

Unit 24

Phonograms	ti ci si
Level C	xi
Exploring Sounds	/d/ and /zh/
Spelling Rules	Spelling Rules 17, 18
Spelling Journal	/sh/
Grammar	Helping Verbs, Verb Tense, Present Tense, Past Tense, Future Tense
Vocabulary	Usage of two, to, and too
Level A	Forming contractions, Derivatives of act
Level B	-ion
Level C	vise clude -ion -ian techn

Part 1 Essential Concepts

24.1

All

Phonograms New Phonograms ti, ci, si

Show ti.

This says /sh/. /sh/

Show ci.

This says /sh/. /sh/

Show si.

This says /sh-zh/. /sh-zh/

What is the difference between the sounds /sh/ and /zh/? /sh/ is *unvoiced*, /zh/ is *voiced*.

Show ti ci si.

Materials

Basic Phonogram Flash Cards

ti ci si sh ch

Highlighter

Spelling Rule Flash Cards 17, 18

Phonogram Game Tiles

LOE Whiteboard

Level C

Advanced Phonogram xi

Optional

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

What is similar between each of these phonograms? *They all say /sh/. They all end in l.*

Show ti.

To be able to tell these apart, we will call this tall /sh/. *tall /sh/*

Show ci.

We will call this short /sh/. *short /sh/*

Why do you suppose we would call the TI tall /sh/ and CI short /sh/?
The T is taller than the C.

Show si.

What does this say? */sh-zh/*

We will call it /sh-zh/.

TI, CI, and SI are found in words derived from Latin. We will refer to them as the Latin spellings of /sh/. The Latin spellings of /sh/ are very common in multi-syllable words. This is because 90% of multi-syllable words in English come from Latin.

C

Advanced Phonogram

Show xi.

What phonograms does this remind you of? *TI, CI, and SI, the Latin spellings of /sh/.*

What do you think this phonogram will say? *answers vary*

24.1C The Advanced Phonogram Xi – page 29 Read the sentences. Highlight the phonogram saying an advanced sound.

1. The man's behavior was so obnoxious, the guards asked him to leave the area.
2. Madison waited anxiously for her test results.

Show xi.

What does XI say? */ksh/*

Say /ksh/ again. What do you notice about this sound? */ksh/ is a combination of /k/ and /sh/, just as /ks/ is a combination of /k/ and /s/.*

Advanced Phonogram

xi

/ksh/

anxious

Latin

All

Phonogram Flash Cards

Drill the phonograms with flash cards.

24.2

Spelling Rules

Spellings of /sh/

Using the Phonogram Games Tiles, find all the ones that say /sh/.

sh ch ti ci si

Hold up a spelling of /sh/ and share what you know about it.

SH

sh

SH spells /sh/ at the beginning of a base word and at the end of a syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship.

The rule lists three places SH is used. What is the first one? **at the beginning of a base word**

What words use SH at the beginning of the word? *answers vary*

Write the words the students brainstorm on the whiteboard.

shock shine sheep ...

Choose one word which begins with /sh/ and write it using the Phonogram Game Tiles.

What is the second place that SH is used, according to this rule? **at the end of the syllable**

What words use SH at the end of the syllable? *answers vary*

Write the words the students brainstorm on the whiteboard.

fish finish hush ...

Choose one word which ends with /sh/ and write it using the Phonogram Game Tiles.

What is the third place listed in the rule? **the ending -ship**

The suffix *-ship* is the only suffix that begins with SH.

What words end with the suffix *-ship*? *answers vary*

Write the words the students brainstorm on the whiteboard.

*friendship sportsmanship internship
leadership championship membership ...*

Are these words nouns, adjectives, verbs, or adverbs? Hint, can you use the word *the* with them? **The friendship... They are all nouns.**

Choose one word which ends with the suffix *-ship* and write it using the Phonogram Game Tiles.

Spelling Rule 18

SH spells /sh/ at the beginning of a base word and at the end of a syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship.

TI, CI, SI



These are the Latin spellings of /sh/. Therefore whenever a word spells /sh/ with one of these, we know it came from Latin.



24.2 Latin Spellings of /sh/ – page 30 **Step 1** Add the suffix to each word. Follow the rules you have learned for adding a suffix. **Step 2** Read the new word that is formed aloud. **Step 3** Highlight the Latin spelling of /sh/ that is formed. **Step 4** Highlight the reason that the new word uses either TI, CI, or SI.

1. act + ion = action
2. express + ion = expression
3. discuss + ion = discussion
4. tense + ion = tension
5. confess + ion = confession
6. possess + ion = possession
7. connect + ion = connection
8. confuse + ion = confusion
9. operate + ion = operation
10. pollute + ion = pollution
11. part + ial = partial
12. office + ial = official
13. face + ial = facial
14. finance + ial = financial
15. physic + ian = physician

How do you know which Latin spelling of /sh/ to use in these words? *When the root word ends with a T and the suffix is added, the phonogram TI is formed. When the root word ends with an S and the suffix is added, the phonogram SI is formed. When the root word ends with a C and the suffix is added, the phonogram CI is formed.*

Write *social* on the board.

social

What do you notice? *There is not a root word that explains the CI.*

In the word *social* the Latin root is not an English root. In Latin the root is *socius* which means friend or companion.

Write *socius* on the board.

socius

How is the meaning of *social* related to *friend*? *When someone is social they have many friends and companions.*

Since there is not always an English base word that uses the Latin root, we will not always be able to know which Latin spelling of /sh/ to use. But when we do know the root, it is a very helpful clue.

Can you think of a related word where you can more clearly hear the root **society**?



Place your hand under your chin and read the words from **24.2 Latin Spellings of /sh/ – page 30**. Does the syllable break before or after the Latin /sh/ in each of these words? *The syllable breaks before the /sh/.*

Show Spelling Rule Card 17.

TI, CI, and SI are used only at the beginning of any syllable after the first one. *TI, CI, and SI are used only at the beginning of any syllable after the first one.*

Since these spellings are used only at the beginning of a syllable after the first one, what are three places we will *never* find the Latin spellings of /sh/? *At the beginning of a word, at the end of a word, one-syllable words*

Spelling Rule 17

TI, CI, and SI are used only at the beginning of any syllable after the first one.

CH

Show me /ch-k-sh/. ch

This is the French spelling of /sh/. Whenever we hear /sh/ in a word of French origin, it is spelled with /ch-k-sh/ as in *chef* and *Chicago*.

Write *chef* using your Phonogram Game Tiles. ch e f

What language is *chef* from? *French*

How do we know? *It uses the French spelling of /sh/.*

Teacher Tip

French Spelling of /sh/

ch

Words where the phonogram CH says /sh/ are all French-based words.

chef

Chicago

chandelier

champagne

brochure

machine

parachute

24.3 All

Exploring Sounds

/d/ and /zh/

Show si.

What does this phonogram say? */sh-zh/*

How are these sounds related? */sh/ is unvoiced and /zh/ is voiced.*



24.3-1 Voiced SI – page 31 Step 1 First, study the two examples. Then compare the sounds /d/ and /zh/. What do they have in common? **Step 2** How do the D and E change when adding the suffix -ion? Why? **Step 3** Add the suffix to the remaining words.

What do you notice about each of these words? *The root words all*

end with a D followed by a silent final E. The silent final E is dropped when adding the vowel suffix -ion. The voiced sound /d/ changed to the voiced sound /zh/. That is why it is spelled SI.

What do the sounds /d/ and /zh/ have in common? *The are both voiced sounds. They are formed in a similar place in the mouth, with the tongue behind the teeth.*



24.3-2 Vocabulary Development – page 32 Add the suffix to each word.



Optional **The Essentials Reader**

Unit 23: The Message of the Drum

- Complete the Pre-Reading activities on page 73 of *The Essentials Reader Teacher's Guide*.
- Pre-read the words on page 147 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

24.4

All

Review



• **Phonograms: 24.4-1 Phonogram Speed Bingo – page 33**

Dictate phonograms by sound and spelling hint as the students write each phonogram in a box of their choice to complete their own custom Speed Bingo card. Once the card has been filled, read a phonogram's sound(s) and spelling hint. The students should cover the phonogram on the game card using a penny. When a student has covered six in a row, he should call out "Bingo." Ask the student to read back the six phonograms in the bingo line to verify a win.



• **Spelling Rules: 24.4-2 Latin Roots – page 34** Match the root to the derivative. Underline the letter that determined which Latin spelling of /sh/ would be used in the derivative.



• **Grammar: 24.4-3 Pronouns – page 35** Write the appropriate pronoun in each blank.

C

Morphemes:

- Review the morpheme cards from previous units.

Materials

Pennies for Phonogram Speed Bingo
LOE Whiteboard
Spelling Journal

Level C

Morpheme Flash Cards

Optional

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

Spelling Rule 17

TI, CI, and SI are used only at the beginning of any syllable after the first one.

