



S.P.I.R.E.[®]

Quick Start Lessons

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Contents

<u>Introduction</u>	<u>1</u>
---------------------	----------

Lesson 1 (covers <i>S.P.I.R.E.</i> Level 1)	2
--	----------

Lesson 2 (covers <i>S.P.I.R.E.</i> Level 2)	8
--	----------

Lesson 3 (covers <i>S.P.I.R.E.</i> Level 3)	16
--	-----------

Lesson 4 (covers <i>S.P.I.R.E.</i> Level 4)	29
--	-----------

Lesson 5 (covers <i>S.P.I.R.E.</i> Level 5)	38
--	-----------

Blackline Masters

<u>Phoneme Segmentation Sheet</u>	<u>48</u>
-----------------------------------	-----------

<u>Phoneme-Grapheme Sheet</u>	<u>49</u>
-------------------------------	-----------

<u>Syllable Cards</u>	<u>50</u>
-----------------------	-----------

<u>Word Decoding Sheets</u>	<u>51</u>
-----------------------------	-----------

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

<u>Dictation Paper: Lessons 1 and 2</u>	<u>56</u>
---	-----------

<u>Dictation Paper: Lessons 3–5</u>	<u>58</u>
-------------------------------------	-----------

Additional Resources

<u>Answer Key: Word Decoding Sheets</u>	<u>60</u>
---	-----------

<u>Sight Words List</u>	<u>62</u>
-------------------------	-----------



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 a *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.

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.



Quick Start Lesson 1: Level 1

Lesson Overview		
Step	Materials	Activity / Procedure
Step 1: Phonogram Cards	<ul style="list-style-type: none"> Phonogram Cards 1–37 Level 1 Sight Word Cards 105–120 (or create cards using word list) 	<ul style="list-style-type: none"> Review Phonogram Cards 1–25 Introduce Phonogram Cards 26–37 Introduce Level 1 Sight Words
Step 2: Phonological Awareness	<ul style="list-style-type: none"> 1 green and 4 white circles (Manipulatives Kit)—1 set per student Phoneme Segmentation Sheet (p. 48 or Workbook p. 5) 	<ul style="list-style-type: none"> Segmentation: use circles to represent sounds
Step 3: Word Building	<ul style="list-style-type: none"> Small Letter Set (Manipulatives Kit)—1 per student 	<ul style="list-style-type: none"> Use letters to build words and sound them out
Step 4: Decoding and Sentence Reading	<ul style="list-style-type: none"> Lesson 1 Word Decoding Sheet (p. 51)—1 per student Answer Key, Word Decoding Sheets (p. 60) 	<ul style="list-style-type: none"> Word decoding Identify consonant and welded teams
Quick Start Lessons do not include Steps 5 and 6.		
Step 7: Sound Dictation	<ul style="list-style-type: none"> Dictation Paper: Lessons 1 and 2 (pp. 56–57)—1 per student 	<ul style="list-style-type: none"> Write known spellings for sounds
Step 8: Prespelling		<ul style="list-style-type: none"> Phonological awareness: identify rhymes of and phonemes in <i>prank</i>
Step 9: Spelling	<ul style="list-style-type: none"> Dictation Paper (from Step 7) 	<ul style="list-style-type: none"> Say and spell words Identify vowels
Step 10: Sentence Dictation	<ul style="list-style-type: none"> Dictation Paper (from Step 7) 	<ul style="list-style-type: none"> Make a dash for each word in a sentence Write and say sentences

This Quick Start Lesson reviews the concepts introduced in *S.P.I.R.E.* Level 1.

Step 1: Phonogram Cards

Consonants

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 say “duh,” “buh,” or “puh” for the letters *d*, *b*, and *p*.

I will show 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.

Display Phonogram Card 1.

This is *p*, *pat*, /p/. Now you say the letter’s name, the key word, and the sound. (p, pat, /p/)

Repeat the procedure with Phonogram Cards 2–20.

Vowels: *a*, *i*, *o*, *u*, *e*

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

I will show some vowels one at a time. I will tell you the vowel’s name, a key word that has the vowel in it, and the sound the vowel makes.

Display Phonogram Card 21.

This is *a, ax, /ă/*. Now you say the vowel's name, the key word, and the sound. (*a, ax, /ă/*)

Repeat the procedure with Phonogram Cards 22–25.

Consonant Teams: *sh, ch, th, wh*

You may have heard the concept of consonant teams referred to as a *digraph*. For consistency with the terminology of the *S.P.I.R.E.* program, *consonant team* and *letter team* are preferred terms to use with students.

Display Phonogram Card 26.

This is the consonant team *sh*. A consonant team is two consonants, or letters, that together make one new sound.

I will show some consonant teams one at a time. I will tell you the name of each letter in the consonant team, a key word that has the team in it, and the sound the team makes.

Point to *sh*.

This is *sh, ship, /sh/*. Now you say the name of each letter, the key word, and the sound. (*sh, ship, /sh/*)

Repeat the procedure with Phonogram Cards 27–29.

Welded Sounds: *ang, ing, ong, ung*

Display Phonogram Card 30.

This is the welded sound *ang*. Letter patterns such as *ang* are called *welded sounds* because the vowels are attached to the letters *ng*. Because 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 say */s/ /ang/*.

I will show some welded sounds one at a time. I will tell you the name of each letter in the welded sound, a key word that has the welded sound in it, and the welded sound itself.

Point to *ang*.

This is *ang, sang, /ăng/*. Now you say the name of each letter, the key word, and the sound. (*ang, sang, /ăng/*)

Repeat the procedure with Phonogram Cards 31–33.

Review Phonogram Cards 30–33.

Welded Sounds: *ank, ink, onk, unk*

Display Phonogram Card 34.

This is the welded sound *ank*. In *ank* and the other welded sounds we are going to look at, the vowel is attached to the consonants *nk*.

I will show some more welded sounds one at a time. I will tell you the name of each letter in the welded sound, a key word that has the welded sound in it, and the welded sound itself.

Point to *ank*.

This is *ank, bank, /ănk/*. Now you say the name of each letter, the key word, and the sound.
(ank, bank, /ănk/)

Repeat the procedure with Phonogram Cards 35–37.

Review Phonogram Cards 34–37.

Sight Words

Make sure students can read sight words quickly and with accuracy. Encourage them to sound out each word out based on what they’ve learned. Any time a word is on a red card, let students know it may include some unexpected sounds, and you will work together to learn the unexpected sounds.

Display Level 1 Sight Word Cards 105–120.

If you do not have access to Level 1 Sight Word Cards, you can create your own cards using the list below:		
the	The	has
is	a	his
I	was	to
do	said	what
you	who	into
of		

I will show you some words one at a time. Sound it out based on what you’ve learned, and we’ll work together to figure out the unexpected sounds. Any time a word is on a red card, we will work together to learn the unexpected sounds.

Display Sight Word Card *the*.

This is the word *the*. What word is this? (the)

Repeat the procedure with the rest of the Sight Words.

Review the Level 1 Sight Words.

Step 2: Phonological Awareness

Segmentation

Students can use the Phoneme Segmentation Sheet on page 5 of their workbook, or you may choose to make a copy for each student from page 48 of this document.

In this activity, students identify and manipulate sounds in words using 1 green and 4 white circles from their Manipulatives Kit. They should use white circles for consonant sounds and green circles for vowel sounds. Tell students to use only one white circle for a consonant team (*sh, ch, th, wh*).

Put your circles in the gray box at the top of the page. I will say a word, and you will bring a circle down for each sound you hear. Use green circles for vowel sounds. Use white circles for consonant sounds.

The first word is *crash*. How many sounds do you hear in *crash*? (4) Bring down a circle for each sound you hear. Remember to use a green circle for a vowel sound. Wait for students to finish.

Check to be sure that students bring down four circles and have used a green circle for the vowel sound /ă/.

Sound out the word, pointing to each circle. (/k/ /r/ /ă/ /sh/) Now say the whole word fast.
(crash)

Repeat the activity with the following words, making sure students use a green circle for each vowel sound: *crunch* (/k/ /r/ /ŭ/ /n/ /ch/), *throb* (/th/ /r/ /ŏ/ /b/), *whisk* (/hw/ /i/ /s/ /k/), *swept* (/s/ /w/ /ĕ/ /p/ /t/), and *stamp* (/s/ /t/ /ă/ /m/ /p/).

Step 3: Word Building

Students will use the Small Letter Set from their Manipulatives Kit to build words.

Say each word, and have students repeat the word while counting the sounds on their fingers. Then have students build the word using Small 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.

Now we will build words. Say *spring*. (spring) How many sounds do you hear in the word *spring*? (4) What is the first sound you hear in *spring*? (/s/) Bring down the Small Letter that makes the sound /s/ in *spring*. What is the letter? (s) What is the second sound you hear in *spring*? (/p/) Bring down the Small Letter that makes the sound /p/. What is the letter? (p) What is the third sound you hear in *spring*? (/r/) Bring down the Small Letter that makes the sound /r/. What is the letter? (r) What vowel sound do you hear in *spring*? (/ĭng/) Bring down the Small Letter that makes the sound /ĭng/. What is the welded team? (ing) Sound out the word, pointing to each letter or team as you say its sound or sounds. (/s/ /p/ /r/ /ĭng/) Now go back to the beginning of the word and glide your finger under the word, saying it fast. (spring)

Repeat the activity with the following words: *think*, *spunk*, *throng*, *flung*, *plank*, *chunk*, and *strong*.

Step 4: Word Decoding

Distribute Lesson 1 Word Decoding Sheet to each student. An Answer Key can be found on page 60.

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

Look at the words in the first row. Put your finger under the first word and say it aloud. (think) Underline the vowel. Do you see a welded team? (yes) When we see a welded team, we join the letters. We draw a smile to show they have one sound.

Demonstrate how to join the letters together. Write the word *think* on the board. Say *think* and join the letters *ink* by drawing a smile underneath them.

Draw a smile under the letters to join them. What is the welded team's name? (ink) What is its sound? (/ĭnk/)

Do you see a consonant team in this word? (yes) When we see a consonant team, we also join the letters with a smile. Draw a smile under the consonant team. What is the consonant team's name? (th) What is its sound? (/th/)

What vowel is in this word? (i)

Put your finger under the first letter in the word. Point to each letter or team and say its sound or sounds. (/th/ /ĭnk/) Go back to the beginning of the word, glide your finger under the word, and say it fast. (think)

Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels, and draw a smile under any welded teams or letter teams. Ask students to use the word in a sentence if you are unsure whether they understand it.

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.

Who can read the first word? Remember to start by saying the vowel's name and sound. Then say the whole word fast. (ink, /ɪnk/, think)

Continue calling on students to read the remainder of the words.

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

Step 7: Sound Dictation

Distribute Dictation Paper: Lessons 1 and 2 to each student.

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 on Dictation Paper, 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.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

1. **Say /ă/. (/ă/) What letter makes the sound /ă/? (a) When I dictate the sound /ă/, write a. Write a on your paper, naming the letter as you write. (a) Look at the letter you just wrote. What is the name of the letter? (a) What sound does a make? (/ă/)**

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound.

2. /ɪ/ (i); 3. /ɒ/ (o); 4. /ɛ/ (e); 5. /ʊ/ (u); 6. /ʃ/ (sh); 7. /tʃ/ (ch); 8. /æŋ/ (ang); 9. /ɪŋk/ (ink); 10. /k/ (c, k)

When finished, have students take turns reading the letters and their sounds aloud.

Step 8: Prespelling

Phonological Awareness

This activity is done orally. Review the meaning of any unknown words.

Say *prank*. (prank) Say a word that rhymes with *prank*. (Sample answers: sank, thank, bank) What is the first sound you hear in *prank*? (/p/) What is the next sound you hear in *prank*? (/r/) What welded vowel sound do you hear in *prank*? (/æŋk/) Say the whole word. (prank)

Step 9: Spelling

Students use the same Dictation Paper distributed in Step 7.

