

# Unit 30

<b>Phonograms</b>	<b>z</b> <b>zz</b>
<b>Level C</b>	<b>aa</b> <b>gn</b> <b>ei</b>
<b>Exploring Sounds</b>	Shades of sound
<b>Spelling Rules</b>	Adding suffixes to words that end with C
<b>Spelling Journal</b>	/ö/
<b>Grammar</b>	Complex Sentence, Dependent Clause, Subordinating Conjunction, Comma Rules 8 & 9
<b>Vocabulary</b>	
<b>Level A</b>	<b>-en</b> derivatives of busy
<b>Level B</b>	<b>inter-</b> derivatives of origin
<b>Level C</b>	<b>migr</b> <b>-ate</b> <b>in-</b> <b>-ory</b> <b>aqua</b> <b>lumine</b>

## Part 1 Essential Concepts

30.1 All

### Phonograms New Phonograms

**z, zz**Show the Basic Phonogram **z**.

What does this say? /z/

Is this voiced or unvoiced? *voiced***30.1-1 Advanced Phonogram Z – page 199** Highlight the Z.

Read the word aloud.

*glitz**waltz**blitz**pretzel**quartz**klutz*What is the Z saying? *It is saying the unvoiced sound /s/.*

Try to say these words with a voiced /z/ sound. What do you notice?

*It is difficult to switch from an unvoiced /t/ to a voiced /z/.*

### Materials

Basic Phonogram Flash Card

**z**

Dictionary

LOE Whiteboard

Basic Phonogram Flash Cards

Highlighter

Advanced Phonogram Flash

Cards **z** **zz****Level C**

Advanced Phonogram Flash

Cards **aa** **gn** **ei**

### Optional

*The Essentials Reader, Teacher's Guide, and Student Activity Book*

Look at the words again. Why do you think the Z is saying the unvoiced /s/ sound? *Because it is after an unvoiced /t/.*

Show the Advanced Phonogram **z**.

What sound does this say as an advanced phonogram? /s/



**30.1-2 Advanced Phonogram ZZ – page 199** Read the sentence. Highlight the phonogram ZZ. Read the sentence aloud. What sound is ZZ saying?

Put lots of mo**zz**arella cheese on the **pi**zza.

Show the Advanced Phonogram **zz**.

What sound does this say as an advanced phonogram? /ts/

What language do you think this phonogram is from? *Italian*

Why? *Mozzarella and pizza are Italian foods.*

### Advanced Phonogram

**Z**

/s/

**quartz**

German, English

### Advanced Phonogram

**ZZ**

/ts/

**pizza**

Italian

**C**

## Advanced Phonograms

Show the Advanced Phonogram **aa**.

This says /ä/. /ä/

This spelling of /ä/ is very rare.

Show the Advanced Phonogram **gn**.

This says /ny/. /ny/

Show the Advanced Phonogram **ei**.

The advanced sounds of this phonogram are /ī-ě/. /ī-ě/

### Advanced Phonogram

**aa**

/ä/

**naan**

Dutch, Arabic, Persian

### Advanced Phonogram

**gn**

/ny/

**poignant**

French, Italian

### Advanced Phonogram

**ei**

/ī-ě/

**forfeit heifer**

Middle English

**All**

## Phonogram Flash Cards

Drill the phonograms with flash cards.

30.2

All

## Exploring Sounds

### Shades of Sound

Write *phonogram* on the whiteboard.

*phonogram*

Remember that phonemes are different from phonograms. What are phonograms? *pictures of sounds*

How many Basic Phonograms are there in English? *74 (75 including the new ES phonogram.)*

Which morpheme in the word phonogram means sound? *phono*

Write *phoneme* on the whiteboard.

*phoneme*

What are phonemes? *the individual sounds of a language*

How many phonemes are in English? *answers vary*

Linguists say that English has 44 or 45 phonemes, or distinct, unique sounds that are used to convey meaning in our language. However, while English has 45 phonemes, any given English speaker uses far more than 45 sounds in his or her everyday speech. The exact way we pronounce a sound varies according to what other sounds we are saying around it.

Write *allophone* on the whiteboard.

*allophone*

What does *phone* mean? *sound*

*Allo-* means *different* or *other*. Allophone means different sound or other sound. Allophones are variations of the pronunciation of a particular phoneme.

Write the following words on the whiteboard. Write the *i* in a different color.

*bib*

*dig*

*sing*

Say each of these words aloud. As you say them, feel how your mouth says the phoneme /i/. Listen carefully to the sound. Is it different? *The /i/ in bib is more forward because the sound /b/ is forward. The /i/ in dig is farther back because the /d/ and /g/ are farther back. The /i/ in sing is further back, and my mouth is wider, because the mouth is pulling back from /s/ to /ng/.*

The variations in the sound /i/ in these words are examples of allo-

### Teacher Tip

#### Hearing Allophones

Some people hear the variations in pronunciation of certain phonemes clearly and feel confused about why they are not different phonograms. This activity will clarify that allophones are “shades of sound.”

Other people may not hear these variations, because the variations are not used to distinguish between the meanings of words. Carefully feeling the differences in how the mouth forms a particular phonogram sound will help these students to understand the concept of allophones.

phones. Look around the room. Point to the various shades of blue you see and describe them. *light blue, dark blue, sky blue...*

Notice that although each of the blues is different, they are all blue. Like colors, sounds have shades. Allophones are shades of sounds.

Write the following words on the whiteboard. Write the A in a different color.

*a*pple

*a*ctor

Say each of these words aloud. As you say them, feel how your mouth says the phoneme /ă/. Listen carefully to the sound. Is it different? *The /ă/ in apple is more forward because the next sound is /p/, which is forward. The /ă/ in actor is farther back because the /k/ is farther back.*

Can you hear the difference between the /ă/ in *apple* and the /ă/ in *actor*? *Answers vary*

Sometimes the differences between two allophones are so subtle that it is hard to hear them, even though we can feel them. In other cases, the differences between allophones are easier to hear.

Write the following words on the whiteboard. Write the A in a different color.

*m*ap

*c*arrot

Say each of these words aloud. As you say them, feel how your mouth says the phoneme /ă/. Listen carefully to the sound. Is it different? *The /ă/ in map is more forward because the /m/ and /p/ are forward. The /ă/ in carrot is farther back because the /k/ and /r/ are farther back.*

Write the following words on the whiteboard. Write the A in a different color.

*h*at

*c*andy

Can you hear the difference between the /ă/ in *hat* and the /ă/ in *candy*? *The /ă/ in hat is more forward and the lips are relaxed, because /h/ and /t/ are forward in the mouth with the lips relaxed. The /ă/ in candy is farther back in the mouth, closer to where the /k/ and /n/ are formed.*

Allophones are a form of assimilation. One reason allophones occur is that our mouths form the sounds slightly differently based upon which sounds are before and after the sound. There is an infinite number of minor variations. These small adjustments make words

easier to say and make our speech sound natural. If our mouths did not change shape like this, we would sound like robots.

Write the words *sink* and *pink* on the whiteboard. Write the I in a different color.

*sink*

*pink*

Say these words to yourself. What sound is the I saying?

Some students may say /ĩ/. Others may say /ē/.

Some people think the vowel in these words says /ĩ/. Other people think it says /ē/. Why do you think that happens? *answers vary*

Say the sounds /ĩ/ and /ē/. Feel how they are shaped. What do you notice? *My mouth is in a similar position. /ē/ is farther back and my lips are more tense. /ĩ/ is further forward and my lips are more relaxed.*

Now trying holding the sound /ĩ/ and slowly changing it to /ē/. Feel how there are many sounds between /ĩ/ and /ē/.

Now why do you think some people hear /ĩ/ and others hear /ē/ in pink and sink? *The sound /nk/ is farther back in the mouth like /ē/. So the vowel is between /ĩ/ and /ē/. Some people probably say it closer to /ĩ/ and others say it closer to /ē/.*

When we think about sounds in words, we categorize them into the phonemes used in our language. Because most individuals pronounce the vowel in these words somewhere between a short /ĩ/ and a long /ē/ and these sounds are related, one person's brain may categorize it differently than another's. One person may hear a speaker's pronunciation of pink as /ĩ/ and another may categorize the exact same speaker's pronunciation as /ē/. So in addition to the variation in how the sounds are pronounced, there can even be variation in the ways we categorize the sounds we hear.

Look these words up in a dictionary and look at the pronunciation key. Which sound does the dictionary say it is saying? /ĩ/

One of the amazing things about the human capacity for language is that we are able to recognize a range of very similar sounds as one sound. This is also why you can understand what someone is saying even if he or she has a different accent than you do.

Listen to people with various accents. There are some excellent videos on YouTube. Listen for the various ways that speakers around the world pronounce the same sound.

Shades of sound are part of what creates the different sounds of different accents. When we are listening to spoken language, our brains categorize shades of sound into phonemes we know.

I will say three words which vary from each other by only one sound. Repeat the words, then tell me which sound cued to you that these are different words.

peek/peak

pick

pike

**peek** /ē/ *Peek means to look at, or a peak is a tall mountain.*

**pick** /ī/ *Pick means to choose.*

**pike** /ī/ *A pike is a fish, a weapon, a road, or a V position of the body for diving or gymnastics.*

In these words are the vowels allophones or different phonemes?

***They are different phonemes.***

Why? ***Because they are used to distinguish between different words.***

leak

lick

like

**leak** /ē/ *a leak is a hole or crack that lets something escape.*

**lick** /ī/ *To lick is something you do with your tongue.*

**like** /ī/ *To like means to be fond of.*

Because these sounds distinguish meaning in words, they are recorded as different phonemes in English.

Why do we not write every allophone with a different phonogram?

***There would be too many and they do not distinguish meaning in words. They are simply variations in how an individual sound is pronounced. They are the same sound with various shades. This same things happens in other languages as well.***

This categorization of a nuanced range of sounds into specific, meaningful phonemes is what allows us to use a simplified system of visual symbols, where 75 phonograms represent these 45 sounds, making it possible to read and write.

30.3

All

## Spelling Rules

### Adding Suffixes to Words that End with C

Today you will use the knowledge you have gained about spelling to analyze a spelling pattern that is explained by rules that you have already learned.



**30.3 Discover Why – page 200** Read the words and suffixes. Highlight what is unusual about how the new word is spelled.

1. picnic + ing = picnicking
2. picnic + ed = picnicked
3. picnic + er = picnicker
4. frolic + ing = frolicking
5. frolic + ed = frolicked

Think about the spelling rules you know. Write why the words are spelled this way on the line below.

*There is a K added before a suffix that begins with an E, I, or Y. The K keeps the C from softening to /s/. CK is used after a single, short vowel.*

Add the suffix to the words.

1. panic + ing = panicking
2. panic + ed = panicked
3. mimic + ing = mimicking
4. mimic + ed = mimicked
5. garlic + y = garlicky
6. panic + y = panicky



## Optional The Essentials Reader

### Unit 29: Robert Louis Stevenson & The Swing & My Shadow & The Land of Counterpane & The Land of Nod

- Complete the Pre-Reading activities on page 89 of *The Essentials Reader Teacher's Guide*.
- Pre-read the words on page 187 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

30.4

All

### Review

- Phonograms: Phonogram Speed**

3-5 players.

**Set Up:** Choose up to 30 phonograms to practice. Choose one player to be the Reader. Place the Basic Phonogram Flash Cards face down in front of the Reader.

Mix two sets of the same 30 Phonogram Game Cards together. Deal all the Phonogram Game Cards you have chosen to the players.

**How to Play:** The reader selects a Phonogram Flash Card from the stack in front of him and reads it. The players look at their cards and see if they have phonograms that match. The players race to be the first one to place the phonogram on a pile in the center of the table. Only the first person to place the card in the center is allowed to discard. The reader then sticks the card back anywhere in the stack and reads the next card. The first person to discard all her cards wins.

**Variation for One Student and Teacher:** Use only one set of Phonogram Game Cards. Choose fifteen phonograms to practice and give them to the student. The teacher chooses a phonogram and says the sound(s) and spelling hints. The student must discard the correct phonogram as quickly as possible. For a greater challenge, set a timer.

- Spelling Rule:** I will say a word. Write it on your whiteboard. If it is spelled correctly, you will get 1 point. We will continue until you have gotten 10 points.

garlicky	recharging	placed
lovely	rechargeable	mimicking
loving	panicked	traceable
picnicking	sunny	funny
happiness	sunnier	funniest
swimming	placement	medalist

### C Morphemes:

- Review the morpheme cards from previous units.

### Materials

Basic Phonogram Flash Cards  
2 decks of Phonogram Game Cards  
LOE Whiteboard  
Spelling Journal

### Level C

Morpheme Flash Cards

### Optional

Timer

*The Essentials Reader, Teacher's Guide, and Student Activity Book*

30.5

All

# Spelling Journal

## /ɔ/



### Spelling Journal /ɔ/

On your whiteboard write the two spellings of /ɔ/. *o, ough*

Which one is the most common? */ɔ-ō-ō/*

How do you know? **All the phonograms which end in GH are uncommon.**

I will say all the base words that use /ɔ-ō-ō-ow-ūf-ōf/ to say /ɔ/. Write each one on the /ɔ/ page in your Spelling Journal as I say it.

bought      fought      ought      thought

brought      nought      sought      wrought

What other words can you think of that have the sound /ɔ/? **Answers vary.**

How will the /ɔ/ be spelled? */ɔ-ō-ō/*

Add these to your Spelling Journal.

