

**SPELL-Links** to Reading & Writing™

# Class Links

for **Classrooms**™



## Book 2

Consonants  
'k' and Hard 'c'

Consonants  
'r, l' after a vowel

Consonants  
'z/ sound spelled with 's'

Consonant Digraph 'ng'

Consonant Digraph 'th'

Consonant Digraph 'wh'

Consonant Digraph 'sh'

Consonant Digraph 'ck'

Double Consonants  
'ff, ss, zz, ll'



## 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 2**

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P.O. Box 5448  
Evanston, IL 60204-5448  
[www.learningbydesign.com](http://www.learningbydesign.com)

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Class Links Book 2



## SPELL-LINKS CLASS LINKS BOOK 2 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 2



To access your SPELL-Links  
Class Links Book 2 digital materials, go  
to [www.learningbydesign.com](http://www.learningbydesign.com) and click  
on the SPELL-Links Class Links Book 2  
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](http://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.

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## Prerequisites

SPELL-Links Class Links Book 2 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, ability to isolate sounds in words, and ability to identify long vs. short vowel sounds);
- early concept knowledge (left/right, above/below, over/under, top/bottom, first/last, now/then, beginning/middle/end, some/all, always/usually/never, same/different, common/uncommon, most/least, etc.);
- ability to 2-step follow oral directions;
- knowledge of common letter-sound correspondences for the consonant letters ‘b, p, d, t, v, z, k, j, f, s, m, n’ and knowledge of the short and long vowel sounds associated with each of the vowel letters ‘a, e, i, o, u’.

Use the SPELL-Links Class Links Book 2 prerequisites checklist (located in the SPELL-Links Class Links Book 2 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 2 program. Depending on your students’ performance on the SPELL-Links Class Links Book 2 prerequisites checklist, you may decide to review one or more lessons from SPELL-Links Class Links Book 1 prior to beginning SPELL-Links Class Links Book 2.

## 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 2 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 2 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 2 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 2 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 2 Companion Cloud reading library are recommended). To order additional supplies and related products, please visit [www.learningbydesign.com](http://www.learningbydesign.com).

### **Displaying and Organizing the Materials**

We recommend that you display and organize your SPELL-Links Class Links Book 2 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 2 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 2 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 2 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 2 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 2 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. You may also wish to keep the annotated Word Study Journal Pages from SPELL-Links Class Links Book 1 at the front of your binder to use as a quick reference to the skills and content previously covered in SPELL-Links Class Links Book 1 instruction. 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.

**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 2 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.

At the front of a student's binder, place the annotated SPELL-Links Class Links Book 1 Word Study Journal Pages for students to use as a quick reference to the skills and content previously covered in Book 1 instruction. Include extra My Word Gallery pages for each Book 1 lesson; this is where students can add new Word Gallery words they discover for patterns previously covered.

For each Book 2 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 and use these to support reading and connected writing activities.

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

**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.

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 2 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 Book 2 lessons feature several word-level instructional activities, a pre-reading vocabulary and comprehension activity, a decoding and reading fluency activity, a post-reading extensions 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 6

**Week 1**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 6</b> Segmenting Sounds <i>Dash &amp; Dot</i> /r/	<b>Lesson 6</b> Segmenting Sounds <i>Dash &amp; Dot</i> /l/	<b>Lesson 6</b> Letter-Sound Relationships <i>Let'm Roll</i> /r/	<b>Lesson 6</b> Letter-Sound Relationships <i>Let'm Roll</i> /l/	<b>Lesson 6</b> Vocabulary & Reading Comprehension

**Week 2**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 6</b> Decoding & Reading Fluency	<b>Lesson 6</b> Reading Extensions	<b>Lesson 6</b> Connected Writing	<b>Lesson 6</b> Mastery Measurements	

## Lesson Plan, Lesson 12

**Week 1**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 12</b> Segmenting Sounds <i>Lines &amp; Letters</i>	<b>Lesson 12</b> Discriminating Sounds <i>Hidden Treasure</i>	<b>Lesson 12</b> Discriminating Sounds <i>Hidden Treasure</i>	<b>Lesson 12</b> Letter-Sound Relationships <i>Sort It Out</i>	<b>Lesson 12</b> Letter Patterns & Spelling Rules <i>Playing by the Rules</i>

**Week 2**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 12</b> Vocabulary & Reading Comprehension	<b>Lesson 12</b> Decoding & Reading Fluency	<b>Lesson 12</b> Reading Extensions	<b>Lesson 12</b> Connected Writing	<b>Lesson 12</b> 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 2 starter word lists are appropriate for Grade 1 and Grade 2 Tier 1 instruction.

