



# FIRE

## Foundational Instruction for Reading Excellence (for all students)



## Unit 3 Teacher's Guide • Grade 3 •



## Foundational Instruction for Reading Excellence (FIRE) Lessons OVERVIEW

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

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



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

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

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

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





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



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

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

## LOUISIANA'S LITERACY PILLARS



LITERACY GOALS



EXPLICIT INSTRUCTION, INTERVENTIONS, & EXTENSIONS



ONGOING PROFESSIONAL GROWTH



FAMILIES

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



## Unit Organization

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

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

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

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

- **Spelling lessons** provide instruction in advanced phonetic code, including irregular and/or uncommon sound/spelling correspondences and common foreign spellings used in English words. These skills are introduced using multisensory strategies that support orthographic mapping and fluent, automatic retrieval. The lessons included in **FIRE** provide several opportunities for students to practice applying newly-learned sound spellings, however some students - particularly those with language based learning differences - may need additional opportunities to practice applying this newly learned code. The formative assessment data collected each day can help teachers identify those students who need additional practice. Teachers should anticipate that some students will need additional practice in this area.

- **Grammar lessons** provide instruction in the organization of language, including the use of syntax and appropriate punctuation. These lessons will teach students rules of grammar to support reading comprehension and written expression.

- **Morphology lessons** provide instruction in the meaning and use of common suffixes, prefixes, and root words. These lessons teach students about how words are constructed, and how we can use our knowledge of different word parts to determine the meaning of unknown words.

- **Mid- and end-unit checkpoints** are included in each unit. These are designed to be engaging opportunities for students to demonstrate their learning either individually or collaboratively.





## Lesson Breakdown

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



## LESSON 1

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	This lesson will allow students to practice changing the meaning of words by adding the suffixes -ful (to be full of a certain quality) and -less (to be without a certain quality). Understanding suffixes and their meanings helps students to expand their vocabulary.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Chart paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT change the meaning of words by adding suffixes -ful and -less.
<b>Attention Getter (1 minute)</b>	Ask students to recall where suffixes can be found in a word (the end). Tell them to whisper their answer into the ear of a partner.
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will use suffixes to change the meanings of words. The two suffixes we will work with today are -ful and -less. Write the two suffixes on a T-Chart using each as a different heading. Tell students that the suffix -ful means to be full of a certain quality. Model by writing the word <i>power</i> under the -ful heading. Add the suffix -ful to create the word <i>powerful</i>. Tell students that adding the suffix -ful changes the word's meaning to being full of power. Repeat with words <i>helpful</i>, <i>thoughtful</i>, and <i>meaningful</i>.</p> <p>Tell students that the suffix -less means to be without a certain quality. Once again write the word <i>power</i> and demonstrate adding -less to make the word mean without power. Repeat for the words <i>helpless</i>, <i>thoughtless</i>, <i>meaningless</i>. Be sure to define each word's new meaning when the suffixes are added.</p>
<b>Guided Practice (2 minutes)</b>	<p>Have students solve the following riddles by calling on volunteers.</p> <ol style="list-style-type: none"> <li>To be full of care is to be _____. (careful).</li> <li>To be without care is to be _____. (careless).</li> <li>To be full of pain is to be _____. (painful).</li> <li>To be without pain is to be _____. (painless).</li> </ol>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity page 1. Explain to students that they will write a complete sentence with the</p>



	<p>words provided. Student sentences will vary but should show understanding of word meaning. Circulate to assess student understanding and provide support as needed.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Some learners may benefit from a reminder of the suffixes and their meanings posted or shown while they are working.</li><li>• English language learners may benefit from additional support with clarifying the meaning of unknown root words.</li></ul>





## LESSON 2

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	<p>This lesson will allow students to practice writing words using spelling patterns and rules for words with the /j/ sound.</p> <p>The letter 'j' makes the /j/ sound when it comes before an 'a', 'o', or 'u' in a word.</p> <p>-The letter 'g' makes the /j/ sound when followed by an 'e' 'i' or 'y' in a word.</p> <p>-The letters '-dge' make the /j/ sound at the end of a one-syllable word, and is preceded by one short vowel.</p> <p>-The letters '-ge' make the /j/ sound in a one-syllable word and is preceded by a diphthong (oi, oy), a consonant or long vowel sound.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper (teacher)</li> <li>• Whiteboards (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT write words using spelling patterns and rules for words with the /j/ sound.
<b>Attention Getter (1 minute)</b>	Ask students to listen to the following words and tell which sound they all have in common: <i>judge, gym, and job</i> . (The /j/ sound)
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will use spelling patterns and rules to write words with the sound /j/. Review the following rules and words with students.</p> <p>-The letter 'j' makes the /j/ sound when it comes before an 'a' 'o' or 'u' in a word. Examples: jump, jog, and jam.</p> <p>-The letter 'g' makes the /j/ sound when followed by an 'e' 'i' or 'y' in a word. Examples: gymnast, gem, giant.</p> <p>-The letters '-dge' make the /j/ sound at the end of a one-syllable word, and is preceded by one short vowel. Examples: fudge, bridge, badge</p> <p>-The letters '-ge' make the /j/ sound in a one-syllable word and is preceded by a diphthong, a consonant or long vowel sound. Examples: cage, revenge, privilege.</p>
<b>Guided Practice (2 minutes)</b>	Create a chart with the headings: 'j', 'g', 'dge', and 'ge'. Call out the following words and have students write them on their white boards. Have students show you their spellings on the count of 3. Write the





	<p>words under the correct headings on the chart. Suggested words to use: jar, wedge, sponge, magic</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity page 2. Explain to students that they will write the word called aloud on the lines provided. Students will then choose one of the words to write in a complete sentence.</p> <p>Student expected responses:</p> <ol style="list-style-type: none"><li>1. jacket</li><li>2. bridge</li><li>3. stage</li><li>4. giant</li><li>5. jet</li><li>6. fridge</li></ol> <p>Student sentences will vary but should show understanding of word meaning. Circulate to assess student understanding and provide support as needed.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Visual learners may benefit from a reminder of the spelling rules posted or shown while they are working.</li></ul>



## LESSON 3

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	This lesson will allow students to practice changing the meaning of words by adding the suffixes <i>-ful</i> (to be full of a certain quality) and <i>-less</i> (to be without a certain quality). Understanding suffixes and their meanings helps students to expand their vocabulary.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT change the meaning of words by adding suffixes <i>-ful</i> and <i>-less</i> .
<b>Attention Getter (1 minute)</b>	<p>Ask students to recall what the suffix <i>-ful</i> means. (to be full of a certain quality).</p> <p>Ask students to recall what the suffix <i>-less</i> means. (to be without a certain quality).</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will use these suffixes to change the meanings of words.</p> <p>On a board or chart paper write the headings: <i>base word</i>, <i>-ful</i>, and <i>-less</i>.</p> <p>Under the <i>base word</i> heading write the word 'rest'. Use the word in the sentence "I got a lot of rest last night."</p> <p>Under the <i>-ful</i> heading write the word 'restful'. Use the word in the sentence "I felt very restful after sleeping last night."</p> <p>Under the <i>-less</i> heading write the word 'restless'. Use the word in the sentence "I was unable to sleep last night and now I feel restless."</p>
<b>Guided Practice (2 minutes)</b>	<p>Call on individual students to help you fill in the chart with more words. Write the base word 'fear'.</p> <p>Ask students what the word would become when adding <i>-ful</i> to the word. (fearful). Have them share the meaning of the word when the suffix is added.</p> <p>Pair students as A&amp;B partners. Ask partner A to use the word <i>fearful</i> in a sentence and for partner B to check for correct usage. Ask volunteers to share out their sentences.</p> <p>Continue by asking students what the word would become when adding <i>-less</i> to the word. (fearless). Ask partner B to use the word <i>fearless</i> in a sentence and for partner A to listen for correct usage. Ask</p>





	volunteers to share out their sentences.
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity page 3. Explain to students that they will write a complete sentence with the words provided. Student sentences may vary but should show understanding of the meaning of the words used. Circulate to assess student understanding and provide support as needed.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Visual learners may benefit from a reminder of the suffixes and their meanings posted or shown while they are working.</li><li>• English language learners may benefit from additional support with clarifying the meaning of unknown root words.</li></ul>



## LESSON 4

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	<p>This lesson will allow students to practice writing words using spelling patterns and rules for words with the /j/ sound.</p> <ul style="list-style-type: none"> <li>-The letter 'j' spells /j/ when it comes before an 'a', 'o', or a 'u' in a word.</li> <li>-The letter 'g' spells that /j/ sound when followed by an 'e', 'i', or 'y' in a word.</li> <li>-The letters '-dge' spell /j/ at the end of a one syllable word, when preceded by one short vowel.</li> <li>-The letters '-ge' spell /j/ in a one-syllable word when preceded by a diphthong, a consonant, or a long vowel sound.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper or board (teacher)</li> <li>● Index cards (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT write words using spelling patterns and rules for words with the /j/ sound.
<b>Attention Getter (1 minute)</b>	<p>Ask students to stand up and listen to the following words. If the /j/ sound comes at the beginning of the word they should touch their head. If the /j/ sound comes at the end, they should touch their toes.</p> <p>Words to use: jump, fudge, gym, dodge, giraffe.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will use spelling patterns and rules to write words with the sound /j/. Review the spelling rules with students.</p> <ul style="list-style-type: none"> <li>-Write the word 'jump' on the board. Remind students that 'j' spells /j/ when it comes before an 'a', 'o', or a 'u' in a word.</li> <li>-Write the word 'gem' on the board. Remind students that the letter 'g' spells that /j/ sound when followed by an 'e', 'i', or 'y' in a word.</li> <li>-Write the word 'fudge' on the board. Remind students that '-dge' spells /j/ at the end of a one syllable word, followed by one short vowel.</li> <li>-Write the word 'cage' on the board. Remind students that '-ge' spells /j/ in a one-syllable word following a diphthong, a consonant, or a long vowel sound.</li> </ul>
<b>Guided Practice (2 minutes)</b>	<p>Write the headings 'g', 'j', '-dge', and 'ge' on the board or chart paper. One by one, read the following words aloud: age, ledge, gym, jockey,</p>





	<p>giraffe. Select students to write the words on an index card applying the appropriate spelling pattern, and then place the cards in the corresponding column of the chart. Have the other students check to determine if the word was spelled correctly and placed in the appropriate column. If there is disagreement, have students explain why they chose the particular spelling pattern or what the correct spelling pattern would be.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to Activity page 4.          Explain to students that they will write the word called aloud on the lines provided. Students will then choose one of the words to write in a complete sentence.</p> <p>Suggested words to use:</p> <ol style="list-style-type: none"> <li>1. jungle</li> <li>2. fidget</li> <li>3. change</li> <li>4. magic</li> <li>5. badge</li> <li>6. gentle</li> </ol> <p>Student sentences will vary but should show understanding of word meaning.          Circulate to assess student understanding.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Visual learners may benefit from a reminder of the spelling rules posted or shown while they are working.</li> <li>• English language learners may need assistance with understanding the meaning of targeted words. Pictures can be used for support.</li> </ul>



## LESSON 5

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	In this lesson, students will write words using spelling patterns and rules for the sound /n/. This lesson will focus on the most common spelling for the /n/ sound 'n'. It will also focus on the double consonant spelling 'nn'. Double-consonant spellings are generally used at the end of words and in the middle of longer words, but are rarely found at the beginning of words. If a word has two syllables with a short vowel and only one consonant sound between the vowels, then the consonant in the middle is doubled. Consonants are doubled in a word before adding a suffix that begins with a vowel (-ing, -ed, -able).
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper (teacher)</li> <li>● Dice (one per pair of students)</li> <li>● Dry erase markers (different color per student in each pair)</li> <li>● Dry erase sleeve (one per pair of students)</li> </ul>
<b>SWBAT statement</b>	SWBAT write words using spelling patterns and rules for the sound /n/.
<b>Attention Getter (1 minute)</b>	<p>Ask students to sound out the following words. Students should touch their head while saying the beginning sound, their waist while saying the middle sound, and their toes while saying the ending sound. Teacher asks, "What sound do these words have in common?" (/n/ sound)</p> <p>Words to sound out: note, dine, knot, knob, win</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will write words using spelling patterns and rules for the sound /n/.</p> <p>Write the letter 'n' on the board. Ask students how they would pronounce this sound if seen in a word. (/n/).</p> <p>Tell students that the letter 'n' by itself is the most common spelling for the sound /n/.</p> <p>Write the following words one at a time on chart paper: never, note, dent, nudge</p>





	<p>Guide students in decoding and blending the words.</p> <p>Write the letters 'nn' on the board. Ask students how they would pronounce this sound if seen in a word. (/n/).</p> <p>Tell students that the double consonant 'nn' is also used to spell the sound /n/ in words. However, the /n/ sound is pronounced only once. Write the following words one at a time on a piece of chart paper: skinny, penny, winner</p> <p>After writing the word, have students decode then blend each word.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Display the following words. Call on students to read the word and underline the /n/ spelling within the word. After all words have been read and all spellings underlined, remind students that the letter 'n' is the most common spelling for the sound /n/.</p> <p>Expected student responses: sun<u>ny</u>, <u>n</u>et, di<u>nn</u>er, <u>n</u>ose, <u>n</u>ight, <u>n</u>eat</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Partner students for application activity. Each student will need a different color dry erase marker and each pair will need one dice. The student application sheet 5 should be placed in a dry erase sleeve. Students will play a spelling game called "Bump".</p> <p>Students will roll a dice and find the number on the game board. They will then choose a spelling word card, found on the activity page 5, and read the word aloud. The student will cover the word and spell it out loud to their partner.</p> <p>If they spell the word correctly they can write the word in the number square.</p> <p>Should their partner roll the same number at a later time, they can "bump" the student off of the number by erasing their word and writing their word there instead.</p> <p>The student with the most words written by the end of the game wins.</p> <p>Monitor students by listening to their spellings.</p> <p>Spelling Word Cards: nose, tennis, night, plane, penny, snail, sunny, bunny, note, number, dinner, nope</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Visual learners may benefit from having words posted throughout the lesson with the spelling underlined.</li> </ul>



## LESSON 6

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	This lesson will allow students to practice changing the meaning of words by adding the suffixes -ful (to be full of a certain quality) and -less (to be without a certain quality). Understanding suffixes and their meanings helps students to expand their vocabulary.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper (teacher)</li> <li>• Sticky notes (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT change the meaning of words by adding suffixes -ful and -less.
<b>Attention Getter (1 minute)</b>	<p>Ask students to answer the following questions.</p> <p>If someone was without care we would describe them as ___? (careless)</p> <p>If someone was full of care we would describe them as ___? (careful)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will use these suffixes to change the meanings of words. Remind students that the suffix -ful means to be full of a certain quality and the suffix -less means to be without a certain quality.</p> <p>Tell students that the suffix -full is used when changing a noun to an adjective. Write the word <i>joyful</i> on the board or chart paper. Underline the root word <i>joy</i>. Explain that when adding -ful to the noun 'joy', the word becomes an adjective and can be used to describe a noun.</p> <p>State the following sentences: "Mandy is full of joy. Mandy is joyful."</p> <p>Tell students that both sentences have the same meaning but in the first sentence joy is being used as a noun. While in the second, the suffix -ful is added to 'joy' to create an adjective to describe Mandy.</p> <p>Tell students that the suffix -less is also used when changing a noun to an adjective. Write the word <i>joyless</i> on the board or chart paper. Underline the root word <i>joy</i>. Explain that when adding -less to the noun 'joy', the word becomes an adjective and can be used to describe a noun.</p> <p>State the following sentences: "Mandy is without joy. Mandy is joyless."</p> <p>Tell students that both sentences have the same meaning but in the</p>





