

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.

Unit	Lesson	Book Titles	Patterns	Power Words
1	Introductory A	<i>Me</i>		I, a, me, is, it, on
	Introductory B	<i>The Snowman</i> <i>The Mitten</i>		the, what, in
	1	<i>I Am Sam</i> <i>What Am I?</i>	-am	
	2	<i>Sad Sam</i> <i>Dad's Surprise</i>	-ad	
	3	<i>Tad</i> <i>Matt's Hat</i>	-at	see, he
	4	<i>What Is It?</i> <i>Dan and Mac</i>	-an, -and, -ant	said, says, are
	5	<i>What a Band!</i> <i>Pat Can Camp</i>	-ap, -amp	have, my
	Unit 1 Review	<i>The Rabbit and the Turtle</i>		
2	6	<i>Stop the Frogs!</i>	-od, -ot, -op	will, go
	7	<i>Bob and Tab</i>	-ob, -ab, -oss	his, has
	8	<i>Hot Rods</i>	-ox, -ax	for, you
	9	<i>Happy Birthday</i>	-og, -ag	with, here
	Unit 2 Review	<i>Go, Frog, Go!</i>		
3	10	<i>Pip, the Big Pig</i>	-ip, -ig, -in	of, to, be
	11	<i>What Is in the Pit?</i>	-im, -it	put, they
	12	<i>Prints!</i>	-ill, -int	she, her, from
	13	<i>Who Is at the Door?</i>	-ing, -ilk	who, come, let
	14	<i>The Big Trip</i>	-ack, -ock, -ick	your, we, too
	15	<i>Who Will Go in the Rain?</i>	-ash, -ish	yes, no
	Unit 3 Review	<i>Let's Get Hats!</i>		
4	16	<i>Slug Bug</i>	-ug, -un, -ut	now, look, down
	17	<i>Green Gum</i>	-um, -ub, -ush	went, then, get, that
	18	<i>Lizzy the Bee</i>	-uzz, -izz	by, little, so
	19	<i>Little Duck</i>	-uck, -uff, -ump	like, why, do
	20	<i>Thump, Bump!</i>	-th, th-	mother, father, want, Mr.
	Unit 4 Review	<i>The Tree Hut</i>		

Unit	Lesson	Book Titles	Patterns	Power Words
5	21	<i>The Big Hill</i>	-ed, -ell, -est	was, far, fall, day
	22	<i>What's in the Egg?</i>	-en, -et	out, or, find, one
	23	<i>Rom and His New Pet</i>	-end, -ent	friend, new, tree
	24	<i>Chet and Chuck</i>	ch-, -tch	some, thank, house, good
	25	<i>What Do I Spy?</i>	-y, wh-	how, all, does
	Unit 5 Review	<i>Quick! Help!</i>		
6	26	<i>Can We Still Be Friends?</i>	-ade, -ake, -ame	play, were, sure, could
	27	<i>Fun in Kansas</i>	-ane, -ate	their, many, love
	28	<i>Brave Dave and Jane</i>	-ave, -are	walk, hold, pull
	29	<i>My Snowman</i>	-ace, -age	cold, eyes, ears
	Unit 6 Review	<i>Space Chase Race</i>		
7	30	<i>Oh No, Mose!</i>	-ope, -ose	would, where
	31	<i>Smoke!</i>	-oke, -ole	over, room, small
	32	<i>The Note</i>	-one, -ode, -ote	read, please, any
	33	<i>The Snoring Boar</i>	-ore, -ove	door, because, live
	Unit 7 Review	<i>Shopping Day</i>		
8	34	<i>Friends</i>	-ide, -ime	tomorrow, buy
	35	<i>Two Little Pines</i>	-ine, -ite	two, start, school, don't
	36	<i>Can Matilda Get the Cheese?</i>	-ice, -ire, -ile	under, never, eat
	37	<i>Let's Go to Yellowstone</i>	-ive, -ike, -ipe	our, there, know
	Unit 8 Review	<i>Maddy and Clive</i>		
9	38	<i>Brute and the Flute</i>	-ute, -ude	around, think
	39	<i>Old Rosa</i>	-ube, -ule	very, old, work
	40	<i>What Is in the Tree?</i>	-une, -use	every, way, saw
	41	<i>Too Much Popcorn</i>	sk-, -ed	began, better
	Unit 9 Review	<i>Old King Dune</i>		
10	42	<i>Riding in My Jeep</i>	-eep, -eed, -eet	show, push
	43	<i>Sammy and Pete</i>	-eak, -eal, -eam	only, wait, other
	44	<i>Will You Play with Me?</i>	-ail, -ain, -ay	thought, soon, after
	45	<i>The Rescue</i>	-oat, -oad	laugh, both
	Unit 10 Review	<i>Who Am I?</i>		

## Pattern Word Building

### Activity 1: -ade, -ake, -ame

<u>Build to -ade</u>	<u>Build to -ake</u>	<u>Build to -ame</u>
hat	pan	sap
mat	tan	sad
mad	tak	Sam
mad (e)	tak (e)	sam (e)
jade	rake	came
<b>spade</b>	<b>snake</b>	<b>game</b>

- Write the first word from the first list on the chalkboard.  
**Teacher:** blend hhhaaat. (Hold out the letter sounds.)  
**Students:** hhhaaat
- Ask students to change one letter, making the next word on the list.
- 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
- Have students create the next words in the list.
- 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

<u>Build to -ane</u>	<u>Build to -ate</u>
tan	pat
man	rat
man (e)	rat (e)
lane	kate
<b>plane</b>	<b>skate</b>

