



2

Carol A. Christensen

READING  **LINK**

Decoding

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flock → pond → twig → flock → chug
 twig → pocket → then → send → wind
 twig flock chug flock pond
 then send wind pond pocket
 chug pocket pond then flock
 wind wind pocket twig send
 pond then flock wind pond
 pocket twig send chug chug
 flock wind wind pocket then
 send chug send pond twig

Letters introduced in this list: **_nd**

All letters used in this list: **a e i o u th ch tw fl s w p g n t nd ll**

NOTE: 'wind' is a homograph. It can be read with a short vowel as in 'the wind blew hard' or with a long vowel (wind back the clock). 'Wind' with a long vowel will be introduced as an unusual word later in the program.

TIP: 'pocket' is the first multisyllabic word used in the program. The number of these complex words will gradually increase. These words require children to apply their decoding skills to more complex word structures. If they have mastered each step in the decoding skills program, they will find it quite easy to read words that look very complex and 'difficult'. When children come across 'pocket', say something like:

This looks like a long word. Let's work it out the same way we worked out the other words.

Praise and congratulate children for reading these 'hard' words. Tell them that they are very clever to be such good readers. Even older students, who are having difficulty in learning to read, thrive on praise and encouragement when reaching major milestones such as decoding multisyllabic words. It's the beginning of a sense of self as a mature reader.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Any mistakes?

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

land fist twill posh vest nest
 bless lost twill bless fist clash
 nest twill fist land lost vest
 vest posh lost nest fist fist
 clash bless clash clash lost twill
 clash land posh vest twill fist
 fist nest land vent posh lost
 lost clash vest twill nest bless
 twill vest clash fist land posh
 posh nest nest lost nest land

Letters introduced in this list: **cl_st**

All letters used in this list: **a e i o bl cl tw l n v f ss st ll**

TIP: Children may not know the meaning of some of the words they are decoding. Explaining the meaning of words is one useful way to enhance their vocabularies. It might be helpful to use unfamiliar words during the day. For example, "I hope no-one will clash at lunchtime."

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Any mistakes?

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

blend peck quest mist blend blond
 quest blond thud dust thud brush
 mist blend dust blond quest peck
 dust thud mist brush peck mist
 blond quest brush peck dust blend
 brush brush blond quest mist thud
 peck dust thud blend brush quest
 blend mist peck thud blond blond
 blend brush thud quest peck dust
 thud blond blend dust peck mist

Letters introduced in this list:

All letters used in this list: e i o u qu th br bl m d p sh nd st

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Any mistakes?

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

moss	thud	fist	mist	stand
slack	twig	speck	then	blond
pocket	smell	blend	lost	lost
vent	mist	stand	quest	pocket
fist	then	blond	send	slack
clash	twill	lost	twit	lost
blend	quest	pocket	smell	blend
stand	send	slack	twig	clash
blond	twit	moss	thud	fist
lost	speck	clash	twill	moss

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

CLUES

- 1. Comes from trees (**Module 1 List 1**)
- 2. What a bird makes (**Module 1 List 2**)
- 3. A tiny little bit (**Module 1 List 1**)
- 4. A very loud noise (**Module 1 List 3**)
- 5. What I can make with my hand (**Module 1 List 2**)
- 6. What I use to make my hair neat and tidy (**Module 1 List 3**)

NOTE: Read the clues one at a time. See if the children can think of the word with only the verbal clue. If they have trouble, then tell them to look at the nominated list.

This activity is designed to encourage children to follow a set of verbal instructions and to think about the words with which they have been working. You can demonstrate the processes they might go through to figure out the words using the clues; for example, you might say something like:

Clue 1, 'comes from trees'. Now what comes from trees? Trees have leaves, but the word we want has four letters and the word 'leaves' has more than four letters. What else do trees have? They have branches, but 'branches' has more than four letters, too. Is there something else that we find on trees? Oh, I think I know. Can you guess what I'm thinking of? No? Well it says it's in List 1. Look at List 1 and see if you can find a word for something that comes from trees. Try not to tell the children what the word is but give them a clear idea of how to solve the puzzle by thinking through the clues.