Starter word lists may be limited by the number of grade-level words that contain the targeted letters or sounds and 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 Performance Tracking Sheet on pg. 11). 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

<b>'r, l' after a vowel (Lesson 6)</b>						
Student Name	Segmenting Sounds <i>Dash &amp; Dot</i>	Letter-Sound Relationships <i>Let'm Roll</i>	Vocabulary & Reading Comprehension	Decoding & Reading Fluency	Reading Extensions	Connected Writing
Jonas	+	+	+	+	+	+
Salma	+	+	+	+	+	+
Caitlin	+	+	○	○	○	○
Matthew	+	+	○	○	○	○
CeCe	○	○	○	○	○	○
Peter	○	○	○	○	○	○
David	+	+	+	+	○	+
Colleen	+	+	+	+	○	+
Kelly	+	+	+	+	+	+
Larkin	+	+	+	+	+	+
Connor	+	+	+	+	+	+
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](http://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 2 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 rimes 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.

**Reading Extensions**

- Play the “telephone game” when retelling the story in a round robin fashion — each student retells the unfolding story before adding his/her own sentence to the story.
- Allow students to take turns acting out a vocabulary word without talking; the student who correctly guesses the word then uses the word in a sentence that tells something about one of his or her own experiences.

**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 2 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 2 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 2 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](http://www.learningbydesign.com) to see which standards are met by each SPELL-Links Class Links lesson.

**Have more questions about SPELL-Links to Reading & Writing?  
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Section **2**  
Consonant Digraphs  
& Trigraphs

Lesson 14

Consonant Digraph  
'wh'



Activity Materials

- Central work area

Starter Word List

❖ what	wh•a•t
❖ when	wh•e•n
❖ which	wh•i•ch
❖ where	wh•e•re
❖ why	wh•y
❖ while	wh•i•le
❖ white	wh•i•te
❖ whip	wh•i•p
❖ whale	wh•a•le

# Sound Off

**Learning Objectives:** 1) segment phonemes and map the consonant digraph 'wh' to the consonant / w / sound; 2) identify two strategies for spelling grade-level words containing the consonant digraph 'wh'.

Activity Directions

1. **Say**, "In this activity we are going to have fun with words that have the consonant / w / 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. **Draw** five columns on the central work area and label the columns '1', '2', '3', '4', '5'. **Direct** students to do the same in their notebooks. **Say**, "Each of these columns stands for a sound, not a letter. Do not think about letters when you're counting the sounds in a word. I'll sound out the first word. Listen and watch."
3. **Say**, "What. What did he say? What. First, I need to figure out how many sounds this word has." **Tap** a column, from left to right, for each sound in the word as you clearly and correctly **pronounce** each sound (e.g., / w / not 'wuh'). **Say**, "What has three sounds." **Draw** a line through the extra columns, then **say**, "Now I'll say the sounds again and write the letter or letters that spell each sound in separate columns." **Sound out** the word again, writing the letters 'wh, a, t' in separate columns as you say each sound.
4. **Call** a student to the central work area and **say**, "Listen to me say a word, then use your finger to tap the columns as you sound out the word. Tap one column for each sound and draw a line through any extra columns." **Direct** the rest of the students to do the same in their notebooks. **Read** a word from the word list and **use** the word in a spoken sentence. When the student has sounded out the word and crossed out the extra columns, **write** the word on the central work area. Then **say**, "Read the word and sound it out again. As you say the sounds, write the letter or letters that spell each sound in the columns. If you're not sure what letters to write, copy them from here (point to the word written on the central work area)." **Direct** the rest of the students to do the same in their notebooks. **Remind** students to say the sounds as they write the corresponding letters of the word. **Repeat** this step, with different students, for each word in the word list.
5. **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 what, then **say**, "What has one syllable – /w - ^ - t/. The vowel sound is the second sound in the word. I'm going to draw a circle around the letter in the second column. Is there at least one vowel letter in the circle to represent the vowel sound?" After receiving the correct response, **say**, "Yes, 'a' is a vowel letter." **Repeat** this step for all the words in the word list, allowing students to take turns counting syllables, circling the letter(s) in the vowel sound column for each word, confirming that the number of vowel sounds matches the number of syllables, and verifying that each circle representing a vowel sound has at least one vowel letter.
6. Next, **write** one of the words on the central work area, omitting the letter(s) representing the vowel sound in the word (for example, write "wht" for "what" or "whle" for "while"). **Say**, "The word is (say the word). How do you know right away that this spelling of the word is not correct?" After receiving the correct response, **say**, "That's right. (Say the word) has one syllable so my spelling of the word must have at least one vowel letter." **Explain** that the silent letter 'e' at the end of a word (e.g., "while" for "while") does not count as the one vowel letter because there needs to be at least one vowel letter that represents a vowel sound, and the silent letter 'e' alone does not make a vowel sound.



Continued on the next page...



Section **2**

**Consonant Digraphs & Trigraphs**

**Lesson 14**

**Consonant Digraph 'wh'**



# Sound Off (cont'd)

**Learning Objectives:** 1) **segment** phonemes and **map** the consonant digraph 'wh' to the consonant / w / sound; 2) **identify** two strategies for spelling grade-level words containing the consonant digraph 'wh'.

