

Support Units 4 & 14

Sample Instruction



HD WORD PLUS

A systematic way
to support students
who are learning
with *HD Word*



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Table of Contents

Overview	4
What is <i>HD Word Plus</i> ?	4
What are the goals of <i>HD Word Plus</i> ?	4
What is in this document?	5
Who is it for?	5
Who can use it?	6
How is it structured?	6
<i>HD Word Plus</i> Mini-Lessons	7
<i>HD Word Plus</i> Activities	7
Components of <i>HD Word Plus</i>	8
Support Unit 4 Teacher Guide Pages	10
Support Unit 4 Student Workbook Pages	43
Support Unit 14 Teacher Guide Pages	51
Support Unit 14 Student Workbook Pages	70
Sample <i>HD Word Skills</i> Assessment	78
<i>HD Word Plus</i> Scope & Sequence	88



What is *HD Word Plus*?

HD Word Plus is a set of 33 Support Units that extend the learning for students participating in *HD Word* instruction. Each Support Unit is aligned with one unit in *HD Word* and includes additional practice, supplemental instruction, and videos that help reinforce and extend the concepts taught in *HD Word*. *HD Word Plus* is designed to be used for intervention instruction and practice after students have received initial *HD Word* instruction. It can also be used to build students' vocabulary and to teach spelling concepts related to the phonics concepts students learn in *HD Word*.

Interventionists can use these Support Units to reinforce skills and concepts students have been introduced to in their *HD Word* classroom instruction. Classroom teachers can use these Support Units to add depth to their *HD Word* lessons with encoding (spelling) instruction. They can also use *HD Word Plus* to differentiate their *HD Word* instruction based on student needs or to provide additional practice activities throughout the week.

What are the goals of *HD Word Plus*?

The primary goal of *HD Word Plus* is to help students develop mastery and build automaticity with the skills taught in *HD Word*. For many students with decoding weaknesses, repeated exposure to phonics concepts is the best way to achieve mastery and automaticity. To be able to decode words fluently and accurately, some students may need many more practice opportunities beyond those offered in *HD Word*.

The secondary goal is to extend the learning of *HD Word* by accelerating vocabulary acquisition. *HD Word Plus* provides opportunities for students to read and practice the definitions of the words they decode as well as to use those words in context. Though vocabulary mastery is only a peripheral





objective of the program, *HD Word Plus* is a great way to expand students' vocabularies, which may be particularly beneficial for English language learners and students who need additional opportunities with vocabulary instruction.

Finally, a third goal of *HD Word Plus* is to extend students' understanding of the phonics concepts they have learned in their *HD Word* lessons, beyond decoding, to encoding (spelling). *HD Word Plus* includes animations, mini-lessons, practice activities, and spelling lists to help students learn key spelling strategies related to the phonics concepts taught in *HD Word*.

What is in this document?

This document contains two sample Support Units, Support Unit 4 and Support Unit 14, to help you explore *HD Word Plus*'s structure and use. The Support Units in this document are designed to be used after students have received instruction in *HD Word* Unit 4 and Unit 14, respectively. There is a correlated online tool that you can access at [ExploreHDWordPlus.online](https://www.explorehdwordplus.com).

Who is it for?

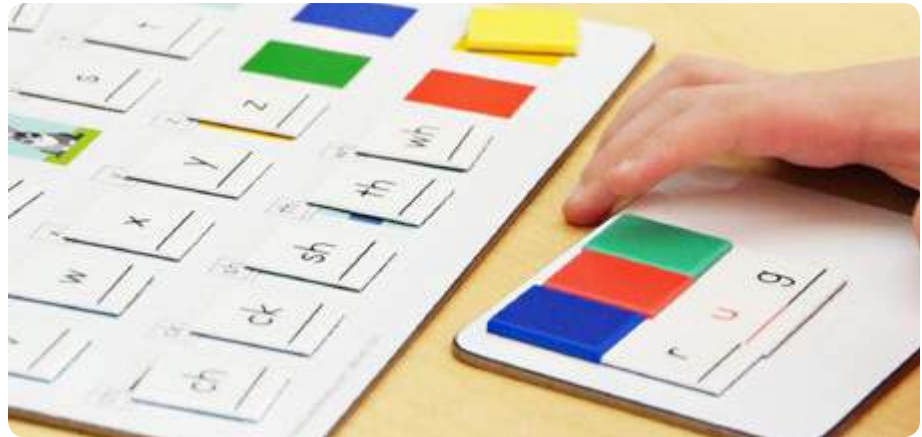
Students who benefit from *HD Word Plus* are growing with *HD Word* but need additional practice to build

Support students with versatile instructional and reinforcement opportunities.





HD Word Plus can be used with ease in a wide variety of settings.



mastery and automaticity with *HD Word*'s concepts and skills. These can be students the teacher identifies as needing additional small group support in the classroom or students already placed in intervention groups. Furthermore, *HD Word* has supplemental Skills Assessments (see p. 9 and p. 78) that can help determine which students need more help.




Who can use it?

HD Word Plus can be used by interventionists, paraprofessionals, and classroom teachers. *HD*

Word Plus provides ready-made, easy to use materials designed to be taught by a wide range of educational professionals in various school settings. Very limited background knowledge or experience is required. Since the explanations are written in clear and simple language, teachers can supervise and train paraprofessionals or interventionists to use *HD Word Plus*, regardless of whether those paraprofessionals have experience teaching *HD Word*. Reading interventionists may also choose to use the program with *HD Word* students during an RTI block or other intervention time.

How is it structured?

Each *HD Word Plus* Support Unit contains:

- Opportunities to review the content taught in the corresponding *HD Word* unit
- Partner activities  (student to student)
- Teacher-directed activities   (whole group or one-on-one)
- Individual student practice activities  (independent work)
- A list of spelling words featuring the corresponding *HD Word* unit's phonics concept(s)

Many *HD Word Plus* Support Units also contain:

- Additional instruction (mini-lessons) to review concepts taught in *HD Word* or to teach new spelling concepts
- Supplemental animations (to reinforce key concepts and expand learning)



HD Word Plus Mini-Lessons

HD Word Plus provides mini-lessons for intervention instruction. These supplemental lessons either review and provide additional instruction on the phonemic awareness and phonics concepts taught in *HD Word*, or they provide supplemental spelling instruction that can be used with the whole class or in small groups as an addition to the content taught in the *HD Word* lessons. Embedded within some of these mini-lessons are supplemental animations to bring the concepts to life.

Questions?
Call the *HD Word Plus* Hotline.
866.401.READ (7323) x 708

HD Word Plus Activities

Each Support Unit contains 9 to 11 cumulative and controlled activities to give students repeated practice decoding words that contain the phonics features they have learned in their *HD Word* lessons. Some activities also help students understand and practice the meaning of the words they have learned to decode. Other activities are optional spelling activities to help you extend your *HD Word* instruction from decoding to encoding/spelling.

HD Word Plus activities include individual exercises like grapheme- and syllable-reading drills, word sorts, and fill-in-the-blank activities that enhance decoding, spelling, and vocabulary.

There are also fun partner and whole group activities that keep students engaged and excited about mastering their reading skills.

The activities are

designed to be flexible; many activities can be done one-on-one, in small groups, or with a whole class. The teacher can select all or just a few activities in any Support Unit. In these ways, the Support Units can be tailored to unique teaching environments and student needs.

Many of the *HD Word Plus* activities are multisensory. This simultaneous use of sight, sound, and touch/movement helps students use multiple senses while building their reading and spelling skills. This multisensory instruction is crucial for struggling readers' increased retention. In some activities, students utilize manipulatives such as letter tiles and *SyllaBoards™*. In others, students cut pages apart into cards that are sorted, used to construct words, or used to play instructional games.

Many activities can be done one-on-one, in small groups, or with a whole class.

Components of *HD Word Plus*



HD Word Plus Teacher Guides *HPLUSTG* **\$225/SET**

There are three *HD Word Plus Teacher Guides*, *Book 1* (Support Units 1-10), *Book 2* (Support Units 11-20), and *Book 3* (Support Units 21-33). The *Teacher Guides* provide all the guidance you'll need to run *HD Word Plus* and include background knowledge for the teacher, as well as systematic ways to remind students of the concepts and skills taught in *HD Word*. They also contain blackline masters of some activity sheets, so you can make as many copies as necessary for students to complete the activities. In addition, detailed instructions make it easy for you to facilitate the partner and full group activities in each unit and to offer guidance, as needed, as students complete the individual activities.

The *Teacher Guides* also provide suggestions for how to differentiate the activities. Some of these suggestions provide extra support and scaffolding for struggling students, while others extend the activity for students who need more of a challenge.



HD Word Plus Online *HPLUSOL* **\$59 ANNUALLY**

This online component brings the lessons to life. Teachers have everything they need at their fingertips to help make phonemic awareness and phonics concepts obvious to students. Explicit animations help teachers deliver concise, precise, and fluent instruction with no prep time. Virtual manipulatives engage the students in deeper learning. When the instruction incorporates this visual component paired with the student manipulative kits, students learn and retain concepts faster and more effectively. *HD Word Plus Online* has annual and six-month subscription options to meet individual needs.



HD Word Plus Student Workbooks *HPLUSSW* **\$19 SET**

There are two *HD Word Plus Student Workbooks*, *Book 1* (Support Units 1-20) and *Book 2* (Support Units 21-33). Many of the activities can be found in the *HD Word Plus Student Workbooks* (others are blackline masters found in the *Teacher Guides*). Each student has his or her own workbook where these activities are completed. Students can go back and review the activities they have previously completed for additional practice and review. They can reread syllables, words, phrases, and sentences and repeatedly practice the definitions of words.

The workbooks also contain a key "Reminders" section for each Support Unit that summarizes the most important information that a student should have recently learned in the *HD Word* lessons. These reminders include items such as definitions of commonly used terms with examples, guidewords, spelling rules, and generalizations and definitions of syllable types. See p. 43 and p. 70 for examples.



Components of *HD Word Plus*

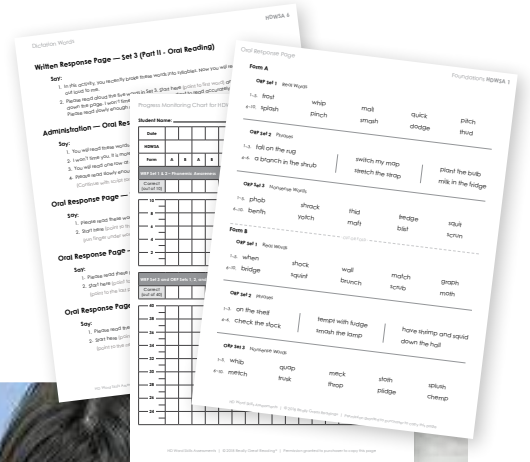
HD Word Kits HDKIT \$60

The *HD Word Kit* provides the vehicle for effective multisensory phonics instruction. Students learn concepts faster and retain them better when they use the manipulative kits. The kits include the letter tiles, color tiles, *SyllaBoards™*, and other components needed to complete all 33 units. **Note: If students participate in *HD Word*, they can use the kits purchased for that program (no additional kits are required).**



HD Word Skills Assessments

The *HD Word Skills Assessments* are a set of assessments aligned to the scope and sequence of *HD Word*. These assessments allow teachers to progress monitor students' performance in the corresponding *HD Word* units and identify areas in which students need more practice and support to master concepts. Additionally, these assessments provide teachers with guidance on what to teach in *HD Word Plus*. If students struggle with specific content on the *Skills Assessments*, teachers can easily find additional instruction or practice activities on those concepts in *HD Word Plus* to fill in the gaps. See pp. 78-87 for a sample *HD Word Skills Assessment* which aligns to the content taught in *HD Word Units 13-14*.



Questions? Call the *HD Word Plus* Hotline.
866.401.READ (7323) x 708

PHONICS CONCEPTS:

- Reading Two- and Three-Syllable Words with Closed Syllables
- Chunk -ing

To access the accompanying
HD Word Plus Online activities
for Support Units 4 and 14, visit
ExploreHDWordPlus.online.

SUPPORT UNIT 4 ACTIVITIES

Student Workbook Activities

- Sounds & Syllables (SW pg. 44)
- More Words to Read (SW pg. 45)
- Phrases to Read (SW pg. 46)
- Sentences to Read (SW pg. 47)
- Match It! (SW pg. 48)
- Split It! (SW pg. 49)
- Solve It! (SW pg. 50)

Teacher Guide Activities

- Word Sort (TG pg. 37)
- Syllable Dominoes (TG pg. 39)
- Word Construction* (TG pg. 41)

*Before using the Word Construction activity, provide instruction in spelling multisyllabic words with *Whale Talk*, *Syllable Stomp*, and *SyllaBoards™* on pages 20 of this Support Unit.

Support Unit 4 Mini-Lessons

- Mini-Lesson 1: Reading Multisyllabic Words (TG, page 15)
- Mini-Lesson 2: *Whale Talk*, *Syllable Stomp*, and *SyllaBoards™* (TG, page 20)
- Mini-Lesson 3: Spelling Multisyllabic Words (TG, page 26)

Support Unit 4 Animations

- Reading Two-Syllable Words with Closed Syllables
- Reading Two- & Three-Syllable Words with Closed Syllables

OPTIONAL SPELLING INSTRUCTION

1. The spelling mini-lessons, routines, and related activities in this Support Unit can be used with any students who received instruction in *HD Word* Unit 4. They can be used separately from the activities in this Support Unit.
 - Mini-Lesson 2: *Whale Talk*, *Syllable Stomp* and *SyllaBoards™*
 - Mini-Lesson 3: Spelling Multisyllabic Words
 - Related activities: Word Construction
2. Spelling lists that align to the skills taught in *HD Word* Unit 4 and these mini-lessons can be found in *HD Word Plus Online* within the corresponding unit. The spelling lists can also be found in the Appendix of the *Teacher Guide*.



