



# Just Words Pacing Guide

## Year 1

Title I - 4<sup>th</sup> grade and 1<sup>st</sup> year 5<sup>th</sup> grade students

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Assessment	15 days	15 days
MP1	Unit 1	15 days	30 days
MP1	Unit 2	15 days	45 days
MP2	Unit 3	15 days	60 days
MP2	Unit 4	15 days	75 days
MP2	Unit 5	15 days	90 days
MP3	Bonus Unit I	5 days	95 days
MP3	Unit 6	15 days	110 days
MP3	Unit 7	15 days	125 days
MP3	Midterm	2 days	127 days
MP3	FLEX DAYS	3 days	130 days
MP4	Unit 8	15 days	145 days
MP4	Bonus Unit II	5 days	150 days
MP4	Unit 9	15 days	165 days
MP4	FLEX DAYS – May be used for field trips, assemblies, a sick/personal day, and other school-based functions.	10 days	180 days

Unit Total is inclusive of introduction, instruction, unit assessments, etc. for that particular unit.

\*\* Cumulative Total is a running total, inclusive of prior and current units.



# Just Words Pacing Guide

## Year 2

Title I - 5<sup>th</sup> grade students previously in program

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Assessment	10 days	10 days
MP1	Review Units 1 – 9	35 days	45 days
MP2	Unit 10	15 days	60 days
MP2	Unit 11	15 days	75 days
MP2	Unit 12	15 days	90 days
MP3	Unit 13	15 days	105 days
MP3	Unit 14	15 days	120 days
MP3	Final Review	5 days	125 days
MP3	FLEX DAYS – May be used for field trips, assemblies, a sick/personal day, and other school-based functions.	10 days	135 days
MP4	Guided Reading	45 days	180 days

Unit Total is inclusive of introduction, instruction, unit assessments, etc. for that particular unit.

\*\* Cumulative Total is a running total, inclusive of prior and current units.

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 1 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.5.2

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Content:

- **Big Idea:** Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.
- **Learning Activity Overview:**
  1. **Dictation/Check Up (Day 5):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.
  2. **Dictation/Composition Books (Days 4, 9):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.
  3. **Dictation Procedure/Dry Erase (Days 3, 8):** Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.
  4. **High Frequency Words (Days 2, 6):** Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.
  5. **Just Start – Apply Concepts (Days 5, 7):** Students write and mark words/phrases in their Composition Books as directed.
  6. **Just Start – Demonstration Words (Days 3, 4, 8, 9):** Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.

### Skills(Objectives):

- Brief history of written English
- Letter-Keyword-Sound for Consonants
- Letter-Keyword-Sound for short vowels
- Sound recognition for consonants and short vowels
- Phoneme segmentation (3 sounds)
- Blending sounds for decoding
- Concept of consonant digraph, keywords, and sounds: **wh, ch, sh, th, ck**
- Segmenting sounds for spelling (3 sounds, short vowels words, and pseudo words)
- Spelling of **ck** at end of words
- Demonstration words: **gap, chat, shock**
- High frequency words: **they, is, was, the, have, from, of, are**

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### Fourth and Fifth Grade – Foundational Skills

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| <ol style="list-style-type: none"><li>7. <b>Just Start – High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li><br/><li>8. <b>Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.</li><br/><li>9. <b>Phrase It/Story (Day 7):</b> Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.</li><br/><li>10. <b>Progress Check (Day 1):</b> Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.</li><br/><li>11. <b>Students Build Words (Days 3, 8):</b> Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.</li><br/><li>12. <b>Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.</li><br/><li>13. <b>Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.</li></ol> |  |
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**Fourth and Fifth Grade – Foundational Skills**

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| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles
- Name in hieroglyphics

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration



**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 3: Learning Plan**

**Learning Opportunities/Strategies:**

**Unit 1 Day 1**

**Getting Underway**

- Introduce Just Words as a program of English orthography.
- Read “About Written English” T44.
- Students add illustrations on the Brief History of English Language page.
- Students retell.
- Distribute index cards T47.
- Students create logograms.
- Collect logograms and share forming various sentences.

**Resources:**

**Unit 1 Day 1 (T44-47)**

- Student Challenge Book pg. 4
- Index Cards

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**Fourth and Fifth Grade – Foundational Skills**

**Learning Opportunities/Strategies:**

**Unit 1 Day 2**

**Teach Alphabetical Writing Systems**

- Explain more about the English writing system.
- Read bold, italicized words and give examples.
- Explain – In English, there are 26 letters used to represent all words. Show examples.
- Students write letters.
- Use sound cards to demonstrate.

**Hieroglyphics**

- Pair students and distribute copies of hieroglyphic alphabet from Appendix T385.
- Students use hieroglyphics to spell their name.

**Resources:**

**Unit 1 Day 2 (T48-49)**

- Student Challenge Book pg. 4
- Copy of Hieroglyphic Alphabet T385
- Sound Cards

- Copy of Hieroglyphic Alphabet T385

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## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 1 Day 3

#### Review Written English

- Review the difference between logographic writing system and alphabetical writing system.
- Explain English is based on a sound system with 26 letters and 44 sounds.

#### Discuss Just Words Class

- Discuss how the majority of words in English follow a system.
- Explain to students that they will do word construction and see how words work in English.

#### Introduce New Concepts - Student Notebook

- Refer students to the Contents page to locate sections in the notebook.
- Students locate the Consonant page.

#### Teach New Sounds

##### Teach Consonants

- Explain consonants and vowels.
- Present each consonant with the sound card.
- Practice saying the consonant sounds.
- Explain keywords and refer to Basic Keyword page in the Reference Charts.
- Show **qu** and explain **u** as the buddy letter.

##### Teach Short Vowel Sounds

- Show Sound Cards and point out vowels are on peach colored cards.
- Use Vowel Sounds page in the Reference Charts to say letter-keyword-sound for the short vowels.

#### Teacher Builds Words - Blending

- Teach students how to segment and blend familiar three-sound words.
- Teach students to tap.
- Provide more examples.

### Resources:

#### Unit 1 Day 3 (T50-52)

- Student Notebook pgs. i, 1
- Colored pencils or markers

- Sound Cards
- Reference Charts

- Sound Cards
- Reference Charts

- Unit Resources T68-69

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## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 1 Day 4

#### Warm-up/Drill Sounds

- Students open to the Sound Section.
- Model selected consonants and all short vowels.

#### Teacher Builds Words – Review Blending

- Make the word **zap** and have students tap.
- Change one letter and make a “chain” of words.
- Explain sounds are called phonemes.

#### Introduce New Concepts:

##### Discuss High Frequency Words

- Students locate High Frequency/Sight Word Check page and look at graphic.
- Explain high frequency words are learned by sight or memorization.

#### Pretest High Frequency Words

- Dictate Units 1-3 High Frequency words.
- Students repeat and spell each word.
- Collect, correct, and record missed words.
- Students make index cards of missed words.

#### Teach High Frequency Words

- Display High Frequency Word flashcards: **the**, **they**, **is**, and **was**.
- Students spell with their finger on their desks.
- Write each word and then in a sentence.
- Students circle the words and write the sentence provided.

#### Phrase It - Practice Days 1-5

- Students locate unit phrases.
- Select students to read bold words.
- Tap out any troublesome words.
- Read phrase and scoop as reading.
- Select a phrase and provide a sentence.
- Demonstrate scooping.
- Ask “What’s the Scoop?”
- Have students scoop into appropriate phrases.

### Resources:

#### Unit 1 Day 4 (T54-55)

- Student Notebook pg. 1
- Sound Cards
  
- Sound Cards
  
- Student Challenge Book pg. 1
  
- Student Challenge Book pg. 1
- Index cards
  
- High Frequency Word Cards
- Student Notebooks pg. 68-76
  
- Student Challenge Book pg. 6

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## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 1 Day 5

#### Warm-up:

##### Drill Sounds

- Point to a Sound Card and say letter-keyword-sound as students echo.

##### Magnetic Journal Set Up

- Point out set up of board in 4 segments.
- Students set up their Magnetic Journals.

##### Student Notebook Entry: Demonstration Words

- Make the word **gap** with Sound Cards.
- Explain that **gap** is a Demonstration Word and that these words demonstration or show a word structure being studied.
- Students enter Demonstration Word in notebook.
- Explain the method they will use to record all Demonstration Words.

#### Introduce New Concepts:

#### Teach New Sounds

##### Teach Digraphs

- Show students Sound Cards for the digraphs **wh, ch, th, sh, and ck.**
- Explain digraphs form one sound.
- Using Sound Cards, teach these sounds with letter-keyword-sound.

#### Teacher Builds Words

- Make the word **shed**, tap and blend.
- Form additional words with digraphs and tap them out. T57
- Teach students to mark digraphs.

#### Teach Spelling

- Explain that students will learn sounds in two directions – letter/sound and sound/letter.
- Complete with sounds **/t/, /m/, /sh/, /a/, /kw/, /i/, & /ch/.**
- Dictate word, tap out, and build word.

### Resources:

#### Unit 1 Day 5 (T56-57)

- Sound Cards
- Magnetic Journals and Letter Tiles
- Student Notebook pg. 44-67

- Sound Cards

- Unit Resources T68-69

- Magnetic Journals and Letter Tiles
- Sound Cards

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## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 1 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **have, from, of, and are** and write the sentence.

#### High Frequency Words

- Present the new high frequency words: **have, from, of, and are**.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Review Digraphs

- Show digraphs **sh, ch, th, wh, and ck**.
- Say letter-keyword-sound and review meaning.
- Students draw keyword picture.

##### Teacher Builds Words

- Make the word **posh**.
- Tap, blend, discuss meaning, and mark digraph.
- Create additional words. T58

##### Nonsense Words

- Make the nonsense word **lish**, tap, and read.
- To compare, make the real word **publish**.
- Make additional nonsense words.

#### Teach Spelling

- Students echo a sound, and locate on journal.
- Dictate words, students tap, and name letters.
- Teach **ck** spelling.
- Arrange letter tiles with **ck** last to remind them.

#### Dictation/Dry Erase

- Dictate 3 sounds and 6 current words including words with digraphs and **ck**.
- Students tap, orally spell, write, and mark.
- Dictate 3 high frequency words.
- Students orally spell, and write with finger prior to writing on Dry Erase Tablet.
- Dictate 3 phrases, students repeat and write.

### Resources:

#### Unit 1 Day 6 (T58-59)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Books pg. 1
- Index cards
- Sound Cards
- Student Notebook pg. 2
- Unit Resources T68-69
- Sound Cards
- Magnetic Journals and Letter Tiles
- Unit Resources T68-69
- Dry Erase Tablet
- Markers

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 1 Day 7

#### Just Start! (5 minutes)

- Students remove Letter Tiles from Magnetic Journals.
- Write **a-f, g-l, m-s, t-z** on the board.
- Students replace Letter Tiles on their Magnetic Journals in the correct quadrant.

