

Lesson 1: Word Families and Long Vowel Review (5 Days)

Getting Started



Facts and Definitions

- Sentences begin with capital letters.
- Word families are groups of words that share letters in common and have a similar sound.
- Long vowel sounds say the letter names, as in /ā/ in 'cake,' /ē/ in 'me,' /ī/ in 'kite,' /ō/ in 'home,' and /ū/ in 'flute.'
- Long vowel sounds can be spelled in many different ways.
- Silent *e* has many jobs. One of its most important jobs is to make a vowel say its name, as in "late" and "note."

Lesson Focus

- Sight words for Lesson 1: "along," "while"
- Word families for Lesson 1: *at, ap, an, ab, ag, ad, am, in, it, ig, op, og, ot, un, ut, ug, ub, en, et, eg, ed*
- Word building for Lesson 1: adding silent *e* to make a long vowel sound

Skills

- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Know spelling-sound correspondences for additional common vowel teams
- Identify words with inconsistent but common spelling-sound correspondences
- Recognize and read grade-appropriate irregularly spelled words
- Read with sufficient accuracy and fluency to support comprehension
- Read grade-level text with purpose and understanding
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Materials

- | | |
|--|--------------------------------|
| • binder or large accordion folder | • readers (kit) |
| • colored pencils | • scissors |
| • glue or glue stick | • Shared Reading pages (kit) |
| • handwriting paper* (Introduction - optional) | • sight word cards (kit) |
| • index cards (kit) | • thin dry-erase markers (kit) |
| • laminated writing sheet (kit) | • word building cards (kit) |
| • lowercase letter cards (kit) | |

Introduction

This unit begins with a review of the concepts covered in Age 5-7 Reading. Note that some children will need extra time to work with these words and patterns. This may mean that some lessons will take more than five days to complete. Be sure that your child has a good grasp of the material reviewed in the first four lessons before you move on to new material.

During this lesson, your child will review short and long vowel word families and the role of silent *e* in long vowel sounds. He will also work with the following sight words: "along" and "while." Most words in

this lesson should be review for him.

Moving forward, letters are written as themselves, while sounds are written inside slash marks. For example, the letter *s* will be written as *s*. The sound of *s* (ssss) will be written as /s/.

When sounding out written words, be sure to point to the letters as you make their sounds. When using the letter cards to make words, use the lowercase letters because lowercase letters are more common than uppercase letters in print. Note that a laminated writing sheet is included in the kit. Your child can use the sheet to practice on, or you can use it to model how to write a word.

In many activities, modifications are suggested for students who may struggle with writing skills. Feel free to adapt activities further as needed by taking turns writing, reducing the number of words your child writes, and so on. If your child needs the support of handwriting paper as he writes, he can complete his writing on handwriting paper as needed.

Your child should have recall of about 100 sight words, and he'll add to these over the course of this year. These are high-frequency words that will appear in his readers and other lesson materials.

The "Age 5-7 Sight Words, Part 1" page shows a group of sight words covered in the Age 5-7 level of reading. These sight words all appear in this lesson's readers. Ask your child to read this list aloud. Keep track of words he may struggle with. For example, you can make a light mark in the box beside words he needs to continue reviewing, and you might make flashcards of words that he needs to practice reading. (If you have the sight word cards from the Age 5-7 kit, you can use those for practice.)

NOTE: If you need a reminder about any terms or rules introduced in this unit, refer to the Unit Review Sheet for definitions and descriptions. This page also summarizes the terms and principles that your child is introduced to in each lesson.



Unit Review Sheet

www.beyondthepage.com/link/11242/

Activities

Activity 1.1: Shared Reading

Each lesson will begin with a Shared Reading that you will read with your child. Encourage him to point to the words as you read the message together. He can use his finger, a pen, or a pencil as a pointer. To add some fun, you might consider using a unique object, such as a toothbrush, a paintbrush, or a "magic wand."

Shared Readings serve multiple purposes:

- They model how we read from left to right and top to bottom,
- they expose your child to high-frequency words that will become part of his sight word collection, and
- they introduce new vocabulary.

Read the "Shared Reading Semester 1, Lesson #1" to your child (found in the *Shared Reading* book in your kit), pointing to each word as you say it, and then ask him to read it to you (as you help him sound out words as needed). Encourage him to point to the words, along with individual letters and blends, as he reads them:

You already know how to read a lot of words, but there are many more words to learn. This week, you will review many vowel sounds and will create word families. It should be a fun week!

Once you've finished reading the message with him, pose the following questions:

- What vowel sound does the word "read" have? (long *e*) Which other word has the same vowel sound and appears twice in the message? ("week")
- Which word in the message rhymes with "sun"? ("fun") What vowel sound do both of these words have? (short *u*)
- What vowel sound does the word "know" have? (long *o*)
- Which words start with a capital letter? (You, This, It) Why do those words start with a capital letter? (the first word in a sentence always begins with a capital letter)

NOTE: If your child has trouble answering the short/long vowel questions, remind him as needed about short and long vowel sounds (and that long vowel sounds say their name).

