

LESSON 51

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Using a “magic,” **silent e** in **o-consonant-e** words

Warm Up With Sound Play:

Say, “Let’s brainstorm some words with the long ‘o’ sound.”

Examples: cold, homerun, drove, stroke, poke, roll, row, rode, blow

“Now, let’s count the number of sounds we hear in the following words:

blow (3) b---l---ow

blister (6) b---l---i---s---t---er

homerun (6) h---o---m---r---u---n

shone (3) sh---o---n

Explain that **o** says its name in words where **o** is followed by a single consonant and then **silent e**.

Make the long “o” sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

o_e (as in “poke”)

Words to read and write:

**not/note cop/cope rob/robe mop/mope slop/slope
glob/globe cod/code rod/rode hop/hope**

stove explode drove vote frozen smoked close (with “s” sound meaning near) **close** (with “z” sound meaning to close a door)

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

only, because¹

Have the student read:

With only one inning to go in the baseball game, Matt slid safe into home plate and the fans went wild.

Meg gave me a note that said Jan was mad at me. Because I was upset, I spoke to Jan. Then Meg said the note was a joke. What a dumb joke!

Ed’s cabin is the only one on that hill of pines. You can tell when he is home, because he makes a fire, and smoke rises over the pines.

Close your eyes and think only about the lake and the wild times we had going there with the five Robinson kids last spring.

¹ **only**: **o** making the long “o” sound when closed by a consonant is irregular; **n** and **l** are decodable; **y** making the long “e” sound will be decodable in Lesson 88

because: **be** is decodable; **c** is decodable; **au** making the “uh” sound is irregular; **se** making the “z” sound is decodable

On Sundays, Trish's dad makes homemade rolls.

Have the student write from your dictation:

Ed pokes the logs in his stove. The fire blazes and Ed puts hot dogs on sticks to make his lunch.

I voted for Meg because she cares about some things that I care about too.

Frank woke up at nine only because he could smell pancakes in the kitchen.

Meg said, "Tim's cake was so good that I could have had the whole thing for myself."

Choose any of the stories in [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

Student View

not/note cop/cope rob/robe mop/mope
slop/slope glob/globe cod/code rod/rode
hop/hope

stove explode drove vote frozen smoked close

only

because

With only one inning to go, Matt slid safe into home plate and the fans went wild.

Meg gave me a note that said Jan was mad at me. Because I was upset, I spoke to Jan. Then Meg said the note was a joke. What a dumb joke!

Ed's cabin is the only one on that hill of pines. You can tell when he is home, because he makes a fire, and smoke rises over the pines.

Close your eyes and think only about the lake and the wild times we had going there with the five Robinson kids last spring.

On Sundays, Trish's dad makes homemade rolls.

LESSON 52

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Using a “magic,” **silent e** in **e-consonant-e** words

Warm Up With Sound Play:

Say, “Let’s brainstorm some words that have the long ‘e’ sound.”

Examples: freedom, peace, happy, flea, tree, street, feet, sea, money, deep

“Say the word ‘vent.’ What happens if you put an ‘e’ sound at the beginning?” (event)

“Say the word ‘cheese.’ What happens if you put an ‘o’ sound instead of the ‘e’ sound?” (chose)

“Say the words ‘these’ and ‘those.’ How many sounds in these words are the same?” (2, “th” and “z”)

Explain that **e** says its name in words where **e** is followed by a single consonant and then **silent e**.

Make the long “e” sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

e_e (as in “mete”)

Words to read and write:

Pete these eve evening complete Steve

Explain that in words or syllables with **-ere** the “e” sound is distorted by the **r** and sounds like “ear”:

here mere adhere

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

know, knew, known²

Have the student read:

Complete these tasks that Mom put on the list.

Pete passed a note to his pals in code. He did not know that Ms. Ven knew the code. That was quite a mistake that Pete made.

Sam gave Steve a long list of tasks to complete.

Jill likes to act and sing. She hopes that one day she will be quite well known for these talents.

Do you know if Cleveland has some well-known jazz clubs? My pal Stan would like to see some jazz when he visits.

Have the student write from your dictation:

In the evening, I stop and think about my day.

² **know** and **known**: **kn** making the “n” sound will be decodable in Lesson 61; **ow** making the long “o” sound will be decodable in Lesson 82; **n** in “known” is decodable

knew: **kn** same as above; **ew** making the “oo” sound (as in “zoo”) will be decodable in Lesson 110

Did you know that Sam is over here in Cleveland? I did not know that he was planning a visit.