#### Warm-Up

- Drill Sounds: letter-keyword-sound.

#### Teacher Builds Words

- Make nonsense word **quet**.
- Tap to decode and change letters to make additional nonsense words. T60

#### Teach Spelling

- Students echo sounds and find the letters on their Magnetic Journals.
- Be sure to include **/k/**.
- Explain nonsense syllables can also be done with tapping or segmenting sounds.
- Dictate nonsense word **tib**.
- Students tap and spell.
- Build several current words.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask "What's the Scoop?"
- Complete 3-4 more examples.

### Resources:

#### Unit 1 Day 7 (T60-61)

- Magnetic Journals and Letter Tiles

- Sound Cards

- Sound Cards

- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T68-69

- Student Challenge Book pg. 7

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## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 1 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **chat** on Demonstration Words page.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make and discuss several words including the Demonstration Word **chat**.
- Use word in a sentence.
- Make additional words and mark up.

#### Word Talk

- Use Demonstration Word Cards and unit nonsense words as flashcards and read words.
- Make additional words.
- Display and have students find, read, and mark up.
- Question students about vowel sounds, tapping, number of sounds, etc.

#### Student Builds Words

- Say a sound. Have students echo and find letter on their Magnetic Journals.
- Complete with additional sounds.
- Dictate a word and have students echo, tap, and spell.
- Complete with additional nonsense words.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 current words, 3 high frequency words, and 3 phrases.

### Resources:

#### Unit 1 Day 8 (T62-63)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Marker
- Unit Resources T68-69
- Flashcards
- Blank Word Cards
- Marker
- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T68-69
- Dry Erase Tablets



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 1 Day 9</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – Have students copy the word, meaning, and sentence for <b>shock</b> on their notebooks.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>shock</b>.</li> <li>• Point out that there are five letters but only three sounds.</li> <li>• Discuss meaning, provide examples, and use in a sentence.</li> <li>• Create additional real and nonsense words.</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Dictate 3 sounds, 2 nonsense words, and 6 current words.</li> <li>• Students tap and orally spell then write and mark up the digraphs.</li> <li>• Dictate 3 phrases.</li> <li>• Students repeat and write.</li> <li>• Dictate 3 sentences.</li> <li>• Students write and proofread.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 1 Day 9 (T64-65)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook pg. 44-67</li> <li>• High Frequency Word flashcards</li> <li>• Sound Cards</li> <li>• Unit Resources T68-69</li> <li>• Composition Books</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Unit 1 Day 10</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Students practice reading phrases for five minutes.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>Review segmenting three sounds, digraphs, and spelling of /k/ after a short vowel.</li> <li>Make and discuss these concepts with the following words and nonsense words: <b>mash, luck, jid, chop, sheck</b>. T66</li> </ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"> <li>Dictate sounds and words, students repeat and write.</li> <li>Underline digraphs in real words.</li> <li>Underline digraphs in nonsense words.</li> <li>Dictate phrases and sentences, students repeat and write.</li> <li>Students circle the high frequency words and underline phonetic words in phrases and sentences. T66</li> </ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"> <li>Meet individually with students, score test, and show students how to graph unit test results.</li> <li>Chart accurate phrasing, tally scores, and record results.</li> <li>Review homework and outstanding work for the unit.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b>Unit 1 Day 10 (T66-67)</b></p> <ul style="list-style-type: none"> <li>Timer</li> <li>Student Challenge Book pg. 6-7</li> <li>Sound Cards</li> <li>Student Challenge Book pg. 10</li> <li>Blue and Red Pencils</li> <li>Student Challenge Book pg. 9, 144</li> <li>Student Challenge Phrase Kit</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 2 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.5.2

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> Teach the difference between a digraph and a blend. Digraph blends, rules for the closed syllable, and exceptions to the closed syllable will also be taught.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Concept of blends</li> <li>• Concept of digraph blends</li> <li>• Blending and segmenting 4 sounds in a syllable</li> <li>• Closed syllable type</li> <li>• Blending and segmenting 5 and 6 sounds in a syllable</li> <li>• Closed syllable exception</li> <li>• Demonstration words: <b>shift, shred, script, post, mind</b></li> <li>• High frequency words: <b>one, for, to, do, you, your, were, where</b></li> </ul>

## Pemberton Township School District

### Fourth and Fifth Grade – Foundational Skills

- 7. Just Start – High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
- 8. Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.
- 9. Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
- 10. Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
- 11. Students Build Words (Days 3, 8):** Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.
- 12. Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.
- 13. Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

#### Other Evidence:

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### Unit 2 Day 1

#### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

#### Introduce New Concepts – Teacher Builds Words

#### Review Digraphs

- Show digraphs **wh, sh, ch, th, and ck**.
- Review letter-keyword-sound of digraphs.
- Build the word **ship** and students mark digraph.

#### Teach Blends

- Form the word **slip**.
- Explain difference between digraph and blend.
- Show blends at beginning and end of words.
- Provide more examples.

#### Teach Digraph Blends

- Demonstrate the digraph blends **lunch** and **shred**.
- Tap out sounds.

#### Teach Students to Mark Words

- Blends are marked differently than digraphs.
- Build **slush, slip, and mask**.
- Students mark.
- Build **lunch** and **shred** and students mark.

#### Resources:

#### Unit 2 Day 1 (T72-73)

- Student Challenge Book pg. 11, 140-141
- Progress Check T74.
- Blue and Red Pencil

- Sound Cards

- Sound Cards
- Unit Resources T85-87

- Sound Cards

- Sound Cards

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 2 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **one, for, to, do**, and write the sentence. T74
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Introduce New Concepts – Teacher Builds Words

##### Review Blends

- Make the word **flip**. Tap individual sounds and blend together.
- Provide additional examples.

##### Teach Closed Syllable

- Explain syllables and give example **cat** and **catnip**.
- Tell students there are 6 types of syllables.
- Form **bat** and define closed syllables.
- Make the word **bath** and discuss.
- Form and discuss the following words: **such, it, she**, and **coal**.

##### Mark Words

- Show students how to mark a closed syllable.
- Add to notebook and mark the following words: **up, flash, bunch, chip, em**, and **stip**.

#### Teach Spelling

- Teach students to tap each sound of a blend.
- Demonstrate with word **soft**.
- Dictate **shift**, students repeat and tap.
- Build the word, mark the blend and digraph.
- Dictate, discuss, and mark the following words: **glad, flock, crib**, and **mask**.
- Provide additional examples.
- Students enter **crib** and **mask** as examples of **/k/** spelling.

### Resources:

#### Unit 2 Day 2 (T74-75)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 1
- Index cards
  
- Sound Cards
- Unit Resources T85-87
  
- Sound Cards
  
- Student Notebook – Six Syllables Types pg. 17
  
- Sound Cards
- Magnetic Journals and Letter Tiles
- Unit Resources T85-87
- Student Notebook pg. 24

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Unit 2 Day 3</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>shift</b> on Demonstration Words page. Students also mark word.</li> </ul> <p><b>Warm-up/Drill Sounds</b></p> <ul style="list-style-type: none"> <li>• Point to a Sound Card and say letter-keyword-sound as students echo.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>shift</b> and review concept of closed syllable and blends. Provide everyday examples and use in sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T76</li> </ul> <p><b>Students Build Words</b></p> <ul style="list-style-type: none"> <li>• Say a sound, have students echo, and find the letter(s).</li> <li>• Dictate several words, students echo, tap, and build.</li> <li>• Students spell orally.</li> </ul> <p><b>Dictation/Dry Erase</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.</li> <li>• Students mark closed syllables, digraphs, blends, and digraph blends.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b>Unit 2 Day 3 (T76)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Unit Resources T85-87</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Magnetic Journals and Letter Tiles</li> <li>• Sound Cards</li> <li>• Unit Resources T85-87</li> </ul> <ul style="list-style-type: none"> <li>• Dry Erase Tablet</li> <li>• Marker</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 2 Day 4</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>shred</b> on Demonstration Words page. Students mark word.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>shred</b> and review concept of digraph blends and closed syllable. Discuss meaning and provide everyday examples.</li> <li>• Students use in a sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T77</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students read words and mark closed syllables. Students mark digraphs, blends, and digraph blends.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 2 Day 4 (T77)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Unit Resources T85-87</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Unit Resources T85-87</li> <li>• Composition Books</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 2 Day 5

#### Just Start! (5 minutes)

- Write phrases on board. T78
- Students mark closed syllables.

#### Teacher Builds Words

- Make and discuss several unit and review words.
- Students read words and discuss word structure.
- Tap, mark, and scoop.

#### Phrase It – Practice: Days 1-5

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 3-4 more examples.
- Students mark bold words.

#### Student Challenge

- Write nonsense words on board. T78
- Students cross out words that are not closed syllables.
- Read closed syllable words.

#### Dictation/Check-Up

- Students check the “Check-up” box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Resources:

#### Unit 2 Day 5 (T78)

- Composition Books pg. 1
- Sound Cards
- Unit Resources T85-87
- Student Challenge Book pg. 14
- Student Composition Book pg. 11-76

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 2 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **you, your, were, where**, and write the sentences. T79

#### High Frequency Words

- Present the new high frequency words: **you, your, were, and where.**
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Teacher Builds Words

- Teach blending words with 5 sounds.
- Form the word **rust** and have students tap.
- Add **c** to make **crust** and show students how to tap words with 5 sounds.
- Make the word **shrimp** and identify digraph blend.
- Mark both **crust** and **shrimp**.
- Build the word **scrap** and mark.

#### Teach Spelling

- Review spelling and remind students to tap sounds of a blend or digraph blend separately.
- Dictate the word **clasp**. Students repeat, tap, and mark.
- Provide several more examples.
- Students spell words using blank tiles: **thump, blast, and strap**. T79

### Resources:

#### Unit 2 Day 6 (T79)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 1
- Index cards
- Sound Cards
- Sound Cards
- Unit Resources T85-87
- Magnetic Journals and Letter Tiles
- Blank Magnetic Letter Tiles

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 2 Day 7

#### Just Start! (5 minutes)

- Students copy words and mark them to identify blends, digraphs, and closed syllables.
- Discuss **squint** as a closed syllable.

#### Teacher Builds Words

- Review closed syllable concept.
- Make **drop**. Tap, read, and question students.

#### Introduce New Concepts

##### Teach New Sounds

- Teach the 5 exceptions to closed syllable rules.
- Say letter-keyword-sound for **ind, old, ost, ild,** and **olt**.

