Know final -e and common vowel team conventions for representing long vowel sounds.

## Level Two Scope and Sequence of Skills

The following pages provide activities to teach letter patterns. This chart shows how the Readable books correlate to the letter patterns.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Book Titles</th>
<th>Patterns</th>
<th>Power Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductory A</td>
<td><em>Me</em></td>
<td>I, a, me, is, it, on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introductory B</td>
<td>The Snowman, The Mitten</td>
<td>the, what, in</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I Am Sam, What Am I?</td>
<td>-am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sad Sam, Dad’s Surprise</td>
<td>-ad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tad, Matt’s Hat</td>
<td>-at</td>
<td>see, he</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What Is It?, Dan and Mac</td>
<td>-an, -and, -ant</td>
<td>said, says, are</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What a Band!, Pat Can Camp</td>
<td>-ap, -amp</td>
<td>have, my</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 1 Review</td>
<td>The Rabbit and the Turtle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>Stop the Frogs!</td>
<td>-od, -ot, -op</td>
<td>will, go</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Bob and Tab</td>
<td>-ob, -ab, -oss</td>
<td>his, has</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Hot Rods</td>
<td>-ox, -ax</td>
<td>for, you</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Happy Birthday</td>
<td>-og, -ag</td>
<td>with, here</td>
</tr>
<tr>
<td></td>
<td>Unit 2 Review</td>
<td>Go, Frog, Go!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>Pip, the Big Pig</td>
<td>-ip, -ig, -in</td>
<td>of, to, be</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>What Is in the Pit?</td>
<td>-im, -it</td>
<td>put, they</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Prints!</td>
<td>-ill, -int</td>
<td>she, her, from</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Who Is at the Door?</td>
<td>-ing, -ilk</td>
<td>who, come, let</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>The Big Trip</td>
<td>-ack, -ock, -ick</td>
<td>your, we, too</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Who Will Go in the Rain?</td>
<td>-ash, -ish</td>
<td>yes, no</td>
</tr>
<tr>
<td></td>
<td>Unit 3 Review</td>
<td>Let’s Get Hats!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>Slug Bug</td>
<td>-ug, -un, -ut</td>
<td>now, look, down</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Green Gum</td>
<td>-um, -ub, -ush</td>
<td>went, then, get, that</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Lizzy the Bee</td>
<td>-uzz, -izz</td>
<td>by, little, so</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Little Duck</td>
<td>-uck, -uff, -ump</td>
<td>like, why, do</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Thump, Bump!</td>
<td>-th, th-</td>
<td>mother, father, want, Mr.</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Review</td>
<td>The Tree Hut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Lesson</td>
<td>Book Titles</td>
<td>Patterns</td>
<td>Power Words</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-----------------------</td>
<td>----------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
<td><em>The Big Hill</em></td>
<td>-ed, -ell, -est</td>
<td>was, far, fall, day</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td><em>What’s in the Egg?</em></td>
<td>-en, -et</td>
<td>out, or, find, one</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td><em>Rom and His New Pet</em></td>
<td>-end, -ent</td>
<td>friend, new, tree</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td><em>Chet and Chuck</em></td>
<td>ch-, -tch</td>
<td>some, thank, house, good</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td><em>What Do I Spy?</em></td>
<td>-y, wh-</td>
<td>how, all, does</td>
</tr>
<tr>
<td></td>
<td>Unit 5 Review</td>
<td><em>Quick! Help!</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>26</td>
<td><em>Can We Still Be Friends?</em></td>
<td>-ade, -ake, -ame</td>
<td>play, were, sure, could</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td><em>Fun in Kansas</em></td>
<td>-ane, -ate</td>
<td>their, many, love</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td><em>Brave Dave and Jane</em></td>
<td>-ave, -are</td>
<td>walk, hold, pull</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td><em>My Snowman</em></td>
<td>-ace, -age</td>
<td>cold, eyes, ears</td>
</tr>
<tr>
<td></td>
<td>Unit 6 Review</td>
<td><em>Space Chase Race</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td><em>Oh No, Mose!</em></td>
<td>-ope, -ose</td>
<td>would, where</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td><em>Smoke!</em></td>
<td>-oke, -ole</td>
<td>over, room, small</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td><em>The Note</em></td>
<td>-one, -ode, -ote</td>
<td>read, please, any</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td><em>The Snoring Boar</em></td>
<td>-ore, -ove</td>
<td>door, because, live</td>
</tr>
<tr>
<td></td>
<td>Unit 7 Review</td>
<td><em>Shopping Day</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>34</td>
<td><em>Friends</em></td>
<td>-ide, -ime</td>
<td>tomorrow, buy</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td><em>Two Little Pines</em></td>
<td>-ine, -ite</td>
<td>two, start, school, don’t</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td><em>Can Matilda Get the Cheese?</em></td>
<td>-ice, -ire, -ile</td>
<td>under, never, eat</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td><em>Let’s Go to Yellowstone</em></td>
<td>-ive, -ike, -ipe</td>
<td>our, there, know</td>
</tr>
<tr>
<td></td>
<td>Unit 8 Review</td>
<td><em>Maddy and Clive</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>38</td>
<td><em>Brute and the Flute</em></td>
<td>-ute, -ude</td>
<td>around, think</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td><em>Old Rosa</em></td>
<td>-ube, -ule</td>
<td>very, old, work</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td><em>What Is in the Tree?</em></td>
<td>-une, -use</td>
<td>every, way, saw</td>
</tr>
<tr>
<td></td>
<td>41</td>
<td><em>Too Much Popcorn</em></td>
<td>sk-, -ed</td>
<td>began, better</td>
</tr>
<tr>
<td></td>
<td>Unit 9 Review</td>
<td><em>Old King Dune</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>42</td>
<td><em>Riding in My Jeep</em></td>
<td>-eep, -eed, -eet</td>
<td>show, push</td>
</tr>
<tr>
<td></td>
<td>43</td>
<td><em>Sammy and Pete</em></td>
<td>-eak, -eal, -eam</td>
<td>only, wait, other</td>
</tr>
<tr>
<td></td>
<td>44</td>
<td><em>Will You Play with Me?</em></td>
<td>-ail, -ain, -ay</td>
<td>thought, soon, after</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td><em>The Rescue</em></td>
<td>-oat, -oad</td>
<td>laugh, both</td>
</tr>
<tr>
<td></td>
<td>Unit 10 Review</td>
<td><em>Who Am I?</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Pattern Word Building