SUPPORT UNIT 4 ROADMAP

	REVIEW	PRACTICE	SPELLING	SYLLABICATION
INSTRUCTION	MINI-LESSON 1: Reading Multisyllabic Words (TG, p. 15) 		MINI-LESSON 2: <i>Whale Talk, Syllable Stomp, and SyllaBoards™</i> , (TG, p. 20) 	
	 Reading Two-Syllable Words Animation		 Spelling Two-Syllable Words Animation	
	 Reading Longer Words Animation		MINI-LESSON 3: Spelling Multisyllabic Words (TG, p. 26) 	
SYLLABLE & WORD LEVEL PRACTICE	Word Sort (TG, p. 37) 	Sounds & Syllables (SW, p. 44) 		Split It! (SW, p. 49)
		More Words to Read (SW, p. 45) 		Match It! (SW p. 48)
				Syllable Dominoes (TG, p. 39)
PHRASE & SENTENCE LEVEL PRACTICE		Phrases to Read (SW, p. 46) 	Word Construction (TG, p. 41) 	
		Sentences to Read (SW, p. 47) 		
		Solve It! (SW, p. 50) 		



SUGGESTED INTERVENTION SCHEDULE (3 DAYS/WEEK, 20–30 MIN./DAY)

Note: Not all activities are used in this sample schedule. Please feel free to adjust the activities according to the time you have available and your students' needs.

Intervention Tip:

In the activities, when students see multisyllabic words, they can look for the vowel letters and draw a line at the syllable breaks. Then, they can read each syllable and blend the syllables together to read the word. If necessary, students can underline the vowel letters and then look for where to divide the word.

Day 1

20–30
min.

- **Select Animations from *HD Word Plus Online Book 1, Support Unit 4*.** Watch the “Reading Two- & Three- Syllable Words with Closed Syllables” animation.
 - If your students need more in-depth support, you may also show the “Reading Two-Syllable Words with Closed Syllables” animation.
- **Turn to page 15 in this Teacher Guide.** Teach Mini-Lesson 1: Reading Multisyllabic Words.
- **Students turn to pages 44 and 45 in the Student Workbook.** Students complete Sounds & Syllables and More Words to Read.
- **Extra practice: Photocopy page 39 of the Teacher Guide.** Students complete Syllable Dominoes.

Day 2

20–30
min.

- **Photocopy page 37 of the Teacher Guide.** Students complete the Word Sort.
- **Students turn to page 49 in the Student Workbook.** Students complete Split It!
- **Students turn to pages 46 and 47 in the Student Workbook.** Students complete Phrases to Read and Sentences to Read.
- **Extra practice: Students turn to page 46 in the Student Workbook.** Students complete Match It!

Day 3

20–30
min.

- **Turn to page 20 in the Teacher Guide.** Teach Mini-Lesson 2: *Whale Talk*, *Syllable Stomp*, and *SyllaBoards™* and Mini-Lesson 3: Spelling Multisyllabic Words.
- **Photocopy page 41 of the Teacher Guide.** Students complete Word Construction.
- **Extra practice: Students turn to page 50 in the Student Workbook.** Students complete Solve It!

WHAT YOU NEED TO KNOW FROM HD WORD UNIT 4

See pages 183-184 and 197 in *HD Word Teacher Guide Book 1* for further information on the topics listed below. If you did not teach *HD Word Unit 4*, we recommend watching the animations in *HD Word Plus Online* for this Support Unit before beginning your Support Unit 4 instruction.

Syllables:

- **Phonologically:** A unit of spoken language organized around a vowel phoneme. Every syllable has a vowel sound.



- **Phonics:** A group of letters organized around a vowel spelling. Most syllables have a vowel spelling.

Closed Syllable:

- One vowel letter followed by one or more consonant letters. The vowel sound in a Closed Syllable is usually short.
- These words are all Closed Syllables:

a n d
 t e ll
 i tch
 s p o t
 r u sh

Reading Multisyllabic Words:

- The most effective way to read an unfamiliar multisyllabic word is by looking for the vowels and breaking the word into syllables around the vowel letters.
- Sometimes there is more than one correct way to break a word into decodable chunks. It is important to allow students some flexibility regarding the syllabication of a word as long as they decode the word correctly. For example, the word **misconduct** could be divided into syllables as **mis con duct** or **mis cond uct**. Either way is acceptable if students decode each syllable correctly and then blend the syllables correctly to read the whole word.

mis con duct
 mis cond uct

Multisensory Teaching of Phonological Skills

- *Whale Talk* is a routine used to break spoken words into syllables. To *Whale Talk* a word, hold your lips tightly together and try to shout a word. Each syllable feels like a push of breath, and each push represents one syllable.
- *Syllable Stomp* is another routine used to identify syllables in spoken words. To *Syllable Stomp* a word, pound or “stomp” your fist on your desk for each syllable while saying the syllable. Then, sweep your fist from left to right while saying the whole word.
- *Syllable Stomp* with *SyllaBoards™* is a third routine used to identify syllables in spoken words. To *Syllable Stomp* with *SyllaBoards™*, first use *Whale Talk* to feel and count the syllables in a word, and then place one *SyllaBoard™* on your desk for each syllable, forming a row from left to right. Tap each board and say the syllable while moving from left to right. Then, say the whole word while sweeping your fist from left to right under the *SyllaBoards™*.

Spelling Multisyllabic Words

- Teaching students how to spell multisyllabic words is done in the same way as teaching them to read multisyllabic words.
- Students learn to spell words one syllable at a time. To do this, students match letters to each of the sounds in each of the syllables.

When reading words with more than one syllable, remember these questions:

- How many vowel letters do you see?
- Are the vowel letters together or apart?
- How many syllables are there?

Prompt students with the following reminders as necessary:

- Bring down your vowels.
- Fill in your consonants, remembering to “close” each syllable.



- Spelling starts with hearing and saying a word accurately. Good teaching practice for spelling multisyllabic words starts with students hearing and saying the words accurately, syllable-by-syllable, before spelling the word.
- In this Support Unit, students will be introduced to the procedures for spelling multisyllabic words using strictly controlled words. All words will be two-syllable words in which both syllables are closed and both vowels are short.
- Prior to this Support Unit, students have been spelling the sound /k/ at the end of a syllable with *digraph ck*. The **ck** spelling is rarely used at the end of words with more than one syllable unless the word is a compound word. Some examples are **backpack**, **heartsick**, **hunchback**, **moonstruck**, and **livestock**. Most multisyllabic words ending with the sounds /ik/ are spelled with the letters **ic** (**traffic**, **comic**, **atomic**, **periodic**).

Chunk ing

- The letters **ing** spell the predictable sounds /ing/. The letter combination **ing** is taught as a chunk because the vowel sound is not purely long or short. The phoneme /ng/ that follows the vowel in the *chunk ing* distorts the vowel sound.
- To some ears, the vowel sound in **ing** is *long e* and to other ears it is *short i*. These differences often depend on regional dialect.

This lesson provides review and practice of concepts taught in *HD Word* Unit 4.

STUDENT MATERIALS

- Three *SyllaBoards*™
- Dry erase marker and eraser

1 STATE OBJECTIVES

Say:

- “In *HD Word*, we learned how to read words with two or more syllables by looking for the vowel letters. Now we will practice reading more multisyllabic words.
- All the words we will read have two or three Closed Syllables with short vowel sounds.”

Students place materials on desks.



Open *HD Word Plus Online*. Select Book I, Support Unit 4. Click Mini-Lessons and select Mini-Lesson 1: Reading Multisyllabic Words.

2 REVIEW READING MULTISYLLABIC WORDS WITH CLOSED SYLLABLES

Say “Let’s review what we know about reading words with more than one syllable.”

Ask:

- “What do we look for to help us read a multisyllabic word?” A: the vowels
- “What is the first question we should ask ourselves about the vowels?” A: How many vowels do we see?
- “What is the second question we should ask ourselves?” A: Are the vowels together or apart?
- “If there are two vowel letters that are apart in a word, how many syllables are probably in that word?” A: two
- “If there are three vowel letters that are apart in a word, how many syllables are probably in that word?” A: three



3 READING TWO- & THREE-SYLLABLE WORDS WITH CLOSED SYLLABLES



I DO Stretch *submit*

Click to display the word **submit**.

submit

Ask:

- “How many vowel letters are in this word?” A: two
- “Are the vowel letters together or apart?” A: apart

Click to underline the two vowel letters.

submit

Say:

- “Remember that when the vowel letters are apart, each vowel letter is in a different syllable and on a different *SyllaBoard*[™].”
- This word has two syllables because there are two vowel letters and they are not next to each other.”

Click to display two *SyllaBoards*[™] under the word **submit**.

submit

--	--

Click to add one vowel letter to each board.

submit

u	i
---	---

Click to add the consonant letters to each board.

submit

sub	mit
-----	-----

Explain that each syllable has one vowel letter and is a Closed Syllable.

Point to and read each *SyllaBoard*[™] with a pause in between – **sub mit**.

Sweep your hand (left to right) under the syllables, and read the word – **submit**.

**WE DO Read *investment*****Say:**

- “I am going to write a word on the board. Do not say the word if you know it.”
- We will use our questions to help us read the word.”

Click to display the word **investment**.

investment

Ask:

- “How many vowel letters are in this word?” A: three
- “Are the vowel letters together or apart?” A: apart

Click to underline the vowel letters.

i nv est me nt

Say

- “Because we see three vowel letters and they are apart, it helps us understand that this word has three syllables.”
- We will put down three *SyllaBoards*™ to help us read this word.”

Click to display three *SyllaBoards*™ under the word **investment**, and ask students to put three boards on their desks.



Click to add one vowel letter to each board, and ask students to do the same.



Click to add the consonant letters to the boards so that there is one Closed Syllable on each board, and ask students to do the same.



Explain that each syllable has one vowel letter and is a Closed Syllable.

Point to and read each *SyllaBoard*™ with a pause in between –
in vest ment.



Sweep your hand (left to right) under the syllables and read the word together – **investment**.

Help students notice that these are all Closed Syllables.

Clear all boards.



YOU DO Read *vivid*, *invent*, *quintuplets*, *columnist*

Say:

- “Now it’s your turn to read some words on your own.
- You’re going to use *SyllaBoards™* to read two- and three-syllable real words.
- Remember that every syllable has a vowel. Every syllable that you look at today has one vowel by itself, not next to another vowel.
- I will write the words on the board. Do not read them aloud until you have looked for the vowels, broken them into syllables, and written them down on your *SyllaBoards™*.”

Click to display each of the following words on the board, one at a time.

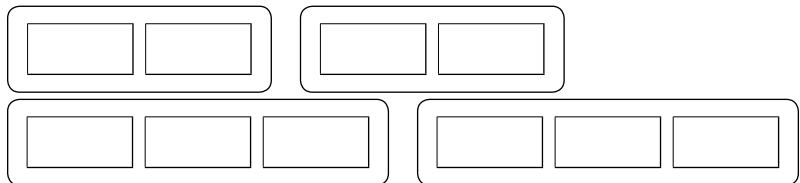


Ask for each word:

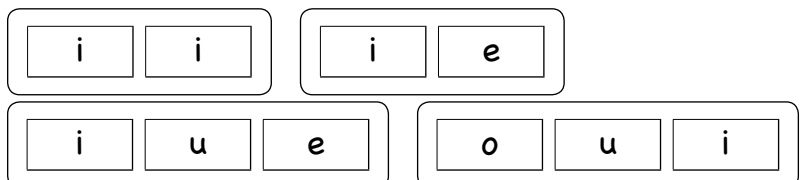
- “How many vowel letters are in this word?”
- “Are the vowel letters together or apart?”
- “How many syllables are there?”

All students:

- **Use** *SyllaBoards™* to read the words one at a time.
- **Show** how many syllables are in the word by putting down the correct number of *SyllaBoards™*.

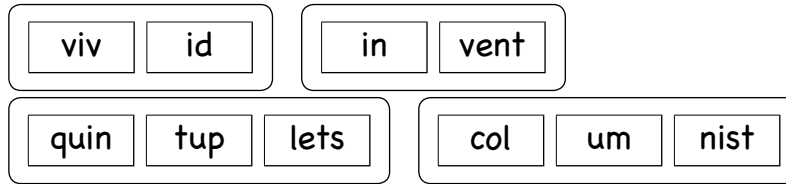


- **Write** the vowels on *SyllaBoards™*.





- **Write** the consonants on the *SyllaBoards™*.



- **Individual students touch** each *SyllaBoard™*, read the syllables, and then sweep a hand under the *SyllaBoards™* to blend and read the word.
- **Check** students' boards, and provide Positive Error Correction as needed.
- **Help** students notice that these are all Closed Syllables.
- **All students** repeat the steps and read each word together.
- **Click to reveal** the answer after each word. This will help students visually confirm the correct answer.
- **All students clear** boards.

POSITIVE ERROR CORRECTION FOR READING MULTISYLLABIC WORDS

1. If a student misreads a multisyllabic word, provide Positive Error Correction:
 - **Identify** which syllables the student read correctly.
 - Have the student use Touch & Say to reread the incorrect syllable, and then have the student read the whole word.
 - If necessary, guide the student to ask the vowel questions for multisyllabic words (How many vowel letters are in the word? Are they together or apart? How many syllables are there?). Then have the student read each syllable separately and read the whole word.
2. Always finish with the student reading the whole word independently and correctly.

Starting in this lesson, *HD Word Plus* includes activities for decoding and encoding multisyllabic words. To be successful with the encoding activities, students must learn new routines and procedures for spelling that are not taught in *HD Word*. Successfully spelling multisyllabic words begins with clearly hearing each syllable in the word. Students will use the *Whale Talk, Syllable Stomp, and SyllaBoards™* routines to break spoken words into syllables before writing the syllables.

Students will be asked to use these routines for encoding activities such as Word Construction. Students should learn and practice these routines with this lesson prior to using *Whale Talk, Syllable Stomp* and *SyllaBoards™* with the activities in *HD Word Plus*.

STUDENT MATERIALS

- Four *SyllaBoards™*
- Dry erase marker and eraser

WHAT YOU NEED TO KNOW

The focus of these activities is syllables, which is a different subset of phonological awareness than phonemes. A syllable is a unit of speech sound organized around a vowel phoneme, thus every syllable has a vowel sound. Most, but not all syllables, have one or more consonant sounds. (**Eye**, **a** and **oh** are single-syllable words without consonant sounds. The first syllables in **open** and **acorn** are other syllables without consonant sounds.)

When teaching students to hear syllables and orally break words into syllables, there are no “rules.” The important aspect of orally hearing syllables is that all of the syllables and all of the phonemes are represented. For example, some students will break the word **basket** as **bas - ket** and others will break it as **bask - et**. Both are correct.

1 STATE OBJECTIVES

Say:

- “We are going to learn a fun way to hear all of the syllables and sounds in words so we can spell them correctly.
- We will not be looking at these words written out. We will start by just listening to these words and then segmenting the syllables so we can spell them one syllable at a time.”

Students place materials on desks.