##### Teacher Builds Words

- Make the word **cold** using green **old** card.
- Demonstrate tapping glued or welded sounds.
- Build several words, students tap and read.
- Demonstrate with **lost, wind,** and **wind**.
- Teach students to mark exceptions.
- Students add keyword pictures, closed syllable exceptions, and sentence to notebook.

##### Student Challenge

- Mark the following: **stint, blond, quilt, most, shrimp,** and **find**.

#### Teach Spelling

- Students echo welded sounds and find tiles.
- Dictate **cold**, tap, and build.
- Build additional words.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask "What's the Scoop?"
- Complete 3-4 more examples.
- Chorally read sentences with prosody.

### Resources:

#### Unit 2 Day 7 (T80-81)

- Student Composition Book pg. 1
- Sound Cards
- Sound Cards
- Sound Cards
- Unit Resources T85-87
- Student Notebook pg. 8, 17
- Magnetic Journals and Letter Tiles
- Unit Resources T85-87
- Student Challenge Book pg. 15-16



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 2 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **script** on Demonstration Words page.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **script** and review concept of blends and closed syllables.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students about vowel sounds, tapping, number of sounds, etc.

#### Student Builds Words

- Say a sound. Students echo and find letter on their Magnetic Journals.
- Provide additional sounds.
- Dictate a word: students echo, tap, and spell.
- Provide additional words.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students mark closed syllables and closed syllable exceptions.
- Students underline digraphs, blends, and digraph blends.

### Resources:

#### Unit 2 Day 8 (T82)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Marker
- Unit Resources T85-87
- Flashcards
- Blank Word Cards
- Marker
- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T85-87
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 2 Day 9</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – Have students copy the word, meaning, and sentence for <b>post</b> and <b>mind</b> on the Demonstration Words page in their Student Notebooks.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the words <b>mind</b> and <b>post</b>.</li> <li>• Review concept of closed syllable exceptions.</li> <li>• Discuss meaning, provide examples, and use in a sentence.</li> <li>• Create additional real and nonsense words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Display and have students find, read, and mark.</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students tap and orally spell then write and mark up.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 2 Day 9 (T83)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word flashcards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Unit Resources T85-87</li> </ul> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blank Word Cards</li> <li>• Marker</li> </ul> <ul style="list-style-type: none"> <li>• Students Composition Books pg. 11-76</li> <li>• Unit Resources T85-87</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Unit 2 Day 10</b></p> <p><b>Just Start!</b></p> <ul style="list-style-type: none"> <li>Students practice reading phrases for five minutes.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>Make and discuss the nonsense words: <b>scrib, shrick, trisk, zind</b>. T84</li> <li>Students read and discuss word structure: blends, digraph blends, number of sounds, why it is a closed syllable or exception, and spelling of <b>/k/</b> sound.</li> </ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"> <li>Dictate sounds, words, phrases, and sentences.</li> <li>Students repeat and write.</li> <li>Students underline blends and digraph blends.</li> <li>Students mark closed syllables and exceptions.</li> <li>Students circle the high frequency words and underline phonetic words in phrases and sentences. T84</li> </ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"> <li>Meet individually with students, score test, and provide feedback.</li> <li>Chart accurate phrasing, tally scores, and record results.</li> <li>Review homework and outstanding work for the unit.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b>Unit 2 Day 10 (T84)</b></p> <ul style="list-style-type: none"> <li>Timer</li> <li>Student Challenge Book pg. 14-15</li> <li>Sound Cards</li> <li>Student Challenge Book pg. 18</li> <li>Blue and Red Pencils</li> <li>Student Challenge Book pg. 17, 144</li> <li>Student Challenge Phrase Kit</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 3 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.5.2

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> Bonus letters <b>ff, ll, and ss</b> as well as the glued/welded sounds <b>all, am, an, ang, ing, ong, ung, ank, ink, onk,</b> and <b>unk</b> will be taught.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Bonus letter spelling rule, ff, ll, ss, and sometimes zz</li> <li>• Segmenting and spelling words with bonus letters</li> <li>• Welded sounds: <b>all, am, an, ang, ing, ong, ung, ank, ink, onk, unk</b></li> <li>• Blending and reading words with welded sounds</li> <li>• Segmenting and spelling words with welded sounds</li> <li>• Demonstration words: <b>bill, stall, ban, link</b></li> <li>• High frequency words: <b>when, what, which, why, who, how, come, some</b></li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <ol style="list-style-type: none"><li><b>7. Just Start – High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li><li><b>8. Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.</li><li><b>9. Phrase It/Story (Day 7):</b> Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.</li><li><b>10. Progress Check (Day 1):</b> Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.</li><li><b>11. Students Build Words (Days 3, 8):</b> Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.</li><li><b>12. Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.</li><li><b>13. Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.</li></ol> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 3 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Introduce New Concepts – Teacher Builds Words

##### Teach Bonus Letter

- Display letters **m**, **i**, and **s**. Tap and blend to read.
- Discuss that the word **mis** needs another **s**.
- **f**, **l**, and **s** all get bonus letters at the end of the word if they follow a short vowel.
- Make the words **smell** and **sniff**, tap and discuss.
- Build additional words.
- Build the word **shelf**.
- Explain the bonus letter is only added if the **f**, **l** or **s** comes immediately after a vowel.
- **z** is the bonus letter “want-to-be”.
- Build **buzz** and **quiz** as examples.

##### Teach Students to Mark Words

- Students put a star over the bonus letter.
- Build words with bonus letter and have students mark.

##### Teach Spelling

- Dictate five review sounds, students repeat, find correct letter, and say name.
- Dictate the word **thrill** and tap. Student demonstrates and marks bonus letter.
- Complete with additional words.
- Students add examples of Bonus Letter Rule for **ll**, **ss**, **ff**, and **zz** to notebooks.

#### Resources:

##### Unit 3 Day 1 (T90-91)

- Student Challenge Book pg. 19, 140-141
- Progress Check T90.
- Blue and Red Pencil

- Sound Cards
- Unit Resources T105-107

- Sound Cards
- Unit Resources T105-107
- Marker

- Magnetic Journals and Letter Tiles
- Sound Cards
- Marker
- Unit Resources T105-107
- Student Notebooks pg. 23

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 3 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **when, what, which, why**, and write the sentence. T92
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Introduce New Concepts

##### Review

- Make the words **bill, stiff, and fuss**. Review bonus letter rule.

##### Teach New Sounds

- Teach the welded sound **all**.
- Display the letters **a, l, and l**.
- Tell students the bonus **ll** changes the sound.
- Replace the letters **a, l, and l** with green **all** card.
- Explain the green Sound Cards are glued or welded sounds.
- Students enter keyword picture to their notebooks.

##### Teacher Builds Words

- Teach tapping of glued/welded sounds.
- Build **fall** with the **f** and the **all** cards.
- Model how to tap glued/welded sounds.
- Build additional words.
- Show students how to mark welded sounds.

#### Teach Spelling

- Dictate five review sounds, students repeat, find correct letter, and say name.
- Dictate the word **spill** and tap. Student demonstrates and marks bonus letter.
- Complete with additional **all** words.
- Students add **all** examples to the Bonus Letter Rule page in their notebooks.

### Resources:

#### Unit 3 Day 2 (T92-93)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 1
- Index cards
- Sound Cards
- Sound Cards
- Student Notebooks pg. 3
- Sound Cards
- Unit Resources T105-107
- Sound Cards
- Magnetic Journals and Letter Tiles
- Unit Resources T105-107
- Student Notebook pg. 23

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 3 Day 3

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **bill** on Demonstration Words page. Students also mark word.

#### Warm-up/Drill Sounds

- Point to a Sound Card and say letter-keyword-sound as students echo.

#### Teacher Builds Words

- Make the word **bill** and review bonus letter concept. Provide everyday examples and use in sentence.
- Make additional words and discuss.

#### Word Talk

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Students tap and read words.
- Display Word Cards and question students. T94

#### Students Build Words

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students star the bonus letters and box the **all** welded sound.

### Resources:

#### Unit 3 Day 3 (T94)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Unit Resources T105-107
- Word Card packet
- Blank Word Cards
- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T105-107
- Dry Erase Tablet
- Marker

**Learning Opportunities/Strategies:**

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Unit 3 Day 5</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Write phrases on board. T96</li> <li>• Students mark bonus letter and box welded sounds.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make and discuss several unit and review words.</li> <li>• Students read words and discuss word structure.</li> <li>• Tap and mark.</li> <li>• Challenge students by making some unit nonsense words.</li> </ul> <p><b>Phrase It – Practice: Days 1-5</b></p> <ul style="list-style-type: none"> <li>• Student reads bold words and then phrases.</li> <li>• Students scoop the phrase while reading.</li> <li>• Provide a sentence using a phrase and ask “What’s the Scoop?”</li> <li>• Complete 2-3 more examples.</li> <li>• Students mark bold words.</li> </ul> <p><b>Student Challenge</b></p> <ul style="list-style-type: none"> <li>• Write words on board. T96</li> <li>• Students add bonus letter to words.</li> </ul> <p><b>Dictation/Check-Up</b></p> <ul style="list-style-type: none"> <li>• Students check the “Check-up” box.</li> <li>• Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students repeat and then write independently.</li> <li>• Collect and review.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b>Unit 3 Day 5 (T96)</b></p> <ul style="list-style-type: none"> <li>• Composition Books pg. 1</li> <li>• Sound Cards</li> <li>• Unit Resources T105-107</li> <li>• Student Challenge Book pg. 22</li> <li>• Student Composition Book pg. 11-76</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 3 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **who, how, come, some**, and write the sentences. T98

#### High Frequency Words

- Present the new high frequency words: **who, how, come, and some**.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

- Review bonus letter. Build **bill, cuff, toss** and **mall**. Discuss the **all** welded sound.

#### Teach New Sounds

- Build the word **pat**. Change the **t** to **n**.
- Compare the sounds **/m/** and **/n/**.
- Show Sound Cards for welded sounds **am** and **an**.
- Say letter-keyword-sounds.

#### Teacher Builds Words

- Build **brand** and **lamp**. Tap and blend.
- Make several **am** and **an** words.
- Enter keyword pictures for **am** and **an** in notebook.

#### Teach New Sounds

- Teach **ng** and **nk** welded sounds.
- Say letter-keyword-sound for **ang, ing, ong, ung, ank, ink, onk, and unk**.
- Build **rink** and tap.
- Build additional **ng** and **nk** welded sound words.
- Mark words. Box welded sounds.
- Enter keyword picture for new welded sounds.
- Add **mink** to Three Ways to Spell **/k/** page.

