

ATTAINMENT'S

# TOUGH WORDS



# TEACHER'S GUIDE

## UNITS 1-8

Jennifer  
Diliberto

# Taking On Tough Words Teacher's Guide

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# HOW TO USE

*Taking On Tough Words* is a supplemental curriculum of 11 units designed to be used with individuals or small groups. All students start with the first lesson in Unit 1. Successive lessons scaffold learning done in earlier lessons, providing critical information needed for decoding (reading) and encoding (spelling) multisyllabic words.

Lessons are presented three to five days per week to allow students to build upon previously learned skills. Most lessons are designed to be taught in approximately 15-minute blocks of time, but this may vary based on student familiarity with the concepts and ability to grasp new information. (Exceptions include those lessons in Units 9 and 10 that require introduction of larger amounts of new information. Lessons in these units may be broken down into smaller parts to accommodate classroom schedules and the attention and skills of students.)

For some students, the 90 lessons alone may not provide enough exposure to master the content; additional practice during one-on-one instruction with you or a paraprofessional may be needed. For others, mastery may occur prior to completion of Unit 11: Review and Practice. It will be important to individualize instructional decisions based on the data collected during the lessons.

For more information on how to teach the *Taking On Tough Words* lessons, refer to the **Implementation Guide**.

## Lesson Materials

All lessons list the materials you need to begin teaching. It is important to gather all items needed for a lesson prior to teaching in order to maximize the time available for the lesson. The components provided within the *Taking On Tough Words* curriculum are described in detail in the program's Implementation Guide. Be sure to consult this guide on recommended use of the program's components (such as the **PDF files provided on a disc**, resource **cards**, classroom **poster**, and consumable *Taking On Tough Words Notebook*).

## Lesson Format

Each lesson is scripted for you to make it easier to teach and to assist with lesson preparation. The scripts of what to say to students during the lesson are provided in color; directions and general information appear in black type. The lessons are broken down into sections that vary based on the information being taught or practiced in a given lesson. All lessons include the following sections: **Review Questions, Read Words and Apply the Rule(s)**, and **Write Words and Apply the Rule(s)**. In 15 of the 90 lessons, there is a sections in which a new rule or new information is introduced. When included, **Introduce the New Rule(s) or Introduce the New Information** always appears following the Review Questions

section, and an additional lesson section also appears, either **Read Words and Apply the New Information** or **Write Words and Apply the New Information**, as appropriate. New information and reading words can be written for display using black for real words and red for nonsense words. New information, reading words, and, in Unit 11, spelling words are also available as display PDFs on the accompanying disc. For more information on the individual lesson sections, see the Implementation Guide.

## Review and Practice Unit

The final unit—Unit 11—is a review and practice unit. A scripted template lesson, used for all 32 of Unit 11’s lessons, is provided (both in this Teacher’s Guide and on the disc). This unit provides an opportunity for students to complete increasingly independent work as they move toward mastery with decoding (reading) and encoding (spelling) multisyllabic words. Optional supports are embedded in the lesson to accommodate the needs of the group or individuals, and new sets of multisyllabic words incorporating all of the skills learned thus far are provided for each of the 32 lessons.

If students are consistently reading and spelling multisyllabic words correctly within the *Taking On Tough Words* lessons and are demonstrating generalization of skills acquired with the lessons, lesson frequency can be adjusted during the course of Unit 11. Continue with the lessons in Unit 11 only until the student has reached mastery by achieving 8 or 9 out of 10 (80—90%) correct for five consecutive lessons in word reading and 4 out of 5 (80%) correct for five consecutive lessons for written spelling. The lessons in Unit 11 can be used for future review and practice of skills learned if some regression of skills is noted in student work.

