Part 1 Essential Concepts

6.1 All

Phonograms
New Phonograms
ar, ch, oo

Show ar.

/är/ /är/

What sound does /ä-ä/ say in this phonogram? /ä/
Is /är/ a consonant or a vowel? It is a vowel.
What kind of vowel? It is an R-controlled vowel.

Show ch.

/ch-k-sh/ /ch-k-sh/

Is the first sound /ch/ a consonant or a vowel? It is a consonant.

Materials
Basic Phonogram Flash Cards
Student notebook
Spelling Rule Flash Cards 10, 30, 31.1
Highlighter

Optional
Rhythm of Handwriting Book
The Essentials Reader, Teacher’s Guide, & Student Activity Book
Is the second sound /k/ a consonant or a vowel? *It is a consonant.*
Is the third sound /sh/ a consonant or a vowel? *It is a consonant.*

Show **oo**.

/ö-ü-ö/ /ö-ü-ö/

Is the first sound /ö/ a consonant or a vowel? *It is a vowel.*
Is the second sound /ü/ a consonant or a vowel? *It is a vowel.*
Is the third sound /ö/ a consonant or a vowel? *It is a vowel.*
What kind of vowel is /ö-ü-ö/? *It is a multi-letter vowel.*

Write each phonogram five times while saying the sounds.

**Handwriting** *(optional; use the Rhythm of Handwriting Student Books)*

**Advanced Phonogram**

Show **bt**. This phonogram says /t/ in words that came from Latin such as *doubt* and *debt*.

**Phonogram Flash Cards**

Drill the phonograms with flash cards.

**Exploring Sounds**

**Schwa**

Write **a** on the board.

Many words that we have been studying include a schwa sound.
What is schwa? *It is a lazy vowel sound.*

What sounds does schwa make? /ŭ/ and /ĭ/

Why are some vowels lazy? Or why do some vowels say their schwa sounds? *Some syllables are said louder than other syllables. Some syllables have more stress. Syllables that are stressed usually have a vowel that is clearly pronounced. The syllables that are said with less stress often have a distorted vowel sound called a schwa.*

Show Spelling Rule Card 31.1.

We will review the first half of this rule today. Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.

Let’s say the rule together. *Any vowel may say one of the schwa*
sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word.

To begin to learn how this works, first we need to learn to listen for which syllable is stressed. I will say a word. Place your hand under your chin and repeat the word. Feel which syllable your mouth opens larger to say. This is the syllable that is stressed.

Say each word and encourage the students to feel the stressed syllable.

morning public
reason understand
fantastic volunteer

Hold up the cards [u] and [i].

How will we know if we are hearing a schwa sound, or if we are hearing one of these phonograms? Usually if you hear the sounds /ū/ or /ī/ in a stressed syllable, it is the phonogram [u] or [i] saying its short sound.

6.2-1 Stressed Syllables – page 79 Look at the words on your page. Each word has a missing phonogram. Listen to me say each word. Then repeat the word and feel the stressed syllable that the missing vowel is in. Finally, fill in the missing vowel:

butter kitten
begun resist

Place your hand under your chin. Read each word again. Which syllable is stressed? the syllable that was missing a vowel

In an unstressed syllable, any vowel that is being lazy could be a schwa, sounding like /ū/ or /ī/. We use a tool called say-to-spell to help us write these vowels correctly.

6.2-2 Schwa – page 79 Listen as I say-to-spell the words. Write the missing vowel in the word. Then read the word aloud with a schwa sound, the way we usually say them.

frōzen frōzan kingdom kingdam
adapt adapt seven seven

Schwa sounds are common in unstressed syllables.

Write the sentence on the board.

The cat sat on a chair.

Which words in this sentence are most important to the meaning? cat, sat, on, chair
Place your hand under your chin and say, “The cat sat on a chair.” Which words do you open your mouth the most to say? Or which words are stressed? *cat, sat, on, chair*

Which are not stressed? *the, a*

The vowels in those words are lazy because those words are not as important to the meaning of the sentence. They are needed for the sentence to be grammatically correct, but if we miss hearing them, we will still understand the sentence.

Reread the sentence with a muffled voice for “the” and “a.”

We have learned two places where a vowel may say its schwa sound. What are the two places? *A vowel may say its schwa sound in an unstressed syllable or in an unstressed word.*

6.2-3 Schwa in Unstressed Words – page 79 I will read the sentence that is in your workbook. Highlight the stressed words. Circle the words that have a schwa sound.

*The boy ran in the street.*

### Spelling Rule

#### Rule 30: Double Letters at the End

6.3 All

#### 6.3 Discover the Rule – page 80 Read the words. Mark the vowels as long, short, or broad.

<table>
<thead>
<tr>
<th>staff</th>
<th>tall</th>
<th>class</th>
</tr>
</thead>
<tbody>
<tr>
<td>sniff</td>
<td>call</td>
<td>mess</td>
</tr>
<tr>
<td>scoff</td>
<td>pill</td>
<td>miss</td>
</tr>
<tr>
<td>off</td>
<td>ball</td>
<td>moss</td>
</tr>
<tr>
<td>huff</td>
<td>fall</td>
<td>glass</td>
</tr>
<tr>
<td>puff</td>
<td>pull</td>
<td>pass</td>
</tr>
<tr>
<td>scruff</td>
<td>hill</td>
<td>grass</td>
</tr>
</tbody>
</table>

What is the same about each word? *The last letters are doubled.*

Which letters are doubled? *F, L, S*  
What do you notice about the vowels? *They are all single vowels.*  
Do most of the vowels make their long, short, or broad sound? *short*

Find five words where the vowel does not make its short sound and circle them. *tall, call, ball, fall, pull*

What is the same about all these words? *They end with -ll. The vow-*
**els are broad.**
What do you think the spelling rule should say? *Answers vary.*

**Show Spelling Rule 30.**

We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters also are doubled.

Do we always double F, L, and S? *no*

F, L and S are often doubled after which vowel sounds? *after a short or broad vowel that is a single letter*

Which spelling rule explains why the phonogram A says the broad sound in words ending in LL? *When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L.*

What does A often say before an L? */ä/*

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**Optional The Essentials Reader**

**Unit 5: Wombats**

- Complete the Pre-Reading activities on pages 13-14 of The Essentials Reader Teacher’s Guide.

- Pre-read the words on page 21 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

Review

- **Phonograms: Rotten Egg**
  Place all the phonogram cards the students have learned in Units 1-6 in a cloth bag with 2 Rotten Egg cards. Set a timer for between 30 seconds and 2 minutes. Students take turns drawing a card and reading the phonogram aloud. If they read it right, they keep the card and pass the bag. If they do not read it correctly, they must put it back in the bag and pass the bag to the next person. If a student draws the Rotten Egg card, he must put all his cards back into the bag and pass it to the next player. Play ends when the timer beeps. The student holding the most cards wins.

  Variation: Add one Snatch It card to the bag. If a student draws the Snatch It card, he may take all the cards of another player. Add one Lose It card to the bag. If a student draws the Lose It card, he must give his cards to the player on his left.

- **Exploring Sounds: 6.4 Consonants and Vowels – page 81**
  Sort the phonograms into consonants, multi-letter vowels, and R-controlled vowels.

- **Spelling Rules:** Write _all on the board. Ask the students to spell it using Phonogram Game Tiles. How many words can the student create by adding beginning consonants? Award one point per word. Continue with the other letters below.

