

## Lesson Steps Reference Card

- 1 Say the word and use it in a sentence.
- 2 Segment and count the sounds.
- 3 Map the phonemes (sounds) to the graphemes (spellings).
- 4 Point out the irregular parts.
- 5 Cover the word and have students rewrite it from memory.
- 6 Uncover the word and check students' spelling.
- 7 Have students use the word in a sentence.



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- 7 Have students use the word in a sentence.

# about

1 The tricky word we will learn today is: *about*. What word? (*about*)  
He knew a lot *about* dinosaurs.

2 Tell me the sounds you hear in the word *about* (/u/ /b/ /ou/ /t/).  
How many sounds? (4) Yes, say the sounds again and draw a line  
for each sound.

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3 The first sound is /u/. Watch as I write this spelling (*a*). Say /u/ as  
you write the spelling on the first line. What's the next sound? (/b/)  
Say /b/ as you write the spelling on the next line (*b*). What's the next  
sound? (/ou/) Yes, watch as I write this spelling (*ou*). Now say /ou/  
as you write the spelling on the line. What's the last sound? (/t/)  
Say /t/ as you write the spelling on the last line.

4 Which parts are tricky? Yes, the *a* and the *ou*. Circle the *a* and  
underline it one time because one letter spells that sound. Circle  
the *ou* and underline it two times because two letters spell that sound.  
*ou* is a common spelling for /ou/, but we haven't learned that yet.

5 Erase the letters, but leave the lines and circles. (Or fold down the  
paper.) Now write the word again. See if you can remember the tricky  
spellings.

6 Here's the correct spelling. Did you get it right? Now erase everything  
(or fold down the paper) and rewrite the word on the handwriting  
lines.

7 Tell your neighbor a sentence with the word: *about*. (Optional: Write  
the sentence on the dry-erase board or worksheet.)



# because

- 1 The tricky word we will learn today is: *because*. What word? (*because*) We couldn't go on the picnic *because* it was raining.
- 2 Tell me the sounds you hear in the word *because* (/b/ /ee/ /k/ /u/ /z/). How many sounds? (5) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /b/. Watch as I write this spelling (*b*). Say /b/ as you write the spelling on the first line. What's the next sound? (/ee/) Say /ee/ as you write the spelling on the next line (*e*). What's the next sound? (/k/) Yes, watch as I write this spelling (*c*). Now say /k/ as you write the spelling on the line. What's the next sound? (/u/) Yes, watch as I write this spelling (*au*). Now say /u/ as you write the spelling on the line. What's the last sound? (/z/) Watch as I write the spelling (*se*). Say /z/ as you write the spelling on the last line.
- 4 Which parts are tricky? Yes, the *au* and the *se*. Circle the *au* and underline it two times because two letters spell that sound. Circle the *se* and underline it two times because two letters spell that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *because*. (Optional: Write the sentence on the dry-erase board or worksheet.)



## come

- 1 The tricky word we will learn today is: *come*. What word? (*come*)  
The dog will *come* when I call him.
- 2 Tell me the sounds you hear in the word *come* (/k/ /u/ /m/).  
How many sounds? (3) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /k/. Watch as I write this spelling (c). Say /k/ as you write the spelling on the first line. What's the next sound? (/u/) Watch as I write this spelling (o). Say /u/ as you write the spelling on the next line (o). What's the last sound? (/m/) Say /m/ as you write the spelling on the last line (*me*).
- 4 Which parts are tricky? Yes, the *o* and the *me*. Circle the *o* and underline it one time because one letter spells that sound. Circle the *me* and underline it two times because two letters spell that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *come*. (Optional: Write the sentence on the dry-erase board or worksheet.)

**Explanation:** Long ago, scribes wrote books by hand. They used a special way of writing that used a lot of downstrokes. This made it hard to read certain letters when they were next to each other, such as *m*, *n*, *u*, and *v*. To make it easier, they sometimes changed the letter "u" to "o." Even though they spelled it differently, they still said it the same way.