### Resources:

#### Unit 3 Day 6 (T98-99)

- Timer
- Student Notebooks pg. 68-76

- High Frequency Word Cards
- Student Challenge Book pg. 1
- Index cards

- Sound Cards
- Unit Resources T105-107
- Student Notebook pg. 3

- Sound Cards
- Unit Resources T105-107

- Welded Sounds Reference Chart
- Sound Cards
- Unit Resources T105-107
- Student Notebook pg. 3, 24



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 3 Day 7

#### Just Start! (5 minutes)

- Students copy phrases and mark bonus letter and welded sounds.

#### Teacher Builds Words

- Drill all the green welded sounds.
- Say letter-keyword-sound. Build **sing** and **sink**. Review tapping.
- Build and tap words with **an, am, ng, and nk**.

#### Teach Spelling

- Echo sounds. Ask “What says \_\_\_?”
- Make review and current words.
- Use the green Sound Cards to spell glued sounds.
- Dictate **cram**. Students build. Dictate **cramp** and tap.
- Build additional words.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Locate Unit 3 story, *Math Test Pangs*.
- Read first sentence and phrase it.
- Continue phrasing first paragraph.
- Phrase last paragraph.
- Retell the passage using visualization as a guide.

### Resources:

#### Unit 3 Day 7 (T100-101)

- Student Composition Book pg. 1
- Sound Cards
- Unit Resources T105-107
- Magnetic Journals and Letter Tiles
- Unit Resources T105-107
- Sound Cards
- Student Challenge Book pg. 23, 24

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 3 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **ban** on Demonstration Words page.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **ban** and review the welded sound concept.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students about bonus letters, welded sounds, etc.

#### Student Builds Words

- Say a sound. Students echo and find letter on their Magnetic Journals.
- Provide additional sounds.
- Dictate a word: students echo, tap, and spell.
- Provide additional words.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark the words.

### Resources:

#### Unit 3 Day 8 (T102)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Marker
- Unit Resources T105-107
- Flashcards
- Blank Word Cards
- Marker
- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T105-107
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 3 Day 9</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – Have students copy the word, meaning, and sentence for <b>link</b> on the Demonstration Words page in their Student Notebooks. Mark the word.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>link</b>.</li> <li>• Review the welded or glued sound concept.</li> <li>• Discuss meaning, provide examples, and use in a sentence.</li> <li>• Create additional real and nonsense words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Display and have students find, read, and mark.</li> <li>• Question students about welded sounds, etc.</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students tap and orally spell then write and mark up.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 3 Day 9 (T103)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word flashcards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Unit Resources T105-107</li> </ul> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blank Word Cards</li> <li>• Marker</li> </ul> <ul style="list-style-type: none"> <li>• Composition Books</li> <li>• Unit Resources T105-107</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 3 Day 10

##### Just Start!

- Students practice reading phrases for five minutes.

##### Teacher Builds Words

- Make and discuss the nonsense words: **spill**, **steff**, **vall**, **cramp**, **brank**, and **bring**. T104
- Students read and discuss word structure: bonus letters and welded sounds.

##### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Star bonus letters.
- Box welded sounds.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T104

##### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

### Resources:

#### Unit 3 Day 10 (T104)

- Timer
- Student Challenge Book pg. 22-23
- Sound Cards
- Student Challenge Book pg. 26
- Blue and Red Pencils
- Student Challenge Book pg. 25, 145
- Student Challenge Phrase Kit

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 4 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.5.1

L.5.2

L.5.3

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> Introduce the concept of baseword and suffix. Plurals are also introduced.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Baseword and suffix with the suffixes –s, -es,</li> <li>• Plural words/Action verbs</li> <li>• Homophones: <b>to, two, too</b></li> <li>• <b>-ing, -ed</b> suffix endings</li> <li>• Demonstration words: <b>bids, lacks, bosses, risking, bonded, thrilled, ranked</b></li> <li>• High frequency words: <b>toward, two, too, also, does, together, shall, both</b></li> </ul>



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

7. **Just Start – High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 4 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Pretest High Frequency Words

- Dictate Units 4-7 High Frequency words.
- Students repeat and spell each word.
- Collect, correct, and record missed words.
- Students make index cards of missed words.

##### Introduce New Concepts

##### Teacher Builds Words

- Teach baseword and the **–s** and **–es** suffixes.
- Build the word **shop**. Add the yellow **–s** suffix frame to form **shops**. Discuss baseword and suffix.
- Make the word **bug**. Add the yellow **–s** suffix frame to form **bugs**.
- Discuss **/s/** and **/z/** sound. Make two columns on board. T111
- Make the following words and place in correct column: **chops, chugs, slocks, clogs, clinks, clings**.
- Make **pen**, add **–s**, and discuss plurals.
- Make **box**, add **–es**, and discuss plurals.
- Complete additional examples.

##### Teach Students to Mark Words

- Students underline the baseword and circle the suffix.
- Build words and have students mark.
- Add **bugs** keyword for sound of **/z/**.

#### Resources:

##### Unit 4 Day 1 (T110-111)

- Student Challenge Book pg. 27, 140-141
- Progress Check T110
- Blue and Red Pencil

- Student Challenge Book pg. 2
- Index cards

- Sound Cards
- Suffix Frames
- Unit Resources T125-127

- Student Notebook pg. 1

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 4 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **toward, two, too, also**, and write the sentence. T112
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Introduce New Concepts

##### Spelling Practice: **too, two, to**

- Dictate sentences and student write the spelling of **to, two**, or **too** for each.

##### Teacher Builds Words

- Teach difference between vowel suffix and consonant suffix.
- Make the word **stamps**.
- Teach plural nouns versus action verbs.
- Complete additional **–s** and **–es** examples.

#### Teach Spelling

- Dictate five review sounds, students repeat, find correct letter, and say name.
- Ask “What says **/z/**?”
- Make the word **bugs** using the yellow Suffix Frame. Model the proper way to read baseword and suffix.
- Say **pens**. Ask “What’s the baseword?”
- Dictate **brags**, identify baseword and tap baseword.
- Build **b, r, a**, and **g**. Add yellow Suffix Card for suffix **–s**.
- Demonstrate with **bells** and **trenches**.
- Complete additional examples.
- Add example of a word to vowel suffix **–es** and consonant suffix **–s**.

### Resources:

#### Unit 4 Day 2 (T112-113)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
- Dry Erase Tablets
- Sound Cards
- Suffix Frames
- Unit Resources T125-127
- Sound Cards
- Suffix Frames
- Magnetic Journals and Letter Tiles
- Unit Resources T125-127
- Student Notebook pg. 26-27

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u>Learning Opportunities/Strategies:</u></p> <p><b>Unit 4 Day 3</b></p>	<p><u>Resources:</u></p> <p><b>Unit 4 Day 3 (T114)</b></p>
<p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>bids</b> and <b>lacks</b> on Demonstration Words page. Students also mark word. Discuss suffix <b>–s</b>.</li> </ul> <p><b>Warm-up/Drill Sounds</b></p> <ul style="list-style-type: none"> <li>• Point to a Sound Card and say letter-keyword-sound as students echo.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>bids</b> and <b>lacks</b>. Review baseword and suffix. Provide everyday examples and use in sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T114</li> </ul> <p><b>Students Build Words</b></p> <ul style="list-style-type: none"> <li>• Say a sound, have students echo, and find the letter(s).</li> <li>• Dictate several words, students echo, tap, and build.</li> <li>• Name and spell baseword and then add suffix.</li> <li>• Students spell orally.</li> </ul> <p><b>Dictation/Dry Erase</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.</li> <li>• Students underline baseword and circle suffix.</li> <li>• Mark basewords as closed syllables.</li> </ul>	<ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Suffix Frames</li> <li>• Unit Resources T125-127</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> <li>• Unit Resources T125-127</li> </ul> <ul style="list-style-type: none"> <li>• Magnetic Journals and Letter Tiles</li> <li>• Sound Cards</li> <li>• Suffix Frames</li> <li>• Unit Resources T125-127</li> </ul> <ul style="list-style-type: none"> <li>• Dry Erase Tablet</li> <li>• Marker</li> </ul>

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Learning Opportunities/Strategies:</u>	<u>Resources:</u>
<p><b>Unit 4 Day 4</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>bosses</b> on Demonstration Words page. Students underline baseword and circle suffix.</li> <li>• Discuss <b>bosses</b> as both a plural noun and an action verb.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>bosses</b> and review baseword and suffixes. Discuss meaning and provide everyday examples.</li> <li>• Students use in a sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T115</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students underline baseword and circle suffix.</li> <li>• Students mark baseword as closed syllable.</li> <li>• Students star bonus letter and box welded sounds.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><b>Unit 4 Day 4 (T115)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Suffix Frames</li> <li>• Unit Resources T125-127</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Unit Resources T115-117</li> <li>• Composition Books</li> </ul>

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 4 Day 5

#### Just Start! (5 minutes)

- Write basewords on board. T116
- Students add suffix **–s** or **–es** to baseword.
- Underline baseword and circle suffix.

#### Teacher Builds Words

- Make and discuss several unit and review words.
- Students read words and discuss word structure (closed syllable, baseword, suffix).
- Tap and mark.
- Challenge students by making some unit nonsense words.

#### Phrase It – Practice: Days 1-5

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Students mark bold words.
- Make a plural and action verb column and categorize the bold words.

