

Unit 17

Phonograms	wor
Level C	ay e
Exploring Sounds	C or K?
Spelling Rules	Spelling Rules 12.2, 12.3
Spelling Journal	/r/
Grammar	Object Pronouns; First, Second, Third Person
Vocabulary	
Level A	mis-
Level B	-ive
Level C	verge dis- sequ -ant -ance -ive

Part 1 Essential Concepts

17.1

All

Phonograms & Spelling Rules

New Phonogram

wor

Show wor.

/wer/ /wer/

Say /wer/ again. This time sustain the /er/ sound.

Let me say the sound again. /werrrrr/. Is this a consonant or a vowel? */w/ is a consonant sound. /er/ is an R-controlled vowel sound. It has both a consonant and a vowel sound.*

This phonogram, or sound picture, represents two phonemes, or sounds. If you were to divide this into two, how would you divide it? *W says /w/ and OR says /er/.*

In the study of linguistics, a phonogram is supposed to represent only one sound. It is helpful for spelling, however, to remember that when you hear /wer/, it is spelled with a W followed by an OR. This is

Materials

Basic Phonogram Flash Cards

wor wr

Spelling Rule Flash Cards 12.2, 12.3

Highlighter

Phonogram Game Tiles

Basic Phonogram Flash Cards

Level C

Advanced Phonogram Flash Cards e ay ée

Basic Phonogram Flash Cards

e a i

Optional

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

why we learn /wer/ as a phonogram.

Show wr and wor.

What do you notice about these two phonograms? *They both begin with W and end with R. WR is a consonant. WOR is a consonant and a vowel.*



17.1 WOR and WR – page 35 Read the words. Highlight the phonograms WOR and WR.

Show wr and wor.

Where are these phonograms used? *They are used at the beginning of a base word.*

C

Advanced Phonograms

ay, e



17.1C-1 Advanced Phonogram – page 36 Read each sentence. Highlight the phonogram that says its advanced sound.

At camp we love to use the **kay**aks.

The taco seasoning needs more **cay**enne.

The fruit salad has grapes, pineapple, and papaya.

Show the Advanced Phonogram Card ay.

Based on the sentences in your workbook, what do you think this phonogram says? /ī/

Why do you think AY says /ī/ in *kayak* and *cayenne*? *It is from another language.*

Where do you think *kayaks* are from? *answers vary*

The word *kayak* is an Inuit word. Notice that when this boat was introduced to English speaking people, it retained its Inuit name.

Show the Advanced Phonogram Card e.

What are the basic sounds of this phonogram? /ě-ē/



17.1C-2 Advanced Phonogram e – page 36 Read the sentences in your workbook. Highlight the phonogram that says its advanced sound.

Megan went to a **café** with her fiancé.

The chef will sauté mushrooms to add to the soufflé.

Teacher Tip

WR

Be sure to pronounce /wr/ as a clipped, consonant-sound.

Teacher Tip

WOR

There are only nine base words that use the phonogram WOR: *word, work, world, worm, worry, worship, worse, worst, worth.*

All of them are from Old English.

One common base word beginning with the sounds /wer/ is spelled W + ER: *were*.

Advanced Phonogram

ay

/ī/

cayenne

French, Inuit, Spanish

Teacher Tip

Advanced Phonograms

Students do NOT need to master the sounds for all the advanced phonograms. Rather the objective is for them to recognize that a letter or group of letters is acting as an Advanced Phonogram. It is also helpful to know that Advanced Phonograms became part of English spelling as words from other languages were adopted into English.

Show e.

Based on the sentences in your workbook, what do you think this phonogram says? /ā/

This is a French spelling of /ā/. /ā/

Which other French phonogram does this remind you of? *EE has an advanced sound /ā/ that is also from French.*

Show ée and e.

What do you notice about these two phonograms? *They both say /ā/. They both are written with an E.*

Show e.

Now compare the words in your workbook to the advanced phonogram /ā/. What do you notice? *The words in the workbook have an accent mark over the /ā/. The /ā/ is always at the end of the word.* Oftentimes French loan words are written with this accent mark in English writing, but sometimes the accent mark is left off.

Point to Rome on a map.

What language was spoken in the Roman Empire? *Latin*

Write *Latin* and *Rome* on the board.

Latin - Rome

Languages that are derived from Latin are Romance Languages.

Add *Romance* to the board.

Latin - Rome - Romance

Do you see a common root between Rome and Romance? *rom*

Do you know any languages that are considered to be Romance languages? *answers vary*

French, Spanish, Portuguese, and Italian are all Romance languages. What does it mean that they are Romance languages? *They are descended from Latin.*

Show e and e.

In many languages that descended from Latin, this phonogram is pronounced /ā/. Between 1350 and 1700 English experienced a shift in the way many of the vowel sounds were pronounced. This is called the Great Vowel Shift. Other languages did not experience the same shift. Knowing a few of the changes that occurred in English provides a clue into pronunciation of words from these other languages.

Advanced Phonogram

e

/ā/

café latte

French, Italian

Teacher Tip

French é

soufflé, attaché, paté, fiancé,
cliché, déjà vu, sauté

Teacher Tip

French Pronunciation Tips

ch says /sh/.

i says /i/ and often says /ē/.

e says /ě/ or its advanced phonogram sound /ā/.

Show a.

Before the Great Vowel Shift, this phonogram was pronounced /ä/. What do you think the long vowel sound changed to? /ā/. Can you think of any words where /ä/ is still spelled with an A? *father, ball, walk, water*

Words where A says /ä/ are either words that did not shift during the Great Vowel Shift or they are derived from another language.

Show i.

Before the Great Vowel Shift, this phonogram was pronounced /ē/. What do you think the long vowel sound changed to? /ī/. Can you think of any words where /ē/ is still spelled with an I? *spaghetti, police, radius, helium, auditorium...*

Knowing that the vowels shifted can help us more accurately pronounce and spell words derived from other languages.

Look through the Advanced Phonograms we have learned. Which ones are from French? *ée, cu, oi, ai, ot, au, our, eau, e*

Practice reading the sounds of the Advanced French Phonograms.

All

Phonogram Flash Cards

Drill the phonograms with flash cards.

Teacher Tip

Great Vowel Shift

The Great Vowel Shift affected eight vowel sounds. Historians do not know what caused the Great Vowel Shift. However, changes in pronunciation occur over time. A vowel shift is currently occurring in the United States, merging the broad /ä/ sound with the short /ö/ sound.

Teacher Tip

Drilling Phonograms

In phonogram drills, sometimes ask students to say only the phonograms' sounds. Other times, drill both the sounds and any associated hint or rule listed on the Basic Phonogram Flash Cards. Be sure to shuffle your flash cards frequently.

Teacher Tip

Students who have completed Foundations

If these Silent E rules are familiar to students, the discovery parts of this unit will go quickly. You can even ask a student to teach you each rule.

Then focus on the new concepts in this unit that build on these rules: vowel types. Vowel types are very helpful for understanding syllables and syllable types, and students will continue to learn more about them in future units.

17.2

All

Spelling Rule

Rule 12.2: English Words Do Not End in V or U

Today we will learn two additional reasons for a silent final E. You will discover each of these reasons.



17.2-1 Silent Final E Discovery Part 1 – page 37 Step 1 Read the words. **Step 2** Mark single-letter short vowels with a breve. Mark single-letter long vowels with a line (macron). Underline multi-letter vowels. **Step 3** Do you see a problem with how these words are spelled?

häv

clū

serv

blū

gïv

glū

mauv

trū

What is wrong with these words? *English words do not end in V or U.*

To prevent them from ending in V or U, we add a silent final E. Add

an E to the end of each of the words.

hăve	clūe
serve	blūe
gĭve	glūe
ma <u>u</u> ve	trūe

How would you write a rule to describe this reason for a silent final E? *answers vary*

Show Spelling Rule Card 12.2.