Eve knew how to make a cape with just fabric and string.

Jack knows that our plan was to have a snack here before visiting the rest of the family.

Choose any of the stories in [**Group 1 \(Short-Syllable Stories\)**](#) for a “triple read.”

Student View

Pete these eve evening even complete Steve

here mere adhere

knew

know

known

Complete these tasks that Mom put on the list.

Pete passed a note to his pals in code. He did not know that Ms. Ven knew the code. That was quite a mistake that Pete made.

Sam gave Steve a long list of tasks to complete.

Jill likes to act and sing. She hopes that one she will be well known for these talents.

Do you know if Cleveland has some well-known jazz clubs? My pal Stan would like to see some jazz when he visits.

LESSON 53

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Using a “magic,” **silent e** in **u-consonant-e** words

Warm Up With Sound Play:

Say, “Let’s brainstorm some words that have the long ‘u’ or ‘oo’ sound.”

Examples: computer, chew, few, new, pollute, group, rules

“Listen to these sentences and say the words that have the long ‘u’ or ‘oo’ sound:

After the teacher confiscated the note, Meg realized that passing a note in class had been a stupid idea. (stupid)

The trip was fun but a bit disorganized. The friends had not had much time to communicate about their plans. (communicate)

Marissa loves to play the tuba, and Greta loves to play the flute.”
(tuba, flute)

Explain that **u** says its name or makes the “oo” sound in words where **u** is followed by a single consonant and then a **silent e**.

Make both sounds with your student and have your student write the lowercase letters of these sounds on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

u_e (says its name as in “cute”)

u_e (says “oo” as in “tube”)

Words to read and write:

cut/cute us/use tub/tube crud/crude plum/plume dun/dune mutt/mute dud/dude tun/tune
--

More words to read and write:

exclude include exhume distribute salute contribute duke fluke rude
--

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

any, many, people³

Have the student read:

You can use any old tube to make a long dog shape.

A flute has the shape of a thin tube.

The rude man cut in line again. He makes many people upset because he does not adhere to the rules.

“Compute as many of these problems as you can,” Ms. Ko said to her math class.

Jan’s win at tennis was a fluke because Jess was sick.

One of these strings on my uke must be out of tune.

³ **any** and **many**: **a** making the short “e” sound is irregular; **n** is decodable; **y** making the long “e” sound will be decodable in Lesson 88; **m** in “many” is decodable

people: **p** is decodable; **eo** making the long “e” sound is irregular; **ple** making the “pul” sound will be decodable in Lesson 86

Max takes pride in himself as a kid who adheres to class rules.

Have the student write from your dictation:

Ben knew that it was the cute cat who had made off with the string.

Only Liz spoke, while her pals were mute.

Frank will use many things that most people toss out.

In old, old times, people had only drums and lutes to sing with.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

cut/cute us/use tub/tube crud/crude plum/plume
dun/dune mutt/mute dud/dude tun/tune

exclude include exhume distribute salute
contribute duke fluke rude

any

many

people

You can use any old tube to make a long dog shape.

A flute has the shape of a thin tube.

The rude man cut in line again. He makes many people upset because he does not adhere to the rules.

“Compute as many of these problems as you can,”
Ms. Ko said to her math class.

Jan's win at tennis was a fluke because Jess was sick.

One of these strings on my uke must be out of tune.

Max takes pride in himself as a kid who adheres to class rules.

Notes Before Lesson 54

In the previous lessons, we learned how to divide words into syllables by sounding out. Another way that readers make long words easy to sound out and spell is by looking for suffixes and prefixes—these are “chunks” that have meanings and help us to understand the meanings of longer words.

Already, you have practiced adding endings such as **s**, apostrophe **s**, **ed**, **ing** to words. These endings are called “inflectional morphemes.” They do not create whole new words but rather add something to the meaning of the word to which they are attached. For instance, in using the word “help,” we would say, “Fran **helps**, Sid **helped**, and the class is **helping**.” In the dictionary, “helps,” “helped,” and “helping” are included in the entry for the verb “help”—they do not get their own entries.

Starting in Lesson 44 (and then in other lessons where we are working with prefixes and suffixes), students will be looking at morphemes (prefixes and suffixes) that change the meaning of words: for example, the root word “help” has a *changed* meaning when we add morphemes, as in **helplessness**, and **unhelpful**. There is a big difference between “careful” and “careless”!

