



Specialized Program Individualizing Reading Excellence

## Quick Start Lessons



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## Introduction

*S.P.I.R.E.* Quick Start Lessons are designed for students and teachers who will begin the *S.P.I.R.E.* program at Level 2 and above. Through these lessons, students will learn how to do each of the activities within the predictable and repeating steps of each *S.P.I.R.E.* lesson. Teachers will introduce definitions of common phonics terms (e.g., *vowel teams*), *S.P.I.R.E.* -specific terminology (e.g., Phonogram Cards), and text-marking/word analysis strategies. Teachers should always begin instruction with Quick Start Lesson, Level 1, and continue through the lessons until they reach the level at which students will begin the full *S.P.I.R.E.* program.

The goal of the Quick Start Lessons is to move new *S.P.I.R.E.* students into their instructional level as soon as possible. Therefore, these lessons do not include Step 5 (Prereading) or Step 6 (Reading/Reading Comprehension). However, these steps should never be excluded when implementing the full *S.P.I.R.E.* program.

*S.P.I.R.E.* is intended to be implemented with small groups of students, but to save time, teachers may wish to teach the Quick Start Lessons to a whole class (more than 5 students) at once before placing students into smaller groups for the full implementation of the program. Review of sight words in Step 4 should be done 1:1.

## Pacing

Each Quick Start Lesson will take approximately 60–90 minutes to complete. If a 60–90 minute block is not available, teachers can break each lesson over two days as follows: Day 1: Steps 1–3; Day 2: Steps 4–10. It is important not to rush through these lessons because they form the foundation for a successful implementation of the full *S.P.I.R.E.* program. By the time students complete the Quick Start Lessons, they should be prepared to focus on the reading skills being taught, not on the mechanics of the activity itself.

## Helpful Hints for Efficient Prep Time

Teaching with *S.P.I.R.E.* requires a variety of materials and manipulatives. After many years of working with teachers to implement the program, the *S.P.I.R.E.* Professional Development Trainers have compiled these tips to make prep time more efficient. These tips will help teachers implement both the Quick Start Lessons and the full *S.P.I.R.E.* program.

1. Organize Phonogram Cards and Word Cards used daily for each small group.
2. Copy Key Concept Pictures from Blackline Masters and post them in the room.
3. Set up each student's magnetic board with letters a–z in alphabetical order on the left side. These letters should always remain on the magnetic boards.
4. Organize additional letter magnets in drawer organizers for easy access.
5. Make sets of white and green sound circles for students: 6 white, 3 green.
6. Make a set of Phoneme Segmentation Sheets.
7. Make a set of Phoneme-Grapheme Sheets.
8. Gather a set of green markers, colored pencils, and/or highlighters.
9. Gather dictation paper or spiral notebooks.
10. Organize a folder for each student to place his/her daily work.

For more detailed information about implementing the *S.P.I.R.E.* program, see the Introduction of any level's Teacher's Guide.

## Lesson 1

This lesson reviews the concepts introduced in *S.P.I.R.E.* Level 1.

### **MATERIALS**

#### **Teacher Needs:**

- Phonogram Cards 1–37

#### **Each Student Needs:**

- Phoneme Segmentation Sheet and Sound Circles (5 white, 3 green)
- Magnetic Board and Letters – 26 lower case letters of alphabet; welded sounds (*ang, ing, ong, ung, ank, ink, onk, unk*); consonant teams (*sh, ch, th, wh*)
- Level 1 Word Decoding Sheet
- Dictation Paper

### **Step 1: Phonogram Cards** [15–20 minutes]

**You need:** Phonogram Cards 1–37

**Goal:** Explain each sound pattern using the descriptions below.

As you show each Phonogram Card, say the name of the letter, the key word, and the sound that letter makes. (These are printed on the back of the card for your convenience.) Have students repeat them to you in unison.

#### **Model**

*I will hold up some letters one at a time. I will tell you the letter's name, a key word that has the letter in it, and the sound the letter makes. Hold up Phonogram Card 1. Say: p, pat, /p/. Now you say the letter's name, the key word, and the sound. (p, pat, /p/) Good. Let's do the same thing for the rest of the cards.*

### **Consonants (Phonogram Cards 1–20)**

Review the correct sound(s) of each consonant. Make sure students do not add a schwa sound to the end of each letter sound. For example, they should not be saying “duh,” “buh,” or “puh” for the letters *d*, *b*, and *p*.

### **Vowels: a, i, o, u, e (Phonogram Cards 21–25)**

Review the short sound of each vowel. *S.P.I.R.E.* does not use the terminology *short* and *long* vowels, so with students you should simply focus on the sounds that these vowels make and avoid the terms.

### **Consonant Teams: sh, ch, th, wh (Phonogram Cards 26–29)**

Give students the definition of a consonant team: two consonants together that make one new sound. You may have heard this concept referred to as a *digraph*. For consistency with the terminology of the *S.P.I.R.E.* program, *consonant team* is the preferred term to use with students.

Review the sound of each consonant team by naming each letter and then saying the sound and key word (s, h, ship, /sh/).

### **Welded Sounds: ang, ing, ong, ung (Phonogram Cards 30–33)**

Give students the definition of a welded sound: letter patterns such as *ang* and *ing* are called *welded sounds* because the vowels are attached to the *ng*. Since the vowel sound cannot be separated easily from the *ng* sound, all three letters are considered part of the vowel sound. For example, when you sound out the word *sang*, you would say /s/ /ang/.

Review each welded sound by naming each letter, and then saying the sounds and the key word (a, n, g, sang, /ang/).

### **Welded Sounds: ank, ink, onk, unk (Phonogram Cards 34–37)**

Tell students these letter patterns are also welded sounds. In this case, the vowel is attached to the consonants *nk*.

Review each welded sound by naming each letter, and then saying the sounds and the key word (a, n, k, bank, /ank/).

## Step 2: Phonological Awareness [5–10 minutes]

**Each student needs:** Phoneme Segmentation Sheet, 5 white Sound Circles, 3 green Sound Circles

**Goal:** Build words with students by focusing only on the sounds that make up the word.

Have students build words using white circles for consonant sounds and green circles for vowel sounds. Remind students to use one white circle for a consonant team (*sh, ch, th, wh*).

### Model

The first word is crash. Say the sounds in crash. (/k/ /r/ /ă/ /sh/) Bring down a circle for each sound in crash. Remember to use white circles for consonant sounds and green circles for vowel sounds. (Wait for students to finish building the word.) Point to each circle and say the sound. (/k/ /r/ /ă/ /sh/) Now sweep your finger under the circles and blend the word together. (crash)

1. crash    (/k/) (/r/) (ă) (/sh/)
2. crunch    (/k/) (/r/) (ŭ) (/n/) (/ch/)
3. throb    (/th/) (/r/) (ö) (/b/)
4. whisk    (/hw/) (ĩ) (/s/) (/k/)
5. swept    (/s/) (/w/) (ě) (/p/) (/t/)
6. stamp    (/s/) (/t/) (ă) (/m/) (/p/)

**Tip:** Have students use the gray box at the top of their Phoneme Segmentation Sheet as a holding pen for their circles.



### Step 3: Word Building [5–10 minutes]

**Each student needs:** Magnet Board, Letters

**Goal:** Build words with students using phonograms learned in Step 1.

Say each word, and have students repeat while counting the sounds on their fingers. Then have students build the word using their Magnetic Letters. After building each word, have students point to each letter as they sound out the word. Then have them sweep their finger under the letters and blend the word together.