Spelling Rule 18

SH spells /sh/ at the beginning of a base word and at the end of a syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship.

24.5

All

Spelling Journal

/sh/



Spelling Journal /sh/

Write the phonograms that spell /sh/ on your whiteboard. *sh, ch, ti, si, ci*

What do you know about where each of these phonograms are used? *TI, CI, and SI are used only at the beginning of any syllable after the first one. SH spells /sh/ at the beginning of a base word and at the end of a syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship. CH is the French spelling of /sh/.*

Find the sound /sh/ in your *Spelling Journal*. I will say a word. Write the correct spelling of /sh/ on your whiteboard, and tell me why it will be that spelling. Then write the word in your *Spelling Journal*.

sportsmanship *sh SH is used to spell the ending -ship.*

attraction *ti The base word attract ends with a T.*

physician *ci The base word physic ends with a C.*

Teacher Tip

Additional Words

- sh** – shadow, shuffle, finish, membership
- ch** – charades, chute, parachute
- ti** – partial, nation, action, ratio
- si** – obsession, confession, mansion
- ci** – social, commercial, special

chef *ch* *Chef is a French loan word.*

expression *si* *The base word express ends with an S.*

<p>sh</p> <p>Used at the beginning of the word, at the end of the syllable, and in the ending -ship.</p> <p><i>sportsman<u>sh</u>ip</i></p>	<p>ch</p> <p>French Loan Words</p> <p><i><u>ch</u>ef</i></p>	<p>ti</p> <p>Latin Roots</p> <p>Used only at the beginning of a syllable after the first one.</p> <p><i>attrac<u>ti</u>on</i></p>	<p>si</p> <p>Latin Roots</p> <p>Used only at the beginning of a syllable after the first one.</p> <p><i>expres<u>si</u>on</i></p>	<p>ci</p> <p>Latin Roots</p> <p>Used only at the beginning of a syllable after the first one.</p> <p><i>physic<u>ci</u>an</i></p>
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Optional **The Essentials Reader**

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

Unit 23: The Message of the Drum

- Read "The Message of the Drum" on pages 110-115 of *The Essentials Reader*.
- Complete some or all of the Post-Reading activities on page 74 of *The Essentials Reader Teacher's Guide*.



Spelling Analysis

A

Tips for List 24.A

expression

When the suffix *-ion* is added to a base word which ends in SS, divide the syllables between the double S's: **ex-pres-sion**. Say-to-spell the first S as /s/. Discuss how the suffix *-ion* was added to the base word *express*.

two

Say-to-spell /TWö/.

Spelling Analysis

24.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. physician

Do you need to see a physician?

3 fǐ zǐ shǎn

/f/

/z/

/shǎn/

/ph-y/

/s-i/

/ci-a-n/

Use /y-ĩ-ĩ-ě/.

Use /s-z/. Use /ĩ-ĩ-ě-y/.

Use short /sh/ used only at the beginning of any syllable after the first one.

8 8
Write Segment

9 9
Analyze

10
Read

phǐ² si cian

Underline the /f/. Put a breve over the /ĩ/. /y-ĩ-ĩ-ě/ said its short sound. ⁵I and Y may say /ĩ/ or /ĩ/ at the end of a syllable. ^{31.1}Any vowel may say one of the schwa sounds, /ǔ/ or /ĩ/, in an unstressed syllable or unstressed word. Put a 2 over the /z/. /s-z/ said its second sound. ⁵I and Y may say /ĩ/ or /ĩ/ at the end of a syllable. Underline the /sh/. ¹⁷Ti, Ci, and Si are used only at the beginning of any syllable after the first one. ^{31.1}Any vowel may say one of the schwa sounds, /ǔ/ or /ĩ/, in an unstressed syllable or unstressed word.

Vocabulary

Part of Speech

Plural / Past Tense

physic relating to nature
-ian adjective and noun suffix

N

physicians

2. rescue

The boys will rescue the dog.

2 rěs kū

/rěs/

/kū/

/r-e-s/

/c-u-e/

Use /s-z/.

Use /k-s/. Silent final E.

res cūe

¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ū/. /ǔ-ū-ö-ū/ said a long sound. Double underline the silent final E. ^{12.2}English words do not end in V or U.

V, N, Adj

rescued, rescues

3. favorite	My favorite flavor is strawberry.	3	fā v ör it	/fā/ /v ör / /it/	/f-a/ /v-or/ /i-t-e/	Use /i-ī-ē-y/. Silent final E.
	fā vör r te	Put a line over the /ā/. /ă-ă-ă/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. Underline the /ör/. ^{31.3} AR and OR may say their schwa sound, /er/, in an unstressed syllable. Put a line over the /i/. /i-ī-ē-y/ said a long sound. ^{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. ^{12.1} The vowel says its long sound because of the E.				
	-ite noun suffix			N, Adj		favorites
4. expression	The boy made a funny expression.	3	ěks prēs sh ön	/ěks/ /prēs/ /sh ön /	/e-x/ /p-r-e-s/ /si-o-n/	Use /s-z/. Use /sh-zh/ used only at the beginning of any syllable after the first one.
	ex pres sion	^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /sh/. ¹⁷ TI, CI, and SI are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.				
	ex- out, up press press -ion noun suffix			N		expressions
5. alive	It is alive!	2	ā līv	/ā/ /līv/	/a/ /l-i-v-e/	Use /i-ī-ē-y/. Silent final E.
	ā l ive	Put a line over the /ā/. /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. 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. ^{12.2} English words do not end in V or U.				
	a- toward, add			Adj		
6. action	This is a cool action shot.	2	āk sh ön	/āk/ /sh ön /	/a-c/ /ti-o-n/	Use /k-s/. Use tall /sh/ used only at the beginning of any syllable after the first one.
	ac tion	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /sh/. ¹⁷ TI, CI, and SI are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.				
	-ion noun suffix			N		actions
7. edge	Put the mail on the edge of my desk.	1	ěj	/ěj/ /e-dge/		
	edge	Underline the /j/. ²⁵ DGE is used only after a single vowel which says its short sound.				
				N, V		edges, edged

8. official	You will need to ask the official.	3	ōf fī shăl	/ōf/	/o-f/	Use /ī-ī-ē-y/.	
				/fī/	/f-i/	Use short /sh/ used only at the beginning of any syllable after the first one.	
				/shăl/	/ci-a-l/		
<i>of fī <u>cial</u></i> ^{31.1} Any vowel may say one of the schwa sounds, /ǘ/ or /ī/, in an unstressed syllable or unstressed word. ⁵ I and Y may say /ī/ or /ī/ at the end of a syllable. Underline the /sh/. ¹⁷ Ti, Ci, and Si are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ǘ/ or /ī/, in an unstressed syllable or unstressed word.							
-ial characterized by, a kind of				N, Adj		officials	
9. direction	Which direction do we want to go?	3	dī rĕk shŏn	/dī/	/d-i/	Use /ī-ī-ē-y/.	
				/rĕk/	/r-e-c/	Use /k-s/.	
				/shŏn/	/ti-o-n/	Use tall /sh/ used only at the beginning of any syllable after the first one.	
<i>di rec <u>tion</u></i> ⁵ I and Y may say /ī/ or /ī/ at the end of a syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ǘ/ or /ī/, in an unstressed syllable or unstressed word. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /sh/. ¹⁷ Ti, Ci, and Si are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ǘ/ or /ī/, in an unstressed syllable or unstressed word.							
di- not, reverse, opposite, apart rect align, straighten, to guide -ion noun suffix				N		directions	
10. choose	What do you think he is going to choose?	1	chöz	/chöz/	/ch-oo-s-e/	Use /ö-ü-ō/. Use /s-z/. Silent final E.	
				<i><u>choose</u>²</i> Underline the /ch/. Underline the /ö/. Put a 2 over the /z/. /s-z/ said its second sound. Double underline the silent final E. ^{12.5} Add an E to keep singular words that end in the letter S from looking plural.			
				V		chose	
11. twin	We have twin puppies.	1	twīn	/twīn/	/t-w-i-n/	Use /ī-ī-ē-y/.	
				<i>twīn</i> All first sounds.			
				tw- two		N, Adj, V	twins, twinned
12. twice	Run around the track twice.	1	twīs	/twīs/	/t-w-i-c-e/	Use /ī-ī-ē-y/. Use /k-s/. Silent final E.	
				<i><u>twice</u>²</i> Put a line over the /ī/. /ī-ī-ē-y/ 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.			
				tw- two		Adv	

13. twelve	It is twelve o'clock.	1	twělv	/twělv/	/t-w-e-l-v-e/	Silent final E.
<i>twel<u>ve</u></i>	Double underline the silent final E. ^{12,2} English words do not end in V or U.					
	tw- two			Adj, N		twelves
14. twenty	Andrew Jackson's face is on the twenty dollar bill.	2	twě̃n tē	/twě̃n/ /tē/	/t-w-e-n/ /t-y/	Use /y-ĩ-ĩ-ē/. ^{31,1} Any vowel may say one of the schwa sounds, /ǘ/ or /ĩ/, in an unstressed syllable or unstressed word. Put a 4 over the /ē/. /y-ĩ-ĩ-ē/ said its fourth sound. ^{7,1} Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.
<i>twen t⁴y</i>						
	tw- two			Adj, N		twenties
15. two	She is two years old.	1	twö	/twö/	/t-w-o/	Use /ö-ö-ö/.
<i>twö</i>	Say-to-spell TWö. Though the W in <i>two</i> is silent, TW is an English morpheme that means 2, as seen in twin, twice, twelve, and twenty. Double underline the silent W. Put two dots over the /ö/. /ö-ö-ö/ said its broad sound.					
	tw- two			N, Adj		twos

B

Tips for List 24.B

discussion, possession

When the suffix *-ion* is added to a base word which ends in SS, divide the syllables between the double S's: **dis-cus-sion**, **pos-ses-sion**. Say-to-spell the first S as /s/. Discuss how the suffix *-ion* was added to the base word *discuss* or *possess*.

stadium

Stadia is also a plural form of *stadium*.