2 INTRODUCE WHALE TALK

Say “We will use two procedures called *Whale Talk* and *Syllable Stomp* with our *SyllaBoards™* to identify syllables in spoken words. The first one we will learn is *Whale Talk*.”



I DO Whale Talk table**Say:**

- “Listen to this word. **Table**, as in ‘Please set the **table** for dinner.’
- I am going to *Whale Talk* the word to find out how many syllables it has. To *Whale Talk*, I am going to keep my lips shut tight and shout the word. I will be able to feel my breath try to push out for each syllable. It will sound like I am a whale talking.”
- (*Whale Talk*) “**ta-ble**” (*two pushes*)
- “I felt two pushes of breath, so there are two syllables.”

WE DO Whale Talk plastic**Say:**

- “Now, we will *Whale Talk* the word **plastic**, as in ‘The baby’s cup is made of **plastic**.’
- Let’s do this one together.
- Remember, keep your lips shut tightly and shout the word **plastic**.
- **Plas-tic** (*two pushes*).”

Ask:

- “How many pushes of breath did we feel?” A: two
- “So, how many syllables are in the word **plastic**?” A: two, plas-tic

YOU DO Whale Talk multisyllabic words**Say:**

- “Now it’s your turn to *Whale Talk* some words on your own.
- Remember, to *Whale Talk*, you hold your lips tightly together and then try to shout the word.”

Say the words below, one at a time.**Individual students:**

- Repeat the word.
- *Whale Talk* the word.
- Count the syllables.
- Say each syllable.

follow	fol	ow	
nature	na	ture	
inspection	in	spec	tion
computer	com	pu	ter
questions	ques	tions	
skateboarding	skate	board	ing



3 INTRODUCE SYLLABLE STOMP

Say “The second way we will learn to identify syllables in spoken words to help us spell them is called *Syllable Stomp*.”

Explain how to *Syllable Stomp*:

- First, use your fist to pound or “stomp” the desk once for each syllable, moving your fist from left to right while saying the syllable.
- Next, sweep your fist from left to right while saying the whole word.

I DO *Whale Talk* and *Syllable Stomp* **vitamin**

Say:

- “Listen to this word. **Vitamin**, as in ‘I take a **vitamin** every day to stay healthy.’
- First, I am going to *Whale Talk* the word to find out how many syllables it has.
- (*Whale Talk*) “**vi-ta-min**” (*three pushes*)
- “Now, I will use *Syllable Stomp* to double check the number of syllables.”

Stomp a fist on the board three times (once for each syllable), moving your fist from left to right with each stomp while saying the syllables – “**vi ta min.**”

Sweep your fist from left to right while saying the whole word – “**vitamin.**”

Say “There are three syllables in **vitamin.**”

WE DO *Whale Talk* and *Syllable Stomp* **skin**

Say “Let’s *Whale Talk* and *Syllable Stomp* the next word together. **Skin**, as in ‘Grass makes my **skin** itch.’”

Teacher and students *Whale Talk* “**skin.**” (*one push*)

Teacher and students stomp a fist on the board one time (for the one syllable), while saying the syllable – “**skin.**”

Teacher and students sweep a fist from left to right while saying the whole word – “**skin.**”

Ask “How many syllables does **skin** have?” A: one

YOU DO *Whale Talk* and *Syllable Stomp* **words**

Say “Remember, to *Whale Talk*, you try to shout the word while holding your lips tightly together.”

Ask individual students to *Whale Talk* and *Syllable Stomp* the syllables in the words below.

Say the words below, one at a time.

**Individual students:**

- *Whale Talk* the syllables in each word.
- Count the syllables.
- *Syllable Stomp* the syllables.

crunchy	crun	chy		
alligator	all	i	ga	tor
calendar	cal	en	dar	
high	high			
rhyme	rhyme			
tremendous	tre	men	dous	
syllable	syll	a	ble	
miracle	mir	a	cle	
structure	struc	ture		
phoneme	pho	neme		
vowel	vow	el		
alphabetic	al	pha	bet	ic
weather	weath	er		
advertisement	ad	ver	tise	ment
gymnastics	gym	nas	tics	
paperback	pa	per	back	
automatic	aut	o	mat	ic
athletic	ath	let	ic	
story	stor	y		
emotion	e	mo	tion	
expect	ex	pect		
shout	shout			
fantastic	fan	tas	tic	
hundred	hun	dred		

4 INTRODUCE WHALE TALK AND SYLLABLE STOMP WITH SYLLABOARDS™

Say “The third way we can identify syllables in spoken words is to use our *SyllaBoards™* with *Whale Talk* and *Syllable Stomp*.”



Open *HD Word Plus Online*. Select Book 1, Support Unit 4. Click Mini-Lessons and select Mini-Lesson 2: *Whale Talk* and *Syllable Stomp* with *SyllaBoards™*.

Explain how to *Syllable Stomp*:

- Use *Whale Talk* to feel and count the syllables in a word.



- Place one *SyllaBoard™* on your desk for each syllable, forming a row from left to right.
- Tap each board and say the syllable while moving from left to right.
- Say the whole word while sweeping your fist from left to right under the *SyllaBoards™*.



I DO *Whale Talk* and *Syllable Stomp* with *SyllaBoards™* **publish**

Say:

- “Listen to this word. **Publish**, as in ‘Will you **publish** the book you are writing?’
- First, I am going to *Whale Talk* the word to find out how many syllables it has.
- (*Whale Talk*) “**pub-lish**” (*two pushes*)
- “Now, I will use *Syllable Stomp* to double check the number of syllables.”

Stomp a fist on the board two times (once for each syllable), moving your fist from left to right with each stomp while saying the syllables – “**pub lish**.”

Sweep your fist from left to right while saying the whole word – “**publish**.”

Say “There are two syllables in **publish**.”

Click to display two *SyllaBoards™*.



Syllable Stomp each syllable by stomping a *SyllaBoard™* while saying the syllable – **pub lish**.

Sweep your fist from left to right under the *SyllaBoards™* while saying **publish**.



WE DO *Whale Talk* and *Syllable Stomp* with *SyllaBoards™* **consistent**

Say “Let’s *Whale Talk* the next word together. **Consistent**, as in ‘We drove at a **consistent** speed.’”

Teacher and students *Whale Talk* “**consistent**.” (*three pushes*)

Ask “How many syllables does **consistent** have?” **A:** three

Click to display three *SyllaBoards™*, and have students lay out three *SyllaBoards™*.



Teacher and students stomp a fist on each board one time (once for each syllable), while saying the syllables – “**con sis tent**.”

Teacher and students sweep a fist from left to right while saying the whole word – “**consistent**.”



YOU DO *Whale Talk* and *Syllable Stomp* words using *SyllaBoards*™

Ask individual students to *Whale Talk* and *Syllable Stomp* the syllables with *SyllaBoards*™ in the words below.

Say the words below, one at a time.

Individual students:

- Repeat the word.
- *Whale Talk* the syllables in each word.
- Place one *SyllaBoard*™ on the desk for each syllable.
- For each word, tell the students to *Syllable Stomp* and re-blend the syllables with *SyllaBoards*™.

doorbell	door	bell		
butterfly	butt	er	fly	
money	mon	ey		
instrument	in	stru	ment	
compact	com	pact		
helicopter	hel	i	cop	ter
wilderness	wil	der	ness	
later	la	ter		
gentleman	gen	tle	man	
thing	thing			
important	im	por	tant	
basket	bas	ket		
center	cen	ter		
forgetful	for	get	ful	
basecall	base	ball		
together	to	geth	er	
congressional	con	gre	ssion	al
insist	in	sist		
appendix	a	ppen	dix	
consistently	con	sis	tent	ly
Atlantic	At	lan	tic	
remembering	re	mem	ber	ing
like	like			
demonstrate	dem	on	strate	

This lesson should be taught before using the Word Construction activity on page 41.

STUDENT MATERIALS

- Three *SyllaBoards*™
- Dry erase marker and eraser

1 STATE OBJECTIVES

Say:

- “We have learned to read some words that have two Closed Syllables. Now, I am going to teach you how to spell those words.
- We are going to use *Whale Talk* and *Syllable Stomp* with our *SyllaBoards*™ to help us spell these words.”

Students place materials on desks.



Open *HD Word Plus Online*. Select Book 1, Support Unit 4. Click Mini-Lessons and select Mini-Lesson 3: Spelling Multisyllabic Words.

2 VIEW SPELLING MULTISYLLABIC WORDS ANIMATION

Say “Let’s watch this animation to learn how we can spell words with two and three syllables.”



Play the animation.

3 REVIEW SPELLING MULTISYLLABIC WORDS

Say “Let’s review what we just learned.”

Ask:

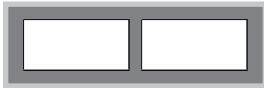
- “What do we do to figure out how many syllables are in a word?” A: *Whale Talk* the word
- “What do we do next?” A: put down that number of *SyllaBoards*™

Say “Now, let’s try spelling some longer words together. All of our words will only have Closed Syllables, so all of the vowels will spell their short vowel sounds.”

**I DO Spell *unplug*****Say:**

- “When we spell long words, we break them up into syllables, just like we do when we read long words.
- Listen to this word. **Unplug**, as in ‘Please **unplug** the toaster when you’re done using it.’
- I am going to *Whale Talk* the word to find out how many syllables it has. To *Whale Talk*, I am going to keep my lips shut tight and shout the word. I will be able to feel my breath try to push out for each syllable. It will sound like I am a whale talking.”
- (*Whale Talk*) “**un-plug**” (*two pushes*)
- “I felt two pushes of breath, so there are two syllables. This tells me I will need to put out two *SyllaBoards*™.”

Click to display two *SyllaBoards*™.



Say “Now, I am going to *Syllable Stomp* on my *SyllaBoards*™ to double check that there are really two syllables and to help me figure out where to spell each syllable.”

Syllable Stomp “**Un-plug**” (*Touch a SyllaBoard™ while saying each syllable, moving from left to right.*)

Touch the first *SyllaBoard*™ and say “**un**.”

Stretch the sounds in the first syllable, “**un**, /ŭ/ /n/, **un**.”

Say:

- “I am going to spell each sound I heard in the first syllable.
- The first sound I heard in the syllable **un** was /ŭ/, and that is spelled by **u**.
- The second sound I heard was /n/, and that is spelled by **n**.”

Click to add the first syllable, **un**, to the first *SyllaBoard*™.



Touch the second *SyllaBoard*™ and say “**plug**.”

Stretch the sounds in the second syllable, “**plug**, /p/ /l/ /ŭ/ /g/, **plug**.”

Say:

- “The first sound I heard in the syllable **plug** was /p/, spelled by **p**.
- The second sound was /l/, spelled by **l**.
- The third sound was /ŭ/, spelled by **u**.
- The last sound was /g/, spelled by **g**.”



Click to add the second syllable, **plug**, to the second *SyllaBoard*[™].



Touch each *SyllaBoard*[™] and say the syllable, then read the word: **un-plug, unplug**.

Say “We spelled **unplug** by listening for the syllables first and then by listening to all of the sounds in each syllable.”



WE DO Spell *athletic*

Say:

- “Let’s spell another long word together. **Athletic**, as in ‘My **athletic** friend won the race at recess.’
- Now, we will *Whale Talk* the word **athletic** together.
- Remember, keep your lips shut tight and shout the word **athletic**.
- **Ath-let-ic** (*three pushes*).”

Ask “How many syllables are in the word **athletic**?” A: three

Click to display three *SyllaBoards*[™], and have students set down three of their *SyllaBoards*[™].



Say:

- “Let’s *Syllable Stomp* the word **athletic** with our boards so we can be sure we have the correct number of boards.
- Remember, to *Syllable Stomp* means to touch a board for each syllable, moving from left to right.
- **Ath** (*while touching the first board*) **let** (*while touching the second board*) **ic** (*while touching the third board*), **athletic** (*while sweeping fist under boards from left to right*).
- The first syllable is **ath**.
- Let’s think about each sound in **ath** and spell each one on our first board.
- Stretch it with me. **Ath**, /ă/ /th/, **ath** (*while finger-stretching*).”

Ask:

- “What is the first sound in **ath**?” A: /ă/
- “How do we spell /ă/?” A: a
- “What is the second sound?” A: /th/
- “How do we spell /th/?” A: th



Click to add the syllable **ath** to the first board, and prompt students to write **ath** on their first boards.

ath		
-----	--	--

ath		
-----	--	--

Say:

- “Now, we can work on spelling the second syllable, **let**.”
- We will write it on our second board.
- Stretch it with me. **let**, /l/ /ĕ/ /t/, **let**.”

Ask:

- “What is the first sound?” A: /l/
- “How do we spell /l/?” A: l
- “What is the second sound?” A: /ĕ/
- “How do we spell /ĕ/?” A: e
- “What is the third sound?” A: /t/
- “How do we spell /t/?” A: t

Click to add the syllable **let** to the second board, and prompt students to write **let** on their second boards.

ath	let	
-----	-----	--

ath	let	
-----	-----	--

- “Now, we can work on spelling the third syllable, **ic**.”
- We will write it on our second board.
- Stretch it with me. **ic**, /ĭ/ /k/, **ic**.”

Say “We have learned to spell the sound /k/ with *digraph ck* when it comes right after a short vowel sound in a one-syllable word, but remember that this is not a one-syllable word. This word has two syllables, and when we hear the sounds /ĭk/ at the end of a multisyllabic word, like **electric**, **fantastic**, or **comic**, we spell it with the letters **ic**.”

Ask:

- “What is the first sound in **ic**?” A: /ĭ/
- “How do we spell /ĭ/?” A: i
- “What is the next sound?” A: /k/
- “How do we spell /k/?” A: c

Click to add the syllable **ic** to the third board, and prompt students to write **ic** on their third boards.

ath	let	ic
-----	-----	----

ath	let	ic
-----	-----	----

Say:

- “We can Touch & Say each syllable and then blend them together to check our spelling.”



- Touch & Say with me. **Ath** (while touching the first board) **let** (while touching the second board) **ic** (while touching the third board), **athletic** (while sweeping fist under boards from left to right)."



YOU DO Spell multisyllabic words

Say "Now, it's your turn to spell some words on your own."