# does

- 1 The tricky word we will learn today is: *does*. What word? (*does*)  
The cat *does* not like the water.
- 2 Tell me the sounds you hear in the word *does* (/d/ /u/ /z/).  
How many sounds? (3) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /d/. Watch as I write this spelling (*d*). Say /d/ as you write the spelling on the first line. What's the next sound? (/u/) Watch as I write this spelling (*o*). Say /u/ as you write the spelling on the next line (*o*). What's the last sound? (/z/) Yes, watch as I write this spelling (*es*). Now say /z/ as you write the spelling on the line.
- 4 Which parts are tricky? Yes, the *o* and the *es*. Circle the *o* and underline it one time because one letter spells that sound. Circle the *es* and underline it two times because two letters spell that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *does*. (Optional: Write the sentence on the dry-erase board or worksheet.)

**Explanation:** *Does* is the third-person present tense of the word *do*. The word *do* means to perform an action. If we talk about something happening right now, we use the present tense. So if we want to say the girl is doing something right now, we use the word *does*. The girl *does* a flip. These words are related: *do*, *doing*, *does*, *done*.

# first

- 1 The tricky word we will learn today is: *first*. What word? (*first*)  
She was the *first* person in line.
- 2 Tell me the sounds you hear in the word *first* (/f/ /ir/ /s/ /t/).  
How many sounds? (4) Yes, say the sounds again and draw a line for each sound.

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- 3 The first sound is /f/. Say /f/ as you write the spelling on the first line (f). What's the next sound? (/ir/) Watch as I write this spelling (ir). Say /ir/ as you write the spelling on the next line (ir). What's the next sound? (/s/) Yes, say /s/ as you write the spelling on the line. What's the last sound? (/t/) Say /t/ as you write the spelling on the last line.
- 4 Which part is tricky? Yes, the *ir*. Circle the *ir* and underline it two times because two letters spell that sound. *ir* is a common spelling for /ir/, but there are other ways to spell that sound too, so it's a little tricky.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *first*. (Optional: Write the sentence on the dry-erase board or worksheet.)



# friend

- 1 The tricky word we will learn today is: *friend*. What word? (*friend*)  
She was such a good *friend*.
- 2 Tell me the sounds you hear in the word *friend* (/f/ /r/ /e/ /n/ /d/).  
How many sounds? (5) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /f/. Say /f/ as you write the spelling on the first line.  
What's the next sound? (/r/) Say /r/ as you write the spelling on the next line (r). What's the next sound? (/e/) Yes, watch as I write this spelling (ie). Now say /e/ as you write the spelling on the line. What's the next sound? (/n/) Say /n/ as you write the spelling on the next line (n). What's the last sound? (/d/) Say /d/ as you write the spelling on the last line.
- 4 Which part is tricky? Yes, the *ie*. Circle the *ie* and underline it two times because two letters spell that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *friend*. (Optional: Write the sentence on the dry-erase board or worksheet.)







for

- 1 The tricky word we will learn today is: *for*. What word? (*for*)  
She made a card *for* her grandpa.
- 2 Tell me the sounds you hear in the word *for* (/f/ /or/). How many sounds? (2) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /f/. Say /f/ as you write the spelling on the first line. What's the next sound? (/or/) Yes, watch as I write this spelling (*or*). Now say /or/ as you write the spelling on the line.
- 4 Which part is tricky? Yes, the *or*. Circle the *or* and underline it two times because two letters spell that sound. *or* is how we spell the sound /or/, but we haven't learned that yet.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *for*. (Optional: Write the sentence on the dry-erase board or worksheet.)







