

PREPARE

CONCEPT Words have accented syllables, or syllables that are stressed more than others. On an accented syllable, your mouth will open wider. In addition, your voice will be louder and stronger.

Being able to identify accented and unaccented syllables is helpful for word pronunciation, especially as students encounter multi-syllable words. In addition, students must be able to identify accented syllables in order to apply the Doubling Rule correctly with multi-syllable words.

Some multi-syllable words have endings that are phonetically irregular but have reliable pronunciations (such as *-tion*, *-sion*, *-ture*, *-age*, *-able*, and *-ible*). This makes them interesting endings.

VOCABULARY accented, base word, consonant, suffix, stressed, syllable, unaccented, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

INSTRUCT

Tell students that they are going to learn about accent and accented syllables. Explain that you are going to say a list of words and that they should focus on what your mouth and your voice do as you pronounce each word. Then, read a selection of words that have an accented first syllable (e.g., *fabric*, *laptop*, *splendid*, *tennis*, *trumpet*). Exaggerate the stressed first syllable so that students can hear it clearly, and repeat words as much as is helpful. In addition, consider tapping the table on the first syllable to emphasize the stress. Then, ask students what they noticed as you said each word. (Prompt students as necessary: What did you notice about the first syllable? Did my mouth seem to open wider? What did you notice about my voice?)

Then, tell students that you are going to say a second list of words. Again, they should focus on your mouth and your voice as you pronounce each word. Read a selection of words that have an accented second syllable (e.g., *admit*, *complete*, *expect*, *intact*, *suspend*). Exaggerate the stressed second syllable. Then, ask students what they noticed as you said each word.

Ask students to synthesize their ideas to describe how they can tell if a syllable is accented.

State the information: **Words have accented syllables, or syllables that are stressed more than others. On an accented syllable, your mouth will open wider. In addition, your voice will be louder and stronger.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook. The bottom half of the Anchor Chart is relevant for Levels 8 and 10 only.

If students are working in Level 8 or Level 10, display examples of words that contain the interesting endings detailed in the Word Lists. Pronounce the example words, and have students identify where they hear the accent (i.e., on the syllable just before the interesting ending). Then, have students read additional examples of words that contain each relevant ending.

PRACTICE

- Distribute a list of words from the Word Lists included in this lesson. Read each word aloud. Have students identify the accented syllable in each word and place an accent mark (') above it. If students have difficulty identifying the accented syllable, remind them that accent will make their mouths open wider. Their voices will be louder and stronger.
- Distribute index cards that contain words ending in *-tion* and *-sion*. Explain that *-tion* is usually pronounced /shun/ and that *-sion* may be pronounced as /shun/ or /zhun/. Students should read each word and sort them into two piles: words in which the final syllable says /shun/ and words in which the final syllable says /zhun/. Have students read each group of words aloud.

- Distribute a grid (such as the age/ture Grid included with this lesson) that contains incomplete words ending in *-ture* or *-age*. Say a word (e.g., *voyage*). Students should find and complete the word. Then, they should rewrite the entire word twice on the lines below the model.
- Display and distribute the Sample Text included with this lesson. Students should identify and mark the accented syllable in the bold entry word that contains *-able* or *-ible*. Then, they should read the corresponding phrases aloud.

ADAPT

SUPPORT

- Display a selection of words in which the accented syllable is bold or underlined. Have students practice reading each word. Consider having students repeat each word as they look in a mirror so that they can see their mouths open wider on the accented syllable.
- Have students practice hearing accent by saying a variety of names. They should “whisper yell” their own and different classmates’ names, as if they are calling the person from far away. The syllable that they “yell” the loudest is the accented syllable.

EXTEND

- Review the Doubling Rule with students: *When a base word ends in one vowel, one consonant, and one accent, the final consonant is doubled before adding a vowel suffix.* Remind students that this rule applies to two-syllable words as well. Then, display a two-syllable base word (e.g., *compel*) and a suffix (e.g., *-ing*). Have students spell the derivative (e.g., *compelling*), considering the four checkpoints (one vowel, one consonant, one accent, vowel suffix) as they decide whether to double the final consonant in the base word. Repeat with similar two-syllable words.
- Introduce (or review) the idea that some words may act as a noun or a verb. Many words have the same pronunciation regardless of part of speech (e.g., *whisper*); in other words, accent matters (e.g., *present*). In the noun form of such words, the accent is on the first syllable (e.g., **ad**'dress, **di**'gest, **con**'duct, **con**'sult, **con**'trast, **ob**'ject, **pres**'ent, **reb**'el, **rec**'ord, **sus**'pect, **trans**'fer, **up**'set). In the verb form, the accent is on the second syllable (e.g., **ad**dress', **di**gest', **con**duct', **con**sult', **con**trast', **ob**ject', **pres**ent', **reb**el', **rec**ord', **trans**fer', **sus**pect', **up**set'). Have students practice reading such words in isolation and in the context of phrases (e.g., *my home **ad**'dress, **ad**dress' the envelope*).

CONNECT

- Display words with interesting endings (e.g., *location*). Have students place the accent and pronounce the words. Then, have them relate the word to a curriculum concept (such as the Underground Railroad). Finally, students should compose a sentence that uses the word and the concept (e.g., *The conductors of the Underground Railroad had to be extremely secretive so as not to give away the location of each station*).

WORD LISTS

These lists build on each other.

To Be Used with Level 5 and Up

Accent on 1st Syllable	absent, album, alcove, alpine, bandit, basket, blanket, blossom, bobcat, cactus, campus, candid, chipmunk, comment, contact, cotton, dentist, fabric, fungus, goblet, goblin, gossip, hectic, helmet, hiccup, index, insect, kidnap, laptop, magnet, mascot, muffin, napkin, optic, pancake, picnic, pigment, plastic, public, publish, rabbit, reptile, rustic, signal, splendid, summit, summon, sunrise, tablet, tadpole, tennis, textile, trumpet, umpire, velvet, victim
Accent on 2nd Syllable	admit, advice, allot, attack, attempt, cascade, collect, commit, compel, compile, complete, compose, compute, confess, connect, consent, contend, discuss, disgust, disrupt, distil, enlist, esteem, expect, expel, expend, extend, indeed, infect, inject, insist, intact, intend, invade, invent, invest, invite, mistake, neglect, oppose, pastel, pollute, stampede, submit, suspend, unfit, unless, until

To Be Used with Level 6 and Up

Accent on 1st Syllable	agent, apex, baby, basic, basin, bonus, cadence, canine, cozy, crazy, cubic, decent, donut, ego, even, feline, female, focus, gravy, halo, helix, humid, iris, ivy, lady, latent, latex, lazy, lilac, locust, lotus, minus, moment, music, navy, open, placate, polo, pony, profile, raven, robot, rodent, senile, silent, silo, sinus, solo, tidy, tiny, topaz, trident, tripod, unit, Venus, veto, virus, zenith
Accent on 2nd Syllable	begin, behave, bemoan, beside, decide, deduce, deduct, defeat, defend, define, defuse, demand, demise, depend, detect, detest, devise, devote, elope, emit, erase, event, hotel, ideal, motel, omit, polite, predict, pretend, prevent, provide, refuse, remain, remote, result, retain, revise, unite

To Be Used with Level 8 and Up

-tion	says /shun/	action, addition, affection, attention, attraction, auction, caution, completion, conduction, consumption, conviction, devotion, disruption, election, emotion, fiction, foundation, fraction, friction, frustration, function, inflation, intention, invention, junction, location, lotion, mention, motion, nation, notion, objection, option, potion, production, promotion, protection, quotation, reception, rejection, section, selection, sensation, station, suction, subscription, temptation, traction, vacation
-sion	says /shun/	admission, commission, compassion, compulsion, confession, concussion, depression, discussion, emission, expansion, expression, extension, impression, mansion, mission, obsession, omission, passion, pension, possession, profession, recession, repression, session, submission, tension
-sion	says /zhun/*	conclusion, confusion, decision, division, explosion, fusion, intrusion, invasion, occasion, version, vision

*Usually says this when -sion comes directly after a vowel

WORD LISTS

These lists build on each other.

To Be Used with Level 10 and Up

<i>-ture</i>	says /cher/	adventure, capture, creature, culture, departure, feature, fixture, fracture, future, lecture, mixture, moisture, nature, nurture, pasture, picture, posture, puncture, rupture, sculpture, structure, texture, venture, vulture
<i>-age</i>	says /ij/	advantage, baggage, bandage, beverage, cabbage, cottage, damage, footage, garbage, image, luggage, manage, message, outage, package, passage, rummage, salvage, sausage, scrimmage, shortage, storage, usage, vantage, village, voyage, wreckage, yardage
<i>-able</i>	says /əbl/	adorable, affordable, available, capable, controllable, drinkable, durable, enjoyable, fixable, forgettable, jumpable, laughable, likable/likeable, regrettable, predictable, readable, syllable, understandable, usable, washable
<i>-ible</i>	says /əbl/	audible, collectible, convertible, credible, defensible, edible, eligible, flexible, gullible, horrible, impossible, incredible, indestructible, invisible, legible, permissible, plausible, possible, responsible, reversible, sensible, suggestible, terrible, visible

ANCHOR CHART

Accent Placement and Interesting Endings

Accent

<ul style="list-style-type: none"> • Words have accented syllables. • Accent makes your mouth open wider. • Accent makes your voice louder and stronger. 			
Accent on 1st Syllable	fab 'ric	splen 'did	trum 'pet
Accent on 2nd Syllable	ad mit '	int act '	sus pend '

Interesting Endings

-tion, -sion, -ture, -age, -able, -ible

<ul style="list-style-type: none"> • Accent falls on syllable before interesting ending. 		
-tion (/shun/)	frac 'tion	re cep 'tion
-sion (/shun/)	con fes 'sion	im pres 'sion
-sion (/zhun/)	con fu 'sion	de ci 'sion
-ture (/cher/)	ad ven 'ture	tex 'ture
-age (/ij/)	band 'age	wreck 'age
-able (/əbl/)	aff ord 'able	pre dict 'able
-ible (/əbl/)	ed 'ible	in cred 'ible

age/ture GRID

Level 10			
man_____	nur_____	adven_____	band_____
_____	_____	_____	_____
_____	_____	_____	_____
sculp_____	lugg_____	tex_____	salv_____
_____	_____	_____	_____
_____	_____	_____	_____
advant_____	depar_____	rup_____	wreck_____
_____	_____	_____	_____
_____	_____	_____	_____

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SAMPLE TEXT

LEVEL 10

affordable → the affordable dress, an affordable item, on an affordable trip

visible → a visible presence, visible through the fog, not visible at night

responsible → a responsible student, responsible for several children, is not responsible

predictable → will behave in a predictable way, all too predictable, a predictable person

edible → edible flowers, thankful for an edible meal, an edible dish

adorable → an adorable baby, could not be more adorable, such an adorable duckling

incredible → will do incredible things, an incredible feat, had an incredible day

available → available after lunch, could be available in the morning, an available seat

⚡ PREPARE

CONCEPT An advanced suffix is a group of letters that tends to be added to a root (e.g., *-ant*, *-ence*, *-ist*). It can change the meaning or form of a word. The ability to recognize suffixes helps students understand the structure and meaning of words, allows students to develop word identification strategies for multi-syllabic words, and serves as a foundation for understanding the most common spelling rules.

VOCABULARY base word, root, suffix

MATERIALS Lesson reproducibles, coins, highlighters/crayons, index cards, word lists (included)

⚡ INSTRUCT

Display or distribute the Word Splash of words with advanced suffixes. Explain that the words contain advanced suffixes. Have them make a list of words they see. Then, ask them if they can determine what the advanced suffixes are, based on the words that they have recorded. Also, ask students if they notice the word part to which many advanced suffixes tend to be added (roots). (Provide examples as necessary: *audience*, *inspector*, *supervisor*). Finally, have students synthesize what they know to review the definition of an advanced suffix.

Define suffix: **An advanced suffix is group of letters that tends to be added to a root. It can change the meaning or form of a word.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

Review each advanced suffix, as well as what it does (e.g., changes a verb into a noun or adjective) or means (e.g., a person who does something).

⚡ PRACTICE

- Using the Word Lists included in this lesson as a reference, create a set of index cards that contain words with learned advanced suffixes. Distribute the cards and have students sort the words by suffix. Then, have them read each group of words. Discuss word meaning as necessary.
- Have students work with a partner to differentiate between words that mean a person (e.g., *accountant*, *agent*, *beggar*, *doctor*) and other words that contain the target suffixes (e.g., *brilliant*, *difference*, *elegant*, *solar*). Provide students with a word list and coin. Students should take turns tossing the coin; if it shows heads, they should read and cross off a word that is a person, and if it shows tails, they should read and cross off a word that is not a person.
- Display the Sample Text. Have students read each sentence and select the word that fits best in the blank.
- Write words with advanced suffixes on slips of paper. Put the slips of paper in a bowl. Have each student pull out a word, read the word, and then write a sentence that includes the word.

 **ADAPT****SUPPORT**

- Display a word that contains a learned advanced suffix (e.g., *cartoonist*), and use the word in the context of a sentence for students. Then, have students underline the suffix contained within the target word.
- Display three words, each with a different advanced suffix (e.g., *burglar*, *compliance*, and *transparent*). Hold up an index card that contains one of the suffixes (e.g., *-ar*). Students should read the word that contains the target suffix.

EXTEND

- Play Advanced Suffix Concentration: Arrange index cards that contain words with suffixes face down in an array. Have students take turns flipping over two cards and reading them. Students keep both cards if the words have the same suffix. The student with the most cards at the end of the game is the winner.
- Display or distribute a Related Words Grid, such as the one included with this lesson. Provide a variety of highlighters or crayons. Have students highlight in one color (or circle) all of the words that relate to each other (e.g., *confide*, *confidence*, *confident*). They should do the same with all other groups of related words.
- Have students create addition and subtraction equations using words with suffixes (e.g., *differ* + *ence* + *s* = *differences*; *beggars* - *ar* - *s* = *beg*). Have students fold their papers to cover the answers and trade with a classmate to solve.

 **CONNECT**

- Select words with learned advanced suffixes from content area texts. Have students work with a partner to read each word and use it in a sentence.

WORD LISTS

To Be Used with Concept 11 and Up

Advanced Suffix	What Does It Do or Mean?	Sample Words
<i>-ance</i>	often makes a verb into a noun	acceptance, allowance, appliance, assistance, assurance, attendance, balance, brilliance, clearance, compliance, distance, dominance, elegance, endurance, fragrance, grievance, guidance, ignorance, importance, instance, insurance, maintenance, observance, performance, relevance, reluctance, resistance, significance, tolerance, vigilance
<i>-ant</i>	often makes a verb into a noun or adjective	abundant, accountant, applicant, arrogant, assistant, attendant, blatant, brilliant, complainant, constant, consultant, contestant, decongestant, defendant, defiant, disinfectant, distant, dominant, elegant, expectant, expectorant, fragrant, hesitant, ignorant, immigrant, important, informant, instant, merchant, observant, pendant, peasant, pleasant, radiant, relevant, reluctant, resistant, servant, significant, tenant, tolerant, triumphant, vibrant, vigilant
<i>-ence</i>	often makes a verb into a noun	adolescence, audience, conference, confidence, difference, diligence, eloquence, excellence, existence, evidence, independence, indulgence, influence, innocence, insistence, intelligence, interference, patience, persistence, preference, presence, prominence, reference, residence, resilience, reverence, silence, violence
<i>-ent</i>	often makes a verb into a noun or adjective	absent, adolescent, agent, client, competent, confident, consistent, dependent, different, diligent, efficient, eloquent, evident, excellent, fluent, frequent, incident, independent, innocent, instrument, intelligent, magnificent, opponent, patient, permanent, persistent, present, president, prevalent, prominent, recent, resident, resilient, silent, student, sufficient, transparent, violent
<i>-ar</i>	a person who does something; related to	beggar, burglar, circular, collar, familiar, liar, lunar, peculiar, polar, popular, registrar, scholar, singular, solar
<i>-ist</i>	a person who does something	adventurist, antagonist, artist, cartoonist, colonist, cyclist, dentist, extremist, florist, guitarist, impressionist, journalist, linguist, lobbyist, loyalist, motorist, opportunist, optimist, pessimist, protagonist, realist, reductionist, scientist, soloist, tourist, violinist
<i>-or</i>	a person or thing that does something	actor, auditor, author, calculator, commentator, competitor, conductor, confessor, conqueror, councilor, debtor, defector, demonstrator, dictator, director, doctor, editor, educator, elevator, error, exterminator, governor, inspector, inventor, investigator, legislator, navigator, operator, oppressor, professor, projector, refrigerator, senator, senior, spectator, supervisor, surveyor, survivor, traitor, translator, vendor, visitor

ANCHOR CHART

Advanced Suffixes

An advanced suffix is a group of letters that tends to be added to a root. It can change the meaning or form of a word.

Advanced Suffix	What Does it Do or Mean?	Sample Words
<i>-ance</i>	often makes verb into noun	acceptance, significance
<i>-ant</i>	often makes verb into noun/adjective	servant, tolerant
<i>-ence</i>	often makes verb into noun	excellence, silence
<i>-ent</i>	often makes verb into noun/adjective	agent, persistent
<i>-ar</i>	a person who does something; related to	beggar, solar
<i>-ist</i>	a person who does something	cyclist, soloist
<i>-or</i>	a person or thing that does something	competitor, investigator

SAMPLE TEXT

1

Her _____ for milk products has declined with age.

(tolerate, tolerant, tolerance)

2

Does your exercise routine _____ of strength training and cardio?

(consist, consistent, consistently)

3

Will you be _____ your slides for the presentation?

(project, projector, projecting)

4

Her _____ of the basketball league was evident last week, when she scored 50 points across two games. (dominate, dominance, dominant)

5

Do not _____ me when I talk to you! (ignore, ignorant, ignorance)

6

I was _____ happy that I was able to drive home before the storm.

(extreme, extremist, extremely)

7

He is a _____ of Norway in the summer and Spain in the winter.

(residence, reside, resident)

8

Have you ever been a _____ in a swim meet?

(compete, competitor, competing)

RELATED WORDS GRID

significant	circle	confide	impress
adventure	investigate	excellent	edit
impression	confident	circular	signify
editor	excellence	adventurist	impressionist
significance	excel	investigator	confidence

PREPARE

CONCEPT When a base word ends in a consonant and final *y*, change *y* to *i* before adding a suffix that does not begin with *i*. This is the Changing Rule. Learning the Changing Rule helps students spell words that are not spelled exactly as they sound.

VOCABULARY base word, consonant, derivative, suffix, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

INSTRUCT

Display a column of base words that end in a consonant and final *y* (e.g., *clumsy*, *penny*, *silly*, *sloppy*). As necessary, remind students that base words are words that can have prefixes or suffixes added to them. Read each one, and ask students to identify how the base words are alike. (Prompt them as necessary: What is the final letter in each base word? What comes before the *y*? A consonant or a vowel?) Have students synthesize their ideas to describe the set of base words.

Then, display a column of suffixes (e.g., *-er*, *-es*, *-est*, *-ly*). As necessary, remind students that a suffix is a letter or group of letters added to the end of a base word to change its meaning or how it is used in a sentence. Ask students to describe the suffixes. (Prompt them as necessary: Do the suffixes begin with consonants and/or vowels?)

Explain to students that you are going to combine each base word with a suffix to create a longer word. Spell each word, calling out individual letters as you do so (e.g., *clumsier*, *pennies*, *silliest*, *sloppily*). Ask students to identify what was changed as you combined the base words and suffixes.

Tell students that these words follow the Changing Rule.

State the rule: **When a base word ends in a consonant and final *y*, change the *y* to *i* before adding a suffix that does not begin with *i*.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the rule in a notebook.

PRACTICE

- Give students copies of the Changing Rule Checklist included with this lesson. Using the Word Lists as a reference, display base words and suffixes, one pair at a time. Have students record the word parts and then spell the complete word, considering the three checkpoints to decide whether they should change the final *y* to *i*.
- Give students sentences that include combined base words and suffixes. Have students find and underline the derivatives in which the final *y* has changed to *i*. Above each derivative, students should write the original base word and suffix.
- Play a version of Concentration with index cards color-coded as base words or suffixes (include multiple copies of each suffix). Students earn a match if they turn over a base word (e.g., *crazy*) and a suffix (e.g., *-est*) that create a real word (e.g., *craziest*). Students then write the real word, changing the final *y* to *i* as necessary.
- Display the Sample Text. After reading each sentence, students should create the derivative from the base word and suffix in parentheses. Then, they should write the derivative above the underlined word(s). Finally, students should read the original and revised sentences aloud.

ADAPT

SUPPORT

- Distribute index cards with base words, some that end in a consonant and final *y* and some that do not. Have students select only the base words that require the *y* to be changed to *i* when added to a suffix that does not begin with *i*.
- Say a variety of words that include suffixes (e.g., *emptied*, *pennies*, *silliest*). Students should repeat back and then write only the base words.
- Display a base word (e.g., *study*). Then, display a suffix (e.g., *-ed*). Have students discuss with partners, and then share aloud, why they should (or should not) change the final *y* to *i*. Use several different suffix examples for each base word.

EXTEND

- Dictate combined base words and suffixes, some that require students to change the final *y* to *i* and some that do not. Have students write each word.
- Challenge students to apply the Changing Rule when adding suffixes to nonwords. Display a variety of word sums (*priny* + *-est* = ___; *blossy* + *-er* + ___) for students to complete.
- Display a variety of word sums (e.g., *bug* + *-ed*; *grade* + *-ing*; *shiny* + *-est*) that reflect all three major spelling rules (Doubling, Dropping, Changing). For each word sum, students should explain the rule that must be applied and tell why. Then, they should spell the derivative. Consider having students work together as teams to give more formal presentations of their thinking.

CONNECT

- Have students find examples of words that use the Changing Rule in content area texts. Students should share their findings as word sums: *sunnier* = *sunny* + *-er*; *fanciest* = *fancy* + *-est*.

WORD LISTS

These lists build on each other.

To Be Used with Concept 6 and Up	
1 Syllable	cry (cried, cries), dry (dried, dries), fly (flies), fry (fried, fries), pry (pried, pries), sky (skies), spy (spied, spies), try (tried, tries)
2 Syllables	apply (applied, applies), baby (babied, babies), baggy (baggier, baggiest), bunny (bunnies), candy (candies), clumsy (clumsier, clumsiest, clumsily), comply (complied, complies), crabby (crabbier, crabbiest), cranky (crankier, crankiest), crazy (crazier, craziest, crazily), defy (defied, defies), deny (denied, denies), empty (emptied, emptier, empties, emptiest), envy (envied, envies), fancy (fancied, fancier, fancies, fanciest), fifty (fifties), flimsy (flimsier, flimsiest), frizzy (frizzier, frizziest), funny (funnier, funniest), guppy (guppies), handy (handier, handiest, handily), happy (happier, happiest, happily), hobby (hobbies), imply (implied, implies), jelly (jellies), jolly (jollier, jolliest), jumpy (jumpier, jumpiest), lady (ladies), lazy (lazier, laziest, lazily), likely (likelier, likeliest), lively (livelier, liveliest), lonely (lonelier, loneliest), lucky (luckier, luckiest, luckily), muddy (muddier, muddiest), nifty (niftier, niftiest), ninety (nineties), penny (pennies), pony (ponies), poppy (poppies), puppy (puppies), rely (relied, relies), reply (replied, replies), ruby (rubies), rusty (rustier, rustiest), scratchy (scratchier, scratchiest), shabby (shabbier, shabbiest), silly (sillier, silliest), sixty (sixties), slimy (slimier, slimiest), sloppy (sloppier, sloppiest, sloppily), soggy (soggier, soggiest), supply (supplied, supplier, supplies), tiny (tinier, tiniest), twenty (twenties)
3 Syllables	industry (industries), multiply (multiplied, multiplier, multiplies), occupy (occupied, occupies), symmetry (symmetries)

ANCHOR CHART

Changing Rule

When a base word ends in a consonant and final *y*, change the *y* to *i* before adding a suffix that does not begin with *i*.

CHECKPOINTS

1. final *y*
2. consonant before *y*
3. suffix does not begin with *i*

pennies

clumsier

silliest

sloppily

CHANGING RULE CHECKLIST

Use this checklist or create your own.

BASE WORD + SUFFIX	FINAL y	CONSONANT BEFORE y	SUFFIX DOES NOT BEGIN WITH i	DERIVATIVE
penny + -es	✓	✓	✓	pennies
clumsy + -ly	✓	✓	✓	clumsily
play + -ed	✓		✓	played
twenty + -ish	✓	✓		twentyish

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SAMPLE TEXT

CONCEPT 6

1. Sunday was a wacky day; today is even odder. (crazy + -er)
2. After the stunning sunset over the lake, they danced blissfully in the grass. (merry + -ly)
3. My dad wins the prize for least exciting person in the family. (stodgy + -est)
4. He is only five, but he does not act in a childish way. (baby + -ish)
5. She ate quite piggishly, as if she had not been fed in a week. (greedy + -ly)
6. In the lush green grass, the new dogs were racing and tumbling. (puppy + -es)
7. That newborn baby is one of the littlest infants I have seen. (tiny + -est)
8. I attempted to complete the race, but I did not feel well and had to stop. (try + ed)

⚡ PREPARE

CONCEPT A syllable is a word or part of a word with one vowel sound. There are six syllable types in English; the most common type is the closed syllable. A closed syllable ends in at least one consonant after one vowel and has a short vowel sound. Knowledge of closed syllables helps students apply word attack strategies for reading and spelling.

VOCABULARY closed syllable, consonant, short vowel, syllable, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

⚡ INSTRUCT

Display Syllable Cards such as those included with this lesson (e.g., *kin, nap, in, sist, fan, tas, tic*). Tell students that each of the cards contains a closed syllable; then, read each one. Ask students to identify how the syllables are alike. (Prompt them as necessary: Do the syllables end in a vowel or a consonant? How many vowels are in each one? Are the vowels long or short?) Have students synthesize their ideas to describe closed syllables.

State the definition: **A closed syllable is a syllable that ends in at least one consonant after one vowel. The vowel sound in a closed syllable is short.**

Explain that closed syllables may stand alone (e.g., *nap*) or may be put together to create longer words (e.g., *napkin*). Slide the Syllable Cards together to form *napkin, insist, and fantastic*. Read each word.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Distribute the Syllable Cards included with this lesson. Ask students to organize the cards into groups by vowel. Then, have students identify the short vowel sound for each group and read the syllables with that sound.
- Display 4 to 5 Syllable Cards at a time (e.g., *ad, nic, mit, fant*). Say a two- or three- syllable word (e.g., *admit*) for students to create from the cards. Discuss the meanings of any unfamiliar words.
- Select two-syllable words from the Word Lists included in this lesson; write each syllable on an index card. Have students play Syllable Concentration: Arrange the index cards face down in an array. Players take turns turning over and reading two cards at a time. If a player turns over two syllables that can be combined to make a real word, he or she keeps both cards and writes the word. The player with the most cards at the end is the winner.

ADAPT

SUPPORT

- Modify the Syllable Cards to focus on specific vowels or to exclude consonant blends.
- Provide students with a list of words with one closed syllable. Have students mark the vowel as short (i.e., *ă, ě, ĭ, ǒ, ŭ*). Then, isolate and emphasize the vowel sounds (e.g., *c-aaaaa-t*). Finally, have students sort the syllables by vowel sound and reread.
- Distribute one index card with a vowel-consonant (VC) or consonant-vowel-consonant (CVC) syllable to each student (e.g., *pic, in, com*). Then, display a different syllable (e.g., *nic*). Have each student test to see if the syllable on his or her card can combine with the displayed syllable to create a real word (e.g., *picnic*). Once a card is used, the student should receive a new one. Students can keep track of the words they are able to create.

EXTEND

- Write an initial closed syllable on the board (e.g., *in* or *con*). In a column to the right of the initial syllable, write a list of final closed syllables (e.g., *dent, fant, sist, sult, tact, vent* or *sist, sult, tact, test, vict*). Have students practice reading aloud each syllable listed; then, have them combine the initial syllable with one final closed syllable at a time.
- Display the Sample Text. In pairs, have students underline each closed syllable and practice reading the headlines aloud multiple times.

CONNECT

- Provide index cards with content area words made up of closed syllables (e.g., *math, sum, map, At + lan + tic*). Have students read the words and then sort them into content-specific categories.
- Display examples of learned vocabulary and terms. Read the words, and underline the closed syllables within the words to reinforce that such syllables are everywhere (*pay/ment, ex/port, block/ade*). Have students generate additional words that contain each underlined closed syllable (e.g., *ment: investment, retirement, advancement*).

WORD LISTS

These lists build on each other.

To Be Used with Concept 1 and Up

1 Syllable	at, bad, ban, band, bat, bit, can, cat, dab, did, din, fan, fat, fin, fix, gab, ham, hat, him, hip, hit, in, jab, jam, kid, kin, kit, lap, lax, lip, map, mat, nap, nip, pan, pat, pin, pit, rap, rip, sat, sit, vat, wag, win, wit, yam, zap, zip
2 Syllables	ad/mit, at/las, at/tack, at/tic, can/did, cat/nap, cat/nip, dis/band, dis/miss, dis/tant, dras/tic, fab/ric, flip/pant, fran/tic, gam/bit, im/pact, in/fant, in/sist, nap/kin, pic/nic, plas/tic, rab/bit, ran/sack, tac/tic, traf/fic, vic/tim, zig/zag
3 Syllables	At/lan/tic, fan/tas/tic, in/dig/nant

To Be Used with Concept 2 and Up

1 Syllable	bond, boss, box, bud, bug, chop, clock, cot, cup, dot, drop, duck, fox, frog, fun, fuzz, got, gum, hop, hug, hut, jog, jump, lock, loft, loss, lost, luck, mop, moth, mud, mug, nod, nut, off, pop, puck, puff, rock, rug, run, sock, stop, stuff, sun, top, toss, truck, tusk
2 Syllables	al/bum, bal/lot, blos/som, bob/cat, bot/tom, bran/dish, but/ton, cac/tus, cam/pus, chip/munk, com/bat, com/mon, com/pact, con/duct, con/sist, con/sult, con/tact, cot/ton, crim/son, cus/tom, dis/cuss, dis/gust, dis/rupt, fal/con, gal/lop, glut/ton, gob/lin, hic/cup, in/sult, lap/top, mas/cot, muf/fin, ob/long, pom/pom, pub/lic, pub/lish, puf/fin, pul/pit, ran/dom, ran/som, rus/tic, sub/mit, sum/mit, sun/lit, sun/tan, tom/cat, un/sung, un/til, un/zip, up/lift
3 Syllables	bom/bas/tic, bot/tom/less, con/sul/tant

To Be Used with Concept 2 and Up

1 Syllable	beg, best, bet, deck, den, dent, elf, fed, get, jest, jet, ken, less, let, men, mess, met, neck, nest, net, peck, pen, pest, pet, red, rest, sent, set, ten, test, vest, west, when
2 Syllables	ab/sent, ad/dress, at/tempt, bas/ket, cob/web, col/lect, com/pel, con/fess, con/nect, con/sent, con/tents, con/test, den/tist, dis/pel, em/bed, en/gulf, ex/pect, ex/tend, frag/ment, gob/let, hap/pen, hec/tic, hel/met, hid/den, him/self, im/pel, in/dent, in/fect, in/ject, in/sect, in/tend, in/vent, kit/ten, les/son, mag/net, mit/ten, ob/ject, of/fend, on/set, pig/ment, pol/len, prob/lem, pum/mel, pup/pet, sad/dest, sig/net, splen/did, sub/ject, sud/den, sun/set, sus/pect, tab/let, ten/nis, trum/pet, tun/nel, un/less, up/set, vel/vet
3 Syllables	dis/con/nect, em/bel/lish

SYLLABLE CARDS

Use these or make your own.

kin	nap	in	sist
fan	tas	tic	at
em	pic	com	up
las	bed	nic	bat
set	con	dent	fant
sist	sult	tact	vent
test	vict	ad	mit

ANCHOR CHART

Closed Syllables

- end in at least one consonant after one vowel
- vowel is short

act

flat

cat / nap

less

spell

pret / zel

crisp

kilt

in / sist

gloss

opt

ob / long

dusk

scrub

un / plug

SAMPLE TEXT: Headlines

CONCEPT 1

Infant Rabbit Did Dump Picnic Basket

Frantic Rabbit Hid in Velvet Basket

Cat Hid Plastic Atlas in Attic

Did Traffic Jam in Distant Past?

CONCEPT 2

Chipmunk and Fox Chop Off Padlock

Can a Puffin Hiccup?

Fantastic Insects in Oblong Box Lost

Sunlit Cactus Will Stop You in Tracks

CONCEPT 3

Insect Shipment Sent West

Pollen Problem Will Bring End to Tennis Match

Ants Munch Pretzels in Attic

Dentist with Hiccups Can Not Sing

⚡ PREPARE

CONCEPT Consonant-le syllables end in a consonant-le pattern, where the e is silent. These syllables, which are unaccented, only occur as the final syllable in words of two or more syllables. Knowledge of consonant-le syllables helps students apply strategies for decoding unfamiliar words and checking their spelling.

VOCABULARY consonant, consonant-le syllable, syllable, unaccented, VC/Cle syllable pattern, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

⚡ INSTRUCT

Display a selection of cards that contain words with consonant-le syllables, such as those on the Instruct Word Cards included with this lesson (e.g., *grumble*, *handle*, *struggle*). Read each word. Then, tell students that you are going to emphasize only one syllable in each word. Pronounce only the consonant-le syllable in each word, and have students identify how the syllables are alike. (Prompt them as necessary: Could these stand alone as words? Which two letters are at the end of each syllable? Does the final e say anything? Is there a consonant or a vowel just before the *le*?) Have students synthesize their ideas to describe consonant-le syllables.

State the definition: **A consonant-le syllable ends in a consonant-le pattern. The e is silent.**

Explain that consonant-le syllables may never stand alone; they only occur as the final syllable in words of two or more syllables. Furthermore, they are unaccented, which means that they are said more quietly and with less emphasis than other syllables.

Then, have students practice reading sample words as you slide the relevant syllable cards together to form *stumble*, *paddle*, and *mingle*.

Finally, display the words *dribble*, *riddle*, and *single*. Divide each word just before the consonant-le syllable. Have students read the words, and then ask them to explain where the words were divided. Explain that this is the VC/Cle syllable pattern. If students are familiar with additional syllable types, include words with open, vowel pair, and vowel-r syllables in this exercise.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Distribute consonant-le Practice Word Cards, such as those included with this lesson. Ask students to organize the cards into groups by consonant-le syllable (e.g., *-ple*, *-tle*, *-zle*). For each group, students should give the pronunciation of the relevant consonant-le syllable and then read the words.
- Display a selection of up to 10 two-syllable words. Some words should contain consonant-le syllables while others should not. Have students scan the words, circling only those that contain consonant-le syllables. Then, have them read the circled words.
- Dictate consonant-le words for students to spell. Have students divide and read each word to check their work.
- Display the Sample Text included with this lesson. Have students underline the words with consonant-le syllables in each phrase and then read the entire phrase aloud.

 ADAPT

SUPPORT

- Create index cards with individual consonant-le syllables (e.g., *-ble*, *-dle*, *-tle*, *-zle*). Present the cards one at a time, and have students give the syllable's pronunciation (e.g., *-ble* says /ble/, *-dle* says /dle/).
- On index cards, present a variety of closed syllables (e.g., *bun*, *han*, *fid*, *pad*). Then, present one consonant-le syllable (e.g., *-dle*). Have students combine each closed syllable with the consonant-le syllable. They should pronounce and then write each word that they create.
- Support students as they divide and read consonant-le words. Remind them to divide each word just before the consonant-le syllable. If it is helpful to them, have students underline the consonant-le syllable first.

EXTEND

- Display three-syllable words that include the VC/CV (2C) syllable pattern and end in a consonant-le syllable (e.g., *assemble*, *embezzle*, *rectangle*). Have students divide before the consonant-le syllable and then, as necessary, apply the steps of syllable division to the remainder of the word.
- If students are familiar with a variety of syllable types (e.g., closed, open, vowel-r), challenge them to find a word within a list that best fits a set of clues. Display, for example, the following consonant-le words: *sprinkle*, *stifle*, *sparkle*, and *hurdle*. Then, tell students to find the word that includes a vowel-r syllable and a consonant blend. They should respond with the word *sparkle*.
- Dictate words that contain consonant-le syllables and simple suffixes (e.g., *stumbling*, *titles*, *sizzled*). Remind students of the Dropping Rule: When a base word ends in silent-e, drop the e before adding a vowel suffix.

 CONNECT

- Provide students with a list of words that contain consonant-le syllables. Then, ask them to include a sampling of the words in questions that relate to a specific topic or content area (e.g., *Who battled in the Franco-Prussian War?*). Share ideas.

WORD LISTS

These lists build on each other.

