



HANDPRINTS

An Early Reading Program

Teacher's Guide for Workbook D

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HANDPRINTS

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Storybooks

Storybooks A, Sets 1, 2, & 3
Storybooks B, Sets 1, 2, & 3
Storybooks C, Sets 1, 2, & 3
Storybooks D, Sets 1, 2, & 3

Workbooks

Book A
Book B
Book C
Book D

Online Teacher's Guides are available for storybooks and workbooks.

Handprints is a collection of 120 storybooks and 4 workbooks designed to help young children learn to read. Research shows that children learn to read best when given direct instruction in decoding along with opportunities to apply decoding skills as they read whole texts. With *Handprints*, students can enjoy reading stories, while receiving extra practice working with words and letters.

Book D

Book D is intended for students who can recognize and write most letters, know most initial and final consonant sounds, and have had practice in recognizing rhymes. They can read and write 40–50 words and can read emergent storybooks. These students may be in mid-first grade.

Specific directions appear on each page of the workbook. This guide provides additional information about the exercises, as well as optional introductory and follow-up activities. The *Before* activities can be

used with children who are not yet ready for the workbook exercises. Such students may have difficulty following oral directions and need concrete demonstration. The *Beyond* activities are for children who have finished the workbook activities. These students may be able to work on the tasks alone, in pairs, or in small groups, with only a brief introduction.

Some of the activities involve using **reproducible** cards found at the back of this guide and at the back of the teacher's guides for Books A, B, and C:

- *Handprints Teacher's Guide for Workbook A* has **Letter Cards, Key Word Cards, Sight Word Cards, and Picture Cards.**
- *Handprints Teacher's Guide for Workbook B* has **Letter Cards with Key Word Cards, Sight Word Cards, and Picture Cards.**
- *Handprints Teacher's Guide for Workbook C* has **Sight Word Cards, Initial/Final Consonant Cards, Rime Cards, Initial/Final Blend Cards, Consonant Digraph Cards, Vowel Cards, and Vowel Digraph Cards.** *I* and *a* can be used as both Sight Word Cards and Vowel Cards. Initial Consonant Cards can also be used as **Onset Cards.**
- *Handprints Teacher's Guide for Workbook D* has **Sight Word Cards, Rime Cards, Initial Blend Cards, R-Controlled Vowel Cards, Vowel Diphthong Cards, Irregular Vowel Cards, Inflection Cards, and Contraction Cards.**

In Book D, students:

- Review the formation of uppercase and lowercase letters
- Associate letters with key words and initial sounds
- Count up to four syllables in a word
- Develop phonological awareness¹ through rhyming, initial sound, final sound, and onset-rime activities
- Further develop their supply of high-frequency sight words
- Read new words through analogy with known words
- Learn to read longer words by taking them apart
- Recognize consonant combinations, long and short vowel sounds, vowel combinations, silent letters, and irregular vowel patterns
- Read contractions, compound words, and words with inflections, prefixes, and suffixes
- Recognize homonyms

Book D is divided into two parts:

Part 1 HEARING ONSETS AND RIMES: USING ANALOGIES TO READ WORDS

An onset is the consonant sound(s) at the beginning of a syllable (the /c/ in *cat*; the /sw/ in *swing*). A rime consists of the vowel sound in a syllable and any sounds that follow it (/at/ in *cat*; /ing/ in *swing*).