English words do not end in V or U. *English words do not end in V or U.*

Why is there a silent final E in *have*? *English words do not end in V or U.*

Is the vowel sound in *have* long or short? *short*

Why? *It is a closed vowel.*

During Spelling Analysis, it is important to identify the reason for a silent final E. How would we mark *have* for Spelling Analysis? *Double underline the silent final E.*

hă <u>ve</u>	clūe
serv <u>e</u>	blūe
gĭ <u>ve</u>	glūe
ma <u>u</u> ve	trūe

Why is there a silent final E in *serve*? *English words do not end in V or U.*

What kind of vowel is in *serve*? *R-controlled*

How will we mark *serve*? *Underline the /er/. Double underline the silent final E.*

hă <u>ve</u>	clūe
serv <u>e</u>	blūe
gĭ <u>ve</u>	glūe
ma <u>u</u> ve	trūe

Continue with the rest of the words in the first column.

Why is there a silent final E in *clue*? *English words do not end in V or U.*

Is the vowel sound long or short? *long*

Why? *It is an open vowel, but there is a silent final E to keep the U from being at the end of the word.*

How will we mark *clue*? *Double underline the silent final E.*

hă <u>ve</u>	serv <u>e</u>
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Spelling Rule 12.2

English words do not end in V or U.

Teacher Tip

Silent E after U

If students ask whether the silent E in words like *clue* also makes the vowel say its long sound, remind them that AEIOU usually say their long sound at the end of a syllable. If there were no E, the vowel would still say its long sound. However, without an E the word would end with U.

The sound /ū/ is at the end of the syllable, so the vowel is open.

g <u>iv</u> <u>e</u>	bl <u>ū</u> e
ma <u>uv</u> <u>e</u>	gl <u>ū</u> e
cl <u>ū</u> <u>e</u>	tr <u>ū</u> e

Why is there a silent final E in *blue*? *English words do not end in V or U.*

Is the vowel sound long or short? *long*

Why? *It is an open vowel, but there is a silent final E to keep the U from being at the end of the word.*

How will we mark *blue*? *Double underline the silent final E.*

h <u>äv</u> <u>e</u>	cl <u>ū</u> <u>e</u>
serv <u>e</u>	bl <u>ū</u> <u>e</u>
g <u>iv</u> <u>e</u>	gl <u>ū</u> e
ma <u>uv</u> <u>e</u>	tr <u>ū</u> e

Finish marking the remaining words.

h <u>äv</u> <u>e</u>	cl <u>ū</u> <u>e</u>
serv <u>e</u>	bl <u>ū</u> <u>e</u>
g <u>iv</u> <u>e</u>	gl <u>ū</u> <u>e</u>
ma <u>uv</u> <u>e</u>	tr <u>ū</u> <u>e</u>

Rule 12.3: The C Says /s/ and the G Says /j/ Because of the E



17.2-2 Silent Final E Discovery Part 2 – page 37 Step 1 Listen as your teacher reads the words aloud. **Step 2** Mark single-letter short vowels with a breve. Mark single-letter long vowels with a line (macron). Underline multi-letter vowels. **Step 3** Do you see a problem with how these words are spelled?

Read the words aloud saying /s/ for the C and /j/ for the G.

f <u>ě</u> nc fence	l <u>arg</u> large
vo <u>ic</u> voice	ch <u>arg</u> charge
sa <u>uc</u> sauce	s <u>urg</u> surge
s <u>inc</u> since	or <u>äng</u> orange

What is wrong with these words? *C softens to /s/ when followed by an E, I, or Y. Otherwise, C says /k/. This means that for the words in the first column C would say /k/. G may soften to /j/ only when followed by an E, I, or Y. Otherwise, G says /g/. This means that for words in the second column the G would say /g/.*

How do you think we will make the C say its soft sound /s/ and the G say its soft sound /j/? *answers vary*

To make the C and G soft, we will add an E. Add an E to the end of each of the words and double underline it to show that it is silent. Put a 2 over the C or G to show they are saying their second sounds.

fēnce	large
voīce	charge
sauce	surge
sīnce	orange

How would you describe this rule? *answers vary*

Show Spelling Rule Card 12.3.

The C says /s/ and the G says /j/ because of the E. *The C says /s/ and the G says /j/ because of the E.*



17.2-3 Silent Final E – page 38 Step 1 Mark single-letter short vowels with a breve. Mark single-letter long vowels with a line (macron). Underline multi-letter vowels. **Step 2** Double underline the silent final E. **Step 3** Highlight the reason(s) for the silent final E. **Step 4** In the blank, write if there are one or two reasons for the silent final E.

gāte	1	strānge	2
dūe	1	hūge	2
curve	1	serve	1
rice	2	mīce	2
stāge	2	cūe	1
argūe	1	carve	1
dānce	1	pāge	2
olive	1	sōlve	1
āge	2	fāce	2
weave	1	hōpe	1
grāce	2	trāce	2
valūe	1	goude	1

Spelling Rule 12.3

The C says /s/ and the G says /j/ because of the E.

Teacher Tip

Struggling Readers

If students struggle to sound out any of the words correctly or are not familiar with some of them, help them with the pronunciation. The goal of this activity is to help students gain familiarity with the roles of Silent E in these words.

17.3

All

Exploring Sounds

C or K?

I will say a word and write it on the board with a misspelling. Tell me what is wrong. cake

cace

It would say /cāse/ because C softens to /s/ before an E.

How do I fix it? *Use a K.*

Why can't I use a CK? *CK is used only after a single short vowel, and here the vowel is long.*

cace

cake



17.3 C or K – page 39 Look at the picture. Decide if the word is spelled with a C or a K.



Optional The Essentials Reader

Unit 16: The Tale of Paul Bunyan

- Discuss the Pre-Reading questions on page 45 of the *The Essentials Reader Teacher's Guide*.
- Pre-read the words on page 99 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

17.4

All

Review

- **Phonograms: Phonogram Memory** Choose matching pairs of 10-30 Phonogram Game Cards. Mix the cards together. Lay all the cards face down in rows in the middle of the table. The first player chooses a card, flips it up so that everyone can see it, and reads the sound(s). Then he chooses a second card, flips it up, and reads the sounds. If the phonograms match, he keeps the pair and plays again. If the phonograms do not match, he returns them to the rows face down, and the next player takes a turn. The game ends when all the cards are matched. The player with the most phonogram pairs wins.

- **Spelling Rules:** Write each word below on the whiteboard. Award the students 1 point for reading a word correctly the first time, and 1 point for stating the reason that the silent final E is needed.

space C softens to /s/ because of the E and the vowel says its long sound because of the E

glue English words do not end in U

carve English words do not end in V

chance C softens to /s/ because of the E

mice C softens to /s/ because of the E and the vowel says its long sound because of the E

twice C softens to /s/ because of the E and the vowel says its long sound because of the E

observe English words do not end in V

value English words do not end in U

plunge G softens to /j/ because of the E

rejoice C softens to /s/ because of the E

charge G softens to /j/ because of the E

flute The vowel says its long sound because of the E



- **Spelling Rules: 17.4 Adding Suffixes to Silent Final E Words – page 40** Add the suffix to each word.

C Morphemes:

- Review the morpheme cards from previous units.

Materials

2 decks of Phonogram Game Cards

LOE Whiteboard

Basic Phonogram Flash Cards

wr r

Spelling Journal

Level C

Morpheme Flash Cards

Optional

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

17.5


All

Spelling Journal

/r/

Which phonograms have we learned that spell the sound /r/? *single-letter /r/ and two-letter /r/ used only at the beginning of a base word.*

Show r and wr.

 **Spelling Journal /r/** Turn to the /r/ page in your *Spelling Journal*.

Which of these phonograms is used ONLY at the beginning of a base word? **WR, two-letter /r/**

Show wr.

I will list some words that use two-letter /r/. Write them in the WR column.

