


Unit 6

Phonograms Level C	ar ch oo bt
Exploring Sounds	Schwa
Spelling Rules	Spelling Rules 10, 30, 31.1
Spelling Journal 	/ə/
Grammar	Commas in a Series, Conjunctions
Vocabulary Level A	balloon, Compound Words
Level B	-less quart
Level C	part -iff plaint de- -ant fend pend -er ad- -ment spect

Part 1 Essential Concepts

6.1

All

Phonograms New Phonograms ar, ch, oo

Show ar.

/är/ /är/

What sound does /ä-ä-ä/ say in this phonogram? /ä/

Is /är/ a consonant or a vowel? *It is a vowel.*What kind of vowel? *It is an R-controlled vowel.*Show ch.

/ch-k-sh/ /ch-k-sh/

Is the first sound /ch/ a consonant or a vowel? *It is a consonant.*

Materials

Basic Phonogram Flash Cards

ar ch oo u i

Student notebook

Spelling Rule Flash Cards 10, 30, 31.1

Highlighter

Level **C**

Advanced Phonogram Flash Card bt

Optional

Rhythm of Handwriting Book
The Essentials Reader, Teacher's Guide, & Student Activity Book

Is the second sound /k/ a consonant or a vowel? *It is a consonant.*

Is the third sound /sh/ a consonant or a vowel? *It is a consonant.*

Show oo.

/ö-ü-ō/ /ö-ü-ō/

Is the first sound /ö/ a consonant or a vowel? *It is a vowel.*

Is the second sound /ü/ a consonant or a vowel? *It is a vowel.*

Is the third sound /ō/ a consonant or a vowel? *It is a vowel.*

What kind of vowel is /ö-ü-ō/? *It is a multi-letter vowel.*

Write each phonogram five times while saying the sounds.

Handwriting (optional; use the *Rhythm of Handwriting Student Books*)

C

Advanced Phonogram

Show bt. This phonogram says /t/ in words that came from Latin such as *doubt* and *debt*.

All

Phonogram Flash Cards

Drill the phonograms with flash cards.

Handwriting

Rhythm of Handwriting

Cursive (p. 135): Uppercase letters that connect at the baseline, Practice 34-36

Manuscript (p. 142): Uppercase letters in words, Practice 36-40

Advanced Phonogram

bt

/t/

doubt

Latin

6.2

All

Exploring Sounds

Schwa

Write ə on the board.

Many words that we have been studying include a schwa sound. What is schwa? *It is a lazy vowel sound.*

What sounds does schwa make? /ǘ/ and /ĩ/

Why are some vowels lazy? Or why do some vowels say their schwa sounds? *Some syllables are said louder than other syllables. Some syllables have more stress. Syllables that are stressed usually have a vowel that is clearly pronounced. The syllables that are said with less stress often have a distorted vowel sound called a schwa.*

Show Spelling Rule Card 31.1.

We will review the first half of this rule today. Any vowel may say one of the schwa sounds, /ǘ/ or /ĩ/, in an unstressed syllable or unstressed word.

Let's say the rule together. *Any vowel may say one of the schwa*

Spelling Rule 31.1

Any vowel may say one of the schwa sounds, /ǘ/ or /ĩ/, in an unstressed syllable or unstressed word.

sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.

To begin to learn how this works, first we need to learn to listen for which syllable is stressed. I will say a word. Place your hand under your chin and repeat the word. Feel which syllable your mouth opens larger to say. This is the syllable that is stressed.

Say each word and encourage the students to feel the stressed syllable.

morning

public

reason

under**s**tand

fant**a**stic

volun**t**eer

Hold up the cards and .

How will we know if we are hearing a schwa sound, or if we are hearing one of these phonograms?

Usually if you hear the sounds /ü/ or /i/ in a *stressed* syllable, it is the phonogram or saying its short sound.



6.2-1 Stressed Syllables – page 79 Look at the words on your page. Each word has a missing phonogram. Listen to me say each word. Then repeat the word and feel the stressed syllable that the missing vowel is in. Finally, fill in the missing vowel:

butter

kitten

be**g**un

re**s**ist

Place your hand under your chin. Read each word again. Which syllable is stressed? *the syllable that was missing a vowel*

In an unstressed syllable, any vowel that is being lazy could be a schwa, sounding like /ü/ or /i/. We use a tool called say-to-spell to help us write these vowels correctly.



6.2-2 Schwa – page 79 Listen as I say-to-spell the words. Write the missing vowel in the word. Then read the word aloud with a schwa sound, the way we usually say them.

frözĕn *frözĕn*

kĭngdŏm *kĭngdĕm*

āadapt *ădăpt*

sĕvēn *sĕvĕn*

Schwa sounds are common in unstressed syllables.

Write the sentence on the board.

The cat sat on a chair.

Which words in this sentence are most important to the meaning? *cat, sat, on, chair*

Teacher Tip

Say-to-Spell

When you say-to-spell a word, enunciate every sound clearly as written, not as it is commonly pronounced. This helps students create an auditory picture of the word.

Teacher Tip

Word Stress

There is a range in word stress within a sentence. Here, for example, *on* is stressed less than *sat*, and it is fine if students hear it as unstressed. Not all unstressed words have a schwa sound. The goal is for students to understand why many unstressed words like *the* and *a* contain a schwa sound.

Place your hand under your chin and say, "The cat sat on a chair." Which words do you open your mouth the most to say? Or which words are stressed? *cat, sat, on, chair*

Which are not stressed? *the, a*

The vowels in those words are lazy because those words are not as important to the meaning of the sentence. They are needed for the sentence to be grammatically correct, but if we miss hearing them, we will still understand the sentence.

Reread the sentence with a muffled voice for "the" and "a."

We have learned two places where a vowel may say its schwa sound. What are the two places? *A vowel may say its schwa sound in an unstressed syllable or in an unstressed word.*



6.2-3 Schwa in Unstressed Words – page 79 I will read the sentence that is in your workbook. Highlight the stressed words. Circle the words that have a schwa sound.

The boy ran in the street.

6.3

All

Spelling Rule

Rule 30: Double Letters at the End



6.3 Discover the Rule – page 80 Read the words. Mark the vowels as long, short, or broad.

<i>staff</i>	<i>tall</i>	<i>class</i>
<i>sniff</i>	<i>call</i>	<i>mess</i>
<i>scoff</i>	<i>pill</i>	<i>miss</i>
<i>off</i>	<i>ball</i>	<i>moss</i>
<i>huff</i>	<i>fall</i>	<i>glass</i>
<i>puff</i>	<i>pull</i>	<i>pass</i>
<i>scruff</i>	<i>hill</i>	<i>grass</i>

Spelling Rule 30

We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters also are doubled.

What is the same about each word? *The last letters are doubled.*

Which letters are doubled? *F, L, S*

What do you notice about the vowels? *They are all single vowels.*

Do most of the vowels make their long, short, or broad sound? *short*

Find five words where the vowel does not make its short sound and circle them. *tall, call, ball, fall, pull*

What is the same about all these words? *They end with -ll. The vow-*

els are broad.

What do you think the spelling rule should say? *Answers vary.*

Show Spelling Rule 30.

We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters also are doubled.

Do we always double F, L, and S? *no*

F, L and S are often doubled after which vowel sounds? *after a short or broad vowel that is a single letter*

Which spelling rule explains why the phonogram A says the broad sound in words ending in LL? *When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L.*

What does A often say before an L? */ä/*

Spelling Rule 10

When a word ends with the phonogram A, it says /ä/.

A may also say /ä/ after a W or before an L.



Optional The Essentials Reader

Unit 5: Wombats

- Complete the Pre-Reading activities on pages 13-14 of *The Essentials Reader Teacher's Guide*.
- Pre-read the words on page 21 of *The Essentials Reader Student Activity Book*. Ask the students to underline multi-letter phonograms and mark where the syllables divide.

Part 2 Building Words

6.4

All

Review

- **Phonograms: Rotten Egg**

Place all the phonogram cards the students have learned in Units 1-6 in a cloth bag with 2 *Rotten Egg* cards. Set a timer for between 30 seconds and 2 minutes. Students take turns drawing a card and reading the phonogram aloud. If they read it right, they keep the card and pass the bag. If they do not read it correctly, they must put it back in the bag and pass the bag to the next person. If a student draws the *Rotten Egg* card, he must put all his cards back into the bag and pass it to the next player. Play ends when the timer beeps. The student holding the most cards wins.