#### Model

Say spring. (spring) *How many sounds do you hear in the word spring? (4) Use your letter tiles to build the word spring. (Wait for students to finish.) Now point to each letter and say the sounds. (/s/ /p/ /r/ /ɪŋ/) Great! Now sweep your finger under the letters and say the whole word. (spring) Good job. Now let's build some more words.*

1. spring

2. think

3. spunk

4. throng

5. flung

6. plank

7. chunk

8. strong

**Tip:** Prior to the lesson, set up students' magnetic boards with the letters they will need. Place lower case letters *a–z* on one side of the board and the target the target phonograms on the other.

## Step 4: Word Decoding [10–15 minutes]

**You need:** Word Decoding Sheet Answer Key

**Each student needs:** Word Decoding Sheet

**Goal:** Students recognize and mark the vowel sounds, consonant patterns, and syllable types they see in words. Students will work with the same patterns they learned in Step 1.

### Decode Words

Have students work on a single word at a time, or one row at a time, marking the words as follows:

1. Underline all vowels.
2. Link consonant teams and the letters that make a welded sound with a smile.

#### Model

*Put your finger under the first word. (think) Underline the vowel. (Wait for students to underline the i.) Do you see a welded team? (yes) When we see a welded team, we join the letters. Draw a “smile” under the letters to join them. (Wait for students to join the letters ink.) Do you see a consonant team in this word? (yes) When we see a consonant team, we also join the letters with a smile. Do that now. (Wait for students to join the th.) What vowel is in this word? (i) What sound does the welded team make in this word? (/ink/) Read the whole word. (think) Great job! Let’s do another word.*

After students have marked the words, call on individual students to read each word aloud. It is important for students to verbalize the vowel name and sound in the word before they read it. This approach requires students to know the vowel sound before reading the word, which helps prevent miscalling and guessing.

#### Model

*Tyson, will you read the first word? Remember to start by saying the vowel’s name and sound. Then say the whole word. (ink, /ink/, think) Good. Sandra, please read the next word. (ing, /ing/, thing)*

**Remember:** Quick Start Lessons do not include Steps 5 and 6.

## Step 7: Sound Dictation [5-10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students write the letters associated with the sounds they represent.

Dictate the following sounds to students. As you say each sound, have students repeat it and say the name of the letter(s) that makes the sound. Then have students write the letters, naming them again as they write.

If there is more than one letter or letter pattern associated with a sound, students should write all possible answers.

When dictation is complete, call on individual students to read the letters and say the sounds they make.

### Model

Say /ă/. (/ă/) What letter makes the /ă/ sound? (a) Write the letter a on your paper, and say the letter's name as you write. (Wait for students to finish writing.) Great! Let's do another one.

	Sound	Answer		Sound	Answer
1.	/ă/	a	6.	/sh/	sh
2.	/ĭ/	i	7.	/ch/	ch
3.	/ŏ/	o	8.	/ăng/	ang
4.	/ĕ/	e	9.	/ĭnk/	ink
5.	/ŭ/	u	10.	/k/	c, k

**Tip:** Dictation activities in Steps 7, 9, and 10 are meant to further student understanding and discussion of sound/symbol correspondence. They should not be treated as spelling tests.

## Step 8: Prespelling [5 minutes]

**Goal:** Orally analyze the phoneme-grapheme relationship of an example word with students.

This activity is done orally. Follow this script. Student responses are in parentheses.

Say *prank*. (prank) Now say a word that rhymes with *prank*. (sank, thank, bank, etc.) What sound do you hear at the beginning of *prank*? (/p/) What is the second sound you hear in *prank*? (/r/) What is the welded vowel sound you hear in *prank*? (/ank/) Say the whole word. (prank)

## Step 9: Word Dictation [5–10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students strengthen their understanding of phoneme-grapheme relationships through this spelling activity.

Dictate the following words, and have students spell the words on their paper, naming each letter as they write. Once the word is written, students should say each sound and then blend the sounds together to say the whole word.

When dictation is complete, call on individual students to read words from the list.

**Tip:** Review the meaning of any unknown words.

### Model

Say the word *prank*. (prank) Write the word *prank* on your paper and say each letter as you write. (Wait for students to write the word.) Let's say each of the sounds in the word *prank*. (/p/ /r/ /ănk/) Now say the whole word. (prank) Excellent! Let's do another one.

- |           |             |
|-----------|-------------|
| 1. prank  | 6. thrush   |
| 2. shrunk | 7. whiplash |
| 3. thing  | 8. clang    |
| 4. punch  | 9. strung   |
| 5. thump  | 10. trinket |

## Step 10: Sentence Dictation [5–10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students write sentences that include the concepts learned in the lesson.

Dictate the following sentences to students. As you say each sentence, make a dash on the board for each word in the sentence. Then students say the sentence as you point to each dash. Students say the sentence again as they make a dash on their paper for each word. Finally, students write the sentence, writing one word on each dash.

When dictation is complete, ask students to take turns reading the sentences aloud.

### Model

*I am going to say a sentence. Watch as I make a dash on the board for each word in the sentence. Chad went to the bank to get cash. (Draw eight long dashes on the board.) Let's all say the sentence, and I'll point to a dash for each word. Chad went to the bank to get cash. (Point to each dash as you say the words.) Now it's your turn. Say the sentence again and make a dash on your paper for each word. (Wait for students to make their dashes.) Now write the sentence. Write one word on each dash. (Wait for students to finish writing.) Let's read the sentence one last time: Chad went to the bank to get cash.*

1. Chad went to the bank to get cash.
2. Hank sets up the drums and the band sings a song.
3. Jim swung the bat and had a grand slam hit.

## Review Sight Words – Level 1

Sit with each student 1:1 and have them read the list of Level 1 sight words on [page 45](#). The goal of this activity is to make sure students can read the words quickly and with accuracy. Students should not be trying to sound out these words. Make note of words students have difficulty with and incorporate them into your daily lessons.

## Lesson 2

This lesson reviews the concepts introduced in *S.P.I.R.E.* Level 2.

### MATERIALS

#### Teacher Needs:

- Phonogram Cards 1–55

#### Each Student Needs:

- Phoneme Segmentation Sheets and Sound Circles (5 white, 3 green)
- Magnetic Board and Letters – 26 lower case letters of alphabet; *tch*, *qu*, *ck*, silent *e*
- Level 2 Word Decoding Sheet
- Dictation Paper

**You need:** Phonogram Cards 1–37

### Step 1: Phonogram Cards [15–20 minutes]

**Goals:** Review previously learned sound patterns and introduce new ones.

Review the consonants and concepts from Level 1 using Phonogram Cards 1–37. Shuffle the cards and then show each card to students. Have students say the name of the letter(s) on each card and the sound(s) it makes. (When drilling previously introduced Phonogram Cards, students do not need to say the key words.)

Next, introduce new sound patterns using Phonogram Cards 38–50. As you show each Phonogram Card, say the name of the letter(s), the key word, and the sound the letter or letter pattern makes. Have students repeat them to you in unison.

#### ***ff*, *ll*, *ss* (Phonogram Cards 38–40)**

Review the sound of each letter pattern, reminding students that although there are two letters, they make only one sound.

Write the words *cliff*, *will*, and *miss* on the board. Teach students the FL(O)SS Spelling Rule: when a one-syllable word with a short vowel ends with *f*, *l*, or *s*, double the *f*, *l*, or *s* when it immediately follows the vowel. Point out this pattern in the three sample words on the board.

### ***al, wa* (Phonogram Cards 41, 42)**

Review the sound of each letter pattern.

Next, write the words *ball* and *wasp* on the board. Remind students that when the letter *a* is paired with *l* or *w*, it makes the /*ɔ̃*/ sound as in *ball* and *wasp*. Point out that unlike typical vowel or consonant teams (two letters that together make one sound), you can hear the sounds of both letters in these patterns.

