

SPELL-Links to Reading & Writing

Class Links

for **Classrooms**



Book 1

Consonants
'b, p, t, d, v, z, k, j'

Consonants
'f, s, m, n, x'

Short vowel **a** sound

Short vowel **e** sound

Short vowel **i** sound

Short vowel **o** sound

Short vowel **u** sound

Consonants
'r, l' before a vowel

Consonants
'g, h, w, y, qu'



A Word Study Curriculum

- Phonological Awareness • Phonics • Fluency
- Vocabulary • Morphology • Syntax • Spelling
- Reading • Writing • Listening • Speaking

Activities for Tier I
Structured Literacy Instruction



Learning By Design® Inc.
Making A Difference in K-12 Education

SPELL-LINKS TO READING & WRITING™

Class Links for Classrooms

Activities for Tier 1 Structured Literacy Instruction

Book 1

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SPELL-LINKS CLASS LINKS BOOK 1 COMPANION CLOUD

MATERIALS LIBRARY

Print & Go

Teacher Binder Materials

Student Binder Materials

Activity Worksheets

SPELL-Links Strategy Guide

Home Links Activities

Lesson Planning Worksheet

Mastery Measurements

Performance Tracking Sheets

Prerequisites Checklist

Student Notebook Pages

Word Gallery Materials

Keyword Pictures

Word Gallery Pages

Word Gallery Picture Frame

Word Study Journal Pages

READING LIBRARY

SPELL-Links to Reading & Writing
Decodable, Sequenced Books
Correlated with SPELL-Links Class Links
Book 1



To access your SPELL-Links Class Links Book 1 digital materials, go to www.learningbydesign.com and click on the SPELL-Links Class Links Book 1 Companion Cloud icon. When prompted for your password enter:



Program Overview



SPELL-Links to Reading & Writing Class Links for Classrooms™ makes Tier 1 implementation of the structured literacy word study activities featured in the *SPELL-Links to Reading & Writing Word Study Curriculum™* quick, easy, and enjoyable for the whole class.

The SPELL-Links Class Links program features a collection of grade-level classroom activities that teach word study knowledge, skills, and strategies; improve spelling, word decoding, reading fluency, and reading comprehension; build vocabulary and use of oral language; and enhance writing performance. Most activities can be implemented in just 30 minutes and enable students to have fun while developing and strengthening literacy skills.

The SPELL-Links Class Links program can be used on its own or as a supplement to your current language arts curriculum. Either way, you can be confident you are delivering the most effective research-based instruction that addresses the literacy needs of all students, including struggling readers and writers.

Each SPELL-Links Class Links program kit contains time-saving components and materials that make classroom implementation of the highly praised *SPELL-Links to Reading & Writing Word Study Curriculum* a snap!

Everything you need to implement each Tier 1 SPELL-Links Class Links activity is included in the kit. To gain more in-depth understanding of the research and pedagogical methods that support the activities, we encourage you to refer to the *SPELL-Links to Reading & Writing Word Study Curriculum* or visit our website www.learningbydesign.com. While the SPELL-Links Class Links activities help you teach literacy skills to all students, they will also help you identify students who might benefit from more intensive (Tier 2 and Tier 3) instruction.

Prerequisites

SPELL-Links Class Links Book 1 activities are appropriate for students who are acquiring or have mastered the following skills:

- letter-name knowledge;
- letter writing (formation of alphabet letters);
- early phonological awareness (concept of spoken word, ability to segment spoken words into syllables, awareness of word rhyme, and ability to isolate sounds in words);
- basic concept knowledge (left/right, above/below, over/under, top/bottom, first/last, now/then, etc.);
- ability to follow 1-2 step oral directions.

Use the SPELL-Links Class Links Book 1 prerequisites checklist (located in the SPELL-Links Class Links Book 1 Companion Cloud) to record specific measures used to help determine when students have met the prerequisites and are ready to begin the SPELL-Links Class Links Book 1 program.

Setting Up the Classroom & Organizing the Materials

Create an environment that will support you and your students for SPELL-Links Class Links instruction and application throughout the year.

SPELL-Links Class Links Materials

We recommend organizing your materials at the beginning of the school year and keeping all materials in a single location so that they are always ready when you need them.

Your SPELL-Links Class Links Book 1 kit includes the following:

- grade-level SPELL-Links Class Links spiral-bound activity book with step-by-step directions for Tier 1 classroom instruction;
- access to the SPELL-Links Class Links Book 1 Companion Cloud materials library where you can print or display the prerequisite checklist, lesson planning worksheets, activity worksheets, activity support materials and displays, keyword pictures, word gallery picture frame, student performance tracking sheets, Home Links activities, word study journal pages, word gallery pages, word gallery picture frame, student notebook pages; and mastery measurements.
- *14 Strategies for Success* classroom poster;
- *14 Strategies for Success* self-adhesive labels;
- access to the SPELL-Links Class Links Book 1 Companion Cloud reading library where you can print a collection of SPELL-Links to Reading & Writing decodable, sequenced, and lesson-correlated books for use in the decoding and reading fluency and the connected writing activities and for extended reading practice at home;
- package of plastic sheet protectors.

Teachers will also need chalk or markers (dry erase or regular), tokens or other trinkets, dice, two different colored cups, and a three-minute timer. Students will need notebooks (standard notebooks or simply print and bind the SPELL-Links Class Links Book 1 notebook pages; a complete Word Study Journal is recommended for each student – see below), pencils with erasers, colored pencils, dry erase markers and erasers, and grade-level reading books (the SPELL-Links to Reading & Writing decodable, sequenced, and lesson-correlated books available in the SPELL-Links Class Links Book 1 Companion Cloud reading library are recommended). To order additional supplies and related products, please visit www.learningbydesign.com.

Displaying and Organizing the Materials

We recommend that you display and organize your SPELL-Links Class Links Book 1 materials as follows:

Strategy Poster: Display your SPELL-Links 14 Strategies for Success poster in a prominent location. This will serve as a reminder for all the students and adults in your room to incorporate these strategies not only during SPELL-Links Class Links activities, but whenever a challenging word is encountered during any reading or writing activity.

Keyword Pictures / Word Gallery: Unlike traditional word walls which organize words classified as ‘sight words’ alphabetically, a SPELL-Links Class Link word gallery arranges words by speech sounds. Setting up a SPELL-Links Class Links word gallery in a highly visible location in your classroom will foster a speech-to-print approach to reading and writing, allow your students to gain a richer understanding of allowable spellings for each speech sound, and provide more effective support for students during classroom writing and reading.

Use your keyword pictures (located in the SPELL-Links Class Links Book 1 Companion Cloud) and word gallery words to build your wall as you move through your SPELL-Links Class Links lessons. Be sure to include your students in the building of the word gallery to reinforce both the sound structure and spelling of these words that contain uncommon spellings.

Teacher Binder: We recommend that you organize all SPELL-Links Class Links lesson planning worksheets, activity support materials, and data collection documents in a single binder and keep this binder together with your SPELL-Links Class Links spiral-bound activity book. Organizing these documents in a single binder will help you pace your SPELL-Links Class Links lessons, be prepared for each lesson, and track which students may need more instructional support.

To make this easy for you, there is a single Print & Go document in the SPELL-Links Class Links Book 1 Companion Cloud which contains all teacher binder materials with lesson-specific materials organized lesson-by-lesson. See pg. 4, Preparing Your SPELL-Links Class Link Teacher Binder.

Word Study Journal Binder: We recommend that each student has a Word Study Journal binder to keep his or her SPELL-Links Class Links materials organized. Keeping all of your students' SPELL-Links Class Links materials in a single binder will help with their overall organization as well as increasing the ease and efficiency of implementing SPELL-Links Class Links activities.

Students should keep their Word Study Journals at their desks for easy access during word study activities. If need be, a student's Word Study Journal can travel with the student to other learning environments and is ready to go in the student's backpack to support Home Links activities. You may want to prepare a few extra Word Study Journals and keep these on hand for students who may misplace their journal along the way!

To make this easy for you, there is a single Print & Go document in the SPELL-Links Class Links Book 1 Companion Cloud which contains all student word study journal materials, organized lesson by lesson. See pg. 6, Preparing a Word Study Journal for Each Student.