Read the words from the WR column.

r	wr Used at the beginning of a base word.
<i>reach</i>	<i><u>w</u>rite</i>
<i>rise</i>	<i><u>w</u>rap</i>
<i>brought</i>	<i><u>w</u>reck</i>
<i>trace</i>	<i><u>w</u>ring</i>
<i>practice</i>	<i><u>w</u>rong</i>
<i>ruin</i>	<i><u>w</u>reath</i>
<i>grandmother</i>	<i><u>w</u>rench</i>
<i>research</i>	<i><u>w</u>rist</i>
<i>recharge</i>	<i><u>w</u>rath</i>

Teacher Tip

WR

wrack, wraith, wrangle, wreak, wreathe, wren, wrest, wrestle, wretch, wriggle, wright, wrinkle, writhe, wrote, wry

The words that use WR have something else in common. Can you guess what it is? Hint: it has something to do with the meaning.

WR is used in words that mean twisting. Read each of the words again. How do they relate to twisting? *When you write, your wrist twists. Wrapping a present requires twisting the paper. In a car wreck, the car gets twisted...*

r

What is the most common spelling of /r/? **R**

What are some words that you know are spelled with single-letter /r/? *answers vary*

Are there any words where you have trouble remembering which spelling of /r/ to use that you would like to add to your *Spelling Journal*? *answers vary*

Add words to the *Spelling Journal* that the students list or use the ones suggested in the table above.



Optional **The Essentials Reader**

Complete Spelling Analysis for your student's level first.

Unit 16: The Tale of Paul Bunyan

- Read “The Tale of Paul Bunyan” on pages 57-63 of *The Essentials Reader*.
- Complete some or all of the Post-Reading activities on page 46 of *The Essentials Reader Teacher's Guide*.

Teacher Tip

Essentials Reader

If you are using the Reader, complete these sections after you teach your student's Spelling Analysis words for this unit, particularly if you are teaching a struggling reader. It is important that developing readers have opportunities to practice applying new concepts in individual words before attempting the greater challenge of reading them in paragraphs.

Spelling Analysis



Spelling List 17 – page 41

Spelling Analysis				17.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. charge	Please add the charge to my account.	1	chärj	/chärj/	/ch-ar-g-e/	Use /g-j/. Silent final E.	
8 8 Write Segment	9 9 Analyze						10 Read
<u>charge</u>	Underline the /ch/. Underline the /är/. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. ^{12,3} The C says /s/ and the G says /j/ because of the E.						
Vocabulary				Part of Speech		Plural / Past Tense	
				N, V		charges, charged	
2. tell	Mary likes to tell her sister funny stories.	1	tëll	/tëll/	/t-e-l-l/		
<i>te//</i>	³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.						
				V		told	
3. give	She is going to give the gift to her mother.	1	gïv	/gïv/	/g-i-v-e/	Use /i-ï-ë-y/. Silent final E.	
<i>give</i>	² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Double underline the silent final E. ^{12,2} English words do not end in V or U.						
				V, N		gave	
4. mistake	I made a silly mistake.	2	mïs tāk	/mïs/ /tāk/	/m-i-s/ /t-a-k-e/	Use /i-ï-ë-y/. Use /s-z/. Use tall /k/. Silent final E.	
<i>mis take</i>	Put a line over the /ä/. /ä-ä-ä/ said a long sound. Double underline the silent final E. ^{12,1} The vowel says its long sound because of the E.						
mis- wrong, incorrect				N, V		mistakes, mistook	
5. use	Please use a pencil on this test.	1	üz	/üz/	/u-s-e/	Use /s-z/. Silent final E.	
² <i>use</i>	Put a line over the /ü/. /ü-ü-ö-ü/ said a long sound. Put a 2 over the /z/. /s-z/ said its second sound. Double underline the silent final E. ^{12,1} The vowel says its long sound because of the E.						
				V		used	

6. work	He will work at the bank.	1	werk	/werk/	/wor-k/	Use tall /k/.
<u>work</u>	Underline the /wer/.					
				V, N, Adj		worked, works
7. save	You can save a lot of money with coupons.	1	sāv	/sāv/	/s-a-v-e/	Use /s-z/. Silent final E.
sāve	Put a line over the /ā/. /ă-ā-ä/ said a long sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E. ^{12.2} English words do not end in V or U.					
				V, C, N, P		saved, saves
8. show	He got first place in the show.	1	shō	/shō/	/sh-ow/	Use /sh/ used only at the beginning of a word and at the end of a syllable. Use /ow-ō/.
² <u>show</u>	Underline the /sh/. ¹⁸ SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship. Underline the /ō/ and put a 2 over it. /ow-ō/ said its second sound.					
				V, N		showed, shows
9. learn	What did you learn in school today?	1	lern	/lern/	/l-ear-n/	
<u>learn</u>	Underline the /er/.					
				V		learned
10. world	Someday I would like to travel the world.	1	werld	/werld/	/wor-l-d/	
<u>world</u>	Underline the /wer/.					
				N		worlds
11. dance	They love to dance.	1	dāns	/dāns/	/d-a-n-c-e/	Use /k-s/. Silent final E.
² <u>dance</u>	Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. ^{12.3} The C says /s/ and the G says /j/ because of the E.					
				V, N		danced, dances
12. huge	Wow, this statue is huge!	1	hūj	/hūj/	/h-u-g-e/	Use /g-j/. Silent final E.
² <u>huge</u>	Put a line over the /ū/. /ŭ-ū-ö-ü/ said a long sound. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E. ^{12.3} The C says /s/ and the G says /j/ because of the E.					
				Adj		

13. love	I love playing games.	1	löv	/löv/	/l-o-v-e/	Silent final E.
<i>love</i> <u><u>e</u></u>	^{31,2} O may say /ü/ in a stressed syllable next to W, TH, M, N, or V. Double underline the silent final E. ^{12,2} English words do not end in V or U.					
				V, N	loved, loves	
14. change	He has to change the tire.	1	chānj	/chānj/	/ch-a-n-g-e/	Use /g-j/. Silent final E.
<i>change</i> <u><u>e</u></u>	Underline the /ch/. Put a line over the /ā/. /ă-ă-ă/ said a long sound. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. ^{12,1} The vowel says its long sound because of the E. ^{12,3} The C says /s/ and the G says /j/ because of the E.					
				V, N	changes, changed	
15. blue	The hot air balloon is blue.	1	blö	/blö/	/b-l-u-e/	Use /ü-ü-ö-ü/. Silent final E.
<i>blue</i> <u><u>e</u></u>	Put a line over the /ö/. /ü-ü-ö-ü/ said a long sound. Double underline the silent final E. ^{12,2} English words do not end in V or U.					
				Adj, N, V	blues, blued	

B

Tips for List 17.B

chocolate, average

Say-to-spell *choc-o-late* and *av-er-age* with three syllables.

Spelling Analysis

17.B 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. approach	Do not approach a strange dog.	2	ăp prōch	/ăp/ /prōch/	/a-p/ /p-r-oa-ch/	Use two-letter /ō/ that may NOT be used at the end of English words.	
8 8 Write Segment	9 9 Analyze						10 Read
<i>ap proach</i>	^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /ĩ/, in an unstressed syllable or unstressed word. Underline the /ō/. Underline the /ch/.						
Vocabulary	Part of Speech	Plural / Past Tense					
ad- toward, add proach near	V, N	approached, approaches					
2. manage	Joe will manage the project.	2	măn āj	/măn/ /āj/	/m-a-n/ /a-g-e/	Use /g-j/. Silent final E.	
<i>man āge</i>	Put a line over the /ā/. /ă-ă-ă/ said a long sound. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /ĩ/, in an unstressed syllable or unstressed word. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E. ^{12.3} The C says /s/ and the G says /j/ because of the E.						
manu hand -age noun suffix	V	managed					
3. chocolate	Let's make a chocolate cake.	3	chōk ō lāt	/chōk/ /ō/ /lāt/	/ch-o-c/ /o/ /l-a-t-e/	Use /k-s/. Silent final E.	
<i>choc ō late</i>	Underline the /ch/. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ō/. /ō-ō-ō/ said a long sound. ⁴ 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. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /ĩ/, in an unstressed syllable or unstressed word. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E.						
	N, Adj	chocolates					
4. value	What is the value of that item?	2	vāl ū	/vāl/ /ū/	/v-a-l/ /u-e/	Silent final E.	
<i>val ūe</i>	Put a line over the /ū/. /ü-ü-ö-ü/ said a long sound. Double underline the silent final E. ^{12.2} English words do not end in V or U.						
	N, V	values, valued					