Dictate the following words, and have students spell the words on Dictation 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. Review the meaning of any unknown words.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

1. Say *prank*. (prank) Let's spell *prank* together. (p, r, a, n, k) Now pick up your pencil and write *prank*, naming the letters as you write. (p, r, a, n, k)

Go to the beginning of the word and sound out each letter or team. (/p/ /r/ /ănk/) Now glide your finger under the word and say it fast. (prank)

Repeat with the following words. When finished, have students take turns reading the words aloud: 2. shrunk; 3. thing; 4. punch; 5. thump; 6. thrush; 7. whiplash; 8. clang; 9. strung; 10. trinket

Step 10: Sentence Dictation

Students use the same Dictation Paper distributed in Step 7.

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 Dictation Paper for each word. Finally, students write the sentence, writing one word on each dash.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

1. Chad went to the bank to get cash.

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. (Chad went to the bank to get cash.) Let's say the sentence again, and this time you make a dash on your paper for each word. (Chad went to the bank to get cash.) Look at your dashes again and say the sentence, pointing to each dash as you say each word. (Chad went to the bank to get cash.)

Now write the sentence on your paper, writing one word on each dash. (Wait for students to finish writing.)

1. Nan led the dog.

Repeat the procedure with the following sentences:

2. Hank sets up the drums and the band sings a song.

3. Jim swung the bat and had a grand slam hit.

When students finish, have them read the sentences aloud.



Quick Start Lesson 2: Level 2

Lesson Overview		
Step	Materials	Activity / Procedure
Step 1: Phonogram Cards	<ul style="list-style-type: none"> Phonogram Cards 1–50 Level 2 Sight Word Cards 64–86 (or create cards using word list) 	<ul style="list-style-type: none"> Review Phonogram Cards 1–37 Introduce Phonogram Cards 38–50 Introduce Level 2 Sight Words
Step 2: Phonological Awareness	<ul style="list-style-type: none"> 1 green and 4 white circles (Manipulatives Kit)—1 set per student Phoneme Segmentation Sheet (p. 48 or Workbook p. 5) 	<ul style="list-style-type: none"> Segmentation: use circles to represent sounds
Step 3: Word Building	<ul style="list-style-type: none"> Small Letter Set (Manipulatives Kit)—1 per student 	<ul style="list-style-type: none"> Use letters to build words and sound them out
Step 4: Decoding and Sentence Reading	<ul style="list-style-type: none"> Lesson 2 Word Decoding Sheet (p. 52)—1 per student Answer Key, Word Decoding Sheets (p. 60) 	<ul style="list-style-type: none"> Word decoding Identify consonant and welded teams Identify silent <i>e</i> that makes vowels say their names
Quick Start Lessons do not include Steps 5 and 6.		
Step 7: Sound Dictation	<ul style="list-style-type: none"> Dictation Paper: Lessons 1 and 2 (pp. 56–57)—1 per student 	<ul style="list-style-type: none"> Write known spellings for sounds
Step 8: Prespelling		<ul style="list-style-type: none"> Phonological awareness: identify rhymes of and phonemes in <i>swell</i>
Step 9: Spelling	<ul style="list-style-type: none"> Dictation Paper (from Step 7) 	<ul style="list-style-type: none"> Say and spell words Identify consonant and letter teams
Step 10: Sentence Dictation	<ul style="list-style-type: none"> Dictation Paper (from Step 7) 	<ul style="list-style-type: none"> Make a dash for each word in a sentence Write and say sentences

This Quick Start Lesson reviews the concepts introduced in *S.P.I.R.E.* Level 2.

Step 1: Phonogram Cards

Review Phonogram Cards

Review the consonants and concepts from Level 1 using Phonogram Cards 1–37. Display each card. 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.)

Display Phonogram Cards 1–37.

I will show these letters and letter teams one at a time. When I show a letter, say the name of the letter or letter team and then say its sound.

Model the first item for students. For example, for Phonogram Card 1, say the following:

This is the letter *p*. The letter *p* stands for the /p/ sound. When I show this card, you say: *p*, /p/.

Review Phonogram Cards 1–37.

Consonant Teams: *ff*, *ll*, *ss*

Display Phonogram Card 38.

This is the consonant team *ff*. Remember, a consonant team is two consonants, or letters, that together make one new sound.

I will show some consonant teams one at a time. I will tell you the name of each letter in the consonant team, a key word that has the team in it, and the sound the team makes.

Point to *ff*.

This is *ff*; *cliff*; /f/. Now you say the name of each letter, the key word, and the sound. (ff; cliff; /f/)

Repeat the procedure with Phonogram Cards 39 and 40.

Write the words *cliff*, *will*, and *miss* on the board. Teach students the FL(O)SS rule.

If the letter *f*, *l*, or *s* comes right after the vowel sound /ă/, /ī/, /ō/, /ŭ/, or /ë/ in a one-syllable word, you need to double the *f*, *l*, or *s*.

Point to the word *cliff*.

This is the word *cliff*. What is this word? (cliff) The word *cliff* has one syllable. The vowel *i* in *cliff* makes the vowel sound /ī/, and the letter *f* comes right after the *i*. So, that means you need to double the *f*.

Repeat the procedure with the words *will* and *miss*.

Letter Teams: *al*, *wa*

Display Phonogram Card 41.

This is the letter team *al*.

I will show two letter teams, one at a time. I will tell you the name of each letter in the team, a key word that has the team in it, and the sound the team makes.

Point to *al*.

This is *al*, *ball*, /ɔl/. Now you say the name of each letter, the key word, and the sound. (al, ball, /ɔl/)

Repeat the procedure with Phonogram Card 42. When finished, review the cards again.

Write the words *ball* and *wasp* on the board.

When you see the letter *l* after, or *w* before, with the vowel *a*, the *a* makes the sound /ɔ/.

Point to the word *ball*.

This is the word *ball*. What is this word? (ball) In the word *ball*, the letter *l* comes right after the vowel *a*. So, the *a* makes the sound /ɔ/. What is this word? (ball) Notice that you can hear the sounds of both letters in the letter team *al*: /ɔ/ /l/.

Repeat the procedure with *wasp*.

Letter Team: *qu*

Display Phonogram Card 43.

This is the letter team *qu*. The letter *q* is always followed by the vowel *u* in words.

I will tell you the name of each letter in this team, a key word that has the team in it, and the sound the team makes.

Point to *qu*.

This is *qu*; *quilt*; /kw/. Now you say the name of each letter, the key word, and the sound.
(qu, quilt, /kw/)

Consonant Teams: *ck*, *tch*

I will show some consonant teams one at a time. I will tell you the name of each letter in the consonant team, a key word that has the team in it, and the sound the team makes.

Display Phonogram Card 44.

This is *ck*, *clock*, /k/. Now you say the name of each letter, the key word, and the sound.
(ck, clock, /k/)

Repeat the procedure with Phonogram Card 45. When finished, review the cards again.

Write the words *clock* and *catch* on the board.

The consonant teams *ck* and *tch* always come right after the vowel sound /ă/, /ĭ/, /ŏ/, /ŭ/, or /ĕ/ at the end of a syllable.

Point to the word *clock*.

This is the word *clock*. What is this word? (clock) The word *clock* has the consonant team *ck*, and the *ck* comes after the sound /ŏ/. What vowel makes the sound /ŏ/? (o)

Repeat the procedure with *catch*.

Silent e: *a-e*, *i-e*, *o-e*, *u-e*, *e-e*

Review the sound of each silent-*e* letter pattern. 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.

Write the word *lake* on the board.

This is the word *lake*. What is this word? (lake) Underline the vowels. The *e* in the word *lake* is magic because it makes the vowel in the word say its name. What vowel is in the word *lake*? (a) What sound does the vowel *a* say in the word *lake*? (/ā/) That's right. The magic *e* makes the *a* say its name. When you read this word, you don't say the *e*, which means it is silent. But you know that the *e* has reached back to make the *a* say its name.

I will show some cards one at a time. I will tell you the name of each letter, a key word that has the letters in it, and the sound the letters make.

Display Phonogram Card 46. When you say the names of silent-*e* letter patterns such as *a-e*, you should say, for example, "a consonant e." Students should say the same.

This is *a-e*, *lake*, /ā/. Now you say the name of each letter, the key word, and the sound.
(a-e, lake, /ā/)

Repeat the procedure with Phonogram Cards 47–50.

Vowel-se

Display Phonogram Card 10.

When s is followed by a magic e, the s says /z/ instead of /s/.

Write the word *rose* on the board.

This is the word *rose*. Say *rose*. (*rose*) You see the vowels *o* and *e* in *rose*. The *e* is silent and makes the *o* say its name. Let's sound out the word *rose* again: /r/ /ō/ /z/. Notice that the *s* makes the sound /z/. The *s* changes its sound from /s/ to /z/ when it comes before a magic *e*. What sound does *s* make when it comes before a magic *e*? (/z/)

When I show you this card, you will say both sounds you've learned for *s*: /s/ and /z/.

Have students repeat *s*, /s/, /z/, *rose*, /s/, /z/ several times

Sight Words

Make sure students can read sight words quickly and with accuracy. Encourage them to sound out each word out based on what they've learned. Any time a word is on a red card, let students know it may include some unexpected sounds, and you will work together to learn the unexpected sounds.

Use Level 2 Sight Word Cards 64–86.

If you do not have access to Level 2 Sight Word Cards, you can create your own cards using the list below.

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

I will show you some words one at a time. Sound it out based on what you've learned, and we'll work together to figure out the unexpected sounds. Any time a word is on a red card, we will work together to learn the unexpected sounds.

Display Sight Word Card *full*.

This is the word *full*. What word is this? (*full*)

Repeat the procedure with the rest of the Sight Words.

Review Level 2 Sight Words.

Step 2: Phonological Awareness

Segmentation

Students can use the Phoneme Segmentation Sheet on page 5 of their workbook, or you may choose to make a copy for each student from page 48 of this document.

In this activity, students identify and manipulate sounds in words using 1 green circle and 4 white

circles from their Manipulatives Kit. They should use white circles for consonant sounds and green circles for vowel sounds. Remind students to use only one white circle for a consonant team (*ch, sh, ff, ll, ss*).

Put your circles in the gray box at the top of the page. I will say a word, and you will bring a circle down for each sound you hear. Use green circles for vowel sounds. Use white circles for consonant sounds.

The first word is *wasp*. How many sounds do you hear in *wasp*? (4) Bring down a circle for each sound you hear. Remember to use a green circle for a vowel sound. Wait for students to finish.

Check to be sure that students bring down four circles and have used a green circle for the vowel sound /*ɔ*/.

Sound out the word, pointing to each circle. (/w/ /*ɔ*/ /s/ /p/) Now say the whole word fast.
(*wasp*)

Repeat the activity with the following words, making sure students use a green circle for each vowel sound: *swat* (/s/ /w/ /*ɔ*/ /t/), *swamp* (/s/ /w/ /*ɔ*/ /m/ /p/), *chess* (/ch/ /*ɛ*/ /s/), *shell* (/sh/ /*ɛ*/ /l/), and *cliff* (/k/ /l/ /i/ /f/).

Step 3: Word Building

Students will use the Small Letter Set from their Manipulatives Kit to build words.

Say each word, and have students repeat the word while counting the sounds on their fingers. Then have students build the word using Small 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.

Now we will build words. Say *switch*. (*switch*) How many sounds do you hear in the word *switch*? (4) What is the first sound you hear in *switch*? (/s/) Bring down the Small Letter that makes the sound /s/ in *switch*. What is the letter? (s) What is the second sound you hear in *switch*? (/w/) Bring down the Small Letter that makes the sound /w/. What is the letter? (w) What vowel sound do you hear in *switch*? (/i/) Bring down the Small Letter that makes the sound /i/. What is the vowel? (i) What is the last sound you hear in *switch*? (/ch/) Bring down Small Letter tch. Sound out the word, pointing to each letter or team as you say its sound or sounds. (/s/ /w/ /i/ /ch/) Now go back to the beginning of the word and glide your finger under the word, saying it fast.
(*switch*)

Repeat the activity with the following words: *quick, quake, swipe, globe, cube, plate, and stampede*.