# from

- 1 The tricky word we will learn today is: *from*. What word? (*from*)  
He got a letter *from* his uncle.
- 2 Tell me the sounds you hear in the word *from* (/f/ /r/ /u/ /m/).  
How many sounds? (4) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /f/. Say /f/ as you write the spelling on the first line (*f*). What's the next sound? (/r/) Say /r/ as you write the spelling on the next line (*r*). What's the next sound? (/u/) Yes, watch as I write this spelling (*o*). Now say /u/ as you write the spelling on the line. What's the last sound? (/m/) Say /m/ as you write the spelling on the last line.
- 4 Which part is tricky? Yes, the *o*. Circle the *o* and underline it one time because one letter spells that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *from*. (Optional: Write the sentence on the dry-erase board or worksheet.)



# great

1 The tricky word we will learn today is: *great*. What word? (*great*)  
It was a *great* day to fly a kite.

2 Tell me the sounds you hear in the word *great* (/g/ /r/ /ay/ /t/).  
How many sounds? (4) Yes, say the sounds again and draw  
a line for each sound.

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3 The first sound is /g/. Say /g/ as you write the spelling on the first line  
(g). What's the next sound? (/r/) Say /r/ as you write the spelling on  
the next line (r). What's the next sound? (/ay/) Yes, watch as I write this  
spelling (ea). Now say /ay/ as you write the spelling on the line. What's  
the last sound? (/t/) Say /t/ as you write the spelling on the last line.

4 Which part is tricky? Yes, the ea. Circle the ea and underline it two  
times because two letters spell that sound.

5 Erase the letters, but leave the lines and circles. (Or fold down the  
paper.) Now write the word again. See if you can remember the tricky  
spellings.

6 Here's the correct spelling. Did you get it right? Now erase everything  
(or fold down the paper) and rewrite the word on the handwriting  
lines.

7 Tell your neighbor a sentence with the word: *great*. (Optional: Write  
the sentence on the dry-erase board or worksheet.)



# laugh

- 1 The tricky word we will learn today is: *laugh*. What word? (*laugh*)  
The joke made her laugh out loud.
- 2 Tell me the sounds you hear in the word *laugh* (/l/ /a/ /f/).  
How many sounds? (3) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /l/. Say /l/ as you write the spelling on the first line (*l*).  
What's the next sound? (/a/) Watch as I write this spelling (*au*). Say /a/  
as you write the spelling on the next line (*au*). What's the last sound?  
(/f/) Watch as I write this spelling (*gh*). Say /f/ as you write the spelling  
on the last line (*gh*).
- 4 Which parts are tricky? Yes, the *au* and the *gh*. Circle the *au* and  
underline it two times because two letters spell that sound. Circle the  
*gh* and underline it two times because two letters spell that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the  
paper.) Now write the word again. See if you can remember the tricky  
spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything  
(or fold down the paper) and rewrite the word on the handwriting  
lines.
- 7 Tell your neighbor a sentence with the word: *laugh*. (Optional: Write  
the sentence on the dry-erase board or worksheet.)



many

1 The tricky word we will learn today is: *many*. What word? (*many*)  
There were *many* people in the store.

2 Tell me the sounds you hear in the word *many* (/m/ /e/ /n/ /ee/).  
How many sounds? (4) Yes, say the sounds again and draw a line  
for each sound.

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3 The first sound is /m/. Say /m/ as you write the spelling on the first  
line (*m*). What's the next sound? (/e/) Watch as I write this spelling (*a*).  
Say /e/ as you write the spelling on the next line (*a*). What's the next  
sound? (/n/) Say /n/ as you write the spelling on the line. What's the  
last sound? (/ee/) Yes, watch as I write this spelling (*y*). Say /ee/ as you  
write the spelling on the last line (*y*).

4 Which parts are tricky? Yes, the *a* and the *y*. Circle the *a* and underline  
it one time because one letter spells that sound. Circle the *y* and  
underline it one time because one letter spells that sound. *y* spells  
the sound /ee/ at the end of words with more than one syllable,  
but we haven't learned that yet.

5 Erase the letters, but leave the lines and circles. (Or fold down the  
paper.) Now write the word again. See if you can remember the tricky  
spellings.

6 Here's the correct spelling. Did you get it right? Now erase everything  
(or fold down the paper) and rewrite the word on the handwriting  
lines.