- Write the first word from the first list on the chalkboard.  
**Teacher:** Blend taaannn. (Hold out the letter sounds.)  
**Students:** taaannn
- Ask students to change one letter, making the next word on the list.
- 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
- Have students create the next words in the list.
- 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

Build to -ave

sit  
sat  
sav  
sav (e)  
brave  
**wave**

Build to -are

cup  
cap  
car  
car (e)  
flare  
**square**

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

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

**Students:** sssiiit

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

Build to -ace

man  
ran  
rac  
rac (e)  
face  
**lace**

Build to -age

tan  
tag  
wag  
wag (e)  
cage  
**page**

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

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

**Students:** mmmmaaannn

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

Build to -ope

tip  
hip  
hop  
hop (e)  
slope  
**rope**

Build to -ose

top  
hop  
hos  
hos(e)  
nose  
**rose**

- Write the first word from the first list on the chalkboard.  
**Teacher:** Blend tiiip. (Hold out the letter sounds.)  
**Students:** tiiip
- Ask students to change one letter, making the next word on the list.
- 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 oope. (Hold out the letter sounds.)  
**Everyone:** oope
- Have students create the next words in the list.
- 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

Build to -oke

jet  
jot  
jok  
jok (e)  
spoke  
**smoke**

Build to -ole

got  
hot  
hol  
hol (e)  
pole  
**mole**

- Write the first word from the first list on the chalkboard.  
**Teacher:** Blend jeeet. (Hold out the letter sounds.)  
**Students:** jeeet
- Ask students to change one letter, making the next word on the list.
- 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
- Have students create the next words in the list.
- 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

<u>Build to -ote</u>	<u>Build to -one</u>	<u>Build to -ode</u>
hop	man	pop
top	tan	mop
tot	ton	mod
tot (e)	ton (e)	mod (e)
vote	bone	rode
<b>note</b>	<b>stone</b>	<b>code</b>

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 /t/ 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

<u>Build to -ove</u>	<u>Build to -ore</u>
pop	map
hop	mop
hov	mor
hov (e)	mor (e)
rove	tore
<b>stove</b>	<b>store</b>

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

Build to -ide

bib  
rib  
rid  
rid (e)  
side  
**slide**

Build to -ime

dip  
dim  
slim  
slim (e)  
time  
**dime**

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

Build to -ine

bit  
pit  
pin  
pin (e)  
line  
**vine**

Build to -ite

hot  
hit  
bit  
bit (e)  
white  
**kite**

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

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

**Students:** biiit

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 iinnne. (Hold out the letter sounds.)

**Everyone:** iinnne

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

Build to -ice

nap  
nip  
nic (k)  
nic (e)  
spice  
**mice**

Build to -ire

tan  
tar  
tir  
tir (e)  
hire  
**fire**

Build to -ile

pat  
pit  
pil  
pil (e)  
tile  
**smile**

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 iiicce. (Hold out the letter sounds.)

**Everyone:** iiicce

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

Build to -ive

fun  
fin  
fiv  
fiv (e)  
dive  
**hive**

Build to -ike

lid  
mid  
mik  
Mik (e)  
hike  
**bike**

Build to -ipe

tap  
tip  
hip  
hip (e)  
pipe  
**stripe**

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

Build to -une

pan  
fan  
fun  
fun (e)  
June

Build to -use

as  
is  
us  
us (e)  
huse

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

Blend paaannn. (Hold out the letter sounds.)  
paaannn

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.)  
uuunnne

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

Pattern -eep

**jeep**  
keep  
peep  
seep  
weep  
sheep

Pattern -eed

**seed**  
weed  
need  
deed  
heed  
speed

Pattern -eet

**street**  
fleet  
meet  
sheet  
sleet  
sweet

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

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

**Students:** jeep

**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

Pattern -eak

**beak**  
peak  
weak  
sneak  
squeak  
streak

Pattern -eal

**seal**  
deal  
heal  
meal  
real  
steal

Pattern -eam

**cream**  
seam  
team  
dream  
steam  
scream

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

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

**Students:** beeeak

**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

Pattern -ail

**snail**  
mail  
nail  
pail  
rail  
trail

Pattern -ain

**chain**  
pain  
rain  
brain  
drain  
grain

Pattern -ay

**clay**  
day  
hay  
May  
tray  
spray

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

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

**Students:** sssnnaaailll

**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

Pattern -oat

**goat**  
boat  
coat  
moat  
float  
throat

Pattern -oad

**road**  
toad  
load  
goad

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:** caaanne

**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:** lllaaacce

**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:** rroooope

**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:** sssmmmoooke

**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*, *k*, and *e* say?

**Students:** -oke

**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:** ssstooonne

**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:** ssstoorre

**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	grass	today
going	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	
falling	holding	pumpkins	
getting	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	stone	

**Challenge Words**

boar	family	roar	sniff
called	hear	saved	
can't	let's	scope	
eat	phone	slope	

*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	know	smile	under
buy	mice	start	vine
dime	never	stripe	whine
don't	our	there	
eat	pine	tire	
hive	school	tomorrow	
kite	slide	two	

**Challenge Words**

car	Grandpa	park	table
cheese	limeade	summer	wiggle

**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	every	rude	way
began	flute	saw	work
better	June	skated	
brute	mule	think	
cube	old	use	
dune	played	very	

**Challenge Words**

cards	fixes	rained	thinks
doesn't	hides	seek	town
doghouse	humming	sometimes	wagon
everyone	popcorn	sugar	

**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.