Researchers have discovered that children read unfamiliar words most easily by comparing them to words they already know. For example, a student trying to read *bat* would compare it to the known word, *cat*. In order to make this analogy, children need to be able to segment words into onsets and rimes (*b-at*, *c-at*) and to recognize rhyming words. They also need a

1. Phonological awareness is the ability to detect sounds in our spoken language. Phonologically aware children understand that our spoken language is made up of sentences, words, syllables, onsets and rimes, and finally, individual sounds, or phonemes.

good supply of sight words. This method of teaching phonetic decoding through analogies is called analytic phonics.²

There are several reasons why, when learning to read, many children find it easier to make onset-rime analogies than to decode new words one sound at a time (*b-a-t*). First of all, sequential decoding, a synthetic approach to phonics, puts more demands on the auditory-sequential memory. For example, children might confuse the order of the sounds or forget the sounds altogether (read *tab* for *boat*). In addition, many early emergent readers are able to attend to only one or two letter cues in a word, usually the first and, possibly, the last letter. Finally, in order to decode a word sequentially, from left to right, the individual vowel sound must be included, but the vowel sounds are more difficult to discriminate between and remember than the consonant sounds and are therefore harder to decode, especially for beginning readers.

In this section, students add or change the onsets of known words. The new onsets are both single consonants and consonant combinations (blends and consonant digraphs,³ including those with silent letters). Students also learn to add to or change the rimes of known words.

Part 2 HEARING VOWEL SOUNDS: USING SEQUENTIAL DECODING TO READ WORDS

Although many children find it easier to read words through analogy at first, some reading researchers suggest that eventually, good readers develop the ability to decode sequentially. In order to decode words one sound at a time, students must be able to recognize vowel sounds. Children tend to learn vowel sounds later than consonant sounds. Vowel letters can have several sounds; these sounds are similar to each other and therefore difficult to discriminate between. Also,

2. The exercises in this workbook include both an analytic phonics approach and a synthetic phonics approach to accommodate different learning styles.

3. A blend is two or more consonants, elided together, but both of which are heard. A consonant digraph is two or more consonants that make one sound.

vowel sounds are usually in the middle of a word, which is the hardest position for children to hear.

The sounds of single vowels and vowel combinations are introduced in this section, in association with key words. Children decode short vowel, silent-*e*, and vowel digraph words⁴, with and without inflections. They are introduced to words with vowel diphthongs⁵ including murmur diphthongs—also known as *r*-controlled vowels—and words with irregular vowel patterns such as *-ight*. Finally, the students become familiar with words that end in *-le*.

Other types of activities are interspersed throughout the two sections of the book:

Letter Formation and Key Words

The formation of uppercase and lowercase letters is reviewed. Starting points and sequence of formation are indicated. Letters are associated with key words to aid students in identifying one sound each letter can make.

Counting Syllables

One example of phonological awareness is the ability to identify the number of syllables in a word. Listening for the “beats” in spoken words prepares children for future encoding and decoding of multisyllabic words.

Using Sight Words

Students expand the supply of high-frequency words that they can recognize by using these words in context (language cues) and with pictures (meaning cues). This core of known words is a base upon which students build their knowledge of how words are made and taken apart. Compound words, contractions, asking words, homonyms, words beginning with *a*- and *be*-, and words ending in *-ly* are included in these exercises.

4. A vowel digraph is two or more vowels that make one sound, the sound of one of the vowels.

5. A vowel diphthong is two or more vowels that make one sound unlike either of the vowels.

Reading Words with Inflections

Throughout the book, children learn the process of adding inflections to various types of words. They also discover that to read words with inflections, they can cover up the ending first, read the base word, and then add the ending back on.

EXERCISES

Letter Formation and Key Words

Pages 1–2: The students can refer to these pages if they forget the name, sound, or formation of a letter. Tell the students that the name of the picture begins with a sound that the letter makes, or sometimes makes. Have children recite the letter name and the key word (*a-apple*) several times to help them remember the association. See *Handprints Teacher’s Guide for Workbook B* for a more detailed discussion of how to teach letter formation.

Hearing Rhymes

Pages 3–4: Suggest to the students that in order to find two pictures that rhyme, they should say the names of the pictures together out loud (*pie-van, pie-egg, pie-tie*).

Before: Read poems and jingles to the students. Practice rhyming orally. First give examples of pairs of words that rhyme. Then mix in pairs of words that do not rhyme. For the nonrhyming pairs, start with two words that have very different endings and beginnings (*hat-pig*); then progress to words that are more similar (*hat-ham* or *hat-horse*).

