Lesson 2

Phonograms: ck, ee, ng, th

Exploring Sounds: Short and Long Vowels

Spelling Rules: 26

Grammar: Adjectives

PART ONE

Materials Needed: Phonogram Flash Cards A-Z; ck, ee, ng, th; Spelling Rule Cards 26, 11, and 21; pennies to cover the Bingo Chart; 1 set of Phonogram Game Cards per student.

Phonograms

New Phonograms — ck, ee, ng, th

Using the Phonogram Flash Cards, introduce the new phonograms and their sounds.

Show ck /k/ two-letter /k/

What do you notice about this phonogram? C and K both say /k/ and they are also work together to say /k/.

Show ee /ɛ/ double /ɛ/ always says /ɛ/

Show ng /ŋ/ /ng/

Show th /θ-/ /TH/-

Say /θ/ and /TH/. How are they the same? My mouth is in the same position. How are they different? /θ/ is unvoiced and /TH/ is voiced. This is a voiced and unvoiced pair.

Review

1. 2.1 Writing the Phonograms – Ask the students to write each phonogram five times while saying the sounds aloud.
2. Drill the phonograms with flash cards.


4. 2.3 Phonogram Practice – Dictate the phonograms to the students. The teacher should say the sound(s) while the students write the correct phonogram. For extra practice, have the students read back the sounds while you write the correct answers on the board.

1. y /y-ĭ-ī-/ 10. i /i-ê-ê/ 19. ng /ng/
2. ck /k/ two-letter /k/ 11. w /w/ 20. n /n/
3. h /h/ 12. x /ks/ 21. a /a-ô-ô/
4. t /t/ 13. r /r/ 22. c /k/s/
5. v /v/ 14. f /j/ 23. z /z/
6. th /th-th/ 15. g /g/j/ 24. b /b/
7. m /m/ 16. j /j/ 25. qu /qu/
8. o /o-ô-ô/ 17. ee /e-double/e/ 26. i /ĕ-ē/
9. u /u-oo-û/ 18. e /ê-ê/ 27. ng /ng/

Exploring Sounds

Short and Long Vowel Sounds

What is a vowel? A vowel is a sound that can be sustained and the mouth is opened.

What are the names of the single letter vowels? A, E, I, O, U, Y.

Write them on the board.

a e i o u y

Ask the students to read all of the vowel sounds. /a-ă-ă/, /e-ê-ê/, /i-î-î/, /o-ô-ô/, /u-û-û-û/, /i-î-î/

2.4 Vowels – Write the single-letter vowels in your workbook.

Notice all of the vowels make more than one sound.
The first sound is called the short sound.

Read only the first sounds of each of the vowels. ă ě ĕ ĕ ŭ

In the dictionary this sound is marked with a breve to show that the vowel is saying its short sound.

ă ě ĕ ĕ ŭ

Read the short vowels. ă ě ĕ ĕ ŭ

2.5 Short Vowels – Write the short vowels including the breve in your workbook. As you write them say their sounds.

Read the vowels again, but this time read only their second sounds. ā ě ŭ ŭ

Do you notice anything about the second sound said by each vowel? They say their names.

When a vowel says its name, it is also called the long sound. In the dictionary, the long sound is marked by drawing a line over the vowel.

ā ě ŭ ŭ

2.6 Long Vowels – Write the long vowels with the dictionary marking in your workbook. As you write them say their sounds.

Spelling Rules

Rule 26: When to Use CK

2.7 Words That Use CK – Read the words in your workbook aloud. The words will follow a pattern. Raise your hand when you know the pattern.

dock rock talk
neck sock rock
lick truck luck
tick lack

What do these words have in common? They all end in two-letter /k/.

Underline the two-letter /k/.

dock rock talk
neck sock rock
lick truck luck
tick lack

Do you notice anything about the vowels? They are all short vowel sounds.

Draw a breve over each vowel.

dâck râck tâck
nâck sâck râck
lîck tûck

This leads to the new spelling rule:
Optional: Spelling Rule Practice

1. Quickly review spelling rules 11, 21, and 26 with the Spelling Rule Cards.
2. Create a reference page to remember this rule. Include sample words.
3. Ask the students to teach this to another student or to a parent.
4. The CK Game
   - Provide each student with a set of Phonogram Game Cards including: A-Z, ck, ee, ng, and th.
   - Ask the students to sort the cards into: vowels, consonants, and multi-letter phonograms.
   - Direct the students to lay out their cards with a ___ ck.
   - Ask the students to find consonant cards which complete the word.
   - Switch the vowel to e, i, o, then u.
   - Challenge the students to see how many words they can find that follow the pattern.
   - Optional: Give them one point per word.

Optional: Spelling Journal

Enter words which use the phonogram CK to spell /k/.

