots an odd tune. We camped in the Oregon woods last June. We were a few miles from the ocean and a coast full of dunes. We hiked at noon, when the sky was clear and blue. Many birds flew above us, in all sizes and hues. Suddenly, we heard something new.

"What is THAT? A baboon?" shouted my rude cousin, Sue.

"You're kooky!" I said.

"No need to argue," said my Uncle Lew. He knew the sound was a Pacific loon. "We won't see any this afternoon. They stay in the sea to be close to their food."



Partner Practice Booklet 7

List Words on the Chart

Have partners identify the ways they saw the long u words spelled. Create a chart and label the different spellings.

	oo	ew	ue	u_e
①				
②				
③				

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask partners to identify words with the long u sound that they found. Write them on the chart paper as shown below. Have partners do the same in their Partner Practice Booklets.

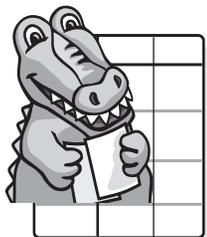


Alphie's Words

	oo	ew	ue	u_e
①	loon, noon, food	few, flew, new, Lew	Sue, blue	tune, June, rude
②	toots, kooky, baboon	knew	argue, hues	dunes
③	afternoon			

17

DAY 2

Alphie's Words Chart
Day 1

Practice Spelling Alphie's Words

Display the word list from yesterday's lesson. Quickly read the words with the class.

Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make four columns labeled "oo," "ew," "u_e," and "ue."

Cover the chart paper with Alphie's Words. Read the words from the first row and have the students write them in their notebooks in the correct column:

loon	noon	food	few
flew	new	Lew	Sue
blue	tune	June	rude

When the students are finished, remove the chart paper so they can check their work.

Repeat the process for the row 2 words:

toots baboon kooky knew
argue hues dunes

Tell the students that the final row of words has Alphie's Big Word. The students can decide for themselves if they want to try spelling the big word. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Word." Repeat the spelling process as described above for the row 3 word:

afternoon



Mean Monster's Words

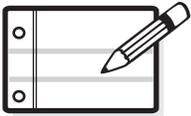
Introduce Mean Monster's Words by writing them on a new piece of chart paper. Point out why each word is a tricky word. (Although most of the words in the passage use "oo" to make the long u sound, the letters make a different sound in "wood." The word "you" doesn't use a common spelling to make the long u sound.)

Teach the students the following rhyme for the word:

Woods: Two big "o's" are good for wood. Add an s. Woods.

You: You can spell "you" with an "o" and a "u." You.

Have the students make a new heading on their papers called Mean Monster's Words. Have them write Mean Monster's Word, double-check the spelling, and circle them.



Think-Pair-Share →

Dictation

Write the following sentence on the board:

We saw a fue lewns in Joon.

Read the sentence aloud with the students. Have partners Think-Pair-Share to discuss what changes need to be made to the sentence. Correct the sentence and have the students write the new sentence in their notebooks:

We saw a few loons in June.

Read the following sentence:

Birds flew in the blue sky tooting a tune.

Have the students repeat the sentence two or three times and then write it in their notebooks. Partners can compare sentences. Write the sentence on the board so that the students can check their work.



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading "My Spelling Words." The students will make a list of the words they have circled. They can decide for themselves if they want to add Alphie's Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page “My Spelling Words.” This will remind the students that they need to study these words tonight for a spelling test tomorrow.

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DAY 3

Word Games

Have partners play a word game together using the long u spelling pattern. The students may choose their own words for the game.

Spelling Test

Have partners exchange spelling lists and give each other a quick spelling test. Partner A will read words while Partner B writes. Partner A will take Partner B's list, circle the incorrect words, and give Partner B a chance to correct the words. Then, partners will switch roles.



Reviewing ur, ir, er

Partner Reading

Have the students turn to page 34 in their Partner Practice Booklets. Have partners read the story together a sentence at a time.

