

Overview

FastTrack Phonics for Roots

A Module of the Reading Roots Beginning Reading Program

Overview

With Sample Lessons and Assessment



FastTrack Phonics for Roots

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With Sample Lessons and Assessment

Produced by the Reading Roots Development Team

FastTrack Phonics for Roots was developed under the direction of Robert E. Slavin and Nancy A. Madden, codirectors of the Success for All Foundation family of programs.

Success for All®
F O U N D A T I O N

FastTrack Phonics for Roots Overview with Sample Lessons and Assessment

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We wish to acknowledge the trainers, teachers, and students who gave us valuable feedback on the program.



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Introduction

How does FastTrack Phonics work?

FastTrack Phonics gives students the basic phonemic-awareness and phonics tools they need to use sound blending as a reading strategy. Students learn to:

- Recognize initial sounds
- Blend sounds they hear into real words (auditory blending)
- Separate sounds in words (auditory segmenting)
- Connect sounds with letter shapes and groups of letters
- Read words by blending sounds
- Spell words using sounds

Carefully crafted lessons use direct instruction, teacher modeling, video modeling, partner practice, and assessment to ensure rapid progress. Videos provide visual images that make remembering letter/sound connections easy for a wide range of students by using animations for 26 letters and 34 letter combinations. Videos also model sound blending and sound spelling skills using over 100 puppet skits that start with simple cue words and progress to multisyllabic words.

FastTrack Phonics Sample Lesson Booklet

This booklet contains a sample lesson from each of the three FastTrack Phonics volumes, a sample assessment from Volume 2, as well as a FastTrack Phonics Scope and Sequence.

Who will use FastTrack Phonics?

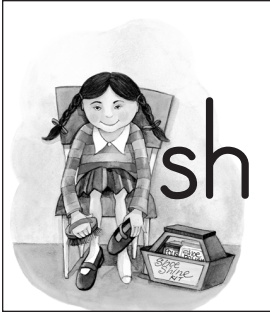
FastTrack Phonics can be used to teach phonics skills to students starting in kindergarten. Typically, kindergarten classes use Volume 1. First-grade classes use all three volumes, and older students still needing the basics can be taught using the specific lessons called for based on assessments.

FastTrack Phonics for Roots

Volume 1

Sample Lesson

Presenting /sh/



Key Card

Presenting /sh/

The Alphabet Chant

Teach students the first two stanzas of The Alphabet Chant.

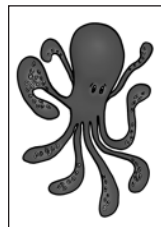
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

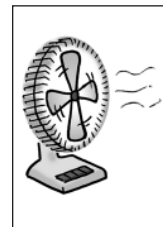
Whole Group Response →



hose



octopus



fan



leaf

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/f-i-sh/	<i>fish</i>	/c-l-a-ss/	<i>class</i>
/sh-o-p/	<i>shop</i>	/f-a-s-t/	<i>fast</i>
/sh-e-ll/	<i>shell</i>	/h-a-n-d/	<i>hand</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

shut	<i>/sh-u-t/</i>	trash	<i>/t-r-a-sh/</i>
dish	<i>/d-i-sh/</i>	smash	<i>/s-m-a-sh/</i>
wash	<i>/w-a-sh/</i>	brush	<i>/b-r-u-sh/</i>

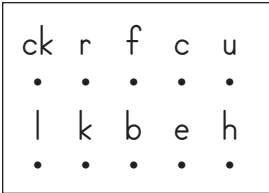
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 21 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class. (Use Partner Practice Booklet 3.)

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 21 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

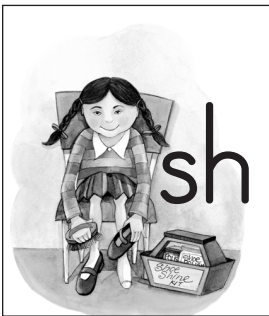
Use the following word sequence:

king...ring...rang...sang...sing...song...long

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Sherry shines her shoes.** Say the phrase with the students, stretching the /sh/ sound in each word.

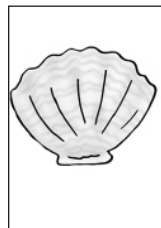
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



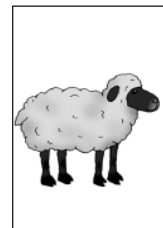
Key Card



shirt



shell



sheep



shoe

Making the Sound—Ask students to say /sh/. **When I say /sh/—>sh/, my teeth are together and I am pushing air out of my mouth. It's a quiet sound. It's the same sound that I make when I want you to be quiet. /sh/—>sh/. Let's stretch it together. /sh/—>sh/.**

Students' Words—Use Think-Pair-Share to have students share words that begin with /sh/.

Think-Pair-Share →



Animated Alphabet: /sh/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letters make.

Write the letters “sh” on chart paper beside the picture. **We can write /sh—>sh/ using letters we already know. These letters go together to say /sh—>sh/. /sh—>sh/.**



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 3

Monitor →

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words (ship, shut, dash). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 21 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Let’s practice writing /sh—>sh/ in the air. Move your finger in the shape of the letters “sh” and say /sh—>sh/.

Have students write the letters in the air while they say /sh/.

Have students write the letters on a partner’s hand, arm, or back.

Have students write the letters several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/k/ as in kite /r/ as in rabbit /l/ as in like

/h/ as in hand /e/ as in ending

Have partners check each other’s work. When they have finished, write any letters students need to review on the board, going over the Key Card and writing cue.

sh

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/c/ as in caterpillar /g/ as in give /ng/ (like you hear at the end of song)



Stretch and Count/Stretch and Spell

Have students use Stretch and Count to identify and count the sounds in the word “mat.” Students will write the letters on their fingers with their magic pencils.

Say: **Now that you can count the sounds and make the letter shapes, you are ready to write the words. Watch me as I Stretch and Spell /m—>m/. Write the letter “m” on chart paper or a chalkboard. The next sound is /a—>a/. I can write the letter for /a—>a/. Write the letter “a” on the board. The last sound is /t/. I can write the letter for /t/. Write the letter “t” on the board. Touch each letter, make the sound for that letter, and then say the word. /m—>ma—>at/. I just wrote the word “mat.”**



The Sound and the Furry: Stretch and Spell

Video Option: *The Sound and the Furry*—Introduce and play the Stretch and Spell segment. **Let’s watch Alphie and his friends learn to Stretch and Spell. This will help us learn to spell words.**

Now you’re ready to spell words. I’ll say a word, then we’ll use Stretch and Count to count the sounds and practice making the letters. Then, we’ll write the word in our Partner Writing Books.

Have students Stretch and Count, then Stretch and Spell, the following words. Make sure that partners check each other’s work.

With the new letter:

ship shot shop

With familiar letters:

hat leg run

After partners have checked each other’s work, have the whole class tell you how to spell the words. Write them on the board as the class dictates them to you. Ask students to correct their work by crossing out errors and writing in the correct spelling.

Collect the Partner Writing Books weekly to check students’ progress.

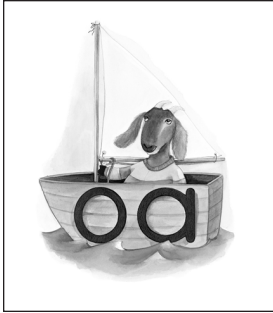
Whole Group Response →

FastTrack Phonics for Roots

Volume 2

Sample Lesson

Presenting /oa/



Key Card

Presenting /oa/

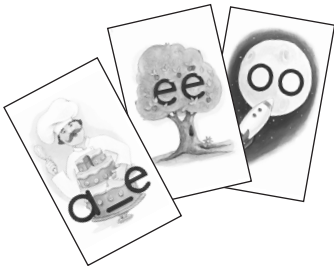
Break-It-Down

Say a word, and ask students to repeat it. Then, students will say the word in Alphie Talk, and count the sounds. Provide support as needed.

go	/g-o/ (2)	boats	/b-oa-t-s/ (4)
goats	/g-oa-t-s/ (4)	float	/f-l-oa-t (4)
glow	/g-l-ow/ (3)	*floated	/f-l-oa-t-ed/ (5)



Animated Alphabet:
Review



Class Review—Sounds and Words

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letters make.

Review Sounds—Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Point to the letters in the Letter Group Frieze in mixed order. Have students make the sound for each letter group as you point to it.

Model Stretch and Read—Stretch and Read the words below. Use the Finger Detective to cover the ending or break the word into parts. Remind students that they can hear the “e” in “ed” just a little when there is a “d” or “t” just before the ending.

floated **morning** **clues**

Partner Practice—Sounds and Words

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

Then have students turn to Lesson 54, Day 1 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they work together.

corn	spoil	pointed
drawing	Sue	balloon

* Did you hear that noise?

Partner Practice Booklet 6

Monitor →

When students have finished, review letters as needed, and have partnerships share their work as before.



Key Card

Quick Erase

Use the following sequence:

paw...jaw...jam...ham...hay...day...lay...ray...gray

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each of the words below, and have students repeat them.

goat

load

goal

Ask: **What sound can you hear in those words?** [/oa/] Say each word again, and have students repeat each one. Stretch the /oa/ sound in each word.

Key Picture—Show the Key Card for “oa.” **Let’s look at this picture card to learn more about our sound for the day. This is a picture of a goat in a boat. “Goat in a boat.” Let’s say that sentence together.** [Goat in a boat.] Say each word in the phrase, and ask students to repeat it. Stretch the /oa/ sound in each word.



Animated Alphabet:
/oa/

Introduce the Letter Group

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shapes and sound go together.** After playing the segment, ask the students what sound the letters make.

Build a strong connection between the picture and the letters. Point to the letter group “oa” in the picture. **When I look at the letters “oa,” I think about the phrase “Goat in a boat.”** Run your finger over “oa” as you repeat the /oa/ sound three times. **Look really hard at “oa,” and imagine seeing the goat in a boat.** Flip the card over so the students can only see the letters “oa.” **What do these letters say?** [/oa/] Stretch /oa/ three times. Show the picture side of the card again. **Here’s a way to help us remember to say /oa/ when we see these letters. When I point to “oa,” I want you all to say:**

/oa/

“Goat in a boat”

“oa”

Post the picture side of the Key Card for “oa” in the Letter Group Frieze.



Letter Blending Cards Decks 1 & 2

Stretch and Read with the New Sound

With the Teacher—Use the Letter Blending Cards to spell each word in the pocket chart. Stretch and Read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

coat

goat

road

Video Option: The Sound and the Furry—Introduce and play the Sound-It-Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



The Sound and the
Furry: Sound-It-Out

boat	goal	road
coal	load	goat

Partner Practice Booklet 6

With a Partner—Have students turn to Lesson 54, Day 1 in their Partner Practice Booklets, and have them read the words in the bottom box together. Partners will check each other's work.

When students have finished, choose a partnership randomly and have them read the words together.

Write Letters and Words

Write Letters—Make the sound for each of the letters listed below. Have students write the letters in their Partner Writing Books. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

/ee/ as in tree /or/ as in horse /oy/ as in toy

/_y/ as in happy /ue/ as in blue /oi/ as in join

o o

Write Words—Have students use Stretch and Spell to write the following words. Use words in a simple oral sentence, if necessary, to make sure students hear the word correctly. Tell students to use /oa/ as in boat when they hear the /oa/ sound. Have partners check each other's work after you have finished the list, then have the class Stretch and Spell the words together to tell you what to write on the board.

boat	coat	road
load	coal	soap

54
DAY 2

Say-It-Fast (optional)

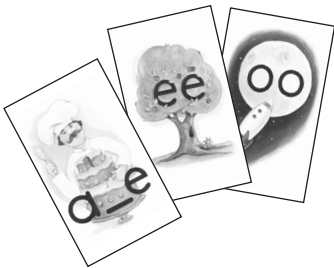
Say each sound in the words listed below. Have students blend the sounds into words.

/j-oi-n/	<i>join</i>	/b-ir-d/	<i>bird</i>
/l-aw-n/	<i>lawn</i>	/m-ea-n/	<i>mean</i>
/g-l-ue/	<i>glue</i>	*/p-ay/	<i>pay</i>

Class Review—Sounds and Words

Review Sounds—Review the Letter Group Frieze, pointing to the letter groups in a mixed order. Use the front or back of the Key Cards to review any sounds from Volume 1 that students do not know instantaneously. Point to or show the card quickly. Review the letter phrase and writing cue for any letters that students are hesitant about.

Model Stretch and Read—Choose three green cards from previous lessons. Use Stretch and Read to read the words with the class.



Partner Practice

Ask students to practice their letter sounds, using the first two boxes on the first page of their Partner Practice Booklets. Have them write down any letters that they have trouble with in their Partner Writing Books.

tied	higher	raining
oily	facing	stroke

* Dan poked the balloon with a pin. It popped.
--

Partner Practice Booklet 6

Monitor →

Then have students turn to Lesson 54, Day 2 in their Partner Practice Booklets, and have them read the words in the top box with their partner. Have partners initial each other's books when the reader has read each word correctly twice. After they have read the words, have them make up sentences that use the words. This will help students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge Sentence—When both students in a partnership have successfully read all of the words in the top box and made up sentences, they may go on to read the “challenge sentence” in the middle box. This is an optional activity.

Monitor students as they read together.

When students have finished, review the letters as needed, and have partnerships read the words and sentences for the class, and share their made-up sentences.

Quick Erase

Use the following sequence:

join...coin...coil...oil...boil...foil

To add challenge, try Tell the Teacher How or Change the Letter (see page 10).

Hear the New Sound

Sound Words—Say each word, and have students repeat it. Emphasize the vowel sound in the following words.

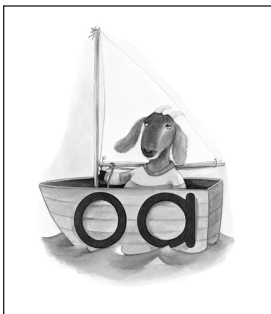
coat

road

goat

Ask students to identify the sound that they hear in all three words.

Key Picture—Show students the “oa” Key Card. **What do you say when you see this picture?** [*responses*] **That's right. “Goat in a boat.”** Flip the card over so the students can only see the letters “oa.” **What sound do these letters make?** [/oa/] **Yes, the sound is /oa/—>/oa/.**



Key Card

Stretch and Read with the New Sound

With the Teacher—Write each word on the chalkboard, and Stretch and Read it with the students.

road

load

boat

With a Partner—Have students turn to Lesson 54, Day 2 in their Partner Practice Booklets, and have them read the words in the bottom box together.

toad	oak	soap
roam	road	toast

Partner Practice Booklet 6

Monitor →

Monitor students as they read together. Have students initial each other's books after they have read the words correctly.

When students have finished, choose a partnership randomly and have them read the words together.

o o

Write Words and Sentences

Write Words—Show the /oa/ Key Card and tell students that some of the words they will write will use the /oa/ sound. Other words they write will use different letters for the long o sound. Have students use Stretch and Spell to write the words below. Use words in a simple sentence, if necessary, to make sure students hear the word correctly. Have partners check each other's work after you have finished the list. Have the class Stretch and Spell the words together.

Tell students to use /o_e/ as in joke.

hope

hoped

Tell students to use /ow/ as in snow.

show

own

Tell students to use /oa/ as in goat.

float

***floating**

Write a Sentence—Tell students that Cami has brought a sentence that she thinks they can write. Have Cami read this sentence.

I saw a boat floating in the lake.

Discuss the meaning of the sentence briefly. Have partners work **separately** and write the sentence in their Partner Writing Books. Have the sight words posted. When everyone is finished, have a partnership tell you how to write this sentence on the board. Celebrate everyone's growing skills.

FastTrack Phonics for Roots

Volume 3

Sample Lesson

Comparing **Long a** Letter Groups



Comparing Long a Letter Groups

Introduce Alphie's Story

Alphie: **Hello, class! I love writing stories, don't you? I was writing a story yesterday and I had to have the teacher help me with lots of words. I realized that I need to work on my spelling. Would you like to read my story and see some of the tricky words I had to spell? (WGR)**

Whole Group Response →



Partner Practice Booklet 7



Finger Detective

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 13. **You and your partner are going to read Alphie's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**

Review how to use the Finger Detective to read a word. Write the word "always" on the board. Demonstrate sounding it out with the Finger Detective, using the sample text below as a guide.

Sample text: **Hmmm. This is a long word. I think I'll have the Finger Detective cover up part of it, and I'll read just the first part. Cover up the letters ".ways" and read the first two letters. Pronounce the syllable "al" with a short a: əl...əl. Now I'll add the last part: Waaaays. Ways. Now I can put them together. Əl-ways. Hmmm. That doesn't sound right. I'll try saying the first part a different way. Al (as in "all") ways. Oh! I know the word. The word is "always."**

The first part of that word was tricky because it looks like it should say /əl/. It really says /all/, doesn't it? I'll just put a little string around that part of the word. The string will remind me that I need to look out for this tricky part of the word. Draw a string around the letters "al."

(al)ways

You and your partners can do this while you're reading. If you sound out a difficult word, you can put a little string around the tricky part. Then the next time you read the word, you'll know how to say it.

Now you're ready to read Alphie's story. Designate each student in a partnership as Partner A or Partner B. Have the students take turns reading each sentence of the passage with Partner A reading first. After partners have read

Whole Group Response →



Finger Detective

Alphie’s story ask: **Did you notice that there were lots and lots of words in that story that had the same sound?** (WGR) **What was the sound?** (WGR)

Ask the students to choose a difficult word they encountered and demonstrate how they used the Finger Detective to read it. If the students don’t have any examples to share, suggest the word “rainy” by writing it on the board. Demonstrate using the Finger Detective to sound it out, using the text below as a guide:

I’ll have the Finger Detective help me by covering up part of this word. Cover the letter “y.” The first part of this word is /r...ai...n/. Rain. Uncover the “y.” Now I’ll add the last part. How could I say that? “Y” can say /ī/ like in the word “my,” or /ē/ like in the word “happy.” “Rain-I”? No, that doesn’t sound right. /ē/ ? “Rain-ee”? Yes! That’s the word! “Rainy”!

The “y” on the end of the word is tricky. I’m going to put a string around that letter so I will remember that this part is tricky.

r a i n **y**

Find Words with the Sound

Alphie: **I need you to read my writing one more time and circle all the words that have the /ā/ sound. Can you and your partner work together to find those /ā/ words for me?** (WGR)

Whole Group Response →

Have Partner B read the first sentence of student text while Partner A listens and follows along. Then have both partners discuss and identify the long a words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets. Then partners will switch roles. Partner A will read and Partner B will listen.

Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long a sound in words, regardless of the spelling.

Teacher Note—The underlined words are the phonetically regular words that the students must locate in the text. These are “Alphie’s Words.” Circled words are irregular words that the students will look for on Day 2 of the lesson. These are “Mean Monster’s Words.” Student books are not underlined or circled.

Alphie's Story



Gail and Fay love to play by the bay. I went with them today.

“Don’t stray,” we heard Gail’s mother say. “Always stay on the trail.”

“Okay,” **said** Gail.

We played all day! We ran to the marsh and back **again**. We gathered rocks in a pail. I almost stepped on a tiny gray snail.

“Watch your step!” **said** Gail.

“The shore is full of life,” she and Fay explained.

List Words on the Chart

Think-Pair-Share →

When partners have completed the task, say: **I think Alphie had trouble with these words because the /ā/ sound can be spelled in different ways. I see two ways that the /ā/ sound is spelled in this passage. What are they? (T-P-S)**

Yes, the /ā/ sound can be spelled with “ai” or “ay.” We can make a chart to help Alphie remember how to spell these words. We’ll put “ai” words on one side and “ay” words on the other side.

Draw a line down the center of a piece of chart paper to make two columns. Label one column “ai” and the other column “ay.” Then divide the chart paper into three rows. Your chart paper will look like this:

	ai	ay
①		
②		
③		

The students have this chart in their Partner Practice Booklets. Have them label the two columns “ai” and “ay.”

Let’s go back and find all the /ā/ words so that we can put them on this chart. Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ā/ words in that sentence?** Use the Think-Pair-Share Strategy and call on a partnership to share their answer. If the students do not locate a word or words in a sentence, have them reread the

sentence and try again. Remind the students to check their papers to see if they have identified and circled the word in their books.

As the students share long a words, you will write them on the chart paper. Write the words on the chart paper as shown below. The first row of words will be one-syllable words, the second row will be two-syllable words and/or words with inflectional endings, and the third row will be multisyllabic words that may have phonetically irregular parts. Make sure that the students write the words on the same row on their own charts.

Teacher Note—The rows in which words are written is very important, since the students will be responsible for different rows of words, depending on their skill levels. Writing the words in this way allows you to customize the lesson for individual students.



Alphie’s Words

	ai	ay
①	Gail, trail, pail, snail, Gail’s	Fay, gray, day
②		played
③	explained	today, always

If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. For example, short words that have long a as their final sound—“Fay,” “bay,” “day,” “say”—are usually spelled with “ay.”

Discuss why the words are written in three rows using the following text as a guide:

Words in row 1 are words you should be able to spell. These short words use “ay” or “ai” to make the /ā/ sound.

Words in row 2 are a little trickier. These are words that use “ay” or “ai” to make the /ā/ sound, but they have something else. They have an ending added to them that makes them harder to spell. Let’s look at the row 2 word. Point out that the word “played” is made up of the base word “play” and the ending “ed.” Underline the base word “play” on the chart paper and circle the ending “ed.” Tell the students that when they try to spell these tricky words, they should write the base word first and then add the ending. Example: **When I say the word “played,” I can hear the base word “play.” I can write “play” and then add the “ed” to make the word “played.”**

Words in row 3 are Alphie’s Big Words! These words are the hardest to spell. They’re harder because they’re bigger words, and some of them

have tricky parts. You'll need to study and practice if you want to be able to spell **Alphie's Big Words**.

Place the Alphie card on top of the chart paper. **These are Alphie's Words. Alphie's Words have the /ā/ sound spelled with "ai" or "ay."**

Have partners take turns reading words on their charts together. Partners can initial each other's books when they have read all the words.

Teacher Note—The "Alphie's Words" chart paper will be displayed in your classroom every day throughout the six-day long a lesson.

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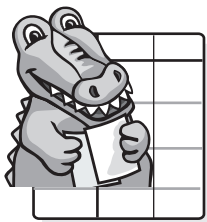
DAY 2

Practice Spelling Alphie's Words

Yesterday we read one of Alphie's stories and looked for all the words with the /ā/ sound. Let's take another look at the words we found. Display the chart paper with Alphie's Words from yesterday's lesson. Quickly read the words with the class.

Now you're going to see how many of Alphie's Words you can spell. Cover the Alphie's Words list with another sheet of blank chart paper. You can attach it to the sides of the word list with paper clips.

Have the students turn to a new page in their spelling notebooks and make a heading on their papers called "Alphie's Words." For fun, the students can add a small picture of an alligator beside the heading. Have the students write the letters "ai" at the top of the left-hand side of the page and the letters "ay" at the top of the right-hand side of the page.



Alphie's Words Chart
Day 1

○

Alphie's Words

ai
ay

Read the words from the first row to the class in random order. The students will write the words under the correct heading ("ai" or "ay") on their papers:

- | | | | |
|--------------|--------------|---------------|-------------|
| Gail | trail | Gail's | pail |
| snail | Fay | play | bay |
| stray | say | stay | okay |
| gray | day | | |

Have partners check each other's work.

Pull down the cover sheet to show the top row of Alphie's Words so the students can check their work. The students can place a small check beside words they spelled correctly. If the students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have the students

double-check the word to make sure it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.

Let's try to spell some more of Alpie's Words. Read the word in the second row to the class. The students will write the word in the correct column on their papers:

played

Have partners check each other's work.

Pull down the cover sheet to show the row two word and have the students check their work. Have the students place a check beside the word if they spelled it correctly. Have them draw a line through the word if it is incorrect, write it correctly, check it, and then circle it as described above.

The words in the third row are multisyllabic words that may have nonphonetic parts. These are words that the students should be able to read, but they should not necessarily be able to spell them yet due to their complexity. (Spelling is a more complicated task than reading.) Let the students decide if they are ready to attempt to spell these words. Introduce the challenging words by saying something like this:

The last row of words was really hard. They were Alpie's Big Words! If you think you're ready, you can try spelling Alpie's Big Words.

Have the students indicate that they are writing challenging words by making a new heading on their papers: "Alpie's Big Words." Read the words from the third row to the class in random order. The students will write the words in the correct column on their papers:

always explained today

Have partners check each other's work. Have the students check and correct the words as described above.

Sample Student Notebook Page



Alphie's Words		
	ai	ay
✓	Gail	✓ Fay
✓	trail	✓ play
	raine <u>rain</u>	✓ bay
✓	pail	✓ stray
	smail <u>snail</u>	✓ say
✓	Gail's	✓ stay
		oekay <u>okay</u>
		✓ day
		giray <u>gray</u>
Alphie's Big Words		
	ai	ay
	expained <u>explained</u>	today
		always



Mean Monster's Words

Now that you have learned Alphie's Words, you're going to learn about another kind of word—Mean Monster's Words!

Display the card for the Monster. Explain who he is and what Mean Monster's Words are.

This is Monster. He's not really a scary monster, but his words can be scary! He keeps track of all the extra-tricky words. They're tricky because they look like /ā/ words, but they don't have the /ā/ sound.

Write the word "said" on another piece of chart paper. Underline the letters "ai." **Lots of the words we have practiced have the letters "ai" making the /ā/ sound. But in this word, we don't hear that sound. This word is "said."**

We call that a Mean Monster Word! It's mean because it doesn't follow the rules. Have the class read the word with you a few times.

I use a little rhyme to remember this word. The rhyme is:

Said. It's got an "a" and an "i" and I don't know why. Said.

When you say the phrase "I don't know why," shrug your shoulders and turn your palms up, as if you are confused. Have the students join you in repeating the phrase and acting out the motions a few times.

Teach the students the remaining words. Introduce each word by writing it on the chart paper and then pointing out the tricky part of the word. (Both words use the "ai" and "ay" spelling pattern, but they don't have the long a sound.) Use the following rhymes for each word:

Again: Again... "a" and "gain" go together. Again.
(Extend right hand when you say "a," and extend left hand when you say "gain." Clap hands together when you say "together" and "again.")

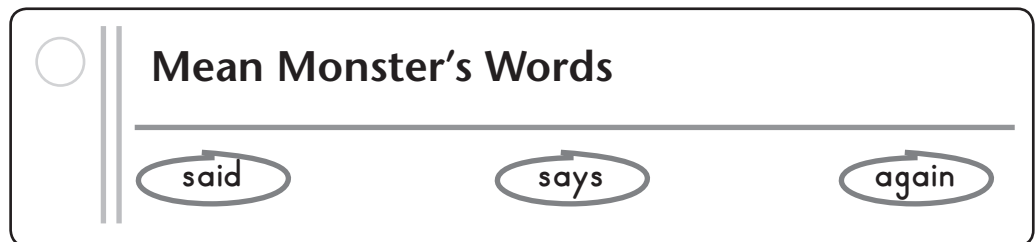
Says: Says...looks like "say" with an "s." Says.
(Draw a large "s" shape with your finger as you say the rhyme.)

Place the monster card on the chart paper so that the students know these are Mean Monster's Words.

Have the students make a new heading on their papers called "Mean Monster's Words." (If there is room, they can continue on the same piece of paper. If not, they can go on to a new page in their notebooks.) The students can also draw a small picture of a monster beside the heading. Have all the students write Mean Monster's Words on their papers, double-check the spelling, and circle each word. Have partners check each other's work.



Mean Monster's Words Chart



Remember, Mean Monster's Words can be tricky, so you may have to spend extra time learning how to spell them. Do you think you can look at Alphie's story one more time and find the Mean Monster's Words?

Have the students open their Partner Practice Booklets to page 13 and find and circle the Mean Monster's Words in the text.

Dictation

Now that we've practiced Alphie's Words and Mean Monster's Words, we're ready to use them in sentences. Write the following sentence on the board:

I want to pla in the rain agen.



Partner Practice Booklet 7

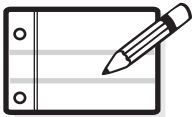
Teacher Note—Do not underline the incorrect words when you write them on the board. They are underlined in the teacher’s manual as a reminder of which words need to be corrected.

Alphie wrote this sentence, but I think he made a few mistakes. Let’s read it together and see if we can help him fix his sentence.

Think-Pair-Share →

Read the sentence with the class. Ask: **Do you see some words that need to be changed?** Have partners use the Think-Pair-Share strategy to discuss what changes need to be made to the sentence. Correct the sentence according to the students’ suggestions. Then have them write it in their notebooks.

I want to play in the rain again.



Now you can try writing a sentence on your own. Read the following sentence to the class:

Mom says I must stay on the trail.

Have the students repeat the sentence two or three times before they write it. After the students have written the sentence, they can compare their work with a partner’s. Write the sentence on the board by asking the class to spell each word as you write it. When the sentence is complete, make sure that all the students check and correct their work.

My Spelling Words



Have the students turn to a new page in their spelling notebooks and write the heading “My Spelling Words.” The students will make a list of all the words they have circled in today’s lesson. This means that they will have words they misspelled on their lists plus Mean Monster’s Words. Even if the students spell every word correctly during the practice, they will still have Mean Monster’s Words on their lists. (The students can decide for themselves if they want to add Alphie’s Big Words to their lists.)

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of chart paper and post them in a central location. Tell the students that at the end of the long a lesson, they will have a test on Alphie’s Words and Mean Monster’s Words. Therefore, it is important for them to identify the words they are having trouble with so they can practice spelling them.

Give each student a sticky flag to put on the margin of the page titled “My Spelling Words.” This will help them (and their parents/guardians) easily find the words they need to study. It will also remind them that this is an important page.

Tell the students that every evening when they go home, they should turn to the page with the sticky flag and practice reading and writing the spelling words.

My Spelling Words		
rain	okay	gray
snail	said	says
explained		
again		

Teacher Note—The “Mean Monster’s Words” chart paper will be displayed in your classroom every day throughout the remainder of the long a lesson.

5

DAY 3

Whole Group Response →



Finger Detective

Partner Reading

Have each student sit with a partner and open their Partner Practice Booklets to page 14. **You and your partner are going to read another story from Alpie.**

Have partners take turns reading each sentence of the story.

When partners have finished reading the story ask: **Did you notice that there were lots and lots of words in that story that had the same sound? (WGR) What was the sound? (WGR) Yes, Alpie wrote another story with lots of /ā/ words.**

Ask different partnerships to share a difficult word they encountered and tell how they figured it out. If the students do not have any examples to share, select a word from the text and demonstrate reading it, using the Finger Detective (example: “face”). Draw a string around the tricky part of the word to remember how to read it. (In “face,” the “c” makes the /s/ sound.)

f a **c** e

Find Words with the Sound

Tell the students that Alpie has some new long a words that they need to find in the story.

Designate a student in each partnership as Partner A or Partner B. Have Partner A read the first sentence of student text while Partner B listens and follows along. Then both partners will discuss and identify the long a words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Practice Booklets. Then partners will switch roles.

Remind the students that they aren’t just looking for words that are spelled a certain way. They’ll have to listen carefully to see if they can hear the long a sound in words, regardless of the spelling.



Partner Practice Booklet 7

Alphie's Story



We live by Lily Lake. It's shaped like a giant plate! We sail almost every day. Yesterday was rainy, so we stayed inside and played. My brother, Jay, hated staying inside.

He waited by the window all day, making a face at the rain.

I (said) to my sister Kay, "Let's bake a cake to cheer Jay."

Jay ate it and smiled. He (said), "Hooray! You (have) saved the day!"

List Words on the Chart

When partners have completed the task say: **I think Alphie had trouble with these words because he found another way to spell the /ā/ sound. Yesterday we used "ai" and "ay" to spell that sound. Is there another way to spell the sound? (T-P-S)**

Yes, the /ā/ sound can be spelled with "a_e." Let's make a new chart to help Alphie remember how to spell these words. We'll put "ai" words, "ay" words, and "a_e" words on the chart.

Make a chart with three columns on a piece of chart paper. Label them "ai," "ay," and "a_e." Then divide the chart paper into three rows. Your chart paper will look like this:

	ai	ay	a_e
①			
②			
③			

The students have this chart in their Partner Practice Booklets. Have them label the columns "ai," "ay," and "a_e."

Let's go back and find all the /ā/ words so that we can put them on this chart. Reread the passage with the students a sentence at a time. Stop at the end of each sentence and ask: **Did you find any /ā/ words in that sentence?** Call on a partnership to share their answer. Remind the students to check their papers to see if they have identified and circled the word(s) in their books.

Think-Pair-Share →

As the students share long a words, you will write them on the chart paper. Write the words on the chart paper as shown below.



Alphie's Words

	ai	ay	a_e
①	sail, rain	day, Jay, Kay	lake, plate, face, bake, cake, ate
②	rainy, waited	stayed, played staying, making	shaped, hated saved
③		yesterday, hooray	

Demonstrate for the students how to identify the base words and endings for each of the words in row 2. Use the following text as a guide:

If I look at the word “rainy,” I can see a smaller word inside of it. I see the word “rain.” Underline the base word “rain” on the chart paper. **Sometimes a letter or letters are added onto the end of a word. What was added onto this word?** (WGR) **That’s right. The “y” was added on as an ending. I’ll circle the ending.** Circle the ending “y” on the chart paper. Have the students underline the base word “rain” and circle the ending “y” in their Partner Practice Booklets.

Whole Group Response →

Repeat the procedure described above for the words:

waited stayed played staying

If I look at the word “making,” I don’t see a smaller word inside it. Hmmm. I know that “ing” is often used as an ending, so I’ll go ahead and circle it. Circle “ing” on the chart paper. **That leaves “m-a-k” as the base word. “Mak”? That’s not the base word. The base word is “make: m-a-k-e.” What happened to the “e” in “make”? I’ll give you a hint. Words that end in “e” have a special rule.** (T-P-S)

Think-Pair-Share →

Remember this: If a word ends in “e,” you take the “e” away before you add an ending. Add the word “make” in parentheses on the chart paper, right beside the word “making.” **This word started out as “make.” When the ending “ing” was added, we took the “e” away.** Draw a line through the “e” in “make.” **Now we can add the ending “ing.”** Have the students write the word “make” in their Partner Practice Booklets and cross out the “e.”

Let’s go to the next word: “shaped.” Hmmm. I know that “ed” is a common ending, so I’ll go ahead and circle it. Circle the letters “ed” in the word. **That leaves “s-h-a-p” as the base word. “Shap”? That’s not the base word. The base word is “shape: s-h-a-p-e.” The “e” was taken away before the ending “ed” was added.** Write the word “shape” in parentheses on the chart paper, right beside the word “shaped.” **Cross through the “e” to remind the students that the “e” was dropped before the ending was added.** Have the students write the word in their Partner Practice Booklets and cross out the “e.”

Repeat the explanation for the words:

hated **saved**

Place the Alphie card on top of the chart paper. **These are Alphie’s Words. Alphie’s Words have the /ā/ sound spelled with “ai,” “ay,” or “a__e.”**

Have partners take turns reading words on the chart together. Partners can initial each other’s books when they have read all the words.

Introduce the activity at the bottom of the Partner Practice Booklet, using the following text as a guide:

At the bottom of the page in your Partner Practice Booklets, you’ll see a list of words. Let’s look at the first one together. I see the word “stay” plus the ending “ed.” That means we need to add the ending “ed” to the base word “stay” to make the word “stayed.” We can add the letters right at the end of the word. Write “stayed” on the board. Have the students read the new word and write it in their Partner Practice Booklets. Have the students add the endings to the rest of the words in column 1.

For column 2 words say: **These words are a little different. These words all end in “e.” You’ll have to remember the special rule for words that end in “e.”** Write the word “make” on the board. **If I want to add an ending to the word “make,” the first thing I will do is take away the letter “e.”** Erase the letter “e.” **Then I can add the ending.** Add the ending “ing” to the word. Read the word with the class. Have the students add the endings to the rest of the words in column 2.

Teacher Note—When you add the ending “ed” to words that end in “e,” you still take away the final “e” in the base word. Then you add the ending. Do not tell the students to simply add a “d” to these words.

The “Alphie’s Words” chart paper from today’s lesson will be displayed in your classroom every day throughout the remainder of the long a lesson.

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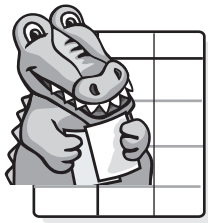
DAY 4

Practice Spelling Alphie’s Words

Yesterday we read one of Alphie’s stories and looked for all the words with the /ā/ sound. Let’s take another look at the words we found. Display the list of Alphie’s Words from yesterday’s lesson. Quickly read the words with the class.

Now you’re going to see how many of Alphie’s Words you can spell. Cover the word list with another sheet of blank chart paper. (You can attach it to the sides of the word list with paper clips.)

Have the students turn to a new page in their spelling notebooks. The students will make a heading on their papers called “Alphie’s Words.” For fun, the students can add a small picture of an alligator beside the heading. Have the students write the letters “ai,” “ay,” and “a__e” across the top of their papers.



Alphie's Words Chart
Day 3

○

Alphie's Words

ai

ay

a_e

Read the words from the first row to the class in random order. The students will write the words under the correct heading on their papers:

sail	rain	day	Jay
Kay	lake	plate	face
bake	cake	ate	

Have partners check each other's work.

Pull down the cover sheet to show the top row of Alphie's Words so that the students can check their work. If the students have spelled a word incorrectly, they should draw a line through it and then write the correct spelling beside it. Have the students double-check the word to make sure it is spelled correctly. Then they should circle the corrected word to remind them that this is a word they need to study.

Let's try to spell some more of Alphie's Words. Read the words from the second row to the class in random order. The students will write the words in the correct column on their papers:

rainy	waited	stayed	played
staying	making	shaped	hated
saved			

Have partners check each other's work.

Pull down the cover sheet to show the second row of Alphie's Words and have the students check their work. Have the students draw a line through incorrect words, write them correctly, check them, and then circle them as described above. Review the rules for adding the endings "ed" and "ing," if necessary.

The words in the third row are multisyllabic words that may have nonphonetic parts. These are words that the students should be able to read, but they should not necessarily be able to spell them yet due to their complexity. (Spelling is a more complicated task than reading.) Let the students decide if they are ready to attempt to spell these words. Introduce the challenging words by saying something like this:

The last row had some really hard words. They were Alphie's Big Words! If you think you're ready, you can try spelling Alphie's Big Words.

