

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	sub sent - send	sub torch - toward	sub		delete	
Phoneme Manipulation	bend - bent chart - charm word - worm dusk - dust bird - burn heard - hurt elk - else arch - arm sense - sent stork - stored	bulk - bulb fern - firm harm - heart force - fork rend - rent wealth - weld sword - source branch - brand verse - verge barn - bark	silk-silt worse - word port - porch land - lance mast - mask print - prince bird - birth must - musk since - cinch guild - guilt	charge - chart verb - verge plant - planned carve - card horse - horn winch - wind bold - tolt tense - tent card - cart fort - force	be(s)t le(f)t cla(s)p be(n)d tu(s)k ca(pp)ed la(m)p qui(l)t li(s)p ne(s)t	bui(l)d spli(n)t toa(s)t co(l)t fa(s)t la(n)d thi(n)k hu(n)t ga(s)p ri(n)d
	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Phoneme Manipulation	mu(s)k ta(s)k ru(n)t ca(nn)ed wi(l)t le(n)t ski(nn)ed wou(n)d mi(n)t co(l)d	roo(s)t sti(n)k pa(c)t cha(n)t plu(n)k gue(s)t me(l)t mea(n)t pe(s)t chu(n)k	fast-fact bolt-boast blunt-bluffed tent-test graft-grant clamp-clasp mint-mist pact-past rest-wrecked faint-faced	rasp-ramp colt-coped flint-flicked past-pant brink-brisk deft-dealt punt-puffed joint-joist wrist-ripped rent-rest	left-lent keeps-Keats watched-want raked-raced hemp-help wills-wins roped-roast hound-housed clamp-clasp	muffed-must bunt-bussed ducked-dust bent-belt wept-west dealt-dent ant-apt craft-cracked vent-vest paint-paste

s ss c se ce

Unit One

Phoneme Manipulation

Repeat these steps for the words in the table below.

1. Ask your child to say each word in the table below, and then to say it by replacing one sound with another. The template for your directions is:

Say <word>. Now say <word>, but instead of <old sound> say <new sound>.

Example: Say bend. Now say bent, but instead of /d/ say /t/.

The table below has the list of words for this exercise.

Say:	Instead of:	say:	Correct Rersponse
bend	/d/	/t/	bent
chart	/t/	/m/	charm
word	/d/	/m/	worm
dusk	/k/	/t/	dust
bird	/d/	/n/	burn
heard	/d/	/t/	hurt
elk	/k/	/s/	else
arch	/ch/	/m/	arm
sense	/s/	/t/	sent
stork	/k/	/d/	stored

Sorting Words with s ss c se ce

Have your child open her workbook to pages 4 and 5.

1 s	2 ss	3 c	4 se	5 ce

Today you will be sorting words that have the sound /s/.

NOTE: You are saying a SOUND, not letter names.

Please say /s/.

Your child repeats the sound.

Please read the first word.

Point to the word *rinse* on page 4 of the student workbook.

NOTE: It's fine if your child recognizes the whole word and calls it out without saying the individual sounds first.

Nice job. Now find which column we should put this word in. Where do you see the match for how /s/ is spelled?

Your child should indicate that the word goes in column 4.

That's right. Please say-and-write rinse in column 4.

Your child should say the sounds in the word one at a time. Each time she says a sound, she should write how it is spelled.

Repeat these steps for the remaining words:

1. Your child reads the word.
2. She indicates in which column the word goes.
3. She records the word in the appropriate column on her sorting sheet. When she records the word, she should say each sound in the word in isolation as she writes how that sound is spelled.

The figure below shows what the completed sorting sheet should look like.

1 s	2 ss	3 c	4 se	5 ce
some	miss	cent	rinse	since
since	boss	city	goose	fence
	press	fancy		force

NOTE: The word *since* should be recorded in both columns 1 and 5 because it has two /s/ sounds, each spelled a different way.

Reading Words with ce, ci, and cy

When working in Workbook B1, students learned that a single spelling such as *ow* can be used to represent more than one sound. The strategy they have been taught to deal with this variation is to *flex*, that is to try one sound to see if that makes sense; if that sound doesn't yield a word that makes sense, students are to try another sound for the spelling.

The letter *c* can be two sounds commonly, /k/ and /s/. There is no need to flex, however, because there is a very strong pattern that identifies which sound the letter is being used for. This activity introduces students to this pattern. The material in this lesson will be reviewed in subsequent lessons.

Have your child turn to page 6 of her workbook.

Point to the letter *c* at the top of the page.

This letter has 2 main sounds. What are they?