To Be Used with Concept 5 and Up

2 Syllables	amble, ample, angle, ankle, apple, babble, bangle, battle, bobble, bottle, brittle, bubble, bundle, bungle, candle, cattle, cripple, crumple, cuddle, dabble, dangle, dazzle, dimple, dribble, drizzle, fiddle, fizzle, fumble, gaggle, gamble, giggle, gobble, goggle, grapple, grumble, haggle, handle, hassle, hobble, huddle, humble, jiggle, jingle, juggle, jungle, kettle, kindle, little, meddle, middle, mingle, muddle, mumble, muzzle, nettle, nibble, nozzle, nuzzle, paddle, pebble, peddle, pimple, puddle, puzzle, quibble, raffle, ramble, rattle, riddle, ripple, rubble, ruffle, rumble, rumple, saddle, sample, scramble, scribble, settle, shingle, simple, single, sizzle, snuffle, snuggle, sprinkle, straddle, struggle, stumble, swindle, tangle, tattle, temple, thimble, throttle, tingle, topple, trample, tumble, twiddle, twinkle, uncle, whittle, wiggle, wobble
3 Syllables	assemble, embezzle, rectangle

To Be Used with Concept 6 and Up

2 Syllables	able, bridle, bugle, cable, cradle, fable, gable, idle, ladle, maple, noble, ogle, rifle, sable, sidle, stable, staple, stifle, table, title, trifle
3 Syllables	entitle

To Be Used with Concept 8 and Up

2 Syllables	beagle, beetle, doodle, dawdle, eagle, feeble, needle, noodle, poodle, steeple
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To Be Used with Concept 9 and Up

2 Syllables	circle, garble, gargle, gurgle, hurdle, marble, purple, sparkle, startle, turtle
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WORD CARDS: Instruct

Use these or make your own.

grum <u>ble</u>	hand <u>le</u>	strugg <u>le</u>
stum	pad	min
ble	dle	gle
dribble	riddle	single

ANCHOR CHART

Consonant-le Syllables

- end in consonant-le
- e is silent
- unaccented final syllable
- divide just before consonant-le

ap/ple

brit/tle

bun/dle

crum/ple

driz/zle

gig/gle

has/sle

ruf/fle

twin/kle

un/cle

WORD CARDS: Practice

Use these or make your own.

crumple	whittle	sizzle
ripple	throttle	dazzle
trample	cattle	puzzle
grapple	kettle	nozzle

SAMPLE TEXT

CONCEPT 5

1. drizzle all day
2. cuddle with the pups
3. raffle off the prize
4. settle on a date
5. juggle three tasks
6. sample each cake
7. quibble about the price
8. huddle in the middle
9. lost in the rubble
10. scribble on the pad

PREPARE

CONCEPT A consonant digraph has two consonants that represent one sound (e.g., *sh i p*), whereas a consonant blend has two or more consonants that are side by side and keep their individual sounds when a word is pronounced (e.g., *cr a b*). Sound-symbol knowledge for digraphs and blends helps students apply strategies for decoding unfamiliar words and checking their spelling.

VOCABULARY consonant, consonant blend, consonant digraph

MATERIALS Lesson reproducibles, chart paper, consonant digraph/blend dice, highlighters, index cards, tokens, word lists (included)

INSTRUCT

Display chart paper that has two columns: Make One Sound / Keep Sounds.

Distribute several Word Cards, such as those included with this lesson, to each pair of students.

Given support as needed, students should work together to read each word; then, they should decide whether the underlined letters represent one sound when the word is pronounced (consonant digraphs) or if they each keep their own sounds (consonant blends). Students should put each Word Card into the appropriate column.

Next, read the Make One Sound column with students. Ask them to name examples of letters that combine to form one sound (e.g., *sh*), as well as the sound that is formed (e.g., /*sh*/). Explain that these are called consonant digraphs.

State the definition: **A consonant digraph has two consonants that represent one sound.**

Finally, read the Keep Sounds column. Ask them to name examples of underlined letters that are next to each other but keep their sounds. Explain that these are called consonant blends.

State the definition: **A consonant blend has two or more consonants that are side by side and keep their individual sounds when a word is pronounced.** Ask students to generate additional examples of consonant blends. Add these to the Keep Sounds column.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

PRACTICE

- Reinforce the difference between consonant digraphs and consonant blends. Provide students with index cards that contain words with digraphs or blends, such as those on the Word Lists included in this lesson.. Have them underline the digraphs once and the blends twice. Then, they can read and sort the cards into two groups (digraphs/blends).
- Dictate words with consonant digraphs and consonant blends. After they have spelled each word, students should underline the digraphs once and the blends twice.
- Create consonant digraph/consonant blend dice (i.e., one digraph or blend on each face). Distribute the dice, as well as index cards with words that contain consonant digraphs and blends, to pairs of students. For each turn, a student should roll the die, select a word that begins or ends with the digraph or blend, and read the word. Continue until all cards have been collected.

 **ADAPT****SUPPORT**

- Say words with consonant digraphs or blends. Have students move a token to represent the individual sounds that they hear in each word (e.g., *chip* → /ch/ /i/ /p/; *stomp* → /s/ /t/ /o/ /m/ /p/). Then, have students write each word. Emphasize that consonant digraphs require one token (one sound) but they are represented by two letters. Do not include words with final /ch/ or initial /sk/.
- Display a specific consonant digraph or blend (e.g., *sk*), as well as an array of word cards. Students should select and read only the words that contain the digraph or blend (e.g., *ask, husk, risk, skit, skunk*).

EXTEND

- Have students read and sort words with consonant digraphs, words with consonant blends, and words with *both* consonant digraphs and blends (e.g., *flash, sling, chunk, trick, and chomp*). Students can then create a Venn diagram to organize the words (blends, digraphs, or both).
- Have students work with a partner to read and spell phrases that combine words with consonant digraphs and words with consonant blends, such as *the crab shop, a math blog, a sick slug, fast fish, the last lunch, and a test whiz*.
- Play Quick List with a partner or in a small group: One student rolls a consonant digraph/consonant blend die. All players have one minute to write as many words as they can that contain the digraph or blend shown on the die. Then, each player reads aloud his or her words and receives a point for each word that is not on any other player's list.

 **CONNECT**

- Select words with consonant digraphs and words with consonant blends from content area texts. Have students work with a partner to read and spell the words.
- Provide students with a list of vocabulary words from a content area topic. Have students highlight (in separate colors) words that contain consonant digraphs, consonant blends, or both. Then, ask students to illustrate some of the words.

WORD LISTS

These lists build on each other.

To Be Used with Concept 1 and Up

Initial Blends (CCVC)	blab, blip, brag, bran, brim, clad, clam, clan, clap, clip, crag, cram, crib, drab, drag, drip, flag, flap, flat, flax, flip, glad, glib, grab, gram, grim, grin, grip, grit, plan, prim, skid, skin, slab, slam, slap, slid, slim, slip, snag, snap, snip, spin, spit, swam, swim, tram, trap, trim, trip, twig, twin
Final Blends (CVCC)	band, camp, cast, damp, fast, fist, gasp, hand, hint, jilt, kilt, lamp, land, last, lift, limp, lint, lisp, list, mast, mint, mist, pant, past, pink, raft, ramp, rant, rift, sand, sift, silk, silt, tilt, tint, vast, wilt, wisp
Initial & Final Blends (CCVCC)	bland, blast, blimp, brand, brink, brisk, cramp, crisp, drink, flint, grand, grasp, grist, plant, print, skimp, slant, swift, twist
Initial Digraphs (CCVC)	Chad, chap, chat, chin, chip, sham, shin, ship, that, thin
Final Digraphs (CVCC)	ash, back, bang, cash, dash, fang, gang, gash, hack, hang, hash, hung, kick, king, lack, lick, long, lung, mash, nick, pack, pang, path, pick, rack, rang, rash, rich, ring, rung, sack, sang, sash, sick, sing, song, tack, tick, with

To Be Used with Concept 2 and Up

Initial Blends (CCVC)	blob, blot, clog, clot, club, crop, drop, drug, drum, flog, flop, frog, glob, glum, grub, plot, plug, plum, plus, prod, prom, prop, slob, slog, slop, slot, slug, smog, smug, snub, snug, spot, spud, spun, stop, stub, stud, stun, trot
Final Blends (CVCC)	bond, bulk, bump, bunt, bust, cost, cult, dump, dusk, dust, fond, font, fund, gulf, gust, hunt, husk, jump, lost, lump, must, pond, pulp, pump, punt, romp, runt, rust, soft, tuft, tusk
Initial & Final Blends (CCVCC)	blond, blunt, clump, crust, frond, frost, grump, grunt, plump, skunk, slump, stomp, stump, stunt, trump, trust
Initial Digraphs (CCVC)	shop, shot, shun, shut, thud, thus
Final Digraphs (CVCC)	buck, dock, duck, gush, hush, lock, luck, mock, mosh, moth, much, muck, puck, rock, rush, sock, such, tuck

continued on next page

WORD LISTS

These lists build on each other.

To Be Used with Concept 3 and Up	
Initial Blends (CCVC)	bled, fled, fret, glen, pled, prep, sled, sped, stem, step
Final Blends (CVCC)	belt, bend, bent, best, deft, dent, elf, elk, end, felt, fend, help, jest, kept, left, lend, lent, melt, mend, nest, pelt, pent, pest, rend, rent, rest, self, send, sent, tend, tent, test, vent, vest, welt, went, wept, west, yelp, zest
Initial & Final Blends (CCVCC)	blend, cleft, crept, crest, quest, slept, spend, spent, swept, trend
Initial Digraphs (CCVC)	shed, then, when
Final Digraphs (CVCC)	deck, mesh, neck, peck

WORD CARDS

Use these or make your own.

<u>cl</u> ap	<u>sm</u> og	<u>gr</u> ip	<u>st</u> un
<u>le</u> ft	<u>he</u> lp	<u>ri</u> sk	<u>ga</u> sp
<u>sp</u> lit	<u>st</u> rap	<u>ac</u> t	<u>li</u> st
<u>ch</u> op	<u>sh</u> ed	<u>th</u> in	<u>wh</u> ip
<u>su</u> ch	<u>wi</u> sh	<u>pa</u> th	<u>wh</u> en
<u>la</u> ck	<u>so</u> ng	<u>si</u> ck	<u>wi</u> ng

ANCHOR CHART

Consonant Digraphs

INITIAL DIGRAPHS

ch_
sh_
th_
wh_

FINAL DIGRAPHS

_ch
_sh
_th
_ng
_ck

Consonant Blends

INITIAL BLENDS

bl_ gl_ sm_
br_ gr_ sn_
cl_ pl_ sp_
cr_ pr_ squ_
dr_ sc_ sw_
fl_ sk_ tr_
fr_ sl_ tw_

DIGRAPH BLENDS

shr_
thr_

FINAL BLENDS

_ct _nk
_ft _nt
_ld _pt
_lf _rd
_lp _rk
_lt _sk
_mp _sp
_nd _st

scr_ spr_
spl_ str_

PREPARE

CONCEPT When a base word ends in one vowel, one consonant, and one accent, the final consonant is doubled before adding a vowel suffix. All one-syllable words are accented. This is the Doubling Rule. Learning the Doubling Rule helps students spell words that cannot be spelled exactly as they sound.

VOCABULARY accent, base word, consonant, derivative, suffix, syllable, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

INSTRUCT

Display a column of base words that end in one vowel, one consonant, and one accent (e.g., *begin, run, sad, star, swim, trot*). Read each one and ask students to identify how the words are alike. (Prompt them as necessary: Does each base word end in a single vowel or a single consonant? How many vowels are just before the final consonant? Where do you hear the accent on the base word? On the first or the last syllable?) Have students synthesize their ideas to describe the set of base words.

Then, display a column of vowel suffixes (*-ing, -ed, -er, -est*). Ask students to identify how the suffixes are alike. (Prompt them as necessary: Does each suffix begin with a consonant or a vowel?)

Explain to students that you are going to combine each base word with a suffix to create a longer word. Spell each derivative (base word + suffix), calling out individual letters as you do so and emphasizing the doubled consonant (*beginner, runner, saddest, starring, swimming, trotted*). Ask students to identify what you needed to add as you combined the base words and suffixes.

Tell students that these words follow the Doubling Rule.

State the rule: **When a base word ends in one vowel, one consonant, and one accent, the final consonant is doubled before adding a vowel suffix. All one-syllable words are accented.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the rule in a notebook.

PRACTICE

- Give students copies of the Doubling Rule Checklist included with this lesson. Using the Word Lists as a reference, display one-syllable base words and suffixes, one pair at a time. Have students record the word parts and then spell the derivative, considering the four checkpoints as they decide whether to double the final consonant in each base word.
- Display or distribute copies of the Sample Text included with this lesson. Have students read the text and identify the words that follow the Doubling Rule. For each word that they locate, students should underline the original base word and circle the suffix. If the Doubling Rule has been applied, the doubled consonant will not be circled or underlined.
- Play a version of Concentration with index cards color-coded as base words or suffixes (include multiple copies of each suffix). Students earn a match if they turn over a base word (*stop*) and a suffix (*-ing*) that create a real word (*stopping*). Students then write the real word, applying the Doubling Rule as necessary.

 ADAPT

SUPPORT

- Say a variety of words that include suffixes (e.g., *chops*, *matches*, *rented*, *splitting*). Students should repeat back and then write only the base words.
- Display a one-syllable base word (e.g., *stun*). Then, display different suffixes, one at a time. Have students practice combining the base word with each suffix. Students should refer to the four checkpoints as they work through each example.
- Display a vowel suffix (e.g., *-ed*), and distribute index cards with one-syllable base words to students. Have them sort the words into two groups: those that would be doubled when the suffix is added (e.g., *pop*) and those that would not be doubled (e.g., *jump*). Students can then write the words.

EXTEND

- Dictate combined base words and suffixes, some that require students to double the final consonant in the base word and some that do not (e.g., *blinking*, *cramming*, *slams*, *trotted*, *winner*). Have students write each word.
- Challenge students to apply the Doubling Rule when adding suffixes to nonwords. Display a variety of word sums (e.g., *smeg + ing*; *plend + ed*) for students to complete.
- Practice applying the Doubling Rule to two-syllable words. Dictate examples of derivatives that contain two-syllable base words. Some base words should have doubled final consonants (e.g., *beginning*, *committed*) and some should not (e.g., *opening*, *returned*).

 CONNECT

- Have students find examples of words that use the Doubling Rule in content area texts. Share them as a group.

WORD LISTS

These lists build on each other.

To Be Used with Concept 3 and Up

1 SYLLABLE

Doubled	<p>bat (batted, batting), blot (blotted, blotting), chat (chatted, chatting), chop (chopping), clip (clipping), dim (dimming), drop (dropping), fit (fitted, fitting), fret (fretted, fretting), grip (gripping), grit (gritted, gritting), jab (jabbing), kid (kidded, kidding), mop (mopping), net (netted, netting), nod (nodded, nodding), pad (padded, padding), pat (patted, patting), pet (petted, petting), plan (planning), plod (plodded, plodding), plot (plotted, plotting), prod (prodded, prodding), quit (quitting), rip (ripping), rub (rubbing), run (running), scrub (scrubbing), ship (shipping), shop (shopping), skid (skidded, skidding), skim (skimming), skip (skipping), sled (sledded, sledding), slim (slimming), slot (slotted, slotting), snap (snapping), spot (spotted, spotting), stop (stopping), strut (strutted, strutting), tan (tanning), trim (trimming), trot (trotted, trotting), wed (wedded, wedding), win (winning)</p>
Not Doubled	<p>band (banded, banding), blend (blended, blending), bond (bonded, bonding), brand (branded, branding), bunt (bunted, bunting), chomp (chomping), craft (crafted, crafting), crest (crested, cresting), dent (dented, denting), draft (drafted, drafting), drift (drifted, drifting), frost (frosted, frosting), fund (funded, funding), grant (granted, granting), grunt (grunted, grunting), hunt (hunted, hunting), lift (lifted, lifting), melt (melted, melting), mend (mended, mending), mist (misted, misting), punt (punted, punting), raft (rafted, rafting), rent (rented, renting), rust (rusted, rusting), script (scripted, scripting), test (tested, testing), tilt (tilted, tilting), tint (tinted, tinting), trend (trended, trending), trust (trusted, trusting), twist (twisted, twisting), vent (vented, venting), vest (vested, vesting), weld (welded, welding), wilt (wilted, wilting)</p>

2 SYLLABLES

Doubled	<p>admit (admitted, admitting), allot (allotted, allotting), commit (committed, committing), compel (compelling), expel (expelling), impel (impelling), submit (submitted, submitting), upset (upsetting)</p>
Not Doubled	<p>blossom (blossoming), comment (commented, commenting), compact (compacted, compacting), contact (contacted, contacting), gossip (gossiped, gossiping), impact (impacted, impacting), indent (indented, indenting), inject (injected, injecting), insist (insisted, insisting), kennel (kenned, kenneling), object (objected, objecting), publish (published, publishing), segment (segmented, segmenting), signal (signaled, signaling), summit (summitted, summitting), summon (summoning), suspect (suspected, suspecting), suspend (suspended, suspending)</p>

WORD LISTS

These lists build on each other.

To Be Used with Concept 9 and Up

1 SYLLABLE

Doubled	<p>ban (banned, banning), bar (barred, barring), bit (bitten), chop (chopped, chopper, chopping), clip (clipped, clipper, clipping), dim (dimmer, dimmest), drop (dropped, dropper, dropping), fat (fatten, fatter, fattest), fit (fitted, fitter, fittest, fitting), flat (flatten, flatter, flattest, flattish), glad (gladden, gladder, gladdest), grim (grimmer, grimmest), grip (gripped, gripper, gripping), hid (hidden), hot (hotter, hottest), jar (jarred, jarring), mad (madden, madder, maddest), mop (mopped, mopping), quit (quitter, quitting), red (redden, redder, reddest, reddish), rip (ripped, ripping), sad (sadden, sadder, saddest), scar (scarred, scarring), scrub (scrubbed, scrubber, scrubbing), ship (shipped, shipping), slim (slimmed, slimmer, slimmest, slimming), snap (snapped, snapping, snappy), snob (snobbish, snobby), spar (sparred, sparring), star (starred, starring, stary), stir (stirred, stirring), stop (stopped, stopper, stopping), trod (trodden), wet (wetter, wettest), wit (witty)</p>
Not Doubled	<p>burn (burned, burner, burning), crunch (crunched, crunching, crunchy), crush (crushed, crusher, crushing), dark (darken, darker, darkest), dust (dusted, duster, dusting, dusty), firm (firmer, firmest), fish (fished, fishing, fishy), imp (impish), jump (jumped, jumper, jumping, jumpy), march (marched, marching), mulch (mulched, mulching), park (parked, parking), part (parted, parting), pump (pumped, pumping), punchy), rush (rushed, rushing), self (selfish), sharp (sharpen, sharper, sharpest), short (shorten, shorter, shortest), smash (smashed, smashing), spark (sparked, sparking), start (started, starter, starting), thrash (thrashed, thrashing), turn (turned, turning)</p>
2 SYLLABLES	
Doubled	<p>compel (compelled, compelling), concur (concurred, concurring), confer (conferred, conferring), forbid (forbidden, forbidding), forget (forgetting), forgot (forgotten), impel (impelled, impelling), incur (incurred, incurring), infer (inferred, inferring), occur (occurred, occurring), permit (permitted, permitting), transfer (transferred, transferring),</p>
Not Doubled	<p>blunder (blundered, blundering), differ (differed, differing), enter (entered, entering), garden (gardened, gardener, gardening), market (marketed, marketer, marketing), master (mastered, mastering), number (numbered, numbering), offer (offered, offering), plaster (plastered, plastering, plasterer), suffer (suffered, suffering)</p>

ANCHOR CHART

Doubling Rule

When a base word ends in *one vowel, one consonant, and one accent*, the final consonant is doubled before adding a *vowel suffix*. All one-syllable words are accented.

CHECKPOINTS

1. one vowel
2. one consonant
3. one accent
4. vowel suffix

saddest

swimming

trotted

runner

DOUBLING RULE CHECKLIST

Use this checklist or create your own.

BASE WORD + SUFFIX	BASE WORD			VOWEL SUFFIX	DERIVATIVE
	1 VOWEL	1 CONSONANT	1 ACCENT		
run + ing	✓	✓	✓	✓	running
sprain + ed		✓	✓	✓	sprained
chomp + ing	✓		✓	✓	chomping
drip + s	✓	✓	✓		drips
star + ed	✓	✓	✓	✓	starred

SAMPLE TEXT

Student may need support with bold words.

CONCEPT 3

The Party

By the **time** the **party** began, **my** mother and I had put in a long day. There had been a lot of planning and shopping for this **party**. **We** spent the morning scrubbing and mopping and dusting and setting out dishes and getting everything **ready** for friends and **family**. But **once all** the people were here, Mom and I were glad **we** had done **all** that **work**. Gramps and Grandmom were grinning as everyone kidded them about **their** big day. There was a lot of hugging and kissing. Everyone was passing around **photos** of them at **their** wedding long **ago**. Gramps **gave** a **speech** about his luck at meeting Grandmom and his “50 **years** of wedded bliss.” Grandmom nodded and patted his hand.

Then Grandmom said what she **always says** when people come together: “Let’s stop gabbing and eat!”

⚡ PREPARE

CONCEPT When a base word ends in silent-e, drop the e before adding a vowel suffix. This is the Dropping Rule. Learning the Dropping Rule helps students spell words that cannot be spelled exactly as they sound.

VOCABULARY base word, consonant, derivative, suffix, syllable, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

⚡ INSTRUCT

Display a column of base words that end in silent-e (e.g., *admire, consume, ride, true*). Read each one and ask students to identify how the words are alike. (Prompt them as necessary: Does each base word end in a vowel or a consonant? Which vowel?) Have students synthesize their ideas to describe the set of base words.

Then, display a column of vowel suffixes (*-ing, -ed, -er, -est*). Ask students to identify how the suffixes are alike. (Prompt them as necessary: Does each suffix begin with a consonant or a vowel?)

Explain to students that you are going to combine each base word with a suffix to create a longer word. Spell each word, calling out individual letters as you do so (e.g., *admire + -ing = a-d-m-i-r-i-n-g*). Ask students to identify which letter you needed to drop as you combined the base words and suffixes.

Tell students that these words follow the Dropping Rule.

State the rule: **When a base word ends in silent-e, drop the e before adding a vowel suffix.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the rule in a notebook.

⚡ PRACTICE

- Give students copies of the Dropping Rule Checklist included with this lesson. Using the Word Lists as a reference, display one-syllable base words and suffixes, one pair at a time. Have students record the word parts and then spell the complete word, considering the two checkpoints to decide whether they should drop the e.
- Distribute index cards to each student, one with a base word and one with a suffix. Students should combine the cards and read the new word. If the e does not need to be dropped (e.g., *whale + -s = whales*), students leave all parts of the word visible. If the e does need to be dropped, students use the vowel suffix to cover the silent-e in the base word before reading the word (e.g., *blame + -ing = blaming*).
- Display the Sample Text. After reading each sentence, students should write the base word of the word ending in *-ing* or *-ed* and then add an ending to the verb in parentheses to replace the one in the sentence. They might write the base word above the existing word and the new word below. Students should read the original and revised sentences aloud.

ADAPT

SUPPORT

- Distribute index cards with base words, some that end in silent-e and some that do not. Have students select only the base words that require the e to be dropped when added to a vowel suffix.
- Display a column of words in which the Dropping Rule has been applied. Consider rephrasing the rule so that students understand the base word is still pronounced with a long vowel: *When a base word ends in silent-e, the silent-e is hidden when a vowel suffix is added.* Have students circle the first letter of the vowel suffix. Then, have students underline the base words, writing a small e below each (e.g., *rideing*) to remind themselves of the silent-e at the end. Students should then read each word.
- Have students practice adding a variety of suffixes to a single base word (e.g., *shame + -ing, -ed, -s, -ful*).

EXTEND

- Dictate combined base words and suffixes (some that require students to drop the e and some that do not). Have students write each word.
- Play Double, Neither, Drop, a version of War. Place a set of vowel suffix index cards face up between two students. Then, give each student a set of index cards with base words to combine with the suffix: some that require students to double the final consonant in the base word (e.g., *slim*), some that require students to drop the e (e.g., *slime*), and some that do not change (e.g., *plump*). For each vowel suffix, students turn over base word cards and say "Double," "Neither," or "Drop." Double trumps Neither; Neither trumps Drop. If the students tie a hand (e.g., both cards require them to double), students continue to turn over base word cards until one student wins a matchup. The student with the most cards at the end is the winner. You may consider having students record examples of their combined base words and suffixes.
- Display or distribute a list of similar-looking words, some where the Doubling Rule has been applied and some where the Dropping Rule has been applied (e.g., *hopping / hoping, slimmer / slimy, pinned / pining*). Have students identify the base word and suffix in each and then read each word. For words in which the Doubling Rule has been applied, students should underline the original base word and circle the suffix. The doubled consonant should not be circled or underlined. For words in which the Dropping Rule has been applied, students should underline the base word and then write a small e below to remind themselves of the silent-e. They should also circle the suffix.

CONNECT

- Have students find examples of words that use the Dropping Rule in content area texts. Students should share their findings as word sums: *isolated = isolate + -ed; piling = pile + -ing*.

WORD LISTS

These lists build on each other.

To Be Used with Concept 4 and Up

1 Syllable	<p>ace (aces, acing), bike (biking), bite (biting), blame (blaming), blaze (blazes, blazing), chase (chases, chasing), code (coded, coding), cope (coping), crate (crated, crating), crave (craving), craze (crazes, crazing), dive (diving), dote (doted, doting), drape (draping), drive (driving), face (faces, facing), fade (faded, fading), frame (framing), fume (fuming), fuse (fuses, fusing), gaze (gazes, gazing), glaze (glazes, glazing), glide (glided, gliding), grade (graded, grading), grate (grated, grating), graze (grazes, grazing), hate (hated, hating), hide (hiding), hope (hoping), hose (hoses, hosing), like (liking), muse (muses, musing), mute (muted, muting), nose (noses, nosing), note (noted, noting), place (places, placing), plate (plated, plating), pose (poses, posing), quote (quoted, quoting), rise (rises, rising), rose (roses), rule (ruling), scrape (scraping), shade (shaded, shading), site (sited, siting), skate (skated, skating), splice (splices, splicing), state (stated, stating), tote (toted, toting), trace (traces, tracing), trade (traded, trading), tune (tuning), use (uses, using), vote (voted, voting), wade (waded, wading), wave (waving), whine (whining)</p>
2 Syllables	<p>advise (advises, advising), assume (assuming), capsize (capsizes, capsizing), cascade (cascaded, cascading), collide (collided, colliding), combine (combining), commute (commuted, commuting), compete (competed, competed), compile (compiling), compose (composes, composing), compute (computed, computing), concede (conceded, conceding), confide (confided, confiding), confuse (confuses, confusing), console (consoling), consume (consuming), dispose (disposes, disposing), dispute (disputed, disputing), encase (encases, encasing), encode (encoded, encoding), escape (escaping), excuse (excuses, excusing), exhale (exhaling), ignite (ignited, igniting), impede (impeded, impeding), impose (imposes, imposing), infuse (infuses, infusing), inhale (inhaling), invade (invaded, invading), invite (invited, inviting), invoke (invoking), mandate (mandated, mandating), mistake (mistaking), stampede (stampeded, stampeding), subside (subsided, subsiding), subsume (subsuming), sunrise (sunrises), suppose (supposes, supposing)</p>
3 Syllables	<p>compensate (compensated, compensating), discontent (discontented), indispose (indisposed, indisposing), miscompute (miscomputed, miscomputing), uncombine (uncombining), uninvite (uninvited, uninviting)</p>

WORD LISTS

These lists build on each other.

To Be Used with Concept 5 and Up

2 Syllables	<p>amble (ambling), angle (angling), babble (babbling), battle (battling), bobble (bobbling), bottle (bottling), bubble (bubbling), buckle (buckling), bundle (bundling), cripple (crippling), crumble (crumbling), crumple (crumpling), cuddle (cuddling), dabble (dabbling), dangle (dangling), dazzle (dazzling), dribble (dribbling), drizzle (drizzling), fiddle (fiddling), fizzle (fizzling), fumble (fumbling), gamble (gambling), giggle (giggling), gobble (gobbling), grapple (grappling), grumble (grumbling), haggle (haggling), handle (handling), hassle (hassling), hobble (hobbling), huddle (huddling), humble (humbling), juggle (juggling), meddle (meddling), mingle (mingling), muddle (muddling), mumble (mumbling), nibble (nibbling), nuzzle (nuzzling), paddle (paddling), peddle (peddling), puzzle (puzzling), quibble (quibbling), raffle (raffling), ramble (rambling), rattle (rattling), riddle (riddling), rumble (rumbling), rumple (rumpling), sample (sampling), settle (settling), sizzle (sizzling), sniffle (sniffing), snuggle (snuggling), stumble (stumbling), tangle (tangling), tattle (tattling), throttle (throttling), tickle (tickling), topple (toppling), trample (trampling), tumble (tumbling), twiddle (twiddling), twinkle (twinkling), whittle (whittling), wiggle (wiggling), wobble (wobbling)</p>
3 Syllables	<p>assemble (assembling), embezzle (embezzling)</p>

ANCHOR CHART

Dropping Rule

When a base word ends in *silent-e*, drop the **e** before adding a *vowel suffix*.

CHECKPOINTS

1. base word ends in e
2. vowel suffix

admiring

rider

slimy

piled

DROPPING RULE CHECKLIST

Use this checklist or create your own.

BASE WORD + SUFFIX	BASE WORD ENDS IN e	VOWEL SUFFIX	DERIVATIVE
admire + -ing	✓	✓	admiring
ride + -er	✓	✓	rider
chomp + -ing		✓	chomping
smile + -s	✓		smiles

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SAMPLE TEXT

Student may need support with bold words.

CONCEPT 4: Words with Endings

1. The sun was blazing as **we** swam in the lake. (shine)
2. Many people voted to change the rule. (hate)
3. I will be riding the bus for a long time. (drive)
4. Children waded **by** the edge of the pond. (skate)
5. The judge stated the facts of the case. (note)
6. The friends **play** on competing **teams**. (oppose)

CONCEPT 5: Words with Endings

1. The cattle are grazing on the grass. (nibble)
2. The children were gobbling the cake. (bake)
3. The friends traded their tasks. (complete)
4. The class will put on a show, and everyone is invited. (include)
5. The air is exploding with light and color. (dazzle)
6. We got lost in the puzzling maze of roads. (confuse)

PREPARE

CONCEPT Immediately after a short vowel in a one-syllable base word, final /f/ is spelled *ff*, final /l/ is *ll*, final /s/ is *ss*, and final /z/ is *zz*. This is the FLSZ Rule, which is sometimes known as the Floss Rule. Learning the FLSZ Rule helps students spell words that cannot be spelled exactly as they sound.

VOCABULARY base word, consonant, syllable, vowel

MATERIALS Lesson reproducibles, word lists (included)

INSTRUCT

Display or distribute the Word Splash of one-syllable words ending in *ff*, *ll*, *ss*, or *zz*. Ask students to make a list of words found in the splash. When they have a list of words, ask students to identify how the words are alike. (Prompt students if necessary: How many syllables? Long or short vowel sound? What letters do you see at the end of the word?)

State the rule: **These words follow the FLSZ Rule. Immediately after a short vowel in a one-syllable base word, final /f/ is spelled *ff*, final /l/ is *ll*, final /s/ is *ss*, and final /z/ is *zz*.**

Ask students to categorize their word lists by final spelling. Have them underline or highlight the final letters in each word to reinforce this concept.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the rule in a notebook.

PRACTICE

- Dictate words from the Word Lists included in this lesson. Include additional words that do not follow the rule: *elf*, *self*, *shelf*, *golf*, *peel*, *boil*. Have students use the FLSZ Checklist to determine if each word follows the FLSZ Rule. Ask students: One syllable? Short vowel? Ends in /f/, /l/, /s/, or /z/? If all three columns are checked, students spell the word using the FLSZ Rule. Otherwise, have students spell the word as it sounds.
- Make a two-column chart with the headings FLSZ Rule and Non-FLSZ Rule. Distribute Word Cards such as those included with this lesson. Have pairs of students work together to sort and spell the words: one student reads a card while the other writes the word in the correct column (FLSZ Rule/Non-FLSZ Rule).
- Display or distribute the Sample Text included with this lesson. Read it aloud to students and have them circle the words that follow the FLSZ Rule.

 ADAPT

SUPPORT

- To practice recognizing syllables in words, say one-, two-, and three-syllable words, and ask students to count the number of syllables.
- Review short vowel sounds. Dictate words and ask students to identify the vowel sound and the vowel that spells the sound.
- Dictate words that follow the FLSZ Rule. Have students identify the final sound and write the letters that make this sound.

EXTEND

- Read the Sample Text aloud (rereading as necessary). Have students record the words they hear that follow the FLSZ Rule. Then, display and read the passage so that students may check their work.
- Challenge students to find exceptions to the FLSZ Rule as they engage in regular coursework. Some words fit all three checkpoints for the rule but do not double the final consonant (*bus, gas, gel, has, his, if, is, pal, plus, quiz, this, thus, yes*).
- Show students examples of FLSZ words that have simple suffixes added (*fluffy, thrilling, hissed, buzzed*). Have students create word sums for each word (*fluffy = fluff + y*).

 CONNECT

- Select words that follow the FLSZ Rule from content area texts. Have students work with a partner to read and spell the words.
- In social studies, discuss why names of people and places do not always follow the FLSZ Rule.

WORD LISTS

These lists build on each other.

To Be Used with Concept 1 and Up

final /f/ spelled as <i>ff</i>	cliff, jiff, riff, sniff, staff, stiff
final /l/ spelled as <i>ll</i>	bill, dill, fill, grill, hill, ill, kill, mill, pill, quill, sill, skill, spill, still, will
final /s/ spelled as <i>ss</i>	brass, class, glass, grass, hiss, kiss, lass, mass, miss, pass, sass
final /z/ spelled as <i>zz</i>	fizz, jazz

To Be Used with Concept 2 and Up

final /f/ spelled as <i>ff</i>	bluff, buff, cuff, fluff, gruff, huff, off, puff, scoff, scuff, stuff
final /l/ spelled as <i>ll</i>	doll, quill, shrill, skull
final /s/ spelled as <i>ss</i>	boss, cross, floss, fuss, loss, moss, muss, toss, truss
final /z/ spelled as <i>zz</i>	buzz, fuzz

To Be Used with Concept 3 and Up

final /f/ spelled as <i>ff</i>	<i>none</i>
final /l/ spelled as <i>ll</i>	bell, cell, fell, sell, shell, smell, spell, swell, tell, well, yell
final /s/ spelled as <i>ss</i>	bless, chess, dress, less, mess, press, stress, tress
final /z/ spelled as <i>zz</i>	<i>none</i>

ANCHOR CHART

FLSZ Rule

Immediately after a short vowel in a one-syllable base word:

- final /f/ is spelled ff
- final /l/ is spelled ll
- final /s/ is spelled ss
- final /z/ is spelled zz

Ask three questions:

1. Is there only one syllable?
2. Is there a short vowel?
3. Is the end sound (immediately after the short vowel) /f/, /l/, /s/, or /z/?

sniff

jazz

toss

yell

WORD CARDS

Use these or make your own.

spill	cliff	jazz	mass
will	sniff	fizz	brass
dill	riff	hiss	pass
fast	shin	soil	drift
clam	silk	heel	zip
lamp	craft	snip	lad

SAMPLE TEXT

Student may need support with bold words.

CONCEPT 1

You're Invited

A brass band will **play** jazz in the **park** at six. I have a pass for you and **me**. There is still **time** to **get** there. **It's** a **show we** do **not** want to miss! **We** can sit on the grass and have a picnic. **Let's** fill a bag **with snacks** and **go** right **now!**

CONCEPT 2

City Sounds

A trash truck backs up with a shrill BIP-BIP-BIP. **Cars** that cannot pass blast out honks. **Nearby**, people bang with dull thuds as they put up a building. They **use** a big drill, **too**. Its buzz crashes right through the skull. You might wish for a lull—a bit of **time** off from the din. But you will not **get** your wish because this is the **city**. Here, it is **never** still, and **sounds always** fill the **air**.

CONCEPT 3

In Case of Fire

Ten sudden clangs of the bell **made** the class jump. It was the signal to rush out because of a **fire**. Fast, and with **no** fuss, the teacher led the **students** out of the **room**, down the steps, and through the **door** of the building. Standing on the grass **outside**, the **students** began to sniff the **air**, but there was **no** smell of **smoke**. They could not tell if there was a **fire**. "It is just a drill," the **teacher** said. "It is a test to **see** how fast **we** can get out in **case of fire**."

"Did **we** pass the test?" a student **asked**.

"**We** did very well," said the teacher.

⚡ PREPARE

CONCEPT Greek combining forms are meaningful word parts that are found in words of Greek origin (e.g., *auto* + *graph* = *autograph*). The ability to identify common Greek combining forms and their meanings helps students understand the structure and meaning of words, allows students to develop word identification strategies for multi-syllabic words, and enhances academic vocabulary development.

VOCABULARY connective *o*, Greek combining form

MATERIALS Lesson reproducibles, card rings, index cards, word lists (included)

⚡ INSTRUCT

Display or distribute a Greek Combining Form Tree, such as the one included with this lesson. Explain that each word on the tree contains the target combining form (shown on the trunk). Read each word. Then, ask students if they can identify how words with Greek combining forms are created. (Prompt students as necessary: Do the combining forms stand alone? What other word parts do you see?)

Next, explain that all combining forms carry meaning. Have students identify words on the tree for which they already know the definitions. Guide them to the meaning of the target combining form by comparing the meanings of the known words (e.g., A *telephone* is something that helps you talk to someone who is far away. A *telescope* is something that helps you see objects that are far away. Could *tele* mean far away or distant?). Once students have an understanding of the meaning of the combining form, challenge them to deduce the meanings of less familiar words. Supply the meanings of other relevant word parts as necessary. Finally, have students synthesize their knowledge of Greek combining forms to provide an overall definition of the concept.