Beyond: Have students try to find the six pairs of Picture Cards that rhyme. Or they can think up pairs of rhyming words and write them on index cards. They can play games such as “Concentration” with the cards after you have checked for proper spelling.

Counting Syllables

Page 5: Demonstrate how to count syllables by saying words slowly and clapping each syllable. Start with

one- and two-syllable words, and then progress to three- and four-syllable words.

Before: Have students sort Key Word and Picture Cards into piles for one-, two-, and three-syllables.

Beyond: Have students look in books or around the classroom to make a list of words with one to five syllables.

Analogies: Making New Words by Adding Onsets to Known Rimes

Page 6: Before beginning the page, put two or three easy rhyming words on a magnetic board. Read them. Ask the students what they notice about the words. (They rhyme, end the same, and begin differently.) Then introduce the workbook pages. Don't use the terms "onset" and "rime" with the students. Instead, explain that the "first part" or "beginning part" of the word is in the circle and the "second part" is in the rectangle. Use magnetic letters to demonstrate the first example. Put *at* on the magnetic board. Say, "Here is a word you know, *at*." Then place *c*, *m*, and *l* up to the left of *at*. Tell the children that you want to make the new word, *mat*. Say *mat* in parts several times, pausing between the onset and rime (*m-at*). Ask the students which beginning letter they should add to make the word.

Before: Review the sight words on this page that are used as rimes.

Beyond: With magnetic letters or Onset and Rime Cards, have the students make as many words as they can with the rimes on this page.

Page 7: Demonstrate an example with magnetic letters. Put *lit* on the magnetic board. Show the students how to divide between the first and second part of the word, by moving the onset (*l*) over to the left. Read the second part (*it*) of the word first, and then put the first part on (*lit*).

Before: Review the sight words on this page. Practice above process with magnetic letters.

Beyond: Have the children make charts of words with the patterns on this page.

Page 8: Point out to the students that on this page, they will pick the second part of the word, not the first. Remind children to read the part in the rectangle first. This is easier for most students. They can try each onset-rime combination to find the best one.

Before: Review the sight words on this page. Use the Sight Word and Rime Cards.

Beyond: Have the children use the Onset and Rime Cards to make new words by combining the rimes on these pages with other onsets.

Analogies: Making New Words by Changing Onsets of Known Words

Page 9: In the previous section, students made new words by adding onsets to known rimes such as *-at* and *-ing*. Now the task is a bit more difficult: to make new words by **changing** the onset of known words. Use magnetic letters to demonstrate the process. Put *look* on the magnetic board. Say the word slowly as you run your finger under it. Then move the onset to the left and say the word slowly in parts: *l-ook*. Ask the children what new letter they would add to the second part to make *took*. If they can't tell you, show them *t* and complete the *Before* activities.

Before: Review rhyming. Use the Sight Word Cards to review the sight words on this page.

Beyond: Have students make a chart with *look* and *day* at the top of the chart. See how many words they can generate with the same rimes (*took, hook, book; pay, hay, may*).

Pages 10–12: Make sure the students first read the word on the left. This should be a known word. Demonstrate examples with magnetic letters or Onset and Rime Cards.

Before: Review the sight words on this page. Demonstrate with magnetic letters how to separate these words into onsets and rimes (*D-ad*).

Beyond: Have partners make the old and new words on the pages with magnetic letters or Onset and Rime Cards.

Page 13: To read the word in the box, the children will compare the underlined part to a word they know. For example, to read *hike*, they will think of *like*. To demonstrate the activity, make *hike* with magnetic letters. Move the *h* over to the left. Ask the children what word they know that ends in *-ike*. If they don't know, tell them *like* and repeat with another word.

Before: Use the Sight Word Cards to review sight words *like*, *Dad*, *get*, *can*, and *look*.

Beyond: Have partners take turns giving each other similar challenges (“What word do you know that ends like *pay*?”)

