

- If you are already familiar with the suggestions below go to the specific instructional activities on page 2, *Reviewing and Reinforcing the Reading of Multi-pattern Words*.
- If you already familiar with those specific activities, go to page 6 for *Additional Review and Practice for Reading Multi-pattern Words*.

## **Suggestions for Using the Intermediate Level of the Stevenson Language Skills Program**

Here are a few useful points to consider when you are using the Intermediate Level of the Stevenson Program.

- Although the Intermediate Level does introduce several new and important vowel patterns (a.k.a., syllable types), the material focuses on using patterns that students already know through single syllable words in new longer, multi-syllable words. Therefore the reading vocabulary has the potential to grow rapidly. Some students will need more time than others adjusting to the more complex language.
- At the Intermediate Level, the program introduces many new decoding and encoding skills, but it only provides a basic amount of practice material. We assume that, at this point, students will receive most of their reading and writing practice outside of the program, and the teacher will need to make sure that students apply their new skills to non-Stevenson material.
- The Intermediate Level consists of BOTH the *Intermediate Level Part I* books and the *Frosting, Doilies and More* books. You will achieve the best results if you alternate between these two groups of books. The Overview in the beginning of the *Frostings, Doilies and More Teacher's Manual* provides suggestions for doing this. The outlines for Option A on page ix and Option B on page x are the approaches you are most likely to use. In general, Option A is more appropriate for older students (grade 5 and above) and Option B is more appropriate for younger students.

At the Intermediate Level, teachers have more flexibility because students have a more solid foundation. There are many useful activities you can do to prepare your pupils for the more challenging work ahead and also for supplementing the Stevenson materials mentioned above. We have posted some free teaching suggestions and reading material that you will find on the following pages. These will be supplemented from time to time, so please keep checking this space.

# Reviewing and Reinforcing The Reading of Multi-pattern Words

As mentioned on the previous page, The Intermediate Level places a major emphasis on multisyllable words. Early in the program students prepared for long words by mastering key vowel patterns (a.k.a., syllable types) in single syllable words. Then they encountered some of these patterns in compound words in Basic Blue Lesson 11. Next they worked with suffixes (frostings) in Basic Blue Lesson 15. In Basic Blue Lesson 38 and subsequently, they learned a few multisyllable words with three vowel patterns. However, these Basic Blue lessons provided only a modest amount of preparation for more complex words, so the following sections offer a more thorough review of those concepts.

Some students will need and appreciate this review more than others, so you can use your judgement, as to whether you wish to use some, all or none of it. Many students will be so used to the terms “vowel pattern” and “compound words,” as well the Stevenson process of “pattern marking,” that the first section may seem unnecessarily simple. Subsequent sections are less detailed and become increasingly challenging.

*This section was first posted on Aug. 10, 2009, then revised Aug. 24. More sections will be posted from time to time.*

## Compound Words 1 - Peanut Butter and Jelly and Layer Cake Patterns

To review both the concept and the term “Compound Words,” print railroad on the board, then read or paraphrase:

*This one long word is made up of two smaller ones. [Underline rail.] What is this first word? (rail) [Next underline road.] What is this second word? (road) What is the whole word? (railroad) When two words are put **together** to make one word they are called compound words. In the ancient language called Latin com means together. You can think of compound words as two words **pounded together**.*

*Please copy this compound word on your papers without underlining it. [Erase the underlining on the board.] Are the two words pounded together peanut butter and jelly words? (yes) Who are the peanut butter and jelly friends in rail? (a and i) Who are the peanut butter and jelly friends in road? (o and a). Another name for the friends is a “vowel pattern.” Please underline the vowel pattern in each half of the compound word. [Check students work and then follow through by doing the same on the board.]*

*Now underneath the compound word, please write each vowel pattern and separate the patterns by a slash mark like this. [See figure at right.] We call this “pattern marking”. It is also the beginning of a process we will call “**analyzing** a word.”*

*Let’s all read the compound word together. [Point to railroad.] (railroad). This word has two beats - one for the first vowel pattern and one for the second. Let’s clap out each beat as we say the word together. [Everyone claps for each syllable.] Each vowel pattern in a word creates a beat. Some words have one beat, some two, some three, four or more. Many frostings also add a beat to a word, like vowel patterns do. As you move through the next level of the Stevenson Program, you encounter more words with lots of beats, and you will learn how to analyze these words.*

**railroad**

**railroad**

**railroad**

**railroad**

**railroad**

**railroad  
ai / oa**

Next print the word sideline on the board. Go through the same general process with this word, underlining side first then line. Ask your class if this is also a compound word. (yes) Get them to pound out the beats and identify the vowels pattern in each beat. Your students should recognize each half of the word as a layer cake word, and they should remember how to pattern mark a layer cake vowel pattern. Ask them to analyze this compound word, check them as they work and finally analyze the word yourself on the board. (You will see the steps at the right.)

