FIRE

Foundational Instruction for Reading Excellence

(for all students)

Unit 2 Teacher's Guide

· Grade 3 ·

DEPARTMENT of EDUCATION
Louisiana Believes

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.

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

LESSON 1

Lesson Type	Grammar
Overview of Skill/Concept	This lesson will review some of the less common plural noun spelling patterns learned in Unit 1. These plural noun spelling patterns do not end with the conventional -s or -es.
Materials Needed	• Whiteboards and dry erase markers (students)
SWBAT statement	SWBAT spell plural nouns using less common plural noun spelling patterns.
Attention Getter (1 minute)	The teacher will prompt students to fill in the blank: • 1 tooth, 5 ___ (teeth) • 1 goose, many ____ (geese) • 1 foot, 2 _____ (feet) • 1 scarf, 3 _____ (scarves) • 1 man, 5 ___ (men)
Explicit Instruction (3-5 minutes)	Remind students that they have been practicing writing some of these less common plural noun types. Review the following rules with students, charting them as you go. Give students the singular examples of each rule and ask students to create the plural form. • add -s (cat) • add -es to nouns that end with -sh -ch -s -ss -z or -x (wish, stitch, bus, dress, quiz, box) • change -f to -v with nouns ending with -f or -fe (wolf, knife) • add -es to nouns ending with -o (tomato) • vowel change (foot, man) Save this anchor for use in Lesson 7.
Guided Practice (2 minutes)	The teacher will partner students off as A and B partners. Tell students that partner A will write a singular noun. Partner B will write the plural form of that noun. After 1 minute, students switch roles with Partner B writing a singular noun and Partner A writing the plural form of that noun. Make sure that students are including examples

	with the less common plural noun types. The teacher may want to have some sample words displayed for students.
Student Application (3-5 minutes)	Have students turn to Activity Page 1. Explain to students that they will read the sentences provided and change the singular noun found at the end of each sentence into a plural noun. Remind students to refer to the rules previously learned. Circulate to assess student understanding.
Guidance for Diverse Learners	Visual learners may benefit from a reminder of the rules posted as an anchor chart or on an individual sheet of paper for them to reference while they are working.

LESSON 2

Lesson Type	Morphology
Overview of Skill/Concept	This lesson will teach students the meaning of the prefixes un-, non-, re-, pre-, dis-, and mis- , and how these prefixes change the meanings of root words. This is important for students as they build their vocabulary. If they can demonstrate understanding of the meaning of 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	• Chart paper (teacher)
SWBAT statement	SWBAT identify the meaning of the common prefixes un-, non-, re-, pre-, dis-, and mis-.
Attention Getter (1 minute)	Remind students that they have been previously taught the prefixes un-, non-, re-, pre-, dis-, and mis- and their meanings. Read the following statement and have students show a thumbs up or down if they agree or disagree: "A prefix is a word part that is placed at the *beginning* of a root word." (thumbs up)
Explicit Instruction (3-5 minutes)	The teacher will read the following sentences. Use a think-aloud to review the meaning of each prefix. Chart each prefix and its meaning as you go. -My brother was very **unkind** to me this morning. (un-, not; opposite) -The noise from the thunderstorm was **nonstop**. (non-not; opposite). -I need to **reread** the sentence for it to make sense. (re-again; back) -The movie **preview** made the film seem very exciting. (pre-before) -She was **displeased** when she was asked to leave the party. (dis-not; opposite). -I think I **misunderstood** what you were saying. (mis-wrong)
Guided Practice (2 minutes)	Call out a prefix and have students think of a word that begins with that prefix. Ask students to share their words in a sentence before moving on to another prefix. Use this time to correct any student misunderstandings.

Student Application (3-5 minutes)	Have students turn to Activity Page 2. Students should write a sentence with each word. Circulate to assess student understanding.
Guidance for Diverse Learners	Visual learners may benefit from a reminder of the prefixes and their meanings posted as an anchor chart or on an individual sheet of paper for them to reference while they are working.

LESSON 3

Lesson Type	Morphology
Overview of Skill/Concept	This lesson will teach students how to identify and use the prefixes un-, non-, re-, pre-, dis-, and mis-. This is important for students as they build their vocabulary. If they can demonstrate understanding of the meaning of prefixes, they will be able to understand the meaning of more words, which will increase their comprehension skills when reading, as well as help with their spelling.
Materials Needed	• Prefix anchor chart created in previous lesson • beachball, balloon, cube, or other object to use during guided practice (one per class) with prefixes un-, non-, re-, pre-, dis-, and mis- written around the object
SWBAT statement	SWBAT identify and use the meaning of common prefixes un-, non-, re-, pre-, dis-, or mis-.
Attention Getter (1 minute)	Remind students that they have been previously taught the prefixes un-, non-, re-, pre-, dis-, and mis- and their meanings. Ask students to act out the following situations. -Unlock the door. -Reheat a slice of pizza. -I am displeased.
Explicit Instruction (3-5 minutes)	Remind students that prefixes are placed at the beginning of base words to change the meaning of that word. Review the chart created in the previous lesson with students. Point out that the prefixes un-, non-, and dis- all mean 'not, opposite'. Tell students that the prefix un- is usually attached to an adjective. This can be seen in the words unwell, unhappy, and unafraid. However, the prefix un- can also mean to do the reverse of. This meaning is attached to a verb. Some examples are the words undress, untie, and unwrap.
Guided Practice (2 minutes)	Use a beachball, balloon, or large cube. Students will take turns tossing the object to a friend. Whichever prefix their right hand lands

	on when catching the object, the student must identify a word containing that prefix and then use it in a sentence.
Student Application (3-5 minutes)	Have students turn to Activity Page 3. Students will choose the word that best completes each sentence. Students will also create sentences using the words provided.
Guidance for Diverse Learners	Visual learners may benefit from a reminder of the prefixes and their meanings posted on an anchor chart or on an individual sheet of paper for them to reference while they are working.

LESSON 4

Lesson Type	Spelling
Overview of Skill/Concept	This lesson introduces the spelling patterns and rules for writing words with the /j/ sound. The lesson will focus on using 'g' to spell /j/ while the 'dge,' 'gi,' 'gy,' and 'ge' spelling will be introduced in a later lesson. The letter 'g' makes the /j/ sound when followed by an "e," "i" or "y" .
Materials Needed	• Chart paper (teacher) • Whiteboard and marker (student)
SWBAT statement	SWBAT write words using spelling patterns and rules for words with the /j/ sound.
Attention Getter (1 minute)	Read the following words to students: gym, just, giant, jacket. Ask, "What do all these words have in common?" (the /j/ sound). Tell students that while each of those words does have the /j/ sound, they are not all spelled the same.
Explicit Instruction (3-5 minutes)	Make a T-Chart on the board or chart paper. Title the chart 'g'. Label one side /g/ and the other /j/. Under the "g" side of the T-Chart write the following words one at a time: go, gorilla, gum, game. Read each word aloud. Tell students that the letter 'g' is most commonly used to spell the sound /g/. Explain that 'g' can also be pronounced using the /j/ sound when followed by certain letters. Under the /j/ heading write the following words: gym, generous, giant, ginger, germ, gem. Tell students that the letter 'g' makes the sound /j/ when followed by an 'e, 'i', or 'y'. Tell students that after reading a word with the letter 'g' and the /g/ sound, if the word does not sound right they should try reading the word with the sound /j/. Model this for the words listed switching between the sounds /g/ and /j/.
Guided Practice (2 minutes)	The teacher shows a word with the focus sound. Volunteers practice decoding and writing the word on the whiteboard. Words to use (suggested words only - you may use some or all of these words, or provide your own words): giraffe, gentle, Egypt, gel, geode, gymnastics,

Student Application (3-5 minutes)	Have students turn to Activity Page 4. Students will use the word bank to complete each sentence.
Guidance for Diverse Learners	The teacher may show pictures of the words to support students with limited language.

LESSON 5

Lesson Type	Spelling
Overview of Skill/Concept	In this lesson, students will alphabetize words to the third letter. This is a helpful skill for students that can be utilized to complete 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	• Chart paper or whiteboard/dry-erase marker (teacher) • Index cards (teacher)
SWBAT statement	SWBAT alphabetize words based on the first three letters.
Attention Getter (1 minute)	Prepare index cards with the words: father, flower, fall, and festival on them. Hand them out to four volunteers. Ask them to arrange themselves in alphabetical order based on their word cards. Allow the remainder of the class to help guide them. Ask, “When could this be helpful?”
Explicit Instruction (3-5 minutes)	Tell the students that they are going to work on alphabetizing words today. Tell them that sometimes there will be words that you want to alphabetize that begin with the same first and second letter. Write the following words on the board: *speak, spoke, spit, span* Read them together with the students. Underline the first letter of each word and explain to students that they all start with the letter “s.” Explain that when that happens, you have to look at the next letter to put them in alphabetical order. Underline the second letter and explain they all have the second letter ‘p’. Underline the third letter and ask what students notice. Model for students that “span” will go first because “a” comes first in the alphabet. Explain that “speak” will go next because out of the two words left, “e” comes next in the alphabet. Repeat this process with the rest of the words, writing them in a list as you alphabetize them. Once the list is complete, point out to the students that the third letters (“a, e, i, o”) are in alphabetical order.

Guided Practice (2 minutes)	Repeat the process with the following words: sudden, sugar, survive, summary Underline the first three letters of each word. Then ask students, “According to the alphabet, which word would we list first?” (sudden). Then ask students to explain how they know which word goes first. Continue until all words are in alphabetical order. Once the list is complete, point out to the students that the first letters (“d, g, m, r”) are in alphabetical order.
Student Application (3-5 minutes)	Have students turn to Lesson 5 Activity Page. 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 third letter to put them in alphabetical order. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students with limited alphabetical knowledge may benefit from having an alphabet to reference. English Language Learners may need reinforcement with the English alphabet and/or support connecting the English letters to their home language letters.

LESSON 6

Lesson Type	Spelling
Overview of Skill/Concept	This lesson introduces the spelling patterns and rules for writing words with the /j/ sound. The lesson will focus on the spellings 'dge' and 'ge' at the end of words.. ● when you hear the /j/ sound at the end of a syllable AND it is immediately preceded by a *short* vowel, it is spelled -dge. ● If there is a consonant or vowel team before the /j/, it is spelled -ge. ● 'J' will never come at the end of a word and 'dg' will never come at the beginning.
Materials Needed	● Chart paper (teacher) ● Whiteboard and marker (student)
SWBAT statement	SWBAT write words using spelling patterns and rules for words when the /j/ sound is found at the end of words.
Attention Getter (1 minute)	Read the following words to students: lodge, revenge, badge. huge, bridge. Ask, "What sound do you hear at the end of these words?" (the /j/ sound). Tell students that while each of those words do have the /j/ sound, they are not all spelled the same.
Explicit Instruction (3-5 minutes)	Make a 2 column chart on the board or by using chart paper. Title the chart /j/. Label the first column 'ge' and the last column 'dge'. Remind students that they have previously learned that the letters 'j' and 'g' can stand for the sound /j/. Today they will look at other spellings for this sound. Under the 'ge' heading read and write the following words: huge, wage, age, orange, cage large. Tell students that if there is a consonant or vowel team before the /j/, it is spelled '-ge'. Explain also that if the letter immediately preceding a 'g' is pronounced with the long vowel sound, you will apply the magic e and then soften the 'g' to produce the /j/ sound.

