

Decode two-syllable words following basic patterns by breaking the words into syllables.

## Reading Trick: Key Word Match

### Key Word Activity 1

Key Word	New Word
mad	ladder
Sam	family
nest	forest
swim	chimney
pit, ten	kitchen
cuff	earmuffs

1. Write the first Key Word and new word on the board.

**Teacher:** A word like *mad* can help you read this new word *ladder*. **Look:** *mad . . . ladder*. **Say** *mad . . . ladder*.

**Students:** *mad . . . ladder*

**Teacher:** Can you tell what letters are the same? (Circle them.)

**Students:** *a, d*

2. Ask students to blend the word. (Move your finger under the letters.)

**Teacher:** What sounds are the same?

**Students:** *aaad*

3. Write each Key Word on the board.
4. Read each new word and have students tell you which Key Word would help them read it.
5. Write the new word under the correct Key Word.

### Key Word Activity 2

Key Word	New Word
hill	village
crab	grabbed
can	dance
net	better
net	quiet

1. Write the first Key Word and new word on the board.

**Teacher:** A word like *hill* can help you read this new word *village*. **Look:** *hill . . . village*. **Say** *hill . . . village*.

**Students:** *hill . . . village*

**Teacher:** Can you tell what letters are the same? (Circle them.)

**Students:** *i, l, l*

2. Ask students to blend the word. (Move your finger under the letters.)

**Teacher:** What sounds are the same?

**Students:** *iiilll . . . iiilll*

3. Write each Key Word on the board.
4. Read each new word and have students tell you which Key Word would help them read it.
5. Write the new word under the correct Key Word.

## Reading Trick: Pattern Hunt

### Pattern Hunt Activity

Sentence	Key Word	New Word
We grow plants in a big ____.	ten	gard- <i>en</i>
The ____ ate our corn.	stop	grass-hopp-ers
We will not have a good ____.	nest	harv- <i>est</i>

1. Write the first Key Word and sentence on the board, one above the other.

**Teacher:** The Key Word *ten* has a special pattern in it. This pattern will help us read the new word in this sentence. (Circle the new word.)

**Teacher:** Let's read this sentence.

**Everyone:** We grow plants in a big . . . (stop at the new word)

**Teacher:** (Point to *ten* and *garden*.) What letters are the same?

**Students:** e, n

**Teacher:** (Move your finger under the letters) What sounds are the same?

**Students:** eeennnn . . . eeennnn

**Teacher:** Who knows what the new word is?

**Students:** garden

**Teacher:** Let's read the sentence together.

**Everyone:** We grow plants in a big garden.

**Teacher:** Great! You just read a new word by using the Key Word *ten*.

2. Repeat the above steps with the remaining sentences.

## Reading Trick: Mystery Word

### Mystery Word Activity

Sentence	Key Word	New Word
We travel underground on the ____.	tub, clay	sub-way
We travel by train on the ____.	snail	rail-road
Maybe we can sail in a ____.	snail, goat	sail-boat

1. Write the first sentence on the board as it appears above.

**Teacher:** Look at this sentence. A new word belongs in the blank. Listen to the sentence to see if you can find clues to the mystery word:

*We can travel underground and take the \_\_\_\_.*

Which word gives you a clue to the missing word?

**Students:** travel

**Teacher:** *Travel* may help us. Does anyone know the mystery word? (Write responses on the board.)

2. Write the Key Word below the blank line and circle the pertinent part.

**Teacher:** Here's a clue to part of the word. (Write the matching part on the blank line.)

**Teacher:** The Key Word *tub* helps us know that this says *ub*. Let's look at our ideas. Do any ideas have *ub* in them?

3. Write the rest of the mystery word in the blank.
4. Have students blend the new word, then read the sentence aloud.
5. Repeat the steps above for each sentence.