



Teacher Tips

BLENDING For words on Lines 1 and 2, refer to Routine 2 for the sound-by-sound blending procedure. If students are ready, refer to Routine 3 for the whole-word procedure for the remaining words on the lines. Use Routine 4 for the blending sentences procedure.

SYLLABICATION To help students blend the words and build fluency, use the syllabication below of the multisyllable words on the word lines.

| | | |
|--------------|-------------------|--------------|
| fright • en | fright • en • ing | light • ning |
| light • ly | tight • rope | fire • fly |
| night • time | high • way | |

Monitor Progress



to Differentiate Instruction Formal Assessment

BLENDING To discover whether any student needs extra help with blending, call on two or three students to read each word. During Workshop, provide additional practice for students who need help by pairing them with students who have mastered the blending activity.

APPROACHING LEVEL

IF ... students have difficulty with the *_igh*, *_y*, and *_ie* spellings for /i/, **THEN ...** have them use *eSkills* during Workshop.

ON LEVEL

IF ... students are on level, **THEN ...** encourage them to add words that contain the spellings to the word chart.

ABOVE LEVEL

IF ... students are ready for a challenge, **THEN ...** encourage them to make up rhymes using words that contain the spellings and to share them with other students.

Phonics

ROUTINE 2 ROUTINE 3 ROUTINE 4 ROUTINE 10 ROUTINE 11

Blending

Use Routine 2, sound-by-sound blending, Routine 3, whole-word blending, and Routine 4, blending sentences, to have students blend the words and sentences. Use Routine 10, closed syllables, and Routine 11, open syllables, to have students blend the multisyllable words.

| | | | | |
|-------------------|---|-------------|-----------|---------|
| Line 1 | might | tight | light | fright |
| Line 2 | frighten | frightening | lightning | lightly |
| Line 3 | dry | dried | fry | fries |
| Line 4 | tightrope | firefly | nighttime | highway |
| Sentence 1 | The light <u>in</u> <u>my</u> home shines brightly. | | | |
| Sentence 2 | Ty <u>said</u> , "I <u>don't</u> want to <u>sleep</u> <u>too</u> late." | | | |

Line 1 /i/ spelled *_igh*

Remember to write *igh* as a unit when writing the words.

Line 2 /i/ spelled *_igh*

Point out that the words on this line contain words from Line 1. Have students look for a small word, or root word, in each one. *fright*, *light* The words *frightening* and *lightning* are also in the selection "Hurricanes." Explain the meaning of each word, and have students use them in a sentence.

Line 3 /i/ spelled *_y* and *ie*

Have students identify the /i/ spelling in each word. Point out that the *y* was changed to *i* before the endings *-ed* and *-es* were added.

Line 4 /i/ spelled *_igh* and *i_e*

Have students notice that these words are compound words. Have students find and blend the two smaller words and then blend them to read the longer word.