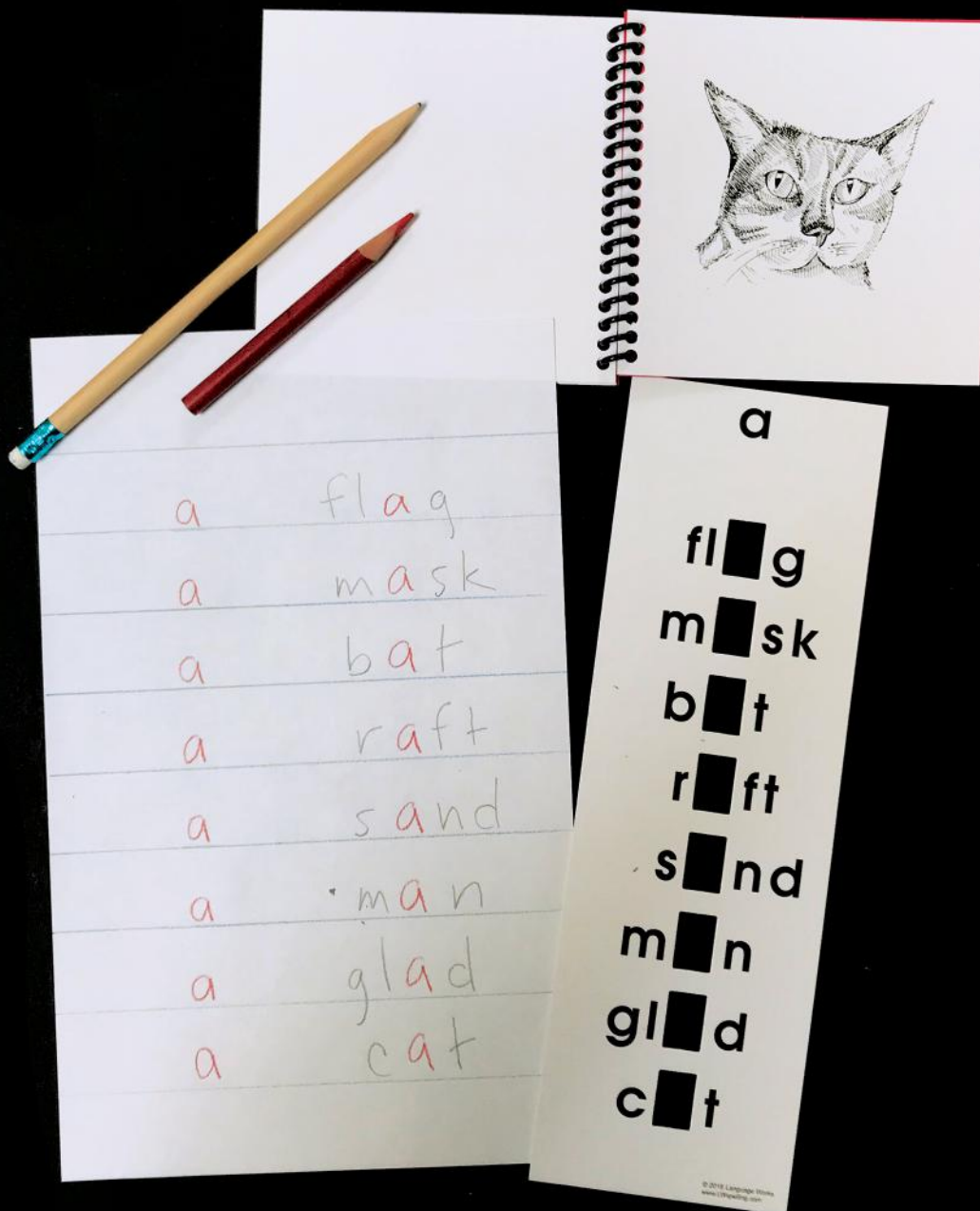


Language Works Waseca Version Guide to Presentation



Language Works

(suitable for children 3 to 9 years of age)

Contents:

- 5 Red picture books with corresponding window card word list (a, i, o, u, e)
- 5 Orange picture books with corresponding window card word list (s blends, l blends, r blends, mp, nd/nt)
- 5 Yellow picture books with corresponding window card word list (th, ch, sh, ck, tch)
- 4 Green picture books with corresponding window card word list (ing, ang, ung, ong)
- 4 Aqua picture books with corresponding window card word list (a_e, o_e, i_e, u_e)
- 16 Blue picture books with corresponding window card word list (ai, ay, oa, ow, oe, ie, y, ie, ea, ee, ey, y, ue, ew, oo, ui)
- 11 Purple picture books with corresponding window card word list (ar, or, er, ur, ir, aw, oi, oy, ow, ou, au)
- 6 Pink picture books with corresponding window card word list (wh, wr, kn, igh, eigh, qu)
- 9 Gold picture books with corresponding window card word list (oo, wor, ea, ea, ear, c, g, dge, ph)

Additional Related Products:

(sold separately)

- Language Works Storage
- Waseca Reading Program

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Introduction

Since 1987, Language Works has provided children with the phonetic tools they need to read and spell. Through its unique 3-step system of writing, reading and picture association, Language Works turns learning into an exciting process of word discovery!