Have partners identify the special sound in the story.

Have partners share difficult words they figured out or provide examples of tricky words in the text.

Find Words with the Sound

Have partners read Alpie's story again and underline all the words with the /ur/ sound.

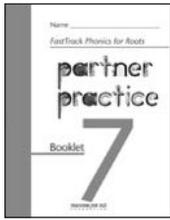
Alpie's Story



Yesterday after church, I went to the river. I sat on the trunk of a fir tree that fell over after a windstorm. At first, I was watching thirsty birds dip in the water. Then I turned my gaze to the earth and saw hundreds of squirrels!

I ran home and told my brother Kurt. He didn't believe me. I hurried back to take pictures. But I lurched forward and fell in the dirt. My camera got dirty, so I returned home.

"Take a shower," said my mother, the nurse. "It's a wonder you didn't get hurt!"



Partner Practice Booklet 7

List Words on the Chart

Have partners identify the ways they saw the /ur/ words spelled. Create a chart and label the different spellings.

	ur	ir	er
①			
②			
③			

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask partners to identify words with the /ur/ sound that they found. Write them on the chart paper as shown below. Have partners do the same in their Partner Practice Booklets.

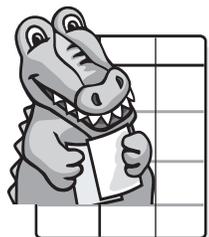


Alphie’s Words

	ur	ir	er
①	church, Kurt, nurse, hurt	fir, first, dirt	
②	turned, lurched, hurried	thirsty, birds, dirty	river, over, after, water, brother, shower, mother, wonder, camera
③	returned, pictures	squirrels	yesterday

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DAY 2



Alphie’s Words Chart
Day 1

Practice Spelling Alphie’s Words

Display the word list from yesterday’s lesson. Quickly read the words with the class.

Have the students turn to a new page in their spelling notebooks. The students should write the heading “Alphie’s Words” at the top of the page, and then make three columns labeled “ur,” “ir,” and “er.”

Cover the chart paper with Alphie’s Words. Read the words from the first row and have the students write them in their notebooks in the correct column:

church **Kurt** **nurse** **hurt**
fir **first** **dirt**

When the students are finished, remove the chart paper so they can check their work.

Repeat the process for the row 2 words:

turned	lurched	hurried	thirsty
birds	dirty	river	over
after	water	brother	shower
mother	wonder	camera	

Tell the students that words in the final row are Alphie's Big Words. The students can decide for themselves if they want to try spelling the big words. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Words." Repeat the spelling process as described above for the row 3 words:

squirrels yesterday pictures returned



Mean Monster's Words

Introduce Mean Monster Word by writing it on a new piece of chart paper. Point out why it is a tricky word. (You would expect the letters "er" to begin the word "earth," but there is an "a" in the middle of them.)

Teach the students the following rhyme for the word:

Earth: The "er" in "earth" has an "a" in the way. Earth.

Have the students make a new heading on their papers called "Mean Monster's Words." Have them write Mean Monster Word, double-check its spelling, and circle it.



Think-Pair-Share →

Dictation

Write the following sentence on the board:

Thirsty berds herried to the rivur.

Read the sentence aloud with the students. Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence and have the students write it in their notebooks:

Thirsty birds hurried to the river.

Read the following sentence:

Turn on the hot water in the shower to get rid of dirt.

Have the students repeat it two or three times and then write it in their notebooks. Partners can compare sentences. Write the sentence on the board so that the students can check their work.



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading "My Spelling Words." The students will make a list of the words they have circled. They can decide for themselves if they want to add Alphie's Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page “My Spelling Words.” This will remind the students that they need to study these words tonight for a spelling test tomorrow.

18

DAY 3

Word Games

Have partners play a word game together using ur, ir, and er spelling patterns. The students may choose their own words for the game.