Spelling Analysis

24.B Essentials list

1	2	3	4	5	6	6	7
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue	Write
1. pollute	Don't pollute the water.	2	p ^ö l löt	/p ^ö /	/p-o-l/		
				/löt/	/l-u-t-e/	Use /ü-ü-ö-ü/. Silent final E.	
8	9						10
Write Segment	Analyze						Read
pol l ^u te	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 /ö/. /ü-ü-ö-ü/ said a long sound. Double underline the silent final E. 12.1 The vowel says its long sound because of the E.						
Vocabulary				Part of Speech		Plural / Past Tense	
				V		polluted	
2. pollution	Why is there so much pollution in this river?	3	p ^ö l lö sh ^ö n	/p ^ö /	/p-o-l/		
				/l ^ö /	/l-u/	Use /ü-ü-ö-ü/.	
				/sh ^ö n/	/ti-o-n/	Use tall /sh/ used only at the beginning of any syllable after the first one.	
pol l ^u t ⁱ on	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 /ö/. /ü-ü-ö-ü/ said a long sound. Underline the /sh/. 17.1 Ti, Ci, and Si are used only at the beginning of any syllable after the first one. 31.1 Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.						
	-ion noun suffix			N		pollutions	
3. divide	Divide the cards equally among the players.	2	d ⁱ vīd	/d ⁱ /	/d-i/	Use /i-ī-ē-y/.	
				/vīd/	/v-i-d-e/	Use /i-ī-ē-y/. Silent final E.	
di vīde	5.1 and Y may say /i/ or /ī/ 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. 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.						
	di- not, reverse, opposite, apart vide to separate			V, N		divides, divided	

4. division	There is a division in the sidewalk.	3	dĩ vř zhǒn	/dĩ/	/d-i/	Use /i-ĩ-ē-y/.
				/vř/	/v-i/	Use /i-ĩ-ē-y/.
				/zhǒn/	/si-o-n/	
	<i>di vi <u>sion</u></i>			⁵ I and Y may say /i/ or /ĩ/ at the end of a syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ǔ/ or /ĩ/, in an unstressed syllable or unstressed word. ⁵ I and Y may say /i/ or /ĩ/ at the end of a syllable. Underline the /zh/ and put a 2 over it. /sh-zh/ said its second sound. ¹⁷ TI, CI, and SI are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ǔ/ or /ĩ/, in an unstressed syllable or unstressed word.		
	di- not, reverse, opposite, apart vide to separate -ion noun suffix		N			divisions
5. distance	What is the distance between Austin and Houston?	2	dřs tǎns	/dřs/	/d-i-s/	Use /i-ĩ-ē-y/. Use /s-z/.
				/tǎns/	/t-a-n-c-e/	Use /k-s/. Silent final E.
	<i>dis tance</i>			^{31.1} Any vowel may say one of the schwa sounds, /ǔ/ or /ĩ/, in an unstressed syllable or unstressed word. 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.		
	di- not, reverse, opposite, apart stan to stand		N, V			distances, distanced
6. operation	The operation is designed to fix the break.	4	ǒp er ā shǒn	/ǒp/	/o-p/	
				/er/	/er/	Use the /er/ of her.
				/ā/	/a/	
				/shǒn/	/ti-o-n/	Use tall /sh/ used only at the beginning of any syllable after the first one.
	<i>op er ā tion</i>			Underline the /er/. Put a line over the /ā/. /ā-ā-ā/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. Underline the /sh/. ¹⁷ TI, CI, and SI are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ǔ/ or /ĩ/, in an unstressed syllable or unstressed word.		
	oper to work, to have an effect -ate verb, adjective, noun suffix -ion noun suffix		N			operations
7. discussion	We will finish this discussion later.	3	dřs křs shǒn	/dřs/	/d-i-s/	Use /i-ĩ-ē-y/. Use /s-z/.
				/křs/	/c-u-s/	Use /k-s/. Use /s-z/.
				/shǒn/	/si-o-n/	Use /sh-zh/ used only at the beginning of any syllable after the first one.
	<i>dis cus sion</i>			¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /sh/. ¹⁷ TI, CI, and SI are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ǔ/ or /ĩ/, in an unstressed syllable or unstressed word.		
	dis- not, reverse, opposite, apart cuss to shake -ion noun suffix		N			discussions

8. machine	The machine made a loud noise.	2	mā shēn	/mā/ /shēn/	/m-a/ /ch-i-n-e/	Use /ch-k-sh/. Use /ī-ē-y/. Silent final E.
Put a line over the /ā/. /ā-ā-ā/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /sh/ and put a 3 over it. /ch-k-sh/ said its third sound. Put a 3 over the /ē/. /ī-ē-y/ said its third sound. ^{7.2} I may say /ē/ with a silent final E, at the end of a syllable, and at the end of foreign words. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E.						
mā ^{3 3} chine						
				N, V	machines, machined	
9. ultimate	The team won the ultimate prize in high school tennis.	3	ül tī māt	/ül/ /tī/ /māt/	/u-l/ /t-i/ /m-a-t-e/	Use /ī-ē-y/. Silent final E.
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. Put a line over the /ā/. /ā-ā-ā/ said a long sound. ^{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. ^{12.1} The vowel says its long sound because of the E.						
ul ti mātē						
ultim last -ate verb, adjective, noun suffix				Adj, N	ultimates	
10. regular	The regular price is a good deal.	3	rēg ū lār	/rēg/ /ū/ /lār/	/r-e-g/ /u/ /l-ar/	
² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Put a line over the /ū/. /ū-ū-ō-ü/ 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 /ār/. ^{31.3} AR and OR may say their schwa sound, /er/, in an unstressed syllable.						
reg ū lar						
regul having rules, uniform -ar noun and adjective suffix				Adj, N	regulars	
11. genius	My math teacher is a genius.	2	jē nyūs	/jē/ /nyūs/	/g-e/ /n-i-u-s/	Use /g-j/. Use /ī-ē-y/. Use /s-z/.
Put a 2 over the /j/. /g-j/ said its second sound. ² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. 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. Put a 4 over the /y/. /ī-ē-y/ said its fourth sound. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.						
gē ^{2 4} nius						
				N	geniuses	

C

Tips for List 24.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.

anxiety, anxious

The N in *anxiety* and *anxious* sounds like /ng/ before the X or XI. This is similar to what occurs in words where N is followed by K, such as *pink*.

