

Step 14 – I or O Followed by Two Consonants

Your student will learn that the letters i or o, followed by two consonants, can say their long sounds.

You will need: Key Card 8, Word Cards 111-120

Review



Word Bank for Vowel-Consonant-E (Section 2)

Word Bank for EE

Concept Review

“Point to the two letters that can spell the sound /j/.” *Student points to the g and j tiles.*

“Point to the two letters that can spell the sound /z/.” *Student points to the s and z tiles.*

“Point to two tiles that can spell the sound of /ē/.” *Student points to the e and ee tiles. Your student may also point to the i and y tiles. Even though we haven’t used i and y to represent the sound of long e yet, this is a correct answer.*

“Point to two tiles that can spell the sound of /ī/.” *Student points to the i and y tiles.*

New Teaching

Teach Key Card 8: I or O Followed by Two Consonants

Build the word *hand*. **h a n d**

“What syllable type is this?” *Closed.*

“In a closed syllable, is the vowel usually long or short?” *Short.*


New Teaching

(continued)

“Right. In most cases, the vowel is short in a closed syllable. What does this word say?” *Hand.*

Build the word *find*.

f	i	n	d
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“This is also a closed syllable, but in this case the i is long. What is this word?” *Find.*

“Good. In one-syllable words, if the letter i is followed by two consonants, the i is often long.”

Leave the word *find* on the table. Next to it, build the word *gold*.

g	o	l	d
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“The vowel in this word is also long. What does this word say?” *Gold.*

“Good. In one-syllable words, if the letter o is followed by two consonants, the o is often long.”

“We call this the ‘Find Gold’ Rule for one-syllable words. The ‘Find Gold’ Rule says that when i and o are followed by two consonants, they often say their long sounds.”

Read through Word Cards 111-120 with your student.

“Is the vowel in these words long or short?” *Long.*

“In each of these words, how many consonants follow the i or o?” *Two consonants.*

“Right. When i and o are followed by two consonants, they often say their long sounds. But not always! Let’s look at some words where the i and o are short, even though they are followed by two consonants.”

Build the words *print* and *lost*.

p	r	i	n	t
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l	o	s	t
---	---	---	---

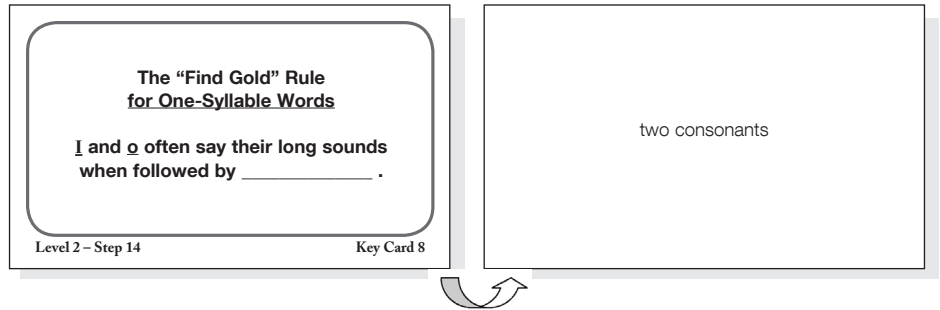
You may be interested to know that the vowels i and o are most commonly long in one-syllable words ending in l-d, n-d, and s-t. In addition, o is usually long before l-l and l-t.

Tip!

New Teaching

(continued)

Read Key Card 8 with your student and then file it behind the Review divider.



Word Cards 111-120: Spell with Tiles

Dictate the words and have your student spell them with tiles. Follow the **Procedure for Spelling with Tiles**, illustrated in Appendix C.

111. cold

112. kind

113. most

114. wild

We saw a wild boar.

115. both

116. child

117. told

She told me a secret.


118. find

Did you find the rainbow?

119. mold

120. blind

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 111-120 and have him spell the words on paper. 

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 14. Have your student spell them for additional practice.

behind	billfold	bold (bold color)	colt
compost	fold (fold clothes)	gold	grind
hold	mild	mind (in my mind)	old
post	roll (roll around)	sold	wind (wind up)

Dictate Phrases

Dictate several phrases each day.

the cold frost

kind man

compost pile

a gold mine

sold a van

old gate

Dictate Sentences

Dictate several sentences each day.

Land on both feet.

The colt is by his mom.

Fold the napkins.

My billfold got wet in the lake.

The cold pilgrim made a fire.

Hold the child.



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