

Unit 8

Phonograms	igh wh
Level C	ot
Exploring Sounds	Unstressed R-Controlled Phonograms
Spelling Rules	Spelling Rules 28 and 31.3
Spelling Journal 🍃	/w/ /wh/
Grammar	Commas in a Series
Vocabulary	
Level A	Comparative & Superlative, -er -est
	-ish -ness
Level B	Homonyms
Level C	dom rota sub- terra

Part 1 Essential Concepts

8.1

All

Phonograms New Phonograms igh, wh

Show igh.

/i/ /ī/

What do you notice about igh? *It has three letters. The first letter is I and it says /i/. The GH is silent.*

Is /i/ a consonant or a vowel? *It is a vowel.*

What kind of vowel? *It is a multi-letter vowel.*

Materials

Basic Phonogram Flash Cards

igh wh w er or
ar

Student notebook

Highlighter

Spelling Rule Flash Cards 28,
31.3

Scissors

Level C

Advanced Phonogram Flash
Card ot

Optional

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

Show wh.

/wh/ /wh/

Write each new phonogram five times while saying the sounds.

Show the students w and wh.

What do you notice about these two phonograms? *They are both spelled with a W.*

If the students pronounce them differently:

Say the sounds /w/ and /wh/ and feel how you form them. What do you notice? *They are said with the same position of the mouth. They are a voiced and unvoiced pair.*

If the students pronounce them as the same sound:

They say the same sound /w/. Many people pronounce these two phonograms distinctly. That is the reason there are two spellings. For them, /w/ and /wh/ are a voiced and unvoiced pair.

Say /w/. /w/

Now say /wh/ without your voice. /wh/

It will be helpful to say-to-spell WH as the unvoiced /wh/.

Show wh.

Let's discover where /wh/ is used.



8.1-1 The Phonogram WH – page 1 Read the words in your workbook using unvoiced /wh/. Underline the WH. Where is it used? *WH is used only at the beginning of a base word.*

when

whiff

whisk

wheat

wheel

whimper

whip

which



8.1-2 The Phonogram W – page 1 Read the words that begin with W and compare the voiced sound made by the phonogram W to the unvoiced sound made by WH.

Handwriting (optional)

If you have been teaching handwriting in Units 1-7, continue with the uppercase letters in the *Rhythm of Handwriting* Student Book.

Teacher Tip

WH and W

Some dialects pronounce WH as an unvoiced /wh/ that is distinct from the voiced /w/. Other dialects pronounce W and WH as the same sound. In much of American speech the two sounds have merged. Exploring the difference between these two phonograms will aid students in understanding the reason for the two spellings and provide a way to say-to-spell the words to create another memory link for spelling.

Teacher Tip

Who?

While WH has an unusual pronunciation in the word *who*, the phonogram has a morphological link to other related pronouns: the question words *what, when, where, why, and which*.

Handwriting

Rhythm of Handwriting

Cursive (p.147): a o c

e

Manuscript (p. 161): C G

O Q

C

Advanced Phonogram

Show **ot**. This says /ō/ in French loan words such as *depot*.

Advanced Phonogram**ot**

/ō/

depot

French

All

Phonogram Flash Cards

Drill the phonograms with flash cards.

8.2

All

Exploring Sounds

Unstressed R-Controlled Phonograms

Stressed and unstressed syllables are an important part of English pronunciation and spelling. I will say a word. Place your hand under your chin and repeat the word. Which syllable is stressed?

bookletriv**er****fo**cusde**st**roycom**pu**ter**ba**kery

What do we know about vowel sounds in unstressed syllables? *They are sometimes lazy. Any vowel can say a schwa sound.*

Show **er**, **or**, **ar**.

Read each of these phonograms.

What type of vowels are these? *R-controlled vowels*

Let's discover what happens to an R-controlled vowel in an unstressed syllable.



8.2 Unstressed R-Controlled Phonograms – page 2 Read the words in your workbook aloud. Notice that the stressed syllable is in bold. Highlight the R-controlled phonogram. Listen carefully. What is it saying?

actor**lizard****after****tractor****pillar****sweeter****humor****polar****super****motor****scholar****jogger****odor****popular****water**

What does OR sometimes say in an unstressed syllable? /er/

What do you think we will say-to-spell? /or/

Say-to-spell each of the words in the first column. *act**or**, tract**or**, hum**or**, mot**or**, od**or***

Spelling Rule 31.3

AR and OR may say their schwa sound, /er/, in an unstressed syllable.

What does AR sometimes say in an unstressed syllable? /er/

What will we say-to-spell? /ar/

Say-to-spell each of the words in the second column. *lizard, pillar, polar, scholar, popular*

What does ER say in an unstressed syllable? /er/

That is the same sound it says in a stressed syllable.

Reread each word aloud, exaggerating the R-controlled vowel as it would be pronounced for say-to-spell.

Why do you think AR and OR sometimes say /er/ in an unstressed syllable? *It is a lazy sound. It is easier to say.*

The spelling rule is: AR and OR may say their schwa sound, /er/, in an unstressed syllable.

Spelling Rule 31.3

AR and OR may say their schwa sound, /er/, in an unstressed syllable.

8.3

All

Spelling Rule

Rule 28: Phonograms Ending in GH



8.3 Discover the Rule – page 3 Cut out the words. Place them face down in a pile. Flip over a word. Read it aloud. As you read the words, look for patterns. Sort them into categories based upon the pattern.

Hint: you should have two categories.

What is the same about every word? *They all include the phonogram IGH.*

What are the two categories of words? *IGH is used at the end of the word, and it is used before the letter T.*

Read each word again. Underline the three letter /ī/.

<i>bight</i>	<i>high</i>	<i>right</i>
<i>blight</i>	<i>light</i>	<i>sigh</i>
<i>bright</i>	<i>might</i>	<i>sight</i>
<i>fight</i>	<i>nigh</i>	<i>slight</i>
<i>flight</i>	<i>night</i>	<i>thigh</i>
<i>fright</i>	<i>plight</i>	<i>tight</i>

What do you think the new spelling rule will say?

The new rule says: 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/.

Spelling Rule 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/.