  _all – ball, fall, call, hall, mall, stall, tall, thrall, wall
  _ell – bell, dell, dwell, fell, sell, shell, smell, spell, well, yell
  _ill – bill, chill, drill, fill, frill, gill, hill, shrill, still, thrill, trill, will
  _ull – bull, cull, dull, full, hull, pull, scull, skull
  _ess – bless, chess, dress, less, mess, press, stress, unless
  _iss – bliss, hiss, kiss, miss, Swiss

- **Morphemes:**
  - Review the Morpheme Cards from previous units.

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**Materials**
- 2 decks of Phonogram Game Cards
- 2 Rotten Egg Cards
- 1 Snatch It Card
- 1 Lose It Card
- Cloth bag
- Timer
- Phonogram Game Tiles
- Spelling Journal
- Spelling Analysis Card

**Level C**

**Optional**
- The Essentials Reader, Teacher’s Guide, & Student Activity Book
Spelling Journal /ə/

Spelling Journal /ə/ Turn to the schwa sound in your Spelling Journal. Look for the symbol that looks like an upside down e.

On the left page, we will collect words where the schwa is found in an unstressed syllable of a multi-syllable word. On the right page, we will collect words where schwa is heard in a one-syllable, unstressed word.

I will write a word on the board. Read the word by articulating each of the vowels clearly. Then reread the word with a schwa sound. Decide which page you should write the word on in the Spelling Journal.

\[
\begin{array}{ccc}
\text{the} & \text{human} & \text{gallon} \\
\text{a} & \text{was} & \\
\text{basket} & \text{broken} & \\
\end{array}
\]

Unstressed Syllable
Any vowel saying its schwa sound in an unstressed syllable.

Unstressed Word
A small, commonly unstressed grammatical word where the vowel says its schwa sound.

\[
\begin{array}{ccc}
\text{human} & \text{the} \\
\text{gallon} & \text{a} \\
\text{basket} & \text{was} \\
\text{broken} & \text{of} \\
\end{array}
\]

We have one final word to discuss. It is the little word of.

Write of on the board.

This is a very strange word. What sound is the O making? It is saying the schwa sound.

Why do you think it says the schwa sound? It is a less important word.

Write The cup of tea is hot.
Which words are most important in this sentence? **cup, tea, hot**

What sound is the F making? **/v/**

Say /f/ and /v/. What is the same about these sounds? **They are both formed by placing the teeth on the lips and blowing.**

Why do they sound different? **/f/ is unvoiced. /v/ is voiced.**

This is the only word where F says /v/. This is a very unusual spelling. However, you can see they are related sounds.

Write of in your Spelling Journal.

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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 5: Wombats**

- Read “Wombats” on pages 15-16 of *The Essentials Reader*.

- Complete some or all of the Post-Reading activities on page 14 of *The Essentials Reader Teacher's Guide*.

**Optional Practice**

**Schwa Sound**

Levels B C

Write words with the schwa sound from Spelling Lists 1-5 in the Spelling Journal.
### Spelling Analysis

#### Spelling List 6 – page 82

**A**

#### Tips for List 6.A

glass, cliff, all, ball, class, full

When you sound out a word with a double consonant, pronounce the consonant twice: /g-l-ă-s-s/.

**poor**

Some dialects pronounce this word /pör/ and others pronounce it /pōr/. Teach the pronunciation that is common in your community. If you use /ō/, add the marking for the third sound of the phonogram.

<table>
<thead>
<tr>
<th>Spelling Analysis</th>
<th>List 6.A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word</strong></td>
<td><strong>Sentence</strong></td>
</tr>
<tr>
<td>1. glass</td>
<td>There is a glass of water sitting on the table.</td>
</tr>
<tr>
<td>2. cliff</td>
<td>There is a house on the top of the cliff.</td>
</tr>
<tr>
<td>3. brush</td>
<td>It is important to brush your teeth every day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Part of Speech</th>
<th>Plural / Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>glasses</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>cliffs</td>
<td></td>
</tr>
<tr>
<td>N, V</td>
<td>brushes, brushed</td>
<td></td>
</tr>
</tbody>
</table>
4. **all**

All the students are working together well.  

| Æll | /æl/ | /æ-l-l/ |

Put two dots over the /æ/. /æ-æ-æ/ said its broad sound. When a word ends with the phonogram A, it says /æ/. A may also say /æ/ after a W or before an L. When a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.

5. **ball**

The ball is in the net.  

| Bäll | /bäll/ | /b-a-l-l/ |

Put two dots over the /ä/. /ă-ā-ă/ said its broad sound. When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. 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.

6. **school**

Miriam was at school today.  


Underline the /k/ and put a 2 over it. /ch-k-sh/ said its second sound. Underline the /ö/.

7. **poor**

This a poor picture because it is blurry.  

| Pör | /pör/ | /p-ö-o-r/ | Use /ö-ü-ö/.

Underline the /ö/. (Or underline the /ö/ and put a 3 over it. /ö-ü-ö/ said its third sound.)

8. **car**

The car is red.  

| Kär | /kär/ | /k-är/ | Use /k-s/.

*C* always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /är/.

9. **secret**

Jack is sharing a secret with Lydia.  

| Sè krēt | /sē/ | /s-e/ | Use /s-z/.

Put a line over the /ē/. /ē-ē/ said a long sound. *A E O U usually say their long sounds at the end of the syllable. *C* always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word.

10. **moon**

There is a full moon tonight.  

| Mön | /mön/ | /m-öö-n/ | Use /ö-ü-ö/.

Underline the /ö/.

11. **book**

Gabby is reading a book.  


Underline the /ū/ and put a 2 over it. /ö-ü-ö/ said its second sound.
12. **water**  
Max is filling up a pitcher of water.  

<table>
<thead>
<tr>
<th>2</th>
<th>wä</th>
<th>ter</th>
<th>/wä/</th>
<th>/w-a/</th>
<th>Use the /er/ of her.</th>
</tr>
</thead>
</table>

**water**  
Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. Underline the /er/.

| N, V, Adj | watered |

13. **class**  
The class has a new teacher.  

<table>
<thead>
<tr>
<th>1</th>
<th>kläss</th>
<th>/kläss/</th>
<th>/k-l-a-s-s/</th>
<th>Use /k-s/. Use /s-z/. Use /s-z/.</th>
</tr>
</thead>
</table>

**class**  
C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. 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 | classes |

14. **full**  
That is a full glass of water.  

<table>
<thead>
<tr>
<th>1</th>
<th>full</th>
<th>/füll/</th>
<th>/f-u-l-l/</th>
</tr>
</thead>
</table>

**full**  
Put two dots over the /ü/. /ū-ū-ō-ū/ said its broad sound. 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.

| Adj | classes |

15. **sharp**  
That is a sharp pencil.  

<table>
<thead>
<tr>
<th>1</th>
<th>shärp</th>
<th>/shärp/</th>
<th>/sh-ar-p/</th>
<th>Use /sh/ used only at the beginning of a word and at the end of a syllable.</th>
</tr>
</thead>
</table>

**sharp**  
Underline the /sh/. 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 /är/.

| Adj | classes |
**Tips for List 6.B**

**seashell, stuff, joyless, painless, fearless**
When you sound out a word with a double consonant, pronounce the consonant twice: /s-t-ū-f-f/.

**quart, quarter, quartet**
Some regions may need to say-to-spell /qu-ā-r-t/.

**lizard**
You do not need to teach Spelling Rule 31.3 yet. Students will learn when AR says /er/ in Unit 8. Say-to-spell /liz ārd/.