Have the students indicate that they are writing challenging words by making a new heading on their papers: "Alphie's Big Words." Read the words from the third row to the class. The students will write the words in the correct column on their papers:

yesterday hooray

Have partners check each other’s work. Have the students check and correct the words as described above.



Mean Monster’s Words Chart

Mean Monster’s Words

Now that you have learned Alphie’s Words, you’re ready to learn Mean Monster’s Words! There was one new Mean Monster Word in this story.

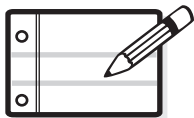
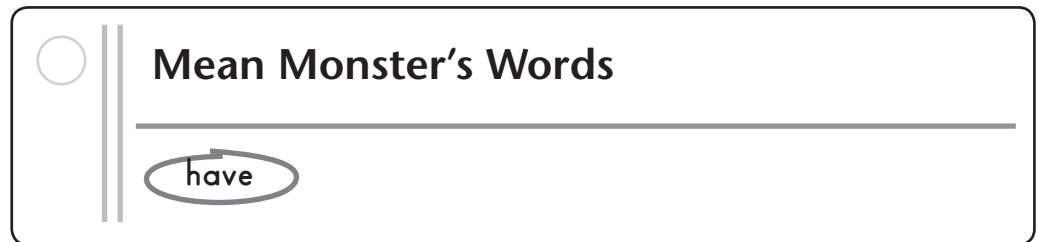
Present the Mean Monster Word “have” by adding it to the “Mean Monster’s Words” chart paper from Day 2. Point out how the “a__e” pattern looks as if it should be pronounced with long a. Then teach and recite the following chant with the class:

Have: “H-a” says /hă/ “v-e” says /v/. **Have.**

Have the students make a new heading on their papers called “Mean Monster’s Words.” The students can also draw a small picture of a monster beside the heading. Have the students open their Partner Practice Booklets to page 14 and find and circle Mean Monster’s Word in the text.



Partner Practice Booklet 7



Dictation

Now that we’ve practiced Alphie’s Words and the Mean Monster’s Word, we’re ready to use them in sentences.

Write the following sentence from Alphie’s story on the board:

I wayted in the rane all day.

Read the sentence aloud with the students. Have partners use the Think-Pair-Share strategy to discuss changes that need to be made to the sentence. Correct the sentence according to the students’ suggestions and then have them write it in their notebooks:

I waited in the rain all day.

Read the following sentence:

We ate cake and played.

Have the students repeat the sentence two or three times and then write it in their notebooks. Partners can compare sentences. Have the class spell each word as you write it on the board. Make sure the students check and correct their work.

Write the following words in one column on the board, and have the students copy them in their spelling notebooks:

saving making playing hated

Think-Pair-Share →

baked taking talking

Say: **For each of these words, I want you to write the base word and the ending beside it. For example, when I look at the word “saving,” I know that it is made up of two parts. The first part is the base word “save.”** Write “ = save” on the board beside the word “saving.” **The second part is the ending “ing.”** Write “ + ing” to make the word equation: “saving = save + ing.” Have the students write a base word and an ending “equation” for the remaining words on the list.



My Spelling Words

The students will take all the words they circled in today’s lesson and add them onto the page titled “My Spelling Words” from Day 2. (They should find it easily since it is marked with a sticky flag.) The students can decide for themselves if they want to add Alphie’s Big Words to their list.

Ask some students to share the words they have on their spelling lists. If any words appear to be difficult for the whole class, write them on a piece of chart paper and post them in a central location.

5

DAY 5

Word Games: Introducing Transformer

Teacher Note—This is the first of three word games that the students will learn in order to practice their spelling in a fun and systematic way with partners. These games give the students an opportunity to experiment with spelling patterns and develop a sense of which letter group to use when they have several choices. Developing the ability to sense when a word is spelled correctly will aid in the students’ writing and self-editing skills.

The first game, Transformer, is presented in this lesson. Transformer contains the basic elements of word play that students need to feel comfortable with different spelling patterns in words. Two variations of this game, Slide-a-Word and Letter Lotto, will be presented in Lesson 8, Day 1.



Fig. 1

How to Play Transformer

Tape a piece of chart paper to the chalkboard. Say: **Today we are going to learn how to play a game with the spelling words that we’ve been studying. If you are a good speller, you will be really good at this game! This game is called Transformer.**

Choose a short, one-syllable word from the previous three lessons and write it on the chart paper (example: “gate”) Start writing about 8 inches below the top of the chart paper. Write the word in large letters and leave some space between each letter. Read the word with the students.

Say: **I am going to change one letter in this word to make a new word.** Several inches under the word “gate,” write the word “game.” Ask: **What letter did I change?** (WGR) **What new word did I make?** (WGR) **That’s**

Whole Group Response →

right. I changed the “t” to an “m.” Now I have a new word. The word is “game.” (See Fig. 1)



Fig. 2

Fold over the top section of the paper so that the word “gate” is covered. (You’ll have to remove the tape and reattach the paper to the board.) You should only be able to see the second word, “game.” (See Fig. 2)

I’m going to do the same thing again. I’m going to change one letter and make a new word. Write the word “same” several inches below the word “game.” Ask: **What letter did I change? (WGR) What new word did I make? (WGR) That’s right, I changed the “g” to an “s” and made the word “same.”**



Fig. 3

Fold over another section of the paper so that the word “game” is covered. You should only be able to see the word “same.” (See Fig. 3) Repeat the process as described above to continue to make new words.

Use the following word sequence as a guide:

gate game same sale
pale male made



Fig. 4

When you are finished, you will have a folded, rectangular piece of paper. Show the folded piece of paper to the students. Explain that each of them will make their own papers to take home and study.



Fig. 5

Unfold the chart paper and reread the words with the students.

Now it’s your turn to play Transformer. Have all the students take out a blank piece of paper.

Write a spelling word on the chalkboard. Use a short, one-syllable spelling word with the “ay” spelling pattern, for example, “day.” Have the students leave some space at the top of their papers and copy the word onto their papers.

Say: **Do you think you can change the first letter in this word and make a new word? Think about another letter you could use to make a new word. Then tell your partner about it. Raise your hand when you are finished.**

Choose a partnership to share their answer with the class. Example:

That’s very good! You can change the “d” to a “b” and make a new word, “bay.” Let’s all write the word “bay” on our papers.

Write the word “bay” on the chalkboard, underneath the word “day.” The students will copy the word onto their papers as well. Then have the students fold down the top of their papers so that only the word “bay” is showing.

Let’s see how many other words we can think of. Repeat the process as described above until the students have a list of six or seven words. Example:

day bay say hay ray

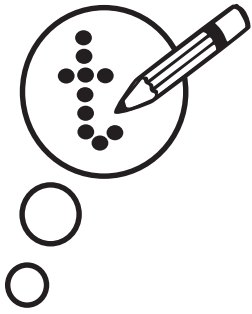
Make sure that all partnerships discuss new word possibilities. Then choose one partnership to share their answer with the class. Write the partnership’s word on the board, and then have all the students copy that word onto their lists.

When the students are finished, all of them should have a folded, rectangular piece of paper. Tell them to unfold their papers and reread the words with their

partners. The students can take the papers home and practice reading and spelling the words.

Have the students take out a new piece of paper and play another round of Transformer. To start, choose a simple, one-syllable spelling word that uses the “ai” pattern, for example, “rain.” For “ai” words, remind the students that they can change the first letter or the last letter of the word (example: from the word “rain,” the students could make “pain” or “rail”).

Allow partners to work on their own to create a word sequence. Monitor the students as they work. When they are finished, they will have another folded, rectangular piece of paper with “ai” words to take home and study. The students can study the words by reading them to family members. Encourage the students to make their own lists at home and bring them to class. Be sure to display any word lists that the students bring from home.



How to Use the Trace, Copy, Remember Routine

Preparation—Locate the form My Spelling Words in the appendix of the manual. Make enough copies for each student in the class. Create a chart paper version of the form to demonstrate how to use it.