- short *a* is the vowel sound in "rat"; long *a* is the vowel sound in "rate"
- short *e* is the vowel sound in "red"; long *e* is the vowel sound in "reed"
- short *i* is the vowel sound in "bit"; long *i* is the vowel sound in "bite"
- short *o* is the vowel sound in "rod"; long *o* is the vowel sound in "rode"
- short *u* is the vowel sound in "cub"; long *u* is the vowel sound in "cube"

NOTE: The Shared Readings and readers for this reading level may include words your child does not remember from the previous reading level or patterns he has not learned yet. As your child reads, be sure to provide time for him to sound out words on his own. Encourage him to use the context of the words around him as clues to what the unfamiliar word could be. Also use the tips on the "Teaching Your Child to Sound Out Words" page to help with the decoding process.

Activity 1.2: Short Vowel Word Families

Using the lowercase letter cards, spell the following words (you can write them on the laminated writing sheet if you prefer), and ask your child to read them aloud:

mat, fan, lab, tag, sat, bag, hit, fin, dig, lip

If your child is a strong reader and is ready for additional challenge, you may wish to ask him to read the following words as well. These words contain digraphs and blends, which will be reviewed in a future lesson. (A consonant digraph is a combination of consonants that makes one sound — like *sh* or *th* — and in a consonant blend the combined consonants keep their own sounds — like *st* and *fr*.)

flat, slab, twig, slip, chat

Explain that each word belongs to a word family in which the words have letters and sounds in common. For example, "tag" and "bag" are in the same word family. "Mat" and "sat" are also in the same word family (and so are "flat" and "chat" if your child has read those words). If he read the challenge words, you may point out that "dig"/"twig" and "lip"/"slip" are more examples of word families.

Now, give your child the "Short Vowel Families #1" pages, and explain that he is going to write words to create word families in the boxes provided as you read the words aloud. For example, if you read "gap," your child should write that word in the "ap" word family box. Read at least two words for each family in mixed-up order from the lists provided below. Encourage your child to sound out each letter of the word as he writes it. If he needs extra support, he can use the lowercase letter cards to figure out the spelling before he writes the word.

If your child grows tired of writing, he can point to the box to show which word family a word belongs to, and you can neatly write the word for him. You can also spread this activity out over Days 1 and 2.

Possible words are as follows. Use the words that begin with digraphs and blends if your child is ready for them. Otherwise, read only the three-letter words.

- at: bat, cat, fat, hat, mat, rat, pat, sat, vat, chat, that, slat, flat, brat, splat
- ap: cap, gap, lap, map, nap, rap, sap, tap, snap, slap, flap, trap, scrap, strap
- an: ban, can, fan, man, pan, ran, tan, van, than, scan, span, plan
- ab: cab, gab, lab, nab, dab, tab, scab, slab, crab, grab
- ag: bag, jag, gag, lag, nag, rag, tag, sag, wag, stag, swag, flag
- ad: bad, dad, had, lad, mad, pad, sad, glad
- am: bam, ham, jam, ram, yam, sham, scam, spam, swam, clam, slam, tram, scam

NOTE: Your child will complete many pages during these reading lessons, creating a great collection of words he's worked with over time. Store these pages in a 1" or larger binder or in a large accordion folder so that he can revisit words as he adds to his word collection. We will refer to this as the "Word Collection folder or binder." If you find that there are words that he consistently struggles to read or recall, you may want to write them on index cards to use as flash cards and review them more frequently.

Day 2

Activity 2.1: More Short Vowel Families

Tell your child that today he is going to work with more short vowel sounds. Give him the lowercase letter cards, and ask him to spell the following words:

hot, mop, log, job

Now, he will complete the "Short Vowel Families #2" pages by circling or coloring in the words in each circle that belong in the same word family as the word in the center of the circle. Some of these words contain digraphs and blends. Assist him as needed with any words he needs help reading.

Your child should circle or color the following words in each circle:

- | | |
|------------------------------|-------------------------------|
| 1. fin, spin, bin, skin | 4. spit, bit, sit, split, fit |
| 2. stop, cop, mop, chop, pop | 5. dig, fig, big, wig, sprig |
| 3. jog, frog, log, hog | 6. rot, cot, shot, spot, trot |

Once your child has finished these pages, check his work, and ask, "What vowel sounds did you work with in this activity?" (the short *i* and short *o* sounds) Help him place these pages in the Word Collection folder or binder.

Activity 2.2: Sight Words

This year, your child will learn and practice over 50 more sight words. He may already know some of them, while others will be new to him. Each lesson will contain suggested activities for the sight words of that lesson and previous ones. You can also use these activities to practice sight words from the Age 5-7 level that your child still needs to review as well as custom sight words you add to the collection. For example, if your child struggles to read, pronounce, or spell a particular word, you can write the word on an index card and include it with sight word review.