### Spelling Analysis

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Syllables</th>
<th>Say-to-Spell</th>
<th>Say syllable</th>
<th>Segment…</th>
<th>… Finger Spell &amp; Cue</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. smooth</strong></td>
<td>The carpenter sanded the wood until it felt smooth.</td>
<td>1</td>
<td>smōTH</td>
<td>/smōTH/</td>
<td>/s-m-oo-th/</td>
<td>Use /s-z/. Use /ō-ū-ō/.</td>
<td></td>
</tr>
<tr>
<td><strong>2. seashell</strong></td>
<td>This is a beautiful seashell.</td>
<td>2</td>
<td>sē shēll</td>
<td>/sē/</td>
<td>/s-ēa/</td>
<td>/shēll/</td>
<td>/sh-e-l-l/</td>
</tr>
<tr>
<td><strong>3. afternoon</strong></td>
<td>Let’s have a picnic this afternoon.</td>
<td>3</td>
<td>āf ter nōn</td>
<td>/āf/</td>
<td>/a-f/</td>
<td>/ter/</td>
<td>/t-er/</td>
</tr>
</tbody>
</table>

**Vocabulary**

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Plural / Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adj, V</td>
<td>smoothed</td>
</tr>
</tbody>
</table>

**N**

<table>
<thead>
<tr>
<th>seashells</th>
</tr>
</thead>
</table>

**N**

<table>
<thead>
<tr>
<th>afternoons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>4. <strong>igloo</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
|   | 2G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Underline the /ō/.
|   | **N** | igloos |
| 5. **stuff** | Jerry put all his extra stuff in a box. | 1 | stūff |
|   | **/stūff/** /-s-t-u-f-f/ | Use /s-z/.
|   | **N, V** | stuffed |
| 6. **sandwich** | That looks like a delicious sandwich. | 2 | sāndwich |
|   | **/sānd/** /-s-a-n-d/ | Use /s-z/.
|   | **/wich/** /w-ĭ-ch/ | Use /ĭ-ē-y/.
|   | **sandwich** | Underline the /ch/.
|   | **N, V** | sandwiches, sandwiched |
| 7. **bunch** | That is the last bunch of grapes on the vine. | 1 | būnch |
|   | **/būnch/** /b-u-n-ch/ |
|   | **bunch** | Underline the /ch/.
|   | **N, V** | bunches, bunched |
| 8. **garden** | That is a nice garden. | 2 | gār dēn |
|   | **/gār/** /g-ār/ |
|   | **/dēn/** /d-ē-n/ |
|   | **garden** | 2G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Underline the /är/.
|   | **N, V** | gardens, gardened |
| 9. **quart** | Please buy one quart of milk at the store. | 1 | kwārt |
|   | **/kwārt/** /qu-ar-t/ |
|   | **quart** | Underline the /kw/.
|   | **N** | quarts |
| 10. **quarter** | A quarter is worth twenty-five cents. | 2 | kwār ter |
|   | **/kwār/** /qu-ar/ |
|   | **/ter/** /t-er/ | Use the /er/ of her. |
|   | **quarter** | Underline the /kw/.
|   | **N, V** | quarters, quartered |

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### Quartet

The quartet performed beautifully.

- **quartet**
  - Pronunciation: /kwær/ /qu-ər/
  - Underline the /kw/.
  - Q always needs a U; therefore, U is not a vowel here. Underline the /är/.

**quart** four

- et noun suffix

**quartets**

### Joyless

Without her friend, Lydia felt joyless.

- **joyless**
  - Pronunciation: /joi/ /j-o/-
  - Underline the /oi/.
  - 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.

**less** without, devoid of

- **painless**
  - Pronunciation: /pān/ /p-ā-n/
  - Underline the /ā/.
  - 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.

**fearless**

- Pronunciation: /fēr/ /f-ē-r/
  - Underline the /ē/.
  - 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.

**lizard**

- Pronunciation: /liz/ /l-i/-
  - Underline the /är/.
  - AR and OR may say their schwa sound, /er/, in an unstressed syllable.
C

Tips for List 6.C

spectator, spectacular
You do not need to teach Spelling Rule 31.3 yet. Students will learn when OR and AR say /er/ in Unit 8. Say-to-spell /spēk tā ŏr/ and / spēk tāk ū lār/.

witness, sheriff, plaintiff
When you sound out a word with a double consonant, pronounce the consonant twice: /w-ĩ-t-n-ē-s-s/.

Advanced Phonogram - doubt
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

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th># Syllables</th>
<th>Say-to-Spell</th>
<th>Say Syllable</th>
<th>Segment...</th>
<th>Finger Spell &amp; Cue</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. apartment</td>
<td>The apartment building is tall.</td>
<td>3</td>
<td>ā pārt ment</td>
<td>ā/</td>
<td>/ā/</td>
<td>ā/</td>
<td>/ā/</td>
</tr>
<tr>
<td>2. compartment</td>
<td>Place your bag in the overhead compartment.</td>
<td>3</td>
<td>kōm pārt ment</td>
<td>/kōm/</td>
<td>/k-o-m/</td>
<td>Use /k-s/.</td>
<td></td>
</tr>
<tr>
<td>3. partner</td>
<td>Joe hands the baton to his partner.</td>
<td>2</td>
<td>pārt ner</td>
<td>/pārt/</td>
<td>/p-ar-t/</td>
<td>Use the /er/ of her.</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Plural / Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-</td>
<td>to, toward, add</td>
<td>N</td>
</tr>
<tr>
<td>part</td>
<td>separate, part</td>
<td>N</td>
</tr>
<tr>
<td>-ment</td>
<td>noun suffix</td>
<td>N</td>
</tr>
<tr>
<td>apartments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>compartments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. 31. Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. Underline the /ā/.

2C usualy say their long sounds at the end of the syllable. 31. Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. Underline the /ā/.
| 4. **spectator** | I prefer to be a spectator, not a player. |
| **spec tā tōr** | C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ā/. /ā-ā-ā/ said a long sound. A E O U usually say their long sounds at the end of the syllable. Underline the /ōr/. AR and OR may say their schwa sound, /er/, in an unstressed syllable. |

| 5. **spectacular** | The view was spectacular. |
| **spec tac ū lar** | C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ū/. /ū-ū-ū-ū/ said a long sound. A E O U usually say their long sounds at the end of the syllable. Underline the /ār/. AR and OR may say their schwa sound, /er/, in an unstressed syllable. |

| 6. **witness** | Every witness must swear to tell the truth. |
| **wit nēss** | 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. |

| 7. **sheriff** | The sheriff patrolled the carnival on a bike. |
| **sher iff** | Underline the /ś/ in the beginning of a base word and at the end of the syllable. SH never spells /ś/ at the beginning of any syllable after the first one, except for the ending -ship. 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. |

<p>| 8. <strong>plaintiff</strong> | The plaintiff accuses the defendant in court. |
| <strong>plain tiff</strong> | Underline the /ā/. 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. |</p>
<table>
<thead>
<tr>
<th>9. <strong>complaint</strong></th>
<th>Call the customer service desk if you have a complaint.</th>
<th>2. kōm plant</th>
<th>/kōm/ /k-ō-m/</th>
<th>Use /k-s/. Use two-letter /ā/ that may NOT be used at the end of English words.</th>
</tr>
</thead>
</table>

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, /ū/ or /ĭ/, in an unstressed syllable or unstressed word. Underline the /ā/.

<table>
<thead>
<tr>
<th><strong>complaint</strong></th>
<th>com- with, together, completely plaint lament</th>
<th>N complaints</th>
<th>complaints</th>
</tr>
</thead>
</table>

| 10. **doubt** | Do not doubt yourself. | 1 dowt | /dowt/ /d-ou-bt/ | Use /ow-ō-ō-ū/. Use the advanced phonogram BT which says /t/.

