

Worktext pages 2-3

Short Vowels e, i: _et, _in, _it

Generalization

· When a short vowel sound is followed by a consonant sound, it is usually represented by one vowel and one consonant. This is called a closed syllable.

CD Materials and Preparation

- List 1 Word Families
- · Letter to Parents
- · Forms: Pretest, Practice Test, Final Test (optional)

BIU Press Phonics &

English 1.

· Alternate Final Test List 1 · Learn to Spell a Word Chart (optional for teacher)

Pretest

You may direct students to write on paper, an electronic device, or an erasable board.

List and Context Sentences

Word Family 1

1. bit He bit the ripe red apple.

2. hit I hope he will hit the ball. Dan will sit in the back seat. 3. sit

Word Family 2

4. fin I could see the dolphin's fin above the waves.

5. sin God calls the wrong things that we do sin.

I hope our team will win the game today. 6. win

Word Family 3

He hit the ball over the net. 7. net

Ashley will set the table for dinner. 8. set

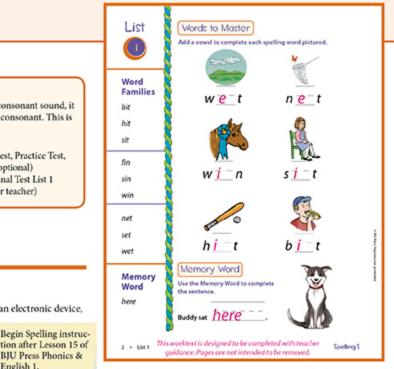
9. wet The wet dog shook water on me.

Memory Word

here Come over here to get your ice cream.

Procedure

- 1. Begin the pretest by telling the students that the first three words are from the same word family. Pronounce the first word and ask the students to listen carefully to its beginning, middle, and ending sounds.
- 2. Use the word in a sentence, repeat the word, and then instruct the students to write it.
- 3. Write the word for display, pronouncing it distinctly.
- 4. Ask each student to compare his spelling of the word with the spelling on display. If he made mistakes, ask him to write the word again correctly.
- 5. Lead the students in saying the word aloud. Explain that each of the next two words ends the same way but has a different beginning letter.



- 6. Proceed with the second and third words. After the entire word family is given and corrected, allow volunteers to tell again how the words are alike. (Example: They all belong to the _it family or end with it.)
- Follow the same procedure with the other two word families.

Memory Word: here

Each spelling list has a Memory Word. A Memory Word can be hard to remember because it is not spelled the way it sounds. You must memorize it.

- Write the word here for display. The word here means "in this place."
- Point to each letter.

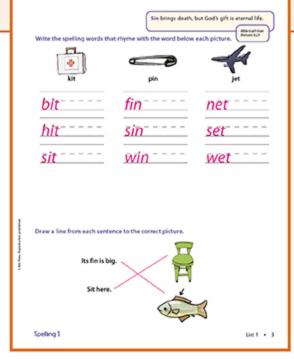
Write the letter r here in this place between the two e's.

- Direct the students to write the Memory Word on their pretests.
- Ask the students to trace the word in the air or with their fingers or pencils on their pretests.
- Send home Letter to Parents, Learn to Spell a Word Chart, and List 1 Word Families.



Word Study: Worktext page 2

- Allow volunteers to read each word family on List 1.
- Direct the students to point to the words as you lead them in reading the words aloud.



- Draw attention to the directions as you read them aloud. Which vowel would complete the spelling of wet? e
- Direct the students to complete the spelling.
- Follow a similar procedure with the remaining words.
- Call attention to the Memory Word as you review its meaning and spelling.

Guided Study Time

► Introduce the students to the Learn to Spell a Word study method located on Worktext page 1. A reproducible version is available on the Teacher's Toolkit CD.



Practice Test

 Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.

My umbrella is wet. 1. wet We can win this game. 2. win 3. bit Liam bit the red strawberry. 4. sit My dog learned to sit.

5, net I caught the fish in the net.

Did you hit the piñata? 6. hit 7. fin That fish has a blue fin.

James will set up the game on the floor. 8. set

9. here I will wait here for you.

10. sin It is a sin to disobey God.

 Follow the steps for dictating a sentence to help the students visualize the dictation sentence and improve concentration skills. Ed is here.

Dictating a Sentence

- 1. Instruct the students to put their pencils down and to listen carefully to remember exactly what you say.
- 2. Tell the students that you will say the sentence two times. Say the sentence twice, slowly.
- 3. Ask the students to say the sentence with you one time.
- Direct the students to write the sentence.
- 5. Repeat the sentence again about halfway through the writing time. Pause again until all students have finished writing.
- 6. Direct the students to read their sentences carefully as you repeat the sentence one more time. For the first few lessons, give tips about checking for capitals and end punctuation.

Word Study: Worktext page 3

Read the Bible truth aloud. [Romans 6:23]

All the bad things we do are called sin. Jesus died on the cross to pay the price of our sins so that we can live forever with the Lord.