State the definition: **Greek combining forms are meaningful word parts that are found in words of Greek origin.**

Using the Word Lists included in this lesson, introduce additional combining forms in a similar way. Alternatively, consider having pairs of students work together to create Greek Combining Form Trees that they can use to teach their classmates.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Select four combining forms to review. Then, choose four to six words that contain each combining form. Write each word on a separate index card. Have students sort the words according to the combining forms they contain and then practice reading the words aloud.
- Present four to five combining forms (e.g., *graph*, *geo*, *dem*, *logy*, *crat*) from the Combining Forms Cards included with this lesson. Challenge students to create real words (e.g., *geology*) using the combining forms. Students may need to make adjustments if they combine certain forms (e.g., adding a connective *o* so that *dem* + *crat* becomes *democrat* or adding a final *y* so that *geo* + *graph* becomes *geography*).
- Give students sentences, such as those modeled in the Sample Text, that provide the meanings of words containing combining forms. For each sentence, challenge students to write a Greek-based word that could be used in place of the underlined phrase. (Answers: microscope, thermostat, architect, psychology, telephone, bibliophile, autobiography, geologist)

 **ADAPT****SUPPORT**

- Have students create individual decks of cards with a combining form on one side of each card and its meaning on the other. Students may add pictures to provide additional support. Consolidate the cards on a ring so that students can use them for warm-up or review.
- Say a word that contains one or more combining forms (e.g., *telegraph*). Have students repeat the word and then say the combining form(s). Encourage students to provide the meaning of the combining form(s), along with a definition of the entire word.
- Have students focus on one combining form at a time. Give students single sentences (e.g., *She is a hyperactive dog*) that contain a word with the target combining form (*hyperactive*). Students should underline the combining form (*hyper*) and then illustrate the sentence. Encourage students to explain orally or in writing how the meaning of the combining form contributes to the overall meaning of the sentence.

EXTEND

- Have students play a guessing game in which one student acts out or draws a picture that represents a combining form and other students guess the combining form. Then, have students generate example words that contain the combining form.
- Write less familiar words that contain combining forms on slips of paper. Put the slips of paper in a bowl. Have each student pull out a word. He or she should research the word and create a brief presentation that includes the word's meaning, example pictures, and sentences that contain the word.
- Using the Word Lists as a guide, dictate words that contain combining forms. If students need additional support with the sound-symbol correspondences that are specific to Greek-based words (e.g., /f/ is spelled as *ph*), refer to the Greek Sound-Symbol lesson.

 **CONNECT**

- Encourage students to locate words with Greek combining forms in their reading. Keep track of words students find in textbooks, literature, or magazines on a word wall in the classroom or in a vocabulary journal.

WORD LISTS

These lists build on each other.

To Be Used with Concept 12

arch (chief or ruler)	anarchist, anarchy, archaeology, architect, architecture, archive, hierarchy, matriarch, monarch, monarchy, patriarch
astro (star)	asterisk, asteroid, astraphobia, astronaut, astronomer, astronomy, astrophysics
auto (self)	autobiography, autocrat, autofocus, autograph, automatic, automation, automobile, autonomous, autopilot
biblio (book)	bibliography, biblioklept, bibliomania, bibliophile
bio (life)	antibiotics, autobiography, biodegradable, biographer, biography, biological, biologist, biology, biophysics, biosphere, symbiotic
crat (rule or power)	aristocrat, autocrat, bureaucrat, democrat, democratic, technocrat
dem (people)	democracy, democrat, democratic, demographics, demophile, epidemic, pandemic
geo (earth)	geography, geological, geologist, geology, geometric, geometry, geophysics, geothermal
gram (something drawn)	diagram, grammar, hologram, monogram, parallelogram, program, programmable, programmer, telegram
graph (written or recorded)	autobiography, autograph, bibliography, biographer, biography, calligraphy, choreography, demographics, geography, grapheme, graphic, paragraph, photograph, photographer, telegraph
hydro (water)	dehydrated, hydrant, hydration, hydrogen, hydrophobia, hydroplane
hyper (over or above)	hyperactive, hyperbole, hypercritical, hyperlexia, hypersensitive, hypertension, hypertext, hyperthermia, hyperventilate
hypo (under)	hypoactive, hypocrisy, hypocrite, hypodermic, hypothermia, hypothesis, hypoxia
logy/ology (the study of)	anthropology, bacteriology, biological, biologist, biology, cardiology, ecology, geological, geology, morphology, phonology, physiology, psychologist, psychology, technologist, technology
mania (overexcited)	bibliomania, egomania, kleptomania, logomania, maniac, maniacal, pyromaniac
meter/metr (measure)	asymmetry, centimeter, diameter, geometric, geometry, metronome, millimeter, odometer, parameter, pedometer, perimeter, speedometer, symmetry, thermometer
micro (extremely small)	microbe, microchip, micromanage, microorganism, microphone, microphysics, microscope, microwave

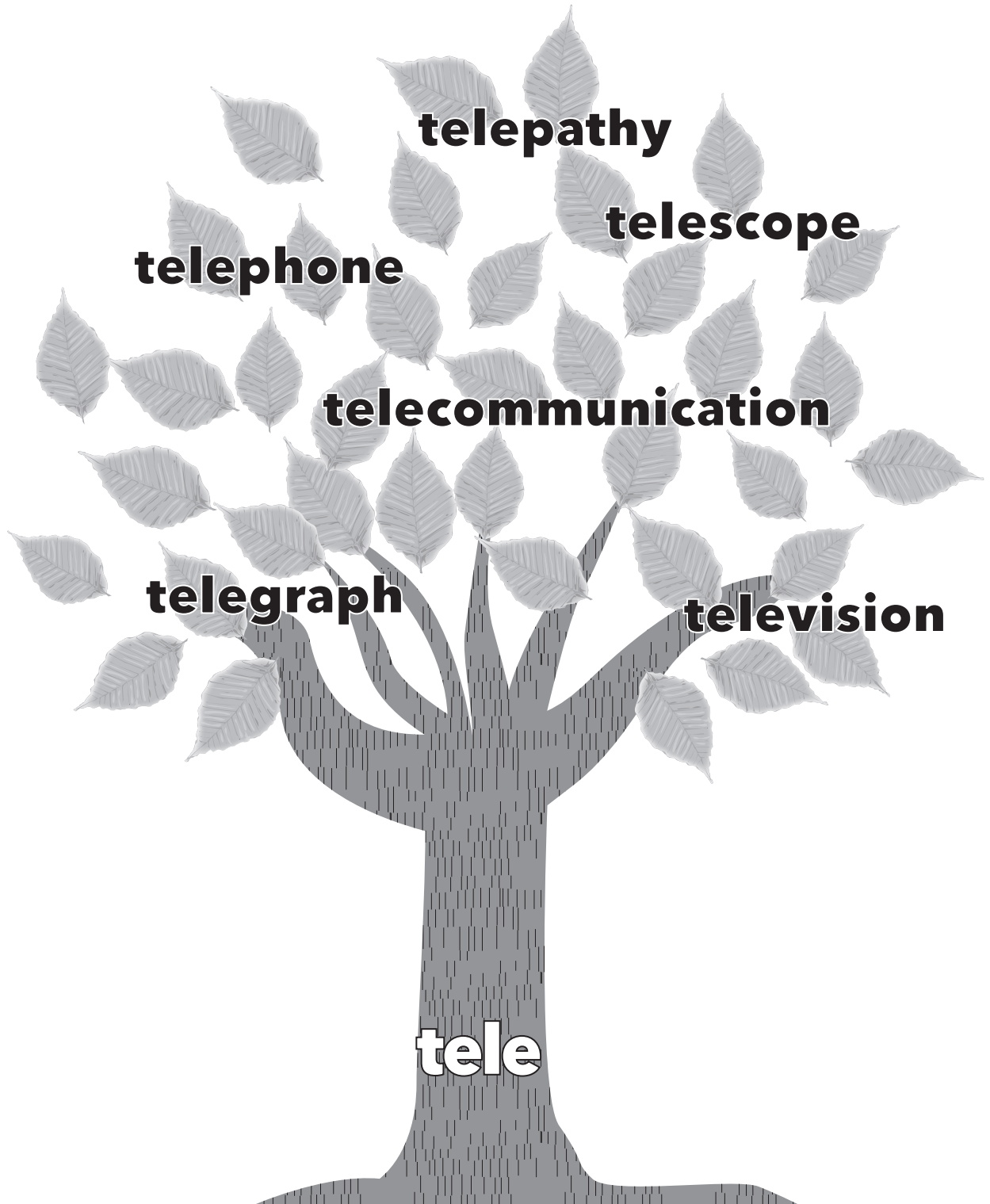
WORD LISTS

These lists build on each other.

path (feelings, suffering, or disease)	apathy, empathic, empathy, pathetic, pathogen, pathos, sociopath, sympathize, sympathy, telepathy
phobia (fear)	acrophobia, agoraphobia, astraphobia, claustrophobia, hydrophobia
phon/phone (sound)	cacophony, euphony, megaphone, microphone, phonetic, phonics, phonograph, phonology, saxophone, symphony, telephone
photo (light)	photocopy, photograph, photosynthesis
phys (nature or body)	astrophysics, biophysics, geophysics, microphysics, physical, physician, physics, physiology
psych (mind)	psychiatry, psychic, psychodrama, psychologist, psychology, psychometrics, psychosis
scope (view)	horoscope, kaleidoscope, microscope, periscope, telescope
sphere (round object)	atmosphere, hemisphere, lithosphere, stratosphere
techn/techno (skill or craft)	technical, technicality, technically, technique, technocrat, technologist, technology
tele (distance)	telecommunication, telegraph, telepathy, telephone, telescope, television
therm (heat)	hyperthermia, hyperthermic, hypothermia, hypothermic, thermal, thermometer, thermophile, thermos, thermostat

GREEK COMBINING FORM TREE

Sample Tree for the Greek Combining Form *tele*



ANCHOR CHART

Greek Combining Forms

- meaningful word parts
- found in words of Greek origin

COMBINING FORM*	MEANING	SAMPLE WORD
arch	chief or ruler	architect
biblio	book	bibliography
dem	people	democrat
hydro	water	hydrogen
logy/ology	the study of	biology
micro	extremely small	microscope
photo	light	photocopy
psych	mind	psychic
scope	view	periscope
tele	distance	television
therm	heat	thermostat

*These represent only a selection of combining forms.

COMBINING FORM CARDS

Use these or make your own.

arch	astro	auto
biblio	bio	crat
dem	geo	gram
graph	hydro	hyper
hypo	logy	mania
metr	meter	micro

COMBINING FORM CARDS

Use these or make your own.

ology	path	phobia
phon	phone	photo
phys	psych	scope
sphere	techn	techno
tele	therm	

SAMPLE TEXT

1

In order to look at the cells in biology class, I used an instrument for viewing things that are extremely small. _____

2

On each floor of our home, my mother installed a device that controls temperature automatically. _____

3

I am proud that I was the chief person who designed the new library.

4

I find the study of the mind to be a fascinating subject.

5

I decided to call my grandmother on the device that transmits sounds to a distant point. _____

6

All of my spare time is spent reading. I am a true lover of books.

7

My life has been very interesting, and one day I'd like to write about it in a history of my own life. _____

8

My uncle works in the American Southwest as a person who studies the earth.

⚡ PREPARE

CONCEPT Words of Greek origin are identifiable by a specific set of sound-symbol correspondences. In these words, *ch* says /k/ (as in *chorus*) and *ph* says /f/ (as in *sphere*). The letter *y* in the middle of a word acts as the vowel *i*. In closed syllables, it is short (as in *myth* or *syndrome*). In open and silent-e syllables, it is long (as in *tyrant* or *rhyme*). Of note is that *y* says /ē/ (as in *biology*) at the end of almost all words of Greek origin.

Since most scientific and technical words are of Greek origin, students should use these sound-symbol correspondences (/f/ = *ph*; /k/ = *ch*; /ī/, /ī/, /ē/ = *y*) when spelling words like *photosynthesis*

and *technology*. One exception to note: While /k/ is often spelled with *ch*, *c* alone is usually used before a consonant (as in *democrat*) and at the end of a word (as in *pandemic*).

Knowledge of these sound-symbol correspondences that are unique to Greek words helps students apply strategies for decoding unfamiliar words and checking their spelling.

VOCABULARY Greek combining form

MATERIALS Lesson reproducibles, index cards, word lists (included)

⚡ INSTRUCT

Display Picture-Word Cards for words of Greek origin, such as those included with this lesson. Tell students that the cards contain words of Greek origin, all of which are identifiable by the unique letter-sound combinations that they include. The students should organize the cards into four groups, based on the sounds made by the underlined letters. (Prompt students as necessary: What sound does *ch* make in the word *chorus*? What sound does *ph* make in the word *sphere*? What sound does *y* make in the closed syllables *gym* and *crystal*? What sound does *y* make in the open and silent-e syllables within *python* and *type*?)

Have students synthesize their ideas to describe the sound-symbol correspondences specific to words of Greek origin.

State the information: **In words of Greek origin, *ch* says /k/ and *ph* says /f/. The letter *y* in the middle of a word acts as the vowel *i*. In closed syllables, it is short. In open and silent-e syllables, it is long.**

If students have questions about when to spell the /k/ sound with *ch* or *c*, an activity may be found in the *Practice* section of this lesson.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Using the Word Lists included in this lesson as a reference, display or distribute words of Greek origin. Have students underline each Greek element (i.e., *ch*, *ph*, or *y*). Above these letters, they should write *k*, *f*, or *i* as a pronunciation reminder. Then, students should practice reading each word aloud.
- Distribute index cards that contain individual words. Approximately half of the words should be of Greek origin. Limit Greek words with *ch* to those with recognizable combining forms (e.g., *monarchy*). Students should sort the words into two groups: Greek origin and non-Greek origin. Then, students should read each set of words aloud and explain how they identified the words of Greek origin.

- Display the Sample Text included with this lesson. For each blank, students should choose the word of Greek origin that is spelled correctly. Then, they should read each sentence aloud.
- Teach or review this exception: although /k/ is often spelled with *ch*, *c* alone is usually used before a consonant (as in *democrat*) and at the end of a word (as in *pandemic*). Then, dictate words of Greek origin for students to write. If students need additional review of common Greek combining forms, refer to the Greek Combining Forms lesson.

ADAPT

SUPPORT

- Display and read single words of Greek origin (e.g., *symphony*). Have students write each word in the Words of Greek Origin Table included with this lesson. Then, have them check the appropriate boxes to identify the Greek elements.
- Display two words. Only one should be of Greek origin (e.g., *chomp* and *architect*). Have students read each word, choose the one of Greek origin, and explain their reasoning.
- Display or distribute incomplete words of Greek origin (*anar_ _y*, *_ _rase*, *m_ th*). Say each word aloud (*anarchy*, *phrase*, *myth*), and have students fill in the missing letters. Then, have them rewrite each word in its entirety. Consider having students use each word in a sentence as well.

EXTEND

- Provide students with a list of nonwords that would be real words if they were spelled using *ch*, *ph*, or *y* (e.g., *fotograf*, *nimf*, *orkid*). Have students correct the spelling of each word and then check their work with a spell-check tool or the dictionary.
- Have students create a table with the following columns: Greek, Latin, Other. Dictate a variety of words and have students write each word in the correct column. As you review the spelling of each word with students, have them explain where they placed the word and why.
- Write words of Greek origin on slips of paper. Put the slips of paper in a bowl. Have each student pull out a word, read the word, and then write a sentence that includes the word. Consider challenging students by having them select two words to include in a single sentence.

CONNECT

- Encourage students to locate words with of Greek origin in their reading. Keep track of words students find in textbooks, literature, or magazines on a word wall in the classroom or in a vocabulary journal.

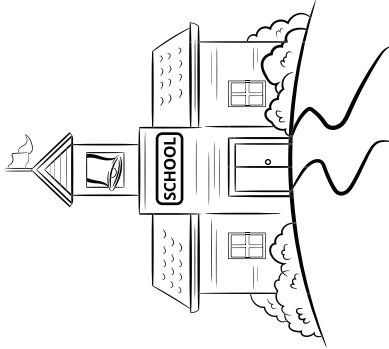
WORD LISTS

To Be Used with Concept 12

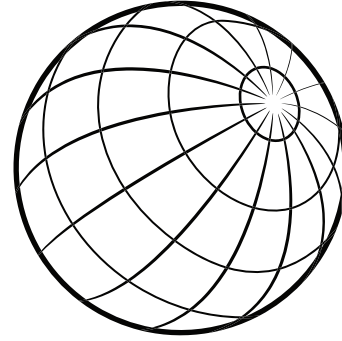
Pronunciation	Sample Words
<i>ch</i> Says /k/	ache, anarchy, anchor, architect, architecture, character, chaos, choral, chord, chorus, chrome, chromosome, chronology, echo, monarchy, orchestra, orchid, schedule, school, stomach, technology
<i>ph</i> Says /f/	agoraphobia, astraphobia, astrophysics, atmosphere, autobiography, biographer, biography, biophysics, demographics, dolphin, geophysics, graph, hydrophobia, paragraph, microphysics, morphology, phone, photograph, photographer, photosynthesis, phrase, sphere, spherical, stratosphere
<i>y</i> Says /ī/ in Closed Syllables	antonym, astrophysics, biophysics, crypt, crystal, cygnet, geophysics, gym, gymnasium, gypsum, gypsy, hymn, lymph, microphysics, myth, nymph, oxygen, photosynthesis, physical, syllable, symbol, symmetry, sympathy, symphony, symposium, symptom, synapse, synchronize, syndicate, syndrome, synonym, synthesis, synthetic, system
<i>y</i> Says /ī/ in Open and Silent-e Syllables	analyze, cycle, cyclone, cypress, dehydrate, dynamite, dynamo, dynasty, enzyme, hybrid, hydrant, hydrogen, hydrophobia, hyena, hyperactive, hyperlexic, hypertext, hyperthermia, hyphen, hypoactive, hypodermic, hypomania, hypothermia, hypothesis, lyre, paralyze, psychic, python, rhyme, style, stylish, stylus, thyroid, type, typhoon, tyrant

Spelling	Sample Words
/k/ is often spelled <i>ch</i> , but before a consonant and at the end of a word, <i>c</i> is usually used	acrophobia, aristocrat, autocracy, autocrat, automatic, cryptic, democracy, democrat, democratic, demographic, pandemic, rhetoric

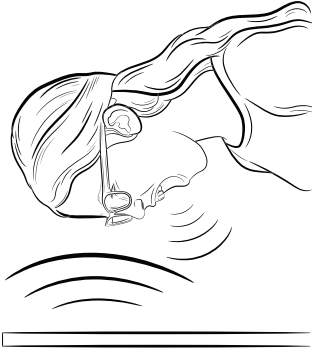
PICTURE-WORD CARDS



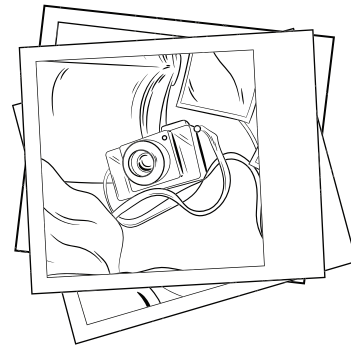
school



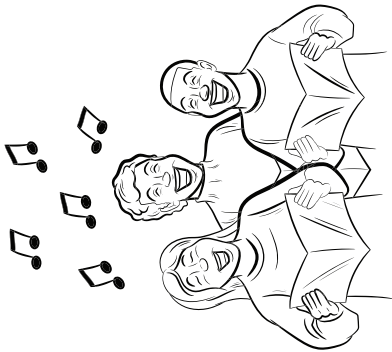
sphere



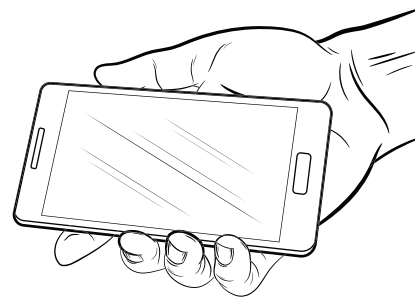
echo



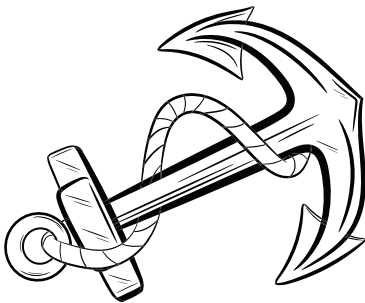
photograph



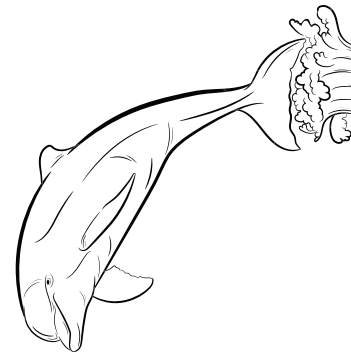
chorus



phone

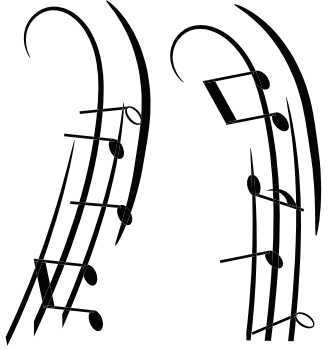


anchor



dolphin

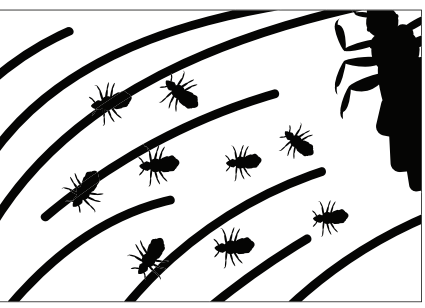
PICTURE-WORD CARDS



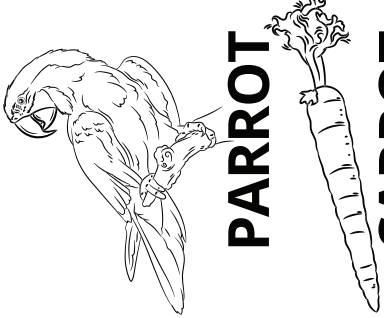
symphony

abcdef
ghijkl
mnpq
rstuvw
xyz1234
567890&

type



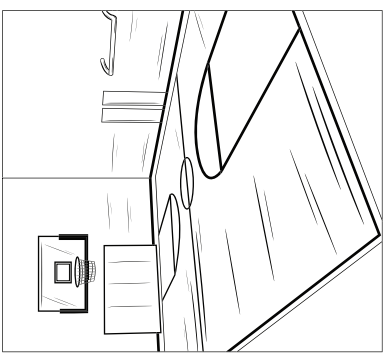
nymph



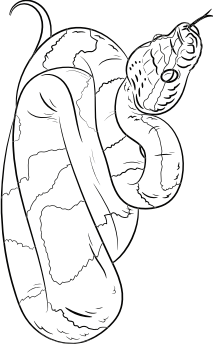
PARROT

CARROT

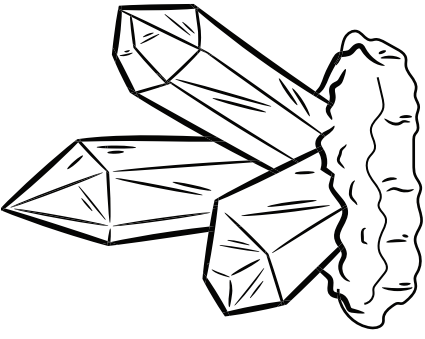
rhyme



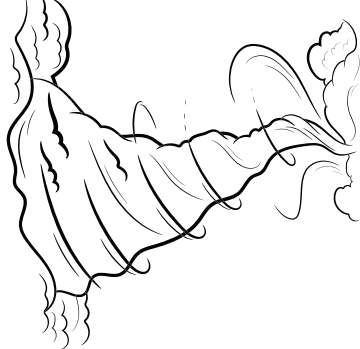
gym



python



crystal



cyclone

ANCHOR CHART

Greek Sound-Symbol

ch Says /k/

ache	architect	chaos	chorus
echo	monarch	orchestra	technical

ph Says /f/

atmosphere	graph	phone	morph
photography	phrase	spherical	stratosphere

y Says /i/ in Closed Syllables

antonym	crypt	crystal	gym
lymph	myth	physical	symptom

y Says /i/ in Silent-e Syllables

cyclone	enzyme	hydrant	hyphen
paralyze	rhyme	type	typhoon

/k/ Spelled with c Before Consonant/At End of Word

acrophobia	aristocrat	automatic	cryptic
demographic	endemic	pandemic	rhetoric

SAMPLE TEXT

1

A _____ for the word *furious* is enraged.

(sinonim, synonym, chynonym)

2

When the fire alarm went off, the office fell into a state of

_____.

(kaos, kaoss, chaos)

3

_____ is the fear of public places.

(agoraphobia, agorafobia, agorafobeah)

4

The dog was so _____ that he never seemed to rest.

(hiperactive, hyperactive, highperactive)

5

Which _____ is your favorite in the short story we read?

(karakter, karachter, character)

6

The _____ arrangement of the windows is pleasing
to my eyes.

(chimmetrical, symmetrical, simmetrical)

7

Napoleon is a considered by many to have been a _____.

(tirant, tyrant, tierant)

8

What is your _____ tomorrow?

(skedule, scedule, schedule)

WORDS OF GREEK ORIGIN TABLE

Word	<i>ch</i> says /k/	<i>ph</i> says /f/	<i>y</i> acts as <i>i</i>
1 <i>symphony</i>		✓	✓
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

⚡ PREPARE

CONCEPT The letter *c* makes its soft sound (/s/) before *e*, *i*, and *y*. Similarly, the letter *g* makes its soft sound (/j/) before *e*, *i*, and *y*. Knowledge of these letter-sound combinations helps students apply strategies for decoding unfamiliar words and checking their spelling

VOCABULARY hard sound, soft sound, vowel

MATERIALS Lesson reproducibles, highlighters, index cards, letter tiles, word lists (included)

⚡ INSTRUCT

Display Picture-Word Cards for the letter *c*, such as those included with this lesson. Tell students that you would like them to organize the cards into two groups. (Prompt students as necessary: What sounds does the letter *c* make in these words? Before which letters does *c* make a /s/ sound? Before which letters does *c* make a /k/ sound?)

Once students have sorted the cards, have them synthesize their ideas to describe the sounds made by the letter *c*.

State the rule: **The letter *c* makes its soft sounds (/s/) before *e*, *i*, and *y*.**

Repeat the process described above with Picture-Word Cards for the letter *g*.

Then, state the rule: **The letter *g* usually makes its soft sound (/j/) before *e*, *i*, and *y*.**

Then, refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Distribute index cards that contain a mix of one-syllable words with hard or soft *c* (or *g*). Have students sort the cards into piles based on the sound *c* makes (hard or soft). Then, have students read each word.
- Have students play a version of Tic-Tac-Toe. First, give each pair a list of hard and soft *c* (or *g*) words, and have them work together to highlight the words with hard *c* in one color and those with soft *c* in a different color. Then, one student should focus on hard *c* words, while the other focuses on soft *c* words. For each turn, students should select a word, read it, and copy it in a Tic-Tac-Toe square. Players win when three of their words are written in a row.
- Display or distribute the Sample Text. Have students highlight the words with hard *c* (and/or *g*) in one color and the words with soft *c* (and/or *g*) in another color. Then, have students read each set of highlighted words, followed by the entire passage.
- Display or distribute a list of hard and soft *c* (and/or *g*) words. Have students use the words to create a variety of headlines (e.g., *Huge Gulls Race to Space*). Students should share their work with a partner, who may preview the headlines and then read them aloud to the group.

 **ADAPT****SUPPORT**

- Provide students with letter tiles. Dictate a variety of c (or g) letter combinations for students to create (e.g., c-e, c-r, c-o, c-y, c-a, c-i). For each example, students should say the sound that c makes.
- Display two words at a time, one that has a hard c sound (e.g., *craft*), and one that has a soft c sound (e.g., *cell*). Have students underline the c and the letter that follows. Then, have them say the sound that c makes in each word, followed by the entire word.
- Create index cards with a variety of one-syllable words where the letter c (or g) is followed by a vowel. Print the c and the vowel that follows in a different color from the other letters. Have students sort the cards into those in which c makes the hard sound and those in which c makes the soft sound. Then, have students read the words.

EXTEND

- Create a simple Venn diagram, with “soft sounds” on one side, “hard sounds” on the opposite side, and “both sounds” in the middle. Present a deck of index cards that contain words with soft c or g (e.g., *cent, gem*), hard c or g (e.g., *crab, gull*), or both (e.g., *cancel, suggest*). Have students read each word and place the card in the correct area of the Venn diagram.
- Display a list of nonwords that contain hard and soft c (or g). Have students read each word. Then, circle certain nonwords (e.g., *cel, cen, cin, clist, con, crat*). Challenge students to think of real words that contain each example (e.g., *celery, center, cinder, cyclist, contract, democrat*).

 **CONNECT**

- Display a variety of content-related words that contain hard and soft c (or g) (e.g., *cyclone, candidate, convection, decibel, interference*). Have students underline each c, along with the letter that follows (e.g., *cy, cl, ca, co, ci*). Students should write /k/ or /s/ under each pair of letters to reinforce the sound made by the letter c. Then, support students as necessary to read the words and use them in oral sentences.

WORD LISTS

These lists build on each other.

To Be Used with Concept 4 and Up

1 Syllable (Soft c)	ace, brace, cede, cell, cent, chance, cite, dance, dice, dunce, face, fence, France, glance, grace, hence, ice, lace, lance, lice, mace, mice, mince, nice, pace, place, price, prance, prince, quince, race, rice, since, slice, space, spice, splice, spruce, stance, trace, trance, truce, twice, vice, wince
1 Syllable (Hard c)	cake, camp, cane, cast, check, clad, clench, cod, cone, crack, cram, crest, crisp, crust, cuff, cut, deck, fact, ick, stick, tack, take, tick
2 Syllables (Soft c)	absence, advance, advice, census, central, citrus, distance, dulcet, efface, enhance, enlace, entice, entrance, excel, except, excess, excite, induce, pencil, sentence, stencil, suffice, unlace
2 Syllables (Hard c)	abduct, accost, accuse, attic, classic, combine, compete, compose, compute, confine, effect, escape, occult
2 Syllables (Mixed)	accent, accept, concede, concept, concise, convince, success
3 Syllables (Mixed)	compensate, concentrate

To Be Used with Concept 6 and Up

1 Syllable (Soft c/g)	age, binge, bulge, cinch, cyst, flange, forge, fringe, gel, gem, gene, gent, gist, gym, hinge, huge, lunge, page, plunge, rage, sage, singe, stage, tinge, twinge, wage
1 Syllable (Hard g)	bag, brag, flag, game, gap, gas, gasp, gate, gave, gaze, glass, glaze, glib, glum, gob, grab, grad, grade, graft, grant, grape, grate, grill, grime, grit, gum, gust, hug, lug, plug, rag, rig, sag, shrug, tag, twig, wag, wig
1 Syllable (Mixed)	cage, cringe, gage, glance, grunge
2 Syllables (Soft c/g)	challenge, cymbal, decent, decide, deduce, digest, enrage, exchange, expunge, finance, gentle, gently, gestate, gypsum, gypsy, impinge, indulge, infringe, ingest, oblige, pungent, precede, precept, precinct, rampage, recede, recent, recess, recite, reduce, stringent, tangent
2 Syllables (Mixed)	congest, cycle, engage, grocer, suggest
3 Syllables (Mixed)	calculate, commonplace, complacence, condolence, consistence, contingent, disengage, gigantic, gymnastics, indulgent

WORD LISTS

These lists build on each other.

To Be Used with Concept 7 and Up

1 Syllable (Soft c/g)	cease, fleece, peace
1 Syllable (Hard c/g)	cease, clean, coax, creak, cream, crease, creed, creek, creep, gleam, glean, glee, grease, greed, green, greet, scream, screen
1 Syllable (Mixed)	Greece
2 Syllables (Soft c/g)	ageless, bungee, ceasing, decrease, emcee, exceed, gently, peaceful, priceless, proceed, squeegee, wageless
2 Syllables (Mixed)	cageless, conceal, congeal, graceful, graceless, succeed
3 Syllables (Mixed)	concealer, exceeded, exceeding, proceeded, proceeding, succeeded, succeeding, unconcealed

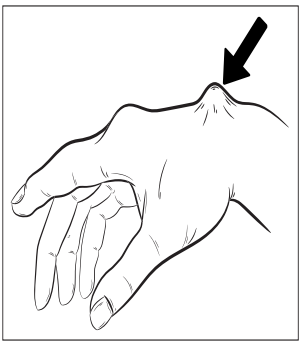
To Be Used with Concept 8 and Up

1 Syllable (Soft c/g)	bounce, choice, lounge, ounce, pounce, trounce, voice
1 Syllable (Hard c/g)	coil, coin, couch, count, coy, crouch, gout, grouch, grout
1 Syllable (Mixed)	gouge, scrounge
2 Syllables (Soft c/g)	denounce, rejoice
2 Syllables (Mixed)	council

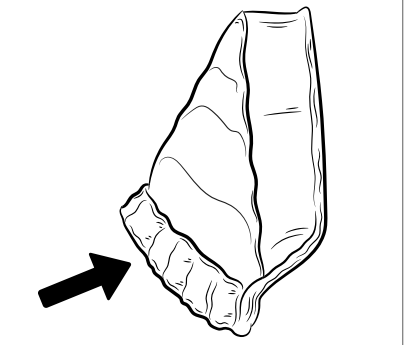
To Be Used with Concept 9 and Up

1 Syllable (Soft c/g)	barge, charge, farce, force, forge, germ, large, merge, surge, verge
1 Syllable (Hard c/g)	arc, car, carp, cart, cord, cork, corn, curb, curl, gar, garb, scar, scarf, scorn
1 Syllable (Mixed)	gorge
2 Syllables (Soft c/g)	birthplace, cinder, cistern, enforce, excerpt, forceps, gerbil, mercy, parcel, pincer, ulcer
2 Syllables (Mixed)	cancer, cigar, circle, circus, commerce, concern, concert, cornice, engorge, storage
3 Syllables (Mixed)	certify, concordance, concurrence, convergence, counterforce


PICTURE-WORD CARDS



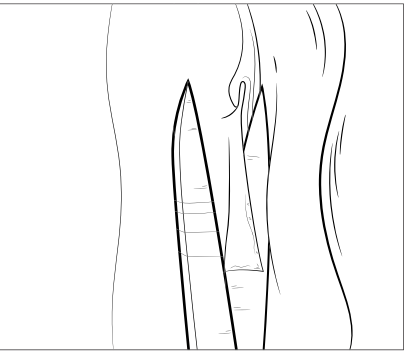
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crust



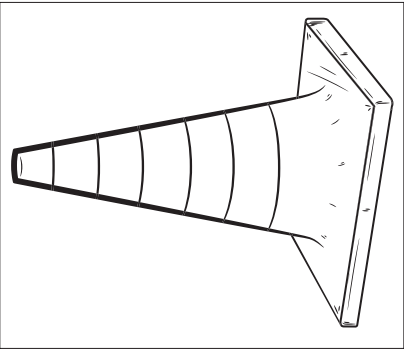
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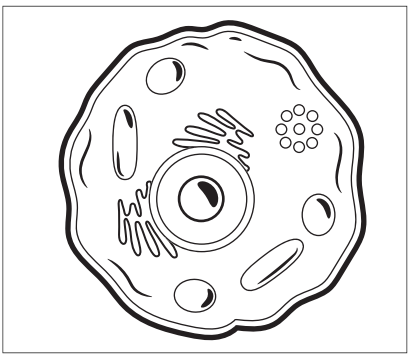
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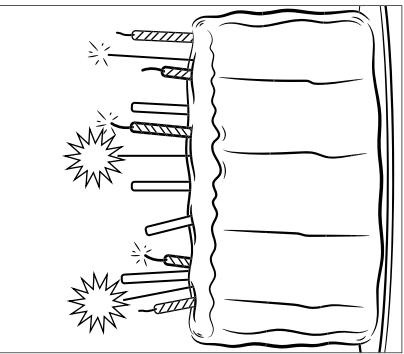
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cone

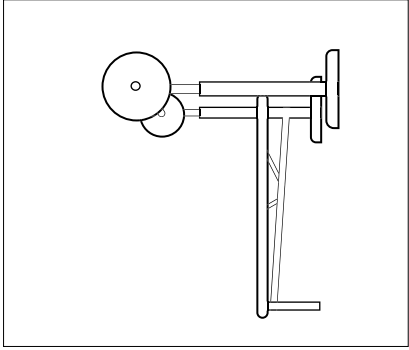


cell



cake

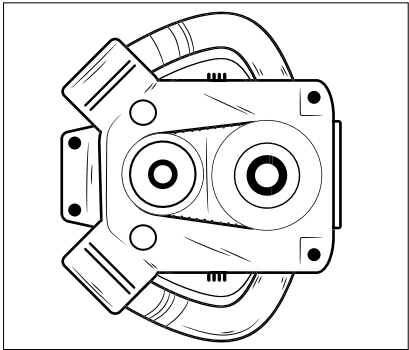
PICTURE-WORD CARDS



gym




glaze



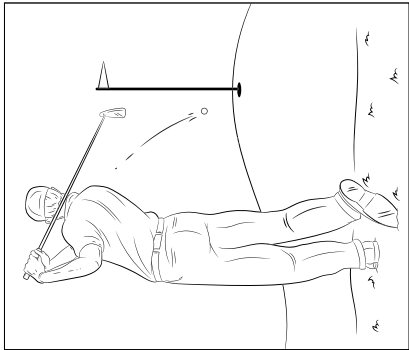
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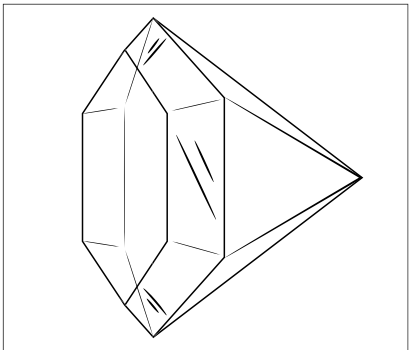
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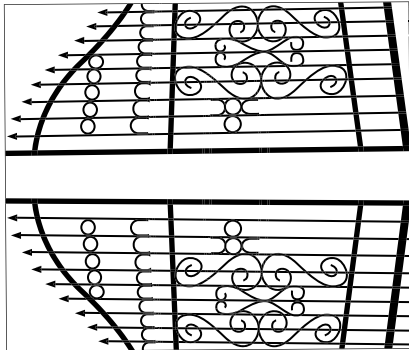
gent



golf



gem



gate

ANCHOR CHART

Hard & Soft c/g

Hard Sounds		Soft Sounds	
c says /k/		c says /s/ Before e, i, and y	
act	abduct	cent	citrus
cat	accost	cite	cymbal
claim	cascade	cyst	distance
clip	cupcake	mice	excel
coin	escape	peace	stencil
crease	occult	slice	unlace

g says /g/		g says /j/ Before e, i, and y	
gap	digress	age	challenge
glib	gamble	gent	digest
gob	struggle	gist	exchange
grip	unplug	gym	gypsum
gut	zigzag	twinge	stringent

SAMPLE TEXT

Student may need support with bold words.