Home Links: If you have a classroom website you may wish to upload the SPELL-Links Class Links Home Links activities (located in the SPELL-Links Class Links Book 1 Companion Cloud) to your site for easy assignment and easy access by parents. Alternatively, you may want to organize these PDF files on your hard drive for quick access and emailing to parents at the completion of a classroom activity to reinforce the day's learning and to help build and strengthen literacy skills.

Preparing Your SPELL-Links Class Links Teacher Binder

All materials needed for your teacher binder are located in the SPELL-Links Class Links Book 1 Companion Cloud. The materials are compiled in a single Print & Go document.

We recommend keeping the prerequisites checklist, list of Word Gallery words, and the sample visual for your classroom Word Gallery at the front of your binder. Your Weekly Lesson Plan guide initially may be located at the front of your binder and be moved through each lesson in the binder as you proceed through the SPELL-Links Class Links lessons.

For each lesson, your teacher binder materials include:

Performance Tracking Sheet: Keep track of students' performance on each activity within the lesson so that you can quickly identify students who need additional support and the specific area of support needed.

Annotated My Word Study Journal Page: Use this reference to assist your students with creating their personal My Word Study Journal page for the lesson.

Reading Support Chart (Lessons 1 and 2 only): Use this reference to support your students during the lesson's decoding activities and during all their authentic reading endeavors. For lessons other than lessons 1 and 2, you and your students can use the My Word Study Journal pages to support reading.

Pattern Loaded Stories: Use these masters to lead the lesson's reading activity and to follow along as your students read the stories.

Writing Support Chart: Use this reference to support your students during the lesson's writing activities and during all their authentic writing endeavors. Alternatively, you and your students can use the My Word Study Journal pages to support authentic writing.

Mastery Measurements: You will use this word list to assess your students' mastery of both decoding and encoding. At the completion of each SPELL-Links Class Links lesson, administer the decoding mastery measurement as you would a traditional decoding inventory. In order for test results to be valid, these word lists should not be shared with students or parents in advance of test administration. After administering the decoding mastery measurement, administer the corresponding spelling mastery measurement.

Mastery Measurement Tracking Sheet: Record and analyze students' decoding and spelling data on the Mastery Measurement Tracking Sheet and identify your action plan for supplemental instruction for students who have not achieved mastery.

A front pocket in your SPELL-Links Class Links Teacher Binder is a great place to keep the SPELL-Links Strategy Guide for quick reference to the 14 Strategies for Spelling Success (located in the companion cloud) and a supply of strategy stickers (sold separately) to reward students for their use of these powerful metacognitive strategies.

Preparing a Word Study Journal Binder for Each Student

All materials needed for a student's word study journal binder are located in the SPELL-Links Class Links Book 1 Companion Cloud. The materials are compiled in a single Print & Go document. Print one set of these materials for each student in your class; you may wish to print additional copies of some pages as noted below.

For each lesson, your student binder materials include:

Lesson Specific Worksheets: if applicable.

My Notebook Pages: Feel free to print as many of these as needed or use your own lined paper.

My Word Study Journal Page: Students complete these as they move through each lesson.

My Word Gallery Page: Print as many as you need for each lesson.

Reading Support Charts (Lessons 1 and 2 only): For all other lessons, you and your students can use the My Word Study Journal pages to support reading.

Student copy of pattern loaded stories: Students may use these during the SPELL-Links Class Links Reading activity. Alternatively, you may use your own pattern-loaded or decodable reading material.

Writing Support Charts (Lessons 1 and 2 only): For all other lessons, you and your students can use the My Word Study Journal pages to support writing.

A front pocket of a SPELL-Links Class Links Student Word Study Journal binder SPELL-Links is a perfect place to keep the SPELL-Links Strategy Guide for quick reference to the 14 Strategies for Spelling Success (located in the companion cloud) for parents' quick reference to the 14 Strategies for Spelling Success when supporting their child's Home Links work.

The front or back cover of a Class Links Student Word Study Journal binder is a great place to affix the 14 Strategies for Success label and a letter strip or other visual to support letter formation.

SPELL-Links Class Links Equipment

Because the SPELL-Links Class Links activities are designed for use with a large group of students, you will need to use one of the options listed below, or create your own, to display activity worksheets and support materials to the entire class.

- **Display Option 1: Digital whiteboard**
Using this option, you can display digital files of activity worksheets and support materials.
- **Display Option 2: Computer, projector, and traditional whiteboard**
Using this option, you can display digital files of activity worksheets and support materials onto the whiteboard.
- **Display Option 3: Overhead projector**
Using this option, you can display activity worksheets and support materials printed on transparencies.
- **Display Option 4: Chalkboard, whiteboard, or flip chart and chalk or markers**
Using this option, you can display re-created activity worksheets and support materials.

Many activities also require a central work area that the teacher and/or students will use to write. The central work area should be viewable by the entire group. It may be the same as the display area or you may choose to use a separate tool (e.g., chalkboard, whiteboard, or flip chart) for the central work area.


Implementation Guidelines

After setting up your classroom and preparing SPELL-Links Class Links Book 1 binders for yourself and each of your students, take time to read the SPELL-Links Class Links Implementation Guidelines.

If you are using SPELL-Links Class Links as a stand-alone structured literacy word study program, we *strongly recommend that you teach the lessons in the same order that they are presented in the book*. This sequence ensures that instruction gradually progresses from the sounds and letter patterns that are most linguistically simple to those that are most complex. Please note that the section and lesson numbers that appear at the top left of each SPELL-Links Class Links activity page correspond to the section and lesson numbers in the *SPELL-Links to Reading & Writing Word Study Curriculum* and do not indicate a grade-level instruction sequence.

SPELL-Links Class Links Lesson Planning

All SPELL-Links Class Links lessons feature several word-level instructional activities, a decoding and reading fluency activity, and a connected writing activity. The learning objectives are clearly identified at the top of each activity page. As mentioned previously, if you are using SPELL-Links Class Links as a stand-alone word study program we strongly recommend that you teach the lessons in the same order that they are presented in the book.

When planning your instruction, you will want to consider the total number of activities. In general, you will need approximately 30 minutes to complete each activity. Depending on your class size and make-up, however, you may wish to spend more time on some activities. When you do, look for the clock icon –  – which alerts you to an activity's recommended breaking point. You may also wish to repeat one or more activities within a lesson to allow students to focus on one consonant letter or sound or simply to provide review and extra practice.

Each lesson concludes with a decoding and spelling mastery measurement. You will want to include time for administration of the lesson's mastery measurement in your lesson planning.

Use your Weekly Lesson Plan sheets to plan your instruction but write in pencil because your pacing through the program is dependent upon your students' mastery of each activity.

Two sample lesson plans are shown below.

Lesson Plan, Lesson 3

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 3 Segmenting Sounds <i>Tap & Map</i> / r /	Lesson 3 Segmenting Sounds <i>Tap & Map</i> / l /	Lesson 3 Letter-Sound Relationships <i>Let'm Roll</i> / r /	Lesson 3 Letter-Sound Relationships <i>Let'm Roll</i> / l /	Lesson 3 Decoding & Reading Fluency

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 3 Decoding & Reading Fluency	Lesson 3 Connected Writing	Lesson 3 Mastery Measurements		

Lesson Plan, Lesson 20

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 20 Segmenting Sounds <i>Tap & Map</i>	Lesson 20 Discriminating Sounds <i>Smack Jack</i>	Lesson 20 Letter-Sound Relationships <i>Sort It Out</i>	Lesson 20 Letter Patterns & Spelling Rules <i>What's the Pattern?</i>	Lesson 20 Mental Images of Words <i>Take Time to Inspect the Rime</i>

Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 20 Mental Images of Words <i>Picture This!</i>	Lesson 20 Decoding & Reading Fluency	Lesson 20 Decoding & Reading Fluency	Lesson 20 Connected Writing	Lesson 20 Connected Writing; Mastery Measurements

SPELL-Links Class Links Activity Preparation

SPELL-Links Class Links activity preparation can be completed in 5-10 minutes.