Variation: Add one *Snatch It* card to the bag. If a student draws the *Snatch It* card, he may take all the cards of another player. Add one *Lose It* card to the bag. If a student draws the *Lose It* card, he must give his cards to the player on his left.



- **Exploring Sounds: 6.4 Consonants and Vowels – page 81**

Sort the phonograms into consonants, multi-letter vowels, and R-controlled vowels.

- **Spelling Rules:** Write *_all* on the board. Ask the students to spell it using Phonogram Game Tiles. How many words can the student create by adding beginning consonants? Award one point per word. Continue with the other letters below.

_all – ball, fall, call, hall, mall, stall, tall, thrall, wall

_ell – bell, dell, dwell, fell, sell, shell, smell, spell, well, yell

_ill – bill, chill, drill, fill, frill, gill, hill, shrill, still, thrill, trill, will

_ull – bull, cull, dull, full, hull, pull, scull, skull

_ess – bless, chess, dress, less, mess, press, stress, unless

_iss – bliss, hiss, kiss, miss, Swiss

C Morphemes:

- Review the Morpheme Cards from previous units.

Materials

2 decks of Phonogram Game Cards
 2 *Rotten Egg* Cards
 1 *Snatch It* Card
 1 *Lose It* Card
 Cloth bag
 Timer
 Phonogram Game Tiles
 Spelling Journal
 Spelling Analysis Card

Level C

Morpheme Flash Cards

Optional

The Essentials Reader, Teacher's Guide, & Student Activity Book

6.5

All

Spelling Journal

/ə/



Spelling Journal /ə/ Turn to the schwa sound in your Spelling Journal. Look for the symbol that looks like an upside down e.

On the left page, we will collect words where the schwa is found in an unstressed syllable of a multi-syllable word. On the right page, we will collect words where schwa is heard in a one-syllable, unstressed word.

I will write a word on the board. Read the word by articulating each of the vowels clearly. Then reread the word with a schwa sound. Decide which page you should write the word on in the Spelling Journal.

*the**human**gallon**a**was**basket**broken*

<p style="text-align: center;">ə</p> <p style="text-align: center;">Unstressed Syllable</p> <p style="text-align: center;">Any vowel saying its schwa sound in an unstressed syllable.</p>	<p style="text-align: center;">ə</p> <p style="text-align: center;">Unstressed Word</p> <p style="text-align: center;">A small, commonly unstressed grammatical word where the vowel says its schwa sound.</p>
<i>human</i>	<i>the</i>
<i>gallon</i>	<i>a</i>
<i>basket</i>	<i>was</i>
<i>broken</i>	<i>of</i>

We have one final word to discuss. It is the little word *of*.

Write *of* on the board.

This is a very strange word. What sound is the O making? ***It is saying the schwa sound.***

Why do you think it says the schwa sound? ***It is a less important word.***

Write *The cup of tea is hot.*

Which words are most important in this sentence? *cup, tea, hot*

What sound is the F making? /v/

Say /f/ and /v/. What is the same about these sounds? *They are both formed by placing the teeth on the lips and blowing.*

Why do they sound different? */f/ is unvoiced. /v/ is voiced.*

This is the only word where F says /v/. This is a very unusual spelling. However, you can see they are related sounds.

Write *of* in your Spelling Journal.

Optional Practice

Schwa Sound

Levels **B** **C**

Write words with the schwa sound from Spelling Lists 1-5 in the Spelling Journal.



Optional **The Essentials Reader**

Complete Spelling Analysis for your student's level before completing today's activities with *The Essentials Reader*.

Unit 5: Wombats

- Read "Wombats" on pages 15-16 of *The Essentials Reader*.
- Complete some or all of the Post-Reading activities on page 14 of *The Essentials Reader Teacher's Guide*.

6.6

Spelling Analysis

Spelling List 6 – page 82

A

Tips for List 6.A

glass, cliff, all, ball, class, full
 When you sound out a word with a double consonant, pronounce the consonant twice: /g-l-ä-s-s/.

poor
 Some dialects pronounce this word /pör/ and others pronounce it /pōr/. Teach the pronunciation that is common in your community. If you use /ō/, add the marking for the third sound of the phonogram.

Spelling Analysis List 6.A

1	2	3	4	5	6	7	
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue	Write
1. glass	There is a glass of water sitting on the table.	1	gläss	/gläss/	/g-l-a-s-s/	Use /s-z/. Use /s-z/.	7
<i>glass</i>	² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.						10
	Vocabulary			Part of Speech		Plural / Past Tense	
				N		glasses	
2. cliff	There is a house on the top of the cliff.	1	kliff	/kliff/	/c-l-i-f-f/	Use /k-s/. Use /ī-ī-ē-y/.	
<i>cliff</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.						
				N		cliffs	
3. brush	It is important to brush your teeth every day.	1	brüşh	/brüşh/	/b-r-u-sh/	Use /sh/ used only at the beginning of a word and at the end of a syllable.	
<i>brush</i>	Underline the /sh/. ¹⁸ SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship.						
				N, V		brushes, brushed	

4. all	All the students are working together well.	1	äll	/äll/	/a-l-l/	
<i>äll</i>	Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. ¹⁰ When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
				Adj		
5. ball	The ball is in the net.	1	bäll	/bäll/	/b-a-l-l/	
<i>bäll</i>	Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. ¹⁰ When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
				N	balls	
6. school	Miriam was at school today.	1	sköl	/sköl/	/s-ch-oo-l/	Use /s-z/. Use /ch-k-sh/. Use /ö-ü-ö/.
<i>sch²ool</i>	Underline the /k/ and put a 2 over it. /ch-k-sh/ said its second sound. Underline the /ö/.					
				N, Adj	schools	
7. poor	This is a poor picture because it is blurry.	1	pör	/pör/	/p-oo-r/	Use /ö-ü-ö/.
<i>p<u>oor</u></i>	Underline the /ö/. (Or underline the /ö/ and put a 3 over it. /ö-ü-ö/ said its third sound.)					
				Adj, N		
8. car	The car is red.	1	kär	/kär/	/c-ar/	Use /k-s/.
<i>car</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /är/.					
				N	cars	
9. secret	Jack is sharing a secret with Lydia.	2	sē krēt	/sē/	/s-e/	Use /s-z/.
<i>sē c<u>ret</u></i>	Put a line over the /ē/. /ē-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ³¹ Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.					
				Adj, N	secrets	
10. moon	There is a full moon tonight.	1	mön	/mön/	/m-oo-n/	Use /ö-ü-ö/.
<i>moon</i>	Underline the /ö/.					
				N	moons	
11. book	Gabby is reading a book.	1	bük	/bük/	/b-oo-k/	Use /ö-ü-ö/. Use tall /k/.
<i>b<u>oo</u>k</i>	Underline the /ü/ and put a 2 over it. /ö-ü-ö/ said its second sound.					
				N, V	books, booked	

12. water	Max is filling up a pitcher of water.	2	wä ter	<u>/wä/</u> <u>/ter/</u>	<u>/w-a/</u> <u>/t-er/</u>	Use the /er/ of her.
<i>wä <u>ter</u></i>	Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. ¹⁰ When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. Underline the /er/.					
				N, V, Adj	watered	
13. class	The class has a new teacher.	1	kläss	<u>/kläss/</u>	<u>/c-l-a-s-s/</u>	Use /k-s/. Use /s-z/. Use /s-z/.
<i>c/ass</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
				N	classes	
14. full	That is a full glass of water.	1	füll	<u>/füll/</u>	<u>/f-u-l-l/</u>	
<i>füll</i>	Put two dots over the /ü/. /ü-ü-ö-ü/ said its broad sound. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
				Adj		
15. sharp	That is a sharp pencil.	1	shärp	<u>/shärp/</u>	<u>/sh-ar-p/</u>	Use /sh/ used only at the beginning of a word and at the end of a syllable.
<i><u>sharp</u></i>	Underline the /sh/. ¹⁸ SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship. Underline the /är/.					
				Adj		

B

Tips for List 6.B

seashell, stuff, joyless, painless, fearless

When you sound out a word with a double consonant, pronounce the consonant twice: /s-t-ŭ-f-f/.

quart, quarter, quartet

Some regions may need to say-to-spell /qu-**är**-t/.

lizard

You do not need to teach Spelling Rule 31.3 yet. Students will learn when AR says /er/ in Unit 8. Say-to-spell /liz **ä**rd/.