Using Sight Words

Pages 14, 23, 31, 40–41, 59, 80, 84–87, 90–91, 94:

The Sight Words pages

- Give children a good look at certain high-frequency words
- Give students a supply of known words they can use to test their predictions when reading text
- Show that words can be put together into sentences that say something meaningful
- Demonstrate that looking at a picture can help you read a sentence
- Demonstrate that the meaning of the words and structure of a sentence can help you read individual words
- Develop the concepts of letter, word, and sentence
- Aid in reading little books
- Help students learn how some words work

Show the students how to read the sentence, saying “blank” for the omitted word. Tell the children to think about the picture and the language to predict what word should go in the space. Show them how to test their prediction by putting each of the two words in the sentence to see which one makes sense. Use the terms “letter”, “word”, and “sentence” often.

Using Sight Words Beginning with *a-*

Page 14: Have the students brainstorm about words that begin like *away*.

Before: Have the students write *a* seven times down the left side of a whiteboard or piece of paper. Write the word *away* on the chalkboard. Have the students add *way* to the first *a* on their list. Do the same with *around*, *across*, *again*, *along*, *asleep*, and *another*. They can then match each word that they wrote to the appropriate Sight Word Card.

Beyond: Have the students write their own sentences using the *a-* words on the page.

Using Sight Words Beginning with *be-*

Page 23: Have the students brainstorm about words that begin like *before*.

Before: Have students write *be* eight times down the left side of a whiteboard or piece of paper. Write the word *before* on the chalkboard. Have the students add *fore* to the first *be* on their list. Do the same with *begin*, *began*, *belong*, *become*, *became*, *between*, and *because*. They can then match each word that they wrote to the appropriate Sight Word Card.

Beyond: Have the students write their own sentences using the *be-* words on the page.

Using Sight Words: Asking (*Wh-*) Words

Page 31: Explain that some questions begin with asking words, most of which begin with *wh-* (*who*, *what*, *where*, *when*, and *why*).

Before: Tell the students that you are going to write the five asking words that begin with *wh*. Have them write *wh* five times down the left side of a whiteboard or piece of paper. Then go through the asking words, helping them write each one. Point out those that are nonphonetic. After, they can match each word that they wrote to the appropriate Sight Word Card.

Beyond: Use the Sight Word Cards to play a game: For example, students pick cards and make up a question that begins with that “asking word.”

Using Sight Words: Contractions

Pages 40–41: Explain that a contraction is two words squeezed together with one or more letters left out. Demonstrate with magnetic letters.

Before: Review the sight words that are used on these pages.

Beyond: Have the students use magnetic letters or Sight Word and Contraction Cards to make the contractions on the pages.

Pages 84–85: Introduce *would*, *could*, and *should*. Write the two different spellings for *would* and *wood* on the board. Explain that these are two words with two different meanings and spellings. Ask the children to tell you which letters are silent in *could*, *would*, and *should*.

Before: Review the other sight words on these pages.

Beyond: Have the students make these contractions from magnetic letters or Sight Word and Contraction Cards. The children can play games with the cards: For example, one student can make a contraction, another student can say the contraction, and a third student can tell the two words that the contraction is made of.

Using Sight Words: Compound Words

Page 59: Explain to the students that compound words are made up of two smaller words put together. Most of the children will be familiar with the compound words *today* and *into*. However, this may be their first encounter with joining unfamiliar words into compound words. Make *mailbox* out of *mail* and *box* with magnetic letters.

Before: Review the difference between words with short and long vowel sounds, including silent-*e* and vowel digraphs. Review compound words *into*, *today*, and *cannot*.

Beyond: Have the students look in their books and find 10 more compound words. Create a section on the Word Wall for compound words. Have the children add any compound words they can find.

Page 80:

Before: Review vowel diphthongs and irregular vowel patterns.

Beyond: Have the students make other compound words with the words *stairs*, *down*, *up*, *ball*, *light*, *out*, *in*, and *room*.

