Word Analysis

The student will develop and demonstrate knowledge of the alphabet and develop strategies to identify simple words.

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One stop on the road to literacy...

Phonics: Letter/Sound Correspondence

As you travel *on the road to literacy, pack lots of fun activities into your tutoring sessions. Mapping out phonics skills will propel your student confidently into the world of reading.*

Stay the course until your student is confident in identifying letter sounds. You may need to linger longer at some stops than others, but the extra time will be worth it.

Review previously learned lessons before introducing new sounds, and re-teach if needed.

As you teach the sound of the long vowels and consonant blends, be sure to review frequently the sound of short vowels.

*Teach the blend groups together: l blends (*bl, cl, fl, gl, pl, sl*), r blends (*br, cr, dr, fr, gr, pr, tr*), and s blends (*sc, sk, sm, sn, sp, st, sw*).*

If your student has difficulty hearing the sequence of sounds, teach the skill of isolating sounds. Suggestions and activities are found in the* Phonemic Awareness Toolkit for Literacy Roadtrip. *Contact your literacy council office for guidance.

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Recognize Letter/Sound Correspondence

One stop on the road to literacy…

LEVEL 1B
RWA1

The Outcome

The student will recognize letter/sound correspondence of long vowels and consonant blends.

Why Go There?

Explain to your student that a good reader is familiar with the sounds letters represent. A good reader uses that knowledge as one strategy for figuring out unknown words. Reading passages that provide practice with phonics are found in the comprehension section starting on page 146.

How To Get There

Use the following activities to give your student practice in decoding words with long vowel sounds and consonant blends. A consonant blend is combination of two or three consonants in which all letter sounds are heard, such as *cl–* or *str-*.

Choose activities that provide a mix of visual, auditory, and tactile/kinesthetic experiences.

Incorporate letter/sound correspondence with writing practice.

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Long/Short Vowels

The Long and Short of It

Materials: vowel cards (page 200), cut out

Directions: ***First,*** ask your student what is the sound of short *a*. Set down the short *a* card. Ask for more examples of words (for example: *gas, gab, sat, man*). Continue in the same manner with the rest of the short vowels, making note of any you need to re-teach. ***Then,*** tell your student that vowels can make long sounds. Set down the long *a* picture card. Demonstrate how the long vowel says its name (*ay*). Then introduce each long vowel in the same manner.

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Long Vowels

What's the Vowel?

Materials*:* alphabet cards (vowels only), pages 201-202
word lists (page 6) *The word lists are strictly for your reference and are not intended to be read by your student.*

Directions*:* ***First,*** place the vowel cards in your student's work area as shown below. ***Then,*** say a word from the word list. Model how to isolate the vowel sound and identify it:

Say the word, drawing out the vowel sound.
Identify the vowel, pulling down the correct vowel card.

Finally, encourage your student to follow the same process for words you give him.

Some students will have difficulty hearing sounds in the middle of a word. If that is a problem for your student, contact your literacy council and request the Phonemic Awareness Toolkit.

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Long Vowels

Use these word lists orally with your student, asking him to identify the vowel in each word.

ā	ē	ī	ō	ū
bake	beak	bide	bloat	cute
bait	beast	bite	bone	fuel
cane	beech	chime	coast	fume
case	cease	cry	colt	fuse
drain	cheek	dine	dome	mule
date	deal	fine	foe	muse
drape	fleet	gripe	globe	use
face	freeze	hive	gold	yule
fame	geese	kite	grow	
gape	grease	light	hope	
grace	heat	mind	jolt	
jail	keep	nice	lone	
Jake	leak	nine	low	
kale	lease	pie	moan	
late	mean	pipe	moat	
male	meet	quite	poach	
mane	piece	rice	post	
paste	queen	ride	quote	
rain	reek	right	roach	
rake	reel	smile	roam	
safe	seat	spice	row	
stake	speed	spite	show	
stale	steal	swine	slope	
snail	tease	tile	stole	
tank	thief	twice	toad	
tape	veal	try	tone	
taste	weed	vine	vote	
vapor	week	while	woke	

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Long/Short Vowels

Give the Vowels a Hand!

