# Rule 3

*With a*
*Consonant, Vowel, Consonant, Consonant,*
*pattern, the vowel is short. For example,*

**camp**

**Lessons 49-65** provide practice in learning the **CVCC** pattern. Each lesson contains a reading (decoding) and writing (encoding) component.

**Each lesson** suggests which consonant letters to use to form words. Use the alphabet cards found on pages 201-202 to fill in the blanks. Some lessons have suggestions for nonsense words, too.

It's good practice to have your student answer questions in *complete* sentences.
For example, you might ask, "Will you help me carry some boxes?" The answer in a complete sentence might be, "Yes, I will help you carry some boxes."

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *c, d, l, r, v,* and *s*.

| | | | |
|---|---|---|---|
| | amp | | amp |
| | amp | | amp |
| | amp | | amp |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Is it a good idea to have a lamp beside the bathtub?
2. Do you like to camp in the woods?
3. Do you go to bed with damp hair?
4. Would you roller skate off a ramp?
5. Do you like to vamp up old cars?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, h, l, s,* and *p.*

and

and

and

and

and

On another sheet of paper, answer the following questions **in complete sentences.**

1. Have you ever played in a band?
2. Do you write with your left or right hand?
3. Do you own any land?
4. Do you like to build sand castles?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, f, g, h, s* and *l.*

| | | | |
|---|---|---|---|
| | ang | | ang |
| | ang | | ang |
| | ang | | ang |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Have you ever seen the fang of a snake up close?
2. Was that you who sang with a band?
3. Did you hang pictures of your mom in the kitchen?
4. Did your last birthday go off with a big bang?
5. Do you know any kids in a gang?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, d, r, s, t* and *y.*

| | | | |
|---|---|---|---|
| | ank | | ank |
| | ank | | ank |
| | ank | | ank |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Would you like to drive a tank?
2. What's the problem with a basement being dank?
3. How can you tell when fruit is rank?
4. Do you keep your money in a bank?
5. How would you like to have someone yank your hair?
6. Did you see the picture of the cruise ship that sank in the sand?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *c, f, l, m, p,* and *v.*

| | | | |
|---|---|---|---|
| | ast | | ast |
| | ast | | ast |
| | ast | | ast |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Would you like to have a vast amount of money?
2. Do you know how to cast a fishing line?
3. Do you tend to eat fast?
4. Do you think about the past much?
5. What is your last name?
6. Do you think you could wash the mast of a large ship?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, l, m, s, t* and *y.*

| | | | |
|---|---|---|---|
| | end | | end |
| | end | | end |
| | end | | end |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Do you think it's okay to bend the rules sometimes?
2. Do you mend your socks when they get a hole?
3. Do you tend to snore?
4. Do you lend money to friends?
5. Have you ever sent flowers to a sweetheart?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, d, r, s, t* and *w.*

| | | | |
|---|---|---|---|
| | ent | | ent |
| | ent | | ent |
| | ent | | ent |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Where's the best place you ever went?
2. Is there a dent in your car?
3. Do you pay rent?
4. Have you ever slept in a tent?
5. What makes you get bent out of shape?
6. Have you ever been sent flowers?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, n, p, r, t* and *v.*

| | | | |
|---|---|---|---|
| | est | | est |
| | est | | est |
| | est | | est |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Do you own a vest?
2. Do you rest and nap during the day?
3. What do birds use to build a nest?
4. Do you have a best friend?
5. Were you ever a pest as a kid?
6. Do you get nervous when you have to take a test?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *g, l, r, s* and *h*..

ift

ift

ift

ift

ift

On another sheet of paper, answer the following questions **in complete sentences.**

1. Have you and your best friend ever had a rift?
2. Do you sift flour before baking a cake?
3. Do you believe blood is the gift of life?
4. Does listening to music give you a lift?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, d, k, r, s,* and *w.*

| | | | |
|---|---|---|---|
| | ing | | ing |
| | ing | | ing |
| | ing | | ing |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Do you wear a ring?
2. Has a stone ever put a ding in your car?
3. Do you like bing cherries?
4. Would you like to wing your way to Hawaii?
5. Do you sing in the shower?
6. Does a king of a small country have to work hard?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *l, p, s, w* and *y.*

ink

ink

ink

ink

ink

On another sheet of paper, answer the following questions **in complete sentences.**