Step 4: Word Decoding

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.

Distribute Lesson 2 Word Decoding Sheet to each student. An Answer Key can be found on page 60.

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 letters that make a welded sound with a smile.
3. Draw an arrow up through any silent *e* and make the arrow point back to the other vowel in the word that says its name.

Look at the words in the first row. Put your finger under the first word and say it aloud. (here) Underline the vowels. 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 make the arrow point back to the vowel that says its name.

Draw the word *here* on the board. Demonstrate how to draw an arrow from the silent *e* to the first *e*.

Now look at your paper. Draw an arrow through the silent *e* in *here* and make it point back to the vowel that says its name. What vowel says its name in the word *here*? (e)

Put your finger under the first letter in the word. Point to each letter or team and say its sound or sounds. (/h/ /ē/ /r/) Go back to the beginning of the word, glide your finger under the word, and say it fast. (here)

Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels, draw a smile under any letter teams, and mark any silent *e*'s by crossing out the *e* and drawing a curved line from the *e* back over the consonant. Ask students to use the word in a sentence if you are unsure whether they understand it.

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. Remember to have students say vowel names in the following way: "e-consonant-e," etc.

Who can read the first word? Remember to start by saying the vowel name and sound. Then say the whole word fast. (e-e, /ē/, here)

Continue calling on students to read the remainder of the words.

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

Step 7: Sound Dictation

Distribute Dictation Paper: Lessons 1 and 2 to each student.

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 on Dictation Paper, 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.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

1. Say /i/. (/i/) What letter makes the sound /i/? (i) When I dictate the sound /i/, write *i*. Write *i* on your paper, naming the letter as you write. (i) Look at the letter you just wrote. What is the name of the letter? (i) What sound does *i* make? (/i/)

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound: 2. /wö/ (wa); 3. /kw/ (qu); 4. /ch/ (ch, tch); 5. /k/ (k, c, ck); 6. /ā/ (a-e); 7. /ē/ (e-e); 8. /ī/ (i-e); 9. /ō/ (o-e); 10. /ū/ (u-e)

When finished, have students take turns reading the letters and their sounds aloud.

Step 8: Prespelling

Phonological Awareness

This activity is done orally. Review the meaning of any unknown words.

Say *swell*. (swell) How many sounds do you hear in the word *swell*? (4) What is the first sound you hear in *swell*? (/s/) What is the next 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/) Say the whole word. (swell)

Step 9: Spelling

Students use the same Dictation Paper distributed in Step 7.

Dictate the following words, and have students spell the words on Dictation 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. Review the meaning of any unknown words.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

1. Say *swell*. (swell) Let's spell *swell* together. (s, w, e, l, l) Now pick up your pencil and write *swell*, naming the letters as you write. (s, w, e, l, l) Go to the beginning of the word and sound out each letter or team. (/s/ /w/ /ě/ /l/) Now glide your finger under the word and say it fast. (swell)

Repeat with the following words: 2. sniff; 3. toss; 4. walrus; 5. rose; 6. quench; 7. struck; 8. pocket; 9. stitch; 10. quote

When finished, have students take turns reading the words aloud.

Step 10: Sentence Dictation

Students use the same Dictation Paper distributed in Step 7.

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 Dictation Paper for each word. Finally, students write the sentence, writing one word on each dash.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

1. Jed scrubs to get the grime off his bike tire.

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. (Jed scrubs to get the grime off his bike tire.) Let's say the sentence again, and this time you make a dash on your paper for each word. (Jed scrubs to get the grime off his bike tire.) Look at your dashes again and say the sentence, pointing to each dash as you say each word. (Jed scrubs to get the grime off his bike tire.)

Now write the sentence on your paper, writing one word on each dash. (Wait for students to finish writing.)

Repeat the procedure with the following sentences:

2. The plane will glide and land on the grass.
3. I hope the baseball game will go on past sunset.

When students finish, have them read the sentences aloud.



Quick Start Lesson 3: Level 3

Lesson Overview		
Step	Materials	Activity / Procedure
Step 1: Phonogram Cards	<ul style="list-style-type: none"> • Phonogram Cards 21–73 • Syllable Cards (p. 50)—1 set per student • Scissors—1 per student • Level 3 Sight Word Cards 120–135 (or create cards using word list) 	<ul style="list-style-type: none"> • Review Phonogram Cards 21–50 • Introduce Phonogram Cards 51–73 • Segment words using syllables • Introduce Level 3 Sight Words
Steps 2 & 3: Phonological Awareness & Word Building	<ul style="list-style-type: none"> • 2 green and 4 white circles (Manipulatives Kit)—1 set per student • Phoneme-Grapheme Sheet (p. 49) 	<ul style="list-style-type: none"> • Use circles to represent sounds, then write letters to make a word
Step 4: Decoding and Sentence Reading	<ul style="list-style-type: none"> • Lesson 2 Word Decoding Sheet (p. 53)—1 per student • Answer Key, Word Decoding Sheets (p. 61) 	<ul style="list-style-type: none"> • Word decoding • Identify consonant and welded teams • Identify silent e that makes vowels say their names • Identify prefixes and suffixes • Divide words into syllables
Quick Start Lessons do not include Steps 5 and 6.		
Step 7: Sound Dictation	<ul style="list-style-type: none"> • Dictation Paper: Lessons 3–5 (pp. 58–59)—1 per student 	<ul style="list-style-type: none"> • Write known spellings for sounds
Step 8: Prespelling		<ul style="list-style-type: none"> • Phonological awareness: identify rhymes of and phonemes in <i>stray</i>
Step 9: Spelling	<ul style="list-style-type: none"> • Dictation Paper (from Step 7) 	<ul style="list-style-type: none"> • Say and spell words • Identify vowel teams and suffixes
Step 10: Sentence Dictation	<ul style="list-style-type: none"> • Dictation Paper (from Step 7) 	<ul style="list-style-type: none"> • Make a dash for each word in a sentence • Write and say sentences

This Quick Start Lesson reviews the concepts introduced in *S.P.I.R.E.* Level 3.

Step 1: Phonogram Cards

Review Phonogram Cards

Review the consonants and concepts from Levels 1 and 2 using Phonogram Cards 21–50. (Note: Students should be saying consonant sounds correctly, so Phonogram Cards 1–20 are not reviewed.) Display each card. 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.)

Display Phonogram Cards 21–50.

I will show these consonants, vowels, letter teams, and vowel teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team or vowel team, say the name of the letters and then say their sound.

Model the first item for students. For example, for Phonogram Card 21, say the following:

This is the letter *a*. The letter *a* stands for the /ă/ sound. When I show this card, you say: *a*, /ă/.

Review Phonogram Cards 21–50.

Open-Vowel Syllable Pattern: *so, he, fly*

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*.

If a vowel is at the end of a word or syllable, the vowel will say its name.

Display Phonogram Card 51.

Look at the first word. This word is *so*. Look at the next word. This word is *he*. Can you hear the vowels saying their names in *so* and *he*? Now look at the last word. This word is *fly*. The vowel is *y*, but it will borrow the sound /ī/ when it is at the end of a word.

I will point to each word. I will tell you the word and the sound the vowel makes in the word.

Point to *so*.

This is *so*, /ō/. Now you say the word and the sound the vowel makes. (*so*, /ō/)

Repeat the procedure with *he* and *fly*. When finished, review the words again.

Vowels: *y*

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.

Display Phonogram Card 52.

What is this letter? (*y*) What sound have we learned that *y* makes? (/y/) In the word *fly*, what sound does *y* make? (/ī/) When you see the letter *y* on a white card, say the sound it makes as a consonant, /y/. When you see the letter *y* on a green card, say the sound it makes as a vowel, /ī/. What are the two sounds the letter *y* can make? (/y/, /ī/)

I will tell you the name of this vowel, a key word that has the vowel in it, and the sound the vowel makes.

Point to *y*.

This is *y*, *fly*, /ī/. Now you say the name of the vowel, the key word, and the sound. (*y*, *fly*, /ī/)

Exceptions: *ild, old, ind, ost, oll*

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.

Five letter teams are called “exceptions.” An exception letter team is a letter team that is unusual and doesn’t follow the rules. The five letter teams we will review are /īld/, /ōld/, /īnd/, /ōst/, and /ōl/. These letter teams are exceptions because the vowel in each letter team says its name, but the vowel is not at the end of the word, and the vowel is not followed by a magic *e*. These letter teams are on yellow cards because you need to read them carefully, thinking about their unusual sounds.

I will show some letter teams one at a time. I will tell you the name of each letter in the team, a key word that has the team in it, and the sound the team makes.

Display Phonogram Card 53.

This is *ild*; *child*; /īld/. Now you say the name of each letter, the key word, and the sound.
(ild; child; /īld/)

Repeat the procedure with Phonogram Cards 54–57.

Review Phonogram Cards 53–57.

Write the following words on the board: *child*, *cold*, *find*, *post*, and *roll*.

Some letter teams are exceptions because the vowel in each letter team says its name, but the vowel is not at the end of the word, and the vowel is not followed by a magic e.

Point to the word *child*.

This is the word *child*. What is this word? (child) In the word *child*, the vowel *i* says its name, but the vowel *i* is not at the end of the word, and the vowel *i* is not followed by a magic e.

Repeat the procedure with the words *child*, *cold*, *find*, *post*, and *roll*.

Vowel Team: *ay*

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

Display Phonogram Card 58.

There are two vowel letters on this card, but together they make only one sound. What are the two vowels on this card? (a, y) Yes, this is the vowel team *ay*. Together, the letters *a* and *y* make the sound /ā/. The vowel team *ay* always comes at the end of a word or syllable.

I will tell you this vowel team's name, a key word that has the vowel team in it, and the sound the team makes.

Point to *ay*.

This is *ay*, *spray*, /ā/. Now you say the vowel team's name, the key word, and the sound.
(ay, spray, /ā/)

Suffix: *-ed*

A suffix is added to the end of a word to change the meaning of the word. The word that the suffix is added to is called the base word. Let's review the suffix *-ed*.

An action word is a verb. The words *melt*, *smell*, and *wink* are verbs. The suffix *-ed* is added to the end of a verb to show that the action has already happened.

Display Phonogram Card 59.

This card is blue to show that the letters *-ed* are a suffix. All suffixes are on blue cards. What are these letters? (ed) What are these letters called? (a suffix) The suffix *-ed* has three sounds: /ĕd/, /d/, and /t/.

I will point to some suffixes one at a time. I will tell you the name of each letter in the suffix, a key word that has the suffix in it, and the sound the suffix makes.

Point to *ed*, *melted*, /ĕd/.

This is *-ed*, *melted*, /ĕd/. Now you say the suffix's name, the key word, and the sound. (-ed, melted, /ĕd/)

Repeat the procedure with /d/ (-ed, smelled, /d/) and /t/ (-ed, winked, /t/).

Write the words *melted*, *smelled*, and *winked* on the board.

Each of these words has the suffix *-ed*.

Point to the word *melted*.

This is the word *melted*. What is this word? (melted) The word *melted* has the suffix *-ed* at the end. What sound does the suffix *-ed* make in the word *melted*? (/ĕd/)

Repeat the procedure with *smelled* and *winked*.

Suffixes: *-s*, *-es*, *-ing*, *-er*, *-est*, *-en*, *-ish*, *-ly*, *-ful*, *-ness*, *-less*

These patterns are suffixes that change the meaning of the base word. Use the Phonogram Cards to explain to students how each suffix affects the base word.

Let's review more suffixes that can be added to a word to change the word's meaning. Remember, these cards are blue because they are suffixes.

Display Phonogram Card 60.

This is the suffix *-s*. What is this letter? (s) The key word is *bats*. We add *s* to the end of a word when we want to show that there is more than one of something. So, the word *bats* means there is more than one bat.

Display Phonogram Card 61.

This is the suffix *-es*. What are these letters? (es) The key word is *foxes*. We add *es* to the end of a word that ends in *x*, *ch*, or *sh* when we want to show that there is more than one of something. So, the word *foxes* means there is more than one fox.

