

Deliver Day 1-4 instruction to help students read the words they will encounter in the book Amazing Snakes! Before guiding students through the activities with the words provided, become familiar with the Reading Series 2 model lessons. Since students vary widely in their word reading skills, these activities and their pacing can be adjusted to provide the right amount of practice for each student. Post the Foundational Skills Purpose Statements before beginning each day's activities.

Day 1

Foundational Skills Instruction | pages 1-4

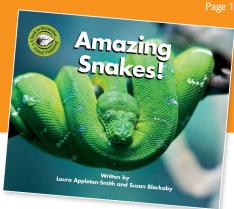
Introduce Target Letter-Sound Correspondence

This book is designed to consolidate knowledge of the following long vowels with silent e spellings:

- Long /ā/ sound spelled a e
- Long /ē/ sound spelled e_e
- Long /ī/ sound spelled i_e
- Long /ō/ sound spelled o e
- Long $\overline{00}$ and long \overline{u} sounds spelled u_e

The Long /ē/ Sound Spelled y

Write the word slimy on the board. Remind students that the letter y can also be a vowel, and when it comes at the end of the final syllable in a multisyllabic word like sli/my (model how to divide the words into syllables), it makes the long e sound: $/\bar{e}$ /. Clap the syllables to demonstrate that the long e sound ($\langle \bar{e} \rangle$) spelled y happens in multisyllabic words. Say: Remember, to make the /ē/ sound, we need to smile wide. Say and clap the two syllables of the word slimy. Ask: Do you feel your mouth smile at the end of the word? Do you see the smile on your friends' faces when they say the end of the word slimy? Say: When we make the /ē/ sound, our mouth makes a very wide smile. But this time how do we spell the /ē/ sound? (with a y). **Ask:** What is the letter y's job in words like slimy? (to be a vowel).



Target Letter-Sound Correspondence

Long $/\bar{a}/$ sound spelled a_e Long /ē/ sound spelled e_e Long /ī/ sound spelled i_e Long /o/ sound spelled o_e Long /oo/ and long /u/ sounds spelled u_e

Spectrum of Literacy

Flyleaf's Spectrum of Literacy is a comprehensive and systematic phonics scope & sequence that progresses from basic decoding to fluent independent reading.

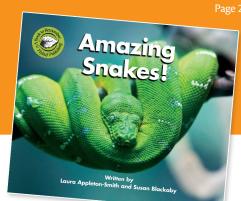
Foundational Skills Purpose Statements

- I can use strategies to read words I do not know.
- I can recognize a long vowel pattern to read new words.

■*TEACHER TIP

The long e sound ((e/)) spelled y was introduced in the Emergent Reader Series and addressed in a Practice Reading Words activity in the Summer Fun at Duke Park Foundational Skills Guide. If necessary, use the instruction offered





Listen, Sort, Read TT

Picture Header Cards: acorn (long /a/ pronunciation), eagle (long /e/ pronunciation), ice cream (long /ī/ pronunciation), open (long /ō/ pronunciation), unicorn (long /ū/pronunciation).

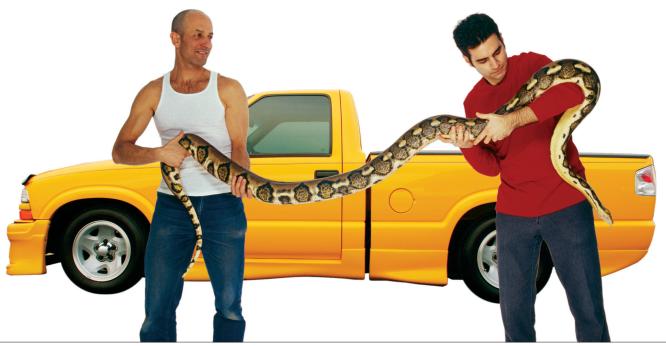
Spelling Header Cards: a_e, e_e, i_e, o_e, u_e

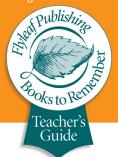
Word Cards: case, make, safe, same, scales, snake, here, bite, glide, hide, side, size, slime, time, globe, home, hope, mole, use

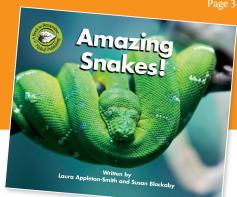
a_e	e_e	i_e	o_e	u_e
case	here	bite	globe	use
make		glide	home	
safe		hide	hope	
same		side	mole	
scales		size		
snake		slime		
		time		

⇒*TEACHER TIPS

- As you read and place the header cards be sure that students understand that the picture cards represent the pronunciations of the long vowel sounds and the a_e, e_e, i_e, o_e, and u_e header cards represent the different silent e
- After each new word is added, be sure students read all of the words in the column; this repetition is valuable in solidifying their reading skills.







