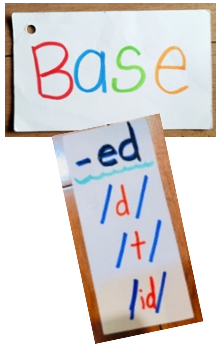


From Play to Print:

Make Spelling Stick with Crazy Cards!

NOTE: Vowels are a/e/i/o/u, and **consonants** are the other letters that are *not* vowels. **“y”** can be both a consonant (at the beginning of words), and a vowel (at the end of words). When a “y” comes at the end of a longer word, it says the **“long e”** sound (e.g., happy, silly, lucky). When “y” comes at the end of a short word, it makes the **“long i”** sound (e.g., fly, try, shy).

1. **Choose a Sound Readers® Crazy Cards game** (scroll down on SoundReaders.com for **Demo Videos**):
 - Choose from the decks from **Crazy Shorts FOR STARTERS** and/or **Crazy Shorts WITH BLENDS** first.
 - Then play with the **Original Crazy Shorts**, **Crazy Longs**, and finally, **Crazy Mores**.
2. **While playing, discuss Suffixes, BASE Words, the “3 Main Spelling Rules”, & Vocabulary:**



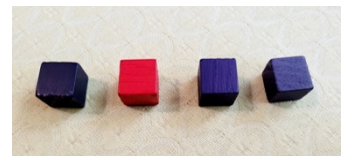
- **Suffixes** are “endings” we add onto “base” words (e.g., -s, -ed, -ing).
- **BASE** words are what is left if we take off the suffix (played= **play**).
- After playing a card and making up a silly sentence orally, talk about the **3 Spelling Rules** (when student uses a suffix in their sentence):
 - Ask: “How do we change (e.g., ‘skip’ to ‘skipped’)? **Answer: “Add -ed”;**
 - Ask: “What sound does “-ed” make at the end of that word? **Answer: (one of 3 sounds: /d/ like sailed, /id/ like folded, /t/ like walked)**
 - Ask: “What spelling rule do we have to remember when we add -ed? **Answer: “The Doubling Rule”** So in “skipped”, the “-ed” makes the /t/ sound, and we need to add another p; **What is the BASE word?** (skip)



1. **Doubling Rule** (double the final consonant if there is a short vowel with only one consonant after it, & suffix begins with vowel (e.g., **run** = running)
2. **Drop the “e” Rule** (if a word ends in “e”, take off the “e” before adding suffixes that begin with a vowel (e.g., **-ing, -ed, -est**, etc.) (e.g., take = taking)
3. **Change “y” to “i” Rule** (if a word ends in “y”, change the ‘y’ to an ‘i’ and add the suffix (e.g., funny = funniest) (**except** with “-ing” – carrying, and **except** when “y” is part of a vowel team – played)

3. **Print 5-10 words** (from the deck you just played). **Ask students to “pick a card” without looking:**

- 1) **Ask them to repeat** the word: **“Say ____.”** (e.g., **“tend”**)
- 2) **Ask them to “Tap it!”** (say the sounds /t/e/n/d/) (point to one cube per **sound** – make sure the vowel sound is a **RED** cube - or students can tap their fingers).
- 3) **Ask them to “Spell it!”** (tap on the cubes again, but say the *letter names* this time) (sometimes you must say two letters for one “tap” (e.g., sh, th, ch, ee, ay, etc.)
- 4) **Ask them to “Write it, and say it.”** (print the word & say the letter names - or sounds - simultaneously)
- 5) **Ask them to repeat the word: “What’s the word?”**
- 6) **Ask them to re-read** the words several times – see if they can read the list faster each time!
- 7) **Discuss the meaning of the word – use it in a sentence** (with challenging vocabulary)
- 8) **If they choose 4 WILD CARDS, or 2 Miss your Turn cards, they win!!**



4. **Print 2-3 sentences** (using words from the same deck):

- 1) **Choose 1-3 words and make up a sentence. Write this down** (to remember it ;).
- 2) **MAKE SURE THE SENTENCE IS EASY and only contains words with patterns they have learned already.**
- 3) **Ask them to repeat the sentence, and then write the sentence.**
- 4) **For error correction, say, “I see (3) things that could be better. See if you can find them.”** (pretend that they are a detective ;)
- 5) **Re-read the sentences often.**
- 6) **Ask, “What two things make up a complete sentence?”** (capital at the beginning, period at the end, etc.) Discuss **punctuation**. Ask them to **EXPAND** by using **linking words (and... but... so... because...)**. Teach them about **contractions**. Ask them who/what the **subject** is, & the **predicate** (the action - what the subject did).