### ***qu* (Phonogram Card 43)**

Review this letter pattern. Point out that the letter *q* is always followed by the letter *u* in words and is pronounced /*kw*/.

### ***ck, tch* (Phonogram Cards 44, 45)**

Review the sound of each consonant team.

Next, write the words *clock* and *catch* on the board. Remind students that these consonant teams always come after the vowel sounds /*ă*/, /*ĭ*/, /*ɔ̃*/, /*ũ*/, or /*ě*/ at the end of a syllable.

### ***a-e, i-e, o-e, u-e, e-e* (Phonogram Cards 46–55)**

These letter patterns represent the concept of silent *e*, in which the first vowel says its name, and the *e* makes no sound. *S.P.I.R.E.* does not use the terminology *short* and *long* vowels, so tell students that in words with a silent *e*, the other vowel says its name.

When you introduce these Phonogram Cards, students should say:

*a* consonant *e*, /*ă*/, *lake*

*i* consonant *e*, /*ĭ*/, *bike*

*o* consonant *e*, /*ɔ̃*/, *rode*

*u* consonant *e*, /*ũ*/, *tune*

*e* consonant *e*, /*ě*/, *Pete*

Review the sound of each vowel-consonant-*e* pattern.

## Step 2: Phonological Awareness [5–10 minutes]

**Each student needs:** Phoneme Segmentation Sheet, 5 white Sound Circles, 3 green Sound Circles

**Goal:** Build words with students by focusing only on the sounds that make up the word.

Have students build words using white circles for consonant sounds and green circles for vowel sounds. Remind students to use one white circle for a consonant team (*ch, sh, ff, ll, ss*).

### Model

The first word is wasp. Say the sounds in wasp. (/w/, /ə/, /s/, /p/) Bring down a circle for each sound in wasp. Remember to use white circles for consonant sounds, and green circles for vowel sounds. (Wait for students to finish building the word.) Point to each circle and say the sound. (/w/, /ə/, /s/, /p/) Now sweep your finger under the circles and blend the word together. (wasp)

1. wasp    (/w/) (ə) (/s/) (/p/)
2. swat    (/s/) (/w/) (ə) (/t/)
3. swamp    (/s/) (/w/) (ə) (/m/) (/p/)
4. chess    (/ch/) (ɛ) (/s/)
5. shell    (/sh/) (ɛ) (/l/)
6. cliff    (/k/) (/l/) (ɪ) (/f/)

**Tip:** Have students use the gray box at the top of their Phoneme Segmentation Sheet as a holding pen for their circles.



### Step 3: Word Building [5–10 minutes]

**Each student needs:** Magnet Board, Letters

**Goal:** Build words with students using phonograms learned in Step 1.

Say each word, and have students repeat while counting the sounds on their fingers. Then have students build the word using their Magnetic Letters. After building each word, have students point to each letter as they sound out the word. Then have them sweep their finger under the letters and blend the word together.

#### Model

Say switch. (switch) *How many sounds do you hear in the word switch? (4) Use your letters to build the word switch. (Wait for students to finish.) Now point to each letter and say the sounds. (/s/ /w/ /ĭ/ /ch/)* Great! Now sweep your finger under the letters and say the whole word. (switch) Good job. Now let's build some more words.

1. switch
2. quick
3. quake
4. swipe
5. globe
6. cube
7. plate
8. stampede

**Tip:** Prior to the lesson, set up students' magnetic boards with the letters they will need. Place lower case letters a–z on one side of the board and the target phonograms on the other.

## Step 4: Word Decoding [10–15 minutes]

**You need:** Word Decoding Sheet Answer Key

**Each student needs:** Word Decoding Sheet

**Goal:** Students recognize and mark the vowel sounds, consonant patterns, and syllable types they see in words. Students will work with the same patterns they learned in Step 1.

### Decode Words

Have students work on a single word at a time, or one row at a time, marking the words as follows:

1. Underline all vowels.
2. Link consonant teams and the letters that make a welded sound with a “smile.”
3. Draw an arrow up through any silent e and have it point back to the other vowel in the word. The arrow should point to the vowel that says its name.

### Model

*Put your finger under the first word: here. Underline the vowels. (Wait for students to underline the e’s.) Do you see a silent e at the end of this word? (yes) What vowel says its name in the word here? (e) When we see a silent e and a vowel that says its name, we draw an arrow through the silent e and have it point back to the vowel that says its name. (Demonstrate for students.) Do that now on your paper. (Wait for students to mark the word.) What vowel says its name in this word? (e) Read the whole word. (here) Great job! Let’s do another word.*

After students have marked the words, call on individual students to read each word aloud. It is important for students to verbalize the vowel name and sound in the word before they read it. This approach requires students to know the vowel sound before reading the word, which helps prevent miscalling and guessing.

For example, when reading the word *home*, the student should say: “o consonant e, /ō/, *home*,” or for the word *junk*, the student should say: “u, n, k, /ŭnk/, *junk*.”

**Remember:** Quick Start Lessons do not include Steps 5 and 6.

### **Step 7: Sound Dictation** [5-10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students write the letters associated with the sounds they represent.

Dictate the following sounds to students. As you say each sound, have students repeat it and say the name of the letter(s) that makes the sound. Then have students write the letters, naming them again as they write.

If there is more than one letter or letter pattern associated with a sound, students should write all possible answers.

When dictation is complete, call on individual students to read the letters and say the sounds they make.

	Sound	Answer		Sound	Answer
1.	/ĭ/	i	6.	/ā/	a-e
2.	/wa/	wa	7.	/ē/	e-e
3.	/kw/	qu	8.	/ī/	i-e
4.	/ch/	ch, tch	9.	/ō/	o-e
5.	/k/	k, c, ck	10.	/ū/	u-e

### **Step 8: Prespelling** [5 minutes]

**Goal:** Orally analyze the phoneme-grapheme relationship of an example word with students.

This activity is done orally. Follow this script. Student responses are in parentheses.

Say *swell*. (swell) *How many sounds do you hear in swell?* (4)  
*What sound do you hear at the beginning of swell?* (/s/) *What is the second sound you hear in swell?* (/w/) *What vowel sound do you hear in swell?* (/ě/) *What is the last sound you hear in swell?* (/l/)

**Tip:** Dictation activities in Steps 7, 9, and 10 are meant to further student understanding and discussion of sound/symbol correspondence. They should not be treated as spelling tests.

### **Step 9: Word Dictation** [5–10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students strengthen their understanding of phoneme-grapheme relationships through this spelling activity.

Dictate the following words, and have students spell them on their paper, naming each letter as they write. Once the word is written, students should say the sound of each phoneme and then blend them together to say the whole word.

When dictation is complete, ask students to read aloud the entire list of words.

- |           |           |
|-----------|-----------|
| 1. swell  | 6. quench |
| 2. sniff  | 7. struck |
| 3. toss   | 8. pocket |
| 4. walrus | 9. stitch |
| 5. stall  | 10. quote |

### **Step 10: Sentence Dictation** [5–10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students write sentences that include the concepts learned in the lesson.

Dictate the following sentences to students. As you say each sentence, make a dash on the board for each word in the sentence. Then students say the sentence as you point to each dash. Students say the sentence again as they make a dash on their paper for each word. Finally, students write the sentence, writing one word on each dash.

When dictation is complete, students should take turns reading the sentences aloud.

1. Jed scrubs to get the grime off his bike tire.
2. The plane will glide and land on the grass.
3. I hope the baseball game will go on past sunset.

**Tip:** Review the meaning of any unknown words.

## Review Sight Words

Sit with each student 1:1 and have them read the list of Level 2 sight words on [page 45](#). The goal of this activity is to make sure students can read the words quickly and with accuracy. Students should not be trying to sound out these words. Make note of words students have difficulty with and incorporate them into your daily lessons.