<table>
<thead>
<tr>
<th><strong>doubt</strong></th>
<th>Underline the /ow/. Underline the advanced phonogram /t/ and put an A over it.</th>
<th>N, V doubts, doubted</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>11. <strong>frugal</strong></th>
<th>James will need to be frugal since he does not have much money.</th>
<th>2 frō gāl</th>
<th>/frō/ /f-r-ū/</th>
<th>Use /ū-ū-ō-ū/.</th>
</tr>
</thead>
</table>

G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. 31.1 Any vowel may say one of the schwa sounds, /ū/ or /ĭ/, in an unstressed syllable or unstressed word.

<table>
<thead>
<tr>
<th><strong>frugal</strong></th>
<th>Put a line over the /ō/. /ū-ū-ō-ū/ said a long sound.</th>
<th>N, V doubts, doubted</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>12. <strong>defendant</strong></th>
<th>The defendant allegedly robbed a store.</th>
<th>3 dē fēn dānt</th>
<th>/dē/ /d-e/</th>
<th>Use /ē-ē/ /e/ 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, /ū/ or /ĭ/, in an unstressed syllable or unstressed word.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>defendant</strong></th>
<th>Put a line over the /ē/. /ē-ē/ said a long sound.</th>
<th>N, V doubts, doubted</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13. <strong>dependent</strong></th>
<th>Paul is dependent on his parents to pay his tuition.</th>
<th>3 dē pēn dēnt</th>
<th>/dē/ /d-e/</th>
<th>Use /ē-ē/ /e/ said a long sound. 4 A E O U usually say their long sounds at the end of the syllable.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>dependent</strong></th>
<th>Put a line over the /ē/. /ē-ē/ said a long sound.</th>
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<tr>
<th><strong>dependent</strong></th>
<th>Put a line over the /ē/. /ē-ē/ said a long sound.</th>
<th>N, V doubts, doubted</th>
</tr>
</thead>
</table>

| **dependent** | Put a line over the /ē/. /ē-ē/ said a long sound. | N, V doubts, doubts |
### 14. pendant
Mary’s parents gave her a necklace and pendant for her birthday.

- **pendant**
  - Pronunciation: /pɛn/ /pɛnt/ /dænt/ /dənt/ 

### 31.1
Any vowel may say one of the schwa sounds, /ə/ or /ɜ/, in an unstressed syllable or unstressed word.

<table>
<thead>
<tr>
<th><strong>pend</strong> to hang</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-ant</strong> noun &amp; adjective suffix; characterized by</td>
</tr>
<tr>
<td><strong>N</strong></td>
</tr>
<tr>
<td><strong>pendants</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>suspenders</strong> Max wore red suspenders.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 suspェンダーズ</strong></td>
</tr>
<tr>
<td>Underline the /er/. Put a 2 over the /z/. /s-z/ said its second sound. <strong>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.</strong></td>
</tr>
</tbody>
</table>

| **sus-** below, under, beneath, secondary |
| **pend** to hang |
| **-er** noun suffix |
| **-s** plural noun suffix |
| **N** |
Part 3  Words in Context

6.7  All

• **Phonograms:** Dictate the phonograms to the students.
  1. or  /ɔː/  
  2. u  /ʊ/  
  3. th  /θ/  
  4. ai  /æ/  that may NOT be used at the end of English words.  
  5. ch  /kʃ/  
  6. ay  /æ/  that may be used at the end of English words.  
  7. sh  /ʃ/  used only at the beginning of a word or at the end of a syllable.  
  8. oo  /ʊ/  
  9. ck  /k/  two-letter /k/  
  10. ea  /eɪ-ə/  
  11. g  /g/  
  12. c  /k/  
  13. oi  /ɔɪ/  that may NOT be used at the end of English words.  
  14. ar  /ɑː/  
  15. oy  /ɔɪ/  that may be used at the end of English words.  
  16. d  /d/  
  17. ng  /ŋ/  
  18. er  /ɛr/  the /ɛr/ of her  
  19. ee  /ɛ/  double /ɛ/  
  20. y  /ɪ-ɪ-ɛ/  

• **Spelling Rules:** Review Spelling Rules 3, 4, 9, 10, 11, 18, 21, 26, 29, 30, 31.1

• **Spelling Rules:** Say a word aloud from the following lists. The students should write it on a whiteboard. Award one point for spelling the word correctly. (Provide spelling hints for the multi-letter vowels if needed.) Award one point each time the student knows why the last consonant should or should not be doubled. Choose words at random from the lists below.

  **Double the last consonant after a single vowel**  – tall, ball, fall, wall, call, staff, bluff, stuff, cliff, off, drill, sill, mill, trill, will, grill, sell, shell, well, tell, class, mass, mess, less, kiss, miss, hiss, toss, loss

  **Do not double the last consonant after a multi-letter vowel**  – feel, steel, beef, reef, steal, seal, real, teal, mail, nail, hail, pail, rail, trail, oil, boil, spoil, soil, pool, stool, school, spool, cool, wool, meal, deal

• **Spelling:** **Phonogram Tile Crossword**
  Provide students with a copy of Spelling List 6. How many words can they incorporate from the list into a single crossword style puzzle using the Phonogram Game Tiles?

---

**Materials**
- Student notebook
- Spelling Journal
- Spelling Rule Flash Cards
- LOE Whiteboard
- Phonogram Game Tiles
- Red and blue colored pencils
- Grammar Flash Cards 7, 11.1

**Optional**
- Index cards
- Sticky notes
- The Essentials Reader, Teacher’s Guide, & Student Activity Book

**Spelling Journal**

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

/ɑː/ unstressed syllable, unstressed word
Grammar Review

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

Spelling List 6 – page 82 Write a red N next to the nouns. Test words by deciding if you can make them plural and if it makes sense with the article “the.”

Nouns

A glass, cliff, brush, ball, school, car, secret, moon, book, water, class

B seashell, afternoon, igloo, stuff, sandwich, bunch, garden, quart, quarter, quartet, lizard

C apartment, compartment, partner, spectator, (spectacular), witness, sheriff, plaintiff, complaint, defendant, doubt, dependent, pendant, suspenders


Spelling List 6 – page 82 Find the adjectives in the spelling list and write a blue Adj next to them.

Guide students to read each word, think about how they use it, and identify whether it is used as an adjective. It is not necessary to find all the parts of speech that a word can be; the goal is to note the common ones and to become comfortable thinking about the jobs words are doing in sentences. Words that students are not expected to identify as adjectives are in parentheses.

Adjectives

A glass, all, school, poor, secret, (book), water, (class), full, sharp

B smooth, (afternoon), (garden), joyless, painless, fearless

C (spectator), spectacular, frugal, dependent

Spelling List 6 – page 82 Write the plural form of each noun on your spelling list.

Challenge

Grammar Level A

The words glass and secret in Spelling List 6 can be both nouns and adjectives.

Noun

The glass is sitting on the table.
I know five secrets.

Adjective

The glass bowl broke.
The secret door is over there.
Plural Nouns

A  glasses, cliffs, brushes, balls, schools, cars, secrets, moons, books, classes

B  seashells, afternoons, igloos, sandwiches, bunches, gardens, quarts, quarters, quartets, lizards

C  apartments, compartments, partners, spectators, witnesses, sheriffs, plaintiffs, complaints, defendants, doubts, dependents, pendants

Commas in a Series

6.8-1 Commas in a Series – page 83 Read the lists aloud. Circle the commas.

