

## Lesson Objectives

### Day 1

**Students will:**

- Understand that the sounds **-et**, **-it**, **-ate** can be found in final unaccented syllables
- Read and write words with unaccented final syllables **-et**, **-it**, **-ate**

**Materials:**

- Anchor Poster

### Day 2

**Students will:**

- Sort words by common spelling features

**Materials:**

- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Word Cards—same as BLM 3

### Day 3

**Students will:**

- Sort words according to the spelling of the final syllable
- Choose the correct words with unaccented final syllables to complete sentences

**Materials:**

- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Word Cards—same as BLM 5

### Day 4

**Students will:**

- Identify words with unaccented final syllables **-et**, **-it**, **-ate**
- Write and spell words with unaccented final syllables **-et**, **-it**, **-ate**

**Materials:**

- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

### Day 5

**Students will:**

- Spell words with unaccented final syllables **-et**, **-it**, **-ate**

**Materials:**

- Quick-Check Assessment

Unaccented Final Syllables -et, -it, -ate	
Final Syllable Spelling Pattern	Example Words
-et	set/ret/let/et
-it	bit/fit/kit/it
-ate	gate/mate/sate

Anchor Chart (BLM 1)

-et	-it
-ate	

Category Cards (BLM 2)

closet	orbit
comet	pirate
credit	planet
edit	private
habit	quiet
jacket	racket
limit	rocket
magnet	secret

Word Cards (BLM 3)

anklet	digit
bandit	hermit
blanket	locket
bonnet	merit
bracelet	summit
bullet	target
carpet	unit
climate	wicket

Word Cards (BLM 4)

debit	pocket
deposit	prohibit
exhibit	senate
faucet	socket
goblet	
outfit	
packet	
plummet	

Word Cards (BLM 5)

Sorting for Unaccented Final Syllables

Word Bank

bucket	husket	cheats	private
husket	husket	bullet	high
private	private	bullet	bullet
		carpet	carpet

Take-Home Activity (BLM 6)

Choose the Word

Directions: Read each sentence and choose the correct word to complete the sentence. Write the word in the blank.

- He got a \_\_\_\_\_ on his forehead.
- She had a \_\_\_\_\_ on her face.
- They had a \_\_\_\_\_ on their faces.
- He had a \_\_\_\_\_ on his head.
- She had a \_\_\_\_\_ on her face.
- He had a \_\_\_\_\_ on his head.

Word Bank: unit, pocket, target, unit, unit, unit

Classroom Activity (BLM 7)

Choose the Word

Directions: Read each sentence and choose the correct word to complete the sentence. Write the word in the blank.

- He got a \_\_\_\_\_ on his forehead.
- She had a \_\_\_\_\_ on her face.
- They had a \_\_\_\_\_ on their faces.
- He had a \_\_\_\_\_ on his head.
- She had a \_\_\_\_\_ on her face.
- He had a \_\_\_\_\_ on his head.

Word Bank: unit, pocket, target, unit, unit, unit

Take-Home Activity (BLM 8)

Invented by NASA!

Some of the world's greatest inventions have come from America's space program. NASA's rockets have taken astronauts to space. These rockets have made possible many products that we use every day. You can find many of these products in our store.

Other NASA inventions have helped astronauts push the limits of human space travel and industry. Many of NASA's inventions were made to keep astronauts healthy and happy. Medical equipment like the CDC and the HEMO in the shuttle station are some of the most important inventions and others were also created by NASA. Some were made to keep astronauts comfortable and to protect them during crashes. NASA even invented a special kind of air to generate and give pilots to space.

NASA has helped to push frontiers for new ideas. One day, a new air will be invented for space travel. The Commercial Orbital Transportation Services (COTS) program is designed to help NASA. These companies are working to develop reusable launch vehicles that will take astronauts to space. NASA has changed the way we live through its ideas. As the space program grows, the world will see these new ideas amazing invention from NASA.

Reading Passage (BLM 9)

Spelling Dictation

Review Words

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

New Words

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Sentences

\_\_\_\_\_

Spelling Dictation (BLM 10)

Spelling Peer Check

Directions: Read each sentence and choose the correct word to complete the sentence. Write the word in the blank.

Word	Spelled by (if needed)	Correct Spelling
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____

Spelling Peer Check (BLM 11)

- Additional Materials:**
- Word Study Notebooks
  - Pocket Chart
  - Dictionaries (Day 3)



# Day One

## Supporting ELs

Point out to Spanish-speaking ELs that many Spanish words are similar to words in English, such as: **la raqueta/racket; el senado/senate; el crédito/credit; el hábito/habit; el cometa/comet; la órbita/orbit**. Write each of the Spanish words and the related English words. Have students explain the meaning of the Spanish words using simple words, drawings, or pantomime. Use simple words, gestures, or pictures to explain the meaning of the English words.

## Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word **limit** on the chalkboard. Show how you divide the word into two syllables after the consonant **m**. Explain that you now have two syllables, the first, a closed syllable with a short **i** sound and the final syllable being unaccented and pronounced /ət/. Read each syllable and then blend the syllables together: **lim/it: limit**. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

## Review Unaccented Final Syllables -en, -on, -ain, -in

**Focus Words:** hidden, ribbon, bargain, napkin

Write these words on the chalkboard and read them aloud: *napkin, hidden, bargain, ribbon*. Ask students what they remember about the endings of these words. (They have an unaccented final syllable.) **Ask:** *Which word has the final syllable -in? -en? -ain? -on?*

Ask students to work with a partner to use the words in oral sentences.

## Introduce Unaccented Final Syllables -et, -it, -ate

### Model

Remind students what they have learned about words with unaccented final syllables. **Say:** *Unaccented final syllables are syllables that come at the end of a word and are spoken with less emphasis.*

Write the following words on the chalkboard and read them aloud: *jacket, edit, and climate*. **Say:** *The final syllable in each of these words sounds the same but is spelled differently. The final syllable in the word **jacket** is spelled **e, t**. Underline the final syllable.*

Point to the word **edit**. **Say:** *The final syllable in the word **edit** is spelled **i, t**. Underline the final syllable.*

Point to the word **climate**. **Say:** *The final syllable in the word **climate** is spelled **m, a, t, e**. Underline the final syllable.*

Draw a three-column chart on the chalkboard. Write the headings *-et, -it, and -ate* on the chart. Write each word on the chalkboard in the appropriate column in the chart.

### Guide

Write the words *secret, unit, and private* on the chalkboard. Have students read them aloud with you. Point to each word as you say them again, accenting the first syllable in each. **Say:** *Listen to the final syllable as I say the word **secret**. Now listen to the final syllable in this word: **unit**. Next, listen to the final syllable in **private**. The final unaccented syllable sounds the same but is spelled differently.*

Have students write the headings **-et, -it, and -ate** in their word study notebooks. As you add these words to the columns on the chalkboard, guide students to write the words **jacket, edit, climate, secret, private, and unit** in the correct columns in their word study notebooks.

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## Apply

Write the words *target*, *credit*, and *pirate* on the chalkboard. Ask students to work with a partner to sort the words according to their unaccented final syllables and place them in the correct columns of the charts in their word study notebooks.

## Spelling Words with Unaccented Final Syllables

**Unit Spelling Words:** racket, credit, senate, quiet, habit, comet, orbit, private

Display the anchor poster and discuss the different spellings of the unaccented final syllables.

Say the spelling words aloud, emphasizing the difference between the first syllable and the final unaccented syllable in each word. Have students repeat the words after you several times.

Invite students to go back to the three-column chart they created in the initial activity. Then, have students write each spelling word in the appropriate column in their charts. Ask students to compare their charts with a partner's. Then, invite volunteers to tell the group in which column each spelling word belongs. Write students' responses on the chart on the chalkboard.

## Assessment Tip

Note which students have difficulty telling you in which column to write the words. You may want to work with these students, using simple two-syllable words to review the concept of unaccented final syllables.

## Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.

# Day Two

## Common Features Sort

-et	-it	-ate
closet comet jacket magnet quiet racket rocket secret planet	credit edit habit limit orbit	pirate private

## Common Features Speed Sort

-et	-it	-ate
anklet blanket bonnet bracelet bullet carpet locket target wicket	bandit digit hermit merit summit unit	climate

## Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

## Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions. Also pronounce and define each word for them.

## Review Unaccented Final Syllables -et, -it, -ate

Write the word *jacket* on the chalkboard. Ask students what they notice about the final syllable of the word. (It is unaccented.) **Ask:** *What letters are in the final syllable?* (e, t)

Write the words *edit* and *climate* on the chalkboard. Have students turn to a partner and identify the final unaccented syllable in each word and the letters that make up the final syllables.

## Common Features Sort

**Teacher Word Cards:** same as BLM 3

Hold up the word cards *closet* and *comet* and read them aloud. Model how to sort the words by their common features.

**Think aloud:** *I hear a final unaccented syllable in these words. I see that the final syllable is spelled e, t in closet and e, t in comet. The final syllables are the letters -et, so I will place these cards together.* Place the cards one beneath the other in the pocket chart.

