

# LIT KIT 9: WORD ENDINGS

## Phonics

**Kit 9** helps your child read special word endings, including trigraphs (three-letter combinations that produce a new, single sound), closed syllable exceptions (when the vowel is long even when in a CVC pattern) and consonant + le pattern (e.g. "bottle," "puddle," "giggle").

### WHAT'S INSIDE?

This kit includes nine decodable books covering three important skills:

- **Skill 1: Ending Trigraphs.** Your child will read words that contain the ending trigraphs "tch," "dge" and "nge," as in "hutch," "edge" or "hinge." A trigraph is a group of three letters that make a single sound.
- **Skill 2: Closed Exceptions (VCC Words).** Focuses on recognizing exceptions to the closed syllable rule which says that vowels "closed in" by a consonant say their short sound ("cat," "pin"). In words like "wild" or "most," the vowel is "closed in" by a consonant but the vowel does not say its short sound. Instead, it says a long sound. These words follow a pattern of "VCC" or vowel - consonant - consonant. Words like "troll," "find," and "old" are closed syllable exceptions.
- **Skill 3: Consonant + le.** Your child will read words with the final stable syllable consonant + le. Words that end in a consonant followed by an "le" make the sound "ul," like in "puzzle," "giggle," "ramble" and "castle."

### HOW TO USE THIS KIT:

#### READ

Refer to the back of this guide for more on reading decodable texts together.

- **Start with Skill 1:** Begin by reading books that focus on words containing -tch, -dge or -nge. Point out how these trigraphs appear at the end of words like "hutch" or "bridge" and make one sound. Repeat the ending sound of these words together for reinforcement.
- **Move to Skill 2:** Move on to closed syllable exceptions. Help your child recognize words like "wild" or "most" and explain how these words make a long vowel sound without a silent E or being part of a vowel team. Encourage your child to notice the difference when reading words like "old," "kind," "roll" or "child."
- **Practice Skill 3:** The final skill focuses on decoding words with consonant + le endings, like "juggle" or "babble." Practice reading these words aloud and discuss how the final syllable, pronounced "ul," always says "ul."

#### EXTEND

Try this writing activity to reinforce the skills in this kit!

- **Build a Word Ending Poster!** Draw 3 Big Boxes on a sheet of paper and label them:
  - Box 1: -tch, -dge, -nge
  - Box 2: VCC Patterns (words like wild, kind, most)
  - Box 3: Consonant + le (words like puzzle, castle, giggle)
- 1. Pick 2 or 3 words from the books your child has read for each box and write them in the boxes. Say each word after writing them.
- 2. Illustrate the words to create a Word Ending Poster!
- 3. Hang the poster on the fridge or wall. Revisit it during the week and ask:
  - "Can you find the word with -dge?"
  - "What's a word that has an -le at the end?"
- 4. Add new words to the poster as more words with matching endings are recognized in reading, or around the house or the community.

### TIPS FOR CAREGIVERS:

- **Find Patterns Together:** While reading, ask your child to find words with special endings and practice sounding them out.
- **Practice in Real Life:** Look for words with special endings in your daily environment, like in books, on signs, or on packaging and practice reading them aloud.
- **Compare Closed Exceptions:** Show your child regular closed syllable words like "cat" and compare them with exceptions like "cold" to build understanding.
- **Reinforce through Repetition:** Rereading books will help reinforce the patterns your child is learning.



Learn more about our  
Lit Kit Phonics collection.  
<https://www.slpl.org/lit-kit/>



## HOW TO USE DECODABLE TEXTS:

Decodable texts give children the opportunity to practice the phonics strategies they have learned in the classroom. When children read these books, they use their blending and segmenting abilities to decode the words in the text.

### *Before reading the book:*

1. Look at the cover and ask your child to read the title or read the title with your child.
2. Ask your child what they think the book will be about.
3. Look at the inside front covers and back covers of the book to see if there is a practice word list.
4. Ask your child to read these words first as a review before reading the book.

### *During reading:*

1. Encourage your child to slide their index finger under the words as they read them.
2. If your child gets stuck on a word, wait a few seconds before you step in to help.
3. If your child needs help or asks for help, try 1-2 of the strategies below to help them figure out the word.

***"Look at the letters in the word. What letters do you see? Can you say the sounds?"***

(This prompt encourages children to focus on the printed letters and connect them to sounds.)

***"Say the sounds in the word slowly as you slide your finger under them."***

(If your child struggles with saying the sounds, you can say the sounds and ask them to repeat them after you.)

***"Blend the sounds together as you slide your finger under them."***

(After saying each sound separately, your child can try to put the sounds together.)

***"I will read this word, and you say the word back to me."***

(Use this prompt for words your child does not know and cannot sound out after trying the other prompts.)

After your child figures out the word they were stuck on, make sure they go back to the beginning of the sentence to build fluency and improve comprehension of the text.

If your child reads a word incorrectly and they don't correct themselves, ask them to go back to that word. You can help them with any of the suggested prompts above. Remember to keep it positive. If you or your child start to feel frustrated, it might be time for a break!

*Please keep this insert inside the kit.*