Learning how to use and spell common prefixes and suffixes makes reading and writing easier. Just as a student who can divide words into syllable beats will be able to read and write them more easily, a student who can spot prefixes and suffixes will find words easier to read, write, and understand because the student is breaking down the word into manageable chunks.

When working on a lesson that is about prefixes and suffixes, you and the student take a break from learning new spelling patterns that make syllable sounds, because the prefixes and suffixes are featured only after those spellings already have been taught.

Thus, these lessons are a chance for students to spread their wings and read and write longer words with the spelling patterns they know and to think about meaning and vocabulary.

Some students might find it fun to see how common these prefixes and suffixes are by highlighting them in a random page from a newspaper. Moreover, this is a time to discuss words that you and your student find interesting by looking up definitions and talking about them.

LESSON 54

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material:

Common prefixes and suffixes

Explain: Another way to look at words is by breaking them into meaningful chunks. All words have a “root” part of the word and many words have prefixes that come before the root or suffixes that come after the root. Knowing the meaning of prefixes as suffixes helps us understand the meaning of the word. For example, if you know that “dis” means “not” or “opposite,” and then you see the word “distrust,” you know that “distrust” means *not* trusting.

Oral discussion of common prefixes and suffixes

Discuss the meanings of the following prefixes and ask your student to brainstorm words that could start with the prefix. In this oral brainstorming, all words and ideas are fair game—we do not need to limit ourselves to what we can read or spell. Think of ways that you can suggest words with clues or pantomime.

Prefixes to discuss and brainstorm:

un (meaning not): unfair, unlike, unhelpful, ungraded, unskilled,

unkind

mis (meaning ill or wrongly): mistake, misplaced, misspelled,
misbehave

dis (meaning opposite or reverse): distrust, disturb, disagree,
dislike dishonest, disprove

sub (meaning underneath or lower): subtract, subtitle, subway,
submerge

in (meaning in, on, or not): inquest, invent, invest, invoke, intake
invalid, inept

out (meaning better or greater): outgrow, outdo, outnumber,
outplay

trans (meaning go across or beyond, change): transform,
transfer, transmit

Suffixes to discuss and brainstorm:

-ish (meaning something like, making an adjective out of a noun):
childish, grayish, boyish, sweetish

-ness (meaning having the quality of): goodness, softness,
greatness, playfulness, rudeness

-less (meaning without): helpless, tireless, friendless, selfless

-ment (meaning something resulting from an action): investment,
shipment, entertainment, agreement

*Words to read and write with prefixes **un**, **mis**, and **dis**:*

**unzip unfit undo unfelt unsafe unkind misprint mishap
mistrust mistake misspell misfit misled distrust disgust
disinfect distract dislike**

*Words to read and write with prefixes **sub**, **in**, **trans**, and **out**:*

**subtract sublet subtest subsist subside insist infect
inject influx intact intend inside outrun outspend outran
outlast outdo outline transmit transact transplant
translate**

*Words to read and write with suffixes **-ish**, **-ness**, and **-less**:*

**impish ticklish selfish gladness promptness sadness
goodness helpless strapless childish useless blameless
nameless timeless homeless**

*Words to read and write with suffixes **-ment** and **-ful**:*

**fragment segment pavement figment shipment helpful
wishful handful skillful**

*Two-syllable words with silent **e**:*

**pancake sunshine milkshake tadpole compute
landslide confide basement umpire stockpile excuse
springtime update smokestack volume**

Explain: We can now use the prefixes and suffixes we already know to make longer words. Let's review the suffixes and prefixes we have studied and write some big words on the dry-erase board.

prefix

root

suffix

un	time take care	-ment
dis	tire pave late	-ful
mis	line tune wire	-less
up	close like rode	-ness
trans	taste late state	-ed/ing
out	spoke rude shape	-ish
	side child climb	
	mind hope home	
	blind find hold	
	most plant scribe	

(Possible responses: wireless, tuneful, wasteful, pavement, translate, translated, mistake, tireless, carefulness, timeless, distaste, distasteful, unbaked, statement, outlined)

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

house, anyone, someday⁴

Have the student read:

Pat knew that it was unsafe to ride a bike without a helmet.

While I was at Meg's house with my dog Fritz, Fritz snuck away and made a colossal mess in their basement.

⁴ **house:** h is decodable; s is decodable; ou will be decodable in Lesson 83

anyone and **someday:** "any" and "some" were previously taught; **day** will become decodable in Lesson 67

Many things that we use in our lifetimes pollute our planet. People should strive to use less of these things.