Spelling Analysis

List 6.B

1

Word

2

Sentence

3

Syllables

4

Say-to-Spell

5

Say syllable

6

Segment...

6

... Finger Spell & Cue

7

Write

1. **smooth**

The carpenter sanded the wood until it felt smooth.

1

smöTH

/smöTH/ /s-m-oo-th/ Use /s-z/. Use /ö-ü-ö/.

8

Write Segment

smoo²th

9

Analyze

Underline the /ö/. Underline the /TH/ and put a 2 over it. /th-TH/ said its second sound.

10

Read

Vocabulary

Part of Speech

Plural / Past Tense

Adj, V

smoothed

2. **seashell**

This is a beautiful seashell.

2

sē shëll

/sē/ /s-ea/ Use /s-z/. Use /ē-ë-ā/.

/shëll/ /sh-e-l-l/ Use /sh/ used only at the beginning of a word and at the end of a syllable.

sea shell

Ask the students which two words combine to form seashell. Underline the /ē/. Underline the /sh/. ¹⁸SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship. ³⁰We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.

N

seashells

3. **afternoon**

Let's have a picnic this afternoon.

3

äf ter nön

/äf/ /a-f/

/ter/ /t-er/ Use the /er/ of her.

/nön/ /n-oo-n/ Use /ö-ü-ö/.

af ter noon

Underline the /er/. Underline the /ö/.

N

afternoons

4. igloo	The igloo kept the campers warm at night.	2	ig lö	<u>/ig/</u> <u>/lö/</u>	<u>/i-g/</u> <u>/l-oo/</u>	Use /i-ī-ē-y/. Use /ö-ü-ō/.
<i>ig loo</i>	² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Underline the /ö/.					
				N		igloos
5. stuff	Jerry put all his extra stuff in a box.	1	stüff	<u>/stüff/</u>	<u>/s-t-u-f-f/</u>	Use /s-z/.
<i>stuff</i>	³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
				N, V		stuffed
6. sandwich	That looks like a delicious sandwich.	2	sänd wïch	<u>/sänd/</u> <u>/wïch/</u>	<u>/s-a-n-d/</u> <u>/w-i-ch/</u>	Use /s-z/. Use /i-ī-ē-y/.
<i>sand wïch</i>	Underline the /ch/.					
				N, V		sandwiches, sandwiched
7. bunch	That is the last bunch of grapes on the vine.	1	büñch	<u>/büñch/</u>	<u>/b-u-n-ch/</u>	
<i>büñch</i>	Underline the /ch/.					
				N, V		bunches, bunched
8. garden	That is a nice garden.	2	gär dĕn	<u>/gär/</u> <u>/dĕn/</u>	<u>/g-ar/</u> <u>/d-e-n/</u>	
<i>gar den</i>	² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Underline the /är/. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.					
				N, V		gardens, gardened
9. quart	Please buy one quart of milk at the store.	1	kwärt	<u>/kwärt/</u>	<u>/qu-ar-t/</u>	
<i>quart</i>	Underline the /kw/. ¹¹ Q always needs a U; therefore, U is not a vowel here. Underline the /är/.					
	quart four			N		quarts
10. quarter	A quarter is worth twenty-five cents.	2	kwär ter	<u>/kwär/</u> <u>/ter/</u>	<u>/qu-ar/</u> <u>/t-er/</u>	Use the /er/ of her.
<i>quar ter</i>	Underline the /kw/. ¹¹ Q always needs a U; therefore, U is not a vowel here. Underline the /är/. Underline the /er/.					
	quart four -er noun suffix			N, V		quarters, quartered

11. quartet	The quartet performed beautifully.	2	kwär tět	<u>/kwär/</u> <u>/tět/</u>	<u>/qu-ar/</u> <u>/t-e-t/</u>	
<i>qu<u>ar</u> tet</i>	Underline the /kw/. ¹¹ Q always needs a U; therefore, U is not a vowel here. Underline the /är/.					
	quart four -et noun suffix			N		quartets
12. joyless	Without her friend, Lydia felt joyless.	2	joi lëss	<u>/joi/</u> <u>/lëss/</u>	<u>/j-oy/</u> <u>/l-e-s-s/</u>	Use /j/. Use /oi/ that may be used at the end of English words. Use /s-z/. Use /s-z/.
<i>jo<u>y</u> less</i>	Underline the /oi/. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
	-less without, devoid of			Adj		
13. painless	The dental procedure was painless.	2	pān lëss	<u>/pān/</u> <u>/lëss/</u>	<u>/p-ai-n/</u> <u>/l-e-s-s/</u>	Use two-letter /ā/ that may NOT be used at the end of English words. Use /s-z/. Use /s-z/.
<i>pa<u>in</u> less</i>	Underline the /ā/. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
	-less without, devoid of			Adj		
14. fearless	Jonathan is fearless.	2	fēr lëss	<u>/fēr/</u> <u>/lëss/</u>	<u>/f-ea-r/</u> <u>/l-e-s-s/</u>	Use /ē-ë-ā/. Use /s-z/. Use /s-z/.
<i>fea<u>r</u> less</i>	Underline the /ē/. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
	-less without, devoid of			Adj		
15. lizard	This lizard has a blue tongue.	2	līz ärd	<u>/liz/</u> <u>/ärd/</u>	<u>/l-i-z/</u> <u>/ar-d/</u>	Use /ī-ī-ē-y/. Use /z/.
<i>liz <u>ar</u>d</i>	Underline the /är/. ^{31,3} AR and OR may say their schwa sound, /er/, in an unstressed syllable.					
				N		lizards

C Tips for List 6.C

spectator, spectacular
 You do not need to teach Spelling Rule 31.3 yet. Students will learn when OR and AR say /er/ in Unit 8. Say-to-spell /spɛk tā **tōr**/ and / spɛk tǎk ũ **lär**/.

witness, sheriff, plaintiff
 When you sound out a word with a double consonant, pronounce the consonant twice: /w-ĭ-t-n-ĕ-s-s/.

Advanced Phonogram - doubt
 Advanced phonograms are used infrequently and do not need to be memorized. When cuing an advanced phonogram, you may hold up the Advanced Phonogram Flash Card, write the phonogram on the board, and/or say the names of the letters which spell the advanced phonogram. Mark the advanced phonogram with an A.

Spelling Analysis		List 6.C					
1	2	3	4 4	5	6	6	7
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue	Write
1. apartment	The apartment building is tall.	3	ā pärt mĕnt	/ā/ /pärt/ /mĕnt/	/a/ /p-ar-t/ /m-e-n-t/		
8 8	9 9						10
Write Segment	Analyze						Read
<i>ā part ment</i>	Put a line over the /ā/. /ā-ā-ā/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /är/.						
	Vocabulary			Part of Speech		Plural / Past Tense	
	a- to, toward, add part separate, part -ment noun suffix			N		apartments	
2. compartment	Place your bag in the overhead compartment.	3	kōm pärt mĕnt	/kōm/ /pärt/ /mĕnt/	/c-o-m/ /p-ar-t/ /m-e-n-t/	Use /k-s/.	
<i>com part ment</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /är/.						
	com- with, together, completely part separate, part -ment noun suffix			N		compartments	
3. partner	Joe hands the baton to his partner.	2	pärt ner	/pärt/ /ner/	/p-ar-t/ /n-er/	Use the /er/ of her.	
<i>part ner</i>	Underline the /är/. Underline the /er/.						
	part separate, part			N, V		partners, partnered	

