

SOUND BYTES SPELLING

Lesson 1

Students will need to know the *sounds* of these letters before learning to spell these words.

a c d f h m r s t

Spelling Word List – Lesson 1

cat	sat	fat	rat	hat
mat	had	sad	dad	mad

Day 1 – Sound-by-Sound Dictation

1. Give each student a copy of the lowercase alphabet card to refer to when writing words. This will help them learn to write the letters correctly much more quickly.
2. *Review the sounds of each of the letters* used in this lesson.
3. *Introduce the spelling words.* Say the first word aloud, “cat.” Say: “Write the *first sound, /k/.*” Give students time to write down the letter that represents this sound on paper (c). Say: “Write the *middle sound, /a/.*” Wait for students to write this letter (a). Say: “Write the *last sound, /t/.*” and wait for students to write it.
4. Make sure students write the word from left to right. *Check to see that they form the letters correctly when they write* (tall letters are tall, short letters are short, etc.).
5. Play Scramble-Spell with the words on the spelling list. Give students only the ten letter tiles they will need for this lesson (a-t-s-c-f-r-h-m-d-d). Say a word aloud; then say each sound in the word. Help students learn how to place each of the letter tiles in the correct order to spell the words from left to right.
6. Be sure to give definitions for each spelling word. This is especially important if you are teaching English Language Learners (ELL’s).

Lesson 1

Day 2 – Onset-Rime Dictation

1. Write the word ending “at” on the board. Read it to your students. Now, ask them to read it to you. Tell them this ending will be in some of the words they are going to write today. Ask them to write this word ending at the top of their paper and draw a box around it.
2. Say the first word aloud slowly, “cat.” Then say the first sound in the word, “/k/,” and ask students to write the letter that represents that sound. Next, say the ending rime in the word, “at.” Ask students to write the two letters in that word ending following the beginning sound. (Check the diagram below to see how student papers should look.) Continue on with all of the “at” words.
3. After students write the six words ending in “at,” write the word ending “ad” on the board, and continue to dictate onset and rime with the next four words just as you did with the “at” words.

at	ad
cat	had
sat	sad
fat	dad
rat	mad
hat	
mat	

Lesson 1: Trace and Write these Words

Write your name here: _____

-at

cat

sat

fat

rat

hat

mat

-ad

had

sad

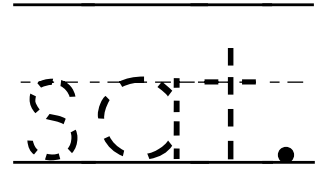
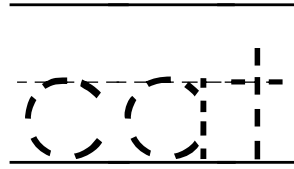
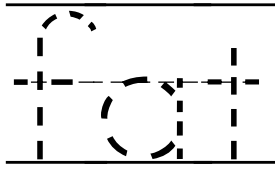
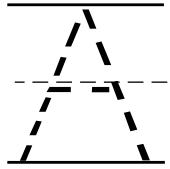
dad

mad

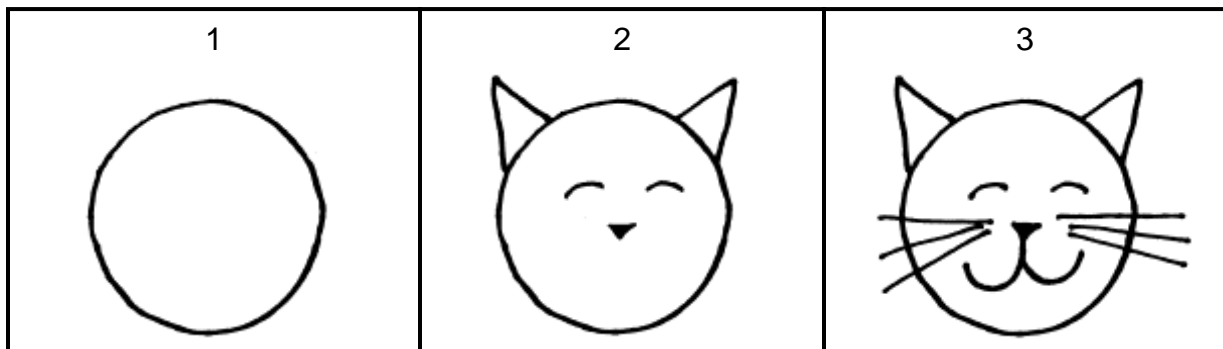


Lesson 1 Activity

Write the words.



Draw a cat.