Pages 90–91:

Before: Review the sight words on these pages.

Beyond: Have the students use the Sight Word Cards to make as many different compound words as they can.

Using Sight Words: Homonyms

Pages 86–87: Explain to the students that homonyms are two words that sound the same but are spelled differently and have different meanings. Write *eight* and *ate* on the chalkboard. Pick a student to read the words. Ask whether the words sound the same and are spelled the same. Discuss the different meanings of the words. Although the students may be able to read homonyms and identify two meanings, they may not know which word matches which meaning. Thus, you may want to do this page with the children. Help them match the proper word with each picture. Explore ways for remembering the association. For example, a deer has two eyes (*ee*).

Before: Review long and short vowel sounds and vowel digraphs. Review the sight words on the page.

Beyond: Have the students write some of the homonym pairs in sentences.

Easily Confused Sight Words

Page 94: Remind the students that many words in our language look almost alike and can be easily confused. Complete this page as a whole class activity, using the Sight Word Cards. Help the students to notice the difference between the phonetic and nonphonetic words.

Reading Words with Inflections

Pages 15–16: Words with Changed Onsets (single consonants)

Pages 29–30: Words with Changed Onsets (consonant combinations)

Page 39: Words with Changed Final Sounds

Pages 48–49: Short Vowel Words

Page 55: Silent-*e* Words

Pages 60–61: Vowel Digraph Words

Pages 62–63: Short and Long Vowel Words

Pages 68–69: Words with *R*-Controlled Vowels

Pages 75–76: Words with Vowel Diphthongs

Pages 82–83: Words with Irregular Vowel Patterns

Pages 92–93: Words with Multiple Endings

After students learn to read each type of word (e.g., a word made by analogy with a known word), they complete two pages involving inflections. On the first page, the base word is presented first, and then the ending is added. With magnetic letters, demonstrate the process of adding the ending. Encourage the children to notice other changes in the word (such as doubling the final consonant).

On the second page, the students encounter words with inflections already added. On these pages, show the students how to first cover up the ending (and one doubled letter, if necessary) and read the base word. Then they can uncover the inflection and read the whole word.

Before: Review the approach used for reading the base word in that section.

Beyond: Have the children write a sentence for each final word on the pages. They can also build and take apart the words with magnetic letters.

Hearing Initial Consonant Combinations Hearing Initial Blends

Page 17: Explain that sometimes the first part of a word has two letters. Put the magnetic letters *s* and *st* on the board. Tell the children to listen to the beginning sounds of the words you say. Then say *sale* and *stale* slowly, accentuating the beginning sounds. Do the same with *pan/plan*, *cab/crab*, and *fat/flat*.

Before: Complete additional activities listening for one and two-letter onsets (*sidel/ide*, *sol/snow*, *sing/swing*, *Sam/slam*, *back/black*, *fame/frame*, *sight/slight*).

Beyond: Partners can use the Initial Blend Cards to play a game: For example, they can take turns thinking of a word that begins with each blend on the page (*stop*, *break*, *tray*).

Hearing the *Qu* Blend

Page 18: Put *qu* and *Qu* on the board. Pronounce the word *queen*. Then say it in parts. Explain that the beginning part of *queen* sounds like /kw/, but is *qu*. As the children complete the exercise, have them say the word *queen* before they say the name of each picture.

Before: Review the letter formation of *Q*, *q*, and *u*.

Beyond: Under the picture, have the students write the beginning blend for each picture.

Hearing Three-Letter Blends

Page 19: Demonstrate that sometimes the first part of a word can have three letters. Put the magnetic letters *s*, *st*, *str*, and *ing* on the board. Tell the students to listen to the beginning sounds of the words you say. Then say *sing*, *sting*, and *string*. Make the words.

Before: Review two-letter blends.

Beyond: Using the appropriate Initial Blend Cards, students can see how many words they can think of that begin with each blend.