<p><b>o</b></p> <p>Used in the middle of the syllable</p>	<p><b>ough</b></p> <p><b>8 words</b></p> <p>Used at the end of the word or before a T.</p>
<p><i>pocket</i></p> <p><i>dolphin</i></p>	<p><i>b<u>ough</u>t</i></p> <p><i>br<u>ough</u>t</i></p> <p><i>f<u>ough</u>t</i></p> <p><i>n<u>ough</u>t</i></p> <p><i><u>ough</u>t</i></p> <p><i>s<u>ough</u>t</i></p> <p><i>th<u>ough</u>t</i></p> <p><i>wr<u>ough</u>t</i></p>

### Teacher Tip

#### /ɔ/ and /ä/

In some English-speaking dialects, /ɔ/ and /ä/ are identical sounds. In other dialects, they are distinct. If your student does not hear a difference between these sounds, then you will need to cue whether O or one of the spellings of /ä/ (A, AU, AW, AUGH) is used in a word, just as you would with any sound with multiple spelling options. If your student hears them differently, no cue is needed.

### Teacher Tip

#### O spells /ɔ/

O is the most common spelling of /ɔ/. If you hear /ɔ/ in a word and it is not one of the eight words spelled with OUGH, it will be spelled with an O. Here are a few to get you started: *pocket, dolphin, college, ostrich, optimist*



## Optional **The Essentials Reader**

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

### **Unit 29: Robert Louis Stevenson & The Swing & My Shadow & The Land of Counterpane & The Land of Nod**

- Read "Robert Louis Stevenson" on pages 159-160 of *The Essentials Reader*.
- Complete some or all of the Post-Reading activities on page 90 of *The Essentials Reader Teacher's Guide*.
- Read "The Swing" on page 161 of *The Essentials Reader*.
- Complete some or all of the Post-Reading activities on page 90 of *The Essentials Reader Teacher's Guide*.

30.6

# Spelling Analysis



## Spelling List 30 – page 201

A

### Tips for List 30.A

#### busy, business

U saying /i/ in *busy* and *business* is an exception to the sounds of U. Although *business* is pronounced with two syllables, say-to-spell the word with three syllables to remember to write the I.

#### hour

The H is silent. Say-to-spell /h ou r/.

#### half

The L is silent. In some dialects the L makes the A say its broad sound. In American dialects, the A says its short sound. Spelling Rule 10 says that A *may* say /ä/ before an L. It does not *always* do so.

#### quartz

*Quartz* is often pronounced /kwörts/. Say-to-spell /kwärts/. *Quartz* may be a count or a non-count noun.

## Spelling Analysis

## 30.A Essentials list

1 Word	2 Sentence	3 # Syllables	4 4 Say-to-Spell	5 Say syllable	6 Segment...	6 ... Finger Spell & Cue	7 Write
1. pizza	The football team will have a pizza party tonight.	2	pē tzä	/pē/ /tzä/	/p-i/ /zz-a/	Use /i-ī-ē-y/. Use the advanced phonogram ZZ which says /tz/. Use /ä-ā-ä/.	
8 8 Write Segment	9 9 Analyze						10 Read
<sup>3</sup> <sup>A</sup> pi zzä	Put a 3 over the /ē/. /i-ī-ē-y/ said its third sound. <sup>7,2</sup> I may say /ē/ with a silent final E, at the end of a syllable, and at the end of foreign words. Underline the advanced phonogram /tz/ and put an A over it. Put two dots over the /ä/. /ä-ā-ä/ said its broad sound. <sup>10</sup> When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. <sup>31,1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.	Vocabulary	Part of Speech	Plural / Past Tense			
			N		pizzas		
2. picnic	Margaret attends the annual baseball picnic every year.	2	pīk nīk	/pīk/ /nīk/	/p-i-c/ /n-i-c/	Use /i-ī-ē-y/. Use /k-s/. Use /i-ī-ē-y/. Use /k-s/.	
pic nic	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
			N, V		picnics, picnicked		

3. <b>million</b>	The business made five million dollars last year.	2	mīl lyōn	/mīl/ /lyōn/	/m-i-l/ /l-i-o-n/	Use /i-ī-ē-y/. Use /i-ī-ē-y/.
<i>mil<sup>4</sup> lion</i>	Put a 4 over the /y/. /i-ī-ē-y/ said its fourth sound. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.					
				N, Adj		millions
4. <b>billion</b>	It seems like there are a billion stars in the sky.	2	bīl lyōn	/bīl/ /lyōn/	/b-i-l/ /l-i-o-n/	Use /i-ī-ē-y/. Use /i-ī-ē-y/.
<i>bil<sup>4</sup> lion</i>	Put a 4 over the /y/. /i-ī-ē-y/ said its fourth sound. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.					
				N, Adj		billions
5. <b>another</b>	She needs another piece of paper.	3	ā nōTH er	/ā/ /nōTH/ /er/	/a/ /n-o-th/ /er/	Use the /er/ of her.
<i>ā no<sup>2</sup>th<sup>2</sup> er</i>	Put a line over the /ā/. /ā-ā-ā/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. <sup>31.2</sup> O may say /ü/ in a stressed syllable next to W, TH, M, N, or V. Underline the /TH/ and put a 2 over it. /th-TH/ said its second sound. Underline the /er/.					
				Adj, Pro		
6. <b>busy</b>	We are very busy this morning.	2	bīz ē	/bīz/ /ē/	/b-u-s/ /y/	Use /ü-ū-ö-ü/. This is an exception. Use /s-z/. Use /y-ī-ē-ē/.
<i>bus<sup>x 2 4</sup> y</i>	Put an x over the /i/. This is an exception for U. Put a 2 over the /z/. /s-z/ said its second sound. Put a 4 over the /ē/. /y-ī-ē-ē/ said its fourth sound. <sup>7.1</sup> Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.					
				Adj, V		busied
7. <b>business</b>	The new business makes flower pots.	3	bīz ī nēss	/bīz/ /ī/ /nēss/	/b-u-s/ /i/ /n-e-s-s/	Use /ü-ū-ö-ü/. This is an exception. Use /s-z/. Use /i-ī-ē-y/. Use /s-z/. Use /s-z/.
<i>bus<sup>x 2</sup> i ness</i>	Say-to-spell three syllables, /bīz ī nēss/. Put an x over the /i/. This sound is an exception for the phonogram U. Put a 2 over the /z/. /s-z/ said its second sound. <sup>5</sup> I and Y may say /i/ or /ī/ at the end of a syllable. <sup>15</sup> Single-vowel Y changes to I when adding any ending, unless the ending begins with I. <sup>30</sup> 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.					
				-ness noun suffix		N, Adj businesses
8. <b>careful</b>	Be careful where you step.	2	kār fül	/kār/ /fül/	/c-a-r-e/ /f-u-l/	Use /k-s/. Silent final E.
<i>cāre<sup>1</sup> ful</i>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ā/. /ā-ā-ā/ said a long sound. Double underline the silent final E. <sup>12.1</sup> The vowel says its long sound because of the E. <sup>24</sup> -ful is a suffix written with one L when added to another syllable.					
				-ful full of		Adj

9. <b>hour</b>	The hour hand is pointing to eight.	1	h <u>ow</u> r	/h <u>ow</u> r/	/h- <u>ou</u> -r/	Use a silent H. Use /ow-ō-ö-ū-ü/.
<u>hour</u>	Double underline the H because it is silent. Underline the /ow/.					
				N, Adj	hours	
10. <b>half</b>	Only half the pie is left.	1	h <u>al</u> f	/h <u>al</u> f/	/h-a-l-f/	
hal <u>f</u>	Double underline the L because it is silent. In some dialects the L makes the A say its broad sound. <sup>10</sup> When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L.					
				N, Adj, Adv	halves	
11. <b>quartz</b>	She bought a quartz watch.	1	kw <u>är</u> ts	/kw <u>är</u> ts/	/qu-ar-t-z/	Use the advanced phonogram Z which says /s/.
qu <u>är</u> tz <sup>A</sup>	Underline the /kw/. <sup>11</sup> Q always needs a U; therefore, U is not a vowel here. Underline the /är/. Put an A over the advanced phonogram /s/.					
				N		
12. <b>wealth</b>	He pursued wealth and fame above all else.	1	w <u>äl</u> th	/w <u>äl</u> th/	/w-ea-l-th/	Use /ē-ē-ā/.
wea <sup>2</sup> <u>l</u> th	Underline the /ē/ and put a 2 over it. /ē-ē-ā/ said its second sound. Underline the /th/.					
				N		
13. <b>tie</b>	I can tie a bow tie.	1	t <u>i</u>	/t <u>i</u> /	/t-i-e/	Use /ī-ī-ē-y/. Silent final E.
t <u>i</u> e	Put a line over the /i/. /ī-ī-ē-y/ said a long sound. Double underline the silent final E. <sup>12,6</sup> Add an E to make the word look bigger. <sup>3</sup> English words do not end in I, U, V, or J.					
				V, N	ties, tied	
14. <b>threaten</b>	The hurricane will threaten the coast over the weekend.	2	thr <u>ē</u> t <u>ē</u> n	/thr <u>ē</u> t/ /ēn/	/th-r-ea-t/ /e-n/	Use /ē-ē-ā/.
th <u>reat</u> <sup>2</sup> en	Underline the /th/. Underline the /ē/ and put a 2 over it. /ē-ē-ā/ said its second sound. <sup>31,1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.					
-en verb, past participle verb, and adjective suffix				V	threatened	
15. <b>tighten</b>	Tighten the nut with this wrench.	2	t <u>i</u> t <u>ē</u> n	/t <u>i</u> t/ /ēn/	/t-igh-t/ /e-n/	
tigh <u>t</u> en	Underline the /i/. <sup>28</sup> Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/. <sup>31,1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.					
-en verb, past participle verb, and adjective suffix				V	tightened	

Spelling Analysis				30.B Essentials list			
1 Word	2 Sentence	3 # Syllables	4 Say-to-Spell	5 Say syllable	6 Segment...	6 ... Finger Spell & Cue	7 Write
1. <b>panic</b>	Layla tried not to panic when the nurse picked up a needle.	2	păn ĭk	/păn/ /ĭk/	/p-a-n/ /i-c/	Use /ĭ-ĭ-ē-y/. Use /k-s/.	
8 Write Segment	9 Analyze						10 Read
pan ic	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
Vocabulary		Part of Speech		Plural / Past Tense			
<b>-ic</b> adjective, noun, and verb suffix		V, N, Adj		panics, panicked			
				/kŏn/ /tā/ /jŭs/	/c-o-n/ /t-a/ /gi-ou-s/	Use /k-s/. Use the advanced phonogram GI which says /j/. Use /ow-ō-ö-ŭ-ü/. Use /s-z/.	
2. <b>contagious</b>	The virus is highly contagious.	3	kŏn tā jŭs				
con tā <sup>A 4</sup> gi <sub>ous</sub>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. Put a line over the /ā/. /ă-ă-ă/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Underline the advanced phonogram /j/ and put an A over it. Underline the /ŭ/ and put a 4 over it. /ow-ō-ö-ŭ-ü/ said its fourth sound. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.						
<b>con-</b> with, together, completely		<b>tag</b> touch		Adj			
<b>-ous</b> adjective suffix; full of, characterized by							
3. <b>prepare</b>	We will need to prepare for the trip.	2	prē pār	/prē/ /pār/	/p-r-e/ /p-a-r-e/	Silent final E.	
prē pār <sub>e</sub>	Put a line over the /ē/. /ē-ē/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. Put a line over the /ā/. /ă-ă-ă/ said a long sound. Double underline the silent final E. <sup>12.1</sup> The vowel says its long sound because of the E.						
<b>pre-</b> before, first		<b>pare</b> make ready, equal		V			
				prepared			
				/kŏm/ /mū/ /nī/ /tē/	/c-o-m/ /m-u/ /n-i/ /t-y/	Use /k-s/. Use /ĭ-ĭ-ē-y/. Use /y-ĭ-ĭ-ē/.	
4. <b>community</b>	We live in a very old community.	4	kŏm mū nī tē				
com mū ni <sup>4</sup> t <sub>y</sub>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. Put a line over the /ū/. /ŭ-ŭ-ö-ü/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>5</sup> I and Y may say /ĭ/ or /i/ at the end of a syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. Put a 4 over the /ē/. /y-ĭ-ĭ-ē/ said its fourth sound. <sup>7.1</sup> Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.						
<b>com-</b> with, together, completely		<b>mune</b> task		N			
<b>-it</b> noun suffix denoting a place, group, leader, or system							
<b>-y</b> adjective and noun suffix							
				communities			