Activity 1: -ade, -ake, -ame

<table>
<thead>
<tr>
<th>Build to -ade</th>
<th>Build to -ake</th>
<th>Build to -ame</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>pan</td>
<td>sap</td>
</tr>
<tr>
<td>mat</td>
<td>tan</td>
<td>sad</td>
</tr>
<tr>
<td>mad</td>
<td>tak</td>
<td>sam</td>
</tr>
<tr>
<td>mad (e)</td>
<td>tak (e)</td>
<td>sam (e)</td>
</tr>
<tr>
<td>jade</td>
<td>rake</td>
<td>came</td>
</tr>
<tr>
<td>spade</td>
<td>snake</td>
<td>game</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.
   
   **Teacher:** blend hhhaaat. (Hold out the letter sounds.)
   
   **Students:** hhhaat

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to made.
   
   **Teacher:** The word mad changed to made when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, a.
   
   **Teacher:** If I take away /m/ from the word made, what is left?
   
   **Students:** -ade
   
   **Teacher:** Blend aaade. (Hold out the letter sounds.)
   
   **Everyone:** aaade

4. Have students create the next words in the list.

5. When you get to the end of the list, introduce the Key Word.
   
   **Teacher:** Here is the word spade. It’s a Key Word that will help you learn to read other words with -ade in them.

Activity 2: -ane, -ate

<table>
<thead>
<tr>
<th>Build to -ane</th>
<th>Build to -ate</th>
</tr>
</thead>
<tbody>
<tr>
<td>tan</td>
<td>pat</td>
</tr>
<tr>
<td>man</td>
<td>rat</td>
</tr>
<tr>
<td>man (e)</td>
<td>rat (e)</td>
</tr>
<tr>
<td>lane</td>
<td>kate</td>
</tr>
<tr>
<td>plane</td>
<td>skate</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.
   
   **Teacher:** Blend taaannn. (Hold out the letter sounds.)
   
   **Students:** taaannn

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to mane.
   
   **Teacher:** The word man changed to mane when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, a.
   
   **Teacher:** If I take away /m/ from the word mane, what is left?
   
   **Students:** -ane
   
   **Teacher:** Blend aaane. (Hold out the letter sounds.)
   
   **Everyone:** aaane

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.
   
   **Teacher:** Here is the word plane. It’s a Key Word that will help you learn to read other words with -ane in them.
Activity 3: -ave, -are

<table>
<thead>
<tr>
<th>Build to -ave</th>
<th>Build to -are</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit</td>
<td>cup</td>
</tr>
<tr>
<td>sat</td>
<td>cap</td>
</tr>
<tr>
<td>sav</td>
<td>car</td>
</tr>
<tr>
<td>sav (e)</td>
<td>car (e)</td>
</tr>
<tr>
<td>brave</td>
<td>flare</td>
</tr>
<tr>
<td>wave</td>
<td>square</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.