Phonics is a necessary tool for all students learning to read or spell. Some children rely on phonics to open the door to reading (the sounding out approach). Others, who are natural sight-readers and begin to read with relative ease, will use phonics primarily for spelling purposes.

With its built-in control of error, Language Works gives students the freedom to check their own work and to proceed independently at their own rate. A progress chart is provided allowing each child to mark his progress.

Language Works - Waseca Version covers a total of 82 phonograms, or letter combinations representing sounds, in 65 lists and booklets (blends are covered in the Orange set). Each phonogram is introduced using a word list and a matching picture book. In all, the 65 lists contain a total of 502 words, half of which are high frequency words and are often found in children's books.

Language Works - Waseca Version uses color-coded picture book covers to guide students through the 82 phonograms. The color groupings are shown on the Student Progress Chart and coincide with the phonetic progression in the Waseca Reading Program.

- Mary Kravchuk

Creator of Language Works

Language Works
LWspelling.com
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Language Works is a product written, designed, produced, and copyrighted by Mary Kravchuk and Language Works. Language Works - Waseca Version is a version of her original Language Works materials updated to be used in conjunction with the Waseca Reading Program. It is written, designed, produced, and copyrighted by Mary Kravchuk and Language Works. Waseca Biomes has updated this guide to highlight correlations between the two programs and integration opportunities for teachers using both the Language Works - Waseca Version and the Waseca Reading Program.

Waseca Reading Program and Language Works - Waseca Version

A Note from the Waseca Team

The Waseca Reading Program and Language Works have been staples independently in classrooms for many years. Both programs are based on Orton Gillingham's method of isolating common phonemes (the sounds that are represented by phonograms) to teach children to read.

The Waseca Reading Program is focused on helping children at the primary level "break the code" to learn to read. The phonetic elements are introduced in discrete steps to master progressively more complicated phonemes. The materials are color-coded to highlight the progression and the word cards and picture cards are stored in color-coded drawers in our Waseca Reading Program Storage towers. Elementary classrooms frequently use the Waseca Reading Program as a spelling program.

For nearly a decade, Waseca Biomes has been offering Language Works as part of our language materials curriculum. The two products share much in common and introduce phonograms in the same sequence. Over the years, we have worked to synthesize the materials so that it is easy for both the guides and the students to navigate between them and take advantage of each of the program's strengths. Language Works - Waseca Version is color-coded to match the Waseca Reading Program's phonemic progression.

We believe that these products foster great success for advancing literacy at the primary level and spelling skills at the elementary level. For those using the Waseca Reading Program, we recommend that the child works through the Waseca Reading Program drawer by drawer mastering each phoneme. The corresponding word lists and picture books from Language Works - Waseca Version are a fantastic supplement to the Waseca Reading Program at this level when students are focused on encoding. The focus can switch to mastering spelling at the elementary level for both the Waseca Reading Program and Language Works - Waseca Version (many helpful spelling rules and lists are included with Language Works).

The words included in Language Works - Waseca Version are listed on the pages that follow so that you may review the content and its correlation to the Waseca Reading Program. We have noted the drawers that correspond in the Waseca Reading Program at the bottom of each word list. Both products focus on high frequency words for young readers, but they are not identical in content. In some instances, there is not a corresponding drawer in the Waseca Reading Program progression for a phonogram from a Language Works word list (neither program covers every phonogram of our incredibly complex language). In some instances, there may be elements from multiple drawers, or a second phonogram from another drawer, covered in one Language Works word list. We only note these when the element introduced in Language Works is from a drawer farther along in the Waseca Reading Program progression. We hope that you find this information helpful as you work with the Language Works - Waseca Version!

| a | i | o | u | e |
|--------------------|---------------------|------------------|------------------|---------------------|
| flag | fin | hot | run | nest |
| mask | sit | mop | nut | desk |
| bat | spin | box | cut | wet |
| raft | trip | dot | bus | yell |
| sand | lift | job | drum | bell |
| man | giff | doll | dump | tent |
| glad | milk | drop | fun | stem |
| cat | swim | stop | jump | web |
| WRP red 1& 2 | WRP red 3 | WRP red 4 | WRP red 5 | WRP red 6 |
| WRP orange 1,2 & 5 | WRP orange 1, 3 & 6 | WRP orange 1 & 3 | WRP orange 3 & 5 | WRP orange 1, 5 & 6 |
| | | WRP yellow 2 | | WRP yellow 2 |