- Gather activity materials.
- Review the Starter Word List (when applicable) and, if desired, add grade-level words relevant to your curriculum.
- Read through the step-by-step activity directions.

Each word-level instructional activity has a starter word list with grade-level words carefully selected to facilitate successful mastery of learning objectives. SPELL-Links Class Links Book 1 starter word lists are appropriate for K-1 Tier 1 instruction.

Starter word lists may be limited by the number of grade-level words that contain the targeted letters or sounds or because instruction is focused on quick, easy, and fun activities that teach spelling strategies rather than the spellings of individual words. Occasionally, a starter word list will contain one or more words above the target grade level when certain word exemplars are needed to illustrate and teach a specific word study concept.

You may choose to add grade-level words relevant to your curriculum if time allows. You can create your own word lists or use *SPELL-Links Word List Maker™* software (sold separately) to instantly create customized word lists. The SPELL-Links Word List Maker software allows you to search for words by spelling pattern, letter, or sound. You can then filter results by position of letter, sound, or spelling pattern in word, grade level of word, specific letters in word, or number of syllables in word. You can also organize word lists by position, grade level, syllables, and word frequency.

In order to keep things simple, we chose to use alphabet letters instead of IPA (International Phonetic Alphabet) symbols to represent consonant sounds within SPELL-Links Class Links activities. For example, the “letter Y sound” is represented by / y / instead of the IPA symbol / j /. For vowel sounds, however, we felt the use of IPA symbols was necessary to identify each specific vowel sound required. When letters or IPA symbols appear between slash marks (e.g., / b /), pronounce the corresponding sounds instead of saying the letter names. Allowable spellings for letter sounds are divided into three categories and are color coded in the activity support materials: common (blue), less common (green), and uncommon (red/orange).

SPELL-Links Class Links Performance Tracking

Use the student performance tracking sheets, one for each lesson, to take note of students who seem to be having difficulty with activity learning objectives (see example below). The performance tracking sheets will help you more easily

identify students who require more intensive and targeted instruction to improve their reading, writing, and spelling. The tracking sheets will also help you organize targeted small group instruction by providing a snapshot of each student's performance by spelling pattern and specific skill area.

Performance Tracking Sheet

'r, l' after a vowel (Lesson 3)				
Student Name	Segmenting Sounds Tap & Map	Letter-Sound Relationships Let'm Roll	Decoding & Reading Fluency	Connected Writing
Jonah	+	+	+	+
Salma	+	+	+	+
Caitlin	+	+	○	○
Matthew	+	+	○	○
CeCe	○	○	○	○
Peter	○	○	○	○
David	+	+	+	+
Colleen	+	+	+	+
Matan	+	+	+	+
Larkin	+	+	+	+
Trent	+	+	+	+
Annabel	○	○	○	○
Stephanie	+	+	+	+

SPELL-Links Class Links Mastery Measurements

Use the decoding and spelling mastery measurements, one for each lesson, to identify which students have and which students have not mastered the word study knowledge, skills, and strategies by the end of each lesson.

We recommend moving to a new lesson once most of your students have demonstrated mastery of the lesson. For students who do not demonstrate lesson mastery, use the data collected on the performance tracking sheet for that lesson to identify where to focus remedial help to close the gaps and help keep these students on track with their peers.

Ideas for Added Fun & Games

Students and teachers alike will love the engaging SPELL-Links Class Links activities that promote active, hands-on learning and interaction among students and teachers. You may choose to add another layer of fun to activities by implementing some of the suggestions listed below. Visit the SPELL-Link'd community forum on our website www.learningbydesign.com for more ideas – or to share some of your own!

Segmenting Sounds

- For Tap & Map activities, give each student a copy of the Tap & Map worksheet and allow them to place colored bingo chips in the sound boxes as you tap them on the displayed worksheet.
- Use musical notes to stand for the syllables, or beats, within words. Outline or place one musical note made from colored paper on the central work area for each beat counted in a word. Then write the letter(s) that represent the vowel sound inside the musical notes.
- Give each student a sheet of colored dot stickers and direct them to place one dot on their paper for each sound in a word. Then have students write the letter(s) that represent the sounds inside (or under) the corresponding stickers. You may choose to allow students to use their own choice of colors or you may direct them to use one color for consonant sounds and another color for vowel sounds.

Discriminating Sounds

- Include your students' names in the activity word list if the name contains the target vowel or consonant sounds.
- Allow students to stand up instead of raising their hands.

Letter-Sound Relationships

- Allow students to walk to different areas of the room instead of pointing.
- Allow students to stand up instead of raising their hands.
- Write words on 3x5 scraps of paper and have students sort the word "cards" into piles, one pile for each different spelling.
- Allow students to use glitter glue, gel pens, etc. to trace over the allowable spellings of a target sound.

Letter Pattern & Spelling Rules

- Assign each of the allowable spellings to a separate student and direct those students to jump up when someone calls out a word that is spelled with their assigned spelling.
- Allow students to use glitter glue, gel pens, etc. to trace over the spellings that are predicted by the target spelling rule.

Mental Images of Words

- Print empty Word Picture Frames (available in the SPELL-Links Class Links Book 1 Companion Cloud). Have students “frame” the words studied during the activity and hang them in the classroom Word Gallery.
- **Use Rhyme This Time**
 - Write words on 3x5 scraps of paper and have students sort the word into piles, one pile for each different word ending.
 - Allow students to use glitter glue, gel pens, etc. to trace over the letters that spell the word ending of rhyming words, using different colors for different rhymes if possible.
 - Ask students to make up fun sentences using all the words with the same word ending, “The elf fell off the shelf and scared himself.”
- **Picture This!**
 - Allow students to take turns spelling a word backwards, with one student saying each letter in the word.
 - Allow two students to work together to spell a word backwards, with the students taking turns saying alternating letters.
 - Allow students to use crayons to write the word they see in their “mind’s eye”, using one color for the vowel letters and another color for the consonant letters.

Vocabulary & Reading Comprehension

- Allow students to take turns acting out the verbal answers given to post-reading/pre-writing questions.
- Allow students to play charades, taking turns acting out a vocabulary word and challenging the other students to guess the vocabulary word.

Decoding & Reading Fluency

- Challenge students to find or re-create a piece of writing from everyday life (handwritten note, email, advertisement, product container, etc.) that contains all the target letters of the current lesson. Have the students underline the letters and sort the words by different spellings of individual sounds. You may wish to award a prize to the student who finds the most instances of the target letters or instances of each different spelling of the target sounds.
- Challenge students to identify all words that contain certain letters or sounds in a short story, book, or other selected reading material. Write all the words found by students on the central work area and divide students into groups. Have each group work together to complete an assigned task with these words. Challenge students to see which group is the first to complete the task. Tasks may include: sorting words by number of sounds, by number of syllables, or by position of letter or sound in word (beginning, middle, or end). Alternatively, you may allow three minutes per task and see which group correctly sorts the most words in the allotted time. When all sorting tasks have been finished, call on students to read the short story, book, or other selected reading material aloud.

Connected Writing

- Challenge students, individually or in groups, to write a story, poem, or song lyrics using as many of the words from a lesson as possible; you may also choose to have them add illustrations or music. When they have finished, consider allowing students to present their creations to the class.
- Challenge students to write a story using each allowable spelling of the target sound(s) at least once. You can keep the stories in the writing center to use for individual review and practice.
- Review student writing to find and circle misspelled words or ask students to review their own writing. You can then place the appropriate strategy sticker(s)* above each circled word and challenge students to self-correct their own spelling mistakes. Alternatively, challenge students to identify the appropriate strategy or strategies that can help them to correctly spell the misspelled words. **sold separately*

Classroom Extension Ideas

- Dismiss students to recess based on the number of target sounds in their names.
- Each morning, review the lunch menu. Say the words in slow motion and ask students to quickly blend the sounds together. Then ask students to segment the words.
- Display the *14 Strategies for Success* classroom poster. When the class encounters a new word during instruction, challenge them to explain how to use one or more of the strategies to spell the word. Allow one student to write the word on a word wall and affix the appropriate strategy sticker(s)* next to the word. When every strategy has been used, consider offering a class reward. **sold separately*
- Have each student create their own word journal using construction paper for the front and back covers and notebook paper for the inside pages. Students may staple the papers together or use a hole punch and yarn to make a book. Be sure to have students add a title and their names as authors. When a student misspells a word, ask him/her to add that word to their word journal and to place the appropriate strategy sticker(s)* next to the word. When every strategy has been used, offer students a reward, such as a special sticker to decorate their book covers. **sold separately*

Home Support

Most SPELL-Links Class Links word-level activities have a related Home Links activity (available in the SPELL-Links Class Links Book 1 Companion Cloud). Each Home Links activity takes just 5-10 minutes to complete with the help of a parent, learning coach, or homework helper. The activities reinforce target learning objectives and help build and strengthen literacy skills.