   **Teacher:** Blend sssiit. (Hold out the letter sounds.)
   **Students:** sssiit

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to save.

   **Teacher:** The word sav changed to save when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, a.
   **Teacher:** If I take away /s/ from the word save, what is left?
   **Students:** -ave
   **Teacher:** Blend aaave. (Hold out the letter sounds.)
   **Everyone:** aaave

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.

   **Teacher:** Here is the word wave. It’s a Key Word that will help you learn to read other words with -ave in them.

Activity 4: -ace, -age

<table>
<thead>
<tr>
<th>Build to -ace</th>
<th>Build to -age</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>tan</td>
</tr>
<tr>
<td>ran</td>
<td>tag</td>
</tr>
<tr>
<td>rac</td>
<td>wag</td>
</tr>
<tr>
<td>rac (e)</td>
<td>wag (e)</td>
</tr>
<tr>
<td>face</td>
<td>cage</td>
</tr>
<tr>
<td>lace</td>
<td>page</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.

   **Teacher:** Blend mmmaaannn. (Hold out the letter sounds.)
   **Students:** mmmaaannn

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to race.

   **Teacher:** The word rac changed to race when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, a.
   **Teacher:** If I take away /r/ from the word race, what is left?
   **Students:** -ace
   **Teacher:** Blend aaace. (Hold out the letter sounds.)
   **Everyone:** aaace

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.

   **Teacher:** Here is the word lace. It’s a Key Word that will help you learn to read other words with -ace in them.
Activity 5: -ope, -ose

<table>
<thead>
<tr>
<th>Build to -ope</th>
<th>Build to -ose</th>
</tr>
</thead>
<tbody>
<tr>
<td>tip</td>
<td>top</td>
</tr>
<tr>
<td>hip</td>
<td>hop</td>
</tr>
<tr>
<td>hop (c)</td>
<td>hos(e)</td>
</tr>
<tr>
<td>slope</td>
<td>nose</td>
</tr>
<tr>
<td>rope</td>
<td>rose</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.
   
   **Teacher:** Blend tiip. (Hold out the letter sounds.)
   **Students:** tiip

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to hope.
   
   **Teacher:** The word hop changed to hope when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, o.
   **Teacher:** If I take away /h/ from the word hope, what is left?
   **Students:** -ope
   **Teacher:** Blend ooope. (Hold out the letter sounds.)
   **Everyone:** ooope

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.
   
   **Teacher:** Here is the word rope. It’s a Key Word that will help you learn to read other words with -ope in them.

Activity 6: -oke, -ole

<table>
<thead>
<tr>
<th>Build to -oke</th>
<th>Build to -ole</th>
</tr>
</thead>
<tbody>
<tr>
<td>jet</td>
<td>got</td>
</tr>
<tr>
<td>jot</td>
<td>hot</td>
</tr>
<tr>
<td>jok</td>
<td>hol</td>
</tr>
<tr>
<td>jok (e)</td>
<td>hol (e)</td>
</tr>
<tr>
<td>spoke</td>
<td>pole</td>
</tr>
<tr>
<td>smoke</td>
<td>mole</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.
   
   **Teacher:** Blend jeeet. (Hold out the letter sounds.)
   **Students:** jeeet

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to joke.
   
   **Teacher:** The word jok changed to joke when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, o.
   **Teacher:** If I take away /j/ from the word joke, what is left?
   **Students:** -oke
   **Teacher:** Blend oooke. (Hold out the letter sounds.)
   **Everyone:** oooke

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.
   
   **Teacher:** Here is the word smoke. It’s a Key Word that will help you learn to read other words with -oke in them.
Activity 7: -ote, -one, -ode

<table>
<thead>
<tr>
<th>Build to -ote</th>
<th>Build to -one</th>
<th>Build to -ode</th>
</tr>
</thead>
<tbody>
<tr>
<td>hop</td>
<td>man</td>
<td>pop</td>
</tr>
<tr>
<td>top</td>
<td>tan</td>
<td>mop</td>
</tr>
<tr>
<td>tot</td>
<td>ton</td>
<td>mod</td>
</tr>
<tr>
<td>tot (e)</td>
<td>ton (e)</td>
<td>mod (e)</td>
</tr>
<tr>
<td>vote</td>
<td>bone</td>
<td>rode</td>
</tr>
<tr>
<td>note</td>
<td>stone</td>
<td>code</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.
   **Teacher:** Blend hhhooop. (Hold out the letter sounds.)
   **Students:** hhhooop

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to tote.
   **Teacher:** The word tot changed to tote when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, o.
   **Teacher:** If I take away /h/ from the word tote, what is left?
   **Students:** -ote
   **Teacher:** Blend ooote. (Hold out the letter sounds.)
   **Everyone:** ooote

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.
   **Teacher:** Here is the word note. It’s a word that will help you learn to read other words with -ote in them.