CONCEPT 6: Hard & Soft c

Come to Cedric's

Cedric's of Cape Cascade—the Best Place for **Treats** Since 1980

Our prices are right,
 Come in for a bite!

- cold drinks
- homemade ice **cream** in crisp cones
- enticing slices of cake with icing
- rice **pudding** with spices
- cupcakes and muffins

It's a cinch to find us at 125 Central Street. Another entrance is on Cutting Road.

CONCEPT 6: Hard & Soft c/g

New Places

In the distant past, people found **food by** collecting **wild** plants and **by** fishing and hunting. If their **food** ran out or if other changes made life too **hard**, they **moved on** to **new** places. They had to face extreme challenges but somehow found success. Some people made homes in high **mountain** ranges. Some found **ways** to live in lands of ice, **snow**, and raging winds. Some people even **took** a huge chance and set out to find a speck of land in the vast ocean. Through the ages, people came to live in just about every **part** of the world.

⚡ PREPARE

CONCEPT Many English words contain silent letters, or letters that are not pronounced but are included in the written form of the word. Silent letters exist for a variety of reasons, and they are often a clue to the history and origins of a word. For example, the silent letters in some words used to be pronounced (such as the *k* and the *g* in the Viking words *knife* and *gnaw*). In some cases, a silent letter was added to connect a word more closely to its original Latin root (as with the *b* in *debt* to reflect the root *debitum*). In other cases,

silent letters continue to help us to distinguish between homophones (as with *knot/not* and *whole/hole*).

Knowledge of silent letters helps students apply strategies for decoding unfamiliar words and checking their spelling.

VOCABULARY silent letter

MATERIALS Lesson reproducibles, index cards, word lists (included)

⚡ INSTRUCT

Display or distribute the Word Splash of words that contain silent letters. Ask students to make a list of words that they see. Then, compile a sample list of words that students have recorded. Ask students if they notice a pattern among the words. (Prompt students as necessary: Do we pronounce all of the letters in each word? Which letters are not pronounced?) Consider challenging students to explore the rules specific to silent letters as well. (Prompt students as necessary: Do you notice when the letters are not pronounced? In other words, do the silent letters come before or after specific letters?)

Have students synthesize their ideas to describe silent letters.

State the information: **Silent letters are letters that we do not pronounce when we read a word. However, they are included when we write the word.**

Explain that English contains silent letters for a variety of reasons (among others: the letters used to be pronounced; the letters were added to connect the words to their original Latin roots; the letters continue to help us distinguish between homophones). Also, explain that rules do exist for when specific letters remain silent. Those rules are outlined on the Anchor Chart.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Using the Word Lists included in this lesson as a reference, write words that contain silent letters on index cards. Have students sort the words into groups according to the silent letters that they contain. Students should then read each set of words aloud.
- Generate yes/no questions that contain words with silent letters (e.g., *Could a gnat whistle? Could you wrap a biscuit? Could a lamb knead dough?*). Students should read and discuss each question. Consider having students create their own questions to share with one another.
- Play Silent Letter Concentration: Create sets of matching pairs on index cards. Each pair should include a word with a silent letter (e.g., *climb*) and a rhyming word (e.g., *time*). Arrange the index cards face down in an array. Have students take turns flipping over two cards and reading them. Students keep both cards if the words rhyme. The student with the most cards at the end of the game is the winner.

- Display a word that contains a silent letter (e.g., *climb*). Dictate derivatives of the word (e.g., *climber*, *climbing*, *climbs*) and have students write each one, allowing them to reference the base word as necessary. Then, remove the displayed base word, and challenge students by dictating sentences that include the base word and/or its derivatives for them to write.

ADAPT

SUPPORT

- Focus on one silent letter at a time. Present a list of words (e.g., with silent *k*). Have students cross off the silent letter in each word and then read the words. Challenge students to read through the list several additional times (from bottom to top and top to bottom), increasing their speed each time while maintaining accuracy.
- Display two words at a time, one that contains a silent letter and one that does not (e.g., *crab/doubt*, *kin/knee*, *rustle/battle*). Then, ask students to read the word with or without the silent letter.
- Display or distribute incomplete words that contain silent letters, making sure to limit the silent letter options to two or three (e.g., *_nead*, *autum_*, *_night*, *hym_*). Say each word aloud (*knead*, *autumn*, *knight*, *hymn*), and have students fill in the missing letters. Then, have them rewrite each word in its entirety. Consider having students use each word in a sentence as well.

EXTEND

- Some words that contain silent letters (e.g., *crumb*, *limb*, *sign*, *thumb*) relate to words in which the silent letter is pronounced (e.g., *crumble*, *limber*, *signal*, *thimble*). Point out examples of these connections to students. Then, include each pair of related words in a dictation.
- Write words with silent letters on slips of paper. Put the slips of paper in a bowl. Have each student pull out two words, read the words, and then write one sentence that includes both words.
- Assign one silent letter to a pair of students. Have the students conduct research and create a presentation for their classmates that includes background information on the origin of the silent letter, example words, and an interactive activity—such as asking students to read sentences aloud and circle words that contain the silent letter.

CONNECT

- Encourage students to locate words with silent letters in their reading. Keep track of words students find in textbooks, literature, or magazines on a word wall in the classroom or in a vocabulary journal.

WORD LISTS

To Be Used with Concept 10 and Up

Letters	When Is the Letter Silent?*	Sample Words
<i>b</i>	after <i>m</i> at the end of a word or before <i>t</i>	aplomb, bomb, climb, comb, crumb, debt, doubt, doubtful, lamb, limb, numb, plumber, plumbing, subtle, thumb
<i>g</i>	before <i>n</i>	align, assign, benign, campaign, champagne, consign, design, gnarl, gnash, gnat, gnaw, gnome, resign, sign
<i>gh</i>	after a vowel	bright, daughter, dough, fight, flight, frighten, knight, light, neighbor, night, right, slight, weight
<i>k</i>	before <i>n</i>	knack, knead, knee, kneel, kneeling, knew, knife, knight, knit, knob, knock, knot, know, knowledge, known, knuckle
<i>n</i>	after <i>m</i> at the end of a word	autumn, column, condemn, hymn, solemn
<i>t</i>	after <i>s</i>	bristle, bustle, castle, fasten, glisten, hustle, jostle, listen, rustle, thistle, whistle, wrestle
<i>u</i>	after <i>g</i> and before a vowel	baguette, disguise, guard, guardian, guess, guest, guidance, guide, guilt, guitar
<i>w</i>	before <i>r</i> ; words meaning "twist" often begin with <i>wr</i> (e.g., twist your <i>wrist</i> , <i>wrench</i> used in twisting motion, <i>wreath</i> is twisted twigs)	playwright, wrangle, wrap, wrapper, wrath, wreath, wreck, wreckage, wrench, wrestle, wretched, wriggle, wrinkle, wrist, wristband, write, writer, wrong, wrote

*These are general patterns. Exceptions do exist.

ANCHOR CHART

Silent Letters

Silent letters are letters that we

- do **not** pronounce when we read a word but
- **do** pronounce when we write the word

Letter	When Is It Silent?*	Sample Words
<i>b</i>	after <i>m</i> at the end of a word or before <i>t</i>	climb, doubt, thumb
<i>g</i>	before <i>n</i>	design, gnash, sign
<i>gh</i>	after a vowel	bright, dough, weight
<i>k</i>	before <i>n</i>	knee, knock, knowledge
<i>n</i>	after <i>m</i> at the end of a word	autumn, column, hymn
<i>t</i>	after <i>s</i>	castle, fasten, whistle
<i>u</i>	after <i>g</i> and before a vowel	disguise, guess, guitar
<i>w</i>	before <i>r</i>	wreath, wrench, wrote

*These are general patterns. Exceptions do exist.

⚡ PREPARE

CONCEPT Latin roots are groups of letters that carry meaning. With few exceptions, they must be combined with prefixes and/or suffixes to create words. The ability to identify roots and their meanings helps students understand the structure and meaning of words, allows students to develop word identification strategies for multi-syllabic words, and enhances academic vocabulary development.

VOCABULARY affix (prefix or suffix), prefix, root, suffix

MATERIALS Lesson reproducibles, card rings, index cards, word lists (included)

⚡ INSTRUCT

Display or distribute a Latin Root Tree, such as the one included with this lesson. Explain that each word on the tree contains a Latin root (shown on the trunk). Read each word. Then, ask students to identify what they notice about the structure of these words. (Prompt students as necessary: Do the roots stand alone? What other word parts do you see?) As students point out word parts, underline roots and circle affixes to show how Latin-based words may be deconstructed.

Teachers, please note: In words like *traction* that contain *-tion*, the root is *tract*, the *i* is a connective, and the suffix is technically *-on*. For accurate pronunciation, *tion* is taught as a unit to make the pronunciation of words like *traction* more transparent.

Next, explain that all Latin roots carry meaning. Have students identify words on the tree for which they already know the definitions. Guide them to the meaning of the target root by comparing the meanings of the known words (e.g., To *distract* means "to pull someone's attention away," and a *tractor* is "a machine that pulls equipment." Could *tract* mean "pull"?). Once students have an understanding of the meaning of the root, challenge them to deduce the meanings of less familiar words. Supply the meanings of relevant prefixes and/or suffixes as necessary. Finally, have students synthesize their knowledge of Latin roots to provide an overall definition of the concept.

State the definition: **Latin roots are groups of letters that carry meaning. They are usually combined with prefixes and/or suffixes to create words.**

Introduce additional roots in a similar way.

Once the set of twelve roots has been introduced (likely over more than one class period), refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Using the Word Lists included in this lesson as a reference, display or distribute a list of words that contain roots. Have students record each word in the Whole Word column of the Roots Table included with this lesson. They should underline the root and then write each word part in the relevant column. Discuss word meaning as necessary.
- Provide a set of Root Cards and a set of Affix Cards, such as those included with this lesson. Have students create real words by combining affixes with the roots. Students should record each word and discuss how the meaning of the root relates to the meaning of the word.
- Choose two or four words to represent each learned root. Write each word on a separate index card. Then, have students play a matching game in which they need to match words with the same root (e.g., *audience/audible*). Have students create written or spoken sentences that include each word pair (e.g., *The actor's voice must be audible so the audience can hear his lines*).

 ADAPT

SUPPORT

- Have students create individual decks of cards with a Latin root on one side of each card and its meaning(s) on the other. Students may add pictures to provide additional support. Consolidate the cards on a ring so that students can use them for warm-up or review.
- Say a word that contains a Latin root (e.g., *propeller*). Have students repeat the word and then say only the root. Encourage students to provide the meaning of the root as well.
- Have student focus on one root at a time. Give students single sentences (e.g., *The child rejected her dinner*) that contain a word with the target root (*rejected*). Students should underline the target root (*ject*) and then illustrate the sentence. Encourage students to explain orally or in writing how the meaning of the root contributes to the overall meaning of the sentence.

EXTEND

- Have students play a guessing game in which one student acts out or draws a picture that represents a root for others to guess. Then, have students generate example words that contain the root.
- Write 12 to 16 individual words that contain Latin roots on slips of paper. Put the slips of paper in a bowl. Have one student pull out two words, say the words, and write the words on the board. Then, pairs of students should work together to write one sentence that contains both words. Share students' ideas and repeat the exercise until all the words have been used.
- Dictate words that contain Latin roots. Students should spell each word and underline the target root. Above the root, they should write its meaning. Limit the words to those for which students have learned the relevant affixes.

 CONNECT

- At the beginning of the year, have each student set up an ongoing notebook with pages lettered from A to Z. Add to this notebook when students review different concepts, such as Latin roots. As individual students come across words that contain roots, have the entire class add the word to the appropriate page and then fill in relevant information about the word (word parts, overall meaning, sample sentence). Consider setting weekly or monthly goals for how many words the class should add to their notebooks.

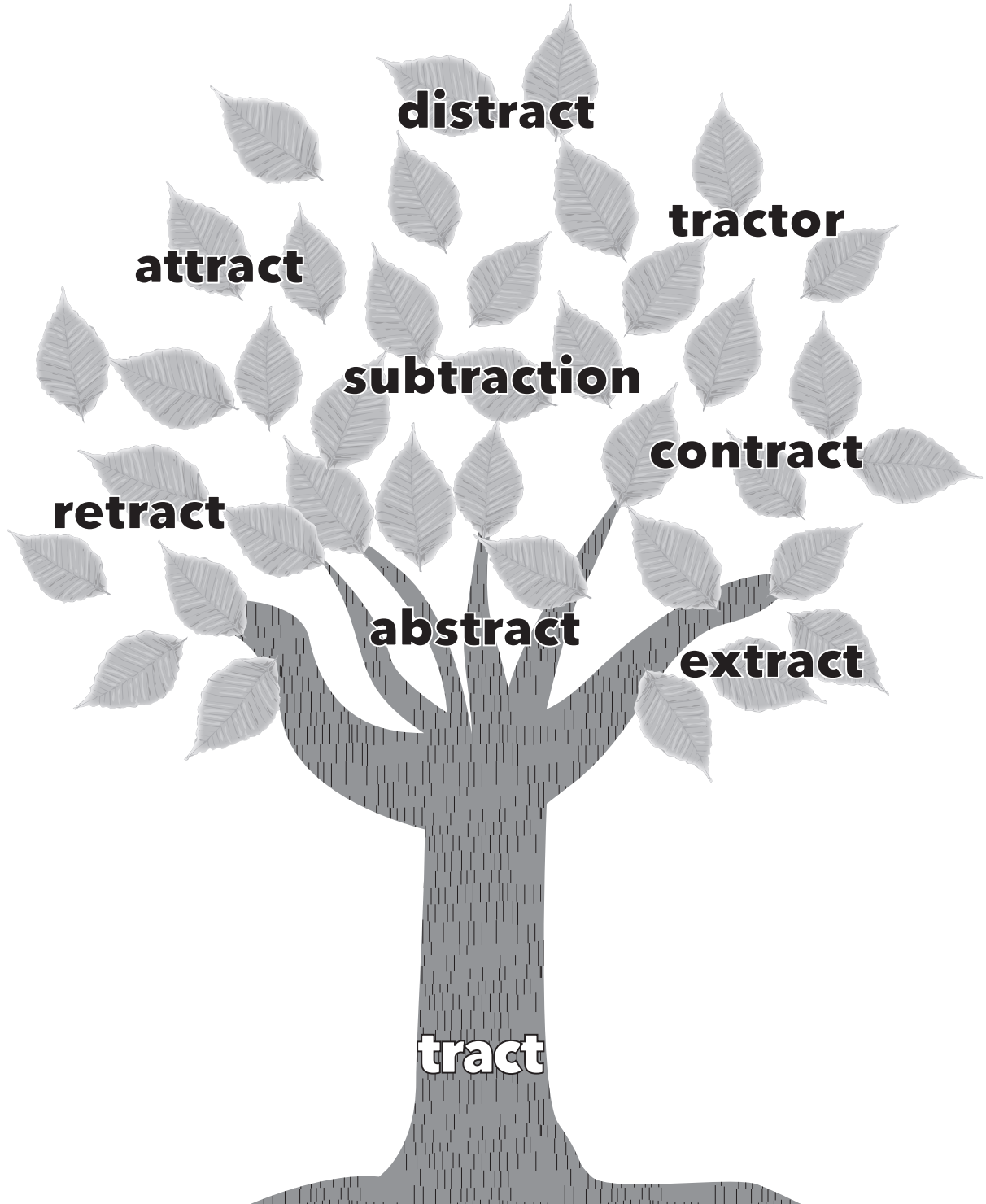
WORD LISTS

To Be Used with Concept 11 and Up

Latin Root (Meaning)	Sample Words
<i>audi</i> (hear)	audible, audience, audio, audition, auditory, auditorium, inaudible
<i>dict</i> (say)	addictive, benediction, contradict, contradiction, contradictory, dictate, dictator, dictionary, indicator, predict, predictable, prediction, predictor
<i>duct/duce</i> (lead)	abduct, aqueduct, conduct, conductor, counterproductive, deduct, induce, induct, inductee, produce, production, reduce, reduction
<i>ject</i> (throw)	conjecture, dejected, eject, inject, interjection, object, objection, project, projectile, projection, projector, reject, subject, trajectory
<i>pel</i> (force or drive)	compel, compelling, dispel, expel, propel, propeller, repel, repellant
<i>port</i> (carry)	comport, deport, export, import, important, portable, report, reporter, support, transport, transportation
<i>scrib/script</i> (write)	describe, description, descriptive, inscribe, inscription, manuscript, nondescript, prescribe, prescription, scribble, scribe, scripture, subscriber, transcribe, transcript
<i>spect</i> (look or watch)	aspect, inspect, inspection, inspector, introspective, perspective, prospect, respect, respectful, retrospect, spectacle, spectacular, spectator, spectrum
<i>struct</i> (build)	construct, construction, constructive, destruction, destructive, instruct, instruction, instructor, instructive, obstruct, obstruction, reconstruct, structural, structure, unstructured
<i>tract</i> (pull)	abstract, attract, attractive, contract, contraction, detract, distract, distractible, distraction, extract, extraction, protracted, protractor, retract, subtraction, tractable, tractor
<i>vis</i> (see)	envision, improvise, invisible, revise, revision, supervise, television, visible, vision, visionary, visit, visitation, visitor, visual

LATIN ROOT TREE

Sample Latin Root Tree for *tract*



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ANCHOR CHART

Latin Roots

- group of letters that carries meaning
- combined with prefixes and/or suffixes to create words

ROOT*	MEANING	SAMPLE WORD
<i>audi</i>	hear	audition
<i>dict</i>	say	predict
<i>duct/duce</i>	lead	conductor
<i>ject</i>	throw	reject
<i>pel</i>	force or drive	expel
<i>port</i>	carry	import
<i>rupt</i>	break	interruption
<i>scrib/script</i>	write	describe
<i>spect</i>	look or watch	inspector
<i>struct</i>	build	obstruct
<i>tract</i>	pull	distract
<i>struct</i>	build	obstruct

*These represent only a selection of roots.

ROOT CARDS

audi	dict
duct	duce
ject	pel
port	rupt
scrib(e)	script
spect	struct
tract	vis

AFFIX CARDS

con-

com-

de-

dis-

in-

ob-

pre-

pro-

-ed

-ive

-s

-(t)ion

PREPARE

CONCEPT An open syllable ends in one vowel. The vowel is long and says its name. However, it is important to note that vowels in open, unaccented vowels, such as in the first syllable in *decide*, may not sound like long vowels in running speech. Knowledge of open syllables helps students apply strategies for decoding unfamiliar words and checking their spelling.

Open syllables that end in the vowel *y* are addressed separately, in the Sounds of *y*

lesson. Some sample words that contain open syllables ending in *y* are included in the Word Lists as a reference.

VOCABULARY consonant, long vowel, open syllable, syllable, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

INSTRUCT

Display a selection of open syllables, such as those on the Instruct Syllable Cards included with this lesson (e.g., *me, no, she, we, ca, re, i, so*). Tell students that each of the cards contains an open syllable; then, read each one. Ask students to identify how the syllables are alike. (Prompt them as necessary: Do the syllables end in one vowel or one consonant? Are the vowels long or short?) Have students synthesize their ideas to describe open syllables.

State the definition: **An open syllable ends in one vowel. The vowel is long and says its name.**

Explain that some open syllables may stand alone (e.g., *me, no*). Usually, however, they are combined with other syllables to create longer words (e.g., *canine*). Slide the relevant cards together to form *canine, remain, and isolate*. Read each word.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

PRACTICE

- Distribute the Practice Syllable Cards included with this lesson. Ask students to organize the cards into groups by vowel sound. Then, have students identify the long vowel sound for each group and read the syllables.
- Select two-syllable words from the Word Lists included in this lesson. Write each syllable on an index card. Have students play Syllable Concentration: Arrange the index cards face down in an array. Players take turns turning over and reading two cards at a time. If a player turns over two syllables that can be combined to make a real word, he or she keeps both cards and writes the word. The player with the most cards at the end is the winner.
- Display the Sample Text. Students should read each sentence and select the missing open syllable. Then, consider giving students a list of open syllables and having them generate their own sentences (with answer choices) to share and solve.

 **ADAPT****SUPPORT**

- Review the long sound of each vowel (/ā/, /ē/, /ī/, /ō/, /ū/). Then, create index cards with individual vowels. Present the cards one at a time, and have students give the long sound of each vowel (e.g., *a* says /ā/).
- Display open syllables. Teach students to identify the syllable type and the vowel sound and then to mark the long vowel with a macron (e.g., *bī*). Have students say the long vowel sound (e.g., /ī/) and read the word.
- Distribute one index card with an open syllable to each student (e.g., *ro*, *lo*, *be*). Have students identify the syllable type and the vowel sound and read the syllable. Then, display a different syllable (e.g., *cate*). Have each student test to see if the syllable on his or her card can combine with the displayed syllable to create a real word (e.g., *locate*). Once a card is used, the student should receive a new one. Students can keep track of the words they create.

EXTEND

- Have students practice dividing and reading words with open syllables. Consider including some words that contain the VC/CV (2C) syllable division pattern (e.g., *banjo*, *ditto*, *mango*) and others that contain the V/CV (1C) syllable division pattern (e.g., *basin*, *ozone*, *remain*).
- Give students index cards that contain silent-e syllables, open syllables, and syllables with vowel teams (e.g., *brake*, *cra*, *say*, *Pete*, *ve*, *spree*). Ask students to sort the syllables by vowel sound (e.g., /ā/ → *brake*, *cra*, *sa*; /ē/ → *Pete*, *ve*, *spree*). Students should give the long vowel sound of each group and then read the syllables aloud.
- Display a variety of open syllables, along with a selection of other types of syllables (closed, silent-e, consonant-le, vowel pair [vowel teams]). Challenge students to create nonwords or real words that fit a particular description. For example, "Create a word in which the first syllable is open and the second is closed." Have students record and share their answers. Possible combinations: open/silent-e, open/consonant-le, open/vowel pair, open/closed, closed/open.

 **CONNECT**

- Display content-related words that contain open syllables (e.g., *de/bate*, *in/fla/tion*, *ve/to*). Divide and read the words, pointing out the open syllable(s) in each one. Challenge students to find examples of open syllables in familiar texts.

WORD LISTS

These lists build on each other.

To Be Used with Concept 6 and Up

1 Syllable	be, by, cry, dry, fly, fry, go, he, hi, I, me, my, no, ply, pry, she, shy, sky, so, spy, sty, try, we, why
2 Syllables – 1st syllable open	a/ble, a/pex, ba/con, ba/sic, ba/sin, be/side, bo/nus, bri/dle, bu/gle, ca/ble, ca/dence, ca/nine, cu/bic, cra/dle, de/cent, de/cide, de/duce, de/duct, de/feat, de/fend, de/fine, de/fuse, de/mand, de/mise, de/pend, de/tect, de/test, de/vise, di/gest, di/late, do/nate, do/nut, e/dict, e/late, e/lope, e/mit, e/ven, e/vent, fa/ble, fe/line, fe/male, fo/cus, fre/quent, ga/ble, he/lix, ho/tel, hu/mane, hu/mid, i/deal, i/dle, i/tem, la/dle, la/tent, li/lac, lo/cate, lo/cust, lo/tus, ma/ple, mi/nus, mo/ment, mo/tel, mu/sic, no/ble, o/mit, o/pen, o/zone, pla/cate, po/lite, pre/dict, pre/fix, pre/tend, pre/vent, pro/file, pro/test, pro/vide, ra/ven, re/bate, re/cess, re/fuse, re/ject, re/lay, re/main, re/mix, re/mote, re/peat, re/tail, re/tain, re/vise, ro/bot, ro/tate, se/nile, si/lent, si/nus, sta/ble, sta/ple, sti/fle, stu/dent, ta/ble, ti/tle, to/paz, tri/dent, tri/fle, tri/pod, u/nit, u/nite, va/cate, Ve/nus, vi/rus, yo/del, ze/nith
2 Syllables – 2nd syllable open	al/to, ban/jo, can/dy, dit/to, diz/zy, en/vy, fif/ty, flim/sy, fren/zy, hap/py, mot/to, nif/ty, pen/ny, pet/ty, plen/ty, pop/py, sas/sy, sil/ly, sun/ny
2 Syllables – both open	ba/by, co/zy, cra/zy, e/go, gra/vy, ha/lo, i/vy, la/dy, la/zy, na/vy, po/lo, po/ny, re/ply, si/lo, so/lo, ti/dy, ti/ny, ve/to, ze/ro
3 Syllables	ab/so/lute, ac/ro/bat, a/gen/cy, al/bi/no, cal/cu/late, com/po/nent, de/cen/cy, de/pen/dent, dip/lo/mat, cli/mac/tic, co/co/nut, gi/gan/tic, ha/zel/nut, i/so/late, la/ten/cy, po/ta/to, po/ten/cy, re/gen/cy, re/pub/lic, ro/man/tic, to/ma/to, va/can/cy, vol/ca/no

To Be Used with Concept 9 and Up

2 Syllables – 1st syllable open	a/corn, ca/per, clo/ver, cra/ter, di/ner, e/merge, fe/mur, fe/ver, gli/der, me/ter, o/ver, pa/per, pre/fer, ra/dar, re/fer, re/port, re/turn, ro/ver, sa/ber, so/nar, spi/der, su/per, ta/per, wa/fer, wa/ver, wi/per
2 Syllables – 2nd syllable open	car/go, for/ty, har/dy, par/ty, star/ry, stur/dy, tar/dy, thir/ty, tor/so
3 Syllables	cir/cu/late, De/cem/ber, de/part/ment, em/bar/go, for/mu/late, gro/cer/y, hi/ber/nate, No/vem/ber, Oc/to/ber, o/ver/hear, por/cu/pine, pro/pel/ler, re/mem/ber, su/per/sede, tor/na/do, tor/pe/do, tur/bu/lent

SYLLABLE CARDS: Instruct

Use these or make your own.

me	no	she
we	ca	re
i	so	nine
main	late	

ANCHOR CHART

Open Syllables

- end in one vowel
- vowel is long (says its name)

a ca/ble ha/zel/nut

be pre/tend re/main

hi i/deal gi/gan/tic

no o/zone dit/to

cu hu/mid mu/sic

SYLLABLE CARDS: Practice

Use these or make your own.

ba	cra	va
fe	pre	se
bri	li	chi
fo	lo	pro
hu	mu	cu

SAMPLE TEXT

CONCEPT 6

1. What is the ____tle of the film that you attended? (pre, ti, re)
2. The ac____bat was able to stand on his hands for such a long time. (be, ro, di)
3. Try to ____cus on the good things in life. (fo, fu, sho)
4. That vol____no has not erupted for three hundred years. (ta, ca, to)
5. Will you ____nate to her fund that helps infants? (si, do, lo)
6. The pups were ____lent as they ate their lunch. (no, si, me)
7. She sang a so____ in the play. (co, lo, ro)
8. How fast does Earth ____tate around the Sun? (ro, re, go)
9. My ____deal Sunday includes a picnic by the pond. (e, i, de)
10. My mot____ is “Never give up!” (slo, to, ro)

PREPARE

CONCEPT A prefix is a letter or group of letters added to the beginning of a root or base word to change its meaning. Some prefixes change their spelling or drop a letter when they are added to a root in order to make the resulting word easier to pronounce. These are known as chameleon prefixes. The ability to identify prefixes and their meanings helps students understand the structure and meaning of words,

allows students to develop word identification strategies for multi-syllabic words, and enhances academic vocabulary development.

VOCABULARY base word, chameleon prefix, prefix, root, suffix

MATERIALS Lesson reproducibles, card rings, index cards, tokens, word lists (included)

INSTRUCT

Display or distribute a Prefix Tree, such as the one included with this lesson. Explain that each word on the tree contains the target prefix (shown on the trunk). Read each word. Then, ask the students where prefixes appear in a word. (Prompt students as necessary: Do prefixes come before or after the root or base word?).

Explain that although roots and base words carry the most meaning, each prefix also has meaning. Have students try to figure out the meaning of each *prefix* by identifying words on the tree for which they already know the definitions. Guide them to the meaning of the target prefix by comparing the meanings of the known words (e.g., To *preview* means "to see something in advance." To *predict* means "to say something in advance, or foretell." Could *pre-* mean "in advance or before"?). Once students have an understanding of the meaning of the prefix, discuss the meanings of less familiar words and the relationship of the meaning of the prefix to the meaning of each word. Finally, have students synthesize their knowledge of prefixes to provide an overall definition of the concept.

State the definition: **A prefix is a letter or group of letters added to the beginning of a root or base word to change its meaning.**

Introduce additional prefixes in a similar way. Alternatively, consider having pairs of students work together to create Prefix Trees that they can use to teach their classmates.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

If students are having difficulty with chameleon prefixes, focus on *ad-*, *con-*, *dis-*, *ex-*, *in-*, *ob-*, and *sub-*. Discuss examples in which the prefix changes or drops a letter so that the resulting word is easier to pronounce.

PRACTICE

- Using the Word Lists included in this lesson as a reference, display four words at a time. Each word should have a different prefix. Ask students to select and read a specific word by giving a meaning clue (e.g., *Find the word with a prefix meaning "before"*). Have students relate the prefix to the word's meaning.
- Distribute index cards that contain words with learned prefixes. Have students take turns with a partner to draw a card, identify the prefix and base word or root, and sort the cards into piles based on the prefix. Students should then read each group of words aloud.

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- Focus on chameleon prefixes. Present students with a prefix and a root (e.g., *in* + *legal*). Have them combine the prefix and root to write a complete word (*illegal*). Discuss the fact that the change to the prefix makes the word easier to pronounce (*inlegal* vs. *illegal*).
- Provide students with a list of prefixes and corresponding sample words. Have them work in pairs to compose complete sentences that include two to three words with each prefix.

ADAPT

SUPPORT

- Have students create individual decks of cards with a prefix on one side of each card and its meaning(s) on the other. Students may add pictures to provide additional support. Consolidate the cards on a ring so that students can use them for warm-up or review.
- Say a word that contains a learned prefix (e.g., *rejected*) and use the word within the context of a sentence for students. Then, have students say or write only the prefix contained within the word. Provide visual references (such as prefix word cards) as necessary.
- Play a version of Bingo using a board with various prefixes. Call out the meaning of a prefix and have students cover the appropriate square (e.g., If you call out “across,” they cover *trans-*). Consider having students generate a word with the target prefix before they cover each square.

EXTEND

- Discuss the idea that prefixes may have a positive, negative, or neutral connotation. Then, consider one prefix at a time (e.g., *ab-*). Have students decide whether the prefix would be considered positive, negative, or neutral. Finally, display sample sentences that include less familiar words with the prefix (e.g., *She abhors snow, rain, and all other forms of precipitation*). Have students use the connotation of the prefix to try to deduce the meaning of the word and the sentence. Then, have them check their work by consulting a dictionary.
- Play Prefix Concentration: Arrange index cards that contain words with prefixes face down in an array. Have students take turns flipping over two cards and reading them. Students keep both cards if the words have the same prefix. Consider providing an additional challenge by including chameleon prefixes (so that *exhale* and *erupt* would be a match). The student with the most cards at the end of the game is the winner.
- Dictate words that contain learned prefixes. Students should spell each word and underline the target prefix. Above the prefix, they should write its meaning(s).

CONNECT

- At the beginning of the year, have each student set up an ongoing notebook with pages lettered from A to Z. Add to this notebook when students review different concepts, such as prefixes. As individual students come across words that contain prefixes, have the entire class add the word to the appropriate page and then fill in relevant information about the word (word parts, overall meaning, sample sentence). Consider setting weekly or monthly goals for how many words the class should add to their notebooks.