Optional Practice

Spelling Cards

- Define each of the IGH words. Practice using them in sentences.
- Think of a silly sentence or story to help remember the words which use IGH.
- Ask the students to teach this to another student or to a parent.

Let's say the rule together. *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/.*

There are only nineteen base words that use the phonogram IGH. Read each word and use it in a sentence.



Optional **The Essentials Reader**

Unit 7: Just Call Her Shelly

- Complete the Pre-Reading activities on page 19 of *The Essentials Reader Teacher's Guide*.
- Pre-read the words on page 35 of *The Essentials Reader Student Activity Book*. Ask the students to underline multi-letter phonograms and mark where the syllables divide.

Teacher Tip

IGH

A *bight* is a curve in the coastline or a loop in a rope. The one remaining common IGH word is *knight*. However, students have not yet learned the KN phonogram.

Part 2 Building Words

8.4

All

Review

- Phonograms: Phonogram Basketball**
 Read a phonogram’s sound(s) and spelling hints. The student writes the phonogram on a slip of paper. If the phonogram is written correctly, award one point. The student then crumples the paper and tries to make a basket. If the student makes a basket, award another point. Play to 40 points.
- Spelling:** Provide students with the Phonogram Game Tiles igh, b, f, h, l, m, n, p, r, s, t, th. How many words can the students form using these tiles?

bight	sight	tight	sight
blight	bright	fight	thigh
flight	fright	high	sigh
nigh	light	might	
right	night	plight	

C Morphemes:

- Review the morpheme cards from previous units.

8.5

All

Spelling Journal

/w/ and /wh/



Spelling Journal /w/ and /wh/ I will say a word. Write it in your Spelling Journal under the correct column. Highlight each /w/ or /wh/. Underline WH because it is a multi-letter phonogram.

w	wh
<i>water</i>	<i><u>wh</u>en</i>
<i>warm</i>	<i><u>wh</u>eat</i>
<i>week</i>	<i><u>wh</u>ip</i>
<i>wing</i>	<i><u>wh</u>eel</i>
<i>wall</i>	<i><u>wh</u>ich</i>

Materials

- Slips of paper
- Basket
- Phonogram Game Tiles
- Spelling Journal
- Highlighter
- Spelling Analysis Card

Level C

- Morpheme Flash Cards

Optional

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

Teacher Tip

WH

Pronounce the WH words with the unvoiced /wh/.



Optional **The Essentials Reader**

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

Unit 7: Just Call Her Shelly

- Read “Just Call Her Shelly” on pages 20-21 of *The Essentials Reader*.
- Complete some or all of the Post-Reading activities on pages 19-20 of *The Essentials Reader Teacher's Guide*.

Spelling Analysis



Spelling List 8 – page 5

Spelling Analysis				List 8.A			
1	2	3 3	4 4	5	6	6	7
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue	Write
1. small	The new puppy is small.	1	smäll	/smäll/	/s-m-a-l-l/	Use /s-z/. Use /ä-ä-ä/.	
8 8 Write Segment	9 9 Analyze						10 Read
sm//	Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. ¹⁰ When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.						
	Vocabulary			Part of Speech		Plural / Past Tense	
				Adj, Adv			
2. toothbrush	Lily has a new toothbrush.	2	töth brüş	/töth/ /brüş/	/t-oo-th/ /b-r-u-sh/	Use /ö-ü-ö/. Use /sh/ used only at the beginning of a word and at the end of a syllable.	
<u>tooth</u> <u>brush</u>	Underline the /ö/. Underline the /th/. Underline the /sh/. ¹⁸ SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship.						
				N		toothbrushes	
3. night	The city is so beautiful at night.	1	nīt	/nīt/	/n-igh-t/		
<u>nigh</u> t	Underline the /i/. 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/.						
				N		nights	
4. music	She loves music.	2	mū zīk	/mū/ /zīk/	/m-u/ /s-i-c/	Use /s-z/. Use /ī-ī-ē-y/. Use /k-s/.	
² mū sic	Put a line over the /ū/. /ū-ū-ö-ü/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. Put a 2 over the /z/. /s-z/ said its second sound. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
				N			

5. wheat	My mom made homemade wheat bread.	1	whēt	/whēt/	/wh-ēa-t/	Use /ē-ē-ā/.
<i>wheat</i>	Underline the /wh/. Underline the /ē/.					
N						
6. block	Zander will learn how to use a starting block at practice today.	1	blök	/blök/	/b-l-o-ck/	Use two-letter /k/ used only after a single, short vowel.
<i>block</i>	Underline the /k/. ²⁶ CK is used only after a single vowel which says its short sound.					
N, V						
blocks, blocked						
7. bright	The bird has bright yellow on its wings.	1	brīt	/brīt/	/b-r-igh-t/	
<i>bright</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/.					
Adj						
8. warm	Laura's feet are warm now.	1	wärm	/wärm/	/w-ar-m/	
<i>warm</i>	Underline the /är/.					
Adj, V						
warmed						
9. wheel	Can I ride on that Ferris wheel?	1	whēl	/whēl/	/wh-ēe-l/	Use /ē/ double /ē/.
<i>wheel</i>	Underline the /wh/. Underline the /ē/.					
N, V						
wheels, wheeled						
10. light	The light is bright.	1	līt	/līt/	/l-igh-t/	
<i>light</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/.					
N, V, Adj, Adv						
lights, lighted						
11. yard	The Calvert family has a wooden playset in their yard.	1	yärd	/yärd/	/y-ar-d/	Use /y-ī-ī-ē/.
<i>yard</i>	Underline the /är/.					
N						
yards						

12. good	Vegetables are good for you.	1	güd	<u>/güd/</u>	<u>/g-oo-d/</u>	Use /ö-ü-ō/.
<i>g<u>oo</u>d</i>	² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Underline the /ü/ and put a 2 over it. /ö-ü-ō/ said its second sound.					
				Adj, N		goods
13. better	Glasses help Sandy see better.	2	bět ter	<u>/bět/</u>	<u>/b-e-t/</u>	Use the /er/ of her.
<i>bet <u>ter</u></i>	Underline the /er/.					
				Adj, Adv, V, N		bettters, bettered
14. best	These girls are best friends.	1	běst	<u>/běst/</u>	<u>/b-e-s-t/</u>	Use /s-z/.
<i>best</i>	All first sounds.					
				Adj, Adv, N, V		bested
15. perfect	Joseph got a perfect score on his test.	2	per fěkt	<u>/per/</u>	<u>/p-er/</u>	Use the /er/ of her.
<i>per <u>fect</u></i>	Underline the /er/. ^{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/.			<u>/fěkt/</u>	<u>/f-e-c-t/</u>	Use /k-s/.
				Adj		

B

Tips for List 8.B

flood

Flood includes an exception to the phonogram oo, which says /ö-ü-ō/. The rules and phonograms accurately explain 98% of English words. When a phonogram in a word says a sound that is an exception, it is marked by putting an X over the phonogram.