---

Activity 8: -ove, -ore

<table>
<thead>
<tr>
<th>Build to -ove</th>
<th>Build to -ore</th>
</tr>
</thead>
<tbody>
<tr>
<td>pop</td>
<td>map</td>
</tr>
<tr>
<td>hop</td>
<td>mop</td>
</tr>
<tr>
<td>hov</td>
<td>mor</td>
</tr>
<tr>
<td>hov (e)</td>
<td>mor (e)</td>
</tr>
<tr>
<td>rove</td>
<td>tore</td>
</tr>
<tr>
<td>stove</td>
<td>store</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.
   **Teacher:** Blend pooop. (Hold out the letter sounds.)
   **Students:** pooop

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to hove.
   **Teacher:** The word hov changed to hove when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, o.
   **Teacher:** If I take away /h/ from the word ove, what is left?
   **Students:** -ove
   **Teacher:** Blend ooove. (Hold out the letter sounds.)
   **Everyone:** ooove

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.
   **Teacher:** Here is the word stove. It’s a word that will help you learn to read other words with -ove in them.
### Activity 9: -ide, -ime

<table>
<thead>
<tr>
<th>Build to -ide</th>
<th>Build to -ime</th>
</tr>
</thead>
<tbody>
<tr>
<td>bib</td>
<td>dip</td>
</tr>
<tr>
<td>rib</td>
<td>dim</td>
</tr>
<tr>
<td>rid</td>
<td>slim</td>
</tr>
<tr>
<td>rid (e)</td>
<td>slim (e)</td>
</tr>
<tr>
<td>side</td>
<td>time</td>
</tr>
<tr>
<td>slide</td>
<td>dime</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.
   
   **Teacher:** Blend biiib. *(Hold out the letter sounds.)*
   **Students:** biiib

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to **ride**.
   
   **Teacher:** The word **rid** changed to **ride** when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, *i*.
   **Teacher:** If I take away /r/ from the word **ride**, what is left?
   **Students:** -ide
   **Teacher:** Blend iiide. *(Hold out the letter sounds.)*
   **Everyone:** iiide

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.
   
   **Teacher:** Here is the word **slide**. It’s a Key Word that will help you learn to read other words with -ide in them.

### Activity 10: -ine, -ite

<table>
<thead>
<tr>
<th>Build to -ine</th>
<th>Build to -ite</th>
</tr>
</thead>
<tbody>
<tr>
<td>bit</td>
<td>hot</td>
</tr>
<tr>
<td>pit</td>
<td>hit</td>
</tr>
<tr>
<td>pin</td>
<td>bit</td>
</tr>
<tr>
<td>pin (e)</td>
<td>bit (e)</td>
</tr>
<tr>
<td>line</td>
<td>white</td>
</tr>
<tr>
<td>vine</td>
<td>kite</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.
   
   **Teacher:** Blend biit. *(Hold out the letter sounds.)*
   **Students:** biit

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to **pine**.
   
   **Teacher:** The word **pin** changed to **pine** when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, *i*.
   **Teacher:** If I take away /p/ from the word **pine**, what is left?
   **Students:** -ine
   **Teacher:** Blend iiiinne. *(Hold out the letter sounds.)*
   **Everyone:** iiiinne

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.
   
   **Teacher:** Here is the word **vine**. It’s a Key Word that will help you learn to read other words with the pattern -ine in them.
Activity 11: -ice, -ire, -ile

1. Write the first word from the first list on the chalkboard.
   
   **Teacher:** Blend nnnaaap. (Hold out the letter sounds.)
   **Students:** nnnaaap

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to nice.
   
   **Teacher:** The word nic(k) changed to nice when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, i.
   **Teacher:** If I take away /n/ from the word nice, what is left?
   **Students:** -ice
   **Teacher:** Blend iiiccee. (Hold out the letter sounds.)
   **Everyone:** iiiccee

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.
   
