

Syll-la-dot

Reading Program

K

I

2

3

4

5

Instruction Manual



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Day



Instructions



Answers

ABC Point & Say

1. For today's activity, you will point to each box as we say the name of all 26 partner letters in the alphabet together (Aa - Zz).
2. Remember to slow down, especially when you come to the letter Ll, and keep pointing. Let's begin.
3. Are you ready to try it again? This time, we are going to say the letter names along with their sounds for all 26 letters. [Aa says a... a... apple]
4. After the letter Zz, we will include the names and sounds of the digraphs, located at the bottom of the page. [c h says ch... ch... chair]
5. While practicing, did you notice that the letters a, e, i, o, u are in blue boxes? These special letters are called vowels.
6. The letter y is in a green box, which means that sometimes it acts like a vowel (sometimes it doesn't).
7. Point to the vowels on the page, including the letter y, as we say them together. [a, e, i, o, u, and sometimes y]

Teaching Tips

1. Once students become familiar with this page, you can incorporate both letter and digraph sounds the first time through.
[Aa says a... a... apple / c h says ch... ch... chair]
2. This page can be reviewed whenever you feel students need additional support.
3. To ensure students complete this activity with integrity, students should be carefully monitored.



ABC Writing Practice

1. Being able to confidently recognize and write the entire alphabet, with 100% accuracy, is our main goal.
2. Now that you have been introduced to all 26 partner letters, you will be tracing them for additional practice.
3. First, you will need to trace the letter A while saying, "Down, down, and across."
4. Let's repeat the same process for the remaining letters.
5. Remember to begin each letter at its starting dot.
6. While practicing, did you notice that the letters a, e, i, o, and u are in **blue boxes**? These special letters are called vowels.
7. The letter y is in a **green box**, which means that sometimes it acts like a vowel (sometimes it doesn't).
8. At the bottom of the page, write in the vowels on the colored lines that correspond to their box colors. [**a e i o u y**]
9. Now, let's say and point to the vowels in the chart together.
[**a, e, i, o, u, and sometimes y**]

Teaching Tips

1. The letter formation sayings for all 52 letters were taught in Level K. For review purposes, all sayings are listed on page 20 of this instruction manual.
2. For easy visual reference, the alphabet is provided at the top of the page.



1. Today, we will learn how to spell a list of words that rhyme.
2. To begin, you will listen while I give you the first sound. [c]
3. Then you will say the same sound as you write the letter / blend that makes that sound. [c]
4. Your letters should match the starting dots provided. The letters that have **blue starting dots** represent the rhyming portion of each word.
5. We will continue this process for the remaining sounds.
6. Can you tell me the word that you just wrote? [can]
7. Using the same method, let's complete the spelling list.
8. Give me the thumbs up sign. You will use that thumb to glide above each spelling word as you read each of them out loud. This is your gliding thumb.

Long Vowel Rule #1m a k ~~e~~

The Magic e goes back and makes the first vowel long (says its name).

Long Vowel Rule #2r a i n r a i ~~n~~

When 2 vowels go walking, the first one does the talking (says its name).

Teaching Tips

1. If the spelling list involves more than 1 word family, the second set will have **red starting dots** for the rhyming portion of each word.
2. Some spelling words contain a silent 2-letter consonant blend (kn, wr). The first letter remains silent, while the second letter produces its normal sound.
3. When administering words that start with a blend, tell students that the first sound contains either 2 letters (**brand**) or 3 letters (**scrub**) depending upon the word. Words containing blends are bolded for easy identification.
4. Remind students that all names should always be capitalized.



1. We will continue today's lesson with the story found in the bottom section.
2. Let's read the first sentence together using your gliding thumb.
3. Whenever you see a missing word, simply say the word "blank" in its place.
4. Do you see the 2 spelling words above it? [Tan / Nan]
5. Now, circle the word that best completes the sentence.
6. Using the starting dots provided, write in the word you circled.
7. Only the correct word will match the starting dots provided.
8. Repeat this process, for the next 2 lines, to finish the story.
9. Next, read the entire story out loud, inserting the words that you selected.
Remember to use your gliding thumb.

Long Vowel Rule #1m a k ~~e~~

The Magic e goes back and makes the first vowel long (says its name).

