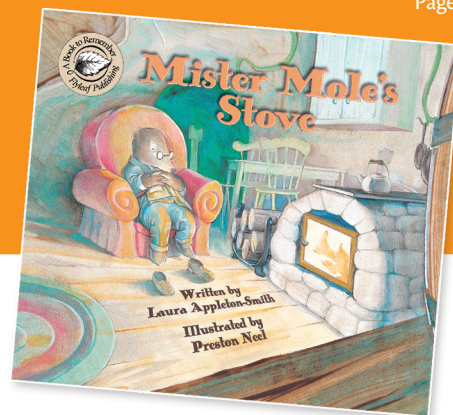




Decodable Literature Library Foundational Skills Guide

Reading Series 2: Mister Mole's Stove



Deliver Day 1–4 instruction to help students read the words they will encounter in the book *Mister Mole's Stove*. 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 1–14

Introduce Target Letter-Sound Correspondence

The Long /ō/ Sound Spelled o_e

In this guide students will learn a new spelling pattern for a sound that they already know: the long o sound (/ō/) spelled o_e. You will deliver instruction of this new target letter-sound correspondence using the Identifying Silent e Syllables activity below.

Identifying Silent e Syllables TT

The Long /ō/ Sound Spelled o_e

Have a copy of the Closed Syllable Checklist and the Silent e Syllable Checklist on hand, as well as the large "Identifying Silent e Syllables" letter cards for the letters n, o, t, e.

Say: I am going to show you something that will help you read more words. First we are going to watch how a vowel sound changes depending on whether there is a silent e at the end of the word or syllable.

Hand out the n, o, and t letter cards to three different students so that one student holds the n, one holds the o, and one holds the t. Have the students line up to spell the word *not*. Ask students who are not holding cards to read the word. (*not*). **Say:** You might say, "We are not going out for recess because it is raining."

Say: Let's clap the word *not* to figure out how many syllables it has. (one)

Beginning with the student holding the n card, ask each student to say the sound of the letter they are holding: /n/ /ō/ /t/. Then ask the student with the o to step forward. **Ask:** What is the sound your letter makes in the word *not*? (short o sound, /ō/, as in *octopus*).

After the student steps back into position, use the closed syllable checklist to confirm the word is a closed syllable. **Ask:** How many vowels do you see? (one). Do you see a consonant after the vowel? (yes). Do you hear a short vowel sound? (yes, short o: /ō/). **Ask:** What kind of vowel pattern does this word have? (closed syllable).

Call on another student to hold the vowel e card.

Say: Let's see what happens to a closed syllable when we add the silent e at the end of the syllable. The e will not make a sound, but it is going to change the sound of the first vowel. Have the student with the vowel e step into position at the end of the word. **Say:** We started with the closed syllable word *not*, and now we have added a silent e at the end of the word. **Ask:** What does this word say now? Scaffold students to read the word *note*. **Say:** Now the word says "note." You might say, "I wrote a note to my friend."

Say: Let's clap the word *note* to figure out how many syllables it has. (one).

Show the Silent e Syllable Checklist. **Say:** Let's practice using this checklist to help us decide if a word or syllable is a silent e syllable. Write the word *note* on the board.

Point to the "look" icon and read the first four lines on the checklist. **Say:** Look. How many vowels do you see in *note*? (two). Do you see a consonant after the first vowel? (yes). Is there the letter e after that consonant? (yes). Do you see a VCe pattern? (yes).

Target Letter-Sound Correspondence

Long /ō/ sound spelled o_e



Spectrum of Literacy

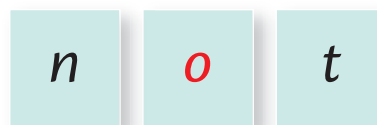
Flyleaf's Spectrum of Literacy is a comprehensive and systematic phonics scope & sequence that progresses from basic decoding to fluent independent reading.

