Resource Handbook for Parents

Fourth Grade
Dear Families,

The Wilson Area School District is committed to helping our students become successful readers. As part of this commitment, we administer the DIBELS Next assessment to collect data on our students' reading skills.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Next assesses five skills necessary for becoming successful readers. These skills include:

- **Phonemic Awareness** – the ability to hear and manipulate individual sounds in words
- **Alphabetic Principle (Phonics)** – the principle that letters represent individual phonemes (sounds) in the spoken word
- **Fluency** – to read quickly and easily to support sufficient understanding of text
- **Vocabulary** – the ability to understand and use a variety of words to acquire and convey meaning
- **Comprehension** – the ability to understand what is being read or spoken

We utilize this data to determine instructional needs. Students are placed in skill specific intervention groups based on the data obtained from their DIBELS assessment and additional skill inventories. A student receives small group instruction on his or her targeted skill until they demonstrate mastery.

The intervention page identifies which skill group(s) your child is currently in. This page can be found in your child’s folder or agenda book. For skill-specific information and activities visit:

1. [www.wilsonareasd.org](http://www.wilsonareasd.org)
2. Click on Schools → Wilson Elementary
3. Click on Parents & Students → Resources

The resources and activities provided are only suggestions – please see your child’s classroom teacher for any additional recommendations, or if you need assistance accessing the information.

Through the combination of instruction at school and your additional help at home, we hope to reach our goal of ensuring all Wilson Area School District students become successful readers.

Thank you for your continued support.
is currently receiving reading intervention in one of the following skill areas checked below. Resources and activities for this skill can be found at http://wasdwbes.ss5.sharpschool.com/parents/students/resources. If you need assistance accessing this information, please contact your child's teacher.

<table>
<thead>
<tr>
<th>✅</th>
<th>Skill</th>
<th>Definition of Skill</th>
<th>Examples</th>
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|    | **Letter Names/Letter Sounds** | - Students are asked to identify uppercase and lowercase letters and state their sounds | B ➞ /b/  
 h ➞ /h/ |
|    | **Short Vowels (VC/CVC)** | - Students are asked to read and build vowel consonant and consonant vowel consonant pattern words | at, dot, on, cup, as, man |
|    | **Common Beginning and Ending Consonant Digraphs** | - A pair of consonant letters representing a single speech sound – ch, sh, th, wh, ck, ng | tack, sing, that  
 shut, wham, chin |
|    | **Blends** | - Two or more consonant letters that are together in a word and each sound is heard (bl, st, nd, cr, sp, nt, sm, mp) | send, plot, step, crab  
 glad, cramp, just |
|    | **Silent e (VCE)** | - A silent e at the end of a word makes the preceding vowel says its name | bike, cute, late, hope |
|    | **R-Controlled Vowels** | - When a vowel is followed by the letter r, the vowel is controlled by the r. Together they made a new sound | fur, bird, fork, star, her |
|    | **Advanced Consonant Sounds/Silent Consonants/Consonant Digraphs** | - Hard/soft c and g.  
 - C makes the /k/ (hard) sound when followed by a, o, u.  
 - C makes the /s/ (soft) sound when followed by e, i, or y.  
 - G makes the /g/ (hard) sound when followed by a, o, u.  
 - G makes the /j/ sound when followed by e, i, or y.  
 - Silent consonants are words with kn, wr, and gn  
 - Advanced consonant digraphs are words with -tch, -dge, ph, and gh | Hard C – cob, cube  
 Soft C – city, mice  
 Hard G – gap, good  
 Soft G – gem, cage  
 know, wrist,  
 ditch, bridge, phone |
|    | **Vowel Digraphs and Diphthongs (Vowel Teams)** | - Vowel digraphs have two vowels that make one sound.  
 - Diphthongs have two vowel sounds in one syllable | seat, rain, booklet  
 cow, about, soil, joy |
|    | **Multisyllabic Words with Common Prefixes/ Common Suffixes** | - Two syllables are two units of spoken language  
 - A prefix is one or more letters added to the beginning of a word to modify its meaning.  
 - A suffix is a letter or letters added to the end of a word or root forming a new word. | rabbit, jacket  
 unhappy  
 speechless |
is currently receiving reading intervention in one of the following skill areas checked below. Resources and activities for this skill can be found at [http://wasdwbes.ss5.sharpschool.com/parents___students/resources](http://wasdwbes.ss5.sharpschool.com/parents___students/resources). If you need assistance accessing this information, please contact your child’s teacher.

Prior to 3rd grade the students are taught the difference between closed and open syllables. Beginning in third grade more complex syllables become the focus.

**Closed** means a word or syllable has one short vowel and ends with a consonant. Examples are: shut, that, pass, cups, cramp. Exceptions are: -ild, -old, -olt, -int, -ost (hold, mild, post, find, cold).

**Open** means a word or syllable ends with a single vowel and the vowel is long. Examples are: be, me, Jo.

<table>
<thead>
<tr>
<th>✓</th>
<th>Skill within Multisyllabic words</th>
<th>Definition of Skill</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Closed Syllables</strong></td>
<td></td>
<td>Any syllable that has one vowel followed by one or more consonants; the vowel is short.</td>
<td>VC/CV pattern: ab/sent, hap/pen, rab/bit, den/list, gum/drop, nap/kin, af/ter/math, wil/der/ness</td>
</tr>
<tr>
<td></td>
<td>- You can divide the word by syllables between the two consonants, or VC/CV (com/mon).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A two syllable word can also have the vowel-consonant/vowel pattern, or VC/V (lim/it).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Silent e syllables</strong></td>
<td></td>
<td>A silent e syllable ends in an e. The silent e at the end of the syllable makes the vowel before it long (say its name).</td>
<td>in/side, con/sume, neck/lace, al/ter/nate, con/tem/plate, revis/it, pun/ish/ment, plan/et, wag/on</td>
</tr>
<tr>
<td>Vowel-Consonant –e (vce) Syllables</td>
<td>- -ive exceptions – ex/pen/sive, ol/ive, in/ven/five, ac/tive (no word ends in v).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Exceptions: done, come, some, give, have</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Open Syllables</strong></td>
<td></td>
<td>An open syllable ends with a single vowel and the vowel is long</td>
<td>be/cause, ta/ble, tro/phy, be/lieve</td>
</tr>
<tr>
<td><strong>R-Controlled Syllables</strong></td>
<td></td>
<td>A vowel followed by r (er, ir, ur, ear, ar, or)</td>
<td>er- her, up/per, ber/ry, mast/er, ir – girl, stir, thir/ty, birth/day</td>
</tr>
<tr>
<td></td>
<td>- ur – fur, burn, dis/turb, fur/nish</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ear- heard, earth/worms, re/hear/sal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ar – art, farm/er, tar/nish</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or – for, fork, or/gan/ize, hor/net</td>
<td></td>
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<tr>
<td><strong>Vowel Team Syllables</strong></td>
<td></td>
<td>Vowel Teams are formed by two or more vowels or vowel and consonant combination within the same syllable that make one sound</td>
<td>neigh/bor, hay/stack, in/deed, sham/poo, rein/deer, youth/ful, plea/sant, tis/sue</td>
</tr>
<tr>
<td></td>
<td>- (ai, ay, oa, oe, ee, oi, oy, oo, ow, ie, ou, au, aw, ea, ey, ue, eigh, igh, ough, ei)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consonant –le Syllables</strong></td>
<td></td>
<td>The final syllable that includes the consonant and le.</td>
<td>cra/dle, han/dle, no/ble, sti/ple, crum/ple, pad/dle</td>
</tr>
</tbody>
</table>
Letter Names/Letter Sounds Activities

**Cooked Spaghetti Letters** Give the child some cooked spaghetti. Show him/her how to use the spaghetti to form the letters. Say a sound and have the child make the corresponding letter.

**Play Dough Letters** Show the child how to make long ropes out of play dough. Then fashion the ropes into given letters. Try including the letter sounds.

**Letter Formation Fun** Write letters in sand, flour, shaving cream, etc. Go over the sounds the letters make.

**Mama and Me** Make copies of the picture cards from the PDF below. Have the children match the Mama animal to their baby. They will be matching upper-case mothers with their lower-case babies. Name the sounds of the letters.

**Letter Find** Have the child look for letters on road signs, in books, in the newspaper, in magazines, in junk mail - anywhere in print. Have him/her say the sound the letter makes.

**Alphabet Order Game** The child should be able and ready to play this game if they know how to sing the alphabet and appear to have an interest in letters. To play this game you will need a set of alphabet cards. A free site to get these cards is listed below. Place all the cards in a big pile and mix them up. Sing the alphabet song with the child and ask him/her what the first letter of the alphabet is (repeat the song if needed until he/she figures out that Aa is the first letter). Let him/her find the letter Aa. If they are struggling, provide hints until they find it – Ex: the capital or upper case Aa looks like a triangle and has a pointy top, etc. Show them the letter Aa in a book or some other form of print as an example if needed). Go on to the next letter. Repeat the song and hints until all the letters are found and placed in the correct order. To extend this activity, try including letter sounds. If your child loses interest, don’t push it. Just leave the activity and pick it up another time when they are interested again!

