

Consonants	The alphabet (alphabetical order) -introduce tracing/printing with Tall Sticks, Arrounders, Short Sticks, and Sliders cvc = consonant-vowel-consonant *one vowel at a time, with lots of repetition if necessary *stick to t, p, d, g, b, n, m for consonants at the end when blending
Short Vowels (& blend cvc words)	
Digraphs:	sh, th, ch (then later, wh, qu, ph, kn, wr)
Short Vowels with Beginning Clusters (ccvc) *clusters are letters that frequently go together	*These can be introduced one at a time in between other patterns "s" Blends: st, sp, sm, sn, sw, sk "r" Blends: br, cr, dr, fr, gr, pr, tr, "l" Blends: sl, bl, fl, cl, gl, pl
Short Vowels with Ending clusters (cvcc)	...st, ...sp, ...mp, ...nd, ...nch, ...ct, ...ft,...nt, ...pt, ...ld, ...lf, ...lk, ...lp, ...lt *may teach these interspersed between other patterns
1) Closed Syllables	There are 6 kinds of syllables – or thumps - in words. Closed: "Point to the vowel (in a cvc word). Is there a letter beside it? Then this is a closed syllable. Close your fingers. Are they long or short? Short? The vowel in a <i>closed syllable</i> makes its short sound.
2) Open Syllables	Open: "Point to the vowel. Is there a letter beside it? No? Then this is an open syllable. Open your hand. Are your fingers long or short? Long? The vowel is an <i>open syllable</i> and makes its long sound.
Floss Rule	"What is the floss rule?" <i>If a short word (syllable) with a short vowel (push hands together twice while saying this) ends in f, l, s, or z, we double it.</i>
"-ck" Rule	"When do we use "ck"?" <i>At the end of a short word (syllable) right after a short vowel (push hands together twice while saying this).</i> The short vowels are afraid of the kicking "k".
Compound Words	Teach syllable division using closed-closed compound words like: sunset, lipstick, upset, bathtub, pigpen, catnip, suntan, catfish
ing, ang, ong, ung ink, ank, onk, unk	Talk about how to make the -ng/-nk sounds in the mouth - and compare this to making just the /n/ sound.
Closed/Closed Syllable Division (Rabbit Words)	Use letter tiles to introduce syllable division. (e.g., place "rabbit" on a magnetic board with letters. Place pointer fingers under each vowel. Push the vowels apart. Then push the leftover consonants (the two b's) out to the sides (one to each side). Now you have 2 closed syllables and can read the word!
"tch" Rule	"When do we use "tch"?" At the end of a short word right after a short vowel (push hands together twice while saying this). The short vowels are afraid of the loud "ch" sound and need a "t" to protect them!
3) Silent "e" Syllables (Magic "e")	The "e" at the end (of a word or syllable) makes the vowel before it say its name (e.g., bake) Create lists of real & nonsense silent e words to read (e.g., bake, roke, pike) and compare with closed syllables (fin/fine)
Open/Closed Syllable Division	These are called "robot" words. Divide as above with closed/closed, but since there is only one letter left after pushing out the vowels, the leftover letter (the "b") goes to the right (default - as a first try) - the first syllable is open ("ro"), the other is closed ("bot").
Closed/Silent e Syllable Division	These are called "reptile" words. The first syllable is closed; the second syllable is a silent e syllable. Practice reading lots of 2-syllable words like this.
y as a vowel	y = long i (like in <i>try</i>) y = long e (like in <i>funny</i>) *may teach a little later *See page 159 in <i>Recipe for Reading</i> *These are separate lessons.
...s suffix	When we add "s, ed, and ing" onto a word, it changes the meaning . With "s", we call that a "plural" and it means "more than one" . Have students roll their arms or do an action to remember.
...ing Suffix	With "ing", it changes the meaning of the word to mean, "happening now" . Have students point down on the table in front of them & say, "happening now".

...ed Suffix With "ed", it changes the meaning of the word to mean, "**happened in the past**". Have students use their thumb and point over their shoulder while saying, "happened in the past". "ed" makes 3 sounds (/t/ = walked; /d/ = sailed; /ɪd/ = folded)

4) Vowel Team Syllables

- **ai, ay**
- **ee, ea, ie**
- **igh, ie**
- **oa, ow, oe**
- **ue, ew (long u)**
- **oo, ue, ew (like moon)**

***teach the ones in bold first**, intersperse the rest with teaching a couple of the patterns below
***Every team is a separate lesson**

5) Bossy "r" Syllables **er, ir, ur** (all make the same sound)
ar (like in car) , **or** (like in fork)
***These are each separate lessons**

ce, ci, cy
ge, gi, gy

Soft c: "c" before an "e", "c" before "i", & "c" before "y" all says /s/
Soft g: "g" before an "e", "g" before "i", & "g" before "y" all says /j/

"dge" Rule **"When do we use "dge"?"**
At the end of a short word right after a short vowel (push hands together twice while saying this).
The short vowels need a "defender d" to protect them!