   **Teacher:** Here is the word mice. It’s a Key Word that will help you learn to read other words with -ice in them.

Activity 12: -ive, -ike, -ipe

1. Write the first word from the first list on the chalkboard.
   
   **Teacher:** Blend fffuuunnn. (Hold out the letter sounds.)
   **Students:** fffuuunnn

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to five.
   
   **Teacher:** The word fiv changed to five when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, i.
   **Teacher:** If I take away /f/ from the word five, what is left?
   **Students:** -ive
   **Teacher:** Blend iiivvve. (Hold out the letter sounds.)
   **Everyone:** iiivvve

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.

   **Teacher:** Here is the word hive. It’s a Key Word that will help you learn to read other words with the pattern -ive in them.
Activity 13: -ute, -ude

**Build to -ute**
- can
- cat
- cut
- cut (e)
- brute
- flute

**Build to -ude**
- ran
- rad
- rud
- rud (e)
- prude
- dude

1. Write the first word from the first list on the chalkboard.
   - **Teacher:** Blend caaannn. (Hold out the letter sounds.)
   - **Students:** caaannn

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to cute.
   - **Teacher:** The word cut changed to cute when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, u.
   - **Teacher:** If I take away /k/ from the word cute, what is left?
   - **Students:** -ute
   - **Teacher:** Blend uuute. (Hold out the letter sounds.)
   - **Everyone:** uuute

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.
   - **Teacher:** Here is the word flute. It’s a Key Word that will help you learn to read other words with the pattern -ute in them.

Activity 14: -ube, -ule

**Build to -ube**
- cab
- cub
- tub
- tub (e)
- lube
- cube

**Build to -ule**
- fun
- run
- rul
- rul (e)
- yule
- mule

1. Write the first word from the first list on the chalkboard.
   - **Teacher:** Blend caaab. (Hold out the letter sounds.)
   - **Students:** caaab

2. Ask students to change one letter, making the next word on the list.

3. Continue through the list until you get to tube.
   - **Teacher:** The word tub changed to tube when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, u.
   - **Teacher:** If I take away /t/ from the word tube, what is left?
   - **Students:** -ube
   - **Teacher:** Blend uuube. (Hold out the letter sounds.)
   - **Everyone:** uuube

4. Have students create the next words in the list.

5. Introduce the Key Word when you get to the end of the list.
   - **Teacher:** Here is the word cube. It’s a Key Word that will help you learn to read other words with the pattern -ube in them.
Activity 15: -une, -use

<table>
<thead>
<tr>
<th>Build to -une</th>
<th>Build to -use</th>
</tr>
</thead>
<tbody>
<tr>
<td>pan</td>
<td>as</td>
</tr>
<tr>
<td>fan</td>
<td>is</td>
</tr>
<tr>
<td>fun</td>
<td>us</td>
</tr>
<tr>
<td>fun (e)</td>
<td>us (e)</td>
</tr>
<tr>
<td>June</td>
<td>huse</td>
</tr>
</tbody>
</table>

Write the first word from the first list on the chalkboard.

Blend paaannn. (Hold out the letter sounds.)

Ask students to change one letter, making the next word on the list.

Continue through the list until you get to fune.

The word fun changed to fune when we added Magic e. Magic e gave the vowel a tweak and made it say its own name, u.

If I take away /f/ from the word fune, what is left?

-une

Blend uuunnne. (Hold out the letter sounds.)

Have students create the next words in the list.

Introduce the Key Word when you get to the end of the list.

Here is the word dune. It’s a Key Word that will help you learn to read other words with the pattern -une in them.

Activity 16: -eep, -eed, -eet

<table>
<thead>
<tr>
<th>Pattern -eep</th>
<th>Pattern -eed</th>
<th>Pattern -eet</th>
</tr>
</thead>
<tbody>
<tr>
<td>jeep</td>
<td>seed</td>
<td>street</td>
</tr>
<tr>
<td>keep</td>
<td>weed</td>
<td>feet</td>
</tr>
<tr>
<td>peep</td>
<td>need</td>
<td>meet</td>
</tr>
<tr>
<td>seep</td>
<td>deed</td>
<td>sheet</td>
</tr>
<tr>
<td>weep</td>
<td>heed</td>
<td>sleet</td>
</tr>
<tr>
<td>sheep</td>
<td>speed</td>
<td>sweet</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.

Teacher: Blend jeeep. (Hold out the letter sounds.)

Students: jeeep

Teacher: The word jeep will help you read other words with -eep in them. Now change a letter in the word jeep to make keep.

