



Unit 1

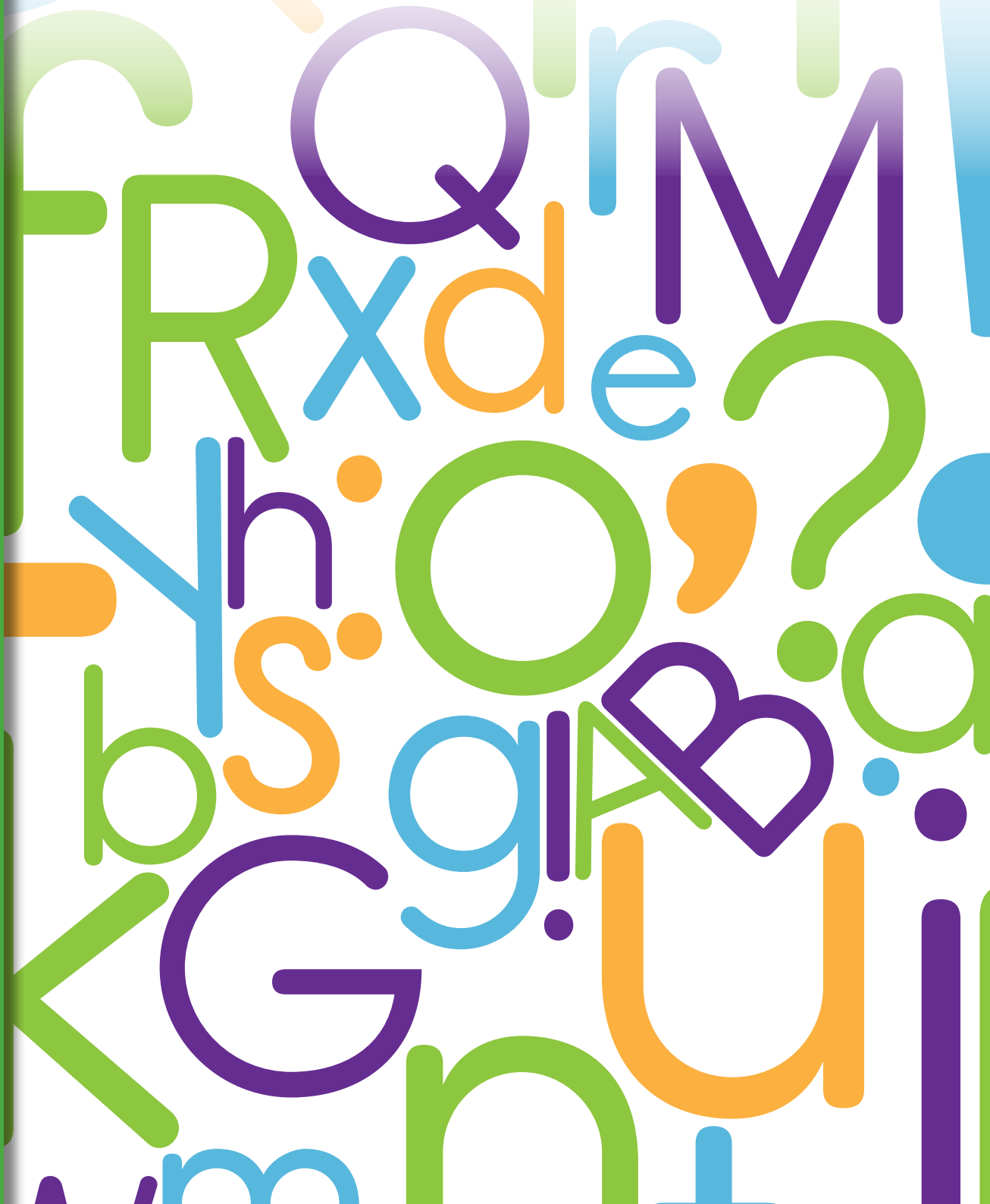
Assessment and Remediation Guide

Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

GRADE 2



Section I (Unit 1)

One-Syllable Short Vowel Words

Past Tense with *-ed*

Tricky Words

Section I-A
CVC and CVC Plurals
Lesson Templates

CVC Word Section

Sample Lesson Template

Basic Code: Consonant and Short Vowel Sound-Spellings

Focus: Sound-Spelling	Teaching	Materials
Warm-Up	Working in a small group, show students Spelling Cards previously taught. Say the sound and have students repeat or have students say the sound as you show them the Spelling Card.	previously taught Spelling Cards and Flip Books
Teaching	Show students the Spelling Card for the new sound to be taught. Tell students the sound. Students repeat. Tell students different words with the targeted sound in the beginning, middle, and end of the words. Students repeat the words. Repeat the words and ask the students where the target sound is. Tape the Spelling Card to the appropriate page and space in the Code Flip Book, as students refer to their own Individual Code Chart.	new Spelling Cards Code Flip Books Individual Code Chart
Guided Practice	Ask students to give words with the target sound. Ask students to write decodable words with the target sound.	dry erase boards and markers OR paper and pencil
Independent Practice	Students read words with targeted sound. Students can read lists of words or phrases with targeted sound; more proficient students can read connected decodable text with targeted sound.	Word Lists practice sentences practice stories

Note: You may use the Spelling Cards provided with the CKLA materials. Alternatively, you may use index cards to create your own Spelling Cards as needed.

CVC Word Section

Sample Remedial Lesson

Basic Code: 'f' > /f/

Focus: 'f' > /f/	Teaching	Materials
Warm-Up	Show students previously reviewed Spelling Cards and have them tell the sound each letter represents. If additional practice is still needed, show the card and say the sound of each letter, having the students repeat each sound.	previously taught Spelling Cards
Teaching	<p>Show the picture of the sound /f/, i.e. 'f'. Tell students the sound of the letter 'f'. Tell students you will say and they will hear words with the /f/ sound in the beginning of the word.</p> <p>Say the words <i>fat, fig, fun</i>. Repeat with words with the /f/ sound in the middle... <i>muffin, gift, goofy</i>. Repeat with words with /f/ sound in the end... <i>cliff, half, muff</i>.</p> <p>Tape the 'f' > /f/ card to the appropriate space in the Consonant Code Flip Book as students refer to the Individual Code Chart.</p>	<p>Spelling Card 'f' > /f/</p> <p>Consonant Code Flip Book</p> <p>Individual Code Chart</p>
Guided Practice	<p>Have students number their paper from 1–6 and then draw three horizontal lines for each row. Tell students that you will say a word with three sounds. Have them write the spelling for each sound on the line. Focus on the /f/ sound.</p> <p>Dictate words one at a time: <i>fig, fat, fun, fit, fin, fan</i>. To check spelling, ask students to orally spell the word while you write the word on the board or chart paper.</p>	paper and pencil

CVC Word Section

Sample Remedial Lesson

Basic Medial Vowel Sounds

Focus: Medial Vowel Sounds	Teaching	Materials
Warm-Up	<p>Explain to students that you will say words and that you want them to segment and blend the words into sounds. Use one of the blending motions (shoulder, elbow, wrist or tapping).</p> <ol style="list-style-type: none"> 1. cat /k/ /a/ /t/ 2. bat /b/ /a/ /t/ 3. bet /b/ /e/ /t/ 4. tan /t/ /a/ /n/ 5. ten /t/ /e/ /n/ 6. Ben /B/ /e/ /n/ 	Letter Cards with 'i', 'e', 'a' written on them for each student
Teaching	<p>Explain to students that the sounds /i/, /e/, and /a/ are made with the mouth open.</p> <p>Explain that to make the /i/ sound, we open our mouth just a little bit and gently push air out. To make the /e/ sound, we open our mouth a bit more and gently push air out. To make the /a/ sound, we open our mouth even more and gently push air out.</p> <p>Repeat the progression /i/, /e/, /a/ several times and have students put their hand under their chins so they can feel their mouths opening wider with each new sound. As they make each sound, display the appropriate Spelling Card and tape it to the appropriate page and space in the Vowel Code Flip Book.</p> <p>Say the following words and ask students to identify the vowel sound they hear in the middle: <i>sit, pet, mat, net, rest, sat, cat, flick, peg, pig</i>. Again, display the appropriate Spelling Card as students refer to the Individual Code Chart.</p>	<p>Spelling Cards 'i', 'e', 'a'</p> <p>Vowel Code Flip Book</p> <p>Individual Code Chart</p>
Guided Practice	Give students Letter Cards 'i', 'e', 'a'. Say the following words and have students show the card for the sound they hear: <i>pet, pat, met, miss, bit, bat, net, nit, bet, sat, sit, end, and, in, fin, fan</i> .	Letter Cards with 'i', 'e', 'a' written on them for each student

CVC Word Section

Sample Remedial Lesson

CVC Words

Focus: CVC Words	Teaching	Materials
Warm-Up	<p>Oral blending: Explain to students that you will say sounds and that you want them to blend the sounds into words. Use one of the blending motions (shoulder, elbow, wrist, or tapping).</p> <p>/f/ /o/ /g/—fog</p> <p>/f/ /i/ /g/—fig</p> <p>/b/ /i/ /g/—big</p> <p>/m/ /a/ /sh/—mash</p> <p>/k/ /a/ /sh/—cash</p> <p>/ae/ /p/ /s/—apes</p> <p>/b/ /ee/ /z/—bees</p> <p>Present students the letter cards ‘m’, ‘a’, ‘t’, ‘d’, ‘o’, ‘c’, ‘g’, ‘i’ and have them say the sound for each letter. If students are having difficulty with the sounds, say the sound and have them repeat.</p>	Letter Cards or magnetic letters ‘m’, ‘a’, ‘t’, ‘d’, ‘o’, ‘c’, ‘g’, ‘i’
Guided Practice	<p>Tell students that you will read words together. Use Letter Cards to spell a word. Model for students by touching each letter and saying its sound. ‘M’, ‘a’, ‘t’ would be /m/ /a/ /t/. Then, blend the sounds into a word and read the word while running your finger under the letters from left to right. Do several more samples and have students do some with you. Have them help you make up words and read them.</p>	Letter Cards
Independent Practice	<p>Have students use the Letter Cards to form words. They can use the words you presented or their own. They can also make up words. Have students read their words to you individually.</p>	individual letters for each student

Section I-A
CVC and CVC Plurals
Word Lists

Name: _____

a

m

t

at

mat

tat

am

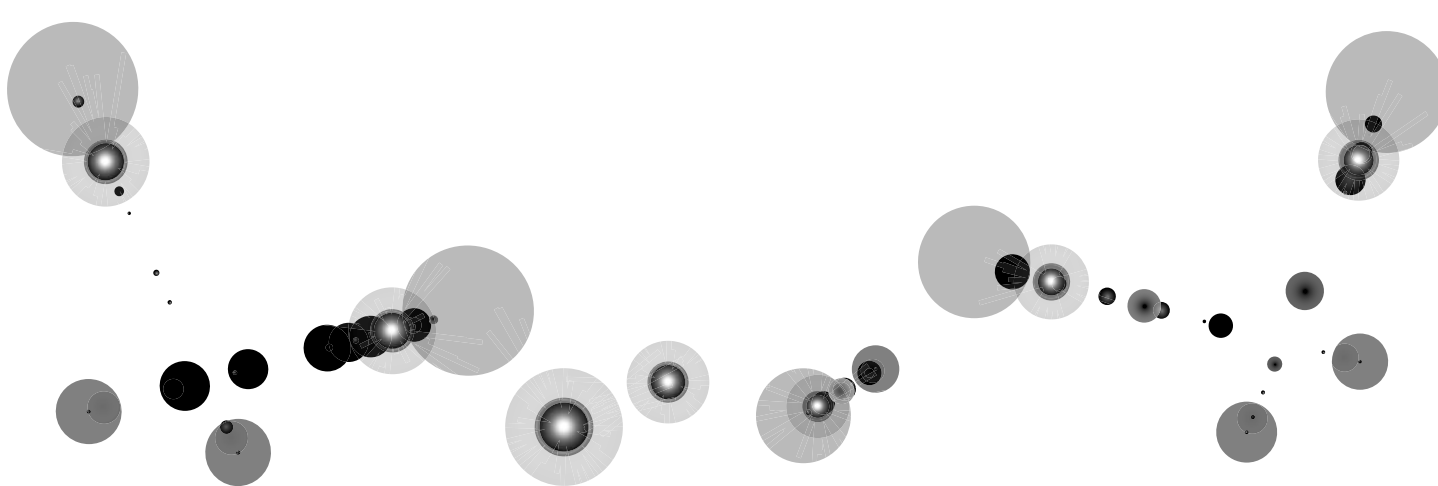
tam



Name: _____

d **a** **m** **t**

ad	at	mat
tat	mad	am
ad	dad	dam



Name: _____

o

d

a

m

t

dot

tot

at

ad

dad

mat

tat

mad

mom

dam

mad mom



Name: _____

c

o

d

a

m

t

cat

cot

tot

dad

cod

mom

mat

at

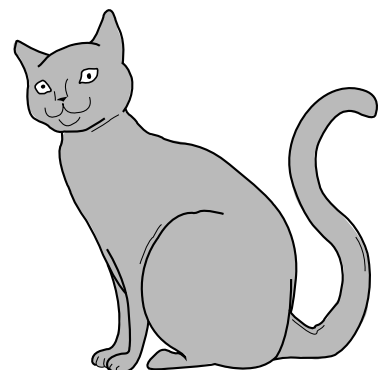
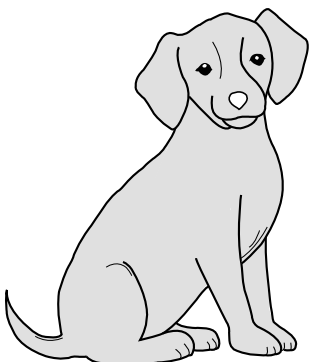
mad

tat

doc

mom

mad cat

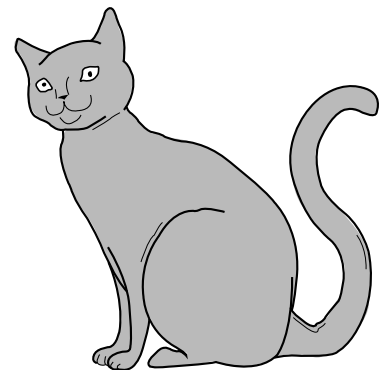


Name: _____

g c o d a m t

got god dog cat
cot tot dad mom

mad at mom

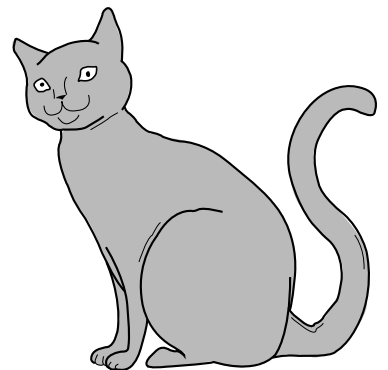
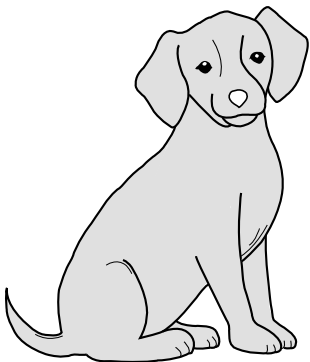


Name: _____

i **g** **c** **o** **d** **a** **m** **t**

it	got	dot	dig
god	dog	cat	cot
dad	mom	tag	dim

got it	dad did it	dig it
--------	------------	--------



Name: _____

n i g c o d a m t

not

it

in

on

an

and

can

cat

got

did

dig

mom

dad

man

tan

tin

mom and dad

cat on cot

dog and cat



Name: _____

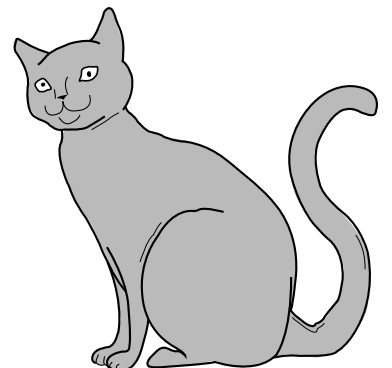
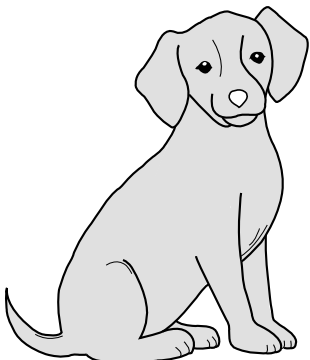
h n i g c o d a m t

hot	not	it	hit
in	on	had	him
an	and	can	cat
ham	hog	hat	hid
did	dig	mom	dad
man	tan	tin	

hit it

not ham

hot dog



Name: _____

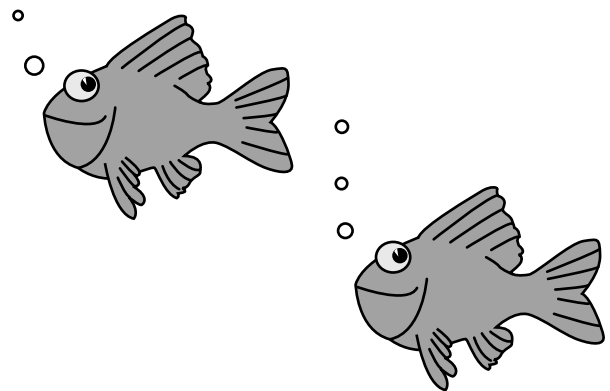
s h n i g c o d a m t

sad	mad	sit	sat
not	hot	it	its
tot	in	gas	had
him	cat	can	hat
hid	did	hog	dad
mom	tan	cod	sod

sit on it

tan dad

gas can



Name: _____

f s h n i g c o d a m t

fog

fig

mad

sit

sat

it

if

fit

fat

hot

not

had

in

fin

fan

dad

him

sad

did

hat

mom

tan

cod

fat cat

not mad

sit on it



Name: _____

v f s h n i g c o d a m t

van

vat

if

it

fat

hot

not

tan

fog

mom

mad

sit

in

fan

had

him

hat

dad

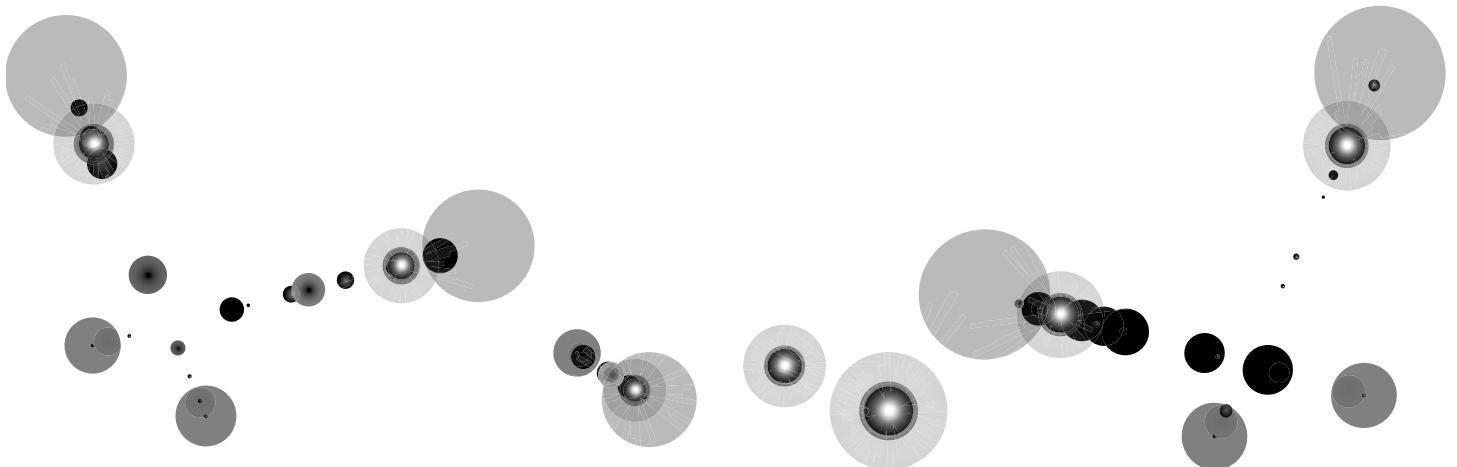
did

sad

man in van

hot vat

fan him

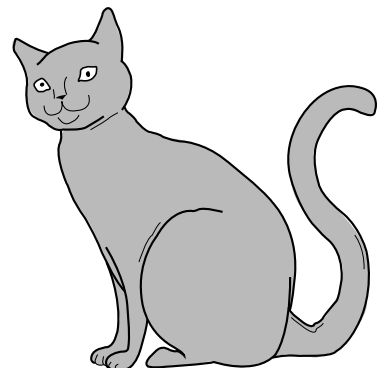
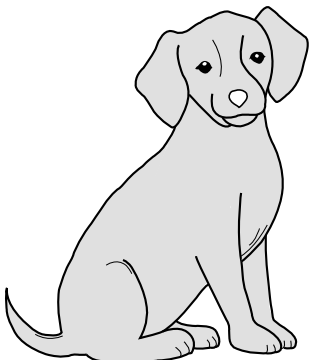


Name: _____

z v f s h n i g c o d a m t

zig	zag	vat	van	mad
had	dad	did	sad	in
if	it	fat	hot	fog
vat	not	van	sit	dot

fat cat hot van zig zag



Name: _____

p z v f s h n i g c o d a m t

pig

pad

zig

pin

had

pop

pip

did

sad

mom

zag

vat

pat

nap

if

it

not

dip

top

van

mad

vet

sit

in

hop on pop

fat pig



Name: _____

e p z v f s h n i g c o d a m t

pet	pig	zig	had
did	sad	mom	zag
vat	met	if	it
not	dip	pop	set
mad	vet	ten	sit
in	get	top	map
men	net	hen	end

mad dad	hot pot
sad man	pet pig
pig in pen	dog and cat
hop on pop	did not
tin can	pig pen
mom and dad	pet pig
get on top	top end
ten men	bet on it
dad did it	up on top

Name: _____

b	e	p	z	v	f	s	h	n
i	g	c	o	d	a	m	t	

bag	pig	pet	bad	zig
van	had	met	set	bed
did	sad	end	mom	bit
vat	mad	hen	not	pop
bet	dad	tab	vet	ten
bat	beg	men	top	map

bad cat	get in bed
in bed	bit him
big bag	big fan

Name: _____

l	b	e	p	z	v	f	s	h
n	i	g	c	o	d	a	m	t

leg	bag	end	pig	bad
lot	sad	beg	pet	man
did	had	bat	mom	let
vat	dad	lid	not	log
bet	led	hen	vet	ten
men	set	met	lip	map

fat lip	ten men	let him in
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Name: _____

u	l	b	e	p	z	v	f	s	h
n	i	g	c	o	d	a	m	t	

nut	rat	leg	but
up	us	sun	run
red	lot	cut	fun
bus	mud	ran	cup
rug	let	rob	rip
rub	log	bat	led
rag	rot	mug	rib
lip	map	lid	hug

big bug	red rug
---------	---------

Name: _____

w	u	l	b	e	p	z	v	f	s
h	n	i	g	c	o	d	a	m	t

wet	nut	rat	but
up	us	win	sun
run	red	lot	wig
cut	fun	wag	bus
mud	ran	cup	rip
rug	let	rob	

bad wig	red cup	wet dog
---------	---------	---------

Name: _____

j	w	u	l	b	e	p	z	v	f	s
h	n	i	g	c	o	d	a	m	t	

job	jet	wet	jam
but	up	us	jug
win	jog	sun	run
red	wig	cut	fun
bus	mud	cup	pad
rug	rip	rub	log
led	bat	rob	lip
rag	rot	mug	rib
	end	job	

Name: _____

y	j	w	u	l	b	e	p	z	v	f
s	h	n	i	g	c	o	d	a	m	t

yes	jet	job	wet
jam	yet	fun	run
yam	jug	pad	lid
mug	log	hot	us
sun	cut	up	but
yap	win	rib	red
rug	rip	rub	wig
bus	mud	cup	led

not yet	yes man
fun run	red mug
wet wig	bad job
hot sun	big jet

Name: _____

x	y	j	w	u	l	b	e	p	z	v	f
s	h	n	i	g	c	o	d	a	m	t	

six	box	rob	fax
mug	log	but	us
ax	sun	dog	fox
up	yes	fix	mix
jet	job	wet	run
wax	mom	yet	fun
ox	run	six	mix
rug	rip	rib	wig
bus	mad	cap	led

Name: _____

<u>k</u>	x	y	j	w	u	l	b	e	p	z	v
f	s	h	n	i	g	c	o	d	a	m	t

kid	rip	rob	ask
kit	hid	had	bad
mad	sat	mom	kid
dad	bat	hat	sad

ask him	big kid
ask mom	ask dad
fix it	tax man
hot wax	bad hat

CVC - Fast Reads

To help students distinguish between /i/ and /e/, have them work in pairs to practice reading these words. Let each student read through the list once without timing. Then, ask students to time each other as they read the lists. If a reader makes a mistake, he/she must start over at the beginning. Have students do multiple readings to try to improve their time.

red	hit	big	led
let	pen	fin	did
rid	get	hen	hit
vet	sit	set	bet
hex	fix	six	mix
	beg	bit	

Student Name	#1 _____	#2 _____
1st Read	Untimed	Untimed
2nd Read		
3rd Read		
4th Read		
5th Read		

CVC - Plurals with *-s* (*cats, dogs*)

cats

dots

hats

maps

caps

pets

bats

cups

rats

jets

pups

nuts

hips

lips

huts

sets

mats

pots

lots

tops

Name: _____

Plurals with -s

dogs

cans

rags

rugs

moms

dads

legs

hogs

hams

fans

bugs

tags

pens

pals

jobs

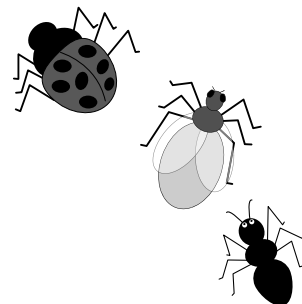
kids

bags

beds

ribs

logs



Name: _____

Plurals with -s

caps

pads

pigs

cans

hats

hits

hugs

hens

bats

beds

bugs

bins

cats

cuts

pots

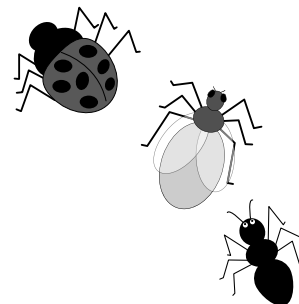
pans

wigs

pins

tops

taps



Name: _____

Plurals with *-es*

dogs

jugs

rags

rugs

moms

dads

legs

hogs

hams

fans

bugs

kits

pens

pals

jobs

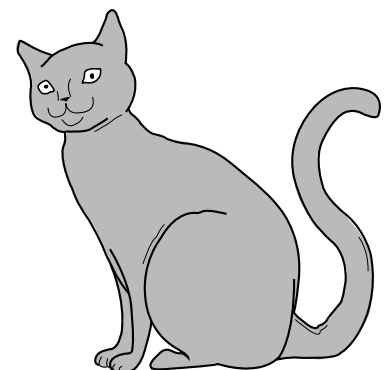
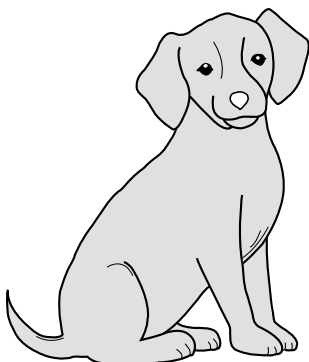
kids

bags

beds

ribs

logs



Name: _____

Plurals with -s

pots

pads

pigs

pans

hats

hits

hugs

hens

bats

beds

bugs

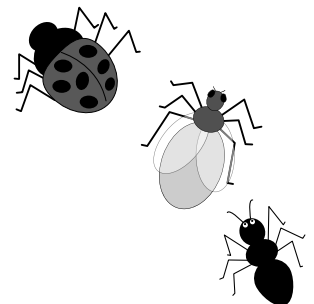
bins

cats

cuts

cans

cups



Name: _____

Plurals with -s

dishes

boxes

foxes

glasses

wishes

benches

branches

ranches

resses



Section I-A
CVC and CVC Plurals
Worksheets

Name: _____

Write each word under its matching picture.

cap

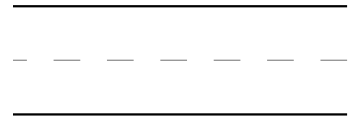
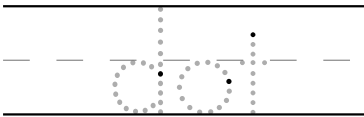
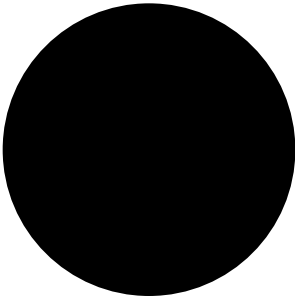
cat

dad

dot

pot

mop



Name: _____

Write each word under its matching picture.

pan	cot	dad
pod	pin	nap



pod



Name: _____

Write each word under its matching picture.