Spelling Analysis

24.C Essentials list

1 Word	2 Sentence	3 # Syllables	4 Say-to-Spell	5 Say syllable	6 Segment...	6 ... Finger Spell & Cue	7 Write
1. visor	Use the car visor to help block the sun.	2	vī zōr	/vī/ /zōr/	/v-i/ /s-or/	Use /ī-ī-ē-y/. Use /s-z/.	
8 Write Segment	9 Analyze						10 Read
² vī sōr	Put a line over the /ī/. /ī-ī-ē-y/ said a long sound. ⁵ I and Y may say /ī/ or /i/ at the end of a syllable. Put a 2 over the /z/. /s-z/ said its second sound. Underline the /ōr/. ^{31.3} AR and OR may say their schwa sound, /er/, in an unstressed syllable.						
Vocabulary		Part of Speech		Plural / Past Tense			
vis to see -or noun suffix		N, V		visors, visored			
2. visible	The stars are barely visible with the bright city lights.	3	vīz ī bl	/vīz/ /ī/ /bl/	/v-i-s/ /ī/ /b-l-e/	Use /ī-ī-ē-y/. Use /s-z/. Use /ī-ī-ē-y/. Silent final E.	
² vīs i ble	Put a 2 over the /z/. /s-z/ said its second sound. ⁵ I and Y may say /ī/ 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. ^{12.4} Every syllable must have a written vowel.						
vis to see -ible able		Adj					
3. invisible	Sometimes I feel invisible.	4	īn vīz ī bl	/īn/ /vīz/ /ī/ /bl/	/ī-n/ /v-i-s/ /ī/ /b-l-e/	Use /ī-ī-ē-y/. Use /ī-ī-ē-y/. Use /s-z/. Use /ī-ī-ē-y/. Silent final E.	
² in vīs i ble	Put a 2 over the /z/. /s-z/ said its second sound. ⁵ I and Y may say /ī/ 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. ^{12.4} Every syllable must have a written vowel.						
in- not vis to see -ible able		Adj, N					

4. vision	The leader's vision inspired others to participate.	2	vǐ zhǒn	/vǐ/ /zhǒn/	/v-ǐ/ /si-o-n/	Use /i-ī-ē-y/.
<i>vi ² sion</i>	⁵ I and Y may say /i/ or /ī/ at the end of a syllable. Underline the /zh/ and put a 2 over it. /sh-zh/ said its second sound. ¹⁷ Tl, Cl, and Sl are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ǘ/ or /ī/, in an unstressed syllable or unstressed word.					
vis to see -ion noun suffix		N		visions		
5. electrician	The electrician rewired the lights in the kitchen.	4	ě lěk trǐ shǎn	/ě/ /lěk/ /trǐ/ /shǎn/	/e/ /l-e-c/ /t-r-i/ /ci-a-n/	Use /k-s/. Use /i-ī-ē-y/. Use short /sh/ used only at the beginning of any syllable after the first one.
<i>e lec tri cian</i>	^{31.1} Any vowel may say one of the schwa sounds, /ǘ/ or /ī/, in an unstressed syllable or unstressed word. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ⁵ I and Y may say /i/ or /ī/ at the end of a syllable. Underline the /sh/. ¹⁷ Tl, Cl, and Sl are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ǘ/ or /ī/, in an unstressed syllable or unstressed word.					
-ian adjective and noun suffix		N		electricians		
6. exclude	Don't exclude anyone.	2	ěks klöd	/ěks/ /klöd/	/e-x/ /c-l-u-d-e/	Use /k-s/. Use /ü-ü-ö-ü/. Silent final E.
<i>ex clūde</i>	^{31.1} Any vowel may say one of the schwa sounds, /ǘ/ or /ī/, in an unstressed syllable or unstressed word. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ö/. /ü-ü-ö-ü/ said a long sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E.					
ex- out, up clude to shut, to close		V		excluded		
7. exclusion	Without a detailed proposal, we run the risk of exclusion.	3	ěks klö zhǒn	/ěks/ /klö/ /zhǒn/	/e-x/ /c-l-u/ /si-o-n/	Use /k-s/. Use /ü-ü-ö-ü/.
<i>ex clū ² sion</i>	^{31.1} Any vowel may say one of the schwa sounds, /ǘ/ or /ī/, in an unstressed syllable or unstressed word. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ö/. /ü-ü-ö-ü/ said a long sound. Underline the /zh/ and put a 2 over it. /sh-zh/ said its second sound. ¹⁷ Tl, Cl, and Sl are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ǘ/ or /ī/, in an unstressed syllable or unstressed word.					
ex- out, up clude to shut, to close -ion noun suffix		N		exclusions		

8. conclude	The book series will conclude after the tenth book.	2	k ^ö n klöd	/k ^ö n/ /klöd/	/c-o-n/ /c-l-u-d-e/	Use /k-s/. Use /k-s/. Use /ü-ü-ö-ü/. Silent final E.
	<i>con c/üde</i>					¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ö/. /ü-ü-ö-ü/ said a long sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E.
	con- with, together, completely clude to shut, to close			V		concluded
9. conclusion	The committee reached a conclusion.	3	k ^ö n klö zh ^ö n	/k ^ö n/ /klö/ /zh ^ö n/	/c-o-n/ /c-l-u/ /si-o-n/	Use /k-s/. Use /k-s/. Use /ü-ü-ö-ü/.
	<i>con c/ü sion</i>					¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ö/. /ü-ü-ö-ü/ said a long sound. Underline the /zh/ and put a 2 over it. /sh-zh/ said its second sound. ¹⁷ Ti, Ci, and Si are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.
	con- with, together, completely clude to shut, to close -ion noun suffix			N		conclusions
10. technician	I called a technician to fix the computer.	3	t ^ë k nī sh ^ä n	/t ^ë k/ /nī/ /sh ^ä n/	/t-e-ch/ /n-i/ /ci-a-n/	Use /ch-k-sh/. Use /i-ī-ē-y/. Use short /sh/ used only at the beginning of any syllable after the first one.
	<i>tech² ni cian</i>					Underline the /k/ and put a 2 over it. /ch-k-sh/ said its second sound. ⁵ I and Y may say /i/ or /i/ at the end of a syllable. Underline the /sh/. ¹⁷ Ti, Ci, and Si are used only at the beginning of any syllable after the first one. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.
	techn craft, skill -ic adjective, noun, and verb suffix -ian adjective and noun suffix			N		technicians
11. technology	Advances in technology have transformed healthcare.	4	t ^ë k nöl ^ö jē	/t ^ë k/ /nöl/ /ö/ /jē/	/t-e-ch/ /n-o-l/ /o/ /g-y/	Use /ch-k-sh/. Use /g-j/. Use /y-ī-ē-ē/.
	<i>tech² nol² ö gy²⁴</i>					Underline the /k/ and put a 2 over it. /ch-k-sh/ said its second sound. Put a line over the /ö/. /ö-ö-ö-ö/ 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 2 over the /j/. /g-j/ said its second sound. ² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Put a 4 over the /ē/. /y-ī-ē-ē/ said its fourth sound. ^{7.1} Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.
	techn craft, skill -o- -logy study of, discourse			N		technologies

12. perfection	The coach expected nothing less than perfection.	3	per fĕk shŏn	/per/	/p-er/	Use the /er/ of her.
				/fĕk/	/f-e-c/	Use /k-s/.
				/shŏn/	/ti-o-n/	Use tall /sh/ used only at the beginning of any syllable after the first one.
<p><i>per fĕc tĭon</i> Underline the /er/. ¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /sh/. ¹⁷Tl, Cl, and Sl are used only at the beginning of any syllable after the first one. ^{31.1}Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word.</p>						
<p>per- through, thoroughly, very fect to do -ion noun suffix</p>				N	perfections	
13. infection	Do you have an infection?	3	ĭn fĕk shŏn	/ĭn/	/i-n/	Use /i-ĭ-ē-y/.
				/fĕk/	/f-e-c/	Use /k-s/.
				/shŏn/	/ti-o-n/	Use tall /sh/ used only at the beginning of any syllable after the first one.
<p><i>in fĕc tĭon</i> ¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /sh/. ¹⁷Tl, Cl, and Sl are used only at the beginning of any syllable after the first one. ^{31.1}Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word.</p>						
<p>in- in fect to do -ion noun suffix</p>				N	infections	
14. anxiety	Ann experiences anxiety before every performance.	4	ăn zī ē tē	/ăn/	/a-n/	Use /ks-z/. Use /i-ĭ-ē-y/.
				/zī/	/x-i/	
				/ē/	/e/	Use /y-ĭ-ĭ-ē/.
/tē/	/t-y/					
<p><i>an xī ē tŷ</i> The N sounds like /ng/ before the X. This is similar to what occurs in words with N-K, such as pink. Put a 2 over the /z/. /ks-z/ said its second sound. Put a line over the /i/. /i-ĭ-ē-y/ said a long sound. ⁵I and Y may say /i/ or /i/ at the end of a syllable. 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, /ŭ/ or /i/, in an unstressed syllable or unstressed word. Put a 4 over the /ē/. /y-ĭ-ĭ-ē/ said its fourth sound. ^{7.1}Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.</p>						
				N	anxieties	
15. anxious	Julia felt anxious about her big math test.	2	ăn kshŭs	/ăn/	/a-n/	Use the advanced phonogram Xl which says /ksh/. Use /ow-ō-ö-ü-ü/. Use /s-z/.
				/kshŭs/	/xi-ou-s/	
				<p><i>an xious</i> The N sounds like /ng/ before the Xl. This is similar to what occurs in words with N-K, such as pink. Underline the advanced phonogram /ksh/ and put an A over it. Underline the /ü/ and put a 4 over it. /ow-ō-ö-ü-ü/ said its fourth sound.</p>		
<p>-ous adjective suffix; full of, characterized by</p>				Adj		

Part 3 Words in Context

24.7

All

Review

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

1. Cī /sh/ short /sh/ used only at the beginning of any syllable after the first one.
2. sh /sh/ used only at the beginning of a word or at the end of a syllable.
3. OU /ow-ō-ö-ü-ü/ that may NOT be used at the end of English words.
4. bu /b/ two-letter /b/
5. wh /wh/
6. ei /ā-ē-ī/ that may NOT be used at the end of English words.
7. ey /ā-ē/ that may be used at the end of English words.
8. wor /wer/
9. ough /ō-ö-ō-ow-ūf-ōf/ used only at the end of a base word or before a T.
10. Sī /sh-zh/ used only at the beginning of any syllable after the first one.
11. gu /g-gw/
12. OW /ow-ō/ that may be used at the end of English words.
13. tī /sh/ tall /sh/ used only at the beginning of any syllable after the first one.
14. es /ě-z-/
15. oy /oi/ that may be used at the end of English words.
16. tch /ch/ three-letter /ch/
17. aw /ā/ two-letter /ā/ that may be used at the end of English words.
18. uī /ō/ two-letter /ō/ that may NOT be used at the end of English words.
19. ur /er/ the /er/ of hurt
20. ph /f/ two-letter /f/
21. eigh /ā-ī/ used only at the end of a base word or before a T.
22. cei /sē/
23. ie /ē/ the /ē/ of field
24. dge /j/ hard /j/ used only after a single, short vowel.
25. ea /ē-ě-ā/

- **Spelling Rules:** Review rules 13, 17, and 18 using the Spelling Rule Cards.

