Book 3: Closed Syllables

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STUDENT PAGES	SEPARATE ITEM

F: Spell Real Words with Fingers, then Tiles

Say this only once, to explain the task:

"Now it's your turn to build words with tiles."

"The first word is MUST."



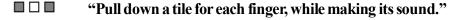
"Repeat that word." Must



"Now say it again, very slowly." /mmmm/-/uuuu/-/ssss/-/t/

"Use your fingers to break it into sounds."

 Student uses NON-WRITING hand and raises thumb while saying /m/, raises index finger while saying /u/, raises middle finger while saying /s/, and raises ring finger while saying /t/.



Student brings down the M, U, S, and T tiles

V

"To double-check, slowly run your finger below those tiles while blending those sounds together." /mmmm/-/uuuu/-/ssss/-/t/

"And say it fast like a word." Must

"Is that the word you wanted?" Yes



"Now change just one letter . . . to make that word say MIST."



 Student repeats MIST, says MIST slowly, finger spells it, drags out U, drags in I, then double checks by blending.



"Nice work. Put those tiles away and let's try another word."



Tutor dictates the words in the narrow column.

FOR A REPEAT LESSON, dictate these words:

LAND	HAND
LEND	BAND
LEN T	BEND
KEPT	HELP
WEPT	Y ELP
JUST	SELF
GUST	<u>SH</u> ELF

Dictate Words

MUST

MIST

LIFT

LEFT

HELP

HELD

RENT

REST

LOST

LAST

MAST

FELT

MELT

MELD

DAMP

DUMP

THUMP

STEPS:



Tutor:

Say word.

Student:



Repeat word.

Say word SLOWLY.



Finger spell.



Bring down 1 tile per finger.



Double check by blending.

Tutor:



õCHANGE ONE TILE TO MAKE IT SAY XX.ö

Student:



Repeat word.

Say word SLOWLY.



Finger spell.



Change one tile.



Double check by blending.



Put tiles away.

Dictate Real Words

BEND

THEFT

HUNT

POND

SHELF

HAND

Dictate Nonsense Words

TASP

SEPT

WHOMP

BIFT

NUST

STEPS:



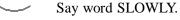
Tutor:

Say word.

Student:



Repeat word.





Finger spell.



Say-and-write each sound.

Double check.

Slowly blend.

Fast like a word.

J: Spell Words with Fingers, then Paper

Say this only once, to explain the task:

"Now you're going to spell words on paper."

Tutor hands student a piece of paper and a pencil.



"First you'll do finger spelling. Ready? The word is BEND.



"Repeat that word." Bend

"Say it again, slowly." /b/-/eeee/-/nnnn/-/d/



"Use your fingers to break it into sounds."

Student raises thumb on NON-WRITING hand while saying /b/, raises index finger while saying /e/, raises middle finger while saying /n/, raises ring finger while saying /d/.



"Now make each sound as you write the letter."



Student says /b/ and writes B, says /e/ and writes E, says /n/ and writes N, says /d/ and writes D.



"As a last step, double-check what you wrote."



"To do that, first blend the sounds together." /b/-/eeee/-/nnnn/-/d/



"Now say it fast like a word." Bend

"Is that the word you wanted?" Yes

FOR A REPEAT LESSON, dictate these words:

Real	Nonsense
BAND	WHAST
FELT	THINT
TINT	BELF
LOFT	YOLF
NEST	CHUND

Dictate Phrases

THE BEST BRAND

FELT A DRAFT

THE BLOND CHAMP

Alternate Phrase: THE SWIFT WIND

Dictate Sight Words

STEPS:

Tutor:

Say the phrase.

Student:

Repeat the phrase.

Write the phrase on paper.

Read the phrase out loud.

Tutor:

"ANY WORD YOU WANT HELP CHECKING?"

If needed, use Guided Discovery to help student find error(s).

N: Spell Phrases and Sight Words on Paper

"Now you're going to write some phrases."

- "The first phrase is THE BEST BRAND. Repeat that phrase."
- "Write down that phrase. Use finger spelling for the tough words."
- "Double check by reading exactly what you wrote."
- "Any word that you want help checking?"
- "That's perfect. Here's the next phrase."

TUTOR NOTE: In the third phrase, the video demonstrates the phrase: õThe blond tramp.ö Many teachers felt the word Tramp was offensive, so it has been changed to Champ.

- Tutor dictates each Sight Word from the Sight Word Spelling deck.
- Student says each letter as he writes it down, then underlines the red letter.
- If correct, tutor puts a checkmark on that Spelling Card.

FOR A REPEAT LESSON, dictate these phrases:

ON THE STUMP

BRENT SLEPT

TRUST THE TWIN

Dictate Sentences

GET THE BEST BRAND OF FISH.