## Monitoring Progress

It is important to monitor a student’s progress in each unit. There are several printable forms available for data collection. The Progress Monitoring—Review Questions form (**Appendix A**) allows for individual data collection in small groups of up to four students. This data is collected each time a lesson is presented. The Progress Monitoring—Word Reading form (**Appendix B**) and the Progress Monitoring—Word Spelling form (**Appendix C**) allow for data collection for one student per form. These forms include all of the words from lessons earmarked as data-collection days. The Progress Monitoring—Word Reading (Blank) form (**Appendix D**) and ProgressMonitoring: Word Reading (Blank) form (**Appendix E**) are also available as a fillable PDF form on the accompanying disc. A Progress Monitoring—Post-Mastery Check-up form (**Appendix F**) is provided to keep track of skill retention over time. For more information on monitoring progress, refer to the Implementation Guide.

**UNIT**



# **Introduction to Syllables**

# LESSON 1

## Goal

To define and describe characteristics of a syllable

## Learning Objectives

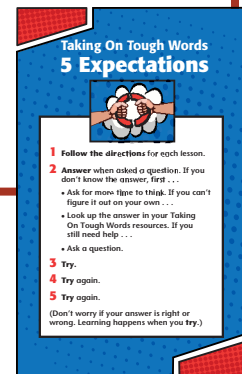
- State the definition of a syllable.
- State the definition of a vowel.
- State four characteristics of a syllable.

## Materials

- *Taking On Tough Words Notebook* (pages 8–9)
- *Resource Cards: Vowel Teams/Accenting Syllables, 5-Step Dividing Process/ Rules for Dividing Syllables, Common Prefixes, and Common Suffixes*

## Optional Materials

- Poster: 5 Expectations for *Taking On Tough Words*
- Lesson 1 PDF display file
- Appendix M: Glossary of Real Words—Arranged by Lesson



## Prepare for the Lesson

Display the “5 Expectations for *Taking On Tough Words*” poster, if desired.

Write the following definition of a syllable and the four characteristics of a syllable on the board or where students can see them (or use the PDF display file):


- A **syllable** is a word or part of a word with at least one vowel or one vowel sound.
- A **vowel** is a letter including *a*, *e*, *i*, *o*, or *u* and sometimes *y* and *w*.  
NOTE: The letter *u* is not usually counted as a vowel when it appears after the letter *q*.
- Four **characteristics of a syllable** are:
  - ★ A syllable may be one vowel letter.  
Examples: *l*, *o*/*pen*
  - ★ A syllable may be one small word.
  - ★ A syllable may be part of a larger word.
  - ★ The number of syllables in a word usually equals the number of vowels in a word.




## New Information

- 1** Introduce the *Taking On Tough Words* lessons to the students. Say, **During the lessons to come in this *Taking On Tough Words* program, you're going to be learning about syllables and how they come together to form longer, multisyllabic words, so that you can decode (or read) and encode (or spell) more complicated words. In each lesson, we'll review information you learned in previous lessons before moving on to new information. If there is no new information planned for that lesson, then after the review, you will go straight into practicing what you have learned.**
- 2** Distribute and introduce the *Taking On Tough Words Notebook* and the practice sections of each lesson. Say, **Here is your own copy of the *Taking On Tough Words Notebook*. This is a place where you will practice what you've learned. Let's take a minute to explore your Notebooks and learn what's inside.** Instruct students to open their *Taking On Tough Words Notebooks*. Say, **When you open the front cover, you will find a pocket with four resource cards inside. We don't need these cards yet, but when we do, they will help you read and spell words.** Allow students a moment to look at the cards. Then turn to a lesson page and say, **Now turn to Lesson 1 in your *Taking On Tough Words Notebook*. On this page, you will see, the lesson number and a place for today's date. In some lessons, you will also see a section containing new information or new rules to assist you in your practice. We know that rewriting information sometimes helps with remembering it, so you will find a place to rewrite any new information or rules learned in the lesson here. Below any rewriting sections, you will see two sections for putting your newly learned information or rules into practice. One section is for decoding work (that is, for reading words), and the other is for encoding work (that is, for spelling words). You may notice that some of the words are real and some are nonsense words— We'll be talking more about that later. These two encoding and decoding sections will appear in every lesson of your *Taking On Tough Words Notebook*.**
- 3** Introduce the “5 Expectations for *Taking On Tough Words*” poster by posting it, pointing to it, and saying, **There are five expectations I have for you during our *Taking On Tough Words* lessons. They are: (1) Follow the directions for each lesson. (2) Answer when asked a question. You can ask for more time to think, if you need it. If you still don't know the answer, look it up in your *Taking On Tough Words Notebook* or try to find it on one of the four resource cards in the front pocket of your *Taking On Tough Words Notebook*. If you need help, ask a question. (3) Try. (4) Try again. (5) Try again. Don't worry if your answer is right or wrong. Learning happens when you TRY.** Refer to this poster as needed during lessons.