**Interactive Websites**
http://pbskids.org/lions/games/abcd.html
http://pbskids.org/lions/games/thespuzzles.html
http://pbskids.org/lions/games/ears.html
http://pbskids.org/lions/games/stacker.html
http://pbskids.org/lions/games/monkeymatch.html
http://teacher.scholastic.com/activities/bll/leo/game.htm?scene=home

**Apps:**
abc PocketPhonics
Dr. Seuss’ ABC
Books for Teaching Letter Names/Letter Sounds
ABC: A Child’s First Alphabet By Allison Jay
Chicka Chicka Boom Boom By Bill Martin Jr. and John Archambault
Kipper’s A to Z: An Alphabet Adventure By Nick Inkpen
Farm Alphabet Book By Jane Miller
Short Vowels
(Vowel/Consonant (VC) / Consonant/Vowel/Consonant (CVC)) Activities

Word Puzzles  Download the pdf below for directions and printable materials for making CVC puzzles.

CVC Boxes  Download the pdf below and print the CVC Word Skill Sheets. Have the child fill in the boxes with the letters to make the word that matches the picture.

Nonsense/Real Word Sort  Print CVC words on index cards (box, hot, red, sep, ham, Jad, win, tis, cut, guk). Have the child read the words and decide whether is a real or nonsense word. Sort the words into two piles.

CVC Word Families  Go to the website listed below, scroll down, click on any of the activities in red, and print. This website has a wealth of free CVC printables.
http://www.3dinosaurs.com/printables/learningtoread/wordfamily.php

CVC Rules  Write CVC words on index cards or paper (some examples- cap, hot, sun, wig, leg, dog, fan, mug, did, fed, hat, top, sub, win, pet) Have the child look at one word at a time and ask how many vowels (a, e, i, o, u) do you see? "One." Where is the vowel? "The vowel is in the middle." What is the word rule? "One vowel followed by one or more consonants in a word or syllable is usually short." Then identify the short sound of the vowel, say all the sounds, and read the whole word.

CVC Search  As you are reading a book with the child, write down all the CVC and VC (as, us, up, at, if, in, on, etc) words. After reading the book, practice reading the words on your list.

Interactive Websites-
http://www.ictgames.com/machine.html
http://pbskids.org/lions/games/pounce.html
http://www.galacticphonics.com/cvc/interactive/cvcspell/cvcspell.htm
http://www.galacticphonics.com/cvc/interactive/memory/memory.htm
http://teacher.scholastic.com/clipfords/flash/vowels/
http://www.starfall.com/n/level-a/learn-to-read/load.htm?f
http://pbskids.org/lions/games/dubcubs.html

Books for Teaching Short Vowels-
A Bat Named Pat  By Betsy Franco
A Nap for Zap  By Kama Einhorn
Kip Gets Fit  By Suzanne Barchers
Can You Fix It?  By Jane Wilson
Word Bird Makes Words With Hen  By Jane Moncure
How the Short Vowel Club Got Started  By Marian Burmeff
Little Pigs, Big Pigs: Learning the Short I Sound  By Shelby Braidich

The Bug in the Jug wants a Hug  By Brian Cleary
Hop on Pop  By Dr. Suess
Common Beginning and Ending Consonant Digraphs Activities

**Digraph Bingo**  Go to the pdf link below. Scroll down to “Letter-Sound Correspondence-Digraph Bingo” (page 15-23). Print the bingo cards and digraph picture cards. Follow the directions to play the game.


**Digraph Garden**  You will need construction paper, a marker, glue, and scissors. Cut out circles for the center of the flowers and write th on one, sh on another, ch on a third one, ck and wh on the last two. Cut out several petals to go around the center piece for each digraph. On each petal, write a word that matches each digraph. Continue writing about six or seven words for each digraph. Underline the digraph in each word. Try to include words with the digraph at the beginning and the end of words (for example, the sh flower petals might include the words shell, fish, rush, shut, shop, shin, dash- ch might include such, chin, chop, chug, rich, inch, bunch, etc.). Glue the petals to the correct digraph, add a stem, and practice reading the beautiful digraph garden.

**Digraph Songs**

http://www.youtube.com/watch?v=bFQ2g_AZW4c
http://www.schooltube.com/video/6e7b1c72c394492532c7/CH%20SH%20TH%20WH%20Song

**Go Fish**  Use a stack of index cards to create your own version of Go Fish. Write a word with a consonant digraph on the top and the bottom of a vertical card. If including one set of each word, the child would have to request simply the consonant digraph within each word. For example, if the child has the word “chair” it could be matched with “chop.” Another version could be only matching digraphs in the beginning of a word or only in the end of a word. For simply pronunciation practice, make two sets of cards so that the child has to match them by word. (Examples of words to use- path, thin, ring, whip, lack, ship, mesh, chap, itch, when, with, song, bang, chick, push, wham)

**Videos**

http://www.onlinemathlearning.com/consonant-digraph-2.html
http://www.onlinemathlearning.com/consonant-digraph.html

**Websites**

http://rbeaudoin333.homestead.com/files/digraphs_consonant/digraphs_con_mixed_begin_end_1.html
http://www.kizphonics.com/phonics/digraph-ch-phonics-game/
http://www.starfall.com/n/level-a/learn-to-read/load.htm?f

Click on the sh, wh, th, or ch under skills to play the games. Click on the book title to the left of the digraphs to hear the stories read aloud.

http://www.softschools.com/language_arts/phonics/games/ch_sh_wh_th_sounds.jsp

**Apps**

Touch and Write Phonics
Books for Teaching Digraphs

The Thing on the Wing Can Sing  By Brian Cleary
Choo Choo  By Virginia Lee Burton
Fish and Chips  By Robert O' Brien
Where the Wild Things Are  By Maurice Sendak
Duck! Rabbit!  By Amy Krouse Rosenthal
You Are My Wish  By Maryann Cusimano Love
Dogs Don't Brush Their Teeth  By Diane deGroat
Blends Activities

Consonant Blends Songs
https://www.youtube.com/watch?v=sYmwStHMezc
https://www.youtube.com/watch?v=mykregBt4I8
https://www.youtube.com/watch?v=-s5v-W69kEU
https://www.youtube.com/watch?v=RBqfo55RqLM

Blends Lists. Fold a piece of paper into four columns. At the top of the columns write bl, cl, fl, sl. Under each column, write words that begin with the blend. Then try br, cr, fr, and tr on a different paper. Write words beginning with sn, st, sp, sw on another. Add words that end with st and sp. Try writing words that end with the blends nt, nd, ft, and mp. Keep lists and continue to add to them and practice reading.

Scavenger Blend Hunt. On index cards write the two letter blends. Make sure each consonant blend is written on its own card. Do not write the words. They are for your reference. (br – brown, brick, broom, bright, bread, cl – clothes, cloth, clock, clip, cleaner, cr – drawer, drink, drop, drain, fl – floor, flat, flip, flake, gr – green, grass, grade, gross, pl – plastic, play, plush, Pluto, sc – scam, scope, scar, Scott, sl – sled, slide, slipper, slim, sm – small, smear, smooth, smart, sn – snake, snack, snap, sp – spot, sport, splatter, spoon, spatula, st – star, stump, stick, dust, sting, stamp, stone, sw – sweater, sweet, swing. tr – tree, tray, truck, trunk, trash, treat, bl – blue, black, blender, blazer) Hand a card to the child and ask what sounds the blend makes. Practice the sounds on each card. Put the index cards in a basket. Give the child the basket and tell him/her to pick a blend and find as many items as he/she can that start with the blend on the card. Happy Hunting!

Websites
http://www.firstschoolyears.com/literacy/word/phonics/clusters/interactive/initial/initial.htm
http://www.firstschoolyears.com/literacy/word/phonics/clusters/interactive/final/final.htm
http://www.softschools.com/language_arts/words/games/word_search218.html

Books for Teaching Blends
Where is Spot? By Eric Hill
The Giving Tree By Shel Silverstein
The Very Busy Spider By Eric Carle
I Broke My Trunk By Mo Willems
The Snowy Day By Ezra Jack Keats
Stop, Drop, and Flop in the Slop By Brian Cleary
It Looked Like Spilt Milk By Charles G. Shaw
Silent e Activities

Silent e Songs
http://www.learninggamesforkids.com/educational_videos/educational_videos_silent_e_song.html
http://www.onlinemathlearning.com/silent-e.html

Real or Nonsense  Go to the website below. Print the two pages. Have the child add an e to the end of each word, read the new word and put in the real words or nonsense words box.
https://docs.google.com/file/d/0B6zC45cAimWuMiRIZWlzNzUtZDg5Nl00ZjJlWExNCERMWNIMDMzYigxOTNI/edit?usp=drive_web&pli=1

Short Vowel/Long Vowel  Write the word pan and have the child read the word. Add an e to the end to make the word pane. Now have the child read the word. Discuss what the e does to the first vowel. Add other examples- Sam-same, can-cane, pal-pale, man-mane, sit-site, mat-mate, cut-cute, hop-hoppe, pet-Pete, hug-huge, rid-ride, tub-tube, cod-code, Jan-Jane, fat-fate, rat-rate, shin-shine, slid-slide, sham-shame, kit-kite, etc.

Silent e Writing  Challenge the child to make a list of silent e words. Then, have him/her write a story or sentences using the silent e words. For an extension to this activity, have him/her erase the silent e word from the story or sentences and have you fill in the blank with the appropriate silent e word.