Vowel Pattern Sort 3

Have a pencil and copies of the Vowel Pattern Sort 3 Chart and copies of the Open, Closed. and Silent e Syllable Checklist Blackline Masters on hand. Have the Vowel Pattern Sort 2 Master Chart from the last page of this guide on hand for your reference.

Say: We are going to read and sort some words and syllables by their vowel patterns and write them on this new sorting chart. Point to each column header on the Vowel Pattern Sort 3 Chart as you read it. Say: In this chart, as in the charts we used before, there are columns to record open syllable vowel patterns (V) and closed syllable vowel patterns (VC). There is also the column to record the newest syllable pattern type: silent e syllables (VCe). We will identify and sort the silent e syllables as we've done before but this time, we are going to sort the VCe syllables and words by the vowels in each pattern. There is a column for the "a-silent-e" syllable pattern (a_e), there is a column for the i-silent-e pattern (i_e), and columns for e, o, and u silent e patterns. There is also a place where we record "other vowel partners," which are words and syllables that have more than one vowel but are not silent e syllables. And there are the places to record syllables or words that have r-controlled vowels or irregular pronunciations. Let me show you how to do this.

Sort the words listed here as you did for the Vowel Pattern Sort 2 activity, but sort the VCe words by the vowel in the pattern. Refer to the Vowel Pattern Sort 3 Master Chart from the last page of this guide for accurate word/syllable placement.

Words: makes, snake, reptiles, same, lizards, crocodiles, have, backbones, scales, different, legless, here, there, uses, underside, glide, wavelike, pattern, over

Sorting Tip

there: There can be confusing to read because it is a silent e syllable, but the long *e* pronunciation is not pure because the *r* is vocalic. If necessary, help students understand that this is a silent e syllable by saying the word there and exaggerating your mouth position as you say the word. The big smile your mouth makes indicates the long e mouth position and the syllable type.

High-Frequency Puzzle Words TT New Words: eat, eating, two

Review Words: about, are, be, because, been, come, day, do, for, from, go, have, how, no, of, or, over, said, so, their, there, they, to, too, we, what, you, your

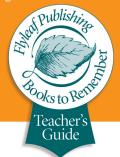
REMINDERS

- Refer to the Vowel Pattern Sort 3 Master Chart at the end of this guide for
- Once the day's Vowel Pattern Sort activity is complete, have students read back all the syllables and words that have been recorded to reinforce the
- Save the chart created in this activity for use on Days 2–4. You will add to
- If identifying, sorting, and recording syllables in multisyllabic words takes too much time, write some of the multisyllabic words on the board, divide the words into syllables, and practice blending the syllables back into words without taking the time to record them on the chart.

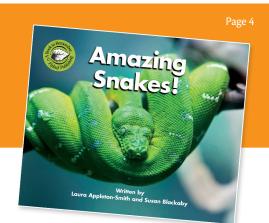
≈*TEACHER TIPS

- Most new High-Frequency Puzzle Words will be addressed in the Vowel Pattern Sort 3 activity on the day the word occurs in the reading. The word eating will be addressed in the Connecting Spelling to Meaning activity at the end of the appropriate day's reading because of its
- Review High-Frequency Puzzle Words are listed in case students need practice with them, but the assumption is that students will be able to read these words at this point in instruction. You can use the Puzzle Word Fluency Model Lesson to support students who need fluency practice.





Reading Series 2: *Amazing Snakes!*



Close Reading Instruction

Complete the Day 1 activities in the Amazing Snakes! Close Reading Guide.

Foundational Skills Instruction, continued

Finish the day's instruction with a Connecting Spelling to Meaning activity. This will ensure that students are able to connect the spelling of words to their meaning based on the text they have just read.