~~fin~~

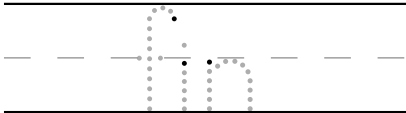
hand

gift

hog

sand

fan



Name: _____

Write each word under its matching picture.

map	dig	pit
ham	mop	fist



ham

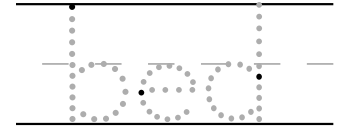


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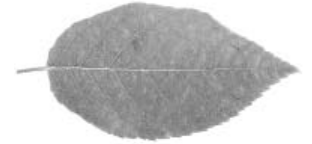
Write each word under its matching picture.

1. bed





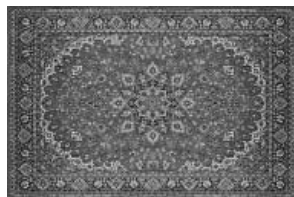
2. cab



3. vet



4. rug



Name: _____

Write each word under its matching picture.

tub	bug	rat
nuts	sun	wig













Name: _____

Write each word under its matching picture.

1. yes





2. yam



3. jet



4. jog

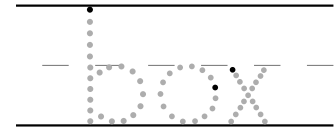


Name: _____

Write each word under its matching picture.

1. box





2. mix



3. kid



4. six



Name: _____

Mixed Plurals Practice

ducks

dishes

fans

cans

ribs

bugs

1. “Quack, quack,” said the _____.
2. _____ bit Ben on his legs.
3. He kept his things in six tin _____.
4. When it gets hot, we set up _____.
5. Kevin was scrubbing the _____.
6. Dad was munching on a big rack of _____.

Name: _____

Sentence Reading Final 's' Practice

is

as

has

his

It **is** **his** pet.

Max **is** not **as** big **as** Ken.

Jen **has** red pants.

Dan cut **his** lip.

Dad **is** in **his** bed.

Section I-B
CVCC and CCVC
and Simple Consonant Spelling Alternatives

Section I-B
CVCC and CCVC Consonant Clusters
Lesson Template

Initial and Final Consonant Clusters (*clip, risk*)

Sample Lesson Plan Consonant Clusters

Focus: Consonant Clusters	Teaching	Materials
Warm-Up	Gather Letter Cards 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'y', 'x', 'i', 'e', 'a', 'u', 'o'. Show students each card, one at a time. Say two sounds. Have students say the correct sound. Alternatively, have students repeat the sound after you, say each sound, or say the sound as you flash the cards.	Letter Cards
Teaching	Place Letter Cards 'i', 'a', 'o', 'n', 't', 'd', 'c', 's', 'p', 'b', 'l', 'r', 'h' in a middle row on a table. Place the 'i', 'a', 'o' on top and the remaining consonants along the bottom. Review the sounds for each card by pointing and saying the sound. Have students repeat the sounds. Move the 'b', 'a', 't' cards to the center of the table to spell <i>bat</i> . Read the word, ask them to read the word. Remove the 'a' card and add the 'i' card. Say, "If that was <i>bat</i> , what is this?" Ask a student to read a word. Continue with the words, including two consonants at the beginning or the end of a word. For example, go from <i>sit</i> to <i>spit</i> , telling students that you have two consonants in the beginning of the word that each make a sound. Sound out <i>spit</i> /s/ /p/ /i/ /t/ and then read it. Continue with the word chain and remind them each time there is a consonant cluster, each letter makes a sound.	small Letter Cards
Guided Practice	Give students paper and pencil. Tell them you are going to say some words. Explain that each word will be similar to the previous word but one sound will be different. Tell them to write each word you say. As you say the word, hold up one finger for each sound. Ask students to count the sounds and draw a line for each sound on their paper. For two sounds, they should draw two lines: __ __. Once they draw the lines, ask them to write the letters those sounds make. Have them read the word back to you.	paper, pencil
Independent Practice	Have students read the following phrases: <ol style="list-style-type: none"> 1. bulb in lamp 2. soft plum 3. slid on sled 4. mom in pants 5. jump in pond 6. snug in bed 7. red stamp 8. dad naps 9. rat in nest 10. lost hat 	

Section I-B

CVCC and CCVC Consonant Clusters Word Lists

Name: _____

Initial Consonant Clusters

blob	bled	brim	bred
clam	clap	clip	club
crab	crib	crop	drag
drip	drop	drug	drum
flag	flap	flat	flip
flop	frog	glad	grab
grin	grim	grip	grub
grit	plan	plop	plot
plug	plum	plus	scab
scum	skid	skin	skip
slam	slap	sled	slid
slip	slop	slug	snag
snap	snip	spin	spit
stab	stem	step	stop
swim	swam	trim	trot

Name: _____

Final Consonant Clusters

just

must

dust

last

past

fast

vast

cast

test

best

rest

west

nest

cost

list

mist

band

land

hand

sand

tend

send

bend

went

bent

sent

tent

hunt

help

next

felt

belt

back

fact

kept

held

mask

desk

task

risk

milk

silk

camp

lamp

jump

pump

bump

film

left

lift

soft

gift

Name: _____

Mixed Review: Initial and Final Consonant Clusters

plant

stand

steps

spent

spend

crops

slept

print

spots

crust

craft

grant

tests

trust

pants

tasks

lists

trips

frost

masks

twist

clips

twins

split

slant

blast

sips

stamp

Section I-B
CVCC and CCVC Consonant Digraphs
Lesson Templates

Digraphs (*chop, ship, sing*)

Intervention Lesson Template

Digraphs

Focus: Consonant Clusters	Teaching	Materials
Warm-Up	Gather Spelling Cards of sounds previously taught (Spelling Cards representing the two letters that make up the digraph should be included). Show students each card. Say the sounds. If students have learned digraphs, ask for the sound of the digraphs. Show them two letters and ask them to tell you the sound of the digraph. Alternatively, have students repeat the sound after you say each one or say the sound as you flash the cards.	previously taught Spelling Cards Code Flip Books
Teaching	<p>Show students the two letters that make up the targeted digraph.</p> <p>Draw a square, a triangle, and a house (triangle on top of square) in a row on the board. Point to each shape and ask students what it is (a square, a triangle, and a house). Explain that a square by itself is a square and a triangle by itself is a triangle, but a square with a triangle on top is something completely different: a house. Write the first letter of the target digraph under the square you drew. Ask for the sound it makes. Write the second letter of the target digraph under the triangle. Ask for the sound.</p> <p>Write the target digraph under the house. Tell students the sound made by the digraph. Explain rapidly that each letter individually makes a sound, but together make one sound.</p> <p>Show students the target Consonant Digraph Spelling Card and tell them the sound. Have students repeat the sound. Tell students different words with the targeted sound at the beginning and end of words. Students identify target sound. Tape the Spelling Card to the appropriate page and space in the Consonant Code Flip Book.</p>	board or chart paper consonant digraph Spelling Card(s) Consonant Code Flip Book Individual Code Chart
Guided Practice	Word Dictation: Dictate the words with target sound. Instruct students to draw a line for each sound they hear. Write each word, putting one sound on each line. For example, the word <i>think</i> would take up four lines /th/ /i/ /ng/ /k/. Remind students that the digraphs go on one line. Repeat the exercise for as many words as you can fit into your time frame.	paper and pencil
Independent Practice	Read words that have the target digraph sound and other digraphs previously taught. Have students write the words they find with digraphs.	

Intervention Sample Lesson

Consonant Digraph /th/

Focus: Consonant Clusters	Teaching	Materials
Warm-Up	<p>Gather letter cards 's', 'h', 'c', 't', 'n', 'g', 'sh', 'ch', 'th', 'ng'.</p> <p>Show students each card. Say two sounds. Have students say the correct sound. Alternatively, have students repeat the sound after you say each one or say the sound as you flash the cards.</p>	<p>Spelling Cards 's', 'h', 'c', 't', 'n', 'g', 'sh', 'ch', 'th', 'ng'</p> <p>Code Flip Books</p>
Introduction	<p>Show the picture of the sound /th/.</p> <p>Tell students the sound and have them repeat it. Say the following words in which students will hear the /th/ sound at the beginning of the word: <i>thumb, thanks, theft, think, thin, thrust</i>. Have students repeat each word as you say it. Help them realize that the sound is at the beginning of the word. Repeat the process with words that end in /th/: <i>path, cloth, fifth, bath, math, tenth, moth</i>.</p> <p>Tape the 'th' > /th/ card to the appropriate page and space in the Consonant Code Flip Book.</p> <p>Mix It Up: Say a /th/ word. Have students identify where they hear the sound, at the beginning or the end of the word.</p>	<p>Spelling Card 'th' > /th/</p> <p>Consonant Code Flip Book</p> <p>Individual Code Chart</p>
Guided Practice	<p>Have students write the spelling for /th/.</p> <p>Word Dictation: Dictate the words listed above. Instruct students to write each word, putting one sound on each line. For example, the word <i>think</i> would take up four lines, as follows /th/ /i/ /ng/ /k/. Remind students that the /th/ in the word <i>think</i> makes one sound. Repeat the exercise for as many words as you can fit into your time frame.</p>	<p>paper and pencil</p>
Independent Practice	<p>Give students a Word List page.</p> <p>Have students practice reading the words. Then, have them underline the /th/ sound in each word.</p> <p>Listen to individual students read to determine student progress and next steps in intervention, if necessary.</p>	<p>Word List page of your choice to fit the activity</p>

Section I-B
CVCC and CCVC Consonant Digraphs
Word Lists

Name: _____

Digraph 'ch'

chop

chip

chips

champ

chat

chest

such

much

hunch

lunch

bunch

brunch

rich

inch

pinch

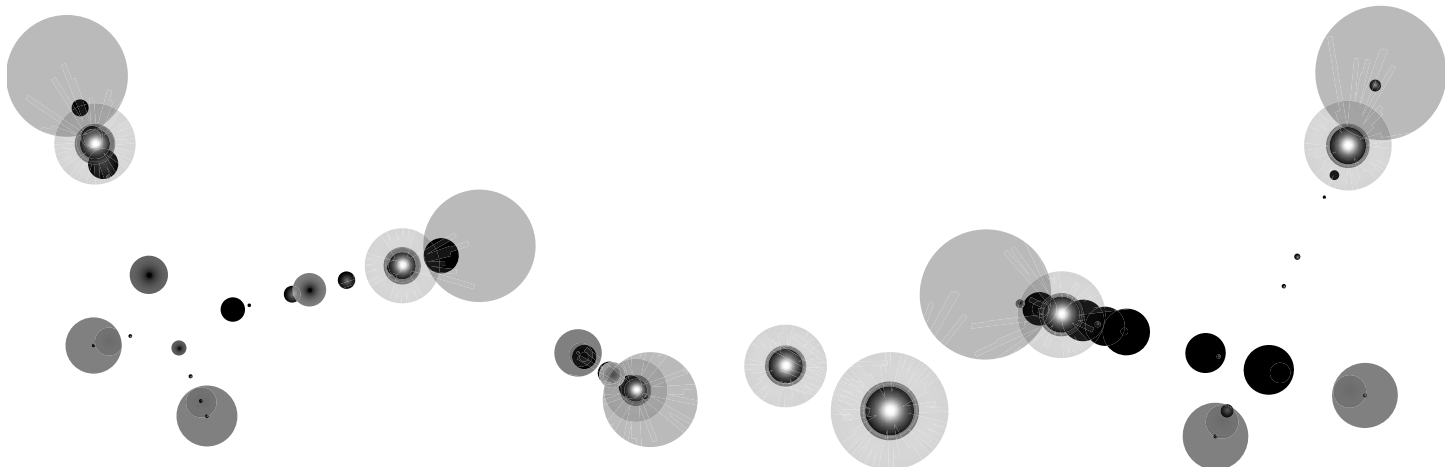
punch

stench

French

ranch

bench



Name: _____

Digraph 'sh'

ship

shop

shot

shut

shift

shelf

shed

fish

wish

dish

fresh

brush

hush

cash

flash

dash

splash

rash

crash

trash



Name: _____

Digraph 'th'

thin

thud

thump

theft

thrust

with

fifth

sixth

tenth

moth

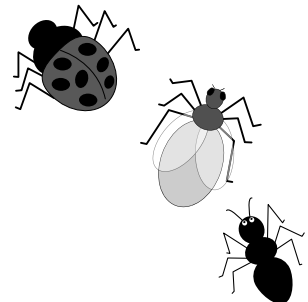
cloth

this

path

bath

math



Name: _____

Mixed Review: Digraphs

that

this

them

then

than

thus

this fish

that fish

this moth

that moth

this brush

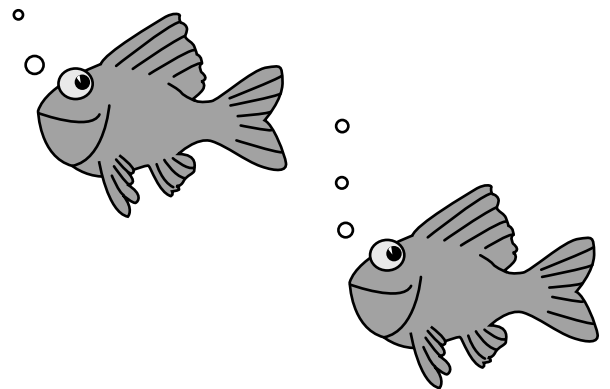
that brush

this bench

that bench

this path

that path



Name: _____

Digraph 'qu'

quiz

quit

quilt

squid

squint

quits

quest

squints

quests

Mixed Review: Digraphs

this quiz

that quiz

this quilt

that quilt

Quit it!

Quit that!



Name: _____

Digraph 'ng'

long

song

strong

ring

king

wing

sing

thing

things

bring

swing

spring

string

hang

bang

sang

ding

fangs

hung

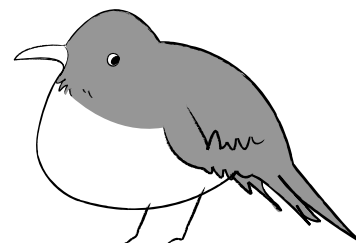
lungs

sting

stung

song

sling



Name: _____

Mixed Review: Digraphs

shop

chat

chin

long

path

quiz

thing

quit

strong

king

thin

with

ship

song

gong

rich

wish

wing

such

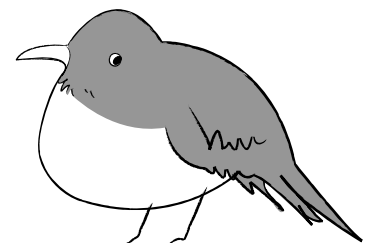
much

chop

this

splash

crash



Name: _____

Mixed Review: Digraphs

bad song

pop quiz

ding dong

ten ships

fresh fish

pinch an inch

strong king

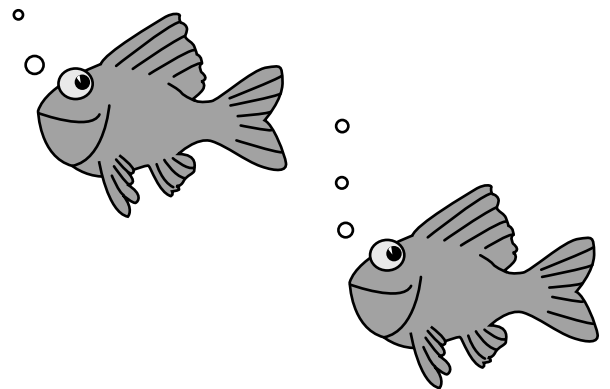
long song

sing that song

bang that gong

splish splash

rich man



Section I-B

CVCC with Double Consonant Spellings Lesson Template

Double Consonant Spellings

Sample Lesson Template

Double Consonant

Focus: Sound Spelling	Teaching	Materials
Warm-Up	Show students Spelling Cards previously taught. Say the sound and students can repeat or have students say the sound as you show them the Spelling Card.	Spelling Cards
Introduction	<p>Tell students the targeted sound. Students repeat. Tell students different words with the targeted sound at the end of the word. Students repeat the words. Repeat the words and ask students where the target sound is.</p> <p>Ask students how they would expect to write or spell the sound at the end of each of these words. Students will likely respond with the single letter corresponding to the sound. Point out that in these particular words, the single ending sound is represented by two of the same consonants. Say each word aloud again, this time displaying the appropriate double consonant spelling. Tape the Spelling Card to the appropriate page and space in the Consonant Code Flip Book, as students refer to the Individual Code Chart.</p>	<p>double consonant Spelling Cards 'ss', 'ff', 'zz', 'dd', 'tt', 'gg'</p> <p>Consonant Code Flip Book</p> <p>Individual Code Chart</p>
Guided Practice	Ask students to read and then spell decodable words with the target sound and double consonant spelling.	dry erase boards and markers, or paper and pencil
Independent Practice	Students will read words with targeted sound. Students can read list of words or phrases with targeted sound and spelling; more proficient students can read connected decodable text with targeted sound.	

Section I-B

CVCC with Double Consonant Spellings Word Lists

Name: _____

Double Consonant 'ss'

less

mess

dress

class

glass

pass

grass

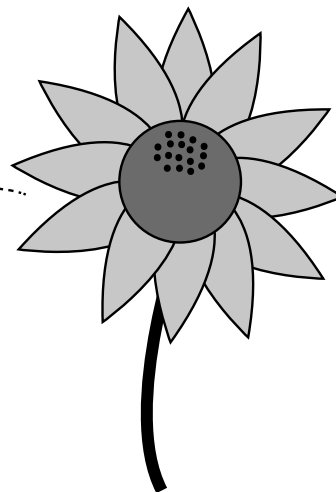
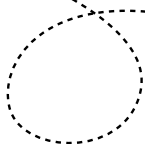
loss

miss

kiss

fuss

hiss



Name: _____

Double Consonants

off

stuff

puff

staff

cliff

stiff

sniff

egg

buzz

fuzz

fizz

jazz

add

odd

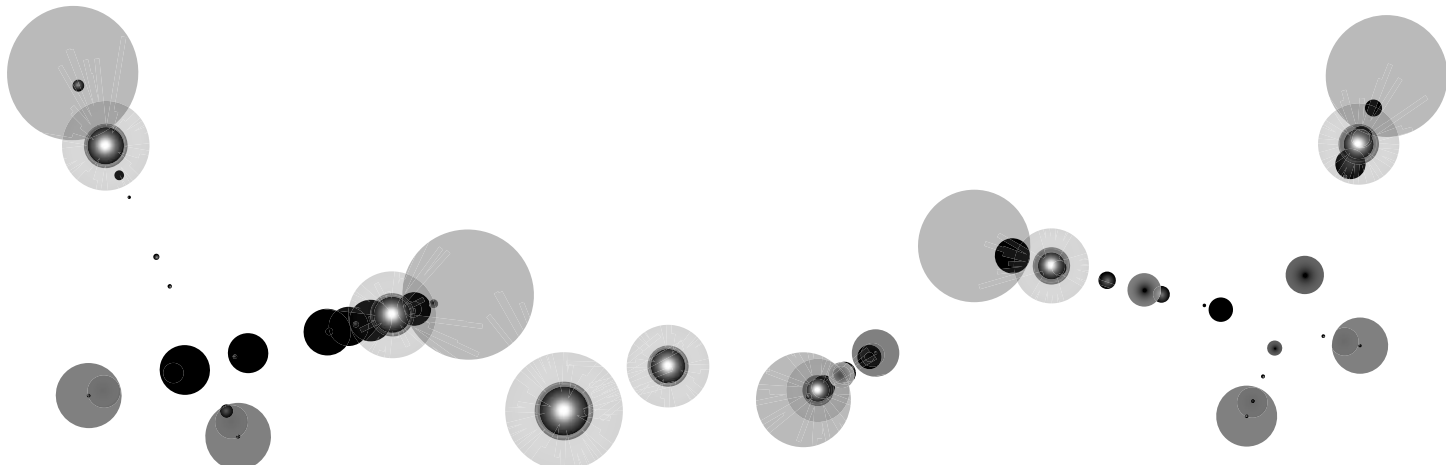
mitt

mutt

butt

Matt

inn



Name: _____

Double Consonant 'll'

ill

will

bill

hill

fill

kill

still

skill

well

tell

fell

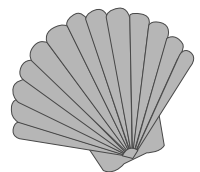
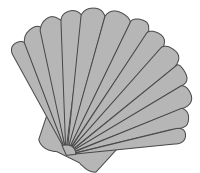
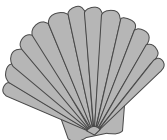
sell

bell

smell

swell

shell



Name: _____

Digraph 'ck'

back

sack

black

track

crack

lock

rock

sock

block

clock

pick

sick

kick

stick

thick

quick

trick

neck

check

luck

duck

truck

lick

bricks



Section I-B
CVCC and CCVC
Worksheets

Name: _____

Write each word under its matching picture.

ship

chimp

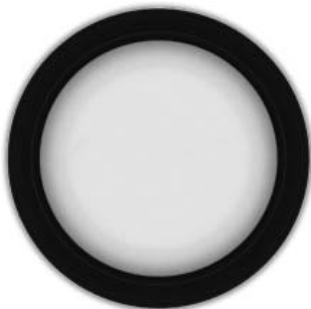
chips

fish

bench

dish





Name: _____

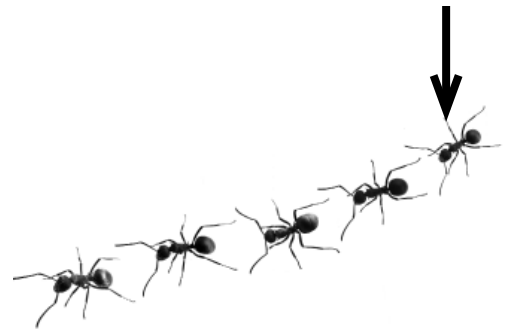
Write each word under its matching picture.

bath

moth

cloth

fifth





Name: _____

Write each word under its matching picture.

quilt

lung

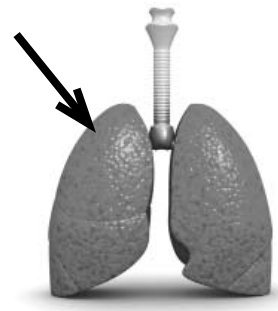
king

swing

fang

strong





Name: _____

Write the nouns that name a person under the picture of the person and the nouns that name a thing under the picture of the brush.