	Under the ‘dge’ heading write and read the following words: judge, pledge, sledge, bridge. Tell students that when you hear the /j/ sound at the end of a syllable AND it is immediately preceded by a *short* vowel, it is spelled ‘-dge’. Tell students that a word will never end with the letter ‘j’ and ‘-dge’ will never come at the beginning.
Guided Practice (2 minutes)	The teacher shows a word with the focus sound. Volunteers practice decoding and writing the word on the whiteboard. Words to use (suggested words only - you may use some or all of these words, or provide your own words): fudge, page, wedge, package, digit, gentle, dodge.
Student Application (3-5 minutes)	Have students turn to Activity Page 6. Students will use the word bank to complete each sentence.
Guidance for Diverse Learners	The teacher may show pictures of the words for support.

LESSON 7

Lesson Type	Grammar
Overview of Skill/Concept	This lesson will allow students to practice all of the irregular plural noun spelling patterns learned so far. Less common plurals, sometimes referred to as irregular plurals, are nouns that do not use the conventional -s or -es suffix. It is important for students to become aware of irregular nouns because irregular nouns do not follow any standard rule when they are converted into plurals. With repeated practice, students will be able to more easily recognize when a plural noun is regular or irregular.
Materials Needed	• Whiteboards and dry erase markers (students)
SWBAT statement	SWBAT use spelling patterns and generalizations (e.g., ending rules) in writing words
Attention Getter (1 minute)	The teacher will prompt students to fill in the blank: 1 child, 3 ____ (children) 1 man, many ____ (men) 1 goose, 4 ____ (geese)
Explicit Instruction (3-5 minutes)	Remind students that they have been practicing writing irregular plural nouns. Review the following rules with students, using the chart from Lesson 7. Give students the singular examples of each rule and ask students to create the plural form. • add -s (cat) • add -es to nouns that end with -sh -ch -s -ss -z or -x (wish, stitch, bus, dress, quiz, box) • change -f to -v with nouns ending with -f or -fe (wolf, knife) • add -es to nouns ending with -o (tomato) • vowel change (foot, man)
Guided Practice (2 minutes)	The teacher will partner students off as A and B partners. The teacher will write a singular noun on the board. Student A will write the plural form while Student B checks their spelling. Switch roles for the next word and continue until all words have been used.

Student Application (3-5 minutes)	Have students turn to Activity Page 7. Explain to students that they will read the sentences provided and change the singular noun found at the end of each sentence into a plural noun. Remind students to refer to the rules previously learned. Circulate to assess student understanding.
Guidance for Diverse Learners	Visual learners may benefit from a reminder of the rules posted or shown while they are working.

LESSON 8

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will allow students to review, identify, and spell regular and plural nouns where 'f' changes to 'v' and -es is added. To make a plural of a word ending in -f, change the f to a v and add es. Similarly, if a word ends in -fe, change the f to a v and add an s. The result for both types is a plural that ends in -ves.
Materials Needed	• Whiteboards and dry erase markers (students)
SWBAT statement	SWBAT identify and spell regular and plural nouns where 'f' changes to 'v' and -es is added.
Attention Getter (1 minute)	The teacher will read the following sentences and ask students to identify the plural noun in each sentence. 1. I bought olives at the store. 2. My mom likes to bake loaves of bread. 3. Her sister can knit scarves. Point out that each of these plural nouns end in -ves.
Explicit Instruction (3-5 minutes)	Remind students that they have been practicing writing irregular plural nouns. Using a T-chart, label the left side “singular” and the right side “plural.” Display the following singular nouns in the left column: leaf, knife, wife, calf. On the other side of the T-chart demonstrate changing these nouns into plural nouns by changing the “f” to “ve” and adding “es.” For the words knife and wife, bring students’ attention to the fact that these words already end in e, so you only need to change the f to v and add an s. Use each word in a sentence in its singular form as well as its plural form.
Guided Practice (2 minutes)	The teacher will call on a volunteer to spell words ending in v or ve and then ask another student to write the plural form of that word by following the rule taught.

Student Application (3-5 minutes)	Have students turn to Activity Page 8. Explain to students that they will read the sentences provided and change the singular noun found at the end of each sentence into a plural noun. Remind students to refer to the rules previously learned. Circulate to assess student understanding.
Guidance for Diverse Learners	Visual learners may benefit from a reminder of the rules posted or shown while they are working along with example words.

LESSON 9

Lesson Type	Spelling
Overview of Skill/Concept	This lesson reviews r-controlled vowels. r-controlled vowels are any vowel (a, e, i, o, u) immediately followed by the letter r. When there is a *vowel + r*, the vowel no longer makes its long or short sound. The vowel sound is influenced or controlled by the letter r. As a result, a new sound is created.
Materials Needed	• Chart paper (teacher) • Pictures of mouths articulating vowel sounds (you may use those included in the sound wall resource)
SWBAT statement	SWBAT sort words with the r-controlled spelling pattern.
Attention Getter (1 minute)	The teacher will designate an area of the room for each r-controlled vowel: er, ar, or, ir, 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: car, her, first, more, curl, star, anger, dirt, cord, fur
Explicit Instruction (3-5 minutes)	The teacher reminds students the spelling 'er,' 'or,' 'ar,''ir,' and 'ur' make a unique vowel sound. Create a chart titled "R-Controlled Vowels". Make columns for ar, er, or, ur, and ir. Write each of the following words one at time under the appropriate heading. Read each word aloud as you write it. art, farm, scarf, letter, nerve, verb, shirt, third, stir, floor, store, for, purple, turkey, hurt
Guided Practice (2 minutes)	The teacher will read aloud a word. Student volunteers will come up and add the word to the R-Controlled Vowels Chart. Suggested words: nurse, more, girl, are, fur, corn, stir, star
Student Application (3-5 minutes)	The teacher has students turn to Activity Page 9. 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 10

Lesson Type	Morphology
Overview of Skill/Concept	This lesson will introduce how the meaning of a root word changes when the suffixes -er and -or 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	• Chart paper or white board/ dry-erase marker (teacher)
SWBAT statement	SWBAT determine the meaning of words formed when -er and -or are added to a known root word.
Attention Getter (1 minute)	Read the following sentences and ask students to give a thumbs up or down if they agree. -A farmer is someone who teaches students to read. -A baker is someone who bakes goods. -A sailor is someone who drives tractors. -A governor is someone who governs. "What do the words farmer, baker, sailor, and governor have in common? They all end with the /er/ sound."
Explicit Instruction (3-5 minutes)	Tell students that today they will be learning the meaning of root words that end with -er and -or. Tell students that the -er ending is usually added to verbs to make nouns with the meaning “a person or thing that does something.” Write the following sentences on the board, underling the -er noun and discussing its meaning. Circle the root word in each noun to help students make connections to the verb. A farmer tends to his crops as well as his animals. A teacher helps students learn to read and write. A calculator is a tool that calculates.. Tell students that the -or ending, like the -er ending, is added to verbs to make nouns mean “a person or thing that does something.” Write the following sentences on the board underling the -or noun and discussing its meaning. Circle the root word in each noun to help

	students make connections to the verb. (*Note that there are a smaller group of -or nouns that do not come from verbs i.e: doctor.) *Be sure to point out that verbs ending in e are replaced by the suffix '-or.' The root words without the suffix will end with 'e.' An investigator often helps to solve crimes. An actor is someone we often see in movies. A refrigerator helps to keep our food cool.
Guided Practice (2 minutes)	Ask students to solve the following riddles. Call on volunteers to share answers. -Someone who writes stories is a ___. (writer) -Someone who edits stories is an ___. (editor) -This is a device that helps us to calculate math problems. (calculator)
Student Application (3-5 minutes)	Have students turn to Lesson 10 Activity Page. Explain that they will be writing a complete sentence using a noun ending in -or and a noun ending in -er. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	English Language Learners may benefit picture support for root words.

LESSON 11

Lesson Type	Grammar
Overview of Skill/Concept	This lesson will introduce the past/present tense of the verb 'to be'. Students will be able to identify the present and past tense of 'to be'
Materials Needed	• Chart paper or whiteboard/ dry-erase marker (teacher)
SWBAT statement	SWBAT identify the present and past tense of 'to be'.
Attention Getter (1 minute)	Read the following sentences and ask students to identify the verb in each sentence. -My dog ran away from the squirrel. -The fish swam quickly away from the diver. -Charlie read a book to his brother. Say, "These verbs clearly show an action but not all verbs do that."
Explicit Instruction (3-5 minutes)	Tell students that today they will be learning about the verb 'to be'. "To be" verbs are used to tell us about the state or condition of people, places, things, or ideas. "To be" verbs include: is, are, am, was, were, and being. Write the following sentence on the board. Circle the verb 'is'. Explain to students that this means Sara is currently 21 years old. The verb 'is', is in the present tense. It tells us about Sara's current state of being. Sara *is* 21 years old. Write the following sentence on the board. Circle the verb 'was'. Explain to students the verb 'was' is in the past tense. Sara *was* 20 years old. Continue for the following sentences. Circling the verb and clarifying the tense. We are at school today. (present). We were at school yesterday. (past)

Guided Practice (2 minutes)	Display the following sentences. Call on volunteers to identify the verb and tell whether the verb is in present or past tense. John is waiting for the bus. They were late for school this morning. He is coming to the concert today. We were swimming at the lake.
Student Application (3-5 minutes)	Have students turn to Lesson 11 Activity Page. Explain that they will be circling the verb in each sentence and identifying whether it is present tense or past tense. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	English Language Learners may benefit from an anchor chart of past and present 'to be' words.