PART TWO

Using Spelling List 2 on pages 16-17, dictate each word following the steps included on pages Intro 42 - Intro 46.
<table>
<thead>
<tr>
<th>Word</th>
<th>Practice Sentence</th>
<th>Say to Spell</th>
<th># of Syllables</th>
<th>Markings</th>
<th>Spelling Hints</th>
<th>Part of Speech</th>
<th>Vocabulary Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. street</td>
<td>The store is on Main Street.</td>
<td>strēt</td>
<td>1</td>
<td>street</td>
<td>Underline /ē/. All first sounds.</td>
<td>N</td>
<td>streets, backstreet, streetcar, streetlight, streetwise</td>
</tr>
<tr>
<td>2. sun</td>
<td>The sun is setting.</td>
<td>sūn</td>
<td>1</td>
<td>sun</td>
<td>All first sounds.</td>
<td>N</td>
<td>suns, sunshine, sunny, sundown, sunrise, sunset, sunburn, sundial, screensun, sunroof, suntan, sunup</td>
</tr>
<tr>
<td>3. pond</td>
<td>The frog swam in the pond.</td>
<td>pōnd</td>
<td>1</td>
<td>pond</td>
<td>All first sounds.</td>
<td>N</td>
<td>ponds</td>
</tr>
<tr>
<td>4. black</td>
<td>Wear black pants for the play.</td>
<td>blāk</td>
<td>1</td>
<td>black</td>
<td>Underline /k/. 26 CK is used only after a single vowel which says its short sound.</td>
<td>Adj</td>
<td>blacker, blackest, blacklist, blackjack, blackout, blacktop</td>
</tr>
<tr>
<td>5. strong</td>
<td>The strong man lifted the heavy weight.</td>
<td>strŏng</td>
<td>1</td>
<td>strong</td>
<td>Underline /ng/'.</td>
<td>Adj</td>
<td>stronger, strongest, strongly, strongbox, stronghold, headstrong</td>
</tr>
<tr>
<td>6. string</td>
<td>Tie the string on your finger.</td>
<td>string</td>
<td>1</td>
<td>string</td>
<td>Underline /ng/'.</td>
<td>N</td>
<td>strings, stringy, restring, stringless, unstring</td>
</tr>
<tr>
<td>7. green</td>
<td>My green jacket ripped.</td>
<td>grēn</td>
<td>1</td>
<td>green</td>
<td>Underline /ē/. All first sounds.</td>
<td>Adj</td>
<td>greener, greenest, greenback, greenhorn, greenish, greenwinter</td>
</tr>
<tr>
<td>8. truck</td>
<td>The truck is driving on the road.</td>
<td>trūk</td>
<td>1</td>
<td>truck</td>
<td>Underline /k/. 26 CK is used only after a single vowel which says its short sound.</td>
<td>N</td>
<td>trucks, trucker, trucking, trucked</td>
</tr>
<tr>
<td>9. sick</td>
<td>I feel sick.</td>
<td>sīk</td>
<td>1</td>
<td>sick</td>
<td>Underline /k/. 26 CK is used only after a single vowel which says its short sound.</td>
<td>Adj</td>
<td>sicker, sickest, sickly, ainsick, car sick, sickness, homesick, seasick, lovesick, sicken, sickened, sickness, sickles, sickroom</td>
</tr>
<tr>
<td>10. three</td>
<td>Three dogs slept.</td>
<td>thrē</td>
<td>1</td>
<td>three</td>
<td>Underline /th/. Underline /ē/. All first sounds.</td>
<td>Adj, (N)</td>
<td>threefold, threepence, threescore</td>
</tr>
<tr>
<td>11. ten</td>
<td>Ten children played.</td>
<td>tēn</td>
<td>1</td>
<td>ten</td>
<td>All first sounds.</td>
<td>Adj, (N)</td>
<td>tens</td>
</tr>
<tr>
<td>12. long</td>
<td>The long string is for the tent.</td>
<td>lŏng</td>
<td>1</td>
<td>long</td>
<td>Underline /ng/'.</td>
<td>Adj</td>
<td>longer, longest, longing, longhorn, longhouse, longitude, prolong, oblong, yearlong, sidelong, longhand</td>
</tr>
<tr>
<td>13. path</td>
<td>Stay on the path.</td>
<td>pāth</td>
<td>1</td>
<td>path</td>
<td>Underline /th/.</td>
<td>N</td>
<td>paths</td>
</tr>
<tr>
<td>14. tree</td>
<td>The big tree is bending in the wind.</td>
<td>трē</td>
<td>1</td>
<td>tree</td>
<td>Underline /ē/. All first sounds.</td>
<td>N</td>
<td>trees, treed, treeless, treetop</td>
</tr>
<tr>
<td>15. rock</td>
<td>I like to sit on the big rock.</td>
<td>rōk</td>
<td>1</td>
<td>rock</td>
<td>Underline /k/. 26 CK is used only after a single vowel which says its short sound.</td>
<td>N, (V)</td>
<td>rocks, rocked, rocking, rocker, bedrock, rockier, rockiest, rocky</td>
</tr>
</tbody>
</table>
Adjectives

1. Introduce adjectives.

Today we will learn a second part of speech.
An adjective is a word that modifies or describes a noun.
Close your eyes. Picture an apple. Now, picture a green apple. Green is describing the word apple.
Green is an adjective. Now, picture a tiny apple. Tiny is an adjective describing apple. Imagine a cat.
Now, imagine a fat cat. Fat is an adjective modifying cat.