BRENT FELT A DRAFT ON HIS LEFT LEG.

THE BLOND CHAMP SLEPT ON A SOFT BED.

Alternate Sentence:
THE SWIFT WIND DID
TWIST THE PLANT.

STEPS:

Tutor:

Say the sentence.

Student:

Repeat the sentence.

Write the sentence on paper.

Read the sentence out loud.

Tutor:

TODOES IT START WITH A CAPITAL AND END WITH PUNCTUATION?"

"ANY WORD YOU WANT HELP CHECKING?"

If needed, use Guided Discovery to help student find error(s).

P: Spell Sentences on Paper

"Now you're going to write three sentences."

"The first sentence is GET THE BEST BRAND OF FISH.
Repeat that sentence."

"Go ahead and write that sentence. Use finger spelling on the tough words."

"Check your sentence by reading exactly what you wrote."

"Here's the first question I'm always going to ask: Does it start with a capital and end with punctuation?" Yes (or else student fixes sentence).

"Any word that you want help checking?"

 Tutor scans written sentence for errors and uses guided discovery as needed.

"Now it's perfect. Here's the next sentence."

TUTOR NOTE: In the third sentence, the video demonstrates the sentence: õThe blond tramp slept on a soft bed.ö Many teachers felt the word Tramp was offensive, so it has been changed to Champ.

FOR A REPEAT LESSON, dictate these sentences:

GREG SAT ON THE STUMP.

GLEN SLEPT NEXT TO THE POND.

DID FRED TRUST HIS TWIN?

Lesson 3 READ THESE SIGHT WORDS #2

Student Page # 24

they

you

for

does

have

were

goes

as

Mr.

Mrs.

your

some

want

says

Tutor Training Packet

SIGHT WORD TRACKING SHEET

Book 3, Le	sson 1	Book 3, Les	sson 3	Book 3, Lesson 8	
Read	<u>Spell</u>	Read	<u>Spell</u>	Read Spell	
I		they		front	
to		for		who	
was		have		where	
is		goes		any	
this		Mr		one	
do		your		could	
are		want		would	
of		you		been	
the		does		there	
what		were		too	
his		as		many	
has		Mrs		done	
said		some		should	
from		says		again	

Lesson 1 READ THESE SIGHT WORDS #1

I of

to the

was what

is his

this has

do said

are from

Exercise #1 - Closed Syllables

Cross out the words that are NOT closed syllables.

stoit	frust	ut
stav	glain	tro
fleme	thi	doft
ple	quim	ouf
bleud	leme	ploun
hilk	vunt	spoit
stush	theap	chu
wilf	smuck	hime

Exercise #2 - FLOSS Rule

Add Floss letters to the words that need them.

dul	shag	pruf
bil	lid	plit
moth	kis	stros
yap	keg	scrum
mos	gril	grag
quil	ches	snil
dig	rid	frit
cuf	fiz	pliz

Exercise #3 - C, K, or CK

Put the correct spelling of the /k/ sound into each blank.

	Kiss the Cat	Mil <u>k</u> Tru <u>ck</u>	
Real words:	rab	tra	
	<u>i</u> n	chee	
	old	stru	
	sy	fris	
Nonsense words:	osp	floa	
	imp	gli	
	end	chon	
Real words:	lo	as	
Nonsense words:	las	e	

Exercise #4 - Units

Put a box around Units.

child	knoll	cheek
small	blind	dress
theme	ghost	told
droll	pall	swing
splat	ouch	cost
most	shrink	poll
flung	fluff	gall
jolt	stroll	sweat

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stav	-glain -	-tro
-fleme	-thi	doft
-ple	quim	-ouf
-bleud-	leme	-ploun -
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Exercise #2 - FLOSS Rule

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dull	shag	pruff
bill	lid	plit
moth	kiss	stross
yap	keg	scrum
moss	grill	grag
quill	chess	snill
dig	rid	frit
cuff	fizz	plizz

Exercise #3 - C, K, or CK

Put the correct spelling of the /k/ sound into each blank.

Real words:

<u>c</u>rab tra<u>ck</u>

kin cheek

<u>c</u>old stru<u>ck</u>

sky frisk

Nonsense words: <u>c</u>osp floak

<u>k</u>imp gli<u>ck</u>

<u>k</u>end ch<u>onk</u>

Real words: <u>clock</u> <u>cask</u>

Nonsense words: <u>clask</u> <u>keck</u>

Exercise #4 - Units

Put a box around Units.

child	knoll	cheek
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droll	pall	swing
splat	ouch	cost
most	shrink	poll
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jolt	stroll	sweat