Interactive Websites
http://www.starfall.com/n/picture-hunt/long-a/load.htm?f
http://www.starfall.com/n/matching/long-vowels/load.htm?f
http://www.fun4thebrain.com/English/magice.html
http://www.softschools.com/language_arts/phonics/games/magic_e_sounds.jsp
http://www.starfall.com/n/make-a-word/silent-e/load.htm?f

Books for Teaching Silent e
Here Comes Silent e!  By Anna Jane Hays
Porcupine Pete  By Maria Fleming
The Tree House- A Silent E Book  By Jane Wilson
Dave and Jane's Band  By Margaret Allen
The Nice Mice in the Rice  By Brian Cleary
Vowels: Long sounds, Short sounds  By Deirdrie LoVerso
Cute!:The Sound of Long U  By Robert Noyed
Jake Bakes Cakes  By Gerald Hawksley
R-Controlled Vowels Activities

R-Controlled Vowels Songs
https://www.youtube.com/watch?v=JY8bR9sRARQ
https://www.youtube.com/watch?v=Q1bpT3YNN50

The “er” song. Teach the child this song to the tune of "The Farmer in the Dell" ‘er’ sounds like /er/, ‘ir’ sounds like /ir/, ‘ur’ makes the /er/ sound, too. They all sound like /er/.

Flower has an ‘er’, so does her and verb, tiger has an /er/ sound, too. They all sound like /er/.

Shirt has an ‘ir’ so does girl and first, stir has an /er/ sound, too. They all sound like /er/.

Turtle has an ‘ur’, so does fur and hurt, purple has an /er/ sound too. They all sound like /er/.

Park the Car. Click on the link below. Print the game board and cards. Have the child decide which bossy r sounds he or she hears in the word and park the car in the parking spot that matches the sound card.
https://docs.google.com/file/d/0B-pCw4qAf47GMTE2OGQ4NTETNmFhMC00NmVkLTThmOTYtNDkOWQ3MDU1Mzk/edit?hl=en_US&pli=1

R-Controlled Vowels Memory. Using index cards write the following words, each on two different cards – born, girl, hurt, star, bird, corn, part, farm, north, curl, sister, term, fern. Turn the cards face down. Flip over two cards at a time. Read the words. If you find two cards that match, put them in your pile. If they do not match, flip them back over. Continue playing until all matches are found. The winner is the first person who has the most matches.

Interactive Websites
http://www.starfall.com/n/sorting/r-controlled/load.htm
http://www.starfall.com/n/control-r/r/load.htm?f
http://www.starfall.com/n/control-or/ar/load.htm?f
http://www.starfall.com/n/control-or/or/load.htm?f

Books for Teaching Silent e
Yertle the Turtle By Dr. Seuss
Ralph Tells a Story By Abigail Hanlon
Star Wars By Simon Beecroft
Dirt on Their Skirts By Doreen Rappaport
Sharks! By Ginger L. Clarke
Class Worms  By Barry Gott
Snarked!  By Roger Langridge
Advanced Consonant Sounds/ Silent Consonants / Consonant Digraphs Activities

Rules and Word Lists of hard/soft c and g (advanced consonant sounds)
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_soft_g_1.pdf
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_c_2.pdf
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_g_2.pdf
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_c_2.pdf
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_g_2.pdf

The Tower Game You get two dominoes to start. Every time you read a word right, you get another domino from the adult. See how tall you can make your tower and don’t let the adult win! (Sample words: age, edge, huge, face, badge, ginger, mice, ridge, gym, page, lace, dodge, rice, judge, cyclone, cage, cider, germ, city, race)

Spelling Rules!
We spell with letters and letter combinations – graphemes!
Consonant Grapheme Types
1) Single letter (including blends) as in trap, spend
2) Digraphs (one sound/two letters) as in phone, ghost
3) Trigraphs (one sound/three letters) as in edge, switch, stitch, bridge
4) Silent Letter Combinations as in knot, wrong, wrap, know

Silent Letter Crossword Go to the pdf below, copy, and work with the child to complete this activity.

Interactive Websites
http://www.superteachertools.com/jaopardy/usergames/Apr201015/game1271_184696.php
http://www.funjivia.com/playquiz/quiz91441a7a400.html - Silent letters trivia game

Books for Teaching Advance Consonant Sounds/Silent Consonants/Consonant Digraphs
Silent Letters Loud and Clear By Robin Puliver
City Mouse and Country Mouse  By Rozanne Lanczak Williams
Giraffes Can't Dance  By Giles Andreae
Pop's Bridge  By C. F. Payne
Miffy the Ghost  By Dick Bruna
Vowel Digraphs and Diphthongs Activities

When two vowels are beside each other and make one sound they are called vowel digraphs.

<table>
<thead>
<tr>
<th>ai (long a)</th>
<th>rain, pain</th>
</tr>
</thead>
<tbody>
<tr>
<td>ay (long a)</td>
<td>hay, pay</td>
</tr>
<tr>
<td>ea (long e)</td>
<td>pleat, read</td>
</tr>
<tr>
<td>ie (long i)</td>
<td>pie, tie</td>
</tr>
<tr>
<td>oa (long o)</td>
<td>road, toast</td>
</tr>
</tbody>
</table>

Vowel Diphthongs are two vowel sounds in one syllable.

<table>
<thead>
<tr>
<th></th>
<th>pause, fraud</th>
</tr>
</thead>
<tbody>
<tr>
<td>aw</td>
<td>saw, hawk</td>
</tr>
<tr>
<td>ew</td>
<td>few, chew</td>
</tr>
<tr>
<td>ey</td>
<td>they, whey</td>
</tr>
<tr>
<td>oi</td>
<td>spoil, oil</td>
</tr>
<tr>
<td>oy</td>
<td>toy, boy</td>
</tr>
<tr>
<td>ou</td>
<td>loud, trout</td>
</tr>
<tr>
<td>ow</td>
<td>cow, brown</td>
</tr>
</tbody>
</table>

When teaching the child both digraphs and diphthongs:
Say the words sound by sound and have him/her tell you the different sounds he/she hears. Isolate the sound using slashes.

\[
\text{r/ai/n (digraph)} \quad \text{br/ow/n (diphthong)}
\]

Let the child blend the word parts together while putting added stress on the parts of the word that contains the digraph or the diphthong.

1. Ask the child to tell you other words that have the vowel digraph or diphthong you are doing.
2. List them and let the child copy the list, saying each word as he/she writes it.
3. Make flashcards with the digraphs and diphthongs.
4. Hold them up and let the child say the sounds.
5. On flashcards put the part of the word with the digraph or diphthong in a different color.

\[
\text{r/ai/n} \quad \text{After using flashcards, make the child match digraphs or diphthongs that rhyme.}
\]

\[
\text{rain \quad pain (digraphs) \quad brown \quad brown (diphthongs)}
\]

Interactive Websites
http://www.starfall.com/n/make-a-word/two-vowels/load.htm?f

Books for Teaching Vowel Digraphs and Diphthongs
The Peaches on the Beaches  By Brian Cleary
Goodnight Moon  By Margaret Wise Brown
The Rainbow Fish  By Marcus Pfister Herbert
Growing Vegetable Soup  By Lois Ehlert
The Boy Who Loved Words  By Roni Schotter
Chew, Chew, Gulp!  By Lauren Thompson
Multisyllabic Words with Common Prefixes / Common Suffixes Activities

Sentence Change Write a sentence making sure that at least one word in the sentence can have a prefix or a suffix added to it. For example, John agrees with me. Ask the child to add a prefix or suffix to one of the words. He/She might write John disagrees with me. Continue with other sentences.
Ex: Kim is happy when she eats cake. Kim is unhappy when she eats cake.
Bob lives in a home. Bob is homeless.
Deb is smart. Deb is the smartest.
Jan is kind to others. Jan shows kindness to others.
Tim thinks about the game. Tim rethinks about the game.

Word Building What You Do:
Step 1: Go over these lists of prefixes and suffixes with the child:

<table>
<thead>
<tr>
<th>Common Prefixes</th>
<th>Common Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>Meaning</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
</tr>
<tr>
<td>dis-</td>
<td>not</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
</tr>
<tr>
<td>mis-</td>
<td>not</td>
</tr>
<tr>
<td>im-</td>
<td>not</td>
</tr>
<tr>
<td>bi-</td>
<td>two</td>
</tr>
<tr>
<td>de-</td>
<td>not</td>
</tr>
</tbody>
</table>

Step 2: Ask the child to take a stack of index cards and label each card with a prefix or suffix from the list above.

Step 3: Shuffle all the cards and turn them face down in one pile. Flip over the top card and lay it face up. The first player who can shout out a word that uses the prefix or suffix correctly and can provide the definition of the prefix or suffix, gets to keep that card for their pile. The person with the most cards at the end of the game wins!

Syllabification Activities Go to the link below. Scroll down to “Jig-Saw Word Puzzles” and click on the first Syllabification Activities. Print the pages and follow the directions. http://www.printablereadinggames.com/room6/reading_activities_6.htm

Prefix/Suffix Help Looking for prefixes/suffixes help? Then look no further, as you’ve come to the right place. This site is dedicated to bringing you quality information concerning prefixes, suffixes, roots, and root words. http://www.prefixes-suffixes.com/
Click on a link under navigation to get lists and information.
Syllable Lesson Videos & Information
http://www.youtube.com/watch?v=TvCqVRLaWW
http://www.youtube.com/watch?v=qu51ECdlkIU
http://www.spellingcity.com/syllables-segmenting.html

Interactive Websites
http://www.funenglishgames.com/grammargames/prefixsuffix.html
http://www.missmaggie.org/scholastic/shortcircuit_eng_launcher.html
http://www.tutoringfortots.com/games/base-word-baseball.html
http://www.bbc.co.uk/schools/SpellIt/activities_y6/activity4.shtml
http://www.fun4thebrain.com/English/syllableSplit.html

Books for Teaching Two Syllables/ Common Prefixes/Common Suffixes
If You Were a Prefix By Marcie Aboff
If You Were a Suffix By Marcie Aboff
Soccer Goal Suffixes By Michael Ruscoe
Prefixes and Suffixes By Ann Heinrichs
More Short Stories, in Words of Two Syllables By Elizabeth Semple
Aunt Mary's Stories for Children: Chiefly Confined to Words of Two Syllables By Mary Hughes
is currently receiving reading intervention in one of the following skill areas checked below. Resources and activities for this skill can be found at [http://wasdwbes.ss5.sharpschool.com/parents students/resources]. If you need assistance accessing this information, please contact your child's teacher.