~~brush~~

~~pal~~

plum

twin

clock

nest

Bob

man



pal

brush

Name: _____

Count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then, have the student copy the words on the lines.

1. cliff

cliff

2. tell

3. press

4. toss

5. trash

6. fluff

7. bring

8. this

9. sing

10. still

Section I-C
CVC, CVCC, and CCVC
Practice Sentences for Oral Reading

Name: _____

Practice Sentences

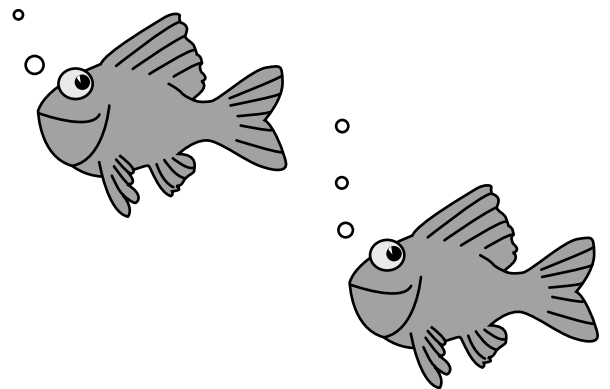
1. Grant trusts Brent.
2. Slim has milk left in his cup.
3. Fran has soft vests.
4. Fred has six frogs.
5. Trip can grab it.
6. Brad slept in his crib.
7. It is as soft as silk.
8. Stef got us fins and swim masks.



Name: _____

Practice Sentences

1. At lunch Rich had fish and chips.
2. Chip hid his cash in his box.
3. Chad got milk on his chin.
4. Chad is rich.
5. Chip can pinch an inch.
6. Shep shot at tin cans.
7. Trish went in two shops.



Name: _____

Practice Sentences

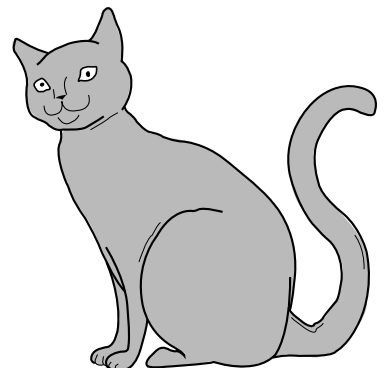
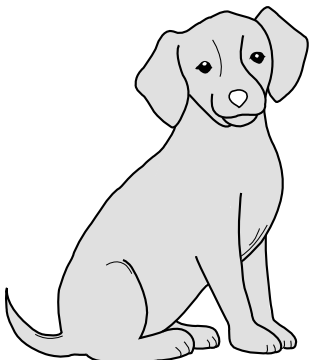
1. Will Bill get up the hill?
2. Miss Duff had to kiss a frog!
3. Will the shells sell well?
4. The bad man fell off a cliff.
5. Matt had a crick in his back.
6. The black truck went to pick up bricks.
7. Quick, grab that duck!
8. Jack is the best at Pick up Sticks.
9. What's in the black sack?
10. This black rock has a big crack.



Name: _____

Practice Sentences

1. Are the kids up?
2. The kids are up.
3. Are the ducks in the pen?
4. The ducks are in the pen.
5. Are the cats in the den?
6. The cats are in the den.
7. Are the pigs in the pen?
8. The pigs are in the pen.



Name: _____

Practice Sentences

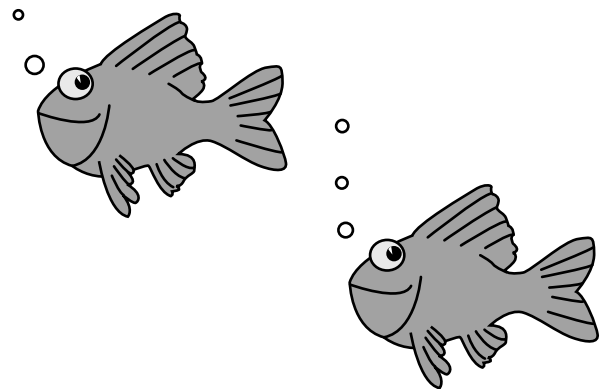
1. I got a frog.
2. The frog hid in the bath tub.
3. I went to the track and ran ten laps.
4. Ben got mud on his pants.
5. Dan got milk on Mom.
6. The cat bit the dog.
7. When the sun sets, I will get in bed.



Name: _____

Practice Sentences

1. Dan went to the shop.
2. Rex went to the bus stop.
3. It is ten to six.
4. Ed went to get a hot dog.
5. It's fun to run.
6. It's fun to splash.
7. It's fun to swim.
8. It's not fun to get sick.



Name: _____

Shep at Camp



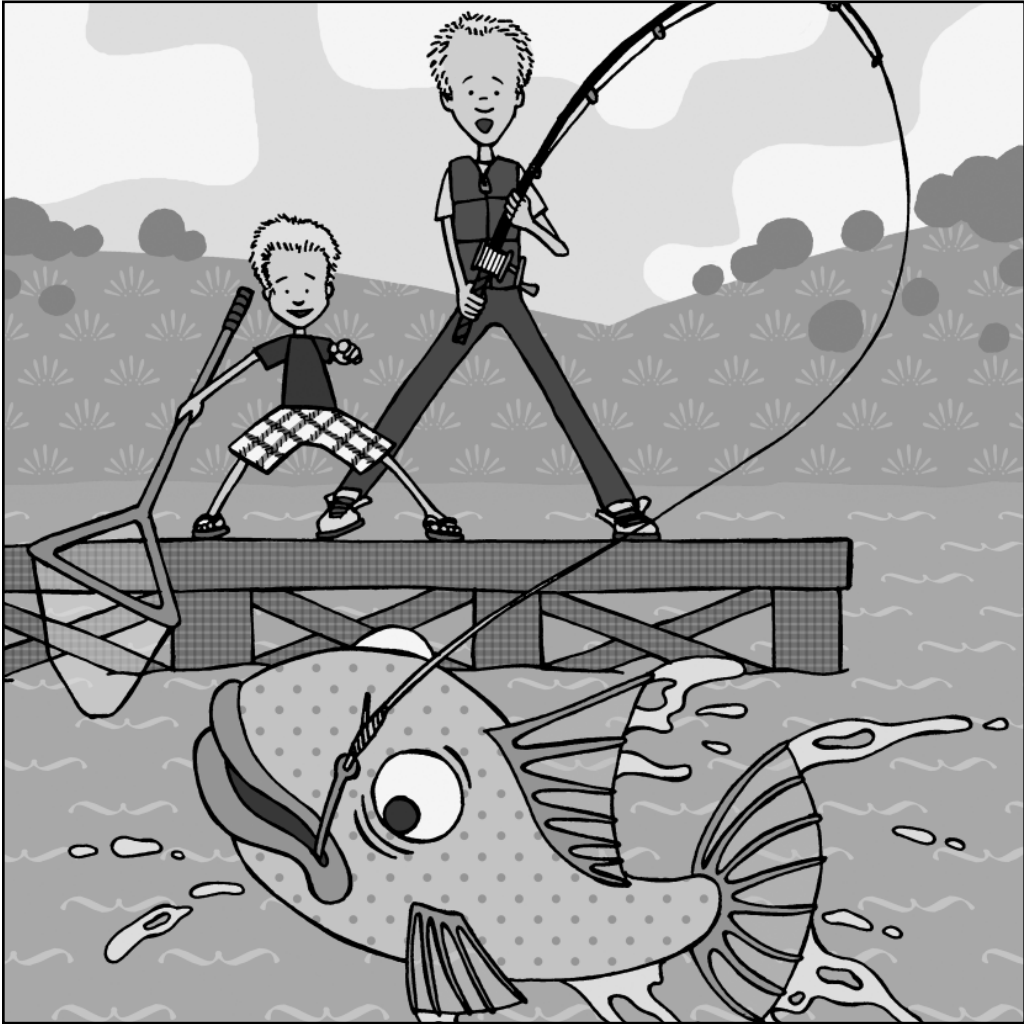
Shep's mom drops him at camp.

Shep's pal Chet is at camp. Chet and Shep can run fast.

Shep is glad camp is fun.

Name: _____

Fish at the Pond



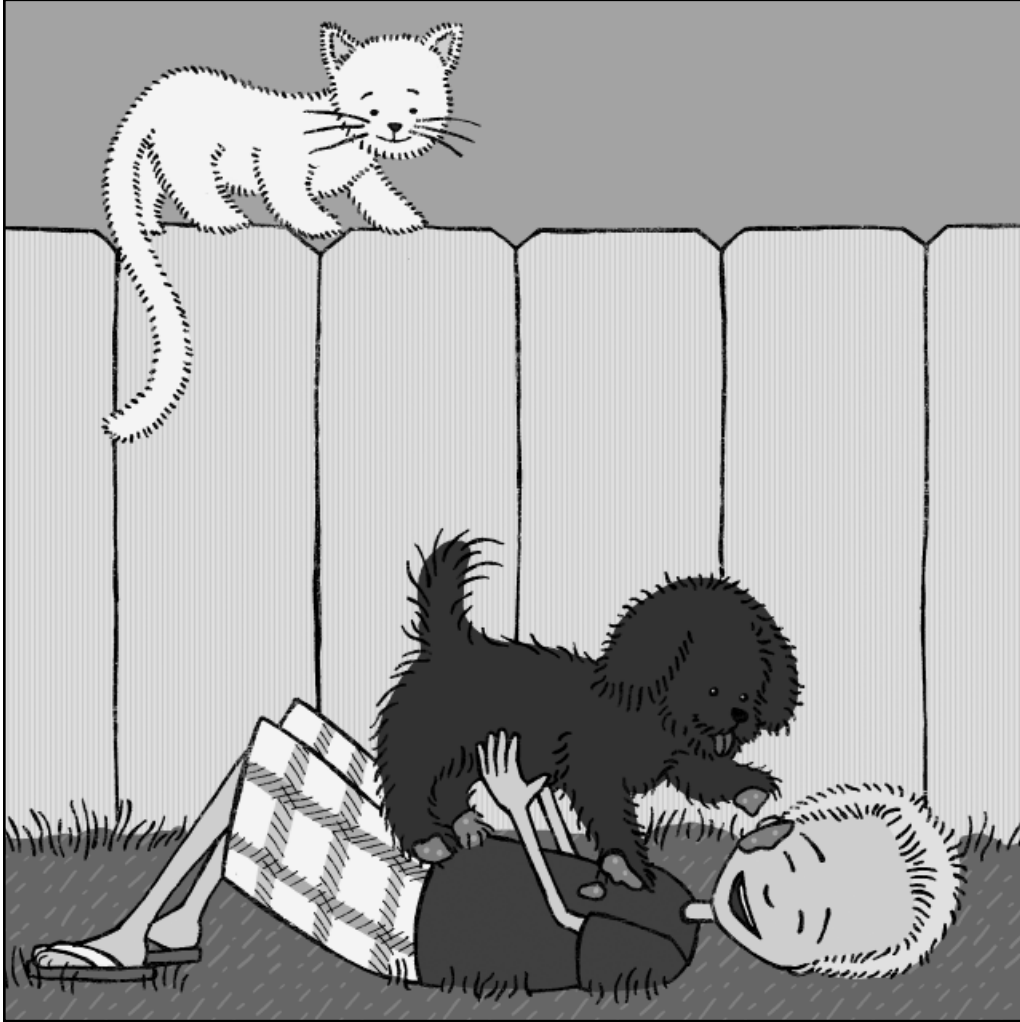
Shep can fish with his dad in the pond.

Shep's dad gets a big, big fish.

Shep helps his dad put the fish in the net.

Name: _____

Shep's Pets



Shep has 3 pets.

Shep has 1 cat, 1 dog, and 1 bug.

Champ, the dog, can run and dig in the mud.

Fran, the cat, can nip at the quilt.

His bug, King Tut, can run from the dog and cat.

Name: _____

Fun at the Pond



Shep is at the pond with Pam, Chet, and Meg.

The kids hunt for bugs and things.

Shep spots a frog in the mud. Pam spots a bug on the log.

The kids had fun at the pond.

Name: _____

The Van



Shep and his pal Chet get in the van with Mom.

The van runs, but then it stops.

Shep ran to get the fix-it man.

The fix-it man can't fix the van.

Name: _____

On the Bus



Mom has to get on the bus.

The bus hits a dip, but Mom hangs on.

Mom rings the bell to get off at her stop.

The bus stops and Mom gets off.

Name: _____

Shep in Class



Shep is in Miss Mack's class. Miss Mack is strict.

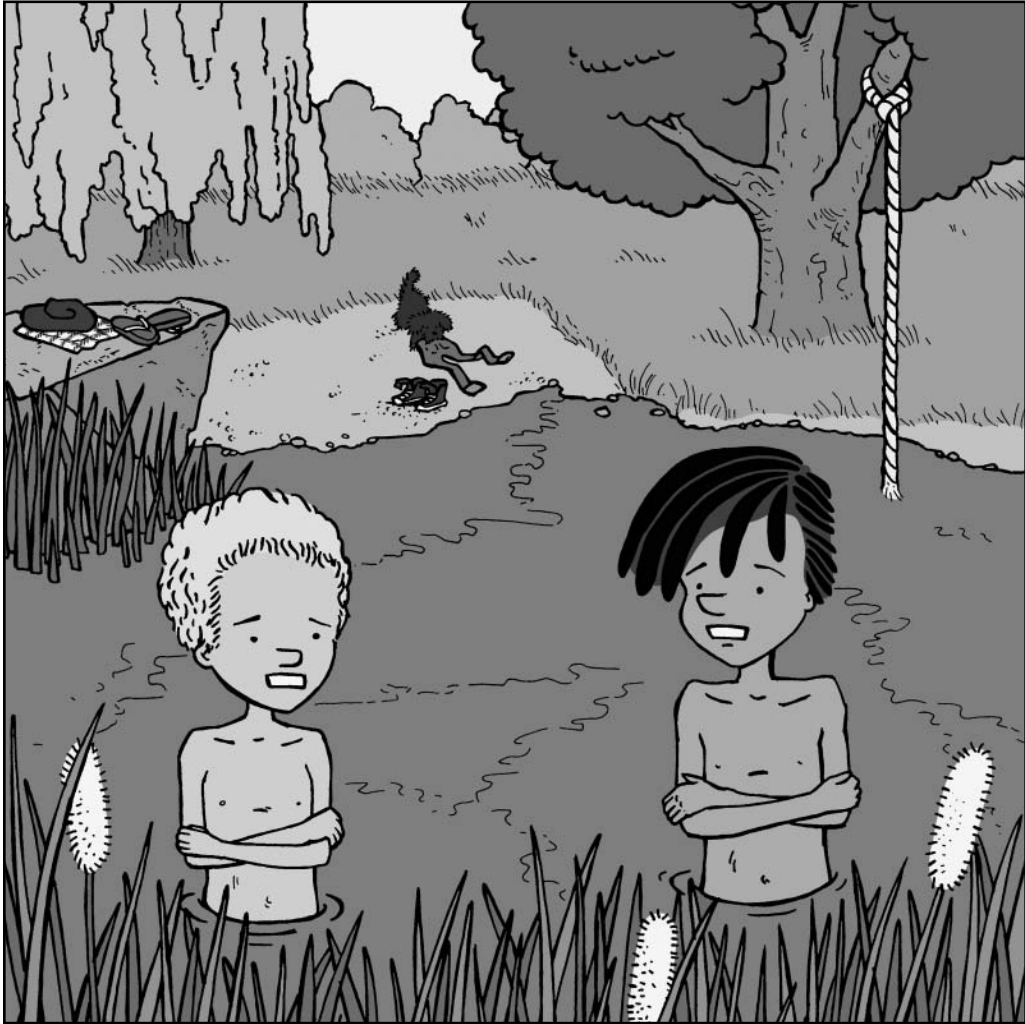
On 3, all the kids ran to the pond.

Not Shep. Shep had to fix his print.

Then Shep ran to splash in the pond with the kids.

Name: _____

The Chills



Shep and Chet went in the pond.

The pond was not hot.

Shep and Chet got the chills.

Shep and Chet ran to the sand.

Name: _____

Tasks



Shep has a list of tasks.

Shep has to scrub and mop.

Then Shep has to help Dad plant and fix the drip.

Shep naps first. Then Shep gets up to help Dad with the tasks.

Name: _____

Stop That Bus



Shep's clock did not ring.

Mom and Shep had to rush.

They ran fast. Shep yells, "Stop that bus."

The bus man stops. Shep gets on the bus at last.

Name: _____

Shep and the Duck



Shep's class went on a trip.

The class got to run in the sand.

But the kids can not pet the duck.

Shep and Chet dig in the sand.

Name: _____

Shep and the Duck, continued



Shep digs up a ring.

The duck spots the ring.

Then the duck grabs the ring from Shep.

Shep yells, "That is one bad duck."

Name: _____

Seth

Seth must rush to get in bed but not past ten.



Seth's mom went to the shop.



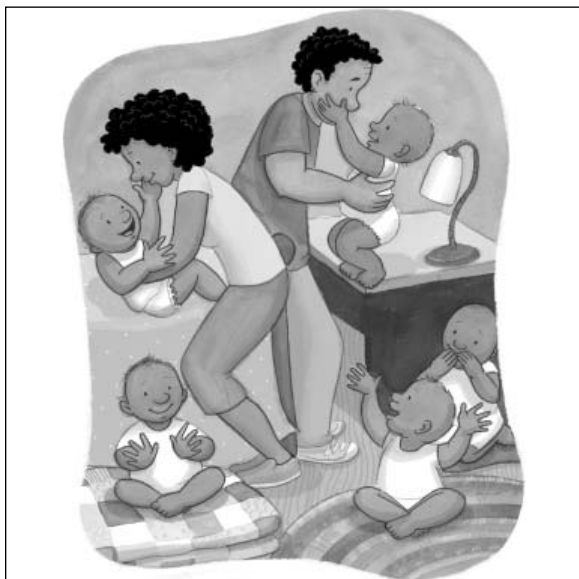
Mom got fish and squid.

Name: _____

Ted is Seth's dad. Ted can flex and clench.



Seth's mom Pat had quintts. That's 5 kids!



Name: _____

Seth's mom and dad had lunch with the quintts.



Seth's sled went fast.

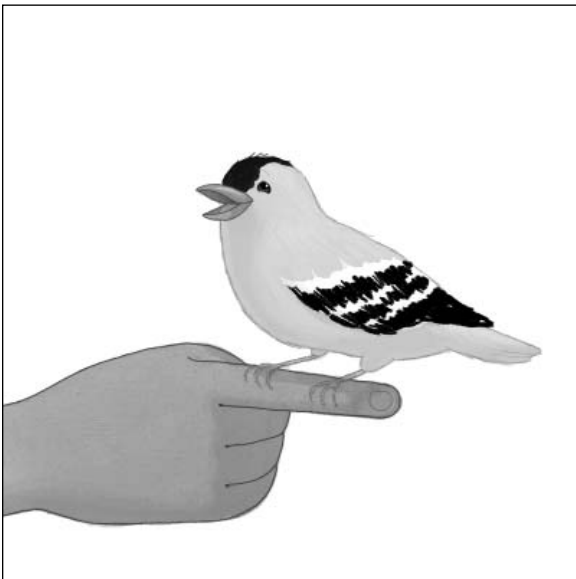


Name: _____

Seth had lunch with Mom and Dad.



Seth has a pet finch. It can hop on his hand.



Name: _____

Seth's pet finch Chip got lost. Chip hid in the red hat.



Seth can jam with Mom and Dad.



Section I-D

CVC, CVCC, and CCVC Stories for Oral Reading

Name: _____

Kim and Beth

Kim runs with Beth.

Kim is fast.

But Beth is just as fast.

Kim sprints.

Beth sprints.

Beth wins!



Name: _____

The Vet

A vet helps pets that get sick.

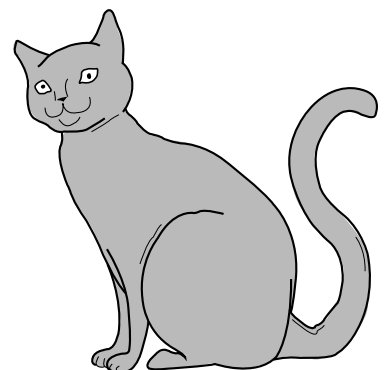
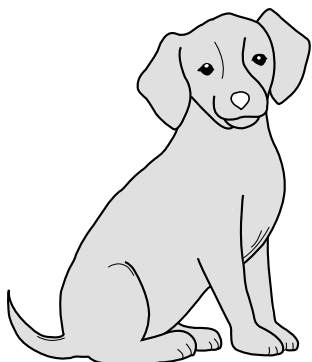
If a cat gets sick, a vet can help.

If a fish gets ill, a vet can help.

If a frog can't hop, a vet can help.

If a dog has the chills, a vet can help.

If a pig has the mumps, a vet can help.



Name: _____

Pals

Pals must help pals.

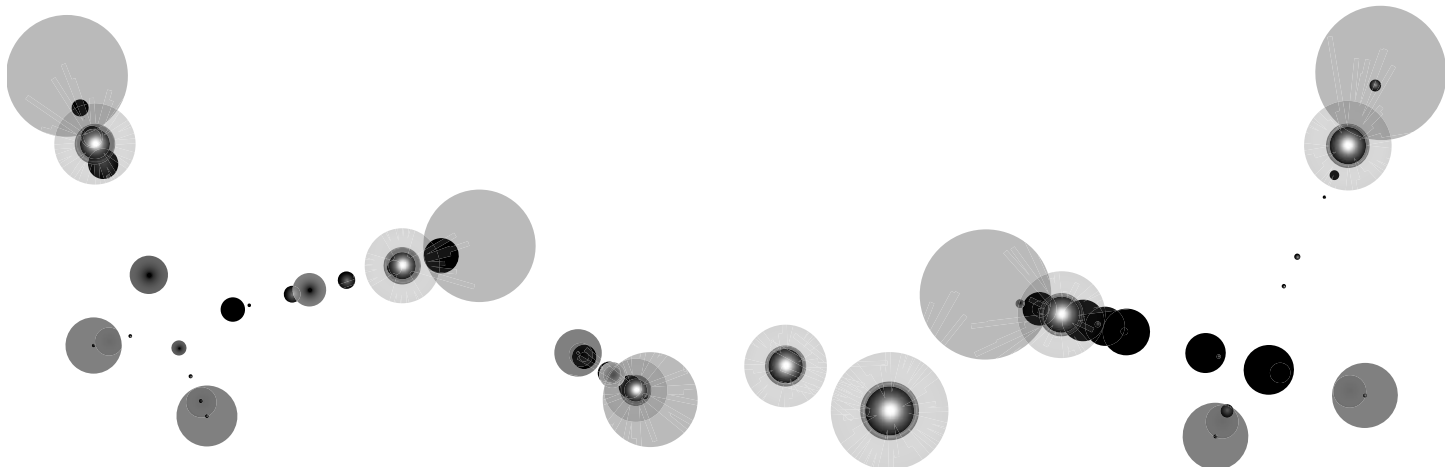
Mel can swim, but Pam can't.

Mel must help Pam swim.

Pam can skip, but Mel can't.

Pam must help Mel skip.

Pals must help pals.



Name: _____

A Kid

A dog can run.

A fish can swim.

A frog can jump.

A chimp can grin.

A pig can grunt.

But so what?

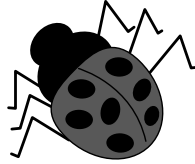
I am a kid, and I can run and swim and jump and grin and grunt!



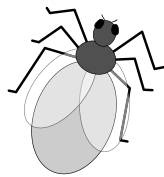
Name: _____

Bugs

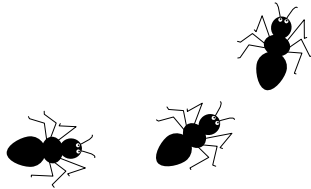
There are bugs in the grass and bugs on the plants.



There are bugs with wings and bugs with legs.



There are bugs that spin webs, bugs that dig in mud, bugs that jump, and bugs that run on top of ponds.



There are bugs that help us and bugs that are bad.



There are lots of bugs!

Name: _____

Pets

I had a frog, but then I got a dog.

I had a dog, but then I got a cat.

I fed the frog bugs.

I fed the dog chops.

I fed the cat fish.

The frog slept in a box.