	<p>first sentence <i>joy</i> is being used as a noun while in the second the suffix -less is added to 'joy' to create an adjective to describe Mandy.</p>
<b>Guided Practice (2 minutes)</b>	<p>Create a T-Chart for the suffixes -less and -ful. Give each student a sticky note. Have students write a word containing either the -ful or -less suffix on the sticky note and choose a suffix to add to that noun. Call students up to place their word under the chosen suffix and use the word in a complete sentence. Student words and sentences may vary but students should show understanding of the meaning of the suffixes -less and -ful.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity page 6. Students should choose the best suffix to complete each sentence. Expected student responses:</p> <ol style="list-style-type: none"><li>1. careful</li><li>2. helpful</li><li>3. useless</li><li>4. fearful</li><li>5. endless</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Visual learners may benefit from a reminder of the suffixes and their meanings posted or shown while they are working.</li></ul>



## LESSON 7

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	In this lesson, students will write words using spelling patterns and rules for the sound /n/. This lesson will focus on the digraphs 'kn' and 'gn'. Along with the 'nn' spelling, 'kn' and 'gn' are the least common spellings for the sound /n/. Both 'gn' and 'kn' are digraphs. Digraphs are two letters representing the same sound.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or board (teacher)</li> <li>• Labels for 'gn', 'kn', 'n', and 'nn' (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT write words using spelling patterns and rules for the sound /n/.
<b>Attention Getter (1 minute)</b>	State the following words. Have students repeat the word then say the sounds (phonemes) in the word. Expected students response: number (n-u-m-b-er), knew (kn-ew), neat (n-ea-t), tone (t-oe-n), bunny (b-u-nn-y)
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students they have previously learned two spellings for the sound /n/. Ask students to recall those spellings and call on volunteers to give those spellings as you write them on the board. ('n' and 'nn'). Tell students that today they will learn two more spellings for the /n/ sound.</p> <p>Write 'kn' on the board. Ask students how they might pronounce this spelling if seen in a word. (/n/). Tell students that 'kn' is a digraph and both letters spell the sound /n/. Write the following words on chart paper one at a time. Guide students in decoding and then blending the words. Underline the 'kn' spelling in each word. Expected student response: knee (kn-ee), knot (kn-o-t), knit (kn-i-t), knife (kn-ie-f), knack (kn-a-ck)</p> <p>Write 'gn' on the board. Ask students how they might pronounce this spelling if seen in a word. (/n/). Tell students that 'gn' is a digraph and both letters spell the sound /n/. Write the following words on chart paper one at a time. Guide students in decoding and then blending the words. Underline the 'gn' spelling in each word. Expected student response: gnat (gn-a-t), gnome (gn-oe-m), sign (s-ie-n), gnash (gn-a-sh), gnaw (gn-aw)</p>





<b>Guided Practice (2 minutes)</b>	Students will play a game of “Four Squares”. The teacher will label each side of the classroom with one of the /n/ spellings (‘n’, ‘nn’, ‘gn’, ‘kn’). The teacher will call out a word with the /n/ sound. Students will go to the side of the room with the spelling for that sound. Suggested words to use: knight, no, funny, gnome, nice
<b>Student Application (3-5 minutes)</b>	Have students turn to Activity page 7. Explain to students that you will call out words with the /n/ sound. Students should write the correct spelling for each word on the lines provided. Word list: <ol style="list-style-type: none"><li>1. not</li><li>2. bonnet</li><li>3. sign</li><li>4. gnome</li><li>5. number</li><li>6. snail</li><li>7. snuck</li><li>8. knot</li><li>9. winner</li><li>10. knife</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Visual learners may benefit from a reminder of the spelling rules posted or shown while they are working.</li></ul>



## LESSON 8

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	This lesson will allow students to write words using spelling patterns and rules for sounds /ae/ (long a), /k/, /s/, /j/, and /n/. These spelling patterns and rules have been taught in previous lessons. Refer to Unit 2 lessons 30-32, 34, 36, 37, 39-40 and Unit 3 lessons 2, 4, 5, and 7. With additional practice, students will begin to generalize these spellings and apply them with automaticity.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Chart paper or whiteboard (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT write words using spelling patterns and rules for sounds /ae/, /k/, /s/, /j/, and /n/.
<b>Attention Getter (1 minute)</b>	Ask students to listen to the following words and tell which sound they all have in common: agent, paper, stay, train. (The /ae/ [long a] sound)
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will use spelling patterns and rules to write words with the sounds /ae/, /k/, /s/, /j/, and /n/. Remind students they have learned these spellings in previous lessons.</p> <p>Record the spellings on the board or on chart paper for each sound:</p> <p>/ae/: 'ai', 'ay', 'a_e', 'a'</p> <p>/k/: 'c,' 'k,' 'ck,' 'ch,' and 'que'</p> <p>/s/: 's,' 'ss,' 'se,' 'sc,' 'c,' and 'ce'</p> <p>/n/: 'gn', 'kn', 'n', and 'nn'</p> <p>/j/: 'j', 'g', 'dge', and 'ge'</p> <p>Ask students to recall the most common spellings for each sound. Circle those spellings ('a' for /ae/, 'c' for /k/, 's' for /s/, 'n' for /n/, and 'g' for /j/).</p>
<b>Guided Practice (2 minutes)</b>	<p>Write the word 'shake' on the board. Ask students to read the word aloud chorally. Begin a word chain by changing one letter in each word. While changing the letter ask students "If this is __ (current word) then what is this word?" Call on student volunteers to answer. Complete the three sets of word chains found below.</p> <ol style="list-style-type: none"> <li>shake&gt;snake&gt;Jake&gt;take&gt;tame&gt;lame&gt;lay&gt;pay&gt;page</li> <li>pace&gt;race&gt;rack&gt;slack&gt;slay&gt;stray&gt;strain&gt;grain</li> <li>gnat&gt;sat&gt;cat&gt;cage&gt;stage&gt;stack&gt;stay&gt;</li> </ol>





<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity page 8. Explain to students that they will write the word called aloud on the lines provided. Students will then choose one of the words to write in a complete sentence.</p> <p>Student expect responses:</p> <ol style="list-style-type: none"><li>1. jacket</li><li>2. nudge</li><li>3. cage</li><li>4. giant</li><li>5. raise</li><li>6. fridge</li></ol> <p>Student sentences will vary but should show understanding of word meaning. Circulate to assess student understanding.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Visual learners may benefit from a reminder of the spelling rules posted or shown while they are working.</li></ul>



## LESSON 9

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	This lesson will allow students to use the meaning of suffixes to choose the correct word in sentences. It will focus on the suffixes -ful (to be full of a certain quality) and -less (to be without a certain quality). Understanding suffixes and their meanings helps students to expand their vocabulary.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or board (teacher)</li> <li>• Index cards (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use the meaning of suffixes to choose the correct word in sentences.
<b>Attention Getter (1 minute)</b>	On the board or chart paper write “to be full of” and “to be without”. Write the suffixes -less and -ful on index cards. Read the phrases on the board with students. Ask a student volunteer to choose which suffix means “to be full of” (-ful) and tape that index card next to the definition. Repeat for -less (to be without).
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will use their knowledge of suffixes to choose the correct word in a sentence.</p> <p>Remind students that the suffix -less is added to nouns to create adjectives that mean “to be without a certain quality.”</p> <p>Write or display the following sentence: “My dog looked helpless when he got a thorn in his foot.” Tell students that in this sentence -less is added to the word ‘help’ to describe the way the dog looked.</p> <p>Remind students that the suffix -ful is added to nouns to create adjectives that mean “to be full of a certain quality.”</p> <p>Write or display the following sentence: “The study guide for the test was very helpful.” Tell students that in this sentence -ful is added to the word ‘help’ to describe the study guide.</p>
<b>Guided Practice (2 minutes)</b>	Provide students with the sentence cards included in this lesson. Have students work in groups of 4. Students will use the Fan and Pick cooperative learning strategy. Student 1 will fan the cards out.





	<p>Student 2 will pick a card and read the sentence to student 3. Student 3 will choose the best word to complete the sentence. Student 4 will respond whether or not Student 3 was correct. Change rolls and continue until all students have had a turn to complete a sentence.</p> <p>Expected student responses:</p> <ol style="list-style-type: none"><li>1. harmless</li><li>2. thankful</li><li>3. cloudless</li><li>4. successful</li></ol>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity page 9. Students should choose the best word to complete each sentence.</p> <p>Expected student responses:</p> <ol style="list-style-type: none"><li>1. fearful</li><li>2. hopeless</li><li>3. useless</li><li>4. stressful</li><li>5. cheerful</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Visual learners may benefit from a reminder of the suffixes and their meanings posted or shown while they are working.</li></ul>



### "Fan and Pick" Sentences

<p>1. The spider we found is completely _____. You do not need to worry. (harmful, harmless)</p>	<p>2. At Thanksgiving we are all very _____ for our friends and family. (thankful, thankless)</p>
<p>3. The sky was clear and it was going to be another _____ day. (cloudful, cloudless)</p>	<p>4. She was doing well at work and school and became _____ because of it. (successful, unsuccessful)</p>





## LESSON 10

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	This lesson will allow students to write words with sounds /ae/ (long a), /k/, /s/, /j/, and /n/. These spelling patterns and rules have been taught in previous lessons. Refer to Unit 2 lessons 30-32, 34, 36, 37, 39-40 and Unit 3 lessons 2, 4, 5, 7 and 8. With additional practice, students will begin to generalize these spellings and apply them with automaticity.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Chart paper or whiteboard (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT write words with sounds /ae/, /k/, /s/, /j/, and /n/.
<b>Attention Getter (1 minute)</b>	Label four corners of the room with the sounds /k/, /s/, /j/, and /n/. Tell students to listen to the word called and move to the side of the room containing that sound spelling. Suggested words to use: knight (/n/), pace (/s/), kick (/k/), and judge (/j/).
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will use spelling patterns and rules to write words with the sounds /ae/, /k/, /s/, /j/, and /n/. Remind students they have learned these spellings in previous lessons.</p> <p>Display the spelling chart created in Lesson 8. Review the spellings with students, pointing out the most common spelling for each sound ('a' for /ae/, 'c' for /k/, 's' for /s/, 'n' for /n/, and 'g' for /j/).</p> <p>/ae/: 'ai', 'ay', 'a_e', 'a'  /k/: 'c,' 'k,' 'ck,' 'ch,' and 'que'  /s/: 's,' 'ss,' 'se,' 'sc,' 'c,' and 'ce'  /n/: 'gn', 'kn', 'n', and 'nn'  /j/: 'j', 'g', 'dge', and 'ge'</p> <p>Add example words to the chart under each spelling. Underline the spellings while reading the words aloud.</p> <p>/ae/: <u>rain</u>, <u>ray</u>, <u>name</u>, <u>acorn</u>  /k/: <u>can</u>, <u>kite</u>, <u>smack</u>, <u>chorus</u>, <u>antique</u>  /s/: <u>sack</u>, <u>class</u>, <u>case</u>, <u>scent</u>, <u>circle</u>, <u>pace</u>  /n/: <u>gnat</u>, <u>knit</u>, <u>nice</u>, <u>planning</u>  /j/: <u>jump</u>, <u>gym</u>, <u>pledge</u>, <u>age</u></p>
<b>Guided Practice (2 minutes)</b>	Write the word 'page' on the board. Ask students to read the word aloud chorally. Begin a word chain by changing one letter in each



	<p>word. While changing the letter ask students “If this is __ (current word) then what is this word?” Call on student volunteers to answer. Complete the three sets of word chains found below.</p> <ol style="list-style-type: none"> <li>1. page&gt;cage&gt;cake&gt;cane&gt;case&gt;chase</li> <li>2. nudge&gt;fudge&gt;judge&gt;jug&gt;pug&gt;puck&gt;luck</li> <li>3. play&gt;place&gt;race&gt;ace&gt;age&gt;rage&gt;sage</li> </ol>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to Activity page 10. Explain to students that they should read the words on each line. Listen for the word that is called out, and circle the correct spelling for that word.</p> <p>Student expected responses:</p> <ol style="list-style-type: none"> <li>1. rain</li> <li>2. check</li> <li>3. place</li> <li>4. pass</li> <li>5. knit</li> <li>6. nice</li> <li>7. jump</li> <li>8. pledge</li> <li>9. ray</li> <li>10. smack</li> </ol> <p>Circulate to assess student understanding.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Visual learners may benefit from a reminder of the spelling rules posted or shown while they are working.</li> </ul>





## LESSON 11

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	This lesson will allow students to use correct punctuation to indicate singular and possessive nouns. To show that one person, place, or thing owns something, use a singular possessive noun. An apostrophe and 's' should be added to the end of singular nouns to show possession.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or board (teacher)</li> <li>• Whiteboards and markers (students)</li> <li>• Noun word cards (per student pairs)</li> </ul>
<b>SWBAT statement</b>	SWBAT use correct punctuation to indicate singular and possessive nouns.
<b>Attention Getter (1 minute)</b>	<p>Lead students in singing the noun song below to the tune of “The Farmer in the Dell”</p> <p>A person place or thing  A person place or thing  A noun is the name of a person, place or thing.  Mom, school, or dog,  Student, house, or song.  A noun is the word that names a person, place, or thing.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will use correct punctuation to indicate singular and possessive nouns.</p> <p>Write the following sentence on the board or chart paper. Underline the nouns in the sentence (Joe, dog). Tell students that “Joe” names a person and “dog” names a thing. Both words are nouns. Ask students who the dog belongs to. (Joe)</p> <p><i>-Joe has a big, brown dog.</i></p> <p>Write the next sentence on the board. Once again underline the nouns in the sentence (dog, Joe’s). Tell students that the apostrophe and the letter ‘s’ behind “Joe” tells the reader that the dog belongs to Joe. An apostrophe and the letter ‘s’ is added behind singular nouns to show ownership or possession.</p> <p><i>-The big, brown dog is Joe’s.</i></p>



<b>Guided Practice (2 minutes)</b>	Students should work with a partner and take turns pulling a noun word card. Students will read the card and write the possessive form of the noun on their white board. Partners should be encouraged to check words for grammatical accuracy. Words to use: <i>mom, dog, park, brother, castle, mouse, cowboy, book</i> Students should be expected to write the possessive form of the nouns as follows: <i>mom's, dog's, park's, brother's, castle's, mouse's, cowboy's, book's</i>
<b>Student Application (3-5 minutes)</b>	Have students turn to Activity page 11. Students should write the possessive form of the underlined nouns on the line provided. Expected student responses: <ol style="list-style-type: none"><li>1. Beau's</li><li>2. neighbor's</li><li>3. teacher's</li><li>4. clown's</li><li>5. school's</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Visual learners may benefit from use of an anchor chart with singular possessive nouns posted or shown while they are working.</li></ul>





## LESSON 12

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	This lesson will allow students to use correct punctuation to indicate plural possessive nouns. To make a plural possessive noun, first form the plural of the singular noun. Then, add an apostrophe if the plural noun ends in -s or -es. (Example: three girls' purses, family of foxes' den) If the plural form of the noun does not end in -s, add an apostrophe and 's'. (Example: mice's cheese, men's swim team)
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or board (teacher)</li> <li>• White boards and markers (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT use correct punctuation to indicate plural possessive nouns.
<b>Attention Getter (1 minute)</b>	<p>Say the following words. Tell students to show one finger if the noun is singular and two if the noun is plural.</p> <ol style="list-style-type: none"> <li>1. boy (1)</li> <li>2. planets (2)</li> <li>3. kids (2)</li> <li>4. woman (1)</li> <li>5. women (2)</li> </ol>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students that they have previously learned how to use correct punctuation to indicate singular possessive nouns. A singular possessive noun indicates something belongs to someone or something. Tell students that today they will use correct punctuation to indicate plural possessive nouns.</p> <p>Write the following sentence on the board or chart paper.          -The bird's nest is made of twigs.          Underline the noun "bird's". Tell students the noun "bird's" is singular and describes only one bird. It also shows possession indicated with an apostrophe (') and the letter 's'. This is a singular possessive noun.</p> <p>Write the following sentence on the board or chart paper.          -The birds' nest is made of twigs.          Underline the noun "birds'". Tell students that the noun "birds'" is plural describing more than one bird and this is indicated by the letter 's' at the end of the word. Explain that when a plural noun ends</p>



