



DOLCH SIGHT WORDS

PRODUCT CODE: **280**

PRODUCT CONTENTS

28 cover-weight sheets of flash cards

12 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The materials can be used for seatwork activities or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut prior to use. Preparation tips are given.

Dolch sight words are instructional manipulatives, as opposed to individualized student sets. The flash cards help students to memorize these high-frequency words in order to build fluency and improve overall reading proficiency.

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FLUENCY

Fluency is the ability to read text accurately and quickly. Fluent readers recognize words automatically and read aloud effortlessly and with expression. They are able to group words into meaningful phrases and extract meaning from what they have read. They simultaneously relate what they are reading to the entire selection, as well as their own background knowledge. Unless students can read fluently, reading comprehension is hindered.

Fluent reading takes practice, and therefore the skill is honed slowly. Additionally, students do not develop fluency until they have a solid foundation of word analysis skills. Most students who cannot read fluently have limited sight vocabulary and must put too much effort into decoding. They read slowly, word for word, with unnatural phrase grouping, and this negatively impacts comprehension. Other students recognize words automatically and understand what they are reading, but their reading still lacks expression. These students may need to be taught phrases and clauses that signal appropriate breaking points in the text.

Historically, many educators assumed that fluency was attained once students became proficient readers. As a result, instructional programs targeted phonics or sight vocabulary acquisition, and fluency instruction was neglected. As a result of their analysis of research, the National Reading Panel (NRP) concluded that fluency is a separate component of reading that can be improved with systematic instruction. Therefore, the NRP included fluency as a skill category.

STRATEGIES FOR BUILDING FLUENCY

Teachers can help students develop fluency by modeling fluent reading. Teachers who read aloud to their classes demonstrate how passages should sound and build literature appreciation. If students use a common reading text, teachers might read from it and have students follow along. Then students can read the same text back, attempting to follow the teacher's example. Remember that a passage must be read approximately 4 times in order to improve reading fluency. Formats for repeated oral reading include student-adult reading, choral reading, tape-assisted reading, or partner reading.

More than 50 years ago, E.W. Dolch came up with a list of 220 words that he claimed comprised 50 to 75 percent or more of the words in children's reading material. The words in his list contain all parts of speech except nouns. Over the decades, textbook publishers and children's book authors have used the Dolch 220 list as a guide. Obviously students who can recognize most words by sight are better, more fluent readers. Young readers benefit from memorizing these high-frequency words, and that is the goal of the flash cards and spelling lessons in this product.

A key characteristic of fluent reading is the ability to group words in meaningful clusters while reading. Scrambled sentences are excellent devices for building concepts about blocks of text. The words in sentences are cut apart and students arrange them into sentences. With practice, students begin to automatically put modifiers with nouns or verbs and to build prepositional phrases. Reading Manipulatives offers a set of scrambled sentences, Dolch Work/Play Sentences, that targets words from the Dolch list, yet all scrambled sentence sets aid fluency development.

MANIPULATIVES WITH ENGLISH LANGUAGE LEARNERS

In the United States, English language learners are the most rapidly expanding student population. Reading Manipulatives products complement bilingual programs and can be core program components in English immersion programs. Manipulatives can be easily adapted to suit learner skills or abilities. They employ intuitive, natural approaches and need less explanation, thereby removing language barriers. Manipulatives are less threatening, more engaging, and can be repeated until mastery is attained.

SIGHT WORD ACQUISITION

As people read, their eyes move in jumps across the lines of print. The length and speed of the jumps are determined by the reader's familiarity with the material. Eyes move more rapidly when the person knows the words and comprehends the text. However, when an unknown word or concept is encountered, the jumps slow down to give the reader time to analyze the passage. When reading orally, unknown words stop readers and cause deterioration in fluency.

The human brain looks for meaningful whole units and patterns. Since words are meaningful units, young readers soon begin to recognize them, regardless of the methods being utilized to teach them to read. During the primary grades, children continue to expand their repertoire of sight words. They are not learned as a result of specific lessons, but mastered over time (Dolch suggests 3 years).