Note from Waseca: Language Works introduces blends in conjunction with short vowels in red. Many of these words appear in both the red and orange materials. The window card word list for these duplicated words emphasizes the phoneme for that color. For example, the word “flag” appears in both the red a word list and the orange l blends word list. The “a” is supplied by the student in the window card word list for red and the “fl” blend is supplied by the student in the window card word list for orange. For those that use the Waseca Reading Program, it might be best to introduce the red Language Works - Waseca Version after completing the red and orange drawers in the Waseca Reading Program. This way students have gained more familiarity with the Waseca Reading Program and can focus solely on the short vowel sounds in red.

| s blends | l blends | r blends | mp | nd/nt |
|--------------|--------------|--------------|--------------|--------------|
| scab | clap | crab | blimp | bend |
| sled | club | crib | camp | hand |
| snap | glum | crust | stump | land |
| sniff | plug | grab | lamp | wind |
| spin | plum | trap | limp | sand |
| stem | slip | drum | cramp | plant |
| swim | glad | drop | dump | runt |
| stop | flag | trip | jump | tent |
| WRP orange 1 | WRP orange 2 | WRP orange 3 | WRP orange 5 | WRP orange 5 |

| th | ch | sh | ck | tch |
|--------------|--------------|--------------|--------------|--------------|
| thin | chin | shell | lick | itch |
| think | chest | ship | duck | pitch |
| thumb | chop | shelf | truck | crutch |
| that | chimp | shut | clock | watch |
| bath | rich | fish | pick | match |
| with | lunch | brush | snack | latch |
| math | bunch | crash | black | stitch |
| moth | pinch | splash | stick | catch |
| WRP yellow 3 | WRP yellow 4 | WRP yellow 5 | WRP yellow 6 | WRP yellow 7 |
| WRP green 1 | | | | |
| WRP pink 2 | | | | |

| ing | ang | ung | ong | a-e | o-e | i-e | u-e |
|--------------------|--------------------|--------------------|--------------------|---------------------------|-------------------|-------------------|-------------------|
| ring | hang | hung | long | cake | nose | ride | tube |
| king | bang | hungry | song | plane | globe | five | rude |
| sing | rang | stung | strong | flake | cone | hive | fume |
| swing | fang | rung | wrong | tape | smoke | hide | flute |
| bring | sang | sung | belong | game | bone | smile | rule |
| wing | angry | jungle | tong | skate | rope | time | cute |
| string | angle | swung | prong | grape | rose | line | lure |
| sling | tangle | | gong | date | pole | pile | cube |
| <i>WRP green 2</i> | <i>WRP green 4</i> | <i>WRP green 5</i> | <i>WRP green 6</i> | <i>WRP aqua 2</i> | <i>WRP aqua 3</i> | <i>WRP aqua 4</i> | <i>WRP aqua 5</i> |
| | <i>WRP blue 5</i> | <i>WRP blue 5</i> | <i>WRP pink 3</i> | <i>WRP gold 3 & 4</i> | | | |
| | <i>WRP pink 5</i> | <i>WRP pink 5</i> | | | | | |

| ai | ay | oa | ow | oe | ie | y | ie |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| rain | hay | boat | row | toe | pie | fly | chief |
| stain | play | coat | grow | hoe | tie | spy | pier |
| tail | tray | toast | mow | doe | lie | sky | brief |
| train | way | loaf | blow | foe | die | try | thief |
| drain | stay | float | bow | woe | vie | cry | shield |
| wait | day | soap | snow | | | dry | field |
| mail | clay | toad | slow | | | by | piece |
| grain | gray | coast | crow | | | my | niece |
| <i>WRP blue 1</i> | <i>WRP blue 1</i> | <i>WRP blue 2</i> | <i>WRP blue 2</i> | <i>WRP blue 2</i> | <i>WRP blue 3</i> | <i>WRP blue 3</i> | <i>WRP blue 4</i> |

| ea | ee | ey | y | ue | ew | oo | ui |
|-------------------|-------------------|---------------------|---------------------------|-------------------|-------------------|-------------------|--------|
| eat | see | key | baby | glue | new | zoo | suit |
| ear | feet | trolley | tiny | blue | few | room | fruit |
| read | sleep | donkey | story | clue | chew | pool | juice |
| dream | tree | turkey | candy | due | drew | moon | bruise |
| speak | street | monkey | funny | true | grew | spoon | cruise |
| meat | peel | honey | happy | | blew | tool | |
| clean | seed | valley | jelly | | threw | broom | |
| team | week | volley | puppy | | crew | food | |
| <i>WRP blue 4</i> | <i>WRP blue 4</i> | <i>WRP blue 5</i> | <i>WRP blue 5 & 7</i> | <i>WRP blue 6</i> | <i>WRP blue 6</i> | <i>WRP blue 6</i> | |
| <i>WRP gold 2</i> | | <i>WRP purple 3</i> | | | | | |

