FREE SAMPLE · LESSON 1

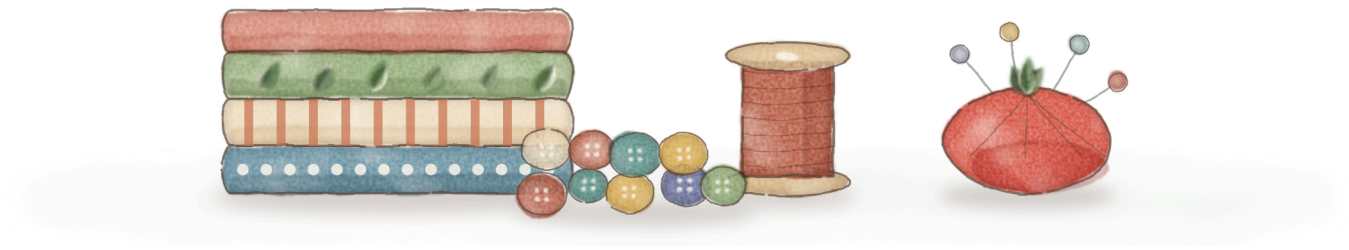
Reading Long Words

Two-Closed-Syllable Word Lab

For learners who read short words like sun and pet but stall on button, trumpet and hundred: split between the vowels, read each closed chunk short, blend.

trum pet

trum + pet: two closed chunks. Each vowel is closed in by a consonant, so try it short. Then say the word as people do: the second chunk is softer.



IN THIS FREE SAMPLE

- Lesson 1: the same two letters in the middle
- Warm-up, model and words to read together
- A sort, a chunk map and error cases
- An original story with reading strips
- Answers for every activity
- For grades 2–4 and intervention

1 Spot the two vowels	2 Split between them	3 Read each chunk short	4 Blend and say it

Digital download · Print at 100% on US Letter · About 15 minutes a session · Supplemental practice, not a diagnosis or a full program

How this book works

Three lessons, four short sessions each.

This book is for a learner who reads short words with short vowels (sun, pet, hop) but stalls, guesses or skips longer words like button, trumpet and hundred. Every word in it has two chunks, and both chunks are closed: one vowel, closed in by a consonant, so the learner tries the vowel short. Then the word is said as people say it, and the weaker chunk may soften (the e in trumpet is said quickly and softly).

Lesson 1 has the same two letters between the vowels (but|ton), Lesson 2 two different letters (trum|pet), and Lesson 3 three letters, where a blend or a digraph stays together (hun|dred, dol|phin).

EACH LESSON: FOUR PAGES

Learn	A warm-up, the routine, a model word (I do) and words to read together (We do).
Practice	Activities with help, and sentences to read aloud.
On your own	New words the learner has not seen in this book. The partner only marks.
Read it for real	An original story, questions, and words to spell.

MARKING

Right · Fixed it (the learner corrected themselves: count it as right) · Needed help. Note what went wrong, not just that it did.

NOT A TEST OR A DIAGNOSIS

Supplemental practice. It does not screen for or diagnose dyslexia or any reading difficulty, and it is not a full reading program. Progress depends on the learner, the time spent and the teaching around it.

PRONUNCIATION

One chunk of a long word is said more strongly. The other is often said softly, with an "uh" sound: but|ton sounds like "butt-un". Teach the learner to read each chunk with its short vowel first, then say the word the way people say it. Both readings are on the right track.

Same two letters in the middle

button, kennel, hidden: split between the twin letters.

Before you start: reads short-vowel words like sun, pet and hop.

WARM-UP

Three closed chunks: one vowel, closed by a consonant. Mark right, fixed it or needed help.

but ○ **ton** ○ **pen** ○

THE ROUTINE

1. Spot the two vowels
2. Split between them
3. Read each chunk short
4. Blend and say it

I DO · THE ADULT READS ALOUD

but ton

Two vowels, u and o, so two chunks. Between them are two t's: split between the twins: but|ton. Both chunks are closed, so try both vowels short. Blend and say it as people do: button.

WE DO · READ TOGETHER AND DRAW A SCOOP UNDER EACH CHUNK

cotton **happen**

tunnel **kennel**

ADULT: WATCH FOR

Reading the first vowel long ("bute-on", "hide-en"). Point to the consonant that closes the chunk: "The t closes it in, so the u is short."

Practice: Same two letters in the middle

Work with your partner. Help is fine here.