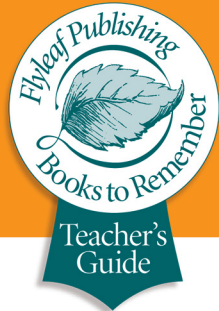
Foundational Skills Purpose Statements

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

TEACHER TIPS

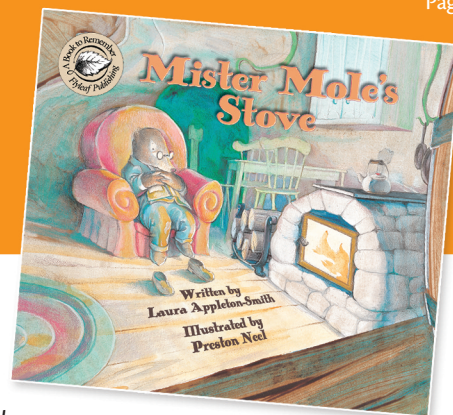
- For your own knowledge, letters set between slash marks (/ /) represent the pronunciation of that letter sound. At this point in instruction, long and short vowel sounds are indicated with diacritical markers to help clarify each vowel's pronunciation. Short vowel pronunciations are marked with breve symbols as follows: /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/. Long vowel pronunciations are marked with macron symbols as follows: /ā/, /ē/, /ī/, /ō/, /ū/.
- Students need to be able to perceive the difference between long and short vowel sounds. This skill can be developed or assessed with an Auditory Picture Card Sort by Short and Long Vowel Sounds Model Lesson. Refer to the model lesson section of this guide for explicit directions on how to deliver this instruction.





Decodable Literature Library Foundational Skills Guide

Reading Series 2: *Mister Mole's Stove*





Point to the “listen” icon and read the last lines on the checklist. **Say:** Listen. (Say the word: note.) Do you hear a long vowel sound for the first vowel? (yes). Is the letter e after the consonant silent? (yes). **Say:** Because note has all of the things on the checklist, we can identify it as a silent e syllable; the vowel pattern is VCe. (Point to the VCe on the checklist.)

Listen, Sort, Read TT

Picture Header Cards: octopus (short /ɒ/ pronunciation), open (long /ō/ pronunciation)

Word Cards: not, on, hot, top, rocks, pot, got, note, hole, mole, nose, stove, rope, slope

	
not	note
on	hole
hot	mole
top	nose
rocks	stove
pot	rope
got	slope

TEACHER TIPS

- We recommend you start the sort with the words *not* and *note* for continuity with previous activity.
- 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 and identifying if a word is misplaced. If a word is misplaced, use the Closed Syllable and Silent e Syllable Checklists to help determine the proper placement.

Vowel Pattern Sort 2 TT

Words: mister, mole, live, made, hole, windswept, slope, home, ago, woven, twigs, rope, fluff, different, stove, stone, cove, poke, joke, take, note, construct, would, warm, now, old, bones, those

Sorting Tip

now: If necessary, identify the word as having more than one vowel by saying: *I know that the vowels are a, e, i, o, and u but sometimes the letters y and w act like vowels. Since the word now has an ow vowel combination, we can say that the word has two vowels. Since the word has more than one vowel but does not have a VCe pattern, I will write it in the Other Vowel Partners column of the chart.*

High-Frequency Puzzle Words

New Words: how, lived, made, makes, old, opened, take, want, warm, warmed, why

Review Words: are, could, days, do, down, for, from, he, into, me, my, no, now, of, one, other, out, so, there, they, to, too, was, what, where, would, you, your

TEACHER TIPS

- The words *lived*, *poked*, *joked*, and *warmed* are in this day's reading. For the purpose of the Vowel Pattern Sort activity, these words' inflectional endings have been removed and the words *live*, *poke*, *joke*, and *warm* are sorted. These words with their inflectional endings will be addressed in the Connecting Spelling to Meaning activity after the day's reading.
- New High-Frequency Puzzle Words will be addressed in the Vowel Pattern Sort 2 activity on the day the word occurs in the reading.
- 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.