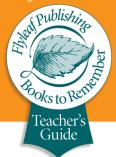
Connecting Spelling to Meaning

Inflectional Ending –s as a Plural Marker								
Page	Example from the book	Base word	Word sum	Pronunciation of ending				
1	Snakes are reptiles . They are in the same family as lizards and crocodiles .	snake reptile lizard crocodile	snake + s → snakes reptile + s → reptiles lizard + s → lizards crocodile + s → crocodiles	s z z z				
2	Like lizards and crocodiles, snakes have backbones and scales , but snakes are different because they do not have legs .	backbone scale leg	backbone + s → backbones scale + s → scales leg + s → legs	/z/ /z/ /z/				

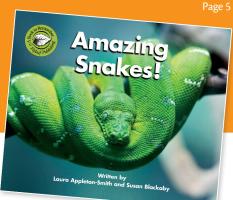
Inflectional Ending –s as a Tense Marker							
Page	Example from the book	Base verb	Word sum	Pronunciation of ending			
1	What makes a snake a snake?	make	make + s → makes	/s/			
3	A snake uses scales on its underside to glide in a wavelike pattern.	use	use + s → uses	/iz/			
4	Can you see this snake's side-to-side track as it slithers over the sand?	slither	slither + s → slithers	/z/			

REMINDER

Save the Inflectional Ending —s as a Tense Marker chart created in this Connecting Spelling to Meaning Activity for use on Day 2, when you can add to it.



Reading Series 2: *Amazing Snakes!*



Day 2

Foundational Skills Instruction | pages 5-8

Vowel Pattern Sort 3

Words: skin, feels, slimy, slime, case, shed, every, two, hides, safe, separates, splits, after

Sorting Tips

slimy: Divide the word into syllables (sli/my) on the board. Identify the vowel pattern in the first syllable as open (V), and record it on the chart. For the second syllable, remind students that ν is a vowel when it comes at the end of the final syllable in a multisyllabic word like sli/my, and it makes the long e sound: $\langle \bar{e} \rangle$ (even though the syllable looks like the word my). This long $\langle \bar{e} \rangle$ pronunciation makes the final syllable an open syllable (V). Record the syllable and the word it is a part of on the chart.

every: Divide the word into syllables (ev/er/y) on the board. Identify the vowel patterns in the first two syllables—closed (VC) and r-controlled—and record them on the chart. For the last syllable, remind students that y is a vowel when it comes at the end of the final syllable in a multisyllabic word like ev/er/y, and it makes the long e sound: $/\bar{e}/$. This makes the final syllable an open syllable (V). Record the syllable and the word it is a part of on the chart.

separates: Divide the word into syllables (sep/ar/ate). Identify the first syllable as a closed syllable (VC), the second as an r-controlled syllable, and the third as a silent e syllable. Record the syllables and the word they are part of in the appropriate sections of the chart.

Phoneme-Grapheme Mapping

Words: slime, case, safe

Mapping Tip

a e, i e words: Scaffold students to tap a box for each sound they hear in the word. Then scaffold them to spell each sound in the word until they get to the long a, $/\bar{a}/$, (or long i, $/\bar{i}$ /). Say: In order to map the long a sound, $/\bar{a}$ / (or long i sound, $/\bar{i}$ /), we will need to write the letter a (i) here, then we will need to add a silent e partner after we map the rest of the consonant(s) in the word. Guide students to map the rest of the consonants, then model how to map the silent e partner. Say: Since these are sound boxes and each box has a sound, the silent e partner has to share a box with the consonant it follows because the e makes no sound.

Sentence Dictation: The mole was safe in its hole.

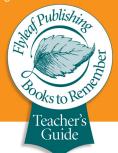
REMINDERS

- Use the chart started on Day 1 for the Days 2–4 Vowel Pattern Sort activity.
- Once the day's Vowel Pattern Sort activity is complete, have students read back all the syllables and words that have been recorded to reinforce the spelling and reading connection.

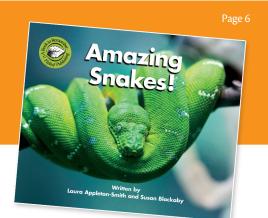
S	I	i	me		slime
С	a	se			case
S	a	fe			safe

REMINDERS

- For explicit instruction on how to map words, refer
- Be sure to map words exactly as they are mapped on
- Once the activity is complete, have students read back all the words they have mapped to reinforce the spelling and reading connection.



Reading Series 2: *Amazing Snakes!*



Close Reading Instruction

Complete the Day 2 activities in the Amazing Snakes! Close Reading Guide.