Why is the Dolch 220 the most commonly used list of sight words? Certainly the longevity of Dolch's list attests to its value, even though there are some discrepancies. Black-line masters for a student spelling dictionary that contains high-frequency words can be downloaded from the resource section of the Reading Manipulatives web site. The words were compiled from multiple lists of high-frequency reading and writing words (Dolch 220 words are in bold).

Dolch also developed a list of 95 nouns (included). It is certainly more dated by time, with many of the nouns relating to a more rural lifestyle. Few nouns have the frequency of use of pronouns, articles, and other parts of speech. Those that do (i.e., *thing, people*) often appear in other high-frequency word lists. The Dolch nouns are used in Reading Manipulatives Dolch Work/Play Sentences.

FEATURES OF DOLCH FLASH CARDS

This product employs an array of techniques to help students learn these high-frequency words. First, the flash cards are broken by colors into the the 4 categories shown below. One side of the card has the word with vowel sounds and syllables noted. The reverse side has only the word.

If possible, use a rotary trimmer to make the 3 horizontal cuts on the sheets of flash cards. Then use sharp scissors to cut between the two words. Sort the flash cards by color.

CARD FRONT - WORD ONLY

please

new

funny

the

CARD BACK - PHONETIC MARKINGS

jūmp

good
oo as in look

al wāys
ô as in all

come
cum

SHORT/LONG VOWEL PATTERNS

110 WORDS - 50%

SLV PATTERN FLIP STRIPS (210)

VARIANT VOWELS

30 WORDS - 14%

VARIANT VOWELS (240)

SYLLABLES (2 OR 3)

30 WORDS - 14%

SYLLABLE SORTS (310)

PHONETIC RULE BREAKERS

48 WORDS - 22%

RESOURCE LIST **DOLCH 220 – DECODING CATEGORIES**

SHORT VOWELS	ran	green	VARIANT VOWELS	SYLLABLES	do
am	red	grow	all	go•ing	does
an	run	he	are	af•ter	done
and	shall	I	brown	al•ways	don't
as	sing	keep	call	bet•ter	eight
ask	sit	know	down	car•ry	find
at	six	like	draw	fun•ny	found
best	stop	made	fall	in•to	from
big	tell	make	far	lit•tle	full
black	ten	may	first	on•ly	give
bring	thank	me	for	pret•ty	have
but	that	my	found	un•der	hold
can	them	no	good	yel•low	kind
cut	then	own	her	a•bout	laugh
did	think	play	here	a•gain	light
drink	this	please	how	a•round	live
fast	up	read	hurt	a•way	of
get	us	ride	look	be•cause	old
got	well	say	new	be•fore	once
had	went	see	now	my•self	one
has	when	she	or	o•pen	pull
help	which	show	our	o•ver	put
him	will	sleep	out	to•day	right
his	wish	so	round	to•geth•er	said
hot	with	take	saw	u•pon	some
if	yes	these	small	an•y	the
in	LONG VOWELS	those	soon	ev•ery	their
is	ate	three	start	man•y	there
it	be	try	too	nev•er	they
its	blue	use	walk	sev•en	to
jump	by	we	warm	ver•y	two
just	came	white	work	RULE BREAKERS	you
let	clean	why		a	your
long	eat	write		been	want
much	five			both	was
must	fly			buy	wash
not	gave			cold	were
off	go			come	what
on	goes			could	where
pick					who
					would