Hold up the word cards *credit* and *habit* and read them aloud. **Think aloud:** *I hear a final unaccented syllable in these words. I see that the final syllable is spelled i, t in credit and i, t in habit. The final syllables are the letters -it, so I will place these cards together.* Place the cards one beneath the other in the pocket chart.

Hold up the word card *pirate* and read it aloud. **Think aloud:** *I hear a final unaccented syllable in this word. I see that the final syllable is spelled r, a, t, e. The final syllable is spelled differently, so I will place it in a column on its own.* Place the card in the pocket chart.

Ask students to help you place the remaining word cards from BLM 3 according to their common features. Hold up each word card and have students read it aloud. Have them identify the final unaccented syllable and its spelling, and then place the card in the pocket chart.

Some students might find it difficult to differentiate between the final syllables -et and -it. Make sure they have a chance to read the word card and note the letters in the final syllable.

## Common Features Speed Sort

Give each student the category cards, -et, -it, and -ate from BLM 2 and the word cards from BLM 4. Have students sort the words into categories according to the spelling of the final syllables as quickly as they can.

**Spelling.** Have students use each spelling word in a written sentence in their word study notebooks.

## No Peeking Sort

### Teacher Word Cards: same as BLM 5

Have students write the headings **-et**, **-it**, and **-ate** in their word study notebooks. Tell students they are going to write the words you read to them in the appropriate category.

Read each word and give students time to choose a category and write the word. When you have read all the words, give each student the category cards from BLM 2 and a set of word cards from BLM 5 so they can check their spelling. You may wish to repeat the sort with the word cards from BLMs 3 and 4.

## Open Sort

Give small groups of students a set of word cards from BLM 3 or 4 and a dictionary. Have students work with their groups to create categories for the words.

If students need support, remind them that so far they have sorted words according to their endings, but now they can be creative. Encourage them to use the dictionaries to find out more about each word. **Say:** *The part of speech of each word or the meanings of words are possible ways to sort them.*

Have the groups sort the words into the categories they created. Then have them trade sorts with another group, who will try to figure out the categories.

**Applying Meaning.** Give students BLM 7 and have them complete the activity, circling the word that does not belong with the others in the set, and then completing sentences using the correct words with unaccented final syllables.

## No Peeking Sort

-et	-it	-ate
plummet	debit	senate
faucet	deposit	
goblet	exhibit	
packet	outfit	
pocket	prohibit	
socket		

## Assessment Tip

Use students' completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

## Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it.

## Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

## Supporting ELs

Make sure that ELs understand what to do on BLM 8 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.

# Day Four

## Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with unaccented final syllables that end in **-et**, **-it**, and **-ate**.

### Invented by NASA!

Some of the world's greatest inventions have come from America's space program. NASA is credited with thousands of patents. These ideas have made possible many products that we use every day, from invisible braces to water filters.

Of course, engineers and scientists at NASA have developed rockets. They made the first successful weather satellite to orbit the Earth. Space shuttles have carried secret spy satellites, too.

Other NASA inventions have helped astronauts push the limits of human space travel and endurance. Many of NASA's inventions were made to keep astronauts healthy and happy. Medical equipment like the CAT scan, the MRI, and the kidney dialysis machine were invented or improved by NASA. The memory foam used in many of today's popular mattresses and pillows was also created by NASA. It was made to keep astronauts comfortable and to protect them during crashes. NASA even invented a special kind of soil so astronauts could grow plants in space.

NASA has turned to private inventors for new ideas, too. Since 2004, it has run contests for new inventors. The Centennial Challenges have given regular people the chance to design for NASA. From space-suit gloves to dirt-moving machines, amateur inventors have thought of many ideas with real merit. No one has won the \$200,000 prize offered for besting NASA machines yet, but that doesn't stop people from trying.

NASA has changed the way we live through its ideas. As the space program continues, the world will no doubt receive more amazing inventions from NASA.

## Answer Key Reading Passage (BLM 9)

## Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words with the unaccented final syllables **-et**, **-it**, **-ate**.

## Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

## Word Hunt

Give students copies of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words with the unaccented final syllables **-et**, **-it**, and **-ate**.

Read a few lines with students and model finding and underlining words with the target endings. Then ask students to complete the word hunt on their own.

Ask them to write the words they find in their word study notebooks and have them circle the letters in the final syllable of each word.

Ask students to go through what they have recently read, either in class or for pleasure, to find words that end with unaccented final syllables and the letters **-et**, **-it**, and **-ate**.