| ar | or | er | ur | ir | aw | oi | oy | ow | ou | au |
|-------|-------|--------|--------|--------|------|--------|-------|-------|-------|--------|
| car | fork | over | burn | bird | saw | oil | toy | owl | out | auto |
| jar | corn | under | turn | shirt | paw | boil | boy | cow | loud | august |
| star | short | winter | curl | girl | claw | coin | joy | bow | cloud | haul |
| farm | sport | father | burst | thirst | draw | point | soy | frown | round | launch |
| yard | north | sister | hurt | first | lawn | join | royal | town | count | fault |
| sharp | born | flower | church | third | fawn | voice | loyal | crowd | mouth | haunt |
| park | storm | water | purse | dirt | yawn | choice | annoy | down | mouse | sauce |
| dark | thorn | letter | nurse | stir | thaw | noise | enjoy | brown | house | faucet |

WRP purple 1 WRP purple 2 WRP purple 3 WRP purple 3 WRP purple 3 WRP purple 4 WRP purple 5 WRP purple 5 WRP purple 6 WRP purple 6

| wh | wr | kn | igh | eigh | qu |
|---------|--------|--------|--------|---------|--------|
| whale | wrap | knob | high | eight | queen |
| white | wrist | knot | night | freight | quack |
| wheel | wreck | knit | light | weight | quick |
| wheat | wrench | knee | fright | weigh | quiet |
| whip | write | kneel | bright | sleigh | squid |
| whirl | wreath | knife | tight | | squirt |
| whisper | wring | knight | right | | squire |
| whisker | wrong | knock | sight | | squish |

WRP pink 1 WRP pink 3 WRP pink 4 WRP pink 6 WRP pink 6

| oo | wor | ea | ea | ear | c | g | dge | ph |
|------|-------|-------|--------|--------|--------|---------|--------|---------|
| foot | word | steak | dead | earth | city | gem | edge | phone |
| hook | work | break | head | earn | circle | gentle | ledge | photo |
| cook | worm | great | sweat | early | circus | giant | badge | phony |
| wood | worry | pear | bread | learn | cent | giraffe | budge | phase |
| book | world | bear | breath | pearl | ice | cage | judge | phrase |
| roof | worth | tear | heavy | search | face | page | pledge | phonics |
| good | worse | wear | ready | heard | race | huge | fudge | physics |
| look | worst | swear | steady | | dance | large | bridge | |

WRP gold 1 WRP gold 2 WRP gold 2 WRP gold 3 WRP gold 4 WRP gold 4 WRP gold 5

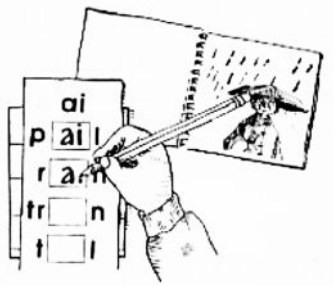
Instructions

Language Works provides the phonetic building blocks needed to read and spell. It allows students to work independently and check their work as they go!

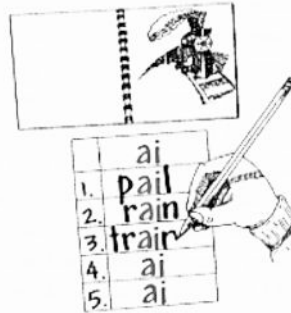
To begin, make sure the student has wide-ruled notebook paper, a pencil, and a colored pencil. Then, select a picture book and the corresponding window card word list. Introduce the student to the phonogram at the top of the card. Do not look at the pictures yet. Then, have the student begin Step 1 below.

Step 1: Write in the windows

- Have the student set the list on the left side of the lined paper.
- Using a colored pencil, have the student write the phonogram in the first window and sound out the word.
- Then, the student should look at the first picture in the book. Does the word match the picture?
- Have the student continue one word at a time to complete the list.