Materials

Highlighter
LOE Whiteboard
Student notebook
Spelling Journal
Spelling Rule Flash Cards
Red, green, blue, and yellow colored pencils
Grammar Flash Cards 3, 3.4, 3.5

Optional

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



- **Spelling: 24.7 The Spellings of /sh/ – page 37** Direct students' attention to the four columns in their student workbook. Explain that you will say a word. They are to write it in the correct column. Award one point for identifying the correct spelling of /sh/ and one point for spelling the word correctly. Remind students to think about the root word to help choose between Latin spellings of /sh/. Say the words in a random order. To make the activity easier, write the base words on the whiteboard in random order for the students to reference.

sh	ti	si	ci
shadow	creation	discussion	racial
shady	perfection	explosion	physician
wash	invention	conclusion	politician
shuffle	partial	expression	technician
workmanship	exception	tension	musician
shampoo	election	impression	official
shrink	confidential	division	facial

Spelling Journal

/sh/ /zh/

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

/sh/ sh, ch, ti, ci, si

/zh/ si

24.8

All

Grammar Review

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

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

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

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

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

What is a preposition? *A preposition links a noun or a pronoun to the rest of the sentence.*

What is an adverb? *An adverb modifies a verb, an adjective, or another adverb. An adverb answers: How? When? Where? Why? To what extent?*



Spelling List 24 – page 36 Identify the parts of speech. Mark nouns with a red N, verbs with a green V, adjectives with a blue Adj, and adverbs with a yellow Adv. On your Spelling List write the plural of each noun and the past tense of each verb.

Optional Practice

Spelling Cards

Dictate the words in Spelling List 24 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, a blue border around the adjectives, and a yellow border around the adverbs.

Nouns

A physician, rescue, favorite, expression, action, edge, official, direction, twin, (twelve), (twenty), (two)

B pollution, divide, division, distance, operation, discussion, machine, ultimate, regular, genius, possession, stadium, commercial

C visor, invisible, vision, electrician, exclusion, conclusion, technician, technology, perfection, infection, anxiety

Verbs

A rescue, edge, choose, (twin)

B pollute, divide, distance, apologize, (machine)

C (visor), exclude, conclude

Adjectives

A rescue, favorite, alive, official, twin, twelve, twenty, two

B ultimate, regular, commercial

C visible, invisible, anxious

Adverbs

A twice

Plural Nouns

A physicians, rescues, favorites, expressions, actions, edges, officials, directions, twins, (twelves), (twenties), (twos)

B divides, divisions, distances, operations, discussions, machines, (pollutions), ultimates, regulars, geniuses, possessions, stadiums, commercials

C visors, visions, electricians, exclusions, conclusions, technicians, technologies, (perfections), infections, anxieties, (invisibles)

Past Tense Verbs

A rescued, edged, chose, (twinned)

B polluted, divided, (machined), distanced, apologized

C excluded, concluded

Helping Verbs

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

Show Grammar Card 3.

How many types of verbs do you see in this definition? *Three. There is an action verb, a linking verb, and a verb that helps another verb.*

Today we will learn about helping verbs.

What do you think a helping verb is? *a verb that helps another verb*

Show Grammar Card 3.4.

A helping verb helps the main verb by expressing tense and aspect.

A helping verb helps the main verb by expressing tense and aspect.

There are twenty-three helping verbs in English.



24.8-1 Helping Verbs – page 38 Write the helping verbs on the chart as your teacher reads them. Keep this chart to use in future units.

If students do not know how to spell one of the Helping Verbs, use the Spelling Analysis Chart at the end of this section.

In the first column, under *be*, write:

am	are	were	being
is	was	be	been

In the second column, under *have*, write:

have	has	had
------	-----	-----

In the third column, under *do*, write:

do	does	did
----	------	-----

be	have	do
<i>am</i>	<i>have</i>	<i>do</i>
<i>is</i>	<i>has</i>	<i>does</i>
<i>are</i>	<i>had</i>	<i>did</i>
<i>was</i>		
<i>were</i>		
<i>be</i>		
<i>being</i>		
<i>been</i>		

Grammar Flash Card

3 Verb

A verb shows action, links a description to the subject, or helps another verb.

Grammar Flash Card

3.4 Helping Verb

A helping verb helps the main verb by expressing tense and aspect.

Teacher Tip

Rarely Used Helping Verbs

Need, dare, and ought also occasionally function as helping verbs:

You *needn't* bother.
Does anyone *dare* go?
Ought we say something?

These constructions are uncommon. Usually, these verbs function as main verbs, not as helping verbs, and are followed by an infinitive:
I *need to leave*, I *dare to dream*,
I *ought to help*.

How are all the helping verbs in the first column related? *They are all forms of the verb “be.”*

How are the words in the second column related? *They are all forms of the verb “have.”*

How are all the words in the third column related? *They are all forms of the verb “do.”*

Go down to the second table. In the first column, under m-, write:

may might must

In the second column, under -ould, write:

could would should

In the final column write:

can will shall

m-	-ould	
<i>may</i>	<i>could</i>	<i>can</i>
<i>might</i>	<i>would</i>	<i>will</i>
<i>must</i>	<i>should</i>	<i>shall</i>

How are all the helping verbs in the first column related? *They all begin with M.*

How are all the helping verbs in the second column related? *They all are spelled with OULD. They rhyme.*

How are all the helping verbs in the third column related? *They are not related to each other, but they are related to the words in the second column. Could is the past tense of can. Would is the past tense of will. Should is the past tense of shall.*

Let's recite the helping verbs together. *am, is, are, was, were, be, being, been, have, has, had, do, does, did, may, might, must, could, would, should, can, will, shall.*

Teacher Tip

Could, Would, Should Can, Will, Shall

Could, would, and should are the past tense forms of can, will, and shall.

Yesterday I **could** sing.

Today I **can** sing.

Last year I **would** walk to the store each Saturday.

This year I **will** walk to the store each Saturday.

If you had asked me yesterday, I **should** have said yes.

If you ask me today, I **shall** say yes.



24.8-2 Helping Verbs and Action Verbs – page 39 Form sentences aloud using a helping verb from 24.8-1 and an action verb below.

Optional Spelling Analysis					Helping Verbs
1. am	I am going to the store.	1	ăm	/ăm/ /a-m/	
<i>am</i>	All first sounds.				
2. is	She is riding her bike.	1	iz	/iz/ /i-s/	Use /i-ī-ē-y/. Use /s-z/.
<i>²is</i>	Put a 2 over the /z/. /s-z/ said its second sound.				
3. are	They are going to the gym today.	1	är	/är/ /ar-e/	Silent final E.
<i><u>are</u></i>	Underline the /är/. Double underline the silent final E. ^{12,6} Add an E to make the word look bigger.				
4. was	He was cooking dinner for the family.	1	wäz	/wäz/ /w-a-s/	Use /ä-ā-ä/. Use /s-z/.
<i>²was</i>	Put two dots over the /ä/. /ä-ā-ä/ said its broad sound. ¹⁰ When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. Put a 2 over the /z/. /s-z/ said its second sound.				
5. were	We were working on a new trick.	1	wer	/wer/ /w-er-e/	Use the /er/ of her. Silent final E.
<i><u>were</u></i>	Underline the /er/. Double underline the silent final E. ^{12,9} Unseen reason.				
6. be	We will be preparing for the performance.	1	bē	/bē/ /b-e/	
<i>bē</i>	Put a line over the /ē/. /ē-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable.				
7. being	The building is being improved.	2	bē ĩng	/bē/ /b-e/ /ĩng/ /i-ng/	Use /i-ī-ē-y/.
<i>bē ĩng</i>	Put a line over the /ē/. /ē-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. Underline the /ng/.				
8. been	You have been walking every day.	1	bēn	/bēn/ /b-ee-n/	Use /ē/ double /ē/.
<i><u>been</u></i>	Underline the /ē/. ^{31,1} Any vowel may say one of the schwa sounds, /ü/ or /ĩ/, in an unstressed syllable or unstressed word.				
9. have	They have helped every time.	1	häv	/häv/ /h-a-v-e/	Silent final E.
<i><u>have</u></i>	Double underline the silent final E. ^{12,2} English words do not end in V or U.				
10. has	She has been sitting too long.	1	hăz	/hăz/ /h-a-s/	Use /s-z/.
<i>²has</i>	Put a 2 over the /z/. /s-z/ said its second sound.				
11. had	We had written a play in class.	1	hăd	/hăd/ /h-a-d/	
<i>had</i>	All first sounds.				
12. do	Old dogs do learn new tricks.	1	dö	/dö/ /d-o/	Use /ö-ō-ö/.
<i>dö</i>	Put two dots over the /ö/. /ö-ō-ö/ said its broad sound.				