LESSON 12

Lesson Type	Spelling
Overview of Skill/Concept	In this lesson, students will sort words with two spellings of the sound /ee/: 'y' and 'e' by itself. These are the two most common spellings of the sound /ee/. 'Y' spelling /ee/ at the end of words is the most common. 'E' at the end of a syllable also represents the sound /ee/. Repeated exposure to words with these spellings will help students in reading and writing the words independently.
Materials Needed	• Chart paper or whiteboard/ dry-erase marker (teacher) • Index cards (teacher) • Green and blue crayons (students)
SWBAT statement	SWBAT sort words with two spellings of the sound /ee/.
Attention Getter (1 minute)	Call out the following words. Tell students to stand up. If the word read has the long e sound, students should reach up high. If the word has the short e sound, they should touch their knees. Suggested words: egg, free, bet, beet, meerkat, leg
Explicit Instruction (3-5 minutes)	Tell students that today they will be learning about two ways to spell the sound /ee/. Create a T-chart with one side labeled 'y' and the other labeled 'e'. Tell students that the letter 'y' at the end of words makes the sound /ee/. Point to the sound and have students repeat it. Model reading 'y' words one at a time. Circle the letter y as you read. Suggested words: baby, candy, pretty, copy Tell students that 'e' by itself is another spelling for the sound /ee/. Point to the sound and have students repeat it. Model reading 'e' words one at a time. Suggested words: me, she, fever, Egypt
Guided Practice (2 minutes)	The teacher will pass out index cards with /ee/ words to student volunteers. Students will read the words and add them to the T-chart under the correct heading. Suggested words: every, worry, vegan, recess

Student Application (3-5 minutes)	Have students turn to Lesson 12 Activity Page. List of words to call out: 1. every 2. relax 3. candy 4. copy 5. recess 6. city 7. jelly 8. vegan 9. angry 10. fever
Guidance for Diverse Learners	English Language Learners may benefit from an anchor chart of /ee/ words.

LESSON 13

Lesson Type	Grammar
Overview of Skill/Concept	In this lesson, students will learn about the verb “to have” and its proper tenses. ‘Have’ and ‘has’ are both used in the present tense. When using the pronouns I, you, we, and they, the proper verb to use is *have*. When using the pronouns he, she, and it, the proper verb to use is *has*.
Materials Needed	• Chart paper or whiteboard/ dry-erase marker (teacher) • Whiteboard/ dry-erase marker (student)
SWBAT statement	SWBAT utilize the proper verb tense of ‘to have.’
Attention Getter (1 minute)	Ask students to recall “What is a present tense verb?” “What is a past tense verb?”
Explicit Instruction (3-5 minutes)	Tell students that today they will learn about the verbs meaning ‘to have’. We will focus on the present tense of the verb. The verbs 'has' and 'have' are two different forms of the present tense of the meaning 'to have. ' While both forms of the verb mean to possess, own, or hold, there is a significant difference between the two. 'Has' is used with: he, she, and it 'have' is used with: I, we, you, and they. Display the following sentences. Place a squiggly line under the verb and circle the pronoun in each sentence. He has a brand new bike. I have a brand new bike. We have a test today. She has a test today. It has polka dots. They have polka dots on their notebooks.

Guided Practice (2 minutes)	Read the following sentences. Ask students to work with a partner to fill in the blanks with the proper tense of the verb 'to have'. Students may write their answers on whiteboards and display their answers at the teacher's signal. I ____ two older brothers. She _____ three older brothers. He ____ six diamond rings. You ____ a diamond necklace.
Student Application (3-5 minutes)	Have students turn to Lesson 13 Activity Page. Students should fill in the blank with the correct form of the verb 'to have'.
Guidance for Diverse Learners	English Language Learners may benefit from an anchor chart of the proper verb tenses and their correlating pronouns.

LESSON 14

Lesson Type	Morphology
Overview of Skill/Concept	In this lesson, students will learn the meaning of words formed when -ist or -ian is added to a known root word. The suffix -ist means: one who performs a certain action. It is added to a noun to describe what a person does. The suffix '-ian' is also added to a noun and turns that noun into an adjective. It means to have the same qualities of something. The difference is that -ian tends to communicate something more comprehensive, while -ist has a more narrow focus. E.g. physician describes a general group but neurologist is a specific type of physician
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher) • Index cards with -ist and -ian words (each student; suggested lists below)
SWBAT statement	SWBAT determine the meaning of words formed when -ist or -ian is added to a known root word
Attention Getter (1 minute)	The teacher will ask students to complete these riddles: I am someone who creates art. (artist) I am someone who tells funny jokes. (comedian) I am someone who does scientific experiments. (scientist)
Explicit Instruction (3-5 minutes)	The teacher will tell students that today they will add the suffixes -ist or -ian to root words and determine the meanings of those words. Tell students that the suffixes -ist and -ian can be added to root words to describe people and their occupations. Create a T-chart with one side labeled -ist and the other labeled -ian. Write these suggested words on the chart under their specific headings: geologist, chemist, bicyclist, historian, librarian, guardian Circle the root word and discuss the meaning of each word.
Guided Practice (2 minutes)	Create cards with -ist and -ian suffix words written on them. Students will pair up with a partner and place their card on their forehead without looking at the word. Their partner will give students hints as

	to what the word may be. Switch roles. Suggested words: dentist, scientist, physician, chemist, artist, musician, vocalist
Student Application (3-5 minutes)	Have students turn to Lesson 14 Activity Page. Students should create sentences with the words provided.
Guidance for Diverse Learners	English Language Learners may benefit from pictures to match the word cards.

LESSON 15

Lesson Type	Spelling
Overview of Skill/Concept	In this lesson, students will sort words with two spellings of the sound /ee/: 'ee' and 'ea'. Both 'ee' and 'ea' spell the long e sound in the beginning, middle, or end of a word. The spelling 'ea' can also represent the short /e/ sound. Students should be taught to try both sounds if the word does not make sense in context. Repeated exposure to words with these spellings will help students in reading and writing the words independently.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher) • Index cards (teacher) • Green and blue crayons (students)
SWBAT statement	SWBAT sort words with two spellings of the sound /ee/.
Attention Getter (1 minute)	Call out the following words. Tell students to stand up. If the word read has the long e sound, students should reach up high. If the word has the short e sound, they should touch their knees. Suggested words: threat, treat, tree, pet, met, free
Explicit Instruction (3-5 minutes)	Tell students that today they will be learning about two ways to spell the sound /ee/. Create a T-chart with one side labeled 'ee' and the other labeled 'ea'. Tell students that the letters 'ee' are a vowel team and work together to make the sound /ee/. Point to the sound and have students repeat it. Model reading 'ee' words one at a time. Circle the letters 'ee' as you read. Suggested words: teeth, bee, beef, eel Tell students that 'ea' is another type of vowel team that works together to produce the sound /ee/. Point to the sound and have students repeat it. Model reading 'ea' words one at a time. Suggested words: meal, sea, flea, eat

Guided Practice (2 minutes)	The teacher will pass out index cards with /ee/ words to student volunteers. Students will read the words and add them to the T-Chart under the correct heading. Suggested words: queen, green, mean, leak, beach, beet
Student Application (3-5 minutes)	Have students turn to Lesson 15 Activity Page. List of words to call out: 1. heat 2. creep 3. read 4. greet 5. seen 6. cheat 7. treat 8. jean 9. bean 10. teen
Guidance for Diverse Learners	English Language Learners may benefit from an anchor chart of /ee/ words.

LESSON 16

Lesson Type	Grammar
Overview of Skill/Concept	In this lesson, students will review irregular verbs. Irregular verbs are verbs in which the past tense is formed without using the usual -ed ending.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher) • Beach ball or erasable cube with present tense verbs written on them
SWBAT statement	SWBAT be able to form and use irregular verbs.
Attention Getter (1 minute)	Remind students that they have previously learned about irregular verbs. Ask students to recall what “past tense” means. Have students act out the following sentences: Run slowly to your seat. Eat an apple. Come to the carpet. Find some hidden treasure. Remind students that all of these actions are performed in the *present*.
Explicit Instruction (3-5 minutes)	Tell students that today they will learn about past tense verbs. While the past tense verbs they learned before can be made by adding -ed, some verbs cannot be made into the past tense by simply adding an -ed ending. These types of verbs are called irregular verbs. Create a T-chart with one side labeled “present tense” and the other labeled “past tense”. Read the verb in the present tense and then introduce the verb in the past tense using each verb in a sentence. Suggested verbs to use: run/ran, eat/ate, come/came, find/found, make/made, take/took, draw/drew, bring/brought, say/said, go/went
Guided Practice (2 minutes)	Toss the labeled ball to students and have them name the past tense form of the verb that their right hand lands on. Suggested verbs to use: verbs from anchor chart in the Explicit

	Instruction portion of this lesson as well as: hear/heard, win/won, buy/bought *Individual groups may be given separate balls/dice and allowed to trade those balls/dice half way through the practice for extra exposure.
Student Application (3-5 minutes)	Have students turn to Lesson 16 Activity Page. Students will match the present tense and past tense verbs for Part A. Students will use past tense verbs in a sentence for Part B.
Guidance for Diverse Learners	English Language Learners may benefit from the anchor chart being displayed throughout the lesson.

LESSON 17

Lesson Type	Morphology
Overview of Skill/Concept	Certain suffixes, when added to the ends of nouns or verbs, can transform those words into adjectives. The new adjective will have some of the meaning of the original word, but that meaning will be used to describe a noun rather than function as a noun or verb itself. In this lesson, students will be introduced to the suffixes -y and -al.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher)
SWBAT statement	SWBAT be able to understand the meaning of the suffixes -y and -al.
Attention Getter (1 minute)	Tell students they have previously worked with adding suffixes to root words to create new words. Today they will add suffixes to nouns to turn those nouns into adjectives. These types of suffixes are called adjective suffixes.
Explicit Instruction (3-5 minutes)	Create a chart with the labels: noun, +suffix, and adjective. Divide the chart in half so that one part may be used for the -y suffix and the other for the -al suffix. Write and read aloud the word 'fluff' under the noun. Tell students you will add the suffix 'y' to the word fluff. This suffix means "made up or characterized by". Write the word 'fluffy' under the adjective heading. Tell students that when adding the suffix -y to nouns, the noun becomes an adjective. The word fluffy means "resembling or containing fluff." Use the word in the sentence: The pillows were very fluffy. Continue in this manner with the words: fishy and grouchy. Follow the above routine for the suffix -al. Tell students that this suffix is also added to nouns to turn those nouns into adjectives. The suffix -al means "relating to." Demonstrate adding -al to the noun 'person' to turn it into the adjective 'personal.' Tell students the new meaning of the word "of, affecting, or belonging to a particular person rather than to anyone else." Use the word in a sentence. Continue in the same manner with the following words: electric and region.

Guided Practice (2 minutes)	Write the word ‘cloud’ on the board. Ask students to work in groups to add the suffix -y to the noun and create a sentence with the newly formed adjective. Call on volunteers to share their sentences. Write the word ‘accident’ on the board. Ask students to work in groups to add the suffix -al to the noun and create a sentence with the newly formed adjective. Call on volunteers to share their sentences.
Student Application (3-5 minutes)	Have students turn to Lesson 17 Activity Page. Students will add adjective suffixes to root words and then use the newly formed words in a sentence.
Guidance for Diverse Learners	English Language Learners may benefit from the anchor chart being displayed throughout the lesson.