	<p>in 's', simply add an apostrophe behind the 's' to show possession. The noun then becomes a plural possessive noun.</p> <p>Continue by writing the following sentence on the board or chart paper. -The mice's teeth are sharp and pointy.</p> <p>Underline the word "mice's". Explain that the plural form of the noun mouse is irregular, "mice". When the plural form of a noun does not end in 's', students should add an apostrophe and 's' to the end of the word to create a plural possessive noun.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Play a game of "Show Down" with students. Write the following words on the board one at a time. Ask students to write the plural possessive form of the noun on their white boards. Students should first write the plural form of the noun then add an apostrophe or an apostrophe and the letter 's' to the end of the noun. When the teacher says "show down", students should show their boards to the teacher. Monitor students work for grammatical errors and write the correct plural possessive noun on the board after all student boards have been shown.</p> <p>Words to use and expected student responses:</p> <ol style="list-style-type: none"> <li>1. house (houses')</li> <li>2. foot (feet's)</li> <li>3. bee (bees')</li> <li>4. child (children's)</li> <li>5. clock (clocks')</li> </ol>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to the activity page for Lesson 12. Students should write the plural possessive form of the underlined nouns on the line provided.</p> <p>Expected student responses:</p> <ol style="list-style-type: none"> <li>1. calves'</li> <li>2. ponies'</li> <li>3. boys'</li> <li>4. trees'</li> <li>5. states'</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Visual learners may benefit from use of an anchor chart with plural possessive nouns posted or shown while they are working.</li> </ul>





## LESSON 13

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>This lesson will allow students to use correct punctuation in sentences with dialogue.</p> <p>Dialogue should start and end with quotation marks. Use a dialogue tag to tell who is speaking.</p> <p>If the dialogue tag comes before the quotation then you would use a period before the closing quotation mark. (Example: James said, “I would like to go to the store.”)</p> <p>If the dialogue tag comes after the quotation then use a comma before the closing quotation mark. “I would like to go to the store,” said James.</p> <p>When using a question mark or exclamation mark, you should put the ending punctuation inside the closing quotation mark. (Example: “What do you think you’re doing?” asked the teacher.)</p> <p>Capitalize the first letter of spoken dialogue.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or board (teacher)</li> <li>• Whiteboard and marker (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT use correct punctuation in sentences with dialogue.
<b>Attention Getter (1 minute)</b>	Ask students, “What is dialogue?” Call on a student to share their answer. If students do not know, explain dialogue to them. (Dialogue is conversation between two or more people in a story.)
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will learn how to use correct punctuation in sentences with dialogue.</p> <p>Write the following sentence on chart paper or whiteboard. Mack said, “My house is now clean.”</p> <p>Tell students that dialogue begins with opening quotation marks. Circle the opening quotation marks in the sentence. Tell students dialogue ends with closing quotation marks. Circle the closing quotation marks in the sentence. Explain that dialogue also begins with a capital letter and underline the capital ‘M’ in the word ‘My’.</p> <p>Point out that a comma is used preceding quotation marks in this sentence because the dialogue tag (Mack said) is before the dialogue. Explain that the period at the end of the dialogue goes inside the quotation marks as well.</p>





	<p>Continue by writing the following sentence. “My house is now clean,” said Mack.</p> <p>Point out that the dialogue tag comes at the end of this sentence, after the dialogue. In this sentence, a comma is used at the end of the dialogue just before the quotation marks.</p> <p>Tell students that if the dialogue contains an exclamation mark or a question mark, place the exclamation mark or question mark before the ending quotation mark. Write the following examples pointing out punctuation used.</p> <p>“Is your house clean?” asked John. Mack said, “My house is sparkling!”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Pair students based on ability. Allow students to take turns asking each other the following questions. Students should then write what their partner said on a whiteboard using correct punctuation. Monitor students for correct grammar in their written responses.</p> <p>Student responses will vary. Examples are given below.</p> <ol style="list-style-type: none"> <li>1. What is your favorite color? “My favorite color is pink,” said Jan.</li> <li>2. What is your favorite sport? Mike said, “My favorite sport is soccer.”</li> </ol>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to the activity page for Lesson 13. Students should read each sentence and then write the sentence correctly on the line using punctuation.</p> <p>Expected student responses:</p> <ol style="list-style-type: none"> <li>1. Jane said, “I am not late for school.”</li> <li>2. “How do you play?” asked Pete.</li> <li>3. “Okay little sister,” said Joey.</li> <li>4. “I think it will sink,” said Rosie.</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Visual learners may benefit from use of an anchor chart with punctuation rules for dialogue posted or shown while they are working.</li> </ul>



## LESSON 14

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	<p>In this lesson, students use spelling patterns and generalizations in writing words with the schwa sound spelled 'a' and 'e'. Words of more than one syllable often have a weak, unstressed vowel sound, called the schwa. A schwa is a vowel sound in an unstressed syllable, where a vowel does not make its long or short vowel sound. It usually sounds like the short /u/ sound, but is softer and weaker. The schwa sound is the most common vowel sound (and the only speech sound with its own special name).</p> <p>When 'a' is in an open syllable at the beginning or end of a word, it often does not make the expected long sound, but instead makes the "Uh" or schwa sound (Alaska, about, panda, soda, and alone).</p> <p>The schwa sound is symbolized by an upside down 'e' /ə/.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or board (teacher)</li> <li>• Index cards with the following words written: camel, celebrate, enemy, telephone, ago, away, again, arrive</li> </ul>
<b>SWBAT statement</b>	SWBAT use spelling patterns and generalizations in writing words with the schwa sound spelled 'a' and 'e'.
<b>Attention Getter (1 minute)</b>	Write the symbol for schwa on the board (/ə/). Ask students what they notice (the letter e is upside down). Call on a student volunteer. Tell students that this symbol stands for the sound they will learn today. The sound is called schwa.
<b>Explicit Instruction (3-5 minutes)</b>	<p>Point to the schwa sound on the board, tell students that this sound is the most common sound in the English language. It can be spelled with any vowel. The schwa sound is a lazy sound (it is shorter than any short vowel) and sometimes sounds like short u or short i.</p> <p>Write the word 'Alaska' on the board. Read the word first as 'A-laska' and then correctly with the letter 'a' producing the schwa sound. Ask students which pronunciation sounds correct (the latter). Tell students that the first 'a' in the word 'Alaska' is an unstressed syllable. Unstressed syllables are weaker sounding and said faster. Have them repeat the word 'Alaska' and ask them to notice the difference between the unstressed and stressed syllables.</p>





	<p>Repeat for the word 'away', pointing out the difference between the schwa sound spelled 'a' in the first, unstressed syllable versus the long a in the second stressed syllable.</p> <p>Write the word 'algebra' on the board. Read the word as al-gee-bra first then correctly with the letter 'e' making the schwa sound. Once again ask students which pronunciation sounds correct (the latter). Explain to students that the letter 'e' in this word is used as a spelling for the schwa sound. The letter 'e' in 'algebra' is located in an unstressed syllable.</p> <p>Repeat for the word 'elephant', pointing out the difference between the schwa sound spelled 'e' in the second, unstressed syllable versus the short e in the first stressed syllable.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Create a T-chart with the headings 'a' and 'e'. Write the following words on index cards (schwa spelled 'e': camel, celebrate, enemy, telephone. Schwa spelled 'a': ago, away, again, arrive). Distribute the cards to students. Have them read the word then tape the card under the spelling for the schwa sound found in the word.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to the activity page for Lesson 14. Call out the following words and have students write them on the line provided. Expected student responses:</p> <ol style="list-style-type: none"> <li>1. the</li> <li>2. about</li> <li>3. system</li> <li>4. agree</li> <li>5. problem</li> <li>6. sofa</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Visual learners may benefit from a reminder of the spelling rules posted or shown while they are working.</li> </ul>





## LESSON 15

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	This lesson will allow students to use correct punctuation to form and use plural possessive nouns. To make a plural possessive noun, first form the plural of the singular noun. Then, add an apostrophe if the plural noun ends in -s or -es. (Example: three girls' purses, family of foxes' den) If the plural form of the noun does not end in -s, add an apostrophe and 's'. (Example: mice's cheese, men's swim team)
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper or board (teacher)</li> <li>● Noun cards (one copy per group of 4 students)</li> </ul>
<b>SWBAT statement</b>	SWBAT form and use plural possessive nouns.
<b>Attention Getter (1 minute)</b>	<p>Ask students to complete each phrase. Students may answer in a choral response.</p> <p>-one boy, two ____ (boys)          -a woman, many ____ (women)          -one tooth, three ____ (teeth)          -a loaf, five ____ (loaves)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students that they have previously learned how to use correct punctuation to indicate singular and plural possessive nouns. Tell students that today they will form and use plural possessive nouns.</p> <p>Write the word "king" on the board or chart paper. Explain to students that you would like to turn the word "king" into a plural possessive noun to show ownership as in the sentence "The kings' armies are at battle."</p> <p>Tell students the first step to make a plural possessive noun is to write the plural form of the noun. Explain that the plural form of "king" is "kings" and add an 's' to the word on the board. Tell students that when the plural form of a noun ends in 's' or 'es' simply add an apostrophe (') to the end of the word. Add an apostrophe to the word on the board (kings').</p> <p>Repeat the steps above with the word "pencil" using it in a sentence as well.</p>



	<p>Write the word “child” on the board or chart paper. Tell students that the plural form of child is irregular. Ask students to listen to the following sentence as you read it aloud: “The children’s backpacks are heavy.” Turn the word “child” into the word “children” on the board explaining that “children” is the plural form of the noun “child”. Tell students that when plural nouns do not end in ‘s’ or ‘es’, you must add an apostrophe and the letter ‘s’ to the end of the word to make it a plural possessive noun. Demonstrate this by adding an apostrophe and ‘s’ to the end of the word “children”. (children’s)</p>
<b>Guided Practice (2 minutes)</b>	<p>Provide students with the noun cards included in this lesson. Have students work in groups of 4. Students will use the Fan and Pick cooperative learning strategy. Student 1 will pick a card and read the word to student 2. Student 2 will write the plural form of the word on the word card. Student 3 will write the plural possessive form of the word. Student 4 will use the plural possessive word in a sentence.. Change rolls and continue until all students have had a turn to complete a sentence.</p> <p>Expected student responses:</p> <ol style="list-style-type: none"><li>1. duck’s</li><li>2. barn’s</li><li>3. women’s</li><li>4. churches’</li></ol>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to the activity page for Lesson 15. Students should read the singular nouns then write the plural possessive form of the noun under the corresponding row. Students will then choose two words to use in a sentence. Student sentences will vary.</p> <p>Expected student responses:</p> <ol style="list-style-type: none"><li>1. moms’</li><li>2. schools’</li><li>3. calves’</li><li>4. men’s</li><li>5. glasses’</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Visual learners may benefit from use of an anchor chart with plural possessive nouns posted or shown while they are working.</li></ul>



## Noun Cards

<p><b>1. duck</b></p> <hr/> <p><b>(plural form)</b></p> <hr/> <p><b>(plural possessive form)</b></p>	<p><b>2. barn</b></p> <hr/> <p><b>(plural form)</b></p> <hr/> <p><b>(plural possessive form)</b></p>
<p><b>3. women</b></p> <hr/> <p><b>(plural form)</b></p> <hr/> <p><b>(plural possessive form)</b></p>	<p><b>4. church</b></p> <hr/> <p><b>(plural form)</b></p> <hr/> <p><b>(plural possessive form)</b></p>





## LESSON 16

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	This lesson will allow students to determine the meaning of words formed when -ish or -ness is added to the known root word. The suffix -ish is added to nouns to create adjectives. The suffix -ish means “relating to or characteristic of something.” The suffix -ness is added to words to create nouns. The suffix -ness means “a state or quality.”
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or board (teacher)</li> <li>• Chart with the following words written: sadness, foolish, weakness, illness, and selfish.</li> </ul>
<b>SWBAT statement</b>	SWBAT determine the meaning of words formed when -ish or -ness is added to the known root word.
<b>Attention Getter (1 minute)</b>	Ask students to recall where suffixes are found in the word. Call on a student volunteer to give the answer (at the end of a word).
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will learn about two new suffixes and their meanings.</p> <p>Write the word ‘child’ on the board. Have the class read the word chorally. Say the sentence: “She was acting like a child when she did not get the answer she wanted.” Underline the word ‘child’ and add the suffix -ish. Model reading the new word: “childish”. Say the sentence: “She was acting childish when she did not get the answer she wanted.”</p> <p>Explain to students that the suffix -ish is added to nouns, like the word ‘child’, to create adjectives (childish). Tell students the suffix -ish means “relating to or characteristic of something”.</p> <p>Write the word ‘kind’ on the board. Have the class read the word chorally. Say the sentence “He was very kind to the hurt dove.” Underline the word ‘kind’ and add the suffix -ness. Model reading the new word: “kindness”. Say the sentence: “He showed the hurt dove kindness.”</p> <p>Explain that the suffix -ness is added to words to create nouns. Tell students the suffix -ness means “a state or quality”.</p>



<b>Guided Practice (2 minutes)</b>	Display the word chart you have prepared in advance. Read the following definitions. Ask student volunteers to circle the word that completes the sentence. <ol style="list-style-type: none"><li>1. When someone is really sad they are experiencing ____. (sadness)</li><li>2. If someone is acting like a fool you could say they are being ____. (foolish).</li><li>3. The condition of being weak is called ____. (weakness)</li><li>4. If you are ill you are experiencing ____. (illness)</li><li>5. If you are worried only about yourself, you are being ____. (selfish)</li><li>6. If someone is acting like a little girl, they are acting ____. (girlish).</li></ol>
<b>Student Application (3-5 minutes)</b>	Have students turn to the Lesson 16 activity page. Students should read the words in the box at the top of the page. They should then complete each sentence using a word from the box. Expected student responses: <ol style="list-style-type: none"><li>1. sickness</li><li>2. reddish</li><li>3. darkness</li><li>4. sheepish</li><li>5. sluggish</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Visual learners may benefit from use of an anchor chart with suffixes posted or shown while they are working.</li></ul>





## LESSON 17

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	This lesson will allow students to practice singular possessive nouns. To show that one person, place, or thing owns something, use a singular possessive noun. An apostrophe and 's' should be added to the end of singular nouns to show possession.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper or board (teacher)</li> <li>● Whiteboards and markers (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT practice singular possessive nouns.
<b>Attention Getter (1 minute)</b>	<p>Ask students to answer the following noun riddles. Call on volunteers to give their answer.</p> <ol style="list-style-type: none"> <li>1. A person you see when you are feeling sick. (doctor)</li> <li>2. A place where you go to have a picnic. (park)</li> <li>3. A thing you use to write your name. (pencil or pen)</li> <li>4. A place near the ocean with sand. (beach)</li> </ol>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will practice singular possessive nouns. Remind students that nouns are people, places, or things. Singular nouns name one person, place or thing. Singular possessive nouns are used to show ownership or what a noun has.</p> <p>Create a T-Chart. Label one column "Singular Noun" and the other "Singular Possessive Noun". Demonstrate turning singular nouns into possessive nouns by adding apostrophe and 's'. Model using the first noun in a sentence (The bee's hive is full of honey.). Ask student volunteers to use the other possessive nouns in a sentence. Student sentences may vary.</p> <p>Nouns to use:</p> <ol style="list-style-type: none"> <li>1. bee (bee's)</li> <li>2. farm (farm's)</li> <li>3. kite (kite's)</li> <li>4. girl (girl's)</li> <li>5. sun (sun's)</li> </ol>
<b>Guided Practice (2 minutes)</b>	Have students work in groups of 4. Each group will need one whiteboard and each student will need a dry erase marker. Ask students to write as many singular possessive nouns as they can in 30