**sideline**

**sideline**

**sideline**

**sideline**

**i-e/i-e**

Now you can have them take turns reading the sentences below (which you have permission to photocopy). When students are finished, ask them to point out the compound words in each sentence and then show how each word can be analyzed. You can do this either at the end of each sentence or at the end of the set. Students can either take turns analyzing words on the board, working as a group under your supervision, or you can assign the entire task for homework, so each student finds and analyzes each compound word. How you proceed will depend greatly on the kinds of students you have.

1. When I go to the seashore, I feel carefree, and I daydream for hours.
2. At the seacoast we saw a huge sailboat hit a small sailboat, and the small boat sank.
3. In the park there was a bust of George Washington made of limestone, but it looked very lifelike.
4. My teammate, Paul, needed to rest on the sideline for a while.
5. The homemade cake tastes great, but eating the whole thing would not be good for your waistline.
6. South of town, the railroad runs along the coastline for many miles.
7. It seemed like it took a lifetime for the airplane to land.
8. When Greg and I went on board the steamboat, his wheelchair just barely fit on the ramp.
9. If you go too fast on ice or snow, your car might skid sideways, and you could be stuck on the roadside.
10. That large shell on the shelf is a keepsake from our trip to the seashore.

## Compound Words 2 - Lonely Vowel (Short Vowel) Patterns

*This section  
was posted on  
Sept. 12, 2009.*

The following section uses the word foxtrot to review the Stevenson clues for short vowel patterns and the Stevenson vocabulary building steps. If you are already very familiar with these techniques, you do not need to read the dialogue below. You can simply have students analyze the word in preparation for covering the practice reading sentences at the end of this segment. As in the previous section, ask your pupils to point out the compound words in each sentence and then show how each word can be analyzed. You can do this either at the end of each sentence or at the end of the set. Students can either take turns analyzing words on the board, working as a group under your supervision, or you can assign the entire task for homework, so each student finds and analyzes each compound word.

Print the word foxtrot on the board, then read or paraphrase:

*Here is another compound word, a longer word made from two smaller words pounded together. [Underline fox.] What is this first word? (fox) [Next underline trot.] What is this second word? (trot) What is the whole word? (foxtrot)*

*Please copy this compound word on your papers without underlining it. [Erase the underlining on the board.] Are the two words in this compound word peanut butter and jelly words? (no) Are they layer cake words. (no) Are they lonely vowel words. (yes) [If students did not use the Lonely Vowel books in the Beginning Level of the Program, you can simply ask, 'Are they short vowel words.']*

*What is the vowel pattern in the word fox? (ox) What is the vowel pattern in the word trot? (ot). Let's analyze the word by underlining the vowel patterns and then writing them below the word separated by a slash mark. [Demonstrate on the board as you ask students to copy and analyze the word on their papers.]*

*How many vowel patterns do we have. (two) How many beats in the word (two) Let's clap out the beats. [Everyone repeats the word and claps out the beats in unison.]*

It is likely that none of your students will know what the word foxtrot means. Teach the meaning by covering several of the Stevenson vocabulary steps. (Example follows.) Then you can use the sentences on the next page for practice reading and practice analysis.

### Vocabulary Building for foxtrot

Here is an example for the **Imaging Step** (creating a mental picture):

*Strangely the foxtrot does not refer to a fox. It's a dance step. Lets' imagine two people dancing. They face each other. On one side they hold hands. On the other side one person puts a hand on the other's shoulder or waist. The music is slow, but not very slow. The couple takes two steps in one direction together and then one step back in the opposite direction. They repeat this step in time to the music. This step is called a foxtrot.*

**foxtrot**

**foxtrot**  
**foxtrot**

**foxtrot**

**foxtrot**  
**ox / ot**

**See sentences on the next page.**

***In the Stevenson Program, there are Seven Special Vocabulary steps: Imaging, Demonstrating, Illustrating, Defining, Categorizing, Testing and Composing. It is always important to do the Imaging step, which stimulates the student to make a clear mental picture that represents the meaning of the word. However, not all vocabulary steps need to be used for each word, nor is the order of the steps critical as long as the Imaging is completed first.***

For the **demonstrating step**, you can select two students to perform the step. Of course this activity is optional.