LESSON 18

Lesson Type	Morphology
Overview of Skill/Concept	Students learned in the previous lesson that certain suffixes, when added to the ends of nouns, can transform those words into adjectives. The new adjective will have some of the meaning of the original word, but that meaning will be used to describe a noun rather than function as a noun. In this lesson, students will continue to use the suffixes -y and -al.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher)
SWBAT statement	SWBAT determine the meaning of words formed when -y and -al are added to a known root word.
Attention Getter (1 minute)	Ask students to describe different types of weather (cloudy, sunny, rainy, misty). List the adjectives given on the board. Ask students whether these words are nouns or adjectives. Circle the nouns within the words and ask again whether these are nouns or adjectives.
Explicit Instruction (3-5 minutes)	Demonstrate transforming nouns into adjectives by adding the suffixes -y and -al. Write each form of the word on the board and use the words in sentences as both a noun and an adjective. Ex: curl/curly; She had a curl in her hair. Her hair was curly. Suggested words: wind/windy, dust/dusty, sand/sandy, music/musical, tradition/traditional, digit/digital
Guided Practice (2 minutes)	Write a word on the board and ask student volunteers to use them in a sentence. Suggested words: messy, sweaty, medical, personal
Student Application (3-5 minutes)	Have students turn to Lesson 18 Activity Page. Students will use each word in a sentence.
Guidance for Diverse Learners	English Language Learners may benefit from the anchor chart from Lesson 17 being displayed throughout the lesson.

LESSON 19

Lesson Type	Spelling
Overview of Skill/Concept	In this lesson, students will review forming and using irregular verbs as well as using spelling patterns in writing /ee/ words. Irregular verbs are verbs in which the past tense is formed without using the usual -ed ending. Students have previously learned the spelling patterns: ee, ea, y, and e.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher) • Index card with present/past tense irregular verbs (students)
SWBAT statement	SWBAT form and use irregular verbs in sentences and use spelling patterns in writing /ee/ words.
Attention Getter (1 minute)	Have student volunteers complete the following sentences. -I can build a new house. I _____ a new house weeks ago. (built) -I lie down softly in my bed. Yesterday, I _____ in my bed. (laid) -I get ice cream from the store. On Wednesday I ___ ice cream from the store. (got)
Explicit Instruction (3-5 minutes)	Remind students they have previously learned about irregular verbs. Irregular verbs are verbs that are formed without using the usual -ed endings. Make a list of present tense verbs. Demonstrate writing the irregular past tense form of the verb and using it in a sentence. Circle the /ee/ spelling in each word reviewing the sound spelling. Suggested words: weep/wept, sweep/swept, steal/stole, sleep/slept, seek/sought, see/saw
Guided Practice (2 minutes)	Pass out irregular verb cards. Have students read their verbs and find a partner with the matching verb. Students should circle the /ee/ spelling in the words and practice using each word in a sentence with their partner. Suggested verbs: teach/taught, speak/spoke, hear/heard, eat/ate, bleed/bled, dream/dreamt, feel/felt, deal/dealt, feed/fed, freeze/froze, kneel/knelt, lead/led, leave/left, meet/met

Student Application (3-5 minutes)	Have students turn to Lesson 19 Activity Page. Students will write a sentence with each verb using its past tense form. Students will circle the /ee/ spelling in the words.
Guidance for Diverse Learners	English Language Learners may benefit from the anchor chart being displayed throughout the lesson.

LESSON 20

Lesson Type	Spelling
Overview of Skill/Concept	In this lesson, students will review spellings for the sound /ee/. Students have previously learned the spelling patterns: ee, ea, y, & e.
Materials Needed	• Chart paper or whiteboard/ dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT will apply the sound spelling /ee/ to spell words.
Attention Getter (1 minute)	Ask students to solve the following riddles, then ask students what each of the answers have in common. (the /ee/ sound). -This is something you drink with the Queen. (tea) -I like to eat this on my pizza with pepperoni and sauce. (cheese) -This is an insect that helps pollinate flowers. (bee)
Explicit Instruction (3-5 minutes)	Remind students that they have previously learned about some sound spellings for /ee/. Write the word 'windy' on the board. Circle the 'y' and explain that this is one of the spellings for the /ee/ sound students have already learned. Remind students that the letter 'y' at the end of words makes the sound /ee/. Repeat for the words: free, treat (reviewing vowel teams 'ee' and 'ea'), and me ('e' by itself representing the /ee/ sound)
Guided Practice (2 minutes)	Tell students they will play a game called "Show Down" with these /ee/ spellings. Call out the following words and have students write the words on their dry erase board. When the teacher shouts "Show Down!" students should show their word/spelling to the teacher. Suggested words to use: heat, weep, copy, vegan, recess, seen, bean
Student Application (3-5 minutes)	Have students turn to Lesson 20 Activity Page. Tell students to write the words you call out for #'s 1-6 and then choose one of the words to write in a complete sentence for #7. Words to use: teeth, meal, he, every, jelly, beef
Guidance for Diverse Learners	English Language Learners may benefit from the anchor chart being displayed throughout the lesson.

MID-UNIT 2 CHECKPOINT

Choose from the following activities to complete as a review of skills taught in Lessons 1-20.

Skills taught in this unit: spellings for /j/ and /ee/, irregular plural nouns, irregular verbs, r-controlled spelling, suffixes -ist, -ian, -y, -al

Trade Book or Student-Choice Book
Read a trade 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.

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.

Puzzles
Have students write present and past tense irregular verbs on a notecard and then cut that card like a puzzle piece. Students can then practice matching the verbs.

Word Search
Students can create their own word search using targeted sounds/skills. Students brainstorm a list of words and fill in a word search with those words. They may trade papers with a partner and have them complete the word search.

Sound Bingo
Create a bingo board with alternate spellings of the /ee/ sound spellings. Read aloud /ee/ words with these sound spellings and have students write them in the correct box. Once they get a full row, column, or diagonal they get a Bingo!

LESSON 21

Lesson Type	Morphology
Overview of Skill/Concept	Adverbs are words that describe verbs. They can come before or after the verbs they describe. Some adverbs tell "how" the action happens, and they typically end in -ly. They describe how things appear and how things happen. When students use adverbs in their writing, they can help the reader better visualize an action by using descriptive details.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher)
SWBAT statement	SWBAT identify adverbs that show "how" and end in -ly.
Attention Getter (1 minute)	Ask students, "If you were walking home and a bear started chasing you out of nowhere, how would you move or react?" As students respond, write down any adverbs that end with -ly on the board or chart paper. (For example, quickly, swiftly, quietly, etc.)
Explicit Instruction (3-5 minutes)	Point out to students that all of the words you wrote down are called adverbs. Adverbs are words that describe verbs. Explain that the adverbs written down all describe the verb "move." Tell students that having an understanding of adverbs will allow them to write with more description and when they are reading, they will be able to better visualize what the author is saying. Tell the students that today they will focus on adverbs that show "how" and end with -ly. Write the phrase "move quickly" on the board. Ask students what the verb in this phrase is. (move) Point out and underline the adverb "quickly" and explain that "quickly" describes how the movement is happening.
Guided Practice (2 minutes)	Ask students, "What is another adverb that ends in -ly that can describe the verb 'move?' (Responses may vary but can include adverbs like "slowly, safely, carefully, etc.)

	Tell students you will give them a verb and they will share an adverb that tells “how” and ends with -ly. Use the following verbs: ● watched ● arrived ● skated (Possible responses include: carefully, cautiously, effortlessly, slowly, etc.)
Student Application (3-5 minutes)	Have students turn to Lesson 21 Activity Page. Explain that they will be circling the verb in each sentence then writing an adverb to describe each verb. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students who may be lacking a rich vocabulary may need support creating adverbs. When working independently, it may be beneficial to provide a few choices for adverbs and have the student choose which one makes the most sense with the given verb.

LESSON 22

Lesson Type	Grammar
Overview of Skill/Concept	Adverbs are words that describe verbs. They can come before or after the verbs they describe. Some adverbs tell "when" the action happens. When students use adverbs in their writing, they can help the reader better visualize an action by using descriptive details.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher)
SWBAT statement	SWBAT identify adverbs that show "when."
Attention Getter (1 minute)	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! Use the following phrases: • They moved *cautiously*. • He skated *effortlessly*. • She sang *proudly*.
Explicit Instruction (3-5 minutes)	Point out to students that all of the adverbs they acted out described "how" the action happened. Remind students that adverbs are words that describe verbs. Tell the students that today they will focus on adverbs that show "when." Write the sentence "It's raining too hard to leave tonight." on the board. Ask students what the verb in this sentence is. (leave) Point out and underline the adverb "tonight" and explain that "tonight" describes when the action is happening.
Guided Practice (2 minutes)	Tell students that you will tell them a sentence and they will have to listen for which word is the adverb that tells "when" the action is happening. Explain to students that after reading the sentence, you will countdown from 3 and they will stand and say the adverb.

	Use the following sentences: ● *First*, we have to complete our workbook page. ● The Smith family will ride go-karts *tomorrow* as part of their family vacation. ● When I showed up to the birthday party, my friends were *already* there.
Student Application (3-5 minutes)	Have students turn to Lesson 23 Activity Page. Explain that they will be circling the adverb in each sentence that describes “when” the action is happening. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students who may be lacking a rich vocabulary may need support creating adverbs. When working independently, it may be beneficial to provide a few choices for adverbs and have the student choose which one makes the most sense with the given noun.

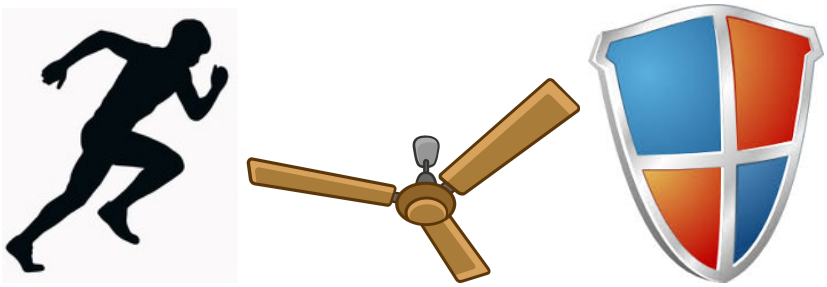
LESSON 23

Lesson Type	Grammar
Overview of Skill/Concept	The use of both adjectives and adverbs help writers to provide more descriptive details. For example, adding these words turns this simple sentence: “The dog walked to his toy” into “The joyful, playful dog ran quickly to play with his squeaky toy,” providing a more vivid picture in the reader’s mind. While both adjectives and adverbs are used to make sentences more juicy, there is an important difference to note. An adjective modifies a noun or pronoun by describing its characteristics. An adverb modifies a verb, telling “when,” “where,” “how,” and “why.” This lesson will help students correctly distinguish between the two.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher)
SWBAT statement	SWBAT identify adjectives and adverbs correctly.
Attention Getter (1 minute)	Ask students, “What do siblings that are twins have in common? How are they the same and how are they different?” (Answers may vary but may include: look the same, different people, etc.) Allow a few students to respond.
Explicit Instruction (3-5 minutes)	Tell students that in the same way that twins are very similar, but different, so are adjectives and adverbs! Both adjectives and adverbs describe things, but they serve different purposes within a sentence. Explain to students that an adjective is a word that describes a noun, usually describing its characteristics. An adverb is a word that describes a verb, usually telling “when,” “where,” “how,” or “why.” Explain to students that today they will be identifying adjectives and adverbs correctly. Remind students that adjectives are likely going to answer the following questions: • What kind? • How many? • Which thing?