## Lesson 3

This lesson reviews the concepts introduced in *S.P.I.R.E.* Level 3.

### **MATERIALS**

#### **Teacher Needs:**

- Phonogram Cards 21–73

#### **Each Student Needs:**

- Syllable Cards
- Phoneme-Grapheme Sheet and Sound Circles (5 white, 3 green)
- Level 3 Word Decoding Sheet
- Dictation Paper

### **Step 1: Phonogram Cards** [15–20 minutes]

**You need:** Phonogram Cards 21–73;

**Each student needs:** Syllable Cards

**Goals:** Review previously learned sound patterns and introduce new ones.

Review the concepts from Levels 1 and 2 using Phonogram Cards 21–50. Shuffle the cards, and then show each card to students. Have students say the name of the letter(s) on each card and the sound(s) it makes.

Next, introduce new sound patterns using Phonogram Cards 51–73. As you show each Phonogram Card, say the name of the letter(s), the key word, and the sound the letter or letter pattern makes. Have students repeat them to you in unison.

#### ***so, he, fly* (Phonogram Card 51)**

Introduce students to the Open Vowel Syllable Pattern: at the end of short words that end with the vowels *o* and *e*, the vowel says its name. When a short word ends in *y*, the *y* says *i*, as in the words *fly*, *my*, and *by*.

When students read this card, they should say:

*so*, /ō/

*he*, /ē/

*fly*, /ī/

**Tip:** As long as students are making consonant sounds correctly, the consonant cards (Phonogram Cards 1–20) can be removed.

### **y (Phonogram Card 52)**

This card serves as a reminder that in short words ending in *y*, the *y* acts as a vowel and makes the long /ī/ sound.

### **ild, old, ind, ost, oll (Phonogram Cards 53–57)**

These vowel patterns are exceptions to the closed syllable rule. (A closed syllable is a syllable that has a vowel followed by a consonant. The vowel in a closed syllable is short.) These exceptions all have long vowel sounds.

Introduce students to the five letter teams.

Next, write these words on the board: *child*, *cold*, *find*, *post*, and *roll*. Point out that the vowel says its name in words with these patterns.

### **ay (Phonogram Card 58)**

Introduce students to the concept of vowel teams, or two vowels together in a word that make only one sound. The vowel team *ay* always comes at the end of a word or syllable, and it says /ā/, as in *day*.

### **-ed (Phonogram Card 59)**

Tell students the suffix *-ed* comes at the end of action words (verbs), and shows that the action has already happened. All suffixes are on blue cards, which indicates that suffixes come at the end of words.

Write the words *melted*, *smelled*, and *winked* on the board. Point out how the *-ed* suffix can say /ĕd/, /d/, or /t/.

When students read the Phonogram Card, they should say:

*-ed*, /ĕd/, /d/, /t/

### **Suffixes -s, -es, -ing, -er, -est, -en, -ish, -ly, -ful, -ness, -less (Phonogram Cards 60–71)**

These patterns are suffixes that change the meaning of the base word. Use the example words printed on the back of the Phonogram Cards to help explain to students how each suffix affects the base word.

### **ou (Phonogram Card 72)**

Write the following sentence on the board:

*I will share this mound of doughnuts with my cousin and you.*

Tell students that the vowel team *ou* has four different sounds. The most common sound of *ou* is /ou/ (*mound*). It can also say /ō/ (*doughnut*), /ŭ/ (*cousin*), and /ōō/ (*you*). Students should try the most common sound first in an unknown word. If the word does not make sense, they should try the other sounds of *ou*.

When reading this Phonogram Card, students should recite all four sounds. Students should say:

*ou, /ou/, /ō/, /ŭ/, /ōō/*

### **a- (Phonogram Card 73)**

This is the first prefix introduced in *S.P.I.R.E.* Tell students that prefixes appear at the beginning of words, and that this prefix is pronounced /ŭ/ (short *u* or schwa sound) as in *alike*. The Phonogram Card is purple, signifying that this is a prefix.

### **Twin-Consonant Syllable Division (Syllable Cards)**

Review the concept of dividing words into syllables between two consonants that are the same (*puffin*).

Give each student a set of Syllable Cards. Start with the word *kitten* and follow this script:

*Look at this word. Underline each of the vowels. What are the two vowels? (i, e) This word has two syllables because there are two vowel sounds.*

*Put your fingers under the vowels. What letters are between your fingers? (t, t,) When there are twin letters with a vowel on either side, divide the word between the twin letters. Trace the dotted line between the letters.*

*Now say the first syllable. (kit) Say the second syllable. (ten) Now blend the Syllables Cards to read the whole word. (kitten)*

Repeat with Syllable Cards *rabbit, muffin, and happy*.



### **Non-twin Consonant Syllable Division (Syllable Cards)**

Review the concept of dividing a word into syllables between non-twin consonants (*dentist*).

Start with the word *basket* and follow this script:

*Look at this word. Underline each of the vowels. What are the two vowels? (a, e) This word has two syllables because there are two vowel sounds.*

*Put your fingers under the vowels. What letters are between your fingers? (s, k) When there are two consonants with a vowel on either side, you will divide the word between the consonants. Trace the dotted line between the letters.*

*Now say the first syllable. (bas) Say the second syllable. (ket)  
Blend the syllables to read the whole word. (basket)*

Repeat with the Syllable Cards *invite, thunder, and helmet*.

## Steps 2 & 3: Phonological Awareness & Word Building

[5–10 minutes]

**Each student needs:** Phoneme-Grapheme Sheet,  
5 white Sound Circles, 3 green Sound Circles

**Goal:** Build and write words with students by first focusing on the sounds that make up the word and then writing the letters.

Have students build words using white circles for consonant sounds and green circles for vowel sounds, just as they did in the Step 2 activities in Quick Start Lessons 1 and 2. Students should sound out each word and then place circles in the boxes to represent each sound. Remind students to use one white circle for a consonant team (*sh, ch, th, wh, tch, ff*) and one green circle for a vowel team (*ai, ay, er, ou*).

Say each word from the numbered list below. For each word, have students touch each circle and say its sound. Then have them push up each circle and write the letter or letters that make that sound. Patterns that have one sound (e.g., *tch, ou*) should be written in one box. When students are done, have students read the words aloud.

1. also
2. subway
3. catches
4. drifter
5. traffic

**Tip:** Have students use the gray box at the top of their Phoneme-Grapheme Sheet as a holding pen for their circles.

## **Step 4: Word Decoding** [10–15 minutes]

**You need:** Word Decoding Sheet Answer Key

**Each student needs:** Word Decoding Sheet

**Goals:** Students recognize and mark the vowel sounds, consonant patterns, syllable types, prefixes, and suffixes they see in words. Students will work with the same patterns they learned in Step 1.

### **Decode Words**

Have students work on a single word at a time, or one row at a time, marking the words as follows:

1. Underline all vowels.
2. Link consonant teams and the letters that make a welded sound with a “smile.”
3. Draw an arrow up through any silent e and have it point back to the other vowel in the word. The arrow should point to the vowel that says its name.
4. Draw a box around prefixes and suffixes. (Having students write the sound above the suffix will help them to remember it. For example in *stayed*, *ed* says /d/.)
5. Divide words into syllables with a line. (Having students write the vowel/consonant pattern below the word will help them to determine where to split it.)