2. Ask students to blend the new word. Continue through the list.

3. Repeat steps 1–2 with the remaining Key Word lists.

Activity 17: -eak, -eal, -eam

<table>
<thead>
<tr>
<th>Pattern -eak</th>
<th>Pattern -eal</th>
<th>Pattern -eam</th>
</tr>
</thead>
<tbody>
<tr>
<td>beak</td>
<td>seal</td>
<td>cream</td>
</tr>
<tr>
<td>peak</td>
<td>deal</td>
<td>seam</td>
</tr>
<tr>
<td>weak</td>
<td>heal</td>
<td>team</td>
</tr>
<tr>
<td>sneak</td>
<td>meal</td>
<td>dream</td>
</tr>
<tr>
<td>squeak</td>
<td>real</td>
<td>steam</td>
</tr>
<tr>
<td>streak</td>
<td>steal</td>
<td>scream</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.

Teacher: Blend beeek. (Hold out the letter sounds.)

Students: beeek

Teacher: The word beak will help you read other words with -eak in them. Now change a letter in the word beak to make peak.

2. Ask students to blend the new word. Continue through the list.

3. Repeat steps 1–2 with the remaining Key Word lists.
Activity 18: -ail, -ain, -ay

<table>
<thead>
<tr>
<th>Pattern -ail</th>
<th>Pattern -ain</th>
<th>Pattern -ay</th>
</tr>
</thead>
<tbody>
<tr>
<td>snail</td>
<td>chain</td>
<td>clay</td>
</tr>
<tr>
<td>mail</td>
<td>pain</td>
<td>day</td>
</tr>
<tr>
<td>nail</td>
<td>rain</td>
<td>hay</td>
</tr>
<tr>
<td>pail</td>
<td>brain</td>
<td>May</td>
</tr>
<tr>
<td>rail</td>
<td>drain</td>
<td>tray</td>
</tr>
<tr>
<td>trail</td>
<td>grain</td>
<td>spray</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.

   **Teacher:** Blend sssnnnaailll. (Hold out the letter sounds.)
   **Students:** sssnnnaailll

   **Teacher:** The word snail will help you read other words with -ail in them. Now change letters in the word snail to make mail.

2. Ask students to blend the new word. Continue through the list.

3. Repeat steps 1–2 with the remaining Key Word lists.

Activity 19: -oat, -oad

<table>
<thead>
<tr>
<th>Pattern -oat</th>
<th>Pattern -oad</th>
</tr>
</thead>
<tbody>
<tr>
<td>goat</td>
<td>road</td>
</tr>
<tr>
<td>boat</td>
<td>toad</td>
</tr>
<tr>
<td>coat</td>
<td>load</td>
</tr>
<tr>
<td>moat</td>
<td>goad</td>
</tr>
<tr>
<td>float</td>
<td>throat</td>
</tr>
</tbody>
</table>

1. Write the first word from the first list on the chalkboard.

   **Teacher:** Blend goooat. (Hold out the letter sounds.)
   **Students:** goooat

   **Teacher:** The word goat will help you read other words with -oat in them. Now change a letter in the word goat to make boat.

2. Ask students to blend the new word. Continue through the list.

3. Repeat steps 1–2 with the remaining Key Word lists.
Word Study Introduction

Activity 1
Words: snake, made, spade, take, game
Introduce each new word using the dialogue below.

**Teacher:** Snake. Let’s say this word slowly, stretching it out.
**Everyone:** sssnnnaaake
**Teacher:** Look at the word snake. Let’s count the letters in it.
**Everyone:** one, two, three, four, five
**Teacher:** Which letters go with each sound? (Sound them out together.)
**Teacher:** I hear four sounds but I see five letters. Why?
**Students:** Because the e is silent.
**Teacher:** That’s right. We don’t hear the e. (Cross e off the word.)
**Teacher:** (Cover initial consonant.) What do the letters a, k, and e say?
**Students:** -ake
**Teacher:** What are some words that rhyme with snake?

Activity 2
Words: cane, late, plane, skate
Introduce each new word using the dialogue below.

**Teacher:** Cane. Let’s say this word slowly, stretching it out.
**Everyone:** caaannme
**Teacher:** Look at the word cane. Let’s count the letters in it.
**Everyone:** one, two, three, four
**Teacher:** Which letters go with each sound? (Sound them out.)
**Teacher:** I hear three sounds but I see four letters. Why?
**Students:** Because the e on the end is silent.
**Teacher:** That’s right. We don’t hear the e. (Cross e off the word.)
**Teacher:** (Cover initial consonant.) What do the letters a, n, and e say?
**Students:** -ane
**Teacher:** What are some words that rhyme with cane?