5. express	I like to express my ideas through art.	2	ěks přess	/ěks/ /přess/	/e-x/ /p-r-e-s-s/	Use /s-z/. Use /s-z/.
<i>ex press</i>	³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
	ex- out, up press press			Adj, V, Adv, N		expressed, expresses
6. detect	The sensor will detect the carbon monoxide levels.	2	dě tēkt	/dē/ /tēkt/	/d-e/ /t-e-c-t/	Use /k-s/.
<i>dē tect</i>	Put a line over the /ē/. /ě-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
	de- away from, out of tect to cover			V		detected
7. voice	She has a great voice.	1	vois	/vois/ /v-oi-c-e/		Use /oi/ that may NOT be used at the end of English words. Use /k-s/. Silent final E.
<i>voice</i>	Underline the /oi/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. ^{12.3} The C says /s/ and the G says /j/ because of the E.					
				N, V, Adj		voices, voiced
8. amaze	Did Lisa's story amaze you?	2	ā māz	/ā/ /māz/	/a/ /m-a-z-e/	Use /z/. Silent final E.
<i>ā māze</i>	Put a line over the /ā/. /ă-ā-ă/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ā/. /ă-ā-ă/ said a long sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E.					
				V		amazed
9. remove	We will remove the bad part.	2	rē möv	/rē/ /möv/	/r-e/ /m-o-v-e/	Use /ö-ö-ö/. Silent final E.
<i>rē möve</i>	Put a line over the /ē/. /ě-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put two dots over the /ö/. /ö-ö-ö/ said its broad sound. Double underline the silent final E. ^{12.2} English words do not end in V or U.					
	re- again, back, backward			V, N		removed, removes

10. challenge	Are you prepared for the next challenge?	2	chăl lěnj	<u>/chă/</u> <u>/lěnj/</u>	<u>/ch-a-l/</u> <u>/l-e-n-g-e/</u>	Use /g-j/. Silent final E.
<u>chal</u> ² <u>lenge</u>	Underline the /ch/. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. ^{12,3} The C says /s/ and the G says /j/ because of the E.					
				N, V, Adj		challenges, challenged
11. continue	She likes to eat and continue working.	3	kŏn tĭn ū	<u>/kŏn/</u> <u>/tĭn/</u> <u>/ŭ/</u>	<u>/c-o-n/</u> <u>/t-i-n/</u> <u>/u-e/</u>	Use /k-s/. Use /i-ĭ-ē-y/. Silent final E.
<u>con</u> <u>tin</u> ² <u>ue</u>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ^{31,1} Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ŭ/. /ŭ-ŭ-ö-ŭ/ said a long sound. Double underline the silent final E. ^{12,2} English words do not end in V or U.					
con- with, together, completely				V		continued
12. worst	He is the worst singer in the choir.	1	werst	<u>/werst/</u>	<u>/wor-s-t/</u>	Use /s-z/.
<u>worst</u>	Underline the /wer/.					
				Adj, N, Adv		
13. average	The important lawyer sat in an average chair.	3	äv er äj	<u>/äv/</u> <u>/er/</u> <u>/äj/</u>	<u>/a-v/</u> <u>/er/</u> <u>/a-g-e/</u>	Use the /er/ of her. Use /g-j/. Silent final E.
<u>av</u> ² <u>er</u> ² <u>age</u>	Underline the /er/. Put a line over the /ä/. /ä-ä-ä/ said a long sound. ^{31,1} Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. ^{12,1} The vowel says its long sound because of the E. ^{12,3} The C says /s/ and the G says /j/ because of the E.					
				N, Adj, V		averages, averaged
14. peace	An uneasy peace existed between the two nations.	1	pēs	<u>/pēs/</u>	<u>/p-ea-c-e/</u>	Use /ē-ē-ā/. Use /k-s/. Silent final E.
<u>peace</u> ²	Underline the /ē/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. ^{12,3} The C says /s/ and the G says /j/ because of the E.					
				N, I		
15. serve	Which option will serve our customers best?	1	serv	<u>/serv/</u>	<u>/s-er-v-e/</u>	Use /s-z/. Use the /er/ of her. Silent final E.
<u>serve</u>	Underline the /er/. Double underline the silent final E. ^{12,2} English words do not end in V or U.					
				V, N		served, serves

C

Tips for List 17.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.

Spelling Analysis			17.C Essentials list			
1 Word	2 Sentence # Syllables	3 4 Say-to-Spell	5 Say syllable	6 Segment...	6 ... Finger Spell & Cue	7 Write
1. kayak	That kayak is designed for lakes.	2 kī äk	/kī/ /äk/	/k-ay/ /a-k/	Use tall /k/. Use the advanced phonogram AY which says /i/. Use tall /k/.	
8 8 Write Segment A kay ak	9 9 Analyze Underline the advanced phonogram /i/ and put an A over it.					10 Read
Vocabulary		Part of Speech		Plural / Past Tense		
		V, N		kayaks, kayaked		
2. converge	The two lines converge.	2 kōn verj	/kōn/ /verj/	/c-o-n/ /v-er-g-e/	Use /k-s/. Use the /er/ of her. Use /g-j/. Silent final E.	
con ² verge	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /er/. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. ^{12.3} The C says /s/ and the G says /j/ because of the E.					
con- with, together, completely verge to bend, to incline		V		converged		
3. diverge	At that point, Tom and Mary's thinking began to diverge.	2 dī verj	/dī/ /verj/	/d-i/ /v-er-g-e/	Use /i-ē-y/. Use the /er/ of her. Use /g-j/. Silent final E.	
dī ² verge	Put a line over the /i/. /i-ē-y/ said a long sound. ⁵ I and Y may say /i/ or /i/ at the end of a syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /er/. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. ^{12.3} The C says /s/ and the G says /j/ because of the E.					
dis- apart, away, opposite verge to bend, to incline		V		diverged		

4. consequence	What is the consequence for arriving late to class?	3	kön sē kwěns	/kõn/	/c-o-n/	Use /k-s/.
				/sē/	/s-e/	Use /s-z/.
				/kwěns/	/qu-e-n-c-e/	Use /k-s/. Silent final E.
	con sē <u>quence</u> ²					¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ē/. /ē-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /kw/. ¹¹ Q always needs a U; therefore, U is not a vowel here. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. ^{12.3} The C says /s/ and the G says /j/ because of the E.
	con- with, together, completely sequ to follow -ence noun suffix			N		consequences
5. sequence	One, two, three, four is a sequence of numbers.	2	sē kwěns	/sē/	/s-e/	Use /s-z/.
				/kwěns/	/qu-e-n-c-e/	Use /k-s/. Silent final E.
	sē <u>quence</u> ²					Put a line over the /ē/. /ē-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. Underline the /kw/. ¹¹ Q always needs a U; therefore, U is not a vowel here. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. ^{12.3} The C says /s/ and the G says /j/ because of the E.
	sequ to follow -ence noun suffix			N, V		sequences, sequenced
6. pursue	Harry wanted to pursue the rabbit.	2	per sö	/per/	/p-ur/	Use the /er/ of hurt.
				/sö/	/s-u-e/	Use /s-z/. Use /ü-ü-ö-ü/. Silent final E.
	pur <u>sue</u>					Underline the /er/. Put a line over the /ö/. /ü-ü-ö-ü/ said a long sound. Double underline the silent final E. ^{12.2} English words do not end in V or U.
				V		pursued
7. worthwhile	The meeting was worthwhile.	2	werth whil	/werth/	/wor-th/	
				/whil/	/wh-i-l-e/	Use /i-ī-ē-y/. Silent final E.
	wor <u>th</u> whi <u>le</u>					Underline the /wer/. Underline the /th/. Underline the /wh/. Put a line over the /i/. /i-ī-ē-y/ said a long sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E.
				Adj		