Spelling Analysis

List 8.B

1	2	3	4	5	6	7	
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue	Write
1. lightning	Lightning flashed across the sky.	2	līt nīng	/līt/ /nīng/	/l-igh-t/ /n-ī-ng/	Use /ī-ē-y/.	7
8	9						10
Write Segment	Analyze						Read
<i>light nīng</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/. Underline the /ng/.						
	Vocabulary			Part of Speech		Plural / Past Tense	
	-ing noun and adjective suffix; associated with, an instance of			N, Adj		lightning	
2. thunderstorm	A thunderstorm is approaching.	3	thūn der stōrm	/thūn/ /der/ /stōrm/	/th-u-n/ /d-er/ /s-t-or-m/	Use the /er/ of her. Use /s-z/.	
<i>thun der stōrm</i>	Underline the /th/. Underline the /er/. Underline the /ōr/.						
				N		thunderstorms	
3. tornado	A tornado tore across the field.	3	tōr nā dō	/tōr/ /nā/ /dō/	/t-or/ /n-a/ /d-o/		
<i>tor nā dō</i>	Underline the /ōr/. 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. 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.						
				N		tornados	
4. summer	Justin and Joshua like to kayak in the summer.	2	sūm mer	/sūm/ /mer/	/s-u-m/ /m-er/	Use /s-z/. Use the /er/ of her.	
<i>sum mer</i>	Underline the /er/.						
				N		summers	

5. winter	Winter is the time to wear warm, cozy coats.	2	wĩn ter	/wĩn/ /ter/	/w-ĩ-n/ /t-er/	Use /ĩ-ĩ-ē-y/. Use the /er/ of her.
<i>wĩn <u>ter</u></i>	Underline the /er/.					
				N, Adj, V		winters, wintered
6. fall	Fall is another name for autumn.	1	fäll	/fäll/	/f-a-l/	Use /ä-ä-ä/.
<i>f //</i>	Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. ¹⁰ When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. ³⁰ We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
				N, Adj, V		falls, fell
7. spring	Tulips bloom in the spring.	1	sprĩng	/sprĩng/	/s-p-r-ĩ-ng/	Use /s-z/. Use /ĩ-ĩ-ē-y/.
<i>sprĩng</i>	Underline the /ng/.					
				N, Adj, V		springs, sprang
8. hail	Large hail fell during the storm.	1	hāl	/hāl/	/h-ai-l/	Use two-letter /ā/ that may NOT be used at the end of English words.
<i>h<u>ai</u>l</i>	Underline the /ā/.					
				N, V		hailed
9. blizzard	It took hours to clean up after the blizzard.	2	blĩz zärd	/blĩz/ /zärd/	/b-l-ĩ-z/ /z-ar-d/	Use /ĩ-ĩ-ē-y/. Use /z/. Use /z/.
<i>blĩz <u>zard</u></i>	Underline the /är/. ^{31,3} AR and OR may say their schwa sound, /er/, in an unstressed syllable.					
				N		blizzards
10. sweltering	It is sweltering hot!	3	swěł ter ینگ	/swěł/ /ter/ /ĩng/	/s-w-e-l/ /t-er/ /i-ng/	Use /s-z/. Use the /er/ of her. Use /ĩ-ĩ-ē-y/.
<i>swel <u>ter</u> <u>ing</u></i>	Underline the /er/. Underline the /ng/.					
				-ing noun and adjective suffix; associated with, an instance of		Adj, V
11. overcast	The sky is overcast.	3	ō ver kăst	/ō/ /ver/ /kăst/	/o/ /v-er/ /c-a-s-t/	Use the /er/ of her. Use /k-s/. Use /s-z/.
<i>ō <u>ver</u> <u>cast</u></i>	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. Underline the /er/. ¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
				over- over, too much		Adj

12. weather	What is the weather like today?	2	wēTH er	/wēTH/ /er/	/w-ea-th/ /er/	Use /ē-ě-ā/. Use the /er/ of her.
<i><u>wea</u>²<u>th</u>²er</i>	Underline the /ē/ and put a 2 over it. /ē-ě-ā/ said its second sound. Underline the /TH/ and put a 2 over it. /th-TH/ said its second sound. Underline the /er/.					
				N, Adj, V		weathered
13. heat	Turn the heat up to 71 degrees.	1	hēt	/hēt/	/h-ea-t/	Use /ē-ě-ā/.
<i>hea<u>t</u></i>	Underline the /ē/.					
				N, V		heated
14. cool	The fan is blowing cool air.	1	köl	/köl/	/c-oo-l/	Use /k-s/. Use /ö-ü-ō/.
<i><u>coo</u>/</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ö/.					
				Adj		
15. flood	The flood caused 36 million dollars' worth of damage.	1	flüd	/flüd/	/f-l-oo-d/	Use /ö-ü-ō/. This is an exception.
<i>flood^x</i>	Underline the /ü/ and put an X over it. This is an exception for /ö-ü-ō/.					
				N, V		floods, flooded