4.	spectator	I prefer to be a spectator, not a player.	3	spĕk tā t ōr	<u>/spĕk/</u> <u>/tā/</u> <u>/tōr/</u>	<u>/s-p-e-c/</u> <u>/t-a/</u> <u>/t-or/</u>	Use /s-z/. Use /k-s/.	
	<i>spec tā t<u>or</u></i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ā/. /ā-ā-ă/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. Underline the /ōr/. ^{31,3} AR and OR may say their schwa sound, /er/, in an unstressed syllable.						
	spect to look, to see -or noun suffix				N, Adj		spectators	
5.	spectacular	The view was spectacular.	4	spĕk tāk ū l är	<u>/spĕk/</u> <u>/tāk/</u> <u>/ü/</u> <u>/lär/</u>	<u>/s-p-e-c/</u> <u>/t-a-c/</u> <u>/u/</u> <u>/l-ar/</u>	Use /s-z/. Use /k-s/.	
	<i>spec t<u>ac</u> ū l<u>ar</u></i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ü/. /ü-ü-ö-ü/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. Underline the /är/. ^{31,3} AR and OR may say their schwa sound, /er/, in an unstressed syllable.						
	spect to look, to see -ar noun and adjective suffix				Adj			
6.	witness	Every witness must swear to tell the truth.	2	wit nĕss	<u>/wit/</u> <u>/nĕss/</u>	<u>/w-i-t/</u> <u>/n-e-s-s/</u>	Use /i-ĭ-ē-y/. Use /s-z/. Use /s-z/.	
	<i>wit n<u>ess</u></i>	³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.						
	wit mind, thought -ness noun suffix				N, V		witnesses, witnessed	
7.	sheriff	The sheriff patrolled the carnival on a bike.	2	shĕr iff	<u>/shĕr/</u> <u>/iff/</u>	<u>/sh-e-r/</u> <u>/i-f-f/</u>	Use /sh/ used only at the beginning of a word and at the end of a syllable. Use /i-ĭ-ē-y/.	
	<i>sh<u>er</u> iff</i>	Underline the /sh/. ¹⁸ SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.						
	-iff noun suffix that denotes a person				N		sheriffs	
8.	plaintiff	The plaintiff accuses the defendant in court.	2	plān tiff	<u>/plān/</u> <u>/tiff/</u>	<u>/p-l-ai-n/</u> <u>/t-i-f-f/</u>	Use two-letter /ā/ that may NOT be used at the end of English words. Use /i-ĭ-ē-y/.	
	<i>pl<u>ain</u> tiff</i>	Underline the /ā/. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.						
	plaint lament -iff noun suffix that denotes a person				N		plaintiffs	

9. complaint	Call the customer service desk if you have a complaint.	2 köm plānt	/k ^ö m/ /plānt/ /c ^o -m/ /p-l-ai-n-t/	Use /k-s/. Use two-letter /ā/ that may NOT be used at the end of English words.
<i>com plānt</i> ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /ā/.				
com- with, together, completely plaint lament N complaints				
10. doubt	Do not doubt yourself.	1 dowt	/dowt/ /d-ou-bt/	Use /ow-ō-ö-ü-ü/. Use the advanced phonogram BT which says /t/.
<i>doub^At</i> Underline the /ow/. Underline the advanced phonogram /t/ and put an A over it.				
N, V doubts, doubted				
11. frugal	James will need to be frugal since he does not have much money.	2 frö gäl	/frö/ /gäl/ /f-r-u/ /g-a-l/	Use /ü-ü-ö-ü/.
<i>frū gal</i> Put a line over the /ö/. /ü-ü-ö-ü/ said a long sound. ² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.				
Adj				
12. defendant	The defendant allegedly robbed a store.	3 dē fēn dānt	/dē/ /fēn/ /dānt/ /d-e/ /f-e-n/ /d-a-n-t/	
<i>dē fen dant</i> Put a line over the /ē/. /ē-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.				
de- away from, out of fend to strike -ant noun & adjective suffix; characterized by N defendants				
13. dependent	Paul is dependent on his parents to pay his tuition.	3 dē pēn dēnt	/dē/ /pēn/ /dēnt/ /d-e/ /p-e-n/ /d-e-n-t/	
<i>dē pen dent</i> Put a line over the /ē/. /ē-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable.				
de- away from, out of pend to hang -ent noun & adjective suffix; characterized by Adj, N dependents				

14. pendant	Mary's parents gave her a necklace and pendant for her birthday.	2	pĕn dănt	/pĕn/	/p-e-n/	
				/dănt/	/d-a-n-t/	
<i>pen dant</i>	^{31.1} Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word.					
pend to hang -ant noun & adjective suffix; characterized by				N		pendants
15. suspenders	Max wore red suspenders.	3	sŭs pĕn derz	/sŭs/	/s-u-s/	Use /s-z/. Use /s-z/.
				/pĕn/	/p-e-n/	
				/derz/	/d-er-s/	Use the /er/ of her. Use /s-z/.
<i>sus pen dĕrs</i> ²	Underline the /er/. Put a 2 over the /z/. /s-z/ said its second sound. ²¹ To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.					
sus- below, under, beneath, secondary pend to hang -er noun suffix -s plural noun suffix				N		

Part 3 Words in Context

6.7

All

Review

- Phonograms:** Dictate the phonograms to the students.

1. or /ör/ 2. u /ü-ü-ö-ü/ 3. th /th-TH/ 4. ai /ä/ that may NOT be used at the end of English words. 5. ch /ch-k-sh/ 6. ay /ä/ that may be used at the end of English words. 7. sh /sh/ used only at the beginning of a word or at the end of a syllable. 8. oo /ö-ü-ō/ 9. ck /k/ two-letter /k/	10. ea /ë-ë-ä/ 11. g /g-j/ 12. c /k-s/ 13. oi /oi/ that may NOT be used at the end of English words. 14. ar /är/ 15. oy /oi/ that may be used at the end of English words. 16. d /d/ 17. ng /ng/ 18. er /er/ the /er/ of her 19. ee /ë/ double /ë/ 20. y /y-ī-ē/
---	--
- Spelling Rules:** Review Spelling Rules 3, 4, 9, 10, 11, 18, 21, 26, 29, 30, 31.1
- Spelling Rules:** Say a word aloud from the following lists. The students should write it on a whiteboard. Award one point for spelling the word correctly. (Provide spelling hints for the multi-letter vowels if needed.) Award one point each time the student knows why the last consonant should or should not be doubled. Choose words at random from the lists below.

Double the last consonant after a single vowel – tall, ball, fall, wall, call, staff, bluff, stuff, cliff, off, drill, sill, mill, trill, will, grill, sell, shell, well, tell, class, mass, mess, less, kiss, miss, hiss, toss, loss

Do not double the last consonant after a multi-letter vowel – feel, steel, beef, reef, steal, seal, real, teal, mail, nail, hail, pail, rail, trail, oil, boil, spoil, soil, pool, stool, school, spool, cool, wool, meal, deal
- Spelling: Phonogram Tile Crossword**
 Provide students with a copy of Spelling List 6. How many words can they incorporate from the list into a single crossword style puzzle using the Phonogram Game Tiles?

Materials

Student notebook
 Spelling Journal
 Spelling Rule Flash Cards
 LOE Whiteboard
 Phonogram Game Tiles
 Red and blue colored pencils
 Grammar Flash Cards 7, 11.1

Optional

Index cards
Sticky notes
The Essentials Reader, Teacher's Guide, & Student Activity Book

Spelling Journal

/ə/

Ask students to find words with the following sounds in their spelling list and add them to their Spelling Journal.

/ə/ unstressed syllable, unstressed word

6.8

All

Grammar

Review

What is a noun? *A noun is the name of a person, place, thing, or idea.*



Spelling List 6 – page 82 Write a red N next to the nouns. Test words by deciding if you can make them plural and if it makes sense with the article “the.”

Nouns

A glass, cliff, brush, ball, school, car, secret, moon, book, water, class

B seashell, afternoon, igloo, stuff, sandwich, bunch, garden, quart, quarter, quartet, lizard

C apartment, compartment, partner, spectator, (spectacular), witness, sheriff, plaintiff, complaint, defendant, doubt, dependent, pendant, suspenders

What is an adjective? *An adjective modifies a noun or a pronoun. An adjective answers: What kind? How many? Which one? Whose?*



Spelling List 6 – page 82 Find the adjectives in the spelling list and write a blue Adj next to them.

Guide students to read each word, think about how they use it, and identify whether it is used as an adjective. It is not necessary to find all the parts of speech that a word can be; the goal is to note the common ones and to become comfortable thinking about the jobs words are doing in sentences. Words that students are not expected to identify as adjectives are in parentheses.

Adjectives

A glass, all, school, poor, secret, (book), water, (class), full, sharp

B smooth, (afternoon), (garden), joyless, painless, fearless

C (spectator), spectacular, frugal, dependent



Spelling List 6 – page 82 Write the plural form of each noun on your spelling list.

Challenge

Grammar Level **A**

The words *glass* and *secret* in Spelling List 6 can be both nouns and adjectives.

Noun

The *glass* is sitting on the table.
I know five *secrets*.

Adjective

The *glass* bowl broke.
The *secret* door is over there.