8. communicative	The new employee is not very communicative.	5	k öm mū nī k ā tīv	/k ^h öm/	/c ^h -o-m/	Use /k-s/.
				/mū/	/m-u/	
				/nī/	/n-i/	Use /ī-ī-ē-y/.
				/k ^h ā/	/c ^h -a/	Use /k-s/.
				/tīv/	/t-i-v-e/	Use /ī-ī-ē-y/. Silent final E.

com mū nī cā tīve =

¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ^{31.1}Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. Put a line over the /ū/. /ū-ū-ō-ū/ said a long sound. ⁴A E O U usually say their long sounds at the end of the syllable. ⁵I and Y may say /ī/ or /i/ at the end of a syllable. ^{31.1}Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. ¹C 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. ⁴A E O U usually say their long sounds at the end of the syllable. ^{31.1}Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. Double underline the silent final E. ^{12.2}English words do not end in V or U.

com- with, together, completely
-ic adjective, noun, and verb suffix
-ate verb, adjective, noun suffix
-ive noun & adjective suffix; tending to

Adj

9. restrictive	The cheetahs are in a small, restrictive pen.	3	r ē strīkt īv	/r ^h ē/	/r-e/	
				/strīkt/	/s-t-r-i-c-t/	Use /s-z/. Use /ī-ī-ē-y/. Use /k-s/.
				/īv/	/i-v-e/	Use /ī-ī-ē-y/. Silent final E.

rē strict ive =

Put a line over the /ē/. /ē-ē/ said a long sound. ⁴A E O U usually say their long sounds at the end of the syllable. ^{31.1}Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. ¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Double underline the silent final E. ^{12.2}English words do not end in V or U.

re- again, back, backward
strict hold back, bind
-ive noun & adjective suffix; tending to

Adj

10. decorative	The hangings are purely decorative.	4	dēk ō r ā tīv	/d ^h ēk/	/d-e-c/	Use /k-s/.
				/ōr/	/or/	
				/ā/	/a/	
				/tīv/	/t-i-v-e/	Use /ī-ī-ē-y/. Silent final E.

dec or ā tīve =

¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ōr/. ^{31.3}AR and OR may say their schwa sound, /er/, in an unstressed syllable. Put a line over the /ā/. /ā-ā-ā/ said a long sound. ⁴A E O U usually say their long sounds at the end of the syllable. ^{31.1}Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. Double underline the silent final E. ^{12.2}English words do not end in V or U.

decor beauty, ornaments
-ate verb, adjective, noun suffix
-ive noun & adjective suffix; tending to

Adj

11. narrative	The narrative keeps changing.	3	năr ră tīv	/nă/ /ră/ /tīv/	/n-a-r/ /r-a/ /t-i-v-e/	Use /i-ē-y/. Silent final E.
	<i>nar rā tīve</i> <u> </u>					
Put a line over the /ă/. /ă-ă-ă/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Double underline the silent final E. ^{12.2} English words do not end in V or U.						
-ive noun & adjective suffix; tending to				N, Adj	narratives	
12. competitive	Our entire family is very competitive.	4	kŏm pēt i tīv	/kŏm/ /pēt/ /i/ /tīv/	/c-o-m/ /p-e-t/ /i/ /t-i-v-e/	Use /k-s/. Use /i-ē-y/. Use /i-ē-y/. Silent final E.
	<i>com pet i tīve</i> <u> </u>					
¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. ⁵ I and Y may say /i/ or /i/ at the end of a syllable. ^{31.1} 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. ^{12.2} English words do not end in V or U.						
com- with, together, completely pete reach, seek -itive noun & adjective suffix; tending to				Adj		
13. embrace	At the beginning of scene two, the actors will embrace.	2	ěm brās	/ěm/ /brās/	/e-m/ /b-r-a-c-e/	Use /k-s/. Silent final E.
	<i>em brāce</i> <u> </u>					
^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ă/. /ă-ă-ă/ said a long sound. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E. ^{12.3} The C says /s/ and the G says /j/ because of the E.						
em- to put in, within brace arms				V, N	embraces, embraced	
14. cafe	I will have my lunch down at the cafe.	2	kăf ā	/kăf/ /ā/	/c-a-f/ /e/	Use /k-s/. Use the advanced phonogram E which says /ă/.
	<i>caf^Ae</i> <u> </u>					
¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put an A over the advanced phonogram /ă/. Café may be written with or without an accent mark.						
				N	cafes	
15. volume	The volume is too loud.	2	vŏl ūm	/vŏl/ /ūm/	/v-o-l/ /u-m-e/	Silent final E.
	<i>vol ūme</i> <u> </u>					
Put a line over the /ū/. /ū-ū-ö-ū/ said a long sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E.						
volve roll				N	volumes	

Part 3 Words in Context

17.7

All

Review

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

- | | |
|--|---|
| 1. ar /är/ | 18. OU /ow-ō-ö-ü-ü/ that may NOT be used at the end of English words. |
| 2. Oi /oi/ that may NOT be used at the end of English words. | 19. Oy /oi/ that may be used at the end of English words. |
| 3. au /ä/ two-letter /ä/ that may NOT be used at the end of English words. | 20. sh /sh/ used only at the beginning of a word or at the end of a syllable. |
| 4. OE /ō-ö/ that may be used at the end of English words. | 21. Ui /ö/ two-letter /ö/ that may NOT be used at the end of English words. |
| 5. augh /ä-äf/ | 22. wh /wh/ |
| 6. ch /ch-k-sh/ | 23. WR /r/ two-letter /r/ used only at the beginning of a base word. |
| 7. ck /k/ two-letter /k/ | 24. WOR /wer/ |
| 8. ear /er/ the /er/ of search | 25. ey /ā-ē/ |
| 9. ew /ö-ü/ that may be used at the end of English words. | 26. ur /er/ the /er/ of hurt |
| 10. igh /i/ three-letter /i/ | 27. ough /ö-ö-ö-ow-üf-öf/ |
| 11. ir /er/ the /er/ of bird | 28. gn /n/ two-letter /n/ used at the beginning or the end of a base word. |
| 12. kn /n/ two-letter /n/ used only at the beginning of a base word. | 29. Oa /ō/ two-letter /ō/ that may NOT be used at the end of English words. |
| 13. ed /ēd-d-t/ past tense ending | 30. r /r/ |
| 14. OW /ow-ō/ that may be used at the end of English words. | |
| 15. aw /ä/ two-letter /ä/ that may be used at the end of English words. | |
| 16. ng /ng/ | |
| 17. OO /ö-ü-ō/ | |

- **Spelling: Spelling Race** Set a timer for one minute. Tell the students you will read words at a slow but steady pace. They are to write the words on a piece of paper. When the timer beeps, stop to see how many each student has spelled correctly. Repeat. Use one of the spelling lists below or silent E words from prior spelling lists.

List 1

active	rope	eve	fence
rice	space	stone	voice
blue	drive	forgive	grace
glue	age	cave	huge
bake	give	have	rake

Materials

Student notebook
 Timer
 Spelling Journal
 Spelling Rule Flash Cards
 Red, green, and blue colored pencils
 Highlighter
 Grammar Flash Card 6.2

Optional

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

Spelling Journal

/er/ /ä/

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

/er/ er, ir, ur, ear

/ä/ _a, a_e, ai, ay, ea

List 2

carve	wage	rescue	nerve
continue	hinge	native	bounce
choice	true	statue	twelve
descriptive	pounce	involve	overdue
wave	glance	notice	prince

- **Spelling Rules:** Review rules 3, 4, 8, 12.1, 12.2, & 12.3 using the Spelling Rule Flash Cards.

17.8

All

Grammar

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

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

What are three noun jobs we have studied so far? *subject noun, direct object, indirect object*

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

What is an article? *A, An, The. Tiny article adjectives that mark nouns and answer the question: Which?*

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

What are two types of verbs we have studied so far? *action verbs and transitive verbs*

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



Spelling List 17 – page 41 Identify the parts of speech. Mark the nouns with a red N, the verbs with a green V, and the adjectives with a blue Adj.