Prior to 3rd grade the students are taught the difference between closed and open syllables. Beginning in third grade more complex syllables become the focus.

**Closed** means a word or syllable has one short vowel and ends with a consonant. Examples are: shut, that, pass, cups, cramp. Exceptions are: -ild, -old, -olt, -int, -ost (hold, mild, post, find, cold).

**Open** means a word or syllable ends with a single vowel and the vowel is long. Examples are: be, me, Jo.

<table>
<thead>
<tr>
<th>Skill within Multisyllabic words</th>
<th>Definition of Skill</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Closed Syllables**             | **Any syllable that has one vowel followed by one or more consonants; the vowel is short.**  
- You can divide the word by syllables between the two consonants, or VC/CV (com/mon).  
- A two syllable word can also have the vowel-consonant/vowel pattern, or VC/V (lim/it). | VC/CV pattern:  
ab/sent  
den/tist  
hap/pen  
rab/bit  
VC/V pattern:  
lem/on  
riv/er  |
| **Silent e syllables**           | **A silent e syllable ends in an e. The silent e at the end of the syllable makes the vowel before it long (say its name).**  
-ive exceptions - ex/pen/sive, ol/ive, in/ven/tive, ac/tive (no word ends in v).  
- Exceptions: done, come, some, give, have | in/side  
con/sume  
neck/lace  
al/ter/nate  |
| **Vowel-Consonant -e (vce) Syllables** | **A silent e syllable ends in an e. The silent e at the end of the syllable makes the vowel before it long (say its name).**  
-ive exceptions - ex/pen/sive, ol/ive, in/ven/tive, ac/tive (no word ends in v).  
- Exceptions: done, come, some, give, have | in/side  
con/sume  
neck/lace  
al/ter/nate  |
| **Open Syllables**               | **An open syllable ends with a single vowel and the vowel is long.** | be/cause, ta/ble, tro/phy, be/lieve |
| **R-Controlled Syllables**       | **A vowel is followed by r.**  
- er, ir, ur, ear, ar, or | er- her, up/per, ber/ry, mast/er  
ir - girl, sir, thr/ty, birth/day  
ur - fur, burn, dis/turb, fur/nish  
ear - heard, earth/worms, re/hear/sal  
ar - art, farm/er, tar/nish  
ar - for, 'ork, or/gan/ize, hor/net |
| **Vowel Team Syllables**         | **Vowel Teams are formed by two or more vowels or vowel and consonant combination within the same syllable that make one sound.**  
- ai, ay, oo, oe, ee, oi, oy, oo, ie, ou, au, aw, ea, ey, ue, eigh, igh, ough, eil | neigh/bor  
poi/son  
en/dow/ment  
neu/tral  
sau/er  
con/vey  
mis/con/strue |
| **Consonant -le Syllables**      | **The final syllable that includes the consonant and le.** | cra/dle  
sti/le  
crum/ple  |
|                                  |                                  | pur/suit  |


# 6 Syllable Types

| Closed          | One vowel          | • in  
|                 | Ends in a consonant| • map 
|                 |                    | • jump  
| Silent e        | (vce) Vowel consonant –e | • rab bit 
|                 | Silent e makes previous single vowel long | • snake 
|                 |                    | • gene  
|                 |                    | • com plete  
| Open            | Syllable ends in a single vowel | • in vite 
|                 | Vowel is long      | • wire 
| Vowel team      | Two or more vowels or vowel + consonant combo representing one sound | • o pen 
|                 | Long, short, or diphthong (ou/ow and oi/oy) | • men u 
|                 | Final stable syllable | • fu ture 
|                 | Consonant + le     | • i o dine 
| Consonant -le   | Any vowel followed by an “r” | • rain 
| R controlled    | Syllable with er, ir, or, ur, ar | • eight 
|                 |                     | • out  
|                 |                     | • boil 
|                 |                     | • head 
|                 |                     | • sta ble 
|                 |                     | • vis i ble  
|                 |                     | • gig gle 
|                 |                     | • mar ble  
| schwa           | Often an unaccented final syllable with a lazy vowel sound | • car pet 
|                 |                      | • go pher 
|                 |                       | • stir rup  
|                 |                       | • for ward  
|                 |                       | • mur mur  
| about, furniture | | |
Steps for Reading Big Words

Remember: Every Syllable must have a vowel sound.

1. How many vowels are there?
2. Are they together or apart?
3. Is there an r after a single vowel?
4. Is there an e at the end? What’s its job?
5. Underline each vowel grapheme.
6. Are there 2 consonant letters together? If so, divide syllables between them.
7. Are there 2 vowels with a single consonant between (VCV)? If so, divide the syllable before the consonant. (This is correct for 75% of syllables).
8. Say the word. Do you know it? Flex the vowel sounds if necessary.
9. Don’t forget about the schwa!

Additional Skills Needed for Reading and Writing Multisyllabic Words

-Sounds of Suffix -ed- The sounds of -ed are:
1. /id/, as in fold/ed
2. /dl/, as in aimed
3. /t/, as in launched

-1-1-1 Doubling Rule – This is one rule in spelling that holds 100% of the time! Here’s what it says: Words with one syllable (1) ending in a single consonant (1) immediately preceded by a single vowel (1) double the consonant before a suffix (-ing, -ed)
(examples: jogging, pinned, swimmer)

-Hard and Soft C and G - C makes the /k/ sound (hard c) when followed by a, o, u, or a consonant and c makes the /s/ sound (soft c) when followed by e, i, or y. G makes the /g/ sound (hard g) when followed by a, o, u, or a consonant and g sometimes makes the /j/ sound (soft g) when followed by e, i, or y.
Hard c words- cob, cube
Soft c words- city, mice
Hard g words- gap, good
Soft g words- gem, cage

-Spelling -ph Words - pharmacy, sophomore, phenomenal, emphasis

-Schwa- The schwa sound says /uh/ in words with more than one syllable. (about, banana, was, open, dinosaur, family, travel).
Closed Syllables in Multisyllabic Words Information

In this intervention group, the following skills are taught:

- **Combining Two Closed Syllables** - ab/sent, com/bat, kit/ten, mis/hap, pen/cil

- **Syllable Division** -
  1. Divide between 2 consonants (rab-bit, nap-kin,)
  2. Divide between 2 words (sail-boat, lip-stick)
  3. Divide before and after blends (trans-fer, brink-man-ship)
  4. Divide before suffixes (hap-pi-ness, faith-ful, sleep-ing)

- **Spell Multisyllabic Words Using Syllable Cards** - Written on cards are syllables to form multisyllabic words. The child is to place the syllables together to make a multisyllabic word. (ex. un-help-ful, con-test-ant, bas-ket, Wis-con-sin)

- **Decode and Spell Two Closed Syllables With Three Sounds** - gum/drop, hun/dred mon/ster,

- **Decode and Spell Three and Four Syllable Words** -
  Three Syllable Words- af/ter/noon, but/ter/fly, un/der/line, wil/der/ness, his/tor/y, per/son/al,
  Four Syllable Words- or/din/ar/y, cat/er/pil/lar, com/mun/it/y, de/ter/min/a/tion

Closed Syllables in Multisyllabic Words Activities

**Wordlist**

http://www.resourceroom.net/readspell/wordlists/closed/aioumulti.html

Use the wordlist to practice reading and writing closed syllable words. The words may also be used for the activities below.

**Model** -

Write the word fabric on a piece of paper. Do not say the word, but provide time for the child to examine the word’s parts. Then model how to use syllabication strategies to read the word. I know that each syllable has one vowel sound. I see two vowels in this word separated by two consonants. If I divide the word between the consonants I get /f/-/a/-/b/ and /r/-/i/-/k/. Both of these syllables are closed syllables since each ends in a consonant. Therefore, I will try the short-vowel sound when pronouncing each syllable: /fab/rik/. When I put these two syllables together, I get fabric. (more words to use- sun/set, rab/bit, vel/vet, plas/ter, fos/sil, em/bed/ded, At/lan/tic, fan/tas/tic, mis/un/der/stand?)
Syllable Puzzles
Using the following words (hostel, understanding, unselfish, basketball, number, hamburger, grasshopper, yesterday, permanent, companionship). Divide the words into syllables, and write each syllable on an index card. Gather separate plastic bags for each word and keep the index cards for each word together as you place them in the bags. Shake the bags so the syllables are out of order. Ask the child to work in pairs to solve each word puzzle by attempting to place the cards in the bag in the correct order. Encourage the child to sound out the syllables to find the correct order.
Vowel-Consonant-E (VCE) Syllables Information

In this intervention group, the following skills are taught:

Silent e in One Syllable Words - mane, line, rule, rope, Eve, etc. Exceptions - done, come, some, give, and have

Spell and Decode VCE Words - home/made, like/wise, pine/cone, side/swipe, life/like, mile/stone, etc.

Multisyllabic Words: Combining VCE, VC/CVC - in/sane, com/bine, rep/tile, um/pire, mis/take, up/grade, etc.

Multisyllabic Words Using the Two Syllable Types - com/pen/sate, il/lus/trate, etc. - IVE Exceptions - ex/pen/sive, ol/ive, in/ven/tive, ac/tive

Rule of -e After -v: A vowel followed by a consonant and a silent e is usually long. Some exceptions are - have, olive, give, love, etc. English words don't end in v.