**Activity Directions**

7. **Say**, "Let's talk about two strategies that you can use to correctly spell words with the consonant / w / 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 these strategy numbers and names next to the words you wrote in your notebooks today."



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



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

Section **2**

**Consonant Digraphs & Trigraphs**

**Sort It Out**

**Lesson 14**

**Consonant Digraph 'wh'**



**Activity Materials**

- Lesson 14 keyword picture (in cloud)
- Display equipment
- Central work area
- Colored pencils – 1 for each student

**Starter Word List**

**'wh'**

- ❖ what
- ❖ when
- ❖ which
- ❖ where
- ❖ why
- ❖ while
- ❖ white
- ❖ whip
- ❖ whale

**'w'**

- ❖ win
- ❖ we

**'u'**

- ❖ queen
- ❖ quick

**'o'**

- ❖ \_one
- ❖ \_once

**Foil Words**

- ❖ two
- ❖ know

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

**Activity Directions**

1. **Say**, “In this activity you will discover different ways you can spell the consonant / w / sound. You will also learn a strategy that will help you spell this consonant sound.”
2. **Display** the Lesson 14 keyword picture and **say**, “Look at this picture. Web. A spider can make, or spin, a web. Web. You hear the / w / sound at the beginning of the word – / w / – web. Now listen to some more words.”
3. **Say**, “For each word I read, raise a hand if you hear the / w / sound.” **Read** aloud the rest of the words from the word list in random order, using each word in a spoken sentence. **Reinforce** each correct response (e.g., “That’s right, you hear the / w / sound in the word what.”).
4. **Say**, “Now let’s write each of the words that have the consonant / w / sound and underline the letter or letters that spell the / w / 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 sound as you **write** the corresponding letters of the words on the central work area and **underline** the letter(s) used to spell the consonant / w / sound in each word. **Remind** students to say the sounds of the words as they write the corresponding letters in their notebooks.
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 / w / sound in each word. Fold your hands together on top of your desk when you are done.” **Model** the instruction, then **say**, “Ready, set, go!” When students finish tracing the letters that spell the / w / sound, **say**, “Look at the letter or letters that spell the / w / sound in each word. How many different ways did we spell the / w / sound?”
6. Once the correct number has been identified, **ask**, “What are four different ways you can spell the / w / 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 / w / sound with the letter ‘y’? 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 four columns. For example, you’ll write what in the ‘wh’ column because the / w / sound in the word what is spelled with the letters ‘wh’.”
8. **Say**, “Let’s talk about a strategy that you can use to correctly spell words that have the / w / 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 this strategy number and name next to the words you wrote in your notebooks today.”



**No Fouls!** There are several different ways to spell the consonant / w / sound. I must use one of these allowable spellings when spelling the / w / sound in a word.

Section **2**  
Consonant Digraphs  
& Trigraphs

Lesson 14

Consonant Digraph  
'wh'



Activity Materials

- Central work area

Starter Word List

- ❖ when
- ❖ why
- ❖ what
- ❖ which
- ❖ where

# What's the Rule?

**Learning Objectives:** 1) **develop** and **use** vocabulary knowledge to correctly spell the consonant / w / sound in 'wh' question words; 2) **identify** one strategy for spelling grade-level words containing the consonant digraph 'wh'.

Activity Directions

1. **Say**, "There are four different ways you can spell the consonant / w / sound. In this activity you will discover a spelling rule and a strategy to help you spell the / w / sound."
2. **Direct** students to open their notebooks to a new page. **Write** a word from the word list on the central work area. **Call** on a student to read the word. Then **say**, "I want each of you to write a question that begins with this word in your notebooks. Fold your hands together on top of your desk when you are done." (Students may write their own sentences or you may dictate a sentence for students to write.) **Monitor** students as they write in their notebooks and **make sure** they correctly punctuate the sentence with a question mark.
3. When students have finished writing a sentence, **say**, "Now underline the letters that spell the / w / sound in the first word of the sentence you wrote and circle the punctuation at the end of the sentence."
4. **Repeat** steps 2–3 for each word in the word list.
5. Then **say**, "Now, let's see if you can discover a pattern. Look carefully at the letters you underlined and the punctuation you circled. Raise a hand when you think you've discovered a rule for spelling the consonant / w / sound." After a student correctly identifies the spelling rule, **say**, "That's right. The / w / sound is spelled with the letters 'wh' in all question words that begin with this sound."
6. **Say**, "Now, I want you to rewrite your questions, turning the questions into statements but keeping the question word in the sentences. For example, if you wrote, 'Why do you wear gloves?' for your question, you might write, 'I don't know why I wear gloves.' Fold your hands together on top of your desk when you are done turning all of your questions into statements." **Monitor** students and assist as them needed. **Make sure** students correctly punctuate the sentences with a period.
7. When students have finished writing their sentences, **say**, "Now underline the letters that spell the / w / sound in the statements you wrote and circle the punctuation at the end of the sentence." **Allow** time for students to mark their sentences, then **say**, "Look carefully at the letters you underlined and the punctuation you circled. Are question words that have the / w / sound used only in questions?" After receiving a correct response, **say**, "That's right. Question words that begin with the / w / sound – when, where, why, what, and which – can be used in questions **or** statements but the / w / sound is always spelled with the letters 'wh'."
8. **Say**, "Let's talk about a strategy that you can use to correctly spell words that have the / w / 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 this strategy number and name next to the words you wrote in your notebooks today."