#### Dictation/Check-Up

- Students check the “Check-up” box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Resources:

#### Unit 4 Day 5 (T116)

- Composition Books pg. 1
  
- Sound Cards
- Suffix Frames
- Unit Resources T115-117
  
- Student Challenge Book pg. 30
  
- Student Composition Book pg. 11-76



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Learning Opportunities/Strategies:</u>	<u>Resources:</u>
<p><b>Unit 4 Day 6</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Students circle the new high frequency words <b>does, together, shall, both</b>, and write the sentences. T118</li> </ul> <p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Present the new high frequency words: <b>does, together, shall</b>, and <b>both</b>.</li> <li>Write each word with finger and spell orally 3X.</li> <li>Students circle and make index cards for misspelled words.</li> </ul> <p><b>Introduce New Concepts:</b></p> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>Teach the <b>–ed</b> and <b>–ing</b> suffixes.</li> <li>Make the word <b>brush</b>. Add <b>–es</b> and discuss. T118</li> <li>Discuss vowel and consonant suffixes.</li> <li>Display yellow <b>–ed</b> and <b>–ing</b> Suffix Frames.</li> <li>Write basewords on white Syllable Frame. Add suffix <b>–ing</b>.</li> <li>Write the word <b>fold</b> and add <b>–ed</b>. Discuss.</li> <li>Review marking baseword and suffix.</li> </ul> <p><b>Students Build Words</b></p> <ul style="list-style-type: none"> <li>Say a sound, have students echo, and find the letter(s).</li> <li>Dictate several words with <b>–s, –es, –ing</b>, and <b>–ed</b>. Students echo, tap, and build.</li> <li>Name and spell baseword and then add suffix.</li> <li>Students spell orally.</li> </ul> <p><b>Dictation/Dry Erase</b></p> <ul style="list-style-type: none"> <li>Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.</li> <li>Do not select words with /d/ or /t/ sound for <b>–ed</b> suffix.</li> <li>Mark the words.</li> </ul>	<p><b>Unit 4 Day 6 (T118-119)</b></p> <ul style="list-style-type: none"> <li>Timer</li> <li>Student Notebooks pg. 68-76</li> </ul> <ul style="list-style-type: none"> <li>High Frequency Word Cards</li> <li>Student Challenge Book pg. 2</li> <li>Index cards</li> </ul> <ul style="list-style-type: none"> <li>Sound Cards</li> <li>Suffix Frames</li> <li>White Syllable Frames</li> <li>Unit Resources T125-127</li> <li>Student Notebook pg. 26</li> </ul> <ul style="list-style-type: none"> <li>Magnetic Journals and Letter Tiles</li> <li>Sound Cards</li> <li>Suffix Frames</li> <li>Unit Resources T125-127</li> </ul> <ul style="list-style-type: none"> <li>Dry Erase Tablets</li> </ul>

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 4 Day 7

#### Just Start! (5 minutes)

- Students copy phrases and underline base words and circle suffixes.

#### Introduce New Concepts

- Teach additional sounds **–ed**.
- Build **rented**, read base word and whole word.
- Discuss past tense. Suffix **–ed** can make two sounds.
- Build **jump**, student demonstrates, add **–ed**, and emphasize **/t/** sound.
- Build **filled**, read word, and emphasize **/d/** sound.
- Make additional words for 3 sounds of **–ed**.

#### Teach Spelling

- Echo sounds. Ask “What says \_\_\_\_?”
- Show the **t** and **–ed** say **/t/**.
- Show the **d** and **–ed** say **/d/**.
- Dictate **jumped**. Ask what suffix should be added.
- Make additional words and mark.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Locate Unit 4 story, *The “Big One”*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Resources:

#### Unit 4 Day 7 (T120-121)

- Student Composition Book pg. 2
- Sound Cards
- Suffix Cards
- Unit Resources T125-127
- Student Notebook pg. 26
- Magnetic Journals and Letter Tiles
- Unit Resources T125-127
- Sound Cards
- Suffix Cards
- Student Challenge Book pg. 31, 32

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 4 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **risking** and **bonded** on Demonstration Words page.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **risking** and **bonded**. Review the baseword and suffix concept emphasizing sounds of **-ed**.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students about vowel and consonant suffixes.

#### Student Builds Words

- Say a sound. Students echo and find letter on their Magnetic Journals.
- Provide additional sounds.
- Dictate a word: students echo, tap, and spell.
- Provide additional words.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark the words.

### Resources:

#### Unit 4 Day 8 (T122)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Suffix Frames
- Marker
- Unit Resources T125-127
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T125-127
- Magnetic Journals and Letter Tiles
- Sound Cards
- Suffix Frames
- Unit Resources T105-107
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 4 Day 9</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – Have students copy the word, meaning, and sentence for <b>thrilled</b> and <b>ranked</b> on the Demonstration Words page in their Student Notebooks. Mark the word.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the words <b>thrilled</b> and <b>ranked</b>.</li> <li>• Review the baseword and suffix concept emphasizing sounds of <b>–ed</b> suffix.</li> <li>• Discuss meaning, provide examples, and use in a sentence.</li> <li>• Create additional real and nonsense words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Display and have students find, read, and mark.</li> <li>• Question students about suffixes, etc. T123</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students tap and orally spell then write and mark up.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 4 Day 9 (T123)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word flashcards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Suffix Frames</li> <li>• Unit Resources T125-127</li> </ul> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blank Word Cards</li> <li>• Marker</li> <li>• Unit Resources T125-127</li> </ul> <ul style="list-style-type: none"> <li>• Composition Books</li> <li>• Unit Resources T125-127</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 4 Day 10

##### Just Start!

- Students practice reading phrases for five minutes.

##### Teacher Builds Words

- Make and discuss the words: **thrills, thrilled, thrilling, crunches, crunched, crunching, posted, posting** T124
- Students read and discuss word structure: closed syllable, closed syllable exception, and suffixes.

##### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Underline the basewords and circle the suffixes.
- Mark the sounds of **–ed** and **–s** suffixes.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T124

##### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

### Resources:

#### Unit 4 Day 10 (T124)

- Timer
- Student Challenge Book pg. 30-31
- Sound Cards
- Student Challenge Book pg. 34
- Blue and Red Pencils
- Student Challenge Book pg. 33, 145
- Student Challenge Phrase Kit

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 5 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.5.1

L.5.2

L.5.3

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> The focus of this unit is on multisyllabic words. Students will learn how to read and spell multisyllabic words as well as procedures for dividing words into syllables.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li><b>1. Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li><b>2. Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li><b>3. Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li><b>4. High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li><b>5. Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li><b>6. Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Reading and spelling two-syllable words</li> <li>• Compound words</li> <li>• Syllable division rules for dividing between closed syllables with one or two consonants between syllables</li> <li>• Procedure for spelling words with more than one syllable</li> <li>• Spelling of <b>ic</b> at the end of multisyllabic words</li> <li>• Syllable division for two-syllable words with three or four consonants between the syllable</li> <li>• Reading and spelling words with three closed syllables</li> <li>• Reading and spelling multisyllabic words with a suffix</li> <li>• Demonstration words: <b>insist, rapid, complex, conflict</b></li> <li>• High frequency words: <b>want, friend, front, often, put, pull, full, push</b></li> </ul>

## Pemberton Township School District

### Fourth and Fifth Grade – Foundational Skills

- 7. Just Start – High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
- 8. Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.
- 9. Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
- 10. Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
- 11. Students Build Words (Days 3, 8):** Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.
- 12. Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.
- 13. Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 5 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Introduce New Concepts – Teacher Builds Words

- Teach syllable division and multisyllabic word reading.
- Each syllable is one push of breath.
- Place hand under chin and say **catnip**.
- Explain you can feel chin drop with each syllable.
- Say the following words: **magnet, athlete, bug, Wisconsin, note, Atlantic**
- Explain the strategies for reading and spelling multisyllabic words.
- Illustrate with the words **bath** and **tub**. Push words together scooping each syllable.
- Repeat with additional compound words.
- Write **punish** and discuss syllables.
- Explain to read longer words, you need to know how to separate.
- Make **muffin** and discuss how to separate.
- Complete with **skillet, mascot, habit, and jacket**.
- Add examples to student notebook.

#### Resources:

##### Unit 5 Day 1 (T130-131)

- Student Challenge Book pg. 35, 140-141
- Progress Check T130
- Blue and Red Pencil
  
- Sound Cards
- Syllable Frames
- Unit Resources T145-147
- Student Notebook pg. 16

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 5 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **want, friend, front, often**, and write the sentence. T132
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Introduce New Concepts

##### Teacher Builds Words

- Build the word **cabin**. Discuss and divide into syllables, scoop, and read.
- Complete with the word **loket**. Diagraphs stay together.
- Review Rules of Syllable Division.
- Make the word **public**. Explain that multisyllabic words ending in **/ik/** is spelled with the letters **ic**, not **ck**.
- Write a unit word with each syllable on a frame.
- Scoop and read. Complete 5-6 unit words.
- Students copy **upset, pocket, and tonic**. Make **upset**: separate and scoop. Mark the word. Do the same with the other words.
- Complete additional examples.

##### Teach Spelling

- Display two blank Syllable Frames.
- Dictate **mascot**, say in separate syllables while touching the frames.
- Student spells while teacher builds.
- Dictate current words.
- Build **lick** and discuss.
- Build **public** and explain **ic** versus **ick** ending in multisyllabic words.
- Complete additional examples.
- Add **public** as an example of **ic** word to notebook.

### Resources:

#### Unit 5 Day 2 (T132-133)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards

- Sound Cards
- Syllable Frames
- Unit Resources T145-147
- Dry Erase Tablets
- Markers
- Student Notebook pg. 16, 24

- Sound Cards
- Syllable Frames
- Magnetic Letter Tiles
- Dry Erase Boards
- Unit Resources T145-147
- Student Notebook pg. 24

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Unit 5 Day 3</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>insists</b> on Demonstration Words page. Students also mark word. Discuss syllable division.</li> </ul> <p><b>Warm-up/Drill Sounds</b></p> <ul style="list-style-type: none"> <li>• Point to a Sound Card and say letter-keyword-sound as students echo.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>insists</b>. Review syllable division. Provide everyday examples and use in sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students scoop words.</li> <li>• Display Word Cards and question students. T134</li> </ul> <p><b>Students Build Words</b></p> <ul style="list-style-type: none"> <li>• Say a sound, have students echo, and find the letter(s).</li> <li>• Dictate several words, students echo, tap, and build.</li> <li>• Name one syllable at a time then build with tiles.</li> <li>• Name and spell baseword and then add suffix.</li> <li>• Students spell orally.</li> </ul> <p><b>Dictation/Dry Erase</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.</li> <li>• Students underline baseword and circle suffix.</li> <li>• Mark closed syllables in multisyllabic words.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b>Unit 5 Day 3 (T134)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Unit Resources T145-147</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> <li>• Unit Resources T145-147</li> </ul> <ul style="list-style-type: none"> <li>• Magnetic Journals and Letter Tiles</li> <li>• Dry Erase Tablets</li> <li>• Sound Cards</li> <li>• Unit Resources T125-127</li> </ul> <ul style="list-style-type: none"> <li>• Dry Erase Tablet</li> <li>• Marker</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 5 Day 4</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>rapid</b> on Demonstration Words page. Students scoop.</li> <li>• Discuss syllable division.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>rapid</b> and review syllable division. Discuss meaning and provide everyday examples.</li> <li>• Students use in a sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T135</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students mark closed syllable in multisyllabic words.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 5 Day 4 (T135)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Syllable Frames</li> <li>• Unit Resources T145-147</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> <li>• Unit Resources T145-147</li> </ul> <ul style="list-style-type: none"> <li>• Unit Resources T145-147</li> <li>• Composition Books</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 5 Day 5

#### Just Start! (5 minutes)

- Write words on board. T126
- Students divide words into syllables.
- Mark the syllables.