- sun and moon
- cars and trucks
- balls, cards, toys, and books
- paper, paint, and paintbrushes
- seven men, three boys, and ten dogs
- black trucks, red cars, and gray trains

What do you notice about each list? If only two words are in the list, there are no commas. When there are three or more words in the list, each item in the list is separated by a comma. The word “and” is used before the last item in the list and the comma goes before it.

This leads to our first comma rule: Use commas and a coordinating conjunction to join three or more words or phrases in a series.

Let’s say that together two times. Use commas and a coordinating conjunction to join three or more words or phrases in a series.

In each of these phrases the word and is a conjunction. A conjunction joins words, phrases, or sentences together. Let’s repeat what a conjunction does. A conjunction joins words, phrases, or sentences together.

We will learn more about coordinating conjunctions in Unit 26.

6.8-2 Commas in a Series – page 84 Add commas to the lists where they are needed.
Identifying Parts of Speech

6.8A Identifying Parts of Speech – page 85

Identify the parts of speech in each phrase. Label them in your workbook while I label them on the board. (See the Teacher Tip in the margin for Levels B and C.)

*a full moon*

What is the noun in this phrase? *moon*

\[N\]

*a full moon*

What kind of moon? *full, adjective*

\[Adj \ N\]

*a full moon*

Which moon? *a, article adjective*

\[A \ Adj \ N\]

*the secret classroom*

What is the noun in this phrase? *classroom*

What kind of classroom? *secret, adjective*

Which classroom? *the, article adjective*

\[A \ Adj \ N\]

*a glass ball*

What is the noun in this phrase? *ball*

What kind of ball? *glass, adjective*

Which ball? *a, article adjective*

\[A \ Adj \ N\]

Optional Practice

Commas

Write four commas on small sticky notes. Write “and” on another sticky note. Direct students to arrange the spelling cards into lists with commas.

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

6.8B Identifying Parts of Speech – page 86

\[A \ Adj \ N\]

the smooth seashell

\[A \ Adj \ N\]

a joyless quartet

\[A \ Adj \ N\]

a fearless lizard

Level C

6.8C Identifying Parts of Speech – page 87

\[A \ Adj \ N\]

a competent sheriff

\[A \ Adj \ N\]

a spectacular witness

\[A \ Adj \ N\]

the frugal partner
Dictation

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

When students read back their answers, have them tell you where to place punctuation marks: “skunks (comma) piglets (comma) rabbits (comma) and lizards.”

A
1. the sun and the full moon
2. all the secret books

B
1. skunks, piglets, rabbits, and lizards
2. a vast garden

C
1. the plaintiff, the witness, and the sheriff
2. a spectacular apartment

Optional The Essentials Reader

Unit 5: Wombats

- Re-read “Wombats” on pages 15-16 of The Essentials Reader.
- Complete any remaining Post-Reading activities on page 14 of The Essentials Reader Teacher’s Guide.
- Begin the Handwriting & Composition activities on page 15 of The Essentials Reader Teacher’s Guide.
Part 4  Words in Action

6.10  All

- **Phonograms**: **Phonogram Reading Race**
  Use a stopwatch to time how quickly the student can read the phonograms learned in Units 1-6. Then do it a second time. Can the student beat her time?

- **Grammar**: Using Grammar Flash Card 11.1, recite the rule. Discuss the sample phrases on the back of the card.

Using the words below, write lists on the board without commas. Ask the students to read the lists and figure out what is missing. Then the students can write the missing commas in red.

- a car, a truck, and a train
- bread, milk, and eggs

Dictate the following lists. Ask the students to write the lists on their whiteboards. Write the words in blue, the commas in red, and the conjunction in green.
- cats, dogs, and ducks
- ship, train, car, and truck
- oil, eggs, bread, and milk

- **Spelling**: Practice spelling the words in List 6 with the Phonogram Game Tiles.

Vocabulary

6.11

A  Level A Vocabulary

**Balloon**

Write the words *ball* and *balloon* on the board.

What do these say? *ball, balloon*

How are these words related? *They both have the word ball. A balloon is round like a ball.*

What was added to the end of *ball* to form *balloon?*  *-oon*

How does the broad /ä/ in *ball* change when we add the suffix *-oon?*  *It says its schwa sound.*

Place your hand under your chin and say *balloon*. Which syllable is stressed?  *-oon*

Why do we use /ä-ä-ä/ to spell *balloon?*  *It is related to “ball” in
meaning.
Write balloon in your student notebook. Draw a picture of a balloon.

Compound Words

What is a compound word? A compound word is formed when two words join together to form a new word.

Read through the words in Spelling List 6. With each word, pause and think: Are there other words you can combine with it to form a compound. What are they? sunglasses, hourglass… cliffhanger… toothbrush, hairbrush, paintbrush… basketball, baseball… schoolbooks, schoolhouse… carport, carpool… moonbeam, moonlight… bookends, bookshelf, bookmark… classroom, classmates…

6.11A Compound Words – page 88 Form new compound words using the words in the lists.

Answer Key: sunglasses, basketball, meatball, schoolbook, schoolroom, classroom, bookmark, bookshelf, textbook, paintbrush, toothbrush, hairbrush, hairball, paintball, ballroom, sunroom

Level B Vocabulary

-less

Today’s spelling list includes a new suffix. Look at each of the words. Do you see three words that have a suffix added? joyless, painless, fearless

joyless = joy + less

What suffix did we add to joy? -less
How does the meaning of joy change when we add -less to make joyless? It means without joy.
Use joy in a sentence. Then use joyless in a sentence.

pain + less = painless

How does the meaning of pain change when we add -less to make painless? It means without pain.
Use pain in a sentence.
Use painless in a sentence.

fear + less = fearless

How does the meaning of fear change when we add -less to make fearless? It means without fear.
Use *fear* in a sentence.
Use *fearless* in a sentence.

**quart**

Today’s spelling list includes a second pattern. Read each of the words. Do you see three words that are based on the same root? *quart, quarter, quartet*

What is the same about each of these words? *They all include quart*

How many *quarts* are in a gallon? *four*

How many *quarters* are in one dollar? *four*

If you cut a cookie into quarters, how many pieces did you cut it into? *four*

How many musicians play in a *quartet*? *four*

What does *quart* mean? *four*

6.11B Suffixes – page 89 Add the suffix to form the new word.

---

**Level C Vocabulary**

What patterns do you notice in Spelling List 6? *Three words include part; two words include spect, which means to look; two words end in -iff; two words include plaint; two words start with de-; three words include pend; two words end in -ment; and three words start with com-.*

**part, -ment**

What is a *part*? *It is a piece of something larger.*

What else can the word *part* mean? *It can mean to make something into parts. Example: to braid your hair, first part it into three sections.*

Show the Morpheme Card *part*.

*Part* can also mean *separate*. Separate is related to the idea of parts. How does the root *part* relate to an apartment? *An apartment is a separate part of a large building made up of multiple units.*

Show the Morpheme Card *ad-*.  
  
The prefix *a-* is a form of the prefix *ad-* which means to, toward, add.

Show the Morpheme Card *-ment*.

The suffix *-ment* is a noun suffix.

*An apartment* literally means a thing which has been separated into parts. Is that accurate? *yes*
Which other word is based on the root part? compartment
What prefix do you recognize in compartment? com-
What does com- mean? It means with, together, or completely. It is assimilated from con-.
What does -ment mean? It is a noun suffix.
What is a compartment? It is something with parts.
Is this an accurate description? yes

How does partner relate to part? A partner is part of a larger group.

spect
What does spect mean? to look or to see
Which words use the root spect? spectator and spectacular
What is a spectator? A spectator is someone watching an event.
Does the definition of spectator relate clearly to the meaning to look? yes
What does it mean if something is spectacular? It looks amazing.