Spelling Test

Have partners exchange spelling lists and give each other a quick spelling test. Partner A will read words while Partner B writes. Partner A will take Partner B's list, circle the incorrect words, and give Partner B a chance to correct the words. Then, partners will switch roles.



Reviewing ou, ow

Partner Reading

Have the students turn to page 35 in their Partner Practice Booklets. Have partners read the story together a sentence at a time.

Have partners identify the special sound in the story.

Have partners share difficult words they figured out or provide examples of tricky words in the text.

Find Words with the Sound

Have partners read Alphonse's story again and underline all the words with the /ou/ sound.

Alphonse's Story

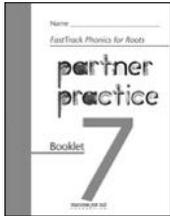


Owls are nocturnal birds. That means they fly at dusk or at night when everyone else is drowsy. Their eyes are very large and round to help their sight. Owls often make a loud "hoooo, hoooo" sound.

They hunt in woods and (meadows), swooping down (low) to the ground when a rabbit or field mouse is around. If your house is in a busy town, you may see many birds, but you probably won't see any owls. I live in the country and sometimes see an owl. Once I even found an owl feather! It was black, white, and brown.

List Words on the Chart

Have partners identify the ways they saw the /ou/ words spelled. Create a chart and label the different spellings.



Partner Practice Booklet 7

	ou	ow
①		
②		

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask partners to identify words with the /ou/ sound that they found. Write them on the chart paper as shown below. Have partners do the same in their Partner Practice Booklets.

Alphie's Words



	ou	ow
①	round, sound, ground, found, loud, mouse, house	down, town, brown, owl
②	around	owls, drowsy

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DAY 2

Practice Spelling Alphie's Words

Display the word list from yesterday's lesson. Quickly read the words with the class.

Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make two columns labeled "ou" and "ow."

Cover the chart paper with Alphie's Words. Read the words from the first row and have the students write them in their notebooks in the correct column:

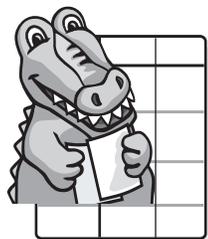
round sound ground found
loud mouse house owl
down town brown

When the students are finished, remove the chart paper so they can check their work.

Repeat the process for the row 2 words:

around owls drowsy

There are no Alphie's Big Words in this lesson.



Alphie's Words Chart
Day 1



Mean Monster's Words

Introduce Mean Monster's Words by writing them on a new piece of chart paper. Point out why each word is a tricky word. (In "meadow" and "low," the letters "ow" make the long o sound. This is one sound that the letters "ow" can make, so they are not really Mean Monster's Words. But have the students write them down so they don't confuse them with other "ow" words.)

Have the students make a new heading on their papers called "Mean Monster's Words." Have them write Mean Monster's Words, double-check the spelling, and circle each word.



Think-Pair-Share

Dictation

Write the following sentence on the board:

An oul can see a rowse on the grownd.

Read the sentence aloud with the students. Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence and have the students write the new sentence in their notebooks:

An owl can see a mouse on the ground.

Read the following sentence:

I hear the loud sound of a brown owl.

Have the students repeat the sentence two or three times and then write it in their notebooks. Partners can compare sentences. Write the sentence on the board so that the students can check their work.



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading "My Spelling Words." The students will make a list of the words they have circled. They can decide for themselves if they want to add Alphie's Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page "My Spelling Words." This will remind the students that they need to study these words tonight for a spelling test tomorrow.

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DAY 3

Word Games

Have partners play a word game together using ou and ow spelling patterns. The students may choose their own words for the game.

Spelling Test

Have partners exchange spelling lists and give each other a quick spelling test. Partner A will read words while Partner B writes. Partner A will take Partner B's list, circle the incorrect words, and give Partner B a chance to correct the words. Then, partners will switch roles.



Reviewing oy, oi

Partner Reading

Have the students turn to page 36 in their Partner Practice Booklets. Have partners read the story together a sentence at a time.