Tomorrow we are going to take a little spelling test. This will be your chance to show how well you can spell words with the /ā/ sound. You'll have to know how to spell words that use "ay," "ai," and "a_e" to make the /ā/ sound. You'll have to be able to spell all of Alphie's Words and Mean Monster's Words. That means that you are going to have to study tonight!

You're going to study the words from the spelling list that you made in your notebooks. The page is marked with a sticky flag.

Can you find that page in your notebook? Have the students turn to the page.

My Spelling Words	
gate	gate
game	ga
same	
tame	

You're going to copy these words onto a special piece of paper that you'll use to study. Distribute a copy of the My Spelling Words form to each student.

Display a My Spelling Words form. **First, you'll write your name at the top of the page.** (pause) **Now look at the first column on the paper. It is full of gray boxes.** (point) **You're going to write each of the words from your spelling list in this gray column.** Monitor the students as they write to make sure they are writing all of their spelling words in the correct column.

Now that you have your spelling list, you need to think about how you're going to study the words. I'll show you how to do it.

When you are ready to study for a spelling test, you need to take out your study sheet. You should have all of your words written in the gray boxes. Read each word on your list very carefully. Demonstrate how to do this by making your own spelling list on a piece of chart paper with two or three words on it (example: "rainy," "today," "stray").

Read your list to the class.

How to Use Trace, Copy, Remember continued

You'll practice your words using the Trace, Copy, Remember routine. Start with the first word on your list. Trace your finger over the letters as you say them aloud. You can help me say the names of letters in this word. Trace over the letters in the first word on your list. Say each letter out loud as you do. Have the students join you (“r-a-i-n-y”).

Now you're going to write the word in the next column. You can look at the word if you need to. Remember, always say the letters aloud. You can help me say the letters as I write my word. Write the word “rainy” on the first line of the second column. Spell the word aloud as you write, and have the students join you.

Whole Group Response →

Now you should be able to remember the word. Fold over the paper so that you can't see the first two columns of words. **Do you think I can remember how to spell the word “rainy” and write it on this line? (WGR) You can help me as I write it.** Write the word “rainy” on the first line of the third column. Have the students spell the word for you as you write.

Think-Pair-Share →

When you're finished, you can open up your paper and see if you spelled the word correctly. Open the chart paper. **My word is correct! I can put a check beside it. What do you think I should do if my word is not correct? (T-P-S) You're right. I should circle my word so that I remember that it's a word I need to practice.**

Have the students practice using the Trace, Copy, Remember routine with a few of the words on their lists. Monitor the students to make sure they understand the process.

Tell the students to take their spelling lists home and practice Trace, Copy, Remember with every word on their list. If they have extra spaces on their sheets, they should rewrite their spelling words in the gray boxes and practice them again.

Tell the students to have a parent sign their spelling lists and bring them back to class tomorrow.

Teacher Note—If you do not want to make photocopies of the My Spelling Words form for every lesson, teach the students how to make their own spelling lists. Have them take a piece of paper and divide it into three columns. The students can write their personal spelling words in the first column and use the remaining two columns for Trace, Copy, Remember.

5

DAY 6



Mean Monster's Words Chart

Assessment

We're going to review all of **Alphie's Words** and **Mean Monster's Words**. Then we'll take a test to see how much we remember.

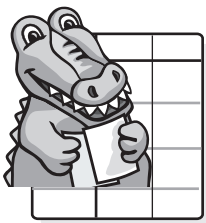
Display the "Alphie's Words" chart papers from Days 1 and 3. Display the "Mean Monster's Words" chart paper. Read each of the words on the chart papers with the students. **I'm going to see how many of these words you can spell. If you've been practicing at home, you should be able to spell Alphie's Words and Mean Monster's Words. Are you ready to try?**

Turn the chart papers around so that the students cannot see them.

Have the students take out a new sheet of paper. Desks should be clear. Make sure that the students have plenty of space between them (if possible) and remind them that this is a time for them to work individually.

I'm going to choose ten of Alphie's Words. You should write the numbers 1 through 10 on your paper.

Choose any five words from each set below. When you choose a word, say it, use it in a sentence, and then say it again. When the students have written the word, go on to the next word. Continue until the students have written ten words.



Alphie's Words Chart

Alphie's Words

- Have students number their papers from 1 to 10.
- Choose five words from **each** set.

Set 1

Gail	snail	ate
pail	bay	Gail's
play	stay	Fay
say	day	stray
gray	rain	okay
lake	Jay	sail
cake	plate	Kay
trail	face	bake

Set 2

rainy	waited
stayed	making
staying	shaped
hated	saved
played	

Teacher Note—As you read each word to the students, be sure to write it on your own personal list. Use this list for grading the students' papers later in the lesson.

Now we're going to write Mean Monster's Words. Remember, Mean Monster's Words are tricky to spell! If you practiced at home, you should remember how to spell them.

Have the students number their papers from 1 to 2. Read each Mean Monster Word, use it in a sentence, and then say it again. When the students have written the word, go on to the next word.

○

Mean Monster's Words

Have students number their papers from **1** to **2**.

said
have

Say: **Some of you practiced spelling Alphie's Big Words! I'm going to give you three of Alphie's Big Words. You can try spelling the big words if you want to.**

Have the students number their papers from 1 to 3. Choose any three of Alphie's Big Words. Read each one, use it in a sentence, and say it again.

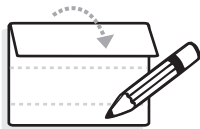
○

Alphie's Big Words

- Have students number their papers from **1** to **3**.
- Choose any three words.

explained
yesterday
hooray

today
always



Transformer

Collect the papers. Have partners sit together and play the Transformer game. Give the students a word to start with (example: "cake"), and write it on the board.

While the students work together, grade the papers, and circle words spelled incorrectly. Have the students take the tests home and practice Trace, Copy, Remember with words they missed. Students will bring both papers back tomorrow.

The students should remove the sticky flag from the page in their notebooks titled "My Spelling Words." Give them a gold star, a small sticker, or a check to put on their sticky flags. The students can then put the sticky flag on the inside cover of their notebooks. The sticky flags will remind the students that they are becoming good spellers!

FastTrack Phonics for Roots

Sample Assessment

Assessment 8 (from Volume 2)

Assessment 8

This assessment should be administered to the entire class after they have finished Lessons 51–55 of *FastTrack Phonics for Roots*, Volume 2. If you feel that your class would benefit from some additional practice before taking this assessment, you may wish to conduct some review lessons using the Optional Review Lesson Template at the back of this manual. Use the Optional Review Lesson Template to create lessons featuring sounds that your class needs to practice. Then, give the assessment to the class.

Assessment 8 checks student progress in four skill areas:

- Reading Sounds
- Stretch and Read
- Writing Sounds
- Stretch and Spell

The first two parts of the assessment will be administered to each student individually. Call individual students to your desk or to a separate work area away from the rest of the class. The last two parts of the assessment can be administered to the whole class at one time. Make sure that the students are comfortably seated at desks or tables. Be sure that students understand that they need to work on their own.

Part 1

Reading Sound—(Use the Assessment 8: Reading Sounds list for this part of the assessment.) To be sure that students have mastered all sounds in Volume 1, have students read the sounds on the Volume 1 review list. Record any sounds students have not mastered in the Review Notes column on the Class Assessment Form. Use those sounds in review lessons or have students record them in their Partner Practice books and work on them with their partner. If students have demonstrated mastery of all 30 objectives in Volume 1, put an “X” in the box in the Volume 1 column. Then ask students to read the sounds on the Reading Sounds list for Volume 2 for Assessment 8.

Point to each letter group on the list, and ask the student to tell you the sound that the letters make. If the student gives you the letter names, say: **That’s right. Those are the names of these letters. Now what sound do you make when you see these letters together?** The student may also give you other possible sounds for the letters, such as short vowel sounds instead of long ones. In this case, say: **Yes, that’s one sound that these letters make. Can you think of another sound these letters make when they are together?** If the student doesn’t give you the correct answer after this clarification, mark the response as incorrect and move on to the next assessment item. Do not allow the student to continue guessing until he or she gives the correct response.