5. international	The international agreement will make the world safer.	5	in ter nă sh <sup>ö</sup> n ä	/in/	/i-n/	Use /i-ī-ē-y/.
				/ter/	/t-er/	Use the /er/ of her.
				/nă/	/n-a/	
				/sh <sup>ö</sup> n/	/ti-o-n/	Use tall /sh/ used only at the beginning of any syllable after the first one.
				/ä/	/a-l/	Use /ä-ā-ä/.
<p>Underline the /er/. A saying /ä/ is an exception to the rule, "A E O U usually say their long sounds at the end of the syllable." Underline the /sh/. <sup>17</sup>Ti, Ci, and Si are used only at the beginning of any syllable after the first one. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. <sup>10</sup>When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.</p>						
<p>in <u>ter</u> na <u>tion</u> ä</p>						
<p><b>inter-</b> between, among <b>nat</b> birth, nature, essence <b>-ion</b> noun suffix <b>-al</b> characterized by, a kind of</p>						
				Adj, N	internationals	
6. elementary	The elementary school is on Second Street.	5	ël <sup>ē</sup> mën t <sup>ā</sup> rē	/ël/	/e-l/	
				/ē/	/e/	
				/m <sup>ē</sup> n/	/m-e-n/	
				/t <sup>ā</sup> /	/t-a/	
				/rē/	/r-y/	Use /y-ī-ī-ē/.
<p>Put a line over the /ē/. /ē-ē/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ā/. /ä-ä-ä/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a 4 over the /ē/. /y-ī-ī-ē/ said its fourth sound. <sup>7.1</sup>Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.</p>						
<p>e/ <sup>ē</sup> men t<sup>ā</sup> ry</p>						
<p><b>-ary</b> noun and adjective suffix; pertaining to, connected with</p>						
				Adj		
7. compassion	When he saw the crowds, he had compassion.	3	k <sup>ö</sup> m päs sh <sup>ö</sup> n	/k <sup>ö</sup> m/	/c-o-m/	Use /k-s/.
				/päs/	/p-a-s/	Use /s-z/.
				/sh <sup>ö</sup> n/	/si-o-n/	Use /sh-zh/ used only at the beginning of any syllable after the first one.
<p><sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /sh/. <sup>17</sup>Ti, Ci, and Si are used only at the beginning of any syllable after the first one. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.</p>						
<p>com pas <u>sion</u></p>						
<p><b>com-</b> with, together, completely <b>pass</b> suffering, submission <b>-ion</b> noun suffix</p>						
				N		

8. legacy	He left a legacy of philanthropy when he died.	3 lĕg <b>ā</b> sē	/lĕg/ <b>/ā/</b> <b>/sē/</b>	/l-e-g/ <b>/a/</b> <b>/c-y/</b>	Use /k-s/. Use /y-ĭ-ĭ-ĕ/.
leg <sup>2 4</sup> ā cy	<sup>2</sup> G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Put a line over the /ā/. /ă-ă-ă/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word. Put a 2 over the /s/. /k-s/ said its second sound. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a 4 over the /ē/. /y-ĭ-ĭ-ē/ said its fourth sound. <sup>7.1</sup> Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.				
			N, Adj	legacies	
9. prevent	We need to prevent that from happening again.	2 prĕ <b>v</b> ēnt	/prĕ/ <b>/vēnt/</b>	/p-r-e/ <b>/v-e-n-t/</b>	
prĕ vent	Put a line over the /ē/. /ĕ-ē/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word.				
pre- before, first vent to come			V	prevented	
10. prevention	All employees will need to take a fire prevention training.	3 prĕ vēn sh <b>ŏ</b> n	/prĕ/ <b>/vēn/</b> <b>/shŏn/</b>	/p-r-e/ <b>/v-e-n/</b> <b>/ti-o-n/</b>	Use tall /sh/ used only at the beginning of any syllable after the first one.
prĕ ven <u>t</u> ion	Put a line over the /ē/. /ĕ-ē/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word. Underline the /sh/. <sup>17</sup> Tl, Cl, and Sl are used only at the beginning of any syllable after the first one. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word.				
pre- before, first vent to come -ion noun suffix			N		
11. furious	Abigail was furious when the bullies insulted her sister.	3 fū rē <b>ŭ</b> s	/fū/ <b>/rē/</b> <b>/ŭs/</b>	/f-u/ <b>/r-i/</b> <b>/ou-s/</b>	Use /ĭ-ĭ-ē-y/. Use /ow-ō-ō-ŭ-ü/. Use /s-z/.
fū ri <sup>3 4</sup> <u>ous</u>	Put a line over the /ū/. /ŭ-ū-ō-ü/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Put a 3 over the /ē/. /ĭ-ĭ-ē-y/ said its third sound. <sup>7.2</sup> I may say /ē/ with a silent final E, at the end of a syllable, and at the end of foreign words. Underline the /ŭ/ and put a 4 over it. /ow-ō-ō-ŭ-ü/ said its fourth sound. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word.				
-ous adjective suffix; full of, characterized by Adj					

12. accomplish	What do you want to accomplish today?	3	ăk kôm plîsh	/ăk/	/a-c/	Use /k-s/.
				/kôm/	/c-o-m/	Use /k-s/.
				/plîsh/	/p-l-i-sh/	Use /î-î-ê-y/. Use /sh/ used only at the beginning of a word and at the end of a syllable.
<div>ac com <u>plîsh</u></div> <div><sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /î/, in an unstressed syllable or unstressed word. <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /sh/. <sup>18</sup>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.</div>						
ac- toward, add				V		accomplished
13. lecture	The lecture in biology today was fascinating.	2	lëk tûr	/lëk/	/l-e-c/	Use /k-s/.
				/tûr/	/t-u-r-e/	Silent final E.
				<div>lec tûre</div> <div><sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. The sounds /t-û-r/ assimilate to /ch-er/. Put a line over the /û/. /û-û-ö-ü/ said a long sound. Double underline the silent final E. <sup>12.1</sup>The vowel says its long sound because of the E.</div>		
lect gather, choose, read -ure noun suffix				N, V		lectures, lectured
14. original	This is an original model.	4	ō rîj ïñ äĭ	/ō/	/o/	Use /î-î-ê-y/. Use /g-j/.
				/rîj/	/r-i-g/	Use /î-î-ê-y/.
				/ïñ/	/i-n/	Use /î-î-ê-y/.
<div>ō rîg<sup>2</sup> in äĭ</div> <div>Put a line over the /ō/. /ō-ō-ö/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /î/, in an unstressed syllable or unstressed word. Put a 2 over the /j/. /g-j/ said its second sound. <sup>2</sup>G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /î/, in an unstressed syllable or unstressed word. Put two dots over the /ä/. /ă-ă-ă/ said its broad sound. <sup>10</sup>When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /î/, in an unstressed syllable or unstressed word.</div>						
-al characterized by, a kind of				Adj, N		originals
15. finally	Finally, we got to the last stage of the project.	3	fî näl lē	/fî/	/f-i/	Use /î-î-ê-y/.
				/näl/	/n-a-l/	Use /ă-ă-ă/.
				/lē/	/l-y/	Use /y-î-î-ê-y/.
<div>fî näl l<sup>4</sup>y</div> <div>Put a line over the /î/. /î-î-ê-y/ said a long sound. <sup>5</sup>I and Y may say /î/ or /i/ at the end of a syllable. Put two dots over the /ä/. /ă-ă-ă/ said its broad sound. <sup>10</sup>When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /î/, in an unstressed syllable or unstressed word. Put a 4 over the /ē/. /y-î-î-ê-y/ said its fourth sound. <sup>7.1</sup>Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.</div>						
fine finish -al characterized by, a kind of -ly adverb suffix				Adv		

## C

## Tips for List 30.C

## Advanced Phonograms

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.

## bazaar

A bazaar is a marketplace. It is not to be confused with bizarre, which means unusual, strange, or odd.

Spelling Analysis				30.C Essentials list			
1	2	3	4	5	6	6	7
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue	Write
1. <b>bazaar</b>	Grandmother sold her handmade quilts at the bazaar.	2	bā zār	/bā/ /zār/	/b-a/ /z-aa-r/	Use /z/. Use the advanced phonogram AA which says /ä/.	
8	8	9	9				10
Write Segment	Analyze						Read
bā <sup>A</sup> zār	Put a line over the /ä/. /ä-ä-ä/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the advanced phonogram /ä/ and put an A over it.	Vocabulary	Part of Speech	Plural / Past Tense			
			N		bazaars		
2. <b>forfeit</b>	If the player does not arrive in five minutes, he will forfeit the game.	2	för fît	/fôr/ /fît/	/f-or/ /f-ei-t/	Use the advanced phonogram Ei which says /i/.	
for <sup>A</sup> feit	Underline the /ôr/. Underline the advanced phonogram /i/ and put an A over it.						
			N, V, Adj		forfeits, forfeited		
3. <b>lasagna</b>	Mom made lasagna for dinner.	3	lä zä nyä	/lä/ /zä/ /nyä/	/l-a/ /s-a/ /gn-a/	Use /ä-ä-ä/. Use /s-z/. Use /ä-ä-ä/. Use the advanced phonogram GN which says /ny/. Use /ä-ä-ä/.	
lä <sup>2</sup> sä <sup>A</sup> gnä	Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a 2 over the /z/. /s-z/ said its second sound. Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. Underline the advanced phonogram /ny/ and put an A over it. Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. <sup>10</sup> When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.						
			N		lasagnas		

4. vulnerable	In a vulnerable moment I confided in my friend.	4	vül ner <b>ä</b> bl	/vül/	/v-u-l/	Use the /er/ of her.
				/ner/	/n-er/	
				/ä/	/a/	Silent final E.
				/bl/	/b-l-e/	
<p><i>vul ner ä ble</i></p> <p>Underline the /er/. Put a line over the /ä/. /ä-ä-ä/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Double underline the silent final E. <sup>12.4</sup>Every syllable must have a written vowel.</p>						
<b>-able</b> able				Adj		
5. harmony	The two lived in harmony despite their differences.	3	här mō nē	/här/	/h-ar/	Use /y-ï-ē-ē/.
				/mō/	/m-o/	
				/nē/	/n-y/	
<p><i>har mō ny</i></p> <p>Underline the /är/. Put a line over the /ō/. /ö-ö-ö/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a 4 over the /ē/. /y-ï-ē-ē/ said its fourth sound. <sup>7.1</sup>Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.</p>						
<b>harmon</b> agreement, fit together <b>-y</b> adjective and noun suffix				N harmonies		
6. migratory	Those birds are a migratory species.	4	mī grā tōr ē	/mī/	/m-i/	Use /ï-ï-ē-y/.
				/grā/	/g-r-a/	
				/tōr/	/t-or/	Use /y-ï-ē-ē/.
				/ē/	/y/	
<p><i>mī grā tor y</i></p> <p>Put a line over the /i/. /ï-ï-ē-y/ said a long sound. <sup>5</sup>I and Y may say /ï/ or /i/ at the end of a syllable. <sup>2</sup>G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Put a line over the /ā/. /ä-ä-ä/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /ōr/. Put a 4 over the /ē/. /y-ï-ē-ē/ said its fourth sound. <sup>7.1</sup>Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.</p>						
<b>migr</b> to move from place to place <b>-ate</b> verb, adjective, noun suffix <b>-ory</b> adjective suffix				Adj		
7. migrate	The birds will migrate to the south for the winter.	2	mī grāt	/mī/	/m-i/	Use /ï-ï-ē-y/.
				/grāt/	/g-r-a-t-e/	
						Silent final E.
<p><i>mī grāte</i></p> <p>Put a line over the /i/. /ï-ï-ē-y/ said a long sound. <sup>5</sup>I and Y may say /ï/ or /i/ at the end of a syllable. <sup>2</sup>G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Put a line over the /ā/. /ä-ä-ä/ said a long sound. Double underline the silent final E. <sup>12.1</sup>The vowel says its long sound because of the E.</p>						
<b>migr</b> to move from place to place <b>-ate</b> verb, adjective, noun suffix				V migrated		

8. immigrate	The family is trying to immigrate to Canada.	3	ĩm mĩ grāt	/ĩm/	/ĩ-m/	Use /ĩ-ĩ-ē-y/.
				/mĩ/	/m-i/	Use /ĩ-ĩ-ē-y/.
				/grāt/	/g-r-a-t-e/	Silent final E.
<p><i>im mi grāte</i></p> <p><sup>5</sup>I and Y may say /ĩ/ or /i/ at the end of a syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ũ/ or /i/, in an unstressed syllable or unstressed word. <sup>2</sup>G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Put a line over the /ā/. /ā-ā-ā/ said a long sound. Double underline the silent final E. <sup>12.1</sup>The vowel says its long sound because of the E.</p>						
<p><b>im-</b> in <b>migr</b> to move from place to place <b>-ate</b> verb, adjective, noun suffix</p>				V	immigrated	
9. aquarium	The aquarium is filled with goldfish.	4	ā kwā rē ũm	/ā/	/a/	
				/kwā/	/qu-a/	
				/rē/	/r-i/	Use /ĩ-ĩ-ē-y/.
				/ũm/	/u-m/	
<p>Put a line over the /ā/. /ā-ā-ā/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ũ/ or /i/, in an unstressed syllable or unstressed word. Underline the /kw/. <sup>11</sup>Q always needs a U; therefore, U is not a vowel here. Put a line over the /ā/. /ā-ā-ā/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. Put a 3 over the /ē/. /ĩ-ĩ-ē-y/ said its third sound. <sup>7.2</sup>I may say /ē/ with a silent final E, at the end of a syllable, and at the end of foreign words. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ũ/ or /i/, in an unstressed syllable or unstressed word.</p>						
<p><i>ā quā rē um</i></p> <p><b>aqua</b> water <b>-arium</b> location or receptacle</p>				N	aquariums	
10. aquatic	Swimming is the only aquatic sport offered in our school.	3	ā kwā tĩk	/ā/	/a/	
				/kwā/	/qu-a/	Use /ā-ā-ā/.
				/tĩk/	/t-i-c/	Use /ĩ-ĩ-ē-y/. Use /k-s/.
<p>Put a line over the /ā/. /ā-ā-ā/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ũ/ or /i/, in an unstressed syllable or unstressed word. Underline the /kw/. <sup>11</sup>Q always needs a U; therefore, U is not a vowel here. Put two dots over the /ā/. /ā-ā-ā/ said its broad sound. <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.</p>						
<p><i>ā quā tic</i></p> <p><b>aqua</b> water <b>-tic</b> adjective, noun, and verb suffix</p>				Adj, N	aquatics	
11. obstacle	The obstacle course is my favorite activity at camp.	3	ōb stā kl	/ōb/	/o-b/	
				/stā/	/s-t-a/	Use /s-z/.
				/kl/	/c-l-e/	Use /k-s/. Silent final E.
<p>Put a line over the /ā/. /ā-ā-ā/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ũ/ or /i/, in an unstressed syllable or unstressed word. <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Double underline the silent final E. <sup>12.4</sup>Every syllable must have a written vowel.</p>						
<p><i>ob stā cle</i></p> <p><b>ob-</b> against, toward <b>sta</b> to stand, to not change</p>				N	obstacles	

