

SOUND BYTES SPELLING

Lesson 10: Spelling Vowel Digraphs

Students will learn to spell words with these vowel phonograms.

ai

ay

oi

oy

Spelling List – Lesson 10

aid brain chain afraid again stay sway today
always soil moist choice joy soy annoy

Day 1: See It – Hear It – Say It – Write It

1. Introduce the *phonograms* /ai/ and /ay/. They both sound like long /ā/.
2. Introduce the *phonograms* /oi/ and /oy/. They have a sound that dips (oh-ee).
3. Write the phonograms on the board and ask students to say the sounds with you.
4. Draw four boxes on the board and write a phonogram at the top of each one.
5. *Introduce the spelling words.* Say a word aloud. Ask students to repeat it after you.
Ask: “What vowel *sound* do you hear?” (/ā/ or /oi/)
6. Say: “When you hear /ā/ in the middle of these words it is spelled ‘ai.’ When you hear it at the end of a word it is spelled ‘ay’.”
7. Say: “When you hear /oi/ in the middle of these words it is spelled ‘oi.’ When you hear /oi/ at the end of a word, it is spelled ‘oy’.”
8. Hand out the worksheet, *Sort Words by Vowel Digraphs*.
9. Say a word aloud. Ask: “Which vowel pattern do you hear in this word? Do you hear the vowel sound in the middle of the word or at the end of the word?”
10. Write each word on the board. Underline the vowel sound-spelling pattern.
11. Ask students to write each word in the correct box on the worksheet as you go over them together. Ask students to *underline the new sound pattern* in each word.
12. Notes:
 - The word ‘again’ is *tricky* because it sounds different from the other /ai/ words. Students may find it easier to remember the spelling if you ask them to

pronounce the word correctly first, and then pronounce it incorrectly before writing it, (as 'ā-gain') so they will hear the sounds in the word.

- The c at the end of the word 'choice' sounds like /s/ because it follows the letter i (The i-e-y Rule). This word also has a silent e at the end.
- The A in 'annoy' has a schwa sound (/u/) and a double letter N.
- These spellings change at the end because English words do not end in i.

Lesson 10: Day 1 – Board Work

ai	ay	oi	oy
<u>a</u> id	st <u>a</u> y	so <u>il</u>	jo <u>y</u>
bra <u>in</u>	swa <u>y</u>	mo <u>ist</u>	so <u>y</u>
cha <u>in</u>	to <u>da</u> y	cho <u>ic</u> e	ann <u>oy</u>
afra <u>id</u>	alwa <u>ys</u>		
aga <u>in</u>			

Lesson 10: Day 2 – Play Scramble-Spell

Play Scramble-Spell with the letter tiles. Go through all of the words on the word list. Make sure students are spelling words correctly.

Challenge—Ask students to try spelling some additional words that are not on the list: maid, paid, raid, braid, aim, claim, gain, main, pain, rain, stain plain, ail, bail, fail, hail, jail, mail, nail, pail, rail, sail, tail, bait, trait / day, hay, jay, may, pay, pray, ray, gray, say, tray, way, clay, spray / boil, foil, toil, broil, spoil, coin / boy, coy, toy.

Lesson 10: Day 3 – Independent Work

Give each student a copy of the *Crossword* activity for Lesson 10 to complete on their own. This crossword is a bit different from previous crosswords, so make sure students understand how to fill it in.

Lesson 10 – Sort Words by Vowel Digraphs

Write each spelling word in the box under its vowel sound.

ay

ai

Tricky Word:

oy
(Sounds like /oo/)

oi



joy	soil	stay	brain	soy	moist	sway	chain	today
choice	aid	annoy	afraid	always	again			

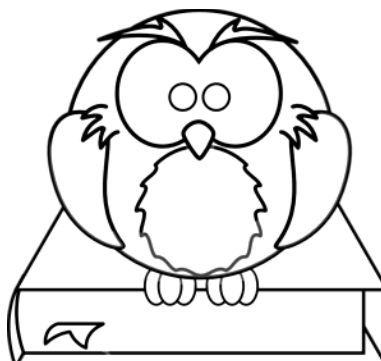
Lesson 10 – Crossword

Use beginning, middle, and ending letters to choose words that will fit in the crossword. Hint: How many letters are in the word?

