

FIRE

Foundational Instruction for Reading Excellence (for all students)



Unit 1 Teacher's Guide • Grade 3 •



Foundational Instruction for Reading Excellence (FIRE) Lessons OVERVIEW

- **FIRE** is an instructional resource designed to support teachers in providing students advanced reading foundational skills in grades 3-5. Each unit consists of 40 lessons focused on either spelling, grammar, or morphology - skills that are essential for proficient reading and writing. There are three units per grade level.

Lessons are organized to provide *systematic, explicit instruction* in these skills so that students are equipped to read, comprehend, and write about the increasingly complex grade-level texts that anchor their primary ELA instruction. This program is not a substitute for a strong foundational skills program in grades K-2, nor is it an intervention to support students' acquisition of skills that have been taught and not yet mastered. Instead, this program reviews and builds upon the foundation established in grades K-2 to enhance students' understanding of how words work and how we can use what we know about words and syntax to deepen our understanding of the meaning of text.

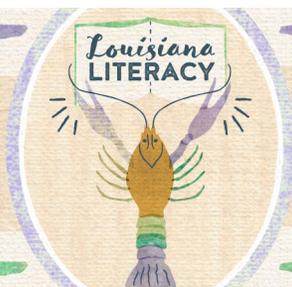


- **FIRE** lessons are designed to be brief, no longer than 10-15 minutes per lesson, and include opportunities for students to independently practice their newly acquired learning. Lessons were intentionally designed to be *quick, focused, and impactful*.

Most of the lessons have a corresponding activity page that can be located in the student activity book. On occasion, teachers will be directed to collect observational data during the lesson. The activity pages and observational data serve as daily formative assessments and can provide insight into students' mastery of these more advanced foundational skills.

- **FIRE** lessons are not a replacement for ELA Guidebook lessons or any other knowledge-building curriculum that you may currently use. These lessons *complement* that work by growing students' understanding of words and the rules that we use to compose them and put them together meaningfully. Lessons can be taught concurrently with any other ELA knowledge-building curriculum as part of whole-group core instruction.

- **FIRE** is grounded in the *science of reading*, and the simple view of reading that states that reading is the product of both automatic word recognition and strong language comprehension. The work of these lessons will support student growth in each of these areas, and ultimately lead to improved reading comprehension.



Teachers are encouraged to use this resource to develop their own understanding of the rules of language. As Louisa Moats has famously stated, “Informed teachers are our best insurance against reading failure. While programs are very helpful tools, **programs don't teach; teachers do.**” By growing their understanding of the rules and logic of our language, teachers will be equipped to support students who may struggle with a particular skill or concept. If a specific lesson focus is unfamiliar, there are many resources available for support. Use these lessons as a springboard for your own learning. A teacher with a deep understanding of the rules of language, coupled with a strong sense for effective pedagogy will ensure that all students will be able to read with sufficient fluency to support comprehension of complex text.



As a teacher, you should anticipate that some of your students will need additional practice with these skills beyond what is provided through these lessons. *This is to be expected.* By using the data you collect through your daily formative assessments and your growing understanding of how language works, you have the power to ensure that your students will become fluent readers.

If you have additional questions or feedback on these lessons, please do not hesitate to reach out to the **Louisiana Literacy Division** at louisianaliteracy@la.gov.

LOUISIANA'S LITERACY PILLARS



LITERACY GOALS



EXPLICIT INSTRUCTION, INTERVENTIONS, & EXTENSIONS

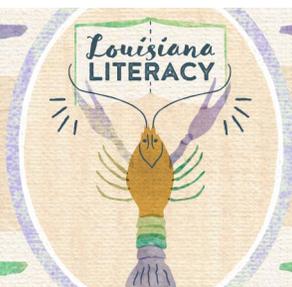


ONGOING PROFESSIONAL GROWTH



FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.



Unit Organization

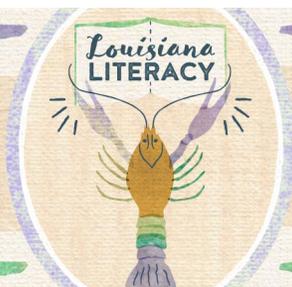
Each **FIRE** unit consists of 40 lessons and two checkpoints. Lessons address either spelling, grammar, or morphology, and this focus is identified at the beginning of each lesson. Each lesson also provides an overview of the skill or concept being introduced to deepen the teacher's understanding of the content. In addition, each lesson includes a list of needed materials and a SWBAT (student will be able to...) statement which indicates what the student should be able to do by the end of the lesson. This is a "goalpost" for students, and can be used to determine where a student is in their progression toward mastery of the targeted skill.

Each lesson is organized in the following way: **Attention Getter** (1 minute), **Explicit Instruction** (3-5 minutes), **Guided Practice** (2 minutes), and **Independent Practice** (3-5 minutes). Each lesson also includes guidance for supporting the needs of **diverse learners**.

Each lesson has a corresponding student activity page and/or teacher observation record which can be found in the student activity book. Activity books may be printed for each student, or teachers can print individual sheets if desired. Mid- and end-unit checkpoints are also provided.

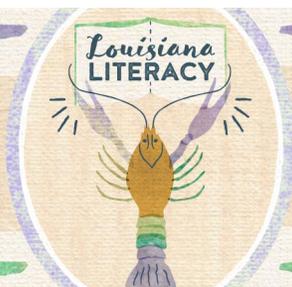
An explanation of the different types of lessons is detailed below:

- **Spelling lessons** provide instruction in advanced phonetic code, including irregular and/or uncommon sound/spelling correspondences and common foreign spellings used in English words. These skills are introduced using multisensory strategies that support orthographic mapping and fluent, automatic retrieval. The lessons included in **FIRE** provide several opportunities for students to practice applying newly-learned sound spellings, however some students - particularly those with language based learning differences - may need additional opportunities to practice applying this newly learned code. The formative assessment data collected each day can help teachers identify those students who need additional practice. Teachers should anticipate that some students will need additional practice in this area.
- **Grammar lessons** provide instruction in the organization of language, including the use of syntax and appropriate punctuation. These lessons will teach students rules of grammar to support reading comprehension and written expression.
- **Morphology lessons** provide instruction in the meaning and use of common suffixes, prefixes, and root words. These lessons teach students about how words are constructed, and how we can use our knowledge of different word parts to determine the meaning of unknown words.
- **Mid- and end-unit checkpoints** are included in each unit. These are designed to be engaging opportunities for students to demonstrate their learning either individually or collaboratively.



Lesson Breakdown

Grade 3 - Unit 1			
Advanced Spelling Patterns (28 Lessons)		Grammar (5 Lessons)	Morphology (7 Lessons)
Lesson 1	Lesson 15	Lesson 30	Lesson 18
Lesson 2	Lesson 16	Lesson 31	Lesson 19
Lesson 3	Lesson 17	Lesson 32	Lesson 20
Lesson 4	Lesson 21	Lesson 34	Lesson 22
Lesson 5	Lesson 24	Lesson 40	Lesson 23
Lesson 6	Lesson 25		Lesson 26
Lesson 7	Lesson 27		Lesson 33
Lesson 8	Lesson 28		
Lesson 9	Lesson 29		
Lesson 10	Lesson 35		
Lesson 11	Lesson 36		
Lesson 12	Lesson 37		
Lesson 13	Lesson 38		
Lesson 14	Lesson 39		

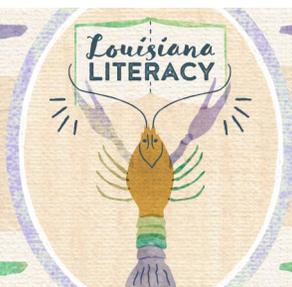


LESSON 1

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews short vowel letters and sounds. Vowel sounds are said with the mouth open and there is no obstruction by the teeth, tongue, or lips. The air flow is not stopped. In multisyllabic words, there is at least one vowel in each syllable.
Materials Needed	<ul style="list-style-type: none"> • Whiteboard and markers (Teacher) • Pictures of mouths articulating vowel sounds. You may use those included in the sound wall resource. (Teacher)
SWBAT statement	The student will be able to identify short vowel sounds and segment/blend multisyllabic words.
Attention Getter (1 minute)	The teacher asks, “Who can name the vowels?” Chant the vowels together using their 5 fingers.
Explicit Instruction (3-5 minutes)	<p>The teacher reminds students that when we make vowel sounds, our mouth is open and the air flow does not stop. The teacher shows pictures of mouths articulating the different vowel sounds. Students repeat the vowel sound being mindful of their mouth placement. Students can turn and watch their friends’ mouths when making the vowel sound.</p> <p>The teacher reminds students that when they say a word with more than one syllable, there is at least one vowel in each syllable. The teacher demonstrates how to clap out syllables and identify the vowel sound in the word. Teacher models how to segment and blend a multisyllabic word.</p> <p><u>Example:</u> The teacher says and claps the word “cabin.” The teacher says there are 2 claps so there are 2 syllables. The teacher repeats the word “cabin” pausing slightly between syllables. The teacher demonstrates saying the first syllable (cab-) in a segmented fashion, making each sound with a finger tap, beginning with a thumb-forefinger tap (/c/ /a/ /b/). The teacher demonstrates saying the second syllable (-in) in a segmented fashion, returning to the thumb-forefinger tap (/i/ /n/).</p> <p>The teacher says the blended word while making a fist.</p>

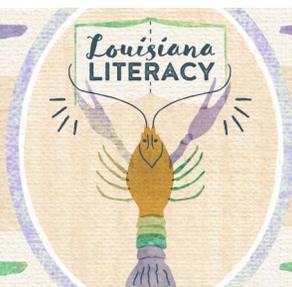


<p>Guided Practice (2 minutes)</p>	<p>The teacher will say a short vowel (CVC) word aloud. Students will repeat the word and then say the vowel sound they hear in the word. The teacher may have students write the vowel sound they hear in the word on a white board.</p> <p>Short vowel (CVC) words (suggested words only - you may use some or all of these words, or provide your own cvc words): dad, bit, cot, cub, jog, set, kid, vet, thin, shop, then, chat</p> <p>The teacher says a multisyllabic word. Students clap and say the word. The teacher and students segment the sounds in each syllable. The teacher and students then blend the sounds of the given word.</p> <p>Words to use (suggested words only- you may use some or all of these words, or provide your own multisyllabic words): catfish, upset, happen, limit, rockets, construct, anthem, stitching, legend, children</p> <p>*As students are saying words, watch for any errors they may make with particular sounds. Provide additional support if needed.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher says a word and students repeat the word. The teacher calls on a student to segment and blend the multisyllabic word. The teacher asks what vowel sounds are in each syllable.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own two-syllable words): blanket, challenge, suspense, index, frigid</p> <p>The teacher uses a recording sheet to document if students are able to identify the short vowel sounds in a word. The teacher uses a recording sheet to document if students are able to segment/blend a multisyllable word with the correct vowel sound in each syllable. The teacher should note any incorrect sounds to guide further support.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>

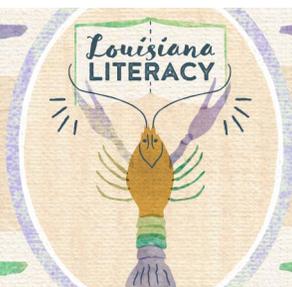


LESSON 2

Lesson Type	Spelling
Overview of Skill/Concept	<p>This lesson reviews short vowel letters and sounds. Vowel sounds are said:</p> <ul style="list-style-type: none"> ● with the mouth open ● no obstruction by the teeth, tongue, or lips ● the air flow is not stopped. <p>In multisyllabic words, there is at least one vowel in each syllable.</p>
Materials Needed	<ul style="list-style-type: none"> ● whiteboard and markers or paper (teacher and students) ● pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	The student will be able to identify short vowel sounds and read multisyllabic words.
Attention Getter (1 minute)	The teacher asks for volunteers to give a word with a short vowel sound or show picture cards of short vowels.
Explicit Instruction (3-5 minutes)	<p>The teacher reminds students that when we make vowel sounds, our mouth is open and the air flow does not stop. The teacher shows pictures of mouths articulating the different vowel sounds. Students repeat the vowel sound being mindful of their mouth placement. Students can turn and watch their friends' mouths when making the vowel sound.</p> <p>The teacher reminds students that when they read a word with more than one syllable, there is at least one vowel in each syllable. Teacher models how to read each syllable in multisyllabic words.</p> <p><u>Example:</u> The teacher shows a word on a whiteboard, chart paper, or index card (basket). The teacher demonstrates reading the first syllable in a segmented fashion (bas-). The teacher says the blended syllable while making a fist. The teacher demonstrates reading the second syllable in a segmented fashion (-ket). The teacher says the blended syllable while making a fist. The teacher then reads both syllables together in a blended fashion. Use additional multisyllabic words if needed.</p>

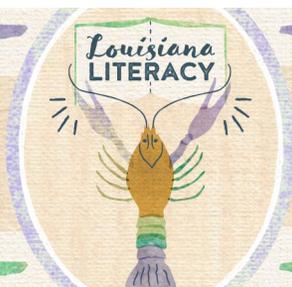


<p>Guided Practice (2 minutes)</p>	<p>The teacher says a short vowel (CVC) word. The students should repeat the word and then say the sound of the short vowel from the word.</p> <p>Short vowel (CVC) words (suggested words only - you may use some or all of these words, or provide your own cvc words): yes, mad, pig, ten, back, mop, fun, duck, fit, less</p> <p>The teacher shows a multisyllabic word (napkin) on a whiteboard, chart paper, or index card. The students read the first syllable in a segmented fashion (nap-). The students say the blended syllable while making a fist. The students read the second syllable in a segmented fashion (-kin). The students say the blended syllable while making a fist. The students then read both syllables together in a blended fashion. Use additional multisyllabic words if needed.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own cvc words): mascot, tennis, publish, cactus, nutmeg, punish, velvet, banish, comic, expand</p> <p>*As students read words, watch for any errors they may make with particular sound-spellings. Provide additional support if needed.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher shows a word on a whiteboard, chart paper, or index card and calls on a student to read the word.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own cvc words): bathtub, bellman, hubcap, pitfall, ticket, victim, vanish, relish, campus, shellfish</p> <p>The teacher uses a recording sheet to document if students are able to read the short vowel (CVC) words. The teacher uses a recording sheet to document if students are able to read a multisyllable word with the correct vowel sound in each syllable. The teacher should note any words written incorrectly to guide further support.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>

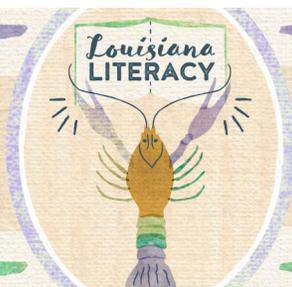


LESSON 3

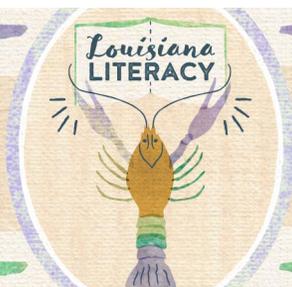
Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews short vowel letters and sounds. Vowel sounds are said with the mouth open and there is no obstruction by the teeth, tongue, or lips. The air flow is not stopped. In multisyllabic words, there is at least one vowel in each syllable.
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	The student will be able to identify short vowel sounds and read multisyllabic words.
Attention Getter (1 minute)	<p>The teacher tells the students that they are going to play a game! You will give them a clue and they have to guess what short vowel word is being described. Tell students to raise their hand when they think they know the answer.</p> <ol style="list-style-type: none"> 1. This is something that is a pet with soft fur and says meow. (cat) 2. This is something that we do in the summer to keep cool. (swim) 3. This is a person who takes care of animals. (vet) 4. This is something that we put on our feet before we put on our shoes. (sock) 5. This is something that shines in the daytime sky. (sun) <p>The teacher asks the students, “What do you think these words have in common?” Allow one or two students to guess. Tell students that they are all short vowel words!</p>
Explicit Instruction (3-5 minutes)	The teacher reminds students that when we make vowel sounds, our mouth is open and the air flow does not stop. The teacher shows pictures of mouths articulating the different vowel sounds. Students repeat the vowel sound being mindful of their mouth placement.