Step 1

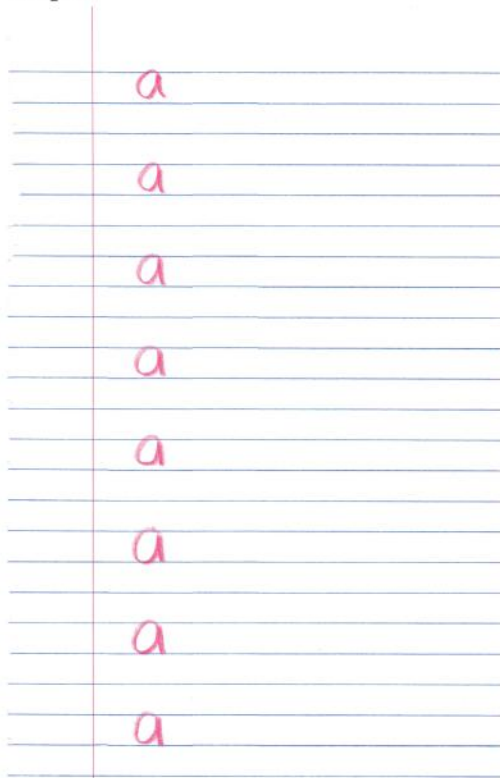


Step 2

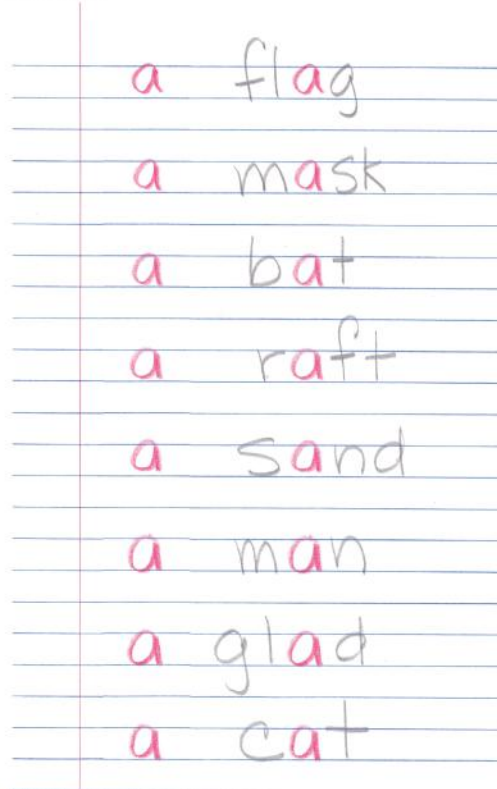
Step 2: Complete each word

- Have the student set the list on the right side of the lined paper.
- The student will write the phonogram in colored pencil in each window again, checking against the picture for each word window completed.
- Then, the student can place the list aside and turn it face down so the letters cannot be seen.
- Now, the student will use the pictures to complete each word. Using a regular pencil, a student should look at the first picture and write the missing letters to finish the word.
- The student can work all the way down the list and complete each word.
- Self-check: When finished, the student can check the work by placing the list on the left side of the paper and comparing the two sides. Corrections can be made as needed.
- The Word Games included in this guide (starting on page 8) follow completion of Step 2. These games provide the necessary word practice before proceeding on to Step 3.

Step 1:



Step 2:



Step 3: Self-Testing

After some practice with the Word Games, a student will be ready to spell the words. Using just the picture book, have the students write the words for each page.

Record Keeping

A master copy of a student progress chart for Language Works - Waseca Version should be color copied for each student (it can be downloaded from Waseca Biomes website in their A - Z PDF Library - wasecabiomes.org/pages/az). After successfully completing Step 3, students will mark their progress chart with the date (or simply color in the box next to the completed sound). The progress chart can be glued to the inside cover of the student's spelling notebook.

Word Games

These games and activities follow Step 2. They allow the child to practice with the words in a variety of ways before going on to the self-testing in Step 3. Each of these games is a hands-on extension activity that can be presented to individuals or groups over time to gradually increase the choices available for word practice.

After finishing a word game, students should record the outcome of their work into a notebook (wide-ruled spiral notebooks are a good option). This notebook helps students create their own spelling book as they work through the 82 phonograms in the Language Works - Waseca Version. After completing a variety of the word games, when the student feels ready, the student can proceed to Step 3 for self-testing.

Flip-Books

Make flip-books with the students upon the completion of Step 2. Provide 4 x 1" pre-cut strips of paper. Have students write each word from their Word List onto individual strips. Add a front cover by having the student write the phonogram that the Word List is highlighting on a strip. Stack the slips with the phonogram on top and single-hole punch it. Bind it with a removable fastener so that the pages can be easily taken apart and the strips can be used for word games.

Making flip-books is a fun and engaging activity (especially for younger children, who tend to prize their flip-book collection and enjoy reading them around the classroom). Challenge young readers to read their flip-books to their classmates. The classmates can put their initials on the back of the child's book. The flip-book collection can also be sent home and read to family members adding even more initials to the book!

The Word Games *Alphabetical Order*, *Rhyming Words*, *Nouns and Verbs*, *Concentration*, and *Sorting Charts* all use the pages from the flip-books as game pieces.

Alphabetical Order

Use any one of the student's flip-books to teach the student to alphabetize. Start by removing the paper fastener and demonstrate how to reassemble the book in alphabetical order. Each time the student makes a new flip-book, ask that the book be arranged alphabetically to reinforce this important skill.

Rhyming Words

Working with any of their flip-books, have the children sort the loose pages into rhyming pairs. They can place them side by side and then write the word pairs in their spelling notebooks. If a word from the list has no rhyming match, have them come up with a rhyming word and write it in the notebook. This activity can also be extended to sentence writing. Challenge children to invent rhyming sentences using some of the rhyming pairs (*e.g.* When I was three, I climbed a tree.)

Nouns and Verbs

After taking apart a flip-book, have the child use the grammar symbols to sort the words into columns of Nouns and Verbs. These lists can be recorded in the child's spelling notebook.