Foundational Skills Instruction, continued

Finish the day's instruction with a Connecting Spelling to Meaning activity. This will ensure that students are able to connect the spelling of words to their meaning based on the text they have just read.

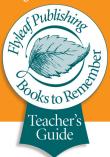
Connecting Spelling to Meaning, continued

	Inflectional Ending –s as a Tense Marker								
Page	Example from the book	Base verb	Word sum	Pronunciation of ending					
5	Do you think a snake's skin feels slimy?	feel	feel + s → feels	/z/					
7	Every snake sheds its skin. When a snake sheds, it stops eating for a day or two and hides in a safe spot. The snake's top skin separates from the skin under it. The top skin splits and the snake slithers from it.	shed stop hide separate split	shed + s → sheds stop + s → stops hide + s → hides separate + s → separates split + s → splits	/z/ /s/ /z/ /s/ /s/					

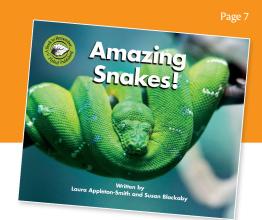
Inflectional Ending –ing							
Page	Example from the book	Base verb	Word sum				
7	When a snake sheds, it stops eating for a day or two and hides in a safe spot.	eat	eat + ing → eating				







Reading Series 2: Amazing Snakes!



Day 3

Foundational Skills Instruction | pages 9-12

Vowel Pattern Sort 3

Words: eat, moles, feed, bite, consume, completely, whole, globe, home, come, size, your **Sorting Tips**

completely: Divide the word into syllables (com/plete/ly) on the board. Identify the vowel patterns in the first two syllables—closed (VC) and silent e (VCe)—and record them and the word they are a part of on the chart. For the last syllable, remind students that y is a vowel when it comes at the end of the final syllable in a multisyllabic word like *completely*, and it makes the long e sound: $/\bar{e}/$. This makes the final syllable an open syllable (V). Record the syllable and the word it is a part of on the chart.

come: Identify that the word looks like it has a silent e long vowel pattern, but it is has an irregular pronunciation.

Phoneme-Grapheme Mapping

Words: bite, globe, home, size

Mapping Tip

 o_e , i_e words: Scaffold students to tap a box for each sound they hear in the word. Then scaffold them to spell each sound in the word until they get to the long o, $/\bar{o}/$ (or long i, $/\bar{i}/$). Say: In order to map the long o sound, $/\bar{o}/$ (or long i, $/\bar{i}/$), we will need to write the letter o (i) here, then we will need to add a silent e partner after we map the rest of the consonant(s) in the word. Guide students to map the rest of the consonants, then model how to map the silent e partner. Say: Since these are sound boxes and each box has a sound, the silent e partner has to share a box with the consonant it follows because the e makes no sound.

Sentence Dictation: The cupcake was bite size.



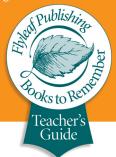
Once the day's Vowel Pattern Sort activity is complete, have students read back all the syllables and words that have been recorded to reinforce the spelling and reading connection.

b	i	te			bite
g	I	О	be		globe
h	o	me			home
S	i	ze			size

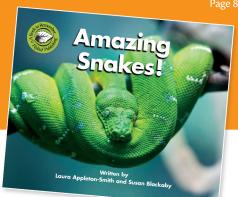
REMINDERS

- For explicit instruction on how to map words, refer to the model lesson.
- Be sure to map words exactly as they are mapped on the sample grid.
- Once the activity is complete, have students read back all the words they have mapped to reinforce the spelling and reading connection.





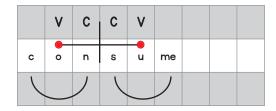
Reading Series 2: *Amazing Snakes!*



Phoneme-Grapheme Mapping: Rabbit Word Strategy Word: consume

Rabbit Word Strategy

- 1. Identify the vowels in the word and make a red dot above each vowel.
- 2. Connect the dots with a straight line.
- 3. Label each of the vowels with a V (write above the dots).
- 4. Identify the letters between the vowels as consonants and label them each with a C.
- 5. Recognize the pattern as VCCV and dissect the word by drawing a vertical line between the two consonants.
- 6. Draw a loop under each syllable.
- 7. Read each syllable.
- 8. Blend the syllables to read the word.