**Model**

*Put your finger under the first word: dripping. Underline the vowels. (Wait for students to underline the i's.) Is there a suffix in this word? Which one? (yes, ing) When we see a suffix or a prefix in a word, we draw a box around it. (Demonstrate.) Do that now on your paper. (Wait for students to mark the word.)*

*How many syllables does this word have? (2) When we see a word with more than one syllable, we draw a line to divide the syllables. Where should we draw the line in dripping? (between the twin consonants) Do that now on your paper. (Wait for students to mark the word.) Now read the whole word. (dripping) Great job! Let's do another word.*

After students have marked the words, call on individual students to read each word aloud. For a word with two or more syllables, students should sound out one syllable at a time, and then put the word together.

For example, when reading the word *napkin*, the student should say:

*a, /ă/, nap*

*i, /i/, kin*

*napkin*

**Tip:** When students are decoding words with vowel patterns that have more than one sound (such as the *ou* pattern), it is permissible for the teacher to prompt the correct sound of the pattern. In this way, students will read the words correctly and will soon recognize the correct sounds of the pattern through exposure to these words.

**Remember:** Quick Start Lessons do not include Steps 5 and 6.

## **Step 7: Sound Dictation** [5-10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students write the letters associated with the sounds they represent.

Dictate the following sounds to students. As you say each sound, have students repeat it and say the name of the letter(s) that makes the sound. Then have students write the letters, naming them again as they write.

If there is more than one letter or letter pattern associated with a sound, students should write all possible answers.

When dictation is complete, call on individual students to read the letters and say the sounds they make.

	<b>Sound</b>	<b>Answer</b>		<b>Sound</b>	<b>Answer</b>
<b>1.</b>	/ī/	i-e, y	<b>6.</b>	/ou/ (cloud)	ou
<b>2.</b>	/ā/	a-e, ay	<b>7.</b>	/ŭ/	u, ou
<b>3.</b>	/ō/	o-e, o, ou	<b>8.</b>	/d/	d, ed
<b>4.</b>	/ē/	e-e, e, y	<b>9.</b>	/ōō/	ou
<b>5.</b>	/ěd/	ed	<b>10.</b>	/t/	t, ed

**Tip:** Dictation activities in Steps 7, 9, and 10 are meant to further student understanding and discussion of sound/symbol correspondence. They should not be treated as spelling tests.

### **Step 8: Prespelling** [5 minutes]

**Goal:** Orally analyze the phoneme-grapheme relationship of an example word with students.

This activity is done orally. Follow this script. Student responses are in parentheses.

*Say stray. How many sounds are in the word stray? (4) Now say a word that rhymes with stray. (clay, day, pay, etc.) What sound do you hear at the beginning of the word stray? (/s/) What is the second sound you hear in stray? (/t/) What is the third sound you hear in stray? (/r/) What vowel sound do you hear in stray? (/ā/) What letters make the /ā/ sound in the word stray? (ay)*

### **Step 9: Word Dictation** [5–10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students strengthen their understanding of phoneme-grapheme relationships through this spelling activity.

Dictate the following words, and have students spell them on their paper, naming each letter as they write. Once the word is written, students should say the sound of each phoneme and then blend them together to say the whole word.

When dictation is complete, call on individual students to read words from the list.

- |             |             |
|-------------|-------------|
| 1. stray    | 6. comment  |
| 2. printed  | 7. mustang  |
| 3. munched  | 8. transfer |
| 4. swelled  | 9. amount   |
| 5. hopeless | 10. boulder |

**Tip:** Review the meaning of any unknown words.

## **Step 10: Sentence Dictation** [5–10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students write sentences that include the concepts learned in the lesson.

Dictate the following sentences to students. As you say each sentence, make a dash on the board for each word in the sentence. Then students say the sentence as you point to each dash. Students say the sentence again as they make a dash on their paper for each word. Finally, students write the sentence, writing one word on each dash.

When dictation is complete, ask students to take turns reading the sentences aloud.

1. James has a round-trip ticket on the plane bound for Washington.
2. The cold winter made the man grouchy and wishful for spring.
3. Tom was upset that he shouted when he lost his temper.

## **Review Sight Words**

Sit with each student 1:1 and have them read the list of Level 3 sight words on page [page 45](#). The goal of this activity is to make sure students can read the words quickly and with accuracy. Students should not be trying to sound out these words. Make note of words students have difficulty with and incorporate them into your daily lessons.

## Lesson 4

This lesson reviews the concepts introduced in *S.P.I.R.E.* Level 4.

### MATERIALS

#### Teacher Needs:

- Phonogram Cards 21–89

#### Each Student Needs:

- Phoneme-Grapheme Sheet and Sound Circles (5 white, 3 green)
- Level 4 Word Decoding Sheet
- Dictation Paper

### Step 1: Phonogram Cards [15–20 minutes]

**You need:** Phonogram Cards 21–89

**Goal:** Review previously learned sound patterns and introduce new ones.

Review the concepts from Levels 1–3 using Phonogram Cards 21–73. Shuffle the cards, and then show each card to students. Have students say the name of the letter(s) on each card and the sound(s) it makes.

Next, introduce new sound patterns using Phonogram Cards 73–89. As you show each Phonogram Card, say the name of the letter(s), the key word, and the sound the letter or letter pattern makes. Have students repeat them to you in unison.

#### **ea (Phonogram Card 74)**

Write the following sentence on the board:

*Liz eats bread and steak.*

Tell students that the vowel team *ea* has three different sounds. The most frequent sound of *ea* is /ē/ (*eat*). It can also say /ĕ/ (*bread*) and /ā/ (*steak*).

When reading this Phonogram Card, students should recite all three sounds. Students should say:

*ea, /ē/, /ĕ/, /ā/*



### **consonant -le syllables (Phonogram Cards 75–83)**

This syllable pattern includes eight Phonogram Cards (-ble, -dle, -fle, -gle, -kle, -ple, -tle, -zle). Tell students that this pattern always occurs at the end of a word and forms its own syllable. The Phonogram Cards are blue, signifying that consonant -le syllables come at the end of words.

Review the syllable patterns with students.

### **oa (Phonogram Card 84)**

Tell students that the vowel team *oa* always makes the sound /ō/, as in *goat*.

### **ai (Phonogram Card 85)**

Tell students that the vowel team *ai* always makes the sound /ā/, as in *paint*.

### **ee (Phonogram Card 86)**

Tell students that the vowel team *ee* always makes the sound /ē/, as in *sheep*.

### **oo (Phonogram Card 87)**

Write the following sentence on the board:

*This is the food I will cook.*

Tell students that the vowel team *oo* has two sounds. The most frequent sound of *oo* is /ōō/ (*food*). It can also say /ōō/ (*cook*).

When reading this Phonogram Card, both sounds should be recited. Students should say:

*oo, /ōō/, /ōō/*

### **igh (Phonogram Card 88)**

Tell students that the vowel team *igh* makes the sound /ī/, as in *light*.

### **ie (Phonogram Card 89)**

Tell students that the vowel team *ie* has two sounds. The *ie* can make the sound /ī/, as in *pie*. It can also make the sound /ē/, as in *chief*.

Write the words *spy* and *spies* on the board. Explain to students the Change the *i* Spelling Rule. When you add a suffix to a word such as *sky*, you change the *y* to *i*.

## Steps 2 & 3: Phonological Awareness & Word Building

[5–10 minutes]

**Each student needs:** Phoneme-Grapheme Sheet,  
5 white Sound Circles, 3 green Sound Circles

**Goal:** Build and write words with students by first focusing on the sounds that make up the word and then writing the letters.

Have students build words using white circles for consonant sounds and green circles for vowel sounds, just as they did in the Step 2 activities in Quick Start Lessons 1 and 2. Students should sound out each word and then place circles in the boxes to represent each sound. Remind students to use one white circle for a consonant team (*th, ble, qu, ch*) and one green circle for a vowel team (*ea, oa, ai, ee*).