C

Tips for List 8.C

Advanced Phonogram - depot

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

Spelling Analysis

List 8.C

1	2	3 3	4 4	5	6	6	7
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue	Write
1. domain	The works of Charles Dickens are all in the public domain.	2	dō mān	/dō/ /mān/	/d-o/ /m-ai-n/	Use two-letter /ā/ that may NOT be used at the end of English words.	
	<i>dō mān</i>						
	Vocabulary			Part of Speech		Plural / Past Tense	
	dom domain, state of			N, Adj		domains	
2. dominant	The dog on top is dominant.	3	dōm in ānt	/dōm/ /īn/ /ānt/	/d-o-m/ /i-n/ /a-n-t/	Use /ī-ī-ē-y/.	
	<i>dom in ant</i>						
	domin domain, state of -ant noun & adjective suffix; characterized by			Adj			
3. freedom	The cows are making a bid for freedom.	2	frē dōm	/frē/ /dōm/	/f-r-ee/ /d-o-m/	Use /ē/ double /ē/.	
	<i>frē dom</i>						
	dom domain, state of			N		freedoms	
4. harbor	The water in the harbor is calm.	2	hār bōr	/hār/ /bōr/	/h-ar/ /b-or/		
	<i>har bor</i>						
				N, V		harbors, harbored	

5. wharf	Be sure to tie the boat to the wharf.	1	whärf	/whärf/	/wh-ar-f/	
<i>wharf</i>	Underline the /wh/. Underline the /är/.					
				N		wharfs
6. rotund	Watermelons have a rotund shape.	2	rō tünd	/rō/	/r-o/	
<i>rō tund</i>	Put a line over the /ō/. /ö-ö-ö/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable.					
	rota wheel			Adj		
7. rotunda	The rotunda is beautiful!	3	rō tün d ^ä	/rō/	/r-o/	
<i>rō tun d</i>	Put a line over the /ō/. /ö-ö-ö/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. ¹⁰ When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.					
	rota wheel			N		rotundas
8. depot	The old depot is now a museum.	2	dē pō	/dē/	/d-e/	
<i>dē pot^A</i>	Put a line over the /ē/. /ě-ě/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. Underline the advanced phonogram /ō/ and put an A over it.					
				N		depots
9. subway	The subway train is empty.	2	süb wā	/süb/	/s-u-b/	Use /s-z/.
<i>sub way</i>	Underline the /ā/. ⁹ AY usually spells the sound /ā/ at the end of a base word.					
	sub- below, under, beneath, secondary			N		subways
10. subsets	Draw a diagram to show the relationship between the subsets.	2	süb s ^{ets}	/süb/	/s-u-b/	Use /s-z/.
<i>sub sets</i>	²¹ To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.					
	sub- below, under, beneath, secondary			N		subsets

11. suppressant	Gabby took a cough suppressant before going to bed.	3	sŭp prĕs sǎnt	/sŭp/	/s-u-p/	Use /s-z/.
				/prĕs/	/p-r-e-s/	Use /s-z/.
				/sǎnt/	/s-a-n-t/	Use /s-z/.

sup pres sant ³⁰We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled. ^{31.1}Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.

sup- below, under, beneath, secondary
press to press
-ant noun & adjective suffix; characterized by

N suppressants

12. support	The man needs crutches for support.	2	sŭp pōrt	/sŭp/	/s-u-p/	Use /s-z/.
				/pōrt/	/p-or-t/	

sup port Underline the /ōr/.

sup- below, under, beneath, secondary
port to carry

N, V supports, supported

13. terrain	The cyclists rode through rough terrain.	2	ter rān	/ter/	/t-er/	Use the /er/ of her.
				/rān/	/r-ai-n/	Use two-letter /ā/ that may NOT be used at the end of English words.

ter rān Underline the /er/. Underline the /ā/.

terra earth, land

N terrains

14. subterranean	We found a subterranean lake.	5	sŭb ter rā nĕ ān	/sŭb/	/s-u-b/	Use /s-z/.
				/ter/	/t-er/	Use the /er/ of her.
				/rā/	/r-a/	
				/nĕ/	/n-e/	
				/ān/	/a-n/	

sub ter rā nĕ an Underline the /er/. 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. Put a line over the /ē/. /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, /ü/ or /i/, in an unstressed syllable or unstressed word.

sub- below, under, beneath, secondary
terra earth, land
-an adjective and noun suffix

Adj

15. mayor	The new mayor wants to raise taxes.	2	mā ōr	/mā/	/m-ay/	Use two-letter /ā/ that may be used at the end of English words.
				/ōr/	/or/	

may or Underline the /ā/. Underline the /ōr/. ^{31.3}AR and OR may say their schwa sound, /er/, in an unstressed syllable.

N mayors

Part 3 Words in Context

8.7

All

Review



- Phonograms: 8.7 Phonogram Bingo – page 6** Dictate the following phonograms while the students write them onto the Bingo chart. Save to use in Part 4.
 - igh /ɪ/ three-letter /ɪ/
 - ee /ē/ double /ē/
 - t /t/
 - Oe /ō-ō/ that may be used at the end of English words.
 - or /ōr/
 - er /er/ the /er/ of her
 - l /l/
 - ch /ch-k-sh/
 - Oy /oi/ that may be used at the end of English words.
 - i /i-ī-ē-y/
 - wh /wh/
 - Oi /oi/ that may NOT be used at the end of English words.
 - ai /ā/ that may NOT be used at the end of English words.
 - ng /ng/
 - o /ō-ō-ō/
 - ea /ē-ē-ā/
 - Oa /ō/ two-letter /ō/ that may NOT be used at the end of English words.
 - ay /ā/ that may be used at the end of English words.
 - sh /sh/ used only at the beginning of a word or at the end of a syllable.
 - u /ū-ū-ō-ü/
 - oo /ō-ū-ō/
 - z /z/
 - th /th-TH/
 - ck /k/ two-letter /k/
 - a /ā-ā-ā/
- Spelling Rules:** Review rules 1, 2, 11, 28, 31.3 using the Spelling Rule Flash Cards.
- Spelling:** Write the IGH words on the board. Ask students to read them. Then erase one and see if they can recite the list. Keep erasing one word, seeing if students can remember the whole list. After playing the game, ask students to see how many they can write from memory on a blank piece of paper.