WORD LIST:				
afraid	again	always	annoy	aid
brain	chain	choice	joy	moist
soil	soy	stay	sway	today

		5 t							
8 C				9 C					
						10 b			
				11 a				i	
12 S									

		1 S							
3 j									
		i							
6 a				7		y			



SOUND BYTES SPELLING

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Lesson 24: Words with the /dge/ Spelling Pattern

Students will learn to spell words using this phonogram.

dge

Spelling List – Lesson 24

badge edge ledge hedge pledge wedge ridge bridge
dodge lodge fudge judge grudge budge trudge

Day 1: See It – Hear It – Say It – Write It

1. Introduce the new *phonogram* /dge/. This spelling pattern makes the sound /j/.
2. Write it on the board.
3. Point out that this sound is spelled with the letters, /dge/, in all of these spelling words. Students need to memorize this spelling pattern.
4. All of these words have a silent e at the end.
5. Give each student a copy of the worksheet, *Sort Words by Vowel Sound*.
6. Introduce the *spelling words*. Say a word aloud. Ask students to repeat the word.
7. Ask: “*What sound or blend do you hear at the beginning of this word?*”
“*Which vowel sound do you hear?*”
“*What sound do you hear after the vowel?*” /j/
“*How is it spelled?*” (dge)
“*What silent letter is at the end of the word?*” (e)
8. Write each word on the board. Ask students to write each word on the worksheet.
9. Go through all of the spelling words together. Ask students to spell words aloud with a partner
10. Notes:
 - The words with this sound pattern are all *short vowel words*.

- Single syllable *long vowel words* ending in the /j/ sound are spelled with the letter g (age, cage, gage, page, rage, sage, wage, stage, huge, luge).

Lesson 24: Day 1 – Board Work

dge				
<u>ā</u> badge	<u>ĕ</u> edge ledge hedge pledge wedge	<u>ĭ</u> ridge bridge	<u>ŏ</u> dodge lodge	<u>ŭ</u> fudge judge grudge budge trudge

Lesson 24: Day 2 – Play Scramble-Spell

Play Scramble-Spell with the spelling words in this lesson using letter tiles. Go through all of the words on the list at least two times. Check to make sure students are spelling words correctly.

Lesson 24: Day 3 – Independent Work

Give each student a copy of the *Crossword Puzzle* to complete on their own.

Lesson 24 – Sort Words by Vowel Sound

Write each spelling word in the box under its vowel sound + dge.

a

Handwriting practice box for the vowel sound 'a'. It features a solid top line, a dashed middle line, and a solid bottom line.

o

Handwriting practice box for the vowel sound 'o'. It features a solid top line, a dashed middle line, and a solid bottom line.

e

Large handwriting practice box for the vowel sound 'e'. It features a solid top line, a dashed middle line, and a solid bottom line.