Now, introduce (or review) this week's sight words using these sight word cards: "along" and "while." Point to and read each word aloud. Then point to each word, and ask your child to read it. Finally, your child will turn the cards face down, mix them up, and then read them again as he turns them over.

As needed, also continuing reviewing the Age 5-7 sight words from the Introduction to this lesson.

Learning Gates

Have your child take the [Learning Gates quiz](#) for this day.

Day 3

Activity 3.1: Word Chains

Say, "You've already worked with short *a*, short *i*, and short *o* word families. In this activity, you're going to work with short *u* families." Give your child the lowercase letter cards and then follow these steps. Your child may need extra assistance with the words in brackets, or you can omit them from the chain.

1. Say the first word in the first word chain ("sun"), and ask him to spell it using the letter cards. Encourage him to say each letter sound as he spells the word.
2. Now say the second word in the first chain ("nun"), and ask him to spell this new word by changing the beginning sound of the word. Again, encourage him to say each letter sound as he changes the word. NOTE: Words beginning with digraphs and blends are provided at the end of each chain if your child is ready to spell them.
3. Repeat this process until he gets to the end of the chain.
4. Repeat this process with the next chain.

Word Chains:**Chain 1:**

sun → nun → fun → run → bun → [spun] → [stun]

Chain 2:

nut → hut → but → gut → cut → rut → [shut]

Chain 3:

rug → hug → tug → bug → jug → mug → [slug]

Chain 4:

cub → sub → tub → rub → hub → [stub]

Activity 3.2: Family Search

Tell your child that he will work with the short *e* vowel sound in this activity. As needed, write a few short *e* words for your child to read (*bed, net, pen*). Now give your child the "Short e Family Search" page and the following colored pencils: red, yellow, green, blue.

Tell your child to color each box at the top of the page that shows a short *e* word family using a different color. For example, he might color "en" in blue, "et" in yellow, "eg" in green, and "ed" in red. (You may want to point out that "red" is on the page so that he has the option to color "ed" words in red so that "red" will be red.) Once he's assigned a color to each word family, he will color words that belong in each family according to these assignments. For example, using the previous assignments, "vet" would be colored yellow. As needed, assist him with the more challenging words (*shed, when, shred, fled, sled*).

When your child has finished this page, ask, "Why do 'Meg' and 'Ted' begin with an uppercase letter?" Review with him that people's names always begin with an uppercase letter (like the first word in a sentence). Help him place these pages in the Word Collection folder or binder.

Activity 3.3: Sight Words

Provide time for your child to read and write this week's sight words. He can write them on the laminated writing sheet, saying each word as he writes it. Allow him to use the sight word cards as needed.

As needed, also continuing reviewing the Age 5-7 sight words from the Introduction to this lesson.

Day 4**Activity 4.1: Short to Long**

Using the lowercase letter cards, ask your child to spell and say "mad." Next, place *e* at the end of the word and explain that this *e* is silent. Ask, "What is the silent letter *e* telling the vowel to do?" Your child should recall that the "silent *e*" tells the vowel in the word to say its name, thus making a long vowel sound rather than a short vowel sound.

Ask him to read the new word: "made." Repeat this process with "kit" and "kite."

Your child will cut out the words on the first "Short to Long" page. He will place all of the short vowel words in the "Short" column on the second page. Then, he will match a long vowel word with each short

vowel word to show how the silent *e* changes the vowel sound by placing the long vowel word in the "Long" column next to its match. For example, "mad" and "made" would be matched together on the page. If your child needs assistance with cutting or pasting, help him as needed.

NOTE: The focus of this activity is on *a*, *i*, *o*, and *u* words because "*e* with silent *e*" words are rare.

Once your child has placed all of the words correctly on the page, he will glue them down and then read them aloud. Place the page in the Word Collection folder or binder.

The words should be matched as follows (though the matches will likely appear in a different order):

- | | |
|-------------|-------------|
| • can, cane | • rat, rate |
| • cap, cape | • rid, ride |
| • cub, cube | • rip, ripe |
| • hop, hope | • rob, robe |

Activity 4.2: Word Building

Give your child the lowercase letter cards, and ask him to spell the following words:

cake, bike, home, late, rope, vine, mule

Activity 4.3: Sentence Scramble

Your child will unscramble the words in the box at the top of the "Sentence Scramble" page to make a sentence. He must use every word once and only once, and he can use the picture provided for clues. Once he's finished writing the sentence, ask him to read it aloud to you. If needed, help him figure out the correct order of the words. For example, remind him that sentences always begin with an uppercase letter.

If your child struggles with writing, you can adjust the activity by cutting out the words at the top of the page and giving them to him in mixed-up order. He can then place the words in the order in which they belong rather than writing them.

Correct sentence: A wet dog sat on the big rug.