	<p>seconds. After time is up, groups share their nouns with the class. Give students feedback based on grammar. Nouns may vary but should be singular and include an apostrophe and the letter 's' at the end.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to the activity page for Lesson 17. Students should complete each sentence with the singular possessive form of the noun given. For numbers 6 and 7 students should write a sentence with the singular possessive form of the noun given.</p> <p>Expected student responses:</p> <ol style="list-style-type: none"><li>1. officer's</li><li>2. sister's</li><li>3. zoo's</li><li>4. brother's</li><li>5. pencil's</li><li>6. paper's (sentences may vary)</li><li>7. pizza's (sentences may vary)</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Visual learners may benefit from use of an anchor chart with singular possessive nouns posted or shown while they are working.</li></ul>



## LESSON 18

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	This lesson will allow students to determine the meaning of words formed when -ish or -ness is added to the known root word. The suffix -ish is added to nouns to create adjectives. The suffix -ish means “relating to or characteristic of something.” The suffix -ness is added to words to create nouns. The suffix -ness means “a state or quality.”
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or board (teacher)</li> <li>• Bingo card template (one per student)</li> </ul>
<b>SWBAT statement</b>	SWBAT determine the meaning of words formed when -ish or -ness is added to the known root word.
<b>Attention Getter (1 minute)</b>	Write the word ‘illness’ on the board. Ask a volunteer to come up and circle the root word and underline the suffix. Ask students: “How can understanding the meaning of the suffix help you determine the meaning of words?” (The meaning of the suffix will give you an understanding of what the word means once the suffix is added.)
<b>Explicit Instruction (3-5 minutes)</b>	Remind students that they have learned in a previous lesson the meaning of the suffixes -ish and -ness. Review that the suffix -ish is added to nouns to create adjectives and means “relating to or characteristic of something”. The suffix -ness is added to words to create nouns and means “a state or quality”.
<b>Guided Practice (2 minutes)</b>	Have students write the following words in any order on their Bingo sheet. (one word per square). Read the following clues. Students should color in the square for the word that answers the clue. First student to get 4 in a row wins. Words to use: cheerfulness, forgiveness, gentleness, playfulness, darkness, weakness, illness, brightness, childish, brownish, reddish, sheepish, sluggish, selfish, feverish, newish  Clues to use. Not all clues may be used. <ol style="list-style-type: none"> <li>1. When someone is acting like a child we call them this. (childish)</li> <li>2. If someone is being playful, they are showing this. (playfulness)</li> </ol>



	<ol style="list-style-type: none"><li>3. If an object is almost brown in color, it is called this. (brownish)</li><li>4. If an object is almost red in color, it is called this color. (reddish)</li><li>5. This word is used to describe someone who is acting shy. (sheepish).</li><li>6. This noun is a state of cheer. (cheerfulness)</li><li>7. This noun is a state of gentles. (gentleness).</li><li>8. This word is used to describe when you feel as though you may have a fever. (feverish)</li></ol>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to the Lesson 18 activity page. Students should read the words in the box at the top of the page. They should then complete each sentence using a word from the box.</p> <p>Expected student responses:</p> <ol style="list-style-type: none"><li>1. gentleness</li><li>2. brownish</li><li>3. feverish</li><li>4. smoothness</li><li>5. brightness</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Visual learners may benefit from use of an anchor chart with suffixes posted or shown while they are working.</li><li>● Anticipate students who may take a while filling in their Bingo card and have a few already generated and ready to use.</li></ul>





## Guided Practice Bingo Card Template




## LESSON 19

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	<p>In this lesson, students use spelling patterns and generalizations in writing words with the schwa sound spelled 'a' and 'e'. Words of more than one syllable often have a weak, unstressed vowel sound, called the schwa. A schwa is a vowel sound in an unstressed syllable, where a vowel does not make its long or short vowel sound. It usually sounds like the short /u/ sound, but is softer and weaker. The schwa sound is the most common vowel sound (and the only speech sound with its own special name).</p> <p>When 'a' is in an open syllable at the beginning or end of a word, it often does not make the expected long sound, but instead makes the "Uh" or schwa sound (Alaska, about, panda, soda, and alone). The schwa sound is symbolized by an upside down 'e' /ə/.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or board (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use spelling patterns and generalizations in writing words with the schwa sound spelled 'a' and 'e'.
<b>Attention Getter (1 minute)</b>	Write the symbol for schwa on the board ( /ə/ ). Ask students to recall what this symbol stands for. Call on a student volunteer. (This symbol stands for the schwa sound.)
<b>Explicit Instruction (3-5 minutes)</b>	<p>Point to the schwa sound on the board, remind students that this sound is the most common sound in the English language. It can be spelled with any vowel. The schwa sound is a lazy sound (it is shorter than any short vowel) and sometimes sounds like short u or short i.</p> <p>Write the word 'about' on the board. Read the word first as 'A-bout' and then correctly with the letter 'a' producing the schwa sound. Ask students which pronunciation sounds correct (the latter). Tell students that the first 'a' in the word 'about' is an unstressed syllable. Unstressed syllables are weaker sounding and said faster. Have them repeat the word 'about' and ask them to notice the difference between the unstressed and stressed syllables.</p> <p>Repeat for the word 'alone', pointing out the schwa sound spelled 'a' in the first, unstressed syllable.</p>



	<p>Write the word 'elevate' on the board. Read the word as 'el-ee-vate' first then correctly with the second 'e' making the schwa sound. Once again ask students which pronunciation sounds correct (the latter). Explain to students that the second 'e' in this word is used as a spelling for the schwa sound. The second 'e' in 'elevate' is located in an unstressed syllable.</p> <p>Repeat for the word 'camel', pointing out the schwa sound spelled 'e' in the second, unstressed syllable.</p>
<b>Guided Practice (2 minutes)</b>	<p>Write the following words on the board (schwa spelled 'e': elephant, problem, celebrate. Schwa spelled 'a': again, salad, animal). Call on student volunteers to read the word then circle the schwa sound within each word.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to the application page for Lesson 19. Have students circle the schwa spelling in each word and sort the words according to their schwa spelling.</p> <p>Expected Student Response: schwa spelled 'a': <u>a</u>pply, <u>a</u>rrive, <u>a</u>gree, <u>a</u>ttack, <u>a</u>cross, zebra<u>a</u> schwa spelled 'e': childr<u>e</u>n, sil<u>e</u>nt, syst<u>e</u>m, trav<u>e</u>l, it<u>e</u>m, jacket<u>e</u></p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Visual learners may benefit from a reminder of the spelling rules posted or shown while they are working.</li></ul>





## LESSON 20

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	<p>Words of more than one syllable often have a weak, unstressed vowel sound, called the schwa. If the ending is a suffix, the spelling is often -al (like in bridal, arrival, magical). When the ending is not a suffix, the most common spelling is -le (eagle, apple), but some words use -al or -el (formal, camel).</p> <p>A schwa is a vowel sound in an unstressed syllable, where a vowel does not make its long or short vowel sound. It usually sounds like the short /u/ sound, but is softer and weaker. The schwa sound is the most common vowel sound (and the only speech sound with its own special name).</p> <p>The -tion suffix means “the action of (a verb)” or “the result of (a verb).” This lesson will focus on the spelling of words with -tion, not necessarily the meaning. In this lesson, words with the /sh/ + /schwa/ + /n/ sound will be spelled with -tion.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Index cards with schwa words listed in the Guided Practice (students)</li> <li>• Chart paper or Whiteboard/Dry-erase marker (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use patterns and generalizations in writing words with the /schwa/ sound spelled ‘al’, ‘le’, and ‘el’, and /sh/ + /schwa/ + /n/ spelled -tion.
<b>Attention Getter (1 minute)</b>	<p>Say the following words and have students repeat each one: family, algebra, alarm</p> <p>Ask students, “What do you think they all have in common?” (They all have the /schwa/ sound.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will be focusing on writing words with the schwa sound. Remind students that they have previously learned about words with the schwa sound spelled ‘e’ or ‘a’.</p> <p>Tell students that today we will focus on the spellings “al”, “le”, and “el”. (Write these on a chart paper as separate headings).</p>



	<p>Tell students they will also be spelling words with this sound in the suffix -tion (add -tion as a heading as well).</p> <p>Write the word “formal” on the board. Tell students that when the ending of a word is a suffix, the most common way of spelling the schwa sound is “al”.</p> <p>Write the word “jungle” on the board. Explain to students that when the ending is not a suffix, the most common way of spelling the schwa sound is “le” (like in jungle), but some words use “al” or “el”.</p> <p>Demonstrate this spelling by writing the words “musical” and “vessel” on the board, pointing out how the /schwa/ sound is spelled in each word.</p> <p>Explain to students that the /schwa/ sound is also used in the -tion suffix. Tell students that if they hear the /shun/ sound at the end of a word, it’s spelled “tion”.</p> <p>Demonstrate this spelling pattern by spelling the word “traction,” sound by sound, pointing out that the /shun/ sound is spelled “tion”.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Write the following words on index cards. Distribute the cards to students. Have students read the word and identify the schwa spelling in the word. Then have students tape the index card on the chart under the schwa spelling for that word.</p> <p>Use the following words:</p> <ul style="list-style-type: none"><li>● capital<u>a</u></li><li>● musical<u>a</u></li><li>● opt<u>i</u>on</li><li>● act<u>i</u>on</li><li>● quest<u>i</u>on</li><li>● travel<u>e</u></li><li>● novel<u>e</u></li><li>● litt<u>l</u>e</li><li>● fin<u>a</u></li><li>● apple<u>e</u></li></ul> <p>The teacher should monitor for any student(s) needing support. As needed, provide students with the correct pronunciations.</p>



<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 20.</p> <p>Explain that you will tell them a word and they are to use that word in a sentence, applying the /schwa/ spelling rules they practiced today.</p> <p>Use the following words:</p> <ol style="list-style-type: none"><li>1. total</li><li>2. towel</li><li>3. addition</li><li>4. simple</li></ol> <p>Sentences will vary but should show an understanding of how to spell the /schwa/ word.</p> <p>Circulate as students work, providing support as needed.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Students may benefit from having an anchor chart with the spelling rules for schwa posted throughout the lesson.</li></ul>





## LESSONS 1-20

### UNIT 3 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/, /n/, /ae/, /s/, /k/, and schwa spellings, singular possessive and plural possessive nouns, writing dialogue in sentences, and suffixes: -ful, -less, -ness, and -ish.

#### **Trade Book or Student-Choice Book**

Read trade books to review particular concepts taught in Unit 3. Trade Books can be used to discuss dialogue within texts, locate specific spellings, nouns, and suffixes taught within the lesson. Students may write in response to the text using targeted skills in their writing.

#### **Listening Centers**

English Language Learners could benefit from listening to trade books online to review particular concepts taught in Unit 3 and following along with story captions.

#### **Word Sort**

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

#### **Puzzles**

Have students write root words with the suffixes: -ful, -less, -ness, and -ish on index cards. Students should then cut those words apart as puzzle pieces separating the root word from the suffix. Students can make a matching/puzzle game by exchanging their card with a partner.

#### **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 /ae/ sound spellings. Read aloud /ae/ 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

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	A plural possessive noun is a plural noun that indicates ownership of something. To make a plural possessive noun, first form the plural of the singular noun. After you have formed the plural of the noun, add an apostrophe (') if the plural noun ends in -s or -es: strings', cars', churches', loaves'. If the plural noun does not end in -s, add an apostrophe and an s: mice's, men's, feet's.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Chart paper or Whiteboard/Dry-erase marker (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT form and use plural and possessive nouns.
<b>Attention Getter (1 minute)</b>	<p>Ask students, "What are some things that you own that you have more than one of?"</p> <p>Point out to students that they just named plural nouns. Tell them that today they will be exploring a specific type of plural noun called plural possessive nouns.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Explain to students a plural possessive noun indicates ownership of something, reminding students that plural means more than one.</p> <p>Write the phrase "dogs' treats" on the board. Point out to students that the word "dogs" ends with an -s and an apostrophe, meaning the treats belong to more than one dog.</p> <p>Tell students that in order to make a plural possessive noun, they have to first make the noun plural. Write "girl" on the board. Ask students, "What is the plural form of this noun?" (girls)</p> <p>Add an -s to make the plural noun "girls." Tell students if you wanted to refer to dolls that belong to a group of girls, you would write the plural noun "girls" and add an apostrophe, indicating ownership. Write the complete phrase "girls' dolls" on the board.</p> <p>Tell students that a sentence using this phrase would be "All of the girls' dolls had matching dresses."</p>





	<p>Repeat the process with an irregular plural noun (mice).</p> <ul style="list-style-type: none"> <li>• Write the noun “mouse”</li> <li>• Ask students what the plural noun of “mouse” is (mice)</li> <li>• Point out to students that since the plural noun does not end in -s, you add an apostrophe and then an -s. (mice’s)</li> <li>• Have students create a sentence using the phrase “mice’s cheese.”</li> </ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Repeat the process with the following nouns:</p> <ul style="list-style-type: none"> <li>• glass</li> <li>• boy</li> <li>• executive</li> <li>• fungi</li> <li>• furniture</li> <li>• woman</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to Activity Page 21. Explain to students that they will be using the noun provided to form a plural possessive noun, then writing the plural possessive in a complete sentence.</p> <p>Expected student responses include:</p> <ol style="list-style-type: none"> <li>1. parents’</li> <li>2. churches’</li> <li>3. deer’s</li> <li>4. scissors’</li> </ol> <p>Sentences will vary, however, students should be able to demonstrate their understanding of the meaning of the word. Circulate as students work, providing support as needed.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Students may need support in changing the noun from singular to plural. If so, remind them of when to add an -s or -es to make a noun plural (-es is used with nouns that end in -s, -x, -ch, or -sh).</li> <li>• It may be helpful to post an anchor chart with examples of these plural nouns and the rule for students to refer to while working.</li> <li>• Students may also need to be told which nouns have an irregular plural form, if they are unsure or unaware.</li> </ul>





## LESSON 22

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	A plural possessive noun is a plural noun that indicates ownership of something. To make a plural possessive noun, first form the plural of the singular noun. After you have formed the plural of the noun, add an apostrophe (') if the plural noun ends in -s or -es: strings', cars', churches', loaves'. If the plural noun does not end in -s, add an apostrophe and an s: mice's, men's, feet's.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Chart paper or whiteboard/dry-erase marker (teacher)</li><li>• Whiteboard/dry-erase marker (students)</li></ul>
<b>SWBAT statement</b>	SWBAT form and use plural and possessive nouns.
<b>Attention Getter (1 minute)</b>	<p>Tell students that when you say, "Go!" they are going to turn to a partner and write as many plural possessive nouns as they can in one minute.</p> <p>Quickly remind students that they must first think of a noun, change it from singular to plural, then make it a possessive plural.</p> <p>Ready, Go! (If time permits, have students share their favorite word from their list.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that they are going to practice more with plural possessive nouns today.</p> <p>Remind students that a plural possessive noun indicates ownership of something (usually to a group of things or people), reminding students that plural means more than one.</p> <p>Write the phrase "dogs' paws" on the board. Point out to students that the word "dogs'" ends with an -s and an apostrophe, meaning the paws belong to more than one dog.</p> <p>Tell students that in order to make a plural possessive noun, they have to first make the noun plural. Write "airplane" on the board. Ask students, "What is the plural form of this noun?" (airplanes)</p>