	<p>Students can turn and watch their friends' mouths when making the vowel sound.</p> <p>The teacher reminds students that when they read a word with more than one syllable, there is at least one vowel in each syllable. Teacher models how to read each syllable in multisyllabic words.</p> <p><u>Example:</u> The teacher shows a word on a whiteboard, chart paper, or index card (problem). The teacher segments the first syllable (/p/-/r/-/o/-/b/). The teacher says the blended syllable while making a fist. The teacher segments the syllable (/l/-/e/-/m/). The teacher says the blended syllable while making a fist. The teacher then reads both syllables together. Use additional multisyllabic words if needed.</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher says a short vowel word. The students should repeat the word and then say the sound of the short vowel from the word.</p> <p>Short vowel words (suggested words only - you may use some or all of these words, or provide your own words): cab, wet, rim, sock, hug, slob, rest, skin, king, lunch</p> <p>The teacher shows a multisyllabic word (magnet) on a whiteboard, chart paper, or index card. The students segment the first syllable (/m/-/a/-/g/). The students say the blended syllable while making a fist. The students segment the second syllable (/n/-/e/-/t/). The students say the blended syllable while making a fist. The students then read both syllables together. Use additional multisyllabic words if needed.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own words): extend, publish, helmet, bandit, tonsil, wagon</p> <p>*As students read words, watch for any errors they may make with particular sound-spellings. Provide additional support if needed.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 3 Activity Page. The teacher explains they will be reading multisyllabic words. They</p>



	<p>should practice reading the words the way the teacher demonstrated.</p> <p>The teacher will circulate as students read the words, providing support as needed. The teacher uses a recording sheet to document if students are able to read a multisyllable word with the correct vowel sound in each syllable. The teacher should note any words read incorrectly to guide further support.</p>
Guidance for Diverse Learners	<p>The teacher may show pictures of the words for support.</p> <p>Have students color each syllable a different color and then decode each syllable.</p>

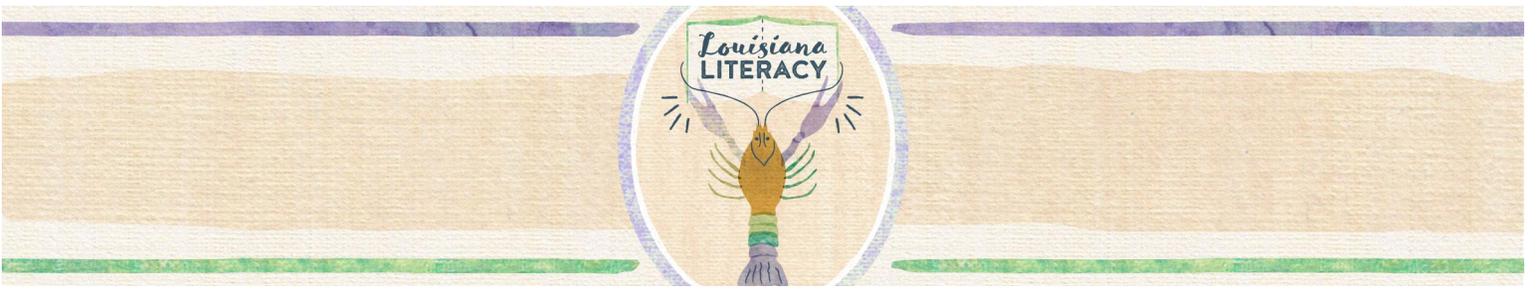


LESSON 4

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews short and long vowel letters and sounds. Vowel sounds are said with the mouth open and there is no obstruction by the teeth, tongue, or lips. The air flow is not stopped. In multisyllabic words, there is at least one vowel in each syllable. Syllables in a word can be open or closed. An open syllable ends with a vowel sound that is spelled with a single vowel letter (a,e,i,o,u). A closed syllable has a short vowel ending in a consonant (hat,dish,basket).
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	The student will be able to identify short and long vowel sounds and write multisyllabic words.
Attention Getter (1 minute)	The teacher will show picture/letter cards of vowels. The teacher says "letter is ____." The teacher says "sounds are ____." The students respond with the appropriate letter name and the short and long sound for the letter.
Explicit Instruction (3-5 minutes)	<p>The teacher reminds students that when we make vowel sounds, our mouth is open and the air flow does not stop. The teacher shows pictures of mouths articulating the different vowel sounds. Students repeat the vowel sound being mindful of their mouth placement. Students can turn and watch their friends' mouths when making the vowel sound. The teacher reminds students that vowels have more than one sound. They have a short and long sound.</p> <p>The teacher reminds students that when they read and write a word with more than one syllable, there is at least one vowel in each syllable. The teacher demonstrates how to clap out syllables and identify the vowel sound in the word if needed. Teacher models how to write the spelling for short vowel multisyllabic words.</p> <p><u>Example</u>: Teacher says and claps the word (reptile). Teacher says</p>

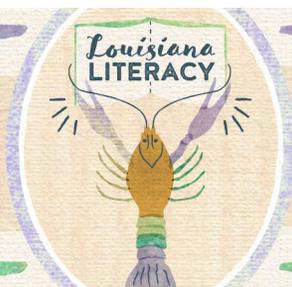


	<p>there are 2 claps so there are 2 syllables. The teacher demonstrates writing the first syllable spelling by saying each sound in a segmented fashion and writing what she hears (rep-). The teacher demonstrates saying and writing the second syllable (-tile). The teacher writes the word on a wipe-off board or chart paper for the students to see.</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will say a long word aloud. Students will repeat the word. The students will identify the vowel sound in the word.</p> <p>Short and long vowel words (suggested words only - you may use some or all of these words, or provide your own words): plan, crop, slop, clock, jump, sand, cane, hope, slide, green</p> <p>The teacher shows a multisyllabic word. Students clap and say the word. Students write the word on a whiteboard or paper. Teacher writes the word on the whiteboard, chart paper, or index card for the students to check themselves.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own words): mistake, athlete, careful, painless, music, costume, escape</p> <p>*As students are writing words, watch for any errors they may make with particular sound-spellings. Provide additional support if needed.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 4 Activity Page. The teacher explains they will be writing multisyllabic words that the teacher calls out. The teacher will circulate as students write the words, providing support as needed. The teacher should note any words written incorrectly to guide further support. Words to use (suggested words only - you may use some or all of these words, or provide your own words): campfire, wishbone, spaceship, homesick, graceful</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>



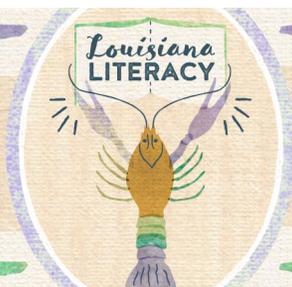
	<p>The teacher can support students by having students use fingers to segment the sounds in the words. Have students color each syllable a different color and then decode each syllable.</p>
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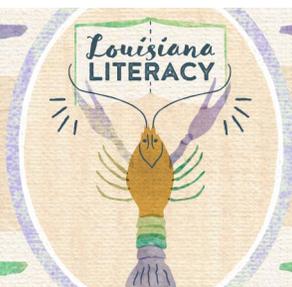


LESSON 5

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews long vowel letters and sounds. Vowel sounds are said with the mouth open and there is no obstruction by the teeth, tongue, or lips. The air flow is not stopped. In multisyllabic words, there is at least one vowel in each syllable.
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	The student will be able to read and write long vowel sounds and multisyllabic words.
Attention Getter (1 minute)	<p>The teacher tells the students that they are going to play a game! You will give them a clue and they have to guess what long vowel word is being described. Tell students to raise their hand when they think they know the answer.</p> <ol style="list-style-type: none"> 1. This is something that is wet and falls from the sky on a cloudy day. (rain) 2. This is the color of grass, trees, and frogs. (green) 3. This is something cold that we put in our drinks. (ice) 4. This is something that we can ride in on the water. (boat) 5. This is the name of a month in the summer. (June) <p>The teacher asks the students, “What do you think these words have in common?” Allow one or two students to guess. Tell students that they are all long vowel words!</p>
Explicit Instruction (3-5 minutes)	The teacher reminds students that when we make vowel sounds, our mouth is open and the air flow does not stop. The teacher shows pictures of mouths articulating the different vowel sounds. Students repeat the vowel sound being mindful of their mouth placement. Students can turn and watch their friends’ mouths when making the vowel sound. The teacher reminds students that vowels have



	<p>more than one sound. They have a short and long sound.</p> <p>The teacher reminds students that when they read a word with more than one syllable, there is at least one vowel in each syllable. The teacher demonstrates how to clap out syllables and identify the vowel sound in the word if needed. Teacher models how to write the spelling for long vowel multisyllabic words.</p> <p><u>Example:</u> The teacher shows a word on a whiteboard, chart paper, or index card (locate). The teacher demonstrates reading the first syllable in a segmented fashion (lo-). The teacher says the blended syllable while making a fist. The teacher demonstrates reading the second syllable in a segmented fashion (-cate). The teacher says the blended syllable while making a fist. The teacher then blends both syllables together. Use additional multisyllabic words if needed.</p>
Guided Practice (2 minutes)	<p>The teacher will say a long vowel word aloud. Students will repeat the word and say the long vowel sound in the word.</p> <p>Long vowel words (suggested words only - you may use some or all of these words, or provide your own words): cube, tune, mice, weed, ride, trade, coast, sleep</p> <p>The teacher shows a multisyllabic word (pollute) on a whiteboard, chart paper, or index card. The students read the first syllable in a segmented fashion (pol-). The students say the blended syllable while making a fist. The students read the second syllable in a segmented fashion (-lute). The students say the blended syllable while making a fist. The students then read both syllables together in a blended fashion. Use additional multisyllabic words if needed.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own words): airplane, hallway, between, playful, compare</p> <p>*As students are reading words, watch for any errors they may make with particular sound-spellings. Provide additional support if needed.</p>

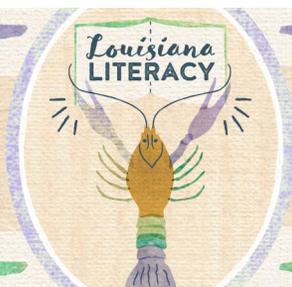


Student Application (3-5 minutes)	<p>The teacher has students turn to Unit 1 Lesson 5 Activity Page. The teacher explains they will be reading multisyllabic words. They should practice reading the words the way the teacher demonstrated.</p> <p>The teacher will circulate as students read the words, providing support as needed. The teacher uses a recording sheet to document if students are able to read a multisyllable word with the correct vowel sound in each syllable. The teacher should note any words read incorrectly to guide further support.</p>
Guidance for Diverse Learners	<p>The teacher may show pictures of the words for support. Have students color each syllable a different color and then decode each syllable.</p>

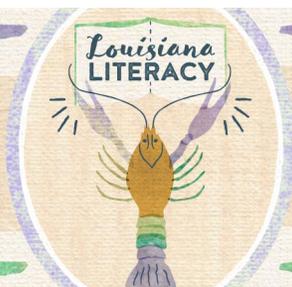


LESSON 6

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews long vowel letters and sounds (ai, ay, a, ee, ea, y). Vowel sounds are said with the mouth open, and there is no obstruction by the teeth, tongue, or lips. The air flow is not stopped. In multisyllabic words, there is at least one vowel in each syllable.
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	The student will be able to identify the long vowel 'a' written as ai, ay, a, ee, ea, y and read multisyllabic words.
Attention Getter (1 minute)	The teacher will show a letter on an index card, chart paper, or whiteboard and students will say the letters and sounds. For example: The teacher shows the letters- 'ay.' The teacher says, "Letters are ___." The students say, "ai." The teacher says, "Sound is ___." The students say, "/a-e/." Continue with the following vowel teams- ay, ai, a, ee, ea, y.
Explicit Instruction (3-5 minutes)	<p>The teacher asks if these letter teams are a consonant or vowel. Students can share the reasons why the letter teams are vowels. The teacher should remind students if needed.</p> <p>When we make vowel sounds:</p> <ul style="list-style-type: none"> • with the mouth open • there is no obstruction by the teeth, tongue, or lips • the air flow is not stopped <p>The teacher may show pictures of mouths articulating the different vowel sounds. Students may repeat the vowel sound being mindful of their mouth placement if needed. Students can turn and watch their friends' mouths when making the vowel sound.</p> <p>The teacher asks, "What do we know about syllables in words?" The teacher reminds students that when they read a word with more than one syllable, there is at least one vowel in each syllable. Teacher models how to read each syllable in multisyllabic words that contain long vowels.</p>

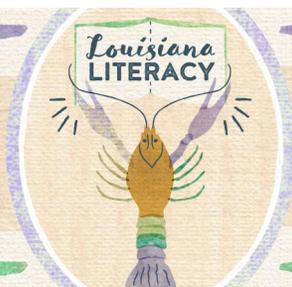


	<p><u>Example:</u> The teacher shows a word on a whiteboard, chart paper, or index card (maintain, display, escape, raven).</p> <p>The teacher demonstrates reading each of the syllables in a segmented fashion if needed.</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher shows a long vowel word with ai, ay, a, ee, ea. The students should read the word. Students can read chorally or volunteers can read words.</p> <p>Long vowel words (suggested words only - you may use some or all of these words, or provide your own words): train, exclaim, airplane, explain, mailbox, complain, player, playoff, weekday, Sunday, haystack, crayon, acorn, radio, paper, label, plate, scale, snake, grade</p> <p>*As students read words, watch for any errors they may make with particular sound-spellings. Provide additional support if needed.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 6 Activity Page. Students will sort the long a and e words.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>

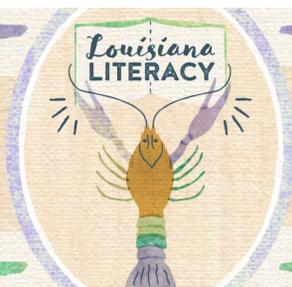


LESSON 7

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews long vowel letters and sounds. Vowel sounds are said with the mouth open, and there is no obstruction by the teeth, tongue, or lips. The air flow is not stopped. In multisyllabic words, there is at least one vowel in each syllable.
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	The student will be able to identify long vowel sounds and write multisyllabic words.
Attention Getter (1 minute)	The teacher will show picture/letter cards of vowels. The teacher says “letter is ____.” The teacher says “sound is ____.” The students respond with the appropriate letter name and the long sound for the letters (ai, ay, a, ee, ea, y).
Explicit Instruction (3-5 minutes)	<p>The teacher reminds students that when we make vowel sounds, our mouth is open and the air flow does not stop. The teacher shows pictures of mouths articulating the different vowel sounds. Students repeat the vowel sound being mindful of their mouth placement. Students can turn and watch their friends’ mouths when making the vowel sound.</p> <p>The teacher reminds students that when they read and write a word with more than one syllable, there is at least one vowel in each syllable. The teacher demonstrates how to clap out syllables and identify the vowel sound in the word if needed. Teacher models how to write the spelling for short vowel multisyllabic words.</p> <p><u>Example:</u> Teacher says and claps the word. Teacher says there are 2 claps so there are 2 syllables. The teacher demonstrates writing the first syllable spelling by saying each sound in a segmented fashion and writing what she hears. The teacher demonstrates saying and writing the second syllable. The teacher writes the word on a wipe-off board or chart paper for the students to see.</p>

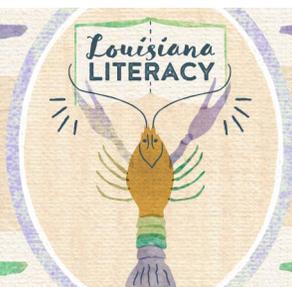


	<p>Long vowel words (suggested words only - you may use some or all of these words, or provide your own words): weekend, meatball, navy, April, grateful, haircut, runway, cheerful, evening, fearless</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher shows a multisyllabic word. Students clap and say the word. Students write the word on a whiteboard or paper. Teacher writes the word on the whiteboard, chart paper, or index card for the students to check themselves.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own words): fifteen, beaches, sideways, daisy</p> <p>*As students are writing words, watch for any errors they may make with particular sound-spellings. Provide additional support if needed.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 7 Activity Page. The teacher explains they will be writing multisyllabic words to make the sentence complete. The teacher will circulate as students write the words, providing support as needed.</p> <p>The teacher should note any words written incorrectly to guide further support.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support. The teacher can support students by having students use fingers to segment the sounds in the words.</p>