	Write these phrases on the board, pointing out the nouns AND the adjectives describing them: ● old shirt (the adjective “old” answers the question “what kind?”) ● five dogs (the adjective “five” answers the question “how many?”) ● this paper (the adjective “this” answers the question “which thing?”) Remind students that adverbs are words that describe verbs and are likely going to answer the following questions: ● How did it happen? ● When did it happen? ● Where did it happen? Write these phrases on the board, pointing out the verbs AND the adverbs describing them: ● accidentally screamed (the adverb “accidentally” answers the question “how did it happen?”) ● yesterday (answers the question “when did it happen?”) ● nearby (answers the question “where did it happen?”)
Guided Practice (2 minutes)	Tell students that you will tell them a word and they will stand up if the word is an adjective and sit down if the word is an adverb. Once everyone has decided what the word is, have a student explain how they know the word is an adjective or adverb. Use the following words: ● unexpectedly ● purple ● safely ● large ● above ● occasionally

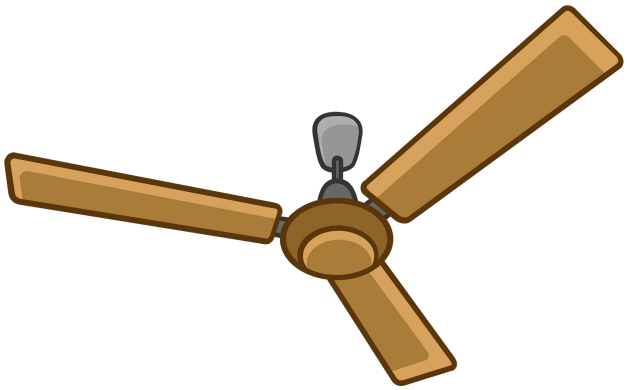
Student Application (3-5 minutes)	Have students turn to Lesson 22 Activity Page. Explain that they will be sorting words based on if the word is an adjective or an adverb. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Some students may benefit from keeping up a visual with the definition/examples on the board to help them know the difference between adjectives and adverbs. Some students may also benefit from using the word in a sentence to better understand if the word is describing the noun or describing the verb.

LESSON 24

Lesson Type	Spelling
Overview of Skill/Concept	There are many different spellings for the /ee/ sound. This lesson will focus on the spellings “e_e, ei, ie.” The “e_e” spelling has a consonant in between. You will be teaching this simple rule to students to help them distinguish between the “ei” and “ie” spelling: “i” before “e” except after “c.” With continued exposure and practice with these alternate spellings, students will become more automatic.
Materials Needed	• Pictures of nouns with /ee/ sound (teacher) • Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT write words using spelling patterns and rules for words with the /ee/ sound.
Attention Getter (1 minute)	Show student these three pictures and have them name each one:  (athlete, ceiling, shield) Ask students, “What vowel sound do they all have in common?” (They all have the /ee/ sound.)
Explicit Instruction (3-5 minutes)	Tell students that today they will be focusing on writing words with the /ee/ sound. Have students say the /ee/ sound a few times, stretching it out. Ask students, “What spellings do you know for the /ee/ sound?” Tell students that today we will focus on the spellings “e_e, ei, ie.” (Write these on the board one-by-one).

	Tell students that when the /ee/ sound is spelled with “e_e,” there is a consonant in between, like in the word “athlete.” Write the word “athlete” on the board and point out the “e_e” spelling. Explain to students that the /ee/ sound can also be spelled with “ei” and “ie.” Tell students there is an easy way to distinguish between the two with the “i before e except after c” rule. Demonstrate this with the word “ceiling,” pointing out that since the /ee/ sound comes after the letter “c,” the “ei” spelling is used. Repeat the process with the word “shield,” pointing out that since there is no “c” in “shield,” the /ee/ sound is spelled with “ie.”
Guided Practice (2 minutes)	Have students take out their whiteboards. Tell them that you will say a word with the /ee/ sound and they will practice writing the word using one of the three spellings (e_e, ei, or ie). Use the following words: ● complete ● theme ● receive ● receipt ● thief ● piece *Note: Students may need reminders about the spelling patterns.
Student Application (3-5 minutes)	Have students turn to Lesson 24 Activity Page. Explain that you will tell them a word and they are to use that word in a sentence, applying the /ee/ spelling rules they practiced today. Use the following words: 1. these 2. field 3. belief 4. Pete 5. perceive Circulate as students work, providing support as needed.

Guidance for Diverse Learners	Students may benefit from posting a visual with the spelling rules and sample words. Students may also need support with any additional alternative spellings during the lesson. For example (/t/ spelled “pt” and /v/ spelled “ve”)

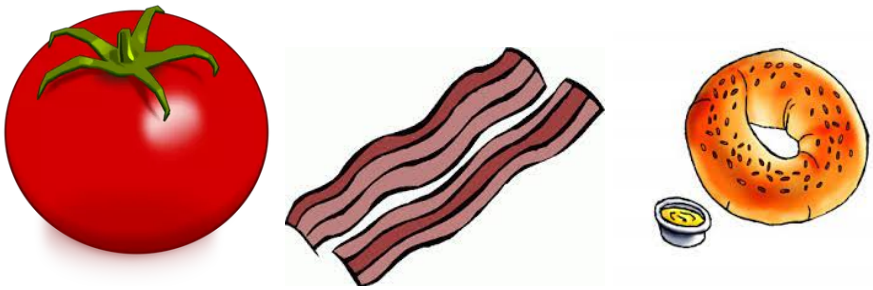


LESSON 25

Lesson Type	Morphology
Overview of Skill/Concept	Today's lesson will focus on -y and -ly suffixes. The suffix -y often changes nouns to adjectives, and the suffix -ly changes adjectives to adverbs. The suffix -y means "characterized by or like" the noun that it's describing. The suffix -ly means "characteristic of" the verb being described. This work with suffixes is important for students as they build their vocabulary. If students 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	• Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT use suffixes -y and -ly correctly.
Attention Getter (1 minute)	Ask students, "In general, not just today, what words can we use to describe the weather?" (Some possible responses include: sunny, cloudy, rainy, etc.) As students share, write these words on the board.
Explicit Instruction (3-5 minutes)	Explain to students that the words they used to describe the weather all have suffixes. Tell students that today they will be focusing on words that end with the suffixes -y and -ly. Remind students that suffixes are word endings that change the meaning of the base word used. Write the word "snowy" on the board. Underline and point out the base word "snow." Explain to students that since the suffix -y is at the end of the word "snowy," this changes the word "snow" from a noun to an adjective, meaning "like snow." Provide students with the example: They stepped into the snowy yard. The adjective "snowy" is now describing what the yard is like. Repeat the process using the word "happily." Underline and point out the base word "happy." Explain to students that since the suffix -ly is

	at the end of the word “happily,” this changes the word “happy” from an adjective to an adverb, meaning to do something in a happy way. Provide students with the example: They have been happily married for 32 years. The adverb “happily” is now describing the verb “married.” Point out the spelling pattern that is used to go from the adjective “happy” to the adverb “happily.” Explain to students that if a word ends with -y and you want to add the suffix -ly, you change the -y to “i” and add the suffix -ly. Repeat with the word “angry.” Ask students how you would change “angry” to “angrily.”
Guided Practice (2 minutes)	Repeat this process with the following words, adding the -y or -ly suffix. Have students help you spell the word and use the word in a sentence. ● love - lovely ● quick - quickly ● sun - sunny ● noise - noisy
Student Application (3-5 minutes)	Have students turn to Lesson 25 Activity Page. Tell students that they will use each word in the box to write a complete sentence. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	English Language Learners may benefit from picture support for base words.

LESSON 26

Lesson Type	Spelling
Overview of Skill/Concept	This lesson (along with Lessons 30-32) will focus on the many different spellings for the /ae/ sound (long a). The lessons will cover the spellings in the order of the most common spellings ("a," "a_e," "ai," and "ay"). With more practice, students will begin to generalize these spellings and apply them with automaticity.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT write words using spelling patterns and rules for words with the sound /ae/.
Attention Getter (1 minute)	Show student these three pictures and have them name each one:  (tomato, bacon, bagel) Ask students, "What sound do they all have in common?" (They all have the /ae/ sound.)
Explicit Instruction (3-5 minutes)	Tell students that today they will be focusing on writing words with the /ae/ sound. Have students say the /ae/ sound a few times, stretching it out. Ask students, "What spellings do you know for the /ae/ sound?" Tell students that today we will focus on the most common spelling, "a." (Write this spelling on the board.) Model spelling the word "tomato" for the students sound by sound,

	pointing out that that /ae/ sound in this word is spelled with the “a” spelling.
Guided Practice (2 minutes)	Have students take out their whiteboards. Tell them that you will say a word with the /ae/ sound and they will practice writing the word using the “a” spelling. Circulate as students work, providing support as needed. Use the following words: ● crazy ● vacation ● compensation ● bakery ● forsaken
Student Application (3-5 minutes)	Have students turn to Lesson 26 Activity Page. Explain that you will tell them a word and they are to use that word in a sentence, using the “a” spelling for the /ae/ sound. Use the following words: 1. ratio 2. bagel 3. shaky 4. spacious Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students may need support with multisyllabic words or additional alternate spellings (like “y” for the /ie/ sound). Provide support, as needed, so that the student can focus on the lesson’s spelling. As students are working on creating sentences with these /ae/ words, they may need support with the meaning of the word or using it in the correct context.