	<p>Add an -s to make the plural noun “airplanes.” Tell students if you wanted to refer to engines that belong to a group of airplanes, you would write the plural noun “airplanes” and add an apostrophe, indicating ownership. Write the complete phrase “airplanes’ engines” on the board.</p> <p>Tell students that a sentence using this phrase would be “Before the airport reopened, a mechanic had to check all of the airplanes’ engines.”</p> <p>Repeat the process with an irregular plural noun (children).</p> <ul style="list-style-type: none"> <li>● Write the noun “child”</li> <li>● Ask students what the plural noun of “child” is (children)</li> <li>● Point out to students that since the plural noun does not end in -s, you add an apostrophe and then an -s. (children’s)</li> <li>● Have students create a sentence using the phrase “children’s toys.”</li> </ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Repeat the process with the following nouns:</p> <ul style="list-style-type: none"> <li>● baby</li> <li>● tooth</li> <li>● bee</li> <li>● hummingbird</li> <li>● leaf</li> <li>● person</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to Activity Page 22. Explain to students that they will be using the noun provided to form a plural possessive noun, then writing the plural possessive in a complete sentence. Sentences will vary but should show an understanding of plural and possessive nouns. Circulate as students work, providing support as needed.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Students may need support in changing the noun from singular to plural. If so, remind them of when to add an -s or -es to make a noun plural (-es is used with nouns that end in -s, -x, -ch, or -sh).</li> <li>● It may be helpful to post an anchor chart with examples of these plural nouns and the rule for students to refer to while working.</li> <li>● Students may also need to be told which nouns have an irregular plural form, if they are unsure or unaware.</li> </ul>





## LESSON 23

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>This lesson focuses on the suffixes -able and -ible. Both suffixes change verbs to adjectives. For example, “I love my cat.” versus “My cat is loveable.” Since both suffixes have the same meaning, here’s how to know which spelling to use: If you remove -able from a word, you are left with a complete word (renewable, renew). If you remove -ible from a word, you are not left with a complete word (sensible, sens). Use the -able ending if the root word is not changed.</p> <p>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.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper or whiteboard/dry-erase marker (teacher)</li> <li>● Chart paper or whiteboard/dry-erase marker (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT determine the meaning of words formed when -able or -ible is added to known root words.
<b>Attention Getter (1 minute)</b>	<p>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.</p> <p>Give students the following descriptive words:</p> <ul style="list-style-type: none"> <li>● affordable</li> <li>● terrible</li> </ul> <p>Note: You may only get through one of these descriptions. Use your teacher discretion to determine how many you have time for. If time permits, have students share a noun with the class.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students that root words can have suffixes, like -ed or -ing.</p> <p>Tell the students that they will be writing words using the suffixes -able and -ible today. Write -able and -ible on the board.</p>






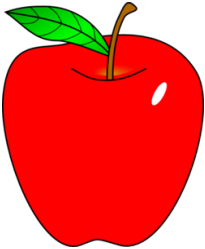

	<p>Remind students that both suffixes change verbs to adjectives. Write the words “love” and “loveable” on the board, pointing out that “love” is a verb, but “loveable” is an adjective, meaning a word that describes a noun. (If necessary, use both words in a sentence to ensure students understand the difference.)</p> <p>Write the word “dependable” on the board. Ask the following questions:</p> <ul style="list-style-type: none"><li>• What is the root word? (depend)</li><li>• What does adding the suffix -able do? (changes the word to an adjective)</li><li>• Who can use “dependable” in a sentence?</li></ul> <p>Tell students that since both suffixes have the same meaning, here’s how to know which spelling to use: If you remove -able from a word, you are left with a complete word. Write the words “renewable” and “renew” on the board to demonstrate.</p> <p>If you remove -ible from a word, you are not left with a complete word. Write the words “sensible” and “sens” on the board to demonstrate.</p> <p>Remind students that they will use the -able ending if the root word is not changed.</p>
<b>Guided Practice (2 minutes)</b>	<p>Tell the students that you will show them a root word/verb and they will determine if the -able or -ible suffix should be used. Then they will write a sentence using the word on their whiteboard.</p> <p>Provide students with the following root words:</p> <ul style="list-style-type: none"><li>• wash- washable</li><li>• notice - noticeable</li><li>• divide - divisible</li><li>• admit - admissible</li></ul> <p>Allow students to share their sentences if time allows. (Note: Students may need support with the -ible words.)</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 23. Explain that they will be writing a complete sentence using the word provided. Sentences will vary but students should show they are able</p>



	<p>to write a word with the /schwa/ sound correctly. Circulate as students work, providing support as needed.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• English Language Learners may benefit from picture support for root words/verbs.</li><li>• Use the following scaffolding questions as needed: What is the suffix? What does that mean? What is the root word? What does the root word mean? (if the root word is not known, a definition may need to be provided for the student.)</li></ul>



## LESSON 24

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	<p>Words of more than one syllable often have a weak, unstressed vowel sound, called the schwa. If the ending is a suffix, the spelling is often -al (like in bridal, arrival, magical). When the ending is not a suffix, the most common spelling is -le (eagle, apple), but some words use -al or -el (formal, camel).</p> <p>A schwa is a vowel sound in an unstressed syllable, where a vowel does not make its long or short vowel sound. It usually sounds like the short /u/ sound, but is softer and weaker. The schwa sound is the most common vowel sound (and the only speech sound with its own special name).</p> <p>The -tion suffix means “the action of (a verb)” or “the result of (a verb).” This lesson will focus on the spelling of words with -tion, not necessarily the meaning. In this lesson, words with the /sh/ + /schwa/ + /n/ sound will be spelled with -tion.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Pictures of nouns with /schwa/ sound (teacher)</li> <li>• Chart paper or whiteboard/dry-erase marker (teacher)</li> <li>• Chart paper or whiteboard/dry-erase marker (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT use patterns and generalizations in writing words with the /schwa/ sound spelled ‘al’, ‘le’, and ‘el’, and /sh/ + /schwa/ + /n/ spelled -tion.
<b>Attention Getter (1 minute)</b>	<p>Show student these three pictures and have them name each one:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>(eagle, apple, camel)</p> <p>Ask students, “What do you think they all have in common?” (They all have the /schwa/ sound.)</p>





<p><b>Explicit Instruction</b> <b>(3-5 minutes)</b></p>	<p>Tell students that today they will be focusing on writing words with the /schwa/ sound.</p> <p>Have students say the /schwa/ sound a few times, stretching it out.</p> <p>Tell students that today we will focus on the spellings “al”, “le”, and “el”. (Write these on the board one-by-one).</p> <p>Tell students they will also be spelling words with this sound in the suffix -tion.</p> <p>Write the word “arrival” on the board. Explain to students that if the ending is a suffix, the spelling is often “al”.</p> <p>Write the word “eagle” on the board. Explain to students that when the ending is not a suffix, the most common way of spelling the /schwa/ sound is “le” (like in eagle), but some words use “al” or “el”.</p> <p>Demonstrate this spelling by writing the words “oval” and “camel” on the board, pointing out how the /schwa/ sound is spelled in each word.</p> <p>Explain to students that the /schwa/ sound is also used in the -tion suffix. Tell students that if they hear the /shun/ sound at the end of a word, it’s spelled “tion”.</p> <p>Demonstrate this spelling pattern by spelling the word “action,” sound by sound, pointing out that the /shun/ sound is spelled “tion”.</p>
<p><b>Guided Practice</b> <b>(2 minutes)</b></p>	<p>Have students take out their whiteboards. Tell them that you will say a word with the /schwa/ sound and they will practice writing the word using one of these four spellings (le, al, el, or tion).</p> <p>Use the following words:</p> <ul style="list-style-type: none"><li>● table</li><li>● little</li><li>● mammal</li><li>● carnival</li><li>● channel</li><li>● squirrel</li><li>● caption</li></ul>



	<ul style="list-style-type: none"><li>● emotion</li></ul> <p>Note: Students may need reminders about the spelling patterns.</p> <p>The teacher should monitor for any student(s) needing support. As needed, provide students with the correct spellings, allowing students to check themselves.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 24.</p> <p>Explain that you will tell them a word and they are to use that word in a sentence, applying the /schwa/ spelling rules they practiced today.</p> <p>Use the following words:</p> <ol style="list-style-type: none"><li>1. poodle</li><li>2. signal</li><li>3. travel</li><li>4. edition</li></ol> <p>Sentences will vary but should show an understanding of how to spell the /schwa/ word.</p> <p>Circulate as students work, providing support as needed.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Students may need support with any additional alternative spellings during the lesson. For example (/t/ spelled "pt" and /v/ spelled "ve")</li></ul>



## LESSON 25

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	A singular possessive noun refers to one person, place, or thing having ownership of something else in the sentence. For example, “John’s cat is black.” To make a singular noun possessive, you add an apostrophe and the letter “s.”
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper or whiteboard/dry-erase marker (teacher)</li> <li>● Whiteboard/Dry-erase marker (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT form and use singular and possessive nouns.
<b>Attention Getter (1 minute)</b>	<p>Tell students that when you say, “Go” they are going to work with a partner to list singular nouns. Tell them to start with the letter “a” and work their way through the alphabet, listing a noun that begins with each letter of the alphabet.</p> <p>Ready, Go!</p> <p>(If time permits, have students share their favorite or most creative word from their list.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that they will work more with singular nouns today. They will be making singular nouns possessive.</p> <p>Remind students that when a singular noun is possessive, it shows ownership. Write this example on the board: “the car’s engine.” Point out that the apostrophe “s” means that the engine belongs to the car.</p> <p>Write the next example on the board: “California’s climate.” Ask students the following questions, providing support as necessary:</p> <ul style="list-style-type: none"> <li>● What about this phrase indicates ownership? (the apostrophe “s”)</li> <li>● In this phrase, who or what does the “climate” belong to? (California)</li> </ul>
<b>Guided Practice (2 minutes)</b>	Tell students you are going to provide them with a singular noun and they will write a sentence or phrase on their board using the noun provided, indicating possession.





	<p>Use the following nouns:</p> <ul style="list-style-type: none"><li>● mascot (example: mascot's costume)</li><li>● attic (example: attic's window)</li><li>● Wisconsin (example: Wisconsin's food)</li><li>● pelican (example: pelican's wings)</li><li>● husband (example: husband's ring)</li></ul> <p>If time permits, allow students to share their sentences with the class.</p> <p>Circulate and provide support, as needed. A helpful prompt to help scaffold may be, "What is something a ____ (singular noun) would be in possession of or own?"</p> <p>As a challenge, students could generate their own singular possessive nouns.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 25.</p> <p>Explain to students that they will be writing a complete sentence using the noun provided as a singular possessive noun.</p> <p>Expected student responses:</p> <ol style="list-style-type: none"><li>1. catfish's</li><li>2. basket's</li><li>3. album's</li><li>4. rocket's</li></ol> <p>Circulate as students work, providing support as needed. Sentences will vary but students should be able to show an understanding of the use of a singular possessive noun.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Students may need support thinking of what the singular noun may be in possession or ownership of.</li><li>● A helpful prompt to help scaffold may be, "What is something a ____ (singular noun) would be in possession of or own?"</li></ul>



## LESSON 26

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	The /ue/ (long u) sound has a variety of spellings. This lesson will focus on the three most common spellings: “ue”, “ew”, and “u_e.” Words ending in “ue” tend to be words with two-syllables like “rescue.” With more practice, students will begin to generalize these spellings and apply them with automaticity.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li><li>• Chart paper or Whiteboard/Dry-Erase Marker (Students)</li></ul>
<b>SWBAT statement</b>	SWBAT use spelling patterns and rules for words with the /ue/ sound.
<b>Attention Getter (1 minute)</b>	<p>Ask students, “What is your favorite team?” (Call on students quickly, like rapid fire.)</p> <p>Tell students that the best teams are the ones that work together. Tell them that today they are going to learn about vowels that work together in words.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Ask students, “What words do you know that have the /ue/ sound?” As they share their responses, write them down on the board or chart paper. (Be sure students come up with words that have the following spellings: “ue”, “ew”, and “u_e”.)</p> <p>Circle a few different spellings for the /ue/ sound and explain how the /ue/ sound can be spelled many different ways.</p> <p>Tell students that today they will use spelling patterns and rules for words with the /ue/ sound.</p> <p>Tell students that these are the three most common spellings for the /ue/ sound: “ue”, “ew”, and “u_e”. Write each of these spellings on the board in three separate columns.</p> <p>Write the word “argue” on the board sound by sound, noting the “ue” spelling for the /ue/ sound.</p> <p>Repeat the process with “outgrew” and “excuse,” noting the “ew” and</p>



	<p>“u_e” spellings for the /ue/ sound in both words.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Have students take out their whiteboards. Tell them that you will say a word with the /ue/ sound and they will practice writing the word using one of these three spellings (ew, ue, or u_e).</p> <p>Use the following words:</p> <ul style="list-style-type: none"> <li>● jewel</li> <li>● volume</li> <li>● perfume</li> <li>● institute</li> <li>● tissue</li> </ul> <p>Note: Students may need reminders about the spelling patterns.</p> <p>The teacher should monitor for any student(s) needing support. As needed, provide students with the correct spellings, allowing students to check themselves.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to Activity Page 26.</p> <p>Explain that you will tell them a word and they are to use that word in a sentence, applying the /eu/ spelling rules they practiced today.</p> <p>Use the following words:</p> <ol style="list-style-type: none"> <li>1. attitude</li> <li>2. nephew</li> <li>3. barbecue</li> <li>4. refuse</li> </ol> <p>Circulate as students work, providing support as needed.</p> <p>Sentences may vary, but should demonstrate a clear understanding of the spelling patterns taught.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Students may benefit from posting a visual with the spelling rules and sample words.</li> <li>● Students may also need support with any additional alternative spellings during the lesson. For example, /t/ spelled “tt”.</li> </ul>





## LESSON 27

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The prefix pro- means “forward.” The prefix anti- means “against” or “opposite of”. If students can demonstrate understanding of prefixes and their meaning, 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. These prefixes may take more time for students to master since these words sometimes do not contain an explicit root word.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT understand the meaning of the prefixes pro- and anti-.
<b>Attention Getter (1 minute)</b>	<p>Tell students that you are going to tell them a riddle and they have to guess what the answer is. (Write the answer on the board once guessed correctly.)</p> <p>Use the following riddles:</p> <ul style="list-style-type: none"> <li>What is an agreement that you use your pinky to seal? (promise)</li> <li>How would you describe a person who dislikes socializing with other people? (antisocial)</li> </ul> <p>Ask students what “promise” and “antisocial” have in common. Tell them that both of these words have a prefix!</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they are going to learn the meaning of two prefixes: pro- and anti-. Underline the prefixes in both words on the board.</p> <p>Ask students, “If the word ‘promise’ means to send forward good intentions, what do you think the prefix ‘pro-’ means?”</p> <p>Have students share with a partner.</p> <p>Explain to students that the prefix “pro-” means “forward.” Write the word “progress” on the board, explaining to students that this word means to move forward on something.</p>



	<p>If time permits, have students use the word “progress” in a sentence, or share something that they have made progress on so far this school year.</p> <p>Repeat the process with the prefix “anti-:”</p> <ul style="list-style-type: none"><li>● Ask students, “If the word ‘antisocial’ means to be against socializing, what do you think the prefix ‘anti-’ means?”</li><li>● Have students share with a partner.</li><li>● Explain to students that the prefix “anti-” means “against.” Write the word “antibiotic” on the board, explaining to students that this word means something that works against harmful bacteria.</li><li>● If time permits, have students use the word “antibiotic” in a sentence, or share something that they have made progress on so far this school year.</li></ul>
<b>Guided Practice (2 minutes)</b>	<p>Repeat the process above with the following words:</p> <ul style="list-style-type: none"><li>● procrastinate (putting things forward into tomorrow)</li><li>● propellant (fuel that causes something to move forward)</li><li>● antidote (working against poison)</li><li>● antifreeze (works against freezing)</li></ul> <p>Note: The goal of this lesson is just to introduce the meaning of the prefixes. There is more intentional practice with these prefixes in the next lessons.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 27.</p> <p>Explain that they will be matching the words on the left column to their meaning on the right column.</p> <p>Circulate as students work, providing support as needed.</p>