Plural Nouns

A glasses, cliffs, brushes, balls, schools, cars, secrets, moons, books, classes

B seashells, afternoons, igloos, sandwiches, bunches, gardens, quarts, quarters, quartets, lizards

C apartments, compartments, partners, spectators, witnesses, sheriffs, plaintiffs, complaints, defendants, doubts, dependents, pendants

All

Commas in a Series



6.8-1 Commas in a Series – page 83 Read the lists aloud. Circle the commas.

sun and moon

cars and trucks

balls, cards, toys, and books

paper, paint, and paintbrushes

seven men, three boys, and ten dogs

black trucks, red cars, and gray trains

What do you notice about each list? *If only two words are in the list, there are no commas. When there are three or more words in the list, each item in the list is separated by a comma. The word “and” is used before the last item in the list and the comma goes before it.*

This leads to our first comma rule: Use commas and a coordinating conjunction to join three or more words or phrases in a series.

Let's say that together two times. *Use commas and a coordinating conjunction to join three or more words or phrases in a series.*

In each of these phrases the word *and* is a conjunction.

A **conjunction** joins words, phrases, or sentences together.

Let's repeat what a conjunction does. *A conjunction joins words, phrases, or sentences together.*

We will learn more about coordinating conjunctions in Unit 26.



6.8-2 Commas in a Series – page 84 Add commas to the lists where they are needed.

Optional Practice

Spelling Cards

Dictate the words in Spelling List 6 for the students to write on index cards.

Ask the students to color a red border around the nouns and a blue border around the adjectives.

Teacher Tip

Conjunction

Con (with, together) + junct (to join) + ion (noun suffix)

Grammar Flash Card

11.1 Comma Rule 1

Use commas and a coordinating conjunction to join three or more words or phrases in a series.

Grammar Flash Card

7 Conjunction

A conjunction joins words, phrases, or sentences together.

All

Identifying Parts of Speech



6.8A Identifying Parts of Speech – page 85 Identify the parts of speech in each phrase. Label them in your workbook while I label them on the board. (See the Teacher Tip in the margin for Levels B and C.)

a full moon

What is the noun in this phrase? *moon*

N
a full moon

What kind of moon? *full, adjective*

Adj N
a full moon

Which moon? *a, article adjective*

A Adj N
a full moon

the secret classroom

What is the noun in this phrase? *classroom*

What kind of classroom? *secret, adjective*

Which classroom? *the, article adjective*

A Adj N
the secret classroom

a glass ball

What is the noun in this phrase? *ball*

What kind of ball? *glass, adjective*

Which ball? *a, article adjective*

A Adj N
a glass ball

Optional Practice

Commas

Write four commas on small sticky notes. Write “and” on another sticky note. Direct students to arrange the spelling cards into lists with commas.

Teacher Tip

Identifying Parts of Speech

Write the phrases on the board and label the parts of speech as modeled in Level A.

Level B

6.8B Identifying Parts of Speech – page 86

A Adj N
the smooth seashell

A Adj N
a joyless quartet

A Adj N
a fearless lizard

Level C

6.8C Identifying Parts of Speech – page 87

A Adj N
a competent sheriff

A Adj N
a spectacular witness

A Adj N
the frugal partner

6.9

Dictation

Read each phrase. Ask the students to repeat it aloud, then write it in their notebooks.

When students read back their answers, have them tell you where to place punctuation marks: “skunks (comma) piglets (comma) rabbits (comma) and lizards.”

A

1. the sun and the full moon
2. all the secret books

B

1. skunks, piglets, rabbits, and lizards
2. a vast garden

C

1. the plaintiff, the witness, and the sheriff
2. a spectacular apartment



Optional **The Essentials Reader**

Unit 5: Wombats

- Re-read “Wombats” on pages 15-16 of *The Essentials Reader*.
- Complete any remaining Post-Reading activities on page 14 of *The Essentials Reader Teacher's Guide*.
- Begin the Handwriting & Composition activities on page 15 of *The Essentials Reader Teacher's Guide*.

Part 4 Words in Action

6.10

All

Review

- **Phonograms: Phonogram Reading Race**

Use a stopwatch to time how quickly the student can read the phonograms learned in Units 1-6. Then do it a second time. Can the student beat her time?

- **Grammar:** Using Grammar Flash Card 11.1, recite the rule. Discuss the sample phrases on the back of the card.

Using the words below, write lists on the board without commas. Ask the students to read the lists and figure out what is missing. Then the students can write the missing commas in red.

a car, a truck, and a train

bread, milk, and eggs

Dictate the following lists. Ask the students to write the lists on their whiteboards. Write the words in blue, the commas in red, and the conjunction in green.

cats, dogs, and ducks

ship, train, car, and truck

oil, eggs, bread, and milk

- **Spelling:** Practice spelling the words in List 6 with the Phonogram Game Tiles.

6.11

Vocabulary

A

Level A Vocabulary

Balloon

Write the words *ball* and *balloon* on the board.

What do these say? *ball, balloon*

How are these words related? *They both have the word ball. A balloon is round like a ball.*

What was added to the end of *ball* to form *balloon*? *-oon*

How does the broad /ä/ in *ball* change when we add the suffix *-oon*? *It says its schwa sound.*

Place your hand under your chin and say *balloon*. Which syllable is stressed? *-oon*

Why do we use /ä-ā-ä/ to spell *balloon*? *It is related to "ball" in*

Materials

Basic Phonogram Flash Cards

Stopwatch

Grammar Flash Card 11.1

LOE Whiteboard

Red, blue, & green dry erase markers

Phonogram Game Tiles

3 colors of highlighters

Student notebook

Level B

Morpheme Flash Cards

-less	quart
-------	-------

Level C

Morpheme Flash Cards

part	-iff	plaint
------	------	--------

de-	-ant	fend
-----	------	------

pend	-er	ad-
------	-----	-----

-ment	spect
-------	-------

Optional

The Essentials Reader, Teacher's Guide, & Student Activity Book

meaning.

Write *balloon* in your student notebook. Draw a picture of a balloon.

Compound Words

What is a compound word? *A compound word is formed when two words join together to form a new word.*

Read through the words in Spelling List 6. With each word, pause and think: Are there other words you can combine with it to form a compound. What are they? *sunglasses, hourglass... cliffhanger... toothbrush, hairbrush, paintbrush... basketball, baseball... schoolbooks, schoolhouse... carport, carpool... moonbeam, moonlight... bookends, bookshelf, bookmark... classroom, classmates...*

6.11A Compound Words – page 88 Form new compound words using the words in the lists.

Answer Key: *sunglasses, basketball, meatball, schoolbook, schoolroom, classroom, bookmark, bookshelf, textbook, paintbrush, toothbrush, hairbrush, hairball, paintball, ballroom, sunroom*

B**Level B Vocabulary****-less**

Today's spelling list includes a new suffix. Look at each of the words. Do you see three words that have a suffix added? *joyless, painless, fearless*

joyless = joy + less

What suffix did we add to *joy*? **-less**

How does the meaning of *joy* change when we add *-less* to make *joyless*? **It means without joy.**

Use *joy* in a sentence. Then use *joyless* in a sentence.

pain + less = painless

How does the meaning of *pain* change when we add *-less* to make *painless*? **It means without pain.**

Use *pain* in a sentence.

Use *painless* in a sentence.

fear + less = fearless

How does the meaning of *fear* change when we add *-less* to make *fearless*? **It means without fear.**

-less
without, devoid of
Old English

Use *fear* in a sentence.

Use *fearless* in a sentence.

quart

Today's spelling list includes a second pattern. Read each of the words. Do you see three words that are based on the same root? *quart, quarter, quartet*

What is the same about each of these words? *They all include quart*

How many *quarts* are in a gallon? *four*

How many *quarters* are in one dollar? *four*

If you cut a cookie into quarters, how many pieces did you cut it into? *four*

How many musicians play in a *quartet*? *four*

What does *quart* mean? *four*

6.11B Suffixes – page 89 Add the suffix to form the new word.

quart

four

Latin



C

Level C Vocabulary

What patterns do you notice in Spelling List 6? *Three words include part; two words include spect, which means to look; two words end in -iff; two words include plaint; two words end with -ant; two words start with de-; three words include pend; two words end in -ment; and three words start with com-.*

part, -ment

What is a *part*? *It is a piece of something larger.*

What else can the word *part* mean? *It can mean to make something into parts. Example: to braid your hair, first part it into three sections.*

Show the Morpheme Card part.

Part can also mean *separate*. *Separate* is related to the idea of parts. How does the root *part* relate to an apartment? *An apartment is a separate part of a large building made up of multiple units.*

Show the Morpheme Card ad-.