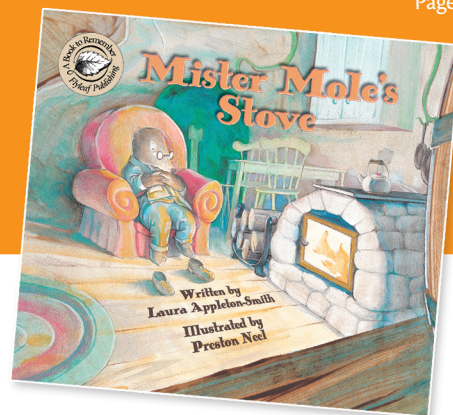
REMINDERS

- Refer to the Vowel Pattern Sort 2 Master Chart at the end of this guide for accurate word/syllable placement.
- 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.
- Save the chart created in this activity for use on Days 2–4. You will add to the chart each day.
- 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.



Decodable Literature Library Foundational Skills Guide

Reading Series 2: *Mister Mole's Stove*



Close Reading Instruction

Complete the Day 1 activities in the *Mister Mole's Stove* 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 TT

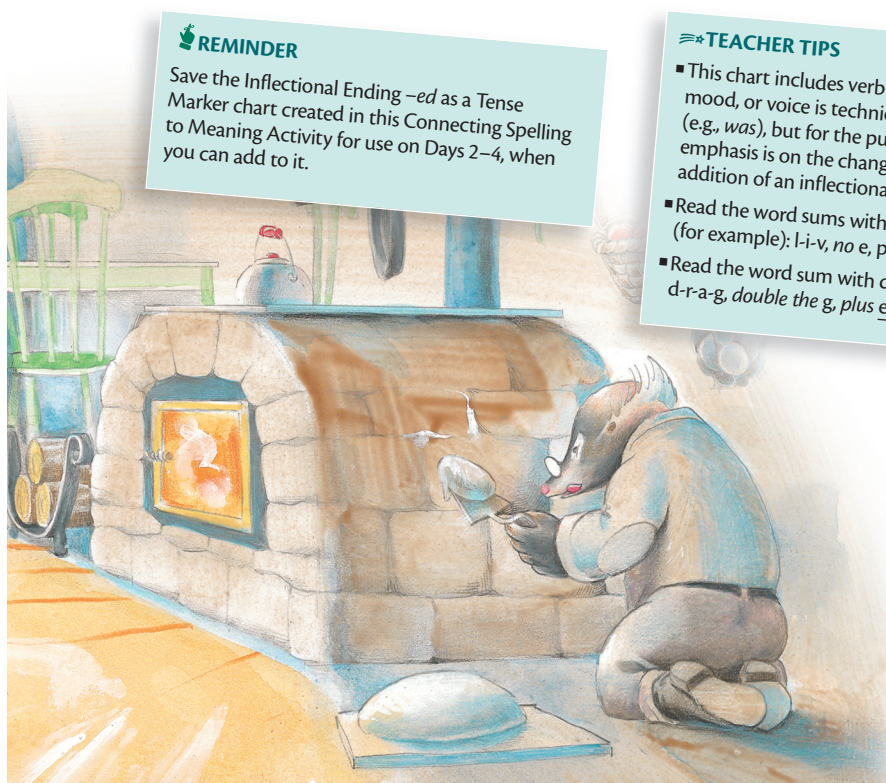
Inflectional Ending <i>-ed</i> as a Tense Marker				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
1	Mister Mole lived in a hole...	live	live + ed → lived	/d/
10	Mister Mole's hole was dug in a sand bank where no stones existed , but the cove was filled with rocks.	exist fill	exist + ed → existed fill + ed → filled	/id/ /d/
11	The rest of the moles on the slope had poked fun at him. "You are nuts," they joked ...	poke joke	poke + ed → poked joke + ed → joked	/t/ /t/
13	Now, as Mister Mole sat and warmed his old bones, he was glad that he had dragged those stones.	warm drag	warm + ed → warmed drag(g) + ed → dragged	/d/ /d/

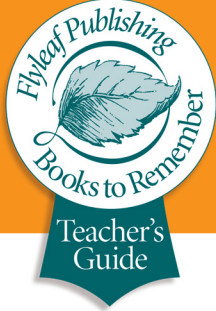
REMINDER

Save the Inflectional Ending *-ed* as a Tense Marker chart created in this Connecting Spelling to Meaning Activity for use on Days 2–4, when you can add to it.