WORD LISTS

To Be Used with Concept 11 and Up

Prefixes (Meaning)	Connotation (Positive, Negative, or Neutral)	Sample Words
<i>ab-</i> (away from)	Negative	abduct, aberrant, abhor, abnormal, abominable, abrasive, abrupt, absent, absorb
<i>ad-</i> (to or near)	Neutral	adapt, address, adhere, adjacent, adjunct, adjust, admit, advance, adventure, adverb, advise, advocate
<i>con-</i> (together or with)	Neutral	concur, conduct, conductor, confederacy, congeal, congenial, congregate, congress, connect, consist, contract, converge
<i>de-</i> (down or away from)	Neutral	deduct, defog, dejected, depart, deplane, deport, detach, despicable, despondent, destruction, detract
<i>dis-</i> (not or apart)	Negative	disable, disagree, disappear, disconcerting, disconnect, discordant, dishonest, dislike, disobey, disorder, disown, disparage, distrust
<i>ex-</i> (out)	Neutral	exceed, excel, excise, exclude, exhume, exit, expel, export, expunge, extend, exterior, extricate, exude
<i>in-</i> (in or into)	Neutral	income, indoors, induct, inject, intake, insert, inspect, invent
<i>in-</i> (not)	Negative	inactive, inappropriate, inattentive, incomplete, incorrect, indefinite, indiscreet, inexact, insipid, intractable, invalid
<i>inter-</i> (between)	Neutral	intercede, intercept, interject, intermittent, internal, interrupt, intersperse, intertwine, intervene
<i>mis-</i> (bad or wrong)	Negative	misbehave, miscalculate, misconception, misconstrue, miscount, misdeed, misgiving, misjudge, mislead, mismatch, misplace, misprint, misread, misspell, misstep, mistake, mistrust, misuse
<i>non-</i> (not or negative)	Negative	nonchalant, nondescript, nonexistent, nonfat, nonfiction, nonsense, nonskid, nonsmoker, nonstick, nonstop

WORD LISTS

To Be Used with Concept 11 and Up

Prefixes (Meaning)	Connotation (Positive, Negative, or Neutral)	Sample Words
<i>ob-</i> (against)	Negative	object, obscure, obstacle, obstruct, obvious
<i>pre-</i> (before)	Neutral	preamble, preclude, precook, precursor, predecessor, predict, predispose, prepay, preplan, prescribe, preview
<i>pro-</i> (forward)	Positive	proclaim, prodigious, produce, project, promote, propel, prospect, protracted, protrude
<i>re-</i> (back or again)	Neutral	reappear, reconstruct, redo, refill, refresh, rehear, reject, remake, rename, repay, repeat, replace, reread, restate, retract, return, rewrite
<i>sub-</i> (under or below)	Neutral	subject, submarine, subnormal, subordinate, substandard, subtle, subtract, subvert, subway
<i>trans-</i> (across)	Neutral	transcend, transcribe, transfer, transform, transgression, transient, translucent, translate, transmit, transparent, transplant, transport, transpose
<i>un-</i> (undo or not)	Negative	unable, unbuckle, uncertain, uncover, uneven, unexpected, unfair, unfit, unhappy, unkind, unlike, unload, unlock, unlucky, unreal, unruly, unsafe, untangle, untidy, untied, unwise

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WORD LISTS

To Be Used with Concept 11 and Up

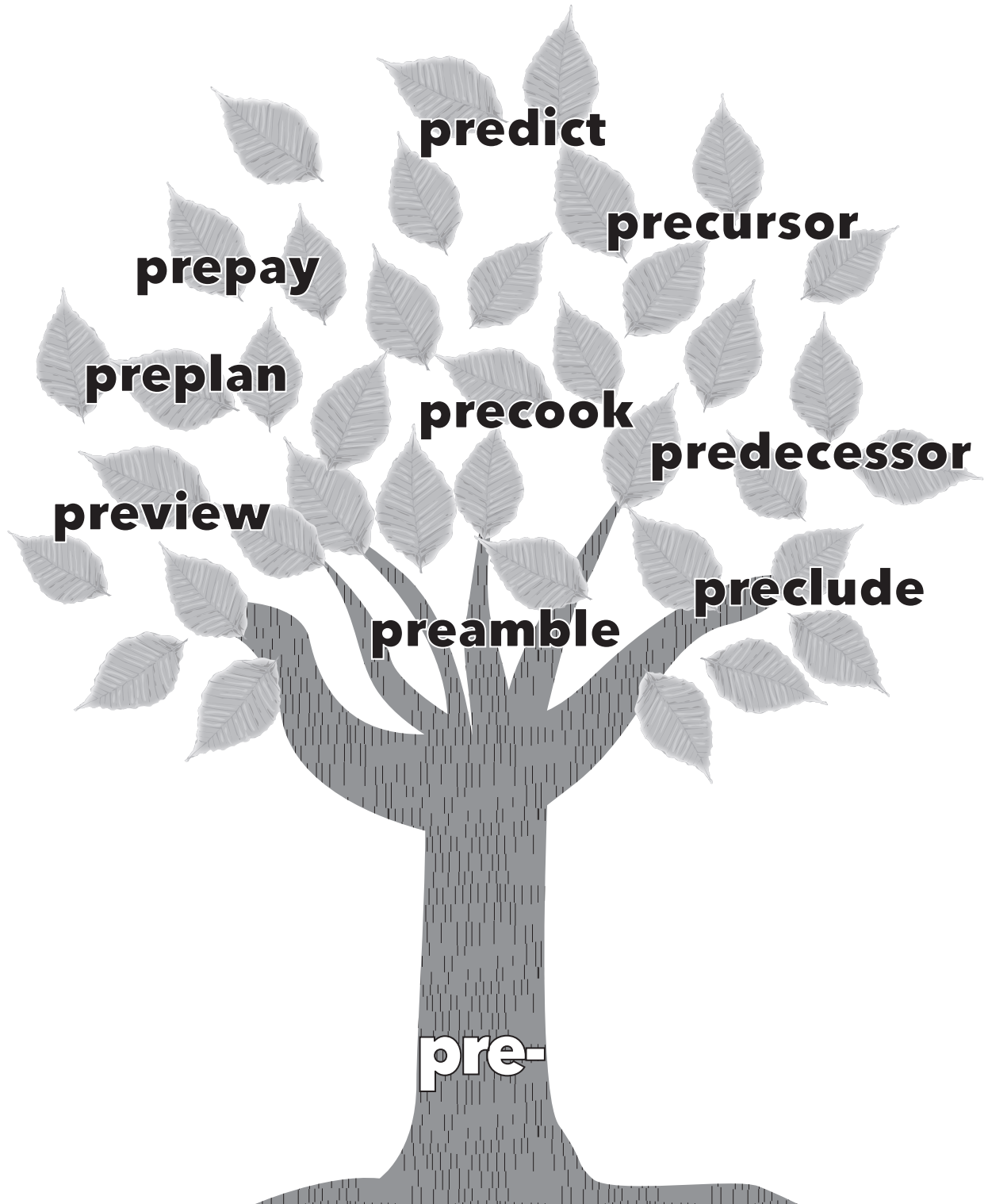
Chameleon Prefixes That Change Their Spelling to Match First Letter of Root	Sample Words
<i>ad-</i> → <i>af-, al-, an-, ap-, ar-, as-, at-</i>	affair, allow, announce, annoy, appear, approve, arrest, assign, attend, attract
<i>con-</i> → <i>col-, com-, cor-</i>	collect, college, comment, commit, compel, compose, correct, corrode, corrupt
<i>in-</i> → <i>il-, im-, ir-</i>	illegal, illogical, illustrate, immense, immune, irresponsible, irrigate
<i>ob-</i> → <i>oc-, of-, op-</i>	occasion, occupy, occur, offer, officer, opponent, opportunity, oppose, opposite, oppress
<i>sub-</i> → <i>suf-, sum-, sup-</i>	suffer, suffix, summarize, summon, supply, support, suppose

To Be Used with Concept 11 and Up

Chameleon Prefixes That Drop a Letter Before the Root	Sample Words
<i>dis-</i> → <i>di-</i>	dilate, dilute, diminish, direct, diverge, diverse, divide, divine
<i>ex-</i> → <i>e-</i>	edict, editor, educate, eject, elaborate, elevator, eliminate, emigrant, emigrate, enormous, erase, erode, erupt, evaporate, event

PREFIX TREE

Sample Prefix Tree for *pre-*



ANCHOR CHART

Prefixes

- letter or group of letters
- added to beginning of root or base word to change its meaning

PREFIX*	MEANING	SAMPLE WORD
<i>ab-</i>	away from	abduct
<i>dis-</i>	not or apart	dishonest
<i>ex-</i>	out	exclude
<i>inter-</i>	between	interrupt
<i>mis-</i>	bad or wrong	mislead
<i>ob-</i>	against	object
<i>pre-</i>	before	preview
<i>pro-</i>	forward	promote
<i>re-</i>	back or again	rewrite
<i>sub-</i>	under or below	subway
<i>trans-</i>	across	transmit
<i>un-</i>	undo or not	unwise

*These represent only a selection of prefixes.

⚡ PREPARE

CONCEPT Many English words contain the schwa sound (/ə/), which sounds almost like /ü/. The schwa sound only occurs in unaccented syllables (as in the second syllables of *yoga*, *problem*, and *bottom*). Any vowel can be pronounced as schwa. However, the spelling of the schwa sound is most reliably spelled with the vowel *a*. As such, vowel *a* is the focus of this lesson.

Knowledge of the schwa sound helps students apply strategies for decoding unfamiliar words.

VOCABULARY schwa, unaccented, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

⚡ INSTRUCT

Display or distribute the Word Splash of words that contain the schwa sound. Ask students to make a list of words that they see. Then, compile a sample list of words that students have recorded. Ask students if they notice a pattern among the words. (Prompt students as necessary: Does the vowel *a* make its own sound in each word? What sound do you hear instead of /ă/ or /ā/? When does the vowel *a* tend to make the /ə/ sound? In accented syllables or unaccented syllables?)

Have students synthesize their ideas to describe the schwa sound.

State the information: **In an unaccented syllable, vowel *a* can be pronounced /ə/. This is called a schwa. The sound is represented by an upside down e.**

Explain that English contains many words with the schwa sound. In fact, the schwa sound can replace any vowel in an unaccented syllable. However, we will focus on the vowel *a*.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Distribute a list of two-syllable words from the Word Lists included in this lesson. Make sure that each word is separated into syllables (e.g., *ca det*). Read each word aloud. Have students mark a schwa (/ə/) above the unaccented syllable in each word. Then, have them read the list of words independently. If students have difficulty identifying accented and unaccented syllables, remind them that accent will make their mouths open wider. Their voices will be louder and stronger.
- Display or distribute a list of phrases that contain words with the schwa sound (e.g., *play the tuba*, *practice yoga*, *avoid the rain*). Have students circle the words that contain schwa and then read each phrase. Consider having students turn each phrase into a complete written sentence.
- Display or distribute incomplete words that contain the schwa sound spelled with the letter *a* (e.g., *_way*, *comm_*, *yog_*). Have students fill in the missing vowel *a*, read each word, and then rewrite it in its entirety.

 **ADAPT****SUPPORT**

- Compile a list of words that contain the schwa sound (e.g., *alarm, lagoon, machine*). Explain to students that you will say each word as if you had never heard of the schwa sound (so pronouncing each vowel sound, as in *mă/chine*). The students, knowing the schwa sound, should repeat the words as they would say them in real life.
- Say a list of words that contain the schwa sound. Have students repeat the words back to you. Then, have them isolate and say only the syllable that contains the schwa sound (e.g., *salute* → *s0*).
- Display two words at a time, one that contains a schwa sound and one that does not (e.g., *pizza/peanut, cadet/canteen*). Then, ask students to read the word with or without the schwa sound.

EXTEND

- Create a list of nonwords that contain the vowel *a* in an unaccented open syllable (e.g., *adod, amarch, sompa*). Have students mark a schwa (0) above each unaccented syllable and then read each nonword aloud.
- Write words with the schwa sound on slips of paper. Put the slips of paper in a bowl. Have each student pull out two words, read the words aloud (softly, to you), and then write one sentence that includes both words. Then, have students write their sentences so that their classmates can see them. Their classmates should read the sentence and identify any words with the schwa sound (including the target words pulled from the bowl).
- Compile a list of words, some that include a schwa sound spelled with the letter *a* (e.g., *avoid*) and some that include /ŭ/ (e.g., *number*). Explain to students that some words will have a schwa sound spelled with the letter *a* and some will have the short *u* sound spelled with the letter *u*. Dictate the list, and have students spell each word.

 **CONNECT**

- Display or distribute a page of familiar text. Working with a partner, students should circle all of the words that contain a schwa sound. Share students' ideas.

WORD LISTS

To Be Used with Concept 10 and Up

/O/ in unaccented initial syllable	about, across, adept, adopt, adore, adorn, again, ago, ahead, akin, alarm, alert, alike, alone, along, amass, amaze, amount, around, aside, avoid, awake, away, cadet, lagoon, machine, parade, salute
/O/ in unaccented final syllable	China, chinchilla, coma, comma, era, gorilla, lycra, organza, panda, pizza, quota, rotunda, soda, sofa, toga, tuba, tuna, vanilla, villa, yoga, zebra

ANCHOR CHART

Unaccented Syllables

SCHWA

- In unaccented syllables, vowel a can be pronounced /ə/ (which sounds almost like /ǘ/).
- The sound is called schwa.

ə again

sodə

ə vanilla

ə machine

ə salute

ə zebra

ə alone

PREPARE

CONCEPT Sight words include the most frequently used and repeated words in text. Some sight words follow regular, phonic patterns, while many are irregular. Through learning reliable patterns and through repeated exposures, words are held in memory and are recognized instantly. Rapid and automatic sight word recognition leads to more fluent reading, which can lead to improved comprehension of texts.

VOCABULARY automaticity, fluent reading, sight word, stress

MATERIALS Lesson reproducibles, index cards, letter tiles, word lists (included)

INSTRUCT

Teach or review the concept of a sight word (i.e., words that we see all the time in reading and use often in writing). Explain that students will learn them as whole words because many do not follow the rules of phonics and cannot be sounded out. Display an example (e.g., *have*). Then, model the steps of learning a new sight word. Read the word. Decide what is irregular about it (e.g., the word *have* looks like a silent-e syllable, but the vowel is not long). Then, spell the word aloud: say the word and spell the word aloud while looking at a model. Finally, say the word and spell it aloud again, this time with eyes closed or looking away from the model. Have students apply the steps and then explain what sight words are.

State the information: **Sight words are words that we see all the time in reading and use often in writing. While some follow the rules of phonics, many do not and cannot be sounded out.**

Use the same procedure with other sight words as needed.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

PRACTICE

- Using the Word Lists included in this lesson as a reference, have each student create a deck of index cards with a sight word on one side and a picture clue on the reverse side. Place the cards on a table, words facing up, and have students point to each word after you say it. Repeat until they identify each sight word automatically. The cards may be placed on a ring so that students can review them independently. Alternatively, pairs of students may combine their decks to play common games (e.g., Go Fish, Old Maid, Concentration).
- Create Automaticity Charts, such as those included with this lesson, to support the development of students' automaticity with specific sight words. To begin, the teacher should point to one example of each word in the chart. The teacher should read the word, and then the student should read the word. Next, have students practice reading the chart multiple times, with different objectives each time. First, the reading may be untimed. Then, the reading may be timed as a student reads the chart at his or her own pace. Finally, the reading may be timed (for example, for 30 seconds or one minute) to see how many words the student can read quickly and accurately. Rereadings may occur within one lesson or across different lessons, depending on student needs.
- Emphasize Echo Reading, a method for modeling fluent oral reading that students can imitate. Distribute short paragraphs that include target sight words. Students should follow along as you read aloud one or two sentences at a time. Have them repeat the text as they run a finger under it.

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- Provide pairs of students with sentences that include single sight words. One student should orally present the target sight word and the sentence as follows: *animal* – *That animal looks angry* – *animal*. The other student should write the sight word and then check the spelling with his or her partner. Have students switch roles halfway through the exercise.

ADAPT

SUPPORT

- Help students develop sensitivity to changes in stress as they practice reading sentences that include sight words. As a model, display one sentence and stress different sight words each time you read it. Ask students to explain how the meaning changes as one word is spoken more strongly than the others. For example: *I want that apple.* (The apple is for me.) *I want that apple.* (I really, really want it.) *I want that apple.* (I want that one, not a different one.) *I want that apple.* (I want the apple, not something else.) Have students read and discuss additional sentences.
- Give students the letter tiles for one sight word at a time. Display and say the word. Have students spell the word orally while looking at the model. Have students spell the word using their letters. Say the word together. Then, take away the displayed word. Have students scramble their letters and spell the word independently. Finally, ask students to practice writing the word in a dictation.

EXTEND

- Display or distribute a list of sight words. Point to one or two, and have students generate an oral sentence that uses them. Consider having students generate questions as well.
- Have students record themselves reading a passage that includes a number of sight words. Then, have them evaluate whether their reading was smooth, clear, and easy to understand. Alternatively, have students provide feedback to each other as they read sections of text.
- Provide students with a selection of sight words. Have them work independently or in pairs to write short sentences that include one to three sight words each (e.g., *That door is a beautiful color*). Students may share their sentences and practice reading them aloud.

CONNECT

- Provide a paragraph or page from content area reading. Have students highlight or underline specific sight words in the passage, create a tally, and share their findings.

WORD LISTS

These lists build on each other.

To Be Used with Concepts 1 through 10

Concept 1	are, be, because, been, before, come, could, do, does, for, from, have, might, of, out, people, pull, put, right, should, there, they, through, to, want, was, where, won't, would, you, your
Concept 2	about, also, animal, around, bother, building, busy, dead, done, down, eat, floor, friend, full, here, know, live, many, month, mother, none, other, place, some, very, what, world
Concept 3	after, beautiful, began, blood, change, color, door, every, found, head, high, never, night, nothing, ocean, orange, pieces, said, show, sight, together, watch, water, were, wore
Concept 4	air, another, anyone, anything, body, breathe, climb, cold, comes, enough, everyone, family, find, light, minute, most, new, piece, scared, search, several, someone, something, sometimes, spread, talking, their, warm, work
Concept 5	always, answer, both, bury, city, few, food, great, higher, kinds, knowledge, moves, nobody, nowhere, only, pulls, pushes, somewhere, walks, wants, woman, young
Concept 6	above, against, buildings, colorful, colors, earth, easily, everywhere, exhausted, grew, kind, moved, person, push, rightly, seconds, touched, touching, walk, watched, weight, whose
Concept 7	adventure, away, built, changes, character, different, elephant, friends, journey, move, movie, mythical, news, pierce, removed, sound, special, thought, tightly
Concept 8	again, appear, behave, break, build, buying, doing, favorite, native, watching, yourself
Concept 9	area, buy, childhood, company, damage, daughter, father, frightened, gallons, heard, heavy, husband, important, interesting, lived, modern, mostly, often, piano, popular, pulling, remind, searched, thoughtful
Concept 10	among, bodies, caught, characters, commonly, curtain, customers, dangers, heart, highest, holds, imagined, known, learned, money, more, moving, once, ready, scenes, school, throughout, who, writer, written, wrote

ANCHOR CHART

Sight Words

- used all the time in reading and writing
- many cannot be sounded out
- better to learn as whole words

Reading and Spelling Sight Words

Read the word.

Decide what is irregular about it.

Spell the word aloud:

Say the word and spell the word while looking at a model.

Then, say the word and spell it aloud again, this time with eyes closed or looking away from the model.

because

through


people

does


AUTOMATICITY

The following automaticity sets are from Skill Builders for Concepts 1 through 10.

Concept 1 Set 1

would	right	from	you	they	from	6
you	would	they	right	from	would	12
you	right	they	you	from	they	18
right	would	right	you	would	from	24
they	would	right	from	you	they	30
they	right	from	would	you	right	36
they	you	would	from	right	from	42
you	they	would	from	you	would	48
right	they		<input type="checkbox"/> I read all 50 words correctly in 30 seconds. <input type="checkbox"/> I will keep practicing these words.			


Concept 2 Set 1

about	busy	friend	month	very	friend	6
month	about	very	busy	friend	about	12
month	busy	very	month	friend	very	18
busy	about	busy	month	about	friend	24
very	about	busy	friend	month	very	30
very	busy	friend	about	month	busy	36
very	month	about	friend	busy	friend	42
month	very	about	friend	month	about	48
busy	very		<input type="checkbox"/> I read all 50 words correctly in 30 seconds. <input type="checkbox"/> I will keep practicing these words.			


AUTOMATICITY

The following automaticity sets are from Skill Builders for Concepts 1 through 10.

Concept 3 Set 1

said	ocean	found	watch	door	found	6
watch	said	door	ocean	found	said	12
watch	ocean	door	watch	found	door	18
ocean	said	ocean	watch	said	found	24
door	said	ocean	found	watch	door	30
door	ocean	found	said	watch	ocean	36
door	watch	said	found	ocean	found	42
watch	door	said	found	watch	said	48
ocean	door		<input type="checkbox"/> I read all 50 words correctly in 30 seconds. <input type="checkbox"/> I will keep practicing these words.			

Concept 4 Set 1

light	someone	search	family	their	search	6
family	light	their	someone	search	light	12
family	someone	their	family	search	their	18
someone	light	someone	family	light	search	24
their	light	someone	search	family	their	30
their	someone	search	light	family	someone	36
their	family	light	search	someone	search	42
family	their	light	search	family	light	48
someone	their		<input type="checkbox"/> I read all 50 words correctly in 30 seconds. <input type="checkbox"/> I will keep practicing these words.			

AUTOMATICITY

The following automaticity sets are from Skill Builders for Concepts 1 through 10.

Concept 5 Set 1

knowledge	always	young	moves	answer	always	6
young	moves	answer	knowledge	answer	moves	12
knowledge	always	young	moves	always	answer	18
knowledge	answer	always	young	moves	knowledge	24
answer	answer	moves	young	always	knowledge	30
moves	answer	always	knowledge	young	always	36
young	moves	answer	knowledge	young	moves	42
knowledge	knowledge	always	answer	always	answer	48
young	moves	50	<input type="checkbox"/> I read all 50 words correctly in 30 seconds. <input type="checkbox"/> I will keep practicing these words.			


Concept 6 Set 1

grew	everywhere	above	whose	touched	whose	6
above	grew	touched	everywhere	everywhere	touched	12
grew	touched	whose	everywhere	whose	grew	18
above	touched	above	grew	whose	everywhere	24
touched	touched	grew	above	everywhere	whose	30
whose	touched	grew	above	everywhere	above	36
whose	grew	about	everywhere	touched	whose	42
above	everywhere	grew	grew	touched	everywhere	48
whose	above	50	<input type="checkbox"/> I read all 50 words correctly in 30 seconds. <input type="checkbox"/> I will keep practicing these words.			

AUTOMATICITY

The following automaticity sets are from Skill Builders for Concepts 1 through 10.

Concept 7 Set 1

adventure	built	different	friends	move	different	6
built	adventure	move	friends	built	friends	12
move	different	adventure	adventure	friends	built	18
different	move	different	move	built	adventure	24
friends	move	adventure	different	friends	built	30
friends	built	adventure	move	different	built	36
move	friends	adventure	different	move	different	42
friends	built	adventure	built	different	move	48
friends	adventure		<input type="checkbox"/> I read all 50 words correctly in 30 seconds. <input type="checkbox"/> I will keep practicing these words.			

Concept 8 Set 1

again	yourself	appear	watching	behave	yourself	6
appear	again	behave	watching	yourself	watching	12
behave	appear	again	watching	behave	yourself	18
again	appear	appear	again	yourself	behave	24
watching	again	behave	watching	appear	yourself	30
watching	behave	again	yourself	appear	behave	36
again	appear	yourself	watching	behave	again	42
watching	appear	yourself	yourself	appear	behave	48
watching	again		<input type="checkbox"/> I read all 50 words correctly in 30 seconds. <input type="checkbox"/> I will keep practicing these words.			

AUTOMATICITY

The following automaticity sets are from Skill Builders for Concepts 1 through 10.

Concept 9 Set 1

area	heavy	piano	buy	popular	heavy	6
piano	popular	area	buy	heavy	piano	12
area	popular	buy	area	buy	heavy	18
popular	piano	piano	area	heavy	buy	24
popular	buy	heavy	popular	piano	area	30
buy	popular	area	piano	heavy	piano	36
popular	buy	area	heavy	popular	heavy	42
buy	area	piano	buy	area	piano	48
heavy	popular	50	<input type="checkbox"/> I read all 50 words correctly in 30 seconds. <input type="checkbox"/> I will keep practicing these words.			

Concept 10 Set 1

among	caught	commonly	customers	heart	caught	6
commonly	heart	among	customers	caught	customers	12
among	heart	commonly	commonly	among	customers	18
caught	heart	commonly	among	customers	heart	24
caught	heart	caught	commonly	customers	among	30
customers	commonly	caught	among	heart	customers	36
heart	customers	commonly	caught	heart	customers	42
commonly	caught	among	heart	customers	caught	48
among	commonly	50	<input type="checkbox"/> I read all 50 words correctly in 30 seconds. <input type="checkbox"/> I will keep practicing these words.			

PREPARE

CONCEPT When a silent-e occurs after a single consonant at the end of a syllable, it usually makes the first vowel “say its name” (long sound), as in the word *time*. These kinds of syllables are called silent-e syllables. Knowledge of the silent-e syllable type helps students apply strategies for decoding unfamiliar words and for checking their spelling.

VOCABULARY consonant, long vowel, silent-e syllable, syllable, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

INSTRUCT

Display the closed syllables from the Instruct Word Cards included with this lesson (*mat, sit, Tim*). Read each card, and have students explain how the syllables are alike (i.e., all closed syllables; end in at least one consonant after one vowel; vowel is short).

Then, display the silent-e syllables from the same set of Word Cards (*mate, site, time*). Read each card, and have students identify how the syllables in the new list are different from those in the first list (i.e., all end in the letter e). Tell students that these are silent-e syllables.

Then, ask students to identify how the silent-e syllables are alike. (Prompt them as necessary: Does the final e say anything? Is there a consonant or a vowel just before the silent-e? What comes just before the consonant? Is that vowel long or short?) Have students synthesize their ideas to describe silent-e syllables.

State the definition: **A silent-e syllable is a syllable with one vowel, one consonant, and final e; the e is silent and the vowel is long.**

Explain that silent-e syllables may stand alone (e.g., *site*) or may be combined with other syllables to create longer words (e.g., *website*). Slide the relevant Word Cards together to form *bedtime, shipmate, and website*.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

PRACTICE

- Distribute the silent-e Practice Word Cards included with this lesson. Ask students to organize the cards into groups, one for each long vowel. Then, have students identify the long vowel sound for each group and read the syllables within it.
- On notebook paper, have students label columns as follows: ā, ī, ō, ū. Then, dictate one-syllable silent-e words. Have students write each one in the correct column.
- Have students play a version of Old Maid. On individual index cards, write closed syllable and silent-e word pairs. In addition, create an Old Maid card. Deal all of the cards and have students put down any pairs (e.g., *twin/twine*). Then, one student should offer his or her hand (spread out face down) to the player to the left, who takes one card to add to his or her hand and creates a new pair, if possible. Play continues with students laying down pairs until only the Old Maid card remains.
- Display the Sample Text included with this lesson. In pairs, have students underline each silent-e syllable and practice reading the poem aloud multiple times (in different voices, at different speeds, etc.).

ADAPT

SUPPORT

- Say a number of words (e.g., *hope, smile, pun, rad, vane*). Students should repeat each word and then give the vowel sound. For each vowel sound that students offer, challenge them to provide its short or long counterpart.
- Display silent-e words. Teach students to cross through the silent-e lightly, as well as to mark the long vowel with a macron (e.g., *tīmé*). Then, have students say the long vowel sound (e.g., /ī/) and read the word.
- Distribute index cards to pairs of students. The cards should include a variety of closed syllables (e.g., *blimp, tab, throb*) and silent-e syllables (e.g., *flame, shame, wide*). Have students sort the words by syllable type. Then, have students read the words in each group and explain why the vowel sound is long or short.

EXTEND

- Display a column of closed syllables (e.g., *dim, jam, pip, trip*). Then, have students add a new column and write in the silent-e version of each closed syllable (e.g., *dime, jame, pipe, tripe*). Students should read each column and then circle the silent-e syllables that are real words.
- Display two or three syllables that form a word (e.g., *con / trate / cen*). Say the word (e.g., *concentrate*), and have students write the syllables in the correct order.
- Display words that follow the 2C syllable pattern and end in a silent-e syllable (e.g., *combine, inside, reptile*). As necessary, have students apply the steps of 2C syllable division to read each word.

CONNECT

- Display two different silent-e words. Have students read each word. Then, have them compose an oral sentence that relates one or both of the words to a content area topic. For example, if they have the words *hole* and *spine*, they may say, "A black hole contains a huge amount of mass."

WORD LISTS

These lists build on each other.

To Be Used with Concept 4 and Up

1 Syllable	ale, ate, base, bike, bite, blade, blame, blaze, bode, brake, bride, broke, brute, came, cave, chase, chime, code, cone, cope, crave, crime, crude, cube, cute, dime, dive, drape, drive, drone, drove, dude, duke, dune, eve, fine, flake, flame, fluke, flute, frame, fume, game, gave, gaze, glaze, glide, globe, grate, graze, grime, gripe, grove, hate, haze, hide, home, hope, ice, kite, lake, lame, like, made, mate, mine, mule, mute, nose, Pete, pike, plane, plume, pride, prime, prize, prune, quake, quite, ride, ripe, robe, rode, rope, rude, rule, safe, scale, scrape, shade, shape, shave, shine, shone, site, slate, slice, slide, slope, smile, spade, spine, spite, splice, sprite, stale, state, Steve, stone, stove, stride, strike, stroke, swipe, tape, theme, these, those, throne, time, tube, tune, use, vote, wake, wave, whine, white, wide, vine, yoke
2 Syllables	ad/vice, ad/vise, al/pine, bag/pipe, bed/time, cas/cade, col/lide, com/bine, com/mute, com/pete, com/pile, com/pose, com/pute, con/fide, con/fuse, con/sole, con/sume, cos/tume, cup/cake, dis/like, dis/pose, dis/pute, es/cape, es/tate, ex/cuse, ex/hale, ex/hume, flag/pole, ig/nite, im/bibe, im/pale, im/pede, im/pose, in/fuse, in/hale, in/sane, in/side, in/vade, in/vite, in/voke, lunch/time, man/date, mis/take, Nep/tune, ob/tuse, oc/tane, rep/tile, ship/mate, stam/pede, sub/lime, sub/side, sub/sume, sun/rise, sun/shine, sup/pose, tad/pole, trom/bone, un/like
3 Syllables	com/pen/sate, mis/com/pute

WORD CARDS: Instruct

Use these or make your own.

mat	sit	Tim
mate	site	time
bed	ship	web

ANCHOR CHART

Silent-e Syllables

- have one vowel, one consonant, and final e
- e is silent
- vowel is long (says its name)

a_e plane es/cape man/date

e_e eve com/pete im/pede

i_e stride al/pine in/vite

o_e zone con/sole tad/pole

u_e cube con/fuse dis/pute

WORD CARDS: Practice

Use these or make your own.

pike	whine	strike
eve	gene	theme
stove	bode	drone
plume	mule	tune
lane	brake	shave

SAMPLE TEXT

Student may need support with bold words.

CONCEPT 4

Name-Calling

To **call** someone a snake
 is an insult.

A snake is a person
who acts like your friend
 but cannot be trusted
 and might **try** to take a bite out of you,
 if you get **my** meaning.

When it comes to names as insults,
 animals are at the top of the list.

But what would the snakes think,
or the skunks **or** the rats **or** the mules
or the apes **or** the swine
 if they found out about **all** this
 rude name-**calling**?

They would hate it.

“Hey, we’re just trying
 to make a living,” they might say.

“We could use some respect
 and a **few nice words.”**

What if this were a game
 that two could **play**—
 if you get **my** meaning.

Suppose that animals wanted
 to strike back and toss out some insults
 of their **own**?

They just might **say**,
“Don’t trust him. He’s such a ...
person!”

PREPARE

CONCEPT The suffix *-ed* makes three different sounds: /ed/, /t/, and /d/. The sound that suffix *-ed* makes is dictated by the final sound in the base word. If the final sound in the base word is /t/ or /d/, suffix *-ed* says /ed/, as in *rented* and *pretended*. If the final sound in the base word is voiceless (when the vocal cords do not vibrate, such as with /p/, /f/, and /s/), suffix *-ed* says /t/, as in *flapped*, *laughed*, and *crossed*. If the final sound in the base word is voiced (when the vocal cords do vibrate, such as with /b/, /v/, and /z/), suffix *-ed* says /d/, as in *curbed*, *lived*, and *buzzed*.

Students need to be able to discriminate between the three sounds and to recognize that regular past tense verbs ending in /d/ or /t/ are spelled with suffix *-ed*. Knowledge of the sounds made by suffix *-ed* helps students apply strategies for decoding unfamiliar words and checking their spelling.

VOCABULARY base word, derivative, suffix, verb, vocal cords, voice box

MATERIALS Lesson reproducibles, index cards, word lists (included)

INSTRUCT

Display Picture-Word Cards for the suffix *-ed*, such as those included with this lesson. Tell students that you would like them to organize the cards into three groups, based on the sounds that suffix *-ed* makes. (Prompt students as necessary: What sound does suffix *-ed* make at the end of *planted*? What sound does suffix *-ed* make at the end of *ducked*? What sound does suffix *-ed* make at the end of *smelled*? How many different sounds does suffix *-ed* make?)

Have students synthesize their ideas to describe the sounds made by the suffix *-ed*.

State the information: **The suffix *-ed* makes three different sounds: /ed/, /t/, and /d/.**

If students have questions about when or why suffix *-ed* makes three different sounds, an activity that offers further information and exploration may be found in the *Adapt: Extend* section of this lesson.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the rule in a notebook.

PRACTICE

- Provide students with index cards; half should show base words (e.g., *hand*), and half should show their matching derivatives ending in *-ed* (e.g., *handed*). Students should pair the correct base words and derivatives. Then, they should group the derivative cards based on the sound made by suffix *-ed*: /ed/, /t/, or /d/.
- Using the Word Lists included in this lesson as a reference, choose regular verbs for students to act out individually or in pairs. Classmates should guess each verb and then give the past tense form of the verb, along with the sound made by *-ed* in the word. For example: "The word is *jump*. The past tense is *jumped*. Suffix *-ed* says /t/ in *jumped*."
- Distribute a selection of index cards to each student. Each card should contain one word with suffix *-ed*. Then, tell students to find a word on their index cards where, for example, suffix *-ed* says /t/ (e.g., *stomped*). Have students write simple sentences that contain their selected verbs (e.g., *Rotund bears stomped*). Share sentences.
- On notebook paper, have students label columns as follows: /ed/, /t/, and /d/. Then, dictate words that contain *-ed* but do not require changes to the base word when the suffix is added (e.g., *ended*, *sprayed*, *stamped*). Have students write each word in the correct column, based on the sound made by *-ed*.

ADAPT

SUPPORT

- Provide additional practice for students who have difficulty discriminating the sounds of suffix *-ed*. Write a base word on the board. Read the base word with students and then add suffix *-ed*. Next, read the word as a whole and emphasize the sound of *-ed*. Ask students to repeat the word and say the sound they hear *-ed* making (e.g., *sail* + *-ed* = *sailed* [/d/]).
- Have students focus on reading and spelling words that contain just one sound of suffix *-ed*. Then, review and practice the two additional sounds.
- Provide students with sentences that contain words with suffix *-ed*. Have students underline the *-ed* words and write the sound of *-ed* above the suffix.

EXTEND

- Review the three major spelling rules with students (Doubling, Dropping, and Changing). Dictate derivatives (base words with a suffix) that contain suffix *-ed* and require students to double, drop, or change as they add the suffix (e.g., *flopped*, *pranced*, *emptied*). Then, have students write sentences using the dictated words. They can share with partners, who should read each other's sentences aloud.
- Challenge students to figure out when suffix *-ed* makes each sound. Display a variety of words in which *-ed* says /ed/. Have students read the words aloud. Then, underline the base words, and ask students what the base words have in common (i.e., they all end in the letters *d* or *t*). Next, display a variety of words in which *-ed* says /t/. Have students read the words. Then, underline the base words, and have students read them aloud with their hands over their voice boxes. Ask students: On the final sound of each base word, are your voice boxes on (vibrating) or off (not vibrating)? Finally, go through the same procedure with words in which *-ed* says /d/. See if students can conclude that base words ending in voiced sounds other than /d/ result in *-ed* saying /d/.

CONNECT

- Distribute a familiar text. Have students find examples of words that end in suffix *-ed*. Share ideas, and have students organize the words by the sound that *-ed* makes.

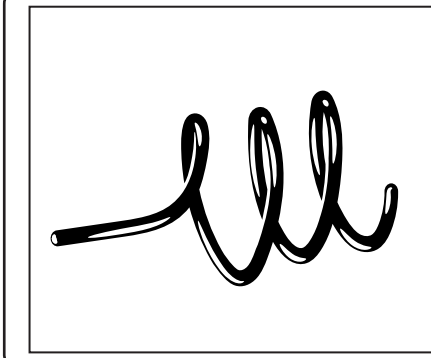
WORD LISTS

These lists build on each other.

To Be Used with Concept 7 and Up

Sound of -ed	When Ending Sound of Base Word Is...	Sample Words
/ed/	/t/ or /d/	acted, added, admitted, aided, baited, banded, batted, blasted, boasted, bonded, braided, branded, chatted, cheated, crusted, deducted, defeated, defended, dented, detected, digested, drafted, drifted, dusted, fasted, feasted, floated, frosted, funded, grunted, handed, hated, hinted, hunted, intended, jilted, knitted, landed, lasted, lifted, listed, needed, nodded, panted, patted, planted, predicted, pretended, prevented, printed, protested, punted, rejected, rented, repeated, respected, rusted, sanded, sifted, slanted, stunted, tilted, tinted, treated, trusted, twisted, wilted
/t/	a voiceless sound, such as /p/, /f/, or /s/	addressed, asked, attacked, baked, beached, benched, blinked, breached, camped, cashed, chased, clamped, clapped, compressed, confessed, cracked, crossed, cuffed, danced, dashed, dismissed, distressed, ducked, escaped, flapped, focused, forced, hatched, helped, hopped, hushed, impressed, itched, jumped, kicked, leafed, leashed, licked, liked, locked, mashed, matched, missed, mixed, mocked, packed, passed, picked, peeped, raked, reached, recessed, remixed, rushed, screeched, shipped, skipped, slipped, snacked, snapped, squeaked, splashed, stacked, stamped, stopped, stuffed, taped, tapped, thanked, tossed, tricked, tucked, wished, wrapped
/d/	a voiced sound, such as /b/, /v/, or /z/	aimed, beamed, begged, behaved, billed, buzzed, chained, claimed, clanged, cleaned, closed, complained, contained, dimmed, dined, dragged, drained, dreamed, dulled, emptied, envied, failed, filled, filmed, frayed, fried, grabbed, grinned, healed, hugged, jogged, lived, loved, opened, planned, played, raised, refilled, remained, sailed, saved, smelled, smiled, spied, sprayed, squealed, stayed, steamed, strayed, streamed, swayed, tagged, teamed, tried, trimmed, used, wailed, whined, willed, yelled, yodeled

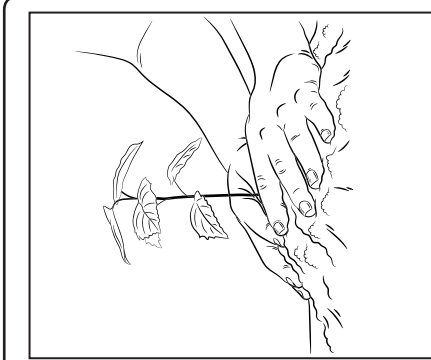
PICTURE-WORD CARDS



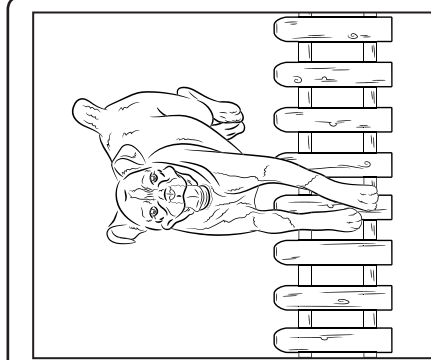
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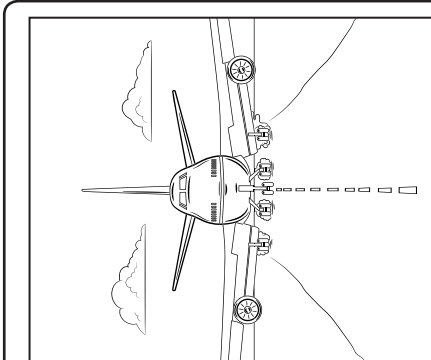
rushed



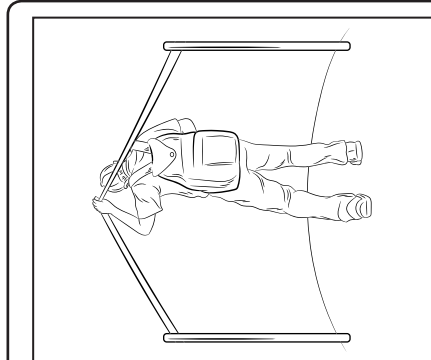
planted



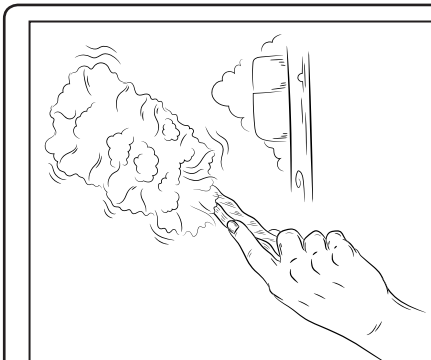
jumped



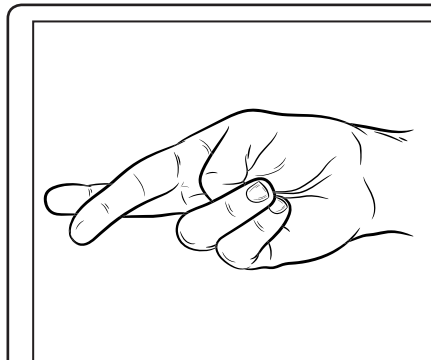
landed



ducked

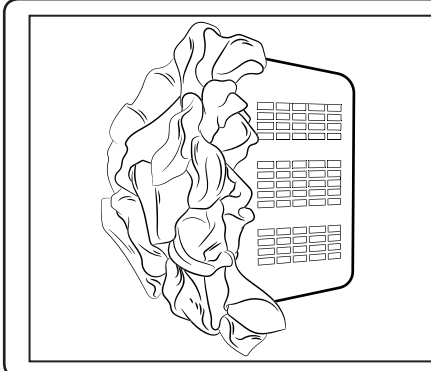


dusted



crossed

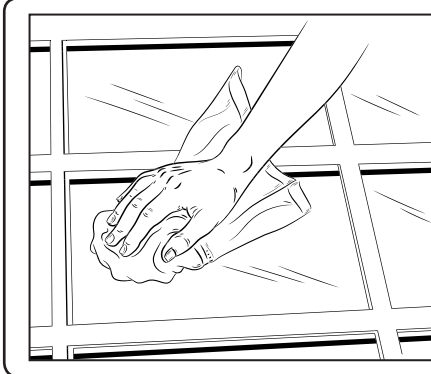
PICTURE-WORD CARDS



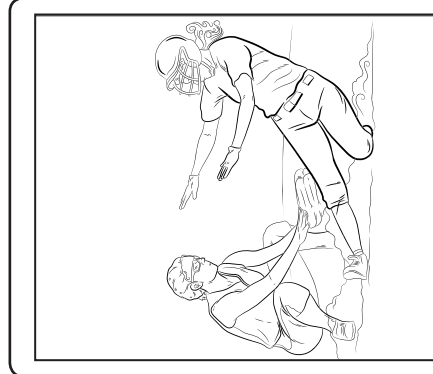
filled



smelled



cleaned



played

ANCHOR CHART

Sounds of -ed

Suffix -ed says /ed/

added	defended	dented	landed
prevented	rented	tended	trotted

Suffix -ed says /t/

asked	camped	confessed	jumped
reached	stuffed	tricked	wished

Suffix -ed says /d/

aimed	billed	buzzed	frayed
grabbed	lived	opened	tried

WORD CARDS

Use these or make your own.

hand	blink	aim
handed	blinked	aimed
slant	wrap	heal
slanted	wrapped	healed
treat	dismiss	yell
treated	dismissed	yelled

⚡ PREPARE

CONCEPT The letter *y* can act as a consonant or a vowel, depending on its position in a word and the letters that precede it. This lesson focuses on *y* acting as a consonant and *y* acting as a vowel at the end of words. The letter *y* acts as a consonant at the beginning of a word (as in *yam*) or syllable (as in *canyon*, *yoyo*, and *beyond*). The letter *y* always acts as a vowel at the end of words. It says /ī/ at the end of one-syllable words (as in *fly*, *try*, and *spy*) and at the end of multi-syllable words that end in an accented syllable (as in *deny*, *reply*, *comply*, and *rely*). At the end of multi-syllable words that end in an

unaccented syllable, *y* says /ē/ (as in *penny*, *happy*, and *company*).