RESOURCE LIST **DOLCH 220 – LEVEL & FREQUENCY**

the	PP	1	did	P	45	know	1	89	never	3	133	ate	P	177
to	PP	2	what	P	46	right	2	90	seven	3	134	full	3	178
and	PP	3	so	p	47	put	1	91	eight	3	135	those	2	179
he	P	4	see	PP	48	too	P	92	cold	2	136	done	3	180
a	PP	5	not	PP	49	got	3	93	today	3	137	use	2	181
I	1	6	were	1	50	take	1	94	fly	1	138	fast	2	182
you	PP	7	get	P	51	where	PP	95	myself	3	139	say	P	183
it	PP	8	them	1	52	every	1	96	round	1	140	light	3	184
of	1	9	like	P	53	pretty	P	97	tell	2	141	pick	3	185
in	PP	10	one	PP	54	jump	1	98	much	3	142	hurt	3	186
was	P	11	this	P	55	green	2	99	keep	3	143	pull	2	187
said	PP	12	my	PP	56	four	P	100	give	1	144	cut	3	188
his	1	13	would	2	57	away	PP	101	work	2	145	kind	3	189
that	P	14	me	PP	58	old	1	102	first	2	146	both	2	190
she	P	15	will	P	59	by	1	103	try	3	147	sit	2	191
for	PP	16	yes	P	60	their	2	104	new	P	148	which	2	192
on	P	17	big	PP	61	here	PP	105	must	P	149	fall	3	193
they	P	18	went	P	62	saw	P	106	start	3	150	carry	3	194
but	P	19	are	P	63	call	2	107	black	P	151	small	3	195
had	1	20	come	PP	64	after	1	108	white	P	152	under	P	196
at	P	21	if	3	65	well	P	109	ten	3	153	read	2	197
him	1	22	now	P	66	think	1	110	does	2	154	why	2	198
with	P	23	long	3	67	ran	P	111	bring	3	155	own	3	199
up	PP	24	no	P	68	let	1	112	goes	2	156	found	2	200
all	P	25	came	P	69	help	PP	113	write	2	157	wash	2	201
look	PP	26	ask	1	70	make	PP	114	always	2	158	show	3	202
is	PP	27	very	2	71	going	1	115	drink	3	159	hot	3	203
her	1	28	an	1	72	sleep	2	116	once	1	160	because	2	204
there	P	29	over	1	73	brown	P	117	soon	P	161	far	3	205
some	1	30	your	2	74	yellow	PP	118	made	2	162	live	1	206
out	P	31	its	2	75	five	2	119	run	PP	163	draw	3	207
as	1	32	ride	P	76	six	3	120	gave	2	164	clean	3	208
be	P	33	into	P	77	walk	1	121	open	1	165	grow	3	209
have	P	34	just	1	78	two	PP	122	has	1	166	best	2	210
go	PP	35	blue	PP	79	or	2	123	find	PP	167	upon	2	211
we	PP	36	red	PP	80	before	2	124	only	3	168	these	2	212
am	P	37	from	1	81	eat	P	125	us	2	169	sing	2	213
then	1	38	good	P	82	again	1	126	three	PP	170	together	3	214
little	PP	39	any	1	83	play	PP	127	our	PP	171	please	P	215
down	PP	40	about	3	84	who	P	128	better	3	172	thank	1	216
do	P	41	around	2	85	been	2	129	hold	3	173	wish	2	217
can	PP	42	want	P	86	may	1	130	buy	2	174	many	2	218
could	1	43	don't	2	87	stop	1	131	funny	PP	175	shall	3	219
when	1	44	how	1	88	off	2	132	warm	1	176	laugh	3	220

INTEGRATED SPELLING PROGRAM

An effective spelling program contains structure, repetition, and an abundance of transfer activities. Otherwise, the poorer spellers, who tend to have weak visual skills, may memorize words for the test yet not retain them. The following elements are incorporated into the spelling lists.

LIST ORGANIZATION

At the top of each lesson, the grouping characteristic is given. Most lists contain 10 words. If multiple Dolch words have the same base (rhyme), they are counted as one word. The list words in bold are rule breakers; those in italic are not from the Dolch 220 list.

The most effective way to help children master all of these concepts, as well as to build sight-word vocabulary, is to integrate instruction. The suggested lists can be done in any order. They are based on phonetic and structural similarities. Use them when you are teaching those skills or review the skills during the week of the spelling lesson.

