

Fingertip Books™ Level Two Sample Sheets

## Teacher Manual

The Teacher Manual pages correspond to the Student Sheets.

Non-phonetic words: of, to, was, do, you

Information: The v\_e is the first syllable pattern taught. In teaching it, students underline the two vowels. Explain that the e does not say anything, but does something. It reaches over and gives all of its power to the first vowel, thus enabling the first vowel to say its name. This is called a long vowel. A line should be placed through the e, dots can be drawn from the e to the first vowel to represent the transfer of power, and the long mark should be placed over the first vowel. As the long mark is placed over the vowel, the vowel sound should be pronounced. Then the word should be pronounced.

1. Find the vowels. (Underline the vowels.)
2. Mark the vowels. (Students cross out the e, mark the dots over to the first vowel, and place the long mark above the first vowel as this vowel is pronounced.)
3. Read the word.

make

make

These steps should be followed in decoding v\_e words: These steps should be followed until students internalize the rule. After that only an occasional marking of the vowels and discussion of the rule is necessary. Whenever a student cannot decode a v\_e word, the above steps should be followed.

- The pattern y\_e has the same sound as i\_e. It is used in the word type.
- The second sound of the letter s (z) is used in the word pose.

The word you is considered an Rote Word until ou as (oo) is learned in Lesson 63.

Spelling dictation:

dome    jade    mope    pike    here    nave    yule  
stake    pose    use    Pete    close    vine    fuse

quiz    tug    peck    quick    slack    check    track  
do    you    of    was

a van pose  
his size

to the dome  
a mere shack

The cone was not big.

Next we will poke in the vines.

The rock hit the nape of his neck.

Yes, we can cope.

Use the stack of ropes.

Do you like to wade?

Do you print at a fast rate?

Did the red fade?

No, a dome is not square.

Pick up the globe.

## Closed and Open Syllable

This sheet presents an introduction to open and closed syllables.

### Closed Syllable

In teaching the closed syllable, explain that as the dinosaur goes through the doorway his tail is squished up as the door closes; thus forming the ( ∪ ) mark that is placed above a short vowel. Have the child connect closed syllable, that is, a short vowel with a consonant behind it, with the closed door. A closed syllable is a syllable which has a consonant (the door) after a short vowel. The door closes in on the vowel and makes it short.

Students are to:

1. Find the vowel. (Underline the vowel.)      **din**
2. Ask, "Is there a door after the vowel?"
3. Draw a door around the consonant.      **din**
4. Mark the vowel. (Put the mark above the vowel.)  
As the student marks the vowel he/she is to sound the vowel.      **din**
5. Read the syllable.

This procedure should be followed for each of the syllables in the first two rows. Have the students read the remaining syllables and mark only those that present difficulty. The words at the bottom of the Closed Syllable section contain closed syllables. Since the breaking of syllables is not directly taught in this lesson, the teacher can show the students where to break the word. Students should notice that most of the words contain closed syllables. V\_e syllables are included to show the different types of syllables already learned. In a v\_e syllable, the student is to underline the vowels, cross out the e, and mark the first vowel long.

vccv, vcv, v\_e (ventilate)

Lesson 9

Non-phonetic words: you, your, what, could, would, where

Information: This page provides the student with the opportunity to decode larger words containing the three syllables learned thus far.

Spelling dictation:

ventilate	supersede	terminate	winterize	confiscate
magnetize	complicate	cultivate	instigate	compensate
memorize	valentine	westernize	intertwine	

where

would

could

what

to vote for a candidate

in amazement

Does the TV magnetize you?

Dad will winterize the truck.

Where is the trapeze?

Would you like to excavate?

Can you elevate your hand?

Don't aggravate the reptile.

oa ( o )

Lesson 14

Key Word: boat

Spellings: o, o\_e, oa

Non-phonetic words: was, have, where, does, through, who, were

Information: The ending -er is introduced in reading in the words boater and toaster.

Spelling dictation:

loaf      goal      roam      coax      cloak      coast      oath  
soak      toast      approach      cocoa      poach      flatboat      roadside

stove      dome      stone      explode      impose      decode      suppose

display      decay      maybe      payday      beltway

through      were      floor      does

the whole loaf              fizz and foam              to explain the groan

Maybe the toast will pop on the floor.

The coach will delay the game.

The goat ate the whole crayon.

Stay by the coastline.

Hand me the oars.

Prepay for the cloak.

Drop the e

Lesson 37

Non-phonetic words: through, both, hour, they, whole (who's)

Information: When adding -ing to a v\_e word, drop the e and add the -ing. This rule applies when adding any suffix beginning with a vowel to a v\_e word.

Spelling dictation:

scraping              stapling              wiggling              prepared  
memorized              paddled              mumbled              squeezing

tumbled through the weeds              mingling with the class  
terminating the meeting              completing the report  
ventilating the room              stapled the papers  
drizzled all morning              investigating the crime

The giggles implied something funny.

Walter finished sprinkling the whole yard.

The football player felt uneasy when he fumbled the ball.

wr- (r)

Lesson 38

Key Word: write

Spellings: r, wr-

Non-phonetic words: your, does, through, were, people, whose, sure, both, hour, often

Spelling dictation:

write	wrench	wring	wreath	wren
writer	wiggling	wrapping	written	wrestle
sampled	giggled	stumbling	sloping	freezing
wrapped the present		writing the essay		
wrinkled the paper		wrecked the cable		
wriggled out of the cocoon		wringing out the dish cloth		

People often go the wrong way.

Pick up the candy wrappers.

Yes, I'm through with my written report.

Who wrote the letter?

The people completed the path through the forest.

pre- [before]

Lesson 90

Non-phonetic words: were

Information: The prefix pre- means before. Refer to page x of the Teacher Manual.

Spelling dictation:

prepaid	precook	preregister	preview	pretreat
prejudge	prewrite	preset	preprint	pretest
prewashed the vegetables		entered preschool		
preregistered for the class		pretreated the stain		

The pilots finished their preflight check points.

The scout group visited the prehistoric section of the museum.

-tion (shun)

## Lesson 96

Non-phonetic words: what, does, come

Information: -tion is a suffix which when added to a word forms a noun. Its meaning is having or being. To prepare students for the spelling of these words have them tap out the number of syllables on the table with their hand. The students should have a clear pronunciation of each syllable in order to spell it.

-tion is the first choice spelling for words ending with the (shun) sound. More words end with -tion than -sion. which is taught on the following page.

Spelling dictation:

cal	gen	pol	lu	dec	or
dir	ect	com	pol	oc	pa
cu	cel	coc	quid	cu	oc

calculation	generation	pollution
decoration	direction	completion
celebration	liquidation	occupation

expiration date	total exhaustion
extinction of wild animals	definition of concoction
which direction	complete inspection
magnificent production	estimation of the population
take precaution	valid information
use extreme caution	constellation of stars

Who thought of a solution to pollution?