1. Do you like to wear pink?
2. Do you leave dishes in the sink?
3. Do you fall asleep in the wink of an eye?
4. Do you and your sweetheart link hands in the movies?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *f, g, l, m* and *n*..

ist

ist

ist

ist

ist

On another sheet of paper, answer the following questions **in complete sentences.**

1. Do you get the gist of quantum physics?
2. Do you take walks in the mist?
3. Do you get things done more quickly if you make a to-do list?
4. Have you ever hit the wall with your fist?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, g, l, s, t* and *v.*.

| | |
|---|---|
| ong | ong |
| ong | ong |
| ong | |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Do you take a long time to get ready in the morning?
2. Does the bong of a gong make your head vibrate?
3. Do you know a song about spiders?
4. Do use a tong to dish up salad?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, d, h, j, l,* and *p.*

| | | | |
|---|---|---|---|
| | ump | | ump |
| | ump | | ump |
| | ump | | ump |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Have you ever had to pump water?
2. Do you ever take trash to the city dump?
3. Will you jump into cold water?
4. Does feeling sad give you a lump in the throat?
5. Do you bump into things a lot?
6. Have you ever had a lump on your head the size of an egg?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *d, h, l, r, s* and *n.*

| | | | |
|---|---|---|---|
| | ung | | ung |
| | ung | | ung |
| | ung | | ung |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Did you know cow dung makes good fertilizer?
2. Has your phone ever rung in the middle of the night?
3. Have you ever hung clothes on a clothesline?
4. Could you live with just one lung?
5. Have you ever sung the national anthem at a baseball game?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, d, g, h, j* and *s.*

| | | | |
|---|---|---|---|
| | unk | | unk |
| | unk | | unk |
| | unk | | unk |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Do you use a lot of gunk in your hair?
2. Has your heart ever sunk with disappointment?
3. Would you sleep in a top bunk?
4. Do you dunk doughnuts in coffee?
5. Do you collect junk?
6. Who do you think is a hunk?

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**Rule 3:** *With a **C**onsonant, **V**owel, **C**onsonant, **C**onsonant, pattern, the vowel is short.*

**Use** consonant letters *b, d, j, l, m* and *r.*

| | | | |
|---|---|---|---|
| | ust | | ust |
| | ust | | ust |
| | ust | | ust |

On another sheet of paper, answer the following questions **in complete sentences.**

1. Do you think lust is a sin?
2. Do you dust every week?
3. Are there things you must do?
4. Does your car have any rust?
5. Do you ever just feel like quitting?
6. Do you ever bust out laughing for no reason?

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# Rule 4

*A vowel is short when blends are in the initial and/or final positions. For example,*

**crest**

**Lessons 66-80** provide practice in decoding and recoding words with blends in the initial and/ or final positions.

Take your time with these lessons. Some students need more help than others to hear all of the sounds in words.

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# Lesson 66—*blend+amp*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**clamp**

**cramp**

**stamp**

**tramp**

1. My two-year-old will _____ her foot when she doesn't get her way.
2. Please don't _____ on my new flowers.
3. I get a _____ when I swim too long and too fast.
4. We need a _____ to hold these two posts together.
5. Do you have a _____ for this letter?
6. A _____ sat in the cove by a warm fire.
7. I had to _____ my hand over mouth to keep from screaming.

1. stamp 2. tramp 3. cramp 4. clamp 5. stamp 6. tramp 7. clamp

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# Lesson 67—*blend+and*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**gland**

**grand**

**stand**

**strand**

1. When times are tough, it can be hard to _____ on your own two feet.
2. We had a _____ view of the ocean.
3. The pituitary _____ is considered the master _____.
4. Every _____ of her hair turned gray overnight.
5. Sometimes you just have to take a _____ for what is right.
6. Kim was joyful to win the _____ prize—a new car.