<i>bight</i>	<i>high</i>	<i>right</i>
<i>blight</i>	<i>light</i>	<i>sigh</i>
<i>bright</i>	<i>might</i>	<i>sight</i>
<i>fight</i>	<i>nigh</i>	<i>slight</i>
<i>flight</i>	<i>night</i>	<i>thigh</i>
<i>fright</i>	<i>plight</i>	<i>tight</i>

Materials

Spelling Rule Flash Cards
 Spelling Journal
 Piece of paper
 Red and blue pencils
 Grammar Flash Cards 1, 2, 11.1
 Student notebook
 Yellow, orange, and blue highlighters

Optional

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

Spelling Journal

/w/ and /wh/

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

/w/ w

/wh/ wh

8.8

All

Grammar

Review

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



Spelling List 8 – page 5 Read this week's spelling list. Write a red N by each word that is a noun. Hint: Test the words and see if they make sense with the article *the*.

Nouns

A toothbrush, night, music, wheat, block, wheel, light, yard, (good), (better), (best)

B lightning, thunderstorm, tornado, summer, winter, fall, spring, hail, blizzard, weather, heat, flood

C domain, freedom, harbor, wharf, rotunda, depot, subway, subsets, suppressant, support, terrain, mayor

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

Find the adjectives in the spelling list and write a blue Adj next to them.

Adjectives

A small, bright, warm, light, good, better, best, perfect

B lightning, winter, fall, spring, sweltering, overcast, weather, cool

C domain, dominant, rotund, subterranean

Review the plurals rule, Spelling Rule 21.



Spelling List 8 – page 5 Write the plural form of each of the nouns on your spelling list.

A toothbrushes, nights, blocks, wheels, lights, yards, goods, betters

B thunderstorms, tornados, summers, winters, falls, springs, blizzards, floods
Tornados may also be spelled tornadoes.

C domains, freedoms, harbors, wharfs, rotundas, depots, subways, subsets, suppressants, supports, terrains, mayors
Wharfs may also be spelled wharves.

Optional Practice

Spelling Cards

- Dictate the words in Spelling List 8 for the students to write on index cards. Ask the students to color a red border around the nouns. Direct them to put a blue border around the adjectives.
- Provide the students with sticky notes that have commas written on them, and another card with the word *and*. Ask the students to arrange their spelling cards into lists. Have them place the comma and the word *and* in the correct place.

Teacher Tip

(Words) in Parentheses

English words often have multiple usages, some that are common and some that are more rare. It is not necessary to identify all the parts of speech that a word can be; the goal is to identify the common ones. Uncommon usages that students are not expected to identify are listed in parentheses. For example, students do not have to identify *good* as a noun.

All **Spelling List 8 – page 5** Circle the non-count nouns.

A music, wheat

Can you count music? *No, it is a non-count noun.*

Can you count wheat? *No, there is too much of it. We measure it.*

These are non-count nouns.

B lightning, hail, weather, heat

C freedom

All **Commas in a Series**

Show Grammar Flash Card 11.1.

What is the rule about where to place a comma when we have a list of items? *Use commas and a coordinating conjunction to join three or more words or phrases in a series.*

Grammar Flash Card
11.1 Comma Rule 1

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

8.8-1 Commas in a Series – page 7 Today we will consider more complicated lists. Read the lists in Group One aloud. Pause after each comma. Highlight the nouns yellow. Highlight the adjectives green. Highlight the commas blue. Write the number of items in each series after the phrase.

bright paints, soft brushes, and a big canvas

high cliffs, swift rivers, deep canyons, and tall trees

What do you notice about this series? *Every noun has an adjective modifying it.*

How many items are in this series: bright paints, soft brushes, and a big canvas? *three*

How many items are in the series high cliffs, swift rivers, deep canyons, and tall trees? *four*

Read the lists in Group Two aloud. Pause after each comma. Highlight the nouns yellow. Highlight the adjectives green, Highlight the commas blue. Write the number of items in each series after the phrase.

china dishes, silver forks, and crystal glasses

china, dishes, silver, forks, crystal, and glasses

velvet mittens, silver pots, and paint brushes

velvet, mittens, silver, pots, and paint brushes

When you read each list, pause after the commas.

How many items are in the series china dishes, silver forks, and crystal glasses? *three*

How many items are in the series china, dishes, silver, forks, crystal, and glasses? *six*

What is different about the first and second series? *Where the commas are placed in the series is different. Where the word and is located in the series varies.*

How does moving the comma change the meaning? *In the first set, china modifies dishes, silver modifies forks, and crystal modifies glasses. In the second set there are not any adjectives. They are all nouns.*

These series illustrate how important commas are for conveying meaning.

How many items are in the series velvet mittens, silver pots, and paint brushes? *three*

How many items are in the series velvet, mittens, silver, pots, and paint brushes? *five*



8.8-2 Commas in a Series Practice – page 8

How many different lists can you create with these words? Write the number of items in each series after the phrase.

All

Identifying Parts of Speech



8.8A Identifying Parts of Speech – page 9 Identify the parts of speech in each phrase. Label them in your workbook as I label them on the board.

the best wheat

What is the noun in this phrase? *wheat*

What kind of wheat? *best, adjective*

Which wheat? *the, article adjective*

A Adj N
the best wheat

good wheels, bright lights, and the best music

What are the nouns in this phrase? *wheels, lights, music*

Teacher Tip

Identifying Parts of Speech

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

Level B

8.8B Identifying Parts of Speech – page 10

Adj N Adj
summer tornados, winter

N Adj N C
blizzards, fall storms, and

Adj N
spring floods

A Adj N
the sweltering heat

A Adj Adj N
the cool damp weather

Level C

8.8C Identifying Parts of Speech – page 11

A Adj N
the dominant characteristic

A N A N C A
a rotunda, a depot, and a
N
subway

A Adj N
the spectacular terrain

What kind of wheels? *good, adjective*

What kind of lights? *bright, adjective*

What kind of music? *best, adjective*

Which music? *the, article adjective*

What is the word *and* called? *conjunction*

What does a conjunction do? *It joins words, phrases, or sentences together.*

Adj N Adj N C A Adj N
good wheels, bright lights, and the best music

a perfect day and a perfect night

What are the nouns in this phrase? *day, night*

What kind of day? *perfect, adjective*

Which day? *a, article adjective*

What kind of night? *perfect, adjective*

Which night? *a, article adjective*

What is the word *and* called? *conjunction*

What does a conjunction do? *It joins words, phrases, or sentences together.*

A Adj N C A Adj N
a perfect day and a perfect night

Teacher Tip

Identifying Parts of Speech

Write each sentence on the board. Ask the students the questions to aid them in identifying the parts of speech. As the students become more proficient, have them ask the questions. Mark the part of speech on the board, while the students mark them in their workbooks.