When students find new words, have them write them in their word study notebooks. Then, ask students to read aloud the words they found. As students respond, write their words in the chart on the chalkboard.

## Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week's spelling words to students, one at a time, and have students write them on their BLMs: **chosen**, **ribbon**, **fountain**.

Dictate the following words from this week's unit, one at a time, having students write them on the BLMs: **racket**, **private**, **habit**.

Dictate the following sentence and have students write it on their papers: **The pirate and the bandit met in secret.**

Write the words and sentence on the chalkboard and have students self-correct their papers.

## Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the **First Try** column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the **Second Try** column.

Then students switch roles.

## Spelling Assessment

Use the following procedure to assess students' spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

## Quick-Check Assessment

Assess students' mastery of words with the unaccented final syllables **-et**, **-it**, and **-ate** using the Quick-Check for Unit 18.

## Suggestions for Independent Practice

**Write the Words.** Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and complete them.

**Make Families.** Give pairs of students a set of word cards. Ask them to deal out seven cards and place the remaining cards facedown in a pile. One student starts by looking to see whether he or she can make a family of words from the cards in his or her hand, for example, **orbit** and **summit**. If so, he or she lays the words faceup. If not, the student draws a card. The game continues as students make word families from the cards they have in their hands. They can add to existing word families already played. The object is to get rid of the cards in one's hand first.

**Guess My Word.** Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team picks a card without his or her partner seeing. The student then tries to draw clues for his or her partner to guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

**Word Puzzles.** Give each student in a pair half of a set of word cards. Have each student cut each word apart to divide it into syllables. Then have the students exchange their set of cut-up cards and try to piece them together to make words.

### Unit 18 Quick-Check: Unaccented Final Syllables -et, -it, -ate

#### Answer Questions

**Directions:** Circle the word in each set that does NOT have the correct spelling of the final unaccented syllable. Write the correct spelling of the word on the line.

- secret credit pirite orbit      pirate
- bandet climate closet edit      bandit
- credit private merit magnet      magnet

#### Apply

**Directions:** In the space below, list three to five words you know that have the unaccented final syllables **-et**, **-it**, **-ate**.

**Directions:** Using the words from the word bank, complete the following sort. Write each word in the appropriate category.

-et	-it	-ate	Word Bank
rocket wicket faucet comet	habit credit hermit	climate senate	rocket, credit, faucet, senate, habit, wicket, hermit, comet, climate

#### Think and Write about Unaccented Final Syllables -et, -it, -ate

**Directions:** In the space below, explain how understanding words with unaccented final syllables **-et**, **-it**, and **-ate** helps you as a reader, speller, and writer.

### Answer Key Unit 18 Quick-Check

### Answer Key BLM 6

-et	-it	-ate
wicket bonnet bullet faucet anklet blanket bracelet carpet	bandit merit digit hermit	climate private pirate senate

### Answer Key BLM 7

- |            |           |
|------------|-----------|
| 1. summit  | 7. racket |
| 2. climate | 8. limit  |
| 3. closet  | 9. Senate |
| 4. pirate  | 10. quiet |
| 5. merit   | 11. habit |
| 6. senate  | 12. comet |

### Answer Key BLM 8

- |           |             |
|-----------|-------------|
| 1. limit  | 7. jacket   |
| 2. comet  | 8. locket   |
| 3. jacket | 9. secret   |
| 4. magnet | 10. deposit |
| 5. digit  | 11. exhibit |
| 6. hermit | 12. summit  |

# Unit 18 Quick-Check:

## Unaccented Final Syllables -et, -it, -ate

### Answer Questions

**Directions:** Circle the word in each set that does NOT have the correct spelling of the final unaccented syllable. Write the correct spelling of the word on the line.

1. secret      credit      pirate      orbit      \_\_\_\_\_

2. bandet      climate      closet      edit      \_\_\_\_\_

3. credit      private      merit      magnit      \_\_\_\_\_

### Apply

**Directions:** In the space below, list three to five words you know that have the unaccented final syllables **-et, -it, -ate**.

\_\_\_\_\_

**Directions:** Using the words from the word bank, complete the following sort. Write each word in the appropriate category.

-et	-it	-ate	
			<b>Word Bank</b> rocket, credit, faucet, senate, habit, wicket, hermit, comet, climate

### Think and Write about Unaccented Final Syllables -et, -it, -ate

**Directions:** In the space below, explain how understanding words with unaccented final syllables **-et, -it,** and **-ate** helps you as a reader, speller, and writer.

\_\_\_\_\_