In our basement, we do not have rags with gas on them because rags with gas can ignite and explode when they get too hot.

In June, I hope to drink many milkshakes while I sit outside in the sunshine.

Mom dislikes it when people make excuses for not putting their things away.

The man felt helpless and inept. He had not intended to let the cat out and now was not skilled at getting her to come back in.

Our address was misspelled, and thus our shipment was lost in transit for nine days.

Have the student write from your dictation:

Someday we will drive to see the campsite by the lake.

Many women confide in Pam because they know she will not share their problems with anyone.

While the rest of us are huffing and puffing, Jan outlasts us all and sprints to the finish.

The children gazed at the brave women who swung on the trapeze.

In the spring we will transplant the shrub to a spot that gets more sun.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

prefix

root

suffix

un	time take care	-ment
dis	tire pave late line tune wire	-ful
mis	close like rode taste late state	-less
up	spoke rude shape side child climb	-ness
trans	mind hope home blind find hold	-ed/ing
out	most plant scribe	-ish

pancake sunshine milkshake tadpole
compute landslide confide basement umpire
stockpile excuse springtime update smokestack
volume

house

anyone

someday

Student View

Pat knew that it was unsafe to ride a bike without a helmet.

While I was at Meg's house with my dog Fritz, Fritz snuck away and made a colossal mess in their basement.

Many things that we use in our lifetimes pollute our planet. People should strive to use less of these things.

In our basement, we do not have rags with gas on them because rags with gas can ignite and explode when they get too hot.

In June, I hope to drink many milkshakes while I sit outside in the sunshine.

Mom dislikes it when people make excuses for not putting their things away.

LESSON 55

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Spelling rule with **-ve** and **-se**

Explain that no English word ends in **v**. Thus, a **silent e** appears at the end of **v** words. Sometimes the vowel stays short (give); sometimes the vowel changes sound (move or love); and sometimes the vowel is long (brave).

Words to read and write:

move prove live give love glove have shave brave thrive drive strive strove hive stove grave shove shovel solve involve
--

Explain that sometimes words that end -se have long vowel sounds as we would expect from a “magic **e**” pattern (“close,” “rise,” “use,” and “base”). But sometimes a **silent e** appears at the end of words with short vowel sounds, as in “dense.” You can point out that this **silent e** helps us to understand that the word is not a plural (as in “dens”) but a different word that happens to be spelled with an **s** at the end. You will also notice that words that end in **se** have the first sound (s) not the second sound (z) of **s**.

Words to read and write:

rinse pulse sense tense dense else expense lapse intense

Introduce the new high high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

give, love, glove, dove, move, prove, shove, live (short “i” sound)⁵

Have the student read:

Sometimes there are live (long “i” sound) **crabs in the tank for sale.**

Kevin thinks that his pulse is running fast, so he checks it.

Sam lives (short “i” sound) **with five cats in a snug cabin. His vet bills are often a big expense.**

Beth loves tales that have to do with vampires.

The teacher solved the problem of too much chatting in class by requesting that classmates move their desks away from pals they were tempted to chat with.

⁵ In all these -ve words, the consonants are decodable; o makes the short “u” sound in “glove, dove, love,” etc. but the “oo” sound in “move” and “prove”

Have the student write from your dictation:

Mike will help Sam move his stuff to his new home.

Zack gave his dogs some chips but would not give any to me! What a rude thing.

The last quiz proved that Sal can subtract well, but he still does not love doing math.

My dad saved his old glove from when he was a boy to give to me.

Gwen gave the pan a quick rinse before putting it on the stove.

Max felt intense gladness when his cat came back inside after having been out for two whole days.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

move prove live give love glove have shave
brave thrive drive strive strove hive stove
grave shove shovel

give, love, glove, dove, move, prove, shove, live

Sometimes there are live crabs in the tank for sale.

Kevin thinks that his pulse is running fast, so he checks it.

Sam lives with five cats in a snug cabin. His vet bills are often a big expense.

Beth loves tales that have to do with vampires.

The teacher solved the problem of too much chatting in class by requesting that classmates move their desks away from pals they were tempted to chat with.

LESSON 56

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Open and closed syllables

Your student has just learned that the **silent e** changes the vowel to its long sound where the vowel says its name. The vowel also most often says its name in “open” syllables. An “open” syllable ends with a vowel, whereas a “closed” syllable ends with one or more consonants. So far we have mostly been working with “closed” syllables.

