

BIG WORDS MADE EASY

na tion
sta tion
va ca tion
ed u ca tion

NEW APPROACH
Reading and spelling
multi-syllable words
by using the brain's
natural ability for
patterns, rhymes, and
rhythms

GRADE 3+

Matthew J. Glavach, Ph.D.

Zoe A. Gillespie, B.S.

www.StrugglingReaders.com

CONTENTS

LESSONS	1, 2 Words Ending in -LE	1
LESSON	3. Words Ending in -EL, -AL	7
LESSON	4. Words Ending in -EN, -ON, -ET	10
LESSON	5, 6, 7 Words Ending in -ER	13
LESSON	8. Words Ending in -ER, -OR, -AR	22
LESSON	9 Words Ending in -AGE	25
LESSON	10 Words Ending in -IC	28
LESSON	11 Words Ending in -ENT	31
LESSON	12 Words Ending in -URE, -TURE	34
LESSON	13 Words Ending in -TION	37
LESSON	14 Words Ending in -INE, -AIN	40
LESSON	15 Words Ending in -Y	44
LESSON	16 Words Ending in -DY, -TY	47
LESSON	17 Words Ending in -Y	50
LESSON	18 Words Ending in -ERY, -ORY, -ARY	53
	Words Cards and Word Puzzles	57

Duplication of this book on a scale larger than the individual Classroom is permitted only with the publishers' written approval.

www.StrugglingReaders.com

LESSON 1 (and lesson structure for LESSONS 2 through 18)

● For the Teacher:

Each lesson includes three pages. (Make copies for each student.)

- Page 1. Rapid Reading Card 1, Practice and Rapid Reading Card 1, Test
- Page 2. Rapid Reading Phrase Card 1 and Word Pictures 1
- Page 3. Spelling Practice 1

● PAGE 1. (Rapid Reading Card 1, Practice)

LESSON 1	Rapid Reading Card 1, Practice			
1. mid <u>dle</u>	rid dle	pad dle	sad dle	
2. bun dle	sim ple	sam ple	ex am ple	
3. a ble	fa ble	ta ble	cra dle	
4. gen tle	jung le	un cle	cir cle	
BONUS WORDS				
ti tle	ter ri ble	en joy a ble	pos si ble	

NOTE: Some students work better by seeing the whole word first. In this case start with the Test Words on page 1. Have students write the whole word and then write the word in syllables next to it.

middle - mid / dle

Presenting words by syllables helps students break words into manageable parts and reinforces syllable boundaries.

Extra practice helps cement words into long-term memory.

Instruction 1. Read the words aloud emphasizing each syllable. Have students point to each word as you read. After you read each word, the students read each word, emphasizing each syllable. (The words are separated by syllables to help with pronunciation and spelling.) After reading the words, ask students what they notice about the words. They all end in the letters le pronounced /ul/ as in pull. Discuss the general word meanings with students. Students tell words with which they are familiar. (Some students may need to work with fewer words at a time.)

Instruction 2. On a piece of paper or individual whiteboards, students practice writing the words. They write each word as one word and then draw an arc or loop under each syllable. The Rapid Word Reading Card 1, Practice can be used for help. Students read the words to themselves as they write them.

Instruction 3. (Getting ready for the Rapid Reading 1, Test.) Read the Rapid Reading Practice words at the top of page one while students follow along and make arcs under the syllables in each word. (Provide additional practice as needed.)

● PAGE 1. (Rapid Reading Card 1, Test)

LESSON 1

Rapid Reading Card 1, Test

- | | | | |
|-----------|--------|--------|---------|
| 1. middle | riddle | paddle | saddle |
| 2. bundle | simple | sample | example |
| 3. able | fable | table | cradle |
| 4. gentle | jungle | uncle | circle |

BONUS WORDS

- | | | | |
|-------|----------|-----------|----------|
| title | terrible | enjoyable | possible |
|-------|----------|-----------|----------|

Instruction 1. Before the timing, you and all students read the words aloud together. Students move their dominant hand under each word as it is said.