Vowel-Consonant-E (VCE) Syllables Activities

Jig Words (2, 3, and 4 Syllable Words):
Open the document below and print the pages. Cut out the cards and on the dotted lines. Match the syllables together to make words with the vce pattern. www.printablereadinggames.com/room6/Jig_Words_syllables_silent_e.doc

Suffix Chain:
Write words with silent e on some index cards and suffixes on the others. Pair up words and suffixes together. Write the new word. Silent e words - waste, strange, base, joy, lone, cheer, manage, care, help. Suffixes - ful, ly, ment, less (note - suffixes will be used more than once)

Vowel Consonant-e Syllable Words and Sentences for Reading:
http://www.syntheticphonics.net/uploads/SD3%20PS.pdf
Open Syllables Information

In this intervention group, the following skills are taught:

Define Open Syllables- If a syllable is open, it will end with a long vowel sound spelled with one vowel letter; there will be no consonant to close it (de/clare, ti/tle, na/ture).

Open Versus Closed Versus CVCE Syllables- When syllables are combined, there will be no doubled consonant between an open syllable and one that follows. In comparison with the closed syllable, which is closed in by another consonant that makes the vowel short, the open syllable does not have a consonant after it, and so the vowel says its name. (For example: The e is long in the word me because there is no consonant closing it in. It is an open syllable. The e is short in med because the consonant d is closing it in, making it short.)

Read and Spell Open Syllables- Examples of open syllables are -no, she, l, a, spry, me, go, we, why, sly, hi, be, and no.

Y as a Vowel: /i/, /e/- Y is a vowel when it comes anywhere in a word other than the beginning. As a vowel, y has no sound of its own. It borrows the sounds from the vowels e and i. (crys/tal, syl/la/ble, cy/lin/der.)

Syllable Division Rules With Open Syllables- The pattern is: vowel/consonant – the rule is after the first vowel, split the word.

Read and Spell Open Syllables Combined with VC/CVC, CVCE- Examples include- e/ven, i/tem, ro/bot, de/pend, o/mit, re/fund, ho/tel, fro/zen, de/lete, u/nite, re/mote, ex/ploe, im/po/lite.

Read and Spell Multisyllabic Words: Various Combinations of Taught Patterns- Examples of taught patterns - fo/cus, vi/rus, mo/ment, se/cure, de/ine, un/tie, he/ro, so/lo, hill/side, pass/ing, num/ber, co/logne, em/pha/sis, be/care/ful, pre/tend/ed, ba/by, sec/re/tar/y, es/tab/lish.

Y as a Vowel at the End of a Syllable- Some examples are- can/dy, but/ter/fly, cry, de/ny, Ju/ly, chill/ly, dad/dy, my/self, cy/clone, bi/cy/cle
Open Syllables Activities

Understanding Open Syllable Types Videos-
http://learnzillion.com/lessons/571-decode-the-long-i-sound-in-open-syllables
http://learnzillion.com/lessons/574-decode-multisyllable-words

Y Can Be a Vowel Videos-
http://www.starfall.com/n/skills/y-vowel/load.htm?f
http://www.youtube.com/watch?v=JHbFiZn4HVA

Letter Tiles or Letter Cards-
To help a child with multisyllabic words containing open and closed syllables, build the word with letter titles or cards (You can make letter cards with index cards.) Have the child read one syllable at a time. If necessary, help him/her to determine if the syllable is open or closed. Remind the child that if the syllable is closed, the vowel sound is generally short. If the syllable is open, the vowel sound is generally long. This knowledge will go a long way toward helping him/her decode new words. (Words to use- tiger, lady, secret, photo, rhino, tidy, rabbit, little, turtle, decide, freedom, disinfect, calculate, hesitate, whatever...answers- ti/ger, la/dy, se/cret, pho/to, rhi/no, ti/dy, rab/bit, lit/tle, tur/tle, de/cide, free/dom, dis/in/fect, cal/cu/late, hes/i/tate, what/ev/er)

Printable Activities

Open Syllables Interactive Websites-
http://www.bbc.co.uk/skillswise/game/en01soun-game-syllables-factory
http://www.vocabulary.co.il/syllables/primary/k-2nd-vocabulary-syllable-game/
R-Controlled Syllables Information

In this intervention group, the following skills are taught:

**R-Controlled Vowels (ar, er, ir, or, ur) in One Syllable Words** - arm, park, term, clerk, stir, shirt, porch, storm, nurse, curb

**Multisyllabic Words: Combine R-Controlled –ar and –or With Other Syllables** - stor/age, for/mer, mi/nor/i/ty, storm/y, sharp/ly, harm/ed, har/vest, farm/er, mar/gin, gar/den, art/ist, fla/vor/ful

**Multisyllabic Words: Combine R-Controlled –er, ir, ur With Other Syllables** - sil/ver, tem/per, sur/prise, fur/bine, sing/er, stir/ring, thirst/y, un/der/stand, birth/day, burst/ing

**Read and spell /er/ (er, ir, ur, ear)** - pearl, learn/ing, ear/ly, earth/quake, re/hearse, re/fer, trans/fer, thir/teen, cir/cum/fer/ence, cir/cuit, ab/surd, fur/ther

**Read ar and or at the End of Multisyllabic Words** - ac/tor, beg/gar, ra/dar, fa/vor, trac/tor, har/bor, dol/lar, in/ven/tor, la/bor, con/duc/tor, gov/er/nor, par/tic/u/lar

R-Controlled Syllables Activities

**Speed Drill for R-Controlled Multisyllabic Words**

**R-Controlled Interactive Websites**
http://rbeaudoin333.homestead.com/files/bossy_R/bossy_r_mixed/r_contro l_mixed_01/Main.html

**The Reading Road - Keys to Learning About R-Controlled**
http://www.ling.upenn.edu/pri/pdfs/RR10.pdf

**Syllable Patterns Games**
Vowel Team Syllables Information

In this intervention group, the following skills are taught:

**Teach Vowel Team Syllable Type**- There are six types of syllables:
1. A closed syllable ends in a consonant. The vowel has a short vowel sound, as in the word *bat*.
2. A vowel-consonant-e syllable is typically found at the end of a word. The final e is silent and makes the next vowel before it long, as in the word *name*.
3. An open syllable ends in a vowel. The vowel has a long vowel sound, as in the first syllable of *apron*.
4. An r-controlled syllable contains a vowel followed by the letter r. The r controls the vowel and changes the way it is pronounced, as in the word *car*.
5. A vowel team syllable has two vowels next to each other that together say a new sound, as in the word *south*.
6. A consonant +t-e syllable is found in words like *handle*, *puzzle*, and *middle*.

**Read Words With ai, ay**- fail, aim, de/tail, con/tain, re/train, day, tray, dis/play, pay/ment, hay/stack

**Spelling Patterns for Long a (a, ai, ay, a-e, eigh, ea)**- eight, save, a/pron, hay, neigh/bor, sub/way, train, pro/claim, re/frig/er/ate, ba/gel, great, break/ing

**Read Words With ee, ey**- they, grey, en/trée, ti/an/cée

**Spelling Patterns for Long e (e, ee, ea, ie, y, ey, e-e)**- ba/by, key, me, be, feed, creek, thief, pier, re/lief, bee/tle, bun/ny, cra/zy, mon/ey, Pete, bum/ble/bee

**Read Words With oa, oe, ue**- Oa and oe say the long o sound as in *boat*, and *toe*. Ue makes two different long u sounds as in *blue*, and *cue*. Silent e converts the preceding vowel to a long sound. More examples- coat, doe, true, res/cue, o/ver/load, av/e/nue, bar/be/cue, mis/tle/toe

**Spelling Options for Long o (o, oa, ow, o-e, ough) and u (u, u-e, ue, ew)**-
Long o words- road, throw, dough, though, rose, old, house/hold, row/boat, hope/ful, bor/ough, pro/tect, o/pen - Long u words- u/nite, tube, Nep/tune, bu/gle, clue, flew, con/tin/ue, tis/sue, cast/ew, cur/few

**Spelling Options for /oo/ (book) (oo,u)**- shook, look/out, cook/out, pull, bul/le/tin, sug/ar
Spelling Options for Long i (i, ie, y, i-e, igh) - i/tem, si/lent, pie, re/plies, by, fry, mul/ti/ply, wise, ad/mire, re/quire, bright, high/light, night/mare

How to Read and Spell oi, oy, au, aw - soil, mo/s/ture, joy, em/ploy, caught, au/thor, crawl, straw/ber/ry

How to Read and Spell ou, ow, oo - our, loud/speak/er, how, sun/flow/er, too, soon, home/room

How to Read and Spell ea - EA Words that sound like the ea in bread-sweat, mea/dow, in/stead – Short E Words - breath, read, pleas/ure, health, dreamt, clean/ser - Long E Related Words - dream, clean, breathe, heal, read, please

How to Read and Spell ew, eu, ui - dew, blew, crew, cur/few, due, glue, is/sue, Tues/day, suit, juice, re/cruit

Vowel Team Syllables Activities

Interactive Websites for Long e Words -
http://www.phonicsplay.co.uk/eeAltSpellings.html
http://www.youtube.com/watch?v=W01ylMaWf0w

Phonics Song - ou and ow -
http://www.schooltube.com/video/dcb9789376baf761bfb6/

Mr Thorne Does Phonics Videos -
http://www.youtube.com/watch?v=7JbnDa0P4Ws&list=PL0C8167A8688BC2EC