Compare closed and open syllables:

bet	be
wet	we
met	me
hot	ho
got	go
it	I
sod	so
job	Jo
pot	po
hit	hi
pup	pu
stud	stu
rat	ra

When a word has only one consonant between two vowels, the first syllable is most likely (about 75% likely) to end with an open vowel. When reading a word we don't know, we should first try to

break up the word making the first syllable open. See examples below:

taken: ta ken

climax: cli max

bacon: ba con

Steven: Ste ven

Mavis: Ma vis

When there are two consonants between the vowels, blends may be sticking together in such a way that the first syllable still remains open and the vowel makes its long sound. (Thus it's not prog/ram, but pro/gram, and it's not frag/rant, but fra/grant. Sounding out words with open syllables will be quite challenging at first but will get easier with time and practice reading and writing these words.

Read and write more words that begin with an open syllable:

basic pretend begin stupid humid stolen music locust open favor raven focus relax crisis virus secret student broken prevent bonus moment even protect program dilute digress evil trident fragrant frequent

In a much smaller percentage of words (about 25%) in which there is a single consonant between the vowels, the first syllable will be closed and short in sound:

seven: sev en

robin: rob in

Alan: Al an

habit: hab it

limit: lim it

Read and write words that begin with a closed syllable:

finish blemish panic static driven model devil chisel

Read and write words that end with an open syllable:

**hippo tempo banjo bingo condo menu Wi-Fi
oregano gizmo casino mosquito (i has the
long “e” sound) broccoli (i has the long “e”
sound) Mexico hello also solo tofu**

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

poor, door, floor⁶

Have the student read:

Bill likes an up-tempo tune to jog with.

The climax of the tale was when the poor student’s bike was stolen.

JoJo pretended that a lack of bacon with her pancakes was a crisis. “Is there no more bacon?” she asked with a fake sob.

The student opened the test. She was glad to find that Ms. Liz had put a bonus problem at the end.

⁶ poor, door, and floor: p, d, and fl are decodable; oor making the “or” sound is irregular

Lucas likes tofu, Rachel likes chicken, and I like both chicken and tofu.

Mopping the floor was a frequent task because of the pup and her messes.

One method of preventing wild fires is to dispose of any brush that sits close to homes, sheds, or cabins.

Have the student write from your dictation:

"Pick up your pens, open your vocab quiz, and begin," Ms. Novak said.

Music helps pass the time while Ed bakes the cupcakes.

Crickets and locusts make music that LuAnn likes.

Simon told me a secret.

In the pandemic, people were told to isolate indoors if they had been exposed to the virus.

The moment he opened the door, Gil saw the big box of frosted donuts on the teacher's desk.

Review the three syllable types your student now knows:

Closed: The vowel is "closed off" with a consonant and makes its short sound, as in "rat."

Open: The vowel is not "closed off" and makes its long sound as in "be."

Silent e: The vowel makes its long sound (says its name) when it is followed by a consonant and a **silent e** as in "bake."

With your help, the student can count the syllables and identify the syllable types in the following words: isolate, absolute, populist, stimulus, daffodil, coconut, pretending, relocate.

i so late	(open, open, silent e)
ab so lute	(closed, open, silent e)
pop u list	(closed, open, closed)
stim u lus	(closed, open, closed)
daff o dil	(closed, open, closed)
co co nut	(open, open, closed)
pre tend ing	(open, closed, closed)
re lo cate	(open, open, silent e)
de fined	(open, silent e)
sev en	(closed, closed)
e lev en	(open, closed, closed)

Use the whiteboard to show how to write a multisyllable word from dictation. First, the student will say the word and count the syllables. For example, the word “un/pro/grammed” has three beats or syllables.

The student will draw three lines on the whiteboard, one for each beat:

Then, the student will write in each syllable, knowing that each space has a vowel (or a vowel with **silent e**):

un pro grammed

post pone ment

dip lo mat ic

sulked

sev en

de men ted

ro man tic

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

bet	be
wet	we
met	me
hot	ho
got	go
it	I
sod	so
job	Jo
pot	po
hit	hi
pup	pu
stud	stu
rat	ra

basic pretend begin stupid humid stolen music
locust open radon favor raven focus relax
crisis virus secret student broken putrid bonus
moment even protect program dilute digress
evil trident fragrant frequent

finish blemish panic static driven model devil
chisel

Student View

hippo tempo banjo bingo condo menu Wi-Fi
gizmo casino mosquito broccoli Mexico hello
also tofu

poor door floor

Bill likes an up-tempo tune to jog with.