Y also acts as a vowel in vowel pairs and in words of Greek origin. Sample words and further explanation are offered in the Word Lists. Knowledge of the sounds made by *y* helps students apply strategies for decoding unfamiliar words and checking their spelling.

VOCABULARY accented, base word, consonant, suffix, syllable, unaccented, vowel

MATERIALS Lesson reproducibles, highlighters, index cards, tokens, word lists (included)

⚡ INSTRUCT

Display Picture-Word Cards for the letter *y*, such as those included with this lesson. Tell students that you would like them to organize the cards into three groups, based on the sounds *y* makes. (Prompt students as necessary: What sound does the letter *y* make at the beginning of words or syllables? What sound does *y* make at the end of one-syllable words? What sounds does *y* make at the end of multi-syllable words?)

Once students have sorted the cards, have them synthesize their ideas to describe the sounds made by the letter *y*.

State the information: **The letter *y* makes the consonant sound /y/ at the beginning of words or syllables. It makes the vowel sound /ī/ at the end of one-syllable words or at the end of multi-syllable words that end in an accented syllable. It makes the vowel sound /ē/ at the end of multi-syllable words that end in an unaccented syllable.**

Consider telling students that *y* makes additional vowel sounds that will be reviewed in other lessons (in vowel teams, in vowel combinations, and in words of Greek origin).

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Create a chart with the following columns: *y* at beginning of word or syllable (/y/), *y* at end of one-syllable word (/ī/), *y* at end of two-syllable word that says /ē/. Using the Word Lists included in this lesson, choose and display words that contain the letter *y*, one at a time. Have students take turns writing a word in the correct column and then pronouncing it.
- Provide each student with a Bingo board of words that contain *y* acting as a consonant or as a vowel at the end of a word. Then, give them directions such as, "Cover a word in which *y* makes the /ē/ (or /ī/ or /y/) sound." Once students earn Bingo, they should read the words that they covered with tokens and review the sound made by each *y*.

continued on next page

- Have students play a version of Tic-Tac-Toe. First, give each pair a list of one- and two-syllable words that end in y. Have them work together to highlight the words in which y says /ī/ in one color and those in which y says /ē/ in a different color. For the game, one student should use words in which y says /ī/, while the other uses words in which y says /ē/. For each turn, students select a word, read it, and copy it in a Tic-Tac-Toe square. Players win when three of their words are written in a row.
- On notebook paper, have students label columns as follows: /ī/, /ē/, and /y/. Then, dictate words that contain y acting as a consonant and y acting as a vowel at the end of a word. Have students write each word in the correct column.

ADAPT

SUPPORT

- If students have difficulty hearing the accented syllable in multi-syllable words, remind them that accent will make their mouths open wider. Their voices will be louder and stronger. Read a selection of words, and have students identify the accented syllable.
- Display words in which y is underlined or written in a different color from the rest of the word. Pronounce each word and have students repeat it. Then, students should give the sound that y makes in the word. Have students state whether the sound is the consonant sound of y or a vowel sound of y.
- Distribute index cards that contain a mix of one- and two-syllable words that end in a consonant followed by y (e.g., *fly, shy, apply, rely, messy, tiny*). Have students sort the cards into piles based on the sound y makes (/ī/ or /ē/). Then, have students read each word.

EXTEND

- Display a variety of phrases that contain y (e.g., *supply of crayons, dry yams, nifty yoyo*). Have students read each phrase. If students need support, have them highlight the words where y is challenging, and discuss with them what it would say in each one. Using a list of suggested words, students may also generate their own phrases to share.
- Review the Changing Rule with students: When a base word ends in a consonant and final y, change the y to i before adding a suffix that does not begin with i. Display a base word (e.g., *study*). Then, display a suffix (e.g., *-ed*). Have students read the base word and write the derivative (e.g., *studied*).

CONNECT

- Distribute a familiar text. Have students find examples of words that contain y. Share ideas and have students organize the words into groups (e.g., y acting as consonant or vowel, sounds made by y, etc.).

WORD LISTS

These lists build on each other.

To Be Used with Concept 6 and Up

Y Acts as a...	Where is it?	What does it say?	Sample Words
Consonant	Beginning of word or syllable	/y/	backyard, barnyard, beyond, canyon, papaya, stockyard, yak, yam, yank, yap, yapping, yeast, yell, yelling, yelp, yelping, yes, yet, yikes, yip, yodel, yoke, you, young, yoyo, yuck, yum
Vowel	End of one-syllable word	/ī/	by, cry, dry, fly, fry, my, ply, pry, shy, sky, sly, spry, spy, try, why
Vowel	End of multi-syllable word that ends in an accented syllable	/ī/	apply, comply, defy, deny, imply, reply, supply, rely, reply, supply
Vowel	End of multi-syllable word that ends in an unaccented syllable	/ē/	any, assembly, baby, bunny, candy, clumsy, cranky, crazy, dandy, embassy, empty, entry, envy, fancy, fifty, flimsy, frenzy, funny, guppy, handy, happy, hobby, hungry, industry, jelly, jolly, lady, lazy, lucky, messy, nifty, penny, plenty, pony, poppy, puppy, rocky, rugby, silly, sixty, sticky, sunny, tiny, totally, tummy, twenty, ugly, vacancy, zesty

WORD LISTS

These lists build on each other.

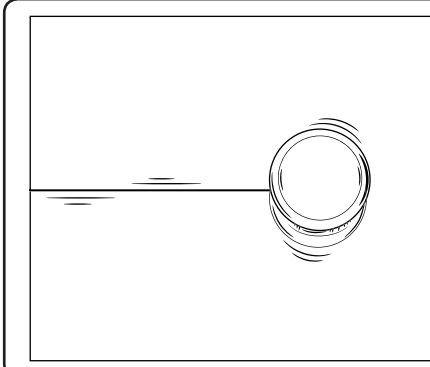
Addition Sample Words for Sounds of y Addressed in Other Lessons

Y Acts as a...	Where is it?	What does it say?	Sample Words
Vowel	In a vowel pair*	What vowel pair says	bay, crayon, day, daytime, decay, displaying, hayride, lay, layoff, may, maybe, pay, paycheck, payment, play, playbill, playful, playlist, ray, relay, runway, say, staying, subway, swaying, tray, way
Vowel	Middle of word of Greek origin**	/i/	analyze, cycle, cyclone, cypress, dehydrate, dynamite, dynasty, enzyme, hybrid, hydrant, hyphen, hypothesis, paralyze, psychic, python, rhyme, stylish, thyroid, typhoon, tyrant
Vowel	Middle of word of Greek origin**	/i/	antonym, crypt, crystal, cygnet, gym, gymnasium, gypsum, gypsy, lymph, myth, nymph, oxygen, physical, syllable, symbol, symmetry, sympathy, symphony, symposium, symptom, synapse, synchronize, syndicate, syndrome, synonym, synthesis, synthetic, system

*The letter y acts a vowel when it follows another vowel (as in *crayon* or *boy*). These vowel pairs are addressed in two separate lessons: Vowel Pair Syllables (Vowel Teams) and Vowel Pair Syllables (Vowel Combinations).

**The letter y also acts as a vowel in words of Greek origin. It can say /i/ (as in *psychic*) or /i/ (as in *synonym*). Additional information about Greek y may be found in the Greek Sound-Symbol lesson.

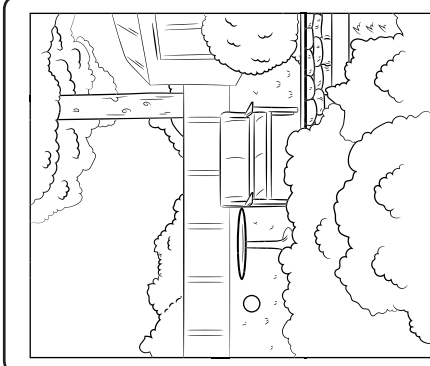
PICTURE-WORD CARDS



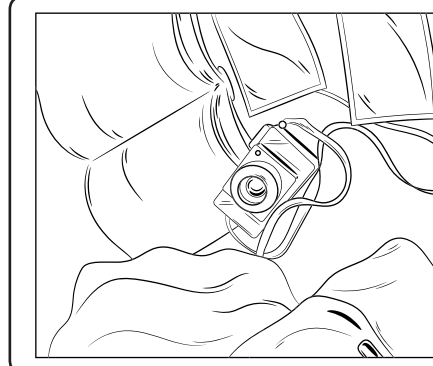
yoyo



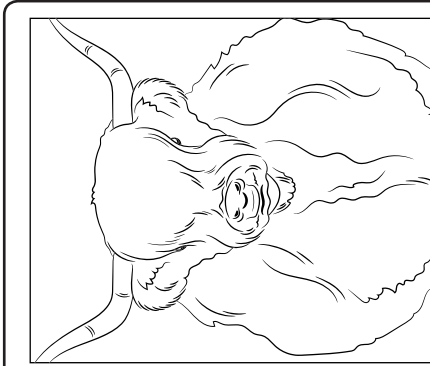
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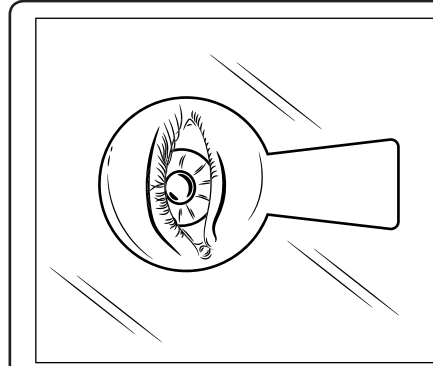
backyard



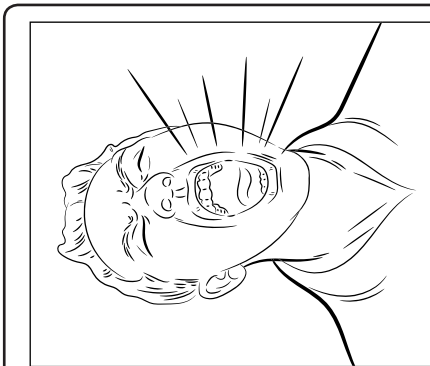
supply



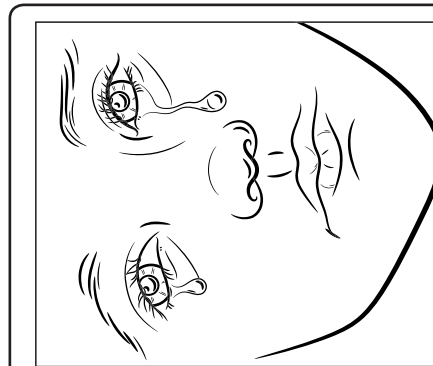
yak



spy

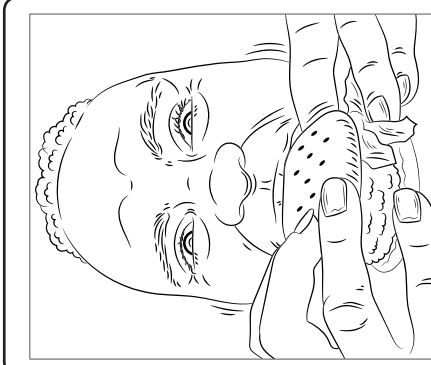


yell

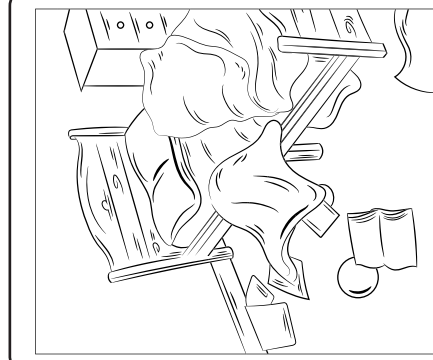


cry

PICTURE-WORD CARDS



hungry



messy

ANCHOR CHART

Sounds of y

Acts as a Consonant and Says /y/

Beginning of Word or Syllable

backyard	beyond	canyon	stockyard
yoyo	yak	yam	yelling
yes	yikes	yodel	young

Acts as a Vowel and Says /ī/

End of One-Syllable Word

End of Multi-Syllable Word that Ends in Accented Syllable

by	cry	apply	comply
fly	shy	deny	imply
spry	why	reply	supply

Acts as a Vowel and Says /ē/

End of Multi-Syllable Word that Ends in Unaccented Syllable

any	assembly	cranky	embassy
funny	industry	messy	rocky
tiny	twenty	vacancy	zesty

PREPARE

CONCEPT A suffix is a letter or group of letters added to the end of a base word to change its meaning or form (e.g., *-s*, *-es*, *-ed*, *-ing*). The ability to recognize suffixes helps students understand the structure and meaning of words, allows students to develop word identification strategies for multisyllabic words, and serves as a foundation for understanding the most common spelling rules.

VOCABULARY base word, consonant, suffix, vowel

MATERIALS Lesson reproducibles, generic game board, index cards, coins, word lists (included)

INSTRUCT

Display or distribute the Word Splash of words ending in *-s*, *-es*, *-ed*, or *-ing*. Ask students to describe what they see in each piece of the visual. (Prompt students as necessary: What do you see in the measuring cup? What do you see in the jar? How have they been combined in the mixing bowl? Point out illustrative examples as necessary: *branch/branches*, *chipmunk/chipmunks*, *fund/funded*.)

Define “suffix”: **A suffix is a letter or group of letters added to the end of a base word to change its meaning or form.**

In addition, clarify for students that they are going to be reading and writing words with consonant suffixes such as *-s* and vowel suffixes such as *-es*, *-ed*, and *-ing*.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

Reinforce students’ understanding of suffixes by modeling the following steps:

1. In a word such as *tricks*, circle the suffix and underline the base word.

trickⓈ

2. Highlight the difference in meaning between each form of the word by presenting illustrative sentences:

The pup can do a trick.

The skilled dog can do many tricks.

Note: Point out to students that both *-s* and *-es* can mean “more than one” when added to a base word. Discuss with students the differences between base words that take the consonant suffix *-s* and base words that take the vowel suffix *-es*: base words that end in *-ch*, *-sh*, *-ss*, *-x*, or *-z* take the vowel suffix *-es*.

PRACTICE

- Distribute a list of words with the suffixes *-s*, *-es*, *-ed*, and *-ing*. Have students circle the suffix and underline the base word. Then, have students work with a partner to create oral (or written) sentences that highlight the difference between the base word and the word with the suffix.
- Distribute index cards that contain words with learned suffixes. Have students take turns with a partner to draw a card, identify the base word and the suffix, and then sort the cards into piles based on consonant and vowel suffixes.

- Have students work with a partner to discriminate between words with consonant suffixes and those with vowel suffixes. Provide students with a word list or game board, as well as a coin. Students should take turns tossing the coin. If it shows heads, they should read and cross off a word with a vowel suffix, and if it shows tails, they should read and cross off a word with a consonant suffix.
- Play Suffix Concentration: Arrange index cards that contain words with suffixes face down in an array. Have students take turns flipping over two cards and reading them. Students keep both cards if the words have the same suffix. The student with the most cards at the end of the game is the winner.

ADAPT

SUPPORT

- Say a word that contains a learned suffix (e.g., *crunching*), and use the word within the context of a sentence for students. Then, have students tell you the suffix contained within the target word.
- Focus on one suffix at a time. Write words with the target suffix on index cards, and have students cut the cards to show how the suffix can be isolated from the base word. Then, have students trade cards with a partner to join pieces and read each word.

EXTEND

- Distribute a list of base words and a list of learned suffixes. Display and read aloud a sentence such as *The jet _____ on the ground yesterday*. Have students choose the base word and suffix that best complete the sentence.
- Provide student pairs with a list of base words that end in a variety of consonants or consonant groups (e.g., *kid, patch, sock, list, glass, fox, chin, branch, frog, kiss, wish, hand*). Have students work together to add the suffix -s or -es to each word and write it in a labeled column.
- Have students create addition and subtraction equations using words with suffixes (e.g., *pond + s = ponds, classes - es = class*). Have students fold their papers to cover the answers and trade with a classmate to solve.

CONNECT

- Select words with learned suffixes from content area texts. Have students work with a partner to read each word and identify the base word and suffix.
- Distribute a paragraph to students that summarizes a content area concept. Be sure the summary includes a selection of words that have learned suffixes. Have students read the paragraph and circle the words with suffixes. Then, have students work with a partner to use each word in a content-related sentence.

WORD LISTS

These lists build on each other.

To Be Used with Concept 2 and Up

VOWEL SUFFIXES	SAMPLE WORDS
-ed (/ed/ only)	acted, banded, chanted, consisted, crusted, disbanded, drafted, drifted, dusted, fasted, frosted, funded, grunted, handed, hinted, hunted, landed, lasted, lifted, listed, planted, printed, punted, rusted, sanded, shifted, sifted, slanted, tilted, tinted, trusted, twisted, wilted
-es	ashes, benches, bosses, boxes, brushes, bunches, buzzes, catches, clashes, classes, crosses, dishes, ditches, fishes, fizzes, flosses, foxes, fusses, glasses, glitches, glosses, gushes, hisses, hitches, hushes, inches, itches, kisses, latches, losses, lunches, masses, matches, misses, passes, patches, pitches, ranches, razzes, riches, rushes, sashes, smashes, splotches, stashes, stitches, swishes, taxes, tosses, trusses, wishes
-ing	acting, bonding, branding, bucking, buzzing, catching, chomping, clutching, crashing, docking, drafting, drifting, dusting, fasting, fishing, fizzing, flossing, frosting, funding, gushing, handing, hatching, hinting, hissing, hunting, hushing, itching, landing, lasting, latching, lifting, listing, locking, missing, passing, planting, printing, punting, ranting, rocking, rushing, rusting, sanding, shifting, sifting, slanting, stashing, swishing, tilting, tinting, tossing, trusting, tucking, twisting, twitching, wilting, wishing
CONSONANT SUFFIXES	SAMPLE WORDS
-s	acts, albums, ants, asks, attics, bands, bandits, bobcats, chipmunks, contacts, crusts, cuffs, dims, docks, drafts, drifts, dusts, fabrics, falcons, fasts, frills, frosts, funds, gallops, goblins, hams, hands, hiccups, hints, hunts, infants, insists, lands, laptops, lasts, lifts, lists, locks, mammals, mascots, mocks, mops, muffins, napkins, pants, plants, pompoms, prints, puffins, pups, rabbits, rants, rocks, rusts, sands, shifts, shocks, shops, shuns, shuts, sifts, sips, slants, socks, stunts, summits, tactics, thuds, tilts, tints, tips, tricks, trusts, tucks, twists, wilts

WORD LISTS

These lists build on each other.

To Be Used with Concept 7 and Up

VOWEL SUFFIXES	SAMPLE WORDS
-ed (3 sounds)	aided, aimed, baited, beached, beamed, boasted, braided, brayed, breached, claimed, cleaned, complained, contained, drained, dreamed, feasted, frayed, grayed, healed, leafed, leashed, needed, peeped, played, prayed, reached, screeched, sprayed, squeaked, squealed, stayed, steamed, strayed, streamed, swayed, teamed, treated, tweaked, weaned
-en	ashen, cheapen, dampen, deepen, eaten, freshen, lengthen, lessen, neaten, sicken, silken, slacken, soften, stiffen, strengthen, sweeten, thicken, waxen, weaken
-er	banker, bleaker, catcher, cheaper, cleaner, container, creamer, damper, dearer, deeper, dreamer, duller, fairer, faster, frailer, fresher, grander, grayer, greener, heater, leaner, mainlander, meaner, meeker, neater, painter, peeper, plainer, player, poacher, richer, roaster, singer, sneaker, soaker, softer, speeder, squeaker, steamer, steeper, stiffer, streamer, stronger, sweeter, swifter, teacher, thicker, toaster, vainer, weaker
-est	bleakest, cheapest, cleanest, dampest, dearest, deepest, dullest, fairest, fastest, frailest, freshest, grandest, grayest, greenest, keenest, leanest, meanest, meekest, neatest, plainest, richest, softest, steepest, stiffest, strongest, sweetest, swiftest, thickest, vainest, weakest
-ish	cleanish, fairish, grayish, greenish, impish, leftish, meanish, oafish, pinkish, selfish, sheepish, thickish
-y	beady, bleary, bumpy, cheeky, cheery, creaky, creamy, creepy, crunchy, crusty, dreamy, dusty, fluffy, frothy, greedy, grumpy, handy, lucky, lumpy, messy, milky, misty, needy, rainy, reedy, rocky, seedy, silky, sleepy, sneaky, speedy, squeaky, steamy, steely, teary, toasty, weepy, windy, zesty

WORD LISTS

These lists build on each other.

To Be Used with Concept 7 and Up

CONSONANT SUFFIXES	SAMPLE WORDS
<i>-ful</i>	bashful, blissful, careful, cheerful, cupful, faithful, fearful, fistful, fitful, fretful, gleeful, graceful, grateful, handful, hateful, helpful, hopeful, painful, peaceful, playful, prideful, restful, shameful, skillful, slothful, spiteful, stressful, tactful, tearful, thankful, useful, wakeful, willful, wishful
<i>-less</i>	aimless, blameless, cageless, careless, dreamless, faithless, fearless, graceless, helpless, hopeless, lifeless, listless, nameless, needless, painless, peerless, priceless, restless, senseless, shameless, sleepless, speechless, spineless, tactless, tearless, thankless, timeless, tireless, useless, zestless
<i>-ly</i>	badly, barely, bleakly, bravely, clearly, completely, crisply, crossly, dimly, extremely, fairly, fondly, freely, gladly, grandly, gravely, grimly, keenly, lately, madly, meanly, meekly, neatly, nicely, quickly, purely, queenly, rarely, richly, sadly, safely, sanely, softly, stately, stiffly, sweetly, thinly, timely, weakly, weekly, wisely, yearly
<i>-ness</i>	bleakness, cleanness, completeness, cuteness, dearness, deepness, dimness, extremeness, fairness, gladness, grimness, illness, lateness, likeness, madness, meekness, meanness, neatness, rareness, ripeness, sadness, sickness, softness, steepness, sweetness, weakness

ANCHOR CHART

Suffixes

A suffix is a letter or group of letters added to the end of a base word to change its meaning or form.

trick + -s = tricks

*The pup can do a **trick**.*

*The skilled dog can do many **tricks**.*

bench + -es = benches

*I sat on the picnic **bench**.*

*Ten picnic **benches** sat by the pond.*

dash + -ing = dashing

*I have to **dash** to get lunch.*

*I will be **dashing** to lunch at 12:30.*

lift + -ed = lifted

*I could not **lift** the box.*

*I **lifted** the box yesterday.*

PREPARE

CONCEPT Immediately after a short vowel in a one-syllable base word, final /ch/ is spelled *tch*, final /k/ is *ck*, and final /j/ is *dge*. This is the tch, ck, dge Generalization. Learning the tch, ck, dge Generalization helps students spell words that cannot be spelled exactly as they sound. (Note: Exceptions to the tch Generalization include *much*, *rich*, *such*, and *which*.)

VOCABULARY base word, consonant, syllable, vowel

MATERIALS Lesson reproducibles, index cards, sticky notes, tokens, word lists (included)

INSTRUCT

Distribute a variety of large sticky notes to students; each should have a tch, ck, dge word. Have students read their words aloud and then attach their sticky notes to the board. Ask students to identify how the words are alike. (Prompt students if necessary: How many syllables? Long or short vowel sound? What letters do you see at the end of the word?) Tell students that these words follow the tch, ck, dge Generalization.

State the rule: **Immediately after a short vowel in a one-syllable word, final /ch/ is spelled *tch*, final /k/ is spelled *ck*, and final /j/ is spelled *dge*.**

You may point out that the letters *t*, *c*, and *d* are silently “defending” the short vowel sounds in words such as *pitch*, *rock*, and *edge*.

Have students collaborate to categorize the sticky notes by final consonant pattern. Then, have them record examples of each type of word (e.g., *tch*: *hutch*, *batch*; *ck*: *struck*, *sick*; *dge*: *lodge*, *edge*).

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the generalization in a notebook.

PRACTICE

- Make index cards showing a variety of words that follow the tch, ck, dge Generalization. Have students read each card and sort it based on the final consonant pattern. Then, have students rewrite the sorted words in labeled columns.
- Dictate words from the Word Lists included in this lesson. Include additional words that do not follow the pattern: *drench*, *honk*, *hinge*, *picnic*, *teach*. Have students use the tch, ck, dge Generalization Checklist to determine if each word follows the tch, ck, dge Generalization. Ask students: One syllable? Short vowel? Ends in /ch/, /k/ or /j/? If all three columns are checked, students spell the word using the tch, ck, dge Generalization. Otherwise, have students spell the word as it sounds.
- Display or distribute the Sample Text included with this lesson. Read it with students. Then, give clues that require students to identify words with different final consonant patterns (e.g., *Circle two words that end in /ch/ spelled as tch. Underline two words that end in /ch/ spelled as ch.*). Have students explain why the tch, ck, dge Generalization words are spelled as they are.

ADAPT

SUPPORT

- Say a variety of words. Have students give the final sound that they hear in each one (e.g., /ch/: *latch, wrench*; /k/: *struck, stink*; /j/: *hedge, cringe*). Repeat the words. Have students give the vowel sound that they hear in each one.
- Focus on one final consonant pattern (e.g., *ck*) at a time. On notebook paper, have students label columns as follows: ack, eck, ick, ock, uck. Dictate words that end in *ck*. Have students repeat each word, say the sounds in each word, and then write each word the correct column.

EXTEND

- Dictate nonwords, some that end in tch, ck, and dge (e.g., *smeck, tradge, zotch*) and some that do not (e.g., *rilk, crage, yinch*). Have students write the words in one of two columns in a table: Follow the Pattern/Do Not Follow the Pattern.
- Play Bingo. Fill 5 x 5 game boards, such as the ones included with this lesson, with final consonant patterns: *tch, ck, dge, ch, k, and ge*. Read from a list of words, and have students place a token on the correct final consonant pattern. The first student to cover five squares in a row wins. To practice spelling, students can write each word on a separate piece of paper.
- Dictate tch and ck Generalization words that have suffixes (e.g., *crutches*). Have students repeat each word and then write the components of each word (e.g., *crutch + es*) before they write the entire word. Suggested words include *hatching, batches, flicks, and cracker*. Add in dge words once students are familiar with the Dropping Rule.

CONNECT

- Select words that follow the tch, ck, dge Generalization from content area texts. Have students work with a partner to read and spell the words.
- Give students some time to look through selections of informational text. Have them locate and record words that end in tch, ck, and dge. Then, have students select five to seven of the words to use in written sentences. Share ideas.

WORD LISTS: tch, ck, dge Generalization

These lists build on each other.

To Be Used with Concept 2 and Up

final /ch/ spelled as <i>tch</i>	batch, blotch, botch, catch, clutch, crutch, ditch, Dutch, glitch, hatch, hitch, hutch, itch, latch, match, notch, patch, pitch, Scotch, snatch, snitch, stitch, switch, thatch, twitch, witch
final /k/ spelled as <i>ck</i>	back, black, block, brick, buck, chick, chuck, clock, cluck, crack, dock, duck, flack, flick, flock, frock, hack, jack, jock, kick, lack, lick, lock, luck, mock, muck, pack, pick, pluck, puck, quack, quick, rack, rock, ruck, sack, shack, sick, slack, slick, smack, snack, sock, stack, stick, stock, stuck, tack, thick, tick, track, trick, truck, tuck, whack, wick
final /j/ spelled as <i>dge</i>	badge, bridge, budge, dodge, fudge, grudge, judge, lodge, nudge, ridge, sludge, smudge, trudge

To Be Used with Concept 3 and Up

final /ch/ spelled as <i>tch</i>	etch, fetch, sketch
final /k/ spelled as <i>ck</i>	check, deck, fleck, neck, peck, speck
final /j/ spelled as <i>dge</i>	dredge, edge, fledge, ledge, pledge, sledge, wedge

ANCHOR CHART

tch, ck, dge Generalization

Immediately after a short vowel in a one-syllable base word:

- final /ch/ is spelled *tch*
- final /k/ is spelled *ck*
- final /j/ is spelled *dge*

Ask three questions:

1. Is there only one syllable?
2. Is there a short vowel?
3. Is the end sound (immediately after the short vowel) /ch/, /k/, or /j/?


pitch


rock


edge

The short vowels are silently defended by the *t* in *tch*, the *c* in *ck*, and by the *d* in *dge*.

SAMPLE TEXT

Student may need support with bold words.

CONCEPT 2

Stuck in the Mud

Dad wants to jog up Spring Hill. **He** asks me to come with him, but I just want to hang out at **home**. Dad insists. **He says**, “**Don’t** be such a stick-in-the-mud.”

“What is a stick-in-the-mud?” I ask.

“A stick-in-the-mud is stuck in place,” **says** Dad, “and does not want to **go** out into the world **or** do things **or** have fun.”

So I go with Dad in his truck. But before we come to Spring Hill, a rock from a **high** ridge crashes down on the **road**. Dad **makes** a quick **turn**, and the truck **goes** into a spin. It zigzags and lands in a ditch.

We have **good** luck because we **don’t** have a scratch on us. But the truck has sunk into thick mud. It won’t budge an inch.


Dad was right. I AM a stick-in-the-mud. And so is **he**!


CONCEPT 3


A Journal Entry


It’s ten o’clock at night. I am on a cot in an **old** hunting lodge in a place **called** Bandit’s Gulch. This morning, I set out with my friend Chuck to get here. There were some problems. We could not dodge the insects. They kept up an endless attack, landing on us for a quick snack before buzzing **away**. We had to trudge through thick mud, which was not much fun. When I was crossing a log bridge, my pack fell into the water. It was about to be swept **away**. I got it back, but I had to eat a wet lunch. A long, long climb up a hill led us to the edge of a cliff. Sitting on a rock up there, we could **see** a neck of land stretching into the ocean. It was such a splendid sight that we felt glad that we had **made** the trip. **Too** bad I am still scratching bug **bites**.

BINGO GAME BOARDS

ck	ch	dge	k	tch
tch	dge	ck	tch	ch
ch	tch		ge	ck
ck	dge	k	tch	ge
ge	ck	tch	ck	ch

tch	ck	k	dge	ge
ch	dge	tch	tch	ck
ck	dge		tch	tch
tch	k	dge	ge	ck
tch	dge	ch	tch	ck

k	tch	ck	ge	dge
ch	dge	ch	tch	ck
ck	ch		dge	ch
dge	ck	k	ch	tch
ck	ge	ch	ck	dge

tch	ch	ck	dge	ck
ck	dge	ge	ch	tch
dge	k		tch	ck
ck	tch	ge	dge	ch
tch	dge	ck	tch	k

PREPARE

CONCEPT A vowel pair syllable has two vowels that are side by side. The two vowels in a vowel combination blend together to make one sound (e.g., *oi* or *oy*). The two vowels in a vowel team make the long sound of the first letter in the pair (e.g., *oa* says /ō/). Vowel combinations are the focus of this lesson. Vowel teams were introduced in an earlier lesson. Knowledge of vowel combinations helps students apply strategies for decoding unfamiliar words and checking their spelling.

VOCABULARY short vowel, syllable, vowel, vowel combination, vowel team

MATERIALS Lesson reproducibles, index cards, letter tiles, tokens, word lists (included)

INSTRUCT

Display a selection of Word Cards, such as those included with this lesson, that contain words with one vowel combination (e.g., *ou*). Tell students that they should pay attention to the vowel sound that they hear as you read each word. Explain that the vowel sound will not be long (as in vowel teams) or short; it will be a combination sound. Have students share the vowel sound that they heard (e.g., /ou/), and then explain that the vowel sound was made by the underlined vowel combination.

State the definition: **A vowel combination is a pair of vowels that are side by side. The sounds of the two vowels blend together.**

Then, display a selection of words with a different vowel combination (e.g., *oi*). Again, have students listen for the vowel sound. Have students explain the new vowel combination (e.g., *oi* says /oi/).

Introduce additional vowel combinations in the same manner.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

PRACTICE

- Using the Word Lists, compile and display a list of words that contain vowel combinations. Students should underline the vowel combination in each word, give the sound it makes, and then read each word.
- Give students index cards that contain words with vowel combinations (e.g., *broil*, *employ*, *ground*, *prowl*). Ask students to sort the words into groups according to the sound that the vowel combinations make (e.g., /oi/ → *broil*, *employ*; /ou/ → *ground*, *prowl*). Students should read the words aloud. Have students use each set of words in a single oral sentence.
- Generate yes/no questions that contain words with vowel combinations (e.g., *Could a clown disappoint? Could a hound be a scoundrel? Could you use shampoo to wash laundry?*). Students should read and discuss each question. Consider having students create their own questions to share with one another.
- Provide students with letter tiles or letter cards, including ones that show vowel combinations. Each vowel combination should be on one tile or card. Using one vowel combination at a time (or contrasting vowel combinations that make different sounds), have students build words that you dictate.

ADAPT

SUPPORT

- If students have difficulty discriminating certain vowel combination sounds, have them listen to pairs of sounds to decide if they are the same or different (e.g., /oi/ & /ā/, /oi/ & /ī/, /oi/ & /ē/, /oi/ & /ō/, /oi/ & /ū/). Students should be given a thumbs-up if the two sounds are the same and a thumbs-down if they are different. Cue students to watch your mouth as you make the sounds. Then, have students listen to and repeat words or phrases that contain a specific vowel combination.
- Provide each student with a Bingo board of vowel combination words and several tokens. Then, give them directions such as, "Cover a word that contains the /oi/ sound." Once students earn Bingo, they should read the words that they covered and review the sound made by each vowel combination.
- Contrast words that contain a vowel combination (e.g., *ow*) and those that contain a short vowel (e.g., /*ō*/). Display pairs of words (e.g., *cow/cot*, *frown/frog*, *town/top*). Then, ask students to read the word that contains the vowel combination or the short vowel.