TEACHER TIPS

- This chart includes verb phrases (e.g., *was filled*) in which the tense, mood, or voice is technically controlled by an auxiliary, or helping, verb (e.g., *was*), but for the purpose of reading instruction at this level, our emphasis is on the change made to the main verb (e.g., *fill*) with the addition of an inflectional ending.
- Read the word sums with a final *e* drop (*lived*, *poked*, *joked*) as follows (for example): l-i-v, no e, plus e-d is rewritten as *lived*.
- Read the word sum with doubled consonants (*dragged*) as follows: d-r-a-g, double the g, plus e-d is rewritten as *dragged*.





Reading Series 2: *Mister Mole's Stove*



Day 2

Foundational Skills Instruction | pages 15–22

Vowel Pattern Sort 2

Words: makes, want, stoke, doze, awoke, nose, smoke, open, out, problem, one, broken, felt, drag, too **TT**

Sorting Tip

awoke: Divide the word into two syllables (a/woke) on the board. Identify the syllables as an open syllable and a silent *e* syllable and record them in the appropriate columns on the chart: *a-* (*awoke*), *-woke* (*awoke*). Say: *When we divide the word awoke into syllables and pronounce each syllable alone, 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 the schwa sound: awoke.* Invite students to practice reading the word.

Practice Reading Words

relaxed: Begin with the word *relax*. Divide the word (re/lax) on the board. Identify the first syllable as an open syllable and the second as a closed syllable. Practice reading the word. Then write a word sum: *relax + ed → relaxed*. Have students practice reading the word: *relaxed*.

remembering: Begin with the word *remember*. Divide the word (re/mem/ber) on the board. Identify the first syllable as open, the second as closed, and the third as *r*-controlled. Practice reading the word. Then write a word sum: *remember + ing → remembering*. Have students practice reading the word: *remembering*.

Phoneme-Grapheme Mapping

Words: nose, smoke, cope

Mapping Tip

o_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* sound, /ō/. Say: *In order to map the long o sound, /ō/, we will need to write the letter o 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: *When the wind gusted, I got smoke in my nose.*

TEACHER TIP

The words *stoked*, *dozed*, and *opened* are in this day's reading. For the purpose of the Vowel Pattern Sort activity, these words' inflectional endings have been removed and the words *stoke*, *doze*, and *open* are sorted. These words with their inflectional endings will be addressed in the Connecting Spelling to Meaning activity after the day's reading.

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.

n	o	se				nose
s	m	o	ke			smoke
c	o	pe				cope

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.



A Book to Hibernates
by Jeff Appleton-Smith

Mister Mole's Stove

Written by
Laura Appleton-Smith
Illustrated by
Preston Noel

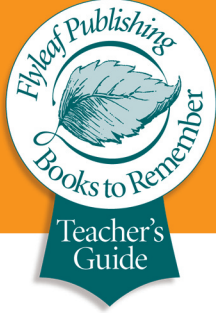
Word: problem

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.

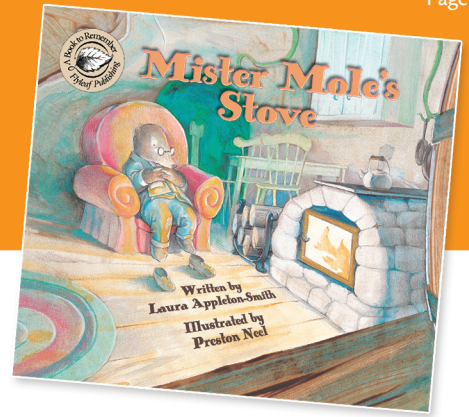
		V	C	C	V				
p	r	o	b	l	e	m			

Complete the Day 2 activities in the *Mister Mole's Stove* Close Reading Guide.