12. illuminate	The new lights will illuminate the front sidewalk.	4	ī lö mǐn āt	/īl/	/ī-l/	Use /ī-ī-ē-y/.
				/lō/	/l-u/	Use /ū-ū-ō-ü/.
				/mǐn/	/m-i-n/	Use /ī-ī-ē-y/.
				/āt/	/a-t-e/	Silent final E.
<i>il /ū min āte</i> <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ö/. /ū-ū-ō-ü/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Put a line over the /ā/. /ă-ă-ă/ said a long sound. Double underline the silent final E. <sup>12.1</sup> The vowel says its long sound because of the E.						
il- in lumine light -ate verb, adjective, noun suffix				V	illuminated	
13. luminous	Luminous Chinese lanterns decorated the garden.	3	lö mǐn ūs	/lō/	/l-u/	Use /ū-ū-ō-ü/.
				/mǐn/	/m-i-n/	Use /ī-ī-ē-y/.
				/ūs/	/ou-s/	Use /ow-ō-ō-ü-ü/. Use /s-z/.
				<i>lū min ous</i> Put a line over the /ö/. /ū-ū-ō-ü/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Underline the /ū/ and put a 4 over it. /ow-ō-ō-ü-ü/ said its fourth sound. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.		
lumine light -ous adjective suffix; full of, characterized by				Adj		
14. mechanic	Evan is a mechanic at the local garage.	3	mē kǎn ĩk	/mē/	/m-e/	
				/kǎn/	/ch-a-n/	Use /ch-k-sh/.
				/ĩk/	/i-c/	Use /ī-ī-ē-y/. Use /k-s/.
				<i>mē chan ic</i> Put a line over the /ē/. /ě-ě/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /k/ and put a 2 over it. /ch-k-sh/ said its second sound. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.		
mechan machine -ic adjective, noun, and verb suffix				N	mechanics	
15. mechanical	Joseph is a mechanical engineer.	4	mē kǎn ĩ kǎl	/mē/	/m-e/	
				/kǎn/	/ch-a-n/	Use /ch-k-sh/.
				/ĩ/	/i/	Use /ī-ī-ē-y/.
				/kǎl/	/c-a-l/	Use /k-s/.
<i>mē chan i cal</i> Put a line over the /ē/. /ě-ě/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /k/ and put a 2 over it. /ch-k-sh/ said its second sound. <sup>5</sup> I and Y may say /i/ or /i/ at the end of a syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.						
mechan machine -ic adjective, noun, and verb suffix -al characterized by, a kind of				Adj, N	mechanicals	

## Part 3 Words in Context

30.7

All

### Review

- **Phonograms:** Dictate the phonograms for students to write in a notebook. Remember, do not use letter names.

- |   |   |
|---|---|
| 1. wh /wh/  | 14. ed /ĕd-d-t/ past tense ending   |
| 2. wor /wer/  | 15. ee /ē/ double /ē/   |
| 3. ei /ā-ē-ī/ that may NOT be used at the end of English words.                       | 16. tch /ch/ three-letter /ch/  |
| 4. kn /n/ two-letter /n/ used only at the beginning of a base word.                   | 17. eigh /ā-ī/ used only at the end of a base word or before a T.               |
| 5. ay /ā/ that may be used at the end of English words.                               | 18. oy /oi/ that may be used at the end of English words.                       |
| 6. ch /ch-k-sh/   | 19. ui /ö/ two-letter /ö/ that may NOT be used at the end of English words.     |
| 7. augh /ā-ăf/ used only at the end of a base word or before a T.                     | 20. ur /er/ the /er/ of hurt  |
| 8. oo /ö-ü-ö/   | 21. gn /n/ two-letter /n/ used at the beginning or the end of a base word.      |
| 9. or /ör/  | 22. ou /ow-ö-ö-ü-ü/ that may NOT be used at the end of English words.           |
| 10. ph /f/ two-letter /f/   | 23. ng /ng/   |
| 11. dge /j/ hard /j/ used only after a single, short vowel.                           | 24. gu /g-gw/   |
| 12. ti /sh/ tall /sh/ used only at the beginning of any syllable after the first one. | 25. igh /i/ three-letter /i/ used only at the end of a base word or before a T. |
| 13. au /ä/ two-letter /ä/ that may NOT be used at the end of English words.           |   |

- **Spelling: Spelling Basketball**

Set up a basket. Say a word from Spelling List 30. The student writes it on a slip of paper. If it is spelled correctly, award the student one point. The student then crumples the paper and tries to shoot a basket. If the student makes the basket, award one point. Play to twenty points.

- **Spelling Rules:** Review rules 14, 17, 18, 23 using the Spelling Rule Cards.

### Materials

Student notebook  
LOE Whiteboard  
Spelling Journal  
Slips of paper  
Basket  
Yellow, blue, and orange highlighters  
Red, green, and blue colored pencils  
Spelling Rule Flash Cards  
Grammar Flash Cards 7, 7.2, 9.12, 9.14, 10, 10.1, 10.2, 11.8, 11.9  
Morpheme Flash Cards  
**ord** **sub-** (Set 1, Level C)

### Optional

Index cards  
Blank paper  
The Essentials Reader, Teacher's Guide, and Student Activity Book

### Spelling Journal

#### /ü/ /ö/ /ī/

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

**/ü/** u, oo

**/ö/** o, ough

**/ī/** y, i, i\_\_e, y\_\_e, igh, ei, eigh

30.8 All

## Grammar

### Review

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

What is a pronoun? *A pronoun takes the place of a noun.*

What are the six noun jobs? *subject noun, direct object, indirect object, object of the preposition, predicate noun, noun of direct address*

Name the parts of a sentence. *A sentence must have a capital letter, subject, verb, complete thought, and end mark.*

What is a verb? *A verb shows action, links a description to the subject, or helps another verb.*

What is a coordinating conjunction? *A coordinating conjunction joins words, phrases, or clauses of equal rank.*

What is an independent clause? *An independent clause contains a subject and a verb and expresses a complete thought. Every sentence must have at least one independent clause.*

What is a compound sentence? *A compound sentence is made up of two independent clauses joined together.*

**Spelling List 30 – page 201** Identify the parts of speech. Mark the nouns and pronouns with a red N, the verbs with a green V, the adjectives with a blue Adj. and the adverbs with a yellow Adv. On your Spelling List write the plural of each noun and the past tense of each verb.

#### Nouns

**A** pizza, picnic, million, billion, business, hour, half, quartz, wealth, tie

**B** panic, community, (international), compassion, legacy, prevention, lecture, original

**C** bazaar, forfeit, lasagna, harmony, aquarium, (aquatic), obstacle, mechanic, (mechanical)

#### Verbs

**A** picnic, busy, tie, threaten, tighten

**B** panic, prepare, prevent, accomplish, lecture

#### Optional Practice

##### Spelling Cards

Dictate the words in Spelling List 30 for the students to write on index cards. Direct the students to color a green border around the verbs, a red border around the nouns and pronouns, a blue border around the adjectives, and a yellow border around the adverbs.

**C** forfeit, migrate, immigrate, illuminate

### Adjectives

**A** million, billion, another, busy, business, careful, hour, half

**B** panic, contagious, international, elementary, legacy, furious, original

**C** forfeit, vulnerable, migratory, aquatic, luminous, mechanical

### Adverb

**A** half

**B** finally

### Pronouns

**A** (another)

### Plural Nouns

**A** pizzas, picnics, millions, billions, businesses, hours, halves, ties

**B** panics, communities, (internationals), legacies, preventions, lectures, originals

**C** bazaars, forfeits, lasagnas, harmonies, aquariums, (aquatics), obstacles, mechanics, (mechanicals)

### Past Tense Verbs

**A** picnicked, busied, tied, threatened, tightened

**B** panicked, prepared, prevented, accomplished, lectured

**C** forfeited, migrated, immigrated, illuminated

## Review Independent Clauses

Show Grammar Card 10.

What is a clause? *A clause includes a subject and a verb. Not all clauses are sentences.*

There are two types of clauses: Independent and Dependent. Today we will learn about dependent clauses. But let's review independent clauses first.

### Grammar Flash Card 10 Clause

A clause includes a subject and a verb. Not all clauses are sentences.

## Show Grammar Card 10.1.

What is an independent clause? *An independent clause contains a subject and a verb and expresses a complete thought. Every sentence must have at least one independent clause.*

An independent clause may stand alone as a sentence or it may be combined with other independent or dependent clauses. A single independent clause standing alone is called a simple sentence.

## Show Grammar Card 9.12.

What is a simple sentence? *A simple sentence is a single independent clause standing alone as a sentence.*

### Grammar Flash Card 10.1 Independent Clause

An independent clause contains a subject and a verb and expresses a complete thought. Every sentence must have at least one independent clause.

### Grammar Flash Card 9.12 Simple Sentence

A simple sentence is a single independent clause standing alone as a sentence.

## Sentence Fragments and Subordinating Conjunctions

If I said, "I went to the kitchen to cut the birthday cake and found only a fragment left," what would that mean I found? *answers vary*  
Was it a complete cake? *no*

What if I said, "Your letter to me was damaged in the mail, and only a fragment was readable." How much of the letter do you think I got? *answers vary*

How would you describe a fragment? *answers vary*

We use the word *fragment* in grammar as well to describe something that is incomplete. A fragment is not a complete sentence.



**30.8-1 Sentences and Fragments – page 202 Step 1** Read each clause. Underline the subject. Double underline the verb. **Step 2** If the clause is a simple sentence, write S in the blank. If it is a fragment, write F in the blank. **Step 3** If the clause is a fragment, highlight the word that prevents it from being a complete thought.

1. S Finn memorized the math facts.
2. F When Finn memorized the math facts.
3. S Aiden rode a motorcycle.
4. F Although Aiden rode a motorcycle.
5. F Unless Ava surprises Megan.
6. S Ava surprises Megan.
7. F Because Evan and Sam hiked.
8. S Evan and Sam hiked.
9. S Weston finished the physics homework.
10. F If Weston finished the physics homework.
11. F Whenever Emma walks the dog.
12. S Emma walks the dog.

### Teacher Tip

#### Sentence Styles

There are four sentence styles:

**Simple Sentence** =  
one independent clause

**Compound Sentence** =  
independent clause +  
independent clause

**Complex Sentence** =  
dependent clause +  
independent clause

**Compound-Complex** =  
independent clause +  
(independent clause +  
dependent clause)

In complex and compound-complex sentences the clauses can be in any order.

Which words are stealing away the completeness of the sentence? *when, although, unless, because, if, whenever*  
These words are called subordinating conjunctions.

## Subordinating Conjunctions, Dependent Clauses, & Complex Sentences

Show Grammar Flash Card 7.

What is a conjunction? *A conjunction joins words, phrases, or sentences together.*

Write on the whiteboard:

*subordinating conjunction*

Do you remember what *ord* means? *It means rank.*

Notice the prefix *sub-*. What other words can you think of that begin with *sub-*? *subtract, subzero, submarine, subway...*

Based upon these words, what do you think *sub-* means? *answers vary*

Show the Morpheme Card **sub-**. (Unit 2, Level C)

*Sub-* means below, under, beneath, secondary.

What does *subordinating* literally mean? *to make beneath or below in rank*

Show Grammar Flash Card 7.2

A subordinating conjunction joins two sentences together by turning one sentence into a dependent clause (or sentence fragment).  
*A subordinating conjunction joins two sentences together by turning one sentence into a dependent clause (or sentence fragment).*

What do you think a dependent clause is? *It is a clause that cannot stand alone. It needs something else to be added to it to make a sentence.*

Think about the morphemes again. Why do you think these two kinds of conjunctions are called *coordinating* and *subordinating*?  
*Coordinating conjunctions make two clauses equal in rank. They show that each one can stand without the other. Subordinating conjunctions make two clauses unequal by making one "below" the other or dependent on it.*

### Grammar Flash Card 7 Conjunction

A conjunction joins words, phrases, or sentences together.

**ord**  
rank, place  
*Latin*

**sub-**  
su-      suf-      sur-  
suc-      sup-      sus-  
**below, under, beneath,  
secondary**  
*Latin*

### Grammar Flash Card 7.2 Subordinating Conjunction

A subordinating conjunction joins two sentences together by turning one sentence into a dependent clause (or sentence fragment).

### Show Grammar Flash Card 10.2.

A dependent clause includes a subordinating conjunction, a subject, and a verb. It does not express a complete thought. *A dependent clause includes a subordinating conjunction, a subject, and a verb. It does not express a complete thought.*



Read each of the sentence fragments from **30.8-1 Sentences and Fragments – page 202**. Then verbally turn them into complete sentences. For example: When Finn memorized the math facts, math class became much easier. *Answers vary*

Sentences that include both a dependent clause and an independent clause are called complex sentences.

### Show Grammar Card 9.14.

A complex sentence is made up of an independent clause joined with one or more dependent clauses. *A complex sentence is made up of an independent clause joined with one or more dependent clauses.*

Why do you suppose they are called complex? *The relationship between the two clauses is complex. Instead of both standing independently, the meaning of one is dependent on the other in a particular way.*



### 30.8-2 Complex Sentences: Comma Discovery – page 203

**Step 1** Highlight the dependent clause yellow. **Step 2** Highlight the independent clause blue. **Step 3** If there is a comma, highlight it orange.