Nouns

A charge, mistake, work, show, world, dance, love, change, (give), (save), (blue)

B approach, chocolate, value, voice, challenge, average, peace, express, (remove), (worst), serve

Teacher Tip**Grammar Sections**

If students are finding the amount of content overwhelming, skip the grammar sections for one level of Essentials and complete them when repeating Essentials on a higher level.

If you are skipping the grammar sections, consider playing phonogram and spelling review games to practice other concepts.

Optional Practice**Spelling Cards**

Dictate the words in Spelling List 17 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 a blue border around the adjectives.

C kayak, consequence, café, narrative, sequence, embrace, volume

Verbs

A charge, tell, give, use, work, save, show, dance, love, change, learn, mistake, (blue)

B approach, manage, value, express, detect, (voice), remove, challenge, continue, average, serve, amaze

C kayak, converge, diverge, pursue, sequence, embrace

Adjectives

A blue, huge, work

B chocolate, worst, average, express, voice, challenge

C worthwhile, communicative, restrictive, decorative, narrative, competitive



Spelling List 17 – page 41 Write the plural for each noun and the past tense of each verb.

Plural Nouns

A charges, mistakes, works, shows, worlds, dances, loves, changes, blues, (saves)

B approaches, chocolates, values, voices, challenges, averages, peace, removes, serves

C kayaks, consequences, cafés, narratives, sequences, embraces, volumes

Past Tense Verbs

A charged, told, gave, used, worked, saved, showed, danced, loved, changed, learned, mistook, (blued)

B approached, managed, valued, expressed, detected, voiced, removed, challenged, continued, averaged, served, amazed

C kayaked, converged, diverged, pursued, sequenced, embraced

All

First, Second, Third Person

Every sentence, story, and text is written or told from the perspective of someone. If it is told from my perspective, it would sound like this: Yesterday, **I** walked to the store. When **I** arrived, **I** saw Sam.

When the subject of a sentence is the pronoun *I*, the sentence is written in first person. Tell me a short story using first person. *answers vary*

Write *I = first person* on the whiteboard.

I = first person

If this same sentence were told with you as the subject, it would sound like this: Yesterday, **you** walked to the store. When **you** arrived, **you** saw Sam.

When I say the sentence *On Friday you will meet the President*, how many people are represented by you? *We do not know. It could be one person, or it could be a group.*

When the text uses the pronoun *you*, it is written in second person. Tell me a short story using second person. *answers vary*

Write *you = second person* on the whiteboard.

you = second person

If the same story were told about Jack from someone else's perspective, it would sound like this: Yesterday, **Jack** walked to the store. When **he** arrived, **he** saw Sam.

When the text uses the pronouns *he*, *she*, or *it* as the subject, or when it uses a noun as the subject, the text is written in third person. Tell me a short story using third person. *answers vary*

Write *he, she, it = third person* on the whiteboard.

he, she, it = third person

Third person also has a plural form. If I tell the same story about three girls, it would sound like this: Yesterday, **three girls** walked to the store. When **they** arrived, **they** saw Sam.

Add *they* to the third person list on the whiteboard.

he, she, it, they = third person

I will change this story one more time. Yesterday, **we** walked to the store. When **we** arrived, **we** saw Sam. Is this first, second, or third person? *answers vary*

Since I am telling the story about something I did, it is first person, even though there is someone else with me.

Add *we* to the first person list on the whiteboard.

I, we = first person

When a text uses the pronouns *I* or *we*, it is written in first person.

Why do you suppose these different perspectives are called *first*, *second*, and *third* person? **answers vary**

Think about the sentence *I would like a sandwich*. If you count the person speaking and the subject of the sentence, how many perspectives are involved in this sentence? **one**

Which kind of sentence is this? **first person**

Think about the sentence *Would you like a sandwich?* If you count the person speaking and the subject of the sentence, how many perspectives are involved? **Two, the person speaking and "you." The speaker is talking to a second person.**

What kind of sentence is this? **second person**

If I say *Would George like a sandwich?* how many perspectives are involved? **Three. One person is asking another person what a third person would like.**

What kind of sentence is this? **third person**



17.8-1 Matching the Pronoun to the Person – page 42 Write the subject pronouns that are used with each person in the blanks.



17.8-2 First, Second, or Third Person – page 42 Highlight the subject pronoun. If the sentence is written in first person, write 1st in the blank. If it is written in second person, write 2nd in the blank. If it is written in third person, write 3rd in the blank.

All

Object Pronouns

List the subject pronouns as I write them on the board.

Write the subject pronouns in a column as the students list them.

I

you

he

she

it

we

*you**they*

These are the pronouns used in the place of a noun as the subject.

Today, we will learn the object pronouns.

What are the two types of objects we have learned so far? **direct object and indirect object**

Write the following sentence on the board.

The teacher called _____.

We will use this practice sentence to discover the object pronouns.

We do not say, "The teacher called I." What word do we use instead? ***The teacher called me.***

Elicit student responses to fill in the rest of the chart.

<i>I</i>	<i>me</i>
<i>you</i>	<i>you</i>
<i>he</i>	<i>him</i>
<i>she</i>	<i>her</i>
<i>it</i>	<i>it</i>
<i>we</i>	<i>us</i>
<i>you</i>	<i>you</i>
<i>they</i>	<i>them</i>

(If needed, teach the spelling of each pronoun using the Spelling Analysis Table on the next page.)

Show Grammar Card 6.2.

An object pronoun takes the place of an object noun. me, you, him, her, it, us, them ***An object pronoun takes the place of an object noun. me, you, him, her, it, us, them***

Write the subject and object pronouns in your notebook.



17.8-3 Object Pronouns – page 43 Rewrite each sentence, replacing the word(s) in bold with the appropriate object pronoun.

Grammar Flash Card 6.2 Object Pronoun

An object pronoun takes the place of an object noun.

me, you, him, her, it, us, them

Optional Spelling Analysis				Object Pronouns		
1. me	Georgia saw me at the concert.	1	mē	/mē/	/m-e/	
	<i>mē</i>					Put a line over the /ē/. /ē-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of a syllable.
2. you	I can help you move that.	1	yō	/yō/	/y-ou/	Use /y-ī-ē/. Use /ow-ō-ö-ū-ü/.
	<i>³you</i>					Underline the /ō/ and put a 3 over it. /ow-ō-ö-ū-ü/ said its third sound. You is an exception to the rule "English words do not end in I, U, V, or J." "You and I are very special."
3. him	Send him to the door.	1	hīm	/hīm/	/h-ī-m/	Use /ī-ī-ē-y/.
	<i>him</i>					All first sounds.
4. her	Give her a round of applause!	1	her	/her/	/h-er/	Use the /er/ of her.
	<i>her</i>					Underline the /er/.
5. it	Carry it upstairs.	1	īt	/īt/	/i-t/	Use /ī-ī-ē-y/.
	<i>it</i>					All first sounds.
6. us	The teacher picked us.	1	ūs	/ūs/	/u-s/	Use /s-z/.
	<i>us</i>					All first sounds.
7. them	The teacher picked them.	1	THēm	/THēm/	/th-e-m/	
	<i>²them</i>					Underline the /TH/ and put a 2 over it. /th-TH/ said its second sound.

All

Identifying Parts of Speech



17.8A Parts of Speech – page 44 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.)

They learned a difficult lesson.

Who learned? *They learned, subject pronoun.*

Write SP over the subject pronoun.

What is being said about them? *They learned, verb.*

What did they learn? *lesson, direct object*

Which lesson? *a, article adjective*

What kind of lesson? *difficult, adjective*

Is there a direct object receiving the action of the verb? *yes*

Then what kind of verb is it? *a transitive verb*

Write a T next to the V to show the verb type.

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.

Where will we divide the subject and the predicate? *between they and learned*

Underline the simple subject.

Double underline the simple predicate.

SP TV A Adj DO
They / learned a difficult lesson.

Madison, Harper, and Evelyn loved it.

Who loved? *Madison, Harper, and Evelyn* subject nouns

Write SN over each subject noun.