Concentration

This familiar game can be played by two children who both have the same phonogram flip-book. The two books provide the duplicates needed to play the game. After the pages from both books are taken apart, they can be shuffled and turned upside down on a table or desk. One child turns up a page, reads the word, and tries to turn up the match. If unsuccessful, the word is placed back upside down. After discovering all of the word pairs, players can write them in their spelling notebooks.

Sorting Charts

Use poster board to create phonogram charts with different spellings of same-sounding phonograms listed across the top of the chart under the vowel sound title. Empty columns should be left beneath each phonogram column heading. Make a chart for each of the long vowel sounds:

long a: a_e, ay, ai, eigh, ea

long e: ee, ea, ey, ie, y

long i: i_e, ie, y, igh

long o: o_e, oe, oa, ow

long u: u_e, ue, oo

Have two children partner to play a game with one of the long vowel sounds. They can place the chart on a table or work surface. They will also need to use the pages of their flip-books for each of the phonograms listed on the chart. One child shuffles the pages from two or more of their flip-books together. For example, if they are playing the game with the *long e*, pages from the ee, ea, ey, ie, or y flip-books may be used.

One child chooses a word (e.g. meat) and reads it to the other without showing the word. The partner must decide in which column the word belongs and place it on the chart beneath the appropriate heading (in this instance, ea). If the guess is incorrect, the word goes back into the word pile. The roles are then reversed with the second child choosing a word to read. When finished, all of the the words placed in the columns can be recorded in the students' spelling notebooks.

Compound Words

Words from the lists can be used as a starting point to create compound words. Children can come up with compound words themselves or find them by looking up a word in the dictionary to see if it suggests any compound combinations. For instance, *rain* can help form a number of compound words including *rainbow*, *raindrop*, *raincoat*, etc. Students can write the two parts of the compound words they make on separate cards to make a matching game for others to play.

Creative Sentences

The pictures in the picture books can be used for a variety of creative writing extensions. Some children will enjoy simply writing a sentence or story about their favorite picture. After writing about what is shown in the picture, students can also be challenged to think about what could have happened before and after the scene in the picture. (For example, the following sentences could be written about the illustration for *pool* in the blue oo book: *The girl is in a pool. Before: She was hot. After: She dried herself off.*) These writings can be done in the student's spelling notebook or on separate paper and glued into the spelling notebook.

Crossword Puzzles

This game is both a student and teacher favorite! Children can make a crossword pattern by interconnecting the words from a word list.

The child may begin making this pattern with the letters of a movable alphabet and then transfer the pattern to graph paper (large grid works best for younger children). Older students may prefer to write the words directly onto graph paper. After all of the words are interconnected, they can be assigned numbers, either down or across. Then, the student writes a clue for each word beneath the puzzle. After carefully tracing the pattern and erasing the words inside the boxes, the finished crossword puzzle can be given to a friend to complete. Copies of the crossword puzzles can also be put on the shelf for other classmates to solve.

Flashcards

Students can compile a set of flashcards as they work through the phonograms. A flashcard is made for each sound that is completed. Classmates can flash the cards to one another to review all of the sounds each has learned.

Sight Words

While learning to read and spell using the 82 phonograms in Language Works, it is also important that students learn to read and spell the many sight words that are non-phonetic or have syllables that are non-phonetic (sometimes called puzzle words) found in the English language. A short list of 5-10 sight words can be presented to students each week. Below, you will find a list of high frequency sight words.

| | | | | |
|----------|---------|-----------|----------|-----------|
| of | said | where | oven | really |
| have | from | what | dozen | different |
| the | love | who | orange | person |
| they | come | would | bicycle | animal |
| is | some | could | mitten | whole |
| his | front | should | kitten | school |
| has | won | been | cure | president |
| was | money | door | pure | probably |
| want | buy | floor | secure | nothing |
| are | give | bury | figure | beauty |
| your | off | every | forward | beautiful |
| do | soft | put | forest | happen |
| to | cloth | push | polite | sudden |
| does | gone | pull | control | build |
| one | clothes | air | contain | America |
| once | any | busy | special | second |
| only | many | surprise | caught | picture |
| two | sure | because | taught | future |
| four | sugar | other | trouble | laugh |
| seven | again | another | double | promise |
| eyes | against | mother | country | pencil |
| says | very | brother | people | muscle |
| all | here | father | friend | answer |
| ball | length | tomorrow | family | knowledge |
| tall | height | strength | favorite | drawer |
| extinct | warm | Wednesday | scissors | surface |
| neighbor | were | sandwich | weird | pretty |
| war | their | lesson | either | science |
| always | there | happen | finally | English |

Spelling Rules

Fifteen spelling rules accompany the Language Works - Waseca Version. These rules are outlined below and print-outs to hang on your classroom wall are available for download from Waseca Biomes website in their A - Z PDF Library: wasecabiomes.org/pages/az.