8.9

Dictation

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

A

1. the cheapest wheat
2. toes, hands, legs, and teeth

B

1. lightning, tornados, and hail
2. the sweltering heat

C

1. the dominant characteristic
2. the support manual

Teacher Tip

Level B

Tornado has two accepted plural spellings: *tornados* and *tornadoes*.



Optional **The Essentials Reader**

Unit 7: Just Call Her Shelly

- Re-read “Just Call Her Shelly” on pages 20-21 of *The Essentials Reader*.
- Complete any remaining Post-Reading activities on pages 19-20 of *The Essentials Reader Teacher's Guide*.
- Begin the Handwriting & Composition activities on page 22 of *The Essentials Reader Teacher's Guide*.

Part 4 Words in Action

8.10 **All**

Review



- **Phonograms: 8.7 Phonogram Bingo – page 6** Using the Bingo Chart created by each student, direct the students to take turns calling out a phonogram to cover with their game piece. When someone has five in a row, they may call, “Bingo.” For greater challenge, the students must have two Bingos or cover the whole board.
- **Grammar:** I will say a sentence aloud. The sentence will have a list. Repeat the sentence and as you do, say “comma” where commas are needed.

The farmer has pigs, cows, and sheep. *The farmer has pigs, (comma) cows, (comma) and sheep.*

The children ran, jumped, and played. *The children ran, (comma) jumped, (comma) and played.*

She bought milk, eggs, bread, and bacon at the store. *She bought milk, (comma) eggs, (comma) bread, (comma) and bacon at the store.*



- **Spelling: 8.10 IGH Words – page 12** Write the eighteen words that use the phonogram IGH. Cross out the phonograms as you write the words.
- **Spelling:** Read the words from Spelling List 8 for the students to write with Phonogram Game Tiles.

8.11

Vocabulary

A

Level A Vocabulary

Comparative and Superlative

Write the suffixes *-er* and *-est* on the board.



8.11A-1 Comparison – page 13 Many adjectives can be used to compare. Read the phrases in your workbook.

a warm coat

a warmer coat

the warmest coat

Materials

Bingo game pieces

8.7 Phonogram Bingo – page 6 in the Workbook

Phonogram Game Tiles

Colored dry erase marker

Student notebook

Level **A**

Morpheme Flash Cards

-ish

-ness

Level **C**

Morpheme Flash Cards

dom

rota

sub-

terra

Optional

Index cards

Blank paper

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

What suffixes were added to the word *warm*? **-er and -est**

Underline the suffixes *-er* and *-est*.

Write an A over the article adjectives in each phrase. How did the article change? **It changed from "a" to "the."**

Read the next group of phrases.

a clean room

a cleaner room

the cleanest room

Does it make sense to say *a cleanest room*? **no**

Why? **When it is the cleanest room, it is a particular one.**

Underline the suffixes *-er* and *-est*.

Write an A over the article adjectives in each phrase.

When we add the suffix *-er* to a word, such as *cleaner*, we are making a comparison. This form of an adjective is called the comparative, because it compares.

comparative

Do you see or hear the word *compare* in *comparative*?

When we add the suffix *-est* to a word such as *cleanest*, we are saying it is the best. This form is called the superlative.

superlative

We can remember what superlative means when we look at the root. Notice *superlative* begins with the same letters as the word *super*. What do we mean when we say someone or something is super? **They are the best.**

How do I change *bright* to comparative? **brighter**

How do I change *bright* to superlative? **brightest**

How do I change *sharp* to comparative? **sharper**

Superlative? **sharpest**

How do I change *good* to comparative and superlative? **better, best**

Notice, we do not say *gooder* and *goodest*. *Gooder* and *goodest* are not words. Instead what do we say? **better and best**

Use each of these in a sentence.

How about the word *perfect*? This is a perfect paper. Can we compare and say *perfecter* or *perfectest*? **no**

Why? **It is already perfect. It cannot be better than perfect.**

Optional Practice

Spelling Cards

Write the adjectives from the Spelling List on index cards. Write the comparative and superlative versions of those words on cards. Arrange the cards into phrases using degrees of comparison.

Optional Practice

Vocabulary and Usage

- Use spelling words in Units 1-8 and orally practice forming phrases or sentences using the degrees of comparison.
- Write phrases using comparisons. Draw a picture of each phrase.

Teacher Tip

ELL Students

If you work with second language learners, bring props to illustrate each word.



8.11A-2 Editing – page 14 Find the mistake in each phrase. Rewrite the phrase correctly on the lines below.

Adding the Suffixes **-ish** and **-ness**

Read the words as I write them on the board.

pink *gray* *green*
boy *sick*

Write the suffix *-ish* on the board.

What do these words change to when we add the suffix *-ish*? *pinkish, boyish, grayish, sickish, greenish*

As the students say the words, add the ending *-ish* in a different color.

pinkish *grayish* *greenish*
boyish *sickish*

How is the meaning changed? *Pinkish is not fully pink, but it has a hint of pink, etc.*

Use each of the roots and the derivatives in a sentence. *The hat is pink. A pinkish brown hat is sitting on the table...*

Read the words as I write them on the board.

sick *frozen* *bright*
quick *sharp* *light*
clean *cheap*

What kind of words are each of these, nouns or adjectives? *adjectives*
How do you know? *They answer which one? or what kind?*

sick + ness

What new word is formed with the suffix *-ness*? *sickness*

What does *sickness* mean? *The state of being sick.*

Use the derivative word *sickness* in a sentence.

sick + ness = sickness

Discuss the meaning of the remaining words: quickness, cleanness, frozenness, sharpness, cheapness, brightness, lightness

boy + ish

What word is formed? *boyish*

What does *boyish* mean? *boy-like*

-ish

**adjective & verb suffix;
like, characterized by**

Old English

-ness

noun suffix

Old English

Challenge

Vocabulary

Level **A**

- Use *sick* and *sickness* in a sentence.
- Listen to this phrase:
the sick boy
What kind of boy? *sick*
Sick is an adjective because it answers the question, what kind?
- Listen to this sentence:
The sickness makes the boy cough.
Does “the sickness” make sense? *yes*
Since *sickness* makes sense with the noun marker “the,” it is a noun.
The ending *-ness* changes an adjective into a noun.
Is “sickness” a person, place, thing, or idea? *idea*

Use it in a sentence. *He gave me a boyish smile.*

boy + ish = boyish + ness

What word is formed if we add *-ness* to *boyish*? *boyishness*

boy + ish = boyish + ness = boyishness

How many suffixes are in *boyishness*? *two*

Some words have more than one suffix.

