

FORM 4.1. Phoneme–Grapheme Mapping with the Silent-*e* (VCe) Vowel Patterns

This activity should be preceded by explanation and modeling of the silent-*e* vowel pattern, changing *hat* to *hate*, *tub* to *tube*, *quit* to *quite*, *rod* to *rode*, *bit* to *bite*, and *plan* to *plane*. Long vowels and short vowels should be identified on the vowel sound chart in Figure 4.1.

Read the pattern words in the left column. Say the vowel sound in each word. Say the final sound in each word. Underline the letter(s) that represents the vowel sound in each word. Then, map each word’s spelling to its sounds, using the grid. Segment the sounds in each word to decide how many boxes you need for each word. Remember, one box is for one phoneme or speech sound. The first two words have been done for you.

<i>rode</i>	r	o	d(e)	
<i>bite</i>	b	i	t(e)	
<i>tape</i>				
<i>tube</i>				
<i>Pete</i>				
<i>quite</i>				
<i>globe</i>				
<i>snake</i>				
<i>flute</i>				
<i>these</i>				

FORM 4.2. Word Sort Exercise, Spellings for /k/

Read the words. Underline the letter(s) that represent /k/ in each word. Then, sort the words by the spelling for /k/. The first four words have been done for you. When you have finished the sort, answer the questions.

candy speak black kitchen kite case clean deck oak
 flick kettle copper milk crown ketch coat stock jerk
 truck Kyle spunk cute cup cloak speck Kym

Beginning c	Beginning k	Ending ck	Ending k
<i>candy</i>	<i>kitchen</i>	<i>black</i>	<i>speak</i>

When *c* spells /k/ in the beginning of a word, what letters come after *c*? _____

When *k* spells /k/ in the beginning of word, what letters come after *k*? _____

When *-ck* spells /k/ at the end of a word, what kind of vowel sounds precede (come before) it?

When *k* spells /k/ at the end of a word, what sounds come before it? _____

Can you add a word to each column?

FORM 4.3. Introducing the Past Tense *-ed*

To show the past tense, we add *-ed* to regular verbs. The past tense *-ed* has three pronunciations: /t/ as in *kissed*, /d/ as in *pulled*, and /id/ as in *wanted*. Read the pattern words. Write the base word or main part of the word in the first column in the table. Write the word with the past tense added in the second column. Write the sound of *-ed* in the right hand or third column. The first two words have been done for you. Let's do them together.

drifted smelled planted clenched scratched crunched
thrilled ended cracked planned flubbed quacked

Main or base word	Word with past tense	/t/, /d/, or /id/
<i>drift</i>	<i>drifted</i>	/id/
<i>smell</i>	<i>smelled</i>	/d/

This activity is adapted from Hooper and Moats (2011), *Primary Spelling by Pattern*, Level 2, pages 38–39.

FORM 4.4. Dictation of Multisyllable Words, One Syllable at a Time

Using index cards, sticky notes, or Masonite boards, the student writes dictated syllables one at a time. The teacher supports as necessary, helping the student remember the correct letters in each syllable. In this type of activity, morpheme boundaries (*pro-duc-tive* vs. *pro-duct-ive*) may not be relevant because they are not obvious in speech. Ask the student to say the word syllable-by-syllable and then as a whole word before writing it again.

1	2	3	4	Word

FORM 6.1. Vocabulary Lesson Plan Template
for Introducing New Vocabulary during a Read-Aloud

Step 1. Select three to five words from a book or text you are going to read aloud to your class.

Step 2. Create student-friendly definitions for each of the chosen target words.

Step 3. Introduce the target words to your class prior to reading the book.

Step 4. Teach the word meanings when you encounter them during the reading.

Note: Remember to (a) provide the definition of the target word, (b) place the definition in the context of the sentence, (c) draw attention to any picture or contextual support that helps demonstrate the word meaning, and (d) have the students repeat the new word together.

FORM 8.1. Get the Gist Log

Student(s): _____

Class and Period: _____ Name of Text: _____

Section	Step 1: Who or what is this section about?	Step 2: What is the most important information about the “who” or “what”?	Step 3: Write gist statement.

FORM 8.2. Question Log

Student(s): _____

Class and Period: _____ Name of Text: _____

Question	Answer	Text Evidence

(continued)

Question Log (page 2 of 2)

Question	Answer	Text Evidence