7 Tell your neighbor a sentence with the word: *many*. (Optional: Write  
the sentence on the dry-erase board or worksheet.)





of

- 1 The tricky word we will learn today is: *of*. What word? (*of*)  
She ate a bowl *of* oatmeal.
- 2 Tell me the sounds you hear in the word *of* (/u/ /v/). How many sounds? (2) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /u/. Watch as I write this spelling (*o*). Say /u/ as you write the spelling on the first line (*o*). What's the next sound? (/v/) Yes, watch as I write this spelling (*f*). Now say /v/ as you write the spelling on the line (*f*).
- 4 Which parts are tricky? Yes, the *o* and the *f*. Circle the *o* and underline it one time because one letter spells that sound. Circle the *f* and underline it one time because one letter spells that sound. Both parts of the word are tricky!
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *of*. (Optional: Write the sentence on the dry-erase board or worksheet.)



one

- 1 The tricky word we will learn today is: *one*. What word? (*one*)  
He ate *one* piece of pizza.
- 2 Tell me the sounds you hear in the word *one* (/w/ /u/ /n/). How many sounds? (3) Yes, say the sounds again and draw a line for each sound.

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- 3 The first sound is /w/. What's the next sound? (/u/) Watch carefully. In this word one letter represents two sounds. The letter *o* spells both the /w/ and /u/ in this word so we will write the *o* in between the first two sound lines. Watch me.

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- 4 Say both sounds /wu/ as you write the spelling between the lines (*o*). What's the last sound? (/n/) Watch as I write this spelling (*ne*). Say /n/ as you write the spelling on the last line (*ne*).
- 5 Which parts are tricky? Yes, the *o* and the *ne*. Circle the *o* and underline it one time because one letter spells both those sounds. Circle the *ne* and underline it two times because two letters spell that sound.
- 6 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 7 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 8 Tell your neighbor a sentence with the word: *one*. (Optional: Write the sentence on the dry-erase board or worksheet.)

**Explanation:** This word was originally pronounced with the long *o* as it is in related words: *lone*, *alone*, *lonely*, *only*.

# people

- 1 The tricky word we will learn today is: *people*. What word? (*people*)  
The *people* at the park were having fun.
- 2 Tell me the sounds you hear in the word *people* (/p/ /ee/ /p/ /ul/).  
How many sounds? (4) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /p/. Say /p/ as you write the spelling on the first line (*p*). What's the next sound? (/ee/) Watch as I write this spelling (*eo*). Say /ee/ as you write the spelling on the next line (*eo*). What's the next sound? (/p/) Yes, say /p/ as you write the spelling on the line (*p*). What's the last sound? (/ul/) Watch as I write this spelling (*le*). Say /ul/ as you write the spelling on the last line (*le*).
- 4 Which parts are tricky? Yes, the *eo* and the *le*. Circle the *eo* and underline it two times because two letters spell that sound. Circle the *le* and underline it two times because two letters spell that sound. You will often see *le* at the end of a word, but we're still learning that.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *people*. (Optional: Write the sentence on the dry-erase board or worksheet.)





# said

- 1 The tricky word we will learn today is: *said*. What word? (*said*)  
She *said* hi to me in the hall.
- 2 Tell me the sounds you hear in the word *said* (/s/ /e/ /d/). How many sounds? (3) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /s/. Say /s/ as you write the spelling on the first line (s). What's the next sound? (/e/) Watch as I write this spelling (ai). Say /e/ as you write the spelling on the next line (ai). What's the last sound? (/d/) Say /d/ as you write the spelling on the last line (d).
- 4 Which part is tricky? Yes, the *ai*. Circle the *ai* and underline it two times because two letters spell that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *said*. (Optional: Write the sentence on the dry-erase board or worksheet.)