-iff
What words end in the suffix -iff? sheriff and plaintiff
What is a sheriff?
In the United States sheriffs are elected officials in a county or town who enforce the law. In England a sheriff is an elected official who represents the king or queen. In Scotland a sheriff is a judge.

What do you think the suffix -iff means? A person related to the law.
If you had to guess a meaning of plaintiff, what would you guess? It is a person.

plaint
Show the Morpheme Card plaint.

Plaint means lament. What is a lament? A lament is an expression of deep grief or sorrow.
What two words in the list include this root? complaint and plaintiff
What does complaint mean? A statement that you are unhappy about something.
How is that related to the meaning of the root plaint? Complaint and lament are synonyms.
What is the prefix in complaint? com-, which is an assimilated form of con- and means with, together, or completely
What does complaint literally mean? with a lament
In a court of law there are two sides: the defendant and the plaintiff. What do you think the plaintiff’s position is? *The plaintiff is the person with a complaint.*

How does this relate to the root *plaint* which means lament? *The person who is making a complaint is lamenting what the defendant did to harm them.*

What does the defendant do? *The defendant defends himself against the complaint.*

**de-, -ant, fend**

Which two words begin with the prefix *de-*? *defendant, dependent*

Write *defendant* and *dependent* on a piece of paper. Study the two words. Highlight each morpheme in a different color.

![defendant](image1) ![dependent](image2)

How many morphemes does each word have? *three*

How do you know? *They share the prefix de-. One ends with -ant, the other ends with -ent.*

Therefore, what are the roots? *fend and pend*

Show the Morpheme Card **de-**.

*De-* means away from or out of.

Show the Morpheme Card **-ant**.

*-ant* is a noun or adjective suffix that means characterized by.

What is the second form of *-ant*? **-ent**

What word do you see in *defendant*? *defend*

What does *defend* mean? *to resist attack, to compete again to retain an award, to explain why you are not guilty of an accusation*

How does adding the suffix *-ant* change the meaning? The suffix *-ant* communicates that the noun is characterized by the act of defending.

What other words can you think of with *fend*? *offend, fender*

Any ideas what *fend* means?

Show the Morpheme Card **fend**.

*Fend* means to strike.

What does *defendant* mean based upon its roots? *Someone (a noun) that strikes away from*
How does someone who strikes away from relate to how the word defendant is used today? *Defend can mean physically striking away from a person who is attacking you. It can also symbolize how a person responds verbally to defend himself.*

**pend**

What other word includes de- and the suffix -ent? *dependent*

What does it mean to be dependent? *Dependent means to need someone or something else.*

What other words include the morpheme *pend*? *pendant, suspenders*

What do you think *pend* means?

Show the Morpheme Card [pend].

*Pend* means to hang.

How does the morpheme *pend* meaning to hang relate to dependent? *Dependent means characterized by hanging out of. This is a figurative meaning.*

What is a pendant? *A pendant is something that hangs.*

Write the word suspenders and divide it into its individual morphemes.

*sus + pend + er + s*

How many morphemes do you see? *four*

What does the prefix *sus-* mean? *It is an assimilated form of sub-. It means below.*

What does *pend* mean? *to hang*

**-er**

-er is a noun suffix.

What other nouns can you think of that end in -er? *teacher, farmer, builder, caller, computer, eraser, mixer, planner, trailer, worker…*

What does the suffix -s mean? *plural*

How does this relate to the meaning of suspenders? *People use suspenders to hang their pants below.*

6.11C Roots – page 90 On Line 1 divide the word into its prefixes, roots, and suffixes. Write the meaning of each one in parentheses. On Line 2 write the definition of the word as it is used today.
Place the following Morpheme Cards in two columns where the students can see them.

- de-
- ex-
- con-
- com-
- in-
- im-
- re-
- tract
- port
- part
- plain
- plain
- flict

I am thinking of a word. I will say the literal definition of a word based upon the morphemes. Tell me which word it is.

to carry away  
**deport**
to pull out  
**extract**
to lament out  
**explain**
to pull together  
**contract**
to strike together  
**conflict**
to pull back  
**retract**
to separate away  
**depart**
to carry out  
**export**
to pull away  
**detract**
to carry back  
**report**

Now it is your turn to choose a prefix and a root. Tell me the meaning and I will guess the word.

---

**Dictation**

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

A 1. cleaner water
2. schools, ponds, and paths
3. toy cars, toy trains, and balls
4. the poor paintbrushes
6.13

Writing Strong Sentences

A

6.13A Composing a List – page 91 Choose three or more words. Combine them into a list. Remember that each word in a list of three or more is separated by a comma.

B

1. the fearless kitten
2. an extra quarter
3. a smooth seashell
4. extra sandwiches

C

1. the volunteers and members
2. a deviant plaintiff
3. a spectacular witness, a frugal partner, and a benevolent committee
4. insistent spectators

6.14

Reading

A

6.14A Reading – page 92 Read the sentences in your workbook aloud. Then read them aloud a second time to practice fluency. Practice reading with expression and grouping words into phrases as you read aloud.

Optional The Essentials Reader

Unit 5: Wombats

- Complete the Handwriting & Composition activities on page 15 of The Essentials Reader Teacher’s Guide.

- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 15 of The Essentials Reader Teacher's Guide.

Teacher Tip

Reading Fluency

Listen to the students read the sentences in 6.14A aloud. Evaluate students’ rate and accuracy, and their fluency with expression and the grouping of words. Encourage students to read with expression. Notice whether they group words into phrases appropriately. Students may need to slow down to sound out academic vocabulary or words with three or four syllables.

Optional Practice

Level A

Practice reading the words in 6.13 Composing a List and orally combine them into new lists.
Part 5  Check Your Understanding

Review

- **Grammar:** Review Grammar Flash Cards 2, 2.1, 7, 11.1.

- **Vocabulary:**
  - Provide the students with eight 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 1-5.
    - separate, part — *part*
    - noun suffix that denotes a person — *-iff*
    - lament — *plaint*
    - noun and adjective suffix that means characterized by — *-ant*
    - away from, out of — *de-*
    - to strike — *fend*
    - to hang — *pend*
    - noun suffix — *-er*

**Morpheme Memory:** Choose 10 morphemes to review, using the morpheme index cards which the students have made. Lay them face up on the table. Provide the students with an additional 10 index cards. Tell the students you will say the meaning of one of the morphemes. They must choose the correct one and then write the morpheme, not the definition, on one of the additional index cards. Continue until all 10 morphemes have been written.

Mix up the cards. Lay them face down in columns. Use them to play a game of Memory. The student chooses two cards to flip over. He reads the morpheme and states the definition. If he finds a match, he keeps the cards. If he does not find a match, he returns the cards, and play passes to the next player. The game ends when all the matches have been made.

---

**Materials**
- Grammar Flash Cards
- Morpheme Flash Cards
- Index Cards
- Morpheme index cards

**Level** C

**Optional**
The Essentials Reader, Teacher’s Guide, & Student Activity Book
Check Your Understanding

Phonograms

Dictate the phonograms for the students to write in their workbooks. They may need to add one more line in their workbooks.