Materials*:* alphabet cards ***a, e, i, o, u (***pages 201-202), cut out
vowel picture cards (page 200), cut out
page 8(easy) or 9 (challenging)

Directions*:* ***First,*** review short and long vowel sounds using the picture cards. ***Then,*** place page 8 (or 9) in front of your student. ***Next,*** model for your student the following directions:

identify each picture
isolate the vowel sound
identify the vowel
If the vowel is long, she touches it with her left hand and says "Long." If the vowel is short, she touches it with her right hand and says "Short."

Finally, invite your student to complete the page.

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Directions are found on page 7.

Give the Vowels a Hand!

1. r__ke	2. f__n	3. p__il	4. h__t
5. b__d	6. f___d	7. l___k	8. b__ll
9. f__ght	10. m__tt	11. k__ss	12. l__me
13. d__g	14. s__ck	15. r__pe	16. c__ne
17. f__se	18. b__s	19. c__te	20. g__n

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Directions are found on page 7.

Encore!

1. r__n	2. m___t	3. f__sh	4. h__n
5. m__t	6. r___ch	7. c__t	8. m__le
9. f___me	10. t__pe	11. b__g	12. t__ss
13. c___t	14. b__b	15. p___pe	16. m__g
17. l__ght	18. b___n	19. f___el	20. s__t

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Blends

What's the Blend?

Materials: For the blends being studied:
alphabet cards (pages 201-202) *For this activity, do **not** use blend cards.*
word lists (pages 11-14) *The word lists are strictly for your reference and are not intended to be read by your student.*

Directions: ***First,*** randomly place the alphabet cards in your student's work area as shown below. ***Then,*** model the activity by saying a word that starts with the consonant blend being studied. If teaching vowels, say a word with the vowel sound in the middle of the word. ***Finally,*** direct your student to do the same as you say a word. Encourage him to repeat the word and make its sound.

Kinesthetic Option: Have your student use his fingers to write the letters in shaving cream, on a plastic zip bag filled with paint, on a tabletop spritzed with water.

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Blends for Oral Practice

Use these word lists orally with your student, asking him to identify the first two letters of each word.

bl	cl	fl	gl	pl	sl
blab	clad	flag	glacier	place	slab
black	claim	flair	glad	plague	slack
blame	clam	flake	glade	plain	slam
blanket	clamp	flame	gladiator	plan	slander
blare	clap	flap	glamour	plane	slant
blast	clarinet	flare	glance	planet	slap
blaze	clasp	flash	gland	plant	slash
bleach	classic	flask	glare	plaque	slave
bleat	clause	flat	glass	plaster	slaw
bleep	claw	flaunt	glaze	plastic	slay
blemish	clay	flavor	glee	plate	sled
blend	clean	flea	glen	platter	sleep
bless	clear	flesh	glide	play	sleeve
blew	clench	flew	glimpse	plaza	slender
blimp	clergy	flexible	glint	plead	sleuth
blind	clerk	flick	glisten	pleasant	slice
blink	click	flimsy	glitch	please	slick
bliss	cliff	flinch	glitter	pleasure	slide
blister	climate	flirt	glitzy	pledge	slim
bloat	climb	float	gloat	plod	slime
block	cling	flood	glob	plot	sling
blonde	clock	floor	globe	ploy	slip
blood	close	floss	gloom	plow	slit
bloom	closet	flour	Gloria	pluck	slobber
blooper	cloth	flow	glove	plug	slogan
blot	cloud	flower	glow	plumber	slope
blouse	clown	flute	glue	plunk	sloppy
blow	club	flutter	glum	plural	slosh

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Use these word lists orally with your student, asking him to identify the first two letters of each word.