13. does	He does laugh at your jokes.	1	d ² öz	/d ² öz/	/d-o-es/	Use / ² ö-ö-ö/.
<i>d²oes</i>	Put two dots over the / ² ö/. / ² ö-ö-ö/ said its broad sound. ^{31.1} Any vowel may say one of the schwa sounds, / ² ü/ or / ² i/, in an unstressed word. ^{31.2} O may say / ² ü/ in a stressed syllable next to W, TH, M, N, or V. Underline the /z/ and put a 2 over it. / ² ez-z/ said its second sound.					
14. did	The friends did talk all night.	1	d ² id	/d ² id/	/d-i-d/	Use / ² i-ī-ē-y/.
<i>did</i>	All first sounds.					
15. may	Andrew may have some cake now.	1	mā	/mā/	/m-ay/	Use two-letter /ā/ that may be used at the end of English words.
<i>may</i>	Underline the /ā/. ⁹ AY usually spells the sound /ā/ at the end of a base word.					
16. might	We might go to the fair.	1	mīt	/mīt/	/m-igh-t/	
<i>might</i>	Underline the /ī/. ²⁸ Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/.					
17. must	He must be happy that he won the race.	1	m ² üst	/m ² üst/	/m-u-s-t/	Use /s-z/.
<i>must</i>	All first sounds.					
18. could	They could say a funny poem.	1	k ⁵ üd	/k ⁵ üd/	/c-ou-l-d/	Use /k-s/. Use /ow-ō-ö-ü-ü/. L is silent.
<i>c⁵ould</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the / ⁵ ü/ and put a 5 over it. /ow-ō-ö-ü-ü/ said its fifth sound. Double underline the silent L.					
19. would	She would win the prize if she submitted her artwork.	1	w ⁵ üd	/w ⁵ üd/	/w-ou-l-d/	Use /ow-ō-ö-ü-ü/. L is silent.
<i>w⁵ould</i>	Underline the / ⁵ ü/ and put a 5 over it. /ow-ō-ö-ü-ü/ said its fifth sound. Double underline the silent L.					
20. should	You should go to the picnic.	1	sh ⁵ üd	/sh ⁵ üd/	/sh-ou-l-d/	Use /sh/ used only at the beginning of a word and at the end of a syllable. Use /ow-ō-ö-ü-ü/. L is silent.
<i>sh⁵ould</i>	Underline the /sh/. ¹⁸ SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship. Underline the / ⁵ ü/ and put a 5 over it. /ow-ō-ö-ü-ü/ said its fifth sound. Double underline the silent L.					
21. can	You can make an announcement.	1	k ² än	/k ² än/	/c-a-n/	Use /k-s/.
<i>can</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
22. will	I will go to the concert.	1	w ² ill	/w ² ill/	/w-i-l-l/	Use / ² i-ī-ē-y/.
<i>will</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.					

23. shall	We shall certainly enjoy the concert. 1 shäll	/shäll/ /sh-a-l-l/	Use /sh/ used only at the beginning of a word and at the end of a syllable.
<u>shall</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. 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.		

Verb Tense

Show Grammar Card 3.4.

A helping verb helps the main verb by expressing tense and aspect.

A helping verb helps the main verb by expressing tense and aspect.

Today we will talk about verb tense.

Write *tense* on the whiteboard.

tense

Verb tense means time.

Write *tense = time* on the whiteboard.

tense = time

Show Grammar Card 3.5.

Verb tense expresses the time that an action occurred or when something existed. There are three tenses: past, present, and future. *Verb tense expresses the time that an action occurred or when something existed. There are three tenses: past, present, and future.*

What are the three verb tenses? *past, present, and future*

We have already learned two verb tenses. I will write a sentence on the whiteboard. Tell me if it is past, present, or future.

Write the sentences on the board. Write the verbs in a different color.

I studied last night.

This is past tense.

How do you know? *The word studied uses the past tense ending /ĕd-d-t/.*

What is the verb? *studied*

Let's look at another sentence.

I study every day.

This is present tense.

What is the verb? *study*

Let's look at another sentence.

Grammar Flash Card 3.4 Helping Verb

A helping verb helps the main verb by expressing tense and aspect.

Grammar Flash Card 3.5 Verb Tense

Verb tense expresses the time that an action occurred or when something existed.

There are three tenses:

past, present, and future.

I will study tonight.

This is future tense.

How do you know? **Will means in the future.**

What is the verb? **will study**

Notice that the helping verb *will* helps the action verb *study* to express the time the action occurs. To form the future tense, add *will* to the present tense form of the verb.

Now I will write a sentence on the whiteboard. I want you to read the sentence. Then change it to future tense.

The boys swim.

The boys swim. The boys will swim.

Dora ran in a race.

Dora ran in a race. Dora will run in a race.



24.8-3 Future Tense – page 40 Read each sentence. Highlight the verb. Then re-write the sentence in future tense.

All

Identifying Parts of Speech



24.8A Parts of Speech – page 41 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.)

The police safely rescued twelve cyclists from the flooded road.

Who rescued? **police, subject noun**

What is being said about police? **police rescued, verb**

Which police? **the, article adjective**

How did they rescue? **safely, adverb**

Whom did they rescue? **cyclists, direct object**

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

How many cyclists? **twelve, adjective**

What is the word *from*? **preposition**

From what? **road, object of the preposition**

What kind of road? **flooded, adjective**

Which road? **the, article adjective**

Put parentheses around the prepositional phrase.

Where will we divide the subject and the predicate? **between police and safely**

Underline the simple subject.

Double underline the simple predicate.

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.

Why is the simple predicate *rescued* and not *safely rescued*? *Safely* is an adverb which modifies *rescued*. The simple predicate is the verb.

A SN Adv TV Adj DO P A
 The police / safely rescued twelve cyclists (from the
 Adj OP
 flooded road).

The officials will post the map for the race on their website.

Who will post? *officials, subject noun*

What is being said about the officials? *will post, helping verb and verb*

Which officials? *the, article adjective*

What will they post? *map, direct object*

Which map? *the, article adjective*

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

What is the word *for*? *preposition*

For what? *race, object of the preposition*

Which race? *the, article adjective*

What is the word *on*? *preposition*

On what? *website, object of the preposition*

Whose website? *their, possessive pronoun adjective*

Put parentheses around each prepositional phrase.

Where will we divide the subject and the predicate? *between officials and will post*

Underline the simple subject.

Double underline the simple predicate. The simple predicate includes the main verb and any helping verbs.

A SN HV TV A DO P A OP P PPA
 The officials / will post the map (for the race) (on their
 OP
 website).

Emma will work for her favorite physician at the hospital this summer.

Who will work? *Emma, subject noun*

What is being said about Emma? *will work, helping verb and verb*

What is the word *for*? *preposition*

For what? *physician, object of the preposition*

Teacher Tip

Identifying Parts of Speech

Write the phrases on the board and label the parts of speech as modeled in Level A. Note that the simple predicate in the third sentence includes the helping verb and main verb, but not any other words that modify them.

Level B

24.8B Parts of Speech – page 42

A SN TV
 The company / dumps
 Adj DO P A
 dangerous chemicals (in the
 OP Adv
 river) daily.

A SN V P
 The officials / apologized (for
 A Adj OP P
 the deep divisions) (between
 A Adj OP
 the team members).

A SN HV Adv
 The builders / will probably
 TV A DO P A
 finish the stadium (in the
 Adj OP
 next month).

What kind of physician? *favorite, adjective*

Whose favorite? *her, possessive pronoun adjective*

What is the word *at*? *preposition*

At what? *hospital, object of the preposition*

Which hospital? *the, article adjective*

When will she work? *this summer, adverbial phrase*

Write Adv above the adverbial phrase.

Put parentheses around each prepositional phrase.

Where will we divide the subject and the predicate? *between Emma and will work*

Underline the simple subject.