If Clara finishes the assignment, she will play the game.

Clara will play the game if she finishes the assignment.

By the time Eva's alarm went off, the bus had already left.

The bus had already left by the time Eva's alarm went off.

Although Jason forgot his winter coat, he was not cold.

Jason was not cold although he forgot his winter coat.

Since it is so hot, we will go to the pool.

We will go to the pool since it is so hot.

What is the same about the sentences in each pair of sentences? *They use the same clauses. They both include a dependent and an independent clause. They both include the same subordinating conjunction.*

### Grammar Flash Card 10.2 Dependent Clause

A dependent clause includes a subordinating conjunction, a subject, and a verb. It does NOT express a complete thought.

### Grammar Flash Card 9.14 Complex Sentence

A complex sentence is made up of an independent clause joined with one or more dependent clauses.

What is different? *The dependent clause with the subordinating conjunction is at the beginning of the first sentence, and it is at the end of the second sentence. When the dependent clause is first, it is followed by a comma.*

How are they punctuated differently? *When the sentence begins with the dependent clause, you need a comma. When the dependent clause is placed second, you do not need a comma.*

#### Show Grammar Card 11.8.

When a sentence begins with a dependent clause, separate it from the rest of the sentence with a comma. *When a sentence begins with a dependent clause, separate it from the rest of the sentence with a comma.*

#### Show Grammar Card 11.9.

When a dependent clause is located after an independent clause, no comma is needed between them. *When a dependent clause is located after an independent clause, no comma is needed between them.*

I will say a subordinating conjunction. Write it on your whiteboard, then make up a sentence that uses it and say it aloud. If you do not know how to spell it, let me know, and I will finger spell it and cue the phonograms you need to know.

- |            |           |             |              |
|------------|-----------|-------------|--------------|
| 1. when    | 5. where  | 9. until    | 13. unless   |
| 2. than    | 6. after  | 10. whether | 14. however  |
| 3. because | 7. though | 11. before  | 15. whenever |
| 4. while   | 8. since  | 12. if      |              |

If students need help spelling any of the words, use the Spelling Analysis chart on the next pages to help you cue the spelling.



**30.8-3 Sentences – page 204** Combine the sentences using the subordinating conjunction.

Remember, when a sentence begins with a subordinating conjunction, use a comma. When the dependent clause is at the end, there is no comma.

What do you notice about the subordinating conjunctions in the last activity? *They all include more than one word.*

#### Grammar Flash Card

##### 11.8 Subordinating Conjunction Comma

When a sentence begins with a dependent clause, separate the clause from the rest of the sentence with a comma.

#### Grammar Flash Card

##### 11.9 Subordinating Conjunction Comma

When a dependent clause is located after an independent clause, no comma is needed between them.

Optional Spelling Analysis				Subordinating Conjunctions		
1. <b>when</b>	When Kira won the race, she shouted with joy.	1	whĕn	/whĕn/	/wh-e-n/	
	<u>wh</u> en					Underline the /wh/.
2. <b>than</b>	You gave her more candy than you gave me.	1	THăn	/THăn/	/th-a-n/	
	<sup>2</sup> <u>th</u> an					Underline the /TH/ and put a 2 over it. /th-TH/ said its second sound. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.
3. <b>because</b>	He is happy because he is starting school.	2	bĕ kăz	/bĕ/ /kăz/	/b-e/ /c-au-s-e/	Use /k-s/. Use two-letter /ă/ that may NOT be used at the end of English words. Use /s-z/. Silent final E.
	bĕ <sup>2</sup> <u>cause</u>					Put a line over the /ĕ/. /ĕ-ĕ/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ă/. Put a 2 over the /z/. /s-z/ said its second sound. Double underline the silent final E. <sup>12.5</sup> Add an E to keep singular words that end in the letter S from looking plural.
4. <b>while</b>	While we wait, let's play a game.	1	whĭl	/whĭl/	/wh-i-l-e/	Use /i-ĭ-ĕ-y/. Silent final E.
	<u>wh</u> il <u>e</u>					Underline the /wh/. Put a line over the /i/. /i-ĭ-ĕ-y/ said a long sound. Double underline the silent final E. <sup>12.1</sup> The vowel says its long sound because of the E.
5. <b>where</b>	He found his keys where he dropped them.	1	whĕr	/whĕr/	/wh-e-r-e/	Silent final E.
	<u>wh</u> ere					Underline the /wh/. Double underline the silent final E. <sup>12.9</sup> Unseen reason.
6. <b>after</b>	I have homework to do after I eat dinner.	2	ăf ter	/ăf/ /ter/	/a-f/ /t-er/	Use the /er/ of her.
	a <u>f</u> <u>ter</u>					Underline the /er/.
7. <b>though</b>	Though I went to bed early last night, I still feel tired.	1	THō	/THō/	/th-ough/	
	<sup>2</sup> <u>th</u> <sup>2</sup> <u>ough</u>					Underline the /TH/ and put a 2 over it. /th-TH/ said its second sound. Underline the /ō/ and put a 2 over it. /ō-ō-ow-ŭf-ōf/ said its second sound. <sup>28</sup> Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/.
8. <b>since</b>	Since he started working, he has solved six problems.	1	sĭns	/sĭns/	/s-i-n-c-e/	Use /s-z/. Use /i-ĭ-ĕ-y/. Use /k-s/. Silent final E.
	<sup>2</sup> <u>si</u> nce					Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. <sup>12.3</sup> The C says /s/ and the G says /j/ because of the E.

9.	until	Until Mom gets home, you need to play quietly.	2	ŭn tīl	/ŭn/ /tīl/	/u-n/ /t-i-l/	Use /ī-ī-ē-y/.
	un tīl	31.1 Any vowel may say one of the schwa sounds, /ŭ/ or /ī/, in an unstressed syllable or unstressed word.					
10.	whether	Whether or not we go with this, we need to have a plan.	2	whĕTH er	/whĕTH/ /er/	/wh-e-th/ /er/	Use the /er/ of her.
	wheth <sup>2</sup> er	Underline the /wh/. Underline the /TH/ and put a 2 over it. /th-TH/ said its second sound. Underline the /er/.					
11.	before	Pack a lunch before we leave.	2	bĕ fōr	/bĕ/ /fōr/	/b-e/ /f-o-r-e/	Silent final E.
	bĕ fōr <sub>ee</sub>	Put a line over the /ĕ/. /ĕ-ĕ/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ī/, in an unstressed syllable or unstressed word. Put a line over the /ō/. /ō-ō-ō/ said a long sound. Double underline the silent final E. <sup>12.1</sup> The vowel says its long sound because of the E.					
12.	if	If it is hot, we will go to the pool.	1	īf	/īf/	/i-f/	Use /ī-ī-ē-y/.
	if	All first sounds.					
13.	unless	Unless you are hungry now, we will eat in an hour.	2	ŭn lĕss	/ŭn/ /lĕss/	/u-n/ /l-e-s-s/	Use /s-z/. Use /s-z/.
	un less	31.1 Any vowel may say one of the schwa sounds, /ŭ/ or /ī/, in an unstressed syllable or unstressed word. <sup>30</sup> 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.					
14.	however	You may decorate it however you want to.	3	how ěv er	/how/ /ěv/ /er/	/h-ow/ /e-v/ /er/	Use /ow-ō/. Use the /er/ of her.
	how ev er	Underline the /ow/. Underline the /er/.					
15.	whenever	Whenever you want to leave, we can go.	3	whĕn ěv er	/whĕn/ /ěv/ /er/	/wh-e-n/ /e-v/ /er/	Use the /er/ of her.
	wh <sub>en</sub> ev er	Underline the /wh/. Underline the /er/.					

All

## Identifying Parts of Speech



**30.8A Parts of Speech – page 205** Read each sentence aloud. I will write it on the board. Together we will label the parts of speech. (See margin for Levels B and C.)

*Katie is eating pizza at the party, but Nate is late.*

Who is? **Katie, subject noun**

What is Katie doing? **Katie is eating, helping verb, verb**

What is Katie eating? **pizza, direct object**

What kind of verb is *eating*? **transitive verb**

What kind of word is *at*? **preposition**

At what? **party, object of the preposition**

Which party? **the, article adjective**

What kind of word is *but*? **conjunction**

What is *but* linking? **two independent clauses**

What kind of conjunction is *but*? **coordinating conjunction**

Write CC over *but*.

Who is? **Nate**

What is Nate? **Nate is, verb**

Is what? **late, predicate adjective**

What kind of verb is *is*? **linking verb**

How many independent clauses are in this sentence? **two**

Where will we divide the first clause? **between Katie and is**

Underline the simple subject.

Double underline the simple predicate.

Where will we divide the second clause? **between Nate and is**

Underline the simple subject.

Double underline the simple predicate.

What sentence style is this? **compound sentence**

**SN HV TV DO P A OP CC SN LV PA**  
*Katie / is eating pizza (at the party), but Nate / is late.*

*Jon takes out the recycling every night before he plays his game.*

Who takes? **Jon, subject noun**

What does Jon do? **takes, transitive verb**

Takes where? **out, adverb**

Takes what? **recycling, direct object**

Which recycling? **the, article adjective**

When does Jon take out the recycling? **every night, adverbial phrase**

### Teacher Tip

#### Identifying Parts of Speech

Encourage students to ask the questions and make the decisions as much as possible. Model the process and provide support. Make sure to model how to ask about and mark new concepts, then prompt students to do everything else as much as they are able.

### 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

**30.8B Parts of Speech – page 206**

**A SN V SC SP**  
*The boys / panic when they /*  
**TV A DO**  
*see a snake.*

**A Adj Adj SN**  
*The original community lecture*  
**TV PPA DO**  
*/ accomplished their goal.*

**A Adj SN V**  
*The elementary students / are*  
**P OP SC A Adj**  
*(at lunch) while the middle*  
**Adj SN V P**  
*school students / are (at*  
**OP**  
*recess).*

Write Adv above the adverbial phrase.

Who plays? **he**, *subject pronoun*

What does he do? **plays**, *verb*

Plays what? **game**, *direct object*

Whose game? **his**, *possessive pronoun adjective*

What kind of verb is **plays**? *transitive verb*

How many independent clauses are in this sentence? **one**, *Jon takes out the recycling every night*

How many dependent clauses are in this sentence? **one**, *before he plays his game*

What word is joining the two clauses together? **before**, *conjunction*

What kind of conjunction is **before**? *subordinating conjunction*

Write SC above **before**.

What sentence style is this? **complex**

Where will we divide the subject and predicate in the independent clause? **between Jon and takes**

Where will we divide the subject and predicate in the dependent clause? **between he and plays**

Underline the simple subjects of both clauses.

Double underline the simple predicates of both clauses.

*SN TV Adv A DO Adv SC SP TV*  
Jon / takes out the recycling every night before he / plays  
*PPA DO*  
 his game.

*If Stephanie cleans her room, she can go on the trip.*

Who cleans? **Stephanie**, *subject noun*

What does Stephanie do? **cleans**, *verb*

Cleans what? **room**, *direct object*

Whose room? **her**, *possessive pronoun adjective*

What kind of verb is **cleans**? *transitive verb*

Who can? **she**, *subject pronoun*

What does the sentence say about **she**? **she can go**, *helping verb, verb*

What kind of word is **on**? *preposition*

On what? **trip**, *object of the preposition*

Which trip? **the**, *article adjective*

Put parentheses around the prepositional phrase.

How many independent clauses are in this sentence? **one**, *she can go on the trip*

How many dependent clauses are in this sentence? **one**, *If Stephanie*

## Teacher Tip

### Identifying Parts of Speech

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

#### Level C

#### 30.8C Parts of Speech – page 207

*A Adj SN P A Adj*  
 The migratory path (of the rare  
*OP LV PA P*  
 birds) / is familiar (to  
*OP*  
 enthusiasts).

*A SN HV TV A*  
 The volunteers / are hosting a  
*Adj DO SC A*  
 community bazaar while the  
*SN V P OP*  
students / are (on vacation).

*Adj SN P OP*  
 Some species (of birds) /  
*V Adv CC SP V*  
migrate south, but others / stay  
*P A Adj OP*  
 (in the northern states).

*cleans her room*

What is the word joining the two clauses together? *if, conjunction*

What kind of conjunction is *if*? *subordinating conjunction*

Write SC above *if*.

What sentence style is this? *complex*

Where will we divide the subject and predicate in the independent clause? *between she and can*

Where will we divide the subject and predicate in the dependent clause? *between Stephanie and cleans*

Underline the simple subjects of both clauses.

Double underline the simple predicates of both clauses.

SC SN TV PPA DO SP HV V P A OP  
If Stephanie / cleans her room, she / can go (on the trip).

30.9

## Dictation

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

A

1. Is the business meeting in an hour?
2. They are showing their wealth with quartz floors.

B

1. What have you accomplished today?
2. The community lecture prevented panic among the parents.

C

1. The bazaar was a pleasant day for the volunteers.
2. What is the migratory path of these birds?



## Optional The Essentials Reader

### Unit 29: Robert Louis Stevenson & The Swing & My Shadow & The Land of Counterpane & The Land of Nod

- Read “My Shadow” on pages 162-163 of *The Essentials Reader*.
- Read “The Land of Counterpane” on page 164 of *The Essentials Reader*.
- Complete Post-Reading activities on page 90-91 of *The Essentials Reader Teacher’s Guide*.