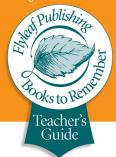
Mapping Tip

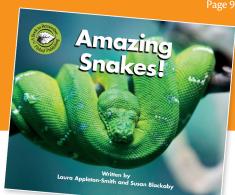
consume: Scaffold students to tap a box for each sound they hear in the word. Then scaffold them to spell each sound in the word until they get to the long u, \sqrt{u} , sound. Say: In order to map the long u sound, \sqrt{u} , we will need to write the letter u here, then we will need to add a silent e partner after we map the rest of the consonant(s) in the word. Guide students to map the rest of the consonants, then model how to map the silent e partner. Say: Since these are sound boxes and each box has a sound, the silent e partner has to share a box with the consonant it follows because the e makes no sound. Then continue with the Rabbit Word Strategy.

Close Reading Instruction

Complete the Day 3 activities in the Amazing Snakes! Close Reading Guide.







Day 4

Foundational Skills Instruction | pages 13-16

Vowel Pattern Sort 3

Words: hope, alone, time, fact

Sorting Tip

alone: Divide the word into syllables (a/lone) on the board. Identify the syllables as an open syllable and a silent e syllable and record them in the appropriate column on the chart: a- (alone), -lone (alone). Say: When we divide the word alone into syllables and pronounce each syllable by itself, the first syllable sounds like the long sound of the letter a: /ā/. Pronouncing the syllable this way when we divide the word will help us remember how to spell the word. But when we read the whole word back, we need to adjust our pronunciation to make the schwa sound: alone. Invite students to practice reading the word.

Phoneme-Grapheme Mapping

Words: hope, time

Mapping Tip

o_e, i_e words: Scaffold students to tap a box for each sound they hear in the word. Then scaffold them to spell each sound in the word until they get to the long o, /ō/ (or long i, $/\bar{i}/$). Say: In order to map the long o sound, $/\bar{o}/$ (or long i $(/\bar{i}/)$, we will need to write the letter o (i) here, then we will need to add a silent e partner after we map the rest of the consonant(s) in the word. Guide students to map the rest of the consonants, then model how to map the silent e partner. Say: Since these are sound boxes and each box has a sound, the silent e partner has to share a box with the consonant it follows because the e makes no sound.

Sentence Dictation: *I hope the kitten is not alone all of the time.*

REMINDER

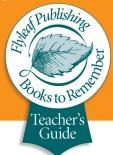
Once the day's Vowel Pattern Sort activity is complete, have students read back all the syllables and words that have been recorded to reinforce the spelling and reading connection.

h	o	pe		hope
t	i	me		time

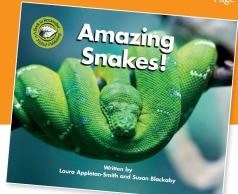
REMINDERS

- For explicit instruction on how to map words, refer to the model lesson.
- Be sure to map words exactly as they are mapped on the sample grid.
- Once the activity is complete, have students read back all the words they have mapped to reinforce the spelling and reading connection.





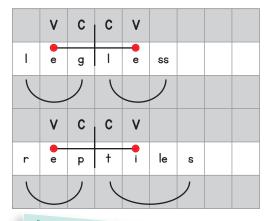
Reading Series 2: *Amazing Snakes!*



Phoneme-Grapheme Mapping: Rabbit Word Strategy Words: legless, reptiles

Rabbit Word Strategy

- 1. Identify the vowels in the word and make a red dot above each vowel.
- 2. Connect the dots with a straight line.
- 3. Label each of the vowels with a V (write above the dots).
- 4. Identify the letters between the vowels as consonants and label them each with a *C*.
- 5. Recognize the pattern as VCCV and dissect the word by drawing a vertical line between the two consonants.
- 6. Draw a loop under each syllable.
- 7. Read each syllable.
- 8. Blend the syllables to read the word.





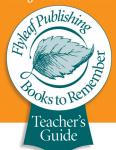
Mapping Tip

reptiles: Scaffold students to tap a box for each sound they hear in the word. Then scaffold them to spell each sound in the word until they get to the long i sound, $/\bar{\imath}$. Say: In order to map the long i sound, $/\bar{\imath}$, we will need to write the letter i here, then we will need to add a silent e partner after we map the consonant sound that follows the long i sound in the word. Model how to map the silent e partner. Say: Since these are sound boxes and each box has a sound, the silent e partner has to share a box with the consonant it follows because the e makes no sound. Scaffold students as necessary to map the inflectional ending s.