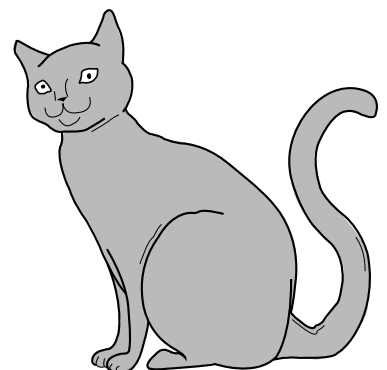
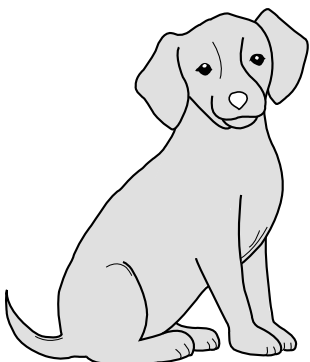
The dog slept in a pen.

The cat slept on the rug.

The frog ran off.

The dog ran off.

But the cat did not!



Name: _____

The Fox and the Man

A red fox has its den in the glen.

The mom has six fox pups.

The pups run and jump and twist and romp.

The dad runs off on a hunt.

A man has his den on the hill.

The man has six kids.

The kids run and jump and twist and romp.

The man runs off and gets lunch.



Name: _____

The Band

Todd's dad is in a band with Matt's dad.

Matt's dad sings.

Todd's dad bangs the drums.

When the band jams in the den, Todd's dog yaps.

Yap, yap, yap!

Bang, bang, bang!

Yap, yap, yap!

At last Todd's mom yells, "Ack! I can't stand it! Hush up that band!

And hush up that mutt!"

Todd's dad gets the hint.

The drums stop.

The songs stop.

The yaps stop.

That is the end of the band's big jam.

Name: _____

Ann Spann

Ann Spann is a math champ.

Ann is in the math club.

Ann went to math camp.

Ann can add one plus six.

Ann can add ten plus ten.

Ann says a math quiz is fun.

Ann says a math test is a blast.

Let's ask Ann to help us with math.

$$\begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array}$$

Name: _____

Fred French, the Fix-It Man

Fred French is a fix-it man.

Fred has a fix-it shop.

His shop has belts and clamps and drills.

Fred can fix a grill with his drill.

Fred can fix lamps with his clamps.

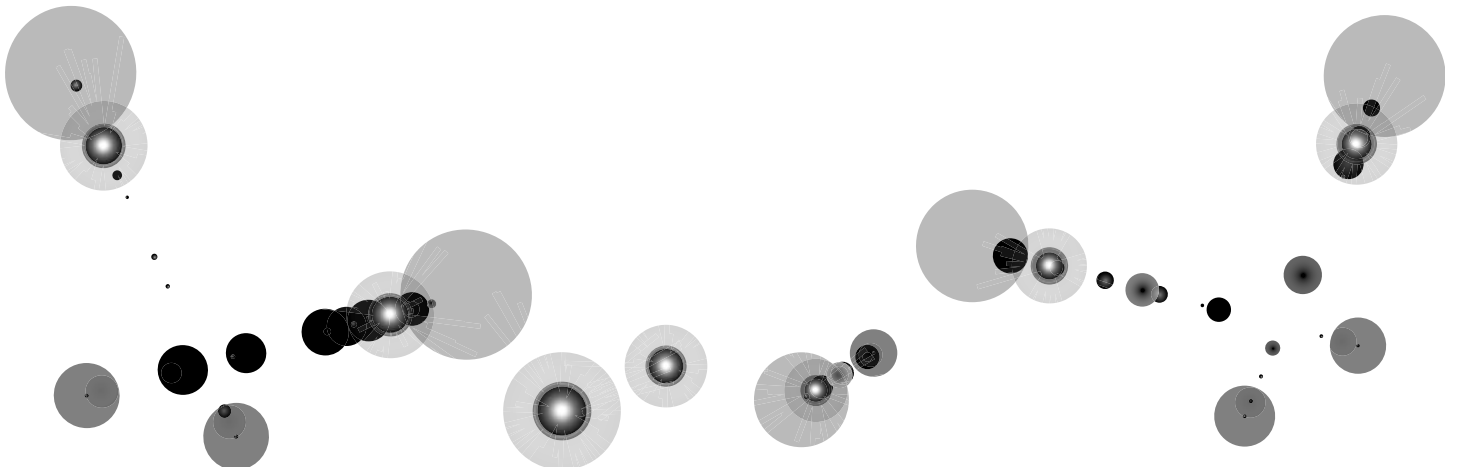
Fred can fix a van that has a dent.

Fred can get rust off a bed.

If it's bent, send it to Fred.

If it has a dent, get Fred.

Fred can fix it.



Name: _____

Sam's Lunch

Sam's lunch was ham, chips, and milk.

But Sam had an ant on his dish.

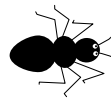
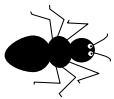
The ant sat on the ham.

It ran on the chips.

It ran from the chips to the cup.

It swam in the milk.

And that was the end of Sam's lunch.



Name: _____

Bob's Bed

Bob had a lot of cash.

Bob got a big bed with his cash.

But the bed was so big it did not fit.

Bob was mad.

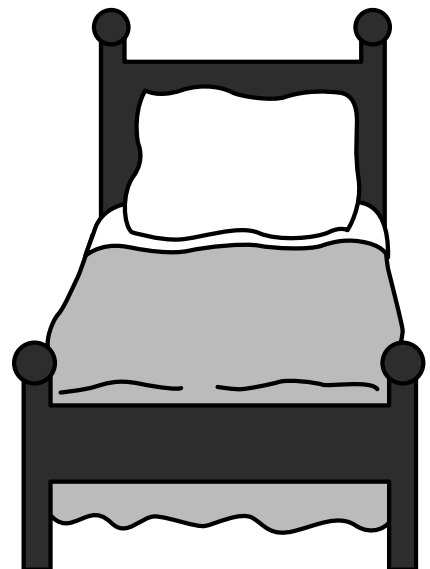
Then Bob said, "That's it!"

Bob got the big bed in bits.

Bob got one bit in, then the next, then the next.

When the bits were all in, Bob set the bed up.

Then Bob had a nap in his big bed.



Name: _____

Clint Cash

Clint Cash is a rich man.

Clint has a ranch in the West.

Clint has a big ship.

Clint has a fast jet.

Clint has rings on his hands and silk pants on his legs.

Clint has a hot tub.

Clint is a big man at his golf club.

Clint sits in the sun and gets a tan.

Clint has six thin dogs that bask in the sun with him.



Name: _____

Jim's Ship

Jim had a ship.

It was a big ship.

It had lots of nets and traps.

Jim went on a trip to get fish.

In went the nets.

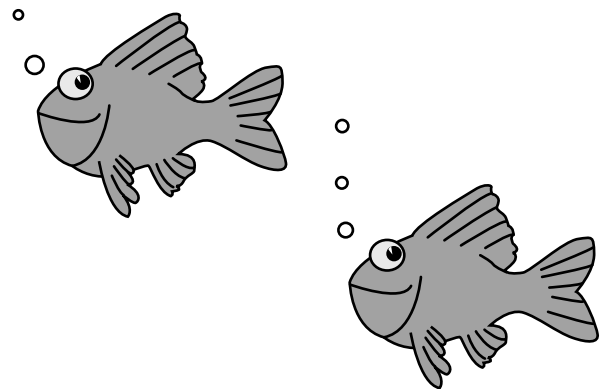
Splash!

In went the traps.

Splash!

When Jim got the nets and the traps back up, what was in them?

One crab, one fish, six clams, one squid, ten shells, and a lot of kelp.



Name: _____

Ted's Fish

Ted has a fish in his net.

It's a cod.

Ted grabs the fish with his hand.

It's a big fish.

Ted grins and says, "That's lunch!"

Ted brings the fish back to land.

Ted gets his grill hot and cuts up the fish.

Then Ted sets the fish on the hot grill.

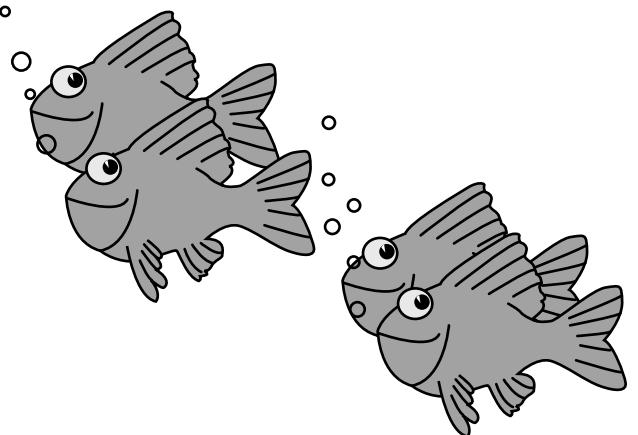
Ted gets tongs and flips the fish.

Ted smells the fish.

Ted grins.

When the fish is crisp, Ted sets it on a dish. °

Then Ted has lunch.



Name: _____

Fran and the Vet Van

This is Fran.

Fran is a vet.

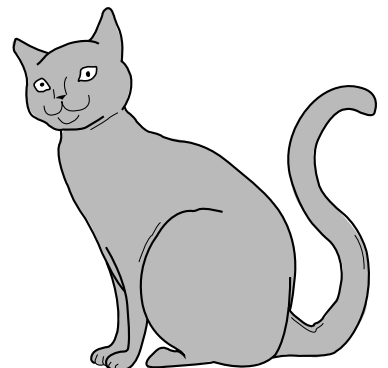
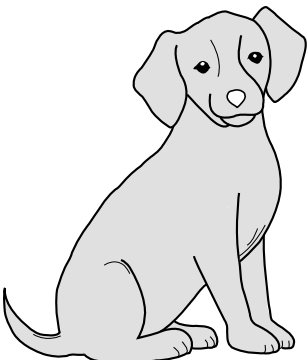
A vet can help a pet that gets ill.

If a fish is not well, if a cat has the chills, if
a dog gets the mumps, then a vet can help
that pet get well.

Fran has a van.

If a fish is not well, if a cat has the chills, if
a dog gets the mumps, then Fran will get in
the van and step on the gas.

And then Fran will fix up that pet.



Name: _____

Egg Toss

Sam and Beth are the egg toss champs.

Sam can toss the egg and it will land in Beth's hands.

Beth can toss the egg and it will land in Sam's hands.

Sam and Beth are the best.

But the egg has a crack.

It lands in Sam's hands.

Crack!

Plop, slop, glop!

Egg glop lands on Sam's pants!



Name: _____

Hot Stuff

Tom, Tim, and Ted had lunch.

Tom said, “What’s that red stuff in the pot?”

Tim said, “That’s dad’s stuff. And it is red hot.”

Tom stuck a cup in the pot and had a sip
of the red stuff.

His lips got red.

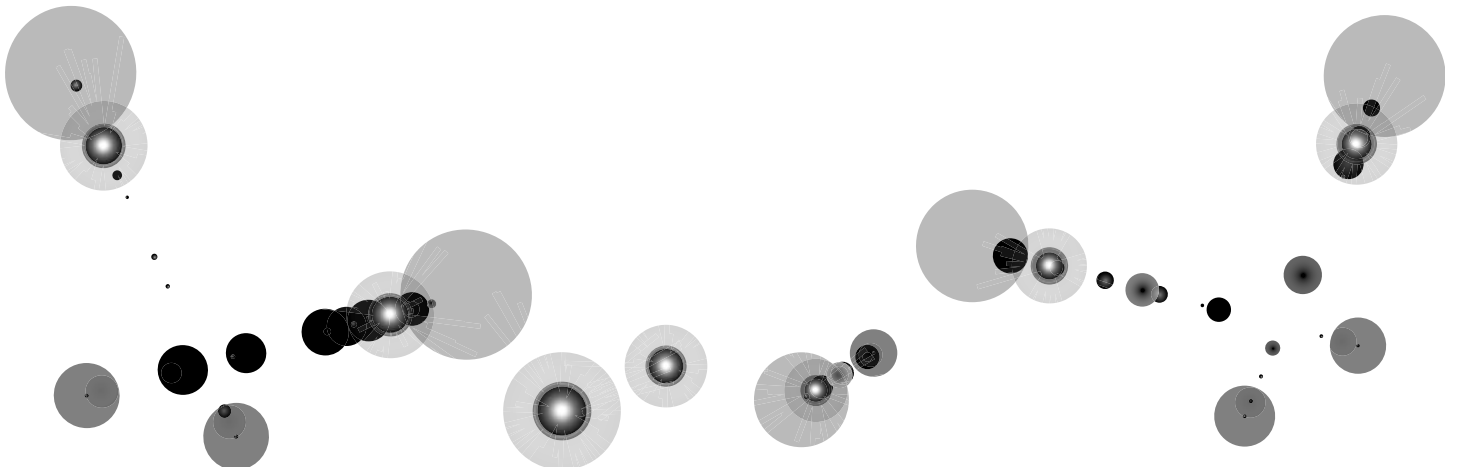
His neck got red.

“Hot! Hot!” said Tom with a gasp.

Ted said, “Tom’s a wimp. I can gulp that hot stuff.”

Then Ted had a sip of the red stuff.

“Ack!” Ted said. “It’s hot! Pass the milk!”



Name: _____

Ann's Bag

Ann is a mom.

Ann has a big bag.

This is a list of the stuff in Ann's bag:

1. a brush
2. lip gloss
3. snap shots of Dad, the kids, the dog, and the cat
4. pills
5. pens
6. a bag of nuts
7. a stick of gum
8. a pack of mints
9. ten bucks in cash
10. stamps
11. socks
12. lots of clips and pins
13. a list of tasks

Six kids can lift Ann's bag, if the six kids are big and strong.

Name: _____

King Fred

King Fred had lots of cash.

The cash was in a big chest.

King Fred got a man to help him stash his cash.

“Dig a big trench,” said King Fred.

“Where?” said the man.

“Here,” said King Fred.

The man dug a big trench.

“Drop the chest in the trench,” said King Fred.

“What chest?” said the man.

“This chest,” said King Fred.

The man set the chest of cash in the trench.

“Sh!” said the king.

“Tell no one where I hid the chest!”

“What chest?” said the man.

Name: _____

Gifts

Dad got us gifts.

He got me a truck.

He got Quinn a mitt and a bat.

He got Mom a box.

Mom held the box and said, "What can this be?"

He said, "Lift up the lid."

She did.

"It's a dress!" she said.

We said, "Dad is the best!"

Name: _____

Brad Briggs

Brad Briggs has not slept.

He was up at ten.

He was still up at one.

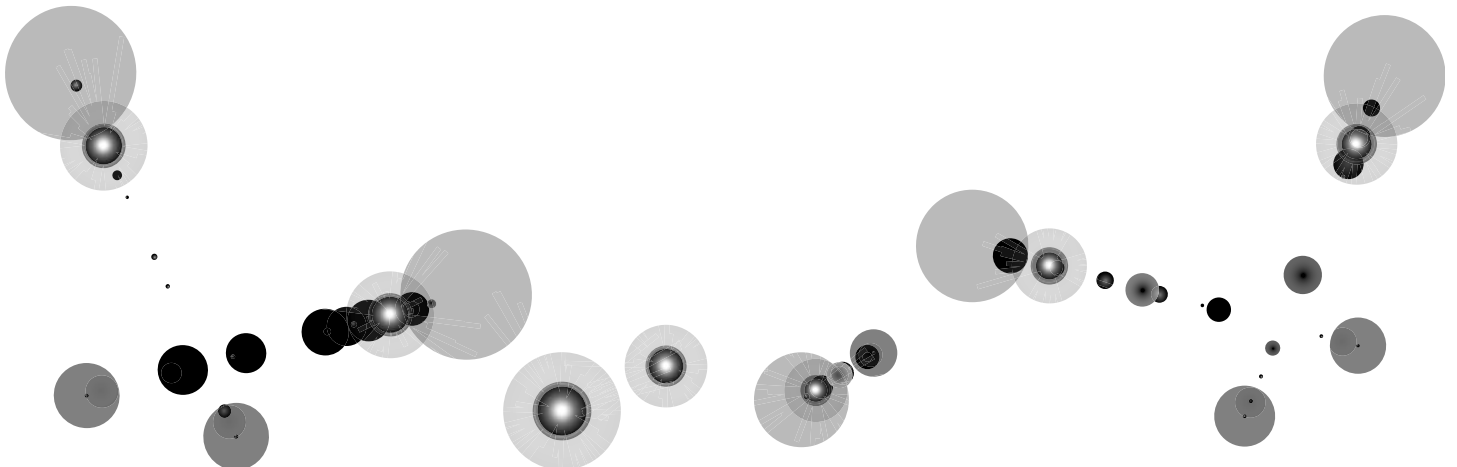
He was still up at six when his mom got up.

Brad is not well.

His legs hang limp.

His chest sags.

His chin flops on his desk.



Name: _____

King Kong

King Kong was a chimp—a big chimp.

He got mad and sat on a bus.

Smash!

Then he sat on a cab.

Crunch!

“A big chimp just sat on a bus!” a man said.

“This chimp is mad.

This chimp is bad.

It sits on things!

It stomps on things!

Who can tell what it will do next?

Who will stop it?”

“We will stop that chimp!” said the man.

“Stop,” said the man.

King Kong did.



Name: _____

Who Did It?

Smash! The glass cracked.

Dad ran out and asked, “Who did this?”

Fran said, “Ted did it.”

Ted said, “Beth did it.”

Beth said, “Max did it.”

Max said, “Tex did it.”

Tex was the dog.

Tex said, “Yap, yap!”

Dad got mad.

“Tex did not do this!” he said.

“Tex is a dog!

A kid did this!

Tell me, who did it?”

At last, Ted said, “It was me.”

Bud, the Cat

That is a snap shot of Nat's cat,
Bud.

Nat got Bud from a vet.

Bud had a bad leg.

The vet had to fix Bud's leg.



The vet left Bud in a pen with
the rest of the lost cats.

Bud sat and sat.

No one ran in to get him.

Then Nat said, “Mom, can I have
him? Can I? Can I? Can I?”

At last Dot said yes.



The Fish

Nat got six fish.

Nat got them from a pet shop.

The fish swim and splash and
munch on fish snacks.

That is a snap shot I got of Nat
and the fish.



A lid sits on top of the fish.

Dot set the lid on top so Bud
can't munch on the fish!

The cat can smell the fish.

It can press on the glass.

It can grab at the fish.

But it can't get them.



The Bus

Nat said, “Can Beth and I get on a bus?”

“Yes,” Dot said, “there is a bus stop just up the hill.”

So all of us went up the hill to the bus stop.

At the bus stop, there was a thrush.

Mom got this snap shot of us and the thrush.



At the bus stop, Nat said, “Beth,
this is the best bus!”

I said, “Why? Is it fast?”

“No,” Nat said, “it’s not that fast.”

“Then why is it the best?”

Nat just sat there with a big grin.

At last Nat said, “There it is!”

It was a big red bus with a top
deck.

Nat and I sat up there. It was
the best bus!



Section I-E
One-Syllable Short Vowel Words
Assessment

Name: _____

Read the following words aloud to your teacher.

- | | |
|------------|------------|
| 1. dot | 14. spots |
| 2. cod | 15. splash |
| 3. tin | 16. thump |
| 4. vet | 17. sixth |
| 5. mug | 18. quests |
| 6. pots | 19. fangs |
| 7. junk | 20. buzz |
| 8. hogs | 21. jazz |
| 9. benches | 22. dash |
| 10. skid | 23. cliff |
| 11. bump | 24. smell |
| 12. tests | 25. bricks |
| 13. stamp | |

_____ / 25 correct Mastery: 20/25 correct
--

Provide students with the worksheet on the following page. Tell students that you are going to say a word and that they should write the word that they hear you say.

1. jazz
2. dot
3. bump
4. mug
5. cliff
6. vet
7. quests
8. pots
9. fangs
10. splash
11. junk
12. stamp
13. benches
14. skid
15. tests
16. cod
17. spots
18. thump
19. sixth
20. buzz
21. tin
22. dash
23. smell
24. hogs
25. bricks

Analyze students' spelling errors to identify specific spellings that may be problematic. Note that spelling mastery of letter-sound correspondences often lags behind the ability to read the same correspondences.

Name: _____

Spell the words on the following blanks.

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Section I-F
CVCC and CCVC with *-ed*

Section I-F
CVCC and CCVC with *-ed*
Lesson Template

CVCC and CCVC with *-ed*

Sample Lesson

Focus: Alternative Spellings	Teaching	Materials																											
Warm-Up	<p>Write <i>-ed</i> on the top of the board.</p> <p>Draw this chart on the board. You will use it in three different steps to demonstrate the different pronunciations of <i>-ed</i>:</p> <table border="1" data-bbox="261 590 1036 726"> <tr> <td colspan="3" style="text-align: center;"><i>-ed</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	<i>-ed</i>			1	2	3				board																		
<i>-ed</i>																													
1	2	3																											
Introduction Teaching	<p>Tell students that when something happened in the past, we add a two-letter suffix to the verb. Ask students where suffixes go on words (the end) and if they know which suffix shows when something happened in the past (<i>-ed</i>).</p> <p>The letters ‘ed’ are added to the end of a verb. The <i>-ed</i> suffix is called the “past-tense marker” or the “past-tense ending.” Underline the marker <i>-ed</i>.</p> <p>Explain that these letters, ‘ed’, are pronounced differently depending on the sounds that come before them:</p> <p>The letters ‘ed’ may be pronounced the expected way: /e/ + /d/. Write the word <i>acted</i> on the board under the first column.</p> <table border="1" data-bbox="261 1129 1036 1266"> <tr> <td colspan="3" style="text-align: center;"><i>-ed</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;"><u>acted</u></td> <td> </td> <td> </td> </tr> </table> <p>Underline the past-tense marker <i>-ed</i> and number this pronunciation 1. Read the word <i>acted</i> and use it in a sentence.</p> <p>The letters ‘ed’ may be pronounced as /d/. Write the word <i>filled</i> on the board under the second column. Underline the past-tense marker <i>-ed</i>. Read the word <i>filled</i> and use it in a sentence.</p> <table border="1" data-bbox="261 1486 1036 1623"> <tr> <td colspan="3" style="text-align: center;"><i>-ed</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;"><u>acted</u></td> <td style="text-align: center;"><u>filled</u></td> <td> </td> </tr> </table> <p>The letters ‘ed’ may be pronounced as /t/. Write the word <i>asked</i> on the board under the third column.</p> <table border="1" data-bbox="261 1717 1036 1854"> <tr> <td colspan="3" style="text-align: center;"><i>-ed</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;"><u>acted</u></td> <td style="text-align: center;"><u>filled</u></td> <td style="text-align: center;"><u>asked</u></td> </tr> </table> <p>Underline the past-tense marker <i>-ed</i>. Read the word <i>asked</i> and use it in a sentence.</p>	<i>-ed</i>			1	2	3	<u>acted</u>			<i>-ed</i>			1	2	3	<u>acted</u>	<u>filled</u>		<i>-ed</i>			1	2	3	<u>acted</u>	<u>filled</u>	<u>asked</u>	
<i>-ed</i>																													
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<u>acted</u>	<u>filled</u>																												
<i>-ed</i>																													
1	2	3																											
<u>acted</u>	<u>filled</u>	<u>asked</u>																											

Section I-F
CVCC and CCVC with *-ed*
Word Lists

Name: _____

Past-tense verbs with *-ed*

tilted

added

fitted

landed

ended

dented

sanded

handed

mended



Name: _____

Past-tense verbs with *-ed*

filled

planned

robbed

grabbed

rubbed

smelled

spilled

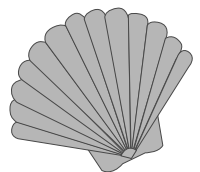
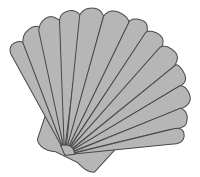
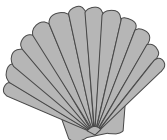
begged

grinned

fanned

banged

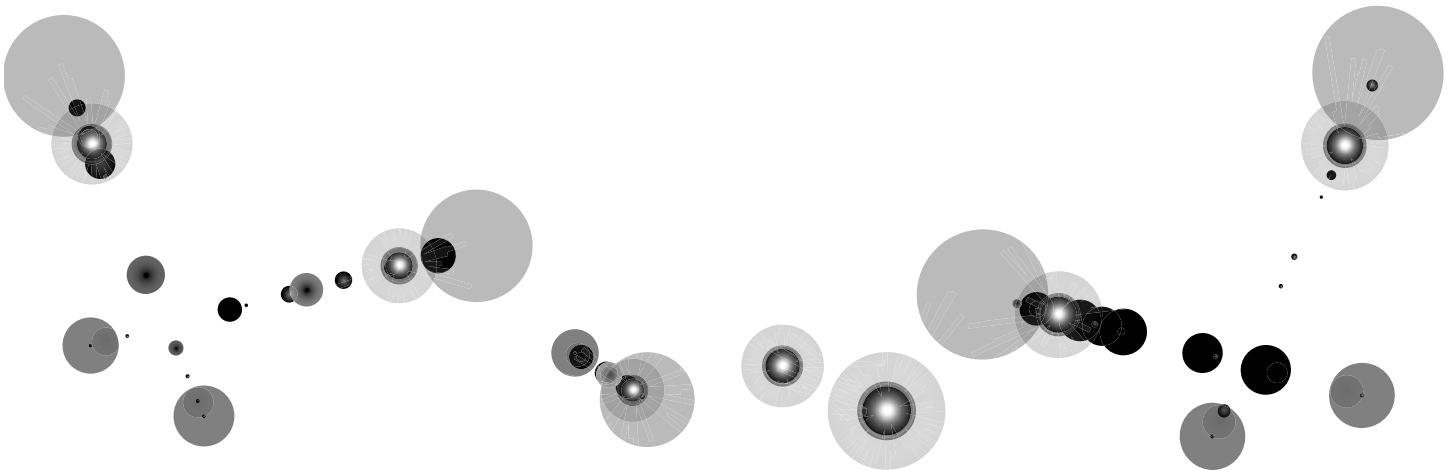
yelled



Name: _____

Past-tense verbs with *-ed*

asked	passed	stopped
helped	picked	dropped
dressed	mixed	fixed
missed	stuffed	shocked
slipped	tripped	dripped



Section I-F
CVCC and CCVC with *-ed*
Worksheets

Name: _____

Fill in the Blanks

added

spilled

dressed

handed

landed

missed

filled

1. The bird _____ on its nest.
2. She _____ her glass with milk.
3. He woke up and got _____.
4. In math class Jack _____ ten plus six.
5. Mom _____ Dad his hat.
6. I slept past ten and _____ the bus.
7. He hit the cup and _____ what was in it.