1. stand 2. grand 3. gland 4. strand 5. stand 6. grand

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# Lesson 68—*blend or digraph+ank*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**blank**

**clank**

**crank**

**frank**

**shrank**

**spank**

**stank**

**thank**

1. Is your name Fred or _____?
2. When I tried to think of that man's name, I drew a _____.
3. Tom washed his new shirts and they _____ in the dryer.
4. Did I _____ you for helping me?
5. Some mothers never _____ their children no matter how bad they are.
6. Fred's car doesn't _____ and groan now that he got it fixed.
7. Kim is a _____ in the morning until she gets a cup of coffee.
8. The dirty gym clothes _____ to high heaven.
9. The crowd _____ back as the gong got louder.

1. Frank 2. blank 3. shrank 4. thank 5. spank 6. clank 7. crank 8. stank 9. shrank

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# Lesson 69—*atch*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**catch**

**hatch**

**latch**

**match**

**patch**

**thatch**

1. The camper needed a _____ to get a fire started.
2. The chicks began to _____.
3. My grandfather has a bald _____ at the top of his head.
4. The pumpkin _____ is full of great pumpkins.
5. Make sure you _____ the gate, please.
6. The survivors will _____ the roof of their hut with palm leaves.
7. Mary can _____ the worn spot on my sleeve.
8. The tennis players played a good _____.

1. match 2. hatch 3. patch 4. patch 5. latch 6. thatch 7. patch 8. match

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# Lesson 70—blend or digraph+*end, -est*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**blend**

**spend**

**trend**

**chest**

**crest**

**quest**

1. The _____ now is to wear feathers in your hair.
2. Did you _____ all of your money?
3. Going on a _____ sounds like a fun adventure.
4. The two spices will _____ together very well.
5. My cold has gone down into my _____.
6. Their house is just over the _____ of the next hill.
7. Pack the good dishes in the hope _____.
8. A picture of our family _____ hangs in the living room.

1. trend 2. spend 3. quest 4. blend 5. chest 6. crest 7. chest 8. crest

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# Lesson 71—blend+*ift*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**drift**

**shift**

**swift**

**thrift**

1. Tim was just starting to _____ off to sleep when the phone rang.
2. Joe will take his old clothes to the _____ store.
3. What time does your _____ start at the mill?
4. _____ water carried the small boat away.
5. Tess got milk on her new _____.
6. Some people _____ from town to town.

1. drift 2. thrift 3. shift 4. swift 5. shift 6. drift

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# Lesson 72—*inch*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**inch**

**cinch**

**clinch**

**flinch**

**pinch**

1. Kim would not move an _____ until we called her sister.
2. Tim and Tom will _____ the deal tomorrow.
3. It will be a _____ to fix the hem.
4. Sue likes to _____ her beltt tight so her waist looks small.
5. Mike didn't _____ when Sam threw the ball at his face.
6. The soup just needs a _____ of salt.
7. When I was little, my sister would _____ me.

1. inch 2. clinch 3. cinch 4. cinch 5. flinch 6. pinch 7. pinch

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# Lesson 73—blend or digraph+*ing*

***Read and Write Simple Words by Sounding Out Letter Combinations.*** *Level 1B: RWA2*

**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**bring**

**fling**

**sling**

**spring**

**string**

**swing**

**thing**

1. The teacher took the _____ shot from the girl.
2. What will you _____ to the picnic?
3. I love to picnic in the _____.
4. The little girl ran to the _____ and sat on the seat.
5. The young couple had a summer _____.
6. Be careful how you _____ that ax.
7. Kim had her broken arm in a _____.
8. What is that _____ in your window?
9. The cat will jump on the ball of _____ when he sees it.

1. sling 2. bring 3. spring 4. swing 5. fling 6. swing 7. sling 8. thing 9. string

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# Lesson 74—blend or digraph+*ink*

***Read and Write Simple Words by Sounding Out Letter Combinations.*** *Level 1B: RWA2*

**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**blink**

**shrink**

**slink**

**stink**

**think**

1. Jen had to _____ to hold back the tears.
2. Did the dryer _____ your clothes?
3. The shy cat will _____ away when there is a loud noise.
4. I _____ you are a good friend.
5. Do my feet _____?
6. Some people call a psychiatrist a _____.
7. Sometimes it hurts my head to _____!