SOUND BYTES SPELLING

Lesson 2

Students will need to know the sounds of these letters before learning to spell these words. New sounds are in bold type. Introduce the new phonogram /th/. This sound is *not* a blend.

a c m n **p** r t **th**

Spelling Word List – Lesson 2

pat	that	man	ran	can
pan	map	nap	tap	cap

Day 1 – Sound-by-Sound Dictation

1. Introduce the spelling words, the *new sounds* (in bold), and *the new phonogram*: /th/.
2. Say the first word aloud, “pat.” Dictate each sound in the word one by one, “/p/, /a/, /t/.” Give students time to write down each sound on paper before giving the next sound in the word.
3. Make sure students write the word correctly from left to right. Check to see that they form the letters correctly when they write (tall letters are tall, short letters are short, etc.).
4. Play Scramble Spell with the words on this spelling list. Give students only the eight letter tiles they will need for this lesson (a-t-c-r-m-p-n-th).
5. Say the word aloud; then say each sound in the word. Ask students to place their letter tiles in the correct order to spell each of the words from left to right. Students will only spell one word at a time. Give help as needed so students understand how to do this exercise.

Lesson 2

Day 2 – Onset-Rime Dictation

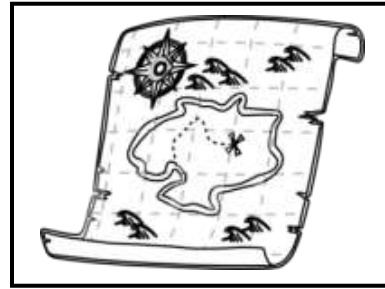
1. Write the word ending “at” on the board. Read it to your students. Now, ask them to read it to you. Tell them this ending will be in the next two words they are going to write today. Ask them to write this word ending at the top of their paper and draw a box around it.
2. Say the first word aloud slowly, “pat.” Then say the first sound in the word, “/p/,” and ask students to write it. Next, say the ending rime in the word, “at”, and ask students to write it after the beginning sound in the word.
3. *Introduce the new phonogram: /th/.* Tell students that this sound is written with two letters, but it does not make the separate sounds of those two letters—they makes a new sound when they are written together in words. Ask them to write that letter-sound pattern on their paper and add the ending “at” to it.
4. After students write the two words ending in “at,” write the word ending “an” on the board, and continue to dictate onset and rime with the next four words.
5. Finally write the word ending “ap” on the board. Dictate each sound for each of those four words, giving students time to think about which letter represents the sound and to write it.

at	an	ap
pat	man	map
<u>th</u> at	ran	nap
	can	cap
	pan	tap

Lesson 2 – Crossword Puzzle, Part 1

Fill in the picture names. Use the word bank *on the next page* to help you spell the words. Then use these words to fill in the crossword puzzle on the next page.

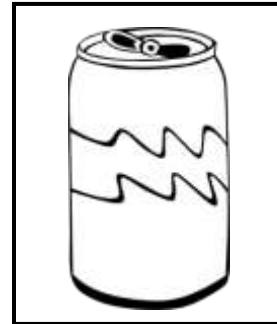
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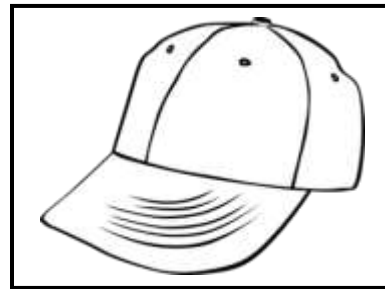
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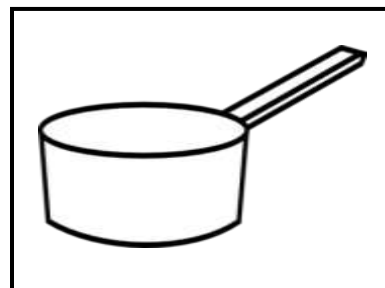
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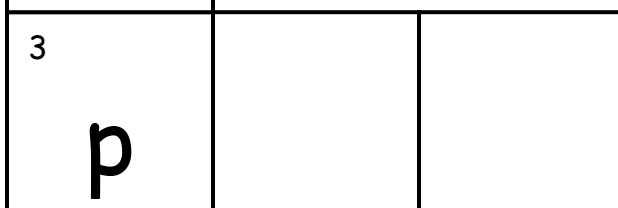
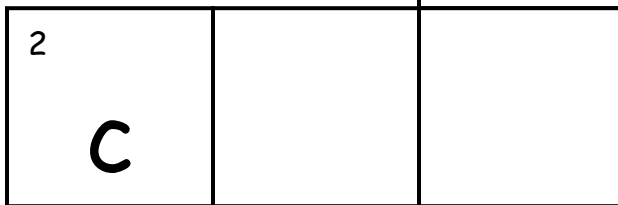


3 →



Lesson 2 – Crossword Puzzle, Part 2

Fill in the picture names on the first page. Use the word bank below to help you. Then use the words to fill in this crossword puzzle. The numbers and arrows will tell you where to place each word in the puzzle.