## Part 4 Words in Action

30.10

All

### Review

- **Phonograms: Phonogram Reading Race**

Use a stopwatch to time how quickly the student can read all the Basic Phonogram Flash Cards. Write down the time. Can the student beat the times from Units 28 and 29?

- **Spelling:** How many words from Spelling List 30 can the student spell in three minutes using the Phonogram Game Tiles?



- **Grammar: 30.10-1 Sentences – page 208** Highlight the subordinating conjunction. Underline the dependent clause. Double underline the independent clause. Hint: the subordinating conjunctions all have two or more words.

1. As long as the stadium is empty, we will sit together.
2. Even if you stop the motor, it will not make a difference.
3. I will not spend another dollar even though you say it is a good deal.
4. She marched into the store as though she owned it.
5. In the event that Dad arrives home in the next hour, we will leave on vacation today.
6. Bring an umbrella with you in case it begins to rain.



- **Grammar: 30.10-2 Compound, Complex, Simple, or Fragment? – page 209** Read each statement and identify it as either a complex sentence, compound sentence, simple sentence, or fragment, using the key at the top of the page. Then add the correct punctuation to each sentence.

- |       |       |       |        |
|-------|-------|-------|--------|
| 1. S  | 4. CX | 7. CP | 10. CX |
| 2. CX | 5. CP | 8. S  |        |
| 3. F  | 6. F  | 9. CP |        |

### Materials

Stopwatch

Basic Phonogram Flash Cards

Phonogram Game Tiles

Highlighter

LOE Whiteboard

Student notebook

#### Level A

Dictionary

Morpheme Flash Card -en

#### Level B

Dictionary

Morpheme Flash Card inter-

#### Level C

Morpheme Flash Cards

migr
-ate
-ory
aqua
lumine
in- (*in*, from Unit 5)

Dictionary

### Optional

*The Essentials Reader, Teacher's Guide, and Student Activity Book*

30.11

# Vocabulary

A

## Level A Vocabulary

### busy

Write *busy* using the Phonogram Game Tiles.

**b u s y**

Which phonogram makes a sound that is an exception in *busy*? *The U is saying /i/.*

Use *busy* in a sentence. *answers vary*

What suffix is added to change *busy* to *business*? *-ness*

Off to the side, spell the suffix *-ness* with Phonogram Game Tiles.

**n e s s**

To add a suffix to *busy*, what questions do we ask? *Does it end with a silent final E? no Does it end in one vowel and one consonant? no Does it end in Y? Yes. Does it end with a single vowel Y? Yes. Does the suffix begin with any letter except I? Yes. Then change the Y to I and add the suffix.*

Add the suffix.

**b u s i n e s s**

Use *business* in a sentence. *answers vary*

What is a *business*? *It is a job or a company.*

Now change *business* back to *busy*.

**b u s y**

Now add the suffix *-ness* without changing the Y to I.

**b u s y n e s s**

This is a new word. It is *busyness*, it means to be busy.

How is *busyness* an exception to the spelling rules? *The Y does not change to I.*

Now change *busyness* back to *busy*.

**b u s y**

What suffix is added to change *busy* to *busiest*? *-est*

Off to the side, spell the suffix *-est* with Phonogram Game Tiles.

**e s t**

How do we change *busy* to *busiest*? *Does the suffix begin with any letter except I? Yes. Change the Y to I and add the suffix.*

Add the suffix.

**b u s i e s t**

Use *busiest* in a sentence. *answers vary*

Now change *busiest* back to *busy*.

**b u s y**

What suffix is added to change *busy* to *busier*? *-er*

Off to the side, spell the suffix *-er* with Phonogram Game Tiles.

**er**

How do we change *busy* to *busier*? *Does the suffix begin with any letter except I? Yes. Change the Y to I and add the suffix.*

Add the suffix.

**b u s i er**

Use *busier* in a sentence. *answers vary*

Now change *busier* back to *busy*.

**b u s y**

What suffix is added to change *busy* to *busily*? *-ly*

Off to the side, spell the suffix *-ly* with Phonogram Game Tiles.

**l y**

How do we change *busy* to *busily*? *Does the suffix begin with any letter except I? Yes. Change the Y to I and add the suffix.*

Add the suffix.

**b u s i l y**

Use *busily* in a sentence. *answers vary*

Now change *busily* back to *busy*.

**b u s y**

**-en**

Show the Morpheme Card **-en**.

The suffix *-en* shows that a word is a verb or an adjective.

Which two words in Spelling List 30 use this suffix? *threaten and tighten*

**30.11A The suffix -en – page 210** Add the suffix *-en* to each word.

### Teacher Tip

#### Suffixing Chart

Encourage students to use the suffixing flow chart with **30.11A The suffix -en.**

**-en**

**verb, past participle  
verb, and adjective  
suffix**

*Old English*

What are some of the adjectives formed with -en? *forgotten, broken, chosen, proven, eaten...*

Look at these words. What part of speech were the base words? *verbs*

What does the suffix -en mean in the adjectives that you formed? *That the verb has been done to something. Something was forgotten, broken, chosen...*

What are some of the verbs formed with -en? *threaten, brighten, broaden, darken...*

Look at these words. What parts of speech were the base words? *nouns and adjectives*

What does the suffix -en mean in the verbs that you formed? *To create or do that noun: threaten. To take on the quality of that adjective: darken, broaden, brighten...*

## B

### Level B Vocabulary

#### inter-

Show the Morpheme Card **inter-**.

Which word in the spelling list begins with this prefix? *international*

What other words do you know that begin with *inter-*? *answers vary*

Write the words on the board as the students list them.

<i>international</i>	<i>interchangeable</i>	<i>interstate</i>
<i>interact</i>	<i>interconnect</i>	<i>intertwine</i>
<i>intercept</i>	<i>intermediate</i>	<i>intervene</i>
<i>interchange</i>	<i>intermission</i>	<i>interior...</i>

What do you think *inter-* means? *answers vary*

The prefix *inter-* means between or among.

#### origin

Write the word *original* on your whiteboard.

What is the base word and what suffix has been added? *The base word is origin. The suffix -al was added.*

What does origin mean? If you are not sure, look it up in a dictionary. *Origin means beginning or source.*

**30.11B Origin – page 211** Combine the suffixes with the word origin to form new words. Write the words on the lines.

**inter-**

enter-

**between, among**

Latin



## C

## Level C Vocabulary

What patterns do you see in Spelling List 30? *migratory, migrate, and immigrate all include migrat. Aquarium and aquatic include aqua. Illuminate and luminous include lumin. Mechanical is mechanic with the suffix -al.*

**migr**

Write the words *migratory, migrate, and immigrate* on your whiteboard.

*migratory**migrate**immigrate*

What do these words all have in common? *They all include migrat. They are related in meaning. They all have to do with movement. Migratory animals move from place to place. To migrate is to move. To immigrate is to move to a country from another country.*

Show the Morpheme Card **migr**.

*Migr* means to move from place to place.

Point to the word *migrate*. What suffix has been added to *migr* to make *migrate*? **-ate**

Which two words end with **-ate**? *migrate and immigrate*

Are the words *migrate* and *immigrate* nouns, verbs, adjectives, or adverbs? *They are verbs.*

What do you think the suffix **-ate** means? *It is a verb suffix. It shows action.*

Show the Morpheme Card **-ate**.

The morpheme **-ate** can be a verb suffix, adjective suffix, or noun suffix.

Point to the word *immigrate*. What prefix has been added? **im-**, which means *in*. *Im- is an assimilated form of the prefix in-*

Show the Morpheme Card **in-**.

The prefix **in-** is a verb prefix.

Based upon the morphemes, what does *immigrate* literally mean? *To move from one place into another place.*

Point to the word *migratory*. What suffix has been added to *migrate* to form *migratory*? **-ory**

What part of speech is *migratory*? *It is an adjective.*

What do you think the suffix **-ory** means? *It is an adjective suffix.*

Show the Morpheme Card **-ory**.

The morpheme **-ory** is an adjective suffix.

**migr**

**to move from  
place to place**

*Latin*

**-ate**

**verb, adjective, &  
noun suffix**

*Latin*

**Teacher Tip****Previous Card**

The Morpheme Card **in-** was introduced in Unit 5.

**in-**

*im-*

*il-*

**in**

*Latin*

**-ory**

**adjective suffix**

*Latin*

**aqua**

Write the words *aquarium* and *aquatic* on your whiteboard.

*aquarium*                      *aquatic*

What do these words have in common? *They both include aqua. They are both related to water. An aquarium is filled with water. Aquatic is an adjective for water.*

Show the Morpheme Card **aqua**.

*Aqua* means water.

**lumine**

Write the words *illuminate* and *luminous* on your whiteboard.

What do the words *illuminate* and *luminous* have in common? *They both include lumin.*

What do *illuminate* and *luminous* mean? If you are unsure, look them up in a dictionary. *Illuminate means to light up. Luminous means full of light.*

What do you think *lumine* means? *light*

Show the Morpheme Card **lumine**.

*Lumine* means light. What is an alternate spelling for *lumine*? *lumen*  
Point to *luminous*. What suffix has been added to *lumine* to form *luminous*? *-ous which means full of*

Point to *illuminate*. What prefix has been added? *-il, which is an assimilated form of in- which means in.*

What suffix has been added to form *illuminate*? *-ate, which is a verb suffix.*

**aqua**

aqui                      aque

**water**

*Latin*

**lumine**

lumen

**light**

*Latin*

**30.11C Unknown Vocabulary – page 212** Match the words to their definitions.

immigrate to enter a country

emigrate to leave a country

aqueous watery

aquanaut an undersea explorer

lumen a unit to measure light

Explain how the morphemes in each word pointed to the correct definition.

immigrate *Im- means in. Migr means to move from place to place. So immigrate means to enter into a country.*

emigrate *The prefix e- means out. Migr means to move from place to place. So emigrate means to leave a country.*

aqueous *Aqua means water. -ous means full of. So aqueous means watery.*

aquanaut *Aqua means water. Naut means sailor. An aquanaut is an undersea explorer.*

lumen *Lumine means light. So lumen must mean a unit to measure light.*

30.12

## Dictation

Read the sentence. Ask the students to repeat it aloud, then write it in their notebooks. Mark the parts of speech.

A

1. The boy is going to a picnic while his father is in another business meeting.
2. The children enjoyed pizza for dinner and cake during the celebration.

B

1. How can we prevent this disaster?
2. We did not accomplish our original idea, but we did prepare for the contagious outbreak.

C

1. Where is the best lasagna in the city?
2. Please illuminate the area so we can practice.

30.13

All

## Writing Strong Sentences

Today we will write sentences using subordinating conjunctions.

Write the subordinating conjunction *By the time* on the whiteboard.

*By the time*

We will practice together by using the subordinating conjunction *By the time*.

Ask the students to choose the words to complete the sentence. Write them on the whiteboard. Sample answers have been given in blue.

Now choose a subject.

*By the time* Nick

Ask yourself, What is being said about Nick?

*By the time Nick returns*

Returns where?

*By the time Nick returns home*

Write a comma.

*By the time Nick returns home,*

Choose a related subject.

*By the time Nick returns home, I*

Ask, What is being said about I?

*By the time Nick returns home, I will be asleep.*

We can also invert the order of the clauses.

*I will be asleep by the time Nick returns home.*

Does this sentence need a comma? **No, the comma is only needed when the dependent clause is first.**



**30.13-1 Composition – page 213** In your workbook, write two sentences beginning with a subordinating conjunction. Then re-write each sentence with the subordinating conjunction in the middle of the sentence.



**30.13-2 Complex Sentences – page 214** Reverse the order of the two clauses. Re-write the sentence.



## Optional **The Essentials Reader**

### **Unit 29: Robert Louis Stevenson & The Swing & My Shadow & The Land of Counterpane & The Land of Nod**

- Complete the Handwriting & Composition activities on page 91 of *The Essentials Reader Teacher's Guide*.
- Read "The Land of Nod" on page 165 of *The Essentials Reader*.
- Complete any remaining Post-Reading activities on pages 90-91 of *The Essentials Reader Teacher's Guide*.

## Part 5 Check Your Understanding

30.14

All

### Review

- **Grammar:** Review Grammar Flash Cards 7.2, 9.14, 10.2, 11.8, and 11.9.