SUFFIX SPELLING CHANGE RULES

Reading Manipulatives has a product, 350 Suffix Spelling Changes Cards, that drills these rules. Like multiplication tables, they can be memorized with adequate instruction and practice. If you do not have this product and would like to teach the rules, they are listed on our web site, along with practice words.

LESSON STRUCTURE

- Give students the spelling words listed at the top.
- Work with graphemic bases of list words each week. The bases and words containing them are given (bases and list words in bold). Include rhyming words on the spelling test.
- Practice adding suffixes to the list words (bottom of card). Once the spelling change rules are taught, students should make these changes. Include suffixes on test words.
- Write sentences (2 to 4) containing words from the current and past lists. Include sentence dictation on the final spelling test.
- Include review words and sentences on the test.

Lesson 1 – a – short/ong vowel patterns					
am	and	as, has	at, that	had	
came	gave	ate	a	l	
-am	-at	-ad	-ame	-ave	-ate
am	at	bad	blame	brave	ate
clam	bat	clad	came	cave	crate
dam	brat	dad	dame	crave	date
gram	cat	fad	fame	gave	fate
ham	chat	glad	flame	grave	gate
jam	fat	had	frame	pave	grate
ram	flat	lad	game	rave	hate
sham	gnat	mad	lame	save	late
slam	hat	pad	name	shave	mate
tram	mat	sad	same	slave	plate
yam	pat	tad	shame	wave	rate
	rat		tame		skate
-and	sat				state
and	scat				
band	slat				
bland	that				
brand	vat				
grand					
hand					
land					
sand					
stand					
strand					

ate, came, gave – all irregular past-tense verbs

Lesson 2 – e – short/long vowel patterns

get, let see, three	yes green	ten, then, when sleep, keep	red read	they the	
-et bet fret get jet let met net pet set wet yet	-en den hen men pen ten then when wren yen	-ed bed bled bred fed fled led shed shred sled wed	-ee bee fee flee free glee knee tee thee wee	-een green queen screen seen sheen teen -ead bead lead read	-eep cheep creep deep jeep keep peep seep sheep sleep steep sweep weep

gets, got, getting
sees, saw, seeing
sleeps, slept, sleeping

lets, let, letting
keeps, kept, keeping

redder, reddest

Lesson 4 – o – short/long vowel patterns

off go, no, so	stop own	long grow, know, show	got, hot, not goes	on those	
-op chop cop crop drop flop hop mop plop pop prop shop slop sop stop top	-ong bong dong gong long prong song strong thong throng tong wrong	-ot blot clot cot got hot jot knot lot not plot pot rot shot slot spot tot trot	-ow bow blow glow known own low row slow snow stow tow	-own blown flown grown known own prose rose those	-ose chose close hose nose pose rose those

stops, stopped, stopping
knows, knew, knowing, known
owns, owned, owning, owner

longer, longest
goes, going
grows, grew, growing

hotter, hottest

Lesson 3 – i – short/long vowel patterns

in this	is, his ride	did line	him <i>time</i>	pick like	
-in bin chin fin gin grin in kin pin shin sin skin spin thin tin twin win	-id bid did grid hid kid lid rid skid slid squid	-ick brick chick click flick kick lick pick quick sick slick stick thick tick trick wick	-ide bide bride chide glide hide pride ride side slide snide stride tide wide	-ine brine dine fine line mine nine pine shine shrine spine swine vine whine wine	-ime chime crime dime grime lime prime slime time -ike bike dike hike like pike spike strike

picks, picked, picking
likes, liked, liking

rides, rode, riding, rider

Lesson 5 – u – short/long vowel patterns

us use	but, cut cute	run blue	up jump	just, must much, <i>such</i>	
-us bus pus plus thus us	-un bun fun gun nun pun run shun spun stun sun	-ust bust crust dust just must rust thrust trust	-ump bump chump clump dump hump jump lump plump pump rump slump stump	-use fuse use -ute brute cute fute jute mute	-ue blue clue due flue glue true