Mark incorrect responses to new sounds with a slash mark under the corresponding letter group on the Class Assessment Form. Write the total number of correct responses at the end of the column.

Part 2

Stretch and Read—(Use the Assessment 8: Stretch and Read list.) Say: **Now you’re going to read some words.** Ask the student to read the words on the list. You may remind students that they can use Stretch and Read and then say the word.

Record the correct number of responses in the box marked “Stretch and Read” on the Class Assessment Form.

Assessment 8

Part 3

Writing Sounds—(Use the Assessment 8: Writing Sounds list.) Seat students at desks or tables. Make sure that they know that this is a time to work separately. Give a piece of writing paper to each student, and have students number from 1 to 9. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter or letter group that makes that sound. Write the letter for that sound beside number 1 on your paper now.** Quickly check around the room to see that students are following directions. Then, continue to make the sounds for the other letters that students have studied in the last 9 lessons.

Part 4

Stretch and Spell—(Use the Assessment 8: Stretch and Spell list.) Have students turn their papers over. Say: **Now you're going to write some words on the back of your paper. I'll say a word and then use it in a sentence. You repeat the word, then use Stretch and Spell to write the word.**

Collect the papers and grade them. Circle incorrect responses for Part 3, "Writing Sounds." Then, record this information on the Class Assessment Form by placing a slash mark under the new letter groups that the students did NOT write correctly. (Note review letter groups missed in the Review Notes column.) Use the bottom row, marked "W" to record responses. Write the total number of correct responses in the "total" column.

Circle incorrect responses for Part 4, "Stretch and Spell." Record the correct number of responses in the box marked "Stretch and Spell" on the Class Assessment Form.

Using the Assessment Information

Once you have completed each student's assessment information on the Class Assessment Form, use that information to determine what to review as a class or whether individual students need tutoring to work on skills that they have not mastered.

The Class Assessment Form also allows you to look at the scores for the whole class. If you look at a particular letter group (for example, "oa") and follow that column down to the bottom of the page, you will see a space for the class total. Record the number of correct responses from the whole class in this box. These scores will tell you which letter sounds (if any) are problematic for the class as a whole. You can give these letters more focused review time during your daily lessons, or plan a Review Lesson.

Reading Sounds: Review of Volume 1

m
•a
•s
•d
•t
•i
•n
•p
•g
•o
•c
•b
•e
•f
•l
•u
•h
•k
•j
•r
•z
•w
•qu
•ng
•v
•x
•y
•sh
•th
•ch
•

Reading Sounds: Volume 2

<u>New</u>	<u>Review</u>			
aw •	er •	_ed •	_ing •	ay •
oi •	ue •	o_e •	or •	ea •
oa •	ai •	ie •	oo (as in moon) •	a_e •
ur •	igh •	_y (as in puppy) •	ar •	i_e •
	oy •	c (as in ice) •	ee •	ou •
		ow (as in snow) •		

Stretch and Read

raking

spoil

sunshine

jaw

curl

tonight

join

smiled

snowing

road

drawing

smarter

turn

toasted

point

Writing Sounds

New

/aw/

(as in saw)

/oi/

(as in boil)

/oa/

(as in boat)

/ur/

(as in nurse)

Review

/er/

(as in batter)

/ue/

(as in blue)

/ai/

(as in rain)

/igh/

(as in light)

/ow/

(as in snow)

Stretch and Spell

baking

Dad is baking twenty cupcakes.

(Hint: Use /a_e/ as in cake.)

saw

I saw a shooting star.

join

I will join the club.

(Hint: Use /oi/ as in voice.)

coat

Please wear your coat outside.

(Hint: Use /oa/ as in boat.)

burn

Be careful. Don't burn your hand.

(Hint: Use /ur/ as in nurse.)

**Success for All
FastTrack Phonics
for Roots**



Scope and Sequence

Introduction

FastTrack Phonics is a fun, fast-paced and systematic phonics program that builds students' skills in letter-sound correspondence and word-level reading and spelling. This scope and sequence follows the development of skills in the FastTrack Phonics lessons.

Contents

Volume 1	56
Volume 2	58
Volume 3	60

FastTrack Phonics for Roots Scope and Sequence

Volume 1															
Lesson number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Phonemic Awareness															
Hear initial sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hear and manipulate sounds in words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Auditory sound blending	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Auditory segmenting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Skills															
Use letter-sound correspondences	m	ă	s	d	t	i	n	p	g	ö	hard c	k ck	u	r	b
Use letter names															
Blend sounds to read words						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read words with endings															
Read compound words															
Write sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write words															
Writing—Sentence Level															
Write in complete sentences															

P = Primary focus ✓ = Covered + = Optional skill

FastTrack Phonics for Roots Scope and Sequence

Volume 1 <i>continued</i>															
Lesson number	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Phonemic Awareness															
Hear initial sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hear and manipulate sounds in words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Auditory sound blending	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Auditory segmenting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Skills															
Use letter-sound correspondences	f	e	l	h	ng	sh	z	w	ch	j	v	y, (yo-yo)	th	qu	x
Use letter names	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend sounds to read words						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend words with endings															
Blend compound words															
Write sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write words						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading—Sentence Level															
Read complete sentences															
Writing—Sentence Level															
Write in complete sentences (dictation)															

P = Primary focus ✓ = Covered + = Optional skill

FastTrack Phonics for Roots Scope and Sequence

Volume 2																
Lesson number	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
Phonemic Awareness																
Hear initial sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hear and manipulate sounds in words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Auditory sound blending	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Auditory segmenting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Skills																
Use letter-sound correspondences	_ed, _ing	a_e	ee	i_e	o_e	oo (moon)	ar	soft c	ou (shout)	ay	ea	or	ie	_y (puppy)	oy	er
Use letter names	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend sounds to read words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend words with endings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend compound words																
Write sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading—Sentence Level																
Read complete sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing—Sentence Level																
Write in complete sentences (dictation)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

P = Primary focus ✓ = Covered + = Optional skill

FastTrack Phonics for Roots Scope and Sequence

Volume 2 <i>continued</i>														
Lesson number	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Phonemic Awareness														
Hear initial sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hear and manipulate sounds in words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Auditory sound blending	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Auditory segmenting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Skills														
Use letter-sound correspondences	ue	ai	igh	ow (snow)	_ed, _ing	aw	oi	oa	ur	ow (cow)	oo (book)	u_e	ir	_y (fly)
Use letter names	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend sounds to read words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend words with endings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend compound words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading—Sentence Level														
Read complete sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing—Sentence Level														
Write in complete sentences (dictation)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

P = Primary focus ✓ = Covered + = Optional skill

FastTrack Phonics for Roots Scope and Sequence

Volume 3																				
Lesson number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Phonemic Awareness																				
Hear initial sounds																				
Hear and manipulate sounds in words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Auditory sound blending																				
Auditory segmenting	✓	✓	✓	✓																
Word Skills																				
Use letter-sound correspondences	ph, f	ge, dge	tch	ew	ai, ay, a_e	ea, ee, _y	ie, i_e, igh, _y	ow, oa, oe, o_e	oo, ew, ue, u_e	ur, ir, er	ou, ow	oy, oi	long a	long e	long i	long o	long u	ur, ir, er	ou, ow	oy, oi
Use letter names	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend sounds to read words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend words with endings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Blend compound words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write sounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading—Sentence Level																				
Read common “sight” words		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read sentences and paragraphs			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing—Sentence Level																				
Write in complete sentences (dictation)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

P = Primary focus ✓ = Covered + = Optional skill



Success for All Foundation is a nonprofit education reform organization that develops and disseminates research-based reading and math programs for students in pre-kindergarten, kindergarten elementary, and middle schools. These programs were originally developed at Johns Hopkins University.

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