Use these words to help you write and spell the words in Part 1 of the Crossword Puzzle. Say the words aloud. What is the beginning sound? What is the ending sound?

pan	can	man	cap	map
-----	-----	-----	-----	-----

SOUND BYTES SPELLING

Lesson 3

Students will need to know the sounds of these letters before learning to spell these words.

a b d f h j l
m n p s t x

Spelling Word List – Lesson 3

Each letter in the blend “fl” makes its own sound, but we blend them together in words.

tax mad bad had lad has
flat and ant am ham jam

Day 1 – Sound-by-Sound Dictation

1. Introduce the spelling words and *the new sounds*. Introduce our first blend: fl.
2. **Spelling Tip:** At the end of a word, X sounds like /ks/.
3. Say the first word aloud “tax.” Dictate each sound in the word one by one, “/t/, /a/, /ks/.” Give students time to write down each sound on paper before giving the next sound in the word.
4. Make sure students write the word correctly from left to right. Check to see that they form the letters correctly (tall letters are tall, short letters are short, etc.).
5. **Spelling Tip:** At the end of words, S usually sounds like /z/.
6. Play Scramble-Spell. Give students only the letter tiles they will need for this lesson (a-b-d-f-h-j-l-m-n-s-t-x). Say a word aloud; then say each sound in the word. Ask students to place letter tiles in the correct order to spell each of the words from left to right. Help as needed.

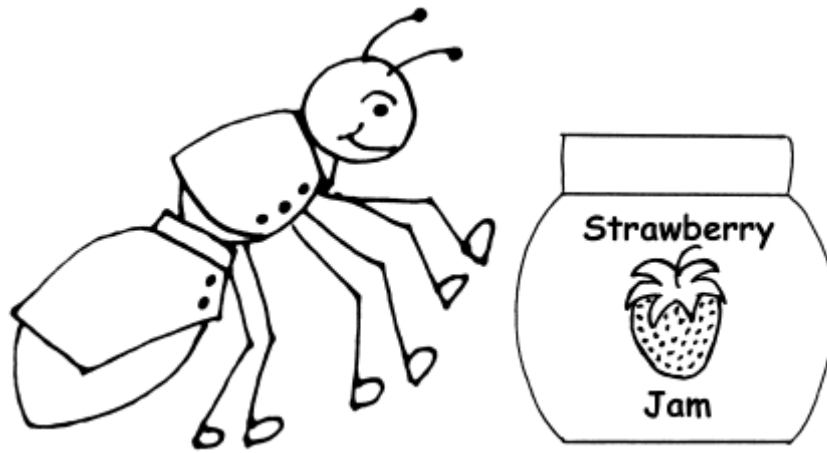
Lesson 3

Day 2 – Onset-Rime Dictation

1. Write the first word ending “ax” on the board.
2. Review the **Spelling Tip**: At the end of words, x sounds like “ks.” Read it to your students. Now, ask them to read it to you. Ask them to write this word ending at the top of their paper and draw a box around it.
3. Say the first word aloud slowly. Then say the first sound in the word, and ask students to write it. Next, say the ending rime in the word and ask students to write it after the beginning sound. Continue on with each of the words in the list.
4. Review the **Spelling Tip**: At the end of words, S usually sounds like /z/.
5. Continue to dictate the word patterns “ad”, “as”, “at”, and “am.”
6. Write “an” on the board. Tell students that these letters will be the *beginning* sounds in the last two words. Say the sounds together, “an,” and ask students to write them. Then say the *last sound* of the word, /d/, and ask students to write it beside the “an”. Do the same with the word “ant.” Make sure students write the letter-sounds of each word in the correct order.

<div style="border: 1px solid black; padding: 5px; text-align: center;">ax</div> tax	<div style="border: 1px solid black; padding: 5px; text-align: center;">ad</div> mad bad had lad	<div style="border: 1px solid black; padding: 5px; text-align: center;">as</div> has	<div style="border: 1px solid black; padding: 5px; text-align: center;">at</div> flat	<div style="border: 1px solid black; padding: 5px; text-align: center;">am</div> am ham jam
			<div style="border: 1px solid black; padding: 5px; text-align: center;"><u>an</u>d</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"><u>an</u>t</div>	

Lesson 3 – Trace and Color



An ant has jam.

A tad is mad.



A tad is bad.