Display Phonogram Card 62.

This is the suffix *-ing*. What are these letters? (ing) The key word is *swinging*. We add *ing* to the end of a verb when we want to show that the action in the word is happening now. So, the word *swinging* means "swing now." If you swing now, you are *swinging*.

Display Phonogram Card 63.

This is the suffix *-er*. What are these letters? (er) The key word is *singer*. We add *er* to the end of a word to describe a person who does something. So, the word *singer* means "a person who sings."

We can also add *er* to a word to show that the word means more than something else. For example, if I say, "He is faster than you," it means that he is more fast than you.

Sometimes the letters *er* don't make a suffix. Sometimes they can be in words that are not base words, such as the word *her*. For words in which the letters *er* aren't a suffix, the letters have the same sound as the suffix: /er/.

Display Phonogram Card 64.

This is the suffix *-est*. What are these letters? (est) The key word is *fastest*. We add *est* to the end of a word when we want the word to mean the most of something. So, the word *fastest* means “the most fast.”

Display Phonogram Card 65.

This is the suffix *-en*. What are these letters? (en) The key word is *strengthen*. We add *en* to the end of a word when we want to show that something grows or develops over time. So, the word *strengthen* means “developing more strength” or “becoming more strong.”

Sometimes the letters *en* don’t make a suffix. Sometimes they can be in words that are not base words, such as the word *kitten*. For words in which the letters *en* aren’t a suffix, the letters have the same sound as the suffix: /ĕn/.

Display Phonogram Card 66.

This is the suffix *-ish*. What are these letters? (ish) The key word is *ticklish*. We add *ish* to the end of a word when we want to describe a thing that’s somewhat like or prone to something. So, the word *ticklish* means “prone to being tickled.”

Display Phonogram Card 67.

This is the suffix *-ly*. What are these letters? (ly) The key word is *safely*. We add *ly* to the end of a word to mean “in this way.” So, the word *safely* means “in a safe way.”

Display Phonogram Card 68.

This is the suffix *-y*. When *y* is a suffix, it is also a vowel. What is this letter? (y) The key word is *dusty*. We add *y* to the end of a word when we want the word to mean “full of something” or “having something.” So, the word *dusty* means “full of dust” or “having dust.”

Sometimes the letter *y* isn’t a suffix. Sometimes it can be only a vowel sound and is in words that are not base words, such as the word *baby*. For words in which the letter *y* isn’t a suffix, the letter has the same sound as the suffix: /ĕy/.

Display Phonogram Card 69.

This is the suffix *-ful*. What are these letters? (ful) The key word is *helpful*. We add *ful* to the end of a word when we want to show something is full of something. So, the word *helpful* means “full of help.”

Display Phonogram Card 70.

This is the suffix *-ness*. What are these letters? (ness) The key word is *sadness*. We add *ness* to the end of a word to make the word mean “being that way,” “state of,” or “like.” So, the word *sadness* means “being sad.”

Display Phonogram Card 71.

This is the suffix *-less*. What are these letters? (less) The key word is *sockless*. We add *less* to the end of a word to show that a thing is without something. So, the word *sockless* means that someone is without socks.

I will show some suffixes one at a time. I will tell you the name of each letter in the suffix, the key word, and the sound of the suffix itself.

Display Phonogram Card 60.

This is -s, bats, /s/. Now you say the name of each letter, the key word, and the sound.
(-s, bats, /s/)

Repeat the last part of the activity with Phonogram Cards 61–71.

Review Phonogram Cards 60–71.

Vowel Team: ou

Display Phonogram Card 72.

Look at this vowel team. Can you name the letters in it? (ou) This vowel team can make four different sounds.

Display Phonogram Card 72.

These letters are ou. What are these letters? (ou) This vowel team can make four different sounds.

I will point to some vowel teams, one at a time. I will tell you the name of each letter in the vowel team, a key word that has the vowel team in it, and the sounds the vowel team makes.

Point to *ou, mound, /ou/*.

This is ou, mound, /ou/. Now you say the suffix's name, the key word, and the sound.
(ou, mound, /ou/)

Repeat the procedure with /ō/, /ǔ/, and /ōō/.

Write the following sentence on the board: *I will share this mound of doughnuts with my cousin and you.* Underline the *ou* in *mound, doughnuts, cousin, and you.*

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

The most common sound of ou is /ou/. Point to mound. This is the word mound. What sound does ou make in the word mound? (/ou/) When you see a word that has the vowel team ou in it, you should try the sound /ou/ first. If the word does not make sense, try the three other sounds of ou.

Point to *doughnuts*. **This is the word *doughnuts*. What sound does ou make in the word *doughnuts*? (/ō/)**

Point to *cousin*. **This is the word *cousin*. What sound does ou make in the word *cousin*? (/ǔ/)**

Point to *you*. **This is the word *you*. What sound does ou make in the word *you*? /ōō/**

I will read this sentence again: *I will share this mound of doughnuts with my cousin and you.*

Prefix: a-

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 /ǔ/ (short *u* or schwa sound), as in the word *alike*. The Phonogram Card is purple, signifying that this is a prefix.

A prefix is added to the beginning of a base word to change the base word's meaning.

Display Phonogram Card 73.

This is the prefix *a-*. The prefix *a-* makes the sound /ǔ/. This card is purple because this sound goes at the beginning of a word. It is a prefix. If we remove the prefix, the base word will still be left.

The key word that will help you remember the prefix *a-* is *alike*. What is the key word? (*alike*) If we take off the word *like*, we are left with the prefix *a-*. Say *alike*. (*alike*) Say *alike* again, but don't say *like*. (/ǔ/)

I will tell you the name of each letter in this prefix, a key word that has the prefix in it, and the sound of the prefix itself.

Point to Phonogram Card 73.

This is *a-*, *alike*, /ǔ/. Now you say the prefix's name, the key word, and its sound. (*a-*, *alike*, /ǔ/)

Twin-Consonant Syllable Division

Write the word *puffin* on the board. Draw a vertical line between *puf* and *fin* and underline the vowels.

Look at this word. How many vowels do you see in this word? (2) The vowels are underlined. I am going to put a finger under each vowel so it's easy to see the consonants between them.

Place a finger under each vowel of the word on the board. Use your pointer and middle fingers.

What letters do you see between my fingers? (ff) The letters are the same, so we say they are twins. When we see twin letters between the vowels, we draw a line between them to divide the word. This is how we divide the word into syllables or parts. Let's sound out the first syllable. (/p/ /ǔ/ /f/) Let's sound out the next syllable. (/f/ /i/ /n/) Now let's put the syllables together and say the word fast. (*puffin*)

Before class, make a copy of the Syllable Cards for each student. Then cut out the following words from each of the copies: *kitten*, *mitten*, *muffin*, *happy*, and *rabbit*.

Distribute Syllable Card *kitten* and one pair of scissors to each student.

Now we will build some words using syllables. The first word we will build is *kitten*. Look at this word and put your finger under the first letter. What is the letter? (k) Now slide your finger to the end of the word, naming each letter as you slide. (k, i, t, t, e, n) Underline the vowels.

While students work, write the word *kitten* on the board and underline the vowels.

Look at the board. What is the first vowel in *kitten*? (i) What is the second vowel in *kitten*? (e)

Now look at your Syllable Card. Put a finger under each vowel. If necessary, show students how to use their pointer and middle fingers. **We know this word has two syllables because there are two vowel sounds. What letters do you see between your fingers? (tt) When there are twin letters with a vowel on either side, you will divide the word between the twin letters.**

Draw a vertical line between *kit* and *ten*.

Trace the dotted line between the twin t's on your Syllable Card. Now use your scissors to cut along the line and divide the word into two syllables. Help students as needed.

Put your finger under /kīt/. This is the first syllable. What vowel do you see? (i) What sound does i make? (/ī/) Go to the beginning of the syllable and say the whole syllable. (/kīt/) Now put your finger under /tĕn/. This is the second syllable. What vowel do you see? (e) What sound does e make? (/ĕ/) Go to the beginning of the syllable and say the whole syllable. (/tĕn/) Now push the Syllable Cards together to make one word. Say the first syllable and then the second syllable. (/kīt/ /tĕn/) Blend the two syllables to say the word. (kitten)

Repeat the activity with the following words, passing out the Syllable Cards one at a time: *rabbit*, *muffin*, and *happy*.

Non-Twin-Consonant Syllable Division

Write the word *dentist* on the board. Draw a vertical line between *den* and *tist* and underline the vowels.

Look at this word. How many vowels do you see? (2) The vowels are underlined. I am going to put a finger under each vowel so it's easy to see the consonants between them.

Place a finger under each vowel of the word on the board. Use your pointer and middle fingers.

How many consonants do you see between the vowels? (2) The consonants are not twins, but you still divide the word between the two consonants. Let's sound out the first syllable. (/dĕn/) Sound out the next syllable. (/tĭst/) Let's put the syllables together and say the word fast. (dentist)

Make sure you have a copy of the Syllable Cards *basket*, *invite*, *helmet*, and *thunder* for each student.

Distribute Syllable Card *invite* and one pair of scissors to each student.

Now we will build some words using syllables. The first word we will build is *invite*. Look at this word and put your finger under the first letter. What is the letter? (i) Now slide your finger to the end of the word, naming each letter as you slide. (i, n, v, i, t, e) Underline the vowels and cross out the magic e.

While students work, write the word *invite* on the board, underline the vowels and cross out the silent e.

Look at the board. What is the first vowel in *invite*? (i) What is the second vowel in *invite*? (i) What does the e at the end of the word do? (It makes the second i say its name.)

Now look at your Syllable Card. Put a finger under each vowel that makes a sound. If necessary, show students how to use their pointer and middle fingers. **We know this word has two syllables because there are two vowel sounds. What letters do you see between your fingers? (n, v) These two consonant letters are not twins. When there are two consonants with a vowel on either side, you will divide the word between the two consonants.**

Draw a vertical line between *in* and *vite*.

Trace the dotted line between the consonants on your Syllable Card. Now use your scissors to cut along the line and divide the word into two syllables. Help students as needed.

Put your finger under /īn/. This is the first syllable. What vowel do you see? (i) What sound does i make? (/ī/) Go to the beginning of the syllable and say the whole syllable. (/īn/) Now put your finger under /vīt/. This is the second syllable. What vowel do you see? (i) What sound does i make when there is a magic e at the end? (/ī/) Go to the beginning of the syllable and say the whole syllable. (/vīt/) Now push the Syllable Cards back together to make one word. Say the first syllable and then the second syllable. (/īn/ /vīt/) Blend the two syllables to say the word. (invite)

Repeat the activity with the following words, passing out the Syllable Cards one at a time: *basket*, *helmet*, and *thunder*. Be sure students underline the *er* (because it is a vowel team) in *thunder*.

Sight Words

Make sure students can read sight words quickly and with accuracy. Encourage them to sound out each word out based on what they've learned. Any time a word is on a red card, let students know it may include some unexpected sounds, and you will work together to learn the unexpected sounds.

Use Level 3 Sight Word Cards 120–135.

If you do not have access to Level 3 Sight Word Cards, you can create your own cards using the list below:		
gone	both	climb
clothes	they	says
today	goes	does
strange	danger	listen
wonder	could	would
should		

I will show you some words one at a time. Sound it out based on what you've learned, and we'll work together to figure out the unexpected sounds. Any time a word is on a red card, we will work together to learn the unexpected sounds.

Display Sight Word Card *gone*.

This is the word *gone*. What word is this? (*gone*)

Repeat the procedure with the rest of the Sight Words.

Review Level 3 Sight Words.

Steps 2 and 3: Phonological Awareness & Word Building

Distribute to each student the Phoneme-Grapheme Sheet.

Have students use 2 green and 4 white circles from their Manipulatives Kit to identify and manipulate sounds in words, just as they did in Step 2 in Quick Start Lessons 1 and 2. They should use 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*, *tch*, *ff*) and one green circle for a vowel team (*ai*, *ay*, *er*, *ou*).