cuts, cut, cutting
uses, used, using
cuter, cutest

runs, ran, running, runner
jumps, jumped, jumping
bluer, bluest

Lesson 6 – a – short/long vowel patterns

black ask fast an, can, ran thank
make, take may, say, play rain you your

-ack	-ask	-an	plank	-ake	-ay
back	ask	an	prank	bake	bay
black	cask	ban	rank	brake	clay
clack	flask	bran	sank	cake	day
crack	mask	can	shank	fake	fray
hack	task	fan	spank	flake	gay
jack		man	thank	lake	gray
lack	-ast	pan	tank	make	hay
pack	blast	plan	yank	quake	jay
quack	cast	ran		rake	lay
rack	fast	scan	-ain	sake	may
sack	last	span	brain	shake	pay
shack	mast	tan	chain	snake	play
slack	past	than	gain	stake	pray
smack	vast	van	main	take	ray
snack			pain	wake	say
stack		-ank	plain		slay
tack		bank	rain		spray
track		blank	sprain		stay
whack		clank	stain		stray
		crank	strain		sway
		drank	train		tray
		frank	vain		way

makes, made, making asks, asked, asking thankful
rains, rained, raining, rainy plays, played, playing
faster, fastest says, said, saying takes, took, taking

Lesson 7 – e – short/long vowel patterns

best help them be, he, me, she, we
went clean eat each please these

-est	-ent	-ean	-eat	-each	-ease
best	bent	bean	beat	beach	ease
chest	cent	clean	cheat	bleach	please
crest	dent	dean	cleat	each	tease
guest	gent	glean	eat	peach	
jest	lent	lean	feat	reach	
nest	rent	mean	heat	teach	
pest	scent	wean	meat		
quest	sent		neat		
rest	spent		pleat		
test	tent		seat		
vest	vent		treat		
west	went		wheat		
zest					

helps, helped, helping, helpful, helper eats, ate, eating
cleans, cleaned, cleaning, cleaner, cleanest

Lesson 8 – i – short/long vowel patterns

it, sit its wish if big
five fire white, write said of

-it	-ish	-ig	-ive	-ire	-ite
bit	dish	big	chive	fire	bite
fit	fish	brig	dive	hire	kite
flit	swish	dig	drive	spire	mite
grit	wish	fig	five	tire	quite
hit		gig	hive	wire	rite
it		jig	jive		site
kit		pig	strive		spite
knit		rig	thrive		white
lit		sprig			write
pit		swig			
quit		twig			
sit		wig			
skit					
slit					
spit					
split					
twit					
wit					

sits, sat, sitting wishes, wished, wishing fires
bigger, biggest whiter, whitest
writes, wrote, writing, writer

Lesson 9 – i – short/long vowel patterns

bring, sing, *thing* drink, think by, my, fly, try, why
which six with *life* *tie* **buy**

-ing	-ink	-y	-ix	-ife	-ie
bring	blink	by	fix	knife	die
cling	brink	cry	mix	life	lie
ding	chink	dry	six	strife	pie
fling	clink	fly		wife	tie
king	drink	fry			vie
ping	kink	my			
ring	link	ply			
sing	mink	pry			
sling	pink	shy			
spring	rink	sky			
sting	shrink	sly			
string	sink	spy			
swing	stink	try			
thing	think	why			
wing	wink				
wring					
zing					

brings, brought, bringing sings, sang, singing, singer
drinks, drank, drinking thinks, thought, thinking
ties, tied, tying life, lives buys, bought, buying

Lesson 10 – short/long vowel patterns review

<i>bag</i>	<i>rang</i>	<i>neck</i>	<i>end</i>	<i>rub</i>	
<i>mail</i>	<i>date</i>	<i>need</i>	<i>duck</i>	<i>bug</i>	of