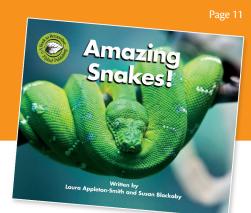
Close Reading Instruction

Complete the Day 4 activities in the Amazing Snakes! Close Reading Guide.





Reading Series 2: *Amazing Snakes!*



Foundational Skills Instruction, continued

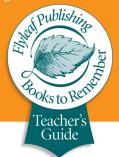
Finish the day's instruction with a Connecting Spelling to Meaning activity. This will ensure that students are able to connect the spelling of words to their meaning based on the text they have just read.

Connecting Spelling to Meaning

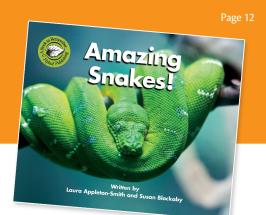
Inflectional Endings That Reflect a Difference in Meaning						
Page	Example	Base word	Word sum	Part of speech and word meaning		
not in book	I worked on my model ship until it was complete .	complete		Adjective: finished, having all of the necessary parts		
10	Snakesmust consume what they eat completely whole.	complete	complete + ly → completely	Adverb: totally		
not in book	Snakes interest me.	interest		Verb: to capture your attention and make you curious about		
16	Snakes are interesting .	interest	interest + ing → interesting	adjective: describes something that interests you		
not in book	Whales amaze me.	amaze		Verb: to astonish or surprise greatly.		
16	In fact, they are amazing.	amaze	amaz∉ + ing → amazing	Adjective: describes something that astonishes or surprises greatly.		

≈*TEACHER TIP

Read the word sum with a final e drop (amazing) as follows: a-m-a-z, no e, plus i-n-g is rewritten as amazing.



Reading Series 2: *Amazing Snakes!*



Differentiated Instruction

Students will vary in their ability to recognize the difference between VC and VCe words and to read and spell the patterns in those words, so we have provided lots of opportunities for extra practice. Choose activities based on your students' needs.

Word Chains

Letter Cards: a, b, d, e(2), h, i, j, l, m, o, r, s, t, th, u, v

Word Chain to Review Long $/\bar{a}/$, $/\bar{i}/$, $/\bar{o}/$, $/\bar{e}/$, $/\bar{u}/$, and $/\bar{oo}/$ Sounds Spelled a_e , i_e , o_e , e_e , u_e :

jive → hive → hide → hid → bid → bad → bade → made → mate → mute → mule → role → hole → hose → those → these

Phoneme-Grapheme Mapping: VC/VCe Pattern Contrasts Words: can, cane, bit, bite, hid, hide, slim, slime, glob, globe, hop, hope, us, use

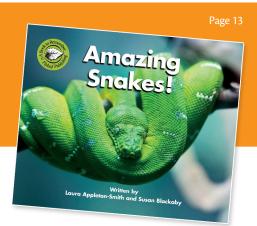
≈*TEACHER TIP

Note that each student will need two letter *e* cards for the word chain. Use one of the blank cards in your word chain card deck to create the second letter *e* card for this activity.

С	a	n		can
С	a	ne		cane
b	i	t		bit
b	i	te		bite
h	i	d		hid
h	i	de		hide
S	I	i	m	slim
S	I	i	me	slime
g	I	o	b	glob
g	I	o	be	globe
h	0	р		hop
h	0	pe		hope
u	S			us
u	se			use



Reading Series 2: *Amazing Snakes!*



Listen, Sort, Read (for review of short vowel sounds)

Picture Header Cards: apples (short /a/ pronunciation), eggs (short /e/ pronunciation), itch (short /i/ pronunciation), octopus (short /o/ pronunciation), up (short /u/ pronunciation)

Word Cards: after, as, fact, pattern, rats, track, egg, left, legs, legless, wet, next, big, is, rip, skin, splits, lots, not, on, spot, stops, top, but, must, truck, up, us

			Z.S.	
after	egg	big	lots	but
as	left	is	not	must
fact	legs	rip	on	truck
pattern	legless	skin	spot	ир
rats	wet	splits	stops	us
track	next		top	

≈*TEACHER TIP

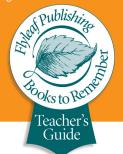
This activity supports students who might need more practice to solidify their knowledge of short vowels.