The prefix *a-* is a form of the prefix *ad-* which means *to, toward, add*.

Show the Morpheme Card -ment.

The suffix *-ment* is a noun suffix.

An *apartment* literally means a thing which has been separated into parts. Is that accurate? *yes*

Teacher Tip

Patterns

Observing the similarities within words helps students to develop critical thinking skills. They begin to notice the patterns, which leads to efficient learning of vocabulary and allows them to access prior knowledge.

part
separate, part

Latin

ad-

a-	ag-	ar-
ac-	al-	as-
af-	an-	at-
	ap-	

to, toward, add

Latin

Which other word is based on the root *part*? **compartment**
 What prefix do you recognize in *compartment*? **com-**
 What does *com-* mean? **It means with, together, or completely. It is assimilated from con-**.

What does *-ment* mean? **It is a noun suffix.**

What is a *compartment*? **It is something with parts.**

Is this an accurate description? **yes**

How does *partner* relate to *part*? **A partner is part of a larger group.**

spect

What does *spect* mean? **to look or to see**

Which words use the root *spect*? **spectator and spectacular**

What is a *spectator*? **A spectator is someone watching an event.**

Does the definition of *spectator* relate clearly to the meaning *to look*? **yes**

What does it mean if something is *spectacular*? **It looks amazing.**

-iff

What words end in the suffix *-iff*? **sheriff and plaintiff**

What is a sheriff?

In the United States sheriffs are elected officials in a county or town who enforce the law. In England a sheriff is an elected official who represents the king or queen. In Scotland a sheriff is a judge.

What do you think the suffix *-iff* means? **A person related to the law.**
 If you had to guess a meaning of *plaintiff*, what would you guess? **It is a person.**

plaint

Show the Morpheme Card **plaint**.

Plaint means lament. What is a lament? **A lament is an expression of deep grief or sorrow.**

What two words in the list include this root? **complaint and plaintiff**

What does *complaint* mean? **A statement that you are unhappy about something.**

How is that related to the meaning of the root *plaint*? **Complaint and lament are synonyms.**

What is the prefix in *complaint*? **com-, which is an assimilated form of con- and means with, together, or completely**

What does *complaint* literally mean? **with a lament**

-ment
noun suffix
Latin, French

spect
 spec
to look, to see
Latin

-iff
noun suffix that denotes a person
Old English

Challenge

Sheriff
Sheriff is from the root shire.

Teacher Tip

Vocabulary Level C

The morpheme *-iff* is an uncommon suffix. It is only used in the words: bailiff, plaintiff, sheriff, pontiff (the Roman Catholic pope, a high priest), caitiff (a despicable person), tariff (a duty), and mastiff (a breed of large dogs). In all but mastiff, the suffix refers to either a person or the law.

plaint
 plain
lament
Latin

In a court of law there are two sides: the defendant and the plaintiff. What do you think the plaintiff's position is? *The plaintiff is the person with a complaint.*

How does this relate to the root *plaint* which means lament? *The person who is making a complaint is lamenting what the defendant did to harm them.*

What does the defendant do? *The defendant defends himself against the complaint.*

de-, -ant, fend

Which two words begin with the prefix *de-*? *defendant, dependent*
Write *defendant* and *dependent* on a piece of paper. Study the two words. Highlight each morpheme in a different color.

defendant *dependent*

How many morphemes does each word have? *three*

How do you know? *They share the prefix de-. One ends with -ant, the other ends with -ent.*

Therefore, what are the roots? *fend and pend*

Show the Morpheme Card de-.

De- means away from or out of.

Show the Morpheme Card -ant.

-ant is a noun or adjective suffix that means characterized by.

What is the second form of *-ant*? *-ent*

What word do you see in *defendant*? *defend*

What does *defend* mean? *to resist attack, to compete again to retain an award, to explain why you are not guilty of an accusation*

How does adding the suffix *-ant* change the meaning?

The suffix *-ant* communicates that the noun is characterized by the act of defending.

What other words can you think of with *fend*? *offend, fender*

Any ideas what *fend* means?

Show the Morpheme Card fend.

Fend means to *strike*.

What does *defendant* mean based upon its roots? *Someone (a noun) that strikes away from*

de-
away from, out of
Latin

-ant
-ent
noun & adjective suffix;
characterized by
Latin

fend
fense
to strike
Latin

How does *someone who strikes away from* relate to how the word *defendant* is used today? *Defend can mean physically striking away from a person who is attacking you. It can also symbolize how a person responds verbally to defend himself.*

pend

What other word includes *de-* and the suffix *-ent*? *dependent*

What does it mean to be *dependent*? *Dependent means to need someone or something else.*

What other words include the morpheme *pend*? *pendant, suspenders*

What do you think *pend* means?

Show the Morpheme Card pend.

Pend means to hang.

How does the morpheme *pend* meaning *to hang* relate to *dependent*? *Dependent means characterized by hanging out of. This is a figurative meaning.*

What is a pendant? *A pendant is something that hangs.*

Write the word *suspenders* and divide it into its individual morphemes.

sus + pend + er + s

How many morphemes do you see? *four*

What does the prefix *sus-* mean? *It is an assimilated form of sub-. It means below.*

What does *pend* mean? *to hang*

-er

-er is a noun suffix.

What other nouns can you think of that end in *-er*? *teacher, farmer, builder, caller, computer, eraser, mixer, planner, trailer, worker...*

What does the suffix *-s* mean? *plural*

How does this relate to the meaning of *suspenders*? *People use suspenders to hang their pants below.*

6.11C Roots – page 90 On Line 1 divide the word into its prefixes, roots, and suffixes. Write the meaning of each one in parentheses. On Line 2 write the definition of the word as it is used today.

Teacher Tip

Vocabulary Level C

Offend is made of an assimilated form of *ob-*, which means against, and *ferend*. It literally means to strike against.

**pend
to hang**
Latin

-er
noun suffix
Old English

Teacher Tip

Vocabulary Level C

-er has another sense as an adjective suffix that is used to compare, such as in *taller* or *shorter*.



Place the following Morpheme Cards in two columns where the students can see them.

de-

tract

ex-

port

con-
com-

part

in-
im-plaint
plain

re-

flict

I am thinking of a word. I will say the literal definition of a word based upon the morphemes. Tell me which word it is.

to carry away	<i>deport</i>
to pull out	<i>extract</i>
to lament out	<i>explain</i>
to pull together	<i>contract</i>
to strike together	<i>conflict</i>
to pull back	<i>retract</i>
to separate away	<i>depart</i>
to carry out	<i>export</i>
to pull away	<i>detract</i>
to carry back	<i>report</i>

Now it is your turn to choose a prefix and a root. Tell me the meaning and I will guess the word.

Challenge

Vocabulary Level C

Use each of the vocabulary words in a sentence.

6.12

Dictation

Read the phrase. Ask the students to repeat it aloud, then write it in their notebooks.

A

1. cleaner water
2. schools, ponds, and paths
3. toy cars, toy trains, and balls
4. the poor paintbrushes

B

1. the fearless kitten
2. an extra quarter
3. a smooth seashell
4. extra sandwiches

C

1. the volunteers and members
2. a deviant plaintiff
3. a spectacular witness, a frugal partner, and a benevolent committee
4. insistent spectators

6.13

Writing Strong Sentences

A

6.13A Composing a List – page 91 Choose three or more words. Combine them into a list. Remember that each word in a list of three or more is separated by a comma.

Optional Practice

Level A

Practice reading the words in 6.13 *Composing a List* and orally combine them into new lists.

6.14

Reading

A

6.14A Reading – page 92 Read the sentences in your workbook aloud. Then read them aloud a second time to practice fluency. Practice reading with expression and grouping words into phrases as you read aloud.

Teacher Tip

Reading Fluency

Listen to the students read the sentences in 6.14A aloud. Evaluate students' rate and accuracy, and their fluency with expression and the grouping of words. Encourage students to read with expression. Notice whether they group words into phrases appropriately. Students may need to slow down to sound out academic vocabulary or words with three or four syllables.



Optional The Essentials Reader

Unit 5: Wombats

- Complete the Handwriting & Composition activities on page 15 of *The Essentials Reader Teacher's Guide*.
- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 15 of *The Essentials Reader Teacher's Guide*.

Part 5 Check Your Understanding

6.15

All

Review

- **Grammar:** Review Grammar Flash Cards 2, 2.1, 7, 11.1.