1. oo /o-ʊ-ə/ 23. h /h/
2. s /s-z/ 24. r /r/
3. ch /ch-k-sh/ 25. oi /oi/ that may NOT be used
4. b /b/  at the end of English words.
5. t /t/ 26. ea /e-ə-ā/
6. o /o-ʊ-ə/ 27. i /i-ɪ-e-y/
7. v /v/ 28. th /th-TH/ 
8. l /l/ 29. ay /ə/ that may be used at the end of English words.
9. oy /oi/ that may be used at the end of English words.
10. x /ks-z/ 30. j /j/
11. ee /e/ double /è/ 31. k /k/ tall /k/
12. c /k-s/ 32. m /m/
13. u /ʊ-ʊ-ʊ-ə/ 33. sh /sh/ used only at the beginning of a word or at the end of a syllable.
14. er /er/ the /er/ of her 34. w /w/
15. e /e-ə/ 35. n /n/
16. y /y-ɪ-e/ 36. ck /k/ two-letter /k/
17. f /f/ 37. p /p/
18. ar /ɑr/ 38. qu /kw/
19. ai /ɑ/ that may NOT be used at the end of English words.
20. ng /ng/ 39. a /a-a-a/ 
21. d /d/ 40. g /g-j/
22. z /z/ 41. or /ɔr/
42. es /əz-z/

Grammar

Write the article adjectives.

Exploring Sounds

Sort the phonograms into consonants, multi-letter vowels and R-controlled vowels.
**Spelling Rule**

1. Circle the word that follows the rule We often double F, L, and S after a single, short or broad vowel at the end of a base word.

2. Circle the word that follows the rule A E O U usually say their names at the end of a syllable.

3. Circle the word that follows the rule CK is used only after a single vowel which says its short sound.

**Dictation**

Read the phrase. Repeat it a second time if needed. Ask the students to repeat it aloud, then write it in their workbooks.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sharp sticks</td>
<td>1. extra sandwiches</td>
</tr>
<tr>
<td>2. a book, a ball, and three brushes</td>
<td>2. an igloo</td>
</tr>
<tr>
<td>3. a poor street</td>
<td>3. a fearless lizard</td>
</tr>
<tr>
<td>4. all cliffs</td>
<td>4. smooth seashells</td>
</tr>
<tr>
<td>5. the sun and moon</td>
<td>5. a joyless afternoon</td>
</tr>
<tr>
<td>6. a car, a train, and a truck</td>
<td>6. baskets, quarters, and tickets</td>
</tr>
<tr>
<td>7. school classes</td>
<td>7. the king, the queen, and the royal quartet</td>
</tr>
<tr>
<td>8. a full glass</td>
<td>8. weak pain</td>
</tr>
<tr>
<td></td>
<td>9. garden stuff</td>
</tr>
<tr>
<td></td>
<td>10. quart</td>
</tr>
<tr>
<td></td>
<td>11. bunch</td>
</tr>
</tbody>
</table>
Grammar

Ask students to label the parts of speech in the dictation phrases (nouns, adjectives, articles, and conjunctions).

Optional The Essentials Reader

Unit 5: Wombats

- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 15 of The Essentials Reader Teacher's Guide.
6.2-1  Stressed Syllables

Listen to your teacher say each word, and then write the missing phonogram.

- b__tter
- beg__n
- k_tten
- res_st

6.2-2  Schwa

Listen to your teacher “say-to-spell” each word. Then write the missing phonogram. Read the word aloud.

- froz__n
- __dapt
- kingd__m
- sev__n

6.2-3  Schwa in Unstressed Words

Listen to your teacher say the sentence. Highlight the stressed words. Circle the words with a schwa sound.

The boy ran in the street.
### 6.3 Discover the Rule

Read the words. Mark the vowels as long, short, or broad. Circle the five words that do not use a short vowel sound.

<table>
<thead>
<tr>
<th>staff</th>
<th>tall</th>
<th>class</th>
</tr>
</thead>
<tbody>
<tr>
<td>sniff</td>
<td>call</td>
<td>mess</td>
</tr>
<tr>
<td>scoff</td>
<td>pill</td>
<td>miss</td>
</tr>
<tr>
<td>off</td>
<td>ball</td>
<td>moss</td>
</tr>
<tr>
<td>huff</td>
<td>fall</td>
<td>glass</td>
</tr>
<tr>
<td>puff</td>
<td>pull</td>
<td>pass</td>
</tr>
<tr>
<td>scruff</td>
<td>hill</td>
<td>grass</td>
</tr>
</tbody>
</table>
6.4 Consonants and Vowels

Sort the phonograms into consonants, multi-letter vowels, and R-controlled vowels.

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Multi-Letter Vowel</th>
<th>R-Controlled Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>th, ck, ng, or, ee, ea, sh, ai, ar, ay, oi, oy, ch, oo, er, qu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling Words</td>
<td>Part of Speech</td>
<td>Plural Past Tense</td>
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<tr>
<td>----------------</td>
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<td>1.</td>
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<td>12.</td>
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<td>13.</td>
<td></td>
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<tr>
<td>14.</td>
<td></td>
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<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.8-1 Commas in a Series

Read the lists. Circle the commas.

1. sun and moon
2. cars and trucks
3. balls, cards, toys, and books
4. paper, paint, and paintbrushes
5. seven men, three boys, and ten dogs
6. black trucks, red cars, and gray trains
6.8-2 Commas in a Series

Add commas where needed to each of the lists.

1. rivers, hills, and cliffs
2. paper, and, cards
3. trains, trucks, cars, and, boats
4. milk, bread, and, butter
5. ten, ducks, seven, dogs, and, three, fish
6.8A  Identifying Parts of Speech

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

- a full moon
- the secret classroom
- a glass ball
6.8B Identifying Parts of Speech

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

the smooth seashell

a joyless quartet

a fearless lizard
6.8C Identifying Parts of Speech

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

- a competent sheriff
- a spectacular witness
- the frugal partner
6.11A Compound Words

Use the words below to form ten new compound words.

- meat
- tooth
- sun
- class
- basket
- school
- book
- text
- paint
- hair
- brush
- glasses
- ball
- mark
- shelf
- room

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
6.11B Suffixes

Add the suffix to form a new word.

1. smooth + est = ____________________________
2. sandwich + es = ____________________________
3. quart + er = ____________________________
4. pain + less = ____________________________
5. fear + less = ____________________________
6. king + dom = ____________________________
7. clever + est = ____________________________
8. self + less = ____________________________
9. grand + est = ____________________________
10. joy + less = ____________________________
6.11C Roots

On Line 1 divide the word into its prefixes, roots, and suffixes. Write the meaning of each one in parentheses. On Line 2 write the definition of the word as it is used today.

**compartment**

1. *com-* (with) + *part* (parts) + *ment* (noun suffix)
2. *A part of something that has been divided or sectioned*

**suspend**

1. __________________________
2. __________________________

**export**

1. __________________________
2. __________________________

**complex**

1. __________________________
2. __________________________

**inspector**

1. __________________________
2. __________________________

**persist**

1. __________________________
2. __________________________
6.13A  Composing a List

Choose three or more words. Combine them into a list.

- toothbrush
- glasses
- soap
- balls
- schools
- parks
- books
- classes
- milk
- dogs
- camps
- oil
- legs
- bread
- paths
- hills
- hands
- cliffs
- streets
- feet
- ducks
- streets
- rivers
- balloons

**toothbrush, soap, and glasses**

1. 
2. 
3. 
4. 
5. 
6. 
6.14A  Reading

1. Tom wants a toy robot.
2. The hot summer kept the kids in the pool.
3. The dog messes up the garden soil.
4. It rains a lot in the spring.
5. She walks to the shop to look at the different cats.
6. The winter will not keep kids indoors.
7. Jack got a toy truck last year that he kept with him all summer.
8. Dad took the car for the day.
9. Joy wants to help plant the garden in the backyard.
10. Reading near the sea is fun in the summer.
Phonograms

Write the phonograms as your teacher dictates them.