EXTEND

- Give students index cards that contain words with vowel combinations. Shuffle the cards, and have pairs of students choose two cards. Challenge them to use the two words in a sentence that becomes a caption to a picture. Have students read their sentences aloud and present their drawings.
- Display words that include the 2C, 3C, or 1C syllable pattern and contain a vowel combination (e.g., *compound*, *employ*, *rejoice*). Have students apply the steps of syllable division to read each word. Vowel combinations should be treated as a single vowel if students are writing a small "v" under sounded vowels.
- Contrast two vowel combinations that can make the same sound (e.g., *ou* and *ow*). Review when each is typically used, as described in the Word Lists. Then, dictate sample words and have students spell them. Review answers, and have students explain why they used one combination or the other in each word.

CONNECT

- Distribute a familiar text. Have students find examples of words that contain vowel combinations. Share them as a group.
- Challenge students to find additional examples of vowel combinations (beyond those in the Word Lists) as they read through content area passages (e.g., *ew* can say /*oo*/ as in *flew*, *ou* can say /*oo*/ as in *soup*).

WORD LISTS

These lists build on each other.

To Be Used with Concept 8 and Up

Vowel Combination	Sound	Sample Words
oi (usually at the beginning or in the middle of a word)	/oi/	appoint, appointment, avoid, boil, broil, choice, coil, coin, disappoint, foil, hoist, join, joint, moist, noise, oil, oilcloth, ointment, point, pointless, poison, rejoice, soil, spoil, toil, topsoil, voice, void
oy (usually at the end of a base word)	/oi/	annoy, batboy, boy, coy, boycott, convoy, cowboy, destroy, employ, enjoy, envoy, loyal, joy, joyful, oyster, ploy, royal, soy, soybean, toy
ou (usually in the middle of a word)	/ou/	account, amount, bound, cloud, compound, couch, count, crouch, discount, flounder, flour, foul, found, foundation, ground, grout, hound, loud, mound, mouse, mouth, mouthful, noun, ouch, out, outbound, outfit, outline, outside, pouch, pound, pout, proud, round, scoundrel, scout, shout, slouch, snout, sound, sour, south, spout, sprout, surrounding, thousand, trout, without
ow (often at the end of a word, but does come before final <i>n</i> , <i>l</i> , <i>el</i> , or <i>en</i>)	/ou/	allow, bow, brow, brown, chow, clown, cow, cowlick, crowd, crown, down, downtown, drown, drowsy, flower, fowl, frown, frowned, gown, growl, how, howl, now, owl, plow, powder, power, prow, scowl, shower, sundown, towel, tower, town, vow, vowel, wow
au (usually at the beginning or in the middle of a word)	/au/	auction, August, auto, cause, caution, faucet, fault, flaunt, haul, haunt, launch, laundry, laurel, staunch, taunt, vault
aw (usually at the end of a base word but does come before final <i>l</i> , <i>k</i> , or <i>n</i>)	/au/	awful, awning, bawl, brawl, claw, coleslaw, crawl, dawn, draw, drawing, drawl, drawn, fawn, flaw, gawk, hawk, jaw, jawbone, jigsaw, law, lawn, paw, pawn, raw, rawhide, saw, sawdust, scrawl, scrawny, seesaw, shawl, squawk, straw, tawny, thaw, yawn
oo	/oo/	bamboo, bloom, boo, boom, boost, boot, booth, broom, broomstick, choose, cool, coop, drool, food, goof, goose, groom, hoop, hoot, igloo, loop, moo, moon, noon, pool, proof, raccoon, root, school, scoop, scoot, seafood, shampoo, smooth, soon, soothe, spoon, stool, too, tool, toolbox, zoo, zoom

To Be Used with Concept 9 and Up

Vowel Combination	Sound	Sample Words
oo	/oo/	book, bookcase, brook, cook, cookout, crook, foot, football, good, hood, hook, look, nook, notebook, redwood, shook, soot, stood, took, unhook, wood, woof, wool

WORD CARDS

Use these or make your own.

bro <u>oi</u>	po <u>in</u> t	vo <u>ic</u> e
jo <u>oy</u>	o <u>ys</u> ter	ro <u>ya</u> l
cro <u>ou</u> ch	mo <u>un</u> d	so <u>u</u> th
cro <u>ow</u> n	sc <u>ow</u> l	vo <u>o</u>
bo <u>oo</u> th	igloo <u>o</u>	zo <u>oo</u> m
fa <u>ul</u> t	ha <u>ul</u>	la <u>un</u> ch
da <u>wn</u>	scra <u>wl</u>	ya <u>wn</u>

ANCHOR CHART

Vowel Combinations

- pair of vowels that are side by side
- sounds blend together

oi	/oi/ as in coin	point	voice
oy	/oi/ as in boy	employ	royal
ou	/ou/ as in couch	bound	without
ow	/ou/ as in clown	frown	plow
au	/au/ as in haunt	haunt	vault
aw	/au/ as in yawn	crawl	straw
oo	/ōō/ as in smooth	boot	spoon
oo	/öö/ as in book	shook	wool

PREPARE

CONCEPT When a vowel is followed by *r*, the vowel makes an unexpected sound. This is the vowel-r syllable. Vowel-r patterns *er*, *ir*, and *ur* always say /er/. Vowel-r pattern *ar* says /ar/. Vowel-r pattern *or* says /or/. In an unaccented syllable, *or* and *ar* say /er/ (as in *doctor* and *mustard*).

However, in words of two or more syllables when the vowel-r pattern is followed by a vowel (as in

very or *siren*) or another *r* (as in *carry* or *merry*), the vowel will not make an unexpected sound.

Knowledge of vowel-r syllables helps students apply strategies for decoding unfamiliar words and checking their spelling

VOCABULARY syllable, vowel, vowel-r syllable

MATERIALS Lesson reproducibles, index cards, letter tiles, word lists (included)

INSTRUCT

Display the Instruct Word Cards included with this lesson, which show words with one vowel-r pattern (e.g., *ar*). Tell students that each of the cards contains a vowel-r syllable; then, read each one. Ask students to identify how the syllables are alike. (Prompt them as necessary: What does the letter *r* do to the vowel? Does the vowel make a short sound, a long sound, or an unexpected sound?)

Then, display a selection of words with a different vowel-r pattern (e.g., *or*). Have students explain what the new vowel-r pattern says (e.g., *or* says /or/).

Introduce additional vowel-r patterns in the same manner. Finally, have students synthesize their ideas to describe vowel-r syllables.

State the definition: **When a vowel is followed by *r*, the vowel makes an unexpected sound. This is the vowel-r syllable. Vowel-r patterns *er*, *ir*, and *ur* always say /er/. Vowel-r pattern *ar* says /ar/. Vowel-r pattern *or* says /or/.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the rule in a notebook.

PRACTICE

- Distribute the Practice Word Cards included with this lesson. Ask students to organize the cards into groups by vowel-r sound. Students will have three groups: /ar/, /or/, and /er/. Then, have students provide the sound made by each vowel-r syllable (e.g., *ar* says /ar/; *er*, *ir*, and *ur* say /er/) before reading the relevant group of words aloud.
- Using the Word Lists included in this lesson as a reference, give each student two single-syllable vowel-r words (e.g., *scarf/snort*, *skirt/twirl*). For each word, have students underline the vowel-r pattern, give its sound, and then read the word. Then, have students write a “can” sentence using the words (e.g., *A scarf can snort; Someone can twirl a skirt*). They can read their sentence to classmates, who should decide whether the statement is true or false.
- Have students practice dividing and reading words with vowel-r syllables. Just as they do when dividing words with other syllable types, students should identify the sounded vowels (not including the letter *r*), count the consonants between the vowels, and divide accordingly. As they read aloud each syllable before blending them together, students should recognize that the letter *r* following any vowel will cause the vowel to make an unexpected sound.
- Provide students with letter tiles or letter cards, including some with vowel-r patterns. Each vowel-r pattern should be on one tile or card. Using one vowel-r pattern at a time (or contrasting vowel-r patterns that make different sounds), have students build words that you dictate.

 **ADAPT****SUPPORT**

- If students have difficulty discriminating and producing words with vowel-r sounds, have them watch your mouth as you say each sound (/ar/, /or/, /er/). Then, have them echo the sound as they look in a mirror. Practice saying a variety of vowel-r words, and move to phrases as necessary (e.g., *smart shark, short storm*).
- Display a list of vowel-r words that contain only one vowel-r pattern (e.g., *herd*). Have students underline the vowel-r pattern in the words, give the sound that it makes, and read each word. Challenge students to group the words in some way that would be familiar to them (e.g., by part of speech).
- Display closed syllable or vowel-r words that are missing the vowel sound (e.g., *sh__p, c__n*). Give students single letter tiles or cards for the short vowels and vowel-r patterns. Say words (e.g., *shop, corn*), and have students identify the letter tile to complete each one. Then, have students write the words.

EXTEND

- Challenge students to find a word within a list that best fits a set of clues. Display, for example, the following words that contain vowel-r syllables: *lantern, meter, percent, perfume, and sparkle*. Then, tell students to find the word that includes a closed syllable and the letter c making its soft sound. They should respond with the word *percent*.
- Dictate words that contain vowel-r syllables and require students to consider the Doubling, Dropping, and Changing Rules (e.g., *referring, curved, merciful*). Have students write sentences with a selection of the dictated words.
- Review the circumstances when a vowel-r pattern will not make an unexpected sound (as described in the *Concept* section of this lesson). Have students practice reading words such as *berry, carrot, cereal, merry, siren, sparrow, and very*.

 **CONNECT**

- Display content-related words (e.g., *liberty, embargo, export*). Divide and read the words, pointing out the vowel-r syllables in each one. Challenge students to find examples of vowel-r syllables in familiar texts.

WORD LISTS

These lists build on each other.

To Be Used with Concept 9 and Up

Vowel-r Sound	Sample Words
Single-Syllable /er/ Words	clerk, birch, bird, birth, blur, blurt, burn, burst, chirp, church, churn, curb, curd, curl, dirt, fern, fir, firm, first, fur, germ, girl, her, herd, hurl, hurt, lurk, perch, perk, perm, quirk, shirt, sir, skirt, slurp, smirk, spur, spurt, squirm, squirt, stir, surf, swirl, term, third, thirst, turf, turn, twirl, urn, verb, whirl
Multi-Syllable /er/ Words	affirm, after, birdcage, birthday, blackbird, burden, burlap, burly, caper, certify, circle, circulate, circus, clover, confirm, crater, curdle, curfew, curtail, December, diner, dirty, disturb, emerge, expert, femur, fever, flatter, furnish, glider, grocery, gurgle, hibernate, hinder, hurdle, lantern, liberty, meter, modern, November, October, over, percent, perfect, perfume, perhaps, person, poverty, purple, refurbish, remember, reservation, return, rover, Saturday, September, spider, sunburn, super, surprise, surround, thermos, thirsty, thirteen, Thursday, turbine, turkey, turnip, turtle, ulcer, wafer, waver, western, wiper
Single-Syllable /ar/ Words	arch, arm, art, bar, bark, barn, car, card, cart, charm, chart, dark, dart, far, farm, hard, harm, harp, harsh, jar, large, march, mark, marsh, mart, parch, park, part, scar, scarf, shark, sharp, smart, snarl, spark, star, starch, start, tar, tart, yard, yarn
Single-Syllable /or/ Words	born, cord, cork, corn, dorm, for, fork, form, fort, horn, nor, north, or, orb, porch, pork, port, short, snort, sort, sport, storm, thorn, torch, torn, worn
Multi-Syllable /or/ Words	acorn, afford, conform, deport, enforce, escort, export, forbid, forget, forgot, forlorn, formulate, forty, hornet, inform, import, morbid, morning, orbit, organ, ornate, passport, pitchfork, popcorn, porcupine, reform, report, shortcut, storage, torment, tornado, torpedo, torso, windstorm

WORD CARDS: Instruct

Use these or make your own.

ch <u>a</u> rm	ma <u>r</u> sh	sn <u>a</u> rl
ya <u>r</u> n	fo <u>r</u> m	no <u>r</u> th
sn <u>o</u> rt	th <u>o</u> rn	cl <u>e</u> r <u>k</u>
fe <u>r</u> n	he <u>r</u> d	pe <u>r</u> ch
ch <u>i</u> rp	di <u>r</u> t	sq <u>u</u> ir <u>m</u>
wh <u>u</u> rl	bl <u>u</u> rt	sl <u>u</u> rp
su <u>r</u> f	tu <u>r</u> n	

ANCHOR CHART

Vowel-r Syllables

- vowel followed by *r*
- vowel makes unexpected sound

ar

says /ar/

charm

gar/lic

or

says /or/

storm

for/got

er

says /er/

germ

ex/pert

ir

says /er/

third

cir/cus

ur

says /er/

turn

pur/ple

WORD CARDS: Practice

Use these or make your own.

germ

skirt

quirk

curd

hurt

chart

harsh

sharp

spark

yard

cord

fort

orb

storm

torch

⚡ PREPARE

CONCEPT A vowel pair syllable has two vowels that are side by side. The two vowels in a vowel team make the long sound of the first letter in the pair (e.g., vowel team *oa* says /ō/). The two vowels in a vowel combination blend together to make one sound (e.g., *oi* or *oy*). Vowel teams are the focus of this lesson. Vowel combinations are introduced in a later lesson. Knowledge of vowel teams helps students apply strategies for decoding unfamiliar words and checking their spelling.

VOCABULARY long vowel, short vowel, syllable, vowel, vowel team

MATERIALS Lesson reproducibles, index cards, letter tiles, tokens, word lists (included)

⚡ INSTRUCT

Display a selection of Word Cards, such as those included with this lesson, that contain words with one vowel team (e.g., *ai*). Tell students that they should pay attention to the vowel sound that they hear as you read each word. Have students share the vowel sound that they heard (e.g., /ā/), and then explain that the long vowel sound was made by the underlined vowel team.

State the definition: **A vowel team is a pair of vowels that are side by side. Each vowel team is pronounced as the long sound of the first vowel.**

Then, display a selection of words with a different vowel team (e.g., *oa*). Again, have students listen for the vowel sound. Have students explain the new vowel team (e.g., *oa* says /ō/).

Introduce additional vowel teams in the same manner.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

⚡ PRACTICE

- Using the Word Lists, compile and display a list of words that contain vowel teams. Students should underline the vowel team in each word and then read the word.
- Generate yes/no questions that contain words with vowel teams (e.g., *Could a jeep screech? Could a snail paint? Could you teach a flea to speak?*). Students should read and discuss each question. Consider having students create their own questions to share with one another.
- Provide students with letter tiles or letter cards, including some with vowel teams. Each vowel team should be on one tile or card. Using one vowel team at a time (or contrasting vowel teams that make different sounds), have students build words that you dictate.
- Display the Sample Text. Have students scan the text for words with vowel teams and highlight the words. Then, have students read each word aloud before reading the entire selection.

ADAPT

SUPPORT

- Review the long sound of each vowel (/ā/, /ē/, /ī/, /ō/, /ū/). Then, create index cards with individual vowel teams (e.g., ee, oa, ai). Present the cards one at a time, and have students give the vowel team's pronunciation (e.g., ee says /ē/, oa says /ō/, ai says /ā/).
- Provide each student with a Bingo board of vowel team words and several tokens. Then, give them directions such as, "Cover a word that contains the /ō/ sound." Once students earn Bingo, they should read the words that they covered and review the sound made by each vowel team.
- Contrast words that contain a vowel team (e.g., ee) and those that contain the corresponding short vowel. Display pairs of words (e.g., pant/paint, rod/road, bet/beet). Then, ask students to read the word that contains the long vowel or the short vowel.

EXTEND

- Give students index cards that contain words with vowel teams (e.g., pain, gray, heal, feed). Ask students to sort the words into groups according to the sound that the vowel teams make (e.g., /ā/ → pain/gray, /ē/ → heal/feed). Students should read the words aloud. Consider having students use each set of words in a single oral sentence.
- Select one vowel team and have students write phrases in response to your dictation. For example: eat a pea, a real treat, a meal of meat, the seal on the beach. Using a list of suggested words, students may also generate their own phrases to share, dictate, and/or illustrate.
- Display words that contain the VC/CV (2C) or VC/CCV (3C) syllable division pattern as well as a vowel team (e.g., explain, mainland, sustain). Have students apply the steps of syllable division to each word. Vowel teams should be considered as a single vowel if students are writing a small "v" under sounded vowels.

CONNECT

- Distribute a familiar text. Have students find examples of words that contain vowel teams. Share them as a group.
- Challenge students to find additional examples of vowel teams (beyond those in the Word Lists) as they read through content area passages (e.g., oe says /ō/, ight says /ī/, ie can say /ī/ as in pie, ue can say /ū/ as in rescue).

WORD LISTS

These lists build on each other.

To Be Used with Concept 5 and Up

Long Vowel Team	Sound	Sample Words
ai (usually in the middle of a word)	/ā/	aid, aim, air, bait, braid, brain, chain, claim, complain, contain, disdain, drain, exclaim, explain, fail, faint, flail, gain, gait, grain, hail, jail, laid, maid, main, mainland, nail, obtain, paid, pail, pain, paint, plain, rail, rain, sail, saint, snail, Spain, sprain, stain, strain, strait, sustain, tail, trail, train, trait, vain, wail, waist, wait
ay (usually at the end of a word)	/ā/	ashtray, bay, beltway, bray, clay, day, dismay, display, essay, fray, gay, gray, hay, inlay, lay, may, midday, midway, mislay, pathway, pay, payday, play, pray, ray, runway, say, slay, splay, spray, stay, stray, subway, Sunday, sway, tray, way
oa (usually in the middle of a word)	/ō/	boast, boat, bloat, broach, cloak, coach, coal, coast, coat, coax, cockroach, croak, encroach, foal, foam, float, gloat, goad, goal, goat, groan, hoax, inroad, load, loaf, loan, loath, moan, moat, oaf, oak, oat, oath, poach, roach, road, roam, roast, soak, soap, stoat, throat, toad, toast, unload, upload
ee (can be in the middle or at the end of a word)	/ē/	bee, beech, bleed, breed, cheek, cheer, creed, creek, creep, deed, deem, deep, eel, fee, feed, feel, feet, flee, fleet, free, glee, Greek, green, greet, heed, heel, jeep, jeer, keen, keep, leek, leer, meek, meet, need, peek, peel, peep, peer, queen, reed, reef, reek, reel, screech, screen, see, seed, seek, seem, seen, seep, sheen, sheep, sheer, sheet, sleek, sleep, sleet, sneer, speech, speed, spleen, spree, steed, steel, steep, steer, street, succeed, sweep, sweet, tee, teem, teen, teeth, thee, three, tree, trustee, tweed, wee, weed, week, weep, wheel

To Be Used with Concept 7 and Up

Long Vowel Team	Sound	Sample Words
ea (usually in the middle of a word)	/ē/	beach, beak, beam, bean, beat, cheap, cheat, clean, clear, cream, deal, dean, dear, dream, each, ear, east, eat, fear, feast, feat, flea, gleam, glean, heal, heap, hear, heat, jeans, lead, leaf, lean, leap, leash, least, mean, meat, near, neat, pea, peach, peak, plea, plead, reach, read, real, ream, reap, rear, sea, seal, seam, sear, smear, speak, spear, squeak, squeal, steam, streak, stream, tea, teach, teak, teal, team, treat, weak, wheat

WORD CARDS

Use these or make your own.

braid _	clay _	boast _	fee _
faint _	hay _	cloak _	heed _
grain _	pay _	foam _	peel _
main _	spray _	loaf _	screech _
paint _	stray _	oak _	teen _
trail _	tray _	roast _	weep _
wait _	way _	toad _	wheel _

ANCHOR CHART

Vowel Teams

- pairs of vowels that are side by side
- pronounced as the long sound of the first vowel

ai → long a → braid complain

ay → long a → clay displaiy

oa → long o → boast roam

ee → long e → fleet screech

ea → long e → leash wheat

SAMPLE TEXT

CONCEPT 5

Good Pup!

On a walk, your dog finds loads of things to sniff and inspect. It may strain on its leash, pulling you after it. It's no fun to walk a tugging dog, and it's not safe. The dog may dash into a busy street! Here is one way to train a dog to heel—to walk safely by your side.

Your goal is to have your dog stay by your left side when you signal it to heel. With a bit of food in your left hand, tap your hip. Say your dog's name and "Heel." Begin walking. Maintain a slow speed, and keep the leash slack. As your dog stays by your side, feed it the bits. Praise it for staying with you. If the dog passes you or veers off, turn around, and keep walking. Praise it for coming back to your side. As your dog succeeds with this training, you will not need to feed it. Your signal to heel will let your dog know what you expect.

PREPARE

CONCEPT A syllable is a word or part of a word with one vowel sound. It is important for students to develop an awareness of syllables in spoken language (i.e., to recognize that spoken words can be segmented into smaller units called syllables).

In addition, a working knowledge of the six written syllable types that occur in English (closed, silent-e, consonant-le, vowel pair, open, and vowel-r) helps students apply strategies for decoding unfamiliar words and checking their spelling. This lesson will

focus primarily on developing students' awareness of syllables in spoken language. However, some activities require students to determine whether written sequences of letters may be considered syllables.

VOCABULARY consonant, long vowel, short vowel, syllable, vowel

MATERIALS Lesson reproducibles, blocks, index cards, picture cards, word lists (included)

INSTRUCT

Tell students that you are going to say some words that they will repeat. Then, say some of the words from the Word Lists. In pairs or small groups, students should determine how many syllables they hear in each word. Students may use any technique they are familiar with to count syllables. If students need support with this exercise, suggest that they put a hand under their chin. The number of syllables is equivalent to the number of times they can feel their chin tap their hand.

Once students have practiced counting syllables, have them listen for and identify short vowel sounds (*ă, ě, ĭ, ǒ, ŭ*) and long vowel sounds (*ā, ē, ī, ō, ū*) in additional syllables. First, practice with one-syllable words.

Then, move to two-syllable words. In the word *invade*, for example, first have students give the number of syllables. Then, ask them which vowel sound they hear in the syllable *in* (*i*) and in the syllable *vade* (*ā*).

Finally, ask students to describe what syllables are. (Prompt them as necessary: What kind of sound does each syllable have to have? Are syllables always words? Can they be a part of a word?) Have students synthesize their ideas.

State the definition: **A syllable is a word or part of a word with one vowel sound.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

When you review the Anchor Chart, explain to students that written words may also be thought of as having syllables. In fact, English has six written syllable types: closed, silent-e, consonant-le, vowel pair, open, and vowel-r. Students will learn about each syllable type, and how to divide written words into syllables, in later lessons.

PRACTICE

- Using the Word Lists, compile and say a variety of words. Have students repeat each word and then give the number of syllables in the word (e.g., *time*, 1; *monkey*, 2; *alphabet*, 3).
- Provide a pair of students with a deck of picture cards. Have students flip over one card at a time, say the word, segment it into syllables, and count the number of syllables. Students can then sort cards into groups based on the number of syllables.

- Display and read a poem. Then, reread the poem line by line. Pause at the end of each line so that students can count and record the total number of syllables that they hear in the line. Share students' findings.
- On some index cards, write closed or open syllables (e.g., *dact*, *po*), and on other cards, write only consonants (e.g., *plnd*, *gbl*). Distribute the cards to students. Students should sort the index cards into two groups: syllables and non-syllables. Encourage students to underline or highlight the vowel in each syllable.

ADAPT

SUPPORT

- Use visuals, such as blocks, to model the blending and segmenting of syllables. For blending, show blocks that are set apart. Present a word in syllables, tapping a block for each syllable (e.g., *făn/tăs/tĭk*). Then, slowly move the blocks closer, and, as you do, say the syllables closer together. Eventually, push the blocks together and say the word as a whole. Engage in the opposite process for segmenting.
- Say one-syllable words. Have students give the vowel sound in each. If students need additional support, practice with a limited set of vowels (e.g., only words with *ă* and *ö*).
- Provide students with a page filled with consonants and vowels. Have students circle only the vowels.

EXTEND

- Have students work with partners or in small groups. Students should number their papers 1 through 10. Give a clue for each number (e.g., *Name a vegetable with two syllables. Name a sport with three syllables.*). Players should write their answers to the best of their abilities. Then, each team should read their words aloud. They receive one point for each word that is not on any other team's list.
- Say a multi-syllable word (e.g., *brightening*). Have students repeat the entire word. Then, challenge them to provide only one syllable (e.g., the first syllable—*bright*).
- Display two- and three-syllable words made up of closed and/or open syllables only (e.g., *cobweb*, *bombastic*, *banjo*). Read each word. Have students repeat the word and then tell the number of syllables it contains. Finally, show students the syllables visually by dividing between them. Have students underline or highlight the vowel in each syllable.

CONNECT

- Collect pictures that represent vocabulary words students have learned. Distribute one picture to each student. Say one vocabulary word at a time, syllable by syllable (e.g., *mī/tō/sīs*). When a student hears the word that matches his or her picture, he or she should hold up the picture, say the whole word, and offer a definition of (or fact about) it.
- Collaborate with students to write a haiku (a three-line poem with five syllables in the first line, seven in the second, and five in the third) about a previously learned concept.

WORD LISTS

These lists build on each other.

To Be Used with Concept 1 and Up

1 Syllable	ad, aid, aim, app, apt, at, be, beat, brace, brag, by, cake, cast, chat, check, class, cone, craft, cramp, crate, cry, dab, deck, dice, draft, drift, drive, dust, east, edge, end, fact, flea, fleece, fly, grade, graft, grain, grate, grid, gripe, grit, grow, gum, guy, health, help, hey, ice, ilk, it, jab, jest, jump, just, lamp, lid, limp, list, long, low, lug, lunge, mast, me, mug, must, mute, my, name, neck, nest, nice, no, not, notch, note, null, nut, on, opt, pace, pact, page, peace, pet, phone, place, post, pulse, quench, quest, race, raft, ride, rift, right, rise, sand, screen, see, shift, shrug, sift, silk, sigh, snake, snap, so, soft, spine, splice, staff, stem, stick, stuff, tap, tape, text, tilt, trace, track, tree, trap, trip, tweet, twelve, twist, use, vice, vine, vote, west, why, wilt, wish, woe, yam, yikes, zap, zest, zilch, zip
2 Syllables	absent, advice, advise, album, alpine, attic, baby, backpack, bagpipe, bandit, banjo, baseball, basement, basket, bedtime, bobcat, brandish, cactus, candid, candy, cascade, catnap, catnip, chipmunk, cobweb, combat, combine, compact, complex, comprise, conclude, conduct, confide, conflict, congress, consist, console, consult, contact, content, cupcake, detest, disband, discuss, dismiss, disrupt, drastic, eighteen, embrace, enchant, extract, fabric, fifteen, flagpole, franchise, frantic, gambit, goblin, goldfish, graphic, handcuff, headphone, hiccup, hundred, impact, impose, inside, insist, insult, intend, intent, invade, invite, justice, kidnap, laptop, license, lunchtime, mandate, mascot, membrane, milkshake, mistake, muffin, napkin, noting, oblong, octane, office, online, padlock, pancake, pencil, photo, picnic, pinwheel, plastic, plugin, pompom, public, publish, puffin, pulpit, puppy, rabbit, ransack, retain, revenge, rustic, secret, shilling, shipmate, stampede, streaming, sublime, submit, subside, summit, sunlit, sunrise, sunshine, suntan, tablet, tactic, tadpole, tomcat, traffic, trombone, unlike, unsung, until, unzip, uplift, upload, waited, wishbone
3 Syllables	apprehend, astronaut, athletic, Atlantic, basketball, bombastic, centipede, coconut, committee, compensate, concentrate, condolence, confidence, consultant, contemplate, cosmetic, criticize, decisive, demonstrate, diligent, disconnect, disenchant, disengage, ecstatic, embellish, episode, establish, extrinsic, fantastic, feminine, gigantic, happiness, incomplete, inculcate, indiscreet, indispose, indulgent, infiltrate, infinite, inhibit, invalid, investment, intrepid, isolate, justify, ladybug, linguistic, magistrate, manuscript, miscompute, momentum, obsolete, optimist, potato, president, primitive, publicize, satellite, seventeen, subcontract, undulate, video, volcanic, volleyball, Wisconsin
4 Syllables	apprehensive, captivity, celebrity, congratulate, discriminate, epidemic, eradicate, expedient, gymnasium, humanity, humiliate, independence, intelligence, intensity, patriotic, publicity, timidity, undemanding, unsuspecting, velocity, violinist

ANCHOR CHART

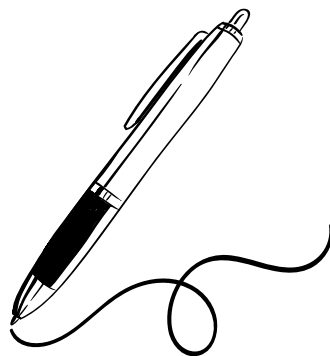
What is a Syllable?

Syllables can be heard.



A syllable is a word or part of a word with one vowel sound.

Syllables can be written.



There are six written syllable types in English:

closed
vowel pair

silent-e
open

consonant-le
vowel-r

 **PREPARE**

CONCEPT Words that contain the vowel-consonant-vowel letter pattern are typically divided before the consonant, as in *ro*/*bot* or *o*/*zone*. This is the V/CV (1C) syllable division pattern, and it is the focus of this lesson. Some words, such as *hab*/*it* and *tim*/*id*, divide after the consonant. This is the VC/V (Flex 1C) syllable division pattern, and it is introduced in a later lesson.

In the V/CV (1C) pattern, the first syllable is always open. As such, it is important to note that vowels in open, unaccented vowels, such as in

the first syllable in *decide*, may not sound like long vowels in running speech. Knowledge of syllable division rules supports students as they read unfamiliar words with two or more syllables.

VOCABULARY 1C syllable pattern, consonant, syllable, vowel

MATERIALS Lesson reproducibles, index cards, letter tiles, word lists (included)

 **INSTRUCT**

Students may be familiar with the discussion below from the VC/CV (2C) or VC/CCV (3C) syllable pattern lessons. If so, feel free to move directly to the modeling of 1C syllable division.

As necessary, engage students in a discussion about patterns, providing the following definition as needed, **A pattern is an arrangement or an order of something.** Explain that patterns can help us to make sense of things. Ask students, What are some examples of patterns that you've seen in your lives?

After students offer a few examples, explain that there are certain letter patterns within words that can help us to divide the words into syllables. Dividing the words into syllables makes them easier to read.

Display the word *robot*. Ask students to describe the steps of syllable division as you model for them.

First, put a dot under each sounded vowel. (Prompt students: What am I marking? Are the letters vowels or consonants?)

Then, point out the consonant between the two vowels. (Prompt students: What do you see between the vowels? How many consonants are there?)

Draw a line before the consonant. (Prompt students: Where did I divide the word?)

State the 1C Syllable Division Rule: **In words that contain the vowel-consonant-vowel or 1C letter pattern, we usually divide the word before the consonant.**

Then, read each syllable before blending the syllables together to read the entire word.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record each step in a notebook.

Reinforce the steps of 1C syllable division by modeling (or having students practice with) additional words that include this letter pattern, such as *basic*, *donut*, *music*, *retail*, and *zenith*.

PRACTICE

- Display or distribute a list of two-syllable 1C-pattern words, such as those found in the Word Lists included in this lesson. Support students as they practice dividing the words. Remind them to identify the sounded vowels, count the consonants between the vowels, and then divide before the consonant. Have students read aloud each syllable before blending the syllables together to read the entire word. If students have difficulty recognizing a word because they misplace the accent (e.g., *ro*BOT**), prompt them to place the accent on the other syllable.
- To each student, distribute four index cards with two-syllable words that include the 1C pattern. Have students mark the sounded vowels, divide the syllables, and then cut the cards along the dividing line. Students should mix up the syllable cards for the four words and exchange with a partner, who should recombine the syllables to form the original words.
- Distribute index cards with a variety of 1C-pattern words (e.g., *donut, recess, trident*) to individual students. Students should divide and read their own words. Then, give a clue (e.g., The second syllable in this word rhymes with *shut*). The student who has the matching word (*donut*) should read it aloud. Consider having students write and divide their words on a visible board as well.
- Provide copies of the Sample Text or other text that students can mark lightly, dividing longer words into syllables. Have students read each headline and discuss word meaning as necessary.

ADAPT

SUPPORT

- Display a variety of single syllables (e.g., *hap, ro, tain, vane*). For each example, have students identify the syllable type, give the vowel sound, and read the syllable. Remind students that every syllable has one vowel sound.
- Use letter tiles to display 1C-pattern words. Have students place an index finger on each sounded vowel, move the vowel tiles slightly apart, and divide the syllables before the consonant. Then, ask students to read each syllable separately before pushing the tiles together to read the entire word.
- As students practice dividing and reading 1C-pattern words, teach them to write a small “v” under the vowels and a small “c” under the relevant consonant. In addition, teach them to mark the vowel as long in open syllables (e.g., *rō*) and short in closed syllables (e.g., *bōt*).

EXTEND

- Have students practice the steps of 1C syllable division with words that occur less frequently (e.g., *apex, edict, placate*). Discuss word meaning as necessary, and have students use the words in sentences.
- Present a list of 1C-pattern words for students to divide and read. Then, challenge them to reread the list accurately three times, increasing their speed each time.
- Extend 1C-pattern identification activities to include words with three syllables (e.g., *coconut*). Explain that a word may contain more than one pattern. Cue students to apply the steps of syllable division to the first two syllables before moving on to the second and third syllables.

CONNECT

- Select 1C-pattern words from a content area passage. Present words in a list, and have students apply the rules of syllable division to decode any unfamiliar words. Then, have students read the entire passage.
- Select key terms from an upcoming unit. Distribute a list of the terms to pairs of students. Partners can work together to divide and read the words. Then, have students write a sentence about what they think they will be learning, based on the words that they have decoded. Read the terms together and share predictions.

WORD LISTS

These lists build on each other.

To Be Used with Level 6 and Up

2 Syllables	a/gent, a/pex, ba/by, ba/sic, ba/sin, be/have, be/moan, be/side, bo/nus, ca/dence, ca/nine, co/zy, cra/zy, cu/bic, de/cent, de/cide, de/duce, de/duct, de/feat, de/fend, de/fine, de/fuse, de/mand, de/mise, de/pend, de/tail, de/tect, de/test, de/vise, de/vote, di/gest, di/late, do/nate, do/nut, e/go, e/lope, e/mit, e/rase, e/ven, e/vent, fe/line, fe/male, fo/cus, gra/vy, ha/lo, he/lix, ho/tel, hu/mid, i/deal, i/ris, i/vy, la/dy, la/tent, la/tex, la/zy, li/lac, lo/cate, lo/cust, lo/tus, mi/nus, mo/ment, mo/tel, mu/sic, na/vy, o/mit, o/pen, o/zone, pla/cate, po/lite, po/lo, po/ny, pre/dict, pre/fix, pre/tend, pre/vent, pro/file, pro/test, pro/vide, ra/ven, re/bate, re/cess, re/fuse, re/ject, re/lay, re/main, re/mix, re/mote, re/peat, re/sult, re/tail, re/tain, re/vise, ro/bot, ro/dent, ro/tate, se/nile, si/lent, si/lo, si/nus, so/lo, ti/dy, ti/ny, ti/rade, to/paz, tri/dent, tri/pod, u/nit, u/nite, va/cate, ve/nus, ve/to, vi/rus, ze/nith
3 Syllables	ab/so/lute, ac/ro/bat, a/gen/cy, al/bi/no, am/pu/tate, cal/cu/late, com/po/nent, de/cen/cy, de/pen/dent, dip/lo/mat, cli/mac/tic, co/co/nut, gi/gan/tic, ha/zelnut, i/so/late, la/ten/cy, po/ta/to, po/ten/cy, re/gen/cy, re/pub/lic, ro/man/tic, to/ma/to, va/can/cy, vol/ca/no

To Be Used with Level 9 and Up

2 Syllables	a/corn, ca/per, clo/ver, cra/ter, di/ner, e/merge, fe/mur, fe/ver, gli/der, me/ter, o/ver, pa/per, pre/fer, ra/dar, re/boot, re/coil, re/count, re/joice, re/turn, ro/ver, sa/ber, so/nar, spi/der, su/per, ta/per, wa/fer, wa/ver, wi/per
3 Syllables	cir/cu/late, De/cem/ber, de/part/ment, for/mu/late, gro/ce/y, hi/ber/nate, No/vem/ber, Oc/to/ber, o/ver/hear, por/cu/pine, pro/pel/ler, re/mem/ber, su/per/sede, tor/na/do, tor/pe/do, tur/bu/lent

ANCHOR CHART

1C Syllable Division

1. Find the sounded vowels and mark them with a dot.
2. Count the consonants between the vowels
3. If there is one consonant, divide before it. V/CV
4. Read the first syllable.
5. Read the second syllable.
6. Blend the syllables together to read the whole word.

robot ... ro/¹bot ... robot

SAMPLE TEXT: Headlines

LEVEL 4

Robot and Canine Unite to Defeat Evil Rodents

Students Protest Plan to Crush Gigantic Tomato

Donut Shop to Open in Vacant Motel

Is Navy the Ideal Shade to Paint a Dining Table?

School to Decide if It Will Add or Reduce Recess Time

It's a Puzzle: Coconut Emits Lilac Smell

⚡ PREPARE

CONCEPT Words that contain the vowel-consonant-vowel letter pattern are typically divided before the consonant, as in *ro/bot* or *o/zone*. This is the V/CV (1C) syllable division pattern, and it is the focus of an earlier lesson. However, some vowel-consonant-vowel words, such as *hab/it* and *tim/id*, divide after the consonant. This is the VC/V (Flex 1C) syllable division pattern, and it is the focus of this lesson.