Learning Gates

Have your child take the [Learning Gates quiz](#) for this day.

Day 5

Activity 5.1: Word Pairs

As needed, remind your child that the silent *e* makes the vowel say its name. Give him the "Word Pairs" page, and ask him to use the clues provided to fill in the correct word in the blank. Tell him that for each pair of words, he will find a word that fits in the first blank that also works in the second blank if you add a silent *e*.

Read the first sentence pair with him as an example, and encourage him to trace over the letters. Show him that the first letter of the words for each word pair is shown in a box beside the sentences. Image hints are also provided. If he needs extra clues, tell him a word that the first word rhymes with. (For example, "This

word rhymes with 'hat.'") As needed, explain any words, such as "hare" (a bunny) and "colt" (a young horse).

Once he is done, check his work, and ask him to correct any spelling mistakes.

Answer Key:

- | | |
|-------------|-------------|
| • man, mane | • tap, tape |
| • hat, hate | • hop, hope |
| • mad, made | • can, cane |

NOTE: It is quite common for children at this age to have difficulty spelling words. Your child may find it helpful to sound out words aloud at first, or to spell out a word with his finger before he writes it down. If it is a word he has read or written before, he may also try to remember what the word looked like. Be sure to tell your child that he is not being "graded" on his spelling in this type of activity and that it's ok if he misses words (even several words). Praise his efforts and assist him with correcting mistakes as needed.

Activity 5.2: Reader #1 — *Fun and Then Cake*

Your child will read *Fun and Then Cake* on his own before reading it aloud to you. Encourage him to take his time and point to each word as he reads it. Review the tips on the "Teaching Your Child to Sound Out Words" page. If he encounters words he isn't sure about, encourage him to use the context of the sentence to help him figure out words. When he finishes reading the story to you, ask the following questions:

- What did Jade do while Cash rode bikes with Dad? (baked a cake with Mom)
- What color was the cake that Jade made with Mom? (red)
- What did Jade want to do after baking the cake? (race up the hill)
- Of all the things that Cash and Jade did, which would you have the most fun doing?

Learning Gates

Have your child take the [Learning Gates quiz](#) for this day.

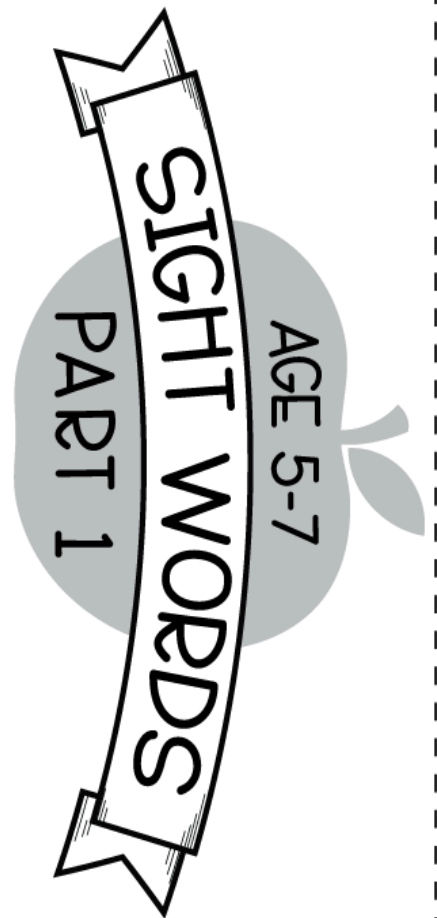
Wrapping Up

Ask your child to come up with words for each of the following vowel sounds:

- | | |
|---|---|
| • Long <i>a</i> (examples — rate, cake, tape) | • Short <i>e</i> (examples — jet, hen, bed) |
| • Short <i>i</i> (examples — kit, big, sip) | • Long <i>o</i> (examples — hope, robe, doze) |
| • Long <i>i</i> (examples — kite, hike, ripe) | • Short <i>u</i> (examples — tub, run, pup) |

Life Application

Encourage your child to find short and long vowel words in the environment around him (in his room, in the kitchen, at the grocery store and in other shops).



AGE 5-7

SIGHT WORDS

PART 1

- | | | | |
|------------------------------|-------------------------------|--------------------------------|--------------------------------|
| ☐ the | ☐ that | ☐ by | ☐ up |
| ☐ and | ☐ she | ☐ but | ☐ like |
| ☐ a | ☐ with | ☐ all | ☐ then |
| ☐ of | ☐ her | ☐ were | ☐ some |
| ☐ to | ☐ for | ☐ we | ☐ would |
| ☐ is | ☐ they | ☐ when | ☐ see |
| ☐ you | ☐ at | ☐ can | ☐ time |
| ☐ it | ☐ this | ☐ said | ☐ go |
| ☐ was | ☐ have | ☐ as | ☐ down |
| | | ☐ do | ☐ now |
| | | ☐ their | ☐ get |
| | | ☐ will | ☐ made |
| | | | ☐ part |

TEACHING YOUR CHILD TO SOUND OUT WORDS



Occasionally, the Shared Reading and readers will include words whose patterns your child has not learned yet. These words are included intentionally so that your child will practice how to approach reading an unfamiliar word in a text. Often, adults are quick to read for a child, but your child will become a much more confident reader if he learns to decipher words on his own. Take time to teach your child how to sound out words, and encourage him to think about whether the word he has pronounced makes sense.