-ag	-ang	-end	-ub	-eed	-ug
bag	bang	bend	club	bleed	bug
brag	clang	blend	cub	creed	chug
crag	gang	end	grub	deed	drug
drag	hang	lend	hub	feed	dug
flag	pang	mend	rub	greed	hug
gag	rang	send	scrub	heed	jug
lag	sang	spend	shrub	need	lug
nag	slang	trend	snub	reed	mug
rag	sprang		stub	seed	plug
sag	tang	-ail	tub	speed	pug
shag		fail		weed	rug
snag	-eck	hail	-ate	-uck	shrug
stag	check	jail	crate	buck	slug
swag	deck	mail	date	cluck	smug
tag	fleck	nail	gate	duck	snug
wag	heck	pail	hate	luck	tug
	neck	quail	late	muck	
	peck	rail	mate	pluck	
	speck	sail	plate	puck	
	wreck	snail	rate	struck	
		tail	skate	suck	
		trail	state	truck	

ends, ended, ending rubs, rubbed, rubbing
needs, needed, needing

Lesson 11 – double ll and double ss endings

shall	tell, well	will	<i>doll</i>	pull	full
<i>grass</i>	<i>mess</i>	<i>kiss</i>	<i>toss</i>	put	

-ell	-ill	-ass	-ess	-iss	-oss
bell	bill	bass	bless	bliss	boss
cell	chill	brass	chess	hiss	cross
dell	dill	class	dress	kiss	gloss
fell	drill	glass	guess	miss	loss
hell	fill	grass	less		moss
jell	frill	lass	mess		toss
quell	gill	mass	press		
sell	grill	pass	stress		
shell	hill				
smell	ill				
spell	kill				
swell	mill				
tell	pill				
well	quill				
yell	sill				
	skill				
	spill				
	still				
	thrill				
	till				
	twill				
	will				

kisses, kissed, kissing tosses, tossed, tossing
puts, put, putting pulls, pulled, pulling fuller, fullest
messy

Lesson 12 – short/long vowel patterns review

<i>tip</i>	<i>sock</i>	<i>dog</i>	<i>pink</i>	<i>junk</i>
<i>cash</i>	<i>nice</i>	<i>goat</i>	<i>bone</i>	<i>joke</i>

-ip	-ock	jog	drunk	mash	float
blip	block	log	dunk	rash	goat
chip	clock	smog	flunk	sash	throat
clip	crock		hunk	slash	
dip	dock	-ink	junk	smash	-one
drip	flock	blink	plunk	stash	bone
flip	frock	brink	punk	trash	cone
grip	hock	clink	shrunk		lone
hip	knock	drink	skunk	-ice	phone
lip	lock	kink	stunk	dice	stone
nip	mock	link	sunk	lice	tone
quip	rock	mink	trunk	mice	zone
rip	shock	pink		nice	
ship	smock	rink	-ash	price	-oke
sip	sock	shrink	bash	rice	broke
slip		sink	cash	slice	choke
snip	-og	stink	clash	spice	coke
strip	bog	think	crash	twice	joke
tip	clog	wink	dash		poke
trip	dog		flash	-oat	smoke
whip	fog	-unk	gash	bloat	spoke
zip	frog	bunk	hash	boat	stroke
	hog	chunk	lash	coat	woke

nicer, nicest, nicely pinker, pinkest joker
cashes, cashed, cashing socks, goats, bones, dogs
tips, tipped, tipping

Lesson 13 – short/long vowel pattern breakers

have	give, live	laugh	been	old, cold, hold
right, light	<i>high</i>	find, kind	both	most

-igh	-ight	-ind	-old	-ost
high	blight	bind	bold	host
sigh	bright	blind	cold	most
	fight	find	fold	post
	flight	grind	gold	
	fright	hind	hold	
	knight	kind	mold	
	light	mind	old	
	might	rind	scold	
	night	wind	sold	
	plight		told	
	right			
	sight			
	slight			
	tight			

gives, gave, giving, given lives, lived, living
finds, found, finding holds, held, holding
kinder, kindest, unkind higher, highest lighter, lightest

Lesson 14 – rule breakers

want	was	were	would, could, <i>should</i>
what	wash	<i>watch</i>	<i>wrote</i> <i>wrong</i>