Activity 3
Words: brave, wave, square, dare
Introduce each new word using the dialogue below.

**Teacher:** Brave. Let’s say this word slowly, stretching it out.
**Everyone:** brrraaavvve
**Teacher:** Look at the word brave. Let’s count the letters in it.
**Everyone:** one, two, three, four, five
**Teacher:** Which letters go with each sound? (Sound them out together.)
**Teacher:** I hear four sounds but I see five letters. Why?
**Students:** Because the e is silent.
**Teacher:** That’s right. We don’t hear the e. (Cross e off the word.)
**Teacher:** (Cover initial consonant.) What do the letters a, v, and e say?
**Students:** -ave
**Teacher:** What are some words that rhyme with brave?

Activity 4
Words: lace, face, cage, page
Introduce each new word using the dialogue below.

**Teacher:** Lace. Let’s say this word slowly, stretching it out.
**Everyone:** Illlaaacce
**Teacher:** Look at the word lace. Let’s count the letters in it.
**Everyone:** one, two, three, four
**Teacher:** Which letters go with each sound? (Sound them out together.)
**Teacher:** I hear three sounds but I see four letters. Why?
**Students:** Because the e is silent.
**Teacher:** That’s right. We don’t hear the e. (Cross e off the word.)
**Teacher:** (Cover initial consonant.) What do the letters a, c, and e say?
**Students:** -ace
**Teacher:** What are some words that rhyme with lace?
Activity 5
Words: rope, slope, rose, nose

Introduce each new word using the dialogue below.

Teacher: Rope. Let’s say this word slowly, stretching it out.
Everyone: rrrooope
Teacher: Look at the word rope. Let’s count the letters in it.
Everyone: one, two, three, four
Teacher: Which letters go with each sound? (Sound them out together.)
Teacher: I hear three sounds but I see four letters. Why?
Students: Because the e is silent.
Teacher: That’s right. We don’t hear the e. (Cross e off the word.)
Teacher: (Cover initial consonant.) What do the letters o, p, and e say?
Students: -ope
Teacher: What are some words that rhyme with rope?

Activity 6
Words: smoke, joke, mole, pole

Introduce each new word using the dialogue below.

Teacher: Smoke. Let’s say this word slowly, stretching it out.
Everyone: sssmmmmoooke
Teacher: Look at the word smoke. Let’s count the letters in it.
Everyone: one, two, three, four, five
Teacher: Which letters go with each sound? (Sound them out together.)
Teacher: I hear four sounds but I see five letters. Why?
Students: Because the e is silent.
Teacher: That’s right. We don’t hear the e. (Cross e off the word.)
Teacher: (Cover initial consonant.) What do the letters o, n, and e say?
Students: -one
Teacher: What are some words that rhyme with smoke?

Activity 7
Words: stone, bone, note, vote, code, rode

Introduce each new word using the dialogue below.

Teacher: Stone. Let’s say this word slowly, stretching it out.
Everyone: ssstooommne
Teacher: Look at the word stone. Let’s count the letters in it.
Everyone: one, two, three, four, five
Teacher: Which letters go with each sound? (Sound them out together.)
Teacher: I hear four sounds but I see five letters. Why?
Students: Because the e is silent.
Teacher: That’s right. We don’t hear the e. (Cross e off the word.)
Teacher: (Cover initial consonant.) What do the letters o, n, and e say?
Students: -one
Teacher: What are some words that rhyme with stone?

Activity 8
Words: store, more, stove, cove

Introduce each new word using the dialogue below.

Teacher: Store. Let’s say this word slowly, stretching it out.
Everyone: ssstooorrre
Teacher: Look at the word store. Let’s count the letters in it.
Everyone: one, two, three, four, five
Teacher: Which letters go with each sound? (Sound them out together.)
Teacher: I hear four sounds but I see five letters. Why?
Students: Because the e is silent.
Teacher: That’s right. We don’t hear the e. (Cross e off the word.)
Teacher: (Cover initial consonant.) What do the letters o, r, and e say?
Students: -ore
Teacher: What are some words that rhyme with store?
Spelling

Complete these activities for each spelling list.

Pretest
1. Dictate each word, use the word in a sentence, and then repeat the word.
2. Have students write the word or any sounds they know.
3. Have students correct their own words and write the corrected word by each misspelled word.

Look, Say, Spell, Write, and Check
1. Give students the spelling list.
2. Have students look at, say, spell, and write each word.
3. Have them check each word against their pretest lists.