#### Teacher Builds Words

- Make and discuss several unit and review words.
- Students read words and discuss syllable structure (syllable division).
- Tap as needed.

#### Phrase It – Practice: Days 1-5

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

#### Dictation/Check-Up

- Students check the “Check-up” box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Resources:

#### Unit 5 Day 5 (T136)

- Composition Books pg. 2
  
- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T145-147
  
- Student Challenge Book pg. 38
  
- Student Composition Book pg. 11-76

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 5 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **put, pull, full, push**, and write the sentences. T138

#### High Frequency Words

- Present the new high frequency words: **put, pull, full**, and **push**.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Teacher Builds Words

- Build the word **ethnic** and explain division procedure for 3 consonants between 2 vowels.
- Build the word **hundred** and discuss division.
- Demonstrate with other words such as: **children**.
- Make **chestnut** and discuss division with compound words.
- Demonstrate with four consonants together.
- Keep welded sounds, digraphs, and blends together.
- Explain the words with four consonants together can have 3-letter blends and that these stay together in the second syllable.
- Demonstrate with additional words.

##### Teach Spelling

- Say the word **gumdrop**. Say in syllables while pointing to frames.
- Spell each syllable.
- Scoop the word.
- Complete with additional examples.

### Resources:

#### Unit 5 Day 6 (T138-139)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
- Sound Cards
- Syllable Frames
- Unit Resources T145-147
- Student Notebook pg. 16
- Syllable Frames
- Dry Erase Tablets
- Unit Resources T145-147

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 5 Day 7</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Put syllables on board and match columns to make words.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>Make the word <b>athletic</b>.</li> <li>Explain that same syllable division rules are applied to multisyllabic words.</li> <li>Divide <b>athletic</b>.</li> <li>Demonstrate with <b>snapdragon</b>, <b>fantastic</b>, and <b>athletic</b>.</li> <li>Complete with additional words.</li> </ul> <p><b>Phrase It</b></p> <ul style="list-style-type: none"> <li>Locate Days 6-10 Phrase Practice.</li> <li>Student reads bold words and then phrases.</li> <li>Students scoop the phrase while reading.</li> <li>Provide a sentence using a phrase and ask “What’s the Scoop?”</li> <li>Complete 2-3 more examples.</li> <li>Locate the story, <i>The Thrill of Camping</i>.</li> <li>Chorally read.</li> <li>Retell the passage using visualization as a guide.</li> </ul> <p><b>Teach Spelling</b></p> <ul style="list-style-type: none"> <li>Review <b>ic</b> spelling at end of multisyllabic words.</li> <li>Dictate several more words.</li> <li>Make the word <b>subject</b> and discuss the <b>/kt/</b> spelling with additional examples.</li> <li>Dictate the word <b>backed</b>, discuss baseword, and identify suffix.</li> <li>Discuss difference between <b>ct</b> blend and <b>-ed</b> suffix.</li> <li>Dictate more multisyllabic words.</li> <li>Dictate <b>publishing</b>, identify baseword and suffix, and write the syllables.</li> <li>Complete additional examples.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 5 Day 7 (T140-141)</b></p> <ul style="list-style-type: none"> <li>Student Composition Book pg. 2</li> </ul> <ul style="list-style-type: none"> <li>Sound Cards</li> <li>Syllable Cards</li> <li>Unit Resources T145-147</li> <li>Student Notebook pg. 26</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 39, 40</li> </ul> <ul style="list-style-type: none"> <li>Sound Cards</li> <li>Suffix Frames</li> <li>Syllable Frames</li> <li>Dry Erase Tablets</li> <li>Marker</li> <li>Unit Resources T145-147</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 5 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **complex** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **complex**. Review syllable division.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T142

#### Student Builds Words

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop and mark.

### Resources:

#### Unit 5 Day 8 (T142)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T145-147
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T145-147
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Suffix Frames
- Unit Resources T145-147
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 5 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry – Have students copy the word, meaning, and sentence for **conflict** on the Demonstration Words page in their Student Notebooks. Mark the word.

#### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- As words are mastered for both reading and spelling, eliminate from this drill.

#### Teacher Builds Words

- Make the word **conflict**.
- Review syllable division.
- Discuss multiple meaning, provide examples, and use in a sentence.
- Create additional real and nonsense words.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T143

#### Dictation/Composition Books

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell then write and mark up.
- “What’s the Scoop?”

### Resources:

#### Unit 5 Day 9 (T143)

- Timer
- Student Notebook pg. 44-67
- High Frequency Word flashcards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T145-147
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T145-147
- Composition Books
- Unit Resources T145-147

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 5 Day 10</b></p> <p><b>Just Start!</b></p> <ul style="list-style-type: none"> <li>Students practice reading phrases for five minutes.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>Make and discuss the words: <b>chestnut</b>, <b>disrupted</b>, and <b>ethnic</b>. T124</li> <li>Students read and discuss word structure.</li> <li>Review syllable division.</li> </ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"> <li>Dictate sounds, words, phrases, and sentences.</li> <li>Students repeat and write.</li> <li>Scoop words into syllables.</li> <li>Circle suffixes.</li> <li>Students circle the high frequency words and underline phonetic words in phrases and sentences. T144</li> </ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"> <li>Meet individually with students, score test, and provide feedback.</li> <li>Chart accurate phrasing, tally scores, and record results.</li> <li>Review homework and outstanding work for the unit.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 5 Day 10 (T144)</b></p> <ul style="list-style-type: none"> <li>Timer</li> <li>Student Challenge Book pg. 38-39</li> </ul> <ul style="list-style-type: none"> <li>Sound Cards</li> <li>Suffix Frames</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 42</li> <li>Blue and Red Pencils</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 41, 146</li> <li>Student Challenge Phrase Kit</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Bonus Unit I – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
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- What do good readers sound like?
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- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> The unit is intended to solidify the understanding, decoding, and spelling of closed syllables and exceptions. Closed syllable prefixes and Latin roots will be introduced.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Review of closed syllables with emphasis on nonsense words.</li> <li>• Concepts of prefixes and roots</li> <li>• Review of syllable division for multisyllabic words</li> <li>• Closed syllable prefixes: <b>dis, en, ex, il, im, in, mis, non, trans, un</b></li> <li>• Closed syllable roots: <b>cred, dict, duct, fect, fid, flex, fract, ject, junct, lect, min, mit, pel, pend, rupt, scribe, sect, sens, sist, spec, strict, struct, tox, tract</b></li> </ul>

## Pemberton Township School District

### Fourth and Fifth Grade – Foundational Skills

- 7. Just Start – High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
- 8. Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.
- 9. Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
- 10. Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
- 11. Students Build Words (Days 3, 8):** Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.
- 12. Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.
- 13. Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
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| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles
- Words I Know Activity

**Other Evidence:**

- Assessment of Student Mastery
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Three-part Competition

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### **Bonus Unit I Day 1**

#### **Just Start! (5 minutes)**

- Write words on board. T150
- Students mark closed syllable and closed syllable exception.

#### **Teacher Builds Words**

- Make several nonsense words such as **prash**.
- Read and discuss word structure.

#### **Word Talk**

- Distribute Nonsense Word Cards.
- Scoop and mark words using all markings that have been taught. T150

#### **Students Build Words**

- Say a sound, students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Mark words.
- Review spelling with blank tiles using: **chall, frink, strub, fliss, and pleff**.
- Review suffixes using base word **connect**.
- Introduce prefix **dis** and discuss.
- Present Prefix Cards: **dis, en, ex, mis, non, trans, and un**.
- Explain difference between prefix and suffix.
- Student notebook entry for **dis**.
- Review logogram and draw one for **disconnect**.
- Discuss meanings of **disagree, disrespect, disappear, and disorganize**.
- Enter examples in notebooks.

#### Resources:

#### **Bonus Unit I Day 1 (T150-151)**

- Student Composition Book pg. 3
- Sound Cards
- Unit Resources T157-158
- Nonsense Word Cards from Unit 1-5
- Magnetic Journals and Letter Tiles
- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T157-158
- Student Notebook pg. 30

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Bonus Unit I Day 2

#### Just Start! (5 minutes)

- Write prefixes, definitions, and word examples for **en-**, **ex-**, **il-**, **im-**, **in-**, **mis-**, **non-**, **trans-**, and **un-**.

#### Introduce New Concepts

##### Teach Prefixes

- Present Prefix Cards and show pictures on cards.
- Sketch logogram for each prefix.
- Provide other word examples and discuss meaning.
- Write the word **expel** and discuss **ex-** with basewords and Latin roots.

#### Students Build Prefixes

- Show Prefix Card **ex-**, read it, and tap it out.
- Explain sounds of **e** and **x**.
- Dictate prefixes and students echo.
- Students tap and pull down correct Letter Tiles.
- Spell.

#### Dictate Words

- Dictate the following words: **misstep**, **entrap**, **transatlantic**, **unstuck**, and **discontent**.
- Students build words with Letter Tiles in Syllable Frames on Dry Erase.

### Resources:

#### Bonus Unit I Day 2 (T152-153)

- Student Notebook pg. 30-34
- Prefix Cards
- Student Notebook pg. 30-34
- Prefix Cards
- Magnetic Journal and Letter Tiles
- Sound Cards
- Unit Resources pg. 157-158
- Magnetic Journal and Letter Tiles
- Dry Erase Tablets
- Markers

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Bonus Unit I Day 3

##### Just Start! (5 minutes)

- Write nonsense words on board. T154
- Students scoop and mark.

##### Introduce New Concepts

###### Teach Latin Roots

- Present flashcards and read.
- Shuffle and separate into categories.
- Point out that roots may seem like nonsense words but are not, they have meanings.
- Distribute a Root Card to each student to copy in their notebook.
- Complete with half the Latin roots today.

###### Teach Receptive and Expressive Vocabulary

- Write the word **receptive** on board and discuss.
- Write the word **expressive** on board and discuss.
- Explain the receptive vocabulary is bigger than expressive vocabulary.
- Complete worksheet for roots entered today.

##### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 prefixes, 6 roots, and 5 multisyllabic words.
- Mark the syllables.

### Resources:

#### Bonus Unit I Day 3 (T154)

- Timer
- Student Composition Book pg. 3
- Nonsense Cards
- Prefix Cards
- Root Cards
- Student Notebook pg. 35-43
- Copies of “Words I Know” worksheet, Appendix pg. 402
- Dry Erase Tablet
- Marker
- Unit Resources T157-158



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### **Bonus Unit I Day 4**

#### **Just Start! (5 minutes)**

- Write nonsense words on board. T155
- Students scoop and mark.