Long Vowel Rule #2r a i n r ~~a~~ i n

When 2 vowels go walking, the first one does the talking (says its name).

Teaching Tips

1. Long vowels are identified by a short **green horizontal line** above it.
2. Silent vowels are crossed out using a **red slanted line**.
3. **Blue dots** (Sylladots) are placed above the sounded vowels in multisyllabic words. If 2 vowels make 1 sound, the dot is placed between both vowels. The number of dots equals the number of syllables.
4. To improve fluency skills, initial letters and blends have been bolded.



Reading & Writing

1. On this page, we will be reading short sentences containing the same rhyming words that we have already practiced spelling.
2. Using your gliding thumb, let's read the first sentence together.
3. Next, you need to slowly say and stretch out each word as you trace / write it on the lines below.
4. Starting dots are provided for each letter that you will be tracing / writing.
5. Be sure to trace over all gray punctuation marks, including periods, question marks, and exclamation points.
6. We will continue reading and completing the remaining 2 sentences on the page together.
7. For review, you can select a "Reading & Writing" page from an earlier lesson to read out loud. Remember to use your gliding thumb.

Long Vowel Rule #1

m a k ~~e~~

The Magic e goes back and makes the first vowel long (says its name).

Long Vowel Rule #2

r a i n r a i n

When 2 vowels go walking, the first one does the talking (says its name).

Teaching Tips

1. Long vowels are identified by a short **green horizontal line** above it.
2. Silent vowels are crossed out using a **red slanted line**.
3. **Blue dots** (Sylladots) are placed above the sounded vowels in multisyllabic words. If 2 vowels make 1 sound, the dot is placed between both vowels. The number of dots equals the number of syllables.
4. To improve fluency skills, initial letters and blends have been bolded.



1. This activity creates new words by adding endings to base words.
2. Letters for each base word are presented on **red lines**.
3. Different endings for each word are presented on **blue** and **purple** lines.
4. Sometimes it is necessary to **double the last consonant of a base word** before adding an ending.
5. See if you can find the pattern of endings in #1. [**can**, **cans**, **canning**]
6. This pattern will repeat itself throughout the page.
7. Slowly say and stretch out the base word as you trace it on the **red lines**. [**can**]
8. Now, add an ending to the base word on the **blue line**. [**s**]
9. Slowly say and stretch out the newly formed word as you trace it. [**cans**]
10. If you see a **green line**, that tells you to double the final consonant of the base word; then add another ending to the base word on the **purple lines**.
11. Slowly say and stretch out the newly formed word as you trace it. [**can-n**ing]
12. Together, let's say and clap this same word to separate its 2 parts / syllables.
13. Be sure to fill in the dots (Sylladots) above the sounded vowels in each multisyllabic word. [**2 dots = 2 claps**]
14. Follow the same procedures to complete this page.

Long Vowel Rule #1

m a k ~~e~~

The Magic e goes back and makes the first vowel long (says its name).

Long Vowel Rule #2

r a i n r a ~~i~~ n

When 2 vowels go walking, the first one does the talking (says its name).



Teaching Tips

1. Dots (Sylladots) are placed above the sounded vowels in multisyllabic words. If 2 vowels make 1 sound, the dot is placed between both vowels. The number of dots equals the number of syllables.
2. If a base word ends with a Magic e, drop the e before adding an ending that begins with a vowel. [ed, er, ing]



Identifying Syllables

1. We are going to be reading a story that contains multisyllabic words.
2. Let's read the first sentence together.
3. Did you notice the **purple** word?
4. It is a multisyllabic word because it contains more than 1 vowel sound. [party]
5. Now, we are going to separate this word into parts / syllables.
6. Write / trace this word on the **purple lines** underneath the first sentence.
7. Notice that the hyphens break up the word into syllables for you. [par-ty]
8. You will need to fill in the 2 dots (Sylladots) above the sounded vowels in this multisyllabic word. Let's say and clap this word together.
9. We will complete the remainder of this page using the same method.
10. When finished, let's read the entire story from the beginning together.
Remember to use your gliding thumb.

Long Vowel Rule #1

m ā k ~~e~~

The Magic e goes back and makes the first vowel long (says its name).

Long Vowel Rule #2

r a i n r ā i n

When 2 vowels go walking, the first one does the talking (says its name).

