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# Unit Seven

## Activity 1 - Sorting Words with s ss c se ce sc

**Teacher:** Here are some words with the sound /s/.  
Please read the first word.

**Student:** *Fence.*

**Teacher:** Good. “We’ll have to put up a fence to keep the deer from eating our vegetables.” What column has the match for the /s/ spelling in fence?

**Student:** Column 5.

**Teacher:** Please write *fence* in column 5. Say each sound of the word as you write it.

**Student:** /f/ /e/ /n/ /s/.

The teacher and student both write the word.

The teacher repeats these basic steps for each word:

*The student reads the word.*

*The teacher uses the word in a sentence and provides a definition as necessary.*

*The student identifies which column the word goes in.*

*The teacher asks the student for the sounds of the word one at a time. After the student says a sound, both the teacher and the student write it.*

NOTE: When working with a group, the teacher should either duplicate the page on an overhead transparency or copy the record sheet with the appropriate columns and headings on her board. She will then write the words in the appropriate columns on her record sheet.

When working with an individual student, however, the teacher need only write the words along with the student on a small dry erase board without placing them on a record sheet.



## Activity 1 - Sorting Words with s ss c se ce sc

Sort the words on the record sheet below. Say-and-write the sounds of each word when you record it.

- |          |          |          |           |
|----------|----------|----------|-----------|
| 1. fence | 4. city  | 7. fancy | 10. horse |
| 2. some  | 5. scene | 8. rinse | 11. glass |
| 3. this  | 6. boss  | 9. dance | 12. scent |

1 s	2 ss	3 c	4 se	5 ce	6 sc
some	boss	city	rinse	fence	scene
this	glass	fancy	horse	dance	scent



## Activity 2 - Sorting Words with j g ge dge

**Teacher:** Here are some words with the sound /j/.  
Please read the first word.

**Student:** *Large.*

**Teacher:** Good. “*I would like to order a large pizza.*”  
What column has the match for the /j/ spelling in  
*large*?

**Student:** Column 3.

**Teacher:** Please write *large* in column 3. Say each  
sound of the word as you write it.

**Student:** /l/ /ar/ /j/.

The teacher and student both write the word.

The teacher repeats these basic steps for each word:

*The student reads the word.*

*The teacher uses the word in a sentence and provides a definition  
as necessary.*

*The student identifies which column the word goes in.*

*The teacher asks the student for the sounds of the word one at  
a time. After the student says a sound, both the teacher and the  
student write it.*

NOTE: When working with a group, the teacher should either duplicate the page on an overhead transparency or copy the record sheet with the appropriate columns and headings on her board. She will then write the words in the appropriate columns on her record sheet.

When working with an individual student, however, the teacher need only write the words along with the student on a small dry erase board without placing them on a record sheet.



## Activity 2 - Sorting Words with j g ge dge

Sort the words on the record sheet below. Say-and-write the sounds of each word when you record it.

- |          |            |           |           |
|----------|------------|-----------|-----------|
| 1. large | 4. gym     | 7. jumble | 10. edge  |
| 2. giant | 5. fudge   | 8. bridge | 11. jump  |
| 3. job   | 6. village | 9. change | 12. magic |

1 j	2 g	3 ge	4 dge
job	giant	large	fudge
jumble	gym	village	bridge
jump	magic	change	edge



## Activity 3 - Sorting Words with c

The teacher points to *c*.

**Teacher:** What two sounds do we use this letter for?

**Student:** /k/ and /s/

**Teacher:** That's right. There is a very regular pattern for using this letter. Almost any time you see one of the patterns below, the *c* is used for /s/. And if the word doesn't fit the pattern, the *c* is almost always used for /k/.

**Look at these three patterns until you have them memorized. Then cover up this page and practice writing the three patterns.**

The teacher has the students write the patterns and repeats as necessary until the student can easily write *ce, ci, cy* from memory.

NOTE: It does not matter what order the student writes the three patterns.

**Teacher:** Here are some sentences with many words with the letter *c*. We're going to sort them. If they fit the pattern, we'll place them in column 1. If they don't fit the pattern, they'll go in column 2.

Please read the first sentence.

**Student:** *Nancy saw the concert at the Civic Center.*

**Teacher:** Good job! Please read the first underlined word in that sentence.

**Student:** *Nancy.*

**Teacher:** Good. Does *Nancy* fit our pattern?

**Student:** Yes.

**Teacher:** That's right. So please write *Nancy* in Column 1.

The teacher repeats these steps for the remaining words and sentences:

*The student reads a sentence, reads each underlined word and then records it in the appropriate column on the record sheet.*

NOTE: "Concert" and "Civic" are recorded in both columns because they each have two *c*'s, one fitting the pattern and one not.



## Activity 3 - Sorting Words with c

Look at the letter below. It has two common sounds. What are they?

**c**

There is a very regular pattern for using this letter. Almost any time you see one of the patterns below, the *c* is used for /s/. And if the word doesn't fit the pattern, the *c* is almost always used for /k/.