After each word is built with sound circles, 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.

Put your circles in the gray box at the top of your sheet. I will say a word, and you will bring a circle down for each sound you hear. Use green circles for vowel sounds. Use white circles for consonant sounds.

The first word is *also*. How many syllables do you hear in the word *also*? (2) What is the first syllable in *also*? (/ɔl/) How many sounds do you hear in /ɔl/? (2) Bring down a circle for each sound you hear. Remember to use a green circle for a vowel sound. Wait for students to finish.

Check to be sure that students bring down two circles and have used a green circle for the vowel sound.

Sound out the first syllable, pointing to each circle. (/ō/ /l/) Now say the first syllable fast. (/ōl/)

Now touch the first circle you brought down. What sound does the green circle make? (/ō/) Push the circle up and write the vowel that says /ō/ in the first box. What is the vowel? (a) What sound does the white circle make? (l) Push the circle up and write the letter that says /l/ in the last box. What is the letter? (l) What vowel team says /ōl/? (al) Now look at the syllable. Put your finger under each letter, team, prefix, or suffix and say its sound or sounds. (/ō/ /l/) Now say the syllable fast. (/ōl/)

What is the second syllable in *also*? (/sō/) How many sounds do you hear in /sō/? (2) Bring down a circle for each sound you hear. Remember to use a green circle for a vowel sound. Wait for students to finish.

Check to be sure that students bring down two circles and have used a green circle for the vowel sound.

Sound out the second syllable, pointing to each circle. (/s/ /ō/) Now say the second syllable fast. (/sō/)

Now touch the first circle you brought down for the second syllable and say the sound it makes. (/s/) Push the circle up and write the letter that says /s/ in the first box. What is the letter? (s) What sound does the green circle make? (/ō/) Push the circle up and write the vowel that says /ō/ in the last box. What is the vowel? (o) Now look at the syllable. Put your finger under each letter, team, prefix, or suffix and say its sound or sounds. (/s/ /ō/) Now say the syllable fast. (/sō/)

Now look at the whole word. Put your finger under each letter, team, prefix, or suffix and say its sound or sounds. (/ō/ /l/ /s/ /ō/) Now say the word fast. (also)

Repeat the activity with the following words, making sure students use a green circle for each vowel sound: *subway* (/s/ /ū/ /b/ /w/ /ā/), *catches* (/k/ /ă/ /ch/ /ĕ/ /z/), *drifter* (/d/ /r/ /i/ /f/ /t/ /er/), and *traffic* (/t/ /r/ /ă/ /f/ /i/ /k/).

Step 4: Word Decoding

Distribute Lesson 3 Word Decoding Sheet to each student. An Answer Key can be found on page 61.

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 and vowel teams.
2. Link consonant teams and letters that make a welded sound with a smile.
3. Draw an arrow up through any silent e and make the arrow point back to the other vowel in the word that says its name (omitting the curved line for any silent e's that don't change the sound of the vowel or vowels in a word).

4. Draw a box around prefixes and suffixes. (You may want to have students write the sound above the suffix to help them remember it. For example, in *stayed*, *ed* says /d/.)
5. Divide words into syllables with a line. (You may want to have students write the vowel/consonant pattern below the word to help them determine where to split it.)

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.

Look at the words in the first row. Put your finger under the first word and say it aloud. (dripping) Underline the vowels. Is there a suffix in this word? (yes) Which one? (-ing) When we see a suffix or a prefix in a word, we draw a box around it.

Draw the word *dripping* on the board. Demonstrate how to draw a box around *ing*.

Draw a box around *ing* in the word *dripping*. What is the suffix in the word *dripping*? (-ing)

How many syllables does *dripping* 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 the word *dripping*? (between the twin consonants)

Demonstrate how to draw a line between *drip* and *ping* on the board.

Draw a line between the twin consonants in *dripping*. Say the first syllable and then the second syllable. (/dri:p/ /pi:ŋg/)

Put your finger under the first letter in the word. Point to each letter, team, prefix, or suffix and say its sound or sounds. (/d/ /r/ /i/ /p/ /i:ŋg/) Go back to the beginning of the word, glide your finger under the word, and say it fast. (dripping)

Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels or any vowel teams, draw a smile under any letter teams, draw a line between any syllables, mark any silent *e*'s by crossing out the *e* and drawing a curved line from the *e* back over the consonant (omitting the curved line for any silent *e*'s that don't change the sound of the vowel or vowels in the word), and draw a box around any suffixes or prefixes. Ask students to use the word in a sentence if you are unsure whether they understand it.

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.

Who can read the first word? Remember to start by saying the vowel name and sound. If the word has two or more syllables, say the vowel name and sound of each syllable and then say the whole syllable. Then say the whole word fast. (i, /i/, /drip/; ing, /i:ŋg/, /pi:ŋg/; dripping)

Continue calling on students to read the remainder of the words.

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

Step 7: Sound Dictation

Distribute Dictation Paper: Lessons 3–5 to each student.

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 on their Dictation Paper, naming the letters 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.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

1. **Say /ī/. (/ī/) What two ways do you know to write the sound /ī/? (i-e, y) When I dictate the sound /ī/, write i-e and y. Write i-e and y on your paper, naming the letters as you write. (i-e, y) Look at the letters you just wrote. What are the names of the letters? (i-e, y) What sound does i-e make? (/ī/) What sound does y make at the end of a syllable or one-syllable word? (/ī/)**

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound: 2. /ā/ (a-e, ay); 3. /ō/ (o-e, o, ou); 4. /ē/ (e-e, e, y); 5. /ěd/ (ed); 6. /ou/ (ou); 7. /ü/ (u, ou, a); 8. /d/ (d, ed); 9. /ōō/ (ou); 10. /t/ (t, ed)

When finished, have students take turns reading the letters and their sounds aloud.

Step 8: Prespelling

Phonological Awareness

This activity is done orally. Review the meaning of any unknown words.

Say *stray*. (stray) Say a word that rhymes with *stray*. (Sample answers: clay, day, pay) How many sounds do you hear in the word *stray*? (4) What is the first sound you hear in *stray*? (/s/) What is the next sound you hear in *stray*? (/t/) What is the next 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: Spelling

Students use the same Dictation Paper distributed in Step 7.

Dictate the following words, and have students spell the words on Dictation 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. Review the meaning of any unknown words.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

1. **Say *stray*. (stray) Let's spell *stray* together. (s, t, r, a, y) Now pick up your pencil and write *stray*, naming the letters as you write. (s, t, r, a, y)**

Go to the beginning of the word and sound out each letter, team, prefix, or suffix. (/s/ /t/ /r/ /ā/) Now glide your finger under the word and say it fast. (stray)

Repeat with the following words: 2. printed; 3. munched; 4. swelled; 5. hopeless; 6. comment; 7. mustang; 8. transfer; 9. amount; 10. boulder

When finished, have students take turns reading the words aloud.

Step 10: Sentence Dictation

Students use the same Dictation Paper distributed in Step 7.

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 Dictation Paper for each word. Finally, students write the sentence, writing one word on each dash.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

1. James has a round-trip ticket on the plane bound for Washington.

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. (James has a round-trip ticket on the plane bound for Washington.) **Let's say the sentence again, and this time you make a dash on your paper for each word.** (James has a round-trip ticket on the plane bound for Washington.) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (James has a round-trip ticket on the plane bound for Washington.)

Now write the sentence on your paper, writing one word on each dash. (Wait for students to finish writing.)

Repeat the procedure with the following sentences:

2. The cold winter made the man grouchy and wishful for spring.
3. Tom was upset that he shouted when he lost his temper.

When students finish, have them read the sentences aloud.



Quick Start Lesson 4: Level 4

Lesson Overview		
Step	Materials	Activity / Procedure
Step 1: Phonogram Cards	<ul style="list-style-type: none"> Phonogram Cards 21–89 Level 4 Sight Word Cards 122–153 (or create cards using word list) 	<ul style="list-style-type: none"> Review Phonogram Cards 21–73 Introduce Phonogram Cards 74–89 Introduce Level 3 Sight Word Cards 122–153
This Quick Start Lesson does not include Step 2		
Step 3: Word Building	<ul style="list-style-type: none"> 1 green and 4 white circles (Manipulatives Kit)—1 set per student Phoneme-Grapheme Sheet (p. 49) 	<ul style="list-style-type: none"> Use circles to represent sounds and then write letters to make words
Step 4: Decoding and Sentence Reading	<ul style="list-style-type: none"> Lesson 4 Word Decoding Sheet (p. 54)—1 per student Answer Key, Word Decoding Sheets (p. 61) 	<ul style="list-style-type: none"> Word decoding Identify consonant and welded teams Identify silent <i>e</i> that makes vowels say their names Identify prefixes and suffixes Divide words into syllables
Quick Start Lessons do not include Steps 5 and 6.		
Step 7: Sound Dictation	<ul style="list-style-type: none"> Dictation Paper: Lessons 3–5 (pp. 58–59)—1 per student 	<ul style="list-style-type: none"> Write known spellings for sounds
Step 8: Prespelling		<ul style="list-style-type: none"> Phonological awareness: identify phonemes and syllables in <i>advice</i>
Step 9: Spelling	<ul style="list-style-type: none"> Dictation Paper (from Step 7) 	<ul style="list-style-type: none"> Say and spell words Identify vowel teams, trigraphs, and suffixes
Step 10: Sentence Dictation	<ul style="list-style-type: none"> Dictation Paper (from Step 7) 	<ul style="list-style-type: none"> Make a dash for each word in a sentence Write and say sentences

This Quick Start Lesson reviews the concepts introduced in *S.P.I.R.E.* Level 4.

Step 1: Phonogram Cards

Review Phonogram Cards

Review the concepts from Levels 1–3 using Phonogram Cards 21–73. Display each card. 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.)

If you're teaching Lesson 4 over two days of instruction, review half of the previously introduced Phonogram Cards on Day 1 and the other half on Day 2.

Display Phonogram Cards 21–73.

I will show these consonants, vowels, letter teams, and vowel teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team or vowel team, say the name of the letters and then say their sound.

Model the first item for students. For example, for Phonogram Card 21, say the following:

This is the letter *a*. The letter *a* stands for the /ă/ sound. When I show this card, you say: *a*, /ă/.

Review Phonogram Cards 21–73.

Vowel Team: *ea*

Display Phonogram Card 74.

These letters are *ea*. What are these letters? (*ea*) The letters are on a green card because the letters are a vowel team. These two letters make three different sounds: /ē/, /ě/, and /ā/.

I will point to some vowel teams, one at a time. I will tell you the name of each letter in the vowel team, a key word that has the vowel team in it, and the sound the vowel team makes.

Point to *ea*, *eat*, /ē/.

This is *ea*, *eat*, /ē/. Now you say the vowel team's name, the key word, and the sound. (*ea*, *eat*, /ē/)

Repeat the procedure with /ě/ and /ā/.

Write the following sentence on the board: *Liz eats bread and steak.*

This sentence has three words with the vowel team *ea*.

Point to the word *eats*.

This is the word *eats*. What is this word? (*eats*) What sound does the vowel team *ea* make in the word *eats*? (/ē/) The vowel team *ea* makes the sound /ē/ most often.

Repeat the procedure with *bread* and *steak*.

Consonant-*le* Syllables

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 ends of words.

Display Phonogram Card 75.

Look at this card. It is a syllable, *-ble*. In this syllable, the consonant *b* is followed by the letters *le*. This syllable is on a blue card because the syllable comes at the end of a word. The sound of syllable *-ble* is /bŭl/. The key word for *-ble* is *bubble*. Say *bubble*. (*bubble*)

Display Phonogram Card 76.

This syllable is *-cle*. In this syllable, the consonant *c* is followed by the letters *le*. The sound of syllable *-cle* is /kŭl/. The key word for *-cle* is *vehicle*. Say *vehicle*. (*vehicle*)

Repeat the procedure with Phonogram Cards 77–83.

Review Phonogram Cards 75–83.

