

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/.



“Pull down a tile for each finger, while making its sound.”

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



“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
LENT	BEND
KEPT	HELP
WEPT	YELP
JUST	SELF
GUST	SHELF

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:



CHANGE ONE TILE TO MAKE IT SAY XX.



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.



Say word SLOWLY.



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:
“The blond tramp.” 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:

**“DOES 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: “The blond tramp slept on a soft bed.” 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, Lesson 1

<u>Read</u>	<u>Spell</u>
I	_____
to	_____
was	_____
is	_____
this	_____
do	_____
are	_____
of	_____
the	_____
what	_____
his	_____
has	_____
said	_____
from	_____

Book 3, Lesson 3

<u>Read</u>	<u>Spell</u>
they	_____
for	_____
have	_____
goes	_____
Mr.	_____
your	_____
want	_____
you	_____
does	_____
were	_____
as	_____
Mrs.	_____
some	_____
says	_____

Book 3, Lesson 8

<u>Read</u>	<u>Spell</u>
front	_____
who	_____
where	_____
any	_____
one	_____
could	_____
would	_____
been	_____
there	_____
too	_____
many	_____
done	_____
should	_____
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

Milk Truck

Real words:

__rab

tra__

__in

chee__

__old

stru__

s__y

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

ANSWER SHEET

Exercise #1 - Closed Syllables

Cross out the words that are NOT closed syllables.

~~stait~~

frust

ut

stav

~~glain~~

~~tro~~

~~fleme~~

~~thi~~

doft

~~ple~~

quim

~~ouf~~

~~bleud~~

~~leme~~

~~ploun~~

hilk

vunt

~~spoit~~

stush

~~theap~~

~~chu~~

wilf

smuck

~~hime~~

ANSWER SHEET

Exercise #2 - FLOSS Rule

Add Floss letters to the words that need them.

dull

shag

pruff

bill

lid

plit

moth

kiss

stross

yap

keg

scrum

moss

grill

grag

quill

chess

snill

dig

rid

frit

cuff

fizz

plizz

ANSWER SHEET

Exercise #3 - C, K, or CK

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

Real words:

crab

track

kin

cheeck

cold

struck

sky

frisky

Nonsense words:

cosp

floack

kimp

glickck

kend

chonck

Real words:

clock

cask

Nonsense words:

clask

keck

ANSWER SHEET

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