Word Study Journal pages (also available in the SPELL-Links Class Links Book 1 Companion Cloud) summarize the allowable spellings, spelling rules, and strategies for each spelling pattern and are a great reference tool for successful completion of Home Links activities. If you choose to use the Home Links activities, be sure to have students write words studied during Mental Images of Words activities in the My Word Gallery section of the corresponding Word Study Journal page (in addition to writing these words in their notebooks as directed in the activity). Doing so will ensure that everything students need to complete the Home Links activities will be available on a single page.

FAQs

1. When teaching a lesson that addresses more than one target sound (for example, Lesson 3 address the target sounds / r / and / l /), is it OK to focus on one target sound and its corresponding allowable spellings at a time?

Yes. You may teach one target sound at a time when presenting activities with multiple target sounds to allow students to focus on one sound at a time.

2. When teaching a Take Time to Inspect the Rime that addresses more than one word ending (for example, the starter word list for Lesson 21 has eight different word endings), is it OK to present only some of the word endings?

Yes. You may teach a subset of the word endings, selecting the word endings that are most appropriate for the instructional level of your students.

3. Do I need to use all the words in a starter word list?

Not necessarily. The starter word list is carefully controlled to help students achieve the activity's learning objectives. If students grasp the word study skills and strategies before all words in the starter word list have been presented, it is not necessary to go through the complete list.

4. Is it OK to modify a starter word list?

The starter word list is carefully controlled to help students achieve an activity's learning objectives. Depending on the ability level of your students and your activity goals (e.g., teach vs. enhance word study skills), you may choose to modify the starter word list by replacing or adding words with the target spelling pattern. The SPELL-Links Word List Maker software (sold separately) allows you to search for words by spelling pattern, letter, or sound. You can then filter results by position of letter, sound, or spelling pattern in word; grade level of word; specific letters in word; or number of syllables in word. You can also organize word lists by position, grade level, syllables, and word frequency.

5. Is it OK to present different words to different groups of students within the same activity in order to match words to student ability levels?

Yes, this is an acceptable teaching strategy and a great way to individualize SPELL-Links Class Links instruction.

6. Are students expected to memorize all the allowable spellings presented in Letter-Sound Relationships activities?

No. The goal of the Letter-Sound Relationships activities is for students to gain exposure to these allowable spellings in words, to become aware that a sound may be represented with more than one spelling, and to gain proficiency with written language through the speech-to-print, multi-linguistic, meta-linguistic approach featured in SPELL-Links Class Links.

7. Can I present only some of the allowable spellings during the Letter-Sound Relationships activities?

We recommend that you always present all of the allowable spellings during the Letter-Sound Relationships activities. Exposure to all allowable spellings, not just grade-level spellings, of a target sound is a core component of the word study approach featured in SPELL-Links Class Links and the words containing the allowable spellings provide an excellent opportunity for vocabulary and oral language development.

8. Can I modify the wording of the directions or the activity itself to a level more appropriate for a particular group of students?

Yes. Nobody knows your students better than you do so feel free to modify the wording or the activity to best match your students' level of development and interest. You may modify a task (for example, in the Hidden Treasure activity you may wish to place a sticker under a sheet of paper instead of placing a

trinket under a paper cup) as long as you do not modify the pedagogical principles (e.g., speech-to-print, multi-linguistic, meta-linguistic) and elements (e.g., explanation, modeling, practice, feedback, reflection) as presented in the activity.

You may also discover that your students require more explanation of some terms or concepts than is provided in the scripted activity. Never hesitate to modify an activity in order to provide additional explanation, instruction, or modeling. For example, in the Lesson 20 Tap & Map activity, the concept of phoneme vs. syllable is an integral part of the word study instruction. If your students do not already understand the difference between a phoneme (i.e., speech sound) and a spoken syllable, take the time needed to teach these important concepts before proceeding with the activity.

9. Some students require more assistance than I can provide in whole class teaching. How can I modify SPELL-Links Class Links to accommodate these students?

You may wish to consider separating the class into smaller groups, each group working with a teacher or aide. Alternatively, one or more groups may be assigned independent word study work while you work directly with another group.

10. When do I proceed from one activity to the next within a lesson?

Each activity builds on the preceding activity within that lesson. Therefore, repeat an activity until students master the activity's learning objectives before proceeding to the next activity within the lesson. Mastery is demonstrated when students independently perform the stated learning objective for the activity. When repeating an activity with a group of students, you can use the SPELL-Links Word List Maker software (sold separately) to select more challenging words for those students who have already achieved mastery with the words in the Starter Word List. For students who do not demonstrate mastery of an activity, identify a plan for more intensive instruction to help those students master the skills of the activity and help keep these students on track with their peers.

11. When do I proceed from one lesson to the next lesson?

We recommend moving to a new lesson once most of your students have demonstrated mastery on the current lesson's mastery measurement of decoding and spelling (located in the SPELL-Links Class Links Book 1 Companion Cloud). For students who do not demonstrate lesson mastery, use the data collected on the performance tracking sheet for that lesson to identify

where to focus remedial help to close the gaps and help keep these students on track with their peers.

12. Do my students need to simultaneously say sounds as they write letters during all activities, or just during the segmenting activities that teach this skill?

Saying sounds as you write letters is a critical word study skill and should be practiced continuously so that it becomes second nature. In fact, while each SPELL-Links Class Links activity teaches one or more specific word study skills, instruction should always focus on helping students achieve integrated use all of the word study skills.

13. During the connected writing activities, should I expect students to correctly spell all words or just words with the target spelling pattern?

The focus of the SPELL-Links Class Links connected writing activities is always on the target spelling pattern. You may choose to ignore spelling errors that occur on patterns that are beyond the students' current level of word study or you may wish to simply provide the correct spellings and reassure students that they will learn how to correctly spell those patterns another time. If, however, students make errors on patterns previously studied and learned, you may call attention to the misspellings and facilitate the correct spelling of those patterns as well.

14. Am I meeting Common Core Standards when I teach SPELL-Links Class Links lessons?

Yes. With Common Core State Standards, your students are expected to perform with higher levels of cognition and application in reading, language arts, listening, and speaking. The integrated multi-linguistic and meta-linguistic teaching methods featured in SPELL-Links Class Links foster the development of cognitive and executive functioning skills that help your students succeed with these new standards. SPELL-Links Class Links is aligned with Common Core standards for language arts, reading, speaking, and listening. Visit our website www.learningbydesign.com to see which standards are met by each SPELL-Links Class Links lesson.

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Section **3**
Short Vowels

Lesson 21

Short Vowel e Sound
as in bed, head



Activity Materials

- Central work area

Starter Word List

1 syllable

- ❖ bed b•e•d
- ❖ set s•e•t
- ❖ head h•ea•d
- ❖ said s•ai•d
- ❖ tell t•e•ll
- ❖ well w•e•ll
- ❖ then th•e•n
- ❖ when wh•e•n

2 syllables

- ❖ penny p•e•nn•y
- ❖ hello h•e•ll•o

Lines & Letters

Learning Objectives: 1) **segment** phonemes and **map** vowel letters to the short vowel e sound; 2) **identify** two strategies for spelling grade-level words containing the short vowel e sound.