**Explanation:** *Said* is the past-tense form of the word *say*. Other similar words: *pay—paid, lay—laid*.





two

- 1 The tricky word we will learn today is: *two*. What word? (*two*) She gave away two cookies.
- 2 Tell me the sounds you hear in the word *two* (/t/ /oo/). How many sounds? (2) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /t/. Watch as I write this spelling (*tw*). Say /t/ as you write the spelling on the first line. What's the next sound? (/oo/) Watch as I write this spelling (*o*). Say /oo/ as you write the spelling on the next line (*o*).
- 4 Which parts are tricky? Yes, the *tw* and the *o*. Circle the *tw* and underline it two times because two letters spell that sound. Circle the *o* and underline it one time because one letter spells that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *two*. (Optional: Write the sentence on the dry-erase board or worksheet.)

**Explanation:** "tw" generally means two, split, separate. For example: *twin, twice, twist, twelve, twenty, between*.



# though

- 1 The tricky word we will learn today is: *though*. What word? (*though*) I want to go to the park even *though* it's raining.
- 2 Tell me the sounds you hear in the word *though* (/th/ /oe/). How many sounds? (2) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /th/. Watch as I write this spelling (*th*). Say /th/ as you write the spelling on the first line. What's the next sound? (/oe/) Yes, watch as I write this spelling (*ough*). Now say /ough/ as you write the spelling on the line.
- 4 Which part is tricky? Yes, the *ough*. Circle the *ough* and underline it four times because four letters spell that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *though*. (Optional: Write the sentence on the dry-erase board or worksheet.)



# what

- 1 The tricky word we will learn today is: *what*. What word? (*what*) I wonder *what* she is doing.
- 2 Tell me the sounds you hear in the word *what* (/w/ /u/ /t/). How many sounds? (3) Yes, say the sounds again and draw a line for each sound.  
  
\_\_\_\_\_
- 3 The first sound is /w/. Watch as I write this spelling (*wh*). Say /w/ as you write the spelling on the first line. What's the next sound? (/u/) Watch as I write this spelling (*a*). Say /u/ as you write the spelling on the next line (*a*). What's the last sound? (/t/) Say /t/ as you write the spelling on the last line.
- 4 Which parts are tricky? Yes, the *wh* and the *a*. Circle the *wh* and underline it two times because two letters spell that sound. Circle the *a* and underline it one time because one letter spells that sound. *wh* is a common spelling for /w/, but we need help remembering when to use it.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *what*. (Optional: Write the sentence on the dry-erase board or worksheet.)



# who

- 1 The tricky word we will learn today is: *who*. What word? (*who*) *Who* wants to go to recess?
- 2 Tell me the sounds you hear in the word *who* (/h/ /oo/). How many sounds? (2) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /h/. Watch as I write this spelling (*wh*). Say /h/ as you write the spelling on the first line (*wh*). What's the next sound? (/oo/) Watch as I write this spelling (*o*). Say /oo/ as you write the spelling on the next line (*o*).
- 4 Which parts are tricky? Yes, the *wh* and the *o*. Circle the *wh* and underline it two times because two letters spell that sound. Circle the *o* and underline it one time because one letter spells that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *who*. (Optional: Write the sentence on the dry-erase board or worksheet.)

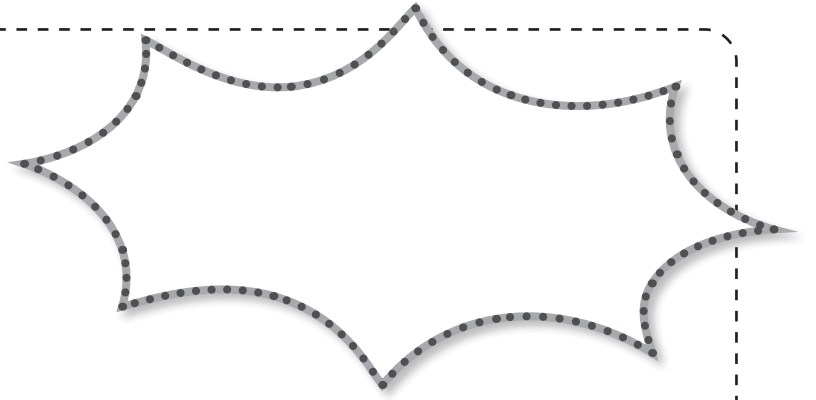


# would

- 1 The tricky word we will learn today is: *would*. What word? (*would*)  
*Would* you help me clean the table?
- 2 Tell me the sounds you hear in the word *would* (/w/ /ōō/ /d/).  
How many sounds? (3) Yes, say the sounds again and draw a line for each sound.  
  