Name: _____

Fill in the Blanks

dropped

wished

robbed

mended

picked

1. I _____ up my pen when it fell.
2. She _____ it was not so hot.
3. My hands were wet so the bag _____ from my hand.
4. She had a rip in her dress but her mom _____ it.
5. The man got her purse when he _____ her.

Name: _____

Sort the 'ed' words based on how the ending is pronounced.

landed	quacked	flapped	spotted
tossed	grabbed	crammed	jogged

/e/ + /d/

acted

landed

/d/

filled

/t/

asked

Name: _____

Choose a word from the box for each sentence. You will need to add *-ed* to each word.

like	ask	shrug	slump	limp
yank	plop	pat	yell	

1. “Zip! Zing!” he _____. “Take that, T. Rex!”
2. He _____ back the drapes.
3. “Ugh!” Mike said. He _____ and let his chin drop on his chest.
4. “What if I tell you a bedtime tale?” he _____.
5. Mike did not think it would help much. Dad _____.
6. “When I was a kid, your gramp would tell me bedtime tales. I _____ them.”
7. Mike’s dad sat down on the bed and _____ Mike on the back of the neck.
8. Mike _____ to his bed and _____ down on it.

Section I-F
CVCC and CCVC with *-ed*
Game

The Past-Tense Marker *-ed*

Whole Group or Small Group

- Write the following sentences on the board and have students read them aloud. Point out that the verb *dusts* is in the present tense, while *dusted* is the past tense.

Mom dusts the shelf.

Mom dusted the shelf.

- Underline the ending *-ed* in *dusted*. Point out that *-ed* is read as /e/ /d/, just as one would expect. Explain that *-ed* is the past-tense marker that shows that the action has already happened.
- Write the sentences below on the board and have students read them aloud.

Ben spells the word.

Ben spelled the word.

- Ask students if they see a difference between the two sentences.
- Point out that the verb in the first sentence is in present tense and the verb in the second sentence is in past tense.
- Underline the ending *-ed* in *spelled*, which is pronounced /d/ in this example. Again, point out *-ed* is the past-tense marker that shows that the action has already happened.
- Write the following sentences, including the omission, on the board.

Jen brushes the dog.

Jen _____ the dog.

- Tell students that the sentence with the omission is in past tense.
- Ask students to fill in the blank with the verb *brush* in past tense. Have a student come up to the board and write the word in the blank. (*brushed*)
- Point out that in this example, the past tense marker *-ed* is pronounced /t/.
- Repeat with the sentences below.

Pat plants the grass.

Pat _____ the grass. (*planted*)

Dad grills two hot dogs.

Dad _____ two hot dogs. (*grilled*)

Section I-G
CVCC and CCVC with *-ed*
Assessment

Name: _____

Read the following words.

1. handed
2. banged
3. asked
4. tripped
5. tilted
6. rubbed
7. passed
8. grinned
9. mixed
10. smelled
11. wished
12. patted
13. spilled
14. helped
15. ended

_____/15 correct

Mastery: 12/15 correct

Section I-H

Tricky Words

**all, are, be, by, could, do, down, from, go, have, he, here, how, I, me,
my, no, one, once, picture, said, says, she, should, so, some, there, they,
their, to, two, was, we, were, what, when, where, which, who, why,
word, would, you, your**

Section I-H
Tricky Words
Lesson Template

Teaching Tricky Words as a Remedial Intervention in Grade 2

The focus for students receiving early reading instruction in the CKLA K–2 materials is on systematically learning the letter-sound correspondences that will allow them to decode words in the English language. Unlike most reading programs, in CKLA in these early grades, students are not taught to memorize a list of high-frequency words such as those found on the Dolch or the Fry Lists. In fact, many of the words on these lists are “decodable” once students learn the specific letter-sound correspondences.

Of course, it is next to impossible very early on to write coherent stories without using some words that include letter-sound elements that students have not yet been taught. When non-decodable words were needed to advance a story line, students were taught that these words were *Tricky Words*. In most instances, they could sound out parts of the word, but not all of it, i.e., the *tricky* part. Students practiced reading, copying, and then writing these words from memory as a way to learn them. When first introduced in reading selections, the words were also underlined throughout several stories.

If you find that you have students who do not quickly and automatically recognize some or all of these Tricky Words, it is important first to identify whether this is reflective of a global deficit in word attack skills or whether the problem is limited to specific Tricky Words. Students who have difficulty with Tricky Words who also demonstrate no or very limited knowledge of the letter-sound correspondences of the basic code need intensive overall remedial instruction in all word attack skills, not just Tricky Words. They will most likely benefit from being placed in a lower level of Skills instruction than Grade 2. You should use results from the Grade 2 Placement Assessment to guide placement.

You may find, however, students who have a specific problem recognizing Tricky Words. These students will benefit from targeted instruction using the materials in this section of the *Assessment and Remediation Guide*. You will first want to determine which specific words are problematic. If you have administered the Grade 2 Word Reading in Isolation Placement Assessment, you can refer to these results. If you have not yet formally assessed a student’s knowledge of Tricky Words, you may want to administer the assessment that is included at the end of this section as a pre-test, prior to intervention. We have also included a complete list of the 220 Dolch Sight Words if you think that a student needs assessment and instruction on additional Tricky Words beyond the words targeted in this section.

In terms of remedial instruction for students, it will be most efficient to directly teach three to five unknown Tricky Words at a time as sight words, using the lesson template provided.

Remedial Lesson Template

Tricky Words/Sight Words

Note: Tricky Words are words that include letter-sound spellings not been explicitly taught as a decodable spelling. All or only part(s) of a word may be tricky. Some words or parts of words initially taught as tricky in Kindergarten, Grade 1, and even the early units of Grade 2 subsequently become “decodable” once additional letter-sound spellings are taught. Other Tricky Words will remain Tricky Words, meaning they are not truly decodable according to the letter-sound patterns taught. Many times Tricky Words are also high-frequency words. It is important that students be able to quickly recognize and read these words.

Focus: Tricky Words	Teaching	Materials/Resources
Warm-Up	<p>Explain to students that most words in English “play by the rules” and are pronounced exactly the way you would expect, based on the letter-sound spellings taught. But some words, or parts of words, do not play by the rules; these words are called Tricky Words and can be difficult to read and write.</p> <p>Tell students they will practice reading some Tricky Words and some not tricky (fully decodable according to the sound-symbol correspondences taught).</p> <p>Show students the green and yellow index cards. Words written on green cards can be sounded out; the color green signifies “go.” Explain the color yellow signifies “caution”; either all or part of the words written on the yellow cards are tricky and cannot be sounded out.</p> <p>Write each Tricky Word on an individual yellow index card. If this is an initial Tricky Word remediation lesson, choose no more than five Tricky Words to practice at a time. In subsequent lessons, the Warm-Up exercise can include practice reading Tricky Words from previous lessons.</p> <p>Ask students to first read each green card, emphasizing they can sound out each of these words. If this is an initial Tricky Word remediation lesson, go to the Introduction/ Guided Practice section to teach each Tricky Word. If this is a follow-up remediation lesson, show yellow index cards of Tricky Words already taught.</p>	<p>yellow index cards: Choose Tricky Words from the Tricky Word sections of Pausing Points, this guide, and/or from test results for individual students.</p> <p>green index cards: Write the following words (and/ or any other decodable words) on the index cards: <i>him, then, if, will, up, them, can, that, is, but, an, not, and, with, had, on, at.</i></p>

<p>Introduction/ Guided Practice</p>	<p>Tell students you are going to teach them how to determine if a word (or part of a word) is tricky.</p> <p>Write the Tricky Word you want to teach on the board or chart paper and ask students how they would pronounce it by blending. (The most logical pronunciation, at this point, would be the code that has been taught.) For example, we would expect to pronounce <i>was</i> as /w/ /a/ /s/.</p> <p>Explain why the word is tricky. For example, the word <i>was</i> has a decodable initial sound spelling: ‘w’ is pronounced /w/. However, the rest of the word is tricky because ‘a’ ‘s’ is pronounced /u/ /z/.</p> <p>Tell students when reading a Tricky Word (or tricky part of a word), they simply have to remember the word and how to pronounce it. The letters don’t follow the usual sound correspondence patterns that have been taught.</p> <p>Use the Tricky Word orally in a sentence and point to the Tricky Word when you say it in the sentence.</p>	<p>board or chart paper</p>
<p>Independent Practice</p>	<p>Tell students they will practice writing Tricky Words.</p> <p>Have students take out a pencil and a piece of paper and draw a line down the center of their paper, from top to bottom.</p> <p>Write the Tricky Words you are targeting, one at a time on the board. Tell students to:</p> <ol style="list-style-type: none"> 1. See it 2. Say it 3. Spell it 4. Write it on one side of their paper 5. Fold the paper in half and then copy the word from memory onto the other side of the paper. 	<p>paper and pencil</p>
<p>Possible Small-Group Activities</p>	<p>Tricky Word Bingo</p> <p>Tricky Word Concentration</p> <p>Tap the Word</p> <p>Have students point to and read Tricky Words on word wall.</p>	<p>Unit 2 Pausing Point contains directions and templates for all of these games.</p>

Tricky Words

Focus: High-Frequency Words	Teacher	Materials/ Resources
Warm-Up	<p>Explain to students that most words in English “play by the rules” and are pronounced exactly the way you would expect, based on the letter-sound spellings that have been taught. But some words, or parts of words, do not play by the rules. These words are called Tricky Words.</p>	
Introduction/ Guided Practice	<p>One at a time, display and say each targeted Tricky Word.</p> <p>Use the word orally in a sentence and point to the word on the card when you say it in the sentence.</p> <p>Tell students that they will now practice saying and writing the Tricky Word as a way to remember the word.</p> <p>Display the targeted word and tell students to:</p> <p>Look at and say the word on the card.</p> <p>Copy the word on the left side of their worksheet.</p> <p>Fold the worksheet in half and then write the word from memory on the right side of their worksheet.</p> <p>Unfold the worksheet to check their spelling. Say the word again and correct any errors.</p> <p>Continue until all words have been copied and practiced.</p>	<p>three to five index cards with targeted Tricky Words</p> <p>Copy and Write Worksheet (following this template)</p>
Guided/Independent Practice	<p>Have students practice reading phrases, sentences, and short stories that include the Tricky Words.</p> <p>Use Tricky Word cards as flash cards and/or to play various games, such as Bingo, Concentration or a variation of “War.”</p>	

Name: _____

Copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

6. _____

6. _____

7. _____

7. _____

8. _____

8. _____

9. _____

9. _____

10. _____

10. _____

Name: _____

Complete Dolch Word List Sorted Alphabetically

a	cold	grow	may	said	too
about	come	had	me	saw	try
after	could	has	much	say	two
again	cut	have	must	see	under
all	did	he	my	seven	up
always	do	help	myself	shall	upon
am	does	her	never	she	us
an	done	here	new	show	walk
and	don't	him	no	sing	want
any	down	his	not	sit	warm
are	draw	hold	now	six	was
around	drink	hot	of	sleep	wash
as	eat	how	off	small	we
ask	eight	hurt	old	so	well
at	every	I	on	some	went
ate	fall	if	once	soon	were
away	far	in	one	start	what
be	fast	into	only	stop	when
because	find	is	open	take	where
been	first	it	or	tell	which
before	five	its	our	ten	white
best	fly	jump	out	thank	who
better	for	just	over	that	why
big	found	keep	own	the	will
black	four	kind	pick	their	wish
blue	from	know	play	them	with
both	full	laugh	please	then	work
bring	funny	let	pretty	there	would
brown	gave	light	pull	these	write
but	get	like	put	they	yellow
buy	give	little	ran	think	yes
by	go	live	read	this	you
call	goes	long	red	those	your
came	going	look	ride	three	
can	good	made	right	to	
carry	got	make	round	today	
clean	green	many	run	together	

Section I-H

Tricky Words Word Lists

Name: _____

Tricky Words

to

why

where

when

be

he

four

well

me

would

could

how

do

should

she

we

was

word

who

what

the

from

which

here

once

one

said

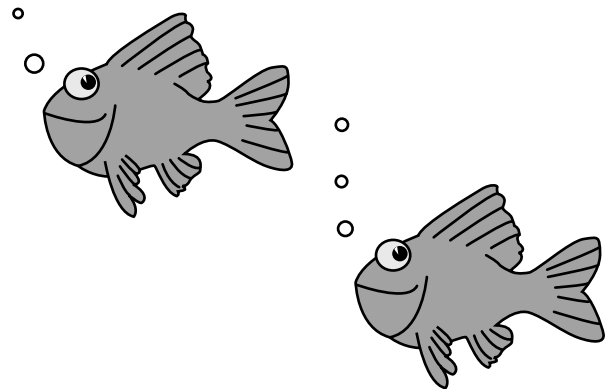
says

two

down

there

picture



Name: _____

Tricky Words

two

down

do

should

was

word

who

what

me

would

could

how

she

we

our

from

which

here

of

once

one

said

says

there

to

why

where

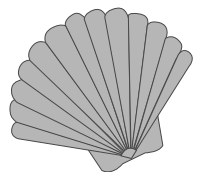
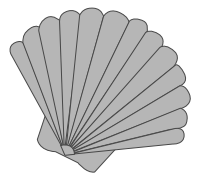
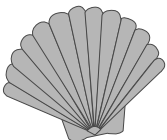
when

be

he

too

first



Name: _____

Mixed Review: Tricky Words

to	why	I	see
where	your	when	first
by	be	but	you
he	would	could	how
do	should	she	have
me	was	word	who
all	what	my	did
from	which	get	go
once	one	said	says
there	two	down	ask

Section I-H

Tricky Words Worksheets

Name: _____

Fill in the Blanks

she

down

should

to

do

two

1. Mom said _____ was mad at me.
2. Max got _____ cans of ham.
3. Dad had _____ run to get the bus.
4. _____ we pick up a bag of chips?
5. What should we _____?
6. Stan fell _____ and got a cut.

Name: _____

Fill in the Blanks

Why

What

Where

1. _____ is in the bag?
2. _____ did Dad set his cup?
3. _____ did Stan hit him?

Name: _____

Fill in the Blanks

word

was

says

there

of

1. Mom said just one _____, “Run!”
2. Kat _____ that Beth has one of them.
3. Mom was _____ at ten.
4. One _____ us has to run and get it.
5. It _____ a lot of fun.

Name: _____

Fill in the Blanks

one

once

from

said

of

1. Ken ran up and _____, "Stop it!"
2. The cat ran _____ the dog.
3. Stan has six _____ them.
4. Dan has six pups, but Stan has just _____.
5. _____ Dan got a red hat.

Name: _____

Fill in the Blanks

are

were

some

so

go

no

1. Last week Dan and Bill _____ mad at me.
2. I am _____ glad that she is not mad at me.
3. It is time to _____ to bed.
4. _____ of us are not like that.
5. We have got _____ chance to win.
6. Dogs _____ the best pets.

Name: _____

Fill in the Blanks

I	your	have
by	who	all

1. When she yelled at me, _____ felt sad.
2. You can't have _____ of them.
3. You must be there _____ ten.
4. _____ said that?
5. _____ you got ten bucks you could lend me?
6. Is that _____ mom?

Section I-H
Tricky Words
Practice Sentences and Stories for Oral Reading

Name: _____

From, of

1. **from** Stan

2. **from** him

3. **from** us

4. lots **of** cats

5. a bag **of** chips

6. lots **of** them

7. **from** Dad

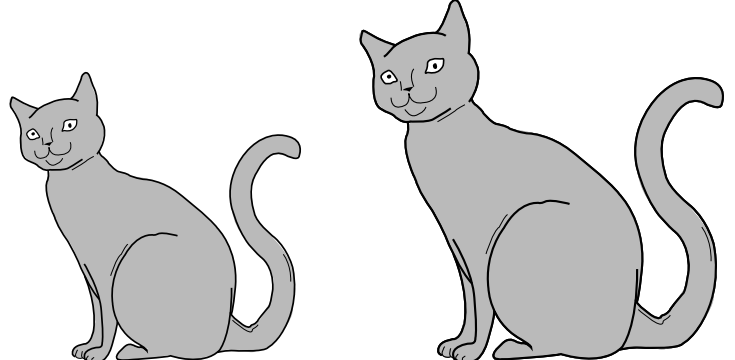
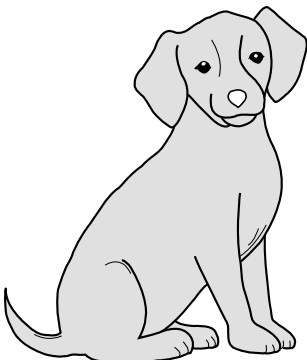
8. **from** them

9. **from** then on

10. a box **of** hats

11. lots **of** fun

12. a list **of** tasks



Name: _____

Once, one

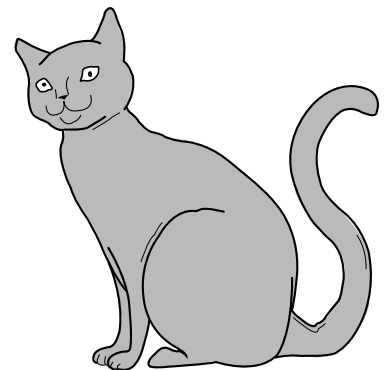
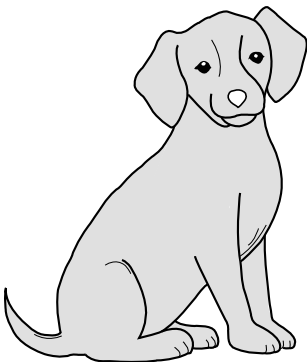
1. **Once** Dan got a gift.
2. I got **one** gift.
3. **Once** Ben got mud on his pants.
4. She has **one** sister.
5. **Once** the cat bit the dog.
6. **Once** Brad went on his sled.
7. There is **one** book.
8. **Once** Val got in, it got hot.



Name: _____

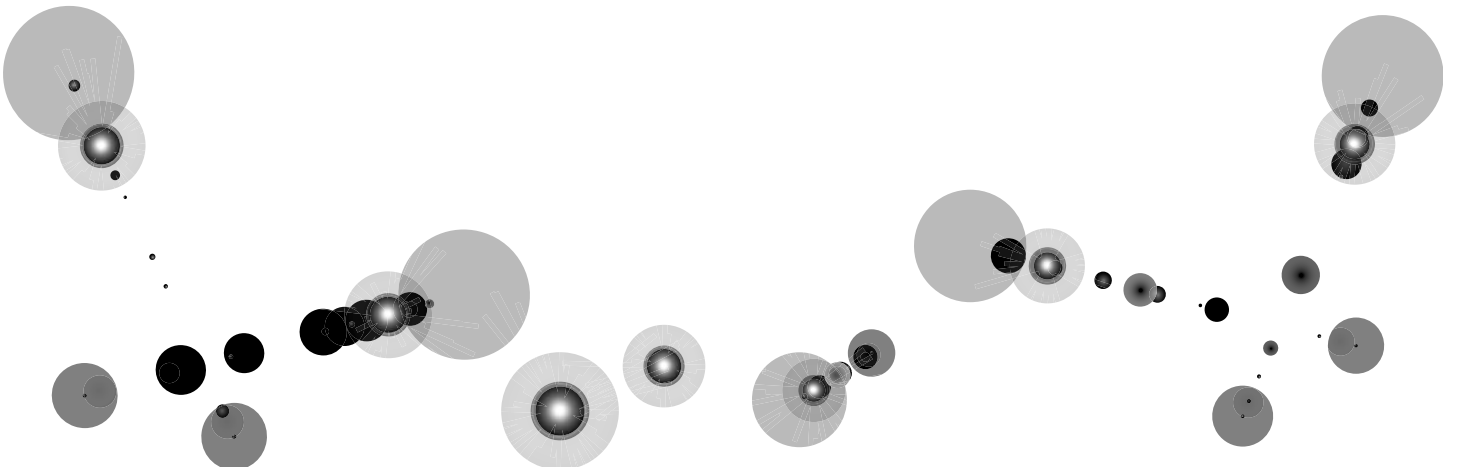
Said, says

1. Dad **said** no, but Mom **said** yes.
2. Dad **said** get a cat.
3. Jen **said** that's not it.
4. Rich **says** it is not ten yet.
5. Glen **says** Dad is in bed.
6. Chip **says** Mom is in the den.
7. Vic **says** the pot is hot.
8. Ted **said** to sit by him.



Name: _____

1. **There** it is.
2. **Where** is Len?
3. **When** will Beth come?
4. **Which** one is it?
5. **Here** is the pizza.
6. **There's** a fox in **there**.



Name: _____

Was

1. It **was** him.
2. It **was** wet.
3. It **was** strong.
4. It **was** shut.
5. It **was** us.
6. It **was** long.
7. It **was** big.
8. It **was** fresh.
9. It **was** them.
10. It **was** hot.



Name: _____

1. **What** is that?

2. **What** was that crash?

3. **What's** next?

4. **Where** is the hat?

5. **Why** must you go?

6. **When** will we eat?

7. **What** was that song?

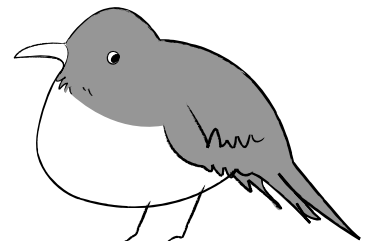
8. **What's** the word?

9. **What's** in his hand?

10. **Where** is Jack?

11. **When** will she sleep?

12. **Why** get that one?



Name: _____

Tricky Word: *I*

I am mad at him.

I am sick.

I got lost.

I was sad.

I was glad.

I felt sick.

I hid in the trash can.

I hid the pet frog.



Name: _____

He

1. **He** has big hands.
2. **He** sat on the bench.
3. **He** got mad.
4. **He** said yes.
5. **He** went to class.
6. **He** can swim.
7. **He** got a plum.
8. **He** is glad.



Name: _____

She

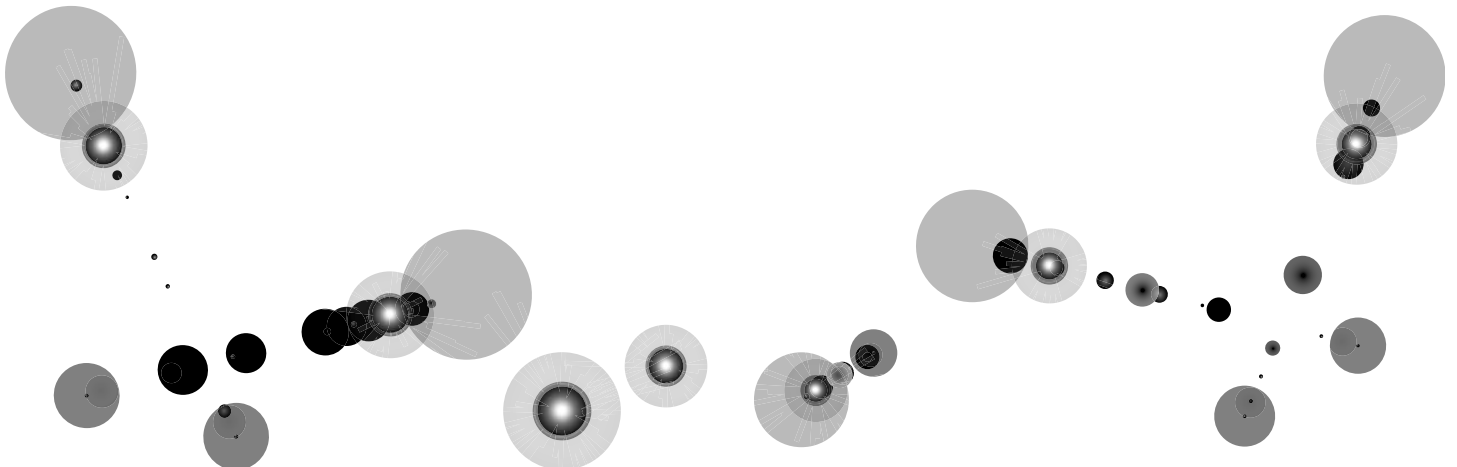
1. **She** is thin.
2. **She** went on a trip.
3. **She** was sad.
4. **She** is ten.
5. **She** is on the bed.
6. **She** has a red vest.
7. **She** can jump.
8. **She** is resting.