- 4** Introduce the definition of a **syllable** by saying, **Before we begin, it is important that you understand the meaning of the word *syllable*.** Point to and read the definition of a syllable that you wrote or displayed.
- 5** Ask, **What is a syllable?** Have each student repeat the definition displayed. If correct, say, **Great! Now look back at Lesson 1 in your *Taking On Tough Words Notebook* and add today's date. Then read the definition of a syllable listed there.** Provide corrective feedback for incorrect responses.

 **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the definition together.** Point to and slowly read the definition of a syllable that you wrote or displayed. Then say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the definition of a syllable listed there.** Lines are provided for students to write portions of the definition below the printed version if further practice is needed.

- 6** Introduce the definition of a **vowel** by saying, **In order to fully understand syllables and their characteristics, it is important that you understand the meaning of the word *vowel*.** Point to and read the definition of a vowel that you wrote or displayed. Tell the students that they will be learning more about vowels in Lesson 3.
- 7** Ask, **What is a vowel?** Have each student repeat the definition displayed. If correct, say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the definition of a vowel listed there.** Provide corrective feedback for incorrect responses.

 **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the definition together.** Point to and slowly read the definition of a vowel that you wrote or displayed. Then say, **Great! Now turn to in your *Taking On Tough Words Notebook* and read the definition of a vowel listed there.** Lines are provided for students to write the definition below the printed version if further practice is needed.

- 8** Introduce **four characteristics of a syllable** by saying, **Now that you understand the definition of a syllable, it will be helpful to know some of the characteristics of a syllable. There are five characteristics, Today we will study four of them.** Point to and read the four characteristics of a syllable that you wrote or displayed.

- 9 Ask, **What are four characteristics of a syllable?** Have each student repeat the four characteristics of a syllable displayed. If correct, say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the four characteristics of a syllable listed there.** Provide corrective feedback for incorrect responses.

✓ **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the characteristics of a syllable together.** Point to and slowly read the list of characteristics that you wrote or displayed. Then say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the characteristics of a syllable listed there.** Lines are provided for students to write the characteristic below the printed version if further practice is needed.

# LESSON 2

## Goal

To define and describe characteristics of a syllable

## Learning Objective

- State the fifth characteristic of a syllable.

## Materials

- *Taking On Tough Words Notebook* (page 10)
- Appendix A: Progress Monitoring—Review Questions form (1 per group)

## Optional Materials

- Lesson 2 PDF display file
- Appendix M: Glossary of Real Words—Arranged by Lesson

## Prepare for the Lesson


Write the fifth characteristic of a syllable on the board or where students can see it (or use the PDF display file).