LESSON 8

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews long vowel letters and sounds (o, oa, ue, ie, igh, y). Vowel sounds are said with the mouth open, and there is no obstruction by the teeth, tongue, or lips. The air flow is not stopped. In multisyllabic words, there is at least one vowel in each syllable.
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	The student will be able to identify the long vowel sounds /o/, /i/, /u/ written as o, oa, ue, ie, igh, y and read multisyllabic words.
Attention Getter (1 minute)	The teacher will show a letter on an index card, chart paper, or whiteboard and students will say the letters and sounds. For example: The teacher shows the letters- 'oa.' The teacher says, "Letters are ___." The students say, "o." The teacher says, "Sound is ___." The students say, "/o/." Continue with the following vowel teams- o, ue, ie, igh, y.
Explicit Instruction (3-5 minutes)	<p>The teacher asks if these letter teams are a consonant or vowel. Students can share the reasons why the letter teams are vowels. The teacher should remind students if needed.</p> <p>When we make vowel sounds:</p> <ul style="list-style-type: none"> ● with the mouth open ● there is no obstruction by the teeth, tongue, or lips ● the air flow is not stopped <p>The teacher may show pictures of mouths articulating the different vowel sounds. Students may repeat the vowel sound being mindful of their mouth placement if needed. Students can turn and watch their friends' mouths when making the vowel sound.</p> <p>The teacher asks, "What do we know about syllables in words?" The teacher reminds students that when they read a word with more than one syllable, there is at least one vowel in each syllable. Teacher models how to read each syllable in multisyllabic words that contain long vowels.</p>



	<p><u>Example:</u> The teacher shows a word on a whiteboard, chart paper, or index card (bonus, floated, statue, brighten, stylish, tried).</p> <p>The teacher demonstrates reading each of the syllables in a segmented fashion.</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher shows long vowel words with oa, o, ue, ie, igh, y. The students should read the word. Students can read chorally or volunteers can read words.</p> <p>Long vowel words (suggested words only - you may use some or all of these words, or provide your own words): tighten, highlight, apply, supply, replied, fries, refuel, value, clothing, frozen, bloated, toadstool</p> <p>*As students read words, watch for any errors they may make with particular sound-spellings. Provide additional support if needed.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 8 Activity Page. Students will sort the long o,i,u words.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>



LESSON 9

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews long vowel letters and sounds. Vowel sounds are said with the mouth open, and there is no obstruction by the teeth, tongue, or lips. The air flow is not stopped. In multisyllabic words, there is at least one vowel in each syllable.
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	The student will be able to identify the long vowel sounds /o/, /i/, /u/ written as o, oa, ue, ie, igh, y and write multisyllabic words.
Attention Getter (1 minute)	The teacher will show picture/letter cards of vowels. The teacher says “letter is ____.” The teacher says “sound is ____.” The students respond with the appropriate letter name and the long sound for the letters (oa, ue, ie, igh, y).
Explicit Instruction (3-5 minutes)	<p>The teacher reminds students that when we make vowel sounds, our mouth is open and the air flow does not stop. The teacher shows pictures of mouths articulating the different vowel sounds. Students repeat the vowel sound being mindful of their mouth placement. Students can turn and watch their friends’ mouths when making the vowel sound.</p> <p>The teacher reminds students that when they read and write a word with more than one syllable, there is at least one vowel in each syllable. The teacher demonstrates how to clap out syllables and identify the vowel sound in the word if needed. Teacher models how to write the spelling for short vowel multisyllabic words.</p> <p><u>Example:</u> Teacher says and claps the word. Teacher says there are 2 claps so there are 2 syllables. The teacher demonstrates writing the first syllable spelling by saying each sound in a segmented fashion and writing what she hears. The teacher demonstrates saying and writing the second syllable. The teacher writes the word on a wipe-off board or chart paper for the students to see.</p>

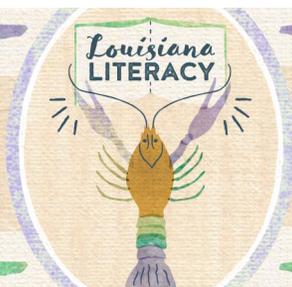


	<p>Long vowel words (suggested words only - you may use some or all of these words, or provide your own words): bonus, floated, statue, brighten, stylish, tried</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher shows a multisyllabic word. Students clap and say the word. Students write the word on a whiteboard or paper. Teacher writes the word on the whiteboard, chart paper, or index card for the students to check themselves.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own words): tighten, highlight, apply, supply, replied, fries, refuel, value, clothing, frozen, bloated, toadstool</p> <p>*As students are writing words, watch for any errors they may make with particular sound-spellings. Provide additional support if needed.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 9 Activity Page. The teacher explains they will be writing multisyllabic words to make the sentence complete. The teacher will circulate as students write the words, providing support as needed.</p> <p>The teacher should note any words written incorrectly to guide further support.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support. The teacher can support students by having students use fingers to segment the sounds in the words.</p>



LESSON 10

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews the /ə/ + /l/ sound spelled 'el' and 'le.'
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	Students will read words with /ə/ + /l/ > 'el' and 'le'. Students will decode two-syllable words with CVC and open vowel patterns, and two-syllable words with /ə/ + /l/.
Attention Getter (1 minute)	The teacher shows picture cards of a table and a towel. The students name the pictures aloud. The teacher asks what sound you hear at the end of the words. The students respond /l/.
Explicit Instruction (3-5 minutes)	<p>The teacher explains that they are focusing on 2 ways to show the /ə/ + /l/ sound.</p> <p>The teacher explains that the first spelling is 'el' as in travel.</p> <p>Write the following words on the board, one at a time, and read them aloud as a class as you write the words: level, model, tunnel, channel, camel.</p> <p>The teacher asks various students to direct you to circle the letters in each word for the /ə/ + /l/ sound.</p> <p>The teacher explains that the second spelling is 'le' as in apple.</p> <p>Write the following words on the board, one at a time, and read them aloud as a class as you write the words: middle, simple, uncle, cattle, little.</p> <p>The teacher asks various students to direct you to circle the letters in each word for the /ə/ + /l/ sound.</p>
Guided Practice	Point out that each syllable in each of these words ends with a



<p>(2 minutes)</p>	<p>consonant, so syllables follow the Consonant Vowel Consonant (CVC) pattern. Point out that the vowel sound in these syllables is a short vowel sound, because the syllable ends in a consonant.</p> <p>discuss magnet witness signal dentist fantastic single handle gamble temple twinkle stable cradle idle able needle</p> <p>Direct students' attention to the /ə/ or /ə/ + /l/. When chunking syllables with words ending in 'le', the preceding consonant and 'le' are a separate syllable.</p> <p>Call attention to how these words are divided into syllables, with the consonant plus 'le' as one syllable. Ask students to read the words.</p> <p>*As students read words, watch for any errors they may make with particular sound-spellings. Provide additional support if needed.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 10 Activity Page. students to sort the words into columns based on which spelling stands for /ə/ + /l/ ('el', 'le').</p> <p>Note: If students need additional scaffolding, you can underline the target spelling in each word.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>

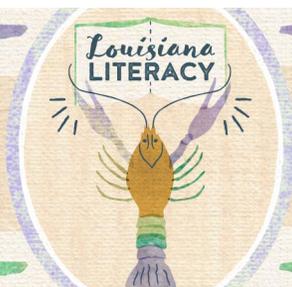


LESSON 11

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews the /ə/ + /l/ sound spelled 'el' and 'le.' (When a word contains a consonant followed by 'le,' it is a particular syllable type. Teachers may find it useful to share this information with students.)
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	Students will read words with /u/, /ə/, and /ə/ + /l/ with different spelling alternatives.
Attention Getter (1 minute)	<p>The teacher reads riddles for students to guess the word. All words will have the /ə/ + /l/ sound.</p> <ol style="list-style-type: none"> 1. This is where a horse lives on a farm. (stable) 2. The stars in the night sky do this. (twinkle) 3. I put my television on this to watch my favorite show. (channel) 4. This animal lives in the desert and has a hump. (camel)
Explicit Instruction (3-5 minutes)	<p>The teacher explains that they are focusing on 2 ways to show the /ə/ + /l/ sound.</p> <p>The teacher explains that the first spelling is 'el' as in label.</p> <p>Write the following words on the board, one at a time, and read them aloud as a class as you write the words: puzzle, cradle, chuckle, mumble.</p> <p>The teacher asks various students to direct you to circle the letters in each word for the /ə/ + /l/ sound.</p> <p>The teacher explains that the second spelling is 'le' as in noodle.</p> <p>Write the following words on the board, one at a time, and read them aloud as a class as you write the words: nobel, gavel, nickel, satchel</p>

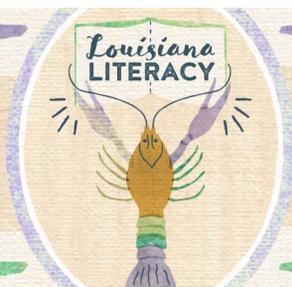


	<p>The teacher asks various students to direct you to circle the letters in each word for the /ə/ + /l/ sound.</p>
<p>Guided Practice (2 minutes)</p>	<p>Volunteers practice reading the words with the focus sound. discuss magnet witness signal dentist fantastic single handle gamble temple twinkle stable cradle idle able needle</p> <p>*Use words not used in lesson 10 *As students read words, watch for any errors they may make with particular sound-spellings. Provide additional support if needed.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 11 Activity Page. The teacher explains they will be writing multisyllabic words to make the sentence complete. The teacher will circulate as students write the words, providing support as needed.</p> <p>The teacher should note any words written incorrectly to guide further support.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>

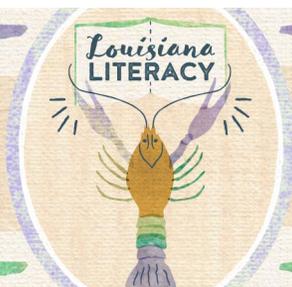


LESSON 12

Lesson Type	Spelling
Overview of Skill/Concept	<p>This lesson reviews the spelling alternatives 'ch,' 'ph,' 'sh,' 'th,' 'wh.'</p> <p>PH: Only 'f' and 'ph' are used at the beginning of words and syllables. 'f', 'ff', and 'ph' are used at the end of words and syllables. 'ph' is used mainly to spell words borrowed from Greek; it is used in the consonant cluster -mph (lymph).</p> <p>TH: In English, the digraph (th) represents in most cases one of two different phonemes: the voiced dental fricative /ð/ (as in this) and the voiceless dental fricative /θ/ (thing). More rarely, it can stand for /t/ (Thailand, Thomas) or the cluster /tθ/ (eighth).</p> <p>CH: If the last 'ch' sound comes after a consonant, the ending is usually ch. If the final 'ch' sound comes after a one-letter vowel, it is usually spelled -tch.</p> <p>SH: is used to spell /sh/ only at the beginning of a word or at the end of a syllable.</p> <p>WH: A digraph is when two letter sounds or phonemes combine to make one sound or phoneme. When the w sound combines with the h sound they create the unique sound of wh.</p>
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	Students will read and write the alternatives ch, sh, th, wh, ph.
Attention Getter (1 minute)	<ol style="list-style-type: none"> The teacher holds up picture cards for ch, th, sh, wh, ph. The teacher says, "The letters are..." The students respond with the name of the letters of the digraphs. The teacher says, "The sound is..." The students respond with the appropriate sound.

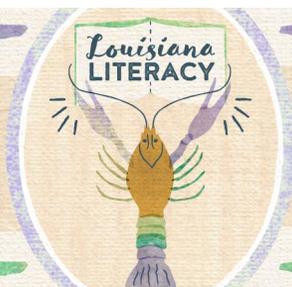


<p>Explicit Instruction (3-5 minutes)</p>	<p>The teacher shows words on a whiteboard, chart paper, or index card. The teacher circles the focus sound one at a time in each displayed word. The teacher demonstrates how to decode each word with the focus sound.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own words): phone, whisper, Thursday, finish, ketchup</p> <p>Write the following words on the board, one at a time, and read them aloud as a class as you write the words: patches, thankful, whisker, dolphin, crawfish.</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher shows a word with the focus sound. Volunteers practice decoding and writing the word.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own words): graph, phantom, phonics, whistle, whale, wheat, thirsty, birthday, mother, feather, fishing, handwash, teacher, hopscotch</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 12 Activity Page. Students will answer riddles based on the focus sound.</p> <p>The teacher will circulate as students write the words, providing support as needed.</p> <p>The teacher should note any words written incorrectly to guide further support.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>

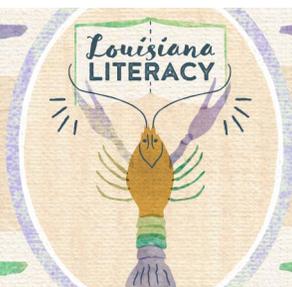


LESSON 13

Lesson Type	Spelling
Overview of Skill/Concept	<p>This lesson reviews the spelling alternatives 'ch,' 'ph,' 'sh,' 'th,' 'wh.'</p> <p>PH: Only 'f' and 'ph' are used at the beginning of words and syllables. 'f', 'ff', and 'ph' are used at the end of words and syllables. 'ph' is used mainly to spell words borrowed from Greek; it is used in the consonant cluster -mph (lymph).</p> <p>TH: In English, the digraph (th) represents in most cases one of two different phonemes: the voiced dental fricative /ð/ (as in this) and the voiceless dental fricative /θ/ (thing). More rarely, it can stand for /t/ (Thailand, Thomas) or the cluster /tθ/ (eighth).</p> <p>CH: If the last 'ch' sound comes after a consonant, the ending is usually ch. If the final 'ch' sound comes after a one-letter vowel, it is usually spelled -tch.</p> <p>SH: is used to spell /sh/ only at the beginning of a word or at the end of a syllable.</p> <p>WH: A digraph is when two letter sounds or phonemes combine to make one sound or phoneme. When the w sound combines with the h sound they create the unique sound of wh.</p>
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	Students will read and write the alternatives ch, sh, th, wh, ph.
Attention Getter (1 minute)	The teacher will assign four corners or areas in the classroom for each focus sound- ch, th, sh, wh, ph. The teacher will say a word that contains one of the focus sounds. The students repeat the word and walk to the assigned corner that matches the sound in the given word.



	Possible words to use for Four-Corners: birthday, teacher, phantom, whisker, finish
Explicit Instruction (3-5 minutes)	<p>The teacher shows words on a whiteboard, chart paper, or index cards. The teacher circles the focus sound one at a time in each displayed word. The teacher demonstrated how to decode each word with the focus sound.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own words): weather, chicken, radish, whipped, orphan</p> <p>Write the following words on the board, one at a time, and read them aloud as a class as you write the words: trophy, sandwich, whimper, selfish, wreath</p>
Guided Practice (2 minutes)	Partners are given two minutes to think of a word together for each focus sound. After they say a word with one of the focus sounds, they each write the word on their whiteboards. Students check how they each write the word. They do as many as they can in the given two minutes. The teacher should walk around and monitor for support. Students should be encouraged to segment any word to help them write the word.
Student Application (3-5 minutes)	<p>The teacher has students turn to Unit 1 Lesson 13 Activity Page.</p> <p>The teacher will circulate as students write the words, providing support as needed.</p> <p>The teacher should note any words written incorrectly to guide further support.</p>
Guidance for Diverse Learners	The teacher may show pictures of the words for support.