Teaching oi and oy Video -
https://www.youtube.com/watch?v=Hbt0Thvs1GE

When Two Vowels Go Walking Video -
http://www.starfall.com/n/skills/two-vowel/load.htm?f

Word Jumbles -
Write out the unscrambled word on one side of an index card and the jumbled word on the other. Place the cards jumbled side facing up. Have the child write down as many words as he/she can find within the word jumble. Flip the card over and see if he/she was able to unscramble the whole word. Award 10 points for the whole unscrambled word, if spelled correctly. Additionally, add one point for each correctly spelled word. This is a fun family game. See if you can beat the child in points.
<table>
<thead>
<tr>
<th>Sound-Spelling</th>
<th>Word</th>
<th>Word Jumble</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long a Sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;a__e&quot;</td>
<td>carefully</td>
<td>yluflarec</td>
</tr>
<tr>
<td>&quot;ai__&quot;</td>
<td>straining</td>
<td>ginianrt</td>
</tr>
<tr>
<td>&quot;__ay&quot;</td>
<td>betrayal</td>
<td>tylaaebbr</td>
</tr>
<tr>
<td>&quot;ei&quot;</td>
<td>freighter</td>
<td>hefgiret</td>
</tr>
<tr>
<td>Long e Sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;__ee&quot;</td>
<td>meetings</td>
<td>mtsgneee</td>
</tr>
<tr>
<td>&quot;ea&quot;</td>
<td>teachers</td>
<td>srehcaet</td>
</tr>
<tr>
<td>&quot;__y&quot;</td>
<td>leisurely</td>
<td>ylurelies</td>
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<tr>
<td>&quot;i__e&quot;</td>
<td>tambourine</td>
<td>neuriboamt</td>
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<td>&quot;[c]ei&quot;</td>
<td>ceiling</td>
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<td>Long i Sound</td>
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<td>teunde</td>
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<tr>
<td>Long o Sound</td>
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<tr>
<td>&quot;o__e&quot;</td>
<td>hopeful</td>
<td>plefuoh</td>
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<td>&quot;__oe&quot;</td>
<td>mistletoe</td>
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<td>anodegr</td>
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<td>&quot;ow&quot;</td>
<td>ownership</td>
<td>phisernow</td>
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<td>Long u Sound</td>
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<td>musical</td>
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<td>usefulness</td>
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<td>furcwe</td>
</tr>
<tr>
<td>&quot;__ue&quot;</td>
<td>fueling</td>
<td>inufegn</td>
</tr>
</tbody>
</table>
### oo as in food Sound

| “co”       | toothache   | eooatthch |
| “u”        | cruising     | rcuiisgn  |
| “u__e”     | attitude     | ttliadeu  |
| “_ew”      | unscrewed    | dweenuscr |
| “_ve”      | barbecued    | ecduberab |

### oo as in foot Sound

| “oo”       | understood   | ouorsdtden |
| “__u__”    | sugarless    | ragulsses  |

### oy Sound

| “oi__”     | poisonous    | oponsiuos |
| “__oy”     | enjoyment    | nemtnojoy |

### aw Sound

| “aw”       | awesome      | ewaosme   |
| “au”       | auditorium   | tduaoiumir|
| “al”       | almost       | malsto    |
| “all”      | smallest     | iamsselt  |

### ow Sound

| “__ow”     | downtown     | wnnownotd |
| “ou__”     | doubtful     | tbdouoluf |

### ur Sound

| “er”       | partnership  | ntphrapresi|
| “ir”       | birthday     | hdyabitr   |
| “ur”       | urgency       | nygceur    |

### ar Sound

| “ar”       | calendar     | leacnrda   |

### or Sound

| “or”       | thunderstorm | rmostdrenuht |
Consonant -le Syllables Information

In this intervention group, the following skills are taught:

-Teach Consonant -le Syllable- There are three spelling patterns involving consonant -le.
  1. Two different consonants before -le (ex.- can/dle)
  2. A double consonant before -le (ex. bot/tle)
  3. One consonant before -le (ex.bee/tle)
Remember to divide before the consonant -le syllable - if the syllable ends in a vowel, it's "open" and has a long sound (a/ble, ma/ple, ea/gle), and if it ends in a consonant it's "closed" and has a short sound (sin/gle, han/dle, scrab/ble).

-Read and Spell Words With Consonant -le Syllable- lit/tle, cir/cle, cra/dle, i/ci/cle, spar/kle, rec/tan/gle, ex/am/ple

-Consonant -le Syllable Exception (stle -castle)- The consonant -le exception involves the letter combination stle. Whenever a word ends in stle both the t and e are silent. The l is the only letter sounded in the syllable and the s is considered part of the previous syllable. (nes/tle, whis/tle, wres/tle, jos/tle, bris/tle, this/tle)

Consonant -le Syllables Activities

Consonant + le Word Speed Drill-  

Rags to Riches Interactive Game-  
http://www.quia.com/rr/408041.html

Consonant -le Worksheets-  

Hangman Consonant -le Game-  
http://www.quia.com/hm/470034.html

Jumbled Words -le Game-  
Accuracy Intervention Groups

Background: The purpose of reading is to comprehend text. Two important skills are needed to be a successful reader: fluency and accuracy. Research states that fluent readers create more brain space to comprehend. Reading with accuracy is imperative as well because the misreading of words can distort the meaning of the story or passage.

Ways to Improve Accuracy

High Frequency Word Flashcards The links below provide flashcards for many of the Dolch High Frequency Words. The link has hyperlinks to preschool, kindergarten, 1st, and 2nd grade high frequency words.

- http://www.kidzone.ws/dolch/
  - Practice these flashcards with your child at home. Keep track of words they have mastered on either a chart or graph.
  - Encourage your child to identify or “hunt” these words when out in public.

Passage Reading Give your child a reading passage. Allow your child unlimited time to read the passage but keep track of errors.

- Practice the same passage each week
- Highlight errors and review words
- Highlight high frequency words
- Track the amount of errors read each day to see if there is a decrease
Definitions

Consonant – A speech sound that is not a vowel.

Consonant Blend – A sequence of two or three consonants

Consonant Digraph – Two consonants together that represent one sound (sh, ch, th, ph, wh, gh)

Vowel–a, e, i, o, u, and sometimes letter y

Vowel Digraph – Two vowels together that make one sound

Diphthong – Phoneme where the mouth glides from one vowel sound directly into another in the same syllable. Ex: oi, oy, ow, ou

Phoneme – smallest unit of sound Ex: /s/, /b/, /f/

Grapheme –smallest unit of written language (a letter or a symbol) – s, b, f
Five Big Ideas In Reading Instruction

In 1997, Congress asked the National Institute of Child Health and Human Development and the US Department of Education to form a panel of experts to review the research on teaching reading. In 2000, the panel, known as the National Reading Panel (NRP) issued their findings in the report “Teaching Children to Read”. The panel published a list of five essential components of reading instruction. These components are now known as the “Five Big Ideas in Reading Instruction.”

Phonemic Awareness
Phonemic awareness is the ability to hear and manipulate the individual sounds in words. Before children can effectively learn to read print, they need to understand that words are made up of speech sounds, or phonemes, and that can be broken apart and put back together to form words. Research indicates that phonemic awareness is one of the best predictors of a child's ability to read in the first few years of school. Children who cannot perceive the separate sounds within words have difficulty when it is time to match sounds with letters when learning to read.

Phonics
Phonics instruction involves teaching students how the written letters correspond to the sounds of speech and how to use this knowledge in reading and spelling. This includes teaching the letter sounds, how complex spelling patterns are pronounced, and how to use this information to sound out words. The NRP concluded that kindergarten and first grade children who receive systematic phonics instruction are better at reading and spelling than children who do not receive systematic instruction. Systematic instruction is the direct teaching letter-sound relationships in a logical sequence.

Fluency
Fluency is the ability to read text aloud with accuracy, speed, and proper expression. When students struggle with the mechanics of reading there is no mental energy left to devote to understanding what they are reading. Oral reading fluency is important because there is a strong correlation between a student’s ability to read grade level text orally and the ability to comprehend text.

Vocabulary
Vocabulary refers to word meanings. Oral vocabulary refers to the words used when speaking while reading vocabulary refers to the words recognized in print. The NRP found that both implicit and explicit approaches to teaching vocabulary were effective across the grades. Explicit instruction includes teaching students the meanings of words, techniques to determine word meanings from context, and the meanings of roots and affixes. The Panel concluded that vocabulary instruction resulted in improved reading achievement as measured by reading comprehension tests.

Comprehension
Reading comprehension refers to the act of understanding and interpreting information from text. It is the reason for reading. Comprehension strategies are intentional actions that a reader can take to increase the chances of understanding or remembering the information that is read. Teaching students specific strategies to improve comprehension has been supported by research. The NRP conclude that there are 7 strategies with sufficient evidence supporting their use in reading instruction: asking questions, monitoring, summarization, question answering, story mapping, graphic organizers, and cooperative grouping.
10 Things You Can Do to Raise a Reader

1. **Read from day one.** Start a reading routine in those very first days with a newborn. Even very young babies respond to the warmth of a lap and the soothing sound of a book being read aloud.

2. **Share books every day.** Read with your child every day, even after he becomes an independent reader.

3. **Reread favorites.** Most children love to hear their favorite stories over and over again. Rereading books provides an opportunity to hear or see something that may have been missed the first time, and provides another chance to hear a favorite part.

4. **Send positive messages about the joys of literacy.** Your own interest and excitement about books will be contagious!