**Play by the Rules!** The consonant / w / sound is always spelled with the letters 'wh' in question words that begin with this sound. I can use this rule to help me correctly spell the consonant / w / sound in question words.

Section **2**  
Consonant Digraphs  
& Trigraphs

**Lesson 14**

Consonant Digraph  
'wh'



**Activity Materials**

- Lesson 14 Picture This! words (in cloud)
- Display equipment
- Central work area

**Starter Word List**

- ❖ white
- ❖ whip
- ❖ whale
- ❖ while

# Picture This!

**Learning Objectives:** 1) **develop** clear and complete mental images of words spelled with the consonant digraph 'wh'; 2) **identify** one strategy for spelling grade-level words with unpredictable spellings of the consonant / w / sound.

**Activity Directions**

1. **Say**, "In this activity you will learn how to make 'pictures of words inside your head'. You also will learn how to use these pictures to correctly spell the / w / sound when the spelling rule for this sound doesn't help."
2. **Display** the first Lesson 14 Picture This! word. **Say**, "Look at this word. White. The color of snow is white. White. 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 the word away."
3. **Allow** a few moments for students to examine the spelling of the word, 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?
  - Do you see a word inside the word?
4. **Display** the word again and **underline** the letters 'wh'. **Say**, "The / w / sound is spelled with the letters 'wh' in 'white'. The spelling rule for this sound won't help you to spell this word correctly. Why not?" After receiving the correct response **say**, "That's right. We don't have a rule for spelling the / w / sound with the letters 'wh' in a word that is not a question word. That's why we need to make a picture in our heads of the correct spelling of the / w / sound in the word white."
5. **Repeat** steps 2–4 for the rest of the words in the word list.
6. Now **write** one of the words from the word list on the central work area, replacing the letters that spell the / w / sound with a line (e.g., ite).
7. **Point** to the word and **provide** a semantic clue. For example, you might say, "This is a color. What is the word?" When the correct answer is given, **write** two possible spellings of the word (e.g., white and wite) on the central work area. **Say**, "I wrote the word white using two possible spellings of the / w / sound." **Point** to one of the spellings and **say**, "Raise a hand if you think this spelling looks funny." **Allow** a few moments for students to respond, then **point** to the other spelling and **say**, "Raise a hand if you think this spelling looks funny."



Continued on the next page...

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**Lesson 14**

**Consonant Digraph**  
**'wh'**



# Picture This! (cont'd)

**Learning Objectives:** 1) **develop** clear and complete mental images of words spelled with the consonant digraph 'wh'; 2) **identify** one strategy for spelling grade-level words with unpredictable spellings of the consonant / w / sound.

## Activity Directions

8. When the misspelled word has been identified, **point** to it and **say**, "That's right. This spelling of the word looks funny. Once you have a clear picture of a word inside your head, you will know when a word looks funny. What can you do if your spelling of a word looks funny?" After receiving the correct response, **say**, "That's right. If the spelling of a word looks funny, you can try another spelling of the word and choose the spelling that looks right." **Circle** the correct spelling, then **erase** the incorrect spelling and **underline** the letters that spell the / w / sound in the correct spelling of the word. **Call** on a student to use the word in a spoken sentence. Then **say**, "Now I want you to write the correct spellings of the words we studied today. I'll say the words and you write the words in your notebooks. Remember to sound out the words and write the matching letters as you say each sound. Then underline the letters that spell the / w / sound in each word."
9. **Say**, "Let's talk about a strategy that you can use to correctly spell words with the consonant / w / sound when the spelling rule for this sound doesn't help. 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 this strategy number and name next to the words you wrote in your notebooks today."



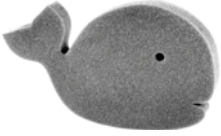
**Fix the Funny Stuff!** I can use pictures of words inside my head to know when a word looks funny and when it looks right. If my spelling of a word looks funny, I can try different allowable spellings for the part of the word that looks funny and then choose the spelling that looks right.



Section **2**  
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**Lesson 14**

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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 this consonant sound 

w	wh	u	_o
---	----	---	----

Letter Patterns & Spelling Rules 

- *The consonant / w / sound is always spelled with the letters 'wh' in question words that begin with this sound.*

My Word Gallery 

white	while
whale	whip

Section **2**

**Consonant Digraphs & Trigraphs**

**Lesson 14**

**Consonant Digraph 'wh'**



**Activity Materials**

- Central work area
- Grade-level reading books\*

**Sample Questions**

- ❖ What do you think this story is about?
- ❖ What do you know about this topic?
- ❖ Have you ever had a similar experience?
- ❖ What do you think will happen in the story?
- ❖ What do you want to learn or find out about when reading this story?