u

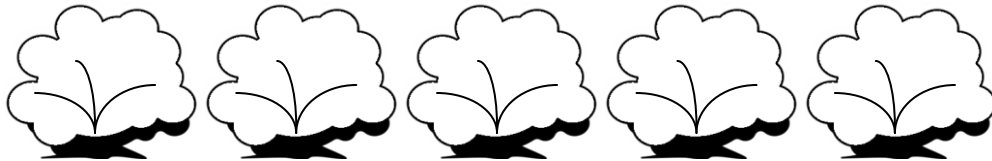
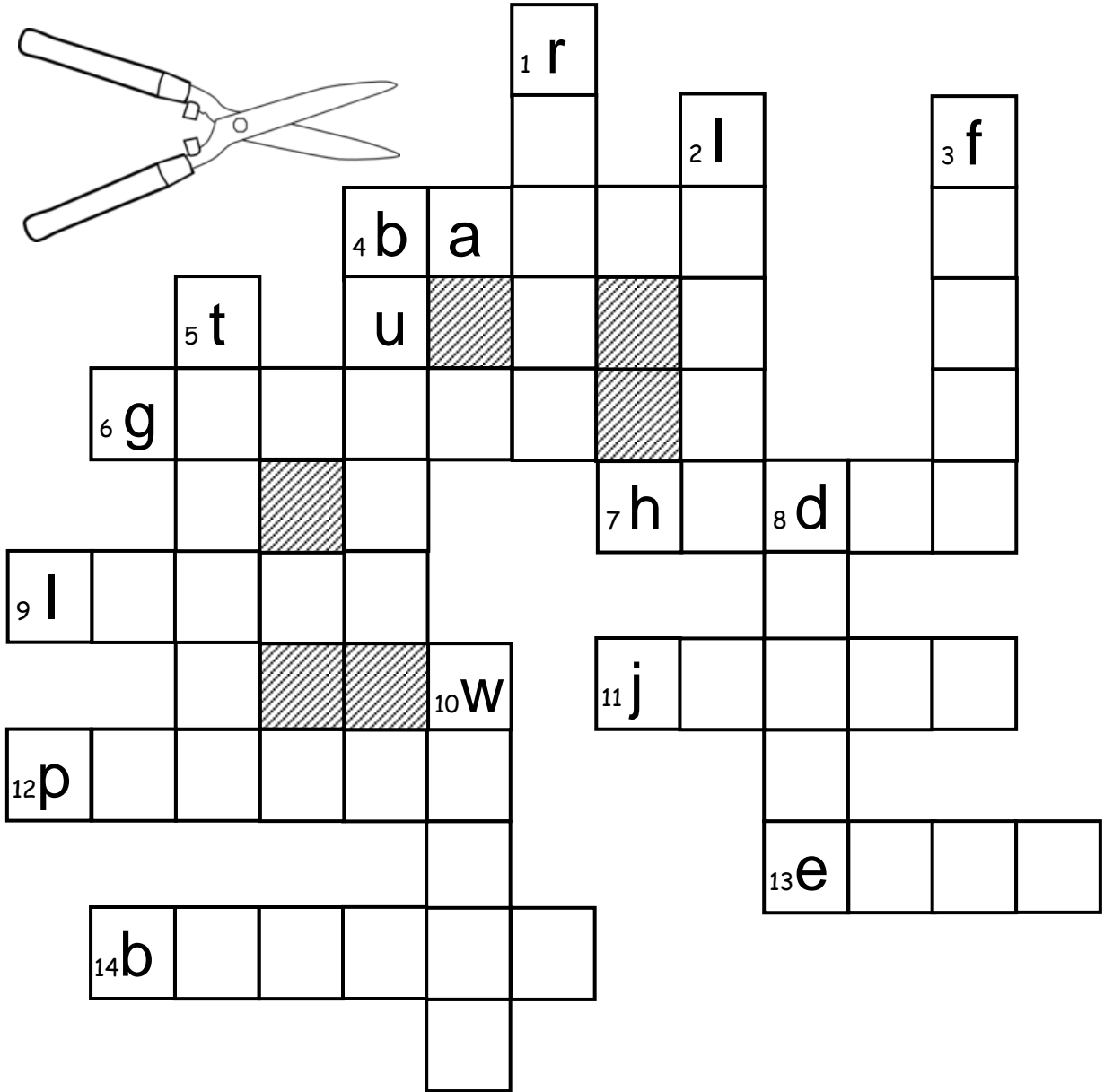
Large handwriting practice box for the vowel sound 'u'. It features a solid top line, a dashed middle line, and a solid bottom line.

i

Large handwriting practice box for the vowel sound 'i'. It features a solid top line, a dashed middle line, and a solid bottom line.

Lesson 24 – Crossword

Use beginning and second letters to choose words that will fit in the crossword.
Hints: What letter does the word begin with? How many letters are in the word?



badge	edge	ledge	hedge	pledge	wedge	ridge	bridge
dodge	lodge	fudge	judge	grudge	budge	trudge	

SOUND BYTES SPELLING

Lesson 30: Words With the /ur/ Spelling Pattern

Students will learn to spell words using this phonogram.

ur

Spelling List – Lesson 30

fur burn turn hurt curl curb curve nurse
purse surf sturdy turtle purple murder surprise