Reading Series 2: *Mister Mole's Stove*



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* TT

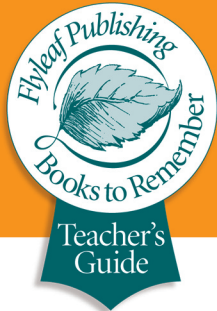
Inflectional Ending –s as a Tense Marker				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
15	"Just remembering dragging you stones up from the cove makes me want a nap,"...	make	make + s → makes	/s/

Inflectional Ending –ing			
Page	Example from the book	Base verb	Word sum
15	"Just remembering dragging you stones up from the cove makes me want a nap,"...	remember drag	remember + ing → remembering drag(g) + ing → dragging

Inflectional Ending –ed as a Tense Marker				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
15	...old Mister Mole joked as he stoked his stove.	joke stoke	jokē + ed → joked stokē + ed → stoked	/t/ /t/
17	...he fluffed his bed and dozed off for a nap.	fluff doze	fluff + ed → fluffed dozē + ed → dozed	/t/ /d/
19	He jumped up and opened his hole.	jump open	jump + ed → jumped open + ed → opened	/t/ /d/

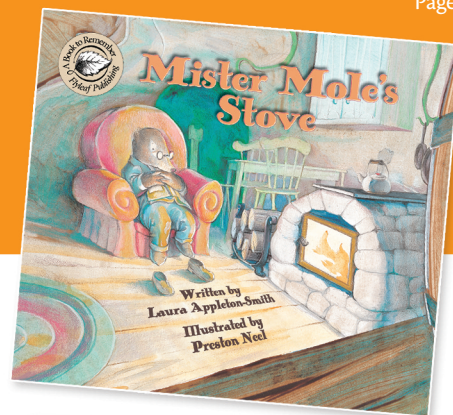
TEACHER TIPS

- Read the word sum with doubled consonants (*dragging*) as follows: d-r-a-g, double the g, plus i-n-g is rewritten as dragging.
- Read the word sums with a final e drop (*joked, stoked, dozed*) as follows (for example): j-o-k, no e, plus e-d is rewritten as joked.



Decodable Literature Library Foundational Skills Guide

Reading Series 2: *Mister Mole's Stove*



Day 3

Foundational Skills Instruction | pages 23–30

Vowel Pattern Sort 2

Words: hope, bottom, perfect, swimmer, mope, disrobe, dove, matter, how, swam, could

Sorting Tip

how: Since the word *how* has an ow vowel combination, we can say that the word has two vowels. Since the word has more than one vowel but does not have a VCe pattern, I will write it in the Other Vowel Partners column of the chart.

Have students practice reading by analogy.

Say: If you can read the word now, you can read the word *how*.

REMINDER

Once the activity is complete, have students read back all the words they have mapped to reinforce the spelling and reading connection.

TEACHER TIPS

- The words *hoped* and *disrobed* are in this day's reading. For the purpose of the Vowel Pattern Sort activity, these words' inflectional endings have been removed and the words *hope* and *disrobe* are sorted. These words with their inflectional endings will be addressed in the Connecting Spelling to Meaning activity after the day's reading.
- You may need to explain the meanings of the words *mope* and *disrobe* and the irregular past tense forms of *dove* and *swam* to students before sorting each word.

Phoneme-Grapheme Mapping

Words: mope, dove

Mapping Tip

o_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 sound, /ō/. Say: In order to map the long o sound, /ō/, we will need to write the letter o 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: Bud dove into the pond.

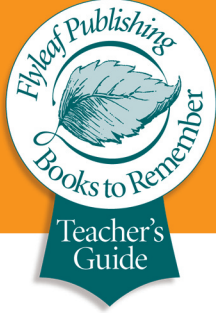
m	o	pe					mope
d	o	ve					dove

REMINDERS

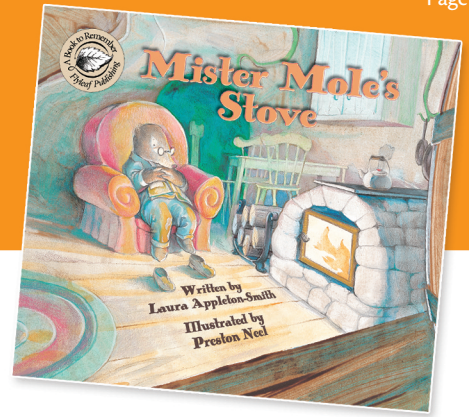
- Be sure to map words exactly as they are mapped on the sample grid.
- Once the activity is complete, have students read back all the words they have mapped to reinforce the spelling and reading connection.

Close Reading Instruction

Complete the Day 3 activities in the *Mister Mole's Stove* Close Reading Guide.



Reading Series 2: *Mister Mole's Stove*



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 –ed as a Tense Marker TT				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
23	Mister Mole slipped and stumbled as he slid down the slope. He hoped that his old bones would not end up broken too.	slip stumble hope	slip(p) + ed → slipped stumble + ed → stumbled hope + ed → hoped	/t/ /d/ /t/
25	When Mister Mole got to the cove he inspected the stones...	inspect	inspect + ed → inspected	/id/
29	He disrobed and dove in, but no matter how he swam, he could not get to the stone.	disrobe	disrobe + ed → disrobed	/d/

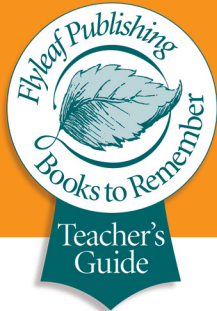
TEACHER TIPS

- Read the word sum with doubled consonants (*slipped*) as follows: s-l-i-p, double the p, plus e-d is rewritten as slipped.
- Read the word sums with a final e drop (*stumbled, hoped, disrobed*) as follows (for example): s-t-u-m-b-l, no e, plus e-d is rewritten as stumbled.

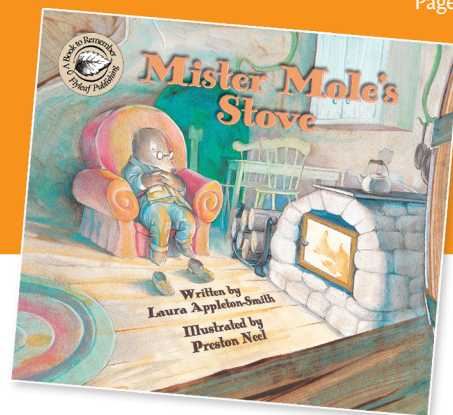
Inflectional Ending –er TT			
Page	Example from the book	Base verb	Word sum
27	Mister Mole was not the best swimmer ...	swim	swim(m) + er → swimmer

TEACHER TIPS

- Read the word sum with doubled consonants (*swimmer*) as follows: s-w-i-m, double the m, plus e-r is rewritten as swimmer.
- The word *swimmer* is an agent noun. An agent noun is created by combining a verb + er/or.



Reading Series 2: *Mister Mole's Stove*



Day 4

Foundational Skills Instruction | pages 31–42

Vowel Pattern Sort 2

Words: friend, otter, why, frozen, told, quick, clam, stew

Practice Reading Words

owe: Owe can be confusing to read. Say: *This word is owe. You might say, "I owe you money for fixing my bike."* Have students practice reading the word: owe.

Phoneme-Grapheme Mapping

Word: rode

Mapping Tip

rode: 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 sound, /ō/. Say: *In order to map the long o sound, /ō/, we will need to write the letter o 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 remaining consonant, 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: *We rode in the van.*

REMINDER

Once the activity is complete, have students read back all the words they have mapped to reinforce the spelling and reading connection.

r	o	de				rode
---	---	----	--	--	--	------

REMINERS

- Be sure to map the word exactly as it is mapped on the sample grid.
- Once the activity is complete, have students read back the word they mapped to reinforce the spelling and reading connection.

Close Reading Instruction

Complete the Day 4 activities in the *Mister Mole's Stove* Close Reading Guide.

Foundational Skills Instruction, *continued*

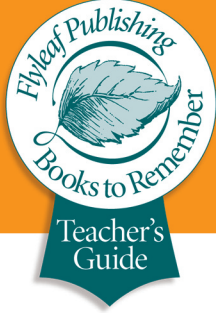
Finish the day's instruction with a Connecting Spelling to Meaning activity. This will ensure that students are able to connect the spelling of words to their meaning based on the text they have just read.

Connecting Spelling to Meaning, *continued* TT

Inflectional Ending <i>-ed</i> as a Tense Marker				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
31	As Mister Mole pondered what to do next, his friend the otter popped up and asked ...	ponder pop ask	ponder + ed → pondered pop(p) + ed → popped ask + ed → asked	/d/ /t/ /t/
37	So Mister Mole hopped on Otter's back with his stone and his sack and his rope and he rode back up the slope.	hop	hop(p) + ed → hopped	/t/

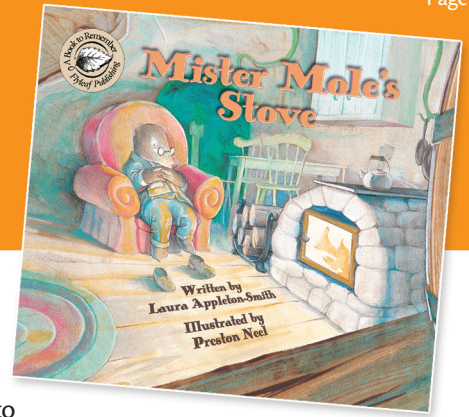
TEACHER TIP

Read the word sums with doubled consonants (*popped*, *hopped*) as follows (for example): p-o-p, double the p, plus e-d is rewritten as popped.



Decodable Literature Library Foundational Skills Guide

Reading Series 2: *Mister Mole's Stove*



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: c, e, h, l, m, n, o, p, s, sh

Word Chain to Emphasize Long /ō/ Sound Spelled o_e:

home → hone → hole → mole → mope → mop → cop →

cope → hope → hop → shop → lop → slop → slope

Letter Cards: a, c, C, e, i, l, m, n, N, o, s, t

Word Chain to Contrast Long /ā/, /ī/, /ō/ Sounds Spelled a_e, i_e, o_e:

Nat → Nate → note → not → cot → con → cone → lone → lane →

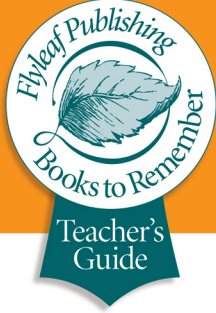
line → lime → slime → slim → slam → clam → Cam → came

Phoneme-Grapheme Mapping: VC/VCe Pattern Contrasts

Words: hop, hope, mop, mope, slop, slope, not, note

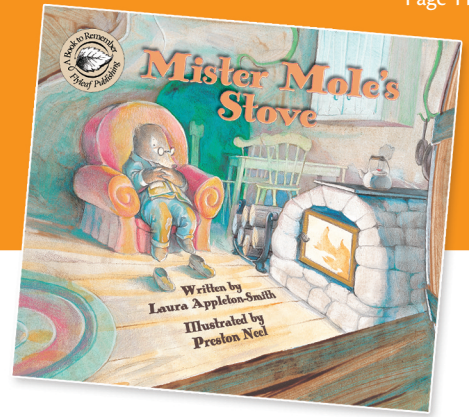
h	o	p				hop
h	o	pe				hope
m	o	p				mop
m	o	pe				mope
s	l	o	p			slop
s	l	o	pe			slope
n	o	t				not
n	o	te				note





Decodable Literature Library Foundational Skills Guide

Reading Series 2: *Mister Mole's Stove*



Words: can, cane, glad, glade, nap, nape, plan, plane, sit, site, slid, slide, mad, made

c	a	n				can
c	a	ne				cane
g	l	a	d			glad
g	l	a	de			glade
n	a	p				nap
n	a	pe				nape
p	l	a	n			plan
p	l	a	ne			plane
s	i	t				sit
s	i	te				site
s	l	i	d			slid
s	l	i	de			slide
m	a	d				mad
m	a	de				made

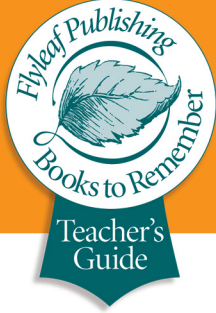


Word Fluency: VCe Pattern

awoke	bones	broken	cope
cove	dove	hole	home
mole	mope	nose	note
owe	rode	rope	slope
smoke	stone	stove	those

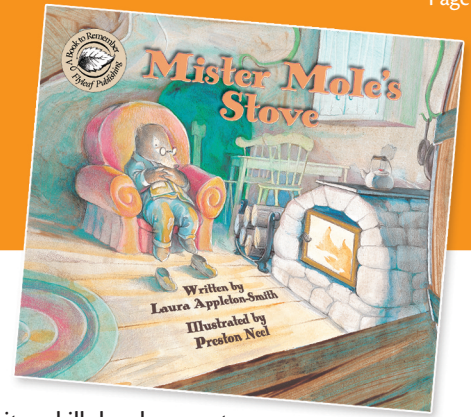
Word Fluency: VC/VCe Pattern Contrasts

hop	hope
slop	slope
mop	mope
not	note
can	cane
nap	nape
sit	site
mad	made
glad	glade
plan	plane
slid	slide



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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).

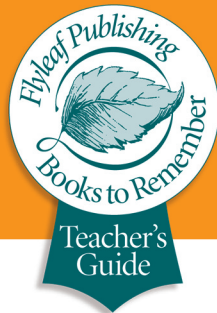
Progress Monitoring Assessment

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
o_e	shope	rode	holes	how
	clode	slope	hoped	lived
	drode	cove	dozed	made
	noke	those	joked	makes
	yove	spoke	bones	old
	stome	froze	stoked	opened
				take
				want
				warm
				warmed

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.



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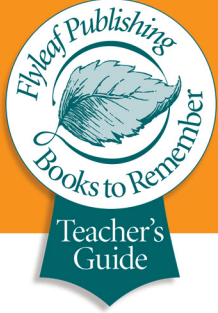
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Vowel Pattern Sort 2 Master Chart

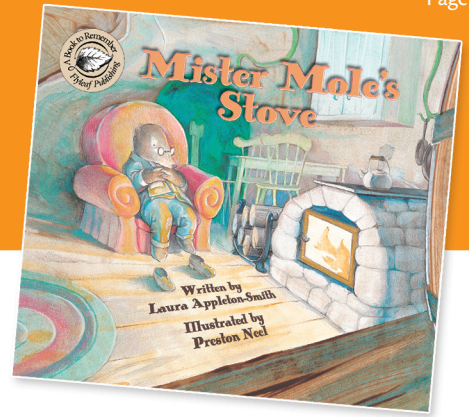
Open Syllable V	Closed Syllable VC	Silent e Syllable VCe	Other Vowel Partners*	r-Controlled	Irregular Pronunciations
Day 1 a- (ago) -go (ago) wo- (woven) Day 2 a- (awoke) o- (open) bro- (broken) Day 3 (no words) Day 4 why fro- (frozen)	Day 1 mis- (mister) wind- (windswept) -swept (windswept) -ven (woven) twigs fluff dif- (different) -ent (different) con- (construct) -struct (construct) Day 2 -pen (open) prob- (problem) -lem (problem) -ken (broken) felt drag Day 3 bot- (bottom) -tom (bottom) -fect (perfect) swim- (swimmer) dis- (disrobe) mat- (matter) swam Day 4 ot- (otter) -zen (frozen) quick clam	Day 1 mole made hole slope home rope stove stone cove poke joke take note bones those Day 2 makes stoke doze -woke (awoke) nose smoke Day 3 hope mope -robe (disrobe) dove Day 4 (no words)	Day 1 now Day 2 out too Day 3 how Day 4 stew	Day 1 -ter (mister) -fer (different) warm Day 2 (no words) Day 3 per- (perfect) -mer (swimmer) -ter (matter) Day 4 -ter (otter)	Day 1 live would old Day 2 want one Day 3 could Day 4 friend told

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



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