\* *The Quick-Wit White Whale* (in cloud Reading Library) is recommended. If using other books, select ones in which the vocabulary includes multiple instances of the target spelling pattern.

# Pre-Reading

**Learning Objectives:** 1) **expand** vocabulary knowledge; 2) **improve** reading comprehension; 3) **reinforce** the link between oral and written language.

**Activity Directions**

1. **Say**, “Let’s talk about the story we are going to read.” **Read aloud** the book title and **direct** students to examine the front cover. **Ask** questions about the story (see sample questions). **Restate, revise, or extend** student responses as needed and **ask follow-up** questions when appropriate (see examples below).

**Question:** “What do you know about whales?”

- **Restate:** “You know that whales live in the ocean.”
- **Restate and Revise:** “You know that whales, large swimming animals, live in the ocean; a whale’s habitat, the place where they live, is the ocean.”
- **Extend:** “Where do you think this whale lives?”
- **Ask follow-up:** “You think whales are only seen in the ocean or at the zoo. Where do you think it would be odd or funny to see a whale?”

2. Next, **say**, “Let’s take a look at some words from the story.” **Write** five or more vocabulary words from the book that have the target spelling pattern on the central work area. **Point** to one of the words and **read** it aloud. **Use** the word in a sentence that clearly conveys the meaning of the word. Then **say**, “Let’s see if you can think of at least three words that have the same meaning as (**say** target word) or words that you think about when you hear the word (**say** target word).” For an extra challenge, **tell** students to limit their responses to single words (see examples below).

- a. quick: fast, speedy, in a hurry
- b. white: no color, light, pale
- c. whale: large animal, swimming animal, ocean
- d. whip: move fast, swing around, a belt
- e. whine: cry, moan, complain

3. After discussing each of the vocabulary words, **say**, “Write these words in your notebooks. For each word, draw a picture that will help you remember the meaning of the word.”
4. When the students have finished, **say**, “Now we’re ready to read the story. Let’s find out if our ideas about the story match what actually happens.”

Section **2**  
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**Lesson 14**

**Consonant Digraph  
 'wh'**



**Activity Materials**

- Lesson 14 reading support chart (in cloud)
- Display equipment
- Central work area
- Grade-level reading books\*
- Plastic sheet protectors
- Dry erase markers and erasers

\* *The Quick-Wit White Whale* (in cloud Reading Library) is 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 14 reading support chart. **Say**, “*In this activity you will use what you know about sounds, letters, and words to correctly read words with the consonant / w / sound like web (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 / w / sound in a word, use your marker to draw a line under the letter or letters that spell the / w / sound. If you need help finding the letter or letters that spell the / w / sound in a word, look here at the different ways the / w / sound can be spelled (point to the allowable spellings).*”
4. 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 / w / sound.
5. 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 / w / sound as you **pronounce** the consonant sound. You may choose to have students add these words to their notebooks.
6. **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.*”
7. **Repeat** steps 4–6 for each page in the book.
8. 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; these words are bolded in *The Quick-Wit White Whale*\*).
  - **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., / wwwhaaatt / for “what”). 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 consonant digraph ‘wh’ and to provide additional guidance and feedback. (You might want to assign repeated readings as homework.)



Section **2**  
Consonant Digraphs  
& Trigraphs

**Lesson 14**

Consonant Digraph  
'wh'



**Activity Materials**

- Central work area
- Grade-level reading books\*

**Sample Questions\*\***

- ❖ Who was the main character(s) in the story?
- ❖ When and where did the story take place?
- ❖ What happened to start the story?
- ❖ How do you think the character(s) felt when this happened?
- ❖ What did the character(s) want to do; what was the goal?
- ❖ What actions did the character(s) take to try to reach the goal?
- ❖ What did these actions accomplish; what is the result of the actions?
- ❖ How do you think the character(s) felt at the end of the story?
- ❖ What lesson was learned; what might the character(s) do differently next time? Why?

\* *The Quick-Wit White Whale* (in cloud Reading Library) is recommended. If using other books, select ones in which the text includes multiple instances of the target spelling pattern.

# Post-Reading

**Learning Objectives:** 1) improve reading comprehension; 2) strengthen vocabulary knowledge; 3) reinforce the link between oral and written language.