The **fifth characteristic of a syllable** is:

- ★ A syllable can be described as a push of the breath.  
Examples: *per/fect, hu/mor, tur/nip, west, west/ern*

## Review Questions

- 1 Introduce the concept of **review questions** and complete the review. Say, **Let's begin by warming up your minds for the lesson ahead. This will be the first thing we do in each *Taking On Tough Words* lesson. Reviewing what you've already learned in previous lessons is a great way to make sure that you remember new information. During this review portion, I will ask you a question and then you will answer. If you don't know the answer to a question, you can either ask for more time to think or look up the answer in your *Taking On Tough Words Notebook*. If you still can't come up with the answer, you can ask me for help.** Ask students the question(s) from the Progress Monitoring—Review Questions Form, offering opportunities for each student to respond. If correct, offer praise. Provide corrective feedback for incorrect responses.

 **Corrective Feedback** Provide the correct answer and ask the student to repeat it.

Follow this procedure for each review question that covers information taught in Lesson 1, and gather data regarding each student's response on the progress monitoring form. When finished, say, **Now that you've completed your review, let's learn more about syllables.**

## New Information

**2** Introduce the **fifth characteristic of a syllable** by saying, **You have learned four characteristics of syllables. Today, you're going to learn a fifth characteristic of a syllable.** Point to and read the fifth characteristic of a syllable that you displayed. Go on to further explain the characteristic and work through the experiential exercise. Say, **You should be able to hear and feel the push of breath. I'm going to hold my hand up close to my mouth and say some words to feel the push of breath. I'll say each word first and then we'll say them together.** Put your hand close to your mouth then point to and say each word displayed, emphasizing each syllable. Say the words, *per/fect, hu/mor, tur/nip, west, west/ern.*

Say the words with the students. Say, **I want you to hold one hand very close to your mouth so that you can feel the push of breath. Let's say the words together. Say, *per/fect.* Can you feel the breath against your hand for each syllable?** Repeat for each word in the examples displayed.

**3** Next have the students clap out the syllables in each word in the examples displayed. Point to the first word and say, **Good. Now let's clap out the syllables in each word. Clap with me as I say the words. Say, *per/fect.* Can you hear and feel the syllables? There are two syllables in the word *perfect.*** Repeat for each word in the examples displayed, discussing the number of syllables for each word.

**4** Continue practicing with the concept of hearing and feeling the syllables by clapping out a few student names. Say, **Now let's clap out some of our names. Clap with me as I say a name. Can you hear and feel the syllables?** Repeat and discuss the number of syllables in each student name.

**5** Ask, **What is the fifth characteristic of a syllable?** Have each student repeat the fifth characteristic of a syllable displayed. If correct, say, **Great! Now turn to Lesson 2 in your *Taking On Tough Words Notebook* and add today's date. Then read the fifth characteristic of a syllable listed there.** Provide corrective feedback for incorrect responses.

✓ **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the fifth characteristic together.** Point to and slowly read the fifth characteristic displayed. Then say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the fifth characteristic of a syllable listed there.** Lines are provided for students to write the characteristic below the printed version if further practice is needed.

# LESSON 3

## Goal

To define and understand terminology needed for syllable pattern instruction

## Learning Objectives

- State the definitions of a short and long vowel, including *y*.
- Decode and understand key words associated with each short- and long-vowel sound, including *y*.
- State the definition of a consonant.
- State when *y* and *w* function as a vowel.
- State when *y* and *w* function as consonants.

## Materials

- *Taking On Tough Words Notebook* (pages 11–15)
- Appendix A: Progress Monitoring—Review Questions form (1 per group)

## Optional Materials

- Lesson 3 PDF display file
- Appendix M: Glossary of Real Words—Arranged by Lesson

## Prepare for the Lesson

Write the following information on the board or where students can see it (or use the PDF display file):

- A **short vowel** is one of two sounds a vowel makes. A vowel sound is short when a syllable ends in a consonant. Each vowel has its own short sound—except *y*, which borrows from the short *i* sound.