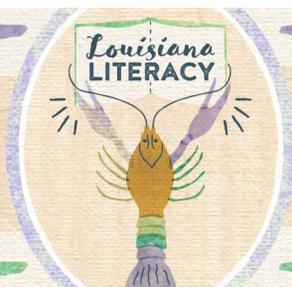


LESSON 14

Lesson Type	Spelling
Overview of Skill/Concept	G and c are letters that have both “hard” and “soft” sounds. The hard sound for ‘g’ is found in words like “gum” and “ghost,” whereas the soft sounds are in words like “gentle” and “page.” For ‘c,’ the hard sound is found in words like “car” and “camp,” and the soft sound is found in words like “face” and “cinch.” Typically, you can determine whether or not a word will use the hard or soft sound depending on the vowels that follow the g or the c. When c or g meets a, o, or u, its sound is usually hard. When c or g meets e, i, or y, its sound is usually soft.
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating sounds (you may use those included in the sound wall resource).
SWBAT statement	Students will read words with the hard and soft sound of ‘g’ and ‘c.’
Attention Getter (1 minute)	The teacher asks students to write all of the spellings that represent the various sounds for ‘g.’ The teacher shows all of the spellings for ‘g’ to check. The teacher repeats the process for all of the spellings for ‘c.’
Explicit Instruction (3-5 minutes)	<p>The teacher explains that they are focusing on the various sounds of ‘g.’</p> <p>The teacher will show letter cards or write the different spellings on chart paper, whiteboard, or index cards. Teacher displays the following sounds: g, gg, g /j/, -ge. The teacher says the sound for each spelling and the students repeat the sounds.</p> <p>Write the following words on the board, one at a time, and read them aloud as a class as you write the words: gunk, goggle, judge, gym</p> <p>The teacher explains that they are also focusing on the various sounds of ‘c.’</p>



	<p>The teacher will show letter cards or write the different spellings on chart paper, whiteboard, or index cards. Teacher displays the following sounds: c, cc, ck, c /s/, -ce /s/. The teacher says the sound for each spelling and the students repeat the sounds. Write the following words on the board, one at a time, and read them aloud as a class as you write the words: coin, raccoon, blocking, center, chance</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will say a word with one of the focus spelling patterns. Partners work together to write the word on their whiteboard. Students check how they each write the word. The teacher should walk around and monitor for support. Students should be encouraged to segment any word to help them write the word.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own words): city, cactus, hiccup, racket, goblin, juggle, edge, gentle</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 14 Activity Page. The teacher should note any words written incorrectly to guide further support.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>

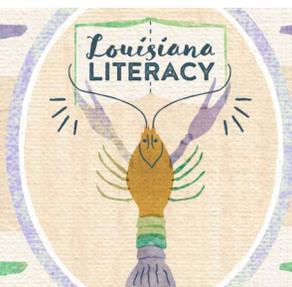


LESSON 15

Lesson Type	Spelling
Overview of Skill/Concept	G and c are letters that have both “hard” and “soft” sounds. The hard sound for ‘g’ is found in words like “gum” and “ghost,” whereas the soft sounds are in words like “gentle” and “page.” For ‘c,’ the hard sound is found in words like “car” and “camp,” and the soft sound is found in words like “face” and “cinch.” Typically, you can determine whether or not a word will use the hard or soft sound depending on the vowels that follow the g or the c. When c or g meets a, o, or u, its sound is usually hard. When c or g meets e, i, or y, its sound is usually soft.
Materials Needed	The teacher and students should have a whiteboard or paper. Pictures of mouths articulating sounds (you may use those included in the sound wall resource).
SWBAT statement	Students will read words with the hard and soft sound of ‘g’ and ‘c.’
Attention Getter (1 minute)	The teacher will ask the students - “What sounds do you hear in the word ‘face’?”. If the students attempt to spell the word, tell them to focus on the sounds that they hear. Repeat the process with the words nice, gem, cage. As they say the sounds, write the words with the correct spelling on the board and then ask them what they notice.
Explicit Instruction (3-5 minutes)	<p>The teacher explains that they are focusing on the various sounds of ‘g.’</p> <p>The teacher will show letter cards or write the different spellings on chart paper, whiteboard, or index cards. Teacher displays the following sounds: g, gg, g /j/, -ge /j/. The teacher says the sound for each spelling and the students repeat the sounds.</p> <p>Write the following words on the board, one at a time, and read them aloud as a class as you write the words: gloomy, sprang, fringe, germ, logic</p> <p>The teacher explains that they are also focusing on the various</p>



	<p>sounds of 'c.'</p> <p>The teacher will show letter cards or write the different spellings on chart paper, whiteboard, or index cards. Teacher displays the following sounds: c, cc, ck, c /s/, -ce /s/. The teacher says the sound for each spelling and the students repeat the sounds.</p> <p>Write the following words on the board, one at a time, and read them aloud as a class as you write the words: candy, soccer, duckling, pencil, force</p>
<p>Guided Practice (2 minutes)</p>	<p>Partners work together to brainstorm words with the various spellings of 'g.' They each write the word on their whiteboard. Students check how they each write the word. The teacher should walk around and monitor for support. Students repeat the process with the spellings of 'c.' Students should be encouraged to segment any word to help them write the word. The teacher should also help prompt and guide students for support if they struggle to come up with words.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 15 Activity Page. The teacher should note any words written incorrectly to guide further support.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>

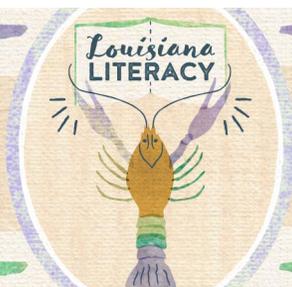


LESSON 16

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews r-controlled vowels (er, or, ar, ir, and ur). R-controlled vowels are those immediately preceding an 'r.' The 'r' then changes the pronunciation of the vowel, making it neither long or short. R-controlled vowels can also be taught as a syllable-type.
Materials Needed	<ul style="list-style-type: none"> • Whiteboard/Markers • Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	Students will read and write words with the r-controlled vowels (er, or, ar, ir, and ur).
Attention Getter (1 minute)	<p>The teacher reads the tongue twister to the class. The teacher may read the tongue twister in phrases and have students repeat each phrase of the tongue twister.</p> <p>Betty Botter bought some butter but, said she, the butter's bitter. If I put it in my batter, it will make my batter bitter. But a bit of better butter will make my bitter batter better. So she bought some better butter, better than the bitter butter, put it in her bitter batter, made her bitter batter better. So 't was better Betty Botter bought some better butter.</p> <p>The teacher asks what was the recurring sound throughout the tongue twister.</p>
Explicit Instruction (3-5 minutes)	<p>The teacher will write the spelling 'er' and explain that the letter 'r' is a spelling for consonant sound /r/, but the sound /r/ can join with certain vowel sounds to create special vowel sounds like /er/. We know /er/ is a vowel sound because adding it to a word adds a syllable. The teacher will write <i>steep</i> > <i>steeper</i> on chart paper for an example.</p> <p>The teacher will write 'or' on the board/chart paper and explain that by itself, the letter 'r' is a spelling for the consonant sound /r/, but the</p>



	<p>sound /r/ can join with certain vowel sounds to create unique vowel sounds like /or/. The teacher will write <i>order</i> on chart paper for an example.</p> <p>The teacher will write 'ar' on the board/chart paper and explain that by itself, the letter 'r' is a spelling for the consonant sound /r/, but the sound /r/ can join with certain vowel sounds to create unique vowel sounds like /ar/. The teacher will write <i>park</i> on chart paper for an example.</p> <p>Explain that /ir/ and /ur/ are pronounced /er/.</p>
<p>Guided Practice (2 minutes)</p>	<p>Write the words on the whiteboard, chart paper, or index cards. Circle the 'er,' 'or,' 'ar,' 'ir,' or 'ur' in each word as students read the words. This will help students to see the spelling occurs in different places in different words. Have students read the words aloud.</p> <p>Words to use (suggested words only - you may use some or all of these words, or provide your own words): her, verb, term, perfect, perhaps, fort, sort, for, sport, jar, car, star, arm, burn, skirt, turn, furnace, shirt.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 16 Activity Page. The teacher should note any words written incorrectly to guide further support.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may need to provide individualized support to students to help them listen for the r-controlled sounds in words. The teacher may show pictures of the words for support.</p>

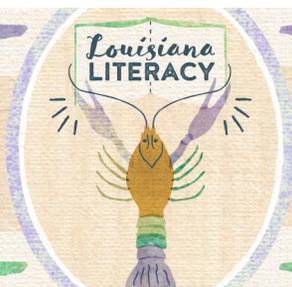


LESSON 17

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews r-controlled vowels (er, or, ar, ir, and ur). R-controlled vowels are those immediately preceding an 'r.' The 'r' then changes the pronunciation of the vowel, making it neither long or short. R-controlled vowels can also be taught as a syllable-type.
Materials Needed	<ul style="list-style-type: none"> • Whiteboards and markers • Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource).
SWBAT statement	Students will read and write words with the r-controlled vowels.
Attention Getter (1 minute)	The teacher will designate an area of the room for each r-control vowel: er, ar, or, ir, or ur. The teacher will say a word aloud and students go to the designated area that has the same sound as in the word said aloud. Possible words to use: feather, barn, force, water, shortest, garment, churn, mirth
Explicit Instruction (3-5 minutes)	The teacher reminds students the spelling 'er,' 'or,' 'ar,' 'ir,' and 'ur' make a unique vowel sound. Write the words <i>faster</i> , <i>boring</i> , <i>marching</i> , <i>first</i> , and <i>turn</i> on the board/chart paper. Have students read the words aloud as a class, paying close attention to the /er/, /or/, /ar/ vowel sounds.
Guided Practice (2 minutes)	Students will read the sentences to themselves. Students will act out what the sentence says. The teacher will have students read the sentences aloud to check to see if their reading is accurate. Sentences to use (suggested sentences only - you may use some or all of these sentences, or provide your own): Batter up! Wave your fingers. Count to five on your fingers. Shiver. Pucker your lips.

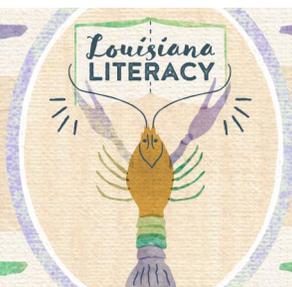


	<p>Start clapping. March in place. Scratch your arm. Shake the popcorn. First in line That hurts!</p>
Student Application (3-5 minutes)	<p>The teacher has students turn to Unit 1 Lesson 17 Activity Page. The teacher should note any words written incorrectly to guide further support.</p>
Guidance for Diverse Learners	<p>The teacher may show pictures of the words for support.</p>

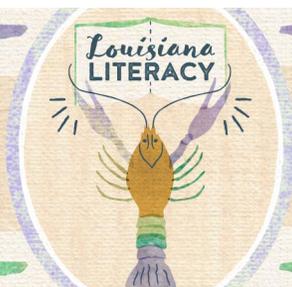


LESSON 18

Lesson Type	Morphology
Overview of Skill/Concept	This lesson will introduce root words. Students will use verb tense to determine when to add suffixes -ed and -ing to root words. Although this is a morphology lesson, teachers may find it useful to revisit spelling rules for -ed and -ing.
Materials Needed	The teacher and students should have a whiteboard or paper.
SWBAT statement	Students will use verb tense to determine when to add suffixes -ed and -ing to root words.
Attention Getter (1 minute)	The teacher asks for examples of verbs.
Explicit Instruction (3-5 minutes)	<p>Ask students to listen to the following sentence, calling attention to the verb: “Today I am walking to the park.” The teacher asks the students what action is described in the sentence. (walk) The teacher tells the students that walk is a word that describes an action and is a verb. The teacher asks students whether the verb walk describes an action that is happening right now in the present or whether it describes an action that has already happened. Repeat the sentence and point out the cue provided by the word today as one way that you know the action is in the present. The teacher asks students to listen to the following sentence, calling attention to the verb: “Yesterday I walked to the park.” The teacher asks the students what action was performed yesterday? (walked) The teacher tells the students that walked is a word that describes an action and is a verb. The teacher asks students whether the verb walked describes an action that is happening right now in the present or whether it describes an action that has already happened in the past. The teacher repeats the sentence and points out the cues provided by the extra /t/ sound that is heard at the end of the word walked, as</p>

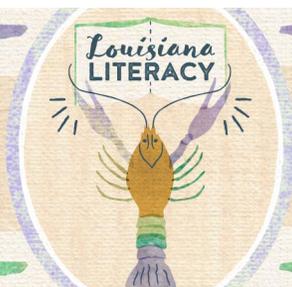


	<p>well as the use of the word yesterday.</p> <p>The teacher will demonstrate writing the present and past tense of walk on the board or chart paper.</p> <p>The teacher will point out the root word is walk and to show the verb tense is present time, we add the suffix -ing. present time: walk+ing= walking</p> <p>The teacher will point out the root word is walk and to show the verb tense is past time, we add the suffix -ed. past time: walk+ed= walked</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will read aloud a sentence and students will identify the verb in each one and the tense of each verb using the sentence clues.</p> <p>Today I am jumping up and down. Yesterday I jumped up and down. Today I am smelling the pretty rose. Yesterday I smelled the pretty rose. . Today I am asking for some ice cream. Yesterday I asked for some ice cream.</p> <p>The teacher will call out verbs and students will practice writing regular verbs with suffixes -ing and -ed on a whiteboard or paper. Possible verbs to use: attend, brush, coach, check</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher has students turn to Unit 1 Lesson 18 Activity Page. The teacher should note any words written incorrectly to guide further support.</p>
<p>Guidance for Diverse Learners</p>	<p>The teacher may show pictures of the words for support.</p>



LESSON 19

Lesson Type	Morphology
Overview of Skill/Concept	This lesson will help students determine the meaning of words formed when -ed or -ing are added to a known root word.
Materials Needed	The teacher and students should have a whiteboard or paper.
SWBAT statement	Students will determine the meaning of words when -ed or -ing is added to a known root word.
Attention Getter (1 minute)	Students will call various verbs and students will stand in place and act out the given word.
Explicit Instruction (3-5 minutes)	<p>The teacher will display a sentence and read aloud. The teacher will identify the verb and use clues to determine if the word is present or past time.</p> <p>Yesterday, my baby sister crawled across the floor. (verb/root word:crawl, suffix -ed and yesterday: past time) Today, my baby sister is crawling across the floor. (verb/root word: crawl, suffix -ing and today: present time)</p>
Guided Practice (2 minutes)	<p>The teacher will display sentences. Volunteers read the sentence aloud. Partners identify the verb and the verb tense. Partners share out. The teacher monitors partners for any needed support.</p> <p>Possible sentences to use: My teacher added some books to our basket. We were all jumping in the tent. She looked at the movie on television. My dad and I like washing the car.</p>
Student Application (3-5 minutes)	The teacher has students turn to Unit 1 Lesson 19 Activity Page. The teacher should note any words written incorrectly to guide further support.
Guidance for Diverse Learners	The teacher may show pictures of the words for support.

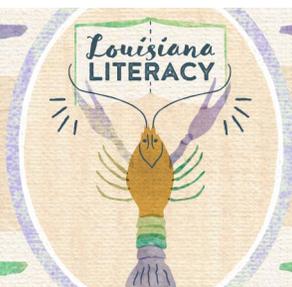


LESSON 20

Lesson Type	Morphology
Overview of Skill/Concept	This lesson teaches how students can determine the meaning of words formed when un- and non- are added to a known root word.
Materials Needed	The teacher and students should have a whiteboard or paper.
SWBAT statement	Students will determine the meaning of words formed when un- and non- are added to a known root word.
Attention Getter (1 minute)	The teacher calls out a verb. Students act out the word. The teacher then calls out the opposite of the word for students to act out. possible examples: stand-sit, walk-run, sleep-awake
Explicit Instruction (3-5 minutes)	<p>The teacher explains that we learned how to add suffixes -ed and -ing to the end root words to make words show present and past time. The teacher explains that some root words have prefixes that are added to the beginning of words. The prefixes help us determine the meaning of the word.</p> <p>The teacher will display the following sentence: The bully used very <i>unkind</i> words when he talked to me.</p> <p>The teacher will point out the root word is kind. The prefix -un on the word kind means that the bully was not using kind words. The prefix -un means the opposite of the root word kind.</p> <p>The teacher will display the following sentence: The puppy ran around the yard <i>nonstop</i>.</p> <p>The teacher will point out the root word is stop. The prefix -non on the word stop means that the puppy did not stop running. The prefix -un means the opposite of the root word stop.</p>
Guided Practice (2 minutes)	The teacher will display sentences. Volunteers read the sentence aloud containing the words with the prefixes -un and -non. Partners share the meaning of the -un and -non words. The teacher



	<p>monitors partners for any needed support or challenge.</p> <p>Possible sentences to read aloud or display: I read a <i>nonfiction</i> story about native americans. In the morning, I <i>unpack</i> my schoolbag. I love going to the dentist but it makes my sister unhappy. I thought the joke was nonsense!</p>
Student Application (3-5 minutes)	<p>The teacher has students turn to Unit 1 Lesson 20 Activity Page. The teacher should note any words written incorrectly to guide further support.</p>
Guidance for Diverse Learners	<p>The teacher may show pictures of the words for support.</p>



MID-UNIT CHECKPOINT

Choose from the following activities to complete as a review of skills taught in Lessons 1-20. Skills taught in this unit: *short vowels, long vowels, r-controlled, -ed, -ing, el, le, un-, non-, /g/, /c/.*

Trade Book or Student-Choice Book

Read a book to review particular sound-letter combinations, prefixes/suffixes, or concepts taught in unit 1. Students may write in response to the text using targeted skills in their writing.

Writing Letters

Have students choose a person to write a letter using the targeted skills taught in the unit.

Concept Map

Have students create a concept map using a sound taught in the unit. Students will brainstorm words to put on the map using the targeted sound.

Student Book or Classbook

Have students create their own book writing a story using the targeted sounds. Students can also choose one idea with a targeted sound to draw a picture of, and then write a caption for the picture. Bind the pages to make the student book or class book to put in the class library for students to read.