1. blink 2. shrink 3. slink 4. think 5. stink 6. shrink 7. think

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# Lesson 75—*itch*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**itch**

**ditch**

**pitch**

**stitch**

**switch**

**witch**

1. _____ the trash in the can.
2. My sister wants to be a _____ for Halloween.
3. The flowers grew in the _____.
4. Tom had an _____ in his left eye that would not go away.
5. Ben took Jen to have a doctor _____ up the cut.
6. Will you _____ places with me?
7. Give me a good sales _____ and I might buy your old dryer.
8. It's _____ black dark out there!

1. Pitch 2. witch 3. ditch 4. itch 5. stitch 6. switch 7. pitch 8. pitch

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# Lesson 76—blend or digraph+*ump*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**clump**

**plump**

**slump**

**stump**

**thump**

1. The raccoon would stand behind a _____ of trees and wait for us to go in the house.
2. I have one thin sister and one _____ one.
3. Now that the tree has been cut down, we need to get rid of the _____.
4. A rabbit will _____ its foot in warning.
5. Don't _____ when you sit at the computer!
6. Pick me a _____ strawberry to eat.

1. clump 2. plump 3. stump 4. thump 5. slump 6. plump

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# Lesson 77—*unch*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**bunch**

**lunch**

**punch**

**brunch**

**crunch**

1. Let's have _____ and cookies at the _____.
2. I had a late breakfast so I'm not ready for _____ yet.
3. Tim has a _____ of bananas to eat.
4. I like cookies that _____.
5. Ken and Ben _____ each other in the arm a lot.

1. punch brunch 2. lunch 3. bunch 4. crunch 5. punch

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# Lesson 78—blend+*ung*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**clung**

**flung**

**stung**

**swung**

1. Kim was so mad, she _____ the burnt meat into the trash.
2. The baby chimp _____ to his mother.
3. Mike _____ the bat twice to get ready.
4. Ben was _____ by a lot of bees.

1. flung 2. clung 3. swung 4. stung

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# Lesson 79—blend+*unk*



**Rule 4:** *A vowel is short when blends are in the initial and/or final positions.*

**Tutor Directions:**

1. Give your student paper and pencil.
Say one of the target words below. Direct your student to write it. When your student has written all of the target words, have him read the list back to you.

2. Then give this sheet to your student. Have her read each sentence below aloud and choose the correct word for the blank. Answers are below.

***Target Words***

**chunk**

**drunk**

**flunk**

**skunk**

1. The _____ swung his tail up and we ran!
2. Ben has _____ all of the milk.
3. I want a big _____ of cake, please.
4. Don't drive if you are _____.
5. Thank goodness, Jen did not _____ her math class.

1. skunk 2. drunk 3. chunk 4. drunk 5. flunk

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# Lesson 80—Review

***Read and Write Simple Words by Sounding Out Letter Combinations.*** *Level 1B: RWA2*

## Spell It Out!

**Materials:** alphabet cards (pages 201-202), cut out

**Directions:** ***First,*** randomly place alphabet cards in your student's work area as shown below. ***Then,*** say a simple word that contains the letter combinations your student is reviewing. Model how you would use the alphabet to form the word or nonsense word. ***Finally,*** say another word and direct your student to use the same process to spell it out. Continue in this manner until the review is complete.

*It's good practice to include nonsense words!*

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# Adding –*ing* and –*ed*

***Read and Write Simple Words by Sounding Out Letter Combinations.*** *Level 1B: RWA2*

## VCC* Pattern

### Vowel, Consonant, Consonant

*Adding to VCC*

**Materials:** chalkboard, paper and pencil

**Directions:** ***First,*** write the words *camp, mend,* and *dust* on the chalkboard. Review the VCC rule with your student: *With a VCC pattern, the vowel is short.* Review the short vowel sounds. ***Then,*** explain that there are rules for adding *–ing* and *–ed* to ends of words. The rule for this lesson is that with a VCC pattern, you simply and *–ing* or *–ed*. ***Next,*** demonstrate by writing the following sentences on the chalkboard, saying each word as you write it:

Today I am camping.
Yesterday I camped.

Today he was mending socks.
Yesterday he mended socks.

Today they were dusting.
Yesterday they dusted.

***Finally,*** encourage your student to write similar sentences you dictate on paper. Below are listed some words that fit the pattern.