br	cr	dr	fr	gr	pr	tr
brace	crab	drab	fragile	grab	practice	trace
brag	crack	draft	frail	grace	prattle	track
braid	cradle	dragon	frame	grade	pray	trade
Braille	craft	drain	France	grain	preach	tractor
brain	cram	drama	Frank	gram	prepare	traffic
brand	cramp	drape	frantic	grand	present	tragic
brash	crane	drastic	frazzle	grape	press	trail
Brazil	crash	draw	freak	grass	pretend	train
branch	crawl	drawer	free	grateful	pretty	tramp
brass	crayon	drawing	freeze	gray	price	trap
brave	crazy	drawl	French	graze	prim	trash
bread	cream	dread	fresh	great	prince	travel
breakfast	crease	dream	fret	greedy	princess	tray
breathe	create	drench	friar	green	print	treat
brick	creep	dress	Friday	greet	private	trend
bride	crest	drew	friend	grind	prize	tree
bridge	crew	dribble	fries	grip	probe	triangle
brief	crib	drift	frighten	gripe	problem	trick
bright	crime	drill	frill	groan	profit	trio
brim	cripple	drink	frizz	grocery	project	trip
bring	critic	drip	frog	groin	promise	troll
broken	crocodile	drive	frolic	groom	prone	troop
brook	crop	drizzle	front	gross	proof	trouble
broom	crowd	droop	frost	ground	protect	truck
brother	crown	drop	frown	group	protest	true
brown	cruel	drug	frozen	grow	proud	trumpet
browse	crumb	drum	fruit	growl	provide	trunk
brush	crust	drunk	frustrate	gruff	prowl	trust
brute	cry	dry	fry	grunt	prude	try

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Use these word lists orally with your student, asking him to identify the first two letters of each word.

sc	sk	sm	sn	sp	st	sw
scab	skate	smack	snack	spa	stack	swagger
scads	skeet	small	snag	space	stair	swallow
scald	skein	smart	snail	spaghetti	stale	swam
scale	skeleton	smash	snake	span	stamp	swamp
scallop	sketch	smear	snap	Spanish	stand	swan
scalp	ski	smell	snare	spank	staple	swarm
scalpel	skid	smidgen	snarl	spare	star	swat
scamp	skim	smile	snatch	spark	start	sway
scan	skin	smirk	snazzy	sparrow	state	sweat
scandal	skip	smite	sneak	sparse	statue	sweep
scant	skirt	smock	sneaker	spasm	stay	sweet
scapula	skittish	smoke	sneer	spastic	steak	swell
scar	skull	smolder	sneeze	speak	steal	swelter
scarce	skunk	smooch	snide	special	steam	swept
scare	sky	smooth	sniff	speech	stem	swift
scarf		smother	snip	speed	step	swim
scarlet		smug	sniper	spell	stern	swing
scathing		smuggle	snippet	spend	stick	swipe
scatter			snitch	spider	stiff	swirl
scavenge			snivel	spill	stifle	swish
scorpion			snob	spin	sting	switch
Scott			snoop	spine	stink	swivel
scour			snore	spiral	stir	swoon
scout			snort	spirit	stitch	sword
scuffle			snow	spoon	stomach	swore
sculptor			snooze	sport	stone	swung
scum			snub	spot	stoop	
scurry			snuff	spurt	stuck	
scurvy			snug	sputter	study	

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Use these word lists orally with your student, asking him to identify the first two or three letters of each word.

qu	scr	str	tw
quack	scrabble	straddle	twang
quail	scraggly	straight	tweak
quaint	scram	strain	tweed
quake	scramble	strand	tweezers
qualify	scrap	strange	twelve
qualm	scrape	strap	twenty
quantity	scratch	straw	twerp
quarrel	scrawl	stray	twice
quarry	scrawny	streak	twiddle
quart	scream	stream	twig
quarter	screech	street	twilight
quartz	screen	strength	twin
queen	screw	stress	twine
quest	scribble	stretch	twinge
question	scrimp	strewn	twinkle
quibble	script	stricken	twirl
quick	scroll	strict	twist
quiet	scrounge	stride	twitter
quill	scrub	strike	
quilt	scruffy	string	
quit	scrunch	strip	
quite		stripe	
quiver		stroke	
quiz		stroll	
quote		strong	
		struck	
		struggle	
		strum	
		strut	