Name: _____

We

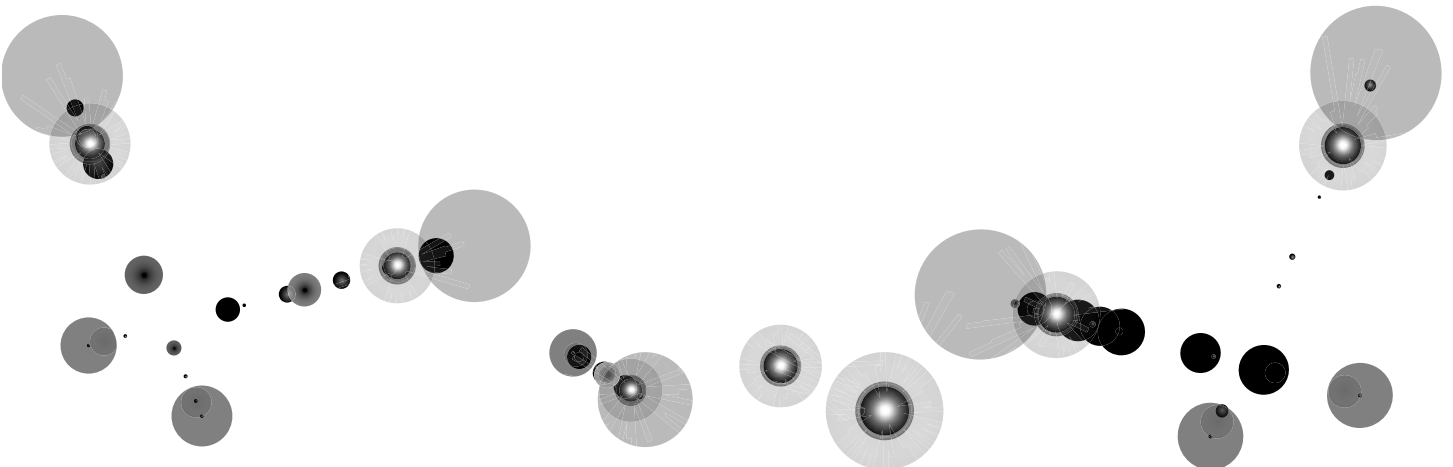
1. **We** sat up.
2. **We** went to bed.
3. **We** will help.
4. **We** went up the hill.
5. **We** had one.
6. **We** rang the bells.
7. **We** ran.
8. **We** can yell.



Name: _____

Be

1. Let him **be**!
2. There will **be** snacks.
3. That will **be** fun!
4. He will **be** back.
5. We will **be** there.
6. It will **be** fun.
7. She can't **be** there.
8. She will **be** sad.



Name: _____

Could, should, would

1. **Should** he get one?
2. She **could** get up there.
3. **Could** we help him?
4. **Would** that help?
5. We **should** stop.
6. He **should** get up.
7. We **would** if we **could**.
8. **Could** this be the end?



Name: _____

The Cat

Brad said, “Can we get a pet?”

Mom said, “We can. **Should** we get a cat?”

Dad said, “Dan’s cat had kittens.

We **could** get one of them.”

“**Would** he sell us one?” Mom said.

“Yes, he **would**,” said Dad.

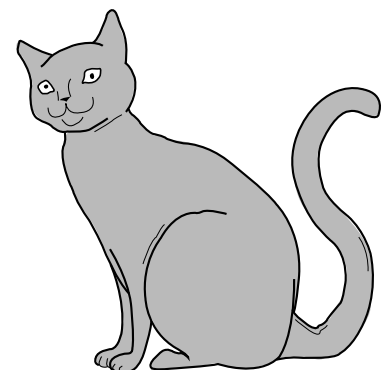
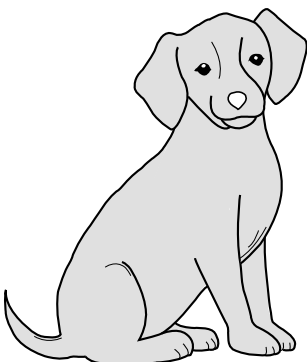
“We **could** get a cat, then,” said Mom, “but **should** we get one?”

“**Would** it cost a lot?” Brad said.

“It **would** not cost that much,” Dad said.

“Well, then, we **should** get one,” Brad said

“Let’s get one!” said Mom.



Name: _____

How, down

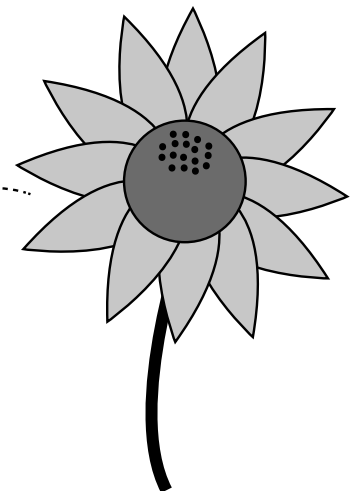
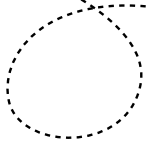
1. **How** hot is it?
2. **How** did she get up there?
3. **How** could he tell?
4. That's **how** he did it.
5. We had to jump up and **down**.
6. We went on a trip **down** south.
7. **How** will he get **down**?
8. It fell **down**.



Name: _____

Do

1. Let's **do** it.
2. What did he **do**?
3. We **do** not run there.
4. **Do** bees sting?
5. **Do** the kids get one?
6. Just **do** it.
7. **Do** the kids get one?
8. What should we **do** next?
9. Can we **do** that thing we **do**?
10. **Do** you think he is sad?



Name: _____

What Should We Do?

Dan: It went **down** there.

Beth: What **should** we **do**?

Dan: Let's jump **down** and get it.

Beth: **How** will we get back up?

Dan: **There** must be steps.

Beth: But **what** if **there** are no steps?

Dan: Then we can yell for help.

Beth: We could get stuck **down there**.

Dan: Let's just **do** it.

Beth: That's a bad plan. Let's run and get Dad.

Name: _____

Tricky Word: *Two*

1. **two** dogs

4. **two** hens

7. **two** kids

2. **two** cats

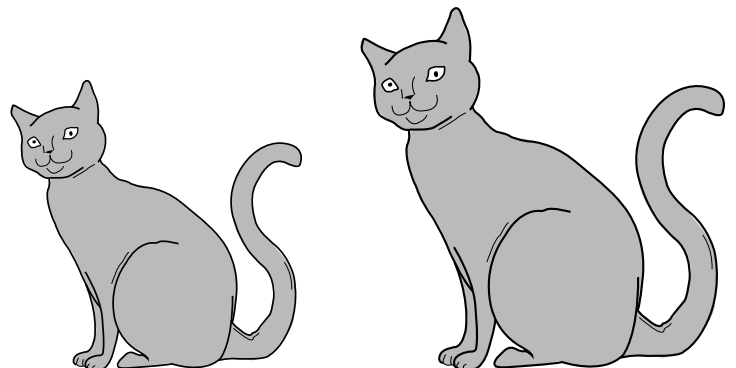
5. **two** maps

8. **two** cups

3. **two** hams

6. **two** of us

9. **two** of them



Name: _____

Tricky Word: *were*

Were the pigs in the pen?

Yes, the pigs **were** in the pen.

Were the kids in class?

No, the kids **were** not in class.

Were his glasses on the desk?

Yes, his glasses **were** on the desk.



Name: _____

Tricky Word: *some*

Did you get **some** food?

Some kids came in.

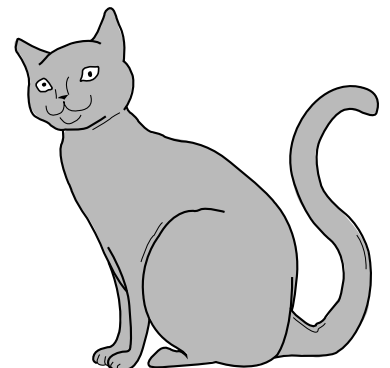
Let's have **some** fun.

Some of us were sad.

Some of them are cool.

I got **some** cat food.

Some of the kids like chess.



Name: _____

Tricky Words: *you* and *your*

1. Did **you** get **your** present?

5. Did **you** get **your** hat back?

2. **You** can't catch me.

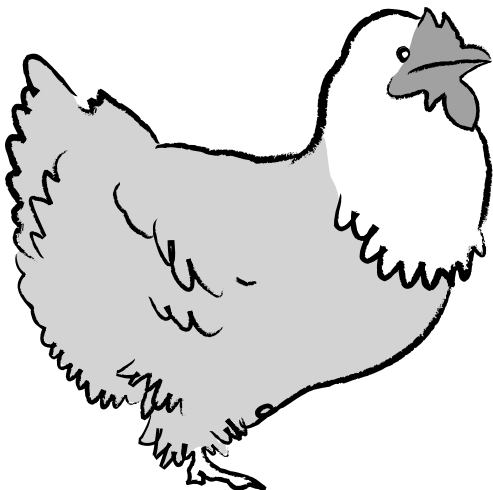
6. **You** must pick up **your** socks.

3. **You** did that well.

7. Do **you** like this hat?.

4. Do **your** best.

8. Is that **your** chicken with the eggs?



Name: _____

Tricky Word: *by*

1. That was written **by** my dad.

5. I will be there **by** ten.

2. **By** then I was hot.

6. Let's sit down **by** the big rock.

3. **By** then it was a big mess.

7. **By** and **by** we went in.

4. We got there **by** six.

8. She will be here **by** two.



Name: _____

Tricky Word: *my*

That is **my** dog.

My dog can run fast.

He is **my** best bud.

My pet pig is sick.

I lost **my** mom.

My pants got ripped.

My mom is the best.

My dad's job is to cut the grass.



Name: _____

Tricky Word: *all*

1. **all** of it

5. **all** of them

2. **all** of us

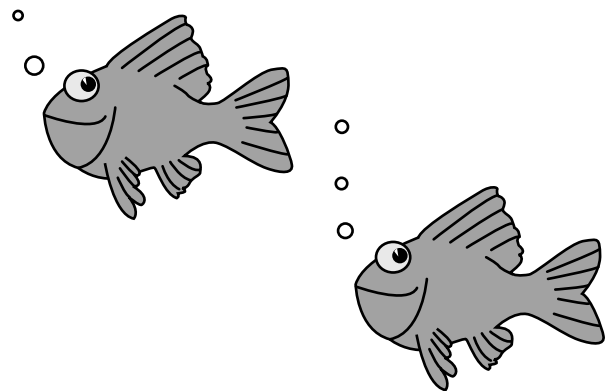
6. **all** the frogs

3. **all** the hats

7. **all** the cats

4. **all** the trash

8. **all** of the fish



Name: _____

Tricky Words: *no, so, go*

We have **no** pets.

No, I can't run that fast.

This is **so** much fun!

I felt **so-so**.

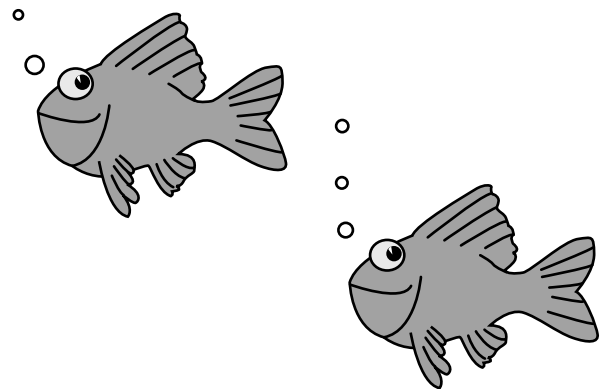
And **so** it ends.

This sock smells **so** bad!

We cannot **go** in the shop with hats on.

No, I will not **go** in.

So let's **go** fishing.



Name: _____

Tricky Word: *who*

1. **Who** is he?

2. **Who** can help me with this?

3. **Who** said that?

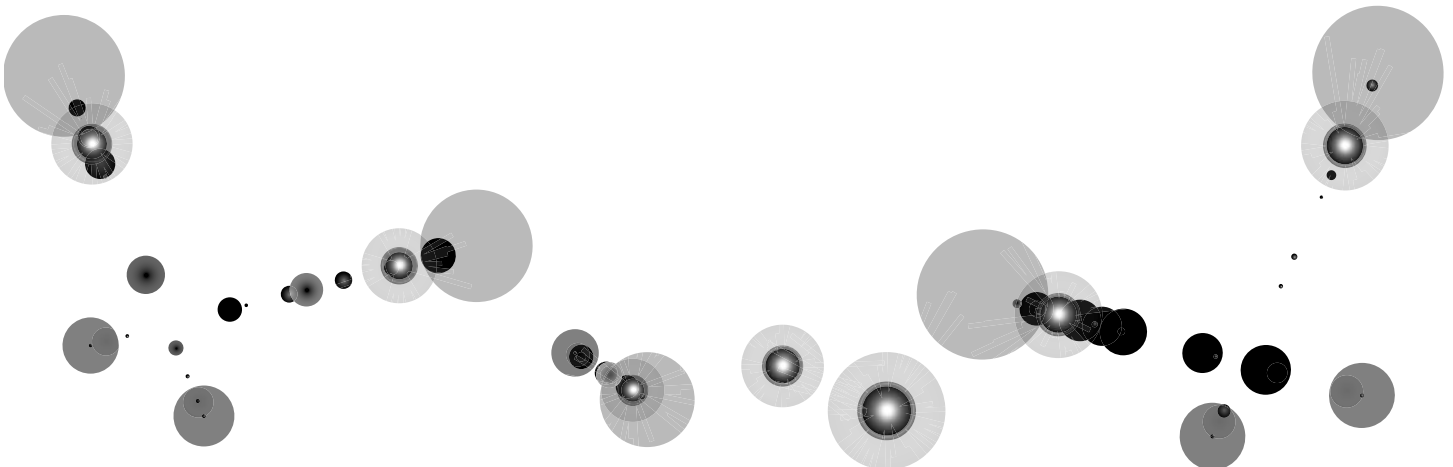
4. **Who** has my trumpet?

5. **Who** did this?

6. Is that the man **who** ran so fast?

7. **Who** can run the fastest?

8. **Who** will help me?



Name: _____

Tricky Word: *are*

Are the kids up?

Yes, the kids **are** up.

Are the cats in the den?

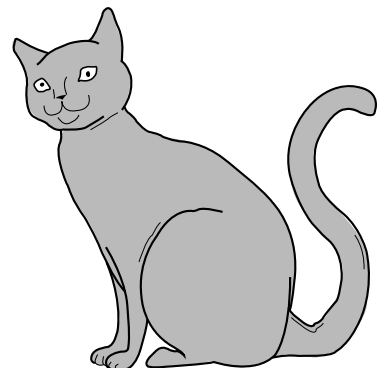
No, the cats **are** not in the den.

Are you Miss Jones?

We **are** on a jet plane.

Are the ducks in the pen?

Yes, there **are** ducks in the pen.



Name: _____

Tricky Word: *have*

1. **Have** you got pets?

5. I **have** a cat.

2. We **have** two dogs.

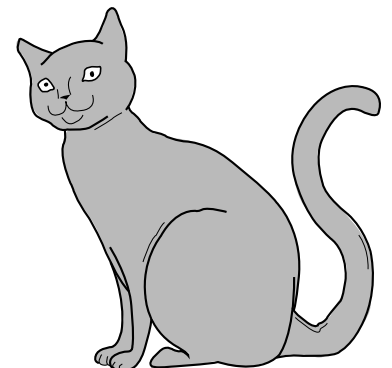
6. We **have** fun with him.

3. Do you **have** a cup?

7. **Have** you fixed the lamp?

4. **Have** a blast!

8. Can we **have** one?



Name: _____

Tricky Words: *would, could, should*

I Said, He Said

I said there was one word.

He said there were two.

I said, “What were the two words?”

He said, “One word was **would**.

One word was **could**.”

“No,” I said.

“There was one word.

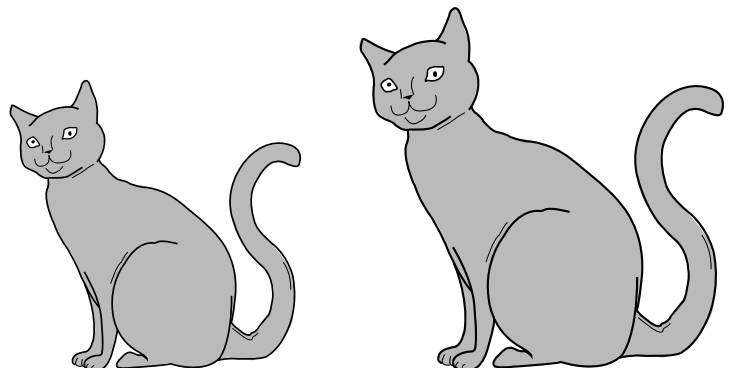
The word was **should**.”



Name: _____

Tricky Words: *they* and *their*

1. **They** made us cake.
2. What did **they** sing?
3. **They** got their cat back.
4. The dogs are in **their** pen.
5. They were late to **their** class.
6. **They** said **they** did not see it.
7. Did **they** play?
8. Is it **theirs**?
9. **They** like to swim.
10. The **cats** sat in **their** bed.



Section I-H
Tricky Words
Bingo Game Boards

she	be	word	how	a
he	could	of	was	we
from	said		says	why
down	two	should	the	would
do	one	where	me	once

what	down	there	do	one
once	how	the	could	from
would	where		to	she
says	be	a	we	word
why	of	said	two	me

could	to	should	there	she
a	word	one	said	two
why	would		he	once
down	how	was	we	be
the	from	says	of	what

word	of	one	could	says
me	two	he	a	from
do	how		the	be
should	we	was	she	where
said	down	why	once	what

we	why	of	word	what
was	a	two	how	down
could	should		says	do
said	the	me	she	be
there	would	where	he	from

we	she	of	a	to
me	how	he	once	was
what	be		where	said
from	two	why	word	should
the	would	could	one	down

she	word	why	said	could
we	a	one	once	the
me	should		where	was
down	do	how	there	would
from	what	he	be	two

be	was	there	to	do
two	why	she	word	one
the	would		a	from
says	where	said	we	what
could	me	he	once	of

how	down	word	from	two
she	to	the	he	be
there	could		one	should
of	once	what	why	would
a	we	said	me	do

word	once	of	what	she
how	a	why	one	me
from	where		to	says
the	we	two	could	he
there	should	do	be	was

says	two	to	would	he
be	down	once	do	could
was	how		me	there
what	the	said	we	word
a	she	of	why	one

how	he	down	of	why
be	says	would	a	said
do	one		word	two
could	we	where	to	there
once	was	from	should	me

he	to	where	once	says
would	a	why	what	should
how	down		said	could
word	there	we	two	do
the	she	of	me	was

to	how	there	was	do
says	of	word	the	would
where	one		she	should
could	down	two	we	be
a	said	why	once	from

from	where	we	said	would
be	down	was	she	one
why	me		do	once
of	a	what	he	how
should	there	says	two	could

Section I-I
Tricky Words
Assessment

Name: _____

Read the following words.

- | | |
|-----------|-------------|
| 1. all | 19. I |
| 2. your | 20. me |
| 3. be | 21. we |
| 4. would | 22. one |
| 5. could | 23. was |
| 6. work | 24. picture |
| 7. do | 25. two |
| 8. why | 26. once |
| 9. down | 27. they |
| 10. who | 28. said |
| 11. from | 29. to |
| 12. which | 30. she |
| 13. have | 31. their |
| 14. where | 32. says |
| 15. he | 33. there |
| 16. when | 34. should |
| 17. how | 35. the |
| 18. what | |

_____/ 35 Correct
Mastery: 28/35 Correct

Section II (Unit 1)

Two-Syllable Short Vowel Words: Closed Syllables

Section II-A
Closed Syllables
Lesson Template

Two-Syllable Short Vowel Words

Sample Lesson Template

Two-Syllable Words

Focus: Two-Syllable Words	Teaching	Materials
Warm-Up	Remind students that words can be broken into chunks called syllables. A syllable has one, and only one, vowel sound. This means that a word has as many syllables as it has vowel sounds. For example, a word with one vowel sound has one syllable, and a word with two vowel sounds has two syllables.	
Introduction Teaching	<p>Tell students that today they will read two-syllable words, i.e., words with two vowel sounds.</p> <p>Remind students that one way to figure out how to chunk letters into syllables is to first point to the two vowels. If there are two consonants between the vowels, divide the word into syllables by dividing between the consonants. If there is only one consonant, try dividing after the consonant.</p> <p>Students should read the words by blending the sounds in the first syllable, then blending the sounds in the second syllable, and then putting the two syllables together.</p> <p>Ask students to sound out the word by first sounding and blending the sounds in the first syllable, then sounding and blending the sounds in the second syllable, and then putting the two syllables together.</p>	board or chart paper
Guided Practice	Repeat this process with additional two-syllable words.	

Note: You may want to scaffold early instruction and practice in reading two-syllable words by either leaving a space between syllables when writing the word or inserting a dot between the syllables. Be sure that students understand that this is not how the word is conventionally written. You are writing it this way to help students in chunking the syllables for decoding.

Section II-A
Closed Syllables
Word Lists

Name: _____

Two-Syllable Short Vowel Words

lunchbox

sandbox

himself

sunset

zigzag

backpack

milkman

madman

handbag

snapshot

hilltop

checkup

kickoff

anthill

windmills



Name: _____

Two-Syllable Short Vowel Words

problem

chicken

rocket

kitten

rabbit

picnic

basket

goddess

trumpet

dentist

plastic

traffic

napkin

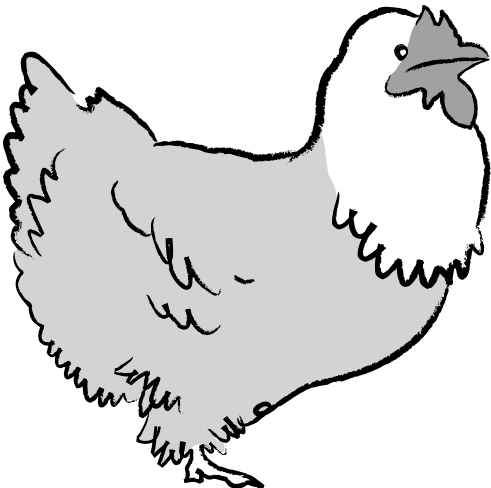
endless

madman

walnut

children

pumpkin



Name: _____

Two-Syllable Short Vowel Words

signal

magnet

hectic

bandit

discuss

tennis

husband

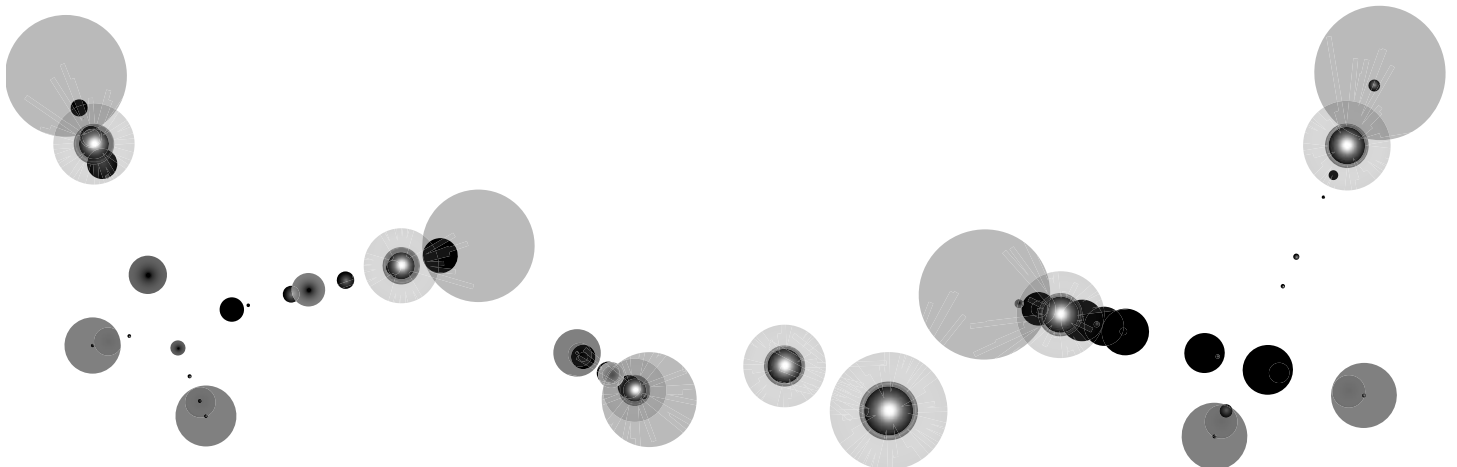
address

convict

comment

bucket

gallon



Name: _____

Two-Syllable Short Vowel Words

lesson

public

ribbon

tunnel

happen

velvet

hundred

blanket

tantrum

attic

contest

sandal



Name: _____

Two-Syllable Short Vowel Words

witness

chipmunk

ticket

puppet

goblin

helmet

confess

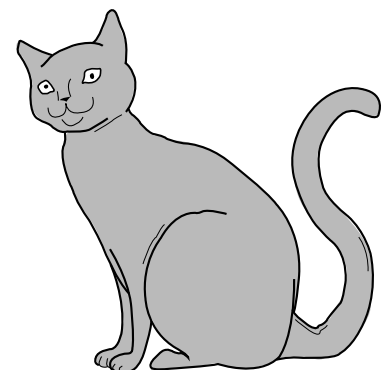
falcon

insult

cactus

kennel

subject



Section II-A
Closed Syllables
Worksheets

Name: _____

Write each word under its matching picture.