Activity Directions

1. **Say**, “In this activity we are going to have fun with words that have the short vowel e sound. You are going to count how many sounds you hear in a word, say each sound correctly, and write the letter or letters that spell each sound.”
2. **Say**, “Bed. We sleep in a bed. Bed. First, we need to figure out how many sounds this word has.” **Draw** horizontal lines, from left to right, on the central work area as you clearly and correctly **pronounce** each sound in the target word (e.g., / b / not ‘buh’). Then **say**, “I drew three lines. Bed has three sounds. Now I will sound out the word bed again and write the letter or letters that spell each sound on the lines.” **Sound out** the word again, writing the letters ‘b, e, d’ on separate lines as you say each sound.
3. **Direct** students to open their notebooks to a new page. **Say**, “Now it’s your turn. Listen to me say a word, then sound out the word and draw one line as you say each sound.” **Read** aloud a new word from the word list. **Monitor** students to make sure they are correctly pronouncing sounds. When students finish, **write** the word on the central work area. Then **say**, “Read the word and sound it out again. As you say each sound, write the letter or letters that spell each sound on the lines. If you’re not sure what letters to write, you can copy the letters from here (point to the word written on the central work area).” **Repeat** this step for each word in the word list.
4. **Say**, “Every syllable – or beat – in a word has one vowel sound. That means every syllable must have at least one vowel letter. Let’s count the beats in each word we wrote.” **Clap** once as you **say** the word “bed”, then **say**, “Bed has one syllable. I’m going to trace the one vowel sound line. Is there at least one vowel letter on the vowel sound line? Yes, ‘e’ is a vowel letter.” **Repeat** this step for all the words in the word list, allowing students to take turns counting syllables, tracing vowel sound lines, and confirming that each syllable has at least one vowel letter.
5. **Say**, “Let’s talk about two strategies that you can use to correctly spell words with the short vowel e sound. Look at the 14 Strategies for Spelling Success poster.” **Point** to strategies 1 and 3 and **say**, “Think about what you did in this activity and tell me how the ‘Sound It Out’ strategy and the ‘Catch the Beat’ strategy help us to correctly spell words.” **Guide** student responses as needed. Then **say**, “Now write the strategy numbers next to the words you wrote in your notebooks today.”



Sound It Out! I can say a word out loud, one sound at a time, and write the matching letters as I say the sounds. I must pronounce the sounds correctly as I sound out the word and write at least one letter for each sound that I hear.



Catch the Beat! I need to make sure that I write at least one vowel letter for each syllable in a word.

Section **3**
Short Vowels

Lesson 21

Short Vowel e Sound
as in bed, head



Activity Materials

- Lesson 21 keyword picture (in cloud)
- Display equipment
- Central work area

Starter Word List

Short vowel e sound

- ❖ bed
- ❖ set
- ❖ head
- ❖ said
- ❖ then
- ❖ when
- ❖ them

Short vowel a sound

- ❖ pat
- ❖ bad
- ❖ sat
- ❖ am

Short vowel i sound

- ❖ sit
- ❖ bit
- ❖ pin

Hear Here

Learning Objectives: 1) **discriminate** between different vowel sounds; 2) **map** vowel letters to the short vowel e sound; 3) **identify** one strategy for spelling grade-level words containing the short vowel e sound.

Activity Directions

1. **Say**, “In this activity you will listen for words that have the short vowel e sound – / ε / – as in ever and bed. Then you will underline the letter or letters that spell the / ε / sound in each word.”
2. **Model** the short vowel e sound again and **direct** students to repeat the sound.
3. **Display** the Lesson 21 keyword picture. **Say**, “Bed. You hear / ε / in the middle of the word bed. Look at the picture to help remember the / ε / sound. Bed.”
4. **Divide** students into two groups. **Say**, “I will read some words. Group 1, your job is to close your eyes and listen. Raise a hand if you hear the / ε / sound in a word. Group 2, your job is to count the number of raised hands.”
5. **Read** a word from the word list. **Allow** a moment for students to respond, then **tell** group 1 to open their eyes but to keep their hands in the same position. If any student responded incorrectly, **say**, “You have to listen very carefully to correctly hear vowel sounds. Listen carefully as I say the word again. Do you hear / ε / in (**say** the word)? Raise a hand if you hear the / ε / sound; keep your hands down if you hear another vowel sound.” If the word contained the / ε / sound, **say** the word again and **write** it on the central work area.
6. After reading all the words from the word list, **ask** students from each group to take turns reading aloud the words written on the central work area, using the words in spoken sentences, and underlining the letter or letters that spell the / ε / sound in each word. Then **say**, “Open your notebooks to a new page. Write the words we reviewed today and underline the letter or letters that spell the / ε / sound in each word.”
7. **Say**, “Let’s talk about a strategy that you can use to correctly spell words that have the short vowel e sound – / ε /. Look at the 14 Strategies for Spelling Success poster.” **Point** to strategy 4 and **say**, “Think about what you did in this activity and tell me how the ‘Listen Up’ strategy helps us to correctly spell words.” **Guide** student responses as needed. Then **say**, “Now write the strategy number next to the words you wrote in your notebooks today.”



Listen Up! I need to listen very carefully to correctly name the sounds I hear in a word.

Section **3**
Short Vowels

Lesson 21

Short Vowel e Sound
as in bed, head



Activity Materials

- Lesson 21 keyword picture (in cloud)
- Display equipment
- Central work area
- Colored pencils – 1 for each student

Starter Word List

- ❖ 'e'
❖ bed
- ❖ set
- ❖ then
- ❖ when
- ❖ 'ea'
❖ head
- ❖ 'a'
❖ many
- ❖ 'ai'
❖ said
- ❖ 'ie'
❖ friend
- ❖ 'ee'
❖ been
- ❖ 'eo'
❖ leopard
- ❖ 'ei'
❖ heifer
- Foil Words**
- ❖ eat
- ❖ please
- ❖ key

Sort It Out

Learning Objectives: 1) **develop** knowledge of allowable spellings for the short vowel e sound; 2) **identify** one strategy for spelling grade-level words containing the short vowel e sound.

Activity Directions

1. **Say**, "In this activity you will discover different ways you can spell the short vowel e sound. You will also learn a strategy that will help you spell this vowel sound."
2. **Display** the Lesson 21 keyword picture and **say**, "Look at this picture. Bed. A bed is a piece of furniture used for sleeping. Bed. You hear the short vowel e sound in the middle of the word – / ε / – bed. Now listen to some more words."
3. **Say**, "For each word I read, raise a hand if you hear the short vowel e sound." **Read** aloud the rest of the words from the word list in random order. **Repeat** each correct response (e.g., "That's right, you hear the / ε / sound in the word set.").
4. **Say**, "Now let's write each of the words that have the short vowel e sound and underline the letter or letters that spell the / ε / sound in each. I'll write the words up here and you write the words in your notebooks. Write each word on a new line." **Say** each word as you **write** it on the central work area and **underline** the letter(s) that spell the short vowel e sound.
5. **Say**, "In just a moment I want you to softly read aloud the words in your notebooks and use your colored pencils to trace the letter or letters that spell the / ε / sound in each word. Fold your hands together on top of your desk when you are done." **Model** the instructions, then **say**, "Ready, set, go!" When students finish tracing the letters that spell the short vowel e sound, **say**, "Look at the letter or letters that spell the / ε / sound in each word. How many different ways did we spell the / ε / sound?"
6. Once the correct number has been identified, **ask**, "What are eight different ways you can spell the / ε / sound?" As students respond, **write** each of the allowable spellings from left to right on the central work area, creating a column for each. **Direct** students to do the same in their notebooks. Then **ask**, "Would you ever spell the / ε / sound with the letter 'u'? Why or why not?"
7. **Say**, "Now I want you to sort the words in your notebook by writing each word in one of the columns. For example, you'll write set in the 'e' column because the / ε / sound in the word set is spelled with the letter 'e'."
8. **Say**, "Let's talk about a strategy that you can use to correctly spell words that have the / ε / sound. Look at the 14 Strategies for Spelling Success poster." **Point** to strategy 6 and **say**, "Think about what you did in this activity and tell me how the 'No Fouls' strategy helps us to correctly spell words." **Guide** student responses as needed. Then **say**, "Now write the strategy number next to the words you wrote in your notebooks today."