What part of speech is *and*? *conjunction*

What is being said about Madison, Harper, and Evelyn? *they loved,* verb

What did they love? *it, direct object pronoun*

Write DOP over *it* to show it is an object pronoun acting as a direct object.

Is there a direct object receiving the action of the verb? *yes*

Then what kind of verb is it? *a transitive verb*

Write a T next to the V to show the verb type.

Where will we divide the subject and the predicate? *between Evelyn and loved*

Underline the simple subject.

Double underline the simple predicate.

SN SN C SN TV DOP
Madison, Harper, and Evelyn / loved it.

Mother gave her seven birthday presents.

Who gave? *Mother gave, subject noun.*

Write SN over the subject noun.

What is being said about Mother? *Mother gave, verb.*

What did she give? *presents, direct object*

How many presents? *seven, adjective*

What kind of presents? *birthday, adjective*

To whom did she give? *her, indirect object pronoun*

Write IOP over *her* to show it is an object pronoun acting as an indirect object.

Is there a direct object receiving the action of the verb? *yes*

Then what kind of verb is it? *a transitive verb*

Write a T next to the V to show the verb type.

Teacher Tip

Identifying Parts of Speech

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

Level B

17.8B Parts of Speech – page 45

A SN SN C
The hawks, skunks, and

SN TV DOP
ostriches / amazed them.

SN SN C SN
Jack, Owen, and Jayce /

TV DO
value peace.

A SN TV IOP
The waitress / served them

Adj DO
chocolate milk.

Teacher Tip

Identifying Parts of Speech

Level C

17.8C Parts of Speech – page 46

SP TV A
He / communicated the

Adj DO
scientific results.

SP TV A
They / protested the

PNA Adj DO
government's restrictive laws.

A Adj SN
The decorative café /

TV DOP
attracted us.

Where will we divide the subject and the predicate? *between mother and gave*

Underline the simple subject.

Double underline the simple predicate.

SN TV IOP Adj Adj DO
Mother / gave her seven birthday presents.

17.9

Dictation

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

A

1. He made a huge mistake.
2. She showed him the birthday cake.

B

1. The teacher removed the worst sweatshirts.
2. The parents expressed the challenges.

C

1. The kayaks diverged and pursued the canoes.
2. They decorated the cabins and the café.



Optional The Essentials Reader

Unit 16: The Tale of Paul Bunyan

- Re-read “The Tale of Paul Bunyan” on pages 57-63 of *The Essentials Reader*.
- Complete any remaining Post-Reading activities on page 46 of *The Essentials Reader Teacher's Guide*.
- Begin the Handwriting & Composition activities on page 46 of *The Essentials Reader Teacher's Guide*.

Part 4 Words in Action

17.10

All

Review

- **Phonograms: Phonogram Baseball** Using an open space, select a location for a home plate, pitcher, and three bases. The student stands at home plate with a whiteboard and marker, and the teacher stands at the pitcher's mound with the Phonogram Flash Cards. The teacher reads a phonogram. The student batter writes it on her whiteboard. If she is correct, she advances to the next base. At each base, the student writes another phonogram. If she misspells a phonogram, she is "out" and must move back to home plate. Each time she completes the circuit and crosses home plate, she is awarded one point.
- **Spelling Rules:** Challenge students to think of as many words as possible that end in the sound /v/. Write them on the whiteboard as the students list them. Notice, they all end in VE. (*Of* is the one exception; since it spells /v/ with an F instead of a V, it does not end in E.)
- **Grammar: Pronoun Eraser Race** Write the subject pronouns on the board as the students list them. Ask the students to list the corresponding object pronouns as you write them on the board. Erase a pronoun and recite the lists. Erase another pronoun and recite them again. Continue until all the pronouns have been erased and students are reciting from memory.
- **Grammar: 17.10 Pronouns – page 47** Rewrite each sentence, replacing the word(s) in bold with the appropriate pronoun.

Materials

LOE Whiteboard
Basic Phonogram Flash Cards
Phonogram Game Tiles
Student notebook
Highlighter

Level A

Phonogram Game Tiles
Morpheme Flash Card **mis-**

Level B

Phonogram Game Tiles
Morpheme Flash Card **-ive**

Level C

Morpheme Flash Cards

verge	dis-	sequ
-ant	-ance	-ive

Optional

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

17.11

Vocabulary

A

Level A Vocabulary

The prefix mis-

Today we will learn a new prefix.

17.11A The Prefix mis- – page 48 Write the new words formed by adding the prefix.

What does *mis-* mean? *wrong*

Show the Morpheme Card **mis-**.

The prefix *mis-* is from Old English and it means wrong, incorrect.

Choose five words from **17.11A The Prefix mis- – page 48** and use them in a sentence.

mis-
wrong, incorrect
Old English

Suffixing

Using your Phonogram Game Tiles, spell the suffix *-ing*.

i ng

Place the suffix *-ing* on the right side of your desk.
Now spell the suffix *-er*.

er

Place the suffix *-er* on the right side of your desk.
Now spell the suffix *-s*.

s

Place the suffix *-s* on the right side of your desk.
Now spell the suffix */ěd-d-t/*.

ed

Place the suffix */ěd-d-t/* on the right side of your desk.

I will now say a word from your spelling list. Spell it with Phonogram Game Tiles. Then decide which suffixes from the right side of your desk you can add to create new words.

make

m a k e

I can add -ing to make making. I will need to drop the E because it is a vowel suffix.

m a k i n g

I can add -er to make maker. I will need to drop the E because it is a vowel suffix.

m a k e r

I can add -s to make makes. I will keep the E because it is a consonant suffix.

m a k e s

Continue with the following words:

charge

charging
charger
charges
charged

mistake

mistaking
mistakes

give

giving
giver
gives

save

saving
saver
saves
saved

dance

dancing
dancer
dances
danced

change

changing
changes
changer
changed

Teacher Tip

ED

For suffixing purposes, the phonogram ED always acts as a vowel suffix because it begins with an E. This is true even when it is pronounced /d/ or /t/.

B

Level B Vocabulary

-ive

Using your Phonogram Game Tiles, spell the suffix -ive.

i v e

Place the suffix -ive on the right side of your desk.

I will now say a word from one of your spelling lists. Spell it with Phonogram Game Tiles.

act

a c t

Add the suffix. What new word is formed? **active**

a c t i v e

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

How did the meaning of *act* change when the suffix -ive was added?

The word active describes someone or something that acts often.

express

e x p r e s s

Add the suffix. What new word is formed? *expressive*

e x p r e s s i v e

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

How did the meaning of *express* change when the suffix *-ive* was added? *The word expressive describes someone or something that expresses well or often.*

invent

i n v e n t

Add the suffix. What new word is formed? *inventive*

i n v e n t i v e

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

How did the meaning of *invent* change when the suffix *-ive* was added? *The word inventive describes someone or something that invents well.*

correct

c o r r e c t

Add the suffix. What new word is formed? *corrective*

c o r r e c t i v e

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

How did the meaning of *correct* change when the suffix *-ive* was added? *The word corrective describes something that is intended to correct something or someone.*

detect

d e t e c t

Add the suffix. What new word is formed? *detective*

d e t e c t i v e

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

How did the meaning of *detect* change when the suffix *-ive* was added? *A detective is someone who detects.*

Teacher Tip

-ive

If desired, expand with the following words not found in previous spelling lists.

instructive
protective
possessive
reflective
secretive
connective
massive
destructive
excessive
subjective
supportive

Show the Morpheme Card **-ive**.

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

The suffix *-ive* means tending to. An active person tends to act.

Suffixing

17.11B Suffixing – page 49 Add the suffix to each word.

C

Level C Vocabulary

What patterns do you notice in Spelling List 17? *Converge and diverge both include verge. Consequence and sequence both include sequence. Converge and consequence both start with con- which means with or together. Five words end with -ive.*

verge

Write *verge* on the whiteboard.

verge

Which two words in our list use the root *verge*? *converge, diverge*

What do you think *verge* means? *answers vary*

Show the Morpheme Card **verge**.

Verge means to bend or to incline.