Word Sort

Students can create their own word sort using a targeted sound. Students brainstorm a list of words that follow at at least two targeted sounds. Students will sort words on paper or index cards.

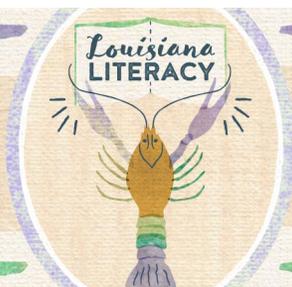
Silly Sentences

Students work with a partner to brainstorm a list of words with the targeted sounds. Students write each word on an index card. Students sort the words to make silly sentences. Students read the sentences to their partner.

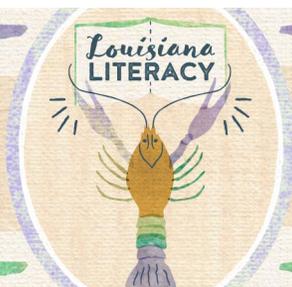


LESSON 21

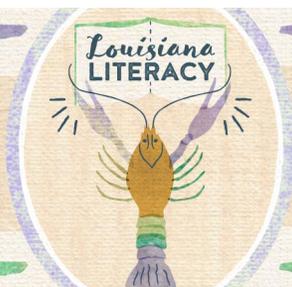
Lesson Type	Spelling
Overview of Skill/Concept	This lesson will teach students the pattern for doubling the final consonant when adding -ed and -ing to the end of root words. The final consonant is doubled when the root word has a short vowel and ends with a single consonant.
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/ Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT recognize when to double a final consonant when adding the suffixes -ed and -ing to root words.
Attention Getter (1 minute)	<p>Tell students that they are going to play a game! You will give them a clue and they have to guess what action the clue is describing. Tell students to raise their hand when they think they know the answer.</p> <ol style="list-style-type: none"> This is something that you may see a rabbit doing when trying to travel across a field of grass. (hopping) Fill in the blank: The apple ____ because it was accidentally left outside for weeks and weeks. (rotted) <p>Ask students, “What do you think both of these words have in common?” Allow one or two students to guess. Tell students that they are both words where the final consonant is doubled!</p>
Explicit Instruction (3-5 minutes)	<p>Tell students that today they are going to add the endings -ed and -ing to different root words. When words follow a certain spelling pattern, the final consonant has to be doubled before adding the suffix, or ending.</p> <p>Tell students knowing this spelling pattern will help them read more words correctly and allow them to spell more accurately when writing.</p> <p>Explain that when a word has 1 syllable, 1 short vowel sound, followed</p>



	<p>by 1 consonant, you double the final consonant before adding the ending.</p> <p>Write the word “stop” on the board or chart paper. Clap the syllable in “stop” and explain to students that since you clapped once, there is one syllable. Explain to students that /o/ is the vowel sound in “stop” because it is made with an open mouth and it is a short vowel sound. Circle the ‘o’ in “stop.” Show students that following the /o/ sound is the letter ‘p.’ Explain that there is only one consonant sound following /o/, therefore “stop” follows the doubling rule. Remind students that means you have to double the final consonant. Demonstrate how to write the root word “stop” and double the final consonant before adding -ed and -ing to write “stopped” and “stopping.”</p> <p>Repeat the process with the word “jump,” pointing out that “jump” is a one-syllable word that has a short vowel sound, /u/, but ends with two consonants. Therefore, “jump” does not require a doubling of the final consonant. Demonstrate writing “jumped” and “jumping,” to show students that you do not need to double the ‘p’ with this root word.</p>
<p>Guided Practice (2 minutes)</p>	<p>Tell students that they are going to help you recognize whether or not the final consonant needs to be doubled in more words.</p> <p>Write the root word “sip” on the board or chart paper. Ask students how many syllables are in the word “sip.” (one) Ask students if “sip” has a short vowel sound. (yes, /i/) Ask students if the short vowel sound is followed by a single consonant. (yes, ‘p’) Ask the students if “sip” has 1 syllable, 1 short vowel, followed by 1 consonant, what does that mean? (It means you double the last consonant before adding the ending.) Have students help you spell “sipped” and “sipping.”</p> <p>Repeat the process with the word “plan.”</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 21 Activity Page. Explain they will be using the doubling rule to determine whether or not a word needs to be spelled with a double consonant or not when adding -ed and -ing.</p>

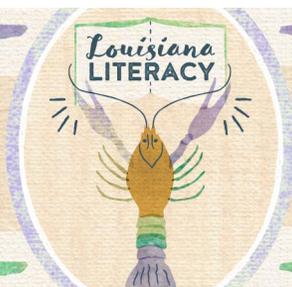


	Circulate as students work, providing support as needed.
Guidance for Diverse Learners	<p>If a student is struggling to recognize the short vowel sound, they may benefit from a visual reminder of the short vowel sounds.</p> <p>If students need a reminder of the difference between a vowel and a consonant sound, remind them that vowel sounds are made with an open mouth with unobstructed airflow and consonant sounds have an obstruction that interrupts the airflow.</p> <p>If clapping the syllable is not providing clarity in the number of syllables, students may need to put their hand under their chin when saying the root word and count how many times their chin touches their hand, since their mouth will open for every vowel sound. Furthermore, students may need reminding that each syllable only has one vowel sound.</p> <p>Visual learners may benefit from a checklist of the doubling rule on the board to reference as they are working independently.</p>

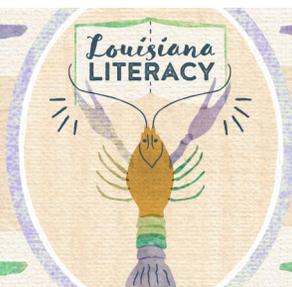


LESSON 22

Lesson Type	Morphology
Overview of Skill/Concept	This lesson will teach students how the meaning of a root word changes when the suffixes -ed and -ing are added. This is important for students as they build their vocabulary. If they can demonstrate understanding of root words and suffixes, they will be able to understand the meaning of more and more words, which will increase their comprehension skills when reading, as well as help with their spelling!
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/ Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT determine the meaning of words formed when -ed and -ing are added to a known root word.
Attention Getter (1 minute)	<p>Ask students, “What can you build with LEGOs or building blocks?” Allow a few students to respond.</p> <p>Tell the students that the cool thing about building with LEGOS or blocks is that with the same pieces, you can build many different things!</p> <p>Explain to the students that they will use this same principle/idea when working with words today!</p>
Explicit Instruction (3-5 minutes)	<p>Remind students of the different types of root words and endings they have learned. For example, a word can end with -ed or -ing (write these word endings on the board).</p> <p>Explain to the students that knowing the meaning of these endings unlocks many new words that they will be able to understand the meaning of! Tell the students it’s just like the building blocks. They can put these endings of different root words to create and understand new words! Tell students that understanding the meanings of parts of words is called “morphology.”</p> <p>Explain to students that when we add -ed to the end of a root word, that means the action happened in the past, meaning it has already</p>

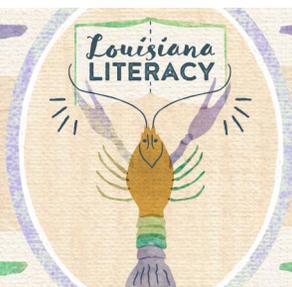


	<p>happened. When we add -ing to the end of a root word, that means the action is happening now.</p> <p>Write the word “help” on the board. Tell the students that you will use “help” in a sentence. For example, “I have to help my sister with her homework.”</p> <p>Explain to the students that “help” is a root word that we can add an ending to. Write the -ed ending to show the students “helped.” Tell the students that adding the -ed ending means now the action “help” has already happened. For example, “Yesterday, I helped my sister with her homework.”</p> <p>Repeat with the -ing ending, explaining that the action is happening now. For example, “I am helping my sister with her homework.”</p>
<p>Guided Practice (2 minutes)</p>	<p>Tell the students that you will show them a root word with either the -ed or the -ing ending. They will read the word, determine how the ending changes the meaning of the word, then use that word in a sentence.</p> <p>Provide students with the following words: stopped, stopping hopped, hopping camped, camping</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 22 Activity Page. Explain that they will be writing a complete sentence using the word provided. Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>English Language Learners may benefit picture support for root words.</p>

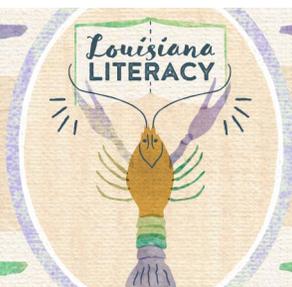


LESSON 23

Lesson Type	Morphology
Overview of Skill/Concept	This lesson will teach students how the meaning of a root word changes when the prefixes re- and pre- are added. This is important for students as they build their vocabulary. If they can demonstrate understanding of root words and prefixes, they will be able to understand the meaning of more and more words, which will increase their comprehension skills when reading, as well as help with their spelling!
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/ Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT determine the meaning of words formed when re- or pre- are added to known root words.
Attention Getter (1 minute)	<p>Ask students, “Who remembers the word endings we were working with yesterday?” Have students give you a thumbs up if they remember.</p> <p>Remind students of the comparison of word parts to LEGOs or building blocks. Tell them that today they’re going to learn more “pieces” to build with to unlock more words that they’ll know the meaning of!</p>
Explicit Instruction (3-5 minutes)	<p>Explain to students that root words can have prefixes or suffixes. Suffixes are word endings (like -ed and -ing). Prefixes are added to the beginning of the words.</p> <p>Tell the students that they will be introduced to two different prefixes today. Write re- and pre- on the board. Tell the students that just like the ending of words can change the meaning, the beginning of the words can, too.</p> <p>Explain to students that re- means “again” and pre- means “before.” (Write “again” and “before” next to the prefixes)</p> <p>Write the word “rebuild” on the board. Circle the prefix re- and underline the root word “build.” Explain to students as you are circling</p>

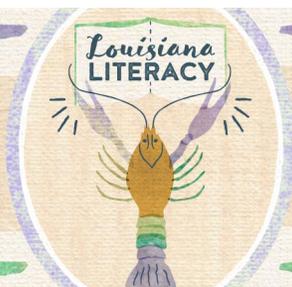


	<p>and underlining. Tell the students that since re- means “again” and the root word is “build,” this word means to build again. For example, “The restaurant had to rebuild the roof after the hurricane.”</p> <p>Repeat this process with the “preorder”, explaining that this word means to order before. For example, “I am going to preorder the new iPhone before it sells out.”</p>
<p>Guided Practice (2 minutes)</p>	<p>Tell the students that you will show them a root word that starts with either re- or pre-. They will read the word, determine how the beginning changes the meaning of the word, then use that word in a sentence.</p> <p>Provide students with the following words:</p> <p>replay rewrite prepaid precut</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 23 Activity Page. Explain that they will be writing a complete sentence using the word provided. Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>English Language Learners may benefit picture support for root words.</p> <p>Struggling students may benefit from having a visual of the prefix and the root word. They may also benefit from having a visual that shows the meaning next to its corresponding prefix.</p> <p>Use the following scaffolding questions, as needed:</p> <ul style="list-style-type: none"> ● What is the prefix? What does that mean? ● What is the root word? What does the root word mean? (if the root word is not known, a definition may need to be provided for the student)

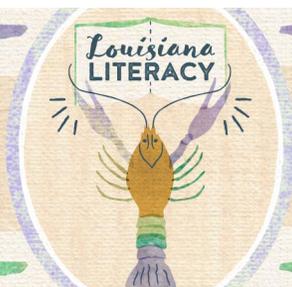


LESSON 24

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will review the spelling alternatives 'kn', 'wr', 'wh', and 'qu'. These spellings are mostly found at the beginning of words. In this lesson, the focus will be on words and phrases, increasing in complexity. The following lesson will review the same sounds, but with sentences that are increasing in complexity.
Materials Needed	<ul style="list-style-type: none"> • Chart paper or White Board/ Dry-Erase Marker (Teacher) • pictures of mouths articulating sounds (you may use those included in the sound wall resource)
SWBAT statement	SWBAT review spelling alternatives 'kn', 'wr', 'wh', and 'qu'.
Attention Getter (1 minute)	<p>Ask students, "Have your friends or family ever used a GPS to go on a road trip before?"</p> <p>Tell students that the cool thing about a GPS is that it will calculate a few different routes that can get you to the same location. There is something we use when spelling that is similar to a GPS. Ask students if they can guess what it is.</p>
Explicit Instruction (3-5 minutes)	<p>Tell students that today they will review spelling alternatives. Spelling alternatives are like the different routes you can take when you use a GPS. The spelling alternatives are different ways to spell the familiar sounds.</p> <p>Tell students that the first alternative spelling they are going to review is the 'kn' spelling. Write it on the board. Demonstrate for the students that 'kn' represents the /n/ sound. Explain that the two letters work together to make one sound, /n/.</p> <p>Write the word "knock" on the board. Model how to read this word sound by sound, pointing to the spellings that represent each sound.</p> <p>Repeat this process using the following words/spellings: 'wr' for the /r/ sound, like in "wrist" 'wh' for the /w/ sound, like in "white" 'qu' for the /kw/ sound, like in "quit"</p>



Guided Practice (2 minutes)	<p>Tell the students that they are going to practice reading words and phrases with these spellings. After they read each phrase, they will act out what the phrase or sentence says.</p> <p>Write the following words and phrases on the board and call on students to practice reading them, providing support as needed:</p> <p>His knee hurts. wrong choice whisk the eggs Time for a pop quiz.</p>
Student Application (3-5 minutes)	<p>Have students turn to Lesson 24 Activity Page. Explain to the students that they are now going to practice writing words and phrases with these alternate spellings. You will tell them the word or phrase and they will use the alternate spelling when writing.</p> <p>Call out the following words and phrases for students:</p> <ol style="list-style-type: none">1. knots2. wreck3. wheat thins4. queen and king <p>Circulate as students work, providing support as needed.</p>
Guidance for Diverse Learners	<p>English Language Learners may benefit from picture support and/or visuals.</p> <p>It may be helpful to cover one of the letters if students are having a hard time remembering what the sound is. For example, with 'kn,' you may cover up the 'k' and ask the students, "What sound would you say if you saw just this letter?" Then point out that both letters work together to make that same sound.</p> <p>Remember, it takes time and practice to master these spelling alternatives so that it is automatic for your students!</p>



LESSON 25

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will review the spelling alternatives for the ‘kn’, ‘wr’, ‘wh’, and ‘qu’. These spellings are mostly found at the beginning of words. In the previous lesson, the focus was on words and phrases, increasing in complexity. This lesson will review the same sounds, but with sentences that are increasing in complexity.
Materials Needed	<ul style="list-style-type: none"> ● Chart paper or White Board/ Dry-Erase Marker (Teacher) ● Teachers may choose to use sound wall resource to support
SWBAT statement	SWBAT review spelling alternatives ‘kn’, ‘wr’, ‘wh’, and ‘qu’.
Attention Getter (1 minute)	<p>Tell students that they are going to play a game to review the previous lesson’s alternative spellings! You will give them a clue and they have to guess the word. Each word contains an alternate spelling they reviewed in the previous lesson. Tell students to raise their hand when they think they know the answer. (As the students guess the word, write it on the board)</p> <ol style="list-style-type: none"> 1. This is something you may do to make a sweater out of yarn. (knit) 2. You can do this with a pencil, pen, or marker. (write) 3. You may find these on animals like cats, tigers, and even dogs! (whiskers) 4. This is a sound you may hear if you go to a lake. (quack)
Explicit Instruction (3-5 minutes)	<p>Using the words from the attention getter, underline and review the spelling alternatives: ‘kn’ for the /n/ sound, ‘wr’ for the /r/ sound, ‘wh’ for the /w/ sound, and ‘qu’ for the /kw/ sound. Remind students that the two letters stand for one sound.</p> <p>Tell them that today they are going to read sentences that have multiple words with these spelling alternatives.</p> <p>Demonstrate reading these sentences, decoding the <u>underlined words</u> sound by sound:</p>



	<p>He used the <u>wrong knife</u> to cut the cake. <u>Which</u> one is the <u>quote</u> I need?</p>
<p>Guided Practice (2 minutes)</p>	<p>Tell the students that they are going to practice reading sentences with these spellings.</p> <p>Write the following sentences on the board and call on students to practice reading them, providing support as needed:</p> <p>The knight showed his wrath. The fox ate the whole quail.</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 25 Activity Page. Explain to the students that they are now going to practice writing sentences with these alternate spellings. You will tell them the sentence and they will use the alternate spelling when writing.</p> <p>Call out the following sentences for students:</p> <ol style="list-style-type: none"> 1. The kid knelt to pick up the wrapper. 2. The whale does not swim quickly. <p>Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>English Language Learners may benefit from picture support and/or visuals.</p> <p>It may be helpful to cover one of the letters if students are having a hard time remembering what the sound is. For example, with 'kn,' you may cover up the 'k' and ask the students, "What sound would you say if you saw just this letter?" Then point out that both letters work together to make that same sound.</p> <p>Remember, it takes time and practice to master these spelling alternatives so that it is automatic for your students!</p>