Word Fluency: VCe Pattern

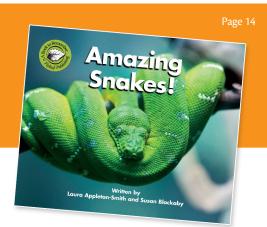
maze	home	makes	hope
same	scale	tile	snake
wave	bite	here	glide
hides	globe	pile	these
size	slime	use	bone

Word Fluency: VC/VCe Pattern Contrasts

Sam	same		
can	cane		
bit	bite		
hid	hide		
Sid	side		
slim	slime		
Tim	time		
her	here		
glob	globe		
hop	hope		
not	note		
us	use		



Reading Series 2: *Amazing Snakes!*



Post-Reading

Once you have completed foundational skills and close reading instruction for this book, monitor skill development with the following assessments. The Progress Monitoring Assessment allows you to evaluate the word reading skills that students have learned in this book's foundational skills instruction. The Oral Reading Fluency Assessment allows you to evaluate a student's fluency (accuracy and rate).

Progress Monitoring Assessment

Use a blank sheet of paper to cover everything other than the word lists below, and then ask students to read the words in each column. Record student responses on copies of the Book-by-Book Progress Monitoring Student Response Record.

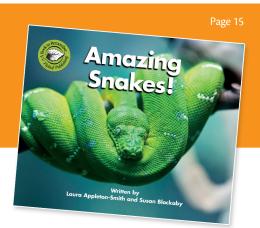
Target Letter-Sound Correspondence	Nonsense Words	Real Words	Real Words with Inflectional Endings	High-Frequency Puzzle Words	
a_e	chape	shame	amazing	eat	
e_e	dreke	theme	reptiles	eating	
i_e	thibe	chime	hides	two	
o_e	spone	spoke	consumes	your	
u_e	trune	fuse	uses	there	
	cuse	tune	glided	because	

Oral Reading Fluency Assessment

An oral reading fluency passage for each book can be found in the assessment materials in the Resources Binder. Use this passage-reading assessment to determine a student's reading rate (WCPM) and/or to note miscues; this information will provide you with fluency data.



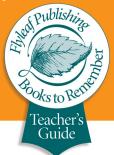
Reading Series 2: *Amazing Snakes!*

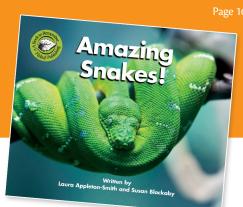


Vowel Pattern Sort 3 Master Chart

Open Syllable	Closed Syllable	Silent <i>e</i> Syllable VCe				Other Vowel	
V	VC	a_e	i_e	e_e	o_e	u_e	Partners*
Day 2 sli- (slimy) -my (slimy) -y (every) Day 3 -ly (completely) Day 4 a- (alone)	Day 1 rep- (reptiles) liz- (lizards) croc- (crocodiles) back- (backbones) dif- (different) -ent (different) leg- (legless) -less (legless) un- (underside) pat- (pattern) Day 2 skin shed ev- (every) sep- (separates) splits af- (after) Day 3 con- (consume) com- (completely) Day 4 fact	Day 1 makes snake same scales wave- (wavelike) Day 2 case safe -ates (separates) Day 3 (no words) Day 4 (no words)	Day 1 -tiles (reptiles) -diles (crocodiles) -side (underside) glide -like (wavelike) Day 2 slime hides Day 3 bite size Day 4 time	Day 1 here there Day 2 (no words) Day 3 –plete– (completely) Day 4 (no words)	Day 1 -bones (backbones) Day 2 (no words) Day 3 moles whole globe home Day 4 hope -lone (alone)	Day 1 uses Day 2 (no words) Day 3 -sume (consume) Day 4 (no words)	Day 1 (no words) Day 2 feels Day 3 eat feed your Day 4 (no words) r-Controlled Day 1 -ards (lizards) -fer- (different) -der- (underside) -tern (pattern) -ver (over) Day 2 -er- (every) -ar- (separates) -ter (after) Day 3 (no words) Day 4 (no words) Irregular Pronunciations Day 1 have Day 2 two Day 3 come Day 4 (no words)

^{*}This column is for syllables and words that have more than one vowel but do not have a VCe pattern.





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