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- 3 The first sound is /w/. Say /w/ as you write the spelling on the first line. What's the next sound? (/ōō/) Watch as I write this spelling (*oul*). Say /ōō/ as you write the spelling on the next line (*oul*). What's the last sound? (/d/) Say /d/ as you write the spelling on the last line.
- 4 Which part is tricky? Yes, the *oul*. Circle the *oul* and underline it three times because three letters spell that sound.
- 5 Erase the letters, but leave the lines and circles. (Or fold down the paper.) Now write the word again. See if you can remember the tricky spellings.
- 6 Here's the correct spelling. Did you get it right? Now erase everything (or fold down the paper) and rewrite the word on the handwriting lines.
- 7 Tell your neighbor a sentence with the word: *would*. (Optional: Write the sentence on the dry-erase board or worksheet.)



# TARGET WORD:



Draw the sound lines. Then write the spellings on the correct lines. Circle the tricky spellings.

Cover the word and write it again in the sound boxes.

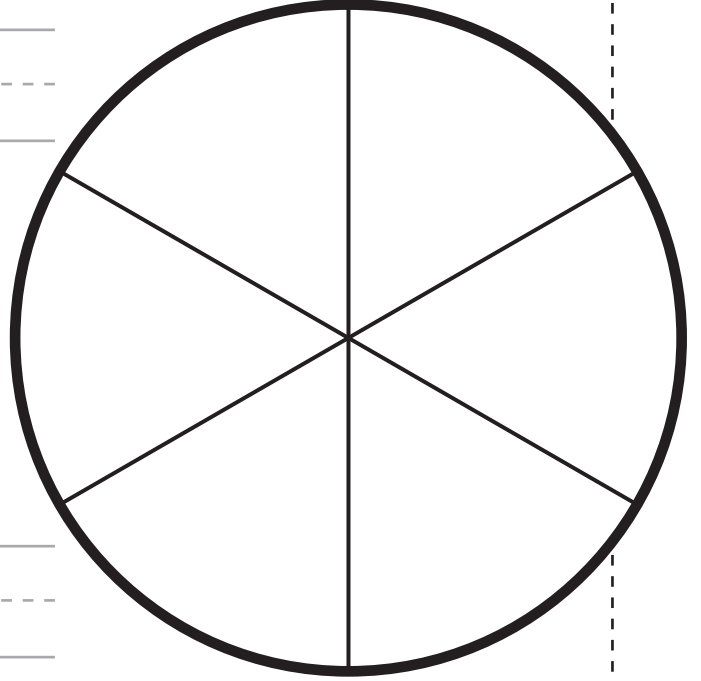
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Write the word two times on these lines.


Write the word in a sentence.