Vowel Team: *oa*

Display Phonogram Card 84.

This is the vowel team *oa*. The letters *oa* make the sound /ō/.

I will tell you this vowel team's name, a key word that has the vowel team in it, and the sound the team makes.

Point to Phonogram Card 84.

This is *oa*, *goat*, /ō/. Now you say the vowel team's name, the key word, and the sound.
(*oa*, *goat*, /ō/)

Vowel Team: *ai*

Display Phonogram Card 85.

This is the vowel team *ai*. The letters *ai* make the sound /ā/.

I will tell you this vowel team's name, a key word that has the vowel team in it, and the sound the team makes.

Point to Phonogram Card 85.

This is *ai*, *paint*, /ā/. Now you say the vowel team's name, the key word, and the sound. (*ai*, *paint*, /ā/)

Vowel Team: *ee*

Display Phonogram Card 86.

This is the vowel team *ee*. The letters *ee* make the sound /ē/.

I will tell you this vowel team's name, a key word that has the vowel team in it, and the sound the team makes.

Point to Phonogram Card 86.

This is *ee*, *sheep*, /ē/. Now you say the vowel team's name, the key word, and the sound.
(*ee*, *sheep*, /ē/)

Vowel Team: *oo*

Display Phonogram Card 87.

These letters are *oo*. What are these letters? (*oo*) These two letters make two different sounds: /ō/ and /ō̃/.

I will point to some vowel teams, one at a time. I will tell you the name of each letter in the vowel team, a key word that has the vowel team in it, and the sound the vowel team makes.

Point to *oo*, *food*, /ō̃/.

This is *oo*, *food*, /ō̃/. Now you say the vowel team's name, the key word, and the sound.
(*oo*, *food*, /ō̃/)

Repeat the procedure with /ō̃/.

Write the following sentence on the board: *This is the food I will cook.*

This sentence has two words with the vowel team *oo*.

Point to the word *food*.

This is the word *food*. What is this word? (*food*) What sound does the vowel team *oo* make in the word *food*? /ō̃/ The vowel team *oo* makes the sound /ō̃/ most often.

Repeat the procedure with *cook*.

Trigraph: igh

A trigraph is a single sound made by three letters.

Display Phonogram Card 88.

The letters *igh* make the sound /ī/. Notice that when we say the sound that the trigraph *igh* makes, we say only one sound: /ī/. The letters *gh* are silent.

I will tell you this trigraph's name, a key word that has the trigraph in it, and the sound the trigraph makes.

Point to Phonogram Card 88.

This is *igh*, *lightbulb*, /ī/. Now you say the trigraph's name, the key word, and the sound.

(*igh*, *lightbulb*, /ī/)

Vowel Team: ie

Display Phonogram Card 89.

These letters are *ie*. What are these letters? (*ie*) These two letters make two different sounds: /ī/ and /ē/.

I will point to some vowel teams, one at a time. I will tell you the name of each letter in the vowel team, a key word that has the vowel team in it, and the sound the vowel team makes.

Point to *ie*, *pie*, /ī/.

This is *ie*; *pie*; /ī/. Now you say the vowel team's name, the key word, and the sound. (*ie*, *pie*, /ī/)

Repeat the procedure with /ē/.

Vowel Team: ie

Explain to students the Change the *i* Spelling Rule.

Write the word *spy* on the board.

This word is *spy*. What is this word? (*spy*) Remember that the /ī/ sound at the end of a word is often spelled *y*.

Write the word *spies* under *spy*.

This word is *spies*. What is this word? (*spies*) When you add a suffix to a word such as *spy*, you first change the *y* to *i* and then add the suffix. So, when you add the suffix *-es* to the word *spy*, you first change the *y* to *i* and then add the suffix *-es*.

Repeat the procedure with the following words: *cry*, *cried*.

Sight Words

Make sure students can read sight words quickly and with accuracy. Encourage them to sound out each word out based on what they've learned. Any time a word is on a red card, let students know it may include some unexpected sounds, and you will work together to learn the unexpected sounds.

Use Level 4 Sight Word Cards 122–153.

If you do not have access to Level 4 Sight Word Cards, you can create your own cards using the list below:

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	

I will show you some words one at a time. Sound it out based on what you’ve learned, and we’ll work together to figure out the unexpected sounds. Any time a word is on a red card, we will work together to learn the unexpected sounds.

Display Sight Word Card *castle*.

This is the word *castle*. What word is this? (*castle*)

Repeat the procedure with the rest of the Sight Words.

Review Level 4 Sight Words.

Note: This Quick Start Lesson does not include Step 2.

Step 3: Word Building

Distribute the Phoneme-Grapheme Sheet to each student.

Have students use 1 green and 4 white sound circles from their Manipulatives Kit to identify and manipulate sounds in words, just as they did in Step 2 in Quick Start Lessons 1 and 2, and in Steps 2 and 3 of Lesson 3. They should use white circles for consonant sounds and green circles for vowel sounds. 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*).

After each word is built with sound circles, 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.

For multisyllabic words, break the words into syllables and build each syllable separately.

Put your circles in the gray box at the top of your sheet. I will say a word, and you will bring a circle down for each sound you hear. Use green circles for vowel sounds. Use white circles for consonant sounds.

The first word is *thread*. How many sounds do you hear in *thread*? (4) Bring down a circle for each sound you hear. Remember to use a green circle for a vowel sound. Wait for students to finish.

Check to be sure that students bring down four circles and have used a green circle for the vowel sound /ĕ/.

When students are done, have students read the words aloud.

Sound out the word, pointing to each circle. (/th/ /r/ /ĕ/ /d/) Now say the whole word fast. (thread)

Now touch the first circle you brought down and say the sound it makes. (/th/) Push the circle up and write the letter team that says /th/ in the first box. What is the letter team? (th) Touch the second circle you brought down and say the sound it makes. (/r/) Push the circle up and write the letter that says /r/ in the second box. What is the letter? (r) What sound does the green circle make? (/ĕ/) Push the circle up and write ea in the third box. Touch the last circle you brought down and say the sound it makes. (/d/) Push the circle up and write the letter that says /d/ in the last box. What is the letter? (d) Now look at the word. Put your finger under each letter, team, prefix, suffix, or trigraph as you say its sound or sounds. (/th/ /r/ /ĕ/ /d/) Now say the word fast. (thread)

Repeat the activity with the following words, making sure students use a green circle for each vowel sound: *stumble* (/s/ /t/ /ŭ/ /m/ /bŭl/), *boast* (/b/ /ō/ /s/ /t/), *quaint* (/kw/ /ā/ /n/ /t/), *screech* (/s/ /k/ /r/ /ĕ/ /ch/).

Step 4: Word Decoding

Distribute Lesson 4 Word Decoding Sheet to each student. An Answer Key can be found on page 61.

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 and vowel teams.
2. Link consonant teams and letters that make a welded sound with a smile.
3. Draw a line through any silent *e* and make the arrow point back to the other vowel in the word that says its name (omitting the curved line for any silent *e*'s that don't change the sound of the vowel or vowels in a word).
4. Draw a box around prefixes and suffixes.
5. Divide words into syllables with a line.
6. Cross out all *gh*'s.
7. Underline all trigraphs.

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.

Look at the words in the first row. Put your finger under the first word and say it aloud. (mountain) Underline the vowel teams and draw a line between the syllables. How many syllables are in the word *mountain*? (2) The second syllable has the vowel team *ai* in it, but in *mountain*, the *ai* makes the sound /ī/. Say the syllables. (/moun/ /tīn/)

Put your finger under the first letter in the word. Point to each letter, team, prefix, suffix, or trigraph and say its sound or sounds. (/m/ /ou/ /n/ /t/ /i/ /n/) Go back to the beginning of the word, glide your finger under the word, and say it fast. (mountain)

Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels or any vowel teams, draw a smile under any letter teams, draw a line between any syllables, mark any silent e's by crossing out the e and drawing a curved line from the e back over the consonant (omitting the curved line for any silent e's that don't change the sound of the vowel or vowels in the word), draw a box around any suffixes or prefixes, cross out any silent gh's, and underline any trigraphs. Ask students to use the word in a sentence if you are unsure whether they understand it.

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.

Who can read the first word? Remember to start by saying the vowel name and sound. If the word has two or more syllables, say the vowel name and sound of each syllable and then say the whole syllable. Then say the whole word fast. (ou, /ou/, /moun/; ai, /i/, /tɪn/; mountain)

Continue calling on students to read the remainder of the words.

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

Step 7: Sound Dictation

Distribute Dictation Paper: Lessons 3–5 to each student.

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 on Dictation Paper, 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.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

- 1. Say /ē/. (/ē/) What six ways do you know to write the sound /ē/? (e-e, ea, y, ee, ie, e) When I dictate the sound /ē/, write e-e, ea, y, ee, ie, and e. Write e-e, ea, y, ee, ie, and e on your paper, naming the letters as you write. (e-e, ea, y, ee, ie, e) Look at the letters you just wrote. What are the names of the letters? (e-e, ea, y, ee, ie, e) What sound does e-e make? (/ē/) What sound can ea make? (/ē/) What sound does the suffix y make? (/ē/) What sound does ee make? (/ē/) What sound can ie make? (/ē/) What sound does e make at the end of a word or syllable? (/ē/)**

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound. When finished, have students take turns reading the letters and their sounds aloud.

2. /ā/ (a-e, ay, ea, ai); 3. /ō/ (o-e, oa, o, ou); 4. /ě/ (e, ea); 5. /i/ (y, i-e, igh, ie); 6. /ōō/ (oo, ou); 7. /kūl/ (cle, kle); 8. /gūl/ (gle); 9. /būl/ (ble); 10. /zūl/ (zle)

Step 8: Prespelling

Phonological Awareness

This activity is done orally. Review the meaning of any unknown words.

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

Step 9: Spelling

Students use the same Dictation Paper distributed in Step 7.

Dictate the following words, and have students spell the words on Dictation 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. Review the meaning of any unknown words.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

1. **Say *maintain*.** (maintain) **Let's spell *maintain* together, syllable by syllable.** (m, a, i, n, t, a, i, n) **Now pick up your pencil and write *maintain*, naming the letters as you write.** (m, a, i, n, t, a, i, n)

Go to the beginning of the word and sound out each letter, team, prefix, suffix, or trigraph. (/m/ /ā/ /n/ /t/ /ā/ /n/) **Now glide your finger under the word and say it fast.** (maintain)

Repeat with the following words. Make sure students spell multisyllabic words syllable by syllable: 2. speeches; 3. gloomy; 4. belief; 5. plight; 6. gleam; 7. steamboat; 8. tremble; 9. guzzle; 10. break

For *break*, tell students they will spell the /ā/ sound with the vowel team *ea*. When finished, have students take turns reading the words aloud.

Step 10: Sentence Dictation

Students use the same Dictation Paper distributed in Step 7.

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 Dictation Paper for each word. Finally, students write the sentence, writing one word on each dash.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

1. **The coals will smoke when you sprinkle water on them.**

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. (The coals will smoke when you sprinkle water on them.) **Let's say the sentence again, and this time you make a dash on your paper for each word.** (The coals will smoke when you sprinkle water on them.) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (The coals will smoke when you sprinkle water on them.)

Now write the sentence on your paper, writing one word on each dash. (Wait for students to finish writing.)

Repeat the procedure with the following sentences:

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.

When students finish, have them read the sentences aloud.