LESSON 27

Lesson Type	Morphology
Overview of Skill/Concept	This lesson focuses on the suffixes -ous and -ly. The suffix -ous means “full of” and the suffixes -ly means “like.” This work with suffixes is important for students as they build their vocabulary. If students can demonstrate understanding of base 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	• Chart paper or whiteboard/dry-erase marker (teacher)
SWBAT statement	SWBAT use the meaning of the suffixes -ous and -ly to write words and sentences.
Attention Getter (1 minute)	Tell students that they are going to hear a description and based on what they hear, they will talk with a partner and list as many nouns as they can that fit that description. Encourage them to write the nouns down on one of the partner’s whiteboard. Give students the following descriptions: • A person that is *famous* • A character from a TV show or movie that is *friendly* *Note: You may only get through one of these descriptions. Use your teacher discretion to determine how many you have time for.
Explicit Instruction (3-5 minutes)	Remind students that root words can have suffixes, like -ed or -ing. Tell the students that they will be using the suffixes -ous and -ly today. Write -ous and -ly on the board. Remind students that the ending of words can change the meaning of the words, too. Explain to students that -ous means “full of” and -ly means “like.” (Write “full of” and “like” next to the suffixes on the board.) Write the word “poisonous” on the board. Circle the suffix -ous and underline the base word “poison.” Explain to students what you are doing as you are circling and underlining. Tell the students that since

	-ous means “full of” and the base word is “poison,” this word means full of poison. For example, “The snake bite was poisonous.” Repeat this process with “gladly.” The base word is glad which means willing or with pleasure, so gladly means “like glad” or “having the characteristic of being glad”. For example, “When I saw my friend fall, I gladly ran to help him.”
Guided Practice (2 minutes)	Tell the students that you will show them a word that ends with either -ous or -ly. They will read the word, determine how the suffix changes the meaning of the word, then use that word in a sentence. Provide students with the following words: ● frequently ● accidentally ● glamorous ● various
Student Application (3-5 minutes)	Have students turn to Lesson 27 Activity Page. Explain that they will be writing a complete sentence using the word provided. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	English Language Learners may benefit picture support for base words. Struggling students may benefit from having a visual of the base word and the suffix. They may also benefit from having a visual that shows the meaning next to its corresponding suffix. Use the following scaffolding questions, as needed: What is the suffix? What does that mean? What is the root word? What does the base word mean? (If the base word is not known, a definition may need to be provided for the student.)

LESSON 28

Lesson Type	Morphology
Overview of Skill/Concept	This lesson continues to focus on the suffixes -ous and -ly. The suffix -ous means “full of” and the suffixes -ly means “like.” This work with suffixes is important for students as they build their vocabulary. If students can demonstrate understanding of base 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	• Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT write words using suffixes -ous and -ly.
Attention Getter (1 minute)	Tell students that they will work with a partner to list as many words as they can with -ous and -ly suffixes. Set a timer between 30-60 seconds. If time permits, have partners share a few of their words.
Explicit Instruction (3-5 minutes)	Remind students that base words can have suffixes, like -ed or -ing. Tell the students that they will be using the suffixes -ous and -ly today. Write -ous and -ly on the board. Remind students that -ous means “full of” and -ly means “like.” (Write “full of” and “like” next to the suffixes on the board, if necessary.) Write the word “joyous” on the board. Ask the following questions: • What is the base word? (joy) • What does the suffix -ous mean? (full of) • What does “joyous” mean? (full of joy) • Who can use “joyous” in a sentence? Write the word “greatly’ on the board. Ask the following questions:

	• What is the base word? (great) • What does the suffix -ly mean? (like) • What does “greatly” mean? (characteristic or quality of greatness) • Who can use “greatly” in a sentence?
Guided Practice (2 minutes)	Tell the students that you will show them a base word and they will determine if the -ous or -ly suffix should be used. Then they will write the word on their whiteboard. Provide students with the following base words: • ironic - ironically • foolish - foolishly • envy - envious • grace - gracious
Student Application (3-5 minutes)	Have students turn to Lesson 28 Activity Page. Explain that they will be writing a complete sentence using the word provided. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	English Language Learners may benefit picture support for base words. Struggling students may benefit from having a visual of the base word and the suffix. They may also benefit from having a visual that shows the meaning next to its corresponding suffix. Use the following scaffolding questions, as needed: What is the suffix? What does that mean? What is the base word? What does the base word mean? (If the base word is not known, a definition may need to be provided for the student.)

LESSON 29

Lesson Type	Grammar
Overview of Skill/Concept	There are a few different ways a student can expand a sentence. One way they can do that is by adding adjectives, adverbs, and/or synonyms. Expanding simple sentences helps students to think deeper and in more detail. This will improve their writing as they are able to articulate their ideas in more detail. It will help them paint a more vivid picture for their readers and also to express a more complex thought.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher)
SWBAT statement	SWBAT choose adjectives, adverbs, and synonyms to expand simple sentences.
Attention Getter (1 minute)	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. Use the following phrases: • The team won the championship. • I competed in the race.
Explicit Instruction (3-5 minutes)	Tell students that all of the sentences they acted out are simple sentences and today you will be expanding simple sentences. This will help them to articulate their ideas in more detail and make their writing even better. Explain that a simple sentence is a complete thought that contains a subject and a verb, like in the sentence: “Max plays the guitar.” Tell students that one way to expand sentences is to include the use of adjectives, adverbs, and synonyms. Remind students that an adjective describes a noun or a pronoun and answers the questions, “What kind? Which one? and How many?” Ask a few students to give an example of an adjective. Remind students that an adverb is used to describe a verb and answers the questions, “How? Where? When? How often? Why?” Ask

	a few students to give an example of an adverb. Remind students that a synonym is a word that has a similar meaning. Ask students, "What is a synonym for the word 'happy?'" Tell students you are going to use all three elements (adjectives, adverbs, and synonyms) to expand the simple sentence "Max plays the guitar." (Write this sentence on the board). Model for students how you can use the adjective "shiny" to describe Max's guitar. Explain how you can use the adverb "loudly" to describe how he's playing, and how "perform" is a synonym for "play." Write this new expanded sentence on the board: "Max performs loudly on his shiny guitar."
Guided Practice (2 minutes)	Give students the simple sentence: "Nate plays with his dog." (Write this sentence on the board.) Use the following questions to allow students to brainstorm adjectives, adverbs, and synonyms: ● What is the noun? (dog) ● What kind of dog could it be? ● What is the verb? (plays) ● How could he be playing? When could he be playing? How often? Why? ● Is there another word that we could use instead of the verb "play" or the noun "dog?" Write the new expanded sentence on the board, pointing out the difference in details.
Student Application (3-5 minutes)	Have students turn to Lesson 29 Activity Page. Explain that they will be adding to each sentence by filling the blanks with an appropriate adjective or adverb. Encourage them to use both an adjective and an adverb in each sentence. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students may benefit from having a word bank to choose from or may need more prompting to think of additional adjectives, adverbs, and synonyms.

LESSON 30

Lesson Type	Spelling
Overview of Skill/Concept	Lessons 30-32 will focus on the less common spellings for the /ae/ sound (long a). The “a” spelling is the most common (refer to Lesson 26). The less common spellings include: “a_e,” “ai,” and “ay.” With more practice, students will begin to generalize these spellings and apply them with automaticity. This lesson focused on the ‘a_e’ spelling.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT write words using spelling patterns and rules for words with the /ae/ sound.
Attention Getter (1 minute)	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. Use the following phrases: • The *pavement* is hot. • There’s a *scrape* on my knee. • I need to *inflate* the tire. “What do pavement, scrape, and inflate have in common?” (the /ae/ sound)
Explicit Instruction (3-5 minutes)	Tell students that today they will be focusing on writing words with the /ae/ sound. Have students say the /ae/ sound a few times, stretching it out. Ask students, “What spellings have we already learned for the /ae/ sound?” (the “a” spelling) Review this spelling by having students write the word “basic” on their whiteboards. Tell students that today we will focus on another way to spell the /ae/ sound, “a_e.” (Write this spelling on the board.)

	Explain to students that most of the time, the “a_e” spelling appears at the end of a word. Model spelling the word “pavement” for the students sound by sound, pointing out that that /ae/ sound in this word is spelled with the “a_e” spelling with a consonant in between the two letters. Repeat the process with the word “scrape.”
Guided Practice (2 minutes)	Have students take out their whiteboards. Tell them that you will say a word with the /ae/ sound and they will practice writing the word using the “a_e” spelling. Use the following words: ● inflate ● arcade ● mistake ● calculate ● escape
Student Application (3-5 minutes)	Have students turn to Lesson 30 Activity Page. Explain that you will tell them a word and they are to use that word in a sentence, using the “a_e” spelling for the /ae/ sound. Use the following words: 1. chase 2. grape 3. estimate 4. behave Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students may need support with multisyllabic words or additional alternate spellings (like “g” for the /j/ sound). Provide support, as needed, so that the student can focus on the lesson’s spelling. As students are working on creating sentences with these /ae/ words, they may need support with the meaning of the word or using it in the correct context.

LESSON 31

Lesson Type	Spelling
Overview of Skill/Concept	Lessons 30-32 will focus on the less common spellings for the /ae/ sound (long a). The “a” spelling is the most common (refer to Lesson 26). The less common spellings include: “a_e,” “ai,” and lastly, “ay.” With more practice, students will begin to generalize these spellings and apply them with automaticity. This lesson focuses on the ‘ai’ spelling.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT read and write words using alternate spellings for the /ae/ sound.
Attention Getter (1 minute)	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! Use the following phrases: • The *alien* abducted me! • I had to *escape* the bear trap! • Hide the money in the *safe*! “What do alien, escape, and safe have in common?” (the /ae/ sound)
Explicit Instruction (3-5 minutes)	Tell students that today they will be focusing on writing words with the /ae/ sound. Have students say the /ae/ sound a few times, stretching it out. Ask students, “What spellings have we already practiced for the /ae/ sound?” (“a” and “a_e”) Review these spellings by having students write the following words on their whiteboards: • radio • decade Tell students that today we will focus on another way to spell the /ae/ sound, “ai.” (Write this spelling on the board.)

	Explain to students that most of the time, the “ai” spelling appears in the middle of a one-syllable word or the middle of a syllable. Model spelling the word “claim” for the students sound by sound, pointing out that that /ae/ sound in this word is spelled with the “ai.”
Guided Practice (2 minutes)	Have students take out their whiteboards. Tell them that you will say a word with the /ae/ sound and they will practice writing the word using the “ai” spelling. Use the following words: ● paid ● entertain ● campaign
Student Application (3-5 minutes)	Have students turn to Lesson 31 Activity Page. Tell students that they will use each word in the box to write a complete sentence. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students may need support with multisyllabic words or additional alternate spellings (like “gn” for the /n/ sound). Provide support, as needed, so that the student can focus on the lesson’s spelling. As students are working on creating sentences with these /ae/ words, they may need support with the meaning of the word or using it in the correct context.

LESSON 32

Lesson Type	Spelling
Overview of Skill/Concept	This is the fourth lesson focusing on the /ae/ sound and its various spellings (“a,” “a_e,” “ai,” and “ay”). Refer to Lesson 26, 30, and 31, if needed. This lesson will introduce students to the “ay” spellings and review the other three. With additional practice, students will begin to generalize these spellings and apply them with automaticity.
Materials Needed	• 4 pieces of paper, with one spelling on each (“a,” “a_e,” “ai,” and “ay”) • Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT spell words using the alternate spellings for the sound /ae/.
Attention Getter (1 minute)	*Prior to this lesson, post the 4 spellings in 4 different corners of the classroom or meeting area. Tell students that you are going to write a word on the board and they are to read the word and move to the corner that corresponds to the spelling used in that word. Use the following words: • gracious • hibernate • Spain • birthday
Explicit Instruction (3-5 minutes)	Tell students that today they will be focusing on writing words with the /ae/ sound. Ask students, “What spellings have we already practiced for the /ae/ sound?” (“a,”“a_e,” “ai”) Remind students that the “a_e” spelling is commonly at the end of the word and the “ai” spelling is typically in the middle of the word. Tell students that today we will focus on another way to spell the /ae/ sound, “ay.” (Write this spelling on the board.)