Teaching Tips

1. Long vowels are identified by a short **green horizontal line** above it.
2. Silent vowels are crossed out using a **red slanted line**.
3. **Blue dots** (Sylladots) are placed above the sounded vowels in multisyllabic words. If 2 vowels make 1 sound, the dot is placed between both vowels. The number of dots equals the number of syllables.
4. To improve fluency skills, initial letters and blends have been bolded.



1. Cut out all 20 playing cards and shuffle them well.
2. We will be playing 2 games today using these cards.

Go Fish

1. Both players (P1 and P2) receive 5 cards.
2. Any pairs found in your hand should be placed to the side.
3. The remaining 10 cards are placed in the center draw pile.
4. P1 reads a card in their hand.
5. Does P2 have this card?
Yes - P1 receives the card and places this pair to the side.
No - P2 says "Go Fish". P1 then draws a card from the pile.
6. Players take turns until all of the cards have been matched.
7. Both P1 and P2 read all of their word pairs out loud.
8. The player with the most word pairs wins.

Memory Game

1. Place all of the cards face down on a table.
2. P1 flips over 2 cards and reads them out loud.
3. Do these 2 cards match?
Yes - P1 takes both cards and places this pair to the side.
No - P1 flips both cards face down.
4. Players take turns until all of the cards have been matched.
5. Both P1 and P2 read all of their word pairs out loud.
6. The player with the most word pairs wins.



Long Vowel Introduction

1. Today, we will learn how to identify words containing long vowels.
2. Let's begin by reviewing all of the vowels. Can you find the alphabet at the top of the page? Like before, the vowels are color coded either blue or green.
3. Together, let's say and point to each vowel. [a, e, i, o, u, and sometimes y]
4. Do you see the 12 red boxes underneath?
5. Let's read the first word together. [mad]
6. Circle any vowels that you see in this word.
7. Which vowel(s) did you find? [a]
8. Based upon the number of vowels, write this word in the correct list below.
9. We will complete this activity together. Be sure to check off each box before moving on to the next word.
10. Finally, read the words out loud from both word lists. Remember to use your gliding thumb.
11. Did you notice any patterns between the 1 vowel and 2 vowel word lists?
12. When 1 vowel is located between consonants, in a 1 syllable word, the vowel usually has a short vowel sound.
13. When there are 2 vowels in a 1 syllable word, a long vowel sound is usually created.

Long Vowel Rule #1

m a k ~~e~~

The Magic e goes back and makes the first vowel long (says its name).

Long Vowel Rule #2

r a i n r a ~~i~~ n

When 2 vowels go walking, the first one does the talking (says its name).



Forming Compounds

1. Today, we will be forming compound words by combining 2 smaller words.
2. On this page, there are both **red** and **blue** words.
3. All **red words** will be the same throughout the page; only **blue words** will change.
4. Using your gliding thumb, we will read the first pair of words together.
[some, time]
5. Now, slowly reread these words while tracing them on the color-coded lines below.
6. When forming letters, it is important to begin at the starting dots.
7. Large dots (Sylladots) can be found above each of the sounded vowels.
8. We will complete the rest of the page together.
9. Be sure to fill in the Sylladots, above the remaining words, to show their sounded vowels.
10. Finally, read aloud our 5 newly formed compound words. Remember to use your gliding thumb.

Long Vowel Rule #1

m ā k ~~e~~

The Magic e goes back and makes the first vowel long (says its name).

Long Vowel Rule #2

r a i n r ā ~~i~~ n

When 2 vowels go walking, the first one does the talking (says its name).

Teaching Tips

1. Dots (Sylladots) are placed above the sounded vowels in multisyllabic words. If 2 vowels make 1 sound, the dot is placed between both vowels. The number of dots equals the number of syllables.



Creating Long Vowels

1. Understanding the difference between short and long vowels will help you read new words.
2. There is a short vowel word at the top of each one of these 9 sections.
3. Using your gliding thumb, let's read the first short vowel word. [pal]
4. Next, copy this word on the **black lines** provided underneath.
5. Ignore the **red line** for now.
6. Now, let's turn this short vowel word into a long vowel word.
7. What letter do you see in the **red box**? [e]
8. Write that letter on the **red line** underneath.
9. When forming your new words, the first letter may need to be altered from lowercase to uppercase, or uppercase to lowercase. When this occurs, a tracing letter along with a starting dot will be provided for you.
10. Using your gliding thumb, we will read the long vowel word you just created.
11. Let's complete the rest of the sections using the same method.
12. Finally, we will go back and read all 9 short / long vowel word combinations together. Be sure to use your gliding thumb.