What does *boyishness* mean? *The act of being boyish.*

Use it in a sentence. *His boyishness led him to a great adventure.*

 **8.11A-3 Vocabulary Development – page 15** Direct the students to complete the activity in the workbook.

B

Level B Vocabulary

Homonyms

Many words have more than one meaning in English. These words are called homonyms.

Listen to the word *fall* used in each of these sentences. What does *fall* mean in each one?

Be careful not to fall on the ice. *It means to fall down.*

In the fall, the leaves on the trees turn beautiful colors. *It means the season of autumn.*

Write *homonym* on the board.

Homo means *same*.

Nym means *name*.

Homonyms are words that share one name. They are written the same and pronounced the same but they have different meanings. I will say a word. What are some different meanings of the word? Use each meaning of the word in a sentence.

spring

cool

head

hail

stuff

report

 **8.11B Homonyms – page 16** Write the correct homonym in the blank.

Answers:

Soak the stain in **cool** water.

She drank the water from the **spring**.

Do not bring too much **stuff** on the trip.

Jack is a **cool** kid.

Optional Practice

Vocabulary and Usage

Level B

Read aloud a book about weather. Practice reading weather maps. Then ask the students to draw a weather map and to create a key for the map.

She puts a warm hat on her **head**.
 We will need to **hail** a cab.
 Jim had to **report** the car crash.
 Coach Robbins is the **head** coach.
Hail as big as golf balls fell that afternoon.
 The dog might **spring** up from the porch step to greet us.
 Tulips bloom in the **spring**.
 He will **stuff** his brain with math facts.
 She may go to the **head** of the class.
 She drafted a long **report** on global hunger.

C

Level C Vocabulary

What patterns do you notice in Spelling List 8? *Three words include dom; two words include rotund; three words use the prefix sub-, two words use the prefix sup-, two words include terra.*

dom

domain

Look at the first two words in the list. What is a domain? *an area or a realm that is ruled by one person or government*

dominant

How does this relate to the word *dominant*? *If an animal or a person is dominant, they rule over the others.*

What does the O say in *domain*? /ō/

What does the O say in *dominant*? /ō/

The vowel sounds sometime shift when we add suffixes and prefixes. I will write another word that uses the root *dom* on the board.

kingdom

How does a *kingdom* relate to a *domain*? *A kingdom is the area over which a king has domain.*

What does the O say in *kingdom*? /ü/ *This is its schwa sound.*

Place your hand under your chin and say *kingdom*. Which syllable is stressed? *king*

Any vowel may say a schwa sound in an unstressed syllable. When we think of words with related roots, we can often discover how a schwa is spelled.

What other word in the list is related to *domain*, *dominant*, and *kingdom*? *freedom*

What is freedom? *It is the state of being free.*

Teacher Tip

Vocabulary
Level C

If students do not know the meaning of a word, encourage them to look it up in the dictionary.

dom

domin

domain, state of

Old English

rota*rotunda rotund*Show the front of the Morpheme Card **rota**.How many forms does this root have? **two, rota and rot**Do you have any guesses what the root *rot* or *rota* means?What other words do you know that include *rot*? **rotate, rotary, rotation, rotisserie***rotund, rotunda, rotate, rotary, rotation, rotisserie*What do each of these words have in common? **They are all about circles or spinning.**In Latin *rota* means *wheel*. How does this definition relate to each of the words? **They are all round or circular like a wheel.**What does *rotund* mean? **round**Use *rotund* in a sentence.*Rotund* may also be used to describe something that is fat, or has a large circumference.Look up *rotunda* in a dictionary. What is a *rotunda*? **It is a round room or a room with a round, dome-shaped ceiling.**How is this definition related to the root *rota*?**sub-**Show the front of the Morpheme Card **sub-**.Which words in our list include the prefix *sub-* or an assimilated form? **subway, subsets, subterranean, suppressant, support**What does *sub-* mean? **below, under, beneath, secondary***subway*How many morphemes in *subway*? **two, sub- and way**What does *subway* literally mean? **a way below**Where is a subway? **below ground**Does this definition fit? **yes***subsets*How many morphemes in *subsets*? **three, sub-, set, and -s**What does *subsets* literally mean? **sets below, or secondary sets**What are *subsets* in math? **They are secondary sets.***suppressant*How many morphemes in *suppressant*? **three, sup-, press, -ant**Why did *sub-* assimilate to *sup-*? **The root *press* begins with a P.***suppress***rota**

rot

wheel*Latin***Teacher Tip****Vocabulary Level C**

Show students a picture of a rotunda.

Teacher Tip**Previous Card**The Morpheme Card **sub-** was introduced in Unit 2.**sub-**su-
(before sc
& sp)suc-
suf-
sug-sup-
sur-
sus-**below, under, beneath, secondary***Latin***Teacher Tip****Vocabulary Level C**

Draw a diagram to show a subset.

What does it mean to suppress something? *To suppress means to press it down. When a feeling is suppressed, it is held down.*

What does *suppressant* literally mean? *a noun that presses under*

What does a cough suppressant do? *It stops the cough.*

How does this relate to the word *suppressant*? *When you press something under, it is like hiding it. A cough suppressant does that. It doesn't make you well, but it does help you stop coughing. It presses the cough under.*

support

How many morphemes in support? *two, sup- and port*

Why did *sub-* change to *sup-*? *The root port begins with P.*

What do each of the roots mean? *to carry, under*

Draw a picture of a support. What does a support do? *It carries the weight from underneath.*

terra

subterranean

Let's say you have never seen this word before. What is one thing you know about its meaning? *Sub- means under or beneath.*

Read the sentence in your workbook. Use the context to figure out the meaning of *subterranean*.