Spelling Rule #1: "1-1-1-v Doubling Rule"

If a word has:
1-syllable
1-vowel
1-consonant at the end,
 we double it, *IF the suffix begins with a vowel.*

Plurals ending in s, x, z, ch, sh

When a word ends in s, x, z, sh, or ch, we use "es" to make it plural (and mean **more than one**),
 -or, if you hear /ɪs/ at the end of a word that means more than one

Spelling Rule #2: "Take off the e – if v"

If a word ends in "e" (e.g., bake), take off the e before adding a suffix – **IF** the suffix begins with a vowel (e.g., bake = baking, baked, but not with bakes)

ou/ow OU, OW
oi/oy oi, oy
au/aw au, aw

***These are each separate lessons (6 separate lessons).**

SPELLING RULE #3: Change "y" to "i"

If a word ends in y, **change the y to i** before adding a suffix, EXCEPT when the y is part of a team (like in played – we don't change y to i). And... EXCEPT with the suffix "ing"

Possessives (plurals)

When something belongs to someone or something, we use **apostrophe s** (e.g., The kitten's fur)

ey hockey (trace on a hockey puck)

Schwa

When reading words with two syllables, the last syllable's vowel is hard to hear – could be a short a, e, i, o, u sound (e.g., "kitten"). Any vowel that does not sound like its short sound (e.g., about)

6) Consonant-le Syllables

-gle, -tle, -ble, -cle, -zle, -fle, -dle, -kle, -ckle, -ple

ild, ind, old, olt, ost

Draw a picture of a ghost with wrinkles, a smile, and a cowboy hat and call him the **"wild kind old ghost."**

eigh eight, eighteen, neighbour, weight, weigh, neigh, sleigh, etc.

s = z (rose)

Plurals with f or fe

When a word ends in f (or fe), we **change the f to v and add es** to make it plural (mean "more than one") (e.g., half = halves)

oo (like in book) book, took, wood



"all" (alk, alt)	tall (most common) , walk, halt
Short "ea" (like in bread)	head, bread, feather (trace on bread!) *separate lessons
Begin Prefixes	Morphology re, de, con, in, dis, un, pre, etc... Chameleon Prefixes and all of their forms: (p.161 The Gillingham Manual (green): con, in, ad, ob, ex, sub)
Continue with Suffixes	Morphology ful, ly, er, est, ness, less, ish, ist, able/ible, tion/sion, etc...
ear (earth)	
age (cottage)	This is not technically a suffix as it doesn't change the meaning of the root word, but it is a very common ending.
Contractions	can't, won't, isn't
ture (picture)	This is not technically a suffix as it doesn't change the meaning of the root word, but it is a very common ending.
ar/or as a suffix	These are different than "ar" like in star, or "or" like in fork. These are like "ar" in lunar , and "or" like doctor
ought, aught	
ch (like in school) /k/ ch (like in machine) /sh/	school ("ch" like /k/ means it is a Greek word - like many words from science and school) machine ("ch" like /sh/ means it is a French word - like chandelier) *these are separate lessons
Silent Letters: ...stle, mb/mn	(castle, lamb, autumn)
us and ous	(p. 213 green manual)
V/V Syllable Division	(ne/on, flu/id, gi/ant)
wa	(water, wasp, watch, want, wand, wall, etc.)
wor	(world, work, worth, worm, worst, etc.)
war/quar	(wart, warm, quarter, etc.)
al/el	Use "-al" or "-el" at the end of a word when the consonant before it is a nasal 'n' or 'm', or 'v', 'w' 'y' (e.g., panel, normal, swivel, towel, loyal) Otherwise, it will be a c-le syllable word.
gn	(gnaw)
i = /ee/	(radio, studio, million, onion)
gue/que	(league) (antique)
ou/ui (like in soup/fruit)	uncommon spellings of /oo/
tu = choo du = joo	virtual, actual, virtue, situation gradual
ci/ti = sh	appreciate/negotiate, musician
tial/cial, tious/cious	potential/social, cautious/delicious
cal/cle	magical/circle
LATIN ROOTS	
Prefixes - Roots - Suffixes	
GREEK COMBINING FORMS	
bio + ology = biology - the study of (ology) life (bio) tele + phone = telephone -sound (phone) at a distance (tele)	