Partner Tests
1. Organize the class into pairs.
2. Have one student read the spelling words while the other writes them. Then alternate.
3. Have students correct their own words with their pretest lists.

Practice
1. Have students write the spelling words in sand or with magnetic letters.
2. Have students play games with the spelling words or write the words in spelling books.

Test
1. Dictate each word, use it in a sentence, and then repeat the word.
2. Have students write the word.
3. Have students correct their own words and write the correct word by each misspelled word.
4. Record results.

List 1
Words
all  fly  new  spy
bend friend one ten
chest good or tent
day house out thank
does how scratch tree
fall itch shell vet
far nest sled was
find net some why

Challenge Words
egg  going  today
glass  scratching  twitching

dictation Sentences
Was the sled far away?
Did you find one nest?
Did he fall down the hill?
“This was the best day!” said Jed.
Did you find a new friend?
That is a good tree house.
Thank you for the tent.
Some trees have spots.
“The tent will not bend,” yells Rom.
How does a fish fly?
Are all ducks good at swimming?
Can they get the man out?
Yes! My friends are here.
Can you find the sly fox?
List 2
Words
cage game plane square
cold hold play sure
could lace pull their
ears love skate walk
eyes many snake wave
face place spade were

Challenge Words
can’t Grandma lemonade waving
cow Grandpa melting
calling holding pumpkins
catching horse skating

Dictation Sentences
Could you play tag with me?
We were late for the plane.
Don’t you love the game?
Are you sure you can skate?
Many had their own snakes.
My face and ears are cold.
I will walk on the square.
They will pull you down.
How many eyes are on your face?
Hold on to the back of the bike!
Don’t be late for the big chase!
Many can save the race.
“Can you fix the blade?” yells Wade.
He said, “The plane will fly fast.”
Could you fly into the cage?

List 3
Words
any mole room store
because more rope stove
choke note rose where
code over small would
door please smoke
live read
dictation Sentences
Where would you go?
The smoke is in that room.
The mole has a small home.
The rope is over the hill.
Can you smell that rose?
Please read the note!
I will live next door to a mole.
I will not snore any more.
The store has a green door.
I can’t because I’m bored.
“Just look at that rose!” said Mom.
Where can we go today?
That room over the store is small.
Please read that note.
He lives at the pet store.
List 4

**Words**
- bike
- buy
- dime
don’t
eat
hive
kite

**words**
- know
- mice
- never
- our
- pine
- school
- slide

**Challenge Words**
- car
- cheese

**Dictation Sentences**
- School will start tomorrow.
- Don’t buy any ice cream.
- We have two dimes.
- Can you buy me a kite?
- The pine will hide the sun.
- There is cheese to eat.
- Never eat under the table.
- Do you know the time?
- Our hike will be fun.
- We will drive in a car.
- There won’t be school tomorrow.
- Don’t start to gripe or whine.
- The new bike has white stripes.
- Slide down the rope swing.
- Summer is so much fun!

List 5

**Words**
- around
- began
- better
- can
- car
- cheese
- come
- cube
- dare
- don’t
doghouse
done
dune
doesn’t
don’t
- eat
dime
- don’t
- eat
- hive
- kite
- slide

**Challenge Words**
- cards
doesn’t
doghouse
- doesn’t
doesn’t
doghouse

don’t
doesn’t
doghouse
don’t
doesn’t
doghouse

**Dictation Sentences**
- That is a very old flute!
- Is it work to think?
- Brute ran around the house.
- Can you ride a mule?
- A cube has how many sides?
- June pruned the tree with a saw.
- Ming skated better today.
- The sun began to shine.
- Every day is a better day.
- “Which way did he go?” asked Greg.
- Old King Dune was very old.
- People ran around the square.
- They worked hard every day.
- “You are very silly,” said the king.
- He wanted a better way to live.
List 6

Words
after goat rain street
beak jeep seal thought
both laugh seed toad
chain only show wait
clay other snail
cream play soon
feet push stream

Challenge Words
baby hubcaps moaned sleeping
floating laughed peeked slipped
flying laughing riding teach
hatched moan rocks

Dictation Sentences
I went riding in my jeep.
There was only one seal show.
Please wait on the other side.
We had to push the jeep down the street.
The seal is sleeping by its mother.
Toad hopped onto the bridge.
“Help will come soon,” said Goat.
Both friends walked in the rain.
“This looks good,” thought the snail.
Goat said, “Why are you laughing?”
The white goat laughed at the joke.
All the others waited in line.

He would never see another show.
Both goat and toad were very cold.
It is dark outside.