1. bathtub



2. magnet



3. insect



Name: _____

Write each word under its matching picture.

1. picnic





2. rocket





3. tennis





Name: _____

Fill in the Blanks

attic

address

sandal

velvet

husband

ribbon

blanket

tantrum

1. The _____ dress felt soft.
2. My dad is my mom's _____.
3. He stores old clothes in the _____.
4. I got a rock in my _____.
5. The girl had a pink _____ on her dress.
6. The small child had a _____ and yelled!
7. I slept with a fluffy _____.
8. We got lost without the _____.

Name: _____

Match the word with the appropriate picture.

basket	helmet	bucket	ticket	pumpkin
cactus	walnut	chipmunk	falcon	muffin

1. _____



6. _____



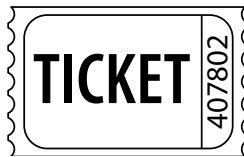
2. _____



7. _____



3. _____



8. _____



4. _____



9. _____



5. _____



10. _____



Name: _____

Fill in the Blanks

problem

insects

plastic

signal

kennel

napkin

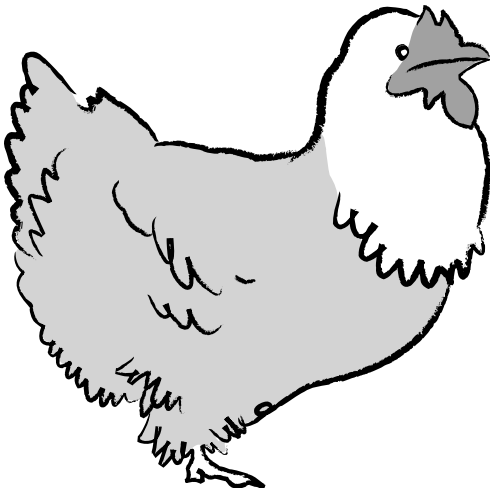
1. My dog has a _____.
2. Bees and ants are _____.
3. We stopped at the traffic _____.
4. The fork snapped because it was _____, not metal.
5. In class she had to add to do the math _____.
6. I unfolded my _____ and placed it in my lap before dinner.

Section II-A
Closed Syllables
Practice Sentences and Stories for Oral Reading

Name: _____

Two-Syllable Short Vowel Words

1. The fork stuck to the magnet.
2. He was upset that he was stuck in traffic.
3. She is a dentist.
4. The kitten is missing.
5. This is a snapshot of the trip.
6. There's a chicken in the bathtub!
7. A British man was having a big sandwich.
8. We went to a wedding.
9. Dan has a bat in his attic.



Name: _____

Two-Syllable Short Vowel Words

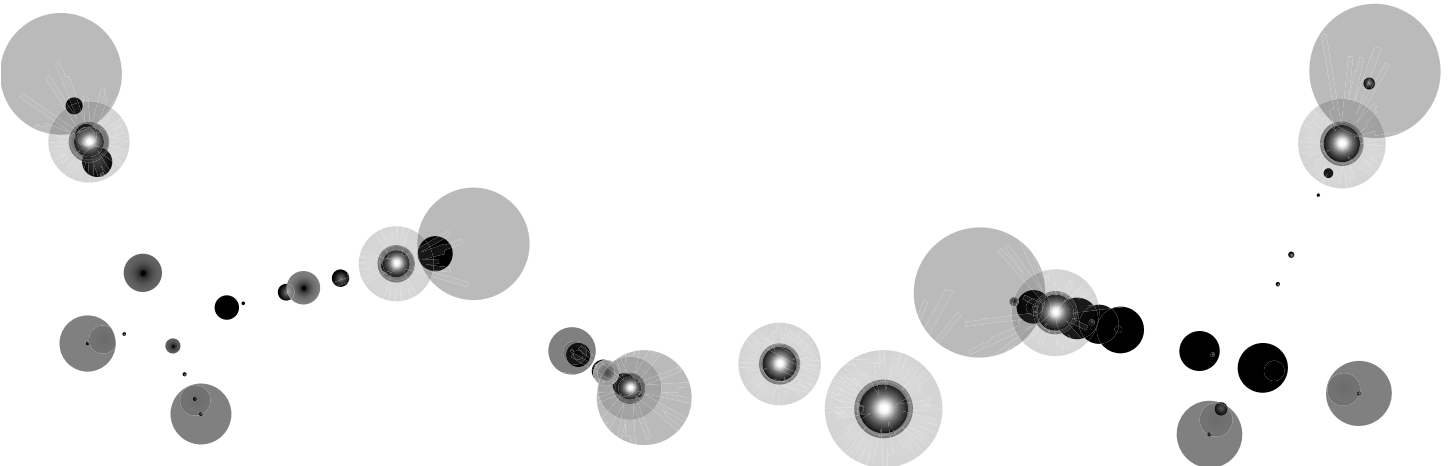
1. I won the contest.
2. She has six puppets in her class.
3. The king dropped his goblet.
4. Sam's car had a dent and he was upset.
5. Will you buy a gallon of milk?
6. They did not expect to win the match.
7. Math is the best subject.
8. My dad put his musket in a box.
9. Tell me what will happen next.
10. That is a strong magnet.



Name: _____

Two-Syllable Short Vowel Words

1. Sally wants a trip in a rocket.
2. The path felt endless.
3. He walked in the tunnel.
4. I will go to the public park.
5. I did not wash the cloth napkin.
6. Tennis is a fun thing to watch on TV.
7. I want a velvet blanket.
8. I stepped in a basket.
9. Did Jan get the ticket?
10. Did she drop the muffin on the mat?

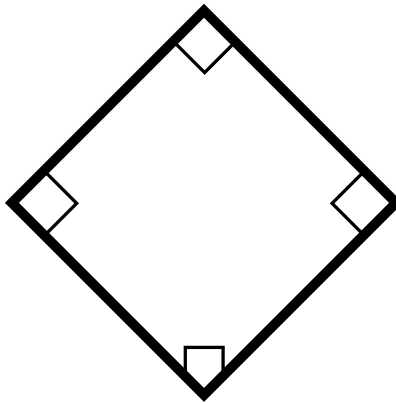


Section II-A
Closed Syllables
Game

Two-Syllable Words
Two-Syllable Baseball
Whole Group or Small Group

Write 10–20 two-syllable words from the Two-Syllable Word Lists on index cards.

Draw a baseball diamond similar to the picture below on the board.



Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board.

Each team takes a “turn at bat” as follows:

Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his team’s line, while the next player comes forward to read the next card. If he reads the word correctly, draw a line from first to second base. Play continues in this way, so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.

Note: As in the actual game of baseball, any “players left on base” when a word is misread do not count or add to the score.

Section II-B
Closed Syllables
Word Lists

Name: _____

Two-Syllable Short Vowel Words

rapid

wagon

metal

limit

lemon

punish

static

timid

travel

comet

prison

salad

vanish

panel

closet

finish

model

radish



Name: _____

Two-Syllable Short Vowel Words

credit

polish

satin

level

cabin

melon

novel

planet

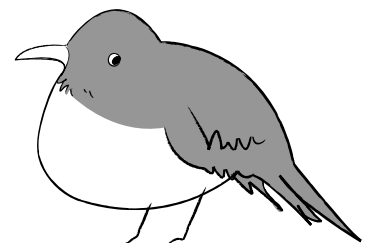
habit

robin

gravel

camel

second



Section II-B
Closed Syllables
Worksheets

Name: _____

Match the word with the appropriate picture.

comet	radish	cabin	novel	planet
robin	wagon	camel	melon	salad

1. _____



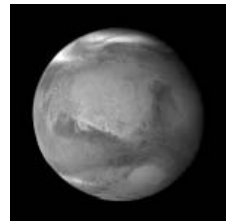
2. _____



3. _____



4. _____



5. _____



Name: _____

6. _____



7. _____



8. _____



9. _____



10. _____



Name: _____

Fill in the Blanks

credit

lemons

satin

travel

prison

level

timid

polish

1. I want to _____ to Brazil.
2. She wanted to _____ her wedding ring.
3. She didn't get _____ on the test.
4. The little dog was _____.
5. The bag is full of _____.
6. The dress is made of _____.
7. Fix the shelf so it is _____ or things will fall.
8. The bandit went to _____.

Section II-C

Two-Syllable Short Vowel Words Practice Sentences for Oral Reading

Name: _____

Two-Syllable Short Vowel Words

1. The children had a picnic.
2. The rabbit vanished from the magic hat.
3. My trumpet is in the closet.
4. My mom hates insects.
5. Stop at the second traffic signal.
6. Sam was upset and had a tantrum.
7. Mom will punish Sam.
8. The chipmunk is munching a walnut.
9. When did it happen?
10. The comet went past the sun.

Name: _____

Two-Syllable Short Vowel Words

1. The path has gravel on it.
2. I have walnuts on my salad.
3. My husband wants to visit his mom.
4. What subject do you want help on first?
5. Josh has a model of the planets in the contest.
6. In the novel, there is a goblin who picks lemons.
7. To what address can I send the travel plans?
8. Tim wants to polish his metal rocket.
9. Kim got the tickets for the tennis match.
10. Jill will cut the pumpkin.

Name: _____

Two-Syllable Short Vowel Words

1. The horse was timid when it was next to the wagon.
2. The magnet was stuck to the metal.
3. The chickens clucked and clucked.
4. Dad put my stuffed camel in the attic.
5. The lemon muffin is in the napkin.
6. I didn't pick a radish.
7. I filled the bucket and went to the cabin.
8. I have a dog, but want a kitten as a second pet.
9. There are six robins, but no falcons.
10. The velvet dress has a lot of static.

Section II-D
Two-Syllable Short Vowel Words
Assessment

Name: _____

Read the following words aloud to your teacher.

- | | |
|-------------|-------------|
| 1. rapid | 14. habit |
| 2. melon | 15. tantrum |
| 3. hundred | 16. wagon |
| 4. prison | 17. punish |
| 5. vanish | 18. closet |
| 6. model | 19. public |
| 7. musket | 20. mascot |
| 8. cactus | 21. goblin |
| 9. upset | 22. salad |
| 10. gallon | 23. puppet |
| 11. discuss | 24. insult |
| 12. comet | 25. second |
| 13. invent | |

Score: _____ / 25

Mastery: 20/25

Provide students with the worksheet on the following page. Tell students that you are going to say a word and that they should write the word they hear you say.

- | | |
|-------------|-------------|
| 1. rapid | 14. habit |
| 2. melon | 15. tantrum |
| 3. hundred | 16. wagon |
| 4. prison | 17. punish |
| 5. vanish | 18. closet |
| 6. model | 19. public |
| 7. musket | 20. mascot |
| 8. cactus | 21. goblin |
| 9. upset | 22. salad |
| 10. gallon | 23. puppet |
| 11. discuss | 24. insult |
| 12. comet | 25. second |
| 13. invent | |

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

Name: _____

Spell the words on the following blanks.

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Section II-E

Consonant Spelling Alternatives

'g' > /j/

'c' > /s/

'ce' > /s/

'se' > /s/

's' > /z/

'kn' > /n/

'tch' > /ch/

've' > /v/

'wh' > /w/

'wr' > /r/

Section II-E
Consonant Spelling Alternatives
Lesson Template

Consonant Spelling Alternatives

Sample Lesson Template

Spelling Alternatives

Focus: Alternative Spellings	Teaching	Materials
Warm-Up	<p>Working in a small group, show students Spelling Cards previously taught.</p> <p>Say the sound and have students repeat or have students say the sound as you show them the letter card.</p>	<p>previously taught Spelling Cards</p> <p>Code Flip Books</p>
Introduction Teaching	<p>Ask students for the basic spelling they know for the particular sound, such as /j/, /s/, /z/, etc.</p> <p>Write the spelling and write several words with that spelling.</p> <p>Introduce the spelling alternative as another way to spell the same sound. Display the target Spelling Card for the spelling alternative and tape it to the appropriate page and space in the Consonant Code Flip Book as students refer to their own Individual Code Chart.</p> <p>Write words with the alternate spelling.</p>	<p>board or chart paper</p> <p>Spelling Card(s) for Spelling Alternative</p> <p>Consonant Code Flip Book</p> <p>Individual Code Chart</p>
Guided Practice	<p>Have a pocket chart with a column for each spelling alternative.</p> <p>Give students cards with words with the different spellings of the target sound.</p> <p>Students read their words and place them under the correct column by spelling.</p>	<p>pocket chart</p> <p>word cards with the same sound spelled with the basic spelling and with the spelling alternative</p>
Independent Practice	<p>Students read words with targeted sound.</p> <p>Students can read list of words or phrases with targeted sound.</p> <p>More proficient students can read connected decodable text with targeted sound.</p>	

Section II-E
Consonant Spelling Alternatives
Word Lists

Name: _____

Spelling Alternative: 'g' > /j/ (*gem*)

gem

plunge

singe

fringe

hinges

grunge

bulge

bulging

gems

legend

challenge

college

logic

large

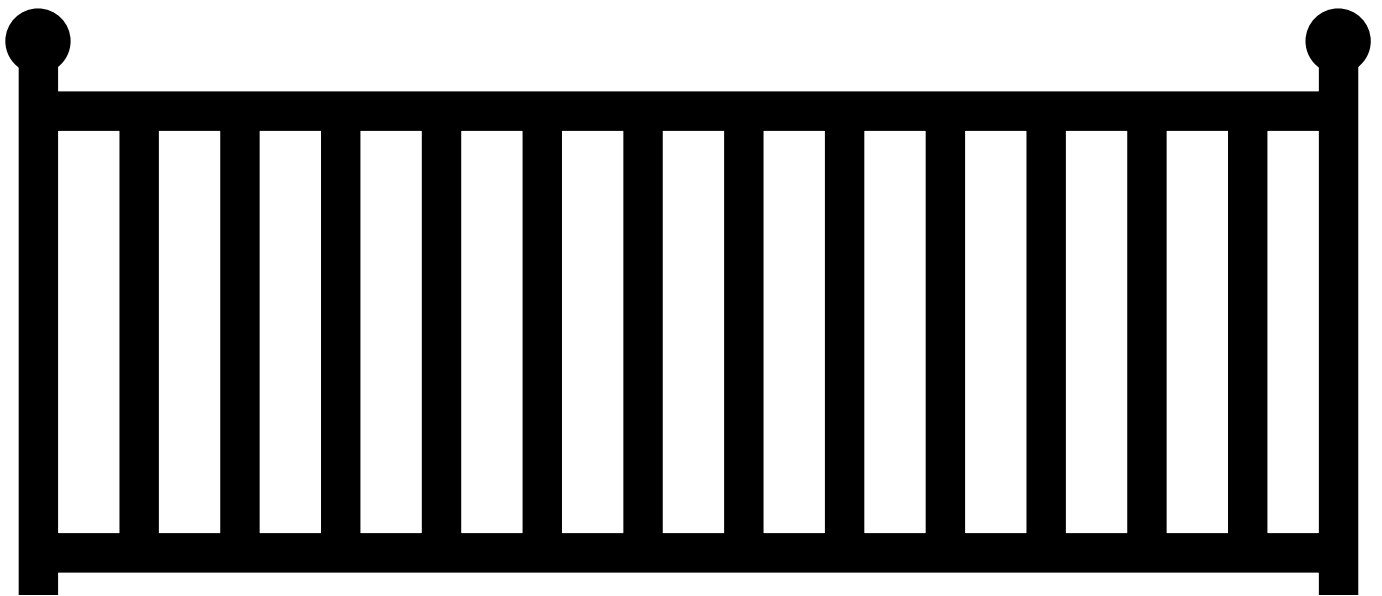
magic



Name: _____

Spelling Alternative: 'c' > /s/ (*cent*)

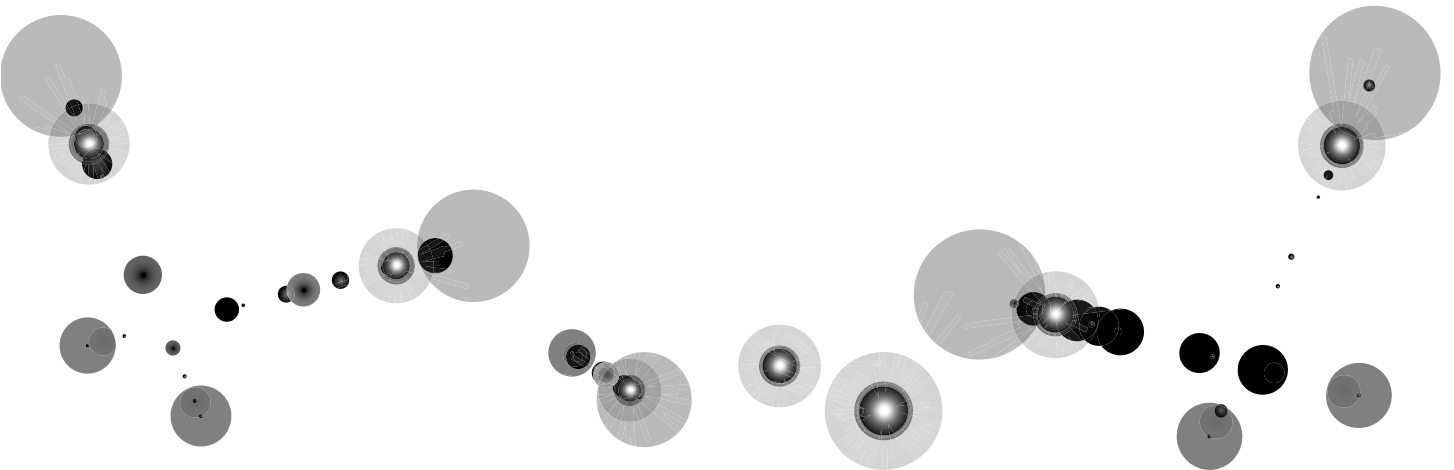
cell	cents	dancing
prancing	fencing	process
accept	Francis	dances
chances	fences	princess



Name: _____

Spelling Alternatives: 'ce' and 'se' > /s/ (*prince, rinse*)

rinse	since	prince
else	fence	sense
chance	dance	prance
France	sentence	presence
tense	absence	nonsense
Vince	glance	lettuce



Name: _____

Spelling Alternative: 's' > /z/ (*dogs*)

as

things

presents

pins

has

muffins

riches

bugs

his

pals

eggs

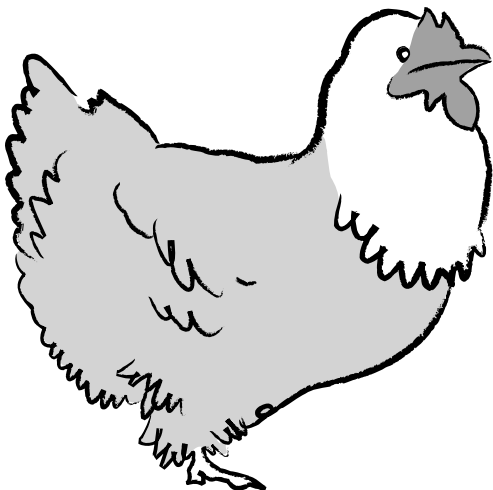
hogs

wings

ducklings

fishes

benches



Name: _____

Spelling Alternative: 'kn' > /n/ (*knock*)

knit

knot

knob

knock

knack

knitting

knocked

knocking

knotted



Name: _____

Spelling Alternative: 'tch' > /ch/ (*itch*)

catch	match	hatch
patch	batch	scratch
itch	pitch	ditch
witch	Dutch	fetch
matches	patches	scratches
itching	scratching	pitching
hatching	itches	kitchen



Name: _____

Spelling Alternative: 've' > /v/ (*twelve*)

twelve

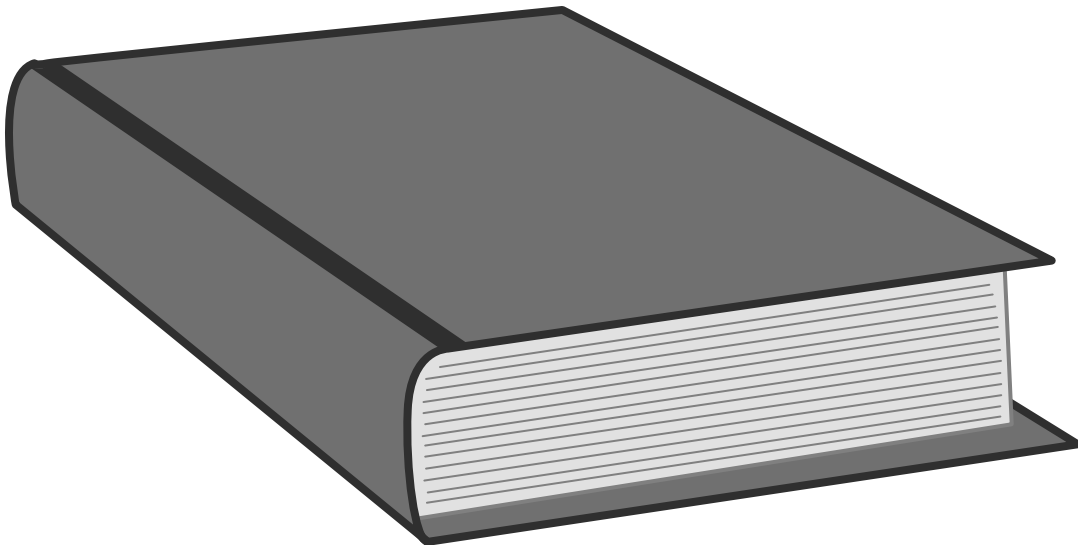
solve

bookshelves

elves

involve

themselves



Name: _____

Spelling Alternative: 'wh' > /w/ (*when*)

when

which

whip

whipping

what

why

where

whack

whisk



Name: _____

Spelling Alternative: 'wr' > /ɪ/ (*wrist*)

wrong

wrist

wrap

wrench

written

wreck

wrapped

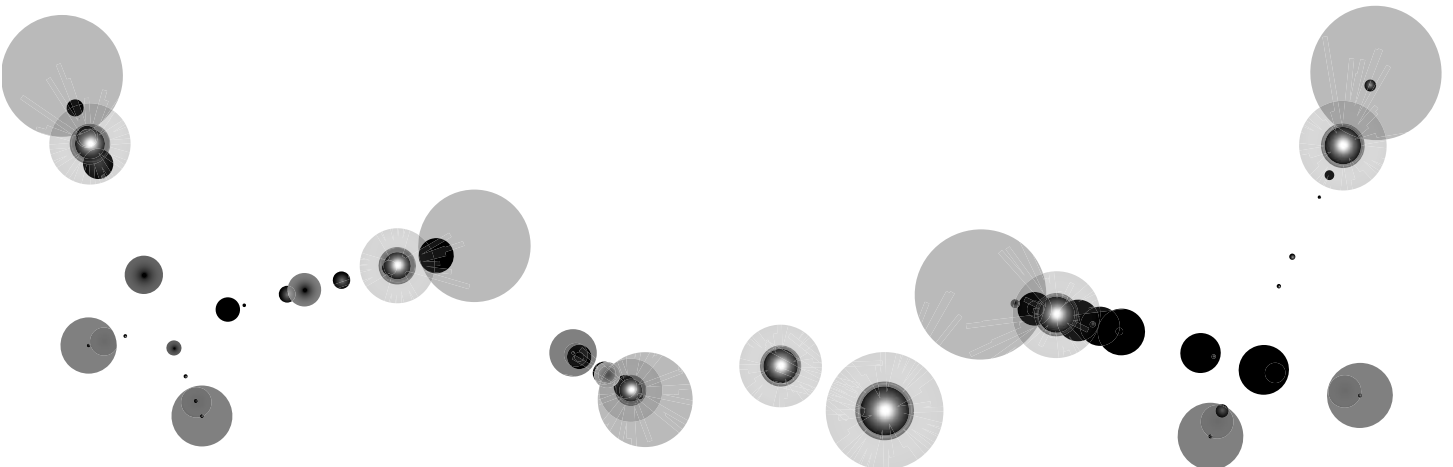
wrecked

wrapping

wrecking

wrath

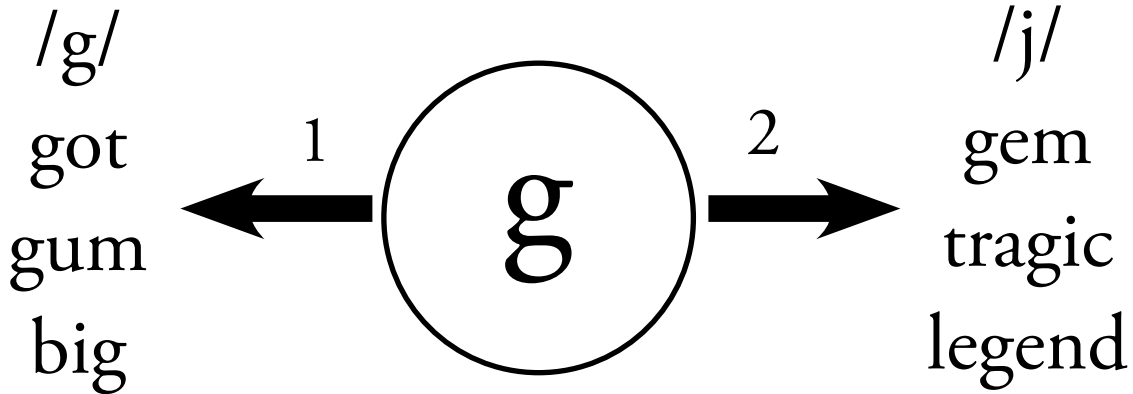
unwrap



Section II-E
Consonant Spelling Alternatives
Worksheets

Name: _____

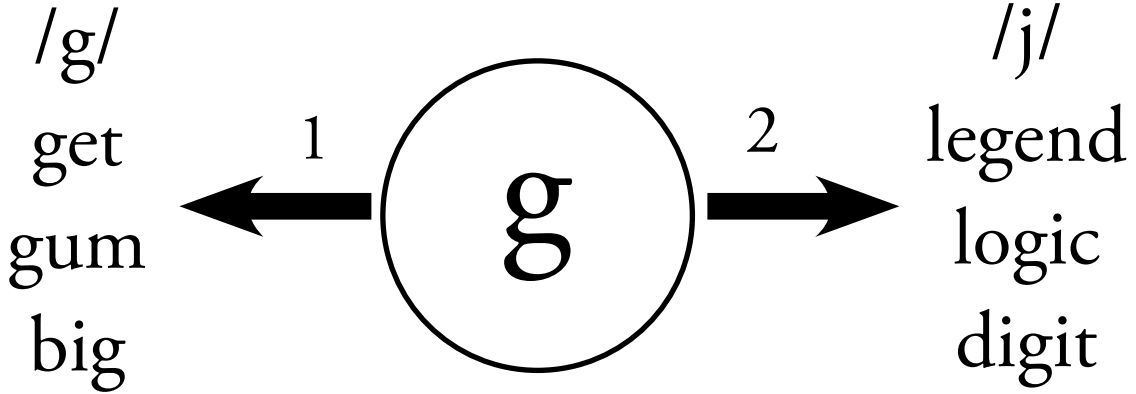
Circle the 'g' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'g' under the heading *got* if the tricky spelling is pronounced /g/ or *gem* if it is pronounced /j/.