8.11C-1 Sentence – page 17

Plants that live in dry environments, such as deserts, often have extremely long tap roots which reach into the subterranean water supply.

What does *subterranean* mean? *below ground*

Based upon this definition, what do you think the root *terra* means?
ground

Show the Morpheme Card terra.

What does *terra* mean? *earth, land*

Is that close to what you thought? *yes*

What does *terrain* mean? *Terrain refers to the shape or landscape of the earth: hilly, flat, grassy, wooded...*

How does this relate to the root *terra*?

8.11C-2 Standardized Tests – page 17 Choose the correct definition.

Why is the correct answer a glass container to display land animals?
Because terra means land.

8.11C-3 Matching – page 18 Match the root to the definition.

terra
earth, land
Latin

8.12

Dictation

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

A

1. perfect music
2. a good day and night
3. the brightest light
4. better truck wheels

B

1. cool weather
2. a spring flood
3. a winter blizzard
4. an afternoon thunderstorm

C

1. a subterranean inspector
2. the depot rotunda
3. lavish freedom
4. frequent spectators

8.13

Writing Strong Sentences

A



8.13A-1 Composition – page 19 Choose a word from each column. Compose three phrases.



8.13A-2 Composition – page 20 Choose a word or a suffix from each column. Compose three phrases.



Optional **The Essentials Reader**

Unit 7: Just Call Her Shelly

- Complete the Handwriting & Composition activities on page 20 of *The Essentials Reader Teacher's Guide*.
- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 20 of *The Essentials Reader Teacher's Guide*.

Part 5 Check Your Understanding

8.15

All

Review

- **Grammar:** Review Grammar Flash Cards 1, 1.1, 1.2, 1.3, 11.1.

C Vocabulary:

- Provide the students with three index cards. Say the meaning of a morpheme. The students write the morpheme on an index card. Combine these with the index cards from Units 1-7.
 - domain, state of — *dom*
 - wheel — *rota*
 - earth, land — *terra*
- Place the following morpheme cards on the table in columns. Set a timer for two minutes. How many words can the student form using these morphemes?

in- im-	port	-er
ex-	press	-ing
ad-, af-	flue	-ant -ent
re-	domin	-s
sub- su- sup-	toler	-al

Materials

Grammar Flash Cards

Level C

Index cards

Morpheme index cards

Timer

Optional

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

8.16 All Check Your Understanding



Check Your Understanding 8 – page 21-23

All Phonograms

Dictate the phonograms for the students to write in their workbooks. They may need to add one more line in their workbooks. Remember to say the sounds, not the letter names.

- | | |
|--|--|
| 1. oo /ō-ū-ō/ | 22. l /l/ |
| 2. ng /ng/ | 23. igh /i/ three-letter /i/ |
| 3. sh /sh/ used only at the beginning of a word or at the end of a syllable. | 24. th /th-TH/ |
| 4. oy /oi/ that may be used at the end of English words. | 25. qu /kw/ |
| 5. oa /ō/ two-letter /ō/ that may NOT be used at the end of English words. | 26. z /z/ |
| 6. wh /wh/ | 27. h /h/ |
| 7. s /s-z/ | 28. x /ks-z/ |
| 8. ch /ch-k-sh/ | 29. ee /ē/ double /ē/ |
| 9. b /b/ | 30. c /k-s/ |
| 10. j /j/ the /j/ of jump | 31. u /ū-ü-ō-ü/ |
| 11. oi /oi/ that may NOT be used at the end of English words. | 32. a /ă-ā-ä/ |
| 12. p /p/ | 33. or /ōr/ |
| 13. g /g-j/ | 34. e /ē-ē/ |
| 14. t /t/ | 35. es /ěz-z/ |
| 15. oe /ō-ō/ that may be used at the end of English words. | 36. er /er/ the /er/ of her |
| 16. o /ō-ō-ō/ | 37. y /y-ī-ē-ē/ |
| 17. v /v/ | 38. d /d/ |
| 18. m /m/ | 39. ai /ā/ that may NOT be used at the end of English words. |
| 19. w /w/ | 40. ea /ē-ē-ā/ |
| 20. f /f/ | 41. i /ī-ī-ē-y/ |
| 21. ar /ār/ | 42. ay /ā/ that may be used at the end of English words. |
| | 43. r /r/ |
| | 44. k /k/ tall /k/ |
| | 45. ck /k/ two-letter /k/ |
| | 46. n /n/ |

All Exploring Sounds

I will say a sound. Mark it as short, long, or broad.

- | | |
|------|-----------------------------|
| 1. ä | 6. ü |
| 2. ö | 7. õ |
| 3. ŭ | 8. ě |
| 4. ě | 9. ĭ |
| 5. ĭ | 10. ö (2nd long sound of U) |

All

Spelling Rules

1. Circle the word that illustrates the rule: Phonograms ending in GH are used only at the end of a base word or before the letter T. *night*
2. Circle all the words that have an R-controlled vowel. *summer, garden, teacher*
3. Circle the word where a vowel is saying its schwa sound. *the*
4. Circle the word where O is saying its lazy sound /ŭ/ in a stressed syllable because it is next to a W, TH, M, N, or V. *wonder*
5. Circle the word that illustrates the rule: A E O U usually say their long sounds at the end of the syllable. *music*

Dictation

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

A

1. a small hill
2. good wheels
3. the perfect coat
4. the best blocks
5. a warm night
6. bright lights
7. better wheat bread
8. a toe and a tooth
9. blocks, a toy train, and a book
10. a dog yard

B

1. a monster tornado
2. floods, blizzards, thunderstorms, and hail
3. overcast weather
4. a cool summer weekend
5. winter, fall, and spring
6. sweltering heat
7. thunder and lightning

C

1. the complex terrain
2. the subway depot
3. a distant wharf, a quaint rotunda, and a subterranean harbor
4. the supporting character
5. blister suppressant
6. the rotund sheriff
7. the dominant mayor
8. a free domain
9. characteristic subsets

All

Grammar

Ask students to highlight all adjectives in the dictation phrases.



Optional **The Essentials Reader**

Unit 7: Just Call Her Shelly

- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 20 of *The Essentials Reader Teacher's Guide*.