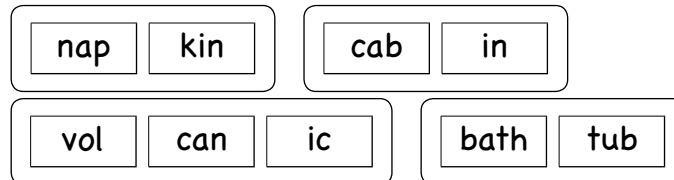
Dictate each of the following words, one at a time, using the contextual sentences below:

napkin (Please use your **napkin** to wipe the food off your lips.)

cabin (The **cabin** was made of logs.)

volcanic (We found **volcanic** rocks at the bottom of the mountain.)

bathtub (My little brother likes to splash in the **bathtub**.)



After you dictate the word, have students:

- **Repeat** the word.
- **Whale Talk** the word.
- **Put out** one *SyllaBoard™* for each syllable in the word.
- **Syllable Stomp** the word.
- **Spell** each syllable on one *SyllaBoard™*. (If needed, question students about individual sounds in each syllable and their spellings.)

Provide Positive Error Correction as needed.

POSITIVE ERROR CORRECTION FOR SPELLING MULTISYLLABIC WORDS

If a student misspells a multisyllabic word, provide Positive Error Correction:

- **Identify** the syllables the student spelled correctly.
- **Say** the word.
- **Prompt student** to repeat the word.
- **Prompt student** to say the misspelled syllable again, stretch the sounds in that syllable, and correct the spelling.
- If necessary, guide the student to the correct spelling of the misspelled sounds in the syllable.
- **Prompt student** to erase the *SyllaBoards™* and then independently spell the whole word on a working whiteboard.
- Always finish with the student spelling the whole word independently and correctly.



STUDENT WORKBOOK ACTIVITY DIRECTIONS

SOUNDS & SYLLABLES (SW, page 44)

1. Trade workbooks with student to mark errors in his or her workbook.
2. Both teacher and student open to page 44 in their workbooks.
3. In the first two sections, have each student read the graphemes and isolated Closed Syllables aloud to the teacher individually. Be sure students read the short vowel sound for individual vowel letters.
4. In the third section, have each student read the individual Closed Syllables in each word and then blend them together to read the whole word. Alternatively, complete the activity with the full class by calling on a different student to read each word.
5. Remember to use Positive Error Correction if the student makes a mistake.
6. See Activity Overviews for full directions, steps for Positive Error Correction, and Suggestions for Differentiation.

Beginning in this Support Unit, there is a third part to the Sounds & Syllables activity. After reading the graphemes and syllables in the first two sections, students read individual syllables in two-syllable nonsense words and then blend them together to read the whole word.

MORE WORDS TO READ (SW, page 45)

1. Have students open to page 45 in their workbooks. You will use your own copy of the workbook to facilitate this activity.
2. One student reads a row of three words aloud while other students are Checkers.
3. Remember to use Positive Error Correction if the student makes a mistake.
4. See Activity Overviews for full directions, steps for Positive Error Correction, and Suggestions for Differentiation.

EXTENSION & DIFFERENTIATION

- To extend the activity, have students find all the words that have the *chunk ing* and underline the **-ing** in those words.
- If students struggle to decode multisyllabic words, have them divide the words into syllables by looking for the vowel letters and drawing a line at the syllable breaks. Students can read each syllable individually and then blend to read the whole word.

PHRASES TO READ (SW, page 46)

1. Have students open to page 46 in their workbooks. You will use your own copy of the workbook to facilitate the activity.
2. Students form pairs, trade books, and determine who will be the first Reader.
3. Reader reads the phrases in Column 1 as Checker marks errors and records the number of phrases read correctly. Students switch roles for Column 1, so Reader becomes Checker, and Checker becomes Reader.



- Both students read the phrases in Column 2, again taking turns as Reader and Checker.
- Remember to have Checkers use Positive Error Correction if Readers make a mistake.
- See Activity Overviews for full directions, steps for Positive Error Correction, and Suggestions for Differentiation.

EXTENSION

To extend the activity, have students find all the words with the *chunk ing*.

SENTENCES TO READ (SW, page 47)

- Have students open to page 47 in their workbooks. You will use your own copy of the workbook to facilitate the activity.
- Call on individual students to read the sentences aloud, one at a time, while the other students act as Checkers.
- Remember to use Positive Error Correction if the student makes a mistake.
- See Activity Overviews for full directions, steps for Positive Error Correction, and Suggestions for Differentiation.

EXTENSION

To extend the activity, students can find and underline all the two-syllable or three-syllable words.

MATCH IT! (SW, page 48)

- Have students open to page 48 in their *HD Word Plus* workbooks. You will use your own copy of the workbook to facilitate the activity.
- Read the first syllable: **hic**.
- Lead students in determining which syllable from the second column would form a real word when matched with the syllable **hic**. Matching **hic** with the syllable **cup** forms the word **hiccup**. Explain that the line connecting **hic** and **cup** shows that together these syllables form a real word.
- Students point to the word **hiccup**, which is filled in for them on the line.
- Students complete each set, reading the syllables in the first column, determining which syllable in the second column would create a real word, and writing the words on the lines.
- Check answers with students.
- Have each student read the words to you or a partner.



Alternative Directions for Differentiation

For students who need more support to recognize which syllables create a real word, you may read these fill in the blank sentences to give students a clue about the word they are looking for. If students still struggle with the vocabulary in this activity, you may give them the word and provide a sentence that uses the word and/or a simple definition; then have the students select the syllables that make up that word.

Set 1

To get rid of the _____, try holding your breath.

It is polite not to talk in the movie theater so that you don't _____ others watching the movie.

Thomas Edison made many failed attempts before he was able to _____ the lightbulb.

Todd puts on his boots to clean out the _____ behind the barn.

Set 2

The team _____ was a bear wearing a jersey.

Stay calm and do not _____ if you can't find your book.

I got a _____ when we went on vacation at the beach.

Can you please _____ the door so I can get in?

Set 3

The coach made us run in a _____ pattern down the field, not in a straight line.

The coin seemed to _____ when the magician waved his wand.

When spring came, I heard the _____ singing from her nest.

Mary had the _____ idea to have a picnic in the park since the weather was so nice.

Set 4

In the movie, the townspeople watched the sheriff _____ the bank robber.

The doctor can _____ medicine into your arm to help you feel better.

I watched the balloon _____ as I blew air into it.

Twice a year, I go to the _____ to have my teeth cleaned.

Set 5

The athletes slid down the steep, icy mountain in their _____.

The family lived in a small wooden _____ in the woods.

Some animals have horns or antlers that they use for _____ when fighting with other animals.

She was a _____ piano player and sold out performances across the country.

**Set 6**

My mom will _____ on us taking our shoes off when we go to my house.

The police brought in the _____ for questioning.

The speed _____ on this road is 45 miles per hour.

I _____ the laces on my shoes and retied them tighter.

EXTENSION & DIFFERENTIATION

- Students can create their own set of Closed Syllables in two columns and have a partner match them to form real words.
- Students can write sentences using the words formed in this activity.
- Students can identify the part of speech of each word, write definitions for the words, and/or draw pictures to illustrate their meanings.
- Have students decode all the syllables aloud before completing the matching activity. Alternatively, you may read all the syllables aloud for students so they are familiar with the pronunciations before they match them.
- Use the alternative directions above to provide contextual sentences for students who have trouble identifying the correct words.

MATCH IT! ANSWER KEY

Answers within sets do not have to be in this order

- | | |
|--------------|----------------|
| 1. hic – cup | 2. mas - cot |
| dis – tract | pan - ic |
| in – vent | sun - tan |
| pig – pen | un – lock |
| 3. zig – zag | 4. hand - cuff |
| van – ish | in - ject |
| rob – in | ex - pand |
| splen – did | den – tist |
| 5. bob – cat | 6. in - sist |
| cab – in | sus - pect |
| com – bat | lim - it |
| top – notch | un - did |

**SPLIT IT!** (SW, page 49)

1. Have students open to page 49 in their workbooks.
2. Write the words on the board or distribute copies of the lists. Do not say the words aloud.
3. For each word, have students count the vowel letters, determine whether they are together or apart, and determine how many syllables there are.
4. Have students spell each syllable, read the syllables and the whole word, and write the whole word on the line.
5. Check that all students spell each word correctly with one syllable in each section. Provide assistance as necessary.
6. See Activity Overviews for full directions, alternative procedure, and Suggestions for Differentiation.

SPLIT IT! WORD LIST WITH ANSWER KEY**List One:**

- | | | | |
|----------------------|------|-------|----------------|
| 1. finish | fin | ish | |
| 2. frantic | fran | tic | frant ic |
| 3. publishing | pub | lish | ing |
| 4. admonish | ad | mon | ish |
| 5. sundress | sun | dress | |
| 6. discredit | dis | cred | it disc red it |
| 7. cosmetic | cos | met | ic |
| 8. landfill | land | fill | |

List Two:

- | | | | |
|----------------------|-------|-------|----------|
| 1. inspect | in | spect | ins pect |
| 2. indent | in | dent | ind ent |
| 3. subtropics | sub | trop | ics |
| 4. crediting | cred | it | ing |
| 5. blacktop | black | top | |
| 6. complex | com | plex | comp lex |
| 7. inhabit | in | hab | it |
| 8. optic | op | tic | opt ic |

The first syllabication listed is the most common. Other acceptable syllabications are listed to the right.



SOLVE IT! (SW, page 50)

1. Have students open to page 50 in their workbooks. You will use your own copy of the workbook to facilitate the activity.
2. Solve the first example puzzle with students: **pavlic - av + ub = _____**. Explain that swapping out the **av** for the **ub** changes the sounds /ă/ /v/ in **pavlic** to the sounds /ŭ/ /b/ in **public**.
3. Students solve the remaining puzzles by adding or deleting letters from nonsense words to form real words.
4. Students complete the three sets of sentences by choosing the word from the three puzzle solutions above that best fits each sentence. Remind students that each word will only be used once.
5. Check answers with students.
6. See Activity Overviews for full directions and Suggestions for Differentiation.

SOLVE IT! ANSWER KEY

Puzzle Box 1 Puzzle Box 2 Puzzle Box 3

- | | | |
|------------|------------|------------|
| 1. public | 1. vanish | 1. himself |
| 2. toxic | 2. selfish | 2. panic |
| 3. tantrum | 3. sudden | 3. oblong |

Sentences 1 Sentences 2 Sentences 3

- | | | |
|------------|------------|------------|
| 1. tantrum | 1. selfish | 1. panic |
| 2. public | 2. sudden | 2. oblong |
| 3. toxic | 3. vanish | 3. himself |



TEACHER GUIDE ACTIVITY DIRECTIONS

WORD SORT (TG, page 38)

1. Photocopy and distribute one copy of the Word Sort (page 38 of this Teacher Guide) to each student.
2. Students cut apart group titles and word cards and set up their work surfaces.
3. Explain to students that they will sort the words into three groups: One Syllable, Two Syllables, or Three Syllables.
4. Model how to sort a word in each group: **banishment** in the Three Syllable group, **graphic** in the Two Syllable group, and **grudge** in the One Syllable group. Check that all students sort the first three words correctly.
5. Students complete the rest of the Word Sort independently.
6. Check answers with students, and have each student read the words to you or a partner.
7. See Activity Overviews for full directions and Suggestions for Differentiation.

DIFFERENTIATION

If students struggle to determine the number of syllables in each word, have them first identify and underline the vowel letters in each word, then count the vowels to determine the number of syllables.

WORD SORT ANSWER KEY

One Syllable	Two Syllables	Three Syllables
grudge whack	graphic locksmith	banishment establish
flinch check	windmill debit	investment Atlantic
splotch stretch	spandex prospect	enriching congressmen
throb chum	thenic	discredit misconduct
		inhibit



Word Sort

SUPPORT UNIT 4

1. Cut apart the group titles and the words.
2. Look for words that are one syllable, two syllables, or three syllables. Place each word in the correct group.
3. Read the words to a teacher or partner.

	One Syllable	Two Syllables	Three Syllables
cut	banishment	investment	graphic
	windmill	enriching	discredit
	grudge	spandex	check
	ethnic	misconduct	prospect
	splotch	inhibit	establish
	throb	Atlantic	stretch
	whack	chum	locksmith
	congressmen	debit	flinch

**SYLLABLE DOMINOES** (TG, page 40)

1. Photocopy and distribute one copy of the Syllable Dominoes activity sheet (page 40 of this Teacher Guide) to each student.
2. Students cut the dominoes apart, shuffle them, spread them out on a flat surface, and read all the words.
3. Students match the word side of each domino with the side of a different domino that correctly states number of syllables in that word.
4. Check answers with students.
5. Have each student read aloud each word to you or a partner.
6. See Activity Overviews for full directions and Suggestions for Differentiation.

SYLLABLE DOMINOES ANSWER KEY

Word	Number of Syllables
1. splendid	2
2. toxic	2
3. whiplash	2
4. unless	2
5. enrichment	3
6. graphic	2
7. inhabit	3
8. batch	1
9. scrunch	1
10. insolvent	3
11. establish	3
12. check	1

DIFFERENTIATION

If students struggle to determine the number of syllables in each word, have them first identify and underline the vowel letters in each word, then count the vowels to determine the number of syllables.



CUT

whiplash	two syllables
graphic	two syllables
scrunch	one syllable
check	one syllable
toxin	one syllable
enrichment	one syllable
batch	two syllables
establish	one syllable
spendid	three syllables
unless	three syllables
inhabit	two syllables
insolvent	two syllables

**WORD CONSTRUCTION** (TG, page 42)

1. Students form pairs, cut the Word Construction page (page 42 of this Teacher Guide) in half vertically, and determine who will be Partner A and Partner B.
2. Partner A reads each word on Partner Page A, uses it in a sentence, and reads it again. Partner B repeats the word, says it in syllables, spells each syllable on a *SyllaBoard™*, and writes the word on his/her working whiteboard.
3. Partner B then reads each word on Partner Page B, uses it in a sentence, and reads it again. Partner A repeats the word, says it in syllables, spells each syllable on a *SyllaBoard™*, and writes the word on his/her working whiteboard.
4. Remember to have students use Positive Error Correction if their partner makes a mistake.
5. See Activity Overviews for full directions, steps for Positive Error Correction, and Suggestions for Differentiation.



Partner Page A

For each word:

1. Read the word to your partner.
2. Read the sentence to your partner.
3. Read the word again.
4. Tell your partner to:
 - Stretch the sounds.
 - Place one SyllaBoard™ on the desk for each syllable.
 - Write each syllable on a SyllaBoard™.
 - Write the whole word.
 - Read the word.