For the **defining step**, the you can lead the class to chant three times: "A foxtrot is a dance step."

For the **illustrating step**, students can make a picture of a couple dancing and label the drawing with the word foxtrot.

For the **categorizing step**, remind students about "double barrel" words - words that can go into either the name word barrel (nouns) or words that can go into the action word barrel (verbs). Have the students read the two sentences below and discuss the job that the word foxtrot does in each sentence.

The foxtrot is my least favorite dance step.  
My father asked my mother to foxtrot with him.

Help students see that the word is noun in the first sentence because it names the dance step and a verb in the second sentence because it is an action that two people do.

*This vocabulary section was created on Nov. 6, 2009.*

### Practice and Reinforcement

Have students take turns reading the sentences below. Then they can identify the two-beat words, write them down and analyze them. For example:

forbid            forbid or / id  
fishpond        fishpond ish / on

1. My mom forbid us to go to the fishpond.
2. We will hike uphill, then backtrack to where we began.
3. The forklift broke, which was a big setback for the job.
4. Tom put the greasy dishpan in the sink.
5. We like to play a pickup game of ball in the sandlot.
6. I like to eat popcorn for a snack.
7. The boy made the Matchbox car go into a backspin.
8. It is hard to dig a hole in bedrock.
9. My friend got his hands stuck in a pair of handcuffs.

## ***Additional Review and Reinforcement for the Reading of Multi-pattern Words***

***This section  
was posted  
Feb. 6, 2010.***

The previous sections on compound words roughly represent the kind of material you will eventually find in a new Intermediate Level Manual. Most of you now reading this section are already familiar with the teaching methods of Stevenson Program and already know the mnemonic clues for the principal vowel patterns (a.k.a., “syllable types”) covered in the first two levels of the program. However, even if your experience with the first two levels is limited, you can use the previous sections on Sandwich Words, Cake Words and Lonely Vowel Words as a guide to introducing many more compound words while reviewing more vowel patterns and their Stevenson clues. Although you won’t find specific dialogues in the sections that follow, you will find word lists, sentences, references and suggestions which you can use to review compound words as much as you see fit.

### **Compound Words 3 - Previous Word Types with ing Words**

The ing words used here are not words with the ing suffix which will be discussed at another point. They are words like wing and string. These words are first taught in Part 2 of Lesson 17 of the Basic Blue Core Manual and they are easily reviewed by using the visual clues and the dialogue on Basic Blue Teaching Card number 20. Then you can use the preceding sections on compound words to construct a brief lesson that includes the words below.

**Word List:** springtime, earring, upswing, something,

**Sentences:**

1. On a nice day in the springtime, I tend to daydream.
2. After this win, the team is sure to be on the upswing.
3. I would like to have a gold earring, but only in one ear.
4. Something is wrong with my teacher.

**Word analysis:**

springtime	ing / i-e
earring	ea / ing
upswing	up / ing
something	o-e / ing

**Vocabulary:** These words are not likely to require any special vocabulary work, although you might consider using some steps with upswing which is not used frequently.

**NOTE:** The irregular layer cake o words like some none and one were covered in the Basic Blue Level Core Manual Lesson 11, but students were not required to pattern mark them. Because some is not pronounced like most layer cake o words, you may simply omit the word analysis of something if you prefer.

## Compound Words 4 - Previous Word Types with Peanut Butter and Marmalade Words

The igh words like sigh and light are also called “Peanut Butter and Marmalade Words.” The letter i finally gets to be crunchy peanut butter and say his sound and the letters g and h, which hang out together frequently in our language, act as marmalade, thicker than jelly but still silent. These words are first taught in Part 1 of Lesson 20 of the Basic Blue Core Manual and they are easily reviewed by using the visual clues and the dialogue on Basic Blue Teaching Card number 23. You can construct a brief lesson that includes the words below.

**Word List:** tightrope, nightmare, lightship, nightlight

**Sentences:**

1. Do you think a horse could walk on a tightrope?
2. In my nightmare, a seal gave me a kiss.
3. There is a lightship in the bay to keep the ships from sailing into the huge wreck.
4. The small boy needs a nightlight in his room.

**Word analysis:**

tightrope	igh / o-e
nightmare	igh / a-e
lightship	igh / ip
nightlight	igh / igh

**Vocabulary:** Most students will know what lighthouses are, although some may not know what their purpose is. Most pupils will not know that there are lightships that do the same thing as a lighthouse but on a more temporary basis. You should probably use several vocabulary steps to explain the meaning of this word.