The climax of the tale was when the poor student's bike was stolen.

JoJo pretended that a lack of bacon with her pancakes was a crisis. "Is there no more bacon?" she asked with a fake sob.

The student opened the test. She was glad to find that Ms. Liz had put a bonus problem at the end.

Mopping the floor was a frequent task because of the pup and her messes.

Student View

One method of preventing wild fires is to dispose of any brush that sits close to homes, sheds, or cabins.

Lucas likes tofu, Rachel likes chicken, and I like both chicken and tofu.

Notes Before Lesson 57

This lesson is for you, the tutor, not for the student! Here's why: As you move forward into multisyllable words, you will need to be more aware of the schwa and how accented and unaccented syllables are pronounced. In unaccented syllables, the vowels will not be pronounced as expected. These "schwa syllables" often make a soft "uh" or "ih" sound. Before (or during) tutoring, I often want to look up words when I am not sure how the word is pronounced, how many syllables there are, and which syllable gets the accent. Dictionary.com makes this easy to do. It provides an audio recording pronouncing the word and it transcribes the word to indicate how the syllables are pronounced.

Here are some examples from Dictionary.com. The accented syllables appear in bold:

banana buh-**nan**-uh
resentment ri-**zent**-muhnt
patio **pat**-ee-oh
enrichment en-**rich**-muhnt
violin vahy-uh-**lin**
radio **rey**-dee-oh
Ohio oh-**hahy**-oh

Accented syllables can be sounded out easily. The nan in banana rhymes with can. The lin in violin rhymes with pin. The zent in resentment rhymes with bent. The hahy in Ohio rhymes with I. As in the early lessons, students can spell these syllables by "using their ears."

Unaccented syllables are different. They are swallowed when we speak, and they are often not spelled the way we would expect by listening to the word; instead they most often make an "uh" or "ih" sound.

The letter **i** is particularly weird. In unaccented syllables, it sometimes has the short “i” sound, the “uh” sound, or even the long “e” sound as in “radio” and “patio.” Right now, we are excluding words where **i** makes a long “e” sound, but they will be taught later in Lesson 95.

When working on spelling long words, you can recognize the sophisticated choices students are having to make. You can sympathize with them about the fact that in English, spelling errors are inevitable because in English there are different spellings for the same sounds and because we “swallow” many sounds in words. A student who has misspelled “experiment” may like to hear something like, “Yeah, I hear it like ‘mint’ too! But, in this case, it is spelled ‘ment’ like all those other words we have seen with ‘ment.’” The message to the student is: I’m not frightened by these weird and annoying unaccented syllables, and you don’t need to be either.

I like to remember, too, that my goal is not coaching the student to become a champion speller (though good spelling is great). My main goal is making reading more effortless. All the reading, spelling, and writing from dictation we are doing together is helping to achieve this goal.

LESSON 57

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: open syllables that make a schwa sound

Explain that **a** as an unaccented first or final open syllable makes the schwa “uh” sound. (Thus, in words like “April” or “acorn” the **a** is the accented syllable and the **a** says its name, but in many words the **a** is not accented and says “uh.”)

Words to read and write:

ago across awake adopt aside awoke adept alone assist attend attract across abrupt alike amiss Atlanta attack arrest panda cobra soda zebra extra yucca gala sofa along tuna tuba umbrella granola China arena

Explain that unaccented open syllables in the middle of words make the schwa “ih” or “uh” sound. Below, accented syllables appears in all caps and schwas appear in blue:

difficult **max**imum **cata**log **opt**imist **man**ifest **rad**ical

Words to read and write:

hesitant musical critical radical president difficult optimist catalog minimum benefit exhibit (silent h) confident Mexico oregano ethical

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

week, month, year⁷

Have the student read:

Dr. Rona was awakened by a call. It was her week to be on call at the clinic.

Amanda loves to drink soda, and Coke is the soda she drinks most. Did you know that Coca-Cola is based in Atlanta?

Linda is in the band this year. She is glad that there is an extra tuba at school as it would be quite difficult to bring along her big tuba on her long walk to school.

Last month Franklin adopted two kittens. He adopted two so that no kitten would be left alone when he was not at home.

Have the student write from your dictation:

Sandra said to Tim, “Aside from me, who is your best pal?”