1. **contract**

Plan a **contract** for the job.

con tract

2. **inspect**

Inspect your shin for a gash.

in spect

3. **magnetic**

The rock was **magnetic**.

mag net ic

4. **subject**

Math is my best **subject**.

sub ject

5. **frantic**

He made a **frantic** dash to win the match.

fran tic

Partner Page B

For each word:

1. Read the word to your partner.
2. Read the sentence to your partner.
3. Read the word again.
4. Tell your partner to:
 - Stretch the sounds.
 - Place one SyllaBoard™ on the desk for each syllable.
 - Write each syllable on a SyllaBoard™.
 - Write the whole word.
 - Read the word.

1. **product**

That **product** can get rid of the spot.

prod uct

2. **object**

What is the **object** on the desk?

ob ject

3. **public**

We take Max to a **public** dog walk.

pub lic

4. **disinfect**

Scrub to **disinfect** the bathtub.

dis in fect

5. **publish**

He will try to **publish** a novel.

pub lish

CUT

Student Reminders for Support Unit 4

Before beginning this Support Unit, here is a reminder of what we have learned:

Closed Syllable: One vowel letter, by itself, followed by one or more consonant letters. In a Closed Syllable, the vowel sound is usually short.

- at, bash, path, let

Chunk -ing

- thing, ring, sing, bring

When reading words with more than one syllable, remember these questions:

- How many vowel letters do you see?
- Are the vowels together or apart?
- How many syllables are there?



Sounds

Read these sounds. If you see a single vowel, say the short vowel sound.

- | | | | | |
|---|------|------|------|------|
| 1 | -nd | e | thr- | qu- |
| 2 | a | bl- | o | ph |
| 3 | -ing | -tch | all | u |
| 4 | -ft | i | -dge | spr- |

Syllables

Read these nonsense Closed Syllables.

- | | | | | |
|---|-------|-------|-------|-------|
| 5 | sect | plin | dith | fatch |
| 6 | flen | tunch | dass | shep |
| 7 | squin | tusp | plex | rupt |
| 8 | minch | zash | threb | chog |

Syllables

Read each syllable and then blend them together to read the whole word.

- | | | | |
|----|----------|-----------|----------|
| 9 | wut-niss | com-TECT | ruft-pen |
| 10 | von-esh | plas-fent | mun-trid |



CHALLENGING

1	profit	credit	insist
2	magnet	subject	habit
3	himself	tantrum	selfish
4	inventing	solid	vanishing
5	public	subtract	within
6	potluck	contest	expand
7	discuss	robin	object
8	frantic	exact	inspect

MORE CHALLENGING

9	tactic	embellish	suspect
10	panic	inhabit	express
11	product	investment	henpeck
12	topnotch	discredit	complex
13	children	crosshatch	finishing
14	transcript	Atlantic	lavish
15	misconduct	distress	toxic
16	shoplift	oblong	indent



1. Trade books with a partner.
2. Take turns as the Reader and Checker.
3. Each partner reads the phrases in both columns.
4. Fill in the number correct.

Column 1

- 1 expect to contact you
- 2 in the Atlantic
- 3 a credit limit
- 4 plastic in the landfill
- 5 finishing the project
- 6 travel to the summit
- 7 a bland subject
- 8 a bunch of enrichment
- 9 fetch the black magnet
- 10 a splendid campus
- 11 subtract six from ten
- 12 cannot make a pledge
- 13 limiting the tax
- 14 a new job prospect
- 15 dentist at the clinic

Number Correct _____

Column 2

- 1 in a frantic rush
- 2 editing the comic
- 3 the distant sunset
- 4 a tantrum in public
- 5 publish the contract
- 6 catch the insect
- 7 cut into the sandwich
- 8 frolic at the picnic
- 9 inspect the scratch on her leg
- 10 ship the open product
- 11 clutch the object
- 12 adding on a suffix
- 13 an evident insult
- 14 an oblong box
- 15 a topnotch habitat

Number Correct _____



CHALLENGING

- 1 The judge will dismiss the old bandit. (7)
- 2 Jazmin sent a lavish gift to her mom. (8)
- 3 Can you inspect the fabric on the red handbag? (9)
- 4 The British clock will vanish from the wall after ten. (10)
- 5 After he ran again, the cop held the suspect down. (10)
- 6 She ran non-stop to the end of the blacktop. (9)
- 7 The man will snatch the little dog from the French shop. (11)
- 8 Patrick will pick up the basketball and toss it in the basket. (12)

MORE CHALLENGING

- 9 Edwin and Fred are two topnotch congressmen in Wisconsin. (9)
- 10 Did you get the magnetic handcuff off the top rack? (10)
- 11 The sludge will make some fish vanish from the Atlantic. (10)
- 12 Robin was sent away from campus for misconduct in lunch and math class. (13)
- 13 Nick and dad will put the rubbish and the plastic in the trashcan. (13)
- 14 There is not as much traffic in the Midwest as there is out west. (14)
- 15 Dad will disinfect the bathtub with the best product to get rid of the splotch. (15)
- 16 Dennis will enlist help to expand the fishpond and subcontract Calvin to extract the rubbish and sediment. (17)



Match It!

1. Draw a line to connect the syllables that will spell a real word.
2. Write the whole word on the line.
3. Read the words to your teacher or a partner.

1

hic	tract	_____
dis	vent	_____
in	pen	_____
pig	cup	<u>hiccup</u>

2

mas	tan	_____
pan	cot	_____
sun	lock	_____
un	ic	_____

3

zig	did	_____
van	in	_____
rob	zag	_____
splen	ish	_____

4

hand	ject	_____
in	pand	_____
ex	tist	_____
den	cuff	_____

5

bob	bat	_____
cab	notch	_____
com	sled	_____
top	in	_____

6

in	it	_____
sus	did	_____
lim	pect	_____
un	sist	_____



Split It!

1. Look at each word.
2. Count the number of syllables you see.
3. Write each syllable in a section.
4. Read the word aloud.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



1. Solve each puzzle. Write the answer on the line.
2. For each set, write the word from the puzzle that best completes the sentence.
3. Use each word once.

Set 1

pavlic – av + ub = public

haxic – ha + to = _____

tanchum – ch + tr = _____

- 1 The tot had a _____ when he could not have his milk.
- 2 If Mitch were to yell in _____, they would look at him.
- 3 Do not eat the fish from the pond if it could be _____.

Set 2

vaneck – eck + ish = _____

dilfish – dil + sel = _____

funden – fun + sud = _____

- 1 Rich is not _____ if he lets me have some of his snack.
- 2 The bus made a _____ stop when a man ran out to get a ride.
- 3 As soon as I put the sandwich on the napkin, it will _____.

Set 3

shanself – shan + him = _____

ponic – o + a = _____

idlong – id + ob = _____

- 1 Do not _____ if you get mud on a new sock.
- 2 Our planet is not round, but _____ like an egg.
- 3 He did not win the match, so Greg was mad at _____.

SUPPORT UNIT**14****ACTIVITIES &
MINI-LESSONS****PHONICS CONCEPTS:**

- /er/ spelled with or and ar
- Review of spellings for r-controlled vowel phonemes /or/, /ar/, and /er/

To access the accompanying
HD Word Plus Online activities
for Support Units 4 and 14, visit
ExploreHDWordPlus.online.

SUPPORT UNIT 14 ACTIVITIES**Student Workbook Activities**

- Sounds & Syllables (SW, page 71)
- More Words to Read (SW, page 72)
- Phrases to Read (SW, page 73)
- Sentences to Read (SW, page 74)
- Flip It! (SW, page 75)
- Split It! (SW, page 77)

Teacher Guide Activities

- Word Sort (TG, page 62)
- Sentence Hunt (TG, page 64)
- Bingo (TG, page 67)

 **Support Unit 14 Mini-Lessons**

- Mini-Lesson 1: Dissect a Word with R-Controlled Vowel Spellings (TG, page 55)

 **Support Unit 14 Animations**













- /er/ Spelled ar and or
- Two-, Three-, and Four-Syllable Words with /ar/, /or/, and /er/

OPTIONAL SPELLING INSTRUCTION

1. Spelling lists that align to the skills taught in *HD Word* Unit 14 can be found in *HD Word Plus Online* within the corresponding Support Unit. The spelling lists can also be found in the Appendix of the Teacher Guide.
2. There are no mini-lessons specific to spelling in this Support Unit.



SUPPORT UNIT 14 ROADMAP

	REVIEW	PRACTICE	SYLLABICATION	VOCABULARY
INSTRUCTION	<p>MINI-LESSON 1: Dissect a Word with R-Controlled Vowel Spellings (TG, p. 55)</p> 			
	<p> /er/ Spelled with ar and or Animation</p>			
	<p> Two-, Three-, and Four-Syllable Words with /ar/, /or/, and /er/ Animation</p>			
SYLLABLE & WORD LEVEL PRACTICE		<p>Sounds & Syllables (SW, p. 71)</p> 		
	<p>Word Sort (TG, p. 62)</p> 	<p>More Words to Read (SW, p. 72)</p> 	<p>Split It! (SW, p. 77)</p> 	<p>Flip It! (SW, p. 75)</p> 
		<p>Bingo (TG, p. 67)</p> 		
PHRASE & SENTENCE LEVEL PRACTICE		<p>Phrases to Read (SW, p. 73)</p> 		
		<p>Sentences to Read (SW, p. 74)</p> 		
		<p>Sentence Hunt (TG, p. 64)</p> 		



SUGGESTED INTERVENTION SCHEDULE (3 DAYS/WEEK, 20–30 MIN./DAY)

Note: Not all activities are used in this sample schedule. Please feel free to adjust the activities according to the time you have available and your students' needs.

<p>Day 1 20–30 min.</p>	<ul style="list-style-type: none"> • Select Animations from <i>HD Word Plus Online Book II, Support Unit 14</i>. Watch the “/er/ Spelled ar and or” animation. • Photocopy page 63 of the Teacher Guide. Students complete the Word Sort. • Select Animations from <i>HD Word Plus Online Book II, Support Unit 14</i>. Watch the “Two-, Three-, and Four-Syllable Words with /ar/, /or/, and /er/” animation. • Students turn to pages 71 and 72 in the Student Workbook. Students complete Sounds & Syllables and More Words to Read.
<p>Day 2 20–30 min.</p>	<ul style="list-style-type: none"> • Turn to page 55 in the Teacher Guide. Teach Mini-Lesson 1: Dissect a Word with R-Controlled Vowel Spellings. • Students turn to pages 77 in the Student Workbook. Students complete Split It! • Students turn to pages 73 and 74 in the Student Workbook. Students complete Phrases to Read and Sentences to Read.
<p>Day 3 20–30 min.</p>	<ul style="list-style-type: none"> • Photocopy pages 65 and 66 in the Teacher Guide. Students complete Sentence Hunt. • Students turn to page 75 in the Student Workbook. Students complete Flip It! • Photocopy pages 68 and 69 of the Teacher Guide. Students complete Bingo.

Intervention Tip:

When students see words containing r-controlled vowel spellings, they can underline all the letters in the r-controlled spelling with one line as a reminder that those letters together spell one vowel phoneme.

WHAT YOU NEED TO KNOW FROM HD WORD UNIT 14

See pages 129 and 141 in *HD Word Teacher Guide Book 2* for further information on the topics listed below. If you did not teach *HD Word Unit 14*, we recommend watching the animations in *HD Word Plus Online* for this Support Unit before beginning your Support Unit 14 instruction.

R-Controlled Vowels:

When a vowel is followed by an **r** in the same syllable, the vowel and letter **r** combine to spell one phoneme. R-controlled vowels are most commonly spelled with a single vowel letter followed by the letter **r**, but some r-controlled vowels contain more than one vowel letter.



The r-controlled vowel phonemes taught in *HD Word* are:

- /ar/, as in **car** and **heart**
- /or/, as in **for**, **door**, **bore**, **soar**, and **pour**
- /er/, as in **her**, **bird**, **hurt**, **earth**, **doctor**, and **nectar**.
 - In *HD Word* Unit 14, students learned the final two spellings of /er/ in the list above, **or** and **ar**.
 - When **or** and **ar** are in an unaccented syllable at the end of a word, they often spell the sound /er/, as in **labor** and **hangar**.
 - The letters **or** spell the sound /er/ in several common one-syllable words that begin with the letter **w**, including **work**, **word**, **worm**, and **worse**.
 - For more information about when **or** and **ar** spell /er/, see p. 129 in *HD Word Teacher Guide Book 2*.
- *HD Word* students also learn about the phoneme combination /āɪr/, as in **air**. This phoneme combination is not taught as an r-controlled vowel because the distorted vowel sound can be separated from the consonant sound /r/. The vowel sound in /āɪr/ (sounds like **air**) is close to a *long a* vowel sound, but is distorted because it is followed by the sound /r/.

Dissect a Word with R-Controlled Vowel Spellings

SUPPORT
UNIT

MINI LESSON

14

1

This lesson provides review and practice with the concepts taught in *HD Word* Unit 14.

MATERIALS

- Holding board with tiles
 - Include the **er**, **ir**, **ur**, and **ear** tiles from *HD Word Student Kit*
 - Hold additional tiles (listed in the previous bullet) on the students' holding board of tiles in the Today's Tiles area, in an unmarked free space, or on a *SyllaBoard™*
- Working board
- Dry erase marker and eraser

1 STATE OBJECTIVES

Say:

- “In *HD Word*, we learned how to read words with different ways to spell the r-controlled vowel phonemes /ar/, /or/, and /er/. Now we will practice reading more words that have these spellings.”

Students place materials on desks.



Open *HD Word Plus Online*. Select Book II, Support Unit 14. Click Mini-Lessons and select Mini-Lesson 1: Dissect a Word with R-Controlled Vowel Spellings.

2 REVIEW R-CONTROLLED VOWEL PHONEMES /OR/, /AR/, AND /ER/

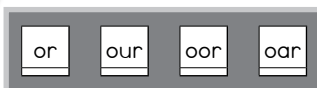
Say “Let’s review what we know about how to spell the r-controlled vowel phonemes.”

Ask:

- “What kind of syllable has a vowel letter followed by the letter r?”
A: r-controlled
- “What are the five ways we learned to spell the sound /or/?” A: or, our, ore, oor, and oar (assist as necessary with the recall of the spellings)



Click to display the spellings **or**, **our**, **oor**, and **oar**.



Ask “How did we learn to spell the sound /ar/?” A: ar (assist as necessary with the recall of the spelling)

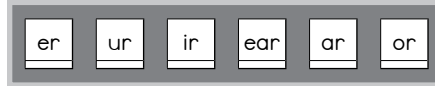


Click to display the spelling **ar**.