Lesson 15 – **al, aw, au & oi, oy** – variant vowels

all, call, fall, small	saw, draw	walk	<i>bought</i>
<i>caught</i>	<i>yawn</i>	<i>boy</i> <i>oil</i>	<i>point</i> <i>join</i>

-all	-aw	-alk	-awn	-oy	-oin
all	caw	balk	dawn	boy	coin
ball	claw	chalk	drawn	coy	groin
call	craw	stalk	fawn	joy	join
fall	draw	talk	lawn	soy	loin
gall	flaw	walk	pawn	toy	
hall	gnaw		prawn		-oint
mall	jaw	-aught	spawn	-oil	joint
small	law	caught	yawn	boil	point
squall	paw	fraught		coil	
stall	raw	naught		foil	
tall	saw	taught		oil	
wall	slaw			soil	
	squaw			spoil	
	straw			toil	

wants, wanted, wanting washes, washed, washing
 watches, watched, watching

calls, called, calling draws, drew, drawing
 smaller, smallest walks, walked, walking boys
 yawns, yawned, yawning point, pointed, pointing

Lesson 16 – rule breakers

from	come, some	one, done	once
eight	<i>great</i>	<i>neighbor</i> <i>trouble</i>	<i>friend</i>

Lesson 17 – **oo, ew** – variant vowels

soon	too	<i>school</i>	<i>food</i>	new
good	look	does	don't	do, to, who, two

-eight
eight
 freight
 weight

-oon	-oo	-ool	-ew	-ood	-ook
(ra)coon	coo	cool	blew	good	book
croon	goo	drool	brew	hood	brook
loon	moo	fool	chew	stood	cook
moon	shoo	pool	crew	wood	crook
noon	too	school	dew		hook
soon	woo	spool	drew		look
spoon	zoo	stool	few		shook
swoon			flew		took
		-ood	hew		
		brood	knew		
		food	new		
		mood	pew		
			screw		
			skew		
			slew		
			stew		
			strew		
			threw		

comes, came, coming greater, greatest
 neighbors, friends

sooner, soonest good, better, best
 newer, newest, renew looks, looked, looking
 do, does, did, doing

Lesson 18 – **r-controlled** variant vowels

far	start	<i>farm</i>	<i>yard</i>	her
first	<i>girl</i>	<i>turn</i>	hurt	warm

-ar	-art	-arm	-ard	-irl	-irt
bar	cart	arm	card	girl	dirt
car	chart	charm	guard	whirl	flirt
char	dart	farm	hard		shirt
far	mart	harm	lard		skirt
jar	part		yard		squirt
mar	smart				(<i>dif. sp.</i>)
scar	start				hurt
spar	tart				
star					-urn
tar					burn
					churn
					turn

**UR* is a difficult sound because it has four spellings: *er, ir, ur, or*

starts, started, starting	farmer, farming
warmer, warmest	
turns, turned, turning	hurts, hurt, hurting

Lesson 19 – **ou, ow** – variant vowels

our	out	found, round	<i>mouth</i>	<i>house</i>
how, now	down, brown	<i>owl</i>	<i>loud</i>	<i>ouch</i>

-our	-ound	-outh	-ow	-own	-owl
hour	bound	mouth	bow	brown	fowl
our	found	south	brow	clown	growl
	ground		chow	crown	howl
-out	hound	-ouse	cow	down	jowl
bout	mound	douse	how	drown	owl
out	pound	grouse	now	frown	prowl
pout	round	house	plow	gown	scowl
scout	sound	mouse	row	town	
shout		souse	sow		
spout	-oud		vow		
sprout	cloud	-ouch			
stout	loud	crouch			
trout	proud	grouch			
		ouch			
		pouch			
		slouch			

louder, loudest

Lesson 20 – **r-controlled** variant vowels

their	where, there	here	work	learn
or, for	more	<i>form</i>	<i>born</i>	earth

-or	-orn
for	born
nor	corn
or	horn
	morn
-ore	scorn
bore	shorn
chore	sworn
core	thorn
fore	torn
gore	worn
more	
pore	
shore	
sore	
spore	
store	
swore	
tore	
wore	