No Fouls! There are several allowable spellings of the short vowel e sound. I must use one of these allowable spellings when spelling the short vowel e sound in a word.

Section **3**
Short Vowels

Lesson 21

Short Vowel e Sound
as in bed, head



Activity Materials

- Central work area

Starter Word List

- ‘e’
- ❖ went
- ❖ red
- ❖ elephant
- ❖ get
- ❖ yellow
- ‘ea’
- ❖ bread
- ❖ breakfast
- ‘a’
- ❖ many
- ‘ai’
- ❖ said
- ❖ again
- ‘ie’
- ❖ friend
- ‘ee’
- ❖ been
- ‘eo’
- ❖ leopard
- ‘ei’
- ❖ heifer

What’s the Pattern?

Learning Objectives: 1) **develop** knowledge of a spelling rule for the short vowel e sound; 2) **identify** one strategy for spelling grade-level words containing the short vowel e sound.

Activity Directions

1. **Divide** the central work area into eight columns and **write** one of the allowable spellings for the short vowel e sound at the top of each column. Then **say**, “There are eight allowable spellings of the short vowel e sound – / ε /. In this activity you will discover a spelling rule and a strategy to help you correctly spell words with the short vowel e sound.”
2. **Direct** students to open their notebooks to a new page, then **say**, “I want you to draw seven lines from the top of the page to the bottom to make eight columns like this (point to the central work area). Then write one of the eight allowable spellings of the short vowel e sound at the top of each column.”
3. **Say**, “Now I want you to think of as many words as you can that have the / ε / sound. Don’t worry if you don’t know how to spell a word because I’m going to write the words up here. Let’s see how many words we can think of in the next three minutes. Raise a hand when you think of a word with the short vowel e sound. Ready, set, go!” As students call out words, **use** each word in a sentence and **write** the word in the appropriate column. If necessary, write words from the word list to get started or to keep the pace going; you’ll also want to make sure there is at least one word written in each column and that the ‘e’ column has the most words.
4. After three minutes, **say**, “Look at our word lists. Which list has the most words? Why?” Then **say**, “Now, I want you to write the words that have the / ε / sound spelled with the letter ‘e’ in your notebooks in column that has the letter ‘e’ at the top.”
5. **Write** a nonsense word containing the short vowel e sound on the central work area, drawing a line to represent the / ε / sound (e.g., d_st). Then **say**, “Here’s a word you’ve never seen before. The word is dest. What letter or letters can we use to spell the / ε / sound in this word? If you don’t know how to spell the short vowel e sound, what spelling will you try first? Why?” After you receive the correct response, **say**, “That’s right, the / ε / sound is usually spelled with the letter ‘e’. If you’re not sure how to spell the / ε / sound in a word, use this spelling rule and you will usually spell the short vowel e sound correctly.”
6. **Ask** a student volunteer to come up to the central work area, then **say**, “I want everyone to take turns making up silly words that have the short vowel e sound. When I point to you, call out a silly word and (volunteer student) and I will write the word up here. Since these are nonsense words and we’ve never seen them before, we won’t know how to spell the / ε / sound. To correctly spell these words, we’ll have to follow the spelling rule we just learned.” **Remind** the student volunteer to “Play by the Rules”.
7. **Say**, “Let’s talk about a strategy that you can use to correctly spell words that have the / ε / sound. Look at the 14 Strategies for Spelling Success poster.” **Point** to strategy 7 and **say**, “Think about what you did in this activity and tell me how the ‘Play by the Rules’ strategy helps us to correctly spell words.” **Guide** student responses as needed. Then **say**, “Now write the strategy number next to the words you wrote in your notebooks today.”



Play by the Rules! The short vowel e sound is usually spelled with the letter ‘e’. If I’m not sure how to spell the short vowel e sound in a word, I can use this rule to help me correctly spell this vowel sound.

Section **3**
Short Vowels

Lesson 21

Short Vowel e Sound
as in bed, head



Activity Materials

- Central work area

Starter Word List

- ‘-ed’
- ❖ bed
- ❖ fed
- ‘-ead’
- ❖ head
- ❖ dead
- ‘-eld’
- ❖ held
- ❖ weld
- ‘-elf’
- ❖ elf
- ❖ shelf
- ❖ self
- ‘-ell’
- ❖ bell
- ❖ fell
- ❖ tell
- ‘-elp’
- ❖ help
- ❖ yelp
- ❖ kelp
- ‘-elt’
- ❖ belt
- ❖ felt
- ❖ melt
- ‘-ealth’
- ❖ health
- ❖ wealth

Take Time to Inspect the Rime

Learning Objectives: 1) **develop** clear and complete mental images of words with the short vowel e sound; 2) **identify** one strategy for spelling words with the short vowel e sound.

Activity Directions

1. **Say**, “In this activity you will learn a strategy that can help you correctly spell words with the short vowel e sound.”
2. **Read** aloud a word from the word list and **use** the word in a sentence. Then **say**, “I’ll write the word up here and you write the word in your notebooks. Next, we’ll underline the first vowel letter in the word and all the letters that come after it, like this.” **Present** the rest of the words in random order, writing the words on the central work area and underlining the appropriate letters on the central work area.
3. **Ask**, “What different word endings did you discover in these words with the short vowel e sound?” As students respond, **write** each of the eight word endings from left to right on the central work area, creating a column for each.
4. **Direct** students to copy the columns in their notebooks. Then **say**, “Okay, let’s sort the words by writing them underneath their matching endings. Bed. In which column should we write the word bed?” After you receive the correct response, **write** the word in the appropriate column, and **ask** a student to use the word in a spoken sentence. **Repeat** this step for the rest of the words.
5. **Say**, “Now close your eyes and listen as I read the words from the first column.” **Read aloud** the words, then **ask**, “What did you hear as you listened to the words in this column? What is the same in all of these words?” After you receive the correct response, **say**, “That’s right, the words in this column sound the same at the end. The words rhyme.” **Repeat** this step for the word lists from each column.
6. Now **erase** the word endings from the top of each column but leave the word lists. **Say**, “Let’s write some new words. When I call on you, you’ll come up and write a word I say. These will be made-up words so I know you’ve never seen them, but I bet you can figure out how to spell them.” **Call** a student up and **say** a nonsense word containing one of the word endings excluding ‘-ed’ and ‘-ead’ (e.g., neld, delf, zelp, etc.). Then **say**, “Write the word in the correct column.” After several words have been added, **ask**, “How did you figure out the correct spellings of these made-up words?” Once you receive the correct response, **say**, “That’s right, you can use the spelling of a rhyming word to spell a word you don’t know how to spell.”
7. **Circle** as you **read aloud** the words in the ‘-ed’ and ‘-ead’ columns, then **ask**, “How could the rhyming strategy help you figure out the correct spellings of words like bread and sled?” After you receive the correct response, **say**, “That’s right, you can try different spellings of the word ending of rhyming words, like this (**write** the correct and incorrect spellings of each word on the central work area). One of these spellings is correct and the other spelling looks funny.”
8. **Say**, “Let’s talk about a strategy that you can use to correctly spell words that have the short vowel e sound. Look at the 14 Strategies for Spelling Success poster.” **Point** to strategy 8 and **say**, “Think about what you did in this activity and tell me how the ‘Use Rhyme This Time’ strategy helps us to correctly spell words.” **Guide** student responses as needed. Then **say**, “Now write the strategy number next to the words you wrote in your notebooks.”



Use Rhyme This Time! If I don’t know how to spell a word, I can think of a rhyming word. I can use the spelling of the rhyming word to spell the word I don’t know how to spell. I need to remember that there may be more than one way to spell the word ending of rhyming words.

Section **3**
Short Vowels

Lesson 21

Short Vowel e Sound
as in bed, head



Activity Materials

- Lesson 21 Picture This! words (in cloud)
- Lesson 21 keyword picture with allowable spellings (in cloud)
- Display equipment
- Central work area


Starter Word List

- ❖ any
- ❖ many
- ❖ said
- ❖ been
- ❖ very
- ❖ again
- ❖ ready
- ❖ friend
- ❖ breakfast

Picture This!