Say each word from the numbered list below. For each word, have students touch each circle and say its sound. Then have them push up each circle and write the letter or letters that make that sound. Patterns that have one sound (e.g., *ble, ee*) should be written in one box. When students are done, have them read the words.

1. thread     /th/   /r/   /ĕ/   /d/
2. stumble   /s/   /t/   /ŭ/   /m/   /bŭl/
3. boast     /b/   /ō/   /s/   /t/
4. quaint    /kw/   /ā/   /n/   /t/
5. screech   /s/   /k/   /r/   /ē/   /ch/

**Tip:** Have students use the gray box at the top of their Phoneme-Grapheme Sheet as a holding pen for their circles.

## Step 4: Word Decoding [10–15 minutes]

**You need:** Word Decoding Sheet Answer Key

**Each student needs:** Word Decoding Sheet

**Goal:** Students recognize and mark the vowel sounds, consonant patterns, syllable types, prefixes, and suffixes they see in words. Students will work with the same patterns they learned in Step 1.

### Decode Words

Have students work on a single word at a time, or one row at a time, marking the words as follows:

1. Underline all vowels.
2. Link consonant teams and the letters that make a welded sound with a “smile.”
3. Draw an arrow up through any silent e and have it point back to the other vowel in the word. The arrow should point to the vowel that says its name.
4. Draw a box around prefixes and suffixes.
5. Divide words into syllables with a line.

### Model

*Put your finger under the first word: stumble. Underline the vowels. (Wait for students to underline the u and e.) How many syllables are in this word? (2) Say the syllables. (stum/ble) When you see a word with a consonant -le syllable, remember this rule: consonant -le, count back three and split. This tells you where to divide the word. Where should we draw the line in stumble? (between the m and b) Do that now on your paper. (Wait for students to mark the word.) Now read the whole word. (stumble) Great job! Let's do another word.*

After students have marked the words, call on individual students to read each word aloud. For a word with two or more syllables, students should sound out one syllable at a time and then put the word together.

**Tip:** For words with consonant -le syllables, teach students the phrase *consonant -le, count back three and split*. This will help students remember that the consonant -le pattern is its own syllable at the end of a word.

For example, when reading the word *puzzle*, the student should say:

*u, /ŭ/, puz*

*zle, /ŭ/, zul*

*puzzle*

**Remember:** Quick Start Lessons do not include Steps 5 and 6.

### **Step 7: Sound Dictation** [5-10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students write the letters associated with the sounds they represent.

Dictate the following sounds to students. As you say each sound, have students repeat it and say the name of the letter(s) that makes the sound. Then have students write the letters, naming them again as they write.

If there is more than one letter or letter pattern associated with a sound, students should write all possible answers.

When dictation is complete, call on individual students to read the letters and say the sounds they make.

	<b>Sound</b>	<b>Answer</b>		<b>Sound</b>	<b>Answer</b>
<b>1.</b>	/ē/	e-e, ea, y, ee, ie, e	<b>6.</b>	/ōō/	oo, ou
<b>2.</b>	/ā/	a-e, ay, ea, ai	<b>7.</b>	/kŭl/	cle, kle
<b>3.</b>	/ō/	o-e, oa, o, ou	<b>8.</b>	/gŭl/	gle
<b>4.</b>	/ě/	e, ea	<b>9.</b>	/bŭl/	ble
<b>5.</b>	/ī/	y, i-e, igh, ie	<b>10.</b>	/zŭl/	zle

**Tip:** Dictation activities in Steps 7, 9, and 10 are meant to further student understanding and discussion of sound/symbol correspondence. They should not be treated as spelling tests.

### **Step 8: Prespelling** [5 minutes]

**Goal:** Orally analyze the phoneme-grapheme relationship of an example word with students.

This activity is done orally. Follow this script. Student responses are in parentheses.

Say *maintain*. (maintain) *How many syllables are in the word maintain?* (2) *What is the first syllable in the word maintain?* (main) *What is the second syllable in the word maintain?* (tain) *What vowel sound do you hear in both syllables?* (/ā/) *How will you spell the /ā/ sound in both syllables of maintain?* (ai)

### **Step 9: Word Dictation** [5–10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students strengthen their understanding of phoneme-grapheme relationships through this spelling activity.

Dictate the following words, and have students spell them on their paper, naming each letter as they write. Once the word is written, students should say the sound of each phoneme and then blend them together to say the whole word.

When dictation is complete, call on individual students to read words from the list.

- |             |              |
|-------------|--------------|
| 1. maintain | 6. gleam     |
| 2. speeches | 7. steamboat |
| 3. gloomy   | 8. tremble   |
| 4. belief   | 9. guzzle    |
| 5. plight   | 10. break    |

**Tip:** Review the meaning of any unknown words.

## **Step 10: Sentence Dictation** [5–10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students write sentences that include the concepts learned in the lesson.

Dictate the following sentences to students. As you say each sentence, make a dash on the board for each word in the sentence. Then students say the sentence as you point to each dash. Students say the sentence again as they make a dash on their paper for each word. Finally, students write the sentence, writing one word on each dash.

When dictation is complete, ask students to take turns reading the sentences aloud.

1. The coals will smoke when you sprinkle water on them.
2. I want to sneak a peek to see the gift I found on the highest shelf.
3. Please set up the tables and chairs for the meeting next week.

## **Review Sight Words**

Sit with each student 1:1 and have them read the list of Level 4 sight words on [page 45](#). The goal of this activity is to make sure students can read the words quickly and with accuracy. Students should not be trying to sound out these words. Make note of words students have difficulty with and incorporate them into your daily lessons.

## Lesson 5

This lesson reviews the concepts introduced in *S.P.I.R.E.* Level 5.

### MATERIALS

#### Teacher Needs:

- Phonogram Cards 10, 21–101

#### Each Student Needs

- Phoneme-Grapheme Sheet and Sound Circles (5 white, 3 green)
- Level 5 Word Decoding Sheet
- Dictation Paper

### Step 1: Phonogram Cards [15–20 minutes]

**You need:** Phonogram Cards 10, 21–101

**Goal:** Review previously learned sound patterns and introduce new ones.

Review the concepts from Levels 1–4 using Phonogram Cards 21–89. Shuffle the cards, and then show each card to students. Have students say the name of the letter(s) on each card and the sound(s) it makes.

Next, introduce new sound patterns using Phonogram Cards 10 and 90–101. As you show each Phonogram Card, say the name of the letter(s), the key word, and the sound the letter or letter pattern makes. Have students repeat them to you in unison.

#### **ce, ci, cy (Phonogram Card 90)**

Tell students that the letter *c* has the /s/ sound when it is followed by an *e*, *i*, or *y*, as in *cent*, *city*, and *cycle*.

When students read the Phonogram Card, they should say:  
*ce, ci, cy, /s/*

#### **ge, gi, gy (Phonogram Card 91)**

Tell students that the letter *g* has a /j/ sound when it is followed by an *e*, *i*, or *y*, as in *gentle*, *giant*, and *gym*.

When students read the Phonogram Card, they should say:  
*ge, gi, gy, /j/*

**Tip:** Split the pile of previously introduced Phonogram Cards in two, and review half of the concepts on Day 1 of this lesson and half on Day 2.

### **er (Phonogram Card 92)**

Tell students that *er* is an r-controlled vowel team and has two sounds: /er/ as in *fern* and /air/ as in *berry*.

### **ir, ur, ear (Phonogram Cards 93–95)**

Tell students that all three of these r-controlled vowel teams have the /er/ sound, as in *first*, *turn*, and *earn*.

### **wor (Phonogram Card 96)**

Tell students that this r-controlled vowel team says /wer/, as in *world*.