**Activity Directions**

1. **Say**, "Let's talk about the story we just read." **Ask** one student to read the title of the story. Then **ask** students to take turns responding to questions about the story (see sample questions). **Restate, revise, or extend** student responses and **ask follow-up** questions as needed. **Write** words used by students that have the target spelling pattern on the central work area.
2. Next, **add** vocabulary words that were introduced during the pre-reading activity but not used by the students in step 1 to the list of words on the central work area. **Point** to one word at a time and **call on** students to take turns reading the vocabulary words.
3. **Say**, "Together, we're going to take turns telling the story in our own words. I'll start with a sentence about what happened at the beginning of the story. When it's your turn, add a sentence to the story. Try to use at least one of these words (*point to the words on the central work area*) in your sentence." **Take turns** retelling the complete story in a round-robin fashion.
4. Then **say**, "Now we'll do something a little different. I will point to one of you and then point to one of the words up here (*point to the words on the central work area*). I want you to use the word I point to in a sentence that tells something about you or one of your experiences. For example, when I point to the word *whine* you might say, 'My mom doesn't like it when I whine when I don't get my way.'" **Continue** until each student has had a chance to use at least one vocabulary word in a sentence.

\*\*Sample questions for *The Quick-Wit White Whale*\* on next page.

Section **2**  
Consonant Digraphs  
& Trigraphs

**Lesson 14**

Consonant Digraph  
'wh'



# Post-Reading Sample Questions

**Learning Objectives:** 1) improve reading comprehension; 2) strengthen vocabulary knowledge; 3) reinforce the link between oral and written language.

## Sample Questions for *The Quick-Wit White Whale*\*

1. **Main Character:** Who is the main character in this story? (*child, boy*)
2. **Setting:** Where does this story take place? (*at home, in a house, in the bathroom, in the bathtub*)
3. **Initiating Event:** What does the child find in the bathroom? (*a white whale in his bathtub*)
4. **Internal State/Motivation:** How does seeing a white whale in the bathtub make the child feel? (*a little surprised, curious*)
5. **Goal:** What does the child want to do when he sees the white whale? (*wants to know more about the whale, why the whale is there*)
6. **Actions/Sequence of Events to Achieve Goal:** What does the child do to figure out why the whale is there? (*he asks lots of questions*)
7. **Outcome:** What happened as a result of the child asking all these questions? (*he finally figured out why the whale was there*)
8. **Internal Response:** How do you think the child feels at the end of the story when he knows why the whale is in his bathtub? (*he is happy, excited to have a friend to take a bath with*)
9. **Moral/Reflection:** Do you think this could really happen? (*yes, if the child had a good imagination and if there was a toy whale in his bathtub/ no, whales are not found in bathtubs!*)

\* *The Quick-Wit White Whale* (in cloud Reading Library) is recommended. If using other books, select ones in which the text includes multiple instances of the target spelling pattern.

Section **2**

Consonant Digraphs  
& Trigraphs

Lesson 14

Consonant Digraph  
'wh'



Activity Materials

- Lesson 14 writing support chart (in cloud)
- Display equipment
- Central work area
- Grade-level reading books\*

Sample Questions\*\*

- ❖ Who was the main character(s) in the story?
- ❖ When and where did the story take place?
- ❖ What happened to start the story?
- ❖ How do you think the character(s) felt when this happened?
- ❖ What did the character(s) want to do; what was the goal?
- ❖ What actions did the character(s) take to try to reach the goal?
- ❖ What did these actions accomplish; what is the result of the actions?
- ❖ How do you think the character(s) felt at the end of the story?
- ❖ What lesson was learned; what might the character(s) do differently next time? Why?

\* *The Quick-Wit White Whale* (in cloud Reading Library) is 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 consonant / wh / sound in connected writing.

Activity Directions

1. **Say**, “Let’s talk about the story we read.” **Ask** narrative text structure questions related to the story (see sample questions). If necessary, give students a few minutes to flip through the book to refresh their memories. When finished **say**, “Now take out your notebooks so you can write about the story.”
2. **Display** the Lesson 14 writing support chart. **Point** to the appropriate sections on the chart as you **say**, “In this activity you will use the strategies, allowable spellings, and spelling rules you have learned to help spell words with the consonant / w / sound.”
3. Briefly **review** the strategies, allowable spellings, and spelling rules. 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 / w / sound as they write their responses.
5. As students write their responses, **remind** them to use their strategies as they write. For example, you might say, “Don’t forget to ‘Sound It Out’. Be sure to ‘Check the Order’ and ‘Play by the Rules’.” **Monitor** student writing and **note** words that contain misspellings of the / w / sound. **Write** any misspelled words on the central work area and **underline** the letter(s) used to spell this consonant sound. If you do not find any misspellings of the / w / 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 the / w / sound in 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 / w / sound in each word.”



\*\*Sample questions for *The Quick-Wit White Whale*\* on previous page.



**Appendix**

SPELL-Links to Reading & Writing book titles aligned with lessons in SPELL-Links Class Links Book 2.