	Explain to students that most of the time, the “ay” spelling appears in the middle of a two-syllable word (crayon) or the end of a one-syllable (stay) word. Model spelling the word “decay” for the students sound by sound, pointing out that that /ae/ sound in this word is spelled with the “ay.”
Guided Practice (2 minutes)	Have students take out their whiteboards. Tell them that you will say a word with the /ae/ sound and they will practice writing the word using any of the four spellings learned. Use the following words: • anyway • dismay • obtain • phrase • baby
Student Application (3-5 minutes)	Have students turn to Lesson 32 Activity Page. Explain that you will tell them a word and they are to use that word in a sentence, using the “a” spelling for the /ae/ sound. Use the following words: 1. operator 2. hurricane 3. failure 4. slayed Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students may need support with multisyllabic words or additional alternate spellings (like “s” for the /z/ sound). Provide support, as needed, so that the student can focus on the lesson’s spelling. As students are working on creating sentences with these /ae/ words, they may need support with the meaning of the word or using it in the correct context.

LESSON 33

Lesson Type	Morphology
Overview of Skill/Concept	This lesson focuses on the suffixes -ous and -ly. The suffix -ous means “full of” and the suffixes -ly means “like.” This work with suffixes is important for students as they build their vocabulary. If students 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	• Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT write words using suffixes -ous and -ly.
Attention Getter (1 minute)	Tell students that you will tell them a descriptive word and they will talk with a partner and list as many nouns as they can that can be described using that word. Encourage them to write the nouns down on one of the partner’s whiteboard. Give students the following descriptive words: • enormous • lively *Note: You may only get through one of these descriptions. Use your teacher discretion to determine how many you have time for.
Explicit Instruction (3-5 minutes)	Remind students that root words can have suffixes, like -ed or -ing. Tell the students that they will be writing words using the suffixes -ous and -ly today. Write -ous and -ly on the board. Remind students that -ous means “full of” and -ly means “like.” (Write “full of” and “like” next to the suffixes on the board, if necessary.) Write the word “luxurious” on the board. Ask the following questions: • What is the base word? (luxury) • What does the suffix -ous mean? (full of)

	• What does “luxurious” mean? (full of luxury) • Who can use “luxurious” in a sentence? Write the word “beautifully”on the board. Ask the following questions: • What is the base word? (beauty) • What does the suffix -ly mean? (like) • What does “beautifully” mean? (characteristic of beauty) • Who can use “beautifully” in a sentence?
Guided Practice (2 minutes)	Tell the students that you will show them a base word and they will determine if the -ous or -ly suffix should be used. Then they will write the word on their whiteboard. Provide students with the following base words: • bold - boldly • argumentative - argumentatively • audacity - audacious • glutton - gluttonous
Student Application (3-5 minutes)	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.
Guidance for Diverse Learners	English Language Learners may benefit picture support for base words. Struggling students may benefit from having a visual of the base word and the suffix. They may also benefit from having a visual that shows the meaning next to its corresponding suffix. Use the following scaffolding questions, as needed: What is the suffix? What does that mean? What is the base word? What does the base word mean? (If the base word is not known, a definition may need to be provided for the student.)

LESSON 34

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will review the different spelling patterns for the /k/ sound. Those spellings are “c,” “k,” “ck,” “ch,” and “qu,” “que.” The “c” and “k” spellings are the most common. With repeated practice, students will be able to more easily recognize when the alternate spellings are used.
Materials Needed	• 20 notecards with one /k/ word on each (refer to Guided Practice) • Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT categorize words using different spelling patterns for /k/.
Attention Getter (1 minute)	Have students that they will work with a partner to list as many words as they can with the /k/ sound. Set a timer between 30-60 seconds. If time permits, have partners share a few of their words.
Explicit Instruction (3-5 minutes)	Tell students that today they will be focusing on the /k/ sound. Using some of the words the students wrote down, list the 5 spellings for the /k/ sound: “c,” “k,” “ck,” “ch,” and “que.” (Write the spellings on the board.) Explain that “c” and “k” are the most common spellings, but that the alternate spellings are used, as well. Use a student example of each spelling and write them on the board sound-by-sound, point out the spelling for the /k/ sound. Sort the words based on their spellings. If needed, use the following words if these alternate spellings are not used: • arithmetic • ketchup

	• maverick • character • turquoise
Guided Practice (2 minutes)	Pass out an index card per student that has one of the five spellings for the /k/ sound (frolic, cucumber, karate, kidney, paycheck, fullback, mechanic, schedule, opaque, mosquito). Call students up one at a time to read the word, identify the spelling for the /k/ sound, and place the card under the column with the identified spelling.
Student Application (3-5 minutes)	Have students turn to Lesson 34 Activity Page. Explain that they will read the words in the box, underline the spelling for the /k/ sound, then sort the words based on the spelling. If time permits, encourage students to write additional words they can think of with any of these spellings. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students may need additional time, practice, and/or support with the less common spellings. Remember it takes time and practice to master these spelling alternatives so that it is automatic for your students.

LESSON 35

Lesson Type	Morphology
Overview of Skill/Concept	This lesson focuses on the suffixes -ive and -ly. The suffix -ive means “doing” or “being” and the suffixes -ly means “like.” This work with suffixes is important for students as they build their vocabulary. If students can demonstrate understanding of base 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	• Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT determine the meaning of words when adding suffixes -ive and -ly to the base word.
Attention Getter (1 minute)	Ask students, “What are things that you can do effortlessly?” Allow a few students to respond.
Explicit Instruction (3-5 minutes)	Point out to students that the word “effortlessly” has the suffix -ly at the end. Tell the students that today they will be determining the meaning of words when the suffixes -ive and -ly are added to the end of words. (Write -ive and -ly on the board.) Remind students that -ive means “doing” or “being” and -ly means “like.” (Write “doing/being” and “like” next to the suffixes on the board, if necessary.) Write the word “supportive” on the board. Ask the following questions: • What is the base word? (support) • What does the suffix -ive mean? (doing/being) • What does “supportive” mean? (doing/being support: give assistance to, hold up) • Who can use “supportive” in a sentence?

	Write the word “evenly'' on the board. Ask the following questions: ● What is the base word? (even) ● What does the suffix -ly mean? (like) ● What does “evenly” mean? (characteristic of even: flat, smooth, or equal) ● Who can use “evenly” in a sentence?
Guided Practice (2 minutes)	Tell the students that you will show them a base word and they will determine if the -ive or -ly suffix should be used. Then they will write the word on their whiteboard. Provide students with the following base words: ● excess - excessive ● introspect - introspective ● general - generally ● normal - normally
Student Application (3-5 minutes)	Have students turn to Lesson 35 Activity Page. Explain that they will be writing a short story, using at least 5 words with the suffixes -ive and -ly. Remind them to circle each word that uses one of those suffixes. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	English Language Learners may benefit picture support for base words. Struggling students may benefit from having a visual of the base word and the suffix. They may also benefit from having a visual that shows the meaning next to its corresponding suffix. Use the following scaffolding questions, as needed: What is the suffix? What does that mean? What is the base word? What does the base word mean? (If the base word is not known, a definition may need to be provided for the student.)

LESSON 36

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will review the different spelling patterns for the /k/ sound. Those spellings are “c,” “k,” “ck,” “ch,” “qu,” and “que.” The “c” and “k” spellings are the most common. The students will be both reading and writing words with these spellings. With repeated practice, students will be able to more easily recognize when the alternate spellings are used.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT read and write words using alternate spelling patterns and rules for the sound /k/.
Attention Getter (1 minute)	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! Use the following phrases: • I spilled *ketchup* everywhere! • I dressed up as my favorite *character*. • A *mosquito* bit me!
Explicit Instruction (3-5 minutes)	Tell the students that they are going to practice reading words and phrases with the multiple spellings for the /k/ sound. Ask students, “What spellings have we practiced for the /k/ sound?” (“c,” “k,” “ck,” “ch,” and “que’) Write the following words and phrases on the board and call on students to practice reading them, providing support as needed: • My mom bought us *cookies*. • My dog was *spooked*. • The *anchor* was attached to the boat. • This is a *unique* situation.
Guided Practice (2 minutes)	Have students take out their whiteboards. Tell them that you will say a word with the /k/ sound and they will practice writing the word using one of the five spellings (c, k, ck, ch, or que).

	Use the following words: • pelican • skeleton • rocking • lipstick • chrome • physique *Note: Students may need reminders about the spelling patterns.
Student Application (3-5 minutes)	Have students turn to Lesson 36 Activity Page. Tell students that they will use each word in the box to write a complete sentence. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students may need support with multisyllabic words or additional alternate spellings (like “ph” for the /f/ sound). Provide support, as needed, so that the student can focus on the lesson’s spelling. As students are working on creating sentences with these /k/ words, they may need support with the meaning of the word or using it in the correct context.

LESSON 37

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will review the different spelling patterns for the /s/ sound. Those spellings are “s,” “ss,” “se,” “sc,” “c,” and “ce.” With repeated practice, students will be able to more easily recognize when the alternate spellings are used.
Materials Needed	• 20 notecards with one /s/ word on each (refer to Guided Practice) • Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT categorize words using different spelling patterns for /s/.
Attention Getter (1 minute)	Have students that they will work with a partner to list as many words as they can with the /s/ sound. Set a timer between 30-60 seconds. If time permits, have partners share a few of their words.
Explicit Instruction (3-5 minutes)	Tell students that today they will be focusing on the /s/ sound. Using some of the words the students wrote down, list the 6 spellings for the /s/ sound: “s,” “ss,” “se,” “sc,” “c,” and “ce.” (Write the spellings on the board.) Use a student example of each spelling and write them on the board sound-by-sound, point out the spelling for the /s/ sound. Sort the words based on their spellings. If needed, use the following words if these alternate spellings are not used: • chasing • profess • mouse • scent • pencil • voice

Guided Practice (2 minutes)	Pass out an index card per student that has one of the six spellings for the /s/ sound (gasoline, insect, fossil, passing, house, douse, ascend, fascinate, faucet, tricep, lettuce, distance). Call students up one at a time to read the word, identify the spelling for the /s/ sound, and place the card under the column with the identified spelling.
Student Application (3-5 minutes)	Have students turn to Lesson 37 Activity Page. Explain that they will read the words in the box, underline the spelling for the /s/ sound, then sort the words based on the spelling. If time permits, encourage students to write additional words they can think of with any of these spellings. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students may need additional time, practice, and/or support with the less common spellings. Remember it takes time and practice to master these spelling alternatives so that it is automatic for your students.