The following are short vowel sounds:

**Short a** as in *at*

**Short o** as in *tot*

**Short e** as in *Ed*

**Short u** as in *up*


**Short i** as in *tin*

**Short y** as in *gym*

- A **long vowel** is one of two sounds a vowel makes. A long vowel typically says its name—except *y*, which will have a long *e* or *i* sound. The following are long vowel sounds:
  - Long *a***        says its name, as in *ape*
  - Long *e***        says its name, as in *eve*
  - Long *i***        says its name, as in *ice*
  - Long *o***        says its name, as in *old*
  - Long *u***        says its name, as in *use*
  - Long *y***        says a long-*e* sound, as in *handy*
  - Long *y***        says a long-*i* sound, as in *by*
- A **consonant** is every letter in the alphabet except *a*, *e*, *i*, *o*, *u* and sometimes *y* or *w*.
- The **letter *w*** functions as a vowel when it is combined with another vowel letter for *aw*, *ow*, and *ew* vowel combinations.  
Examples: *saw*, *cow*, *dew*
- The **letter *y*** functions as a consonant when it occurs at the beginning of a word or when there is already a vowel sound in the syllable. If *y* is anywhere else, it is a vowel.  
Examples: *yield*, *yes*, *canyon*
- The **letter *w*** functions as a consonant when it occurs at the beginning of a word or when there is already a vowel sound in the syllable.  
Examples: *way*, *went*, *away*

## Review Questions

- 1 Review the previous lesson. Say, **Let's begin by warming up your minds for the lesson ahead. You can prepare by reviewing what you've already learned.** Ask students the question(s) from the Progress Monitoring—Review Questions Form, offering opportunities for each student to respond. Be sure to review the definition of *vowel* from Lesson 1 in today's review. Students can refer to their *Taking On Tough Words Notebooks* if needed. If correct, offer praise. Provide corrective feedback for incorrect responses.

 **Corrective Feedback** Provide the correct answer and ask the student to repeat it.

Follow this procedure for all review questions covered so far, and gather data regarding each student's response on the progress monitoring form. When finished, go on to practice identifying spoken syllables.



- 2** Say, **Let's take some time to practice identifying a spoken syllable with a push of the breath. How many syllables do you hear and feel in each of the following words? *Dentist. Cabin. Dirt.*** Pause after each word to wait for a response. If correct, offer praise (after each of the three words). Provide corrective feedback for incorrect responses.

✓ **Corrective Feedback** If incorrect, offer corrective feedback by providing the correct number of syllables and repeating the word. Provide additional practice with syllable counting using your own multisyllabic words as needed.


When finished, say, **Now that you've completed your review, let's learn some new information that will be important in learning the six syllable patterns.**

## Introduce the New Information

- 3** Introduce the definition of a **short vowel** by saying, **You've already learned that vowels are letters in the English alphabet. They include *a, e, i, o, u* and sometimes *y* or *w*. Now you are going to learn about the sounds vowels make. First we'll learn about *short vowels*.** Point to and read through the definition of a short vowel.
- 4** Ask, **What is a short vowel?** Have each student repeat the definition displayed. If correct, say, **Great! Now turn to Lesson 3 in your *Taking On Tough Words Notebook* and add the date. Then read the definition of a short vowel listed there.** Provide responsive feedback for incorrect responses.

✓ **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the definition together.** Point to and slowly read the definition of a short vowel that you wrote or displayed. Then say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the definition of a short vowel listed there.** Lines are provided for students to write the definition below the printed version if further practice is needed.

- 5** Offer examples of short vowels to expand understanding. Say, **Let's look at some examples of short vowels.** Point to and read the examples of short vowels displayed.
- 6** After reading, say, **Now it's your turn to read the examples of short vowels. Look at the display or turn to your *Taking On Tough Words Notebook* and read the examples.** Praise students' efforts. Note that if needed, space is provided in the *Taking On Tough Words Notebook* for students to create their own key words for short vowels. Be sure to check their choices for accuracy.
- 7** Introduce the definition of a **long vowel** by saying, **Now it's time to learn about the other sounds that vowels can make. They are called *long vowels*.** Point to and read through the definition of a long vowel.
- 8** Ask, **What is a long vowel?** Have each student repeat the definition displayed. If correct, say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the definition of a long vowel listed there.** Provide corrective feedback for incorrect responses.