Ask “What are the six ways we learned to spell the sound /er/?” A: er, ur, ir, ear, ar, and or (assist as necessary with the recall of the spellings)

Click to display the spellings **er, ur, ir, ear, ar, and or**.



Say “Remember, the letters in an r-controlled vowel spelling are on one tile since they work together to spell one vowel phoneme.”

3 DISSECT A WORD WITH R-CONTROLLED VOWEL SPELLINGS

I DO Dissect *worm*

Say:

- “Now we will dissect some words.
- Remember, to dissect something means to pull it apart and examine it very closely.
- The words we ‘dissect’ will contain the r-controlled vowel phonemes /ar/, /or/, or /er/.
- We will see a word spelled out on the board. The word will not be spelled out in letter tiles. We will dissect the word by looking at the letters and trying to determine which graphemes are in the word. We will then use our letter tiles to represent the graphemes in that word.
- I will model an example for you. I will display a word on the board. Do not say the word if you know it.”



Click to display the word **worm**.

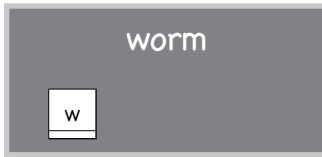


Say:

- “I will dissect this word by looking closely at all the letters I see.
- I see one consonant, one vowel letter, and two other consonants in this word.
- The consonant at the beginning of a word spells one sound. It is not part of a digraph.
- I will represent the letter with its own letter tile.”



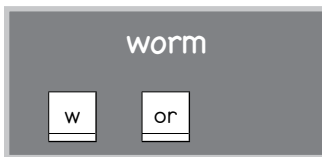
Click once to display the first letter tile, w.



Say:

- “Next, I see one vowel letter. It is followed by the letter **r**.”
- I know that the r-controlled phoneme /or/ can be spelled **or**, and so can the r-controlled vowel phoneme /er/.
- I will represent this grapheme, an r-controlled vowel phoneme, with one letter tile, **or**.”

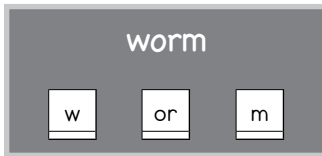
Click once to display the next letter tile, or.



Say:

- “Finally, I see one last consonant letter, **m**.”
- I will represent this one grapheme with the letter tile **m**.”

Click one final time to display the last letter tile, m.



Explain that in this word, the letters **or** spell the r-controlled vowel phoneme /er/.

Use Touch & Say to read **worm** – /w/ /er/ /m/, **worm**.

Remind students that **or** is a spelling for the r-controlled vowel sound /er/.



WE DO Dissect heard

Say “Now let’s dissect a word together. Do not say the word if you know it.”

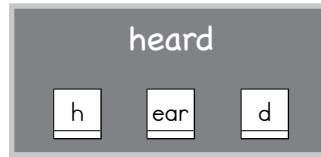
Click to display the word **heard**.

Ask individual students the following questions to lead students in placing the correct letter tiles on their board to represent each grapheme in the word:

- “What is the first letter tile we should use?” A: h
- “What is the next letter tile we should use?” A: ear
- “How do you know that **e**, **a**, and **r** work together to spell one vowel sound?” A: they are an r-controlled vowel spelling



- “What is the last letter tile we should use?” A: d



Use Touch & Say to read heard – /h/ /er/ /d/, **heard**.

Remind students that **ear** is a spelling for the r-controlled vowel sound /er/.

Clear all boards.



YOU DO Dissect start, floor, word, score, birch

Explain that students are going to use letter tiles to dissect five real words that have r-controlled vowels.

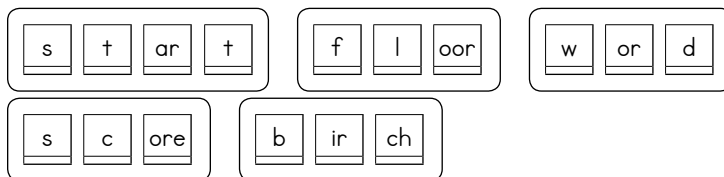
Click to display each of the following words, one at a time. Remind students not to say the words if they know them.



After displaying each word, all students use letter tiles to display the graphemes in each word, one at a time.

All students:

- **Put** one letter tile on boards for each grapheme in the word.



- **Use Touch & Say** to read the word.
- **Hold up** their boards so the teacher can check their spelling and provide Positive Error Correction as needed.
- **Clear** boards and wait for the next word to be displayed.

Click to reveal the answer after each word. This will help students visually confirm the correct answer.

All students clear boards and wait for the next word to be displayed.



STUDENT WORKBOOK ACTIVITY DIRECTIONS

SOUNDS & SYLLABLES (SW, page 71)

1. Trade workbooks with student to mark errors in his or her workbook.
2. Both teacher and student open to page 71 in their workbooks.
3. In the first two sections, have each student read the graphemes and isolated syllables aloud to the teacher individually. Alternatively, complete the activity with a larger group by calling on a different student to read each row of sounds and syllables.
4. See Activity Overviews for full directions, steps for Positive Error Correction, and Suggestions for Differentiation.

MORE WORDS TO READ (SW, page 72)

1. Have students open to page 72 in their workbooks. You will use your own copy of the workbook to facilitate this activity.
2. One student reads a row of three words aloud while other students are Checkers.
3. Remember to use Positive Error Correction if the student makes a mistake.
4. See Activity Overviews for full directions, steps for Positive Error Correction, and Suggestions for Differentiation.

EXTENSION & DIFFERENTIATION

- To extend the activity, have students find all the words with **or** or **ar** spelling /er/ and underline the **or** and **ar** in those words.
- If students struggle to decode multisyllabic words, have them divide the words into syllables by looking for the vowel letters and drawing a line at the syllable breaks. Students can read each syllable individually and then blend to read the whole word.

PHRASES TO READ (SW, page 73)

1. Have students open to page 73 in their workbooks. You will use your own copy of the workbook to facilitate the activity.
2. Students form pairs, trade books, and determine who will be the first Reader.
3. Reader reads the phrases in Column 1 as Checker marks errors and records the number of phrases read correctly. Students switch roles for Column 1, so Reader becomes Checker, and Checker becomes Reader.
4. Both students read the phrases in Column 2, again taking turns as Reader and Checker.
5. Remember to have Checkers use Positive Error Correction if Readers make a mistake.



6. See Activity Overviews for full directions, steps for Positive Error Correction, and Suggestions for Differentiation.

EXTENSION & DIFFERENTIATION

To extend the activity, have students find all the words with r-controlled vowels. Have students underline the r-controlled vowel spellings in those words.

SENTENCES TO READ (SW, page 74)

1. Have students open to page 74 in their workbooks. You will use your own copy of the workbook to facilitate the activity.
2. Call on individual students to read the sentences aloud, one at a time, while the other students act as Checkers.
3. Remember to use Positive Error Correction if the student makes a mistake.
4. See Activity Overviews for full directions, steps for Positive Error Correction, and Suggestions for Differentiation.

EXTENSION & DIFFERENTIATION

To extend the activity, students can find and underline all the r-controlled vowel spellings or specific r-controlled spellings, such as when **or** and **ar** spell /er/.

SPLIT IT! (SW, page 77)

1. Have students open to page 77 in their workbooks. If additional Split It! pages are needed for list 2, they can be photocopied from the Appendix of this Teacher Guide.
2. Write the words on the board or distribute copies of the lists. Do not say the words aloud.
3. For each word, have students count the vowel letters, determine whether they are together or apart, and determine how many syllables there are.
4. Have students spell each syllable, read the syllables and the whole word, and write the whole word on the line.
5. Check that all students spell each word correctly with one syllable in each section. Provide assistance as necessary.
6. See Activity Overviews for full directions, alternative procedure, and Suggestions for Differentiation.



SPLIT IT! WORD LIST WITH ANSWER KEY

List One:

1. conductor	con duc tor	con duct or
	cond uct or	cond uc tor
2. mentorship	men tor ship	ment or ship
3. standard	stan dard	stand ard
4. onward	on ward	
5. charcoal	char coal	
6. summarize	sum mar ize	
7. interstellar	in ter stel lar	int er stel lar
8. factories	fac tor ies	fact or ies

The first syllabication listed is the most common. Other acceptable syllabifications are listed to the right.

List Two:

1. carnivore	car ni vore	carn i vore
2. sensory	sen sor y	sens or y
3. predator	pred a tor	
4. burden	bur den	burd en
5. current	cur rent	
6. departing	de part ing	de par ting
7. armor	ar mor	arm or
8. elevator	el e va tor	e le va tor

FLIP IT! (SW, page 75)

1. Have students open to page 75 in their workbooks. You will use your own copy of the workbook to facilitate the activity.
2. Students fold the page to create a flap.
3. Lead students in choosing the word that matches the first definition: **an exaggerated sense of one's own importance or abilities**. Explain that **arrogant** is the best match.
4. Students write the remaining eight words from the word list in the spaces underneath the flap with the correct definitions.
5. Check answers with students.
6. Have each student read aloud each word and definition to you or a partner.
7. See Activity Overviews for full directions and Suggestions for Differentiation.



FLIP IT! ANSWER KEY

- | | |
|------|------|
| 1. f | 6. e |
| 2. i | 7. d |
| 3. g | 8. b |
| 4. h | 9. c |
| 5. a | |

TEACHER GUIDE ACTIVITY DIRECTIONS

WORD SORT (TG, page 63)

1. Photocopy and distribute one copy of the Word Sort (page 63 of this Teacher Guide) to each student.
2. Students cut apart group titles and word cards and set up their work surfaces.
3. Explain to students that they will sort the words into two groups: **ar** spells /er/ and **or** spells /er/.
4. Model how to sort a word in each group: **dollar** in the **ar** spells /er/ group, and **actor** in the **or** spells /er/ group. Check that all students sort the first two words correctly.
5. Students complete the rest of the Word Sort independently.
6. Check answers with students, and have each student read the words in the Closed Syllables group to you or a partner.
7. See Activity Overviews for full directions and Suggestions for Differentiation.

DIFFERENTIATION

If students struggle to read or sort each word, have them first identify and underline the spelling of /er/ (either **or** or **ar**), then sort the words.

WORD SORT ANSWER KEY

<u>ar</u> spells /er/		<u>or</u> spells /er/	
dollar	steward	actor	parlor
forward	summary	bachelor	tractor
laggard	vinegar	calculator	valor
mustard	wizard	editor	workshop
Oscar	similar	flavor	mentorship



1. Cut apart the group titles and the words.
2. Look for words where **or** spells /er/ or **ar** spells /er/. Place each word in the correct group.
3. Read the words to a teacher or partner.

	or spells /er/		ar spells /er/	
cut	dollar	forward	actor	bachelor
	popular	calculator	wizard	summary
	vinegar	mustard	editor	flavor
	Oscar	mentorship	tractor	valor
	steward	parlor	workshop	similar

**SENTENCE HUNT** (TG, page 65-66)

1. Photocopy and distribute one copy of the Sentence Hunt A and Sentence Hunt B (pages 65 and 66 of this Teacher Guide) to each pair of students. Each student cuts his or her sheet in half horizontally.
2. Partner A gives Partner B his/her half of the A page and has Partner B read the three sentences aloud.
3. Partner A asks Partner B each question, checking Partner B's answers with the key provided on Partner A's half of the page.
4. Students switch roles and Partner B acts as the teacher with the B page, having Partner A read the sentences and then answer the questions.
5. See Activity Overviews for full directions and Suggestions for Differentiation.



Partner Page A

Ask your partner:

1. Read all the sentences.
2. Write 3 ways to spell the sound /or/ on the lines. (**or, our, ore, oor, oar**)
3. Circle the words in Sentence 1 that have /er/ spelled with **ur**. Read those words to me.
4. Put a 3 above the words in Sentence 2 that have three syllables. Read those words to me.
5. Put a box around the word in Sentence 3 that means: **a place that protects you**.

Answer Key

1. Mr. Turner will serve his thirty-third customer a free burger for dinner.
2. She likes to furnish her apartment with things that are modern and go together perfectly.
3 3 3
3. The dirty squirrel ran with his acorns among the burnt stumps in the forest to his shelter.

----- CUT -----

Partner Page A

Write 3 ways to spell /or/.

1. Mr. Turner will serve his thirty-third customer a free burger for dinner.
2. She likes to furnish her apartment with things that are modern and go together perfectly.
3. The dirty squirrel ran with his acorns among the burnt stumps in the forest to his shelter.



Partner Page B

Ask your partner:

1. Read all the sentences.
2. Write the missing spellings of /er/ on the lines. (**er, ir, ur**)
3. Underline all the letters in blends you see in Sentence 1 with separate lines. Read those words to me.
4. Put a wavy line under all the words with **er** in Sentence 2. Read those words to me.
5. Draw a happy face above the word in Sentence 3 that means: **to send someone or something to a different place.**

Answer Key

1. Did your dad help construct the sturdy shelf under the calendar?
2. I understand she is mad about the absurd work the carpenter did, but she should not have a temper tantrum.
3. Mark's shop will transfer [😊]him to a different suburban mall for the third time this month.

CUT

Partner Page B

Write the missing spellings of /er/:

_____, _____, _____, **ear, ar, or**

1. Did your dad help construct the sturdy shelf under the calendar?
2. I understand she is mad about the absurd work the carpenter did, but she should not have a temper tantrum.
3. Mark's shop will transfer him to a different suburban mall for the third time this month.

**BINGO** (TG, page 68)

1. Photocopy and distribute one copy of the Bingo Board (see page 69) and the Bingo Words (see page 68), as well as pennies or scraps of paper, to each student. You may also write the words on the board instead of distributing the Bingo Words list to each student.
2. Cut apart the words and place them in a jar or container. Alternatively, you may simply call the words at random off of the Bingo Words.
3. Students read the words on the Bingo Words list silently and write a word randomly in each box on their Bingo board. Students use each word only once.
4. Pull a word from the jar or container and read it aloud, or read a word at random off the Bingo Words list.
5. Students check their boards to see if they have that word. If they do, they cover it with a penny or scrap of paper. Continue pulling and reading words at random until a student has covered all boxes in a row in any direction (vertically, horizontally, or diagonally). That student reads all the words aloud and is declared the winner.
6. See Activity Overviews for full directions and Suggestions for Differentiation.