Day 1: See It – Hear It – Say It – Write It

1. Introduce the *new phonogram*, /ur/.
2. Write the phonogram on the board.
3. Say the sound aloud. Ask students to repeat it after you.
4. This is one of four spelling patterns that make this sound. (We have already learned the /er/ and /ir/ spelling patterns.)
5. Give each student a copy of the worksheet, *Words With the /ur/ Spelling Pattern*.
6. Introduce the *spelling words*. Say a word aloud. Ask students to repeat the word.
7. Write a word on the board. Underline the /ur/ spelling pattern in the word.
8. Ask: “*What sound do you hear in this word? How is it spelled?*”
9. Ask students to write the word on the worksheet. Go through all of the spelling words together. Practice spelling the words aloud.
10. Notes:
 - Four words have a silent e at the end (curve, nurse, purse, surprise).
 - Point out the ending -le, in two words (turtle, purple).
 - The word ‘murder’ has two different spelling patterns that sound alike.
 - The second s in ‘surprise’ sounds like /z/.

Lesson 30: Day 1 – Board Work

ur		
<u>fu</u> r	<u>cu</u> rve	<u>tur</u> tle
<u>bu</u> rn	<u>nu</u> rse	<u>pu</u> rple
<u>tu</u> rn	<u>pu</u> rse	<u>mu</u> rder
<u>hu</u> rt	<u>su</u> rf	<u>su</u> rprise
<u>cu</u> rl	<u>stu</u> rdy	
<u>cu</u> rb		

Lesson 30: Day 2 – Play Scramble-Spell

Play Scramble-Spell with the spelling words in this lesson using letter tiles. Go through all of the words on the list at least two times. Check to make sure students are spelling the words correctly.

Challenge—Try spelling a few more words with this spelling pattern that are not on the list: urn, blur, slur, spur, turf, burst, yurt, blurt, blurb, slurp, churn, church, curse, turnip, turkey, jury, hurry, furry, burger.

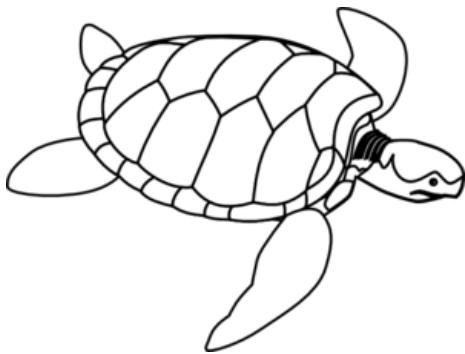
Lesson 30: Day 3 – Independent Work

Give each student a copy of the *Crossword Puzzle Clues* and the *Crossword Puzzle* to complete on their own.

Lesson 30 – Words with the /ur/ Spelling Pattern

Write each spelling word in the box. Underline the /ur/ spelling pattern.

ur



Lesson 30 – Crossword Puzzle Clues

Use words from the box below to fill in the sentence clues.
Then use the words from the sentences to fill in the crossword puzzle on the next page.

ACROSS →

1. Park your car near the _ _ _ _ .
2. You can _ _ _ _ your hair.
5. I have money in my _ _ _ _ _ .
6. The party was a big _ _ _ _ _ _ _ .
12. My cat sheds his _ _ _ .
13. The _ _ _ _ _ gave him a shot.
14. _ _ _ _ the car around.