	<p>Answer Key:</p> <table border="1"> <tr> <td data-bbox="495 445 933 512">product</td> <td data-bbox="933 445 1377 512">that which is led forward by a company to sell</td> </tr> <tr> <td data-bbox="495 512 933 554">antihero</td> <td data-bbox="933 512 1377 554">opposite of a hero, a villain</td> </tr> <tr> <td data-bbox="495 554 933 621">promoted</td> <td data-bbox="933 554 1377 621">to move forward in growth or advancement</td> </tr> <tr> <td data-bbox="495 621 933 663">antibody</td> <td data-bbox="933 621 1377 663">against bacteria or viruses</td> </tr> <tr> <td data-bbox="495 663 933 705">project</td> <td data-bbox="933 663 1377 705">to send or throw forward</td> </tr> <tr> <td data-bbox="495 705 933 747">antigravity</td> <td data-bbox="933 705 1377 747">against gravity</td> </tr> <tr> <td data-bbox="495 747 933 789">propel</td> <td data-bbox="933 747 1377 789">to drive, or cause to move, forward</td> </tr> </table>	product	that which is led forward by a company to sell	antihero	opposite of a hero, a villain	promoted	to move forward in growth or advancement	antibody	against bacteria or viruses	project	to send or throw forward	antigravity	against gravity	propel	to drive, or cause to move, forward
product	that which is led forward by a company to sell														
antihero	opposite of a hero, a villain														
promoted	to move forward in growth or advancement														
antibody	against bacteria or viruses														
project	to send or throw forward														
antigravity	against gravity														
propel	to drive, or cause to move, forward														
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Some students may benefit from keeping up a visual with the definition/examples on the board to help them know the difference between the prefixes.</li> <li>• Some students may also benefit from using the word in a sentence to better understand the meaning of the word.</li> </ul>														





## LESSON 28

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The prefix pro- means “forward.” The prefix anti- means “against” or “opposite of”. If students can demonstrate understanding of prefixes and their meaning, 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. These prefixes may take more time for students to master since these words sometimes do not contain an explicit root word.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify and use the meaning of the prefixes pro- and anti-.
<b>Attention Getter (1 minute)</b>	<p>Tell students you will set a timer for 60 seconds and, with a partner, they will try to come up with as many words with the prefixes pro- and anti- as they can.</p> <p>Ready, Go!</p> <p>If time permits, have students share their words with the class.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Write both prefixes on the board. Ask students, “What is the meaning of the prefix “pro?” Allow students to share.</p> <p>Ask students, “What is the meaning of the prefix “anti?” Allow students to share.</p> <p>Tell students that today they will be provided with a word with one of the prefixes and they are to create and write a sentence using the word correctly.</p> <p>Write the word “provoke” on the board. Explain to students that since “pro-” means forward, the word “provoke” means causing someone’s anger or annoyance to move forward. Use the word in a sentence. (Example sentence: The child provoked the ant pile with a stick.)</p> <p>If time allows, have students share times they have been provoked or</p>



	<p>have provoked someone else.</p> <p>Repeat the process with the word “antiseptic.” Explain to students that “anti-” means against and “septic” means infection. Tell students that the word “antiseptic” means against infection. Use the word in a sentence. (Example sentence: The nurse used antiseptic to clean the student’s wounds.)</p> <p>If time permits, have students share instances where they can see antiseptic being used.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Repeat the process above with the following words, this time having students work with a partner to write their sentence down:</p> <ul style="list-style-type: none"> <li>● probiotics (works to move beneficial properties forward)</li> <li>● antiaging (working against the signs of aging)</li> </ul> <p>Note: sentences will vary, but should demonstrate understanding of and the correct use of the word in the context of the sentence.</p> <p>As a challenge, students can come up with their own pro- or anti- words and use them in a sentence.</p> <p>If time permits, have students share their sentences.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to Activity Page 28.</p> <p>Explain that they will be using the word provided to create sentences that demonstrate their understanding of the word.</p> <p>Circulate as students work, providing support as needed.</p> <p>Student responses will vary, but should demonstrate understanding of and the correct use of the word in the context of the sentence.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Some students may benefit from keeping up a visual with the definition/examples on the board to help them know the difference between the prefixes.</li> <li>● Some students may also benefit from using the word in a sentence to better understand the meaning of the word.</li> </ul>





## LESSON 29

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The prefix pro- means “forward.” The prefix anti- means “against” or “opposite of”. If students can demonstrate understanding of prefixes and their meaning, 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. These prefixes may take more time for students to master since these words sometimes do not contain an explicit root word.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Index cards with pro- and anti- words written and placed in a bag (list provided; one bag per group for 4-5 groups)</li> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Student)</li> </ul>
<b>SWBAT statement</b>	SWBAT practice the prefixes pro- and anti-.
<b>Attention Getter (1 minute)</b>	<p>Have students discuss the following question with a partner: “What was the last thing you procrastinated on?” OR “Describe the last time you acted antisocial.”</p> <p>If time permits, students can discuss both questions and/or share their responses with the class afterwards.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students that they have been working with the prefixes pro- and anti-. (Write these prefixes on the board.)</p> <p>Review the meaning of each prefix by asking a student to share what each prefix means.</p> <p>Write the word “procrastinate” on the board. Have a student explain what this word means and how they know. (since pro- means “forward,” procrastinate means to move forward in avoiding a task)</p> <p>Write the word “antisocial” on the board. Have a student explain what this word means and how they know. (since anti- means “against,” antisocial means being against socializing)</p> <p>Tell students they will be practicing more with these two prefixes</p>





	<p>today by creating sentences.</p> <p>Explain to students that in the bag that you're holding, there are different words with both prefixes. They will choose two words from the bag and create a sentence using them.</p> <p>Model this for the students first. Choose two words from the bag. Read each word and tell students what the meaning is and how you used the prefix to understand the meaning. Then, use the words in a sentence orally.</p> <p>For example, if two words pulled are "promise" and "antisocial," the sentence can be: "After being antisocial at the staff Christmas party, the woman made a promise to attend more work events."</p>
<b>Guided Practice (2 minutes)</b>	<p>Pass out the bags to the groups of students. Have them repeat the same process:</p> <ul style="list-style-type: none"><li>● Choose two words.</li><li>● Read the words.</li><li>● Discuss the meaning of the words.</li><li>● Use both words in a sentence.</li></ul> <p>Note: Sentences will vary, but should demonstrate understanding of and the correct use of the word in the context of the sentence. If choosing two words is a challenge for students, the activity may be adjusted by having students choose one word and use it in a sentence. As a challenge, students can come up with their own pro- or anti- words and use them in a sentence.</p> <p>If time permits, have students share their sentences.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 29.</p> <p>Explain that they will be continuing this process, but this time writing the sentences on their activity page.</p> <p>Circulate as students work, providing support as needed.</p> <p>Student Expected Response: sentences will vary, but should demonstrate understanding of and the correct use of the word in the</p>



	context of the sentence.
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"> <li>• Some students may benefit from keeping up a visual with the definition/examples on the board to help them know the difference between the prefixes.</li> <li>• guided practice may be adjusted by having students choose one word instead of two</li> <li>• Some students may also benefit from using the word in a sentence to better understand the meaning of the word.</li> </ul>

<b>Word Cards</b>	(Guided Practice)
<b>Words with pro-</b>	<p>progress          promise          procrastinate          propellant          product          promoted</p>
<b>Words with anti-</b>	<p>antibody          antifreeze          antidote          antibiotic          antisocial</p>



## LESSON 30

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	The /ue/ (long u) sound has a variety of spellings. This lesson will review the three most common spellings: “ue” and “u_e” and practice the “u” spelling like in the word “human.” Words ending in “ue” tend to be words with two-syllables like “rescue.” At the end of an open syllable, “u” makes the long u sound (says its name).
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Students)</li> </ul>
<b>SWBAT statement</b>	SWBAT use spelling patterns and generalizations in writing words /ue/ spelled 'u', 'u_e', and 'ue'.
<b>Attention Getter (1 minute)</b>	<p>Have students say the following tongue twister, repeating after you: “The students usually walk to the music studio on Tuesdays.”</p> <p>Ask students, “What sound do you hear the most in this tongue twister?”</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will be practicing writing words with the /ue/ sound.</p> <p>Ask students, “What spellings do you already know for the /ue/ sound?” (Guide students, if necessary, to these three spellings: u, u_e, and ue.)</p> <p>Write the three spellings on the board one-by-one (u, u_e, ue), reminding students that the /ue/ sound can be spelled many different ways. Tell students that these three spellings will be the focus of today’s lesson.</p> <p>Write the word “rescue” on the board sound by sound, noting the “ue” spelling for the /ue/ sound.</p> <p>Repeat the process with “ridicule” and “human,” noting the “u_e” and “u” spellings for the /ue/ sound in both words.</p>





<b>Guided Practice (2 minutes)</b>	<p>Have students take out their whiteboards. Tell them that you will say a word with the /ue/ sound and they will practice writing the word using one of these three spellings: ue, u_e, u.</p> <p>Use the following words:</p> <ul style="list-style-type: none"><li>• distribute</li><li>• confuse</li><li>• unicorn</li><li>• future</li><li>• duel</li></ul> <p>Note: Students may need reminders about the spelling patterns.</p> <p>The teacher should monitor for any student(s) needing support. As needed, provide students with the correct spellings, allowing students to check themselves.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 30.</p> <p>Explain that you will tell them a word and they are to use that word in a sentence, applying the /ue/ spelling rules they practiced today.</p> <p>Use the following words:</p> <ol style="list-style-type: none"><li>1. cupid</li><li>2. universe</li><li>3. useful</li><li>4. refuel</li></ol> <p>Circulate as students work, providing support as needed.</p> <p>Sentences may vary, but should demonstrate a clear understanding of the spelling patterns taught.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Students may benefit from posting a visual with the spelling rules and sample words.</li><li>• Students may also need support with any additional alternative spellings during the lesson.</li><li>• The more practice students have with these spelling patterns, the more automatic they will be.</li></ul>



## LESSON 31

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	This lesson will review the /oo/ sound spelled with “oo.” In general, if “oo” is followed by a K, it is short, and otherwise, it is long. The spelling “oo” most often makes a long /oo/ sound (often before ‘n’, ‘m’ and ‘l’), like in the words “balloon,” “zoom,” and “tool.” The more practice and exposure students have with these spelling patterns, the more automatic they will be.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● 3 index cards with one word written on each: achoo, jewel, cougar</li> <li>● Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> <li>● Chart paper or Whiteboard/Dry-Erase Marker (Students)</li> </ul>
<b>SWBAT statement</b>	SWBAT write words using spelling patterns and rules for words with the /oo/ sound.
<b>Attention Getter (1 minute)</b>	<p>Prewrite the following words on index cards: achoo, chew, group</p> <p>Tell students that they are going to play charades today!</p> <p>Call up one student at a time and show them an index card with a /oo/ word written on it. Tell the class that their job is to guess what word the student is acting out.</p> <p>Allow 2-3 students to act out words, time permitting. As students guess the word correctly, write each word on the board. Ask students, “What do all 3 of these words have in common?” (they all have the /oo/ sound)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will be writing words with the /oo/ sound.</p> <p>Ask students, “What spellings do you already know for the /oo/ sound?” (Guide students, if necessary, to these spellings: oo, ou, ui, and ew)</p> <p>Write the four spellings on the board one-by-one (oo, ou, ui, ew), reminding students that the /oo/ sound can be spelled many different</p>



	<p>ways.</p> <p>Write the word “balloon” on the board sound by sound, noting the “oo” spelling for the /oo/ sound.</p> <p>Repeat the process with “coupon,” “bruise,” and “chews,” noting the “ou,” “ui,” and “ew” spellings for the /oo/ sound in each word.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Have students take out their whiteboards. Tell them that you will say a word with the /oo/ sound and they will practice writing the word using one of these four spellings: oo, ou, ui, ew.</p> <p>Use the following words:</p> <ul style="list-style-type: none"> <li>● bamboo</li> <li>● groups</li> <li>● nuisance</li> <li>● avenue</li> </ul> <p>*Note: Students may need reminders about the spelling patterns. The teacher should monitor for any student(s) needing support. As needed, provide students with the correct spellings, allowing students to check themselves.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to Activity Page 31.</p> <p>Explain that you will tell them a word and they are to use that word in a sentence, applying the /oo/ spellings they practiced today.</p> <p>Use the following words:</p> <ol style="list-style-type: none"> <li>1. cartoon</li> <li>2. routine</li> <li>3. juice</li> <li>4. threw</li> </ol> <p>Circulate as students work, providing support as needed. Sentences may vary, but should demonstrate a clear understanding of the spelling patterns taught.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Students may benefit from posting a visual with the spelling rules and sample words.</li> <li>● Students may also need support with any additional alternative</li> </ul>





spellings during the lesson. For example, /s/ spelled “ce”.

- Students may need additional support or practice with the “ou” spelling since it can be used for both the /oo/ sound and the /ou/ sound.



## LESSON 32

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>This lesson focuses on the suffixes -er and -est. The suffix -est is normally used only when comparing three or more items. When only two items are involved, the suffix -er is normally used. Both suffixes are used to compare people, places, or things.</p> <p>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!</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Students)</li> </ul>
<b>SWBAT statement</b>	SWBAT apply suffixes -er and -est to make comparisons.
<b>Attention Getter (1 minute)</b>	<p>Tell students that they are going to play “Would You Rather?” You are going to give them two choices and they are to move to either side of the room to show which option they would choose.</p> <p>Use the following questions:</p> <ul style="list-style-type: none"> <li>• Would you rather spend a week in the <i>hottest</i> place on earth or the <i>coldest</i>?</li> <li>• Would you rather be <i>taller</i> or <i>shorter</i> than you are?</li> <li>• Would you rather be <i>quicker</i> than an Olympian or <i>smarter</i> than a genius?</li> </ul> <p>Note: You may only get through one or two of these questions. Use your teacher discretion to determine how many you have time for. If time permits, have students share with the class why they chose a particular option.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will be working with words that end in the suffix -er or -est. Remind students that suffixes are letters that are added to the end of words that change or add to its meaning.</p> <p>Write the suffix -er on the board, pointing out that when this suffix is</p>



added to the end of an adjective, it means it is being compared to another person, place, or thing.

Write the word “taller” on the board. Explain that since the adjective used is “tall,” the word “taller” is being used to compare the height of two people, places, or things.

Say this example sentence: “The girl is taller than the boy.” Point out to students that the height of the boy and the girl is being compared.

Write the suffix -est on the board, pointing out that when this suffix is added to the end of an adjective, it means it is being compared to more than two people, places, or things.

Write the word “coldest” on the board. Explain that since the adjective used is “cold,” the word “coldest” is being used to compare the temperature of more than two people, places, or things.

Say this example sentence: “Out of all of the countries in the world, Canada is the coldest.” Point out that the temperature of the countries is being compared.

**Guided Practice  
(2 minutes)**

Tell the students that you will tell them a sentence and give them an adjective and they will determine if the -er or -est suffix should be used. Then they will write the adjective on their board with the suffix added to the end.