Have partners identify the special sound in the story.

Have partners share difficult words they figured out or provide examples of tricky words in the text.

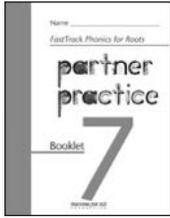
Find Words with the Sound

Have partners read Alpie's story again and underline all the words with the /oy/ sound.

Alpie's Story



My friend, **Roy**, likes to juggle. There's nothing he **enjoys** more! He and his brother, **Troy**, juggle apples and **toys**! They study with the **Royal Jugglers of Des Moines**. They **toil** to be the best jugglers ever, and call themselves "The Amazing Juggling **Boys**." My sister, **Joy**, and I are their **loyal** fans. We mustn't make any **noise**; it would **annoy** **Troy** and **Roy** and **spoil** the show. Someday I'm going to **join** them on stage, even though I'm not a **boy**!



Partner Practice Booklet 7

List Words on the Chart

Have partners identify the ways they saw the /oy/ words spelled. Create a chart and label the different spellings.

	oy	oi
①		
②		
③		

Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask partners to identify words with the /oy/ sound that they found. Write them on the chart paper as shown below. Have partners do the same in their Partner Practice Booklets.

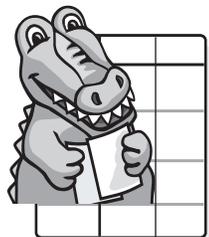


Alphie's Words

	oy	oi
①	Roy, Troy, boy, Joy	toil, noise, spoil, join
②	enjoys, toys, Boys, annoy, Royal, loyal	
③		Des Moines

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DAY 2



Alphie's Words Chart Day 1

Practice Spelling Alphie's Words

Display the word list from yesterday's lesson. Quickly read the words with the class.

Have the students turn to a new page in their spelling notebooks. The students should write the heading "Alphie's Words" at the top of the page, and then make two columns labeled "oy" and "oi."

Cover the chart paper with Alphie's Words. Read the words from the first row and have the students write them in their notebooks in the correct column:

Roy	Troy	boy	Joy
toil	noise	spoil	join

When the students are finished, remove the chart paper so they can check their work.

Repeat the process for the row 2 words:

Royal **enjoys** **toys** **Boys**
annoy **loyal**

Tell the students that the final row has an Alphie's Big Word. The students can decide for themselves if they want to try spelling the big word. If they choose to, they should make a new heading in their notebooks called "Alphie's Big Word." Repeat the spelling process as described above for the row 3 word:

Des Moines

Mean Monster's Words

There are no Mean Monster's Words in this lesson.



Think-Pair-Share →

Dictation

Write the following sentence on the board:

Let's joyn Roi and Troi.

Read the sentence aloud with the students. Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence and have the students write the new sentence in their notebooks:

Let's join Roy and Troy.

Read the following sentence:

Too much noise will annoy the boys.

Have the students repeat the sentence two or three times and then write it in their notebooks. Partners can compare sentences. Write the sentence on the board so the students can check their work.



My Spelling Words

Have the students turn to a new page in their spelling notebooks and write the heading "My Spelling Words." The students will make a list of the words they have circled. They can decide for themselves if they want to add Alphie's Big Words to their lists.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of paper and post them in a central location.

Give each student a sticky flag to mark the page "My Spelling Words." This will remind the students that they need to study these words tonight for a spelling test tomorrow.

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DAY 3

Word Games

Have partners play a word game together using oy and oi spelling patterns. The students may choose their own words for the game.

Spelling Test

Have partners exchange spelling lists and give each other a quick spelling test. Partner A will read words while Partner B writes. Partner A will take Partner B's list, circle the incorrect words, and give Partner B a chance to correct the words. Then, partners will switch roles.

FastTrack Phonics for Roots

Appendix

Set 1 Assessment Word List

page

graph

judge

match

grew

stage

gopher

badge

itch

blew