These rules should be introduced as you progress through the program in your elementary classroom. The timing of the introduction of these rules in Elementary classrooms is indicated by the color-coding of the rule title and appropriate word lists to demonstrate each rule are denoted below it. Some more lists that you might find helpful can be found after these rules.

Double Letters (*f, l, s, z*)

The letters **f**, **l**, **s**, and **z** are doubled after a short vowel in one-syllable words.

| | |
|--------------|---------------|
| st <u>ff</u> | o <u>ff</u> |
| be <u>ll</u> | mi <u>ll</u> |
| me <u>ss</u> | dr <u>ess</u> |
| fu <u>zz</u> | ja <u>zz</u> |

Common exceptions to this rule: gas, has, yes, this, bus, plus, us

(short e and short o word lists - more examples can be found in a chart after these rules)

Double the Consonant

When a word ends in a short vowel CVC pattern (as in “sun”), double the final consonant before adding a vowel ending (**y**, **ing**, **ed**, **er**, **en**).

sun + y = sunny
run + ing = running
drop + ed = dropped
slip + er = slipper

(short e and short o word lists)

Plural Forms - adding “es”

To make the plural of a noun ending in **ss**, **sh**, **ch**, **tch**, **x**, or **zz**, add **es**.

wish + es = wishes
bench + es = benches
box + es = boxes
toss + es = tosses
stitch + es = stitches

This rule does not apply to words ending in **th** (such as *paths*).

(ch, sh, and tch word lists)

Verb Forms – adding “es”

To change the form of a verb ending in **ss**, **sh**, **ch**, **tch**, **x**, or **zz**, add **es**.

| | |
|----------|----------------------|
| I miss. | He miss <u>es</u> . |
| I wash. | He wash <u>es</u> . |
| I watch. | He watch <u>es</u> . |
| I mix. | She mix <u>es</u> . |
| | It buzz <u>es</u> . |

(ch, sh, and tch word lists)

When to Use “ck”

The phonogram **ck** is used after a short vowel sound. Compare the following:

| | | |
|-------|----|-------|
| rack | vs | rake |
| pick | vs | pike |
| back | vs | bake |
| speck | vs | speak |

(ck word list)

Silent “e” – Job #3

Every syllable needs a vowel. Therefore, a silent **e** is added to the following final syllables:

-ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -zle

as in words like:

table, bubble, ruffle, tangle, jungle, tackle, little, puzzle

(ang and ung word lists - more examples can be found in a chart after these rules)

Silent “e” – Job #1

Adding a silent **e** to the end of a short-vowel word makes the vowel say its long sound (VC+E pattern).

| |
|-------------------------|
| hop + e = ho <u>p</u> e |
| tap + e = ta <u>p</u> e |
| rip + e = ri <u>p</u> e |
| cub + e = cu <u>b</u> e |

(introduce with silent e lists - more examples can be found in a chart after these rules)

Silent “e” – Job #2

Words in their base form usually do not end in the letter **v** or a single letter **s**.

Such words end in a silent **e**.

give, live, have, love, above, horse, house, goose, mouse

Exceptions include: has, bus

*Note: Verbs in the third person singular form do end in a singular **s** (eats, gives, lives).*

*Plural nouns also end in a singular **s** (hats, horses, houses).*

*(introduce with silent **e** lists)*

Drop the “e”

When a word ends in a silent **e**, drop the **e** before adding a vowel ending (ed, er, ing, y, en).

ride + ing = riding

save + ing = saving

shine + y = shiny

bake + er = baker

Do not drop the final **e** when adding a consonant ending (e.g. like + ly = likely).

*(introduce with silent **e** lists)*

“i” before “e,” except after “c”

The phonogram **ie** makes the long **e** sound as in:

chief, field, pier

The letters are reversed, however, when preceded by the letter **c** as in:

receive, ceilling, receipt

*(introduce with the **ie** list)*

Long Vowels & Open Syllables

A long vowel sound, when heard at the end of a syllable, is usually spelled with the single vowel letter.

fe-ver

baa-by

roo-bot

vaa-cat-ion

spii-der

poo-tao

A syllable ending with a vowel is an “open” syllable, and the vowel is usually long; whereas, a syllable ending with a consonant is a “closed” syllable making the vowel short (e.g. sis-ter, pup-pet).

*(introduce with the **er** list and **y** list - more examples can be found in a chart after these rules)*

Sound of “y” at the End of Words

The letter **y** makes the long **i** sound at the end of a one syllable word.

by, fly, try, spy, cry

The letter **y** makes the long **e** sound at the end of a mutli-syllable word.

baby, funny, candy, happy

*(introduce with both **y** lists)*

Change the “y” to “i”

When a word ends in a consonant + **y**, change the **y** to **i** before adding the following vowel endings: **es**, **ed**, **er**, and **est**.

berry + es = berries

carry + ed = carried

tiny + er = tinier

funny + est = funniest

sky + es = skies

try + ed = tried

Do not change the **y** to **i** if the ending is **ing** (e.g. carrying, trying).