<b>SPELL-Links Class Links Lesson</b>	<b>SPELL-Links to Reading &amp; Writing Book Titles*</b>
5	<i>My List for Camp</i>
6	<i>My Four Pals</i>
7	<i>The Wise Gift</i>
12	<i>The King Who Sings</i>
13	<i>The Thing</i>
14	<i>The Quick-Wit White Whale</i>
15	<i>The Show at Shore School</i>
16	<i>Chicken and Duck</i>
44	<i>Off Again!</i>

\* located in the SPELL-Links Class Links Book 2 Companion Cloud reading library



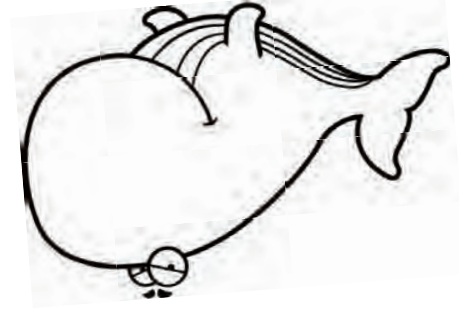
Written by Lynda Apel



# The Quick-wit White Whale

## SPELL-Links to Reading & Writing

SPELL-Links to Reading & Writing  
Decodable, sequenced book  
correlated with Lesson 14  
Consonant Digraph 'wh'



# The Quick-wit White Whale

Fold 1  
Fold 1

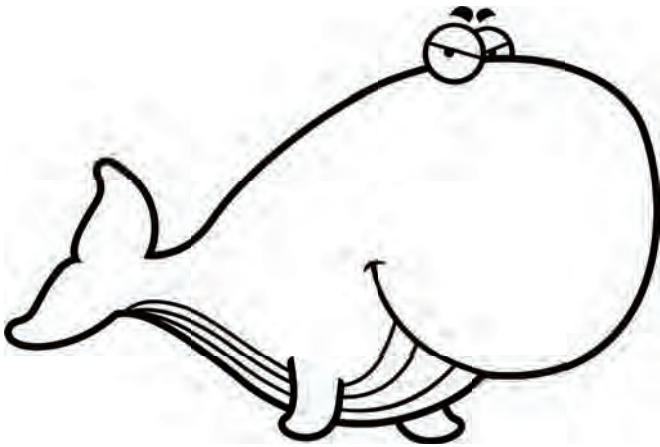
Correlation:  
SPELL-Links to Reading & Writing  
Lesson 14  
Consonant Digraph 'wh'  
228 words  
54 occurrences of target pattern

Fold 2  
Fold 2

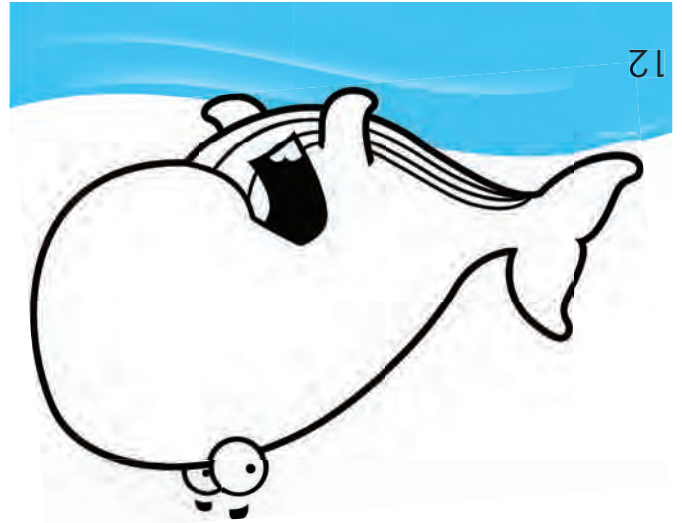


One time, a while ago, when I was getting **ready** for bed, I had a white whale in **my** bath tub, **which** was somewhat odd. Don't **you** think?

**Why would there** be a white whale in **my** tub? From **where would** a white whale come?

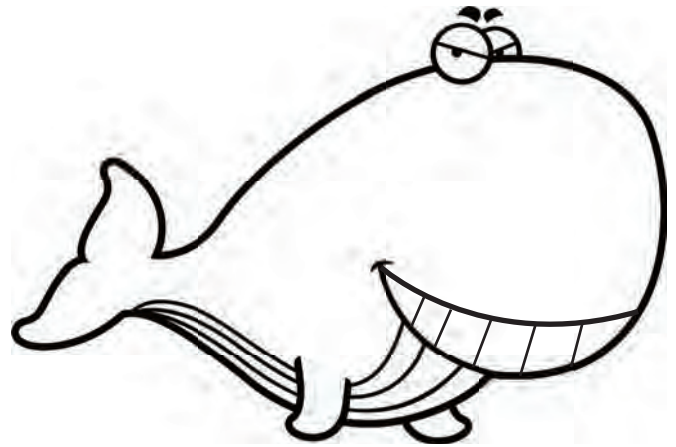


Fold 2  
Fold 2



With quick wit and a whip of his white tail, the white whale said, "When will **you** get in the tub with me so we can have some fun?"