C Vocabulary:

- Provide the students with eight index cards. Say the meaning of a morpheme. The students write the morpheme on an index card. Combine these with the index cards from Units 1-5.

separate, part — *part*

noun suffix that denotes a person — *-iff*

lament — *plaint*

noun and adjective suffix that means characterized by — *-ant*

away from, out of — *de-*

to strike — *fend*

to hang — *pend*

noun suffix — *-er*

Morpheme Memory: Choose 10 morphemes to review, using the morpheme index cards which the students have made. Lay them face up on the table. Provide the students with an additional 10 index cards. Tell the students you will say the meaning of one of the morphemes. They must choose the correct one and then write the morpheme, not the definition, on one of the additional index cards. Continue until all 10 morphemes have been written.

Mix up the cards. Lay them face down in columns. Use them to play a game of Memory. The student chooses two cards to flip over. He reads the morpheme and states the definition. If he finds a match, he keeps the cards. If he does not find a match, he returns the cards, and play passes to the next player. The game ends when all the matches have been made.

Materials

Grammar Flash Cards
Morpheme Flash Cards

Level C

Index Cards
Morpheme index cards

Optional

The Essentials Reader, Teacher's Guide, & Student Activity Book

6.16

All

Check Your Understanding



Check Your Understanding 6 – page 93-95

All

Phonograms

Dictate the phonograms for the students to write in their workbooks.

They may need to add one more line in their workbooks.

- | | |
|---|---|
| 1. oo /ō-ū-ō/ | 23. h /h/ |
| 2. s /s-z/ | 24. r /r/ |
| 3. ch /ch-k-sh/ | 25. oi /oi/ that may NOT be used
at the end of English words. |
| 4. b /b/ | 26. ea /ē-ē-ā/ |
| 5. t /t/ | 27. i /ī-ī-ē-y/ |
| 6. o /ō-ō-ō/ | 28. th /th-TH/ |
| 7. v /v/ | 29. ay /ā/ that may be used at the
end of English words. |
| 8. l /l/ | 30. j /j/ |
| 9. oy /oi/ that may be used at the
end of English words. | 31. k /k/ tall /k/ |
| 10. x /ks-z/ | 32. m /m/ |
| 11. ee /ē/ double /ē/ | 33. sh /sh/ used only at the
beginning of a word or at the end
of a syllable. |
| 12. c /k-s/ | 34. w /w/ |
| 13. u /ū-ū-ō-ū/ | 35. n /n/ |
| 14. er /er/ the /er/ of her | 36. ck /k/ two-letter /k/ |
| 15. e /ē-ē/ | 37. p /p/ |
| 16. y /y-ī-ī-ē/ | 38. qu /kw/ |
| 17. f /f/ | 39. a /ā-ā-ā/ |
| 18. ar /ār/ | 40. g /g-j/ |
| 19. ai /ā/ that may NOT be used at
the end of English words. | 41. or /ōr/ |
| 20. ng /ng/ | 42. es /ēz-z/ |
| 21. d /d/ | |
| 22. z /z/ | |

All

Grammar

Write the article adjectives.

All

Exploring Sounds

Sort the phonograms into consonants, multi-letter vowels and R-controlled vowels.

All

Spelling Rule

1. Circle the word that follows the rule We often double F, L, and S after a single, short or broad vowel at the end of a base word.
2. Circle the word that follows the rule A E O U usually say their names at the end of a syllable.
3. Circle the word that follows the rule CK is used only after a single vowel which says its short sound.

Dictation

Read the phrase. Repeat it a second time if needed. Ask the students to repeat it aloud, then write it in their workbooks.

A

1. sharp sticks
2. a book, a ball, and three brushes
3. a poor street
4. all cliffs
5. the sun and moon
6. a car, a train, and a truck
7. school classes
8. a full glass

B

1. extra sandwiches
2. an igloo
3. a fearless lizard
4. smooth seashells
5. a joyless afternoon
6. baskets, quarters, and tickets
7. the king, the queen, and the royal quartet
8. weak pain
9. garden stuff
10. quart
11. bunch

C

1. a spectacular witness, a competent defendant, and a complex complaint
2. a frugal volunteer
3. a compact apartment
4. the discreet compartment
5. the sheriff and the plaintiff
6. persistent doubts
7. the deviant inspector
8. unsuspecting spectators
9. a cruel partner

All

Grammar

Ask students to label the parts of speech in the dictation phrases (nouns, adjectives, articles, and conjunctions).



Optional **The Essentials Reader**

Unit 5: Wombats

- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 15 of *The Essentials Reader Teacher's Guide*.

Unit 6

6.2-1 Stressed Syllables

Listen to your teacher say each word, and then write the missing phonogram.

b__tter

k_tten

beg__n

res_st

6.2-2 Schwa

Listen to your teacher “say-to-spell” each word. Then write the missing phonogram. Read the word aloud.

froz__n

kingd__m

__dapt

sev__n

6.2-3 Schwa in Unstressed Words

Listen to your teacher say the sentence. Highlight the stressed words. Circle the words with a schwa sound.

The boy ran in the street.

6.3 Discover the Rule

Read the words. Mark the vowels as long, short, or broad. Circle the five words that do not use a short vowel sound.

staff

tall

class

sniff

call

mess

scoff

pill

miss

off

ball

moss

huff

fall

glass

puff

pull

pass

scruff

hill

grass

6.4 Consonants and Vowels

Sort the phonograms into consonants, multi-letter vowels, and R-controlled vowels.

th, ck, ng, or, ee, ea, sh, ai, ar, ay, oi, oy, ch, oo, er, qu

Consonant	Multi-Letter Vowel	R-Controlled Vowel
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	
_____	_____	
_____	_____	
_____	_____	

Spelling List 6

Level ____

Spelling Words	Part of Speech	Plural Past Tense
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

6.8-1 Commas in a Series

Read the lists. Circle the commas.

1. sun and moon
2. cars and trucks
3. balls, cards, toys, and books
4. paper, paint, and paintbrushes
5. seven men, three boys, and ten dogs
6. black trucks, red cars, and gray trains

6.8-2 Commas in a Series

Add commas where needed to each of the lists.

1. rivers hills and cliffs
2. paper and cards
3. trains trucks cars and boats
4. milk bread and butter
5. ten ducks seven dogs and three fish

Level A

6.8A Identifying Parts of Speech

Label the parts of speech as your teacher writes them on the board.

a full moon

the secret classroom

a glass ball

Level B

6.8B Identifying Parts of Speech

Label the parts of speech as your teacher writes them on the board.

the smooth seashell

a joyless quartet

a fearless lizard

Level C

6.8C Identifying Parts of Speech

Label the parts of speech as your teacher writes them on the board.

a competent sheriff

a spectacular witness

the frugal partner

Level A

6.11A Compound Words

Use the words below to form ten new compound words.

meat

basket

paint

ball

tooth

school

hair

mark

sun

book

brush

shelf

class

text

glasses

room

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Level B

6.11B Suffixes

Add the suffix to form a new word.

1. smooth + est = _____
2. sandwich + es = _____
3. quart + er = _____
4. pain + less = _____
5. fear + less = _____
6. king + dom = _____
7. clever + est = _____
8. self + less = _____
9. grand + est = _____
10. joy + less = _____

Level C

6.11C Roots

On Line 1 divide the word into its prefixes, roots, and suffixes. Write the meaning of each one in parentheses. On Line 2 write the definition of the word as it is used today.

compartment

- 1. *com- (with) + part (parts) + ment (noun suffix)*
- 2. *A part of something that has been divided or sectioned*

suspend

- 1. _____
- 2. _____

export

- 1. _____
- 2. _____

complex

- 1. _____
- 2. _____

inspector

- 1. _____
- 2. _____

persist

- 1. _____
- 2. _____

Level A

6.13A Composing a List

Choose three or more words. Combine them into a list.

toothbrush

milk

hands

glasses

dogs

cliffs

soap

camps

streets

balls

oil

feet

schools

legs

ducks

parks

bread

rivers

books

paths

balloons

classes

hills

toothbrush, soap, and glasses

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Level A

6.14A Reading

1. Tom wants a toy robot.
2. The hot summer kept the kids in the pool.
3. The dog messes up the garden soil.
4. It rains a lot in the spring.
5. She walks to the shop to look at the different cats.
6. The winter will not keep kids indoors.
7. Jack got a toy truck last year that he kept with him all summer.
8. Dad took the car for the day.
9. Joy wants to help plant the garden in the backyard.
10. Reading near the sea is fun in the summer.