5. **Visit the library early and often.** Public libraries are great resources for books, helpful advice about authors and illustrators, story times, and more. Make visiting the library part of your family’s routine.

6. **Find the reading and writing in everyday things.** Take the time to show your child ways that adults use reading and writing every day. Grocery lists, notes to the teacher, maps, and cooking all involve important reading and writing skills.

7. **Give your reader something to think and talk about.** There are many different types of books available to readers. Vary the types of books you check out from the library, and seek out new subjects that give you and your reader something to think and talk about.

8. **Talk, talk, talk.** A child’s vocabulary grows through rich conversations with others. No matter your child’s age, narrate what you’re doing, talk in full sentences, and sprinkle your conversations with interesting words.

9. **Know your stuff.** Parents don’t need to be reading specialists, but it is important to understand the basics about learning to read.

10. **Speak up if something doesn’t feel right.** Parents are often the first ones to recognize a problem. If you have concerns about your child’s development, speak with your child’s teacher and your pediatrician. It’s never too early to check in with an expert.

- Look for new books and authors that your child may enjoy.
- Organize an area dedicated to reading and writing tools, including paper and writing utensils
- Visit the library for story time and book recommendations
- Encourage your child to talk about what he’s read

- Talk to your child, and sprinkle interesting words into your conversation.
- Offer a variety of books to read.

- Read with your child every day.
- Expand your home library to include magazines and nonfiction
- Ask questions if you’re concerned about your child’s development.
- Decide to raise a reader!
Learning Sight Words

The Dolch Sight Word list is a list of 220 words that make up between 50-70% of the words we encounter in text. Most of these words are “service words” that must be quickly recognized in order to read fluently. Many of the Dolch sight words cannot be “sounded out” and they need to learned by “sight”. Because recognizing these words is so important during reading, using a variety of activities to teach, practice and memorize the words is critical in teaching children to read. Try using these activities to help your child learn and practice sight words:

Multi-sensory ways to learn and practice sight words:
- Have your child write sight words with glitter glue
- Have your child write sight words with wikki stix
- Have your child write sight words with playdoh
- Have your child write sight words with puffy paint
- Put craft sand on a paper plate. Have your child practice tracing sight words in the sand.
- Put hair gel in a zip lock baggie. Seal the baggie. Have your child write the letters of the sight word in the gel.
- Squirt shaving cream on a plate or table. Spread the cream. Have your child write the sight words in the shaving cream.
- Jump, hop, clap, tap out the letters of the sight word (t-h-e “the”).

Sight word games:
- Make sight word flashcards on 3 x 5 index cards and place them on a ring. Short and frequent practice with naming the words works better than longer sessions. Try reviewing the cards during commercial breaks.
- Draw a star on the back of a 3 x 5 index card. Place this card and the flashcards face down on the table. Take turns turning over a card and reading the words. Try to be the player who finds the card with a star.
- Play “Slap Jack” with the sight word and star cards. When the star card is turned over, the first player to slap it wins.
- Make duplicates of the sight word cards and play the memory game.
- Make several 5 x 5 grids and put sight words in the squares. Make your own chips with the words written on them. Play bingo.
- Write the sight words on sticky notes and place them on a wall. Turn down the lights and give your child a flashlight. Have your child shine the light on the words and read each word.

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Oral Reading Fluency
Parent Handout

What is Oral Reading Fluency?
Reading fluency is the ability to read quickly and easily. It means that a child can recognize and decode words accurately and automatically and understand the words as they are being read. Children who do not read fluently (choppy readers) have to work hard on the mechanics of reading that there’s no mental energy left to think about the meaning of what they are reading.

How do I know if my child is reading fluently?
A simple way to know if your child is reading fluently is to listen to him/her read grade level text aloud. Have your child read a paragraph from his/her social studies, science or reading book. As your child reads consider the following:

- How many words does he/she struggle with?
- How easily is he/she sounding out an unknown word?
- Is he/she reading with expression? (for example, pausing at commas, periods, etc.)
- Can he/she retell the story or summarize what the paragraph/story was about?

Many schools test students’ oral reading fluency skills as a way to screen for possible reading difficulties. Your child may be asked to read a grade level passage for one minute. The teacher will then calculate the “words correct per minute” (wcpm). Children who have strong word recognition skills and can quickly use word attack strategies when coming upon an unknown word are able to read grade level text at an appropriate rate for that grade.

How can I help my child read fluently?
To help your child develop reading fluency:

- Model fluent reading. Provide opportunities when your child can hear you read aloud. Be sure to read with expression pausing appropriately at punctuation marks and changing voice for characters.
- Teach your child high frequency sight words. High frequency sight words are words that readers are encouraged to recognize without having to sound them out. It is estimated that the first 100 sight words account for approximately 50% of what we read. Words such as “the”, “and” and “he” are considered high frequency sight words. These words can be practiced on flashcards. As you and your child read, point out the sight words in the story. Some children are able to identify the words on flashcards; however, this skill does not transfer to reading. Pointing them out as you read helps in transferring to reading the words in books.
- When having your child practice reading aloud, help your child choose books at his/her independent reading level. Use the 5-finger rule as a guide. This means that a child shouldn’t struggle with more than 5 words on a page.
- Repeated reading has proven to be one of the best strategies for developing reading fluency. Children should be provided with many opportunities to read the same passage (or story) orally several times. It is best if the adult reads the passage (paragraph, story) first and then has the child read and re-read the same text. Typically reading the text 4 times is suggested when focusing on improving fluency skills.

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• Paired reading is another strategy to improve oral reading fluency. Using this strategy, you and your child read the words aloud together. Be sure to read at your child’s speed reading every word. Make sure your child is looking at each word as one of you points to the words. If your child reads the word incorrectly, say the word and then have your child immediately repeat the word.

• Having your child listen to a taped recording of a book while following along in the story is another good strategy to improve oral reading fluency. Children benefit from listening to fluent readers read while following along in the book. Encourage your child to point to the words on the page while listening to the story as this helps to strengthen word recognition skills.

• When listening to your child read, when he/she comes to an unknown word, wait 5 seconds to allow him/her to use word attack strategy skills to figure out the word. If you have to provide the word for your child, be sure to have him/her repeat the word aloud while pointing to the word in text.

• There are several computer programs available for home use to improve oral reading fluency skills using the repeated reading strategy. The One Minute Reader produced by Read Naturally (www.readnaturally.com) and Raz-Kids interactive books (www.raz-kids.com) are two programs that you can order or download from the internet.

• Whether your child reads to you or you read to your child, be sure to talk about what was read. Asking open ended questions such as, “What did you think of….?”, “How would you feel if …..?”, What do you think might happen if…?” is better than asking questions which require a simple one word answer.

• When possible, help your child make a real life connection to the story. For example, after reading a story share an experience that the story made you think of from your childhood. Encourage your child to share his/her thinking or experiences. Having such discussions with your child sends the message that the purpose of reading is to understand and think about the text rather than just read words.

First 100 high frequency sight words

the to and he a l you it of in
was said his that she for on they but had
at him with up all look is her there some
out as be have go we am then little down
do can could when did what so see not were
get them like one this my would me will yes
big went are come if now long no came ask
very an over your its ride into just blue red
from good any about around want don’t how know right
put too got take where every pretty jump green four
Reading Comprehension
Parent Handout

What is Reading Comprehension?
Reading comprehension is the ability to understand what is being read. Children must be able to read the words in the text and combine it with what they already know to “think” about what the author is trying to say. Reading comprehension is NOT just finding answers in the text. Children must be able to interact with the text, think deeper, analyze, predict and be able to summarize what is written.

How can I help my child with reading comprehension?

- Before reading, look through the book and find words that your child may not know the meaning. Talk about the words with your child—discuss the meaning of the word and give examples. For example, “I was looking through the book and found this word, ‘ecstatic’. Ecstatic means very, very happy and excited. I was ecstatic on the day you were born. Can you think of a time when you were ecstatic?”

- Before reading a story with your child, look at the cover. Read the title and look at the picture if there is one. Talk about what you already know about the topic and try to make a connection with what your child already knows. For example, before reading a book on “Desert Animals”, you can talk about what your child already knows about the desert and animals that live in different areas. Activating this “prior knowledge” helps with reading comprehension.

- While reading, help your child make connections with the text. When you ask your child a question such as “how would you feel if that happened to you?” or “does this part of the story remind you of our vacation on the beach?” you are having your child make a “text-to-self” connection.

- Encourage your child to make predictions while reading. (“What do you think will happen next?” “Let’s keep reading and see”).

- Model thoughtful question asking while reading. Stay away from yes/no questions. Questions such as “Why do you think the boy was afraid?” is preferable to “Was the boy afraid?”

- Model what good readers do when they don’t understand what they are reading. “Think-aloud”, or verbalize, what you are doing. For example, “I’m not quite sure I what this means, I’m going to go back and re-read this part.”

- During and after reading, have your child retell or summarize the text.

- Encourage your child to “make a movie in his/her head” while reading. This strategy is known as mental imagery and helps with reading comprehension. If reading a chapter book with limited pictures on the pages, stop periodically in the story and share with your child how you are picturing the scene and ask him/her to share with you.