This time the white whale, on a whim, had a wide grin.

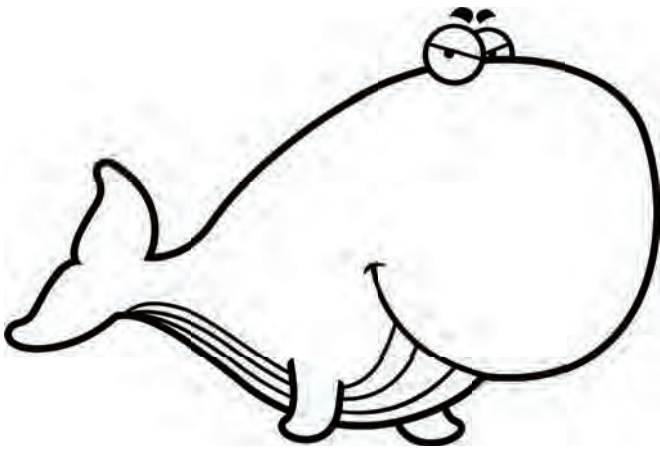


Fold 1  
Fold 1



“What’s up? Why are **you** here?” I said **to** the white whale in the tub.

But the white whale did not tell me what I wanted **to know**.



Fold 2  
 ↓ ↑  
 Fold 2



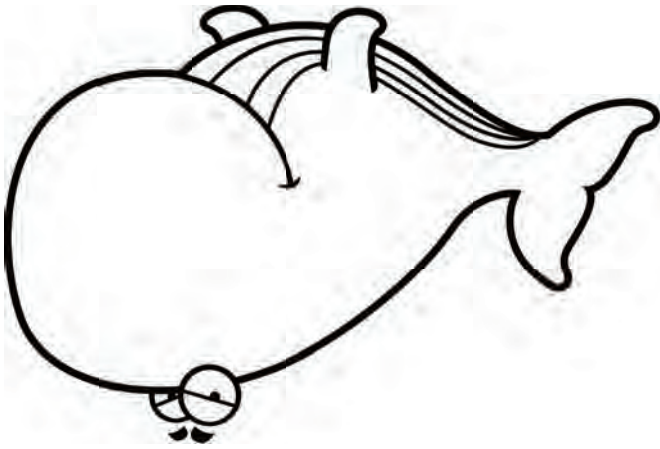
Well, what **do you know**?

Fold 1  
 ↑ ↓  
 Fold 1

“Why don’t **you talk to** me white whale?” I said with somewhat of a whine.







He just swam **around**, whisking his tail back and forth, while I was quick **to** ask him more.

“**Where** did **you** come from?” I wanted **to know**. “And when did you get in here?”



Fold 2



This time the white whale did not swim **anywhere**. He just sat **there** while I came up with what **to** ask again, which took awhile but the white whale just sat **there** in my tub while I was thinking.

But the white whale did not tell me. “What is **your** name, white whale?” I said.



Fold 1

Student Name \_\_\_\_\_ Date \_\_\_\_\_

SPELL-Links Class Links Book 2 is appropriate for students who have mastered or mostly 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: MASTERED)
  - Is student able to write all 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 1-3 syllables into the correct number of syllables? (prerequisite: MOSTLY MASTERED)
  - When presented with a spoken word, is the student able to say three or more rhyming words? (prerequisite: MASTERED)
  - Is the student able to identify a vowel sound, spoken in isolation, as either “long” or “short”? (prerequisite: MOSTLY MASTERED)
  - When presented with a spoken / CVC / word, is the student able to identify, by saying, the first and last consonant sounds and the middle vowel sound in the word (e.g., “What sound do you hear at the beginning of ‘cat’?” student response: / k /; “What sound do you hear at the end of ‘cat’?” student response: / t /; what vowel sound do you hear in ‘cat’? student response / æ / or “short vowel a sound”)? (prerequisite: MOSTLY MASTERED)



- Knowledge of common letter-sound correspondences
  - When presented with the letters 'b, p, d, t, v, z, k, j, f, s, m, n' and 'a, e, i, o, u', is the student able to say the corresponding sound for most consonant letters and the long vowel and short vowel sounds for most vowel letters? (e.g., "What is a sound for this consonant letter?" student response for 'b': / b /; "What are two sounds for this vowel letter?" student response for 'a': short vowel sound as in "at" and long vowel sound as in "ate").  
(prerequisite: MASTERED)
- 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' in the word you wrote on your paper.")?  
(prerequisite: MOSTLY MASTERED)
- Ability to follow 2-step oral directions
  - Is the student able to independently and correctly follow 2 step oral directions (e.g., "Say the sounds and touch the matching letters")? (prerequisite: MOSTLY MASTERED)

*Additionally*, prior to beginning SPELL-Links Class Links Book 2 students should have successfully completed SPELL-Links Class Links Book 1 and/or have demonstrated mastery of the word study knowledge and skills covered in Book 1 for these patterns:

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'