Quick Start Lesson 5: Level 5

Lesson Overview		
Step	Materials	Activity / Procedure
Step 1: Phonogram Cards	<ul style="list-style-type: none"> Phonogram Cards 10, 21–102 Level 5 Sight Word Cards 145–154 (or create cards using word list) 	<ul style="list-style-type: none"> Review Phonogram Cards 21–89 Introduce Phonogram Cards 10, 90–102 Introduce Sight Words 145–154
This Quick Start Lesson does not include Step 2		
Step 3: Word Building	<ul style="list-style-type: none"> 2 green and 3 white circles (Manipulatives Kit)—1 set per student Phoneme-Grapheme Sheet (p. 49) 	<ul style="list-style-type: none"> Use circles to represent sounds and then write letters to make words
Step 4: Decoding and Sentence Reading	<ul style="list-style-type: none"> Lesson 5 Word Decoding Sheet (p. 55)—1 per student Answer Key, Word Decoding Sheets (p. 61) 	<ul style="list-style-type: none"> Word decoding Identify consonant and welded teams Identify silent <i>e</i> that makes vowels say their names Identify prefixes and suffixes Divide words into syllables Identify trigraphs
Quick Start Lessons do not include Steps 5 and 6.		
Step 7: Sound Dictation	<ul style="list-style-type: none"> Dictation Paper: Lessons 3–5 (pp. 58–59)—1 per student 	<ul style="list-style-type: none"> Write known spellings for sounds
Step 8: Prespelling		<ul style="list-style-type: none"> Phonological awareness: identify syllables and phonemes in <i>advice</i>
Step 9: Spelling	<ul style="list-style-type: none"> Dictation Paper (from Step 7) 	<ul style="list-style-type: none"> Say and spell words Identify vowels
Step 10: Sentence Dictation	<ul style="list-style-type: none"> Dictation Paper (from Step 7) 	<ul style="list-style-type: none"> Make a dash for each word in a sentence Write and say sentences

This Quick Start Lesson reviews the concepts introduced in *S.P.I.R.E.* Level 5.

Step 1: Phonogram Cards

Review Phonogram Cards

Review the concepts from Levels 1–4 using Phonogram Cards 21–89. Display each card. 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.)

If you're teaching Lesson 5 over two days of instruction, review half of the previously introduced Phonogram Cards on Day 1 and the other half on Day 2.

Display Phonogram Cards 21–89.

I will show these consonants, vowels, letter teams, and vowel teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team or vowel team, say the name of the letters and then say their sound.

Model the first item for students. For example, for Phonogram Card 21, say the following:

This is the letter *a*. The letter *a* stands for the /ă/ sound. When I show this card, you say: *a*, /ă/.

Review Phonogram Cards 21–89.

Soft *c*: *ce*, *ci*, *cy*

You already know one sound for the letter *c*. The letter *c* usually says /k/.

Display Phonogram Card 90.

But the letter *c* also says /s/ when it is followed by *e*, *i*, or *y*. In this case, the *c* is called a soft *c*.

Point to the word *cent*.

The first key word is *cent*. What letter does *cent* begin with? (c) What comes after the letter *c*? (e)

The *e* makes the *c* say /s/. Let's say the word aloud together. (cent)

Point to the word *city*.

The second key word is *city*. What letter does *city* begin with? (c) What comes after the letter *c*? (i)

The *i* makes the *c* say /s/. Let's say the word aloud together. (city)

Point to the word *bicycle*.

The last key word is *bicycle*. This word has two *c*'s in it. What are the last three letters of *bicycle*?

(cle) Yes, and you already know what sound the syllable *-cle* makes. What is the sound? (/kŭl/)

Now look at the first *c* in *bicycle*. What comes after the first letter *c*? (y) The *y* makes the first *c* say /s/. Let's say the word aloud together. (bicycle)

I will point to some soft-*c* letter teams one at a time. I will tell you the name of each letter, a key word that has the soft *c* in it, and the sound the letter teams makes.

Point to *ce*.

This is *ce*; *cent*; /s/. Now you say the letter team's name, the key word, and the sound. (ce; cent; /s/)

Repeat the procedure with *ci* and *cy*.

Soft *g*: *ge*, *gi*, *gy*

You already know one sound for the letter *g*. The letter *g* usually says /g/.

Display Phonogram Card 91.

But the letter *g* also says /j/ when it is followed by *e*, *i*, or *y*. In this case, the *g* is called a soft *g*.

Point to the word *cage*.

The first key word is *cage*. Say *cage*. (cage) What sound does the letter *g* make in *cage*? (/j/) What

comes after the letter *g*? (e) The *e* makes the *g* say /j/. Let's say the word aloud together. (cage)

Point to the word *gingerbread*.

The second key word is *gingerbread*. Say *gingerbread*. (gingerbread) There are two letter *g*'s in this word. What sound do both letter *g*'s make in *gingerbread*? (/j/) What comes after the first letter *g*? (i) The *i* makes the *g* say /j/. What comes after the second letter *g*? (e) As you've learned, the *e* makes the *g* say /j/. Let's say the word aloud together. (gingerbread)

Point to the word *gym*.

The last key word is *gym*. Say *gym*. (*gym*) What sound does the letter *g* make in *gym*? (/j/) What comes after the letter *g*? (*y*) The *y* makes the *g* say /j/. Let's say the word aloud together. (*gym*)

I will point to some soft-*g* letter teams one at a time. I will tell you the name of each letter, a key word that has the soft *g* in it, and the sound the letter teams makes.

Point to *ge*.

This is *ge, cage, /j/*. Now you say the letter team's name, the key word, and the sound. (*ge, cage, /j/*)

Repeat the procedure with *gi* and *gy*.

Vowel Team: *er*

You know that vowel team *-er* says /er/ when it is a suffix at the end of a word.

Display Phonogram Card 92.

But *er* isn't always a suffix. Sometimes *er* is a vowel team in the middle of a word. And sometimes *er* is at the end of a word but is still a vowel team, not a suffix. In both these cases, *er* usually says /er/, just like the suffix.

The vowel team *er* also has one more sound. Sometimes *er* says /air/. When *er* is followed by another letter *r* or a vowel, *er* says /air/.

I will point to some vowel teams, one at a time. I will tell you the name of each letter in the vowel team, a key word that has the vowel team in it, and the sound the team makes.

Point to *er, thermometer, /er/*.

This is *er, thermometer, /er/*. Now you say the names of the letters, the key word, and the sound. (*er, thermometer, /er/*)

Repeat the procedure with /air/.

r-Controlled Vowel Teams: *ur, ir, ear*

You know that *er* says /er/, whether or not it's a suffix. Now let's review the other letters that work together to make the vowel sound that says /er/.

Display Phonogram Card 93.

These letters are *ur*. What are the names of these letters? (*ur*) The vowel team *ur* says /er/.

Repeat the procedure with Phonogram Cards 94 and 95.

I will point to some vowel teams, one at a time. I will tell you the name of each letter in the vowel team, a key word that has the vowel team in it, and the sound the team makes.

Display Phonogram Card 93.

This is *ur, surf, /er/*. Now you say the vowel team's name, the key word, and the sound. (*ur, surf, /ur/*)

Repeat the procedure with Phonogram Cards 94 and 95.

Review Phonogram Cards 93–95.

r-Controlled Vowel Team: *wor*

You know that *er*, *ur*, *ir*, and *ear* say /er/. Let's review another vowel team that works together to make the sound /er/ when the vowel team comes after the consonant letter *w*.

Display Phonogram Card 96.

These letters are *wor*. What are the names of these letters? (*wor*) The vowel team *or* says /er/ when it comes after the letter *w* at the beginning of a word or a syllable. The *w* makes the vowel team *or* say /er/. The letters *wor* work together to say /wer/.

I will tell you this vowel team's name, a key word that has the vowel team in it, and the sounds the team makes.

Point to Phonogram Card 96.

This is *wor*, *world*, /wer/. Now you say the vowel team's name, the key word, and the sounds. (*wor*, *world*, /wer/)

Letter Team: *dge*

Display Phonogram Card 97.

These are the letters *dge*. What are the names of these letters? (*dge*) This spelling comes at the end of a word right after a vowel that says /ă/, /ī/, /ō/, /ū/, or /ě/. The letters *dge* are a trigraph, and the sound that *dge* makes is /j/.

Write the word *judge* on the board.

The key word is *judge*. Say *judge*. (*judge*) How many sounds do you hear in the word *judge*? (3) You hear the sounds /j/ /ū/ /j/. So, you hear the /j/ sound two times—once at the beginning of the word and once at the end of the word. When you hear /j/ at the end of a word right after the vowel sound /ă/, /ī/, /ō/, /ū/, or /ě/, the /j/ sound is spelled *dge*.

I will tell you this trigraph's name, a key word that has the trigraph in it, and the sound the trigraph makes.

Point to Phonogram Card 97.

This is *dge*, *judge*, /j/. Now you say the trigraph's name, the key word, and the sound. (*dge*, *judge*, /j/)

s = /z/

Display Phonogram Card 10.

This is the letter *s*. You already know that the letter *s* can sound like /s/, as in the word *sad*. And you already know that the letter *s* can make the sound /z/ when the *s* is followed by *e* at the end of a word, as in the word *rose*. Now we will review that *s* can also make the sound /z/ when the letter *s* is followed by *i* or *y*.

When you see the letter *s* followed by *e*, *i*, or *y* at the end of a word or at the beginning of a second syllable, the letter *s* usually makes the sound /z/.

I will tell you the name of the letter on the card, a key word that has the letter in it, and the sound the letter sometimes makes.

Point to *s*, *rose* /z/.

This is *s*, *rose*, /z/. Now you say the letter's name, the key word, and the sound. (*s*, *rose*, /z/)

Write the words *rose*, *raisin*, and *easy* on the board.

The letter *s* in each of these words makes the sound /z/.

Point to the word *rose*.

This is the word *rose*. What is this word? (*rose*) What vowel comes after the letter *s* in *rose*? (*e*) Where is *se* in *rose*? (at the end of the word) What sound does the letter *s* make when it is followed by *e*, *i*, or *y* at the end of a word? (/z/)

Point to the word *raisin*.

This is the word *raisin*. What is this word? (*raisin*) What vowel comes after the letter *s* in *raisin*? (*i*) Where is *si* in *raisin*? (at the beginning of the second syllable) What sound does the letter *s* make when it is followed by *e*, *i*, or *y* at the beginning of a second syllable? (/z/)

Repeat the procedure with *easy*.

Vowel Team: *ow*

Display Phonogram Card 98.

These letters are *ow*. What are these letters? (*ow*) The letters are on a green card because they are a vowel team. These two letters together make two different sounds. The first sound is the sound *ow* makes most often: /ō/. The second sound is /ou/.

I will point to some vowel teams, one at a time. I will tell you the name of each letter in the vowel team, a key word that has the vowel team in it, and the sound the vowel team makes.

Point to *ow*, *snow*, /ō/.

This is *ow*, *snow*, /ō/. Now you say the vowel team's name, the key word, and the sound. (*ow*, *snow*, /ō/)

Repeat the procedure with /ou/.

Letter Team: *kn*

Display Phonogram Card 99.

These letters are *kn*. What are these letters? (*kn*) The letters are on a white card because they are a letter team. When you see the letters *kn* together, the *k* is silent. The *k* does not say anything. At one time in old English, people may have pronounced the letter *k* in words with *kn*. But we do not pronounce the *k* in modern English.

I will tell you this letter team's name, a key word that has the letter team in it, and the sound the team makes.

Point to Phonogram Card 99.

This is *kn*, *knight*, /n/. Now you say the letter team's name, the key word, and the sound. (*kn*, *knight*, /n/)

Vowel Team: oe

Display Phonogram Card 100.

These letters are oe. What are these letters? (oe) The letters oe together are a vowel team that makes one sound: /ō/.

I will tell you this vowel team's name, a key word that has the vowel team in it, and the sound the team makes.

Point to Phonogram Card 100.

This is oe, toe, /ō/. Now you say the vowel team's name, the key word, and the sound. (oe, toe, /ō/)

r-Controlled Vowel Team: or

Display Phonogram Card 101.

These letters are or. What are these letters? (or) The letters or together are a vowel team that makes one sound: /or/.

I will tell you this vowel team's name, a key word that has the vowel team in it, and the sound the team makes.

Point to Phonogram Card 101.

This is or, fork, /or/. Now you say the vowel team's name, the key word, and the sound. (or, fork, /or/)

r-Controlled Vowel Team: ar

Display Phonogram Card 102.

These letters are ar. What are these letters? (ar) These two letters together make two different sounds. The first sound is the sound ar makes most often: /ar/. The second sound is /or/.