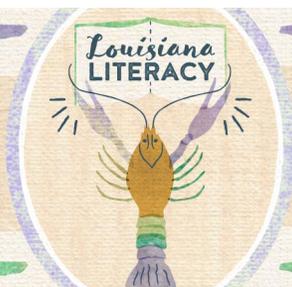


LESSON 26

Lesson Type	Morphology
Overview of Skill/Concept	This lesson will review how the meaning of a root word changes when the suffixes -ed and -ing are added. This is important for students as they build their vocabulary. If they can demonstrate understanding of root words and suffixes, they will be able to understand the meaning of more and more words, which will increase their comprehension skills when reading, as well as help with their spelling!
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/ Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT determine the meaning of words formed when -ed and -ing are added to a known root word.
Attention Getter (1 minute)	<p>Ask students to share something they did yesterday. Allow one or two students to share, writing down the past tense verb if it ends in -ed.</p> <p>Ask students to share something they are doing right now. Allow one or two students to share, writing down the present tense verb if it ends in -ing.</p>
Explicit Instruction (3-5 minutes)	<p>Tell students that today they will be reviewing the meaning of root words that end with -ed and -ing.</p> <p>Underline the -ed ending in the words written on the board. Remind students that when we add -ed to the end of a root word, that means the action happened in the past, meaning it has already happened.</p> <p>Repeat the process with the -ing words, reminding students that when we add -ing to the end of a root word, that means the action is happening now.</p> <p>Write the word “talk” on the board. Tell the students that you will use “talk” in a sentence. For example, “I have to talk to my mom about the new movie I want to go see.”</p> <p>Explain to the students that “talk” is a root word that we can add an ending to. Write the -ed ending to show the students “talked.” Tell the</p>

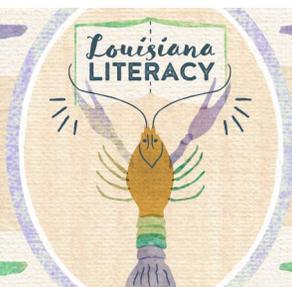


	<p>students that adding the -ed ending means now the action “talk” has already happened. For example, “Yesterday, I talked to my mom about the new movie I want to see.”</p> <p>Repeat with the -ing ending, explaining that the action is happening now. For example, “I am talking with my mom about the new movie I want to see.”</p>
<p>Guided Practice (2 minutes)</p>	<p>Ask students to come up with sentences that have a past tense verb ending with -ed. Ask a few students to share one at a time. As they do, point out the verb in their sentence. Write the root word on the board and ask students, “What ending should I use to show this is a past tense action?” Add -ed to the end.</p> <p>Repeat the process, asking students to come up with sentences that end with -ing. This time ask students, “What ending should I use to show this action is happening now?”</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 26 Activity Page. Explain that they will be writing a complete sentence using a verb ending in -ed and a verb ending in -ing. Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>English Language Learners may benefit picture support for root words.</p> <p>If students are struggling to think of verbs (or are thinking of irregular past tense verbs like “kept” or “ran”), students may benefit from being provided a verb to use in a sentence.</p> <p>For students that may be ready for a challenge, you can provide them with a verb that requires a double consonant spelling before adding the suffix. (For example: shop, jog, nap, etc.)</p>

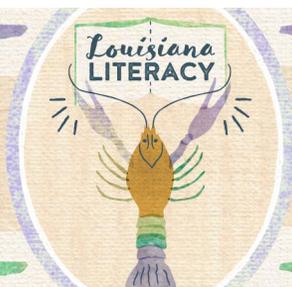


LESSON 27

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will review the pattern for doubling the final consonant when adding -ed and -ing to the end of root words. The final consonant is doubled when the root word has a short vowel and ends with a single consonant.
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/ Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT use conventional spelling patterns when adding the suffixes -ed and -ing to root words.
Attention Getter (1 minute)	<p>Ask students, “What are things that come in doubles?” Allow one or two students to share their responses.</p> <p>Remind students that in phonics, consonants may be doubled when adding -ed or -ing to the end of root words.</p>
Explicit Instruction (3-5 minutes)	<p>Tell students that today they are going to add the endings -ed and -ing to different root words. Remind students that when words follow a certain spelling pattern, the final consonant has to be doubled before adding the suffix, or ending.</p> <p>Remind students that knowing this spelling pattern will help them read more words correctly and allow them to spell more accurately when writing.</p> <p>Ask students, “Who remembers the doubling rule?” Remind students that when a word has 1 syllable, 1 short vowel sound, followed by 1 consonant, you double the final consonant before adding the ending.</p> <p>Write the word “plan” on the board or chart paper. Clap the syllable in “plan” and explain to students that since you clapped once, there is one syllable. Explain to students that /a/ is the vowel sound in “plan” because it is made with an open mouth and it is a short vowel sound. Circle the ‘a’ in “plan.” Show students that following the /a/ sound is the letter ‘n.’ Explain that there is only one consonant sound following /a/, therefore “plan” follows the doubling rule. Remind students that</p>



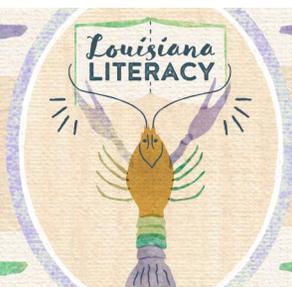
	<p>means you have to double the final consonant. Demonstrate how to write the root word “plan” and double the final consonant before adding -ed and -ing to write “planned” and “planning.”</p> <p>Repeat the process with the word “spill,” pointing out that “spill” is a one-syllable word that has a short vowel sound, /i/, but ends with two consonants. Therefore, “spill” does not require a doubling of the final consonant. Demonstrate writing “spilled” and “spilling,” to show students that you can simply add the -ed and -ing ending.</p>
<p>Guided Practice (2 minutes)</p>	<p>Tell students that they are going to help you recognize whether or not the final consonant needs to be doubled in more words.</p> <p>Ask 2-3 students to provide you with a root word/verb. Write the provided word on the board and ask the following questions to determine if the doubling rule is necessary:</p> <p>Write the root word on the board or chart paper. Ask students how many syllables are in the word. Ask students if the word has a short vowel sound. Ask students if the short vowel sound is followed by a single consonant. Ask the students if the word requires a double consonant before adding the ending. Have students help you spell the -ed and -ing form of the word.</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 27 Activity Page. Explain they will be using the doubling rule to determine whether or not a word needs to be spelled with a double consonant or not when adding -ed and -ing. Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>If a student is struggling to recognize the short vowel sound, they may benefit from a visual reminder of the short vowel sounds.</p> <p>If students need a reminder of the difference between a vowel and a consonant sound, remind them that vowel sounds are made with an open mouth with unobstructed airflow and consonant sounds have an obstruction that interrupts the airflow.</p>



If clapping the syllable is not providing clarity in the number of syllables, students may need to put their hand under their chin when saying the root word and count how many times their chin touches their hand, since their mouth will open for every vowel sound. Furthermore, students may need reminding that each syllable only has one vowel sound.

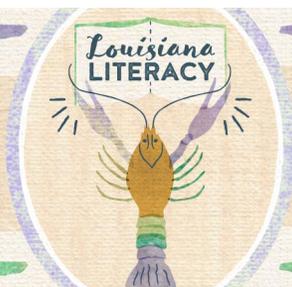
Visual learners may benefit from a checklist of the doubling rule on the board to reference as they are working independently.

Since this is the second lesson reviewing this skill, the words include more advanced code. Students who are still needing time and practice with basic code and the doubling rule may require more support throughout the lesson.

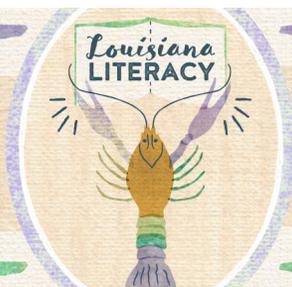


LESSON 28

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will teach students the pattern for adding the suffix -es to root words. When making a noun plural, most of the time you add the suffix -s to the end. However, when the word ends in -s, -ss, -sh, -ch, -x, or -z, you add the suffix -es instead. With repeated practice, students will be able to more easily recognize when -s or -es is needed when spelling.
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/ Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT use conventional spelling patterns when adding the suffix -es to root words.
Attention Getter (1 minute)	<p>Ask students to pretend with you for a second. Ask students, "Let's say you were to compete in the Olympics and you won first place! Would it make sense for them to give you a plastic bag instead of a gold medal?"</p> <p>Ask students, "Let's say you were walking across the stage at your high school graduation. Would it make sense for you to receive a plastic chicken instead of a diploma?"</p> <p>Point out to students that some things just aren't supposed to end certain ways!</p>
Explicit Instruction (3-5 minutes)	<p>Tell students that today they are going to add the endings -es to different root words. Adding -es to the end of words makes the word plural, meaning there is more than one.</p> <p>Explain to students that typically, when a word is plural, you add -s to the end. However, some words require -es at the end.</p> <p>Write the following spellings on the board, explaining to students that when words end with these specific endings, -es is the correct suffix: -s, -ss, -sh, -ch, -x, -z</p> <p>Demonstrate this spelling pattern using the word "dress." Point out</p>

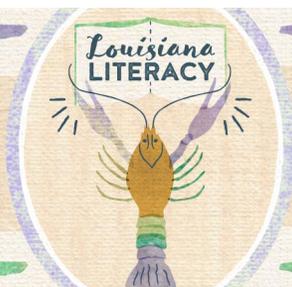


	<p>that dress ends with -ss. If you wanted to indicate that there was more than one dress, the plural form would be spelled “dress.” (Write this on the board). Show the students the plural form of “dress” with the correct -es ending.</p> <p>Repeat the process with “book,” point out to students that only a -s is needed to make “book” plural.</p>
<p>Guided Practice (2 minutes)</p>	<p>Tell students that they are going to help you recognize whether or not the -es ending is needed at the end of a few nouns.</p> <p>Write the word “brush” on the board. Ask students, “Would I add -s or -es to the end of this word?” (-es) Explain to students that sense “brush” ends with -sh, we add -es.</p> <p>Repeat the process with the following words: bus (-es) box (-es) bird (s)</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 28 Activity Page. Explain they will be determining whether or not the -es ending is needed. Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>Visual learners may benefit from a list of the spellings that require the suffix -es.</p>

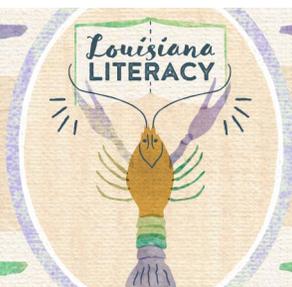


LESSON 29

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will teach students the pattern for adding the suffix -es to root words. The previous lesson focused on making nouns plural. Today's lesson will focus on using the conventional spelling pattern with any root word (noun or verb). When the word ends in -s, -ss, -sh, -ch, -x, or -z, you add the suffix -es instead of -s. With repeated practice, students will be able to more easily recognize when -s or -es is needed when spelling.
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/ Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT use conventional spelling patterns when adding the suffix -es to root words.
Attention Getter (1 minute)	<p>Tell the students that you are going to review what they learned in the previous lesson. You are going to say a noun and when you snap, the students are going to tell you if the plural form of that noun ends with -s or -es.</p> <p>Use the following nouns: toolbox cockroach pirate</p>
Explicit Instruction (3-5 minutes)	<p>Tell students that today they are going to add the endings -es different root words. Regardless of whether the word is a noun or a verb, you add -es when the root word ends with a specific spelling.</p> <p>Ask the students to help you list the spellings that require an -es ending. (-s, -ss, -sh, -ch, -x, -z)</p> <p>Demonstrate this spelling pattern using the root word "read." Tell students that if you wanted to write the sentence "She reads her book from the library," you would add the suffix -s to the end. (Write "reads" on the board.)</p> <p>Repeat the process with "wash," using "washes" in a sentence, and</p>

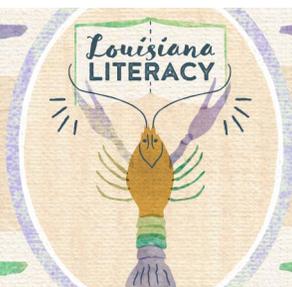


	pointing out to students that with this root word, the suffix -es is needed.
Guided Practice (2 minutes)	<p>Tell students that they are going to help you recognize whether or not the -s or -es suffix is needed at the end of some root words.</p> <p>Write the word “finish” on the board. Ask students, “Would I add -s or -es to the end of this word?” (-es) Explain to students that sense “finish” ends with -sh, we add -es.</p> <p>Repeat the process with the following words: warm (s) watch (es) like (s) buzz (es) fix (es)</p>
Student Application (3-5 minutes)	<p>Have students turn to Lesson 29 Activity Page.</p> <p>Explain they will be adding the -s or -es suffix, then sorting the words based on which ending was used.</p> <p>Circulate as students work, providing support as needed.</p>
Guidance for Diverse Learners	Visual learners may benefit from a list of the spellings that require the suffix -es.



LESSON 30

Lesson Type	Grammar
Overview of Skill/Concept	This lesson will introduce students to less common spelling patterns for plural nouns.
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT write words using spelling patterns and rules for plural nouns.
Attention Getter (1 minute)	<p>Tell students that they are going to play a game! You will give them a clue and they have to guess what action the clue is describing. Tell students to raise their hand when they think they know the answer.</p> <ol style="list-style-type: none"> This is something that you may see falling on the ground during the Fall season. (leaves) This is something that people use to store their books. (shelves) <p>Ask students, “What do you think both of these words have in common?” Allow one or two students to guess. Tell students that they both include plural nouns!</p>
Explicit Instruction (3-5 minutes)	<p>Tell students that they have learned how -s and -es to the end of nouns to make them plural, meaning there is more than one. Explain to students that most plural nouns end with -s or -es. Some nouns do not follow this same rule.</p> <p>Tell students that today they will learn a spelling rule for nouns that end with -f or -fe.</p> <p>Explain to students that when a noun ends with -f, you change “f” to “v” and add -es. If the noun ends with -fe, you change the “f” to “v” and add -s.</p> <p>Demonstrate this spelling pattern using the word “leaf.” Point out that “leaf” ends with -f. If you wanted to indicate that there was more than</p>

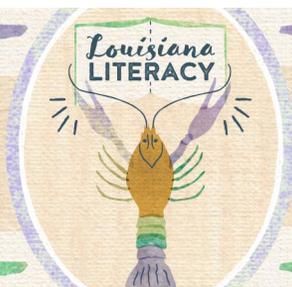


	<p>one leaf, the plural form would be spelled “leaves.” (Write this on the board).</p> <p>Repeat the process with “shelf,” pointing out to students how the “f” changes to “v” when making “shelf” plural. (shelves)</p>
<p>Guided Practice (2 minutes)</p>	<p>Tell students that they are going to change more singular nouns ending with -f or -fe to plural nouns.</p> <p>Write the word “self” on the board. Ask students, “What do I need to change to make this word plural?” (self→selves) Explain to students that sense “self” ends with -f, we change the “f” to “v” and add -es.</p> <p>Repeat the process with the following words: calf (calves) knife (knives) loaf (loaves)</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 30 Activity Page.</p> <p>Explain they will be using the spelling rule to write plural nouns ending with -f and -fe.</p> <p>Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>Visual learners may benefit from a reminder of the rule posted or shown while they are working.</p>

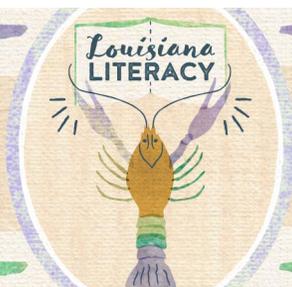


LESSON 31

Lesson Type	Grammar
Overview of Skill/Concept	This lesson will introduce students to less common spelling rules for plural nouns - those that do not use the conventional -s or -es suffix. It is important for students to become aware of the variety of ways in which words can be made plural.
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT write words using spelling patterns and rules for plural nouns.
Attention Getter (1 minute)	<p>Tell students that they are going to review what they have learned about plural nouns.</p> <p>Tell students that today you are going to play a game. If a word is made plural simply by adding “-s” or “-es” to the end, they will stand up. If you think you need to change the word in a different way to make it plural, they can stay seated. Tell them to look carefully at the words as you write.</p> <p>Write the following nouns on the board one-by-one: apples lives pizzas dwarves</p>
Explicit Instruction (3-5 minutes)	<p>Remind students that they learned a spelling rule for nouns that end with -f or -fe.</p> <p>Remind students that when a noun ends with -f, you change “f” to “v” and add -es. If the noun ends with -fe, you change the “f” to “v” and add -s.</p> <p>Tell students that today they will learn a new spelling rule for plural nouns that end with -o.</p> <p>Explain to students that when a noun ends with -o, you add -es to</p>