Bingo Words

orchard	worthy	forgave	elevator
monitor	confirm	victory	artichoke
vinegar	emerald	wizard	blizzard
carnivore	doorbell	similar	boredom



Bingo Card

Student Reminders for Support Unit 14

Before beginning this Support Unit, here is a reminder of what we have learned:

R-Controlled Syllable: A syllable with a vowel letter or vowel team followed by the letter r, where the letters combine to spell an r-controlled vowel sound.

Examples of R-Controlled Spellings:

ar or our ore oor oar ir ur ear

Examples of R-Controlled Syllables: car, board, learn, whirlwind, faster, forbidden, doctor, backward

or and ar

- The r-controlled spelling **ar** can spell /ar/, as in **car** and **artist**. It can also spell /er/ as in **nectar** and **similar**.
- The r-controlled spelling **or** can spell /or/, as in **corn** and **forgot**. It can also spell /er/ as in **doctor** and **work**.



Sounds Read these sounds. If you see an r-controlled spelling, read all the sounds that it can spell.

- | | | | | |
|---|-----|-----|------|-----|
| 1 | er | oar | ck | ear |
| 2 | are | or | -tch | oor |
| 3 | our | air | ore | ur |
| 4 | ar | v | ir | ee |

Syllables Read these nonsense syllables with short, long, or r-controlled vowel sounds.

- | | | | | |
|---|--------|-------|-------|-------|
| 5 | ter | morth | nar | som |
| 6 | choarp | cur | neef | dadge |
| 7 | clore | dern | id | mur |
| 8 | plair | sonch | nempt | whibe |

Syllables Read each syllable and then blend them together to read the whole word.

- | | | | |
|----|-----------|----------|----------|
| 9 | dur-pent | mil-ver | cor-ript |
| 10 | pore-snup | men-thir | nat-por |



CHALLENGING

1	adore	surpass	menswear
2	baseboard	harsh	artic
3	mourn	factory	modern
4	collector	army	airfare
5	careless	juror	collar
6	colorful	grandparent	tremor
7	mustard	worthy	flavor
8	higher	surplus	forecast

MORE CHALLENGING

9	caterpillar	popular	courtside
10	arrogant	aggressor	zircon
11	mallard	foresight	impostor
12	birthrate	interpret	external
13	firstborn	awareness	compactor
14	carnivore	terminal	transistor
15	benefactor	undertow	vendor
16	ambassador	dissimilar	daredevil



1. Trade books with a partner.
2. Take turns as the Reader and Checker.
3. Each partner reads the phrases in both columns.
4. Fill in the number correct.

Column 1

- 1 clean the bearskin
- 2 play elevator music
- 3 form a partnership
- 4 new bike reflectors
- 5 put on your rainwear
- 6 kitchenware and metalware
- 7 best the competitors
- 8 compare the flora
- 9 done with effort
- 10 current events on TV
- 11 check your calendar
- 12 the foremen will golf
- 13 a solid pillar
- 14 full of boredom
- 15 a standard reply

Number Correct _____

Column 2

- 1 burrow below the cornfield
- 2 sponsor the orchard trip
- 3 put on a haircap
- 4 substandard meal
- 5 elegant formalwear
- 6 a victory cheer
- 7 in the military
- 8 worship with mother
- 9 dark and pouring rain
- 10 forward of the line
- 11 call the repairman
- 12 a pretty emerald
- 13 bird on the scarecrow
- 14 part of our history
- 15 my grandpa Dexter

Number Correct _____



CHALLENGING

- 1 Clifford prefers to eat his collards with cheddar for dinner. (10)
- 2 Sharon, the dairymaid, was ecstatic when she saw Art's floral display. (11)
- 3 The wizard was an expert observer of stars and distant interstellar events. (12)
- 4 This semester, Trevor will switch classes to get a different Swedish instructor. (12)
- 5 Did you see Dirk smirk when he heard it was his turn first? (13)
- 6 The color of the furry caterpillar was similar to the poplar tree's bark. (13)
- 7 After his victory, Connor Bognor will live in splendor at the grand manor. (13)
- 8 Thirty acrobatic performers spent several mornings rehearsing their act until it was perfect. (13)

MORE CHALLENGING

- 9 Bert wants a fourth bareback pony ride before he returns to North Main Street. (14)
- 10 It is time for Miss Barrymore to visit her hairdresser for highlights and a trim. (15)
- 11 The teacher asks Garrick to sit on the carpet square that looks like a doormat. (15)
- 12 The vendor's substandard custard was not worth eating, so he put it in the trash compactor. (16)
- 13 I bet the company who owns the new burglar sensor is worth upwards of tens of hundreds of dollars. (19)
- 14 The mom must be transparent with her girls when it comes to what she expects of them on the airplane. (20)
- 15 In the first chapter, Tom went on a search for a string of pearls and came to learn they were fake. (21)
- 16 The successful inventor will turn into a clever investor after his advisor tells him to stop spending all his cash so fast. (22)



1. Fold on the line.
2. Select the word from the word list that best matches the definition.
3. Write the word in the Word column.

Word		Word List	
1	arrogant	a	baseboard
2		b	forecast
3		c	interpret
4		d	grandparent
5		e	caterpillar
6		f	arrogant
7		g	vendor
8		h	factory
9		i	surpass

FOLD

Definition

an exaggerated sense of one's own importance or abilities

to go beyond or exceed

someone who sells something

a building where goods are made

a board along the base of an interior wall

the larva of a butterfly or moth

a parent of one's father or mother

a prediction of future events

tell what something means



1. Look at each word.
2. Count the number of syllables you see.
3. Write each syllable in a section.
4. Read the word aloud.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Script and Dictation Words | HDWSA 6

Use this assessment after students have received instruction in *HD Word Units 13-14*.

Written Response Page

Materials

For Students:

- Pencil
- Written Response Page

Note: The Written Response Page has two forms, Form A and Form B, for progress monitoring.

For Examiner:

- Script

This is a sample *HD Word Skills Assessment*. The content assessed aligns with *HD Word Units 13-14* and the results indicate if a student would benefit from supplemental *HD Word Plus* instruction. See p. 7 for more information.

Setup

Grouping:

The Written Response Page is group administered.







Photocopy and distribute one copy of the appropriate form to each student. Place the **Written Response Page (WRP)** in front of each student. The students will record their answers directly on the page as you dictate the words. A quiet setting where a group of students can clearly hear the examiner is recommended.

Before you begin the assessment, you may want to go over the vowel posters and movements for each vowel sound.

Written Response Form A Foundations HDWSA 6





























Name: _____ Date: _____

WRP Set 1 How many phonemes? What's the vowel phoneme? /s

						
	/aɪ/	/eɪ/	/oɪ/	/ɔɪ/	/eɪ/	/ɪ/

Example a.	1	2	3	4	5	Example b.					
1a.	1	2	3	4	5	1b.					
2a.	1	2	3	4	5	2b.					
3a.	1	2	3	4	5	3b.					

WRP Set 2 What's the new word? /4

1.				
2.				
3.				
4.				
5.				
6.				
7.				

WRP Set 3 Write each syllable in a section. /10

Example	cargo	car	go			
8.	orbit					
9.	standard					
10.	elevator					
11.	eastern					
12.	terminal					







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Foundations

Written Response Form A Essentials/Linguistics HDWSA 6





















Name: _____ Date: _____

WRP Set 1 How many phonemes? What's the vowel phoneme? /s

						
	/aɪ/	/eɪ/	/oɪ/	/ɔɪ/	/eɪ/	/ɪ/

Example a.	1	2	3	4	5	Example b.					
1a.	1	2	3	4	5	1b.					
2a.	1	2	3	4	5	2b.					
3a.	1	2	3	4	5	3b.					

WRP Set 2 What's the new word? /4

Example				
4.				
5.				
6.				
7.				

WRP Set 3 Write each syllable in a section. /10

Example	cargo	car	go			
8.	vector					
9.	standard					
10.	elevator					

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Essentials/
Linguistics

The *Skills Assessments* manual contains two levels to accommodate *HD Word Foundations* students and *Essentials/Linguistics* students.

Administration — Written Response Page — Sets 1 & 2

Written Response Page – Set 1

Say:

1. Let's look at Set 1 on the paper in front of you. In this section, we will be doing a phonemic awareness activity like we've done in *HD Word*. We are going to identify the number of phonemes in a word and then identify the vowel phoneme.
2. Before we begin, let's do an example together. We will mark our answers to the example in the top line of Set 1. Our word is **chart** - "We can use a **chart** to show which flavor of ice cream is most popular in our class." How many phonemes are in **chart**? Circle that number.
(Pause and wait for students to complete the task.)
3. I hear three phonemes in the word **chart** - /ch/ /ar/ /t/. (Demonstrate finger-stretching as you say the sounds.) Did you circle the number three?
(Assist students to correct as necessary.)
4. Now listen to the word again. This time, identify the vowel phoneme and put a checkmark in the box underneath the picture that represents that vowel phoneme. The word is **chart**. What is the vowel phoneme?
(Pause and wait for students to complete the task.)
5. The vowel phoneme in **chart** is /ar/, as in **barn**. (Demonstrate the /ar/ phoneme to students by making the gesture for the guideword **barn**.) Did you put a checkmark under the **barn**?
(Assist students to correct as necessary.)
6. Good job! Now you are going to do some on your own. Remember to listen carefully and mark your answers on your paper. I'll say each word twice. When I say the word the first time, I want you to circle the number of phonemes in the word. Then I'll say the word again and I want you to mark the vowel phoneme.
7. The word is _____. How many phonemes do you hear? Circle that number. (Repeat the word.) What is the vowel phoneme? Put a checkmark in the correct box.
(Continue until you have dictated all 3 words from the box.)

Dictation Word List for Foundations and Essentials/Linguistics – Set 1

	Word 1	Word 2	Word 3
Form A	burst	part	scorch
Form B	heart	stern	snort

Administration — Written Response Page — Set 2

Say:

1. Now let's look at Set 2. In this section, we will do a phoneme blending activity. I am going to give you a set of phonemes, and we are going to blend them together to make a real word. You'll put an X on the picture of the new word.
2. Before you begin, let's do an example together. First, point to each picture as I name it: **surf, first, stuff, fur**. Now listen to the phonemes. I'll say them twice - /s/ /er/ /f/, /s/ /er/ /f/. When we blend the phonemes together, what is the word? Put an X on that picture.

(Pause and wait for students to complete the task.)

3. When I blend the phonemes together, I get the word **surf**. Did you put an X on the picture for **surf**?

(Assist students as necessary.)

4. Great! Now listen to some more words and complete the activity on your own. First, I will name the pictures. Then, I will say a set of phonemes twice. You will blend the phonemes together. Put an X on the picture of the new word.

5. Point to each picture as I name it: _____. (Name the pictures from the box.) Listen to the phonemes twice. (Give the phonemes from the box twice.) What is the word? Put an X on that picture.

(Continue until you have dictated all 4 sets from the box.)

Dictation Word List for Foundations and Essentials/Linguistics – Set 2

		Word 1	Word 2	Word 3	Word 4
Form A	Pictures	shirt, sheet, skirt, skit	shake, shirt, shark, sharp	first, fun, fern, earn	can, corn, coin, cord
	Phonemes to Blend	/s/ /k/ /er/ /t/	/sh/ /ar/ /k/	/f/ /er/ /n/	/k/ /or/ /n/
Form B	Pictures	shirt, dirt, bird, dress	skirt, shark, scarf, scare	grill, reel, girl, pearl	thorn, torn, north, turn
	Phonemes to Blend	/d/ /er/ /t/	/s/ /k/ /ar/ /f/	/g/ /er/ /l/	/t/ /or/ /n/

Administration — Written Response Page — Set 3

(Part I - Writing Words in Syllables)

Say:

1. Finally, let's look at Set 3 on the bottom of the page. In this activity, you are going to divide words into syllables using the same strategies that you learned when using *SyllaBoards™*.
2. Let's review the example that has already been filled in. There are two vowel spellings in the example word, so we can predict that the word has two syllables and we should divide it into syllables using two boxes as shown: **car-go**. Blended together, we get the word **cargo**. Be sure to read each word to yourself after dividing the syllables to make sure it sounds like a word you've heard before. Remember, you may need to flex the syllables to get to the proper pronunciation.
3. Now you can complete the remaining words. Take as much time as you need to complete this activity. Remember to check over your work.

Oral Response Page

Materials

For Students:

- Each student's Written Response Page (WRP)
- Oral Response Page (ORP)

Note: The Oral Response Page has both Form A and Form B listed on the same sheet.

For Examiner:

- Script
- Pencil
- Teacher Recoding Form
- Error Analysis Sheet (optional)

Setup

Grouping:

This portion of the assessment is individually administered. A quiet setting where you can be one-on-one with the student is recommended.

Photocopy one copy of the appropriate Teacher Recording Form for each student you intend to assess.

Place the student's **Written Response Page (WRP)** and the **Oral Response Page (ORP)** in front of the student. Students will be asked to read orally. They do not mark on the page. Form A is on the top half of the **ORP**, and Form B is on the bottom half. You may want to cut or fold the page so that the student only sees one form. Record the student's answers on the corresponding **Teacher Recording Form**.

Oral Response Page
Foundations HDWSA 6

Form A

ORP Set 1 Real Words

1-5. consider surfer squirrel sturdy

6-10. nocturnal grammar conductor cheddar

ORP Set 2 Phrases

1-3. a button collector

4-6. end of the semester

7-9. math professor

ORP Set 3 Sentences

1. The cardboard box is bursting with colorful ribbon and paper.

2. Oliver and I will share a hamburger and then have pie for dessert.

3. On Thursday the thirteenth, the teacher will select a new class leader.

Form B

ORP Set 1 Real Words

1-5. different

6-10. properly

ORP Set 2 Phrases

1-3. in the history text

4-6. learning to bake

7-9. sandwich with mustard

ORP Set 3 Sentences

1. Jennifer must say the password before she can enter the fortress.

2. Trevor does not need a calculator to add a row of over thirty numbers.

3. The orator gave a wordy speech to protest the pipeline proposal.

Teacher Recording Form Foundations HDWSA 6

Student Name: _____ Date, Examiner: _____

FORM A		FORM B	
WRP Set 3 Real Words	ORP Set 1 Real Words	WRP Set 3 Real Words	ORP Set 1 Real Words
1. orbit	1. consider	1. comfort	1. different
2. standard	2. surfer	2. orchard	2. coward
3. elevator	3. squirrel	3. reflector	3. firmly
4. eastern	4. sturdy	4. ornament	4. government
5. terminal	5. earthing	5. external	5. undertow
	6. nocturnal	6. properly	6. rehearsal
	7. grammar	7. further	7. calendar
	8. conductor	8. inventor	8. cheddar
	9. cheddar		9. cheddar
	10. indirect		10. inventor

Form A ORP Set 2 Phrases	Form B ORP Set 2 Phrases
1. a button collector	1. in the history text
2. the hotdog vendor	2. worthy of this
3. searching for home	3. parity white teeth
4. end of the semester	4. learning to bake
5. performs in a play	5. summarize the essay

Form A ORP Set 3 Sentences	Form B ORP Set 3 Sentences
1. The cardboard box is bursting with colorful ribbon and paper.	1. Jennifer must say the password before she can enter the fortress.
2. Oliver and I will share a hamburger and then have pie for dessert.	2. Trevor does not need a calculator to add a row of over thirty numbers.
3. On Thursday the thirteenth, the teacher will select a new class leader.	3. The orator gave a wordy speech to protest the pipeline proposal.