#### **Introduce New Concepts**

##### **Teach CT Blend in Roots**

- Display Root Cards.
- Explain **ct** can be a challenging blend and is spelled **ct**, not **kt**.
- Dictate **lect**, tap, and build.
- Dictate additional **ct** words and build.
- Enter remaining Latin Roots in notebook.

#### **Word Talk**

- Display Root Cards and discuss meaning.
- Question students about roots.
- Locate answers in notebook.
- Complete worksheet for roots entered today.

#### **Dictation/Composition Books**

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 root words.
- Students mark closed syllable and underline digraphs, blends, and diagraph blends.

### Resources:

#### **Bonus Unit I Day 4 (T155)**

- Timer
- Student Composition Book pg. 3
  
- Root Cards
- Sound Cards
- Unit Resources T157-158
- Student Notebook pg. 35-43
  
- Sound Cards
- Syllable Frames
- Unit Resources T145-147
- Copies of “Words I Know” worksheet, Appendix pg. 40
  
- Unit Resources T157-158

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Bonus Unit I Day 5

##### Just Start! (5 minutes)

- Put roots and meanings on board and match columns. T156

##### Review Prefixes and Roots

- Read cards.
- Set timer and present cards for students to read.
- Place in “correct” pile. Review misread items.
- Complete three times.

##### Competition

- Divide class into two teams.
- Flashcard Frenzy.
- Guess Which One?
- Spell It.
- Tally points to determine winner.

### Resources:

#### Bonus Unit I Day 5 (T156)

- Student Composition Book pg. 3
- Prefix and Root Cards
- Timer
- Prefix and Root Cards
- Timer
- Dry Erase Tablet
- Marker

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 6 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> This unit will focus on suffixes, categorizing suffixes, and isolating basewords as an important foundation for the 1-1-1 rule.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li><b>1. Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li><b>2. Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li><b>3. Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li><b>4. High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li><b>5. Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li><b>6. Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Vowel suffix <b>-er</b> (noun – person)</li> <li>• Vowel suffix <b>-er/-est</b> (comparative adjectives)</li> <li>• Consonant suffixes <b>-ful, -less, -ment, -ness</b></li> <li>• Vowel suffixes <b>-ish, -en</b></li> <li>• 1 – 1 – 1 Spelling rule</li> <li>• Demonstration words: <b>publisher, wilder, wildest, kindness, investment, banned, bidder, jobless</b></li> <li>• High frequency words: <b>would, could, should, been, into, once, their, there</b></li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

Other Evidence:

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 6 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Introduce New Concepts

##### Teacher Builds Words

- Teach suffix **–er**. Display **–er** frame.
- Build the word **jump** and add **–er**.
- Explain this is someone who does something.
- Complete additional examples: **singer, planter, insulter, publisher**
- Display **–er**, and **–est** frames. Explain they are used to make comparisons.
- Build the word **taller** and discuss.
- Replace **–er** with **–est** and discuss.
- Complete additional examples.

##### Teach Spelling

- Echo sounds, dictate **/z/** sound. Ask what suffix says **/z/**.
- Say **/est/** and discuss spelling when used as a comparison.
- Always spell the baseword first and then add suffix.
- Dictate several **–er** and **–est** words.
- Dictate **quicker** and build.
- Dictate **wildest** and build.
- Complete additional examples.
- Enter examples in notebooks.

#### Resources:

##### Unit 6 Day 1 (T162-163)

- Student Challenge Book pg. 43, 140-141
- Progress Check T162
- Blue and Red Pencil

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T178-180
- Student Notebook pg. 26
- Student Challenge Book pg. 44

- Magnetic Journals and Letter Tiles
- Sound Cards
- Suffix Frames
- Unit Resources T178-180
- Student Notebook pg. 26

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 6 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **would, could, should, been**, and write the sentence. T164
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Introduce New Concepts

##### Teacher Builds Words

- Teach new suffixes. Build the word **plant** and add the **-er** suffix. Identify the baseword and root.
- Display vowel and consonant suffixes learned so far. Question students.
- Introduce suffixes: **-ful, -less, -ment, -ness, -ish**, and **-en** following the proper procedure.
- Complete additional examples.

##### Suffix Challenge

- Write words on board. Display suffixes. Work in pairs to make as many words as possible.

##### Teach Spelling

- Review suffixes.
- Dictate several words with suffixes. Identify the baseword and suffix.
- Dictate the word **investment**. Identify baseword and build.
- Make the word **thankfulness**. Underline the baseword and circle the two suffixes.
- Dictate the word **blackened** and repeat.
- Complete with additional words.
- Enter suffixes in notebook.

### Resources:

#### Unit 6 Day 2 (T164-165)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
- Sound Cards
- Suffix Frames
- Unit Resources T178-180
- Student Notebook pg. 16, 24
- Paper
- Sound Cards
- Syllable Frames
- Suffix Frames
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Unit Resources T178-180
- Student Notebook pg. 26-27

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Unit 6 Day 3</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>publisher</b>, <b>wilder</b>, and <b>wildest</b> on Demonstration Words page. Students also mark word.</li> </ul> <p><b>Warm-up/Drill Sounds</b></p> <ul style="list-style-type: none"> <li>• Point to a Sound Card and say letter-keyword-sound as students echo.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>publisher</b>, <b>wilder</b>, and <b>wildest</b>. Review concept of <b>–er</b> and <b>–est</b> vowel suffixes. Provide everyday examples and use in sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Display Word Cards and question students. T166</li> </ul> <p><b>Students Build Words</b></p> <ul style="list-style-type: none"> <li>• Say a sound, have students echo, and find the letter(s).</li> <li>• Dictate several words, students echo, tap, and build.</li> <li>• Name one syllable at a time then build with tiles.</li> <li>• Name and spell baseword and then add suffix.</li> <li>• Students spell orally.</li> </ul> <p><b>Dictation/Dry Erase</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.</li> <li>• Mark words.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b>Unit 6 Day 3 (T166)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Syllable and Suffix Frames</li> <li>• Unit Resources T178-180</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> <li>• Unit Resources T178-180</li> </ul> <ul style="list-style-type: none"> <li>• Magnetic Journals and Letter Tiles</li> <li>• Dry Erase Tablets</li> <li>• Sound Cards</li> <li>• Unit Resources T178-80</li> </ul> <ul style="list-style-type: none"> <li>• Dry Erase Tablet</li> <li>• Marker</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Learning Opportunities/Strategies:</u>	<u>Resources:</u>
<p><b>Unit 6 Day 4</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>kindness</b> and <b>investment</b> on Demonstration Words page.</li> <li>• Students mark syllables.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the words <b>kindness</b> and <b>investment</b>. Review suffixes. Discuss meaning and provide everyday examples.</li> <li>• Students use in a sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T167</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students underline baseword and circle suffix.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><b>Unit 6 Day 4 (T167)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Syllable and Suffix Frames</li> <li>• Unit Resources T178-180</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Unit Resources T178-180</li> <li>• Composition Books</li> </ul>

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 6 Day 5

#### Just Start! (5 minutes)

- Write phrases on board. T168
- Underline baseword and circle suffixes.
- Mark the syllables.

#### Teacher Builds Words

- Make and discuss several unit and review words.
- Students read words and discuss.
- Tap as needed.

#### Suffix Review

- Remove suffixes from display.
- Students brainstorm and name the vowel and consonant suffixes. Spell each. Review all suffixes.

#### Phrase It – Practice: Days 1-5

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

#### Dictation/Check-Up

- Students check the “Check-up” box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Resources:

#### Unit 6 Day 5 (T168)

- Composition Books pg. 4
  
- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T178-180
  
- Dry Erase Tablet
  
- Student Challenge Book pg. 46
  
- Student Composition Book pg. 11-76

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 6 Day 6

##### Just Start! (5 minutes)

- Students circle the new high frequency words **into, once, their, there**, and write the sentences. T170

##### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

##### Introduce New Concepts:

###### Teacher Builds Words

- Make the following words: **run, boat, cup, path, step, and bake**. Ask the 1-1-1 questions.
- Present additional words and determine if they are 1-1-1 words. Discuss.
- Teach the 1-1-1 spelling rule.
- Consonant suffixes are added to 1-1-1 words.
- Double the final consonant when adding vowel suffixes to 1-1-1 words.
- Teach the marking of 1-1-1 words.
- Teach homophones: **there, their, they're**
- Explain **they're** is a contraction and can be replaced with **they are**.
- Dictate additional sentences and discuss homophones.
- Discuss the word **their** and that it shows ownership.
- Enter **they're** in notebook.

### Resources:

#### Unit 6 Day 6 (T170-171)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T178-180
- Student Notebook pg. 28 Part I, 74

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 6 Day 7

#### Just Start! (5 minutes)

- Put words on board, have students copy, and circle the 1-1-1 words.

#### Teacher Builds Words

- Make the word **shop**.
- Review adding consonant and vowel suffixes to 1-1-1 words.
- Identify 1-1-1 words from the following: **step, foam, lift, pencil, beat, stick, pin, and drip**.
- Add suffix to those 1-1-1 words. Review doubling final consonant.
- Make the word **tax**. Add the **–es** suffix frame.
- Explain that the letter **x** never gets doubled.
- Make the word **mix** and discuss.
- Dictate additional words ending in **x**.

#### Students Build Words

- Dictate words with a suffix.
- Name and spell baseword before adding suffix.

#### Dictation/Dry Erase

- Dictate words with a suffix. Write baseword then add suffix.
- Underline baseword, circle suffix, and mark bonus letter.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Locate the story, *The Bat House*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Resources:

#### Unit 6 Day 7 (T178-180)

- Student Composition Book pg. 4
- Sound Cards
- Suffix Frames
- Dry Erase Tablets
- Unit Resources T145-147
- Magnetic Journals and Letter Tiles
- Unit Resources T178-180
- Dry Erase Tablet
- Unit Resources T178-180
- Student Challenge Book pg. 47, 48



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 6 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **banned** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **ban** then **banned**. Review the 1-1-1 rule.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T174

#### Student Builds Words

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop and mark.

### Resources:

#### Unit 6 Day 8 (T174)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T178-180
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T178-180
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Suffix Frames
- Unit Resources T178-180
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 6 Day 9</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – Have students copy the word, meaning, and sentence for <b>bidder</b> and <b>jobless</b> on the Demonstration Words page in their Student Notebooks. Mark the words.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the words <b>bid</b> then <b>bidder</b> and <b>job</b> then <b>jobless</b>.</li> <li>• Review 1-1-1 rule.</li> <li>• Discuss multiple meaning, provide examples, and use in a sentence.</li> <li>• Create additional real and nonsense words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Display and have students find, read, and mark.</li> <li>• Question students. T175</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students tap and orally spell then write and mark up.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 6 Day 9 (T175)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word flashcards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Suffix and Syllable Frames</li> <li>• Unit Resources T178-180</li> </ul> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blank Word Cards</li> <li>• Marker</li> <li>• Unit Resources T178-180</li> </ul> <ul style="list-style-type: none"> <li>• Composition Books</li> <li>• Unit Resources pg. 178-180</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 6 Day 10

#### Just Start!

- Students practice reading phrases for five minutes.