If your child gets to a word he does not know or one he reads incorrectly, here are some tips to support him.

1. Encourage him to finish reading the sentence with the unfamiliar word. Then say one of the following:

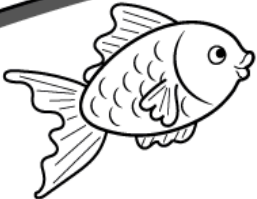
"Let's give that word another try."

(point to the missed word)

"Think about what makes sense with the illustrations."

(if reading text with pictures)

2. If the word can be sounded out (for example, it's not a sight word that your child must recognize or an exception to a spelling rule), encourage your child to "sound it out" using what he knows about letters and their sounds.
 - Point to the word, and say, "Give it another try. What's the first sound? What's the next sound?" Point to each sound in the word as your child says it. Prompt him about the letter sounds as needed.
 - Ask your child if the word has vowel or consonant patterns that he recognizes, and talk about what he has learned about those patterns. Then have him try to sound out the word again.
3. If the word has more than one syllable, lightly draw a line in pencil between the syllables and encourage your child to read each syllable by itself and then combine them. (If you cannot write in a book, rewrite the word on a piece of paper or on the laminated writing sheet.) For example, un|tie.
4. If your child is still unable to read the word correctly, sound out the word for him, and then let him practice saying it independently.





at



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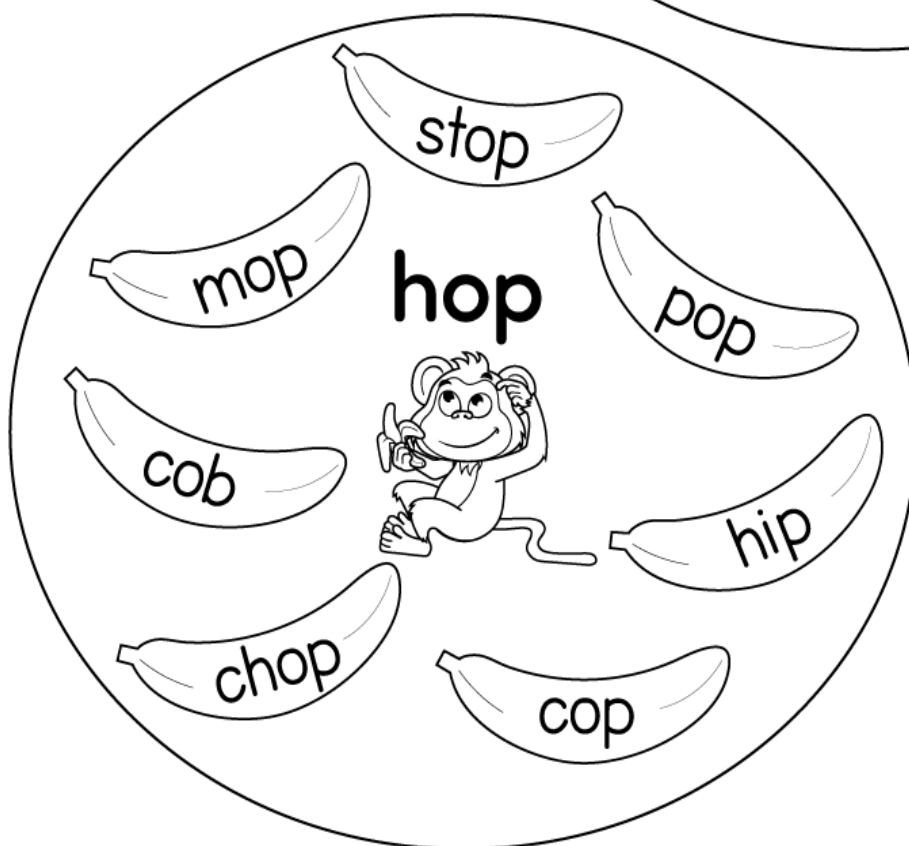
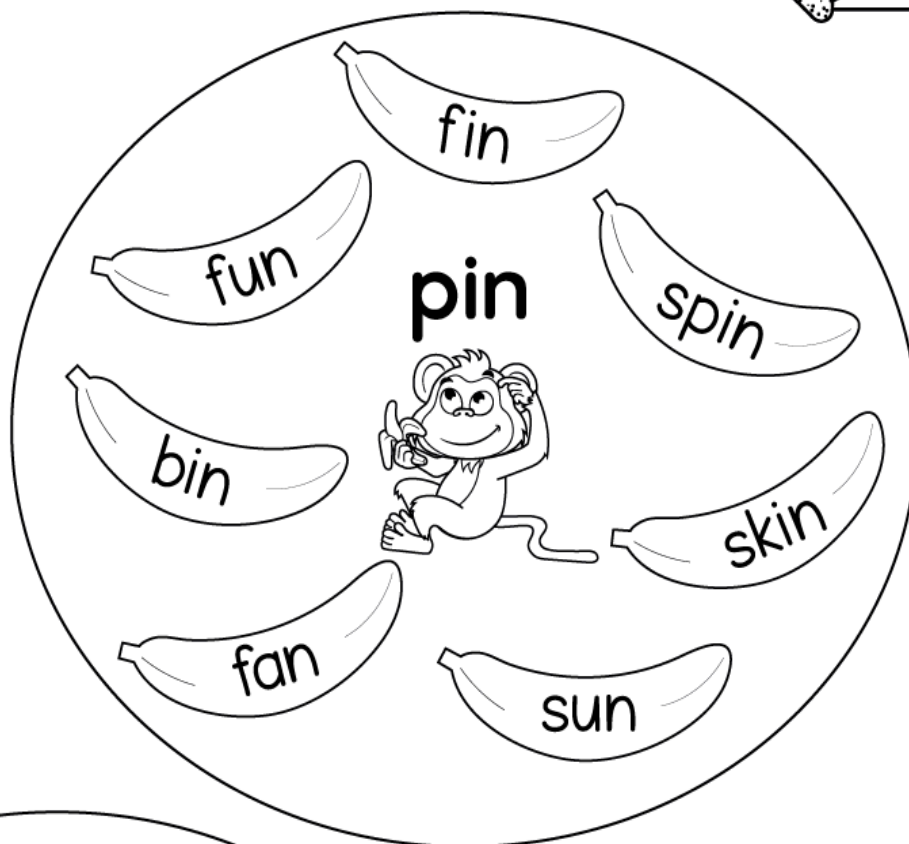