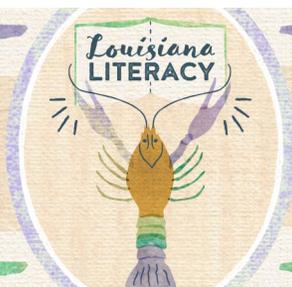


	<p>make that noun plural.</p> <p>Demonstrate this spelling pattern using the word “potato.” Point out that “potato” ends with -o. If you wanted to indicate that there was more than one potato, the plural form would be spelled “potatoes.” (Write this on the board).</p> <p>Repeat the process with “hero,” pointing out to students how you add -es to make “hero” plural. (heroes)</p>
<p>Guided Practice (2 minutes)</p>	<p>Tell students that they are going to change more singular nouns ending with -o to plural nouns.</p> <p>Write the word “veto” on the board. Ask students, “What do I need to change to make this word plural?” (veto→vetoes) Explain to students that since “veto” ends with -o, we add -es.</p> <p>Repeat the process with the following words: echo (echoes) torpedo (torpedoes) tomato (tomatoes)</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 31 Activity Page. Explain they will be using the spelling rule to write plural nouns ending with -o. Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>Visual learners may benefit from a reminder of the rule posted or shown while they are working.</p>

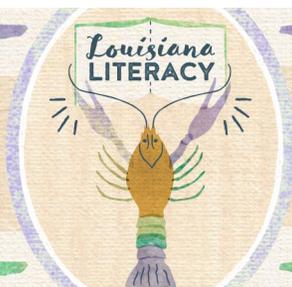


LESSON 32

Lesson Type	Grammar
Overview of Skill/Concept	This lesson will introduce students to less common plural nouns, which are nouns that do not use the conventional -s or -es suffix. Lessons 30-32 will focus on alternative plural noun rules.
Materials Needed	<ul style="list-style-type: none"> • Chart paper or White Board/Dry-Erase Marker (Teacher) • Bag or other container filled with alphabet letters
SWBAT statement	SWBAT write words using spelling patterns and rules plural nouns.
Attention Getter (1 minute)	<p>Tell students that in the bag/container, there are letters of the alphabet.</p> <p>Explain to students that you will call a few students up and have them pick a letter. They must say a plural noun starting with that letter. (For example, if a student pulls the letter “l,” they may say “leaves” as the plural noun)</p> <p>Have a few students come up and pick a letter.</p>
Explicit Instruction (3-5 minutes)	<p>Remind students that they have learned a few spelling rules for plural nouns, meaning nouns that have more than one.</p> <p>Tell students that today they will learn a new spelling rule for plural nouns that become plural by changing their vowels, such as /oo/ to /ee/ or /an/ to /en/.</p> <p>Explain to students that it may be beneficial to memorize these plural nouns.</p> <p>Demonstrate this spelling pattern using the word “foot.” Point out that in order to show more than one foot, the word changes to “feet.” (Write both words on the board).</p> <p>Point out that in this word the vowel sound changed from /oo/ to /ee/.</p> <p>Repeat the process with “tooth,” pointing out to students how the</p>

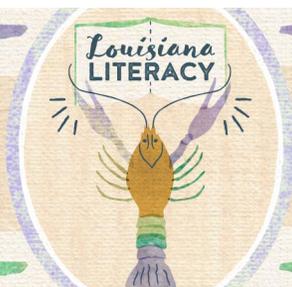


	vowel sound changed from /oo/ to /ee/ to make “teeth.”
Guided Practice (2 minutes)	<p>Tell students that they are going to change more singular nouns to plural nouns, with a vowel change.</p> <p>Write the word “goose” on the board. Ask students, “What do I need to change to make this word plural?” (goose→geese). Explain to students that in “goose” the vowel changes from /oo/ to /ee/.</p> <p>Repeat the process with the following words: man (men) woman (women) mouse (mice)</p>
Student Application (3-5 minutes)	<p>Have students turn to Lesson 32 Activity Page.</p> <p>Explain they will be matching the singular noun to the plural noun.</p> <p>Circulate as students work, providing support as needed.</p>
Guidance for Diverse Learners	Visual learners may benefit from a reminder of the rule posted or shown while they are working.

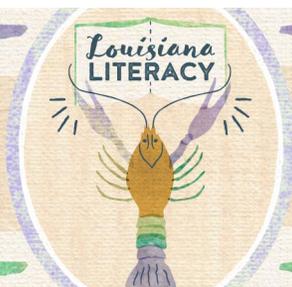


LESSON 33

Lesson Type	Morphology
Overview of Skill/Concept	This lesson will teach students how the meaning of a root word changes when the prefixes mis- and dis- are added. This is important for students as they build their vocabulary. If they can demonstrate understanding of root words and prefixes, they will be able to understand the meaning of more and more words, which will increase their comprehension skills when reading, as well as help with their spelling!
Materials Needed	<ul style="list-style-type: none"> • Chart paper or White Board/ Dry-Erase Marker (Teacher) • White Board/ Dry-Erase Marker (Students)
SWBAT statement	SWBAT identify the correct use of prefixes dis- and mis-.
Attention Getter (1 minute)	<p>Tell the students you are going to tell them a word and you want them to tell you the word that means the opposite. Have students give you a thumbs up when they think they know what word means the opposite and when you snap, have them say their guess out loud.</p> <p>Use the following pairs of opposites: agree (disagree) obey (disobey) appear (disappear)</p> <p>Ask students what they think all three of those opposites have in common. Allow a few students to share. Explain to students that all three words have the same prefix!</p>
Explicit Instruction (3-5 minutes)	<p>Explain to students that root words can have prefixes or suffixes. Suffixes are word endings (like -ed and -ing). Prefixes are added to the beginning of the words.</p> <p>Tell the students that they will be introduced to two different prefixes today. Write dis- and mis- on the board. Tell the students that just like the ending of words can change the meaning, the beginning of the words can, too.</p>

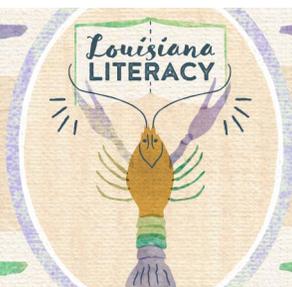


	<p>Explain to students that dis- means “not” or “opposite” and mis- means “wrong.” (Write “opposite or not” and “wrong” next to the prefixes)</p> <p>Write the word “disconnect” on the board. Circle the prefix dis- and underline the root word “connect.” Explain to students what you are doing as you are circling and underlining. Tell the students that since dis- means “opposite or not” and the root word is “connect,” this word means to not connect. For example, “I had to disconnect my computer from my wifi because it was not working.”</p> <p>Repeat this process with “misunderstood”, explaining that this word means understood wrongly. For example, “My mom misunderstood me when I tried to tell her why we didn’t have homework yesterday.”</p>
<p>Guided Practice (2 minutes)</p>	<p>Tell the students that you will show them a root word that starts with either dis- or mis-. They will read the word, determine how the beginning changes the meaning of the word, then use that word in a sentence.</p> <p>Provide students with the following words:</p> <p>disagree misinformed dishonest misheard</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 33 Activity Page. Explain that they will be writing a complete sentence using the word provided. Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>English Language Learners may benefit picture support for root words.</p> <p>Struggling students may benefit from having a visual of the prefix and the root word. They may also benefit from having a visual that shows the meaning next to its corresponding prefix.</p>



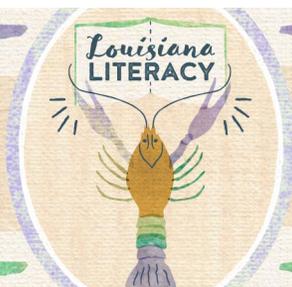
Use the following scaffolding questions, as needed:

- What is the prefix? What does that mean?
- What is the root word? What does the root word mean? (if the root word is not known, a definition may need to be provided for the student)

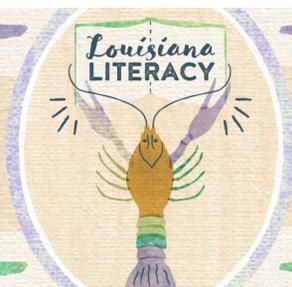


LESSON 34

Lesson Type	Grammar
Overview of Skill/Concept	This lesson will allow students to practice all of the plural noun spelling patterns learned so far.
Materials Needed	<ul style="list-style-type: none"> • Chart paper or White Board/Dry-Erase Marker (Teacher) • White Board/Dry-Erase Marker (Students)
SWBAT statement	SWBAT write words using spelling patterns and rules for plural nouns.
Attention Getter (1 minute)	<p>Tell the students to listen carefully for a mistake in a sentence you are going to tell them.</p> <p>Say the following sentence, “There are three <u>womans</u> waiting in line at the grocery store.” Have students identify and correct the mistake in the sentence and say the correct sentence. (There are three <u>women</u> waiting in line at the grocery store.)</p> <p>Repeat the process with this sentence: “My brother watched a cartoon with a group of <u>mouses</u> that were running from a cat!” (change <u>mouse</u> to <u>mice</u>)</p>
Explicit Instruction (3-5 minutes)	<p>Remind students that they have learned a few spelling rules for plural nouns, meaning nouns that have more than one.</p> <p>Have students recall the spelling patterns learned so far, writing them on the board as they name them:</p> <ul style="list-style-type: none"> • add -s • add -es to nouns that end with -sh -ch -s -ss -z or -x • change -f to -v with nouns ending with -f or -fe • add -es to nouns ending with -o • vowel change <p>Tell students that today they practice all of the rules they’ve learned for plural nouns.</p> <p>Practice using the rules listed with the following words, noting which rule was used and how:</p>

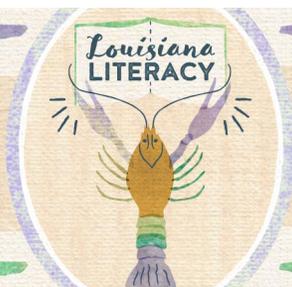


	<ul style="list-style-type: none"> ● apple (add -s) ● glass (add -es to nouns that end with -sh -ch -s -ss -z or -x) ● shelf (change -f to -v with nouns ending with -f or -fe) ● potato (add -es to nouns ending with -o) ● tooth (vowel change)
<p>Guided Practice (2 minutes)</p>	<p>Tell students that they will now practice with a partner using their dry erase boards and markers.</p> <p>They will choose a noun, make it plural, write the plural form of the noun on their dry erase boards, then use it in a sentence.</p> <p>Challenge students to use nouns that include the spelling patterns we have recently learned..</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 34 Activity Page.</p> <p>Explain they will be reading the sentence and filling in the blank with the plural noun. The singular noun they will be using is in parentheses.</p> <p>Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>Visual learners may benefit from a reminder of the rule posted or shown while they are working.</p>

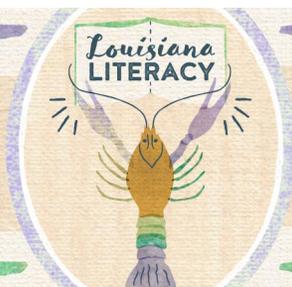


LESSON 35

Lesson Type	Spelling
Overview of Skill/Concept	The next three lessons will focus on alphabetizing words. The first lesson will give an introduction and have students put the letters in the right order. In the second lesson, students will alphabetize words based on the first letter. In the third lesson, students will alphabetize words to the second letter. This is a helpful skill for students that can utilize to do various tasks like: locating a song in a playlist, finding a book in the library, looking up in a dictionary, filing work documents, etc. It also helps to solidify their alphabet knowledge!
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/ Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT put the letters of the alphabet in order.
Attention Getter (1 minute)	<p>Tell students to listen as you recite the alphabet. Then recite the alphabet with letters missing and/or out of order. (ex: a, b, c, d, m, i, e, s, o...)</p> <p>Ask students if they noticed anything wrong with what you just did!</p> <p>Tell students that it is important to have a strong knowledge of the alphabet and its order. Point out to students one way that alphabetizing is useful. For example, if you want to find your favorite artist in your music library, you first have to know the order of the alphabet!</p>
Explicit Instruction (3-5 minutes)	<p>Tell students that you want them to help you write the alphabet in the correct order. As they call out the letters, write them on the board or chart paper.</p> <p>Tell students that the first step in alphabetizing is putting letters in the correct order. Write the letters “m, g, u, f, a, j, e, and z” on the board, in that order. Tell students that you are going to use what you know about the alphabet to put these letters in order.</p> <p>Using the alphabet that was written together as a reference, model for students the correct order to put these letters in. Write the letter</p>

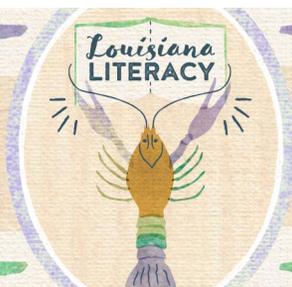


	<p>“a” and explain that out of all these letters, “a” comes first. Repeat this process with the rest of the letters.</p>
<p>Guided Practice (2 minutes)</p>	<p>Repeat the process with these letters: “y, b, q, p, b, w, and k,” soliciting help from the students. Reference the written alphabet as you put these letters in alphabetical order.</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 35 Activity Page. Explain that they will be writing the missing letters in alphabetical order. Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>Students with limited alphabetical knowledge may benefit from having an alphabet to reference.</p> <p>English Language Learners may need reinforcement with the English alphabet and/or support connecting the English letters to their home language letters.</p>

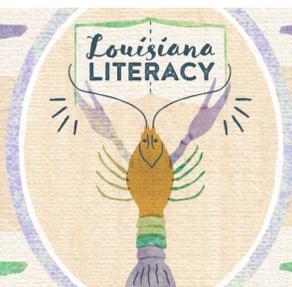


LESSON 36

Lesson Type	Spelling
Overview of Skill/Concept	The next two lessons will continue focusing on alphabetizing words. In this second lesson, students will alphabetize words based on the first letter. In the third lesson, students will alphabetize words to the second letter. This is a helpful skill for students that can utilize to do various tasks like: locating a song in a playlist, finding a book in the library, looking up definitions in a dictionary, filing work documents, etc. It also helps to solidify their alphabet knowledge!
Materials Needed	<ul style="list-style-type: none"> • Chart paper or White Board/ Dry-Erase Marker (Teacher) • White Board/ Dry-Erase Marker (Students)
SWBAT statement	SWBAT alphabetize words based on the first letter.
Attention Getter (1 minute)	<p>Tell the students you will be starting today's lesson with a race! Their job is to write the alphabet as quickly as they can. Ready, GO!</p> <p>Have them wipe off their white boards afterwards.</p> <p>Remind them that alphabetizing is an important skill! Point out to students one way that alphabetizing is useful. For example, if you are wanting to find a book in the library, you have to know the order of the alphabet!</p>
Explicit Instruction (3-5 minutes)	<p>Tell the students that you are going to continue your work from the previous lesson by putting words in alphabetical order today. You will do that by looking at the first letter of the word and use that to alphabetize the list of words.</p> <p>Write the following words on the board: egg, cup, ant, ran, dog</p> <p>Read them together with the students. Underline the first letter of each word and explain to students that out of those 5 words, "ant" will go first because "ant" starts with "a" and "a" comes first in the alphabet. Explain that the word "cup" will go next when alphabetizing this list of words because out of the remaining words, "c" is the letter</p>