**ce ci cy**

Look at these three patterns until you have them memorized. Then cover up this page and practice writing this pattern. What sound when you see this pattern? Practice writing this pattern from memory every day for a few days.

Here are some sentences with words with the letter *c*. Read each sentence and look at the words that have *c*. These words are underlined. If the word fits the pattern *ce ci cy*, then record it in column 1. If it doesn't write it in column 2.

1. Nancy saw the concert at the Civic Center.
2. The driver lost control when the car went through the icy curve.
3. The meat was tender and juicy, and the crab was good too.

1 ce ci cy	2
Nancy	<u>con</u> cert
con <u>ce</u> rt	Civ <u>ic</u>
<u>C</u> ivic	con <u>tr</u> ol
Center	car
icy	cur <u>ve</u>
juicy	crab



## Activity 4 - Reading Nonsense Words with c

**Teacher:** Write down the three patterns where the letter *c* is usually /s/.

The student writes the patterns.

**Teacher:** Now I'll write the patterns on my board and you check your work.

The teacher writes the patterns on her board. If the student has made any mistakes, he should cover up his work and write the three patterns again from memory, repeating as necessary until he can write them correctly.

**Teacher:** Each of the nonsense words below has a letter *c* in it. Underline each word that fits the /s/ pattern.

The student underlines *ceez*, *ciz*, and *tarce*.

**Teacher:** Please read the words you just underlined.

**Student:** /seez/, /siz/, /tars/

**Teacher:** Good job. Now read the whole list.

**Student:** /kleez/, /seez/, etc.

## Activity 5 - Completing Two-Syllable Words

The teacher points to the syllable *trav* in item number one.

**Teacher:** Fill in the blank with one of the choices in parentheses to form a real two-syllable word. In some cases, both choices will make a real word.

The student writes *eled* to form the word *traveled*.

**Teacher:** Please read the word you made.

**Student:** *Traveled*.

**Teacher:** Nice work!

The teacher should use the word in a sentence.

The teacher repeats these steps for the remaining words.

After the student has filled in all the blanks, he should go back and read the words again.

The student should write words 5-8 on index cards, one syllable on each card. He can then mix-up the index cards and re-create the words.



## Activity 4 - Reading Nonsense Words with c

Write down the three patterns where *c* is /s/.

ce, ci, cy

Each of the nonsense words below has a letter *c* in it. Underline each word that fits the /s/ pattern. Then read each word. Continue to practice the words until they are easy for you.

cleez

ceez

ciz

criz

croz

coz

pac

tarce

## Activity 5 - Completing Two-Syllable Words

Fill in each blank with the choices in parentheses to form a real two-syllable word. In some cases, both choices will make a real word.

1. traveled\_\_\_\_\_ (eled, ond)

2. second\_\_\_\_\_ (eled, ond)

3. concerned\_\_\_\_\_ (key, cerned)

4. traction\_\_\_\_\_ (tion, ture)

5. inquire/sult (quire, sult)

6. carries\_\_\_\_\_ (ken, ries)

7. comet\_\_\_\_\_ (et, quire)

8. unite / nit (nite, nit)

Write words 5-8 in syllables on note cards. Mix up the cards. Read the syllables in isolation, then put them back together to form real words.



## Activity 6 - Writing Special Endings

**Teacher:** Let's do a quick review. Please write how we usually spell the special ending /shun/. It's a good idea to say the letter names out loud while you write it.

**Student:** *tee, i, oh, en, /shun./*

The student writes *tion*.

The teacher should have the student repeat as necessary until he can write /shun/ from memory.

**Teacher:** Now please write our special ending /cher/. Again, say the letter names out loud while you write the ending.

**Student:** *tee, you, are, ee, /cher/.*

The student writes *ture*.

The teacher should have the student repeat as necessary until he can write /cher/ from memory.

## Activity 7 - Reading Two-Syllable Words

**Teacher:** All the words in this exercise have two beats or syllables. Write each word in syllables. Say each syllable as you write it. The words in gray are nonsense words.

**Student:** *Fap ture.*

**Teacher:** Say the whole word.

**Student:** *Fapture.*

**Teacher:** Good job. *Fapture* is a nonsense word.

The teacher should repeat these steps for the remaining words. After the student reads one of the real words on the list, the teacher should use the word in a sentence and provide a definition as necessary.

After the student has written each word in syllables, he should write words 5-8 in syllables on index cards. Then he should mix up the cards and then reassemble them to form each word.

## Activity 8 - Looping Two-Syllable Words

**Teacher:** Here are the words you just read. Read them again in syllables. As you say each syllable place a loop under it. Then say the whole word.

**Student:** /con/ /served/ concerned, etc.



## Activity 6 - Writing Special Endings

Your teacher will pronounce the special endings you have been studying. Repeat out loud the ending your teacher says and then say names of the letters in the ending as you write it.