1. **fast**
2. **rent**
3. **rest**
4. **lift**
5. **wink**
6. **long**
7. **jump**
8. **bunk**

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# Adding –*ing* and –*ed*

***Read and Write Simple Words by Sounding Out Letter Combinations.*** *Level 1B: RWA2*

## VC*e** Pattern

### Vowel, Consonant, silent *e*

*Adding to VCe*

**Materials:** chalkboard, paper and pencil

**Directions:** ***First,*** remind your student that there are rules for adding *–ing* and *–ed* to ends of words. Review lesson 81. ***Then,*** write the words *tape, vote,* and *dine* on the chalkboard. Review the VC*e* rule with your student: *With a VCe pattern, the vowel is long.* Review the long vowel sounds. The rule for this lesson is that with a VCe pattern, you drop the *e* and add *–ing* or *–ed*. ***Next,*** demonstrate by writing the following sentences on the chalkboard, saying each word as you write it:

Today I am taping.
Yesterday I taped.

Today he is voting.
Yesterday he voted.

Today they were dining.
Yesterday they dined.

***Finally,*** encourage your student to write similar sentences you dictate on paper. Below are listed some words that fit the pattern.

1. **trade**
2. **bake**
3. **hike**
4. **whine**
5. **smoke**
6. **hope**
7. **use**

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# Adding –*ing* and –*ed*

***Read and Write Simple Words by Sounding Out Letter Combinations.*** *Level 1B: RWA2*

## VC Pattern

### Vowel, Consonant

*Adding to VC*

**Materials:** chalkboard, paper and pencil

**Directions:** ***First,*** remind your student that there are rules for adding *–ing* and *–ed* to ends of words. Review lessons 81 and 82. ***Then,*** write the words *chat, hem,* and *sob* on the chalkboard. Review the VC rule with your student: *With a VC pattern, the vowel is short.* Review the short vowel sounds. The rule for this lesson is that with a VC pattern, you double the final consonant and add *–ing* or *–ed*. ***Next,*** demonstrate by writing the following sentences on the chalkboard, saying each word as you write it:

Today I was chatting.
Yesterday I chatted.

Today she is hemming.
Yesterday she hemmed.

Today they were sobbing.
Yesterday they sobbed.

***Finally,*** encourage your student to write similar sentences you dictate on paper. Below are listed some words that fit the pattern.

1. **fib**
2. **nip**
3. **rob**
4. **tug**
5. **tap**
6. **mug**
7. **pet**

tape vote din

Well done!

Today I was chatting.
Yesterday I chatted.

Today she is hemming.
Yesterday she hemmed.

Today they were sobbing.
Yesterday they sobbed.

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# Compound Words

***Read and Write Simple Words by Sounding Out Letter Combinations.*** *Level 1B: RWA2*

## Match-Up

**Materials:** compound words (pages 213-215)

**Directions:**

***Activity 1:*** Set matched pairs words to form compound words in front of your student as shown below. Start with just a few pairs. Invite him to read aloud each compound word. If he has difficulty, pull the two words apart and demonstrate how to decode one word at a time.

***Activity 2:*** Scramble a few of the words and let him match them to form compound words.

*Once the words are cut out and mixed up, refer to page 137 for a quick and easy reference as to possible compound words.*

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*Once the words are cut out and mixed up for Match Up on page 136, refer to the list below for a quick and easy reference as to possible compound words.*

| | | | |
|---|---|---|---|
| backdrop | inkblot | quicksand | sunfish |
| buckshot | jackpot | quickstep | sunlit |
| bullfrog | kidnap | redcap | sunrise |
| catnip | lifetime | sandblast | sunset |
| catfish | lipstick | sandbox | sunshine |
| checkup | logjam | sandhog | sunspot |
| cupcake | manhunt | sandman | sunstroke |
| cutup | muskrat | shellfish | thickset |
| dateline | neckline | shipmate | tomcat |
| dimwit | nutmeg | shipshape | tossup |
| dragnet | onset | shotgun | update |
| dustpan | pickax | sickbed | uphill |
| fatback | pickup | sidestep | upset |
| flagpole | pigpen | slapstick | uptake |
| gumdrop | pillbox | slipshod | washout |
| hilltop | pinup | stateside | wishbone |
| homesick | popgun | stopgap | whalebone |
| humbug | pothole | stovepipe | wholesale |

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