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Blends

Yes, No, But Not Maybe So

Materials: blend picture cards being studied and some that aren't (pages 204-211), cut out
blend card being studied (pages 203), cut out
yes/no cards (page 203)

Directions: ***First,*** place the blend card, picture cards, and *yes/no* cards in your student's work area as shown below. ***Next,*** select a picture card that matches the sound being studied. Model how to emphasize the distinct sounds of the blend and then place it under the *yes* card. Then repeat the procedure with a card that doesn't match the sound being studied and place it under the *no* card. ***Finally,*** direct your student to follow your example, placing all cards under the correct columns.

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Blends

Picture This

Materials: *For the blends being studied:*
blend picture cards (pages 204-211), cut out
blend cards (pages 203), cut out

Directions: ***First,*** set blend cards of the sounds your student is practicing in his work area, as shown below. Randomly set out picture cards. ***Next,*** model how to emphasize the sounds of the blends being studied. Identify each picture. ***Finally,*** have your student place each picture card under its corresponding blend card.

pl **sl**

__ate

__eep

__unk

__anet

__ocks

__ane

__ug

__ap

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Blends

Right or Wrong?

Materials: *For blends being studied:*
blend picture cards (pages 204-211), cut out
blend cards (pages 203), cut out

Directions: ***First,*** set the blend cards of the sounds your student is practicing in his work area as shown below. ***Then,*** under each blend card, place some pictures that start with that sound and some pictures that don't. ***Next,*** model how to emphasize the sounds of the blend. ***Finally,*** have your student name each picture, identifying the ones that don't belong.

sl	**st**	**sp**
__ar	__amp	__unk
__ap	__ump	__ider
__eep	__ape	__ill

Let's see…
S-s-s-t-t-tar. Star does not begin with *sl*.

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Read and Write Simple Words by Sounding Out Letter Combinations

One stop on the road to literacy…

LEVEL 1B
RWA2

The Outcome

The student will read and write simple words by sounding out letter combinations.

Why Go There?

Explain to your student that a good reader is familiar with the sounds that letters represent. A good reader uses that knowledge as one strategy for figuring out unknown words.

How To Get There

Use the following activities to give your student practice in reading and writing simple words by sounding out letter combinations.

Choose activities that provide a mix of visual, auditory, and tactile/kinesthetic experiences.

Incorporate writing practice whenever possible.

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Rule 1

*With a **V**owel, **C**onsonant, **silent -e** pattern, the vowel is long. For example,*

vote

Lessons 1-28 provide practice in learning the **VC silent -e** pattern. Each lesson is two pages and contains a reading (decoding) and writing (encoding) component.

Your student will have more success with these lessons if she is familiar with long and short vowels. Complete the activities on pages 4-9 before starting Lesson 1.

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Rule 1: Reading Directions for Lessons 1—28

Each of the next 28 lessons has two pages.

The first page is about **decoding** a word pattern. Those directions are below.

The second page is about **writing** a word pattern. Those directions are on the next page.

Decode It

Materials*:* alphabet cards (consonants only), pages 201-202
the practice page that contains the word patterns being studied
(Choose from pages 22-77.)

Directions*:*

Set the practice sheet and consonant cards in front of your student.

Introduce or review the rule at the top of the page.

Continue in one of the following two ways.

1. Easy:

Say a word that fits the rule.
(A word list is included in each lesson.)

<u>Instruct your student to</u>

Put the correct alphabet card in the blank to form the word.

Read the word back to you.

When each space is filled in, read all of the words back to you.