- Read aloud to your child and read with your child everyday!
### 20 Vowel Phonemes / Graphemes

<table>
<thead>
<tr>
<th>Phoneme (sound)</th>
<th>Examples</th>
<th>Graphemes (written patterns)</th>
<th>Phoneme (sound)</th>
<th>Examples</th>
<th>Graphemes (written patterns)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Vowel Sounds...</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>/a/</td>
<td>apple</td>
<td>a</td>
<td>/oo/</td>
<td>moon, screw</td>
<td>oo, ue, ou, ew, u-e</td>
</tr>
<tr>
<td>/e/</td>
<td>elephant, bread</td>
<td>e, ea</td>
<td>/ou/</td>
<td>house, cow</td>
<td>ou, ow</td>
</tr>
<tr>
<td>/i/</td>
<td>igloo, gym</td>
<td>i, y</td>
<td>/oi/</td>
<td>coin, boy</td>
<td>oi, oy</td>
</tr>
<tr>
<td>/o/</td>
<td>octopus, wash</td>
<td>o, a</td>
<td>/ar/</td>
<td>star, glass</td>
<td>ar, a</td>
</tr>
<tr>
<td>/u/</td>
<td>umbrella, wagon</td>
<td>u, u</td>
<td>/a/</td>
<td></td>
<td></td>
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<tr>
<td><strong>Long Vowel Sounds...</strong></td>
<td></td>
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<tr>
<td>/ae/</td>
<td>train, tray</td>
<td>ai, ay, a-e, a</td>
<td>/or/</td>
<td>fork, board</td>
<td>or, aw, a, au, ore, oar, oor</td>
</tr>
<tr>
<td>/ee/</td>
<td>tree, me</td>
<td>ee, ea, ie, y, e, ey</td>
<td>/er/</td>
<td>herb, nurse</td>
<td>er, ir, ur, ear, or</td>
</tr>
<tr>
<td>/ie/</td>
<td>light, kite</td>
<td>igh, i-e, y, i, ie</td>
<td>/air/</td>
<td>chair, pear</td>
<td>air, ear, are</td>
</tr>
<tr>
<td>/oa/</td>
<td>boat, bow</td>
<td>oa, ow, o, o-e</td>
<td>/ear/</td>
<td>spear, deer</td>
<td>ear, ear, ere</td>
</tr>
<tr>
<td>/ue/</td>
<td>tube, ennui</td>
<td>u-e, ew, u-e, u</td>
<td>/ear/</td>
<td></td>
<td></td>
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</tbody>
</table>

'**schwa**' unstressed vowel close to /u/ as in teacher, the, picture
**PHONICS TO MASTER**

Key Short Vowel Picture Words

<table>
<thead>
<tr>
<th>/a/ - apple</th>
<th>/e/ - echo</th>
<th>/i/ - itch</th>
<th>/o/ - octopus</th>
<th>/u/- up</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>(CVC) CONSONANT VOWEL CONSONANT</strong></th>
<th><strong>One vowel</strong> followed by a consonant - the vowel is short</th>
<th><strong>cap, pig, gem, fox, hut</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOUBLETs</strong></td>
<td><strong>Two of the same letters together that make one sound</strong></td>
<td><strong>sell, miss, buzz, cuff</strong></td>
</tr>
<tr>
<td>The &quot;FLOSS RULE&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ff, ll, ss, zz)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DIGRAPHS</strong></td>
<td><strong>Two letters that make one sound</strong></td>
<td><strong>path, ship, chin, whip, sing, ugh, duck, pho-nics,</strong></td>
</tr>
<tr>
<td>(th, sh, ch, wh, ph, ng, gh, ck)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONSONANT BLENDS</strong></td>
<td><strong>Two consonants next to each other each making a sound</strong></td>
<td><strong>stop, milk, best, blot, crab, hand, gift, clap, grab, camp, ask, help, bank, belt</strong></td>
</tr>
<tr>
<td>(st, nd, bl, cl, sp, sk, mp, ft, lk, cr, lp, nk, lt, gr)</td>
<td><strong>2 sounds; 2 letters</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SILENT E</strong></td>
<td><strong>A magic e at the end of a word makes the vowel before it say its name</strong></td>
<td><strong>make, Pete, ride, joke, cute</strong></td>
</tr>
</tbody>
</table>
# Advanced Phonics Skills to Master

<table>
<thead>
<tr>
<th>R-Controlled Vowels (ar, er, ir, ur, or)</th>
<th>When an <em>r</em> is after a vowel the <strong>two</strong> letters make <strong>one</strong> sound together</th>
<th>jar, hurt, for, girl, fern</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRIGRAPHS (tch /ch/, dge /j/)</td>
<td><strong>Three</strong> letters that make <strong>one</strong> sound</td>
<td>watch, dodge</td>
</tr>
<tr>
<td>Soft g and c</td>
<td>When <em>g</em> or <em>c</em> has <em>e, i, or y</em> after it, try /j/ first, if it doesn’t work, try /g/.</td>
<td>giraffe, gym, Cindy, cement</td>
</tr>
<tr>
<td>Vowel Teams (ai, ay, ea, ee, igh, oa, ew, ue, ou, oi, oy, au, aw, augh, ow, oo, ough)</td>
<td>More than <strong>one</strong> letter together makes <strong>one</strong> vowel sound.</td>
<td>day, bee, light, glue, toy, rough, moon, boat, hawk, new, snow, laugh</td>
</tr>
</tbody>
</table>

**Y**

as a vowel:

When the letter *y* is at the end of a short word, the *y* will have a **long i** sound. (by, my, fly, cry)

When *y* is at the end of a longer word, it will usually have a **long e** sound. (happy, bunny, pony, crazy)
# 6 Syllable Types

<table>
<thead>
<tr>
<th></th>
<th>One vowel</th>
<th></th>
<th>• in</th>
<th>• snake</th>
<th>• rain</th>
<th>• car pet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed</td>
<td>Ends in a consonant</td>
<td></td>
<td>• map</td>
<td>• gene</td>
<td>• eight</td>
<td>• go pher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• jump</td>
<td>• com plete</td>
<td>• out</td>
<td>• stir rup</td>
</tr>
<tr>
<td>Silent e</td>
<td>(vce) Vowel consonant – e</td>
<td></td>
<td>• rab bit</td>
<td>• in vite</td>
<td>• boil</td>
<td>• for ward</td>
</tr>
<tr>
<td></td>
<td>Silent e makes previous single vowel long</td>
<td></td>
<td></td>
<td>• wire</td>
<td>• head</td>
<td>• mur mur</td>
</tr>
<tr>
<td>Open</td>
<td>Syllable ends in a single vowel</td>
<td></td>
<td>• o pen</td>
<td>• fu ture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vowel is long</td>
<td></td>
<td>• men u</td>
<td>• i o dine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vowel team</td>
<td>Two or more vowels or vowel + consonant combo representing one sound</td>
<td></td>
<td>• rain</td>
<td>• head</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long, short, or diphthong (ou / ow and oi / oy)</td>
<td></td>
<td>• eight</td>
<td>• head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consonant -le</td>
<td>Final stable syllable</td>
<td></td>
<td>• out</td>
<td>• head</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consonant + le</td>
<td></td>
<td>• boil</td>
<td>• head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consonant -le</td>
<td>Final stable syllable</td>
<td></td>
<td>• vis i ble</td>
<td>• head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R controlled</td>
<td>Any vowel followed by an &quot;r&quot;</td>
<td></td>
<td>• gig gle</td>
<td>• head</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Syllable with er, ir, or, ur, ar</td>
<td></td>
<td>• mar ble</td>
<td>• head</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

schwa Often an unaccented final syllable with a lazy vowel sound about, furniture
<table>
<thead>
<tr>
<th>6 Syllable Types</th>
<th>closed</th>
<th>short sound</th>
<th>Vowel closed-in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>cvc, vc/cu</td>
<td>cat, nap/kin, rab/bit</td>
</tr>
<tr>
<td></td>
<td>open</td>
<td>long sound</td>
<td>Vowel open</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>v/c</td>
<td>ti/ger, fo/cus</td>
</tr>
<tr>
<td>r-controlled 3</td>
<td>bossy R</td>
<td>1 vowel followed by a R.</td>
<td>ar-er-ir-or-ur, tur/nip, car/rot</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>The Vowel and R appear in the same syllable.</td>
<td></td>
</tr>
<tr>
<td>vowel team 4</td>
<td>ai, ay, ee, ea, ie, ue, oa, oo, oi, oy, ow, ou</td>
<td>They appear in the same syllable</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>bea/ten, goo/gle, boy/ish</td>
<td></td>
</tr>
<tr>
<td>vowel silent e 5</td>
<td>long sound</td>
<td>vce</td>
<td>cake flute</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consonant - le 6</td>
<td>le appears at the end with a consonant</td>
<td>bub/ble, cir/cle, cas/tle</td>
<td></td>
</tr>
</tbody>
</table>
## SIX SYLLABLE TYPES

<table>
<thead>
<tr>
<th>syllable type</th>
<th>C</th>
<th>L</th>
<th>O</th>
<th>V</th>
<th>E</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>characteristics</td>
<td>Closed</td>
<td>consonant-L-e</td>
<td>Open</td>
<td>Vowel team</td>
<td>magic E</td>
<td>R-controlled</td>
</tr>
<tr>
<td></td>
<td>ends in one or more consonants; vowel sound is short</td>
<td>a consonant followed by an &quot;l-e&quot;; must connect to another syllable type</td>
<td>ends in a single vowel; vowel makes long sound</td>
<td>a group of vowels working together to make a single sound</td>
<td>vowel-consonant-e pattern; vowel sound is long</td>
<td>r follows a vowel and distorts the sound</td>
</tr>
<tr>
<td>examples</td>
<td>pat, crunch</td>
<td>gigGLE, taBLE</td>
<td>hi, MUsic</td>
<td>food, STEAMer</td>
<td>rake, clove</td>
<td>cork, PARty</td>
</tr>
</tbody>
</table>
Works Cited


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