LESSON 38

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will review the suffixes: -ly (meaning 'like"), -ive (meaning "doing" or "being"), -ous (meaning "full of"), and -y (meaning "characterized by"). Students will have an opportunity to think about suffixes within the context of a sentence, solidifying their understanding of each suffix. A student who can use and recognize different word forms (including the use of prefixes and suffixes) will be able to quickly expand their vocabulary. They can take a word they know and a suffix they know and unlock many new words with this knowledge.
Materials Needed	• Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT choose words with the correct suffix.
Attention Getter (1 minute)	Tell students that you will tell them a sentence and they need to listen for the mistake. Say the following sentences, asking students what the mistake is and how they would fix it: • The icy road made driving hazardy. (hazardous) • Television is an effectous (effective) means of communication. • The doctor told her to breathe normalive. (normally)
Explicit Instruction (3-5 minutes)	Tell students that today they are going to choose words with the correct suffix. Ask students, "What is a suffix?" (a word ending that changes the meaning of the word) Write the following suffixes one-by-one on the board, asking students which each one means: • -ly (meaning 'like") • -ive (meaning "doing" or "being") • -ous (meaning "full of") • -y (meaning "characterized by")

	Tell students that you are going to say a sentence that is missing a word. They will be given a base word to go in the blank but with a missing suffix. They are to think about the context of the sentence and choose the suffix that makes the most sense. Read this sentence out loud: "Mom asked the children to not be so _____." Write the word "noise" on the board. Tell the students that the root word "noise" needs a suffix in order to make this sentence make sense. Explain to the students that out of the suffixes -ly, -ous, -ive, and -y, the suffix -y makes the most sense. Reread the sentence, adding the suffix. (Mom asked the children to not be so noisy."
Guided Practice (2 minutes)	Repeat the process above with the following sentence: ● The _____ firefighters rushed into the burning building to save the trapped woman and children. (courage→courageous) ● Despite an _____ search of the apartment, I could not find my car keys. (exhaust→exhaustive) ● The audience clapped _____ after his performance. (loud→loudly) ● I make sure to wear sunglasses on _____ days. (sun→sunny) Have students write the correct root word with the suffix on their whiteboard.
Student Application (3-5 minutes)	Have students turn to Lesson 38 Activity Page. Explain that students will read the sentence and fill in the blank using the correct suffix (-ous, -ly, -y, or -ive). Point out that the root word to use is in parenthesis. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	English Language Learners may benefit picture support for base words. Struggling students may benefit from having a visual of the base word and the suffix. They may also benefit from having a visual that shows the meaning next to its corresponding suffix.

	Use the following scaffolding questions, as needed: What is the suffix? What does that mean? What is the base word? What does the base word mean? (If the base word is not known, a definition may need to be provided for the student.)

LESSON 39

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will review the different spelling patterns for the /s/ sound. Those spellings are “s,” “ss,” “se,” “sc,” “c,” and “ce.” With repeated practice, students will be able to more easily recognize when the alternate spellings are used.
Materials Needed	• 3 index cards with one word written on each: secretary, mess, motorcycle • Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT read and write words using spelling patterns for the sound /s/.
Attention Getter (1 minute)	Prewrite the following words on index cards: secretary, mess, motorcycle Tell students that they are going to play Charades today! Call up one student at a time and show them an index card with a /s/ word written on it. Tell the class that their job is to guess what word the student is acting out. Allow 2-3 students to act out words, time permitting.
Explicit Instruction (3-5 minutes)	Tell students that today they will be focusing on writing words with the /s/ sound. Have students say the /s/ sound a few times, stretching it out. Ask students, “What spellings do you know to represent the /s/ sound?” (“s,” “ss,” “se,” “sc,” “c,” and “ce”) Model each spelling by writing the word sound-by-sound, pointing out how the /s/ sound is spelled: • “s” - baseball • “ss” - messy • “se” - purchase

	• "sc" - miscellaneous • "c" - century • "ce" - excel
Guided Practice (2 minutes)	Have students take out their whiteboards. Tell them that you will say a word with the /s/ sound and they will practice writing the word using one of the spellings for the sound. Use the following words, reminding them of the alternate spelling to use: • "s" - sample • "ss" - address • "se" - vase • "sc" - luminescent • "c" - exciting • "ce" - procedure
Student Application (3-5 minutes)	Have students turn to Lesson 39 Activity Page. Tell students that they will use each word in the box to write a complete sentence. Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students may need support with multisyllabic words or additional alternate spellings (like "dd" for the /d/ sound). Provide support, as needed, so that the student can focus on the lesson's spelling. As students are working on creating sentences with these /s/ words, they may need support with the meaning of the word or using it in the correct context.

LESSON 40

Lesson Type	Spelling
Overview of Skill/Concept	This lesson will review the different spelling patterns for the /j/ sound. Those spellings are “j,” “g,” “dge,” “ge,” and “d.” With repeated practice, students will be able to more easily recognize when the alternate spellings are used.
Materials Needed	• 3 index cards with one word written on each: jungle, graduate, garage • Chart paper or whiteboard/dry-erase marker (teacher) • Whiteboard/dry-erase marker (students)
SWBAT statement	SWBAT write words using spelling patterns and rules for words with the /j/ sound.
Attention Getter (1 minute)	Prewrite the following words on index cards: jungle, graduate, garage Tell students that they are going to play Charades today! Call up one student at a time and show them an index card with a /j/ word written on it. Tell the class that their job is to guess what word the student is acting out. Allow 2-3 students to act out words, time permitting.
Explicit Instruction (3-5 minutes)	Tell students that today they will be focusing on writing words with the /j/ sound. Ask students, “What spellings do you already know for the /j/ sound?” Write these spellings on the board. Tell students that today we will focus on other ways to spell the /j/ sound. Write the following spellings one-by-one, explaining that they all represent the /j/ sound. (“j,” “g,” “dge,” “ge,” and “d”) Model each spelling by writing the word sound-by-sound, pointing out how the /j/ sound is spelled:

	• "j" - jacket • "g" - gentle • "dge" - ledge • "ge" - revenge • "d" - graduate
Guided Practice (2 minutes)	Have students take out their whiteboards. Tell them that you will say a word with the /j/ sound and they will practice writing the word using one of the spellings for the sound. Use the following words, reminding them of the alternate spelling to use: • "j"- jungle • "g" - giant • "dge" - bridge • "ge" - privilege • "d" - schedule
Student Application (3-5 minutes)	Have students turn to Lesson 40 Activity Page. Explain that you will tell them a word and they are to use that word in a sentence, using one of the alternate spellings for the /j/ sound. Use the following words: 1. junior 2. ginger 3. budget 4. individual Circulate as students work, providing support as needed.
Guidance for Diverse Learners	Students may need support with multisyllabic words or additional alternate spellings (like "le" for the /l/ sound). Provide support, as needed, so that the student can focus on the lesson's spelling. As students are working on creating sentences with these /j/ words, they may need support with the meaning of the word or using it in the correct context.

LESSONS 21-40

UNIT 2 CHECKPOINT

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

Alternate Spellings BINGO

- Use the attached list of words with alternate spellings and have students create their own BINGO cards. They choose any of the words to fill in each space on their card.
- You may print or project the list of words for students to choose from and copy.
- Have the caller (which can be you or another student), call out words from the list at random.
- Be sure students have a marker or counter to cover each space.

Alternate Spellings Spelling Bee

- This 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.

Suffix Silly Story

- Have students work in pairs or small groups to create a silly story using the attached list of -ly, -y, -ous, and -ive words.
    - This can also be done with the alternate spelling words!
    - Students can select words at random and write a story using the random 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!

Suffix Charades

- Have students use the Suffix Silly Story Word List to create phrases to play charades.
- They may play with partners or in a group.

List of Alternate Spellings (for both BINGO and Spelling Bee)
/ee/ Words

green
teen
sneeze
degree
unseen
creepy
key
monkey
trolley
receive
receipt
ceiling

conceit
perceive
thief
shield
piece
field
belief
athlete
complete
theme
these
Pete

List of Alternate Spellings (for both BINGO and Spelling Bee)
/ae/ Words

decay
anyway
dismay
hooray
slayed
birthday
airman
failed
remain
unpaid
train
paint
complain
detail
entertain
claim
campaign
paid
obtain
traitor
failure
Spain
pavement
scrape
inflate
arcade
mistake
calculate
escape

chase
grape
estimate
behave
interstate
refrigerate
safe
decade
phrase
hurricane
hibernate
crazy
tomato
vacation
compensation
bakery
forsaken
ratio
bagel
mutation
raven
shaky
spacious
basic
alien
radio
baby
operator
gracious

List of Alternate Spellings (for both BINGO and Spelling Bee)
/k/ Words

court
rustic
arithmetic
frolic
cucumber
cookies
pelican
coconut
kennel
croak
ketchup
karate
kidney
skeleton
spook
keyboard
kidnap
pluck
speck
maverick
paycheck
fullback
rocking
lipstick
knockout
chord
chemistry
character
mechanic

schedule
anchor
chrome
choir
echo
plaque
technique
turquoise
opaque
mosquito
unique
physique
antique
critique

List of Alternate Spellings (for both BINGO and Spelling Bee)
/s/ Words

indoors
chasing
gasoline
insect
baseball
sample
secretary
blossom
message
fossil
passing
messy
address
professional
purchase
release
crescent
muscle
discipline
ascend
fascinate
miscellaneous
luminescent
scent
motorcycle
dancer
pencil
faucet
tricep

century
exciting
excellent
certainly
policeman
office
voice
lettuce
distance
excel
procedure
balance

List of Alternate Spellings (for both BINGO and Spelling Bee)
/j/ Words

jacket
jungle
junior
jellyfish
journal
gentle
giant
ginger
hydrogen
giraffe
ledge
bridge
budget
cartridge
dislodge
revenge
privilege
garage
camouflage
acknowledge
graduate
schedule
individual
gradual
residual

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.

Silly Story Word List

perfectly
easily
loudly
badly
beautifully
boldly
argumentatively
effortlessly
evenly
generally
normally
defensive
massive
excessive
introspective
extensive
supportive
reflective
effective
exhaustive
hazardous

oblivious
momentous
obnoxious
hilarious
notorious
luxurious
audacious
gluttonous
dangerous
numerous
enormous
joyous
various
poisonous
gracious
courageous
envious
cautious
famous
glamorous
disastrous

quickly
ironically
foolishly
greatly
frequently
accidentally
gladly
lovely
friendly
lively
nicely
happily
terribly
angrily
sunny
snowy
noisy
scary
sweaty
shiny
noisy