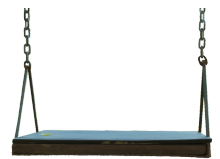


Module 2: Look Around and Explore!

In Module 1, we learned about closed syllables, open syllables, the Floss Rule, words ending in -all, -oll, and -ull, and the digraphs sh, wh, th, and ch. In Module 2 we will focus on three digraphs, consonant blends, contractions, and the schwa sound.

Digraph Focus

Grapheme	Rule	Keyword
ck	The digraph ck makes the /k/ sound. When a one-syllable word has the /k/ sound immediately after a short vowel, we spell the final /k/ sound with the digraph ck.	/k/ as in kick
ng	The digraph ng will sometimes distort the sound of the preceding vowel. The vowel a followed by ng is pronounced with the long a sound (sang). The vowel i followed by ng is often pronounced with the long e sound (swing).	/ŋ/ as in swing
ph	The digraph ph makes the /f/ sound. The /f/ sound is a continuous sound that can be produced for several seconds without interruption. It is also an unvoiced sound that has no vibration of the vocal cords.	/f/ as in phone



Phonics Focus

Skill	Rule					
Three Consonant Blends	Three consonant letters that go together with each letter representing its own phoneme.					
scr- scrap	str- string	spr- spring	squ- squid	thr- thrust	shr- shrub	-nch pinch

Contraction Focus

Structured Literacy Academic Vocabulary

Contraction:
a word that is a shortened form of two other words, using an apostrophe to show where letter sounds were omitted or combined

I will = I'll	I have = I've	we would = we'd
we have = we've	she would = she'd	I would = I'd
he would = he'd	we will = we'll	

Phonics Focus

Skill	Rule	Examples
schwa	an unstressed vowel shown as /ə/ that makes the most common vowel sound, usually short u or short i	wagon ban <u>a</u> na prob <u>e</u> m



Module 2: Focus Words

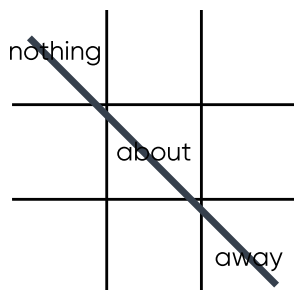
Irregular Words (Heart Words)

nothing	about	around
away	women	woman

- Irregular words are words that have some letters and sounds that can not be sounded out. (said = /s/ /e/ /d/)
- Your child will learn to refer to these as "heart" words, because there are parts students will need to learn by heart. They will need to memorize certain parts of the word that do not follow typical phonics patterns. In the example of said, the vowels combined make the sound of /e/.

Practice Strategy

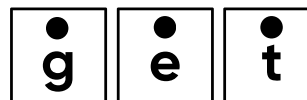
Play Three-in-a-Row with your child. Use the Three-in-a-Row game board and take turns reading words and then writing words in the spaces on the game board. Play until someone gets three-in-a-row or all of the spaces are used on the board.



Multisensory Practice

To build letter-sound relationships, give your child a piece of paper, a marker or crayon, and a pencil. You can also use an Elkonin box page. Try out this routine:

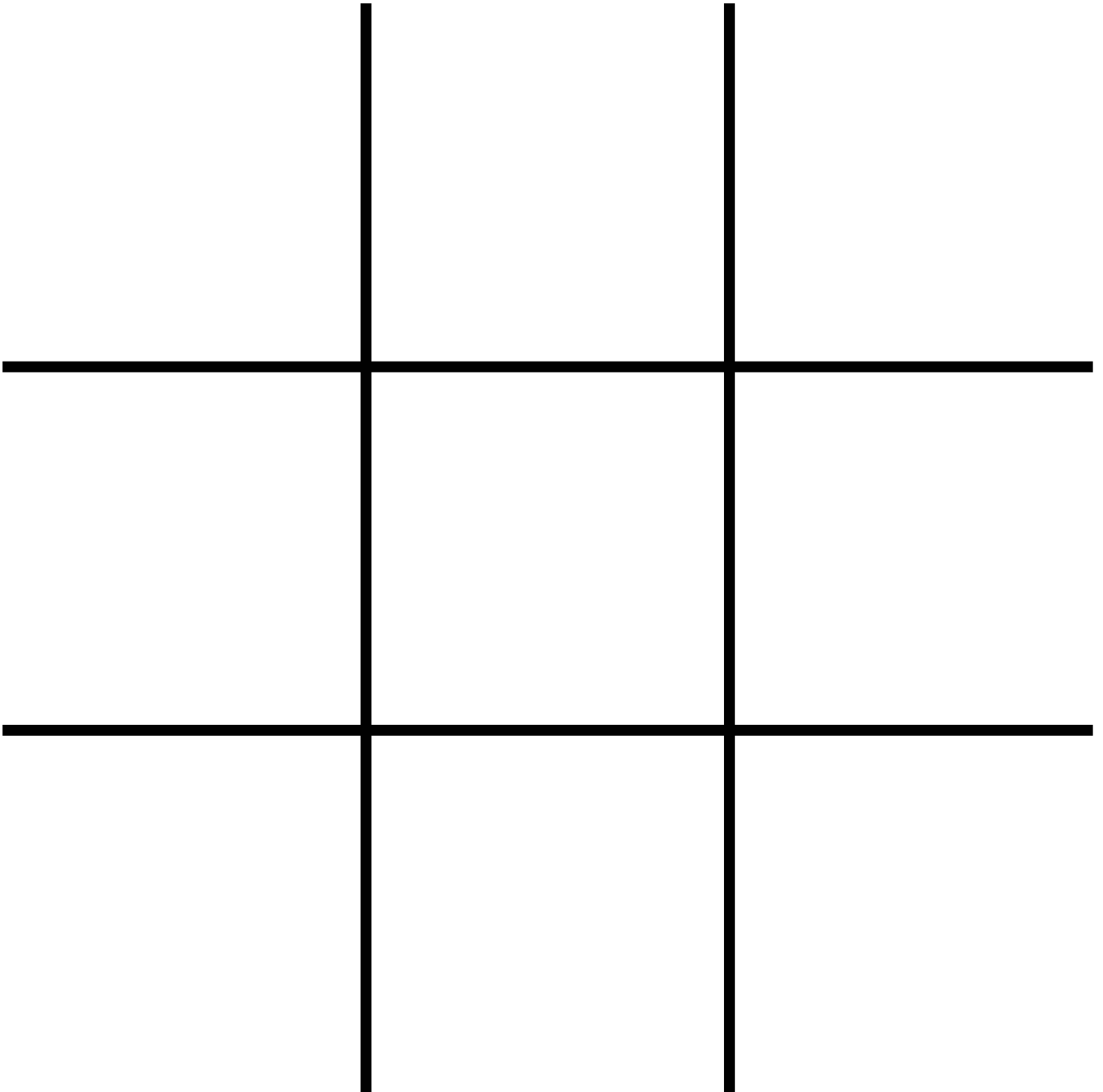
- Tell your child to draw a colored dot on their paper for each sound they hear in a word you tell them.
- Have your child repeat the sounds of the word and then write the grapheme under each dot.
- Go back and reread the word, blending the sounds together.



Three-in-a-Row

Directions:

- Take turns reading irregular or decodable words out loud.
- After reading a word, write the word in a blank space on a game board.
- Keep playing until someone gets three words in a row or all spaces of the board are used.

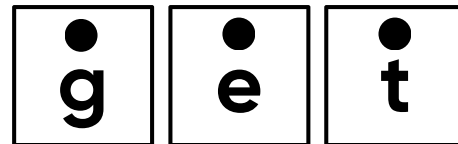


Elkonin Boxes

Directions:

- Have your child draw a color in a dot for each sound they hear in a word you tell them. Ask your child to say the word.
- Ask your child to repeat the sounds of the word and then write the grapheme under each dot.
- Go back and reread the word, blending the sounds together.

Example:



○	○	○	○	○	○	○
---	---	---	---	---	---	---

○	○	○	○	○	○	○
---	---	---	---	---	---	---

○	○	○	○	○	○	○
---	---	---	---	---	---	---

○	○	○	○	○	○	○
---	---	---	---	---	---	---

○	○	○	○	○	○	○
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