Learning Objectives: 1) **develop** clear and complete mental images of words with uncommon spellings of the short vowel e sound; 2) **identify** one strategy for spelling grade-level words with uncommon spellings of the short vowel e sound.

Activity Directions

1. **Say**, “In this activity you will learn how to use the ‘camera in your mind’ to ‘make pictures inside your head’ of words that have uncommon spellings of the short vowel e – / ε / – sound and words in which the vowel sounds is hard to hear. The pictures will help you remember the right way to spell these words. The pictures will also help you know when the words are not spelled the right way.”
2. **Display** the first Lesson 21 Picture This! word. **Say**, “Look at this word. Many. I have many papers in my desk. Many. Look carefully at each letter in this word and take a picture using the ‘camera in your mind’ so that you will be able to ‘see’ the letters of the word when I take it away.”
3. **Allow** a few moments for students to examine the spelling of the word and then **remove** the word from the display area. **Call on** individual students to answer the following questions to demonstrate clear visualization of the target word.
• How many letters do you see in your picture? • How many letters are consonants?
• How many letters are vowels? • Can you spell the word backwards?
4.  **Repeat** steps 2–3 for the rest of the words in the word list.
5. **Display** the Lesson 21 keyword picture with allowable spellings of the short vowel e sound and **say**, “Remember, there are different ways to spell the / ε / sound. Here are the allowable spellings of the short vowel e sound.”
6. Now **write** each of the words from the word list on the central work area, using incorrect spellings for the uncommon spellings of the short vowel e sound (e.g., ‘meny for ‘many’ and ‘fraind’ for ‘friend’).
7. **Point** to a word, **read** it aloud, and **say**, “Which part of the word looks funny? Write the word in your notebooks, using one of the allowable spellings to fix the part that looks funny. Keep trying different spellings until your brain says, ‘Oh, that looks right!’” When the correct spelling has been identified, **write** the word on the central work area and **underline** the letter(s) that represent the short vowel e sound, and **ask** a student to use the word in a spoken sentence. **Repeat** this step for all the words in the word list.
8. **Say**, “Now I want you to write the words again in your notebooks. Write the letters as you say each sound. Then underline the letter or letters that spell the / ε / sound.”
9. **Say**, “Let’s talk about a strategy that you can use to correctly spell words with uncommon spellings of the short vowel e – / ε / – sound. Look at the 14 Strategies for Spelling Success poster.” **Point** to strategy 13 and **say**, “Think about what you did in this activity and tell me how the ‘Fix the Funny Stuff’ strategy helps us to correctly spell words.” **Guide** student responses as needed. Then **say**, “Now write the strategy number next to the words you wrote in your notebooks today.”



Fix the Funny Stuff! I can look carefully at the spelling of a word and make a picture of the word in my mind to remember the correct spelling and to help me correct the spelling if the word looks funny. If the spelling of the word looks funny, I can try different allowable spellings for a part of the word that doesn’t look right.

Section **3**
Short Vowels

Lesson 21

Short Vowel *e* Sound
as in bed, head



Strategies

- 1 Sound It Out!
- 2 Check the Order!
- 3 Catch the Beat!
- 4 Listen Up!
- 5 A Little Stress Will Help This Mess!
- 6 No Fouls!
- 7 Play by the Rules!
- 8 Use Rhyme This Time!
- 9 Spell What You Mean & Mean What You Spell
- 10 Be Smart About Word Parts
- 11 Build on the Base!
- 12 Invite the Relatives!
- 13 Fix the Funny Stuff!
- 14 Look It Up!

My Word Study Journal

Allowable spellings for the short vowel *e* sound

e	ea	a	ai
ee	ie	eo	ei

Letter Patterns & Spelling Rules

- The short vowel *e* sound is usually spelled with the letter 'e'.

My Word Gallery

	any	
--	-----	--

	many	
--	------	--

	said	
--	------	--

	been	
--	------	--

	again	
--	-------	--

	friend	
--	--------	--

Section **3**
Short Vowels

Lesson 21

Short Vowel e Sound
as in bed, head



Activity Materials

- Lesson 21 keyword picture with allowable spellings (in cloud)
- Display equipment
- Central work area
- Grade-level reading books*
- Plastic sheet protectors
- Dry erase markers and erasers

* *Let's Send Ken* and *Where Have You Been My Friend?* (in cloud Reading Library) are recommended. If using other books, select ones in which the text includes multiple instances of the target spelling pattern.

Reading

Learning Objectives: 1) improve word decoding; 2) develop reading fluency; 3) reinforce the link between reading and spelling.

Activity Directions

1. **Display** the Lesson 21 keyword picture with allowable spellings. **Say**, “In this activity you will use what you know about sounds, letters, and words to correctly read words with the short vowel e sound – /ε/ – as in bed (point to the keyword picture).”
2. **Show** students how to insert a page of their books (begin with the title page) inside the plastic sheet protector.
3. **Say**, “I’ll read this page aloud. I want you to follow along and listen carefully to each word. If you hear the /ε/ sound in a word, use your marker to draw a line under the letter or letters that spell the /ε/ sound. If you need help finding the letter or letters that spell the short vowel e sound in a word, look here (point to the allowable spellings).” Slowly **read** the page, pausing briefly between each word to allow students time to think about the sounds in the words and to mark the words. **Challenge** students to identify all the words on the page that have the short vowel e sound.
4. When students have finished, **ask** them to share the words they found. **Sound out** the words, one sound at a time, as you write them on the central work area. **Underline** the letter or letters that spell the short vowel e sound as you **pronounce** the vowel sound. You may choose to have students add these words to their notebooks.
5. **Ask** one student to read the page aloud. Then **say**, “Now I want everyone to erase the underlines they made and turn to the next page in the book so that we can hunt for more letters.”
6. **Repeat** steps 3–5 for each page in the book.
7. If time allows, **ask** students to take turns reading the entire book aloud, beginning with the title page. **Use** the reading strategies listed below to facilitate accurate decoding and fluency.
 - **Direct** students to read as if they were telling the story to a very young child to facilitate natural expression and fluency.
 - **Assist** individual students, as needed, by reading aloud “puzzle words” (i.e., words used in the story that are phonetically irregular or have letter-sound correspondences that may be unfamiliar to students).
 - **Model** decoding of non-puzzle words using slow-motion talking, which requires blending one sound into the next with no pause between sounds (e.g., /lleeetss/ for “let’s”). Be sure to pronounce words naturally after decoding them.
 - **Do NOT allow** students to “guess and go”, which is the process of guessing the identity of a word after decoding only the first letter(s) of the word. If this happens, tell students to look at *all* of the letters in the word.
 - **Re-read** the story, if possible, to maximize student exposure to words spelled with the short vowel e sound and to provide additional guidance and feedback. (You might want to assign repeated readings as homework.)

Section **3**
Short Vowels

Lesson 21

Short Vowel e Sound
as in bed, head



Activity Materials

- Lesson 21 writing support chart (in cloud)
- Display equipment
- Central work area
- Grade-level reading books*

Sample Questions**

- ❖ What are the names of the main characters?
- ❖ What is the setting (time and place) of the story?
- ❖ What happened at the beginning of the story?
- ❖ What are some highlights from the middle of the story?
- ❖ What happened at the end of the story?

* *Let's Send Ken* and *Where Have You Been My Friend?* (in cloud Reading Library) are recommended. If using other books, select ones in which the text includes multiple instances of the target spelling pattern.

Writing

Learning Objective: 1) improve spelling of the short vowel e sound in connected writing.