Your child says /k/ and /s/.

NOTE: If your child doesn't know the two sounds, you should say them and have your child repeat.

You've been taught to flex the sounds when you are trying to figure out how to pronounce a spelling that is used for more than one sound. But with this letter, you don't need to flex.

Point to *ce*, *ci*, and *cy* at the top of the page.

When a word has one of these patterns, then the "c" is /s/. If a word doesn't have this pattern, then the "c" is /k/.

Take a good look at the three patterns I have up here. In a second I'm going to cover them up and have you write them down.

Give your child a moment to look at the three patterns and say them. (She should spell them out, i.e., "c - e", "c - i", "c - y.") Then cover up the page.

Please write the three patterns I just showed you.

Give your child time to write the patterns on a dry erase board or a separate piece of paper. Then uncover the page so your child can see if she wrote the patterns correctly. If she didn't, have her recite the three patterns once more, then cover up the patterns and have her try to write them from memory again.

After your child can write the 3 patterns correctly from memory, have her read the list of words on the page.

Here are some words with "c-e," "c-i," and "c-y." Please read them.

Point out to your child that when the *ce* comes at the end of a word, as in the case of *fence*, the *ce* together represents /s/, that is, the *e* does not represent a sound on its own.

I Spy

Have your child turn to page 7 of her workbook.

Now you get to play a game of I Spy. Underline any word that has ce, ci, or cy.

Your child goes through the list underlining any words with *ce*, *ci*, or *cy*.

Please read all of the words. Remember, if you've underlined a word, it fits our pattern and will have a /s/ sound.

Have your child read the words. Repeat as necessary until she can read all of the words accurately without much hesitation.

Breaking Words Apart

Have your child turn to page 8 of her workbook.

Here is another list of words to practice. Please read the first word and then copy it in your workbook.

Your child reads the word and copies it.

You should write the word also on a dry erase board so that you can model the markings she is about to do.

Nice work. Now say each sound in the word and underline how it is spelled.

Your child says the sounds of the word one at a time and underlines how it is spelled. (See the following figure to see how the words should be marked.)

Repeat these steps for the remaining words:

1. Your child reads the word.
2. Your child copies the word neatly in her workbook.
3. Your child says the sounds of the word one at a time. As she says a sound, she underlines how that sound is spelled.

If your child is ever confused about how a particular sound is spelled, tell your child very directly.

Notes about words

Two: Point out to your child that *two* begins with the same letters as *twice*, *twin*, and *twelve*. Have your child define each of these words, each time eliciting how it is connected to the concept of “2,” (*twice* means two times, *twin* means two of the same thing, *twelve* means 10 + 2). Then have your child try to pronounce *two* with the /w/ sound, and point out how difficult it is to say. This is why people don’t say the /w/ sound, but keep the letter in the word when writing it.

Tell your child NOT to circle the *w* in *two* when marking the word.

The following figure shows the correct markings for the words.

1. face	5. twice
2. place	6. twin
3. nice	7. twelve
4. mice	8. two

Reading Rimes and Nonsense Words

Have your child turn to page 9 of her workbook.

ase	ang	ink	ense
ence	ice	uce	ince
flang	skince	zase	flink
zice	bluce	jence	vense

Point to the box containing rimes at the top of the page.

1. Dictate one of the rimes at random and ask your child to point to it.
2. Ask her to say the sounds in the rime.
3. After you have done this for each rime, have her read all of the rimes in order.

Point to the words at the bottom of the page.

1. Ask your child to read these nonsense words.

If she has any difficulties, cover the beginning consonant or consonants, leaving just the rime exposed. Ask her to read that, then uncover the initial consonants.

Reading Two-Syllable Words Apart

Have your child turn to page 10 of her workbook.

1. active	_____	_____
2. include	_____	_____
3. Easter	_____	_____
4. demand	_____	_____
5. hardly	_____	_____
6. money	_____	_____

Tell your child that this page has some more two-syllable words.

Repeat these steps for each word.

1. Tell your child the fword.
2. Have her say the first syllable of the word and write it on the first line following the word in her workbook.
3. Have her say the second syllable of the word and write it on the second line.

After she has written all the words, have her read all the words again. It is fine if she can say the word without saying it in individual syllables.

Writing Two-Syllable Words

Have your child turn to page 11 of her workbook.

tive	Eas	clude	ly	hard	ter
mo	in	de	ney	mand	ac
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Tell your child that you will ask her to spell the two-syllable words she just studied. All the syllables in these words are at the top of the page, but they are in mixed-up order.

Repeat these steps for each word: