

STEPS:

Tutor:

- 1 Brings out all the suffix tiles.

“Pronounce each suffix.”

Student:

Says each suffix.

Tutor:

“Put the Consonant suffixes here and the Vowel suffixes there.”

Student:

Sorts the suffixes.

Tutor:

- 2 Brings out all the prefix tiles.

Tutor tells the student a meaning.

Student:

Points to the prefix, then says a word that starts with it.

A: Review Suffixes and Prefixes

TUTOR NOTE: Try doing all the procedures with **OUT** having the Prefix List or Spelling Rules page visible. If your student cannot answer the questions without them, you may display those pages.

- 1 • Tutor brings out all of suffix tiles

“Pronounce each suffix, then put the Consonant suffixes over here and the Vowel suffixes over there.”

- 2 • Tutor brings out all of the prefix tiles

“Which one means MIDDLE?”

- Student points to MID

“Tell me a word that starts with MID.” expect various answers

“Which one means AGAIN?”

- Student points to RE

“Tell me a word that starts with RE.” expect various answers

“Which one means WRONG?”

- Student points to MIS

“As in?” expect various answers

“Which four prefixes mean NOT?”

- Student points to DIS, IN, NON, UN

“Tell me one word that starts with each of those prefixes.”

“Which prefix means BEFORE?”

- Student points to PRE

“As in?” expect various answers

“Which prefix means SMALLER or BELOW?”

- Student points to SUB

“As in?” expect various answers

“Which prefix means BETWEEN?”

- Student points to INTER

“As in?” expect various answers

“Which prefix means OVER THE TOP or TOO MUCH?”

- Student points to OVER

“As in?” expect various answers

“Which prefix means UP?”

- Student points to UP

“As in?” expect various answers

STEPS:**Tutor:**

- 1 Gives student the page.

Student:

Circles each word that would use the Doubling rule if adding suffix ED.

Then boxes each word that would use the Change rule.

B: The Doubling and Change Rules

- *Tutor gives the B: THE DOUBLING AND CHANGE RULES page to student.*

“If you added suffix E-D to each word, some of these words would need to use the Doubling rule.”

“Look at each word on this list. If it would need the Doubling rule, circle that word.”

- *Student reads through the list, circling the words that would need the Doubling rule.*

“Now let’s think about the other spelling rule. The Change rule. Sometimes you must change a what to what... before adding a suffix?” Y to I

“Right. But there are a couple of times when you don’t change the Y to I.”

“So here’s what I want you to do. Look through these words again. Put a rectangle (or box) around each word that would follow the change rule... if you added suffix E-D.”

- *Student looks through the word list again, putting a box around words that would use the Change rule.*

“Nice work. Now let’s move on to the next thing.”

Answers:

circled words: snip, admit, hug, strap, regret
(taught in Lesson 3)

boxed words: classify, occupy, baby, reply
(taught in Lesson 6)

Posttest

B: THE DOUBLING AND CHANGE RULES

Circle every word that would need the Doubling rule if you were adding ED.
Then put a box around every word that would use the Change rule.

trust**wink****snip****baby****classify****mix****admit****strap****occupy****slow****croak****decay****relay****reply****hug****regret**

Dictate Words

MISSPELLED

UNTRIED

UPSETTING

INTERMIXED

OVERFLOWING

RESHIPPING

UNLUCKILY

NONPAYMENT

PREOCCUPIED

RECOPYING

UNRELIABLE

PREAMPLIFIER

C: Spell Real Words with Tiles

“Now you’re going to spell real words with tiles.”

“Repeat the entire word.”

“Say and spell just the Baseword.”

“Now make it say XXX.”

TUTOR NOTE: During this posttest, avoid reminding your student to check to see if anything needs to be Doubled or Changed. See if he will automatically check himself.

If not, you may remind him once or twice. But if he can’t then check automatically, give him more practice before going on to Level 6.

Dictate Words

con-CLU-zhun
(Conclusion)

no-TA-shun
(Notation)

CAP-shun
(Caption)

ex-TEN-shun
(Extension)

PO-shun
(Potion)

e-MUL-shun
(Emulsion)

pre-VEN-shun
(Prevention)

e-VA-zhun
(Evasion)

ig-NIH-shun
(Ignition)

PAH-shun
Passion

D: Spell TION/SION Words with Tiles

“Now you’re going to spell real words with tiles.”

“But these words will end in either T-I-O-N or S-I-O-N.”

- *Tutor brings out the TION or SION Spelling Rules page*

“Here’s the Spelling Rules page. Feel free to use it .. when spelling these words.”

“Ready? The first word is XXX.”

TUTOR NOTE: Remember to encourage your student to look up /shun/ when it comes after a short vowel—unless your student is absolutely sure and willing to bet his lunch.

TION or SION Spelling Rules

/zhun/ = SION

/shun/ after *most* consonants = TION

After L = SION

After N = look it up with a ?

/shun/ after a Long vowel = TION

/shun/ after *most* Short vowels = TION

Or else S+SION

if unsure, look it up using best guess

STEPS:

Student:

Box off the prefix and suffix

Say the Baseword.

Say the entire word.

Explain what the word means.

E: Read Words Through Word Frame

“First box off the prefix and any suffix.”

“Say just the Baseword, then say the entire word.”

“What does that word mean?”

Posttest

READ THESE WORDS

using the Word Frame (optional)

unaided **misapprehend** **preteen**

restrained **unadaptable** **unselfish**

subatomic **overstuffed** **redampen**

unsweetened **upbringing** **unwittingly**

midlevel **insignificant** **subcontinent**

reenlisting **mistrustfully** **essayist**

intermixed **overlapping** **prefixes**

STEPS:**Student:**

Put word frame around word.

Read the word.

F: Read Sight Words

“Now you’re going to read sight words through the word frame.”

“You can NOT sound out these Sight Words.”

“So as soon as you see the word, just say it.”

*****TUTOR NOTE*****

I don’t expect your student to know how to *spell* all of these yet, but he should be comfortable reading them..

If there are any he has trouble with, be sure to add them to your Sight Word Reading Deck.

Posttest
READ THESE SIGHT WORDS
using the Word Frame

parent

county

wash

answer

tough

talk

thought

woman

shoe

build

mountain

another

honest

own

laugh

young

pretty

truth

enough

police

often

STEPS:**Tutor:**

1 Gives student the page.

Student:

Circles each word that would use the Doubling rule if adding suffix ED.

Then boxes each word that would use the Change rule.

G: Sounds of Suffix ED

- *Tutor gives the G: SOUNDS OF SUFFIX ED page to student.*

“Take the first Baseword, add suffix ED, and write the entire word on the long line.”

- *Student writes shopped on the long line.*

“E-D can make 3 different sounds: /ed/, /t/, or /d/. What sound is it making in that word?” /t/

“Write that sound on the short line.”

- *Student writes t on the short line.*

“Nice work. Do the same thing in the next row.”

Answers:

shopped - /t/

skidded - /ed/

supplied - /d/

sailed - /d/

betrayed - /d/

lasted - /ed/

ratified - /d/

fixed - /t/

Posttest
G: SOUNDS OF SUFFIX ED

Take the Baseword, add on the suffix, and write the complete word in the blank line. Then write down the sound that suffix is making: t, d, or ed.

shop + ed

skid + ed

supply + ed

sail + ed

betray + ed

last + ed

ratify + ed

fix + ed

Dictate Phrases

CHOPPED THE TAIL
UNFAIRLY DISQUALIFIED
WAS EVEN MESSIER
THE DISRESPECTFUL WAY
COMPETITION ENDED
BAG OF PITTED PLUMS

H: Spell Phrases on Paper

“Now you’re going to write some phrases.”

“The first phrase is CHOPPED THE TAIL. Repeat that phrase.”

“Write it down.”

“Read back exactly what you wrote.”

*****TUTOR NOTE*****

Dictate only three phrases. In the next procedure, dictate three sentences that DO NOT contain those phrases.

I: Spell Sentences on Paper

“Now you’re going to write a sentence.”

“The first sentence is (see tutor note). Repeat that sentence.”

“Write it down. Use your spell checker whenever you’re not certain of a word.”

“Read back exactly what you wrote.”

*****TUTOR NOTE*****

Dictate only three sentences. Dictate sentences that DO NOT contain phrases you dictated in the last procedure.

On the longer sentences, say the entire sentence, then if it helps your student, go back and dictate it phrase-by-phrase.

Dictate Sentences

UNHAPPILY, DAVID
CHOPPED THE TAIL
OFF OF THE
HELPLESS FISH.

FRANK FELT UNFAIRLY
DISQUALIFIED FROM
THE POSITION OF
CATCHER.

THE INSPECTION SHOWED
THAT TIMMY WAS
EVEN MESSIER THAN
THE SHAGGY DOG.

I WAS DISMAYED AT THE
DISRESPECTFUL WAY
JANET DASHED OFF.

WHEN THE COMPETITION
ENDED, THE WINNER
GRINNED AND
HUGGED HIS MOM.

THE INVITATION TO THE
MANSION ASKED US
TO BRING A BAG OF
PITTED PLUMS.

STEPS:**Tutor:**

Review each retired Sight Word Spelling Card.

Student:

Read the card.

Explain why the letter is red.

“See and spell” once on wall.

“See and write” once on table.

Tutor:

After all retired cards have been reviewed, dictate each word once.

Student:

Says the word.

Writes it on paper.

Underlines the red letter.

J: Review Sight Word Spelling Cards

“Let’s review all the Sight Words that we’ve retired during this book.”

- *Tutor pulls out the Sight Word Spelling Cards that were retired during this book.*

“What’s this word?”

“Why is that letter in red?”

“Stare at it until you can see it in your mind with your eyes closed.”

“Look at that blank wall and see that word. How do you spell (sight word here)?”

“Good. Now write that word on the desk using your index and middle finger as the pen. How do you spell (sight word here)?”

- *Tutor repeats the above procedure for each Sight Word Spelling card.*

“Now I’m going to dictate each of these sight words. Repeat the word, write it down, then underline the red letter.”