Long Vowel Rule #1

m ā k ~~e~~

The Magic e goes back and makes the first vowel long (says its name).

Long Vowel Rule #2

r a i n r ā ~~i~~ n

When 2 vowels go walking, the first one does the talking (says its name).



Spelling Lists

4	8	12	16	20	24
1. can	1. bat	1. cap	1. ham	1. bag	1. bad
2. Dan	2. cat	2. lap	2. jam	2. lag	2. had
3. fan	3. fat	3. gap	3. Pam	3. nag	3. dad
4. man	4. hat	4. map	4. ram	4. rag	4. lad
5. Nan	5. mat	5. nap	5. Sam	5. sag	5. mad
6. pan	6. pat	6. sap	6. clam	6. tag	6. pad
7. ran	7. rat	7. tap	7. cram	7. wag	7. sad
8. tan	8. sat	8. clap	8. slam	8. brag	8. Brad
9. van	9. chat	9. flap	9. swam	9. flag	9. Chad
10. Stan	10. that	10. trap	10. tram	10. drag	10. glad
34	38	42	46	50	54
1. bed	1. Ben	1. bent	1. bet	1. bell	1. belt
2. fed	2. den	2. lent	2. jet	2. fell	2. felt
3. led	3. hen	3. dent	3. get	3. Nell	3. kelt
4. Ned	4. Jen	4. Kent	4. let	4. sell	4. melt
5. red	5. men	5. rent	5. met	5. tell	5. pelt
6. Ted	6. pen	6. sent	6. net	6. well	6. welt
7. wed	7. ten	7. tent	7. pet	7. yell	7. dwelt
8. shed	8. Glen	8. vent	8. set	8. smell	8. knelt
9. sled	9. then	9. went	9. vet	9. shell	9. smelt
10. sped	10. when	10. Brent	10. wet	10. swell	10. spelt



Spelling Lists

60 1. bin 2. fin 3. pin 4. tin 5. win 6. chin 7. grin 8. shin 9. spin 10. thin	64 1. it 2. bit 3. fit 4. hit 5. kit 6. pit 7. sit 8. wit 9. grit 10. slit	68 1. bill 2. fill 3. hill 4. gill 5. mill 6. pill 7. sill 8. will 9. chill 10. still	72 1. bid 2. hid 3. did 4. kid 5. lid 6. mid 7. rid 8. Sid 9. slid 10. grid	76 1. dim 2. him 3. Jim 4. Kim 5. Tim 6. brim 7. slim 8. grim 9. swim 10. trim	80 1. dip 2. hip 3. lip 4. rip 5. sip 6. chip 7. flip 8. ship 9. slip 10. trip
86 1. dot 2. hot 3. got 4. lot 5. not 6. pot 7. plot 8. Scott 9. shot 10. spot	90 1. hop 2. mop 3. pop 4. top 5. chop 6. crop 7. drop 8. shop 9. stop 10. plop	94 1. bog 2. fog 3. dog 4. hog 5. jog 6. log 7. blog 8. clog 9. frog 10. smog	98 1. cod 2. nod 3. pod 4. Rod 5. sod 6. clod 7. plod 8. prod 9. shod 10. trod	102 1. dock 2. lock 3. mock 4. rock 5. sock 6. block 7. clock 8. flock 9. shock 10. stock	106 1. Bob 2. cob 3. job 4. mob 5. Rob 6. sob 7. blob 8. knob 9. snob 10. glob