Instruction 2. Then individually, students read as many words as they can in one minute aloud softly to themselves or to you or to a student partner. If students finish reading the words, they start again at the beginning and add to the total number of words they have already read. One point is subtracted for each missed word. Students write their scores at the bottom of the page. (Limit or have no interruptions of oral timed reading. If students need help say the word and let them continue reading.) Students receive extra points for reading bonus words. Just trying to read the bonus words will improve reading. (The words with asterisks after them are the words that are included in the rapid phrase reading activity.)

● PAGE 2. (Rapid Reading Phrase Card)

Before the timing, you and all students read the phrases aloud. Students move their dominant hand under each word as it is read. (Provide extra practice as needed.) Then individually, students read as many words in the phrases and sentences as they can in one minute aloud softly to themselves or to you or to a student partner. If students finish reading, they start again at the beginning and add to the total number of words they have already read. One point is subtracted for each missed word. Students write their scores at the bottom of the page. (A language activity is to ask students how many of the phrases they can write or discuss in sentence form.)

Timed reading increases student reading speed and automatic word recognition, important for fluent reading.

Research has demonstrated that helping students read in phrases will improve their reading fluency and overall reading achievement. ^{(1), (2)}

Rapid Reading Phrase Card 1

1. in the middle
2. that funny riddle
3. the pony saddle
4. a boat to paddle
5. one more sample
6. my good example
7. a baby cradle
8. to read a fable
9. lost in the jungle
10. will see her uncle

BONUS PHRASES

11. the book title
12. a terrible storm
13. an enjoyable day
14. is not possible

TIME _____ SCORE _____ / 46

Seeing words in picture contexts aids in putting words into long term memory.

● **PAGE 2. (Word Pictures 1)**

Individual students draw personal pictures of vocabulary words they select for themselves. For words that are difficult to draw in pictures, students write each word in an interesting, decorative way. (Personal drawings help students remember word meanings.) After students have completed the drawings, they write a sentence about each picture they have drawn. To reinforce word meanings with all students, display selected drawings in the classroom, and discuss the word meanings.

WORD PICTURES 1

- Choose four phrases from above, and draw a picture for each phrase.
- Write the phrase number and the phrase at the bottom of each box.

The spelling test improves decoding, pronunciation, and spelling.

● PAGE 3. (SPELLING TEST 1)

Instruction 1. The spelling test words are the eight underlined words on Rapid Reading Phrase Card 1 on page 2. Before administering the test, write the words on the chalkboard and review them with students. Have students write them on white boards or paper. Struggling readers often have difficulty with spelling, and improvement comes slowly. The spelling test has prompts to help them (lines, syllable markers, and the ending spelling). Praise students for any words or word parts spelled correctly.

SPELLING TEST 1

1. ____ / dle
2. ____ / dle
3. ____ / dle
4. ____ / dle
5. ____ / ple
6. ____ / ____ / ple
7. ____ /dle
8. ____ / ble

BONUS WORDS

SCORE _____

Instruction 2. (READ TO THE STUDENTS.)

I will say each word. You will write the letters on the lines to complete each word. (THE WORDS FOR THE SPELLING TESTS AND THE PHRASES ARE ON THE RAPID READING PHRASE CARD 1 ON PAGE 2).

Number 1 is middle. (in the middle) Write the letters on the lines to complete the word middle.

Number 2 is riddle. (that funny riddle) Write the letters on the lines to complete the word riddle.

(CONTINUE THE PATTERN OF SAYING THE WORD, READING THE PHRASE, AND REPEATING THE WORD.)

The brain organizes words by patterns. Learning consistent word patterns helps students with spelling and word pronunciation.

References:

(1) Rasinski, T.V. (1990). The effects of phrase boundaries in texts. Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills (ED 313 689).

(2) Rasinski, T.V., Padak, N., Linek, W., & Sturtevant, E. (1994). The effects of fluency development instruction on urban second grade readers. *Journal of Educational Research*, 87, 158-164.