- Point out the purple spelling word in the Bible truth.
- Read aloud the directions at the top of the page. Which spelling words rhyme with kit? bit, hit, sit
- Direct the students to write the words in the first column.
- Follow a similar procedure with the remaining word families.
- Guide completion of the worktext page.

Guided Study Time

 Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce spelling skills.



Final Tes

 Administer the final test. Pronounce the word, use it in a sentence, and then repeat the word. Allow time to proofread.

Follow the procedure for dictating a

sentence.

The same dictation sentence is used in List 1 for the practice and final tests.

Ed is here.



Worktext pages 4-5

Short Vowels a, e, i: ap, en, id

Generalization

 When a short vowel sound is followed by a consonant sound, it is usually represented by one vowel and one consonant. This is called a closed syllable.

CD Materials and Preparation

- List 2 Word Families
 Forms: Pretest, Practice Test.
- Final Test (optional)
- Alternate Final Test List 2 (optional for teacher)
- Alphabet cards s, g, m, v or those letters written for display

Day

Pretest

 You may direct students to write on paper, an electronic device, or an erasable board.

List and Context Sentences

Word Family 1

- 1. did What did you eat for breakfast?
- hid He hid the gift from his sister.
- 3. kid A baby goat is called a kid.

Word Family 2

- 4. cap He wore his cap to the game.
- nap It is time for the baby to take a nap.
- tap That music makes me want to tap my feet.

Word Family 3

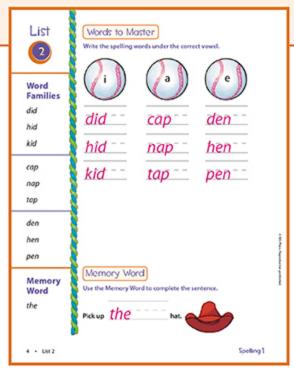
- den The bear hibernates in a den all winter.
- hen The hen taught her chicks to scratch for food.
- 9. pen He wrote his name with a pen.

Memory Word

10. the She took the bread out of the oven.

Procedure

- Begin the pretest by telling the students that the first three words are from the same word family. Pronounce the first word and ask the students to listen carefully to its beginning, middle, and ending sounds.
- Use the word in a sentence, repeat the word, and then instruct the students to write it.
- 3. Write the word for display, pronouncing it distinctly.
- Ask each student to compare his spelling of the word with the spelling on display. If he made mistakes, ask him to write the word again correctly.
- Lead the students in saying the word aloud. Explain that each of the next two words ends the same way but has a dif-



- Proceed with the second and third words. After the entire
 word family is given and corrected, allow volunteers to tell
 again how the words are alike (Example: They all have the
 short vowel sound spelled with the letter i and end with the
 consonant d.)
- 7. Follow the same procedure with the other two word families.

Memory Word: the

Write the Memory Word the for display.

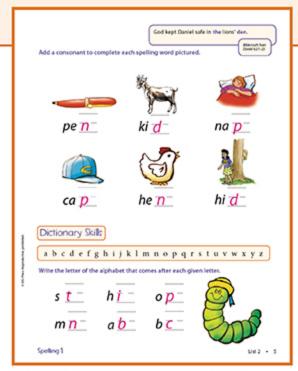
We use the word the before a word that names a particular person or thing.

- Write the phrase the hat for display and ask a volunteer to read it.
- Direct the students to write the Memory Word on their pretests.
- Ask the students to trace the word in the air or with their fingers or pencils on their pretests.
- Send home List 2 Word Families.



Word Study: Worktext page 4

- Allow volunteers to read each word family on List 2.
- Direct the students to point to the words as you lead them in reading the words aloud.
- Call attention to the baseballs with the vowels at the top of the page. Read the directions aloud.



- Follow a similar procedure with the remaining words.
- Call attention to the Memory Word as you review its meaning and spelling.

Guided Study Time

 Guide the students as they practice the list of words. (Note: You may refer the students to Learn to Spell a Word on page 1.)

Day 3

Practice Test

 Administer the practice test.
 Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread. The same dictation sentence is used in List 2 for the practice and final tests.

- kid We saw the goat with her kid.
- nap Grandma takes a nap in the afternoon.
- hen The hen laid a few eggs.
- tap There was a tap on the bedroom door.
- did Tell me what you did today.
- cap Evan likes to wear his baseball cap.
- den The fox came out of its den.
- the Sophia fed the puppies.
- hid Our cat hid under the couch.

Follow the procedure for dictating a sentence (page 3). Did the hen nap?

Day 4

Word Study: Worktext page 5

- Read the Bible truth aloud. [BAT: 8d Courage]
 Daniel knew that he must please God rather than men. The king had Daniel placed in a den of lions, but God kept Daniel safe.
- Point out the purple spelling words in the Bible truth.
- Read aloud the directions at the top of the page.
 What is the first picture? a pen

What is the ending consonant for the word pen? n

- Direct the students to complete the spelling word.
- Follow a similar procedure to complete the activity.