Knowledge of syllable division rules supports students as they read unfamiliar words with two or more syllables.

VOCABULARY 1C syllable pattern, consonant, flex 1C syllable pattern, syllable, vowel

MATERIALS Lesson reproducibles, index cards, letter tiles, word lists (included)

⚡ INSTRUCT

Students may be familiar with the discussion below from the VC/CV (2C), VC/CCV (3C), or V/CV (1C) syllable pattern lessons. If so, feel free to move directly to the modeling of flex 1C syllable division.

As necessary, engage students in a discussion about patterns, providing the following definition as needed, **A pattern is an arrangement or an order of something.**

Explain that patterns can help us to make sense of things. Ask students, What are some examples of patterns that you've seen in your lives?

After students offer a few examples, explain that there are certain letter patterns within words that can help us to divide the words into syllables. Dividing the words into syllables makes them easier to read.

Display the word *planet*. Ask students to describe the steps of syllable division as you model for them.

First, put a dot under each sounded vowel. (Prompt students: What am I marking? Are the letters vowels or consonants?)

Then, point out the consonant between the two vowels. (Prompt students: What do you see between the vowels? How many consonants are there?)

Draw a dotted line before the consonant. Then, read each syllable before blending the syllables together to read the entire word: *plā·net* → *plānet*.

Ask students: Does *plānet* sound like a familiar word?

Explain that in many vowel-consonant-vowel words, dividing *before* the consonant will help them to read new words. However, if dividing *before* the consonant does not result in a familiar word, students should divide *after* the consonant.

Draw a solid line after the consonant. Then, read each syllable before blending the syllables together to read the entire word: *plan / et* → *plānet*.

Ask students: Does *plānet* sound like a familiar word?

State the Flex 1C Syllable Division Rule: **In most words that contain the vowel-consonant-vowel letter pattern, divide before the consonant (1C Syllable Division Rule). However, if dividing before the consonant does not produce a familiar word, be flexible and divide after the consonant. This is the Flex 1C Syllable Division Rule.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record each step in a notebook.

Reinforce the steps of flex 1C syllable division by modeling (or having students practice with) additional words that include this letter pattern, such as *cabin*, *limit*, *magic*, *seven*, and *solid*.

PRACTICE

- Display or distribute a list of two-syllable words from the Word Lists included in this lesson. Some words should divide before the consonant, and some should divide after the consonant. Support students as they practice dividing the words. Remind them to identify the sounded vowels, count the consonants between the vowels, and then divide before the consonant. If dividing before the consonant and blending the syllables does not produce a familiar word, students should divide after the consonant. If students have difficulty recognizing a word because they misplace the accent (e.g., *cab*IN**), prompt them to place the accent on the other syllable.
- Distribute index cards with a variety of 1C- and flex 1C-pattern words (e.g., *donut*, *recess*, *camel*, *radish*) to individual students. Students should divide and read their own words. Then, give a clue (e.g., *The first syllable in this word rhymes with sad*). The student who has the matching word (*radish*) should read it aloud. Consider having students write and divide their words on a visible board as well.
- Provide copies of the Sample Text included with this lesson or an alternative example of connected text that students can mark lightly, dividing longer words into syllables. Have students read each headline and discuss word meaning as necessary.

ADAPT

SUPPORT

- Display a variety of single syllables (e.g., *hap*, *ro*, *tain*, *vane*). For each example, have students identify the syllable type, give the vowel sound, and read the syllable. Remind students that every syllable has one vowel sound.
- Use letter tiles to display flex 1C-pattern words. Have students place an index finger on each sounded vowel, move the vowel tiles slightly apart, and divide the syllables after the consonant. Then, ask students to read each syllable separately before pushing the tiles together to read the entire word.
- As students practice dividing and reading flex 1C-pattern words, teach them to write a small “v” under the vowels and a small “c” under the relevant consonant. Also, teach them to mark the vowel as short in closed syllables (e.g., *mĕn*) and long in open syllables (e.g., *ū*)

EXTEND

- Have students practice the steps of flex 1C syllable division with words that occur less frequently (e.g., *famish*, *gavel*, *tonic*). Discuss word meaning as necessary. Have students use the word in sentences.
- Present a list of flex 1C-pattern words for students to divide and read. Then, challenge them to reread the list accurately three times, increasing their speed each time.
- Extend flex 1C-pattern identification activities to include words with three syllables (e.g., *valentine*). Explain that a word may contain more than one pattern. Cue students to apply the steps of syllable division to the first two syllables before moving on to the second and third syllables.

CONNECT

- Select key terms with 1C- and flex 1C-pattern words from an upcoming unit. Distribute a list of the terms to pairs of students. Partners can work together to divide and read the words. Then, have students write a sentence about what they think they will be learning, based on the words that they have decoded. Read the terms together and share predictions.

WORD LISTS

These lists build on each other.

To Be Used with Concept 8 and Up

2 Syllables: VC/V	at/om, bev/el, cab/in, cam/el, civ/il, com/et, com/ic, cred/it, deb/it, dec/ade, den/im, drag/on, ex/act, ex/ist, fam/ish, fin/ish, gav/el, hab/it, Lat/in, lav/ish, lem/on, lev/el, lim/it, lin/en, liv/id, mag/ic, mel/on, men/u, met/al, mod/el, pan/el, pan/ic, ped/al, pet/al, plan/et, prof/it, pun/ish, rad/ish, rap/id, rob/in, sal/ad, sat/in, sec/ond, sev/en, sol/id, stat/ic, stud/y, tal/ent, tal/on, ten/ant, tep/id, tim/id, ton/ic, top/ic, trav/el, trib/ute, van/ish, vis/it, viv/id, vol/ume
2 Syllables: V/CV	a/gent, a/pex, ba/by, ba/sic, ba/sin, be/have, be/moan, be/side, bo/nus, ca/dence, ca/nine, co/zy, cra/zy, cu/bic, de/cent, de/cide, de/duce, de/duct, de/feat, de/fend, de/fine, de/fuse, de/mand, de/mise, de/pend, de/tail, de/tect, de/test, de/vise, de/vote, di/gest, di/late, do/nate, do/nut, e/go, e/lope, e/mit, e/rase, e/ven, e/vent, fe/line, fe/male, fo/cus, gra/vy, ha/lo, he/lix, ho/tel, hu/mid, i/deal, i/ris, i/vy, la/dy, la/tent, la/tex, la/zy, li/lac, lo/cate, lo/cust, lo/tus, mi/nus, mo/ment, mo/tel, mu/sic, na/vy, o/mit, o/pen, o/zone, pla/cate, po/lite, po/lo, po/ny, pre/dict, pre/fix, pre/tend, pre/vent, pro/file, pro/test, pro/vide, ra/ven, re/bate, re/cess, re/fuse, re/ject, re/lay, re/main, re/mix, re/mote, re/peat, re/sult, re/tail, re/tain, re/vise, ro/bot, ro/dent, ro/tate, se/nile, si/lent, si/lo, si/nus, so/lo, ti/dy, ti/ny, ti/rade, to/paz, tri/dent, tri/pod, u/nit, u/nite, va/cate, Ve/nus, ve/to, vi/rus, ze/nith
3 Syllables that Contain VC/V	com/ed/y, dem/on/strate, den/sit/y, dev/as/tate, ex/am/ple, fac/ul/ty, gal/ax/y, im/ag/ine, in/ex/act, mag/net/ic, nov/el/ty, pun/ish/ment, vac/il/late, val/en/tine, vol/un/teer
3 Syllables that Contain V/CV	ab/so/lute, ac/ro/bat, a/gen/cy, al/bi/no, am/pu/tate, cal/cu/late, com/po/nent, de/cen/cy, de/pen/dent, dip/lo/mat, cli/mac/tic, co/co/nut, gi/gan/tic, ha/zel/nut, i/so/late, la/ten/cy, po/ta/to, po/ten/cy, re/gen/cy, re/pub/lic, ro/man/tic, to/ma/to, va/can/cy, vol/ca/no
3 Syllables that Contain VC/V and V/CV	dil/i/gent, ed/u/cate, mon/u/ment, pop/u/late, spec/u/late

To Be Used with Concept 9 and Up

2 Syllables: VC/V	clev/er, ev/er, liv/er, liz/ard, mod/ern, nev/er, quiv/er, riv/er, sev/er, shiv/er, sliv/er, sub/urb
2 Syllables: V/CV	a/corn, ca/per, clo/ver, cra/ter, di/ner, e/merge, fe/mur, fe/ver, gli/der, me/ter, o/ver, pa/per, pre/fer, ra/dar, re/boot, re/coil, re/count, re/joice, re/turn, ro/ver, sa/ber, so/nar, spi/der, su/per, ta/per, wa/fer, wa/ver, wi/per
3 Syllables that Contain VC/V	can/is/ter, ev/er/glade, ex/er/cise, gen/er/al, lib/er/ty, maj/es/ty, min/is/ter, mis/er/y, mod/er/ate, pov/er/ty, prop/er/ty, Sat/ur/day, sin/is/ter, tol/er/ate, vet/er/an
3 Syllables that Contain V/CV	cir/cu/late, De/cem/ber, de/part/ment, for/mu/late, gro/cer/y, hi/ber/nate, No/vem/ber, Oc/to/ber, o/ver/hear, por/cu/pine, pro/pel/ler, re/mem/ber, su/per/sede, tor/na/do, tor/pe/do, tur/bu/lent

ANCHOR CHART

Flex 1C Syllable Division

1. Find the sounded vowels and mark them with a dot.
2. Count the consonants between the vowels.
3. If there is one consonant, divide before it. V/CV
4. Read each syllable and blend them together to read the whole word.
5. If the word is unfamiliar, divide after the consonant. VC/V
6. Read each syllable and blend them together to read the whole word.

planet ... pla / ¹net ... plānet ... plan / et ... plǎnet

SAMPLE TEXT: Headlines

CONCEPT 8

Panic as Lavish Hotel Runs Out of Satin

Lemon Tonic Makes Stains Vanish

Does Time Travel Exist in Our Galaxy?

Study Finds That Timid Dragons Do Not Display Talons

Lady Claims That Seven Robins Visit Her Each Day

Will Camels Vanish Within Next Decade?

⚡ PREPARE

CONCEPT Words that contain the vowel-consonant-consonant-vowel (VC/CV or 2C) letter pattern are divided into syllables between the two consonants (e.g., *sun/set*, *com/bine*). Knowledge of syllable division rules supports students as they read unfamiliar words with two or more syllables.

VOCABULARY 2C syllable pattern, consonant, syllable, vowel

MATERIALS Lesson reproducibles, index cards, letter tiles, word lists (included)

⚡ INSTRUCT

Engage students in a discussion about patterns, providing the following definition as needed, **A pattern is an arrangement or an order of something.** Explain that patterns can help us to make sense of things. Ask students, What are some examples of patterns that you've seen in your lives?

After students offer a few examples, explain that there are certain letter patterns within words that can help us to divide the words into syllables. Dividing the words into syllables makes them easier to read.

Display the word *candid*. Ask students to describe the steps of syllable division as you model for them.

First, put a dot under each sounded vowel. (Prompt students: What am I marking? Are the letters vowels or consonants?)

Then, point out the consonants between the two vowels. (Prompt students: What do you see between the vowels? How many consonants are there?)

Draw a line between the consonants. (Prompt students: Where did I divide the word?)

State the 2C Syllable Division Rule: **In words that contain the vowel-consonant-consonant-vowel or 2C letter pattern, we divide the word between the two consonants.**

Then, read each syllable before blending the syllables together to read the entire word.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record each step in a notebook.

Reinforce the steps of 2C syllable division by modeling (or having students practice with) additional words that include this letter pattern, such as *admit*, *insist*, *object*, *sunlit*, *unless*.

⚡ PRACTICE

- Display or distribute a list of two-syllable 2C-pattern words, such as those found in the Word Lists included in this lesson. Support students as they practice dividing the words. Remind them to identify the sounded vowels, count the consonants between the vowels, and then divide between the consonants. Have students read aloud each syllable before blending the syllables together to read the entire word. If students have difficulty recognizing a word because they misplace the accent (e.g., **CAN*teen*), prompt them to place the accent on the other syllable.
- To each student, distribute four index cards with two-syllable words that include the 2C pattern. Have students mark the sounded vowels, divide the syllables, and then cut the cards along the dividing line. Students should mix up the syllable cards for the four words and exchange with a partner, who should recombine the syllables to form the original words.

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- Provide copies of the Sample Text included with this lesson or an alternative example of connected text that students can mark lightly, dividing longer words into syllables. Have them share words that they decoded using the steps of syllable division. Discuss word meaning as necessary.

ADAPT

SUPPORT

- Display one-syllable words (e.g., *slip*, *time*). For each example, have students identify the syllable type, give the vowel sound, and read the word. Remind students that every syllable has one vowel sound.
- Use letter tiles to display 2C-pattern words. Have students place an index finger on each sounded vowel, move the vowel tiles slightly apart, and divide the syllables between the consonants. Then, ask students to read each syllable separately before pushing the tiles together to read the entire word.
- As students practice dividing and reading 2C-pattern words, teach them to write a small “v” under the vowels and a small “c” under the relevant consonants. In addition, teach them to mark the vowels as short in closed syllables (e.g., *běd*) and long in silent-e and open syllables (e.g., *tīme*).

EXTEND

- Introduce 2C-pattern words in which the first syllable is either closed, r-controlled, or a vowel team and the second syllable is either r-controlled, a vowel team, or open. Suggested words include *number*, *hermit*, *mermaid*, *maintain*, *banjo*, *jello*, *subway*.
- Display the Sample Text. In pairs, have students underline each closed syllable and practice reading the headlines aloud multiple times.
- Extend 2C-pattern identification activities to include words with three syllables (e.g., *disconnect*). Explain that the 2C pattern is found twice in such words, cuing students to apply the steps of syllable division to the first two syllables before moving on to the second and third syllables.

CONNECT

- Select 2C-pattern words from a content area passage. Present the words in a list, and have students apply the rules of syllable division to decode any unfamiliar words. Then, have students read the entire passage.
- Select key terms from an upcoming unit. Distribute a list of the terms to pairs of students. Partners can work together to divide and read the words. Then, have students write a sentence about what they think they will be learning, based on the words that they have decoded. Read the terms together and share predictions.

WORD LISTS

These lists build on each other.

To Be Used with Concept 1 and Up

2 Syllables	ad/mit, at/las, at/tack, at/tic, ban/dit, can/did, cat/nap, cat/nip, dis/band, dis/miss, dis/tant, dras/tic, fab/ric, fran/tic, gam/bit, im/pact, in/fant, in/sist, kid/nap, mam/mal, nap/kin, pic/nic, plas/tic, rab/bit, ran-sack, ras/cal, sig/nal, tac/tic, traf/fic, vic/tim, zig/zag
3 Syllables	At/lan/tic, fan/tas/tic, in/dig/nant

To Be Used with Concept 2 and Up

2 Syllables	al/bum, bal/lot, blos/som, bob/cat, bot/tom, but/ton, cac/tus, cam/pus, chip/munk, com/bat, com/mon, com/pact, con/duct, con/sist, con/sult, con/tact, cot/ton, cus/tom, dis/cuss, dis/gust, dis/rupt, fal/con, gal/lop, glut/ton, gob/lin, hic/cup, in/sult, lap/top, mas/cot, muf/fin, ob/long, pom/pom, pub/lic, pub/lish, puf/fin, pul/pit, ran/dom, ran/som, rus/tic, sub/mit, sum/mit, sun/lit, sun/tan, tom/cat, un/sung, un/til, un/zip, up/lift
3 Syllables	bom/bas/tic, bot/tom/less, con/sul/tant

To Be Used with Concept 3 and Up

2 Syllables	ab/sent, ad/dress, at/tempt, bas/ket, cob/web, col/lect, com/pel, con/fess, con/nect, con/sent, con/tents, con/test, den/tist, dis/pel, em/bed, en/gulf, ex/pect, ex/tend, frag/ment, hap/pen, hec/tic, hel/met, hid/den, him/self, im/pel, in/dent, in/fect, in/ject, in/sect, in/tend, in/vent, kit/ten, les/son, mag/net, mit/ten, ob/ject, of/fend, on/set, pol/len, prob/lem, pum/mel, pup/pet, sad/dest, sig/net, splen/did, sub/ject, sud/den, sun/set, sus/pect, tab/let, ten/nis, trum/pet, tun/nel, un/less, up/set, vel/vet
3 Syllables	dis/con/nect, em/bel/lish

To Be Used with Concept 4 and Up

2 Syllables	ad/vice, ad/vise, al/cove, al/pine, cas/cade, col/lide, com/bine, com/pete, com/pile, com/pose, com/pute, con/cede, con/cise, con/dole, con/fide, con/fine, con/fuse, con/sole, con/sume, con/vene, cos/tume, dic/tate, dis/like, dis/pose, dis/pute, es/cape, es/tate, ex/cise, ex/cite, ex/cuse, ex/hale, ex/hume, ex/pose, hem/line, ig/nite, im/bibe, im/mune, im/pede, im/pose, in/cite, in/duce, in/fuse, in/hale, in/sane, in/side, in/take, in/tone, in/trude, in/vade, in/vite, in/voke, mag/nate, man/date, mis/take, mun/dane, Nep/tune, ob/tuse, oc/tane, op/pose, pan/cake, pol/lute, pul/sate, rep/tile, stam/pede, sub/lime, sub/sume, sun/rise, sup/pose, tad/pole, tex/tile, trom/bone, un/wise
3 Syllables	com/pen/sate, dis/con/nect, in/cul/cate, in/dis/pose, mis/com/pute, un/com/bine

ANCHOR CHART

2C Syllable Division

1. Find the sounded vowels and mark them with a dot.
2. Count the consonants between the vowels.
3. If there are two consonants, divide between them. VC / CV
4. Read the first syllable.
5. Read the second syllable.
6. Blend the syllables together to read the whole word.

1 2

candid ... can/did ... candid

■ ■

SAMPLE TEXT

Student may need support with bold words.

CONCEPT 1

Headlines

Traffic jam had big impact on plan for trip

Fantastic map found in atlas in attic

Candid bandit did admit, "I am the man in the mask!"

Distant signal seen from man in raft in Atlantic

CONCEPT 2

How Hot Is It?

It is hot out, very hot. Hot **days** are common around here, but not this hot! The sun is on the attack! It is **like** a cannon that has shot **balls** of **fire** down from the summit of a hill. **One** gallant cactus stands up to the sun and does not submit to it. But other plants **give** up. They drop **their** blossoms and wilt. People wilt, **too**, and act **like** limp rags. They can discuss **only one** thing—**how** hot it is! They will be glad to **watch** that pink and crimson sun sink at last.

CONCEPT 3

A Thank-You Note

The first thing I found this morning was a basket on the floor **by my** bed. And in the basket was a kitten! I did not expect such a fantastic gift! I have been wanting a kitten for months, and here it was! Because the kitten is as beautiful and soft as velvet, that is what I will **call** him. Velvet was dashing around the floor **all** morning. His antics were fun to watch. He was busy with a tennis ball, some string, and other objects until **all** that **playing** wore him out. Then, for a change, he **came** to a stop. He was content just to sit on **my** lap and let **me** pet him. I know that Velvet and I will be best friends. Thank you for sending **me** such a splendid gift!

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SAMPLE TEXT

Student may need support with bold words.

CONCEPT 4

The Costume

I have acted in a **play only** one time in **my** life, and it was a big mistake. The **play** was a success, in spite of **my** role in it. What was **my** role? I was a **tree**. For the entire **play**, I had to stand still inside the costume of a **tree** trunk. There was a **little** hole through which I could inhale, but not much air came in. I had lines to **say** through the hole, but I kept skipping them. **My** excuse was that I was attempting not to **go** insane in such a confining space. It was **all** I could do not to yell for help. At the end of the **play**, when everyone was clapping, I made **my** escape.

If anyone invites you to be in a **play**, here is **my** advice: Ask about the costumes first.

⚡ PREPARE

CONCEPT Words that contain the vowel-consonant-consonant-consonant-vowel (VC/CCV or 3C) letter pattern are usually divided after the first consonant (e.g., *chil/dren*, *em/brace*). However, since consonant blends and digraphs stay together, some 3C words divide after the second consonant (which is usually part of a blend or digraph that occurs at the end of a one-syllable word, such as in *fish/pole* or *pump/kin*). Knowledge

of syllable division rules supports students as they read unfamiliar words with two or more syllables.

VOCABULARY 3C syllable pattern, consonant, consonant blend, consonant digraph, syllable, vowel

MATERIALS Lesson reproducibles, highlighters, index cards, word lists (included)

⚡ INSTRUCT

Students may be familiar with the discussion in the box below from the 2C Syllable Pattern lesson. If so, feel free to move directly to the modeling of 3C syllable division.

As necessary, engage students in a discussion about patterns, providing the following definition as needed: **A pattern is an arrangement or an order of something.**

Explain that patterns can help us to make sense of things. Ask students, What are some examples of patterns that you've seen in your lives?

After students offer a few examples, explain that there are certain letter patterns within words that can help us to divide the words into syllables. Dividing the words into syllables makes them easier to read.

Display the word *contrast*. Ask students to describe the steps of syllable division as you model for them.

First, put a dot under each vowel. (Prompt students: What am I marking? Are the letters vowels or consonants?)

Then, point out the consonants between the two vowels. (Prompt students: What do you see between the vowels? How many consonants are there?)

Draw a line after the first consonant. (Prompt students: Where did I divide the word?)

State the 3C syllable division pattern: **In words that contain the vowel-consonant-consonant-consonant-vowel or 3C letter pattern, we usually divide the word after the first consonant.**

Then, read each syllable before blending the syllables together to read the entire word.

Reinforce the steps of 3C syllable division by modeling (or having students practice with) additional words that include this letter pattern, such as *and anthem*, *include*, *ostrich*, *subtract*, and *tendrill*.

In each of the 3C words above, have students underline the consonant blend or digraph that stayed together (e.g., *an/them*, *sub/tract*). Explain to students that a 3C-pattern word sometimes divides after the second consonant in order to keep blends and digraphs together (e.g., *fish/pole*, *pump/kin*).

Have students practice with several such 3C-pattern words (e.g., *ath/lete*, *chest/nut*, *musk/rat*).

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record each step in a notebook.

PRACTICE

- Display or distribute a list of two-syllable 3C-pattern words, such as those in the Word Lists included in this lesson. Support students as they practice dividing the words. Remind them that such words typically divide after the first consonant. If students have difficulty recognizing a word because they misplace the accent (e.g., *hun*DRED**), prompt them to place the accent on the other syllable.
- Distribute index cards with a variety of 3C-pattern words (e.g., *culprit, inflame, pilgrim*) to individual students. Students should divide and read their own words. Then, give a clue (e.g., *The second syllable in this word rhymes with trim*). The student who has the matching word (*pilgrim*) should read it aloud. Consider having students write and divide their words on a visible board as well.
- Provide copies of the Sample Text included with this lesson or an alternative example of connected text that students can mark lightly, dividing longer words into syllables. Have students read each headline and discuss word meaning as necessary.

ADAPT

SUPPORT

- Display one-syllable nonwords with digraphs and blends (e.g., *thol, plex*). Have students highlight the digraphs and blends and then read each syllable. Students should then practice dividing and reading real words that contain the syllables (e.g., *menthol, complex*).
- Use letter tiles to display 3C-pattern words. Have students place an index finger on each vowel, move the vowel tiles slightly apart, and divide the syllables between the consonants. Then, ask students to read each syllable separately before pushing the tiles together and reading the entire word.
- As students practice dividing and reading 3C-pattern words, teach them to write a small “v” under the vowels and a small “c” under the relevant consonants. Consider having them bracket digraphs and blends.

EXTEND

- Have students practice the steps of 3C syllable division with words that occur less frequently (e.g., *contrite, membrane, saffron*). Discuss word meaning as necessary.
- Present a list of 3C-pattern words for students to divide and read. Then, challenge them to reread the list accurately three times, while increasing their speed each time.
- Extend 3C-pattern identification activities to include words with three syllables. Explain that a word may contain more than one pattern. Cue students to apply the steps of syllable division to the first two syllables before moving on to the second and third syllables.

CONNECT

- Select 3C-pattern words from a content area passage. Present the words in a list, and have students apply the rules of syllable division to decode any unfamiliar words. Then, have students read the entire passage.

WORD LISTS

These lists build on each other.

To Be Used with Concept 4 and Up

2 Syllables	ac/tress, ad/dress, an/them, ath/lete, at/tract, cash/mere, chest/nut, chil/dren, com/plete, com/plex, com/prise, con/clude, con/flict, con/gress, con/stant, con/tract, con/trast, con/trite, con/trive, cul/prit, dis/tress, dis/trict, dis/trust, dol/phin, em/blaze, em/blem, em/brace, en/chant, en/close, en/slave, ex/change, ex/clude, ex/plode, ex/tract, ex/treme, fish/pole, fran/chise, hand/cuff, hun/dred, in/cline, in/clude, in/flute, in/spect, in/stant, in/trude, king/dom, mat/tress, mem/brane, men/thol, Mil/dred, musk/rat, nick/name, os/trich, pen/chant, pil/grim, pump/kin, saf/fron, sand/wich, sub/stance, sub/tract, sun/shine, sup/plant, tan/trum, ten/drill
3 Syllables	ac/com/plish, con/cen/trate, con/tem/plate, in/com/plete, in/fil/trate, in/vest/ment, sub/con/tract, un/hand/cuff

To Be Used with Concept 5 and Up

2 Syllables	ab/stain, ac/claim, ap/proach, ban/shee, com/plain, com/plaint, dis/creet, en/croach, ex/plain, in/grain, pin/wheel
3 Syllables	in/dis/creet

ANCHOR CHART

3C Syllable Division

1. Find the vowels and mark them with a dot.
2. Count the consonants between the vowels.
3. If there are three consonants, usually divide after the first consonant: VC/CCV. Divide after the second consonant if there is a consonant digraph or blend in the first syllable: VCC/CV.
4. Read the first syllable.
5. Read the second syllable.
6. Blend the syllables together to read the whole word.

1 2 3
hundred ... hun/dred ... hundred
 ■ ■

1 2 3
pumpkin ... pump/kin ... pumpkin
 ■ ■

SAMPLE TEXT: Headlines

CONCEPT 4

Children Handcuff Pumpkin Culprit with Plant's Tendrils

Mildred the Dolphin Wins Swimming Race with Extreme Athlete

District Sends Complete Contract to Congress

Beautiful Anthem Sung By Actress

Should Sandwich Chain Embrace Use of Saffron?

Tennis Complex Complete Despite Conflict

⚡ PREPARE

CONCEPT Words that contain the vowel-consonant-vowel letter pattern are typically divided before the consonant, as in *ro/bot* or *o/zone*. This is the V/CV (1C) syllable division pattern, and it is the focus of an earlier lesson. However, some vowel-consonant-vowel words, such as *hab/it* and *tim/id*, divide after the consonant. This is the VC/V (Flex 1C) syllable division pattern, and it is the focus of this lesson.

Knowledge of syllable division rules supports students as they read unfamiliar words with two or more syllables.

VOCABULARY 1C syllable pattern, consonant, flex 1C syllable pattern, syllable, vowel

MATERIALS Lesson reproducibles, index cards, letter tiles, word lists (included)

⚡ INSTRUCT

Students may be familiar with the discussion below from the VC/CV (2C), VC/CCV (3C), or V/CV (1C) syllable pattern lessons. If so, feel free to move directly to the modeling of flex 1C syllable division.

As necessary, engage students in a discussion about patterns, providing the following definition as needed, **A pattern is an arrangement or an order of something.**

Explain that patterns can help us to make sense of things. Ask students, What are some examples of patterns that you've seen in your lives?

After students offer a few examples, explain that there are certain letter patterns within words that can help us to divide the words into syllables. Dividing the words into syllables makes them easier to read.

Display the word *planet*. Ask students to describe the steps of syllable division as you model for them.

First, put a dot under each sounded vowel. (Prompt students: What am I marking? Are the letters vowels or consonants?)

Then, point out the consonant between the two vowels. (Prompt students: What do you see between the vowels? How many consonants are there?)

Draw a dotted line before the consonant. Then, read each syllable before blending the syllables together to read the entire word: *plā·net* → *plānet*.

Ask students: Does *plānet* sound like a familiar word?

Explain that in many vowel-consonant-vowel words, dividing *before* the consonant will help them to read new words. However, if dividing *before* the consonant does not result in a familiar word, students should divide *after* the consonant.

Draw a solid line after the consonant. Then, read each syllable before blending the syllables together to read the entire word: *plan / et* → *plānet*.

Ask students: Does *plānet* sound like a familiar word?

State the Flex 1C Syllable Division Rule: **In most words that contain the vowel-consonant-vowel letter pattern, divide before the consonant (1C Syllable Division Rule). However, if dividing before the consonant does not produce a familiar word, be flexible and divide after the consonant. This is the Flex 1C Syllable Division Rule.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record each step in a notebook.

Reinforce the steps of flex 1C syllable division by modeling (or having students practice with) additional words that include this letter pattern, such as *cabin*, *limit*, *magic*, *seven*, and *solid*.

PRACTICE

- Display or distribute a list of two-syllable words from the Word Lists included in this lesson. Some words should divide before the consonant, and some should divide after the consonant. Support students as they practice dividing the words. Remind them to identify the sounded vowels, count the consonants between the vowels, and then divide before the consonant. If dividing before the consonant and blending the syllables does not produce a familiar word, students should divide after the consonant. If students have difficulty recognizing a word because they misplace the accent (e.g., *cab*IN**), prompt them to place the accent on the other syllable.
- To each student, distribute four index cards with two-syllable words that include the 1C and flex 1C patterns. Have students mark the sounded vowels, divide the words in the appropriate places, and then cut the cards along the dividing line. Students should mix up the syllable cards for the four words and exchange with a partner, who should recombine the syllables to form the original words.
- Distribute index cards with a variety of 1C- and flex 1C-pattern words (e.g., *donut*, *recess*, *camel*, *radish*) to individual students. Students should divide and read their own words. Then, give a clue (e.g., *The first syllable in this word rhymes with sad*). The student who has the matching word (*radish*) should read it aloud. Consider having students write and divide their words on a visible board as well.
- Provide copies of the Sample Text included with this lesson or an alternative example of connected text that students can mark lightly, dividing longer words into syllables. Have students read each headline and discuss word meaning as necessary.

ADAPT

SUPPORT

- Display a variety of single syllables (e.g., *hap*, *ro*, *tain*, *vane*). For each example, have students identify the syllable type, give the vowel sound, and read the syllable. Remind students that every syllable has one vowel sound.
- Use letter tiles to display flex 1C-pattern words. Have students place an index finger on each sounded vowel, move the vowel tiles slightly apart, and divide the syllables after the consonant. Then, ask students to read each syllable separately before pushing the tiles together to read the entire word.
- As students practice dividing and reading flex 1C-pattern words, teach them to write a small “v” under the vowels and a small “c” under the relevant consonant. Also, teach them to mark the vowel as short in closed syllables (e.g., *mĕn*) and long in open syllables (e.g., *ū*)

EXTEND

- Have students practice the steps of flex 1C syllable division with words that occur less frequently (e.g., *famish*, *gavel*, *tonic*). Discuss word meaning as necessary. Have students use the word in sentences.
- Present a list of flex 1C-pattern words for students to divide and read. Then, challenge them to reread the list accurately three times, increasing their speed each time.
- Extend flex 1C-pattern identification activities to include words with three syllables (e.g., *valentine*). Explain that a word may contain more than one pattern. Cue students to apply the steps of syllable division to the first two syllables before moving on to the second and third syllables.

 **CONNECT**

- Select 1C- and flex 1C-pattern words from a content area passage. Present the words in a list, and have students apply the rules of syllable division to decode any unfamiliar words. Then, have students read the entire passage.
- Select key terms with 1C- and flex 1C-pattern words from an upcoming unit. Distribute a list of the terms to pairs of students. Partners can work together to divide and read the words. Then, have students write a sentence about what they think they will be learning, based on the words that they have decoded. Read the terms together and share predictions.

WORD LISTS

These lists build on each other.

To Be Used with Concept 8 and Up

2 Syllables: VC/V	at/om, bev/el, cab/in, cam/el, civ/il, com/et, com/ic, cred/it, deb/it, dec/ade, den/im, drag/on, ex/act, ex/ist, fam/ish, fin/ish, gav/el, hab/it, Lat/in, lav/ish, lem/on, lev/el, lim/it, lin/en, liv/id, mag/ic, mel/on, men/u, met/al, mod/el, pan/el, pan/ic, ped/al, pet/al, plan/et, prof/it, pun/ish, rad/ish, rap/id, rob/in, sal/ad, sat/in, sec/ond, sev/en, sol/id, stat/ic, stud/y, tal/ent, tal/on, ten/ant, tep/id, tim/id, ton/ic, top/ic, trav/el, trib/ute, van/ish, vis/it, viv/id, vol/ume
2 Syllables: V/CV	a/gent, a/pex, ba/by, ba/sic, ba/sin, be/have, be/moan, be/side, bo/nus, ca/dence, ca/nine, co/zy, cra/zy, cu/bic, de/cent, de/cide, de/duce, de/duct, de/feat, de/fend, de/fine, de/fuse, de/mand, de/mise, de/pend, de/tail, de/tect, de/test, de/vise, de/vote, di/gest, di/late, do/nate, do/nut, e/go, e/lope, e/mit, e/rase, e/ven, e/vent, fe/line, fe/male, fo/cus, gra/vy, ha/lo, he/lix, ho/tel, hu/mid, i/deal, i/ris, i/vy, la/dy, la/tent, la/tex, la/zy, li/lac, lo/cate, lo/cust, lo/tus, mi/nus, mo/ment, mo/tel, mu/sic, na/vy, o/mit, o/pen, o/zone, pla/cate, po/lite, po/lo, po/ny, pre/dict, pre/fix, pre/tend, pre/vent, pro/file, pro/test, pro/vide, ra/ven, re/bate, re/cess, re/fuse, re/ject, re/lay, re/main, re/mix, re/mote, re/peat, re/sult, re/tail, re/tain, re/vise, ro/bot, ro/dent, ro/tate, se/nile, si/lent, si/lo, si/nus, so/lo, ti/dy, ti/ny, ti/rade, to/paz, tri/dent, tri/pod, u/nit, u/nite, va/cate, Ve/nus, ve/to, vi/rus, ze/nith
3 Syllables that Contain VC/V	com/ed/y, dem/on/strate, den/sit/y, dev/as/tate, ex/am/ple, fac/ul/ty, gal/ax/y, im/ag/ine, in/ex/act, mag/net/ic, nov/el/ty, pun/ish/ment, vac/il/late, val/en/tine, vol/un/teer
3 Syllables that Contain V/CV	ab/so/lute, ac/ro/bat, a/gen/cy, al/bi/no, am/pu/tate, cal/cu/late, com/po/nent, de/cen/cy, de/pen/dent, dip/lo/mat, cli/mac/tic, co/co/nut, gi/gan/tic, ha/zel/nut, i/so/late, la/ten/cy, po/ta/to, po/ten/cy, re/gen/cy, re/pub/lic, ro/man/tic, to/ma/to, va/can/cy, vol/ca/no
3 Syllables that Contain VC/V and V/CV	dil/i/gent, ed/u/cate, mon/u/ment, pop/u/late, spec/u/late

To Be Used with Concept 9 and Up

2 Syllables: VC/V	clev/er, ev/er, liv/er, liz/ard, mod/ern, nev/er, quiv/er, riv/er, sev/er, shiv/er, sliv/er, sub/urb
2 Syllables: V/CV	a/corn, ca/per, clo/ver, cra/ter, di/ner, e/merge, fe/mur, fe/ver, gli/der, me/ter, o/ver, pa/per, pre/fer, ra/dar, re/boot, re/coil, re/count, re/joice, re/turn, ro/ver, sa/ber, so/nar, spi/der, su/per, ta/per, wa/fer, wa/ver, wi/per
3 Syllables that Contain VC/V	can/is/ter, ev/er/glade, ex/er/cise, gen/er/al, lib/er/ty, maj/es/ty, min/is/ter, mis/er/y, mod/er/ate, pov/er/ty, prop/er/ty, Sat/ur/day, sin/is/ter, tol/er/ate, vet/er/an
3 Syllables that Contain V/CV	cir/cu/late, De/cem/ber, de/part/ment, for/mu/late, gro/cer/y, hi/ber/nate, No/vem/ber, Oc/to/ber, o/ver/hear, por/cu/pine, pro/pel/ler, re/mem/ber, su/per/sede, tor/na/do, tor/pe/do, tur/bu/lent

ANCHOR CHART

Flex 1C Syllable Division

1. Find the sounded vowels and mark them with a dot.
2. Count the consonants between the vowels.
3. If there is one consonant, divide before it. V/CV
4. Read each syllable and blend them together to read the whole word.
5. If the word is unfamiliar, divide after the consonant. VC/V
6. Read each syllable and blend them together to read the whole word.

planet ... pla / ¹net ... plānet ... plan / et ... plǎnet

SAMPLE TEXT: Headlines

CONCEPT 8

Panic as Lavish Hotel Runs Out of Satin

Lemon Tonic Makes Stains Vanish

Does Time Travel Exist in Our Galaxy?

Study Finds That Timid Dragons Do Not Display Talons

Lady Claims That Seven Robins Visit Her Each Day

Will Camels Vanish Within Next Decade?