Rapid Reading Card 1, Practice


- | | | | |
|--------------------|---------|---------|-----------|
| 1. mid <u>d</u> le | rid dle | pad dle | sad dle |
| 2. bun dle | sim ple | sam ple | ex am ple |
| 3. a ble | fa ble | ta ble | cra dle |
| 4. gen tle | jung le | un cle | cir cle |

BONUS WORDS

ti tle	ter ri ble	en joy a ble	pos si ble
--------	------------	--------------	------------

Rapid Reading Card 1, Test


- | | | | |
|------------------|---------|---------|----------|
| mid <u>d</u> le* | riddle* | paddle* | saddle* |
| bundle | simple | sample* | example* |
| able | fable* | table | cradle* |
| gentle | jungle* | uncle* | circle |

BONUS WORDS

title	terrible	enjoyable	possible
-------	----------	-----------	----------

TIME _____ SCORE _____

Rapid Reading Phrase Card 1

1. in the middle
2. that funny riddle
3. the pony saddle
4. a boat to paddle
5. one more sample
6. my good example
7. a baby cradle
8. to read a fable
9. lost in the jungle
10. will see her uncle

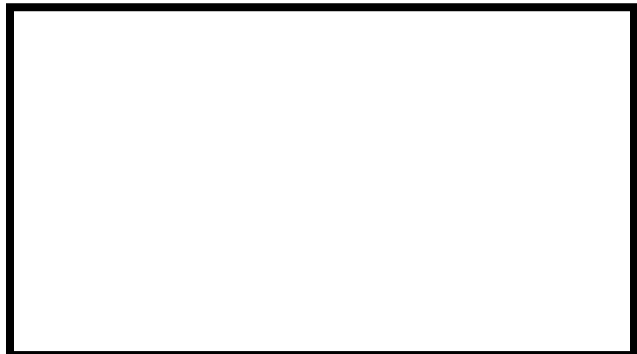
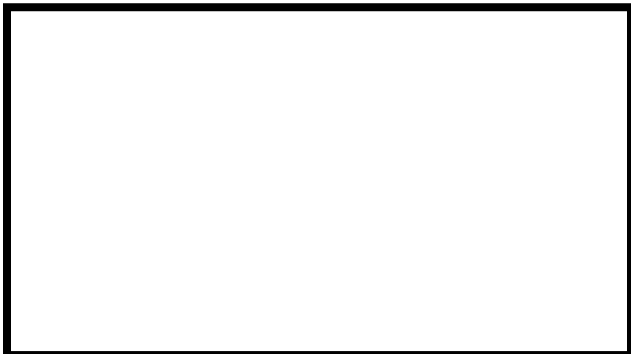
BONUS PHRASES

11. the book title
12. a terrible storm
13. an enjoyable day
14. is not possible

TIME _____ SCORE _____ / 46

WORD PICTURES 1

- Choose four phrases from above, and draw a picture for each phrase.
- Write the phrase number and the phrase at the bottom of each box.



SPELLING TEST 1

- 1. ___ ___ ___ / dle
- 2. ___ ___ ___ / dle
- 3. ___ ___ ___ / dle
- 4. ___ ___ ___ / dle
- 5. ___ ___ ___ / ple
- 6. ___ ___ / ___ ___ / ple
- 7. ___ ___ ___ /dle
- 8. ___ ___ / ble

BONUS WORDS

SCORE _____

LESSON 2**Rapid Reading Card 2, Practice**


- | | | | |
|--------------------|---------|----------|------------|
| 1. can <u>d</u> le | han dle | set tle | ket tle |
| 2. bot tle | puz zle | jug gle | strug gle |
| 3. cou ple | dou ble | trou ble | peo ple |
| 4. sing le | ang le | tang le | tri ang le |

BONUS WORDS

im pos si ble val ua ble veg e ta ble a gree a ble

Rapid Reading Card 2, Test


- | | | | |
|------------------|---------|----------|-----------|
| cand <u>l</u> e* | handle* | settle | kettle |
| bottle | puzzle* | juggle* | struggle* |
| couple* | double* | trouble* | people |
| single | angle* | tangle | triangle* |