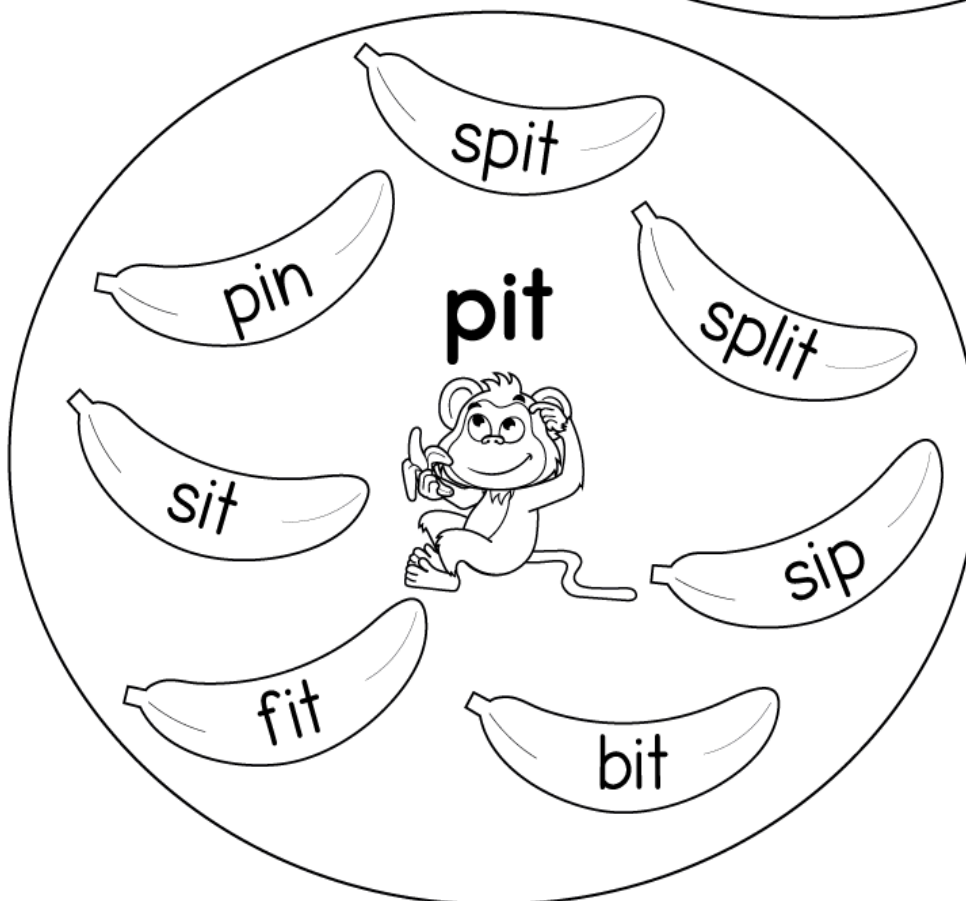
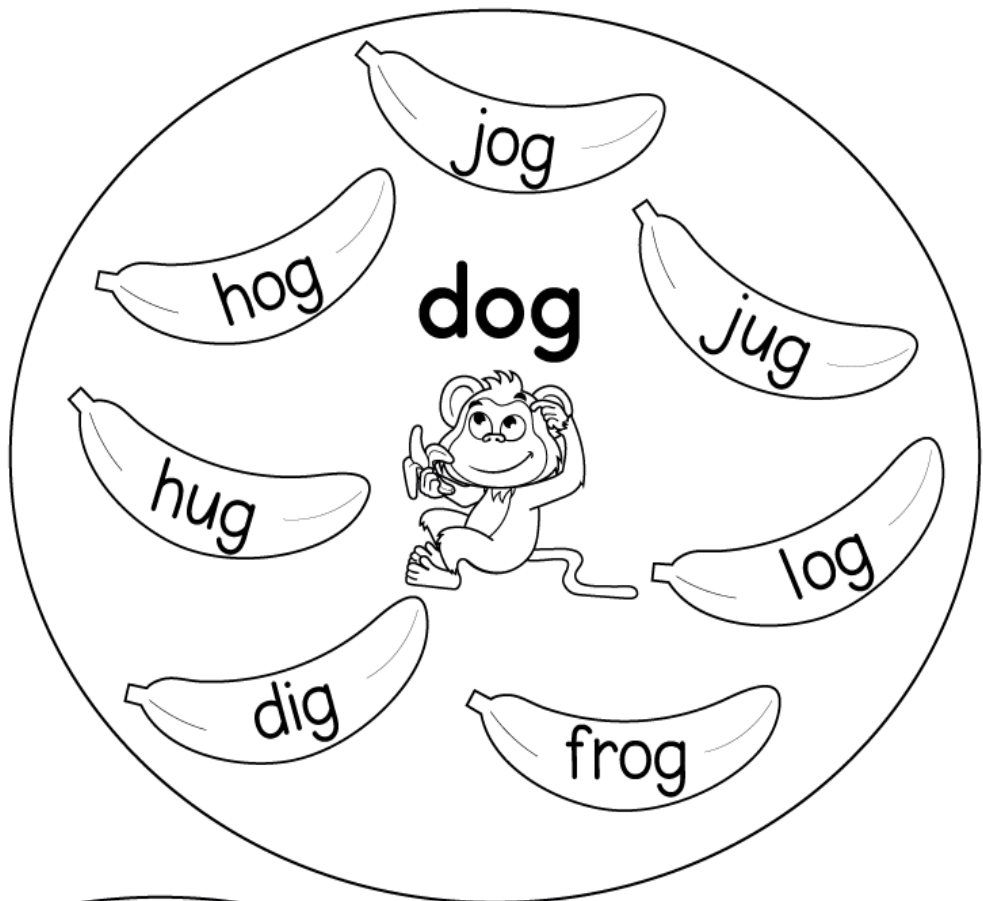
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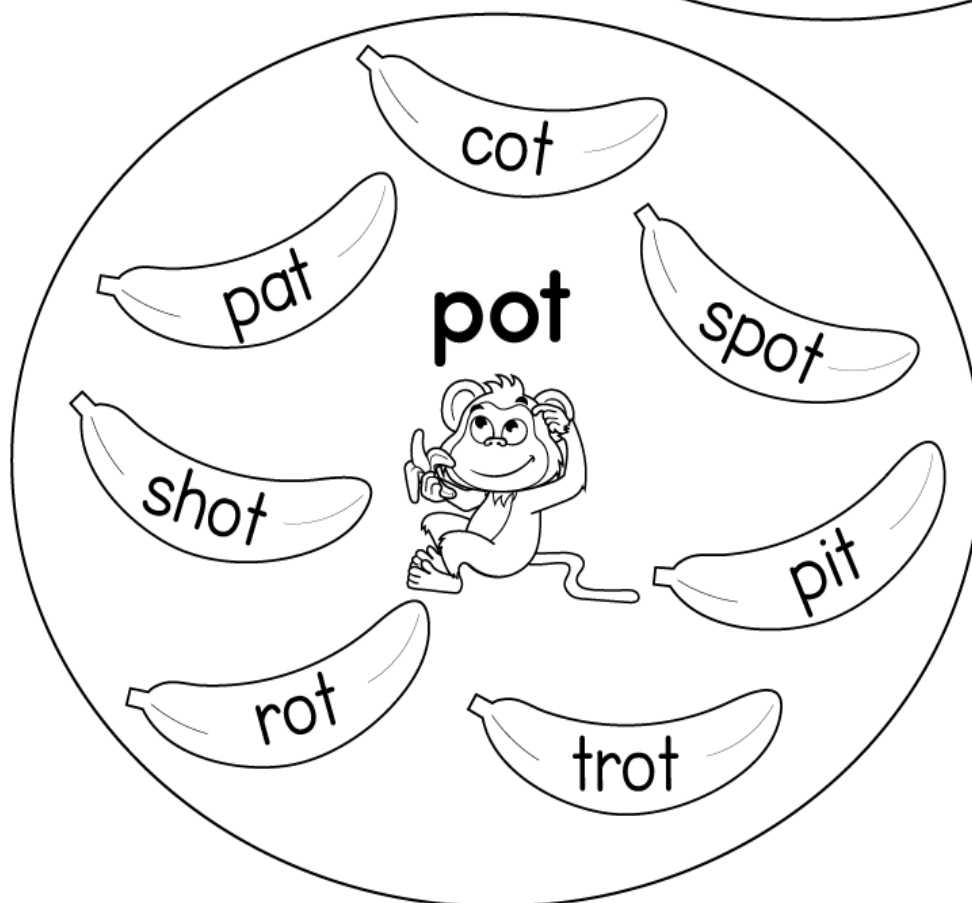
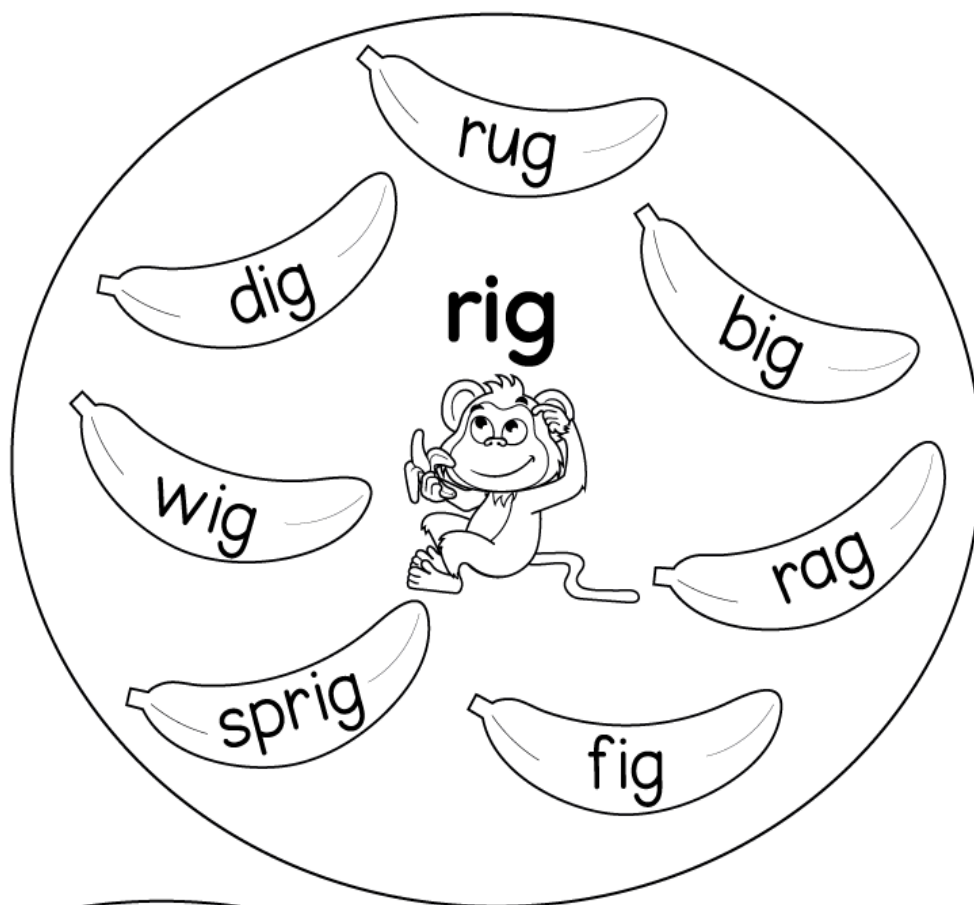


SHORT VOWEL FAMILIES

#2









Short e Family Search

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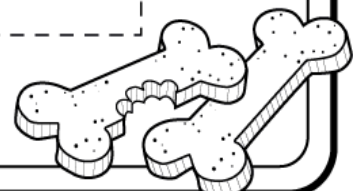
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SENTENCE SCRAMBLE

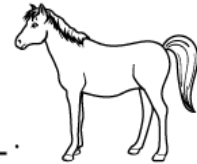
dog A the big sat on wet rug



WORD PAIRS

m

 Bob is a m a n.

 The colt has a brown m a n e.

h

The girl has a red _____ on her head.



We do not _____ bats.


m

He did not win and is _____.



I _____ a cake for you.


t

He can _____ his foot.



I need _____ for the gift.


h

The hare can _____ in the grass.



I _____ I will get a cat.


c

She put the _____ on the shelf.



The candy _____ is red and white.