# Spin, Say, Write

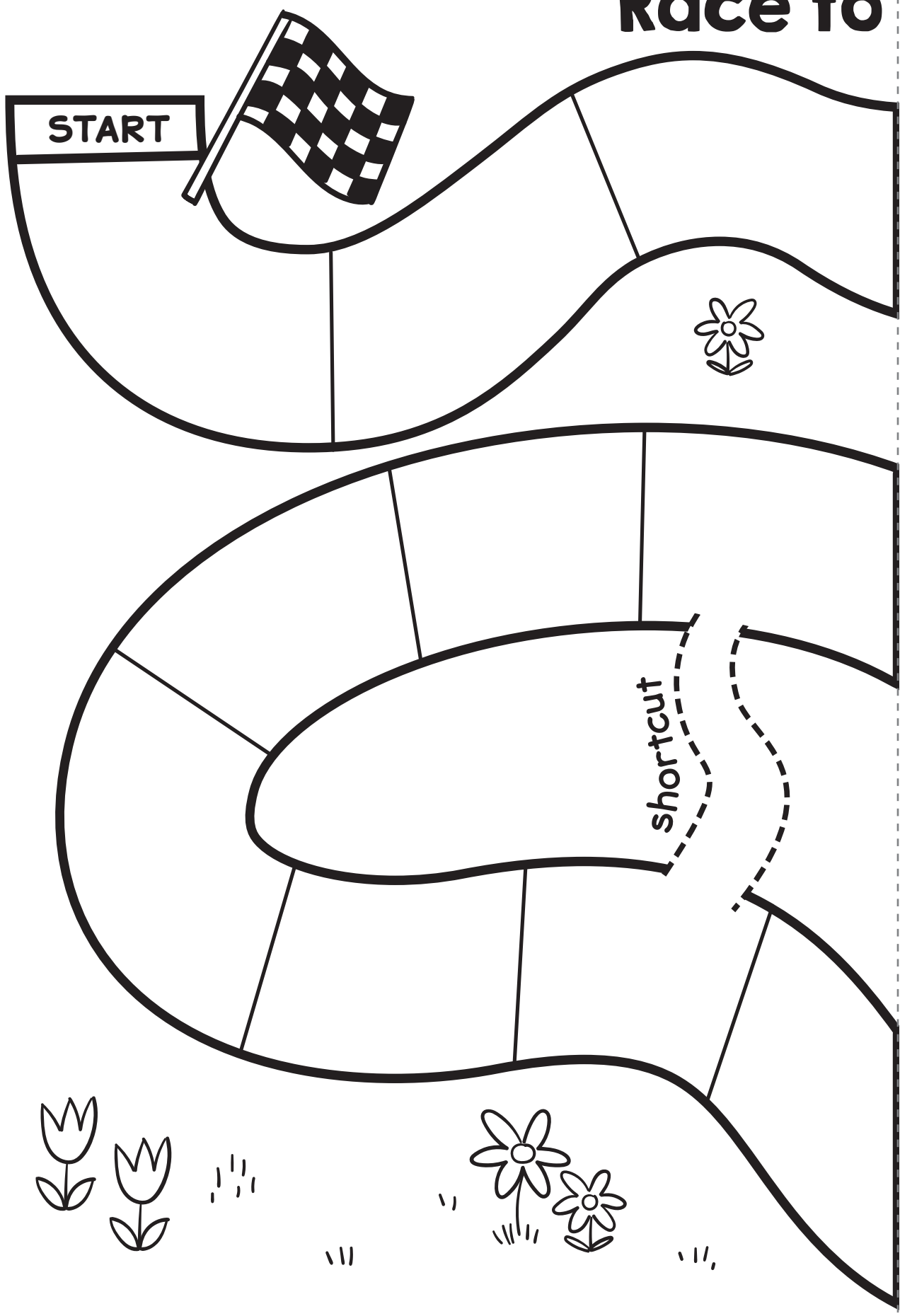


Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines, each aligned with one of the four sections of the spinner.