Hearing Consonant Digraphs

Page 24: Tell students to use the key words as a guide when completing these exercises: *th-thumb*, *sh-shell*, *ch-chair*, and *wh-whale*. You can put pictures of these key words on the board, with the consonant digraph underneath. Some children benefit from knowing that we stick our tongues out when we say /th/.

Before: Do oral exercises, introducing or reviewing two consonant digraphs at a time. For example, does *shop* begin like *thumb* or *shell*?

Beyond: Have students add these consonant digraphs to the Word Wall or a chart and see how many words they can find that begin with these sounds.

Recognizing Silent Letters

Page 25: Show the children that some letters are silent. Write *kn* and *wr* on the board. Make *knee* and *wrench* with magnetic letters underneath. Read the words. Move the onset (*kn* and *wr*) away from the rime. Ask the students what they hear at the beginning. Underline the *n* in *kn* and the *r* in *wr*.

Before: Make sure that the students understand “silent”.

Beyond: Have the students find words beginning with *kn* and *wr* in the dictionary.

Analogies: Making New Words by Using Consonant Combinations as Onsets

Pages 20, 26: Use magnetic letters to demonstrate adding two-letter blends to the beginning of known rimes. For example, put *at* on the magnetic board. Ask students how you would make the words *flat*, *that*, and *splat*.

Before: Review two and three-letter blends and consonant digraphs.

Beyond: Have the students see how many words they can think of using Initial Blend, Consonant Digraph, and Rime Cards.

Pages 21–22, 27–28: Use magnetic letters to demonstrate removing the first part of a known word

(*d-ay*) and adding two or three letters to the beginning to make a new word (*cl-ay/spr-ay*).

Before: Use the Sight Word Cards to review sight words on the page. Demonstrate more changes with magnetic letters (*will–still*, *Dad–glad*, *not–trot*).

Beyond: Have students see how many words they can think of that begin with the initial consonant combinations they have learned. Add words to the Word Wall or personal dictionaries.

Hearing Final Consonant Sounds, Blends, and Digraphs

Pages 32–34: Remind the children to say the words slowly and to listen for final sounds. Show them how to stress the final sound when they pronounce a word. Check that students don't confuse final sounds with rhymes. Rhyming words share more than the same final single consonant sounds; the vowel sound is also the same. Children may find it harder to hear final blends than final consonant digraphs because of the extra sound involved. Demonstrate with *sick*, *sing*, and *sink*.

Before: Make sure that students can locate final sounds. Use the Sight Word Cards to review initial consonant sounds, blends, and digraphs if necessary.

Beyond: Have partners identify the final sounds of objects in the room.

Analogies: Making New Words by Adding Consonant Combinations to the End of Known Words

Page 35: Tell the students that they are now going to make new words by changing the end of the word, rather than the beginning. Write *see* on the board. Run your finger under the word and say it slowly. Then add *d* to the end and ask the children to read the new word (*seed*).

Before: Review the concepts of *beginning* and *end*. Review the sight words on the page and final consonant digraphs.

Beyond: Have the children see how many words they can make by adding endings to *car* and *for*.

Analogies: Making New Words by Changing the Final Sounds of Known Words

Pages 36–37: Put *up* on the magnetic board. Say it slowly and run your finger under it. Tell the children you want to change *up* to *us*. Slowly run your finger under *up* again and say “us”. Ask the children how to make the change. Do the same with *am–and* and *it–inch*.

Before: Make sure that the students can read the words in the left-hand column.

Beyond: Have the children use magnetic letters to make other words such as *cash* by changing the final sounds of these known words.

Analogies: Adding -es and -s to Known Words

Page 38: Introduce plurals to the children. Tell them that we can make plurals by adding either *-s* or *-es* to the ends of words. Explain that when *-es* is at the end of a word, it sounds like /is/.

Before: Review the concept of adding endings to words.

Beyond: Have the students make a chart of plurals they can find that end in *-s* or *-es*.