### **dge (Phonogram Card 97)**

Write the word *judge* on the board. Tell students that in short-vowel words where the /j/ sound immediately follows a vowel, the /j/ is spelled *dge*.

### **s /z/ (Phonogram Card 10)**

Write the words *rose*, *raisin*, and *easy* on the board. Tell students that the letter *s* sounds like /z/ when followed by *e*, *i*, or *y*.

### **ow (Phonogram Card 98)**

Tell students that this vowel team has two different sounds. The most common sound is /ō/ (*snow*). The least common sound is /ou/ (*brown*).

### **kn**

There is no Phonogram Card for this consonant team. Tell students that the sound of this consonant team is /n/, as in *knight*. The *k* is silent.

### **oe (Phonogram Card 99)**

Tell students that the vowel team *oe* always makes the sound /ō/, as in *toe*.

### **or (Phonogram Card 100)**

Tell students that the r-controlled vowel team *or* always says /or/, as in *fork*.

### **ar (Phonogram Card 101)**

Tell students that this r-controlled vowel team usually has the /ar/ sound (*farm*), but it can also have the /or/ sound when it follows *qu* (*quart*) or *w* (*award*).



## Steps 2 & 3: Phonological Awareness & Word Building

[5–10 minutes]

**Each student needs:** Phoneme-Grapheme Sheet,  
5 white Sound Circles, 3 green Sound Circles

**Goal:** Build and write words with students by first focusing on the sounds that make up the word and then writing the letters.

Have students build words using white circles for consonant sounds and green circles for vowel sounds, just as they did in the Step 2 activities in Quick Start Lessons 1 and 2. Students should sound out each word and then place circles in the boxes to represent each sound. Remind students to use one white circle for a consonant team (*th, sh, ll*) and one green circle for a vowel team (*ir, ur, ear, ow*).

Say each word from the numbered list below. For each word, have students touch each circle and say its sound. Then have them push up each circle and write the letter or letters that make that sound. Patterns that have one sound (e.g., *th, ir*) should be written in one box. Silent *e* should be written in the corner of the same box as the letter that precedes it. When students are done, have them read the words.

1. space     /s/   /p/   /ā/   /s/
2. page     /p/   /ā/   /j/
3. thirty    /th/   /er/   /t/   /ē/
4. survive   /s/   /er/   /v/   /ī/   /v/
5. earnest   /er/   /n/   /ĕ/   /s/   /t/

**Tip:** Have students use the gray box at the top of their Phoneme-Grapheme Sheet as a holding pen for their circles.

## Step 4: Word Decoding [10–15 minutes]

**You need:** Word Decoding Sheet Answer Key

**Each student needs:** Word Decoding Sheet

**Goal:** Students recognize and mark the vowel sounds, consonant patterns, and syllable types they see in words. Students will work with the same patterns they learned in Step 1.

Have students work on a single word at a time, or one row at a time, marking the words as follows:

1. Underline all vowels.
2. Link consonant teams, letters that make a welded sound, and soft *c*/soft *g* combinations with a “smile.”
3. Draw an arrow up through any silent *e* and have it point back to the other vowel in the word. The arrow should point to the vowel that says its name.
4. Draw a box around prefixes and suffixes.
5. Divide syllables.

### Model

*Put your finger under the first word: place. Underline the vowels. (Wait for students to underline the a and e.) What vowel sound do you hear in this word? (/ā/) What makes the vowel say its name? (silent e) Draw an arrow through the silent e and have it point back to the a.*

*What sound does the letter c make in this word? (/s/) Join the letters ce with a smile to show they make the soft c sound. (Wait for students to mark the word.) Write the letter s over the c to remind you that soft c says /s/. (Wait for students to mark the word.) Now read the whole word. (place) Great job! Let’s do another word.*

After students have marked the words, call on individual students to read each word aloud. For a word with two or more syllables, students should sound out one syllable at a time, and then put the word together.

For example, when reading the word *artist*, the student should say:

*a, r, /ar/, ar*

*i, /i/, tist*

*artist*

**Remember:** Quick Start Lessons do not include Steps 5 and 6.

### **Step 7: Sound Dictation** [5-10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students write the letters associated with the sounds they represent.

Dictate the following sounds to students. As you say each sound, have students repeat it and say the name of the letter(s) that make the sound. Then have students write the letters, naming them again as they write.

If there is more than one letter or letter pattern associated with a sound, students should write all possible answers.

When dictation is complete, call on individual students to read the letters and say the sounds they make.

	<b>Sound</b>	<b>Answer</b>		<b>Sound</b>	<b>Answer</b>
<b>1.</b>	/er/	er, ur, ir, ear	<b>6.</b>	/s/	s, c
<b>2.</b>	/j/	dge, j, g	<b>7.</b>	/z/	s, z
<b>3.</b>	/n/	kn, n	<b>8.</b>	/wor/	wor
<b>4.</b>	/ō/	o-e, oe, ow, ou, oa, o	<b>9.</b>	/ow/	ow, ou
<b>5.</b>	/or/	or, ar	<b>10.</b>	/ar/	ar

**Tip:** Dictation activities in Steps 7, 9, and 10 are meant to further student understanding and discussion of sound/symbol correspondence. They should not be treated as spelling tests.

## Step 8: Prespelling [5 minutes]

**Goal:** Orally analyze the phoneme-grapheme relationship of an example word with students.

This activity is done orally. Follow this script. Student responses are in parentheses.

Say *advice*. (advice) *How many syllables do you hear in advice?* (2) *What is the first syllable in the word advice?* (ad) *What is the second syllable in the word advice?* (vice) *What vowel sound do you hear in the first syllable?* (/ă/) *What vowel sound do you hear in the second syllable?* (/ī/) *What letter makes the /s/ sound in the syllable vice?* (c) *Why?* (The c is followed by an e.)

## Step 9: Word Dictation [5–10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students strengthen their understanding of phoneme-grapheme relationships through this spelling activity.

Dictate the following words, and have students spell them on their paper, naming each letter as they write. Once the word is written, students should say the sound of each phoneme and then blend them together to say the whole word.

When dictation is complete, call on individual students to read words from the list.

- |              |            |
|--------------|------------|
| 1. advice    | 6. earnest |
| 2. exchange  | 7. plunge  |
| 3. lantern   | 8. swallow |
| 4. skirmish  | 9. harvest |
| 5. surrender | 10. knight |

**Tip:** Review the meaning of any unknown words.

## **Step 10: Sentence Dictation** [5–10 minutes]

**Each student needs:** Dictation Paper

**Goal:** Students write sentences that include the concepts learned in the lesson.

Dictate the following sentences to students. As you say each sentence, make a dash on the board for each word in the sentence. Then students say the sentence as you point to each dash. Students say the sentence again as they make a dash on their paper for each word. Finally, students write the sentence, writing one word on each dash.

When dictation is complete, ask students to take turns reading the sentences aloud.

1. Jordan kneeled to look at the insects on the ground.
2. The farmer's horse will plow the land when the snow has melted.
3. The carpenter hammered in nails to keep the boards in place.

## **Review Sight Words**

Sit with each student 1:1 and have them read the list of Level 5 sight words on [page 45](#). The goal of this activity is to make sure students can read the words quickly and with accuracy. Students should not be trying to sound out these words. Make note of words students have difficulty with and incorporate them into your daily lessons.