Lesson 21 – syllables – Prefix/Root/Suffix

undone	going	coming	hotter	unkind
mistake	morning	careful	teacher	easy

2-syllable:	risen	3-syllable:
business	running	assignment
chicken	scratches	beautiful
dismiss	shaken	beginning
exclaim	shiny	bicycles
farmer	skinny	bravery
fluffy	sweeter	different
friendly	sleepy	disagree
getting	taken	disgraceful
kindness	teaching	extremely
leaving	thinking	happiness
loosen	thoughtful	impolite
meaner	tighter	improvement
morning	treatment	forbidden
nervous	unfair	forgotten
package	useful	laughable
preschool	warmest	magical
pronoun	wearing	resentful
return	wishes	unhappy
riding	writing	wonderful

w before *or* say *ur* as in *fur*: word, work, world, worm, worry, worse, worth

The words in the three columns are further examples of words following the P/R/S syllabication rule #1. These can be used in lessons, but are not spelling words.

Lesson 22 – syllables – VC/CV

after	better	yellow	little	funny
under	always	carry	pretty	only

2-syllable:	garden	sentence
almost	happen	sister
also	hobby	suffix
answer	instead	summer
apple	kitten	surprise
balloon	letter	target
bubble	member	temper
busy	monkey	until
bunny	monster	window
carrot	number	winter
children	neighbor	wonder
cartoon	often	worry
complete	order	
consist	party	3-syllable
doctor	penny	already
elbow	picture	animal
enjoy	puppy	important
entire	quarrel	possible
fancy	question	understand
follow	rabbit	yesterday

The words in the three columns are further examples of words following the VC/CV syllabication rule #2. These can be used in lessons, but are not spelling words.

Lesson 23 – syllables – VC/V

any, many	never, ever	seven	every	very
other	nothing	water	color	money

2-syllable:	modern	3-syllable:
body	money	animal
brother	mother	another
bucket	nickel	probably
city	nothing	
closet	other	
copy	planet	
credit	plural	
ever	present	
father	rapid	
figure	ready	
finish	river	
honor	robin	
honey	salad	
kitchen	topic	
lemon	travel	
level	visit	
lizard	weather	
manage	whether	
minute	woman	

The words in the three columns are further examples of words following the VC/V syllabication rule #3. These can be used in lessons, but are not spelling words.

Lesson 24 – syllables – V/CV

because	before	open	over	together
about	again	around	away	<i>different</i>

2-syllable:	baby	3-syllable:
above	behind	already
across	eager	favorite
ago	even	finally
alike	female	grocery
alone	final	multiply
along	hotel	probably
America	human	suddenly
baby	obey	together
bacon	locate	tomorrow
basic	paper	
decide	people	
enough	photo	
begin	nation	
behind	recess	
between	secret	
demand	solar	
donate	tiger	
final	tonight	
between	unite	

The words in the three columns are further examples of words following the V/CV syllabication rule #3. These can be used in lessons, but are not spelling words.

Lesson 25 – compound words

into	myself	today	upon	below
because	below	another		

SET 1 DOLCH	SET 3 DOLCH	drumstick
anyone, anything	outlet	eggshell
cutoff	someone, something	fireman
everything, everyone	undertake	fireplace
makeup	anything, anyone	grandson
outgrow, outwork	overlook	gumdrop
overwork	without	handmade
showdown	goodwill	himself
somehow, someone, something	pickup	lipstick
		mailman
SET 2 DOLCH	SHORT/LONG VOWEL PATTERN	oatmeal
anyhow, anyone, anywhere	bathrobe	pancake
backup	bath tub	playpen
blackout	bedtime	railroad
cannot	catfish	rainbow
everywhere, everyone	checkup	snowman
outcome	classmate	sunshine
showoff	cobweb	toenail
someone, somewhere, somehow	cupcake	weekend
	daytime	
	driveway	

Some words have multiple choices. Compound words that follow short/long vowel patterns can supplement.