Activity Directions

1. **Say**, “Let’s talk about the story we read.” **Ask** simple questions related to the story (see sample questions). When finished **say**, “Now take out your notebooks so you can write about the story.”
2. **Display** the Lesson 21 writing support chart. **Point** to the appropriate sections on the chart as you **say**, “In this writing activity you will use the strategies, allowable spellings, and spelling rule you have learned to help spell words with the short vowel e – /ε/ – sound.”
3. Briefly **review** the strategies, allowable spellings, and the spelling rule. Then **point** to the writing support chart and **say**, “If you need help spelling a word during the next part of this activity, look here.”
4. **Ask** the same story-related questions, pausing after each to allow students time to write. You may choose to require students to write responses using phrases or complete sentences. **Encourage** students to verbally rehearse before writing. **Remind** students to focus on the correct spelling of the short vowel e sound as they write their responses.
5. As students write their responses, **remind** them to use their strategies when writing. For example, you might say, “Don’t forget to ‘Sound It Out’. Be sure to ‘Listen Up’. Maybe you can ‘Use Rhyme This Time’.” **Monitor** student writing and **note** words that contain misspellings of the short vowel e sound. **Write** any misspelled words on the central work area and **underline** the letter(s) used to spell this vowel sound. If you do not find any misspellings of the short vowel e sound, the activity is finished.
6. When students finish their writing, **point** to a word on the central work area and **say**, “Here is a word that was not spelled correctly. This is the word ____.” Then **ask**, “Which strategy or strategies can help you to correctly spell this word?” **Discuss** the misspelling and the strategy or strategies that can be used to correctly spell the word. After, **erase** the misspelled word and **write** the correctly spelled word on the central work area. **Repeat** this step for all misspelled words.
7. **Say**, “Now write the correctly spelled words in your notebooks and underline the letter or letters that correctly spell the /ε/ sound in each word.”

**Sample questions for recommended SPELL-Links to Reading & Writing titles:

Let’s Send Ken

What does Ken get sent when he is upset?
Where can you go on a jet?
What does it mean to be a pest?
What is a jest?
What is text?

Where Have You Been My Friend?

What do the friends do together?
Where do they eat breakfast?
What does the boy ask the girl?
What do you like to eat for breakfast?
What do you like to talk about with your friends?

Appendix

SPELL-Links to Reading & Writing book titles
aligned with lessons in SPELL-Links Class Links Book 1.



SPELL-Links™ to Reading & Writing

SPELL-Links Class Links Lesson

SPELL-Links to Reading & Writing Book Titles*

1	<i>At the Zoo</i> <i>A Job at the Zoo</i>
2	<i>On the Bus</i> <i>Fun on a Bus</i>
20	<i>In the Van</i> <i>Can a Giraffe Laugh?</i>
21	<i>Let's Send Ken</i> <i>Where Have You Been My Friend?</i>
22	<i>Timid Tim</i> <i>Build It, Lift It</i>
23	<i>On the Job</i> <i>In the Car We Are</i>
24	<i>What...</i> <i>Come at Once</i>
3	<i>Let's Run for Fun</i> <i>Lop Rabbit & Red Robin</i>
4	<i>Hot With No Hat</i> <i>It's a Quiz</i>

* located in the SPELL-Links Class Links Book 1 Companion Cloud reading library



Written by J. M. Skylar



Let's Send Ken

Correlation:
SPELL-Links to Reading & Writing

Lesson 21
Short Vowel e Sound

SPELL-Links to Reading & Writing

Decodable, sequenced book
correlated with Lesson 21
Short Vowel e Sound



Let's Send Ken

Fold 1
Fold 1

Fold 2
Fold 2

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Let's send Ken,



let's send Ken off to bed.

Fold 1
Fold 1

when Ken is set,



when Ken is fed,



Fold 2
Fold 2



let's send Ken on a jet.



Let's send Ken,

Fold 1
Fold 1

Let's send Ken,



let's send Ken a jest in text.



Fold 2
Fold 2



when Ken's upset,



when Ken's a pest,

Fold 1
Fold 1

let's send Ken seven pets.



Let's send Ken,

Fold 2
Fold 2



Where Have You Been My Friend?



Where Have You Been My Friend?

Fold 1
Fold 1

Fold 2
Fold 2

Correlation:
SPELL-Links to Reading & Writing

Lesson 21
Short Vowel e Sound

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Where have you been,
my friend?



When can I see you next,
my friend?

Fold 1
Fold 1

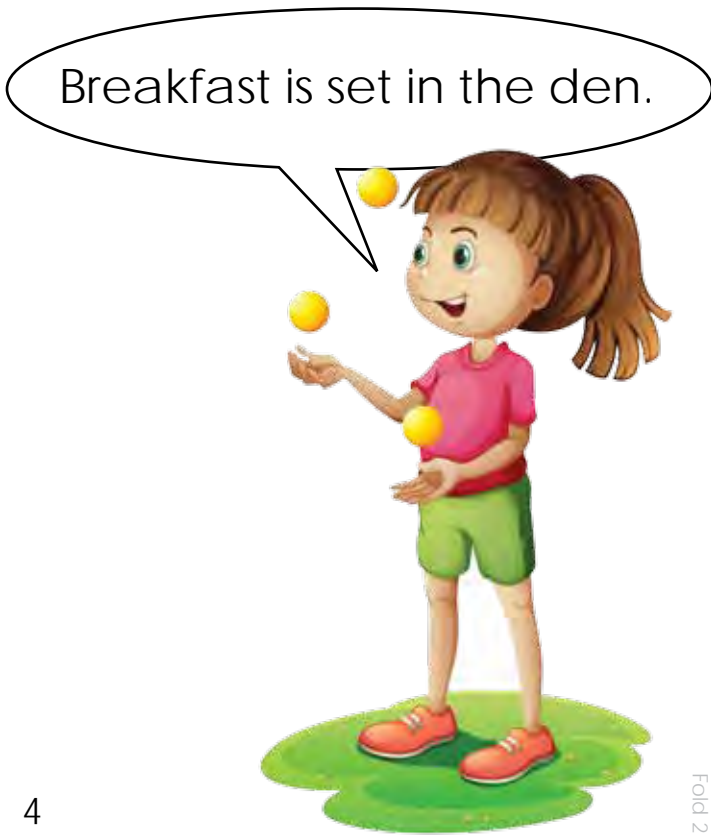
I'm happy to see you again!



I'm happy to see you again,
my friend!



Fold 2
Fold 2



Fold 1
Fold 1

Fold 2
Fold 2



"Go ahead, my friend,"
I said. "Any bread for
you, my friend?"



"I have many pets," I said.

Fold 1
Fold 1

"No, no bread," he said.
"I will have this instead."



"Do you have any pets?"
he said.



Fold 2
Fold 2

Book 1 - Prerequisites Checklist

Student Name _____ Date _____

SPELL-Links Class Links Book 1 activities are appropriate for students who are acquiring or have mastered, as noted, the following skills:

- Letter-name knowledge (prerequisite: MASTERED)
 - ☐ Does student correctly name all 26 letters, upper and lower case, when presented out of alphabetic order?
- Letter writing / formation of alphabet letters (prerequisite: MOSTLY MASTERED)
 - ☐ Is student able to write most alphabet letters, upper and lower case, in a recognizable form?
- Early phonological awareness (concept of spoken word, ability to segment spoken words into syllables, awareness of word rhyme, ability to isolate and identify sounds in words)
 - ☐ Is the student able to correctly segment (by clapping, tapping, counting, etc.) spoken sentences into words? (prerequisite: MASTERED)
 - ☐ Is the student able to segment (by clapping, tapping, counting, etc.) most spoken words containing 1-2 syllables into the correct number of syllables? (prerequisite: EMERGING)
 - ☐ When presented with a spoken word, is the student able to say two or more rhyming words? (prerequisite: MOSTLY MASTERED)
 - ☐ When presented with a spoken / CVC / word, is the student able to identify, by saying, the first sounds in the word (e.g., “What sound do you hear at the beginning of ‘cat’?” student response: / k /)? (prerequisite: EMERGING)
- Basic concept knowledge (left/right, above/below, over/under, top/bottom, first/last, now/then, etc.)
 - ☐ Does the student demonstrate understanding of these concepts with physical manipulation of objects (e.g., “Put the block on the left side of your desk”) and with paper and pencil (e.g., “Draw a line under the letter ‘p’ on your paper.”)? (prerequisite: MOSTLY MASTERED)
- Ability to follow 1-2 step oral directions
 - ☐ Is the student able to independently and correctly follow 1 step oral directions (e.g., “Underline the word”) and 2 step oral directions (e.g., “Say the sounds and touch the matching letters”)? (prerequisite: MOSTLY MASTERED)