A Map it: write each chunk in a box. Underline the vowel in each chunk.

hidden ☐ ☐ chunk

sudden ☐ ☐ chunk

gossip ☐ ☐ chunk

possum ☐ ☐ chunk

B Read each word chunk by chunk, then blend. Tick when you read it.

bot tom read it ☐ **sum mit** read it ☐

com mon read it ☐ **ham mock** read it ☐

fun nel read it ☐ **pol len** read it ☐

C Read each sentence aloud. Your partner marks the circle when every long word is right.

1. The possum slept in the hammock all day. ○

2. We went through the tunnel to the bottom of the hill. ○

On your own: Same two letters in the middle

New words first, then words at work. Use the routine; your partner only marks.

A Read each word aloud. Your partner marks how it went.

		right	fixed it	needed help
1	gallop	○	○	○
2	flannel	○	○	○
3	pellet	○	○	○
4	mammal	○	○	○
5	nugget	○	○	○
6	dollop	○	○	○
7	gallon	○	○	○
8	mallet	○	○	○

Words right (fixed it counts as right): _____ / 8

On your own: Same two letters in the middle (continued)

B Be the coach. Each reader made a mistake. Circle the best tip.

1. Ty read hidden as "hide-en". What should Ty try?

- ◯ Read the word faster.
- ◯ Close the first chunk: hid has a d after the i, so the i is short.

2. Mia read summit as "soo-mit". What should Mia try?

- ◯ Look at the first chunk: sum ends in m, so the u is short, as in sun.
- ◯ Guess a word that starts with s.

3. Leo read common as "comma". What should Leo try?

- ◯ Say comma again, louder.
- ◯ Look at the end: the second chunk is mon, with an n. Read both chunks.

Read it for real

Read the story aloud. Answer the questions. Spell two words.

The Sudden Storm

Gran keeps a kennel at the bottom of the hill for her two pups, Button and Nugget. One summer day, a sudden storm rolled in. Thunder boomed, and the pups ran off at a gallop. Gran looked in the kennel. She looked under the hammock. She looked in the old tunnel by the creek. Then she saw a cotton blanket move on the porch. Two hidden pups were curled up in it, as dry as toast. "What will happen next time?" Gran asked them. Nugget wagged. Button yawned.

READING STRIPS · READ EACH LINE THREE TIMES; TICK A BOX EACH TIME

a sudden storm | at the bottom of the hill ☐ ☐ ☐

a cotton blanket | on the porch ☐ ☐ ☐

two hidden pups | as dry as toast ☐ ☐ ☐

1. Where is Gran's kennel?

2. Where were the pups hiding?

Spell it: your partner says a word. You say its chunks or parts, then write it.

1. _____

2. _____

PARTNER: TICK EACH LONG WORD READ CORRECTLY

☐ kennel	☐ bottom	☐ button	☐ nugget
☐ sudden	☐ gallop	☐ hammock	☐ tunnel
☐ cotton	☐ hidden	☐ happen	

Lesson 1 answers

Same two letters in the middle

Warm-up	but, ton, pen
I do	button (but|ton)
We do	cotton (cot|ton), happen (hap|pen), tunnel (tun|nel), kennel (ken|nel)
Sentences	"The possum slept in the hammock all day." "We went through the tunnel to the bottom of the hill."
Watch for	Reading the first vowel long ("bute-on", "hide-en"). Point to the consonant that closes the chunk: "The t closes it in, so the u is short."
Practice A	hid | den (closed + closed); sud | den (closed + closed); gos | sip (closed + closed); pos | sum (closed + closed)
Practice B	bottom (bot|tom); summit (sum|mit); common (com|mon); hammock (ham|mock); funnel (fun|nel); pollen (pol|len).
On your own A	gallop (gal|lop); flannel (flan|nel); pellet (pel|let); mammal (mam|mal); nugget (nug|get); dollop (dol|lop); gallon (gal|lon); mallet (mal|let).
On your own B	1 Close the first chunk: hid has a d after the i, so the i is short. (hid|den: two closed chunks) · 2 Look at the first chunk: sum ends in m, so the u is short, as in sun. (sum|mit) · 3 Look at the end: the second chunk is mon, with an n. Read both chunks. (com|mon: the second chunk ends in n)
Story	1. At the bottom of the hill. 2. In a cotton blanket on the porch.
Dictation	kennel (ken | nel), button (but | ton)

THE FULL BOOK

The full Two-Closed-Syllable Word Lab has two more lessons (two different letters in the middle; three letters, keeping blends and digraphs together), a quick check, a final check with ten new words, word cards, a progress record and notes on errors.