	/g/ got	/j/ gem
1. He did a magic trick.		magic
2. This fish has gills.		
3. Dad is the best at golf.		
4. The cat is in a cage.		
5. Brr! That pond was frigid!		
6. A present is a gift.		
7. Mom had a stick of gum.		

Name: _____

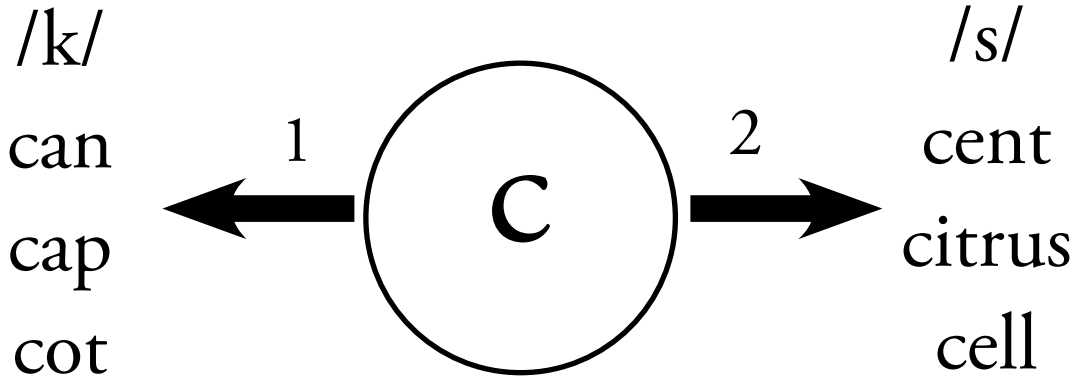
Circle the 'g' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'g' under the heading *get* if the tricky spelling is pronounced /g/ or *legend* if it is pronounced /j/.



	/g/ get	/j/ legend
1. Was it a trick, or was it magic?		magic
2. Drink from a glass.		
3. In the pond, there was a frog.		
4. I can't bend this branch, it's rigid.		
5. Beth had a stick of gum.		
6. Dad got Mom a gift.		
7. My dad went to two colleges.		

Name: _____

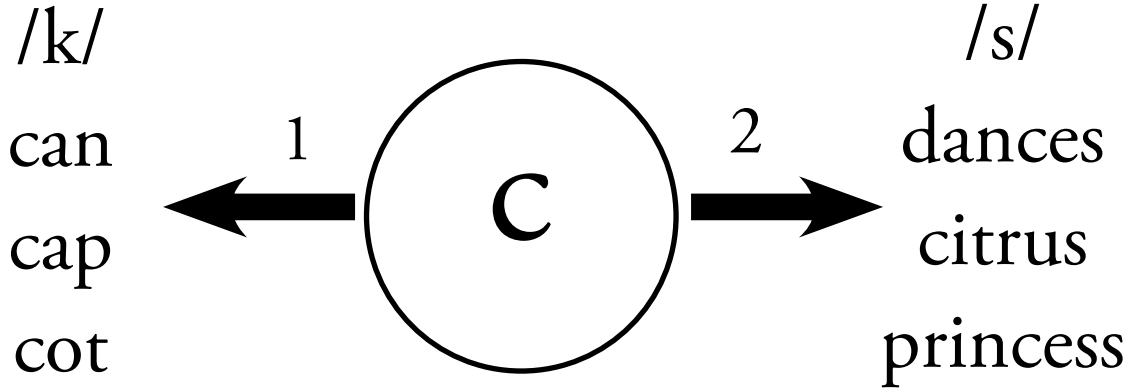
Circle the 'c' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'c' under the heading *can* if the tricky spelling is pronounced /k/ or *cent* if it is pronounced /s/.



	/k/ can	/s/ cent
1. The king got the princess a kitten.		princess
2. We slept in a log cabin.		
3. As the band was singing, she was dancing.		
4. Mom swept up the dust and cobwebs.		
5. Fill up that cup.		
6. He had six chances to stop.		
7. Liz spotted a skunk at camp.		

Name: _____

Circle the 'c' in each word found in the sentences. Then have the student read each sentence and write the word with the tricky spelling 'c' under the heading *can* if the tricky spelling is pronounced /k/ or *dances* if it is pronounced /s/.



	/k/ can	/s/ dances
1. It cost ten cents.		cents
2. My pals are in a club.		
3. Don yelled and got a cab.		
4. Pam traced the stencil with a pencil.		
5. On his left leg he has a cast.		
6. She was a nun in the convent.		
7. His best pal is Francis.		

Name: _____

Parent/Teacher Instructions: Have the student write the words with the tricky spelling 'c' pronounced /k/ under *can* and the words with the tricky spelling 'c' pronounced /s/ under *cent*.

process	cram	clap
panic	dances	camp
credit	cell	cot
scan	princess	cab

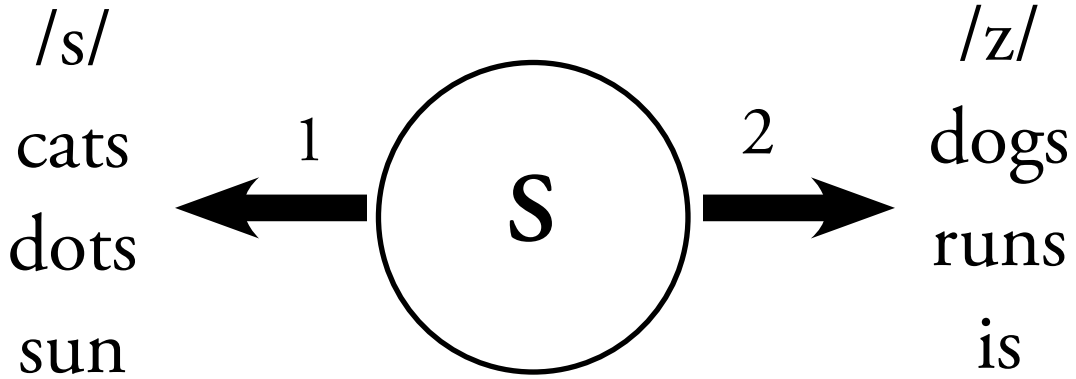
/k/
can

/s/
cent

process

Name: _____

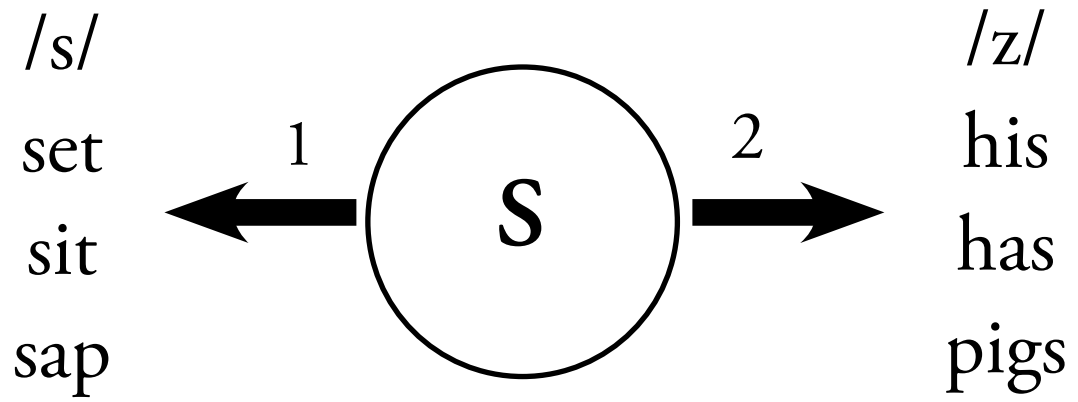
Circle the 's' in each word. Then read each sentence and write the word with the tricky spelling 's' under the heading *cats* if the tricky spelling is pronounced /s/ or *dogs* if it is pronounced /z/.



	/s/ cats	/z/ dogs
1. He handed me his pet pig.		his
2. Ben can swim.		
3. Will he visit?		
4. The cat got in the basket.		
5. He did it himself.		
6. Kevin will mop and dust.		

Name: _____

Circle the 's' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 's' under the heading *set* if the tricky spelling is pronounced /s/ or *his* if it is pronounced /z/.



	/s/ set	/z/ his
1. The robin flapped its wings.		wings
2. Get a pen from the desk.		
3. Ring the bells.		
4. The kitten is soft.		
5. Toss the egg shells in the trash can.		
6. What did the shop sell?		
7. Get in the pond and swim.		

Name: _____

Read and circle the spelling in each word that stands for the sound.

/j/	/v/
jumping	vast
magic	twelve
plunge	shelves
lunge	having
jacket	visit
jet	solve
legend	vet
hinge	elves

Name: _____

Write each word under its matching picture.

fringe

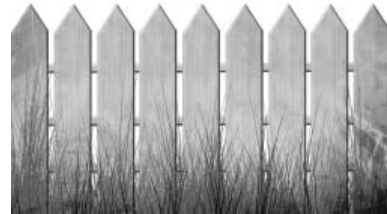
prince

shelves

twelve

fence

dance



fringe



12



Name: _____

Write each word under its matching picture.

shells	lettuce	pulse
rinse	bandage	elves



Name: _____

Write each word under its matching picture. There will be words that will not be used.

patch

match

catch

pitch

kitchen

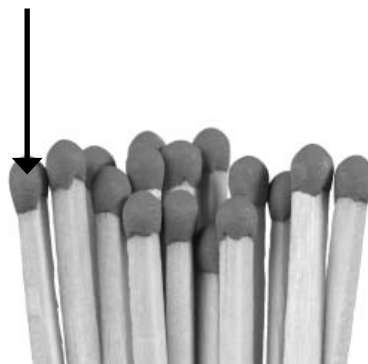
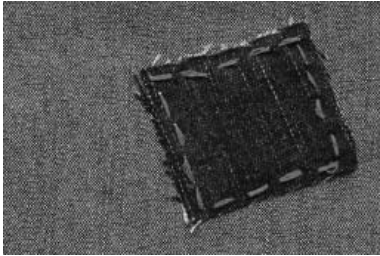
hatch

scratch

itch

stretch

stitch



Name: _____

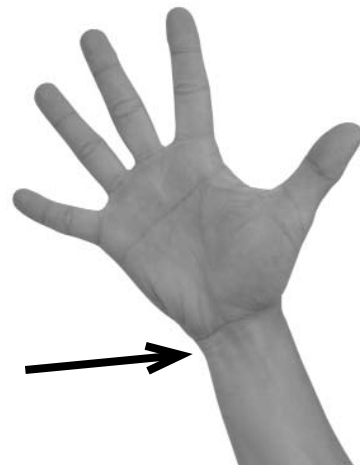
Read and circle the spelling in each word that stands for the sound.

/s/	/ch/
pockets	itch
tense	catchy
miss	batch
chance	rematch
sudden	stretching
cell	butcher
cent	pitcher
prince	stitch

Name: _____


Write each word under its matching picture. There will be words that will not be used.


knob knot wrist knapsack wrapping
knitting wrench wrong which knock

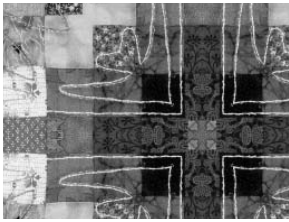



Name: _____


Circle the letters that spell the name of the depicted item. Then write the name of the item on the line.


	wr w	i a	p t	wrap _____
---	----------------	---------------	---------------	---------------

	kn k	i ee	s t	_____
---	---------	---------	--------	-------


	wr qu	i a	l i	t d	_____
--	----------	--------	--------	--------	-------


	kn n	e o	t ck	_____
---	---------	--------	---------	-------


	qu k	a o	ed ck	_____
---	---------	--------	----------	-------


	wr r	i u	t s	t s	_____
---	---------	--------	--------	--------	-------


Name: _____


	f v	e i	ch sh
---	--------	--------	----------

	d b	w r	e a	ss z
---	--------	--------	--------	---------

	ch th	i u	ck n
---	----------	--------	---------

	p b	o u	s n
---	--------	--------	--------

	f b	e i	ll d
---	--------	--------	---------

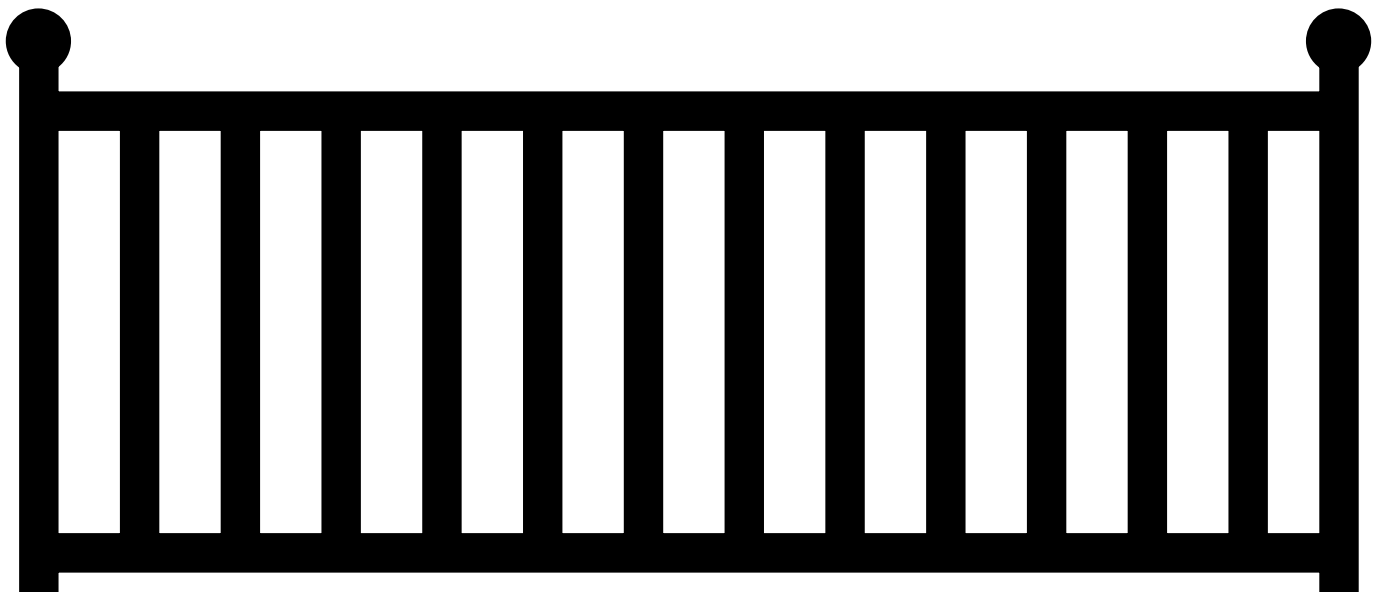
	kn m	a o	d t
---	---------	--------	--------

Section II-E

Consonant Spelling Alternatives Practice Sentences and Stories for Oral Reading

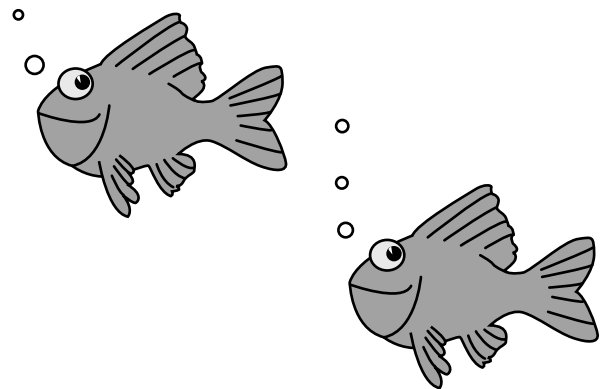
Name: _____

1. The man did a magic trick with a rabbit.
2. The Prince of France got up to dance.
3. Vince can't stand lettuce.
4. This thing cost us ten cents.
5. The princess got stuck on the fence.
6. Cedric is at college.
7. He thinks he can dance.
8. What's the chance of us winning?
9. He was in a trance.
10. The sentence was a challenge.



Name: _____

1. The cat scratched me.
2. The skunk left his stink on Dad.
3. A witch sat in the kitchen knitting a blanket.
4. What's in the trunk?
5. Send that junk to the dump.
6. She was itching and scratching.
7. A fish swam in the tank.
8. The tank sank in the mud.
9. The last chick is hatching.
10. He has bedbugs in his bed.



Name: _____

1. He has a cast on his wrist.
2. He fixed it with his wrench.
3. She yelled and cracked the whip.
4. He unwrapped his present.
5. The elves were singing and dancing.
6. It was twelve when we met.
7. She wrecked the van.
8. He sang the wrong song.



Section II-E

Consonant Spelling Alternatives Games

Name: _____

Spelling Search Game: 's', 'ss', 'c', 'ce', and 'se'

Whole Group or Small Group

This game is intended for groups of two to six students who have learned the spellings 's' as in *sun*, 'ss' as in *kiss*, 'c' as in *cent*, 'ce' as in *fleece*, and 'se' as in *moose*. This game can also be played in larger groups, but the game board may need to be enlarged slightly to accommodate additional tokens.

Tape the left side of the game board onto the right side. Make copies of the record cards printed four to a page.

Set up the board and make sure that each student has a record card, a game token, and a pencil. (You can use chips or small squares of colored paper for game tokens). You will also need one regular six-sided die.

Explain that the goal of the game is to be the first player to collect two examples of each of the spellings listed on the record card.

Have students place their tokens on the star. Have each student roll the die. The student with the highest score goes first.

Have the first player roll the die and move his or her token the number of spaces indicated on the die. Note that, after moving onto the board, the player will be able to choose to move up or down. Students can move up or down, left or right. Diagonal moves are not permitted.

Ask the player to read the word he or she landed on and then copy the word onto his or her record card on one of the lines for the spelling it contains.

Have the next player (moving clockwise) roll the die and move his or her token.

Play continues until a student fills the record card with two examples of each spelling.

Note: Spaces with an asterisk contain words that have more than one spelling for the /s/ sound. Students who land on a space with an asterisk can copy the word onto their card twice. By navigating to these spaces, students can fill up their record cards more quickly.

Spelling Search Game: 'j', 'g', and 'ge'

Whole Group or Small Group

This game is intended for groups of two to six students who have learned the spellings 'j' as in *jet*, 'g' as in *rage*, and 'ge' as in *twinge*. It is played the same way as the game described above.

Spelling Card Game

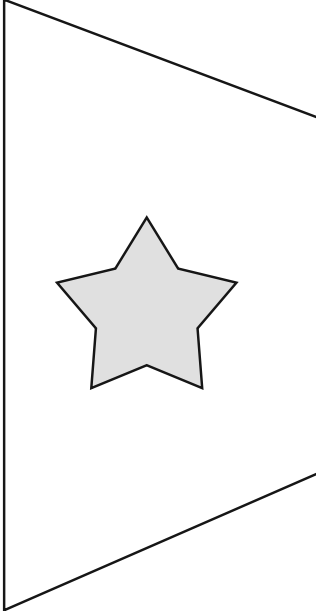
Whole Group or Small Group

Give one or two students a subset of the Spelling Cards reviewed in this unit representing two to six sounds and six to fifteen spellings for those sounds. (Use the extra cards supplied).

Ask students to sort the cards by sound, so that each sound has its own row, e.g., there is one row for /s/, one row for /z/, one row for /k/, etc.

's'
'ss'
'c'
'ce'
'se'

banks <u>s</u>	fit·ness <u>ss</u>	<u>s</u> ink
lettuce <u>ce</u>		prance <u>ce</u>
dis·cuss <u>ss</u> *		wrist
dense <u>se</u>		<u>c</u> ells
prince <u>ce</u>	<u>s</u> en·tence <u>ce</u> *	danc <u>ing</u>



ch <u>an</u> ce	ce <u>n</u> t	ri <u>n</u> se	ci <u>t</u> rus
	s <u>w</u> imming		tru <u>n</u> ks
	cl <u>a</u> ss		s <u>n</u> atch
	Fr <u>a</u> nce		pu <u>l</u> se
s <u>s</u> ense*	whi <u>s</u> k	fe <u>n</u> ce	gl <u>a</u> ss

Name _____

's

'ss

'c

'ce

'se

Name _____

's

'ss

'c

'ce

'se

Name _____

's

'ss

'c

'ce

'se

Name _____

's

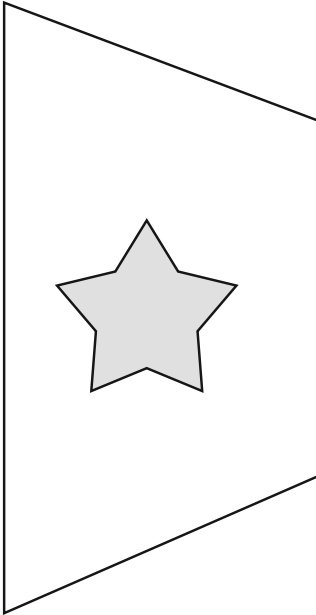
'ss

'c

'ce

'se

j
'g'
'ge'



<u>j</u> ust	h <u>ing</u> e	fr <u>ing</u> e
l <u>eg</u> end		<u>j</u> umped
cr <u>ing</u> e		<u>j</u> unk
<u>g</u> el		l <u>og</u> ic
mag <u>i</u> c	pl <u>ung</u> e	bing <u>e</u>



tragic	subject	gem	challenge
	digit		twinge
	job		jam
	cringed		project
college	jot	gems	jacket

Name _____

‘j’ _____

‘g’ _____

‘ge’ _____

Name _____

‘j’ _____

‘g’ _____

‘ge’ _____

Name _____

‘j’ _____

‘g’ _____

‘ge’ _____

Name _____

‘j’ _____

‘g’ _____

‘ge’ _____

Section II-F
Consonant Spelling Alternatives
Assessment

Name: _____

Read the following words aloud to your teacher.

1. scratch

11. glance

21. knot

2. fence

12. Francis

22. dancing

3. wring

13. valve

23. kitchen

4. involve

14. hatching

24. whisk

5. whip

15. legend

25. fringe

6. logs

16. solve

26. wrench

7. dense

17. process

27. nonsense

8. knock

18. tense

28. wings

9. magic

19. wreck

29. knitting

10. cell

20. pins

30. whack

Score: _____/30 Students who correctly read 24 out of 30 words have mastered this skill.

g: _____/5 c: _____/5 ce: _____/2 se: _____/2 s: _____/7

kn: _____/3 tch: _____/3 ve: _____/3 wh: _____/3 wr: _____/3

Provide students with the worksheet on the following page. Tell students that you are going to say a word and that they should write the word that they hear you say.

- | | | |
|------------|--------------|--------------|
| 1. scratch | 11. glance | 21. knot |
| 2. fence | 12. Francis | 22. dancing |
| 3. wring | 13. valve | 23. kitchen |
| 4. involve | 14. hatching | 24. whisk |
| 5. whip | 15. legend | 25. fringe |
| 6. logs | 16. solve | 26. wrench |
| 7. dense | 17. process | 27. nonsense |
| 8. knock | 18. tense | 28. wings |
| 9. magic | 19. wreck | 29. knitting |
| 10. cell | 20. pins | 30. whack |

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

Name: _____

Spell the words on the following blanks.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

g: ____/5 c: ____/5 ce: ____/2 se: ____/2 s: ____/7

kn: ____/3 tch: ____/3 ve: ____/3 wh: ____/3 wr: ____/3