Donna made herself a tuna sandwich after school.

Gil was upset that he had not finished the test. When Ms. Ko saw that something was amiss she asked if Gil wanted extra time.

Drake is a good student, but this year he planned to do the maximum to improve his grades.

⁷ week: w and k are decodable; ee making the long “e” sound will be decodable in Lesson 69

month: m is decodable; o making the short “u” sound is irregular; nth is decodable

year: y is decodable; ea making the long “e” sound will be decodable in Lesson 68; r is decodable

A week ago Jen texted Sal about the project, but Sal has not yet responded.

Student View

ago across awake adopt aside awoke adept
alone assist attend attract across abrupt alike
amiss Atlanta attack arrest panda cobra soda
zebra extra yucca gala sofa along tuna tuba
umbrella granola China arena

hesitant musical critical radical president difficult
optimist catalog minimum benefit exhibit (silent
h) confident Mexico oregano ethical

week

month

year

Dr. Rona was awakened by a call. It was her week to be on call at the clinic.

Amanda loves to drink soda, and Coke is the soda she drinks most. Did you know that Coca-Cola is based in Atlanta?

Linda is in the band this year. She is glad that there is an extra tuba at school as it would be quite difficult

Student View

to bring along her big tuba on her long walk to school.

Last month Franklin adopted two kittens. He adopted two so that no kitten would be left alone when he was not at home.

LESSON 58

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Spelling rules about when to double consonants before endings, such as **ing**, **en**, and **est**

The suffix **ing** ends many words, creating a present participle. To keep the vowel sound short, you must double the consonant between the vowel and the **ing** ending.

Examples:

swim/swimming

sip/sipping

flip/flipping

spit/spitting

bat/batting

grip/gripping

pit/pitting

plan/planning

In a word that has two consonants before the **ing** you do not need to double the consonant.

Examples:

sift/sifting

toss/tossing

sing/singing

craft/crafting

drink/drinking

text/texting

In a word that has a **silent e** and a long vowel sound, the **silent e** is dropped.

Examples:

bake/baking

tube/tubing

strike/striking

flake/flaking

hope/hoping

compete/competing

fabricate/fabricating

The suffix **en** is used to make a past participle for many irregular verbs (verbs that do not simply use the ending **ed** to make the past participle).

Examples:

bit/bitten	strike/stricken
hide/hidden	spoke/spoken
drive/driven	take/taken

The suffix **est** makes an adjective a “superlative” (meaning “the most”). To keep the vowel sound short, the last consonant is doubled if the word ends in a single consonant.

Examples:

fat/fattest	wet/wettest
big/biggest	sad/saddest

In words with two or more final consonants, no doubling is needed.

Examples:

dumb/dumbest	slick/slickest
soft/softest	fast/fastest

In words with long vowels, no doubling is needed.

Examples:

brave/bravest	fine/finest
rude/rudest	safe/safest
late/latest	

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

father, daughter⁸

Have the student read:

The father and daughter went running and swimming. They wanted to be at their fittest.

That is the saddest looking dog. I think he wants his bone back.

The gang went tubing and had a full day of sun and fun.

Sandra's daughter is competing in a diving contest, so Sandra is making the long drive to Cleveland to see it.

JoJo's pal is moving to Sacramento in June of this year.

Have the student write from your dictation:

I said to my father, "I am loving this sandwich."

Pam has the softest kitten!

That is the wettest dog! Do not let him in or we will be mopping up a big mess.

We are planning the most fun trip next month—a trip to the Grand Canyon.

⁸**father:** f is decodable; a making the "ah" sound is irregular; th is decodable; er will be decodable in Lesson 75
daughter: d is decodable; augh making the "ah" sound will be decodable in Lesson 118; t is decodable; er will be decodable in Lesson 75

The swimming class is ten weeks long.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.

Student View

swim/swimming
flip/flipping
bat/batting
pit/pitting

sip/sipping
spit/spitting
grip/gripping
plan/planning

sift/sifting
sing/singing
drink/drinking

toss/tossing
craft/crafting
text/texting

bake/baking
strike/striking
hope/hoping

tube/tubing
flake/flaking
compete/competing

dumb/dumbest
soft/softest

slick/slickest
fast/fastest

brave/bravest
rude/rudest
late/latest

fine/finest
safe/safest

Student View

father

daughter

The father and daughter went running and swimming. They wanted to be at their fittest.