Spelling Lists

112 1. cub 2. hub 3. nub 4. rub 5. tub 6. club 7. grub 8. snub 9. scrub 10. shrub	116 1. bun 2. fun 3. dun 4. nun 5. pun 6. run 7. sun 8. shun 9. spun 10. stun	120 1. buck 2. luck 3. duck 4. muck 5. puck 6. tuck 7. Chuck 8. pluck 9. stuck 10. truck	124 1. bug 2. hug 3. dug 4. jug 5. lug 6. mug 7. rug 8. drug 9. tug 10. plug	130 1. bale 2. Dale 3. gale 4. male 5. pale 6. sale 7. tale 8. shale 9. stale 10. whale	132 1. bake 2. cake 3. lake 4. make 5. rake 6. take 7. wake 8. shake 9. snake 10. stake
138 1. came 2. fame 3. game 4. lame 5. name 6. same 7. tame 8. blame 9. flame 10. frame	140 1. date 2. fate 3. gate 4. Kate 5. late 6. Nate 7. crate 8. plate 9. skate 10. state	146 1. day 2. hay 3. lay 4. may 5. pay 6. ray 7. say 8. gray 9. stay 10. play	148 1. fail 2. Gail 3. jail 4. mail 5. nail 6. pail 7. rail 8. sail 9. wail 10. snail	154 1. deed 2. feed 3. heed 4. need 5. reed 6. seed 7. weed 8. bleed 9. freed 10. speed	156 1. beep 2. jeep 3. deep 4. keep 5. seep 6. weep 7. sheep 8. sleep 9. steep 10. sweep



Spelling Lists

162 1. deal 2. heal 3. meal 4. Neal 5. seal 6. teal 7. veal 8. zeal 9. steal 10. squeal	164 1. beat 2. feat 3. heat 4. meat 5. neat 6. seat 7. cheat 8. pleat 9. treat 10. wheat	170 1. hide 2. ride 3. side 4. tide 5. wide 6. bride 7. slide 8. glide 9. stride 10. pride	172 1. dine 2. fine 3. line 4. mine 5. nine 6. pine 7. tine 8. vine 9. shine 10. whine	178 1. dice 2. lice 3. mice 4. nice 5. vice 6. slice 7. price 8. spice 9. splice 10. twice	180 1. fight 2. light 3. might 4. night 5. right 6. sight 7. tight 8. flight 9. fright 10. slight
186 1. hose 2. nose 3. pose 4. rose 5. chose 6. close 7. those 8. code 9. mode 10. rode	188 1. hole 2. mole 3. pole 4. role 5. sole 6. stole 7. whole 8. note 9. tote 10. vote	194 1. bow 2. mow 3. blow 4. show 5. slow 6. glow 7. snow 8. doe 9. hoe 10. toe	196 1. boat 2. coat 3. goat 4. moat 5. bloat 6. float 7. throat 8. load 9. road 10. toad	202 1. cute 2. jute 3. lute 4. mute 5. flute 6. mule 7. rule	204 1. cue 2. due 3. Hue 4. Sue 5. blue 6. clue 7. flue 8. glue 9. true



Spelling Lists

210

1. dune

2. tune

3. prune

4. cube

5. lube

6. tube

212

1. dude

2. Jude

3. rude

4. crude

5. prude

6. suit

7. fruit



Letter Formation Sayings

1 2 3 4

A : Down, down, and across a : c the apple on a stick	N : Down, down, and up n : Down, up, and over the door
B : Bat and two balls b : Bat, up, and one ball	O : C the O o : c the o
C : Up and around c : Up and around	P : Pig goes down and rolls around p : Pig goes down and rolls around
D : Dad with a tummy d : c the dog go up with its tail	Q : C the cute kitty with its short tail q : c the cute kitty with its long tail flipping up
E : Down, top, middle, and bottom e : Over, up, and around	R : Down, around, and down r : Down, up, and over
F : Down, top, and middle f : Up, down, and across	S : c the snake s : c the snake
G : C Gina and her short tail g : c baby gi gi and its long tail	T : Down and a top t : Down and across
H : Down, down, and across h : Down, up, and a hill	U : Down, over, and up u : Down, over, and up with a tail
I : Down, top, and bottom i : Down and a dot	V : I, 2 v : I, 2
J : Down with a hook and a top j : Down with a hook and a dot	W : I, 2, double U (UU) w : I, 2, double u (uu)
K : Down, in, and out k : Down, in, and out	X : Down and down x : Down and down
L : Down and over l : Down	Y : Left, right, and body y : Left and right sliding down
M : Down, down, and another ear m : Down, up, and two ears	Z : Head, neck, and body z : Head, neck, and body