Green, tiny, and fat are all adjectives.

Hold up a stuffed animal.

What words would you use to describe this stuffed animal? Answers will vary.

2. Show Grammar Card 2. Recite the definition of an adjective together three times.

<table>
<thead>
<tr>
<th>Grammar Card 2</th>
<th>Adj</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives</strong></td>
<td><strong>modify nouns and pronouns.</strong></td>
</tr>
<tr>
<td><strong>Adjectives answer:</strong></td>
<td><strong>What kind? How many? Which one? Whose?</strong></td>
</tr>
</tbody>
</table>

I will read a phrase to you. I want you to ask, “What kind,” to find the adjective.

- **black cat** What kind of cat? Black. Black is an adjective modifying cat.
- **fast runner** What kind of runner? Fast. Fast is an adjective modifying runner.
- **beautiful girl** What kind of girl? Beautiful. Beautiful is an adjective modifying girl.

Now I want you to ask, “How many?”

- **five dolls** How many dolls? Five. Five is an adjective modifying dolls.
- **six cats** How many cats? Six. Six is an adjective modifying cats.
- **sixty bugs** How many bugs? Sixty. Sixty is an adjective modifying bugs.

Next, I will read a phrase and I want you to ask a question to find the adjective.

- **good food** What kind of food? Good. Good is an adjective modifying food.
- **broken table** What kind of table? Broken. Broken is an adjective modifying table.
- **cold weather** What kind of weather? Cold. Cold is an adjective modifying weather.

Optional: Plurals Practice

- **2.9 Extra Practice: Plurals Practice** – Write the plural for each picture in the workbook. ☭ Answers: suns, trees, trucks, ponds, strings, rocks.
3. Remind the students to use the plural form.

   I will write two phrases on the board with a mistake. When you find the mistake raise your hand.

   ten string three truck
   String and truck should be plural. You need to add an -s.

   ten strings three trucks
   Be careful when using an adjective that tells how many. You will usually need to use the plural
   form of the noun.

4. Direct the students to read Spelling Lists 1 and 2 and find the adjectives.

   Spelling Lists 1 & 2 – Identify the adjectives in Spelling Lists 1 and 2. Remember, adjectives
   are words which answer: What kind? Which one? How many? Whose?
   Write a blue "Adj." next to words that are adjectives.

   As each adjective is identified, ask the students to use it in a sentence.

Identifying Nouns and Adjectives

   big tree three rocks long path

   2.10 Identifying Nouns and Adjectives – I have written the phrases from your workbook on
   the board. Read the phrases in your workbook. Label each of the nouns and adjectives in your
   workbook while I label them on the board.

   big tree
   What is the noun in this phrase? tree
   Label tree with an N for noun.

   N

   big tree
   What kind of tree? big, adjective
   Label big with Adj.

   Adj N

   big tree

Optional: Spelling Cards

1. Dictate the words in Lesson 2 for the students to write on Spelling Word Cards.
2. Sort the cards from Lessons 1 and 2 to find the nouns.
3. Color a red border around the nouns.
4. Explain that the rest of the words are adjectives, words that describe nouns. Color a blue
   border around the adjectives.
5. Arrange the cards into short adjective-noun phrases.

Dictation

2.11 Dictation – Read the phrase. Tell the students to repeat it aloud, then write it in their workbooks.

   1. three trees
   2. last street
   3. black truck
   4. sick dog
   5. ten rocks
   6. strong string
Lesson 3

Phonograms: er, or, ea, sh

Exploring Sounds: Syllables

Spelling Rule: 4

Grammar: Irregular Plurals Non-Count Nouns

PART ONE

Materials Needed: Phonogram Flash Cards from previous lessons plus er, or, ea, sh; Spelling Rule Card 4; Phonogram Game Cards.

Optional: Dictation
1. Use the phrases to create an oral story.
2. Dictate the phrases onto blank paper. Illustrate each phrase.

Composition
1. Direct the students to find adjectives and nouns from the spelling lists that work together. Compose phrases orally.
2. 2.12 Composition – Direct the students to write six two-word phrases in their workbook using words from Lists 1 and 2.

Vocabulary Development
Sometimes two words can be combined together to form a compound word. I will write two words on the board. Read each one, and then combine them together to form a compound word. I will then write the new word that is formed.

sun + tan = suntan
long + hand = longhand
hand + spring = handspring
sick + bed = sickbed
bed + sheet = bedsheet
sand + box = sandbox

2.13 Compound Words – Complete the activity in your workbook.

Phonograms
New Phonograms — er, or, ea, sh,

Using the Phonogram Flash Cards, introduce the new phonograms and their sounds.
Show er /er/, the /er/ of her
Show or /or/

What is the same between these two phonograms? They both have a vowel followed by an R. The /r/ sound is heard in both of them.

Show ea /e-ə/;
Show sh /ʃ/;

Review
1. 3.1 Writing the Phonograms – Ask the students to write each new phonogram five times while saying the sounds aloud.
2. Drill the phonograms with flash cards.
3. Play Phonogram Snatch using the phonograms taught thus far. (The Phonogram and Spelling Game Book, 8)