That is the saddest looking dog. I think he wants his bone back.

The gang went tubing and had a full day of sun and fun.

Sandra's daughter is competing in a diving contest, so Sandra is making the long drive to Cleveland to see it.

JoJo's pal is moving to Sacramento in June of this year.

LESSON 59

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Words with vowels next to each other acting independently

Explain to the student that in future lessons we will learn about vowel teams where two vowels stand next to each other and make one sound. But in this lesson we are reading and writing words where an open vowel is followed by a syllable that begins with a vowel. The syllables act on their own and have their own “beats.” [These syllables are called “split vowel teams” if you want to look up discussions of them on the internet.]

Words to read and write:

video	cameo	neon	quiet	Ohio	violins	poems	fluid	riots
bionic	create	actual	(“tu” has a “shu” sound)			trial	vial	client
eons	museum	idea	being					

Use the whiteboards to divide some of the above words into syllables. Remind the student to say the word first, count the syllable beats, and then draw the number of lines needed for the word.

_____	_____	_____
<u>vid</u>	<u>e</u>	<u>o</u>

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

done, gone, none⁹

Have the student read:

Drinking lots of fluids before you go on a run is supposed to be a good thing.

I think Stan has gone to Cleveland, Ohio, for a quick hello to his mom and to pick up his video equipment.

When you are done making that racket, could we have some quiet, so I can finish my math?

Lois's dad is French and her mom is from Mexico. Lois is fluent in French, Spanish, and English!

"You all have had half of the cupcakes, and I have had none, and now you are grabbing more? This is creating a problem for me," Alex said.

Have the student write from your dictation:

There was a note on the door that said "Gone Fishing," so I think none of the people are there. I do not know if actual fishing is happening.

Zack loves the violin, Frank loves the flute, and Zeke likes to sing.

That man is on trial for theft. He is the client of Mr. Sanchez who is defending him.

⁹ **done** and **none**: **d** and **n** are decodable; **o-consonant-e** making the short "u" sound is irregular
gone: **g** and **n** are decodable; **o-consonant-e** making the short "o" sound (as in "pond") is irregular

What have you done with all the plastic lions and zebras I put on that shelf?

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

video cameo neon quiet Ohio violins poems
fluid riots bionic create actual (has a “chu”
sound) trial vial client eons museum idea
being

done gone none

Drinking lots of fluids before you go on a run is supposed to be a good thing.

I think Stan has gone to Cleveland, Ohio, for a quick hello to his mom and to pick up his video equipment.

When you are done making that racket, could we have some quiet, so I can finish my math?

Lois’s dad is French and her mom is from Mexico. Lois is fluent in French, Spanish, and English!

“You all have had half of the cupcakes, and I have had none, and now you are grabbing more? This is creating a problem for me,” Alex said.

LESSON 60

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

ph (as in “phone”)

Explain that **ph** can be found in the beginning, middle, and end of words.

Words to read and write:

phone dolphin Phil photograph graphite Phillip elephant prophet phrase phase sophisticated triumph emphasize emphasis
--

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

tomorrow, friend¹⁰

Have the student read:

Ralph looked at the pamphlet and gave it to his friend Phil.

¹⁰ **tomorrow**: **t** is decodable; **o** making the “oo” sound is irregular; **m** is decodable; **or** making the “ar” sound is irregular; **r** is decodable; **ow** will be decodable in Lesson 82

friend: **fr** is decodable; **ie** making the short “e” sound is irregular; **nd** is decodable

Phil saw the photographs of dolphins jumping and doing tricks and said, “Yes, we should get tickets and go tomorrow.”

There is a wise phrase, “Do not put off until tomorrow those things you can do today.”

My friend Beth crossed the finish line with a triumphant smile. She knew that she was now the fastest girl in our class.

Have the student write from your dictation:

My friend Jill had a problem in math class where she had to make graphs.

Sometimes it takes only a moment to know that people will be friends.

Ralph’s best friend moved away, but they are still close and chat by phone.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

phone dolphin Phil photograph graphite Phillip
elephant prophet phrase phase sophisticated
triumph

tomorrow

friend

Ralph looked at the pamphlet and gave it to his friend Phil.

Phil saw the photographs of dolphins jumping and doing tricks and said, “Yes, we should get tickets and go tomorrow.”

There is a wise phrase, “Do not put off until tomorrow those things you can do today.”

My friend Beth crossed the finish line with a triumphant smile. She knew that she was now the fastest girl in our class.