Double underline the simple predicate. The simple predicate includes the main verb and any helping verbs.

SN HV V P PPA Adj OP P A
Emma / will work (for her favorite physician) (at the
 OP Adv
 hospital) this summer.

24.9

Dictation

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

A

1. The brilliant physicians will study the problem together.
2. I will sing his favorite song.

B

1. The genius had the perfect idea for the commercial operation.
2. They will be holding the huge event at the new stadium.

C

1. The perfect birthday cake and beautiful presents are incredible.
2. "Embrace the new technology," said the teacher to the students.

Teacher Tip

Identifying Parts of Speech

Write the phrases on the board and label the parts of speech as modeled in Level A. Note that the simple predicate includes the main verb and any helping verbs.

Level C

24.8C Parts of Speech – page 43

A PPA SN
 The technician's manager /
 TV DO P A
excluded him (from the
 OP
 meetings).

A Adj SN HV TV
 The new technology / will help
 DO P A Adj
 physicians (in the local
 OP
 hospital).

A SN HV TV A
 The judges / will reach a
 DO P A OP P
 conclusion (about the case) (by
 A OP P Adj OP
 the end) (of next week).



Optional **The Essentials Reader**

Unit 23: The Message of the Drum

- Re-read “The Message of the Drum” on pages 110-115 of *The Essentials Reader*.
- Complete any remaining Post-Reading activities on page 74 of *The Essentials Reader Teacher's Guide*.
- Begin the Handwriting & Composition activities on page 74 of *The Essentials Reader Teacher's Guide*.

Part 4 Words in Action

24.10 **All**

Review

- **Phonogram Practice: See It - Say It - Write It**
Ask each student to choose 15 Phonogram Game Cards to practice and place them in a pile. The student draws a Phonogram Game Card from the stack, sees it, says it, and writes it.
- **Spelling:** Ask the students to use a phone or other audio recording device to record themselves reading the spelling list aloud to create a personalized spelling quiz. Then direct them to listen to the recording and write each word.
- **Grammar: 24.10 Past, Present, Future Tense – page 44**
Step 1 Read each sentence. **Step 2** Highlight future tense sentences with blue. Highlight past tense sentences with yellow. Highlight present tense sentences with pink. **Step 3** Re-write the present and past tense sentences as future tense sentences.
- **Spelling Rules: Look to the Roots Game**
Call out a word. The students are to write the correct Latin spelling of /sh/ on their whiteboard: ti, ci, or si. Remind the students to consider the roots. Award one point for each correct answer.

physician	Egyptian	official
partial	clinician	discussion
facial	exception	progression
confession	election	tension
recession	confidential	musician
commercial	infectious	migration
division	racial	contraction

Materials

Phonogram Game Cards
Student notebook
LOE Whiteboard
Audio recording device
Blue, yellow, and pink highlighters

Level A

Grammar Flash Card 14.1
Scissors

Level B

Morpheme Flash Card -ion

Level C

Morpheme Flash Cards

vise	clude	-ion
-ian	techn	

Optional

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

24.11

All

Vocabulary

Usage: To, Too, Two

On your whiteboard, write the three homophones that are pronounced /tō/.

two

What does this form of *two* mean? *the number 2*

How can you remember that? *Twelve, twin, and twice are related words, and you can hear the /w/ sound in them.*

to

What does *to* with one O mean? ***It is a preposition and connects a noun to the rest of the sentence.***

To with one O has a second meaning. I will write some examples on the whiteboard.

*I need time **to** think.*

*I want **to** go.*

What type of word is *to* used with in these sentences? **verbs**

When the word *to* is used before a verb, spell it with one O.

too

T-O-O has two meanings. First, it means *also*. We use T-O-O like this: My sister loves dogs. I do *too*. I could have said, My sister loves dogs. I do *also*.

The second meaning is an excessive amount as in *too many* or *too much*. For example, I have *too many* papers on my desk.

Write the following sentences on the whiteboard:

Sam has a red bicycle. Luke has a red bicycle ____.

Which form of /tö/ do I need? **T-O-O**

Why? ***You can substitute also. Luke has a red bicycle also.***

*Sam has a red bicycle. Luke has a red bicycle **too**.*

We own ____ many hats.

Let's try another one. Which form do we need here? ***T-O-O is needed, because it means too many.***

*We own **too** many hats.*

I went _____ the restaurant.

Which form do we need here? ***T-O is needed because it is a preposition connecting restaurant to the rest of the sentence.***

*I went **to** the restaurant.*

I read _____ books.

Which form do we need here? ***T-W-O is needed, because it is a number.***

*I read **two** books.*

Teacher Tip

to + verb

The basic form of a verb, without any indication of tense, person, or aspect, is called the infinitive. In English, infinitives are preceded by the word *to*:

to read

to think

to write

Infinitives will now be used in dictation exercises, since they present no additional challenge for spelling. Students will not be asked to identify or mark them as this form of the verb.

Teacher Tip

Too

Both meanings of *too* are adverbs. *Too* can modify verbs (I am going *too*), adjectives (I was *too* hungry), and other adverbs (I spoke *too* quickly).



24.11 To, Too, or Two – page 45 Complete each sentence with *to*, *too*, or *two*.

A

Level A Vocabulary

Contractions

How do you form a contraction?

Show Grammar Card 14.1.

Use an apostrophe to denote the sound(s) omitted from a contraction.

Today we will learn how to form contractions with *will*.

What contraction is formed with the words *I* and *will*? *I'll*

I + will =

How do we write the contracted form of *I'll*? *Drop the /w/ and /ɪ/ and add an apostrophe.*

I + will = I'll

she + will =

What contraction is formed with *she* and *will*? *she'll*

she + will = she'll

The contractions formed with *will* follow a pattern. What is the pattern? *The W and I are replaced by an apostrophe.*

24.11A-1 Contractions – page 46 Write the contractions formed with *will*.

24.11A-2 Contraction Game – page 47 Cut out the cards. Place them face down. Flip two cards up. Read each one. If they are a pair that mean the same thing, keep the pair. (Example: *I will* and *I'll*.) If not, flip them back and choose two new cards. Continue until all the pairs have been matched.

act

Write the word *act* on your whiteboard.

Which word in today's spelling list is formed from the root *act*? *action*

The root word *act* is found in many derivatives. On your whiteboard write as many words as you can think of that are based upon the root *act*.

Now read your list. As you read each word, I will write it on the board. Then tell me what prefixes and/or suffixes were added to the root *act* to form the new derivative word.

Grammar Flash Card 14.1 Apostrophe

Use an apostrophe to denote the sound(s) omitted from a contraction.

Teacher Tip

Common Derivatives of Act

act	exacting
acts	hyperactive
acted	hyperactivity
acting	inactive
action	inactivity
actions	inaction
active	interacted
activity	interacting
activities	interaction
actively	interactions
activate	overreact
activates	overreacted
activated	overreacting
activating	overreaction
activator	proactive
activation	radioactive
activist	radioactivity
activists	react
actor	reactive
actors	reacted
actress	reacting
actresses	reaction
counteract	reactionary
counteracted	reactivate
deactivate	reactivated
deactivated	reactivating
deactivating	reactivates
deactivation	retroactive
enact	retroactively
enacts	transact
enacted	transacted
enacting	transaction
exact	underact
exacted	underactive

B**Level B Vocabulary****-ion**

Today we will discover a common suffix.

24.11B Discover the Suffix – page 49 Step 1: Look at the list of words on the right. Highlight what is the same about every word. Step 2: Write the root on the line. Step 3: Write the suffix in the box.

What is the same about every word in **24.11B Discover the Suffix – page 49**? *They all end in -ion.*

What suffix has been added to each word? *-ion*

Are any of these words missing something? *yes*

What is missing? *silent final E*

Write a silent final E in the words that need one.

What is the root of division? *divide*

Where did the spelling *SI* come from? *The /d/ sound is voiced and so it changed to voiced /zh/, which is spelled SI.*

Read the roots which you have written. *discuss, possess, operate, pollute, act, direct, express, calculate, create, divide.*

What part of speech are all these words? *They are all verbs.*

Now read the list of words created when a suffix is added. *discussion, possession, operation, pollution, action, direction, expression, calculation, creation, division.*

What part of speech are these? *nouns*

How do you know? *They all make sense with article adjectives. The discussion. The possession...*

Show the Morpheme Card -ion.

This suffix is from Latin. What do you think this suffix does? *It turns a verb into a noun.*

What happens to the i in this suffix? *It becomes part of one of the Latin spellings of /sh/*

What does the O say? *a schwa sound*

Why? *It is in an unstressed syllable.*

-ion
noun suffix
Latin

C**Level C Vocabulary**

What patterns do you see in Spelling List 24? *visor, visible, invisible, vision all include vis. Electrician and technician both end in -ian. Vision, exclusion, conclusion, and infection all end in -ion. Anxiety and anxious are related. Technician and technology both include techn.*

vise

What does it mean if something is visible? *You can see it.*

Write *visible* on your whiteboard. Write each morpheme in a different color.

visible

What does the suffix *-ible* mean? *able*

What does *visible* mean? *Something that is able to be seen.*

In another color, add the prefix *in-* to *visible*. What new word is formed? *invisible*

invisible

What does the prefix *in-* mean? *not*

What does *invisible* mean? *Something that is not able to be seen.*

Show the Morpheme Card **vise**.