*(introduce with both **y** lists)*

Plural & Verb Forms for Words ending in “vowel + y”

When a noun ends with a vowel + **y**, just add **s** to make its plural form.

chimneys, monkeys, toys, trays

When a verb ends with a vowel + **y**, just add **s** to change the form of the verb.

I play. She plays.

I obey. He obeys.

*(introduce with both **y** lists)*

Soft “c” and Soft “g”

When **c** is followed by **e**, **i** or **y**, it makes its soft sound /s/.

cent, **city**, **cycle**, fence, fancy

When **g** is followed by **e**, **i** or **y**, it often makes its soft sound /j/.

gentle, **giant**, **gym**, page, charge

Note: In the words “get,” “girl,” and “gift,” **g** makes its hard sound /g/.

*(introduce with soft **c** and soft **g** lists)*

Double Letters

| ll | ll | ff | ss | zz |
|-------|--------|-------|-------|---------|
| all | kill | puff | pass | buzz |
| hall | mill | fluff | bass | fuzz |
| mall | sill | huff | glass | fizz |
| small | till | stuff | mess | frizz |
| ball | pill | off | dress | pizzazz |
| tall | dill | staff | bless | razz |
| tell | drill | chaff | less | |
| bell | spill | muff | miss | |
| dell | chill | | boss | |
| sell | still | | hiss | |
| hill | scroll | | moss | |
| fill | | | floss | |

Silent “e” - Job #1

| | |
|---------|---------|
| pop + e | tub + e |
| mad + e | van + e |
| bit + e | dim + e |
| sit + e | fin + e |
| hug + e | hid + e |
| fat + e | pin + e |
| man + e | rag + e |
| hat + e | sag + e |
| kit + e | cod + e |
| mat + e | rot + e |
| cut + e | rob + e |

Silent “e” - Job #3

| | | | |
|----------|---------|---------|---------|
| twinkle | drizzle | trouble | bicycle |
| sprinkle | sizzle | double | cable |
| rattle | cuddle | couple | noble |
| giggle | muddle | rifle | bible |
| fizzle | babble | bugle | hurdle |

Long Vowels & Open Syllables

| | | |
|----------|------------|-----------|
| to - tal | ca - per | fi - nal |
| mo - tor | clo - ver | fla - vor |
| pi - lot | da - ta | fu - ton |
| me - ter | de - coy | ti - ger |
| re - gal | de - stroy | ze - bra |
| le - gal | di - ary | pho - to |
| mu - sic | du - ty | ru - ler |
| su - per | ci - der | be - gin |
| bo - nus | li - on | re - turn |
| ca - jun | fav - or | cy - cad |

Homophones

| long a | long e | long o | long i | long u |
|-------------------|---------------|-----------------|----------------|-----------------|
| stair - stare | meet - meat | toad - tweed | right - write | new - knew |
| pain - pane | steel - steal | load - lode | sight - site | flew - flu |
| tail - tale | see - sea | loan - lone | knight - night | threw - through |
| maid - made | flee - flea | road - rode | die - dye | dew - do |
| mail - male | deer - dear | coarse - course | by - buy | two - too |
| sail - sale | beech - beach | board - bored | | shoot - chute |
| hair - hare | seem - seam | hoarse - horse | | |
| pail - pale | week - weak | doe - dough | | |
| fair - fare | heel - heal | so - sew | | |
| plain - plane | creek - creak | no - know | | |
| bail - bale | tee - tea | rose - rows | | |
| main - mane | hear - here | hole - whole | | |
| wail - whale | seen - scene | pore - pour | | |
| fair - fare | peace - piece | shone - shown | | |
| pair - pear | | sole - soul | | |
| ware - wear | | fore - four | | |
| grate - great | | nose - knows | | |
| stake - steak | | | | |
| rain - rein | | | | |
| strait - straight | | | | |
| wait - weight | | | | |
| ate - eight | | | | |
| way - weigh | | | | |
| sleigh - slay | | | | |
| vein - vane | | | | |

Words with Silent Letters

| silent b | silent g | silent h | silent l | silent t | miscellaneous |
|-----------------|-----------------|-----------------|-----------------|-----------------|----------------------|
| thumb | sign | honest | half | castle | island |
| climb | align | hour | calf | listen | guess |
| crumb | gnat | honor | yolk | fasten | |
| lamb | gnarl | herb | folk | often | |
| limb | | | talk | | |
| dumb | | | walk | | |
| numb | | | chalk | | |
| doubt | | | | | |
| debt | | | | | |

The Many Sounds of “ough”

| ôf | oo | ô | ō | ŭf | ou |
|-----------|-----------|----------|----------|-----------|-----------|
| trough | through | fought | though | enough | bough |
| cough | | bought | | rough | |
| | | thought | | | |