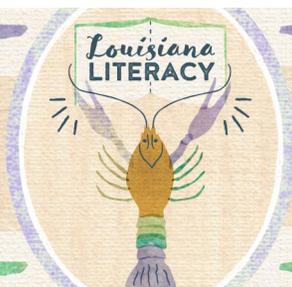


	<p>that comes next. Repeat this process with the rest of the words, writing them in a list as you alphabetize them.</p> <p>Once the list is complete, point out to the students that the first letters (“a, c, d, e, r”) are in alphabetical order.</p>
<p>Guided Practice (2 minutes)</p>	<p>Repeat the process with the following words: numbers, teach, loud, grand</p> <p>Underline the first letter of each word. Then ask students, “According to the alphabet, which word would we list first?” (grand). Continue until all words are in alphabetical order.</p> <p>Once the list is complete, point out to the students that the first letters (“g, l, n, t”) are in alphabetical order.</p>
<p>Student Application (3-5 minutes)</p>	<p>Have students turn to Lesson 36 Activity Page. Explain that they will be putting lists of words in alphabetical order. Circulate as students work, providing support as needed.</p>
<p>Guidance for Diverse Learners</p>	<p>Students with limited alphabetical knowledge may benefit from having an alphabet to reference.</p> <p>English Language Learners may need reinforcement with the English alphabet and/or support connecting the English letters to their home language letters.</p>

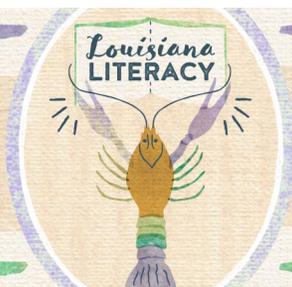


LESSON 37

Lesson Type	Spelling
Overview of Skill/Concept	In this third lesson on alphabetizing, students will alphabetize words to the second letter. This is a helpful skill for students that can utilize to do various tasks like: locating a song in a playlist, finding a book in the library, looking up definitions in a dictionary, filing work documents, etc. It also helps to solidify their alphabet knowledge!
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/ Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT alphabetize words based on the second letter.
Attention Getter (1 minute)	Ask students, “When is it helpful to alphabetize?”
Explicit Instruction (3-5 minutes)	<p>Tell the students that you are going to continue your work from the previous lesson by putting words in alphabetical order today. In the previous lesson, you looked at the first letter of the word. Tell students that sometimes there will be words that you want to alphabetize that start with the same first letter.</p> <p>Write the following words on the board: tiger, taco, turtle, town</p> <p>Read them together with the students. Underline the first letter of each word and explain to students that they all start with the letter “t.” Explain that when that happens, you have to look at the next letter to put them in alphabetical order. Underline the second letter in each word. Model for students that “taco” will go first because “a” comes first in the alphabet. Explain that “tiger” will go next because out of the two words left, “i” comes next in the alphabet. Repeat this process with the rest of the words, writing them in a list as you alphabetize them.</p> <p>Once the list is complete, point out to the students that the second letters (“a, i, o, u”) are in alphabetical order.</p>

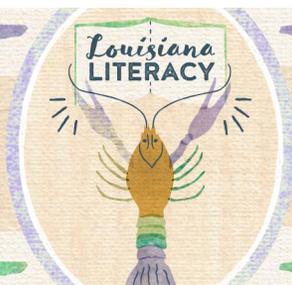


Guided Practice (2 minutes)	<p>Repeat the process with the following words: beach, boots, blue, baseball</p> <p>Underline the first two letters of each word. Then ask students, "According to the alphabet, which word would we list first?" (baseball). Continue until all words are in alphabetical order.</p> <p>Once the list is complete, point out to the students that the first letters ("a, e, l, o") are in alphabetical order.</p>
Student Application (3-5 minutes)	<p>Have students turn to Lesson 37 Activity Page.</p> <p>Explain that they will be putting lists of words in alphabetical order that all start with the same letter. Remind them that they will have to use the second letter to put them in alphabetical order.</p> <p>Circulate as students work, providing support as needed.</p>
Guidance for Diverse Learners	<p>Students with limited alphabetical knowledge may benefit from having an alphabet to reference.</p> <p>English Language Learners may need reinforcement with the English alphabet and/or support connecting the English letters to their home language letters.</p>



LESSON 38

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will provide students with an opportunity to monitor their own reading by checking their reading fluency. Students will be given a reading passage, and the teacher will lead the students in a whisper, timed reading. Students will note how far they were able to read, and will then go back and circle any words that they were not able to recognize by sight. Through this exercise, students will be able to identify areas for further practice and will develop skills for monitoring their own reading fluency.
Materials Needed	<ul style="list-style-type: none"> • Fluency Passage
SWBAT statement	SWBAT read passages with sufficient fluency to support comprehension.
Attention Getter (1 minute)	Read the following passage to students two times. The first time, read it slower and somewhat choppy. Decode some words sound by sound. The second time, read the passage much more fluently. Ask students to share what they notice about the two different times you read the passage.
Explicit Instruction (3-5 minutes)	<p>Tell students that today they will learn about their own reading by reading a fluency passage and figuring out if there are particular words that they are not able to read automatically or by sight. Tell them that they will read a passage for one minute. After they've finished, they'll go back and circle any words that they were not able to read automatically. This will give them a clue about which types of words or spelling patterns they may need more practice with.</p> <p>Pass out the passage and ask students to keep it face down.</p> <p>Tell them that when you say go, they may flip over their passages and begin reading. You will give them some time to read. They should read in a whisper voice. When you call "time," tell them to put a bracket (]) after the last word read.</p> <p>They can then go through and circle any words that were difficult for</p>

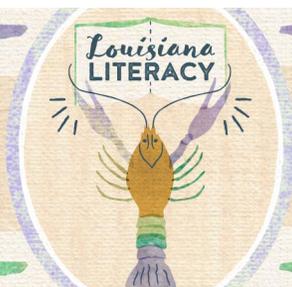


	<p>them or that they were not able to read by sight. While they may not be able to remember each word, certain words will stand out as challenges in their memory and they will circle those.</p>
<p>Guided Practice (2 minutes)</p>	<p>Once the students have completed circling words they cannot read by sight, have them list them on the back of the page. Ask them to look carefully at the words to see if they notice any patterns in the words.</p> <p>Note: This is not to be used as a fluency measure by teachers because the students will not remember all words that they struggled to read, nor will they have remembered which words they did not read correctly.</p>
<p>Student Application (3-5 minutes)</p>	<p>The fluency passage for this lesson is in the Student Activity Book.</p>
<p>Guidance for Diverse Learners</p>	<p>Students may benefit from additional practice using practices such as partner reading, and reading with the teacher with feedback.</p>

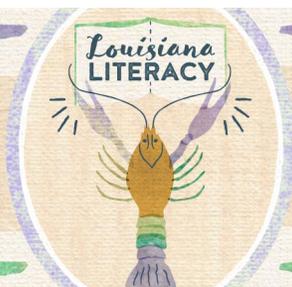


LESSON 39

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will focus on a spelling pattern for plural nouns that do not use the conventional -s or -es suffix.
Materials Needed	<ul style="list-style-type: none"> Chart paper or White Board/Dry-Erase Marker (Teacher)
SWBAT statement	SWBAT correctly change 'f' to 'v' and add -es to make plural nouns.
Attention Getter (1 minute)	<p>Tell the students you are going to write a phrase on the board and they will have about 30 seconds to read it and act it out!</p> <p>Use the following phrases:</p> <ul style="list-style-type: none"> The <u>wolves</u> scared the rabbits. The front yard was full of <u>leaves</u>.
Explicit Instruction (3-5 minutes)	<p>Tell students that today they will practice the spelling rule for nouns that end with -f or -fe.</p> <p>Remind students that when a noun ends with -f, you change "f" to "v" and add -es. If the noun ends with -fe, you change the "f" to "v" and add -s.</p> <p>Demonstrate this spelling pattern using the word "grief." Point out that "grief" ends with -f. If you wanted to add -s to the end, you would change the "f" to "v" to make "grieves." (Write this on the board).</p>
Guided Practice (2 minutes)	<p>Tell students that they are going to change more singular nouns ending with -f or -fe to plural nouns.</p> <p>Write the word "belief" on the board. Ask students, "What do I need to change in order to add -s to the end?" (belief→believes) Explain to students that since "belief" ends with -f, we change the "f" to "v" and add -es.</p> <p>Repeat the process with the following words:</p> <p>relief (relieves) wolf (wolves)</p>

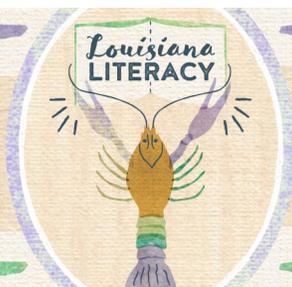


Student Application (3-5 minutes)	Have students turn to Lesson 39 Activity Page. Explain they will be using the spelling pattern to determine how to add -s to the end of the nouns/verbs. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Visual learners may benefit from a reminder of the rule posted or shown while they are working.

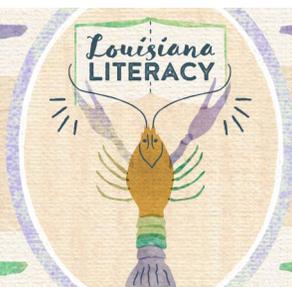


LESSON 40

Lesson Type	Grammar
Overview of Skill/Concept	This lesson will allow students to practice all of the plural noun spelling patterns learned so far.
Materials Needed	<ul style="list-style-type: none"> • Chart paper or White Board/Dry-Erase Marker (Teacher) • White Board/Dry-Erase Marker (Students)
SWBAT statement	SWBAT form and use plural noun.
Attention Getter (1 minute)	<p>Tell the students that you are going to write a plural noun on the board. Have them stand if it's a regular plural noun that is made plural with "-s" or "-es" and sit down if it's a plural noun that is made a different way.</p> <p>Use the following plural nouns:</p> <ul style="list-style-type: none"> • teaches (regular, stand) • men (different, sit) • tables (regular, stand) • buffaloes (different, sit) • bookshelves (different, sit)
Explicit Instruction (3-5 minutes)	<p>Remind students that they have learned a few spelling rules for plural nouns, meaning nouns that have more than one.</p> <p>Have students recall the spelling patterns learned so far, writing them on the board as they name them:</p> <ul style="list-style-type: none"> • change -f to -v with nouns ending with -f or -fe • add -es to nouns ending with -o • vowel change <p>Tell students that today they practice all of the rules they've learned for making nouns plural.</p> <p>Practice using the rules listed with the following words, noting which rule was used and how:</p> <ul style="list-style-type: none"> • calf (change -f to -v with nouns ending with -f or -fe)



	<ul style="list-style-type: none">• tomato (add -es to nouns ending with -o)• goose (vowel change)
Guided Practice (2 minutes)	<p>Tell students that they will now practice with a partner using their dry erase boards and markers.</p> <p>They will choose a noun, make it plural, write the plural form of the noun on their dry erase boards, then use it in a sentence.</p> <p>Challenge students to use ONLY plural nouns that apply one of the newly learned spelling patterns for plural nouns.</p>
Student Application (3-5 minutes)	<p>Have students turn to Lesson 40 Activity Page.</p> <p>Explain they will be writing a sentence using a plural noun spelling pattern.</p> <p>Circulate as students work, providing support as needed.</p>
Guidance for Diverse Learners	<p>Visual learners may benefit from a reminder of the rule posted or shown while they are working.</p>



END-UNIT CHECKPOINT

Choose from the following activities to complete as a review of skills taught in Lessons 21-40.

Plural noun BINGO (review skills taught in Lessons 29-32, 34, 38-40)

Use the attached list of plural nouns spelling rules and have students create their own BINGO cards. They choose any of the plural nouns to fill in each space on their card.

You may print or project the list of words for students to copy.

Have the caller (which can be you or another student), call out the nouns from the list at random.

Be sure students have a marker or counter to cover each space.

Alternate Spellings Spelling Bee (review skills taught in Lessons 24-25)

Can be conducted with the entire class or in teams

Refer to the alternate spellings list of words

Use the attached rules as a guideline, adjusting as necessary for your class

Silly Story (review skills taught in Lessons 23, 26-29, 33)

Have students work in pairs or small groups to create a silly story using the attached list of -ed, -ing, re-, pre-, mis-, and dis- words.

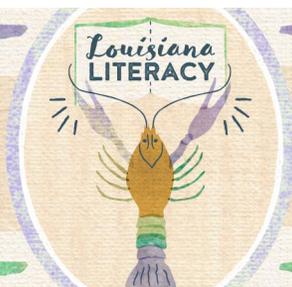
The list of words may be printed and given to students or projected.

Have students write down their story and perform it for the class!

Alphabetizing the Room (review skills taught in Lessons 35-37)

Have students take the attached recording sheet and write items around the room in alphabetical order.

As a challenge, you can give students a topic (like food or things related to sports, etc.) and have them brainstorm an alphabetical list of items within that topic!

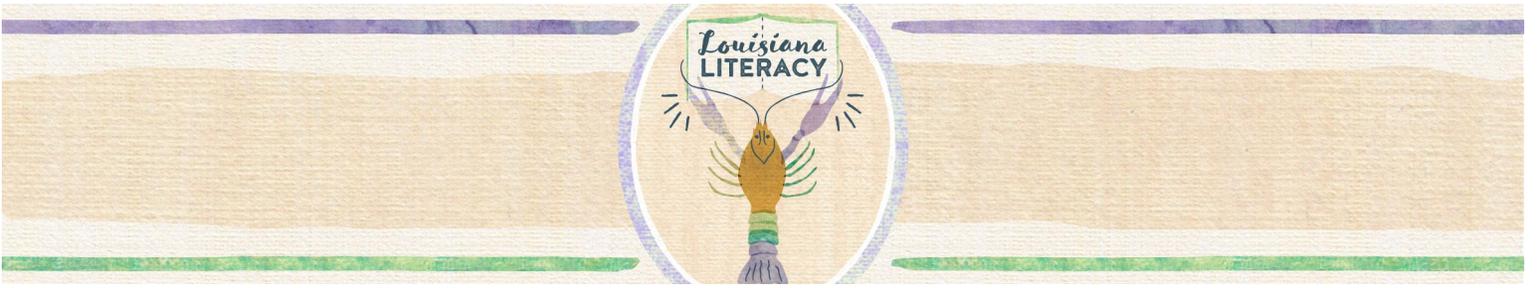


List of Plural Nouns with Less Common and Irregular Spelling Patterns

dwarves
scarves
theives
elves
wolves
lives
wives
leaves
shelves
calves
knives

loaves
selves
saves
believes
relieves
bookshelves
dominoes
volcanoes
potatoes
mosquitos
tomatoes

buffaloes
heroes
tornadoes
echoes
torpedoes
feet
men
geese
teeth
mice
women



BINGO Card

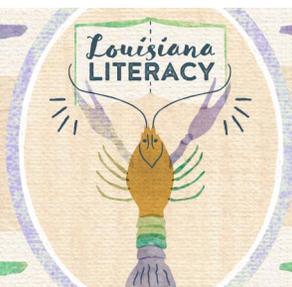
		FREE SPACE		





Spelling Bee Rules

1. The pronouncer announces the word to be spelled and uses the word in a sentence and says the word again.
2. The speller listens carefully to the pronouncer and asks for the word to be repeated if necessary.
3. When the speller is sure she understands the word, she pronounces it, spells it and then says the word again. She must say it loudly enough for the judge to hear it.
4. The judge(s) determines whether or not the word was spelled correctly.
5. If the correct spelling was given, the speller remains in the game.
6. If the spelling was incorrect, that speller is eliminated from the game. The judge gives the correct spelling of that word. Then the pronouncer reads a new word to the next student.
7. When there are only two spellers left, if one player misspells a word, the other player must spell that word correctly, plus one more word to be declared the winner of the spelling bee.

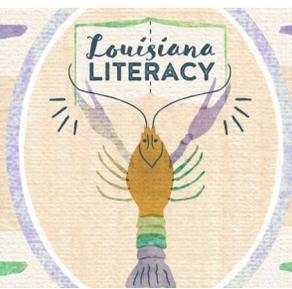


List of Alternate Spelling Words

knock
wrist
white
quit
knee
wrong
whisk
quiz
knots

wreck
wheat
queen
knit
write
whiskers
quack
knife
which

quote
knight
wrath
whole
quail
knelt
wrapper
whale
quickly

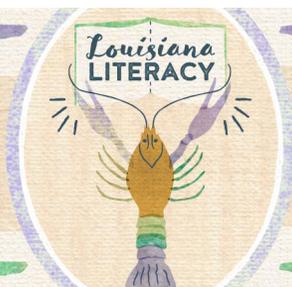


Silly Story Word List

hugged
patted
jogged
dkipped
marched
clapped
chatted
stretched
pranked
baking
jogged
shopped
helping
handed

relearn
reheat
pretest
prehistoric
predetermined
spotted
spotting
plugged
plugging
clipped
clipping
poured
pouring
knocked

knocking
whimpered
whimpering
wrapped
wrapping
quacked
quacking
dislike
disobey
misuse
mislead
disagree
disappear
misunderstand



Alphabetize the Room Recording Sheet

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z