1. __________  12. __________  23. __________  34. __________
2. __________  13. __________  24. __________  35. __________
3. __________  14. __________  25. __________  36. __________
4. __________  15. __________  26. __________  37. __________
5. __________  16. __________  27. __________  38. __________
6. __________  17. __________  28. __________  39. __________
7. __________  18. __________  29. __________  40. __________
8. __________  19. __________  30. __________  41. __________
9. __________  20. __________  31. __________  42. __________
10. __________ 21. __________  32. __________
11. __________ 22. __________  33. __________

Grammar

Write the article adjectives.

____________   ________________   ______________
Exploring Sounds

Sort the phonograms into consonants, multi-letter vowels, and R-controlled vowels.

ay, sh, ar, ck, or, ee, ng, ea, ai, oi, oy, ch, er, qu, th, oo

<table>
<thead>
<tr>
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<th>R-Controlled Vowel</th>
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</tr>
</tbody>
</table>
Spelling Rule

1. test  mess  peppers  box
2. secret  fall  street  pay
3. cat  week  drink  trucks

Dictation

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________
8. ____________________________________________________________
9. ____________________________________________________________
10. ____________________________________________________________
11. ____________________________________________________________
wombat wom bat
animal an i mal
ears ears
digesting dī gest ing
tunnels tun nels
protected prō tec ted
enemy en em y
away ā way
meters mē ters
seconds sec onds
Olympic Ō lȳm pic
sprinter sprin ter
brutal brū tal
remember rē mem ber
A wombat is a funny animal. It has a thick body with short legs. A wombat has a very short tail. It has a big head with small ears, and it has big, strong teeth. A wombat eats grass and shrubs. Then it spends up to 2 weeks digesting its meal!

Wombats dig many tunnels. A tunnel can be up to 30 meters long. That is as long as three buses!

A wombat sleeps in the day. It sleeps in its tunnel or nearby. It sleeps on its back with its feet sticking up in the air.

A wombat mom has a pocket for its baby. But the pocket opens in the back! That is so the baby is kept clean and protected as the mom digs tunnels.
If an enemy runs after a wombat, the wombat can sprint away. A wombat can run 100 meters in less than 10 seconds. This is as fast as an Olympic sprinter! The wombat runs to its tunnel. Then the wombat blocks the enemy with its rump. If the enemy still gets into the tunnel, the wombat’s strong back legs can kick it or even crush its head into the wall.

A wombat can be a brutal attacker. So remember, never get into combat with a wombat!
Pre-Reading

- Read the title. Look at the pictures. What do you think a wombat is?
- Discuss the difference between fiction and nonfiction. Will this text be fiction or nonfiction?

Notes

- Wombats are marsupials, like kangaroos and koalas. A wombat’s pouch faces backwards. Wombats are born the size of a jelly bean (2 cm). They stay in their mother’s pouch for 6-7 months. Adult wombats are 1 meter long and weigh 20-35 kilograms (44-77 pounds).

- Wombats are native to Australia. Most of them are protected species. The two main types of wombats are the common wombat, or bare-nosed wombat, and the hairy-nosed wombat. A group of wombats is called a “wisdom.”

- Wombats are mostly nocturnal. They live in forests, mountains, and heathlands and they eat grass, shrubs, roots, and tree bark for several hours each night. Their slow digestive systems are extremely efficient compared to other animals, which enables them to require less food overall and to survive droughts better.

- Wombats’ tough rumps are their best defenses: they are made of cartilage, so they are difficult for predators to bite into, and their tails are too short for an enemy to hold onto. This is why blocking their tunnel with their rump is so effective. A wombat may also allow the enemy to force its head over the wombat’s back, and then use its powerful rump to crush the enemy’s skull against the ceiling of the tunnel! Wombats’ main predators are dingoes and Tasmanian devils. Wombats don’t often attack, but when they do, their teeth and claws can deliver deep cuts.

- Wombats can use their powerful front teeth and claws to chew or dig through nearly anything except solid rock. They are quite intelligent, but very stubborn. They are known for choosing to dig or chew through obstacles instead of simply going around them.
Pre-Reading 5 – page 21 Practice reading each word. Ask the students to underline the multi-letter phonograms and mark where the syllables divide.

- wombat  wom bat
- animal  an i mal
- ears  e ar s
- digesting  di gest ing
- tunnels  tun nels
- protected  prō tec ted
- enemy  en em y
- away  à way
- meters  mē ters
- seconds  sec onds
- Olympic  Ō l˘ ym pic
- sprinter  sprin ter
- brutal  brū tal
- remember  rē mem ber

Post-Reading

- **Comprehend:** What is a wombat?
- **Comprehend:** Why do wombats dig tunnels?
- **Apply:** A marsupial is an animal with a pouch. Is a wombat a marsupial?
- **Apply:** All the other marsupials have a pouch that opens from the top. Why do wombats’ pouches face the opposite direction?
- **Understand, Apply:** Explain to the students that an adaptation is a way that an animal species changed to become better suited to its environment. What adaptations help wombats to survive? (sharp claws, speed, backwards pouches, tough rumps, nocturnal so they can sleep during the day and avoid predators…)
- **Summarize, Note Taking:** Re-read the text. Takes notes about habitat, behavior, and interesting facts using Notes 5 – page 22.
Handwriting & Composition

- Practice handwriting with Cursive 5 – page 23 or Manuscript 5 – page 24.
- Ask students to retell what they learned about wombats orally.
- **Key Words, Main Ideas & Summarizing:** Ask the students to read the first sentence of Wombats and then pick up to three key words from the first sentence. The students should then write the key words on line one of Key Words 5 – page 25. For example for the first sentence, “A wombat is a funny animal,” students might write: funny, animal. Continue with sentence two, and so forth. Once the students have chosen key words for each sentence, ask the students to put away the original text. Using the key word outline as notes, ask the students to form a sentence for each group of three words and retell the text aloud. Advanced students may want to write a composition using the key words. Advanced students may also opt to replace some key words with synonyms.

Extension & Cross-Curricular Activities

- Locate Australia on a map. Research the areas in Australia where wombats live. Describe the ecosystem.
- Draw a wombat. Label the major adaptations that help a wombat to survive.
- Research wombats further using books and the internet. A good starting place is: http://www.wombania.com/wombats/. This website also includes fun videos about wombats.
- Learn about endangered species. Discover the reasons that wombats are endangered. Create a plan to help protect wombats.
- Create a display board about wombats.
- Learn the definition of marsupial. Learn about other marsupials.
- Measure out 100 meters. Time how long it takes the student to run 100 meters. Compare it to how long it takes a wombat to run 100 meters. Compare how long it takes a wombat to run 100 meters to the current world records for men and women in the 100 meter dash.
Unit 5 – Wombats
Pre-Reading 5

wombat
animal
ears
digesting
tunnels
protected
enemy

away
meters
seconds
Olympic
sprinter
brutal
remember
Unit 5 – Wombats

Notes 5

Habitat

Behaviors

Interesting Facts
Unit 5 – Wombats
Cursive 5

A wombat is a funny animal.
It has a thick body with short legs. A wombat has a very short tail.
Unit 5 – Wombats

Manuscript 5

A wombat is a funny animal. It has a thick body with short legs. A wombat has a very short tail.
Unit 5 – Wombats

Key Words 5

Wombats

1.

2.

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7.

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10.

11.
Wombats

12. 

13. 

14. 

15. 

16. 

17. 

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19. 

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21. 

22. 

23.