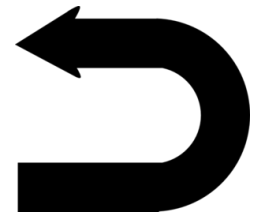
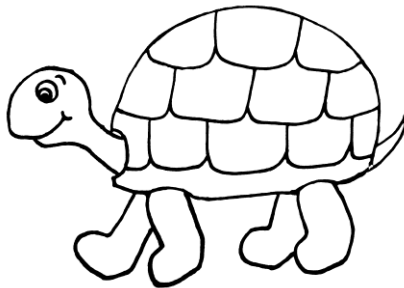
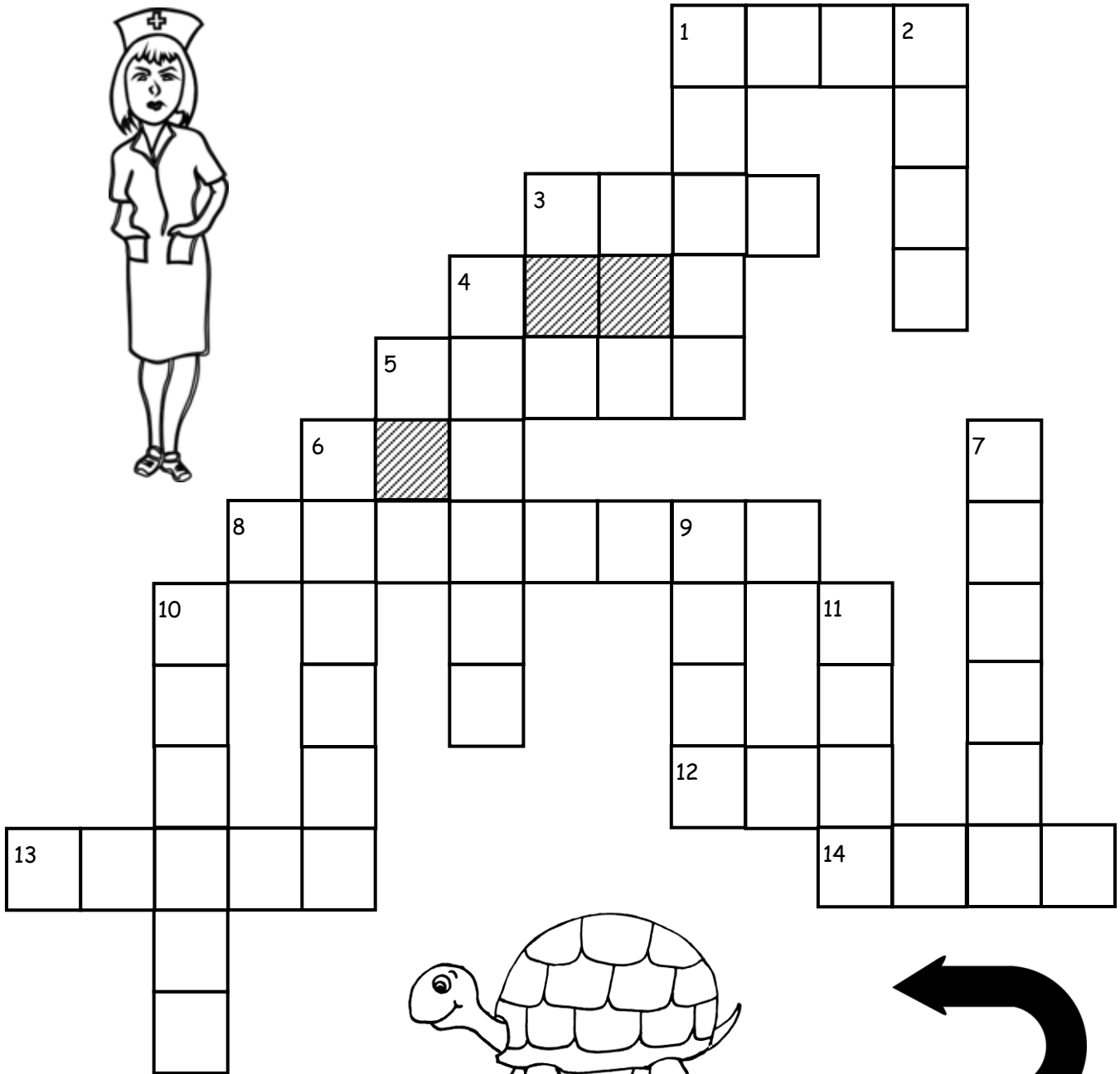
DOWN ↓

1. There is a _ _ _ _ _ in the road ahead.
2. A fire can _ _ _ _ things.
4. _ _ _ _ _ is a good color.
6. A sea _ _ _ _ _ lives in the ocean.
7. She is reading a _ _ _ _ _ mystery.
9. That man is fishing in the _ _ _ _ _ .
10. This is a _ _ _ _ _ ladder.
11. That scratch does not _ _ _ _ _ .

fur	burn	turn	hurt	curl	curb	curve	nurse
purse	surf	sturdy	turtle	purple	murder	surprise	

Lesson 30 – Crossword Puzzle

Use the sentence clues from the Crossword Clues page to choose words that will fit in this crossword.



fur	burn	turn	hurt	curl	curb	curve	nurse
purse	surf	sturdy	turtle	purple	murder	surprise	