\_\_\_\_\_ **tion** \_\_\_\_\_ **ture** \_\_\_\_\_

## Activity 7 - Reading Two-Syllable Words

Below is a list of words pronounced with two beats or syllables. Write each word in syllables. Say each syllable as you write it. Then say the whole word. Continue practicing until you can read the words easily. The words in gray are nonsense words.

- |            |            |             |              |            |               |
|------------|------------|-------------|--------------|------------|---------------|
| 1. fapture | <u>fap</u> | <u>ture</u> | 5. comet     | <u>com</u> | <u>et</u>     |
| 2. lottom  | <u>lot</u> | <u>tom</u>  | 6. engaged   | <u>en</u>  | <u>gaged</u>  |
| 3. vundle  | <u>vun</u> | <u>dle</u>  | 7. concerned | <u>con</u> | <u>cerned</u> |
| 4. unction | <u>unc</u> | <u>tion</u> | 8. inquire   | <u>in</u>  | <u>quire</u>  |

Here are the words you just read. Read them again in syllables. As you say each syllable place a loop under it. Then say the whole word.

**concerned**  
~~~~~

**engaged**  
~~~~~

**inquire**  
~~~~~

**comet**  
~~~~~



## Activity 8 - Key Words

**Teacher:** Please read all of these words.

**Student:** *Fudge, saw, pass, etc.*

**Teacher:** Now look at each word again and say only the sound for the underlined part.

**Student:** /j/, /aw/, /s/, etc.

**Teacher:** Great job! Now please cover up the list of key words and tell me the sounds for these spellings.

The teacher points to the list in the middle of the page.

**Student:** /s/, /j/, /j/, etc.

Each spelling is presented twice within each row.

For additional practice, the student can write the spellings on index cards with the appropriate key word on the back.

## Activity 9 - Reading Nonsense Words

**Teacher:** Here is a list of nonsense words with the sounds you have just practiced. Please read them.

The student reads the words.

The words are designed to be read across. The teacher should have the student repeat his reading of a row until he can read the words easily.

If a student finds the task difficult, it is a good idea to have him perform a tap-and-say on each word his first time through the list.

If a student has difficulty with a particular word, he should also say-and-write it a few times.

For additional practice, the student can write the nonsense words on index cards and practice reading these several times a day.



## Activity 8 - Key Words

### Key words

Here is a list of key words to help you remember the spellings you just sorted. First, practice reading the words until you can read them fast with no mistakes. Then practice saying the sound for just the underlined part.

f <u>u</u> dge	s <u>a</u> w	pa <u>s</u> s	ca <u>u</u> ght	la <u>r</u> ge	bo <u>y</u>	pa <u>u</u> se	li <u>k</u> e
g <u>e</u> rm	w <u>a</u> lk	ce <u>n</u> t	po <u>i</u> nt	hou <u>s</u> e	li <u>g</u> ht	dan <u>c</u> e	sc <u>e</u> ne

Now cover up the list of key words above and look at the list of spellings in the box below. Say the sound for each spelling. If you forget the sound, uncover the the top of the page and find the appropriate key word. Each spelling is presented twice. Keep on practicing until you can read this list easily.

ce	ge	dge	au	ge	ce	dge	au
i-e	aw	oi	igh	aw	i-e	igh	oi

## Activity 9 - Reading Nonsense Words

Practice reading these words until you can do so with no mistakes.

tharge	boose	vadge	ceep	zoot	finge	cet	mudge
vense	plance	pright	loint	chawn	porce	spligh	paunt



## Activity 10 - Breaking Words Apart

**Teacher:** Please read the first word.

**Student:** *Worse.*

**Teacher:** Good job!

The teacher uses the word in a sentence.

**Teacher:** Please tell me the sounds in *worse* one at a time. Each time you say a sound, write down how it is spelled.

**Student:** /w/ /er/ /s/ .

The student writes the appropriate letters on the lines.

The teacher repeats these basic steps for the remaining words.

*The student reads the word.*

*The teacher uses it in a sentence.*

*The student says the word one sound at a time. As he says a sound, he writes how it is spelled on the appropriate line.*

After the student has segmented all of the words, the teacher has him close his book. She dictates the words in mixed-up order and the student says each sound one at a time. As he says each sound, he draws a line on a dry erase board or a piece of paper.

For example, when segmenting *large* into its individual sounds, the student would draw three lines:

\_\_\_\_ \_ .

To correct errors, the teacher should have the student examine the word again on his workbook page and then perform the “blind” segmenting task again.



## Activity 10 - Breaking Words Apart

Read each word below. After you read a word, say its sounds one at a time. Each time you say a sound, write how the sound is spelled on the appropriate line following the word. When you are done with the page, turn it over and your teacher will dictate the words to you and you will have to draw a line for each sound while saying the sounds one at a time.

1. worse     w   or   se 

6. judge     j   u   dge 

2. fancy     f   a   n   c   y 

7. gentle     g   e   n   t   le 

3. large     l   ar   ge 

8. science     sc   i   e   n   ce 

4. change     ch   a   n   ge 

9. huge     h   u   g   e 



5. dance     d   a   n   ce 

10. since     s   i   n   ce 