#### C Vocabulary:

- Provide the students with five index cards. Say the meaning of a morpheme. The students should write the morpheme on an index card. Combine these with the index cards from Units 1-29.

to move from place to place — *migr*

verb suffix — *-ate*

adjective suffix — *-ory*

water — *aqua*

light — *lumine*

Set out the morpheme cards **in-**, **ex-**, **migr**, **lumine**, **aqua**, **medi**, **dict**, **mand**, **-ate**, **-ory**, **-ion**, **-ous**. How many words can the students form using these morphemes?

migrate	emigration	mediation
migration	illuminate	immediate
migratory	illumination	dictate
immigrate	luminous	dictation
immigration	aqueous	mandate
emigrate	mediate	mandatory

#### Materials

Grammar Flash Cards  
Blue and green highlighters

#### Level C

Index cards  
Morpheme index cards

#### Optional

*The Essentials Reader, Teacher's Guide, and Student Activity Book*

30.15

## Check Your Understanding



**Check Your Understanding 30 – page 215**

All

### Phonograms

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

- |   |  |
|---|--|
| 1. kn /n/ two-letter /n/ used only at the beginning of a base word. | 8. ti /sh/ tall /sh/ used only at the beginning of any syllable after the first one. |
| 2. n /n/  | 9. f /f/   |
| 3. ay /ā/ that may be used at the end of English words.             | 10. tch /ch/ three-letter /ch/   |
| 4. ch /ch-k-sh/   | 11. v /v/  |
| 5. a /ă-ā-ä/  | 12. eigh /ā-ī/ used only at the end of a base word or before a T.                    |
| 6. ph /f/ two-letter /f/  | 13. oy /oi/ that may be used at the end of English words.                            |
| 7. dge /j/ hard /j/ used only after a single, short vowel.          |  |

14. g /g-j/
15. h /h/
16. ui /ö/ two-letter /ö/ that may NOT be used at the end of English words.
17. d /d/
18. e /ë-ê/
19. ur /er/ the /er/ of hurt
20. i /i-î-ê-y/
21. gn /n/ two-letter /n/ used at the beginning or the end of a base word.
22. j /j/
23. ou /ow-ô-ö-ü-ü/ that may NOT be used at the end of English words.
24. k /k/ tall /k/
25. oi /oi/ that may NOT be used at the end of English words.
26. l /l/
27. si /sh-zh/ used only at the beginning of any syllable after the first one.
28. oe /ô-ö/ that may be used at the end of English words.
29. m /m/
30. ci /sh/ short /sh/ used only at the beginning of any syllable after the first one.
31. ew /ô-û/ that may be used at the end of English words.
32. wr /r/ two letter /r/ used only at the beginning of a base word.
33. r /r/
34. b /b/
35. ow /ow-ô/ that may be used at the end of English words.
36. w /w/
37. ai /ä/ that may NOT be used at the end of English words.
38. ar /är/
39. c /k-s/
40. bu /b/ two-letter /b/
41. au /ä/ two-letter /ä/ that may NOT be used at the end of English words.
42. augh /ä-äf/ used only at the end of a base word or before a T.
43. aw /ä/ two-letter /ä/ that may be used at the end of English words.
44. t /t/
45. ck /k/ two-letter /k/
46. ea /ë-ê-ä/
47. ear /er/ the /er/ of search
48. o /ö-ô-ö/
49. ie /ë/ the /ë/ of field
50. p /p/
51. qu /kw/
52. ed /ëd-d-t/ past tense ending
53. ee /ë/ double /ë/
54. er /er/ the /er/ of her
55. igh /i/ three-letter /i/ used only at the end of a base word or before a T.
56. ir /er/ the /er/ of bird
57. x /ks-z/
58. ng /ng/
59. u /ü-û-ö-ü/
60. oa /ô/ two-letter /ô/ that may NOT be used at the end of English words.
61. s /s-z/
62. gu /g-gw/
63. oo /ö-ü-ô/
64. or /ör/
65. ough /ö-ô-ö-ow-üf-öf/ used only at the end of a base word or before a T.
66. sh /sh/ used only at the beginning of a word or at the end of a syllable.
67. th /th-TH/
68. wh /wh/
69. y /y-î-î-ê/
70. wor /wer/
71. ei /ä-ê-î/ that may NOT be used at the end of English words.
72. cei /sê/
73. z /z/
74. ey /ä-ê/ that may be used at the end of English words.
75. es /ëz-z/

All

## Advanced Phonogram Z

Read the sentences and highlight the words where Z is saying its advanced sound, /s/.

All

## Suffixing

Add the appropriate suffix from the choices at the top of the page. Write the new words in the blanks in the sentences below.

All

## Grammar

Write S next to the complete sentences. Write DC next to the dependent clauses. If it is a dependent clause, highlight the subordinating conjunction.

## Dictation

Read each sentence. Ask the students to repeat it aloud, then write it in their workbooks.

A

1. He will be busy for another half an hour.
2. Would you like cold pizza for the picnic?
3. Please tighten your tie before you go on stage.
4. He is in the quartz business, and he has made millions.
5. "My child always has a billion questions," said the mother.
6. Be careful, for they might threaten your wealth.

B

1. The laughter was contagious among the elementary students.
2. The department worked to prepare the community while the official worked to prevent panic.
3. His compassion came through in his lecture.
4. Which is the original photograph?
5. My brother's accomplishments are a legacy.
6. International loss prevention is a must!
7. The furious tourist finally returned, and the guide happily continued the tour.

C

1. The bazaar sold amazing lasagna to raise money.
2. The challenge of the aquatic obstacle made some players forfeit, but others did not succumb.
3. What migratory fish can be found at the aquarium?
4. The mechanic had to illuminate the area before he could work.
5. The beautiful birds migrate in harmony each year.
6. His amazing mechanical invention is on display.
7. When will you immigrate to your new country?
8. The luminous area made the animals feel more vulnerable.

All

## Grammar

Ask students to highlight all the questions in green and all the complex sentences in blue.



## Optional The Essentials Reader

### Unit 29: Robert Louis Stevenson & The Swing & My Shadow & The Land of Counterpane & The Land of Nod

- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 92 of *The Essentials Reader Teacher's Guide*.

### Unit 30: Biddy Mason

- After completing the Robert Louis Stevenson activities from Unit 29 of *The Essentials Reader*, continue at your own pace to Unit 30, "Biddy Mason," on pages 166-171 of *The Essentials Reader* and pages 93-95 of the *Essentials Reader Teacher's Guide*.

# Unit 30

## 30.1-1 Advanced Phonogram Z

Highlight the Z. Read the word aloud. What is the Z saying?

glitz

waltz

blitz

pretzel

quartz

klutzy

## 30.1-2 Advanced Phonogram ZZ

Read the sentence. Highlight the phonogram ZZ. Read the sentence aloud. What sound is ZZ saying?




---

Put lots of mozzarella cheese on the pizza.

---

## 30.3 Discover Why

Read the words and suffixes. Highlight what is unusual about how the new word is spelled.

1. **picnic** + ing = **picnicking**
2. **picnic** + ed = **picnicked**
3. **picnic** + er = **picnicker**
4. **frolic** + ing = **frolicking**
5. **frolic** + ed = **frolicked**

Think about the spelling rules you know. Write why the words are spelled this way on the line below.

---

---

Add the suffix to the words.

1. panic + ing = \_\_\_\_\_
2. panic + ed = \_\_\_\_\_
3. mimic + ing = \_\_\_\_\_
4. mimic + ed = \_\_\_\_\_
5. garlic + y = \_\_\_\_\_
6. panic + y = \_\_\_\_\_

# Spelling List 30

Level \_\_\_\_

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

## 30.8-1 Sentences and Fragments

**Step 1** Read each clause. Underline the subject. Double underline the verb.

**Step 2** If the clause is a simple sentence, write S in the blank. If it is a fragment, write F in the blank.

**Step 3** If the clause is a fragment, highlight the word that prevents it from being a complete thought.

1.          S          Finn memorized the math facts.
2.          F          **When** Finn memorized the math facts.
3.                      Aiden rode a motorcycle.
4.                      Although Aiden rode a motorcycle.
5.                      Unless Ava surprises Megan.
6.                      Ava surprises Megan.
7.                      Because Evan and Sam hiked.
8.                      Evan and Sam hiked.
9.                      Weston finished the physics homework.
10.                   If Weston finished the physics homework.
11.                   Whenever Emma walks the dog.
12.                   Emma walks the dog.

## 30.8-2 Complex Sentences: Comma Discovery

**Step 1** Highlight the dependent clause yellow.

**Step 2** Highlight the independent clause blue.

**Step 3** If there is a comma, highlight it orange.

If Clara finishes the assignment, she will play the game.

Clara will play the game if she finishes the assignment.

---

By the time Eva's alarm went off, the bus had already left.

The bus had already left by the time Eva's alarm went off.

---

Although Jason forgot his winter coat, he was not cold.

Jason was not cold although he forgot his winter coat.

---

Since it is so hot, we will go to the pool.

We will go to the pool since it is so hot.

---

## 30.8-3 Sentences

Combine the sentences using the subordinating conjunction.

1. (even though) Addison won. She made several mistakes.

---

---

2. (as soon as) Aiden found Grace's purse. He called her.

---

---

3. I saw the announcement. (just as) I left.

---

---

4. (provided that) The Black Hawks win the next game.  
They will win the tournament.

---

---

5. The sweater shrank. (the first time) He washed it.

---

---

**Level A**

## 30.8A Parts of Speech

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

Katie is eating pizza at the party, but Nate is late.

Jon takes out the recycling every night before he plays  
his game.

If Stephanie cleans her room, she can go on the trip.

**Level B**

## 30.8B Parts of Speech

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

The boys panic when they see a snake.

The original community lecture accomplished their  
goal.

The elementary students are at lunch while the middle  
school students are at recess.

**Level C**

## 30.8C Parts of Speech

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

The migratory path of the rare birds is familiar to enthusiasts.

The volunteers are hosting a community bazaar while the students are on vacation.

Some species of birds migrate south, but others stay in the northern states.

## 30.10-1 Sentences

Highlight the subordinating conjunction. Underline the dependent clause. Double underline the independent clause. Hint: the subordinating conjunctions all have two or more words.

1. As long as the stadium is empty, we will sit together.
2. Even if you stop the motor, it will not make a difference.
3. I will not spend another dollar even though you say it is a good deal.
4. She marched into the store as though she owned it.
5. In the event that Dad arrives home in the next hour, we will leave on vacation today.
6. Bring an umbrella with you in case it begins to rain.

## 30.10-2 Compound, Complex, Simple, or Fragment?

Read each statement and identify it as a complex sentence, compound sentence, simple sentence, or fragment, using the key at the top of the page. Then add the correct punctuation to each sentence.

**Complex = CX**

**Simple = S**

**Compound = CP**

**Fragment = F**

1. \_\_\_\_\_ Joy stayed home today
2. \_\_\_\_\_ Sam went home early when he got sick
3. \_\_\_\_\_ The ball and glove
4. \_\_\_\_\_ Jon did not see Molly at the game because he was playing
5. \_\_\_\_\_ Lily likes to build houses yet she does not like to paint them
6. \_\_\_\_\_ Pizza juice and cake
7. \_\_\_\_\_ Dawn is good at soccer and she holds the record for the most goals on the team
8. \_\_\_\_\_ The tornado's wind blew the trees away
9. \_\_\_\_\_ We are going to the park but the weather might be bad
10. \_\_\_\_\_ Stan stared at the book because he was tired

**Level A**

### 30.11A The suffix -en

Add the suffix **-en** to each word.

threat

broad

forgot

tough

tight

broke

give

chose

rise

take

light

fall

beat

dark

sad

prove

bit

eat

sick

shake

bright

flat

stole

fright

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**Level B**

## 30.11B Origin

Combine the suffixes with the word **origin** to form new words. Write the words on the lines.

**origin****-ate****-ed****-al****-ing****-ly****-ion****-s**

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**Level C**

## 30.11C Unknown Vocabulary

Match the words to their definitions.

**immigrate**

**emigrate**

**aqueous**

**aquanaut**

**lumen**

watery

a unit to measure light

to leave a country

to enter a country

an undersea explorer

Explain how the morphemes in each word pointed to the correct definition.

1. immigrate \_\_\_\_\_  
\_\_\_\_\_
2. emigrate \_\_\_\_\_  
\_\_\_\_\_
3. aqueous \_\_\_\_\_  
\_\_\_\_\_
4. aquanaut \_\_\_\_\_  
\_\_\_\_\_
5. lumen \_\_\_\_\_  
\_\_\_\_\_

## 30.13-1 Composition

Write two sentences beginning with a subordinating conjunction. Then re-write each sentence with the subordinating conjunction in the middle of the sentence.

since

because

after

when

unless

before

whenever

if

although

1. 

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2. 

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---

## 30.13-2 Complex Sentences

Reverse the order of the two clauses. Re-write the sentence.

1. We invited Wyatt because he asked.

---

---

2. Provided that the president discredits the article, Landon will keep his job.

---

---

3. Even though Coach Ford criticized me, I liked him.

---

---

4. I will pay you fifteen dollars if you help me shovel.

---

---

# Check Your Understanding 30

## Phonograms

Write all 75 of the Basic Phonograms as your teacher dictates them.

1. _____	16. _____	31. _____	46. _____	61. _____
2. _____	17. _____	32. _____	47. _____	62. _____
3. _____	18. _____	33. _____	48. _____	63. _____
4. _____	19. _____	34. _____	49. _____	64. _____
5. _____	20. _____	35. _____	50. _____	65. _____
6. _____	21. _____	36. _____	51. _____	66. _____
7. _____	22. _____	37. _____	52. _____	67. _____
8. _____	23. _____	38. _____	53. _____	68. _____
9. _____	24. _____	39. _____	54. _____	69. _____
10. _____	25. _____	40. _____	55. _____	70. _____
11. _____	26. _____	41. _____	56. _____	71. _____
12. _____	27. _____	42. _____	57. _____	72. _____
13. _____	28. _____	43. _____	58. _____	73. _____
14. _____	29. _____	44. _____	59. _____	74. _____
15. _____	30. _____	45. _____	60. _____	75. _____

## Advanced Phonogram Z

Read the sentences and highlight the words where Z is saying its advanced sound, /s/.

The zealous company wanted jazz and a lot of glitz and glamour at the celebration.

I am a complete klutz when it comes to performing the waltz.

The blitz of door prizes given away made the zookeepers hopeful that their fundraiser would work.

The quartz floors were a nice touch in the amazingly immaculate mansion.

# Suffixing

Add the appropriate suffix from the choices at the top of the page. Write the new words in the blanks in the sentences below.