*con*verge

What does the prefix *con-* mean? *with or together*

Draw two lines that are converging. What does it mean if two lines converge? *The lines come together.*

What do you think *diverge* means? *answers vary*

Show the Morpheme Card **dis-**.

The prefix *di-* is a variation of *dis-*.

Why do you think the /s/ is dropped? *It is very difficult to say disverge. The /s/ and /v/ sounds are hard to say together because they are not in the same part of the mouth.*

What does *di-* mean? *apart, away, opposite*

Draw two lines that are diverging.

sequence

Use shapes or letters to make a sequence on your whiteboard. *answers vary*

What is a sequence? *something that follows a pattern*

Show the Morpheme Card **sequ**.

-ive

-itive

noun & adjective

suffix;

tending to

Latin

verge

to bend, to incline

Latin

Teacher Tip

Previous Card

The Morpheme Card **dis-** was introduced in Unit 10. If your *dis-* card does not include the variations *di-* and *dif-*, add them to the card and introduce them to the students as variations of this morpheme.

dis-

di-

dif-

apart, away, opposite

Latin

sequ

to follow

Latin

The Latin root *sequ* means to follow.

What suffix has been added to *sequ*? **-ence**

-ence, -ance, -ent, -ant

Write **-ence** and **-ance** on the whiteboard.

-ence

-ance

Many people mix up the spelling of these two suffixes. However, there is a pattern to how these suffixes are used.

17.11C-1 -ence or -ance – page 50 Step 1 Highlight the last three letters in the words in the left column. **Step 2** Highlight the suffix **-ence** or **-ance** in the words in the right column. **Step 3** What is the pattern? **Step 4** Complete the spelling for the remaining words.

What is the pattern? *Words that end in -ant use -ance. Words that end in -ent use -ence.*

What part of speech are all the words in the left column? *Most of them are adjectives. However, attendant is a noun. Dependant can be used as both a noun and an adjective.*

What part of speech are all the words in the right column? *nouns*

Show the Morpheme Card **-ant**.

What do you think this suffix means? *It shows that a word is a noun or an adjective.*

What is an alternative spelling? **ENT**

Show the Morpheme Card **-ance**.

What do you think this suffix mean? *It shows that a word is a noun.*

What is an alternative spelling? **ENCE**

-ive, -itive

17.11C-2 Discover the Root – page 51 Highlight the suffix **-ive** or **-itive**. Then remove the suffix and write the root.

What part of speech are the words in the left column? *adjectives*

What part of speech are the words in the right column? *verbs*

Show the Morpheme Card **-ive**.

The suffix **-ive** is an adjective suffix. It means tending to.

What is a variation of this suffix? **-itive**

Teacher Tip

Previous Card

The Morpheme Card **-ant** was introduced in Unit 6.

-ant

-ent

**noun & adjective
suffix;
characterized by**

Latin

-ance

-ence

noun suffix

Latin

-ive

-itive

**noun & adjective
suffix;
tending to**

Latin

17.12

Dictation

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

A

1. They changed the show.
2. I said, "The girls finished the work."

B

1. They served pumpkin muffins and chocolate.
2. The president values the three managers' service.

C

1. The committee members communicated the consequences.
2. The scientists pursued the worthwhile experiment.

17.13

Writing Strong Sentences



17.13 Writing Strong Sentences – page 52 Change the gray, bold words into pronouns. Add an adjective to describe the black bold words. You may think of your own adjective or choose one from the list. Rewrite the sentence on the lines.



Optional The Essentials Reader

Unit 16: The Tale of Paul Bunyan

- Complete the Handwriting & Composition activities on page 46 of *The Essentials Reader Teacher's Guide*:
- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 47 of *The Essentials Reader Teacher's Guide*.

Part 5 Check Your Understanding

17.14

All

Review

- **Grammar:** Review Grammar Flash Cards 6, 6.1, & 6.2.

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 1-16.
 - to bend, to incline — *verge*
 - to follow — *sequ*
 - noun suffix — *-ance, -ence*
 - adjective & noun suffix; tending to — *-ive, -itive*
- Choose twenty morphemes to practice. Set out four morpheme cards and say the meaning of one. Ask the student to snatch the correct card. Replace it with a new card.

Materials

Grammar Flash Cards
Yellow, pink, and blue
highlighters

Level C

Index cards
Morpheme index cards

Optional

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

Teacher Tip

Morpheme Cards

Save the index cards with
morphemes to be used in later
units.

17.15

Check Your Understanding

Check Your Understanding 17 – page 53



All

Phonograms

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

1. augh /ä-äf/
2. sh /sh/ used only at the beginning of a word or at the end of a syllable.
3. ur /er/ the /er/ of hurt
4. wh /wh/
5. gn /n/ two-letter /n/ used at the beginning or the end of a base word.
6. OU /ow-ö-ö-ü-ü/ that may NOT be used at the end of English words.
7. WOR /wer/
8. OY /oi/ that may be used at the end of English words.
9. Oa /ö/ two-letter /ö/ that may NOT be used at the end of English words.
10. Oi /oi/ that may NOT be used at the end of English words.
11. ar /är/
12. au /ä/ two-letter /ä/ that may NOT be used at the end of English words.
13. ough /ö-ö-ow-üf-öf/
14. Wr /r/ two letter /r/ used only at the beginning of a base word.
15. OE /ö-ö/ that may be used at the end of English words.
16. ch /ch-k-sh/
17. ear /er/ the /er/ of search
18. igh /i/ three-letter /i/
19. kn /n/ two-letter /n/ used only at the beginning of a base word.
20. ey /ä-ē/
21. OW /ow-ö/ that may be used at the end of English words.
22. Ui /ö/ two-letter /ö/ that may NOT be used at the end of English words.

23. ng /ng/
24. oo /ō-ü-ō/

25. er /er/ the /er/ of her

All

Spelling Rule

Highlight the reason for the Silent E in each word. Then sort the words by writing them in each column that applies. (Hint: some words will be written in two columns.)

The vowel says its long sound because of the E.	English words do not end in V or U.	The C says /s/ and the G says /j/ because of the E.
<i>cave</i>	<i>have</i>	<i>ice</i>
<i>ice</i>	<i>cave</i>	<i>place</i>
<i>place</i>	<i>blue</i>	<i>stage</i>
<i>kite</i>	<i>argue</i>	<i>large</i>
<i>bike</i>	<i>give</i>	<i>voice</i>
<i>stage</i>	<i>curve</i>	<i>cage</i>
<i>cage</i>		<i>rice</i>
<i>rice</i>		

All

Syllables

Highlight the vowels in yellow. Count the number of syllables. Read the word. Write the number of syllables on the line next to the word.

All

Grammar

Highlight each sentence written in first person with pink. Highlight each sentence written in second person with blue. Highlight each sentence written in third person with yellow.

Dictation

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

A

1. She designed the best dance show.
2. Mother said, "Save the blue cards."
3. The child remembered the mistakes.
4. Father told Mother, "Learning changes the world."
5. He gave Great-Grandmother a huge gift.

6. She loves it.
7. The fathers, sons, and daughters worked.
8. They shared the room charge.
9. We used the key.

B

1. The manager approached the servers.
2. The boy tasted the chocolate muffins.
3. The doctor expressed amazement.
4. She values peace.
5. The agent continued scowling.
6. He detected a strong voice.
7. She returned the worst suit.
8. Father calculated the averages.
9. The great teacher removed the challenges.

C

1. The witness's narrative supported him.
2. The lawyer communicated the different consequences.
3. The sheriff pursued them.
4. "The splendid baskets decorated the quaint café," said the volunteer.
5. The government embraced the restrictive yet competitive contracts.
6. The kayak and the canoe converged.
7. The sisters embraced.
8. The three paths diverged.
9. The students found a worthwhile sequence.
10. The scientist monitored the volume.

All**Grammar**

Highlight the pronouns in the dictation sentences.

**Optional The Essentials Reader****Unit 16: The Tale of Paul Bunyan**

- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 47 of *The Essentials Reader Teacher's Guide*.