2. Challenging:

Have your student form words that fit the pattern by placing an alphabet card of his choice in the blank.

Two blanks on the practice pages are for blends.
If you haven't taught blends, come back to this activity when you have.

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Rule 1: Writing Directions for Lessons 1-28

Each lesson has suggested dictation sentences!

Spell It with Dictation

After your student has practiced decoding, give her practice spelling (encoding) it—with dictation sentences. Have her keep a dictation notebook and invite her to reread sentences for homework and for review at the next session.

Steps for giving dictation sentences:

1. On a white board or sheet of paper, introduce any words that will be used in the dictation sentences that your student doesn't know how to spell and doesn't fit the pattern. Then have your student read the words back to you. Keep the words displayed during the dictation session.

2. Remind your student that all sentences begin with a capital letter and end with some form of punctuation.

3. Say the complete sentence. Do not let your student start writing until she has repeated the sentence correctly.

4. If your student needs to have the sentence repeated, repeat it as often as necessary. Even if your student only needs to hear one word of the sentence, REPEAT THE ENTIRE SENTENCE. Never give just one word.

5. Have your student reread each sentence aloud, allowing for self-correction. Make note of errors and review or re-teach those skills.

Invite your student to read last week's sentences at the beginning of a new session for review.

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Lesson 1—*ace*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

ace

ace

ace

ace

ace

ace

ace

ace

Tutor: A word list and suggested dictation sentences are on the next page.

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Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-ace	
ace	brace
face	place
lace	space
mace	
pace	
race	

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

I ran a good pace **during** the race.

Did you mace the **thief** in the face?

I won the **game** with an ace.

Where did I place the lace?

Brace **yourself** to go into space!

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Lesson 2—*ade*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

	ade
	ade
	ade
	ade

		ade
		ade
		ade
		ade
		ade

Tutor: A word list and suggested dictation sentences are on the next page.

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Lesson 2—*ade*

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

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-ade*	
fade	blade
jade	glade
made	grade
wade	shade
	spade
	trade

*There are more words listed here than there are blanks on page 24.

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

My dad made me wade in the **stream**.

My jade **ring** will not fade in the sun.

Let us sit in the shade in the glade.

I cut my face on the **sharp** blade.

My dad will trade the jade for the spade.

Wade made a good grade in math.

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Lesson 3—*age, -ase*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

	age
	age
	age
	age
	age

	age
	age
	ase
	ase
	ase

Tutor: A word list and suggested dictation sentences are on the next page.

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Lesson 3—*age, -ase*

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

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-age		**-ase**
age	stage	base
cage		case
page		vase
rage		
sage		
wage		

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

What age **does** a page need to be in **D.C.**?

My sage **priest told** me not to wage war.

My pet bird went into a rage in the cage.

The cowboys look for the stage to be on **time.**

Gale **told** me to put the vase in the red case.

Tom has to be on the base in **D.C.** on **time**.

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Lesson 4—*ake*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

ake

ake

ake

ake

ake

ake

ake

ake

ake

ake

Tutor: A word list and suggested dictation sentences are on the next page.

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Lesson 4—*ake*

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

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-ake*		
bake	make	brake
cake	rake	quake
fake	sake	stake
Jake	take	
lake	wake	

*There are more words listed here than there are blanks on page 28.

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

Jake can bake a cake at the lake.

For my sake, will you rake the **yard now**?

Wake up and take the cake to the **church**.

Take the new brake pad out of the box.

The **vampire** will quake when he sees the stake!

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Lesson 5—*ale*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

ale

ale

ale

ale

ale

ale

ale

ale

ale

ale

Tutor: A word list and suggested dictation sentences are on the next page.

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Lesson 5—*ale*

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-ale*		
ale	kale	scale
dale	male	stale
gale	pale	whale
hale	sale	
	tale	

*There are more words listed here than there are blanks on page 30.

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

The tale takes place in a dale during a gale.

My son is a hale and hearty **teen**.

There is a sale on kale **today**.