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

Vise means *to see* in Latin.

24.11C-1 Vise – page 50 Highlight the root *vise* or *vis*. Describe how the meaning *to see* relates to the definition of the word.

vise

vide

to see

Latin

clude, -ion, -ian

Show the Morpheme Card **clude**.

Clude is a Latin root that means *to shut* or *to close*.

Write the two words in your spelling list which use *clude* on your whiteboard. Write each of the morphemes in a different color.

include

exclude

How might the meaning *to close* relate to the definitions of *include* and *exclude*? *To include means to shut in. This is a bit like an analogy for being included. To exclude means to shut out.*

What suffix was added to *include* to make *inclusion*? *-ion*

Where did the spelling *SI* come from? *The /d/ sound is voiced and so it changed to voiced /zh/, which is spelled SI.*

What suffix was added to *exclude* to make *exclusion*? *-ion*

Where did the spelling *SI* come from? *The /d/ sound is voiced and so it changed to voiced /zh/, which is spelled SI.*

What part of speech are the words *include* and *exclude*? *They are verbs.*

What part of speech are the words *inclusion* and *exclusion*? *They are nouns.*

What do you think the suffix *-ion* means? *It is a noun suffix.*

clude

to shut, to close

Latin

Show the Morpheme Card **-ion**.

This is a Latin noun suffix.

Which other words in Spelling List 24 have a related suffix? *physician and technician*

24.11C-2 -ian – page 51 Study the words. What do they have in common? *They all end in -ian. They are all occupations.*

Show the Morpheme Card **-ian**.

Notice that this suffix is often used after the morpheme *-ic*. It is an adjective and noun suffix.

techn

Write *technology* on the board.

technology

What do you know about this word? *-logy means the study of. O is a connector.*

Which two words in Spelling List 24 are related to *technology*? *technical and technician*

Write *technical* and *technician* on the board.

technical

technician

What do you notice about these words? *They include techn.*

Show the Morpheme Card **techn**.

Techn is Greek for *craft, skill*. How do you think *techn* is related to each of these words? *Technology is created by someone skilled. Technical means a detailed skill. A technician is trained in the skills of a subject.*

anxi

Write *anxiety* and *anxious* on your whiteboards.

anxiety

anxious

What do you notice about these words? *Someone who is anxious is filled with anxiety. They both include anxi.*

-ion
noun suffix
Latin

-ian
adjective and noun
suffix
Latin

techn
craft, skill
Greek

24.12

Dictation

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

A

1. The children were quiet for the official event.
2. "You may choose two fruits for breakfast," said Father.

B

1. "We can divide the groceries," said the waitress.
2. She must speak about the pollution discussion.

C

1. He could see the anxiety of the player.
2. The ideas, predictions, and conclusions of the genius were collected in her journals.

24.13

Writing Strong Sentences

If we only wrote sentences which were made up of a subject and a verb, it would be boring and choppy.

Boys run. Girl swims. They play.

To make writing more interesting, writers use a variety of tools. What are some of the tools that writers use to add more information to the sentence? *adjectives, adverbs, prepositional phrases, conjunctions*

Write the following on the whiteboard.

adjective *prepositional*
adverb *phrase*

If you are working with a group of two or more students, give the following directions:

We will play a writing game. I will write a simple sentence on the board. I will point to one student who needs to choose one of the parts of speech from the whiteboard and another student who needs to add it to the sentence to make it more interesting.

If you are working one-on-one with a student, give the following directions:

We will take turns choosing a part of speech, and then the other person will choose a word that fits that part of speech and add it to the sentence.

Write the following sentence on the whiteboard:

Children play.

For example, if one person chooses adjective for the part of speech,

Adjective

the next person might create the sentence, *Happy children play*. Write the new sentence on the whiteboard.

Happy children play.

The next person chooses a part of speech...

Prepositional phrase *Happy children play in the park.*

Adverb *Happy children play noisily in the park.*

Prepositional phrase *Happy children play noisily in the park on First Street.*

Adjective *Happy children play noisily in the large park on First Street.*

Prepositional phrase *Happy children play noisily on the swings in the large park on First Street.*

Now change the sentence to past tense. *Happy children played noisily on the swings in the large park on First Street.*

Now change the sentence to future tense. *Happy children will play noisily on the swings in the large park on First Street.*

Continue with the following sentences.

Squirrels climb.

Judges study.

Dogs howl.

Physicians work.



Optional **The Essentials Reader**

Unit 23: The Message of the Drum

- Complete the Handwriting & Composition activities on page 74 of *The Essentials Reader Teacher's Guide*.
- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 74 of *The Essentials Reader Teacher's Guide*.

Part 5 Check Your Understanding

24.14 All

Review

- **Grammar:** Review Grammar Flash Cards 3.3, 3.4, 3.5, 5, 6.3, and 6.4

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 1-23.

to see — *vise, vide* noun suffix — *-ian*
 to shut, to close — *clude* craft, skill — *techn*
 noun suffix — *-ion*

Choose twenty morphemes to practice. Ask the students to write a list of the definitions on a separate set of cards. Mix the definitions. Using a stopwatch, time how long it takes to match the morphemes to the definitions. Remix them. Try to beat the time.

Materials

Grammar Flash Cards
 Blue and yellow highlighters

Level C

Index cards
 Morpheme index cards
 Stopwatch

Optional

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

24.15

Check Your Understanding



Check Your Understanding 24 – page 53

All

Phonograms

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

- | | |
|---|--|
| 1. bu /b/ two-letter /b/ | 15. Oi /oi/ that may NOT be used at the end of English words. |
| 2. b /b/ | 16. OW /ow-ō/ that may be used at the end of English words. |
| 3. gu /g-gw/ | 17. Ci /sh/ short /sh/ used only at the beginning of any syllable after the first one. |
| 4. e /ë-ē/ | 18. S /s-z/ |
| 5. ie /ē/ the /ē/ of field | 19. Z /z/ |
| 6. i /ī-ī-ē-y/ | 20. wh /wh/ |
| 7. ph /f/ two-letter /f/ | 21. y /y-ī-ī-ē/ |
| 8. ey /ā-ē/ that may be used at the end of English words. | 22. Si /sh-zh/ used only at the beginning of any syllable after the first one. |
| 9. ay /ā/ that may be used at the end of English words. | 23. cei /sē/ |
| 10. ed /ēd-d-t/ past tense ending | 24. th /th-TH/ |
| 11. ir /er/ the /er/ of bird | 25. Wr /r/ two letter /r/ used only at the beginning of a base word. |
| 12. dge /j/ hard /j/ used only after a single, short vowel. | |
| 13. n /n/ | |
| 14. ti /sh/ tall /sh/ used only at the beginning of any syllable after the first one. | |

Teacher Tip

Morpheme Cards

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

All

Spelling Rule

Create each new word by adding the suffix. Highlight the reason for the Latin spelling of /sh/ that is used.

All

Grammar

Step 1: Read each sentence. **Step 2:** Highlight each past tense verb in blue and each present tense verb in yellow. **Step 3:** Re-write the present and past tense sentences as future tense sentences.

Dictation

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

A

1. My favorite physician will give me directions.
2. The official's actions rescued the twins and the dog.
3. Twenty girls, twelve boys, and two mothers painted pink birthday signs.
4. The hero showed a surprised expression at the edge of the forest.
5. "He could choose twice," said Mother.
6. "The cat in the show must be alive," said the girl.

B

1. I must apologize for the divided pollution discussion before the afternoon.
2. The operation of the commercial machine was polluting the forest.
3. The hawk was soaring a great distance with regular peace.
4. The division between the children about their possessions is amazing.
5. The ultimate stadium will stand out among the other buildings.
6. "The magic genius has a wonderful show," said the teacher.

C

1. "The visor may increase visibility," said Father.
2. The invisible infection made the doctor anxious.
3. The electrician might conclude one stage of the work with new technology.
4. The technicians with a vision will play music for people with anxiety.
5. The committee excludes those opinions from the conclusion of the report.
6. "It's perfection," the artist said about the monument.
7. "The exclusion of the second boy has been avoidable," said Mother.
8. The scientists' opinions about the experiments are corrupting their conclusions.

All

Grammar

Highlight the simple predicate in each sentence. Remember, the simple predicate is the verb and the helping verbs.



Optional The Essentials Reader

Unit 23: The Message of the Drum

- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 74 of *The Essentials Reader Teacher's Guide*.