I will point to some vowel teams, one at a time. I will tell you the name of each letter in the vowel team, a key word that has the vowel team in it, and the sound the vowel team makes.

Point to *ar, car, /ar/*.

This is ar, car, /ar/. Now you say the vowel team's name, the key word, and the sound. (ar, car, /ar/)

Repeat the procedure with /or/.

Sight Words

Make sure students can read sight words quickly and with accuracy. Encourage them to sound out each word out based on what they've learned. Any time a word is on a red card, let students know it may include some unexpected sounds, and you will work together to learn the unexpected sounds.

Use Level 5 Sight Word Cards 145–154.

If you do not have access to Level 5 Sight Word Cards, you can create your own cards using the list below:		
once	heart	sugar
sure	door	floor
honor	tomorrow	worry
color		

I will show you some words one at a time. Sound it out based on what you've learned, and we'll work together to figure out the unexpected sounds. Any time a word is on a red card, we will work together to learn the unexpected sounds.

Display Sight Word Card *once*.

This is the word *once*. What word is this? (*once*)

Repeat the procedure with the rest of the Sight Words.

Review Level 5 Sight Words.

Note: This Quick Start Lesson does not include Step 2.

Step 3: Word Building

Distribute the Phoneme-Grapheme Sheet to each student.

Have students use 2 green and 3 white sound circles from their Manipulatives Kit to identify and manipulate sounds in words, just as they did in Step 2 in Quick Start Lessons 1 and 2, and in Step 3 in Lessons 3 and 4. They should use white circles for consonant sounds and green circles for vowel sounds. 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*).

After each word is built with sound circles, 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.

For multisyllabic words, break the words into syllables and build each syllable separately.

When students are done, have students read the words aloud.

Put your circles in the gray box at the top of your sheet. I will say a word, and you will bring a circle down for each sound you hear. Use green circles for vowel sounds. Use white circles for consonant sounds.

The first word is *space*. How many sounds do you hear in *space*? (4) Bring down a circle for each sound you hear. Remember to use a green circle for a vowel sound. Wait for students to finish.

Check to be sure that students bring down four circles and have used a green circle for the vowel sound /ā/.

Sound out the word, pointing to each circle. (/s/ /p/ /ā/ /s/) Now say the whole word fast. (*space*)

Now touch the first circle you brought down and say the sound it makes. (/s/) Touch the second circle you brought down and say the sound it makes. (/p/) What letter makes the sound /p/? (p) What letter makes the sound /s/ at the beginning of a word before a consonant? (s) Push the first circle up and write the letter *s* in the first box. Push the second circle up and write the letter *p* in the second box. What sound does the green circle make? (/ā/) Push the circle up and write the vowel *a* in the third box. Touch the last circle you brought down and say the sound it makes. (/s/) Push the circle up and write the

letter c in the last box. What letter makes the vowel a say its name? (e) What sound does the magic e make? (Nothing; it is silent.) Because the e is silent, write it in the corner of the same box as the letter c. What sound does the letter c make when it is followed by the vowel e? (/s/) Now look at the word. Put your finger under each letter, team, prefix, suffix, or trigraph as you say its sound or sounds. (/s/ /p/ /ā/ /s/) Now say the word fast. (space)

Repeat the activity with the following words, making sure students use a green circle for each vowel sound: *page* (/p/ /ā/ /j/), *thirty* (/th/ /er/ /t/ /ē/), *survive* (/s/ /er/ /v/ /ī/ /v/), *earnest* (/er/ /n/ /è/ /s/ /t/).

Step 4: Word Decoding

Distribute Lesson 5 Word Decoding Sheet to each student. An Answer Key can be found on page 61.

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 and vowel teams.
2. Link consonant teams and letters that make a welded sound with a smile.
3. Draw a line through any silent *e* and make the arrow point back to the other vowel in the word that says its name (omitting the curved line for any silent *e*'s that don't change the sound of the vowel or vowels in a word).
4. Draw a box around prefixes and suffixes.
5. Divide words into syllables with a line.
6. Draw a circle around any soft *c* or soft *g*.
7. Draw a circle around any *s* that makes the sound /z/ (when the *s* is followed by *e*, *i*, or *y* at the end of a word or at the beginning of a second syllable).

Look at the words in the first row. Put your finger under the first word and say it aloud.

(sleeping) Underline the vowels and vowel teams, draw a box around the suffix, and draw a line between the syllables. How many syllables are in the word *sleeping*? (2) Say the syllables. (/slēp/ /ɪŋ/)

Put your finger under the first letter in the word. Point to each letter, team, prefix, suffix, or trigraph and say its sound or sounds. (/s/ /l/ /ē/ /p/ /ɪŋ/) Go back to the beginning of the word, glide your finger under the word, and say it fast. (sleeping)

Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels or any vowel teams, draw a smile under any letter teams, draw a line between any syllables, mark any silent *e*'s by crossing out the *e* and drawing a curved line from the *e* back over the consonant (omitting the curved line for any silent *e*'s that don't change the sound of the vowel or vowels in the word), draw a box around any suffixes or prefixes, circle any soft *c*'s or soft *g*'s, and draw a circle around any *s* that makes the sound /z/ (when the *s* is followed by *e*, *i*, or *y* at the end of a word or at the beginning of a second syllable). Ask students to use the word in a sentence if you are unsure whether they understand it.

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.

Who can read the first word? Remember to start by saying the vowel name and sound. If the word has two or more syllables, say the vowel name and sound of each syllable and then say the whole syllable. Then say the whole word fast. (ee, /ē/, /slēp/; ing, /īng/, /īng/; sleeping)

Continue calling on students to read the remainder of the words.

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

Step 7: Sound Dictation

Distribute Dictation Paper: Lessons 3–5 to each student.

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 on Dictation Paper, 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.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

- 1. Say /er/. (/er/) What four ways do you know to write the sound /er/? (er, ur, ir, ear) When I dictate the sound /er/, write er, ur, ir, and ear. You should also write wor because /er/ is one of the sounds wor makes. Write er, ur, ir, ear, and wor on your paper, naming the letters as you write. (er, ur, ir, ear, wor) Look at the letters you just wrote. What are the names of the letters? (er, ur, ir, ear, wor) What sound does er make? (/er/) What sound does ur make? (/er/) What sound does ir make? (/er/) What sound does ear make? (/er/) What sounds does wor make? (/wer/)**

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound. 2. /j/ (dge, j, g); 3. /n/ (kn, n); 4. /ō/ (o-e, oe, ow, ou, oa, o); 5. /or/ (or, ar); 6. /s/ (s, c); 7. /z/ (z, s); 8. /ōō/ (oo); 9. /ou/ (ow, ou); 10. /ar/ (ar)

When finished, have students take turns reading the letters and their sounds aloud.

Step 8: Prespelling

Phonological Awareness

This activity is done orally. Review the meaning of any unknown words.

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

Step 9: Spelling

Students use the same Dictation Paper distributed in Step 7.

Dictate the following words, and have students spell the words on dictation 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. Review the meaning of any unknown words.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

1. **Say *advice*.** (advise) **Let's spell *advice* together, syllable by syllable.** (a, d, v, i, c, e) **Now pick up your pencil and write *advice*, naming the letters as you write.** (a, d, v, i, c, e)

Go to the beginning of the word and sound out each letter, team, prefix, suffix, or trigraph. (/ă/ /d/ /v/ /i/ /s/) **Now glide your finger under the word and say it fast.** (advise)

Repeat with the following words. Make sure students spell multisyllabic words syllable by syllable. (For *knight*, tell students they will spell the /n/ sound with the letter team *kn*.) 2. exchange; 3. lantern; 4. skirmish; 5. surrender; 6. earnest; 7. plunge; 8. swallow; 9. harvest; 10. knight

When finished, have students take turns reading the words aloud.

Step 10: Sentence Dictation

Students use the same Dictation Paper distributed in Step 7.

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 Dictation Paper for each word. Finally, students write the sentence, writing one word on each dash.

Note: This dictation activity is meant to further student understanding and discussion of sound/symbol correspondence. It should not be treated as a spelling test.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

1. **Jordan kneeled to look at the insects on the ground.**

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. (Jordan kneeled to look at the insects on the ground.)

Let's say the sentence again, and this time you make a dash on your paper for each word.

(Jordan kneeled to look at the insects on the ground.) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (Jordan kneeled to look at the insects on the ground.)

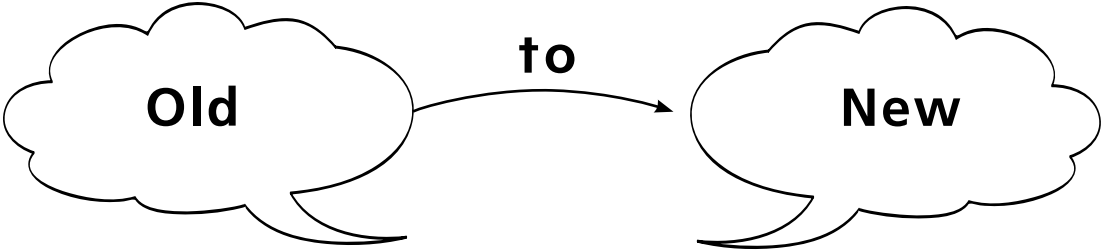
Now write the sentence on your paper, writing one word on each dash. (Wait for students to finish writing.)

Repeat the procedure with the following sentences:

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.

When students finish, have them read the sentences aloud.

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

Word Decoding Sheets

Lesson 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

Lesson 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

Lesson 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

Lesson 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

Lesson 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: Lessons 1 and 2

Name: _____

Date: ____/____/____

Sounds

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Words

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Dictation Paper: Lessons 1 and 2

Name: _____

Date: ____/____/____

Sentences

1.

2.

3.

Dictation Paper: Lessons 3–5

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: Lessons 3–5

Name: _____

Date: ____/____/____

Sentences

1.

2.

3.

Answer Key: Word Decoding Sheets

Lesson 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

Lesson 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

Lesson 3 • Word Decoding Sheet

drip p ing	play ing	shout ed	costume	stay ed
house	rock ed	sad ly	touch	thank ful
rabbit	a bout	trick	get	state
shout	happ en	a cross	a round	fly ing
count ing	hundred	sound	mouth	swam

Lesson 4 • Word Decoding Sheet

stumble	al most	pier	citrus	high est
mountain	bed room	happ en ed	tool	left
fright en	fire	spin	patch	mist y
summer	snail	shamp oo	yield	tea spoon
house	trott ing	frost y	wish es	cried

Lesson 5 • Word Decoding Sheet

place	shark	war ble	quarter	rock y
mar mot	wood chuck	fam ily	al way s	twenty
sleep ing	ar tist	entranc e	ex it	sun rise
winter	track	car pen ter	neck tie	subject
Den nis	trum pet	starv e	smart	ar my

Sight Words List

Level 1

105 the
106 The
107 has
108 is
109 a
110 his
111 I
112 was
113 to
114 do
115 said
116 what
117 you
118 who
119 into
120 of

Level 2

64 full
65 pull
66 push
67 put
68 through
69 your
70 walk
71 talk
72 live
73 give
74 have
75 one
76 done
77 some
78 come
79 something
80 someone
81 where
82 there
83 were
84 are
85 somewhere
86 love

Level 3

120 gone
121 both
122 climb
123 clothes
124 they
125 says
126 today
127 goes
128 does
129 strange
130 danger
131 listen
132 wonder
133 could
134 would
135 should

Level 4

122 castle
123 whistle
124 doughnut
125 dough
126 although
127 though
128 again
129 against
130 other
131 mother
132 brother
133 cover
134 father
135 another
136 been
137 friend
138 people
139 move
140 prove
141 shoe
142 truth
143 fruit
144 suit

(continued)

145 bruise
146 cruise
147 whom
148 whose
149 wolf
150 wolves
151 sign
152 any
153 many

Level 5

145 once
146 heart
147 sugar
148 sure
149 door
150 floor
151 honor
152 tomorrow
153 worry
154 color