# Answer Key: Word Decoding Sheets

## Level 1 • Word Decoding Sheet

think	thing	bonk	pink	chunk
much	bench	path	log	fox
cut	nut	rip	in	men
red	sad	but	up	cob
not	hung	wag	bang	big
get	ham	ant	fin	did
run	long	Bob	mud	shed
that	them	chop	when	punch
ink	rich	sink	bank	wink
pan	wing	mink	sunk	thank

## Level 2 • Word Decoding Sheet

here	home	choke	more	cave
hit	hide	Sam	same	tick
take	whip	wipe	win	mine
sing	hung	rang	match	pick
chick	kiss	huff	yell	quit
when	that	thin	with	shut
tan	sit	sat	let	leg
him	hem	hole	run	ran
not	got	chip	lunch	lick
sank	link	junk	bank	wink

**Level 3 • Word Decoding Sheet**

drip p <u>ing</u>	play  <u>ing</u>	shout  <u>ed</u>	costume	stay  <u>ed</u>
house	rock  <u>ed</u>	sad  <u>ly</u>	touch	thank  <u>ful</u>
rabbit	a  <u>bout</u>	trick	get	state
shout	hap pen	a  <u>cross</u>	a  <u>round</u>	fly  <u>ing</u>
count  <u>ing</u>	hun dred	sound	mouth	swam

**Level 4 • Word Decoding Sheet**

stum ble	al  <u>most</u>	pier	citrus	high  <u>est</u>
mountain	bed room	hap pen  <u>ed</u>	tool	left
fright  <u>en</u>	fire	spin	patch	mist  <u>y</u>
summer	snail	sham poo	yield	tea spoon
house	trott  <u>ing</u>	frost  <u>y</u>	wish  <u>es</u>	cried

**Level 5 • Word Decoding Sheet**

place	shark	war ble	quarter	rock  <u>y</u>
mar mot	wood chuck	fam ily	al way s	twenty
sleep  <u>ing</u>	ar tist	en trance	ex it	sun rise
winter	track	car pen ter	neck tie	subject
Den nis	trump et	starvè	smart	ar my

# Sight Words List

## Level 1

the	The	has	is
a	his	I	was
to	do	said	what
you	who	into	of

## Level 2

full	pull	push	put
through	your	walk	talk
live	give	have	one
done	some	come	something
someone	where	there	were
are	somewhere	love	

## Level 3

gone	both	climb	clothes
they	says	today	goes
does	strange	danger	listen
wonder	could	would	should

## Level 4

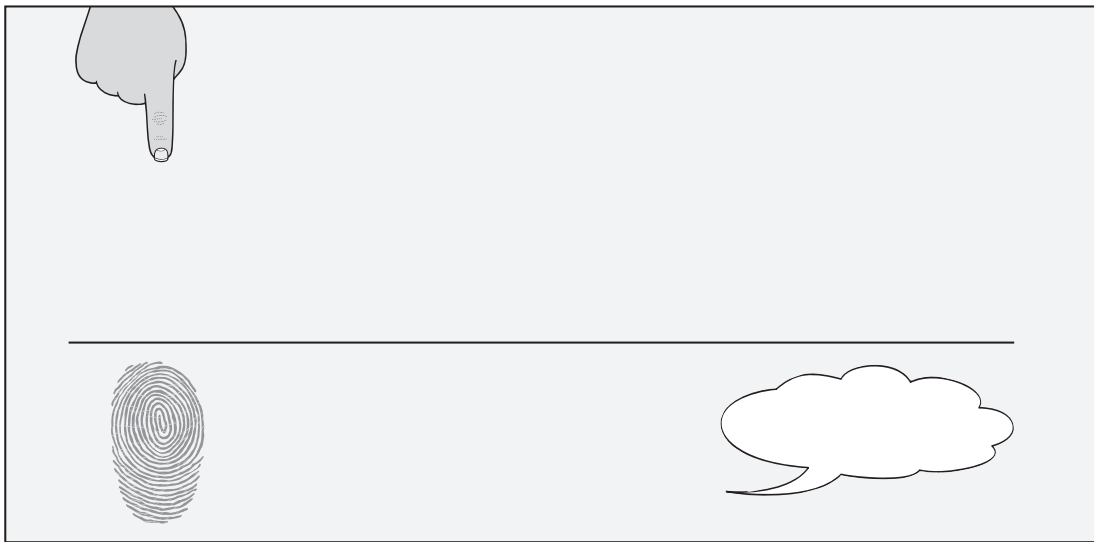
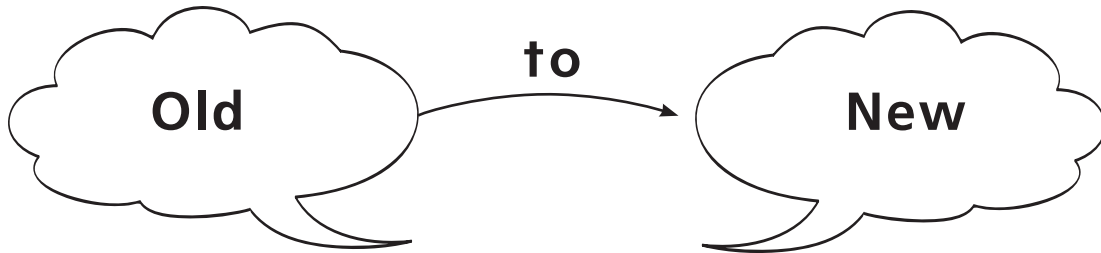
castle	whistle	doughnut	dough
although	though	again	against
other	mother	brother	cover
father	another	been	friend
people	move	prove	shoe
truth	fruit	suit	bruise
cruise	whom	whose	wolf
wolves	sign	any	many

## Level 5

once	heart	sugar	sure
door	floor	honor	tomorrow
worry	color		



# Phoneme Segmentation Sheet



# Phoneme-Grapheme Sheet



1.


2.


3.


4.


5.


# Syllable Cards



kit|ten



rab|bit



muf|fin



hap|py



bas|ket



in|vite



thun|der



hel|met

Photocopy Syllable Cards on White Card Stock

# Word Decoding Sheets

## Level 1 • Word Decoding Sheet

think	thing	bonk	pink	chunk
much	bench	path	log	fox
cut	nut	rip	in	men
red	sad	but	up	cob
not	hung	wag	bang	big
get	ham	ant	fin	did
run	long	Bob	mud	shed
that	them	chop	when	punch
ink	rich	sink	bank	wink
pan	wing	mink	sunk	thank

**Level 2 • Word Decoding Sheet**

here	home	choke	more	cave
hit	hide	Sam	same	tick
take	whip	wipe	win	mine
sing	hung	rang	match	pick
chick	kiss	huff	yell	quit
when	that	thin	with	shut
tan	sit	sat	let	leg
him	hem	hole	run	ran
not	got	chip	lunch	lick
sank	link	junk	bank	wink

**Level 3 • Word Decoding Sheet**

dripping	playing	shouted	costume	stayed
house	rocked	sadly	touch	thankful
rabbit	about	trick	get	state
shout	happen	across	around	flying
counting	hundred	sound	mouth	swam

**Level 4 • Word Decoding Sheet**

stumble	almost	pier	citrus	highest
mountain	bedroom	happened	tool	left
frighten	fire	spin	patch	misty
summer	snail	shampoo	yield	teaspoon
house	trotting	frosty	wishes	cried

**Level 5 • Word Decoding Sheet**

place	shark	warble	quarter	rocky
marmot	woodchuck	family	always	twenty
sleeping	artist	entrance	exit	sunrise
winter	track	carpenter	necktie	subject
Dennis	trumpet	starve	smart	army



# Dictation Paper

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Sounds

## Words

1

1

2

2

3

3

4

4

5

5

6

6

7

7

8

8

9

9

10

10

# Dictation Paper

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Sounds**

**Words**

1 \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

10 \_\_\_\_\_

# Dictation Paper

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Sentences

1.

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2.

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3.

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# Dictation Paper

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Sentences

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1.

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2.

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3.

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