The stale ale was not good to **drink**.

Mr. Lady is a pale male.

Dale is my pet whale.

Dale will not fit on a scale.

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Lesson 6—*ame*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

ame	ame
ame	ame
ame	ame
ame	ame
ame	ame

Tutor: A word list and suggested dictation sentences are on the next page.

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Lesson 6—*ame*

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-ame*		
came	lame	blame
dame	name	flame
fame	same	frame
game	tame	shame

*There are more words listed here than there are blanks on page 32.

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

My mom **hates** to be **called** a dame!

I came to play a game of tag.

She fell and her leg is lame.

It is a shame that you blame **yourself**.

That is the same frame that I have.

Her fame will fade **soon**.

The name of my red dog is Flame.

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Lesson 7—*ane*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

ane

ane

ane

ane

ane

ane

ane

Tutor: A word list and suggested dictation sentences are on the next page.

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Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-ane	
cane	crane
lane	
mane	
pane	
sane	
vane	

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

Jack Lane is not a sane man.

The mane of a **lion** can be thick.

Take the cane to **walk** by the lake.

Race **down** the lane to the **house** with the vane.

Place the new **window** pane by the cage.

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Lesson 8—*ape*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

ape

ape

ape

ape

ape

ape

ape

ape

ape

Tutor: A word list and suggested dictation sentences are on the next page.

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Lesson 8—*ape*

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-ape	
ape	drape
cape	grape
gape	shape
nape	
rape	
tape	

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

Nab the ape in the cape!

I can tape my hem back in place.

Rape **oil** comes from the **rapeseed**.

Why do you have tape on your nape?

The cat will take the grape to the shade of the tree.

Do not drape your **arm** out the car **window**.

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Lesson 9—*ate*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

ate

ate

ate

ate

ate

ate

ate

ate

ate

Tutor: A word list and suggested dictation sentences are on the next page.

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Lesson 9—*ate*

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

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-ate*		
ate	late	crate
date	mate	grate
fate	rate	plate
gate	sate	skate
hate		slate
		state

*There are more words listed here than there are blanks on page 38.

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

At this rate I will be late for my date!

I hate that my fate is to **eat** cake!

Check mate!

The kale will sate my **need** for **greens**.

Do not let the gate grate.

Skate to the crate and get the plate.

In what state did you get the slate?

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Lesson 10—*ave*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

	ave		ave
	ave		ave
	ave		ave
	ave		ave
	ave		ave

Tutor: A word list and suggested dictation sentences are on the next page.

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Lesson 10—*ave*

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-ave*		
cave	rave	brave
gave	save	crave
nave	wave	grave
pave		shave
		slave

*There are more words listed here than there are blanks on page 40.

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

Sit **quietly** in the nave of the **church**.

Dig the grave in the cave.

Do not rave at me **because** you are mad at Jake.

Mr. Pace gave a **friendly** wave.

Save your back and do not pave the lane **today**.

My mom and dad slave over a hot **stove** to make a big cake.

I crave to be brave because I am a **sissy.**

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Lesson 11—*aze*

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

Directions: Place an alphabet card in each blank to form words.

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

aze

aze

aze

aze

aze

aze

aze

aze

aze

Tutor: A word list and suggested dictation sentences are on the next page.

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Lesson 11—*aze*

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

Rule: With a **V**owel, **C**onsonant, **silent e** pattern, the vowel is long.

-aze	
daze	blaze
faze	glaze
gaze	graze
maze	
raze	

Directions for giving dictation sentences are on page 21.

Suggested sentences: Choose from the sentences below. (**Bold face** words may need to be written out for the student before dictation starts.)

Before you give the first sentence, remind your student that all sentences start with a capital letter and end with punctuation.

The **heat** has put me in a daze.

The **farmer** will raze the **corn** maze.

It **does** not faze my son to sleep all day.

I love to gaze at the blaze in the **fire**place.

The cow can graze in the shade.

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