



3

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READING LINK

Decoding

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MODULE 1 LIST 1

pace → quote → slice → gate → invite → exhale

gate → millipede → salute → exhale → consume → athlete

quote slice pace exhale gate invite

millipede athlete consume athlete pace salute

slice quote exhale invite millipede gate

consume invite athlete salute quote pace

millipede exhale invite consume gate millipede

salute athlete salute pace slice quote

exhale invite gate millipede pace consume

athlete salute pace quote slice slice

invite gate millipede athlete consume gate

salute pace quote exhale slice consume

pace quote slice exhale exhale invite

gate millipede quote consume athlete salute

No new letter-sounds introduced in this list.

This list covers long vowels based on silent 'e'. These were first introduced in **Modules 4** and **5** of **Workbook 2**. Students should have mastered these lists before commencing this module.

NOTE: Review the short vowels 'a' 'e' 'i' 'o' and 'u' (short vowels are the sounds the vowels make, e.g., 'a' as in 'apple'). Then ask students what the long vowels are; long vowels are the same as the letter names. Remind students about silent 'e'. Students may have a particular name for silent 'e' (magic 'e', tricky 'e' or bossy 'e'). Talk about the things that silent 'e' can do, particularly how it changes the vowel from short vowel to long.

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

Any mistakes?

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

After they read the words, students should spell the words from the list in the columns provided above the line. If they make an error, the correct word should be written in the first column below the line. Students should copy the word three times, cover it over and then test themselves. Use another sheet of paper, if students need more practice.

skid

skids

thud

shut

snap

slip

trim

blend

whisk

thump

NOTE: Talk about how some words change depending on how they are used; for example, if you say ‘I run’, you change the ‘run’ to ‘runs’ when you talk about ‘he’ or ‘she’ (he runs or she runs). Give some other examples for students to try (e.g., I jump – he, she). Tell the students that today we are going to look at a rule for adding ‘s’ to words with short vowels, that end in a consonant or consonant blend (i.e., two consonants). And the rule is that you just add ‘s’. You don’t need to do anything to the word.

Tell them to look at the first word, where the example is completed. They should then read each word and write the word adding ‘s’. When they have finished writing, they should read both columns of words.

Any mistakes?

MODULE 1 LIST 3

life	hose	poke	tribute	drove	sprite
life	fine	cave	textile	sprite	advantage
poke	hose	drove	tribute	tribute	life
fine	cave	sprite	advantage	textile	poke
hose	drove	tribute	life	textile	fine
cave	sprite	textile	fine	advantage	poke
drove	tribute	advantage	fine	life	cave
sprite	textile	advantage	poke	hose	hose
tribute	life	life	cave	fine	sprite
textile	advantage	cave	hose	poke	drove
poke	life	fine	sprite	cave	textile
advantage	drove	poke	drove	hose	tribute
poke	hose	drove	tribute	fine	advantage
life	fine	cave	sprite	advantage	cave

No new letter-sounds introduced in this list.

NOTE: This list presents more words in which silent 'e' makes the vowel a long vowel. You should also remind students that silent 'e' can also work on other letters. In this list, when 'e' follows 's' it makes a 'zzz' sound. When it follows 'g' it makes a 'j' sound. You can make this easier for students to remember by saying something like:

"You have to watch those tricky 'e's. They make all kinds of trouble. Not only do they change the short vowel into a long vowel, they mess about with 's', too. When 'e' follows 's' it turns it into a 'zzz' sound. 'E's can be so much trouble, you need to be on the lookout for them all the time."

Any mistakes?

MODULE 1 REVIEW 1

quote	mistake	truce	twice	escape	invite
millipede	trims	cave	sprite	invade	twice
consume	whisks	life	tribute	truce	invade
invite	thuds	hose	textile	twice	thuds
cave	invade	sprite	drove	escape	whisks
life	truce	tribute	advantage	became	trims
hose	twice	textile	cave	miniscule	consume
sprite	escape	drove	millipede	trims	millipede
tribute	became	advantage	consume	whisks	cave
textile	miniscule	skids	trims	thuds	advantage
drove	invite	snaps	whisks	snaps	drove
advantage	consume	thuds	invite	skids	textile
skids	millipede	whisks	invade	advantage	tribute
snaps	cave	trims	twice	drove	sprite

Step 1: Revise all new letter-sounds in the previous three lists.

Step 2: Students should read the words in the workbook.

Step 3: Complete the time trial.

What Am I?

I like to peck and peck and peck.

I am a _____.

I like my cave. I am a _____.

I like my pond. I am a _____.

I have lots and lots of legs. I walk but cannot run. I am a _____.

We have a hole in the wall. We run in there if there is a cat hunting for us.

We are _____.

bat mice chick frog millipede

Ask the students to read each sentence and then look at the words at the bottom of the page. They should write the word that will complete each sentence.

Well done!



You have reached **LIST 2** of
Module 1 of **LINK - Decoding**