Hearing the Sounds of c and g

Page 42: Point out that the consonants *c* and *g* can have two sounds, depending on where they are in a word. You may decide to complete this page with the children.

Before: Go over the sounds of *k*, *s*, *j*, and hard *g*.

Beyond: Ask the students to add words to the Word Wall, under the headings *car*, *city*, *goat*, and *giraffe*. (Or you can use the headings, *Hard c*, *Soft c*, *Hard g*, and *Soft g*.)

Hearing Short Vowel Sounds

Remind the students that, while most consonants have one sound, vowels can have several different sounds. Tell the children that they will be learning some tricks for determining these sounds.⁶

Page 43: Encourage the children to use the key words to remember the short vowel sounds. They do not need to call these sounds “short”.

Before: Review the vowel letters and the concept “beginning of the word.” Use the Short Vowel Cards to practice associating the letter with the key word and sound.

Beyond: Add words that begin with short vowels to the Word Wall and personal dictionaries. Play matching games with two sets of Short Vowel Cards, matching the letter with the appropriate key word picture.

Page 44: The students have used analogies to change the beginning and ending of known words. Explain that this time they will change the middle sound. Remind the students to read the part of the word in the rectangle first.

Before: Go over the association between each short vowel sound and its key word. Use magnetic letters to demonstrate vowel changes with words the children know (*dad/did*).

Beyond: Have the students think of other pairs of words that are the same except for the vowel sound.

Pages 45–47: If the students forget the short vowel sound, remind them to use the key words on page 43.

Before: Use magnetic letters to review the process of taking the onset and rime of a word apart, and then reading the rime first.

6. The students may have already learned that *y* can sometimes be a vowel (at the end of *fly*, for example, or in the vowel digraph, *ay*). Explain that *w* can sometimes be a vowel, too (in the vowel digraph, *ow* in *snow*; or in the vowel diphthong *ow* as in *cow*).

Beyond: Have the students add short vowel words to the Word Wall.

Hearing Long Vowel Sounds

Remind the students that vowels can have several sounds. They have learned the short vowel sounds. Now they are going to practice listening for the long sounds.

Page 50: Students do not have to use the term “long”. Inform them that the long vowel sound is the same as the letter name, or simply say that sometimes the vowel sounds like its letter name. Alternatively, the children can use the key words to remember the long vowel sounds. Tell the students that they will be circling two pictures in each row.

Before: Use the Long Vowel Cards. Review the vowel letter names.

Beyond: Write the vowel letter under the words that begin with long vowel sounds.

Hearing Y as a Vowel

Tell the children that in very short words ending in *y*, the *y* sounds like long *i*, as in *my*.

Page 51: If students have difficulty reading the words on the page, tell them that they end like *my*.

Before: Review initial consonant blends. Make *my* with magnetic letters. Then make *fly* below it. Have the students read the words together.

Beyond: Write each of the words on the page in a sentence.

Page 52: Put *fun* on the chalkboard or make it with magnetic letters. Ask the children to read the word. Do the same after doubling the *n*. Then say that you are going to add a new ending. See whether anyone can read the word. Ask what the sound of *y* is in this word (long-*e*). Point out that the sound of *y* at the end of this word is different from its sound at the end of words like *my*.

Before: Review the sound of *y* in one-syllable words

such as *my*.

Beyond: Add words that end in *y* to the Word Wall.

Reading Long Vowel Words (Silent-*e* pattern)

Page 53–54: Make the word *hat* with magnetic letters. Have the students read the word. Then add the silent letter *e* to the end of the word. Tell the children that this *e* is silent, but it changes the sound of the previous vowel in the word to a long sound. Do the same for *kit/kite*. Explain that the silent-*e* usually makes the vowel before it long, but not always.

Before: Review the short and long vowel sounds. Review the concept of silent letters.

Beyond: Add silent-*e* words to the Word Wall.