Provide students with the following sentences and adjectives:

- A cheetah is \_\_\_\_\_ than a snail.
  - fast (faster)
- It is better to get your work done \_\_\_\_\_ rather than later.
  - soon (sooner)
- When I had a pounding migraine, even the \_\_\_\_\_ of sounds were intolerable.
  - light (lightest)
- As the woman was recovering from the flu, she quickly found out which tissue paper brand was the \_\_\_\_\_.
  - soft (softest)

The teacher should monitor for any student(s) needing support. As needed, provide students with the correct spellings, allowing





	students to check themselves.
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 32.</p> <p>Explain that they will be reading the sentence and determining which suffix needs to be added to the end of the adjective provided (-er or -est). Then, they will write their own sentences using the same adjective.</p> <p>Student Expected Response:</p> <ol style="list-style-type: none"><li>1. easier</li><li>2. heaviest</li><li>3. sweeter</li></ol> <p>Sentences will vary but should show an understanding of the suffixes -er and -est.</p> <p>Circulate as students work, providing support as needed.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Use the following scaffolding questions, as needed:<ul style="list-style-type: none"><li>○ What is the suffix? What does that mean?</li><li>○ What is the root word?</li><li>○ What does the root word mean? (if the root word is not known, a definition may need to be provided for the student)</li></ul></li></ul>



## LESSON 33

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	This lesson focuses on the prefix sub-, which means “under/below.” For example, the word “submarine” means “under” the sea. Understanding this prefix will allow students to understand and interpret words that are unfamiliar to them.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li><li>• Chart paper or Whiteboard/Dry-Erase Marker (Student)</li></ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefix "sub" to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Tell students that when you say, “Go!” they are going to turn to a partner and write as many words that start with “sub” as they can.</p> <p>Ready, Go!</p> <p>(If time permits, have students share their favorite word from their list.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will use what they know about prefixes to read and interpret unfamiliar words. Tell students that today’s lesson will focus on the prefix “sub-.”</p> <p>Write the word “submarine” on the board. Underline the prefix “sub-” and point out that this prefix means “under/below.” Explain that the word “marine” means in relation to the sea, therefore “submarine” means under the sea.</p> <p>Write the word “subterranean” on the board, underlining the prefix “sub.” Ask students, “If the prefix ‘sub’ means ‘under/below,’ what do you think the word subterranean means?”</p> <p>Have students share with a partner.</p> <p>Explain to students that “subterranean” means “under the earth’s surface,” since “terranean” means relating to the Earth and its surface.</p>



<p><b>Guided Practice</b> <b>(2 minutes)</b></p>	<p>Write the word “subservient” on the board. Ask students, “If the prefix ‘sub-’ means under/below, what does this word mean?” (serving under someone of authority, ex: She was subservient to her parents.)</p> <p>Have students discuss with a partner. If time permits, have students use the word “subservient” in a sentence.</p> <p>Repeat the process above with the following words:</p> <ul style="list-style-type: none"> <li>● subpar (performing under the expectation)</li> <li>● subconscious (below the level of psychic awareness)</li> <li>● submerge (below/under the surface)</li> </ul> <p>Note: the goal of this lesson is just to introduce the meaning of the prefixes. There is more intentional practice with these prefixes in the next lessons. Use teacher discretion to decide how many words are necessary to go through.</p>										
<p><b>Student Application</b> <b>(3-5 minutes)</b></p>	<p>Have students turn to Activity Page 33.</p> <p>Explain that they will be matching the words on the left column to their meaning on the right column.</p> <p>Circulate as students work, providing support as needed.</p> <p>Answer Key:</p> <table data-bbox="698 1281 1299 1585"> <tr> <td>subsidiary</td> <td>a company under the control of another company</td> </tr> <tr> <td>subheading</td> <td>a heading underneath another heading</td> </tr> <tr> <td>subtitle</td> <td>captions below the screen</td> </tr> <tr> <td>subject</td> <td>a person or thing under discussion</td> </tr> <tr> <td>subtle</td> <td>difficult to perceive</td> </tr> </table>	subsidiary	a company under the control of another company	subheading	a heading underneath another heading	subtitle	captions below the screen	subject	a person or thing under discussion	subtle	difficult to perceive
subsidiary	a company under the control of another company										
subheading	a heading underneath another heading										
subtitle	captions below the screen										
subject	a person or thing under discussion										
subtle	difficult to perceive										
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Some students may benefit from keeping up a visual with the definition/examples on the board to help them know the difference between the prefixes.</li> <li>● Some students may also benefit from using the word in a sentence to better understand the meaning of the word.</li> </ul>										





## LESSON 34

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	An idiom is an expression with a figurative meaning that differs from the literal meaning. We hear idioms every day – both in conversation and in the media. When used correctly, idioms can amplify messages in a way that draws readers in. When students gain an understanding of idioms, it can provide them with a creative way to express themselves. The best way for students to do so is with practice and exposure to more and more idioms. In this lesson, students will be expected to use context clues to interpret the meaning of phrases in context.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
<b>Attention Getter (1 minute)</b>	<p>Tell students you are going to ask them a question and they are going to move to one side of the room or the other depending on their answer.</p> <p>Use the following questions, asking as many as time permits:</p> <ul style="list-style-type: none"> <li>Are you good at keeping secrets or do you easily <u>spill the beans</u>?</li> <li>Do you speak directly to other people or do you tend to <u>beat around the bush</u>?</li> <li>Do you always try to do things properly or do you sometimes <u>cut corners</u>?</li> </ul> <p>If time permits, have students share their reasoning or explain to the class.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that the questions that they just responded to all had phrases that have non-literal meanings. Explain to students that this means individually the words have a different meaning than they do as a group.</p> <p>Write the phrase “spill the beans” on the board. Explain to students that the literal meaning of this phrase is to have beans spill out of a</p>



	<p>cup or container. Tell them this sentence: The girl was told to keep quiet, but she ended up <u>spilling the beans</u>.</p> <p>Explain to students that in this context, “spill the beans” means to reveal information that was meant to be kept private.</p> <p>Ask students, “Has there ever been a time where you have spilled the beans?”</p> <p>Repeat the process with the phrase “around the clock:”</p> <ul style="list-style-type: none"> <li>● Write the phrase on the board.</li> <li>● Have students discuss its literal meaning.</li> <li>● Use the phrase’s non-literal meaning in context. (example: The team was working around the clock to get it done.)</li> <li>● Have students discuss its non-literal meaning (all day and all night without stopping).</li> <li>● Ask students to share a time where they worked on something around the clock.</li> </ul>
<p><b>Guided Practice</b> <b>(2 minutes)</b></p>	<p>Repeat the process above with the following phrases:</p> <ul style="list-style-type: none"> <li>● <i>bite the bullet</i> - to get something over with because it is inevitable</li> <li>● <i>break a leg</i> - good luck, to perform well</li> <li>● <i>call it a day</i> - stop working on something</li> </ul>
<p><b>Student Application</b> <b>(3-5 minutes)</b></p>	<p>Have students turn to Activity Page 34.</p> <p>Explain that they will be reading each sentence, paying close attention to the phrase underlined. Using their context clues, they will write the non-literal meaning of the phrase on the line.</p> <p>Circulate as students work, providing support as needed.</p> <p>Expected Student Responses:</p> <ol style="list-style-type: none"> <li>1. <i>cut corners</i> - to do something in the easiest, cheapest, or fastest way</li> <li>2. <i>hit the sheets</i> - to go to bed or go to sleep</li> <li>3. <i>cried over spilled milk</i> - no point in being upset over something that has already happened and cannot be changed</li> <li>4. <i>keep an eye out</i> - to look out for something with particular attention</li> </ol>



	<p>5. <i>add fuel to the fire</i> - to cause a conflict or difficult situation to worsen or intensify</p> <p>Explanations may vary slightly, but should demonstrate a clear understanding of the phrase in the context of the sentence.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Non-literal meanings of phrases can be difficult for English Language Learners. Support these students by providing visuals or multiple situations that they can relate to in order to support their understanding of the context.</li></ul>





## LESSON 35

Lesson Type	Spelling
<b>Overview of Skill/Concept</b>	<p>This lesson will review spellings learned in Unit 3. Listed below are the spellings and their rules that will be reviewed in this lesson:</p> <ul style="list-style-type: none"><li>● /j/<ul style="list-style-type: none"><li>○ The letter 'j' makes the /j/ sound when it comes before an 'a', 'o', or 'u' in a word.</li><li>○ The letter 'g' makes the /j/ sound when followed by an 'e', 'i' or 'y' in a word.</li><li>○ The letters '-dge' make the /j/ sound at the end of a one-syllable word, followed by one short vowel.</li><li>○ The letters '-ge' make the /j/ sound in a one-syllable word following a diphthong, a consonant or long vowel sound.</li></ul></li><li>● /n/<ul style="list-style-type: none"><li>○ The most common spelling for the /n/ sound 'n'. I</li><li>○ The double consonant spelling 'nn' is generally used at the end of words and in the middle of longer words, but are rarely found at the beginning of words. If a word has two syllables with a short vowel and only one consonant sound between the vowels, then the consonant in the middle is doubled. Consonants are doubled in a word before adding a suffix that begins with a vowel (-ing, -ed, -able).</li></ul></li><li>● /ae/<ul style="list-style-type: none"><li>○ Refer to Unit 2 lessons 30-32, 34, 36, 37, 39-40 and Unit 3 lessons 2, 4, 5, and 7</li></ul></li><li>● /k/<ul style="list-style-type: none"><li>○ Refer to Unit 2 lessons 30-32, 34, 36, 37, 39-40 and Unit 3 lessons 2, 4, 5, and 7</li></ul></li><li>● /s/<ul style="list-style-type: none"><li>○ Refer to Unit 2 lessons 30-32, 34, 36, 37, 39-40 and Unit 3 lessons 2, 4, 5, and 7</li></ul></li><li>● /ue/<ul style="list-style-type: none"><li>○ Words ending in "ue" tend to be words with two-syllables like "rescue."</li><li>○ At the end of an open syllable, "u" makes the long u sound (says its name).</li></ul></li></ul>



<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> <li>● Chart paper or Whiteboard/Dry-Erase Marker (Students)</li> </ul>
<b>SWBAT statement</b>	SWBAT review spelling patterns learned in Unit 3.
<b>Attention Getter (1 minute)</b>	<p>Tell students that they are going to have a spelling race! You are going to tell them a sound, and they are going to write all the spellings they have learned for that sound.</p> <p>Use the following sounds, going through as many as time permits:</p> <ul style="list-style-type: none"> <li>● /j/ - j, dge, ge, g</li> <li>● /n/ - n, nn</li> <li>● /ae/ - a_e, ay, ai, a</li> <li>● /k/ - k, ck, ch, que, c</li> <li>● /s/ - se, sc, c, ce, ss</li> <li>● /ue/ - oo, ou, ui, ew, u_e</li> </ul>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they are going to review sounds and spellings they have learned so far.</p> <p>Tell them they are going to start with the /j/ sound. Have the students repeat the sound after you. Ask students, “What are some spellings we have learned for the /j/ sound?” (j, dge, ge, g). Write these spellings on the board.</p> <p>Say the word “jacket.” Have students repeat after you. Write the word sound-by-sound, pointing out that the /j/ sound is written in this word with the letter ‘j.’”</p> <p>Tell them the next sound is the /n/ sound. Have the students repeat the sound after you. Ask students, “What are some spellings we have learned for the /n/ sound?” (n, nn). Write these spellings on the board.</p> <p>Say the word “tennis.” Have students repeat after you. Write the word sound-by-sound, pointing out that the /n/ sound is written in this word with the letters ‘nn.’”</p> <p>Repeat with the following sounds, spellings, and words:</p> <ul style="list-style-type: none"> <li>● /ae/ sound             <ul style="list-style-type: none"> <li>○ Spellings: a_e, ay, ai, a</li> <li>○ Words: shake, stray</li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>● /k/ sound<ul style="list-style-type: none"><li>○ Spellings: k, ck, ch, que, c</li><li>○ Words: kite, smack</li></ul></li><li>● /s/ sound<ul style="list-style-type: none"><li>○ Spellings: se, sc, c, ce, ss</li><li>○ Words: cheese, scent</li></ul></li><li>● /ue/ sound<ul style="list-style-type: none"><li>○ Spellings: oo, ou, ui, ew, u_e</li><li>○ Words: baboon, through</li></ul></li></ul>
<b>Guided Practice (2 minutes)</b>	<p>Repeat the process with the following words, allowing students to write the words down on their boards:</p> <ul style="list-style-type: none"><li>● bridge</li><li>● night</li><li>● grain</li><li>● chorus</li><li>● circle</li><li>● suitcase</li></ul> <p>Note: Students may need reminders about the spelling patterns. The teacher should monitor for any student(s) needing support. As needed, provide students with the correct spellings, allowing students to check themselves.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 35.</p> <p>Explain that you will tell them a word and they are to use that word in a sentence, applying the spelling rules they practiced today.</p> <p>Use the following words:</p> <ol style="list-style-type: none"><li>1. giant</li><li>2. napkin</li><li>3. acorn</li><li>4. antique</li></ol> <p>Circulate as students work, providing support as needed. Sentences may vary, but should demonstrate a clear understanding of the spelling patterns taught.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Students may benefit from posting a visual with the spelling rules and sample words.</li></ul>





- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Students may also need support with any additional alternative spellings during the lesson. For example, /s/ spelled “se”.</li><li>• The more practice students have with these spelling patterns, the more automatic they will be.</li></ul> |
|--|---|



## LESSON 36

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	This lesson focuses on the prefix sub-, which means “under/below.” For example, the word “submarine” means “under” the sea. Understanding this prefix will allow students to understand and interpret words that are unfamiliar to them.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• 3 index cards with one word written on each: subzero, submarine, submerge</li> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Student)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefix "sub" to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Write the following words on the board: subzero, submarine, submerge</p> <p>Ask students, “What do all 3 of these words have in common?” (they all have the prefix sub-)</p> <p>Ask students, “Who remembers what the prefix sub- means?” (under/below)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students that today they will use what they know about prefixes to read and interpret unfamiliar words. Tell students that today’s lesson will focus on the prefix “sub-.”</p> <p>Point to the word “subzero” on the board. Underline the prefix “sub-” and point out that this prefix means “under/below.” Explain that the word “zero” means 0, therefore “subzero” means below zero. Provide students with the following sentence: “The winters are cold, but subzero temperatures are rare.”</p> <p>Ask students to share a sentence using the word “subzero” with a partner. If time permits, have students share with the class.</p>
<b>Guided Practice (2 minutes)</b>	Write the word “subtitle” on the board. Ask students, “If the prefix ‘sub-’ means under/below, what does this word mean?” (a title printed under/below a heading)



	<p>Have students discuss with a partner. If time permits, have students use the word “subtitle” in a sentence.</p> <p>Repeat the process above with the following words:</p> <ul style="list-style-type: none"> <li>● subtask (a task below another task)</li> <li>● subsoil (soil underneath the surface soil)</li> <li>● subnormal (reaching a level below normal)</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to Activity Page 36.</p> <p>Explain that they will be using each word in the box to write a complete sentence.</p> <p>Circulate as students work, providing support as needed.</p> <p>Expected Student Response: Sentences may vary, but should demonstrate a clear understanding of the meaning of the prefix.</p> <ul style="list-style-type: none"> <li>● submarine - under the water/below the surface of the ocean</li> <li>● subterranean - under the surface of the earth</li> <li>● subconscious - below the normal level of consciousness/awareness</li> </ul>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Some students may benefit from keeping up a visual with the definition/examples on the board to help them understand the meaning of the prefix.</li> <li>● Struggling students may need support in understanding the meaning of the root word. Provide picture support, as necessary</li> </ul>





## LESSON 37

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	An idiom is an expression with a figurative meaning that differs from the literal meaning. We hear idioms every day – both in conversation and in the media. When used correctly, idioms can amplify messages in a way that draws readers in. When students gain an understanding of idioms, it can provide them with a creative way to express themselves. The best way for students to do so is with practice and exposure to more and more idioms. In this lesson, students will be expected to use context clues to interpret the meaning of phrases in context.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Student)</li> </ul>
<b>SWBAT statement</b>	SWBAT distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
<b>Attention Getter (1 minute)</b>	<p>Have students discuss with a partner: “When have you had to let someone off the hook? or When have you been let off the hook?”</p> <p>If needed, explain that “off the hook” means “no longer in trouble.”</p> <p>If time permits, allow students to share with the class.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students that some phrases that have non-literal meanings, which means that individually the words have a different meaning than they do as a group.</p> <p>Write the example “beat around the bush” on the board. Explain to students that the literal meaning of this phrase means to “beat the area around bushes with sticks.”</p> <p>Tell students this sentence: “If you want to ask me, just ask; don’t beat around the bush.” Explain that in this context, the phrase means “to avoid saying what you mean, usually because it is uncomfortable.”</p>
<b>Guided Practice (2 minutes)</b>	Write the following phrases on the board one-by-one. On their whiteboards, have them draw or sketch both meanings of the