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# Race to

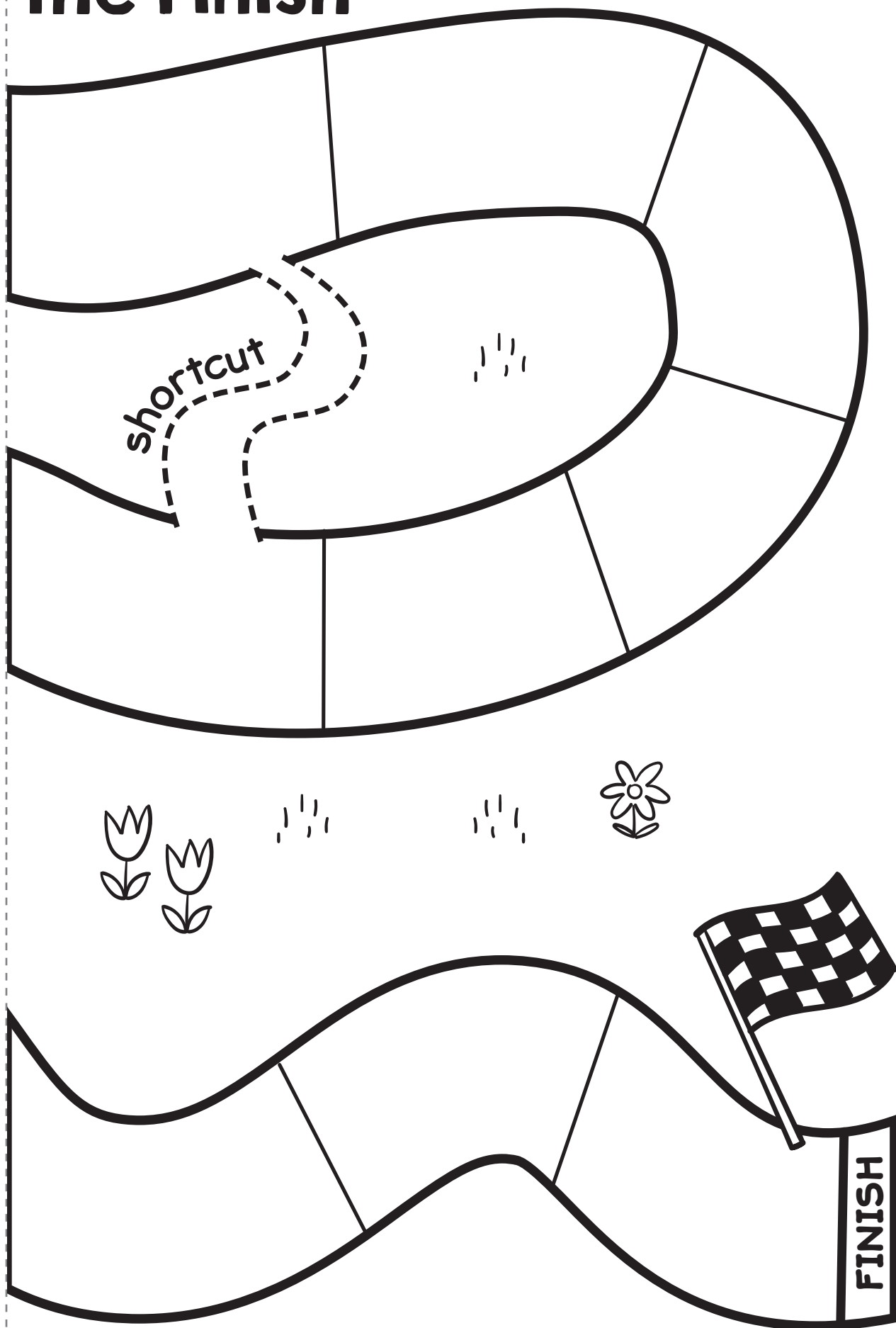
A



Attach page **B** here. Line up game board.

Fold or cut on dotted line. Attach to page **A**.

## **B** the Finish



about

again

around

all

always

away

any

are

because

been

before

both

by

buy

carry

come

could

do

does

done

draw

each

eight

find

first

friend

for

from

give

goes

good

great

have

her

hurt

how

into

its

kind

know

laugh

little

live

like

long

look

many

move



more

my

now

of

one

once

only

open

or

other

people

play

please

pretty

put

right

said

saw

see

should

some

start

the

their

there

three

they

to

two

too

today

thank

think

though

use

very

walk

was

way

were

what

when

which

where

who

why

want

work

would

write

you

your

Pop!

Pop!

Pop!

Pop!

Pop!

Pop!

Pop!

Pop!

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