Dictionary Skills

 Hold up the letter s from a set of alphabet cards, point to the letter s on the alphabet wall, or write for display.

Which letter is this? s

What letter comes next in alphabetical order? t

- Follow a similar procedure for the letters g, m, and v.
- Read the directions aloud and complete the page.

Guided Study Time

 Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce spelling skills.

Day 5

Final Test

- Administer the final test. Pronounce the word, use it in a sentence, and then repeat the word. Allow time to proofread.
- Follow the procedure for dictating a sentence.

Did the hen nap?

Alternate Final Tests with different word order and context sentences are available on the Teacher's Toolkit CD.



Worktext pages 6-7

Short Vowels a, i, o; _and, _ill, _ot; Consonant Blend nd

Generalizations

 When a short vowel sound is followed by a consonant sound, it is usually represented by one vowel and one consonant. This is called a closed syllable.

 A consonant blend is spelled with two or three consonants. The consonant sounds are spoken together quickly. We still hear the sound of each consonant. When a letter appears between slash marks, such as /II, it is read as the sound of the letter rather than as the letter's name.

 When /l/ comes at the end of a onesyllable word, it is usually spelled ll.

CD Materials and Preparation

· List 3 Word Families

· Alternate Final Test List 3

 Forms: Pretest, Practice Test, Final Test (optional) (optional for teacher)

Day

Pretest

Refer to the Procedure section on page 4 of the Teacher's Edition. Administer the pretest and discuss the generalizations and word families.

List and Context Sentences

Word Family 1

and Greg and Gracie are twins.

2. band I love to hear a band play.

3. sand Do you like to build castles in the sand?

Word Family 2

dot Don't forget to place a dot over the i.

5. not It is not raining today.

6. pot Mom cooked the spaghetti in a big pot.

Word Family 3

fill We will fill this pail with sand.

hill Jacob walked up the hill.

9. will Will you come over and play?

Memory Word

10. they They are going to the zoo this afternoon.

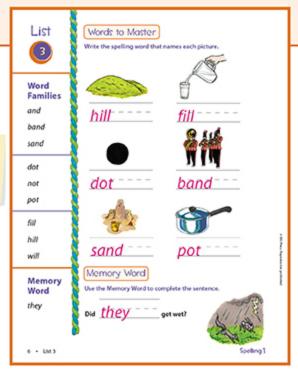
Memory Word: they

Write they for display.

The word they can be used to take the place of names of people or things in a sentence.

Allow several volunteers to use it in a sentence.

Does the word they refer to one or more than one? more than



- Ask the students to trace the word in the air or with their fingers or pencils on their pretests.
- Send home List 3 Word Families.

Day 2

Word Study: Worktext page 6

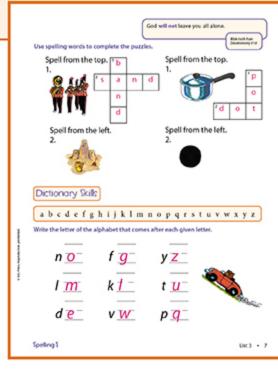
- Allow volunteers to read each word family on List 3.
- Direct the students to point to the words as you lead them in reading the words aloud.
- Call attention to the directions at the top of the page as you read them aloud.

Which spelling word names the first picture? hill

- Direct the students to write the word.
- Follow a similar procedure to complete the activity.
- Call attention to the Memory Word as you review its meaning and spelling.

Guided Study Time

Guide the students as they practice the list of words.



Day 3

Practice Test

 Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.

multiple states of the st

they They will attend today's soccer game.
 pot Mom carried the pot to the stove.

6. band The trumpet is a **band** instrument.

fill Could you fill this cup with water?

sand I have sand in my shoes.

hill The boys sledded down the hill.
 dot Jessie will draw a line to the red dot.

 Follow the procedure for dictating a sentence (page 3).

The sand is hot.

List 3 varies dictation sentences slightly. Thereafter, two different sentences will be used.

Day 4

Word Study: Worktext page 7

 Read the Bible truth aloud. [Bible Promise H. God as Father]

The Bible tells us that God is always with us. He sees us wherever we go and takes care of us.

It is recommended that the Bible verse(s) be read aloud along with each Bible truth.

- Point out the purple spelling words in the Bible truth.
- Read aloud the directions at the top of the page.
 Which spelling word matches the first picture? band
- Guide the completion of the puzzles.

Dictionary Skills

- Call attention to the bottom of the page. Read the directions aloud.
- Direct the students to write the letter that comes next in alphabetical order to complete the page.

Guided Study Time

 Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce spelling skills. Review activities help the students to progress toward long-term memory of the spelling words as well as the generalizations that can be applied to those words.

Day 5

Final Test

- Administer the final test. Pronounce the word, use it in a sentence, and then repeat the word. Allow time to proofread.
- Follow the procedure for dictating a sentence.

The pot is hot.