Check Your Understanding 6

Phonograms

Write the phonograms as your teacher dictates them.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 12. _____ | 23. _____ | 34. _____ |
| 2. _____ | 13. _____ | 24. _____ | 35. _____ |
| 3. _____ | 14. _____ | 25. _____ | 36. _____ |
| 4. _____ | 15. _____ | 26. _____ | 37. _____ |
| 5. _____ | 16. _____ | 27. _____ | 38. _____ |
| 6. _____ | 17. _____ | 28. _____ | 39. _____ |
| 7. _____ | 18. _____ | 29. _____ | 40. _____ |
| 8. _____ | 19. _____ | 30. _____ | 41. _____ |
| 9. _____ | 20. _____ | 31. _____ | 42. _____ |
| 10. _____ | 21. _____ | 32. _____ | |
| 11. _____ | 22. _____ | 33. _____ | |

Grammar

Write the article adjectives.

Exploring Sounds

Sort the phonograms into consonants, multi-letter vowels, and R-controlled vowels.

ay, sh, ar, ck, or, ee, ng, ea, ai, oi, oy, ch, er, qu, th, oo

Consonant	Multi-Letter Vowel	R-Controlled Vowel
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Spelling Rule

- | | | | |
|-----------|------|---------|--------|
| 1. test | mess | peppers | box |
| 2. secret | fall | street | pay |
| 3. cat | week | drink | trucks |

Dictation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____



Unit 5

wombat

wom bat

animal

an i mal

ears

ear²s

digesting

dī gest² ing

tunnels

tun nel²s

protected

prō tec ted

enemy

en em y⁴

away

ā way

meters

mē ter²s

seconds

sec onds²

Olympic

Ō lŷm pic

sprinter

sprin ter

brutal

brū tal

remember

rē mem ber

Wombats



A wombat is a funny animal. It has a thick body with short legs. A wombat has a very short tail. It has a big head with small ears, and it has big,

strong teeth. A wombat eats grass and shrubs. Then it spends up to 2 weeks digesting its meal!

Wombats dig many tunnels. A tunnel can be up to 30 meters long. That is as long as three buses!

A wombat sleeps in the day. It sleeps in its tunnel or nearby. It sleeps on its back with its feet sticking up



in the air.

A wombat mom has a pocket for its baby. But the pocket opens in the back! That is so the baby is kept clean and protected as the mom digs tunnels.



If an enemy runs after a wombat, the wombat can sprint away. A wombat can run 100 meters in less than 10



seconds. This is as fast as an Olympic sprinter! The wombat runs to its tunnel. Then the wombat blocks the enemy with its rump. If the enemy still gets into the tunnel, the wombat's strong back legs can kick it or even crush its head into the wall.

A wombat can be a brutal attacker. So remember, never get into combat with a wombat!





Unit 5

Wombats

Notes

- Wombats are marsupials, like kangaroos and koalas. A wombat's pouch faces backwards. Wombats are born the size of a jelly bean (2 cm). They stay in their mother's pouch for 6-7 months. Adult wombats are 1 meter long and weigh 20-35 kilograms (44-77 pounds).
- Wombats are native to Australia. Most of them are protected species. The two main types of wombats are the common wombat, or bare-nosed wombat, and the hairy-nosed wombat. A group of wombats is called a "wisdom."
- Wombats are mostly nocturnal. They live in forests, mountains, and heathlands and they eat grass, shrubs, roots, and tree bark for several hours each night. Their slow digestive systems are extremely efficient compared to other animals, which enables them to require less food overall and to survive droughts better.
- Wombats' tough rumps are their best defenses: they are made of cartilage, so they are difficult for predators to bite into, and their tails are too short for an enemy to hold onto. This is why blocking their tunnel with their rump is so effective. A wombat may also allow the enemy to force its head over the wombat's back, and then use its powerful rump to crush the enemy's skull against the ceiling of the tunnel! Wombats' main predators are dingoes and Tasmanian devils. Wombats don't often attack, but when they do, their teeth and claws can deliver deep cuts.
- Wombats can use their powerful front teeth and claws to chew or dig through nearly anything except solid rock. They are quite intelligent, but very stubborn. They are known for choosing to dig or chew through obstacles instead of simply going around them.

Pre-Reading

- Read the title. Look at the pictures. What do you think a wombat is?
- Discuss the difference between fiction and nonfiction. Will this text be fiction or nonfiction?



- **Pre-Reading 5 – page 21** Practice reading each word. Ask the students to underline the multi-letter phonograms and mark where the syllables divide.

wombat	wom bat	away	ā <u>way</u>
animal	an i mal	meters	mē <u>ters</u> ²
ears	<u>ears</u> ²	seconds	sec <u>onds</u> ²
digesting	dī <u>gest ing</u> ²	Olympic	Ō lŷm pic
tunnels	tun <u>nels</u> ²	sprinter	sprin <u>ter</u>
protected	prō tec ted	brutal	brū tal
enemy	en em <u>y</u> ⁴	remember	rē mem <u>ber</u>


Post-Reading

- **Comprehend:** What is a wombat?
- **Comprehend:** Why do wombats dig tunnels?
- **Apply:** A marsupial is an animal with a pouch. Is a wombat a marsupial?
- **Apply:** All the other marsupials have a pouch that opens from the top. Why do wombats' pouches face the opposite direction?
- **Understand, Apply:** Explain to the students that an adaptation is a way that an animal species changed to become better suited to its environment. What adaptations help wombats to survive? (sharp claws, speed, backwards pouches, tough rumps, nocturnal so they can sleep during the day and avoid predators...)
- **Summarize, Note Taking:** Re-read the text. Takes notes about habitat, behavior, and interesting facts using **Notes 5 – page 22**.



The Essentials Reader

Wombats





A wombat is a funny animal. It has a thick body with short legs. A wombat has a very short tail. It has a big head with small ears, and it has big, strong teeth. A wombat eats grass and shrubs. Then it spends up to 2 weeks digesting its meal!

Wombats dig many tunnels. A tunnel can be up to 30 meters long. That is as long as three buses!

A wombat sleeps in the day. It sleeps in its tunnel or nearby. It sleeps on its back with its feet sticking up in the air.

A wombat mom has a pocket for its baby. But the pocket opens in the back! That is so the baby is kept clean and protected as the mom





15

Handwriting & Composition

- Practice handwriting with **Cursive 5 – page 23** or **Manuscript 5 – page 24**.
- Ask students to retell what they learned about wombats orally.
- **Key Words, Main Ideas & Summarizing:** Ask the students to read the first sentence of *Wombats* and then pick up to three key words from the first sentence. The students should then write the key words on line one of **Key Words 5 – page 25**. For example for the first sentence, “A wombat is a funny animal,” students might write: funny, animal. Continue with sentence two, and so forth. Once the students have chosen key words for each sentence, ask the students to put away the original text. Using the key word outline as notes, ask the students to form a sentence for each group of three words and retell the text aloud. Advanced students may want to write a composition using the key words. Advanced students may also opt to replace some key words with synonyms.

Extension & Cross-Curricular Activities

- Locate Australia on a map. Research the areas in Australia where wombats live. Describe the ecosystem.
- Draw a wombat. Label the major adaptations that help a wombat to survive.
- Research wombats further using books and the internet. A good starting place is: <http://www.wombania.com/wombats/>. This website also includes fun videos about wombats.
- Learn about endangered species. Discover the reasons that wombats are endangered. Create a plan to help protect wombats.
- Create a display board about wombats.
- Learn the definition of marsupial. Learn about other marsupials.
- Measure out 100 meters. Time how long it takes the student to run 100 meters. Compare it to how long it takes a wombat to run 100 meters. Compare how long it takes a wombat to run 100 meters to the current world records for men and women in the 100 meter dash.

Unit 5 – Wombats

Pre-Reading 5

wombat

away

animal

meters

ears

seconds

digesting

Olympic

tunnels

sprinter

protected

brutal

enemy

remember

Unit 5 – Wombats

Notes 5

Habitat

Behaviors

Interesting Facts

Unit 5 – Wombats

Cursive 5

A wombat is a funny animal.

It has a thick body with short
legs. A wombat has a very short
tail.

Unit 5 – Wombats

Manuscript 5

A wombat is a funny animal. It has a thick body with short legs. A wombat has a very short tail.

Unit 5 – Wombats

Key Words 5

Wombats

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

Wombats

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.