FORM A	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/6	/4	/10	/10	/10	/10	/10	/40	/50

Oral Response Page
Essentials/Linguistics HDWSA 6

Form A

ORP Set 1 Real Words

1-5. consider furnish skirting sturdy

6-10. nocturnal grammar conductor cheddar

ORP Set 2 Phrases

1-3. with the transistor

4-6. end of the semester

7-9. calculus professor

ORP Set 3 Sentences

1. The cardboard box is bursting with colorful ribbon and paper.

2. Oliver and I will share a hamburger and then have pie for dessert.

3. On Thursday the thirteenth, the teacher will select a new class leader.

Form B

ORP Set 1 Real Words

1-5. different

6-10. properly

ORP Set 2 Phrases

1-3. by the subcontractor

4-6. learning to bake

7-9. sandwich with mustard

ORP Set 3 Sentences

1. Jennifer must say the password before she can enter the fortress.

2. Trevor does not need a calculator to add a row of over thirty numbers.

3. The orator gave a wordy speech to protest the pipeline proposal.

Teacher Recording Form Essentials/Linguistics HDWSA 6

Student Name: _____ Date, Examiner: _____

FORM A		FORM B	
WRP Set 3 Real Words	ORP Set 1 Real Words	WRP Set 3 Real Words	ORP Set 1 Real Words
1. vector	1. consider	1. traitor	1. different
2. standard	2. furnish	2. orchard	2. coward
3. elevator	3. skirting	3. reflector	3. firmly
4. eastern	4. sturdy	4. orthodontist	4. government
5. terminal	5. earthing	5. external	5. undertow
	6. nocturnal	6. properly	6. rehearsal
	7. grammar	7. surplus	7. calendar
	8. conductor	8. cheddar	8. cheddar
	9. cheddar		9. cheddar
	10. indirect		10. inventor

Form A ORP Set 2 Phrases	Form B ORP Set 2 Phrases
1. with the transistor	1. by the subcontractor
2. hotdog vendor	2. worthy of this
3. searching for home	3. parity white teeth
4. end of the semester	4. learning to bake
5. performs in a play	5. summarize the essay

Form A ORP Set 3 Sentences	Form B ORP Set 3 Sentences
1. The cardboard box is bursting with colorful ribbon and paper.	1. Jennifer must say the password before she can enter the fortress.
2. Oliver and I will share a hamburger and then have pie for dessert.	2. Trevor does not need a calculator to add a row of over thirty numbers.
3. On Thursday the thirteenth, the teacher will select a new class leader.	3. The orator gave a wordy speech to protest the pipeline proposal.

FORM A	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/6	/4	/10	/10	/10	/10	/10	/40	/50

Written Response Page — Set 3 (Part II - Oral Reading)

Say:

1. In this activity, you recently broke these words into syllables. Now you will read them out loud to me.
2. Please read aloud the five words in Set 3. Start here (point to first word) and read down the page. I won't time you. It is more important to read accurately than fast. Please read slowly enough so I can take notes.

Administration — Oral Response Page — Sets 1, 2 & 3

Say:

1. You will read these words, phrases, and sentences.
2. I won't time you. It is more important to read accurately than fast.
3. You will read one row at a time.
4. Please read slowly enough so I can take notes.

(Continue with script for specific set.)

Oral Response Page — Set 1

Say:

1. Please read these words.
2. Start here (point to the first word) and read across the page from left to right (run finger under words until the last word in the first row).

Oral Response Page — Set 2

Say:







1. Please read these phrases.
2. Start here (point to the first phrase) and read across the page from left to right (point to the last phrase in the first row).





















Oral Response Page — Set 3

Say:

1. Please read these sentences.
2. Start here (point to the first sentence). Read this sentence and the next two sentences (point to the next two sentences).







Name: _____ Date: _____














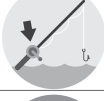






WRP Set 1 How many phonemes?					What's the vowel phoneme?							
					/6							
												
					/ar/	/er/	/or/	/ā/	/ē/	/ī/		
Example a.	1	2	3	4	5	Example b.						
1a.	1	2	3	4	5	1b.						
2a.	1	2	3	4	5	2b.						
3a.	1	2	3	4	5	3b.						

WRP Set 2 What's the new word?				/4
Example				
4.				
5.				
6.				
7.				

WRP Set 3 Write each syllable in a section.						/10				
						1	2	3	4	5
Example	cargo	car	go							
8.	orbit									
9.	standard									
10.	elevator									
11.	eastern									
12.	terminal									

Name: _____ Date: _____

WRP Set 1 How many phonemes?					What's the vowel phoneme?							
					/6							
												
					/ar/	/er/	/or/	/ā/	/ē/	/ī/		
Example a.	1	2	3	4	5	Example b.						
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3a.	1	2	3	4	5	3b.						

WRP Set 2 What's the new word?				/4
Example				
4.				
5.				
6.				
7.				

WRP Set 3 Write each syllable in a section.						/10
		1	2	3	4	5
Example	cargo	car	go			
8.	comfort					
9.	orchard					
10.	reflector					
11.	ornament					
12.	external					

Form A**ORP Set 1** Real Words

1–5.	consider	surfer	squirrel	sturdy	earthling
6–10.	nocturnal	grammar	conductor	cheddar	indirect

ORP Set 2 Phrases

1–3.	a button collector	the hotdog vendor	searching for home
4–6.	end of the semester	performs in a play	standard seat size
7–10.	math professor	flavorful fish dish	misheard my sister

ORP Set 3 Sentences

1. The cardboard box is bursting with colorful ribbon and paper.
2. Oliver and I will share a hamburger and then have pie for dessert.
3. On Thursday the thirteenth, the teacher will select a new class leader.

CUT OR FOLD

Form B**ORP Set 1** Real Words

1–5.	different	coward	firmly	government	undertow
6–10.	properly	further	rehearsal	calendar	inventor

ORP Set 2 Phrases

1–3.	in the history text	worthy of this	pearly white teeth
4–6.	learning to bake	summarize the essay	similar to that one
7–10.	sandwich with mustard	earning some cash	sunburn in Vermont

ORP Set 3 Sentences

1. Jennifer must say the password before she can enter the fortress.
2. Trevor does not need a calculator to add a row of over thirty numbers.
3. The orator gave a wordy speech to protest the pipeline.

Student Name: _____

Date, Examiner: _____ Date, Examiner: _____

FORM A		FORM B	
WRP Set 3 Real Words	ORP Set 1 Real Words	WRP Set 3 Real Words	ORP Set 1 Real Words
1. orbit	1. consider	1. comfort	1. different
	2. surfer		2. coward
2. standard	3. squirrel	2. orchard	3. firmly
	4. sturdy		4. government
3. elevator	5. earthling	3. reflector	5. undertow
	6. nocturnal		6. properly
4. eastern	7. grammar	4. ornament	7. further
	8. conductor		8. rehearsal
5. terminal	9. cheddar	5. external	9. calendar
	10. indirect		10. inventor

Form A ORP Set 2 Phrases			
1. a button <u>collector</u>	6. <u>standard</u> seat size		
2. the hotdog <u>vendor</u>	7. math <u>professor</u>		
3. <u>searching</u> for home	8. <u>flavorful</u> fish dish		
4. end of the <u>semester</u>	9. <u>misheard</u> my <u>sister</u>		
5. <u>performs</u> in a play			

Form B ORP Set 2 Phrases			
1. in the <u>history</u> text	6. <u>similar</u> to that one		
2. <u>worthy</u> of this	7. sandwich with <u>mustard</u>		
3. <u>pearly</u> white teeth	8. <u>earning</u> some cash		
4. <u>learning</u> to bake	9. <u>sunburn</u> in <u>Vermont</u>		
5. <u>summarize</u> the essay			

Form A ORP Set 3 Sentences	
1. The cardboard box is <u>bursting</u> with <u>colorful</u> ribbon and <u>paper</u> .	
2. <u>Oliver</u> and I will share a <u>hamburger</u> and then have pie for <u>dessert</u> .	
3. On <u>Thursday</u> the <u>thirteenth</u> , the <u>teacher</u> will select a new class <u>leader</u> .	

Form B ORP Set 3 Sentences	
1. <u>Jennifer</u> must say the <u>password</u> before she can <u>enter</u> the fortress.	
2. <u>Trevor</u> does not need a <u>calculator</u> to add a row of <u>over thirty numbers</u> .	
3. The <u>orator</u> gave a <u>wordy</u> speech to protest the pipeline.	

FORM A	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
		/6	/4	/10	/10	/10	/10	/10	/40
FORM B	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
		/6	/4	/10	/10	/10	/10	/40	/50

HD Word Plus Scope & Sequence



SUPPORT UNIT*	PHONICS CONCEPT(S)	MINI LESSONS
1	<ul style="list-style-type: none"> Single-Syllable Closed Syllable Words Single-Syllable Closed Syllable Words with Digraphs 	1: Stretching Words with Short Vowels and Digraphs 2: Spelling with Digraph ck 3: Spelling with The Double Trouble Rule
2	<ul style="list-style-type: none"> Single-Syllable Closed Syllable Words with 2-Sound Blends and Digraph Blends 	1: Adding and Deleting Phonemes to Create 2-Sound Blends 2: Adding and Deleting Phonemes to Create Digraph Blends
3	<ul style="list-style-type: none"> Single-Syllable Closed Syllable Words with Trigraphs and 3-Sound Blends 	1: Spelling with Trigraphs -tch and -dge 2: Build a Word with 3-Sound Blends 3: Segmenting, Blending, and Manipulating Phonemes in Words with Short Vowels
4	<ul style="list-style-type: none"> Multisyllabic Words with Closed Syllables 	1: Reading Multisyllabic Words 2: <i>Whale Talk, Syllable Stomp, and SyllaBoards™</i> 3: Spelling Multisyllabic Words
5	<ul style="list-style-type: none"> Single-Syllable and Multisyllabic Words with Closed and Open Syllables 	1: Open and Closed Syllable Doors
6	<ul style="list-style-type: none"> Schwa in Multisyllabic Words with Closed and Open Syllables 	1: Reading Multisyllabic Words with Schwa
7	<ul style="list-style-type: none"> Single-Syllable and Multisyllabic Words with Closed, Open, and VCE Syllables 	1: Spelling Multisyllabic Words with Vowel-Consonant-e Syllables
8	<ul style="list-style-type: none"> VCE Spelling Schwa 	
9	<ul style="list-style-type: none"> Most Common Long Vowel Team Spellings: <i>long a (ai, ay), long e (ee, ea), long i (igh), and long o (ow, oa)</i> 	1: Spelling with the Long a Phoneme
10	<ul style="list-style-type: none"> Less Common Vowel Teams Spellings: <i>long e (ie, ey)</i> Cumulative Review of Vowel Team Spellings 	1: Segmenting, Blending, and Manipulating Phonemes in Words with Long Vowels
11	<ul style="list-style-type: none"> /or/ spelled or and /ar/ spelled ar 	
12	<ul style="list-style-type: none"> /or/ spelled or, our, ore, oor, and oar /ār/ spelled ar, are, air, and ear 	
13	<ul style="list-style-type: none"> /er/ spelled er, ir, ur and ear 	1: Dissect a Word with Spellings of /er/
14	<ul style="list-style-type: none"> /er/ spelled ar and or Cumulative Review of R-Controlled Vowel Spellings 	1: Segmenting, Blending, and Manipulating Phonemes in Words with R-Controlled Vowels 2: Dissect a Word with R-Controlled Vowel Spellings
15	<ul style="list-style-type: none"> /ōō/ spelled oo, u, u-e, and ew 	
16	<ul style="list-style-type: none"> Other Vowel Phoneme /oi/ spelled oi and oy 	1: Spelling with Other Vowel Phoneme /oi/

* Each Support Unit corresponds directly to the HD Word unit with the same number.



HD Word Plus Scope & Sequence

SUPPORT UNIT*

PHONICS CONCEPT(S)

MINI LESSONS

17	• Other Vowel Phoneme /ou/ spelled ou and ow	1: Spelling with Other Vowel Phoneme /ou/
18	• Other Vowel Phoneme /oo/ spelled oo and u	
19	• Other Vowel Phoneme /aw/ spelled au and aw	
20	• Cumulative Review of Other Vowel Spellings	1: Segmenting, Blending, and Manipulating Phonemes in Words with Other Vowels
21	• Chunks -ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk	
22	• Multisyllabic Words with Consonant -le Syllables	
23	• Multisyllabic Words with Latin Chunks	1: Reading Words with Latin Chunks
24	• Hard and Soft c and g	1: Spelling with Hard and Soft c and g
25	• Consonant Suffixes: -s, -less, -ness, -ment, -ful, -ly	
26	• Vowel Suffixes: -es, -ing, -er, -est, -ous, -y, -able, -ible	1: Spelling with the Drop the e Rule 2: Spelling with the Change the y to i Rule
27	• 1-1-1 Doubling Rule • 3 Sounds of <i>Suffix -ed</i>	1: Spelling with the 1-1-1 Doubling Rule 2: Reading Words with the <i>Suffix -ed</i>
28	• Prefixes: dis-, con-, un-, im-, in-	
29	• Prefixes: re-, pre-, pro-	
30	• Cumulative Review of Prefixes and Suffixes	1: Exploring the Meanings of Prefixes and Suffixes
31	• Closed Syllable Exceptions: ost, old, ild, ind, olt	
32	• Split Vowels	1: Reading Words with Split Vowels
33	CELEBRATION!	

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