BONUS WORDS

impossible valuable vegetable agreeable

TIME _____ SCORE _____

Rapid Reading Phrase Card 2

1. lit the candle 2. the broken handle
3. tried to juggle 4. quite a struggle
5. having much trouble 6. on the double
7. one right angle 8. drawing a triangle
9. that happy couple 10. a difficult puzzle

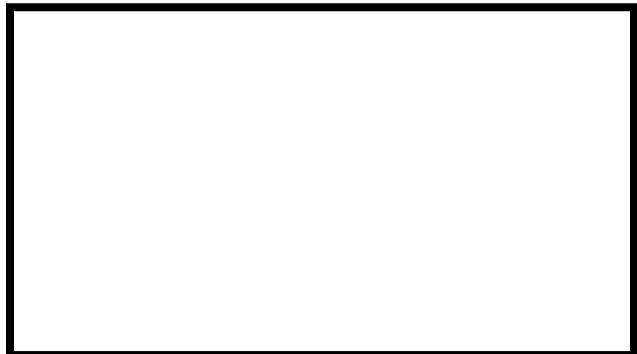
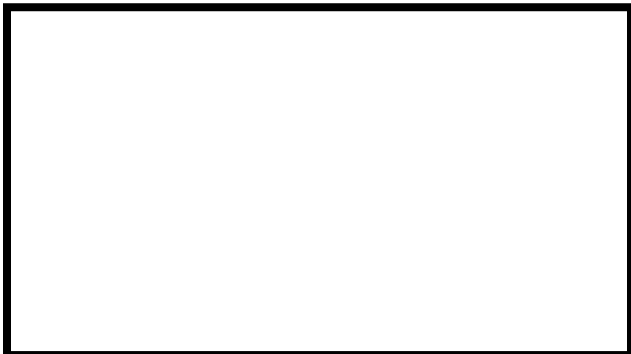
BONUS PHRASES

11. a valuable diamond 12. different vegetables
13. an impossible trick 14. agreeable weather

TIME _____ SCORE _____ / 40

WORD PICTURES 2

- Choose four phrases from above, and draw a picture for each phrase.
- Write the phrase number and the phrase at the bottom of each box.



SPELLING TEST 2

1. ___ ___ ___ / dle

2. ___ ___ ___ / dle

3. ___ ___ ___ / gle

4. ___ ___ ___ ___ ___ / gle

5. ___ ___ ___ ___ / ble

6. ___ ___ ___ / ble

7. ___ ___ ___ / le

8. ___ ___ ___ / ___ ___ ___ / le

BONUS WORDS

SCORE _____

LESSON 3**Rapid Reading Card 3, Practice**


- | | | | |
|------------------|----------|------------|-------------|
| 1. mod <u>el</u> | trav el | tow el | vow el |
| 2. ped <u>al</u> | met al | san dal | nor mal |
| 3. sig nal | cor al | lo cal | glo bal |
| 4. le gal | an i mal | hos pi tal | prin ci pal |

BONUS WORDS

gen er al	min er al	an nu al	e qual
-----------	-----------	----------	--------

Rapid Reading Card 3, Test


- | | | | |
|-----------------|---------|-----------|------------|
| mod <u>el</u> | travel | towel* | vowel* |
| ped <u>al</u> * | metal* | sandal* | normal* |
| signal | coral | local* | global* |
| legal | animal* | hospital* | principal* |

BONUS WORDS

general	mineral	annual	equal
---------	---------	--------	-------

TIME _____ **SCORE** _____

Rapid Reading Phrase Card 3

1. a bike to pedal 2. made of metal
3. the soft towel 4. a long vowel
5. lost my new sandal 6. another normal day
7. our local newspaper 8. many global changes
9. an animal hospital 10. new school principal

BONUS PHRASES

11. enjoyed the annual picnic 12. a bottle of mineral water
13. six equal pieces of cake 14. the general public

TIME _____ SCORE _____ / 49

WORD PICTURES 3

- Choose four phrases from above, and draw a picture for each phrase..
- Write the phrase number and the phrase at the bottom of each box.

