

## The Usual Suspects . . .



are waiting to ambush me.

**Well, I am too smart for them!**

My name \_\_\_\_\_

Date \_\_\_\_\_

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## How to use this book

**Two goals: 1) Immediate grade-level and beyond reading achievement**

**2) Mastery of the Usual Suspects: tricky letter / sound lessons and confusing sight words** that ambush innocent readers

The tricky letter / sound pyramid and confusing sight word collection are behind the front cover.

**Step One: Immediate grade-level and beyond reading achievement.** Your student has **already learned** all the skills needed for immediate grade-level reading he simply does not know how to put his skills into action. The **Zoom** Reading Strategy was **designed specifically** to show students who were reading *several years below their present grade-level* a simple way to take control of **immediate** grade-level reading. Within four months, the students for whom this strategy was designed were reading **almost a year beyond** their **present grade-level**. Regardless of your student's present reading achievement, this strategy will give him an immediate boost toward reading success.

**Recent brain research basis for the Zoom Reading Strategy:** The brain reads using its short-term memory. The short-term memory is shifting out meaning clues and moving on, just as it does when you are listening to someone speak. As with your own short-term memory when you are performing a task, such as mixing a recipe, **an interruption**, such as someone telephoning with a number you need to remember long enough to find a pencil and paper to write it down, **will result** in your forgetting whether you had already added the salt.

Your student's short-term memory is working on a "**loop**" **1 to 2 seconds in length**, as is yours. Stopping to sound out an unrecognized word is an interruption. Your child's short-term memory will drop the information gathered to that point. Your child is best served by collecting as much *meaning* as possible **from the words he can identify before he stops** because this will aid with **all parts of his reading task**. The Zoom Reading Strategy connects your reader to the **comprehension skills** he uses when he **listens**; by far his strongest **reading tool**. He is **already** working at a deficit because his brain is not yet "instant" with the tricky letter / sound connections, nor with the look-alike sight words.

**Zoom Reading Strategy. Start here:** Your student will need a pencil.

**You say:** “You already know most of the words on any page because you have been using them all of your life to talk to people. The words you use when you talk are in your speaking bank. You have about 30,000 words in your speaking bank. You may not recognize some of your speaking bank words in their printed form but **you already know them**. Reading is talk written down. Can you make a smart guess about what words are coming next when someone is talking to you? Yes. This is also true of reading. You can often tell what words are coming next since things must make sense. Reading is just like listening. **Your job is to get the message**, figure out what’s happening.

I am going to show you a new way of reading. You are **not going to stop** when you come to a problem word, **skip it**. Cover page below the 1<sup>st</sup> student paragraph.

Let your student **complete each step** before telling him the next one.

- 1) “**Look through this paragraph putting a quick dot below any of the words that you know. Skip the words you do not recognize.**” (You point out the 1<sup>st</sup> and last words.)
- 2) “**Now, use your inside voice to read to yourself the words you have dotted, slide over words you don’t know, do not stop to sound out problem words.**”
- 3) “**Now, use your inside voice to read it again, sliding over problem words.**”
- 4) “**Now, read the paragraph aloud to me, skipping problem words.**”
- 5) “**Now, tell me what’s happening in this story?**”
- 6) “**Now, let’s look at those problem words: Let your speaking bank help you. What makes sense? Does your word fit the letters of the problem word?**” After all words are solved, ask your student to **reread the paragraph aloud.**”

**The thick snout of the snake was black and flat at the tip. Its eyes were deep green and unfriendly. The two frightened mice stood in the far corner of their dark home. What were they to do with an enormous black snake stuck in the front door of their home? The flickering tongue of the snake shot out of its mouth testing for the smell of mice. That flickering tongue danced closer and closer to the fat mice as they pressed against the warm dark dirt at their backs. The gray mouse spread his arms in protection over his little cousin. That searching tongue was now only a flicker away.**

**“Now, let’s try this passage. Remember that you already use all of these words when you talk to people. 1) Look through this passage and dot the words you know; slide over unknown words. 2) Silently read your dotted words. 3) Silently reread your dotted words. 4) Read this passage to me. 5) Tell me what is happening here. 6) Solve words. Reread.**

**Gray Mouse could hear the gruff howls of a wolf just beyond the door of his small mouse house. What were the chances that the wolf would see the tail of the snake wiggling back and forth on the grass and come to explore? Gray Mouse had seen the wolf devour a snake not long ago. He knew that snakes were on the list of yummy things a wolf likes to hunt.**

**Suddenly the flickering tongue of the enormous black snake snapped at the tip of Gray Mouse’s whisker. Wow! Gray Mouse’s little cousin sneezed.**

**“What do you think is going to happen next? Let’s use the Zoom Strategy on this passage.” 1) Look through to dot all known words, 2) silently read twice, slide over unknown words. 3) Read aloud. 4) Discuss what is happening. 5) Solve unknown words. 6) Reread aloud.**

**“Be still, Jinx,” Gray Mouse hissed. The enormous black snake pushed itself an inch farther into the dark, cozy mouse house. The forked tongue searched the warm air very near the two mice. Any minute now, that tongue might grab one of them by the arm. Gray Mouse looked about his tiny house for a weapon but he had nothing worthy of a battle with a huge serpent. Lightning hit the air as the flickering tongue snapped at the tip of his ear.** Find out what happens next as you read through the story pages of this book.





Notice how **cc** works: the **1<sup>st</sup> c** always says **k**, the **2<sup>nd</sup> c** will depend on what comes next. If **e** or **i** come next, the **2<sup>nd</sup> c** will say **s**.

Notice that the **1<sup>st</sup> c** is the **k** sound, the **2<sup>nd</sup> ce, ci** say **s**:

<b>accept</b>	<b>success</b>	<b>succeed</b>	<b>accident</b>	<b>vaccine</b>
ks	ks	ks	ks	ks



Cover the words below the one you are reading together.	
<b>cc</b> says <b>k</b>	<b>cce, cci</b> say <b>ks</b>
<b>raccoon</b>	<b>succeed</b>
<b>buccaneer</b>	<b>success</b>
<b>moccasins</b>	<b>successful</b>
<b>succulent</b>	<b>successfully</b>
<b>accustomed</b>	<b>access</b>
<b>occur</b>	<b>accident</b>
<b>occurrence</b>	<b>accidentally</b>
<b>occasion</b>	<b>accept</b>
<b>occupy</b>	<b>accepted</b>
<b>occupying</b>	<b>accepting</b>
<b>occupied</b>	<b>vaccine</b>

Mother **raccoon** **succeeds** in showing her babies to how to find **succulent** corn.

Practice reading these words. Notice that the **1<sup>st</sup> c** is the **k** sound, the **2<sup>nd</sup> c** is **also** the **k** sound:

<b>raccoon</b>	<b>accurate</b>	<b>accuse</b>	<b>occasion</b>	<b>occupy</b>	<b>occur</b>
kk	kk	kk	kk	kk	kk

You decide whether **kk** or **ks** fits beneath **cc** in these words:

1) **accept**      2) **occur**      3) **succeed**      4) **accent**      5) **accident**

\_\_\_\_\_

answers: 1) ks, 2) kk, 3) ks, 4) ks, 5) ks      \***Post the woodchuck Sight Words.**

**Each box represents 5 words** using **cce, cci**; write the words on the back of page 8.

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