-ed

-ly

-ing

-s

-y

The \_\_\_\_\_ will make the perfect desserts.  
(love) (pie)

The dip is just too \_\_\_\_\_ for my tastes.  
(garlic)

Susan's brother will not stop \_\_\_\_\_ her.  
(mimic)

The \_\_\_\_\_ puppy \_\_\_\_\_ the entryway.  
(lone) (pace)

The deer \_\_\_\_\_ in the field yesterday.  
(frolic)

The small girl is \_\_\_\_\_ to her friends.  
(lie)

The noise \_\_\_\_\_ down at about midnight.  
(die)

Please stop \_\_\_\_\_, for you will only make it worse.  
(panic)

## Grammar

Write S next to the complete sentences. Write DC next to the dependent clauses. If it is a dependent clause, highlight the subordinating conjunction.

1. \_\_\_\_\_ While I solved the problem.
2. \_\_\_\_\_ David asked the reporter.
3. \_\_\_\_\_ My teacher encouraged me.
4. \_\_\_\_\_ As soon as the construction is finished.
5. \_\_\_\_\_ If we have enough equipment.

# Dictation

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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7. 

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8. 

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# Unit 29

Louis

Lou<sup>3</sup> is

prolific

prō lif ic

eccentric

ec<sup>2</sup> cen tric

dictated

dic tā ted

dismaying

dis may ing

episodes

ep i sōdēs<sup>2</sup>

Pacific

Pā<sup>2</sup> cif ic

treasure

treas<sup>2 2</sup> ūre

Jekyll

Jek ỹll

pleasantest

pleas<sup>2 2</sup> ant est

arrant

ar rant

leaden

lead<sup>2</sup> en

abroad

ā broad<sup>x</sup>

curious

cū ri<sup>3</sup> ous<sup>4</sup>

# Robert Louis Stevenson

**R**obert Louis Stevenson was a prolific writer of short stories, novels, travel essays, poems, and even musical compositions. As a child, however, he did not appear to have a great future. Stevenson was born in Scotland in 1850. He was constantly sick. His health often kept him from being able to go to school, so he spent a lot of time at home being cared for by his nanny. The poems that follow are from a book of poems called *A Child's Garden of Verses*, which he dedicated to this nanny.

When he was healthy enough to go to school, he



Robert Louis Stevenson

was considered strange and eccentric and did not fit in well with the other students. He also did not learn to read until later than most of the other students. He always loved telling stories, though, and he often dictated his stories to his nanny or his mother before he learned to write.

Stevenson came from a long line of famous lighthouse engineers, and at first he studied engineering as well. When he was twenty years old, however, Stevenson decided that he wanted to be a writer instead of an engineer, which must have been somewhat dismaying to his family.

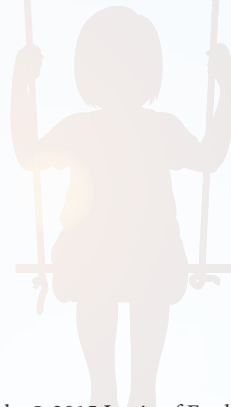
As an adult, Stevenson continued to have episodes of very poor health, and at his doctor's advice, he spent more and more time in warmer climates, such as the south of France. He continued to travel a great deal throughout his lifetime, and many of his books reflected those experiences. Some of his most beloved books include the pirate tale *Treasure Island*, the classic adventure story *Kidnapped*, and *The Strange Case of Dr. Jekyll and Mr. Hyde*. Stevenson eventually ended up living in the South Pacific, where he died in 1894.

# The Swing

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!

Up in the air and over the wall,  
Till I can see so wide,  
Rivers and trees and cattle and all  
Over the countryside—

Till I look down on the garden green,  
Down on the roof so brown—  
Up in the air I go flying again,  
Up in the air and down!



# My Shadow

I have a little shadow that  
    goes in and out with me,  
And what can be the use of him  
    is more than I can see.  
He is very, very like me  
    from the heels up to the head;  
And I see him jump before me,  
    when I jump into my bed.

The funniest thing about him  
    is the way he likes to grow—  
Not at all like proper children,  
    which is always very slow;  
For he sometimes shoots up taller  
    like an india-rubber ball,  
And he sometimes gets so little  
    that there's none of him at all.

He hasn't got a **notion** of  
    how children ought to play,  
And can only make a fool of me  
    in every sort of way.  
He stays so close beside me,  
    he's a coward, you can see;  
I'd think shame to stick to nursie  
    as that shadow sticks to me!

One morning, very early,  
    before the sun was up,  
I rose and found the shining dew  
    on every buttercup;  
But my lazy little shadow,  
    like an **arrant** sleepy-head,  
Had stayed at home behind me  
    and was fast asleep in bed.

# The Land of Counterpane

When I was sick and lay a-bed,  
I had two pillows at my head,  
And all my toys beside me lay  
To keep me happy all the day.

And sometimes for an hour or so  
I watched my leaden soldiers go,  
With different uniforms and drills,  
Among the bed-clothes, through the hills.

And sometimes sent my ships in fleets  
All up and down among the sheets;  
Or brought my trees and houses out,  
And planted cities all about.

I was the giant great and still  
That sits upon the pillow-hill,  
And sees before him, **dale** and plain,  
The pleasant Land of **Counterpane**.



# The Land of Nod

From breakfast on through all the day  
At home among my friends I stay,  
But every night I go **abroad**  
Afar into the land of Nod.

All by myself I have to go,  
With none to tell me what to do—  
All alone beside the streams  
And up the mountain-sides of dreams.

The strangest things are there for me,  
Both things to eat and things to see,  
And many frightening sights abroad  
Till morning in the land of Nod.

Try as I like to find the way,  
I never can get back by day,  
Nor can remember plain and clear  
The curious music that I hear.



# Unit 29

## Robert Louis Stevenson

### Notes

**abroad** – The OA says /ō/ instead of its usual pronunciation, /ō/. This is an exception.

**soldiers** – The D and I assimilate, sounding like /j/: sōl jers<sup>2</sup>. *Future, eventually, adventure, and treasure* also have assimilating sounds.

**Pacific** – The A says a schwa sound in an unstressed syllable.

Robert Louis Stevenson is often remembered for his novels, *Treasure Island*, *Kidnapped*, and *The Strange Case of Dr. Jekyll and Mr. Hyde*; however, he was a prolific and versatile author who wrote in a wide variety of genres.

### Pre-Reading

- Read the titles and scan each page. Ask the students to predict what the first text, *Robert Louis Stevenson*, is about. (It is a biography.) What are the other texts in this lesson? (poems) How many poems are included? (four) Why might the author of this lesson include a biography and poems?



- Pre-Reading 29 – page 187** Practice reading each word. Ask the students to underline the multi-letter phonograms and mark where the syllables divide.

Louis	Lou <sup>3</sup> is	treasure	treas <sup>22</sup> ūre
prolific	prō lif ic	Jekyll	Jek ŷll
eccentric	ec <sup>2</sup> cen tric	pleasantest	pleas <sup>22</sup> ant est
dictated	dic tā ted	arrant	ar rant
dismaying	dis may ing	leaden	lead <sup>2</sup> en
episodes	ep i sōdes <sup>2</sup>	abroad	ā broad <sup>x</sup>
Pacific	Pā <sup>2</sup> cif ic	curious	cū ri <sup>3</sup> ou <sup>4</sup> s

## Post-Reading


Read the text *Robert Louis Stevenson*.

- **Analyze:** What might be considered surprising about Stevenson's life story? (He was often sick and perhaps seemed disadvantaged, yet he later became very successful; he was considered late in learning to read and write, yet he later became a writer; he didn't fit in well in school, yet he later became famous...)
- **Evaluate:** Do you think it would be difficult to be sick all of the time? Why? How might that have influenced Robert Louis Stevenson's character?
- **Infer:** Who do you think Stevenson had the closest relationship to as a child? Why?
- **Infer:** Why did Stevenson dedicate his book of poetry to his nurse?

The Essentials Reader

### Robert Louis Stevenson

Robert Louis Stevenson was a prolific writer of short stories, novels, travel essays, poems, and even musical compositions. As a child, however, he did not appear to have a great future. Stevenson was born in Scotland in 1850. He was constantly sick. His health often kept him from being able to go to school, so he spent a lot of time at home being cared for by his nanny. The poems that follow are from a book of poems called *A Child's Garden of Verses*, which he dedicated to this nanny.



Robert Louis Stevenson

When he was healthy enough to go to school, he was considered strange and eccentric and did not fit in well with the other students. He also did not learn to read until later than most of the other students. He always loved telling stories, though, and he often

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Read *The Swing*.

- **Understand:** What is the poem, *The Swing*, describing?
- **Evaluate:** Do you think the poem describes the sensation of swinging well? Why or why not?
- **Analyze:** Analyze the rhyme scheme of the poem. (ABAB CDCD EFGF)
- **Analyze:** Count the number of syllables in each line. What pattern do you notice?

Read *My Shadow*.

- **Comprehend:** Find the part of the poem where the shadow grows and shrinks. Why does the shadow grow and shrink?
- **Infer:** Why is the shadow described as a coward?
- **Vocabulary:** What is an india-rubber ball? Look up a picture on the internet.
- **Vocabulary:** Find the word *notion*. From the context, what do you think it means? Look it up in a dictionary. Were you right?
- **Vocabulary:** Find the word *arrant*. From the context, what do you think it means? Look it up in a dictionary. Were you right?
- **Analyze:** Analyze the rhyme scheme of the poem. (ABCBDEFE)
- **Analyze:** Count the number of syllables in each line. What pattern do you notice?

Read *The Land of Counterpane*.

- **Infer:** Where is the Land of Counterpane?

- **Vocabulary:** Look up the word *counterpane* in a dictionary. (bedspread) Why would Robert Louis Stevenson have named his poem *The Land of Counterpane*?
- **Vocabulary:** Look up the word *dale* in a dictionary. (valley) What is the opposite of a dale? (a hill)
- **Vocabulary:** What other words in the poem refer to items commonly found on a bed? (bedclothes, sheets, pillow)
- **Comprehend:** What does the child in *The Land of Counterpane* like to play with while sick in bed? (toy soldiers)
- **Make Connections:** How do these poems reflect what you know about Stevenson's childhood experiences? (*The Land of Counterpane* refers to being sick in bed, which was often true of Stevenson as a child; the others describe a child playing alone, either at home or outdoors, which would have been common experiences for Stevenson, especially when he could not go to school or participate in other activities when he was unwell...)
- **Analyze:** Analyze the rhyme scheme of the poem. (AABB CCDD...)
- **Analyze:** Count the number of syllables in each line. What pattern do you notice?

Read *The Land of Nod*.

- **Vocabulary:** What does it mean to go *abroad*? Look up *abroad* in a dictionary.
- **Infer:** What is being described in the poem, *The Land of Nod*?
- **Comprehend:** Why can't the narrator of the poem return to the land of nod during the day?
- **Analyze:** Analyze the rhyme scheme of the poem. (AABB CCDD...)
- **Analyze:** Count the number of syllables in each line. What pattern do you notice?
- **Synthesize:** Which poem most describes something significant we learned about Stevenson's childhood? Why do you think Stevenson wrote about this subject?

## Handwriting & Composition



- Practice handwriting with **Cursive 29 – page 189** or **Manuscript 29 – page 190**.



- **Comprehend, Create:** Re-read *Land of Nod* on **Land of Nod – page 191**. On the lines provided, rewrite the ideas in the poem in sentence form. For example the first stanza of *Land of Nod* might be restated as, "I stay at home all day with my friends." With the students, compare and contrast the students' factual retelling of the poem to the poem itself. How does poetic language enhance the poem?
- **Create:** Write a poem about childhood or an exotic place. Have students illustrate their poems and put them together for a class book.

## Extension & Cross-Curricular Activities

- Make recordings of students reading Robert Louis Stevenson's poems.
- Assist students in writing brief auto-biographies and create a class book.
- Research a famous author or poet and create a display of famous writers.
- Watch a YouTube video of small children discovering their shadows. Then have students describe the experience they see. How did the children react? What adjectives and adverbs can be used to describe the different scenes?
- Have students write and perform a shadow puppet show. Planet Science is a good resource for creating shadow puppets. <http://www.planet-science.com/categories/under-11s/our-world/2012/04/make-your-own-shadow-puppets.aspx>
- **Challenge:** Discuss the elements of light and how shadows are created. Conduct a light box experiment. Resource: <http://www.instructables.com/id/Science-Experiment-for-Kids-Light-Box-Magic/>
- **Challenge:** Build model swings and discuss the physics behind pumping your legs to go higher. Resource: <http://indianapublicmedia.org/amomentofscience/swinging-physics/>

## Unit 29 – Robert Louis Stevenson

### Pre-Reading 29

Louis

treasure

prolific

Jekyll

eccentric

pleasantest

dictated

arrant

dismaying

leaden

episodes

abroad

Pacific

curious

## Unit 29 – Robert Louis Stevenson

### Cursive 29

I have a little shadow that  
goes in and out with me.  
And what can be the use of him  
is more than I can see.

## Unit 29 – Robert Louis Stevenson

### Manuscript 29

*I have a little shadow that*

*goes in and out with me.*

*And what can be the use of him*

*is more than I can see.*

## Unit 29 – Robert Louis Stevenson

### Land of Nod

From breakfast on through all the day  
At home among my friends I stay,

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But every night I go abroad  
Afar into the land of Nod.

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---

All by myself I have to go,  
With none to tell me what to do—

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All alone beside the streams  
And up the mountain-sides of dreams.

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The strangest things are there for me,  
Both things to eat and things to see,

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And many frightening sights abroad  
Till morning in the land of Nod.

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Try as I like to find the way,  
I never can get back by day,

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Nor can remember plain and clear  
The curious music that I hear.

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