	<p>phrases: literal and non-literal, Then, provide students with a sentence using the phrase's non-literal meaning in context.</p> <ul style="list-style-type: none"> <li>● Phrase: get out of hand             <ul style="list-style-type: none"> <li>○ Non-literal meaning: get out of control, become chaotic or unmanageable</li> <li>○ Example sentence: It was the end of the day and the children in class were getting out of hand.</li> </ul> </li> <li>● Phrase: give someone the benefit of the doubt             <ul style="list-style-type: none"> <li>○ Non-literal meaning: trust what someone says</li> <li>○ Example sentence: She said she was late because her flight was canceled, and we gave her the benefit of the doubt.</li> </ul> </li> <li>● Phrase: it's not rocket science             <ul style="list-style-type: none"> <li>○ Non-literal meaning: it's not complicated</li> <li>○ Example sentence: The coach always said, "Basketball is not rocket science. It's about putting the ball in the basket."</li> </ul> </li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Have students turn to Activity Page 37.</p> <p>Explain that they will be reading each sentence, paying close attention to the phrase underlined. Using their context clues, they will write the non-literal meaning of the phrase on the line.</p> <p>Circulate as students work, providing support as needed.</p> <p>Expected Student Responses:</p> <ol style="list-style-type: none"> <li>1. <i>make a long story short</i> - tell something briefly</li> <li>2. <i>miss the boat</i> - it's too late</li> <li>3. <i>no pain, no gain</i> - you have to work for what you want</li> <li>4. <i>pull himself together</i> - to calm down</li> <li>5. <i>under the weather</i> - sick</li> </ol> <p>Explanations may vary slightly, but should demonstrate a clear understanding of the phrase in the context of the sentence.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Non-literal meanings of phrases can be difficult for English Language Learners. Support these students by providing visuals or multiple situations that they can relate to in order to support their understanding of the context.</li> </ul>





## LESSON 38

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	<p>This lesson will review spellings learned in Unit 3. Listed below are the spellings and their rules that will be reviewed in this lesson:</p> <ul style="list-style-type: none"> <li>● /schwa/ spelled a and e, tion, al, le, el             <ul style="list-style-type: none"> <li>○ Words of more than one syllable often have a weak, unstressed vowel sound, called the schwa. If the ending is a suffix, the spelling is often -al (like in bridal, arrival, magical). When the ending is not a suffix, the most common spelling is -le (eagle, apple), but some words use -al or -el (formal, camel).</li> <li>○ A schwa is a vowel sound in an unstressed syllable, where a vowel does not make its long or short vowel sound. It usually sounds like the short /u/ sound, but is softer and weaker. The schwa sound is the most common vowel sound (and the only speech sound with its own special name).</li> <li>○ The -tion suffix means “the action of (a verb)” or “the result of (a verb).” This lesson will focus on the spelling of words with -tion, not necessarily the meaning. In this lesson, words with the /sh/ + /schwa/ + /n/ sound will be spelled with -tion.</li> </ul> </li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> <li>● Chart paper or Whiteboard/Dry-Erase Marker (Students)</li> </ul>
<b>SWBAT statement</b>	SWBAT review spelling patterns learned in Unit 3.
<b>Attention Getter (1 minute)</b>	<p>Tell students that when you say, “Go!” They are going to turn to a partner and write as many words with the /schwa/ sound as they can in one minute.</p> <p>Ready, Go!</p> <p>(If time permits, have students share their favorite word from their list.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	Tell students that today they are going to review sounds and spellings they have learned so far.





	<p>Tell them they are going to start with the /schwa/ sound. Have the students repeat the sound after you. Ask students, "What are some spellings we have learned for the /schwa/ sound?" (a, e, tion, al, el, le). Write these spellings on the board.</p> <p>Say the word "arrival." Have students repeat after you. Write the word sound-by-sound, pointing out that the /schwa/ sound is written in this word with the letters 'al.'</p> <p>Repeat with the following spellings and words:</p> <ul style="list-style-type: none"><li>● /schwa/ sound spelled el<ul style="list-style-type: none"><li>○ Words: channel, squirrel</li></ul></li><li>● /schwa/ sound spelled le<ul style="list-style-type: none"><li>○ Words: dazzle, poodle</li></ul></li><li>● /schwa/ sound spelled tion<ul style="list-style-type: none"><li>○ Words: caption, emotion</li></ul></li><li>● /schwa/ sound spelled a<ul style="list-style-type: none"><li>○ Words: about, attack</li></ul></li><li>● /schwa/ sound spelled e<ul style="list-style-type: none"><li>○ Words: children, system</li></ul></li></ul>
<b>Guided Practice (2 minutes)</b>	<p>Repeat the process with the following words, allowing students to write the words down on their boards:</p> <ul style="list-style-type: none"><li>● oval</li><li>● camel</li><li>● table</li><li>● signal</li><li>● adoption</li><li>● elevate</li><li>● agree</li></ul> <p>Note: Students may need reminders about the spelling patterns. The teacher should monitor for any student(s) needing support. As needed, provide students with the correct spellings, allowing students to check themselves.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 38.</p> <p>Explain that you will tell them a word and they are to use that word in a sentence, applying the spelling rules they practiced today.</p>



	<p>Use the following words:</p> <ol style="list-style-type: none"><li>1. little</li><li>2. mammal</li><li>3. arrive</li><li>4. enemy</li></ol> <p>Circulate as students work, providing support as needed. Sentences may vary, but should demonstrate a clear understanding of the spelling patterns taught.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Students may benefit from posting a visual with the spelling rules and sample words.</li><li>● Students may also need support with any additional alternative spellings during the lesson. For example, /s/ spelled "se".</li><li>● The more practice students have with these spelling patterns, the more automatic they will be.</li></ul>



## LESSON 39

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	This lesson focuses on the prefix sub-, which means “under/below.” For example, the word “submarine” means “under” the sea. The prefix sub- is also used to mean “just outside of, near.” Understanding this prefix will allow students to understand and interpret words that are unfamiliar to them.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Student)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefix "sub" to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Tell students that when you say, “Go” they are going to turn to a partner and write as many words with the prefix “sub” as they can in one minute.</p> <p>Ready, Go!</p> <p>(If time permits, have students share their favorite word from their list.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students that today they will use what they know about prefixes to read and interpret unfamiliar words. Tell students that today’s lesson will focus on the prefix “sub-.”</p> <p>Point to the word “subheading” on the board. Underline the prefix “sub-” and point out that this prefix means “under/below.” Explain that the word “heading” means a title, therefore “subheading” means below a heading. Provide students with the following sentence: “The subheading in the book made the information easier to understand.” Ask students to share a sentence using the word “subheading” with a partner. If time permits, have students share with the class.</p>
<b>Guided Practice (2 minutes)</b>	Write the word “subfreezing” on the board. Ask students, “If the prefix ‘sub-’ means under/below, what does this word mean?” (below freezing)





	<p>Have students discuss with a partner. If time permits, have students use the word “subfreezing” in a sentence.</p> <p>Repeat the process above with the following words:</p> <ul style="list-style-type: none"><li>● <i>suburban</i>- just outside of an urban area</li><li>● <i>subatmospheric</i> - below the atmosphere</li></ul>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 39.</p> <p>Explain that they will be using each word in the box to write a complete sentence.</p> <p>Circulate as students work, providing support as needed.</p> <p>Expected Student Response: Sentences may vary, but should demonstrate a clear understanding of the meaning of the prefix.</p> <ul style="list-style-type: none"><li>● subsection - under a larger section</li><li>● subgroup - under a larger group</li><li>● subtropical - just outside of tropical climate</li></ul>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Some students may benefit from keeping up a visual with the definition/examples on the board to help them understand the meaning of the prefix.</li><li>● Struggling students may need support in understanding the meaning of the root word. Provide picture support, as necessary.</li></ul>



## LESSON 40

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>This lesson will review all of the prefixes and suffixes learned in Unit 3. Listed below are the prefixes and suffixes and their meanings:</p> <ul style="list-style-type: none"> <li>• -able and -ible means “capable of being”</li> <li>• pro- means “forward”</li> <li>• anti- means “against”</li> <li>• sub- means “under/below”</li> <li>• -ish means “relating to or characteristic of something”</li> <li>• -ness means “a state or quality”</li> <li>• -ful means “full of a certain quality”</li> <li>• -less means “to be without a certain quality”</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• 3 index cards with one word written on each: digestible, painless, submarine</li> <li>• Chart paper or Whiteboard/Dry-Erase Marker (Teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT review all prefixes and suffixes learned in Unit 3.
<b>Attention Getter (1 minute)</b>	<p>Prewrite the following words on index cards: sadness, childish, painful</p> <p>Tell students that they are going to play Charades today!</p> <p>Call up one student at a time and show them an index card. Tell the class that their job is to guess what word the student is acting out.</p> <p>Allow 2-3 students to act out words, time permitting. As students guess the word correctly, write each word on the board.</p> <p>Ask students, “What do all 3 of these words have in common?” (they all have a prefix or suffix that we have learned)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students that today they will review all of the prefixes and suffixes learned so far.</p> <p>Review the meaning of each prefix and suffix one-by-one using the following process:</p> <ul style="list-style-type: none"> <li>• Write the prefix or suffix on the board</li> <li>• Ask students, “What does this suffix mean?”</li> </ul>



- Write the word on the board
- Ask students, “What does this word mean?”
- Use the word in a sentence

Use the following words:

- -able and -ible means “capable of being”
  - identifiable - capable of being identified
  - Ex: The woman was identifiable by the car on her face.
  - accessible - capable of being accessed
  - Ex: The backpack was accessible to the student.
- pro- means “forward”
  - promise - send forward good intentions
  - Ex: I made a promise to my sister to keep my side of our room clean.
- anti- means “against”
  - antibiotic - against harmful bacteria
  - Ex: The doctor prescribed an antibiotic to help the boy feel better.
- sub- means “under/below”
  - suboptimal - below optimal
  - Ex: The working conditions were suboptimal in the warehouse.

**Guided Practice  
(2 minutes)**

Continue this process with the following words, allowing students to come up with their own sentences with a partner:

- -ish means “relating to or characteristic of something”
  - selfish - relating to yourself
  - Ex: It was selfish of her to take the last of the jackets.
- -ness means “a state or quality”
  - sadness - a state of being sad
  - Ex: The class was full of sadness when they realized this would be their last day together.
- -ful means “full of a certain quality”
  - painful - full of pain
  - Ex: The fall Oscar took off of his skateboard was painful.
- -less means “to be without a certain quality”
  - careless - without care
  - Ex: As the students were working, they were very careless, leading to a number of errors.

Sentences may vary, but should demonstrate a clear understanding





	<p>of the meaning of the prefix or suffix. If time permits, allow students to share with the class.</p>
<b>Student Application (3-5 minutes)</b>	<p>Have students turn to Activity Page 40.</p> <p>Explain that they will be using each word in the box to write a complete sentence.</p> <p>Circulate as students work, providing support as needed.</p> <p>Student responses may vary, but should demonstrate a clear understanding of the meaning of the prefix or suffix.</p> <ul style="list-style-type: none"><li>● acceptable - capable of being accepted</li><li>● kindness - a state of being kind</li><li>● procrastinate - putting things forward into tomorrow</li><li>● antifreeze - works against the effects of freezing</li><li>● careful - full of care</li><li>● childish - relating to things of a child</li></ul>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Some students may benefit from keeping up a visual with the definition/examples on the board to help them understand the meaning of the prefix or suffix.</li><li>● Struggling students may need support in understanding the meaning of the root word. Provide picture support, as necessary.</li></ul>



## LESSONS 21-40

### UNIT 3 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**

- 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

#### **Prefix/Suffix Silly Story**

- Have students work in pairs or small groups to create a silly story using the attached list of -able, -ible, pro-, anti-, -er, -est, and sub- words.
  - 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!

#### **Prefix/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.



### **Literal and Nonliteral Meanings of Phrases**

- Have students choose a phrase and draw the literal and nonliteral meaning of the phrase.
- Students may also choose to act out the phrases.
- The list of phrases may be printed and given to students or projected.
- Students may work with partners or in a group

### **KABOOM! Plural and Possessive Nouns**

- Have students write a noun on 5-10 popsicle sticks (one noun on each stick) and write "KABOOM!" on one of the sticks.
- Put the popsicle sticks in a cup or container.
- Students may play in groups of 3-5.
- The first student pulls out a popsicle stick.
- The student changes the noun to plural possessive. The other students identify if the answer is correct or not. If their answer is correct, they get to keep the popsicle stick. If they answer it incorrectly, the stick must go back in the cup.
- The students continue around the circle, selecting one popsicle stick at a time and changing the noun to plural possessive.
- Any student who pulls a KABOOM! stick has to place all of the popsicle sticks they have accumulated back into the cup, leaving them with zero.





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

arrival  
oval  
camel  
table  
little  
mammal  
carnival  
channel  
squirrel  
caption  
emotion  
poodle  
dazzle  
signal

funeral  
travel  
towel  
edition  
adoption  
about  
attack  
children  
system  
elevate  
agree  
arrive  
enemy



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

chew  
nephew  
cashew  
outgrew  
jewel  
refuse  
attitude  
excuse  
volume  
perfume  
ridicule  
distribute  
confuse  
useful

tribute  
rescue  
pursue  
barbecue  
institute  
tissue  
argue  
refuel  
human  
unicorn  
future  
duel  
pupil  
cupid  
universe



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

balloon  
baboon  
bamboo  
monsoon  
cartoon  
smoothie  
cooled  
snooped  
boosted  
zooming  
coupon  
through  
groups  
cougar

routine  
bruise  
nuisance  
juice  
suitcase  
chews  
threw  
avenue  
knew  
jewel





## 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

dependable  
affordable  
renewable  
washable  
accessible  
admissible  
audible  
collapsible  
combustible  
compatible  
comprehensible  
contemptible  
credible  
defensible  
destructible  
digestible  
divisible  
edible  
fallible  
flexible  
gullible  
horrible  
illegible  
implausible  
inaccessible  
incontrovertible  
incredible  
indefensible  
indelible  
inedible  
insensible  
intelligible  
invincible  
invisible  
illegible  
irresistible  
irreversible  
ostensible  
permissible

plausible  
possible  
responsible  
reversible  
sensible  
susceptible  
suggestible  
tangible  
terrible  
visible  
progress  
promise  
procrastinate  
propellant  
product  
promoted  
antibody  
antifreeze  
antidote  
antibiotic  
antisocial  
easier  
sweeter  
taller  
shorter  
smarter  
cleaner  
faster  
bigger  
sooner  
busier  
heaviest  
lightest  
nicest  
hottest  
coldest  
newest  
softest  
happiest

angriest  
submarine  
subpar  
subterranean  
subconscious  
submerge  
subservient  
subzero  
subtask  
subsoil  
subnormal  
subtitle  
substandard  
subsection  
subcommittee  
subspecies  
subsection  
subgroup  
suboptimal  
subtropical  
subdirectory  
suburban  
subheading  
subatmospheric  
subfreezing





## Literal and Nonliteral Phrases

take steps  
cut corners  
cry over spilled milk  
hit the sheets  
keep an eye out  
add fuel to the fire  
work around the clock

bite the bullet  
break a let  
call it a day  
beat around the bush  
get out of hand  
give someone the benefit of  
the doubt  
it's not rocket science  
make a long story short

miss the boat  
no pain, no gain  
pull yourself together  
under the weather  
let someone off the hook  
piece of cake  
spill the beans