Reading Long Vowel Words (Vowel-Digraph pattern)

Page 56: Inform the students that when two vowels are together in a word, often the first vowel says its name and the second vowel is silent. Point out that this vowel digraph pattern is not consistent, that they should try this pattern first, but also be prepared to try alternatives (e.g., second vowel long in *great*; first vowel short in *bread*). Have the students write *ear* on a whiteboard. Then have them underline the sounds they hear in the word. Ask them whether the *e* is long or short.

Before: Review long and short vowel sounds. Use magnetic letters to demonstrate the change from *pad* to *paid*.

Beyond: Have students find words that fit this pattern and add them to the Word Wall.

Page 57: Explain that *y* and *w* are vowels in words such as *day* and *show*. Ask the children to underline the sounds they hear in these words, as they did for page 56.

Before: Using Vowel Digraph Cards, review the vowel digraph pattern.

Beyond: See *Beyond* for page 56.

Page 58: Here the children learn to become flexible in reading words with different vowel sounds. When they encounter these words in books, they will also have meaning and structure to assist them in identifying the words.

Before: Review consonant blends and digraphs, long and short vowel sounds, silent-*e* and vowel digraph patterns.

Beyond: Using a chart with headings for short vowels, silent-*e*, and vowel digraph patterns, have the students write each word from the page under the appropriate columns.

Adding Endings to Words that End in -y

Pages 64–65: Suggest to students that when trying to read a word such as *dried*, they should cover up the ending first, and then pretend that the *i* is a *y* to read the base word; then add the ending on.

Before: Go over the letter *y* as a vowel (pages 51–52).

Beyond: Tell the children to write sentences using the words pictured on the page.

Hearing R-Controlled Vowels

Pages 66–67: Explain that when *r* follows a vowel, it changes the sound of the vowel. Some children find it easy to remember this concept by using the term, “bossy *r*”. Use the sample words pictured in the box on page 66. The students will probably know *car* as a sight word already; and they should be able to read *corn* and *herd* using analogies with *or* and *er*. Point out that *ir* and *ur* sound just like *er*.

Before: Review the sight words *car*, *or*, and the inflection -*er*.

Beyond: Have the children take turns writing words that contain *r*-controlled vowels.

Reading Vowel Diphthong Words

Children have learned before that when two vowels are together, the first one usually “says its name.” Explain that there are also some vowel combinations that make a new sound unlike the sound either of them can make

alone. You do not need to use the term “vowel diphthong” with the children.

Pages 70–74: Introduce each page separately, using the sample words in the box. Encourage the students to use these key words to compare the possible sounds of the words they are trying to read.

Before: Use the Sight Word Cards to review or introduce *boo*, *look*; *oil*, *boy*; *out*, *wow*; *saw*, and *new*. Use the Vowel Diphthong Cards to show the children the sounds within those known words.

Beyond: Add sections for these sounds to the Word Wall.

Reading Words with Irregular Vowel Patterns

Pages 77–79: The words introduced in this section have either silent letters or unexpectedly long vowels. Use the sample words in the box to introduce the patterns. To introduce the words like *light*, put the word on the board and have the students tell you what sounds they hear in the word.

Before: Review the concept of silent letters.

Beyond: Make -*ight*, -*old*, and -*ind* words using the Rime Cards. Add to the Word Wall.

Reading Words with -ly Ending

Page 81: Put *slow* and *ly* on the board with magnetic letters. Have someone read *slow*. Tell the students that you can change the word *slow* to *slowly* by adding *ly* to the end. Demonstrate.

Before: Review the vowel patterns in the base words on the page.

Beyond: Use magnetic letters or Inflection Cards to make the words on the page.

Reading Words Ending in -le

Pages 88–89: The students are beginning to learn to look for chunks they can read within words of more than one syllable. Remind them that they may sometimes have to experiment with alternative sounds that letters (especially vowels) can make.

Before: Make sure the students are familiar with *little*.

Beyond: Add a section for -*le* words to the Word Wall.

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