 **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the definition together.** Point to and slowly read the definition displayed. Then say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the definition of a long vowel listed there.** Lines are provided for students to write the definition below the printed version if further practice is needed.

- 9** Offer examples of long vowels to expand understanding. Say, **Let's look at some examples of long vowels.** Point to and read the examples of long vowels displayed.
- 10** After reading, say, **Now it's your turn to read the examples of long vowels. Look at the display or turn to your *Taking On Tough Words Notebook* and read the examples.** Praise students' efforts. Note that if needed, space is provided in the *Taking On Tough Words Notebook* for students to create their own key words for long vowels. Be sure to check their choices for accuracy.
- 11** Explain **when the letter w is a vowel.** Say, **There is one more thing I want to share about vowels before we move on to the next term.** Point to and read the information displayed about when the letter w functions as a vowel.

- 12** Ask, **When does the letter *w* function as a vowel?** Have each student repeat the information displayed. If correct, say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the information about when the letter *w* functions as a vowel.** Provide corrective feedback for incorrect responses.

✓ **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the information together.** Point to and slowly read the information displayed. Then say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the information about when the letter *w* functions as a vowel listed there.** Lines are provided for students to write the definition below the printed version if further practice is needed.

- 13** Introduce the definition of a **consonant**. Say, **Another term for you to learn is *consonant*.** Point to and read the definition of a consonant that you displayed.

- 14** Ask, **What is a consonant?** Have each student repeat the definition displayed. If correct, say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the definition of a consonant listed there.** Provide corrective feedback for incorrect responses.

✓ **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the definition together.** Point to and slowly read the definition displayed. Then say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the definition of a consonant listed there.** Lines are provided for students to write the definition below the printed version if further practice is needed.

- 15** Explain **when the letter *y* functions as a consonant and when it's a vowel.** Say, **We learned that *y* can be a vowel, but it can also be a consonant.** Point to and read the information displayed about when the letter *y* functions as a consonant.

- 16** Ask, **When does the letter y function as a consonant and when is it a vowel?** Have each student repeat the information displayed. If correct, say, **Great! Now turn to your *Taking On Tough Words Notebook* and the information about when the letter y functions as a consonant.** Provide corrective feedback for incorrect responses.

✓ **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the information together.** Point to and slowly read the information displayed. Then say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the information about when the letter y functions as a consonant listed there.** Lines are provided for students to write the definition below the printed version if further practice is needed.

- 17** Explain **when the letter w functions as a consonant.** Say, **We learned that a w can be a vowel, but it can also be a consonant.** Point to and read the information displayed about when the letter w functions as a consonant.

- 18** Ask, **When does the letter w function as a consonant?** Have each student repeat the information displayed. If correct, say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the information about when the letter w functions as a consonant listed there.** Provide corrective feedback for incorrect responses.

✓ **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the information together.** Point to and slowly read the information displayed. Then say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the information about when the letter w functions as a consonant listed there.** Lines are provided for students to write the definition below the printed version if further practice is needed.

- 19** Explain **when the letter w functions as a consonant.** Say, **We learned that a w can be a vowel, but it can also be a consonant.** Point to and read the information displayed about when the letter w functions as a consonant.

- 20** Ask, **When does the letter *w* function as a consonant?** Have each student repeat the information displayed. If correct, say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the information about when the letter *w* functions as a consonant listed there.** Provide corrective feedback for incorrect responses.

✓ **Corrective Feedback** If incorrect, offer corrective feedback by saying, **Let's read the information together.** Point to and slowly read the information displayed. Then say, **Great! Now turn to your *Taking On Tough Words Notebook* and read the information about when the letter *w* functions as a consonant listed there.** Lines are provided for students to write the definition below the printed version if further practice is needed.