Lesson 3 – Matching Words with Word Endings

Underline the word ending. Draw a line from the word to the matching word ending or beginning. Some word endings will have lines from more than one word.

lad

-ax

mad

has

-ad

tax

flat

-as

had

ant

-at

bad

jam

-am

and

ham

an-

SOUND BYTES SPELLING

Lesson 4

Students will need to know the sounds of these letters before learning to spell these words.
Introduce the new vowel “i” and its sound: /i/.

b d f g h i p s t w z

Spelling Word List – Lesson 4

big dig fig pig wig tip
bit fit hit pit sit zip

Day 1 – Sound-by-Sound Dictation

1. Introduce the spelling words and *the new sounds*. Introduce the *new short vowel sound* in this lesson: /i/.
2. Say the first word aloud. Dictate each sound in the word one by one. Give students time to write down each sound on paper before giving the next sound in the word.
3. Make sure students write the word correctly from left to right. Check to see that they form the letters correctly when they write (tall letters are tall, short letters are short, etc.).
4. Play Scramble Spell. Give students only the letter tiles they will need for this lesson (b-d-f-g-h-i-p-s-t-w-z). Say a word aloud; then say each sound in the word. Ask students to place letter tiles in the correct order to spell each of the words from left to right. Help as needed.

Lesson 4


Day 2 – Onset-Rime Dictation


1. Write the first word ending “ig” on the board. Read it to your students. Now, ask them to read it to you. Ask them to write this word ending at the top of their paper and draw a box around it.
2. Say the first word aloud slowly. Then say the first sound in the word, and ask students to write it. Next, say the ending rime “ig” in the word and ask students to write it after the beginning sound. Continue on with each of the words in the list.
3. Continue on to dictate the words ending in “it.”


ig	it	ip
big	bit	tip
dig	fit	zip
fig	hit	
pig	pit	
wig	sit	

Lesson 4 – Fill in the Blanks


Use each spelling word in the box only one time to fill in the blanks.

A  _____ can _____

with a  . A pig can

 _____ . The pig

has a  _____ .

It is a _____  .

wig

big

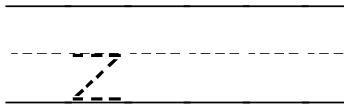
pig

dig

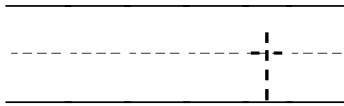
sit

Lesson 4 – Crossword Puzzle

1→



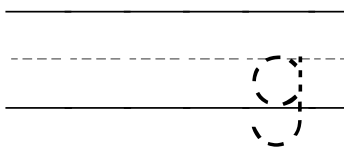
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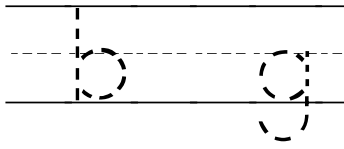
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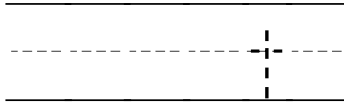
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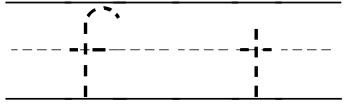
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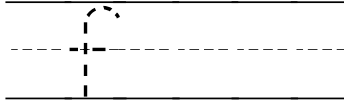
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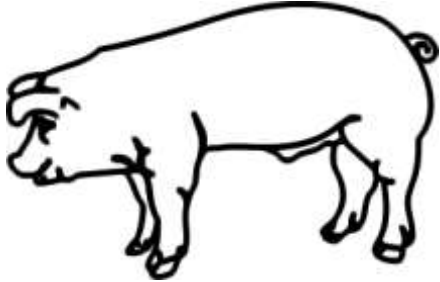
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7→



1		2	
z			
		3	4
		t	
		5	
		b	g
		6	
		f	t
7			
w			

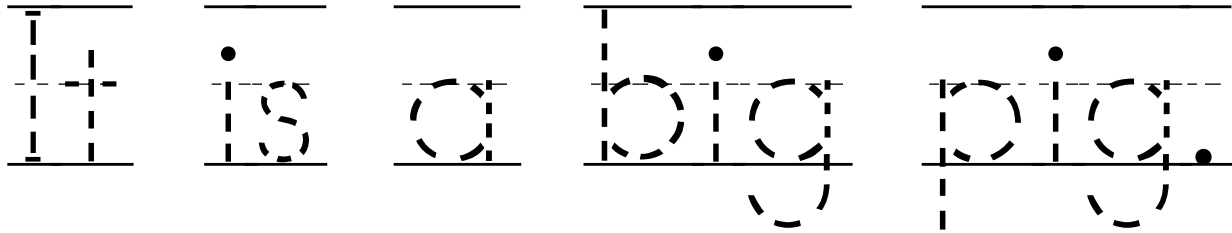


Use the first and last letters of these words to find the words that fit in the crossword.

big pig pit tip zip bit fit fig wig

Lesson 4 Activity

Write the words.



Draw a pig.