#### Teacher Builds Words

- Make and discuss the words: **bigger, biggest, jobless, and stomping.** T176
- Students read and discuss word structure.

#### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Underline the baseword and circle the suffix.
- Put a star over the extra consonant when added to the baseword.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T176

#### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

### Resources:

#### Unit 6 Day 10 (T176)

- Timer
- Student Challenge Book pg. 46-47
- Sound Cards
- Suffix Frames
- Student Challenge Book pg. 50
- Blue and Red Pencils
- Student Challenge Book pg. 49, 146
- Student Challenge Phrase Kit

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 7 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> This unit will focus on the vowel-consonant-e syllable and v-e exception. Procedures for Spelling Options are also introduced.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduce vowel-consonant-e syllables</li> <li>• S - /s/ and /z/</li> <li>• Spelling Option procedure</li> <li>• Two-syllable words with closed and vowel-consonant-e syllables</li> <li>• Compound Words</li> <li>• Vowel-consonant-e exception (-ive)</li> <li>• Suffix -ive</li> <li>• Silent e spelling rule</li> <li>• Demonstration words: <b>blame, dispute, compare, objective, shamed, confusing</b></li> <li>• High frequency words: <b>more, use, sure, done, write, place, move, above</b></li> </ul>

## Pemberton Township School District

### Fourth and Fifth Grade – Foundational Skills

- 7. Just Start – High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
- 8. Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.
- 9. Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
- 10. Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
- 11. Students Build Words (Days 3, 8):** Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.
- 12. Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.
- 13. Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.



**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 7 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Introduce New Concepts

##### Teacher Builds Words

- Build the word **hop** and question students.
- Say the word **hope** and tap. Build word and explain vowel-consonant-e rule.
- Complete additional examples: **cap/cape, hop/hope, cut/cute, kit/kite, rid/ride, and fin/fine**
- Teach long vowel sounds.
- Teach marking of vowel-consonant-e words.
- Build **mistake** and discuss dividing.
- Separate into syllables showing that vowel-consonant-e does not get divided.
- Build multisyllabic words and divide.
- Teach compound words.
- Make **fireman** and separate between two words.
- Build additional multisyllabic words including compound words and mark.

#### Resources:

##### Unit 7 Day 1 (T184-185)

- Student Challenge Book pg. 51, 140-141
- Progress Check T184
- Blue and Red Pencil
  
- Sound Cards
- Syllable Frames
- Unit Resources T199-202
- Reference Charts

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 7 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **more, use, sure, done**, and write the sentence. T186
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Introduce New Concepts

##### Teacher Builds Words

- Review new vowel sounds.
- Enter keyword pictures in notebook.
- Enter examples of v-e words in notebook.

##### Teach Spelling

- Build long vowel sound using peach vowel tile, ivory blank tile, and e tile.
- Dictate **hop**. Build and question the vowel sound. Add **e** to **hop** and tap. Discuss.
- Dictate several one syllable words.
- Dictate the word **back**. Review **ck** at end of word.
- Dictate **bake**. Replace the **ck** cards with **k** and **e**.
- Review the **/z/** sound. Explain **s** can say **/z/**.
- Make **rose** to demonstrate. Build **nose** using ivory card for the **s**. Cover the blank card with **z** and then **s**.
- Teach spelling option.
- Dictate several words with the **/z/** sound.
- Using spelling option, determine correct option.
- Review multisyllabic word spelling.
- Dictate **invite** and write in syllable frames.
- Dictate additional current unit words.

### Resources:

#### Unit 7 Day 2 (T186-187)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
- Reference Charts
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T199-202
- Student Notebook pg. 5, 18
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 7 Day 3

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **blame** on Demonstration Words page. Students also mark word.

#### Warm-up/Drill Sounds

- Point to a Sound Card and say letter-keyword-sound as students echo.

#### Teacher Builds Words

- Make the word **blame**. Review concept of vowel-consonant-e syllable. Provide everyday examples and use in sentence.
- Make additional words and discuss.

#### Word Talk

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Display Word Cards and question students. T189

#### Students Build Words

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Resources:

#### Unit 7 Day 3 (T189)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T199-202
- Word Card packet
- Blank Word Cards
- Unit Resources T199-202
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Unit Resources T199-202
- Dry Erase Tablet
- Marker

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 7 Day 4

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **dispute** and **compare** on Demonstration Words page.
- Students mark syllables.

#### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate from this drill.

#### Teacher Builds Words

- Make the words **dispute** and **compare**. Review vowel-consonant-e. Discuss long sounds, meanings, and provide everyday examples.
- Students use in a sentence.
- Make additional words and discuss.

#### Word Talk

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Students tap and read words.
- Display Word Cards and question students. T190

#### Dictation/Composition Books

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Mark closed and v-e syllables.
- “What’s the Scoop?”

### Resources:

#### Unit 7 Day 4 (T190)

- Timer
- Student Notebooks pg. 44-67
- High Frequency Word Cards
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T199-202
- Word Card packet
- Blank Word Cards
- Unit Resources T199-202
- Composition Books

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 7 Day 5

#### Just Start! (5 minutes)

- Write phrases on board. T191
- Mark the syllables.
- Review /z/, /k/, and /u/.

#### Teacher Builds Words

- Make and discuss several unit and review words.
- Students read words and discuss syllable structure (syllable type and vowel sounds).
- Tap and mark as needed.

#### Phrase It – Practice: Days 1-5

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

#### Dictation/Check-Up

- Students check the “Check-up” box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Resources:

#### Unit 7 Day 5 (T191)

- Composition Books pg. 4
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T199-202
- Student Challenge Book pg. 56
- Student Composition Book pg. 11-76

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 7 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **write, place, move, above**, and write the sentences. T192

#### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Teacher Builds Words

- Demonstrate v-e words with the suffix **-s**. (cakes, hopes, etc.)
- Review closed syllable exceptions: **ind, ild, old, olt**, and **ost**.
- Teach v-e exception using the word **give**.
- Write the words **olive** and **captive**.
- Build the word **five** and explain **e** sometimes does two jobs.
- Explain the **-ive** can be part of a word or a suffix.
- Build the word **act** and add **-ive**. Discuss.
- Build additional words.
- Notebook entry: **-ive** keyword picture, example of **-ive** words, and **active** as example word.

##### Teach Spelling

- Dictate several words with the **-ive** sound. Discuss **-ive** as v-e or suffix.
- Dictate **hopes**.
- Complete additional examples of consonant suffix.

### Resources:

#### Unit 7 Day 6 (T192-193)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T199-202
- Student Notebook pg. 8, 18, 26
- Magnetic Journals and Letter Tiles
- Sound Cards
- Syllable and Suffix Frames



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 7 Day 7

#### Just Start! (5 minutes)

- Put words on board, have students copy, and mark all syllables.

#### Review Suffixes

- Remove Suffix Frames from display.
- Brainstorm list of consonant and vowel suffixes.

#### Teacher Builds Words

- Make the word **hope**.
- Review rules when adding consonant suffixes.
- Make **hopeful** and **hopeless**.
- Explain rule for adding vowel suffixes when words end in silent e. Build **hoping**.
- Complete additional examples.
- Practice silent e spelling rule.
- Teach students to mark the words.
- Scoop the baseword, circle the suffix, and put a small e above the word.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask "What's the Scoop?"
- Complete 2-3 more examples.
- Locate the story, *Limit Those Plastic Bags*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Resources:

#### Unit 7 Day 7 (T199-202)

- Student Composition Book pg. 4
- Suffix Frames
- Sound Cards
- Suffix and Syllable Frames
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Unit Resources T199-202
- Student Challenge Book pg. 55, 56

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 7 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **objective** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **object** then **objective**. Review combining syllables and the **–ive** suffix.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T196

#### Student Builds Words

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop and mark.

### Resources:

#### Unit 7 Day 8 (T196)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T199-202
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T199-202
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Suffix Frames
- Unit Resources T199-202
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 7 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry – Have students copy the word, meaning, and sentence for **shamed** and **confusing** on the Demonstration Words page in their Student Notebooks. Mark the words.

#### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate from this drill.

#### Teacher Builds Words

- Make the words **shame** then **shamed** and **confuse** then **confusing**.
- Review adding vowel suffixes to words ending in a silent e.
- Discuss multiple meaning, provide examples, and use in a sentence.
- Create additional real and nonsense words.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T197

#### Dictation/Composition Books

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell then write and mark up.
- “What’s the Scoop?”

### Resources:

#### Unit 7 Day 9 (T197)

- Timer
- Student Notebook pg. 44-67
- High Frequency Word flashcards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T199-202
- Flashcards
- Blank Word Cards
- Marker
- Composition Books
- Unit Resources T199-202

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 7 Day 10

##### Just Start!

- Students practice reading phrases for five minutes.

##### Teacher Builds Words

- Make and discuss the words: **chase, rose, doze,** and **mistake.** T198
- Students read and discuss word structure.

##### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Scoop syllables and circle suffixes.
- Mark v-e syllables.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T198

##### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

### Resources:

#### Unit 7 Day 10 (T198)

- Timer
- Student Challenge Book pg. 46-47
- Sound Cards
- Syllable and Suffix Frames
- Student Challenge Book pg. 58
- Blue and Red Pencils
- Student Challenge Book pg. 57, 147
- Student Challenge Phrase Kit

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Midterm Review – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Content:

- **Big Idea:** This unit will review everything students have learned in Units 1-7.
- **Learning Activity Overview:**
  1. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
  2. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.
  3. **Unit Dictation Test/Chart Phrases (Day 10):** Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.

### Skills(Objectives):

- Syllable review
- Word structure review
- Spelling rules review



**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Midterm Exam
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### Midterm Review Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Review Syllable Types and Division

- Write words on board. Scoop into syllables. Discuss rules for syllable division. T204
- Discuss the sound of **x** /ks/ in **exhale**, **express**, and **extreme**.

##### Review Word Structure

- Write words on board without mark-ups.
- Students mark diagraphs, blends, bonus letters, and welded sounds.
- Students mark syllable types.

##### Review Spelling

- Tell students that the words dictated review a particular concept.
- Discuss the concept, dictate word, build word, and discuss concept again.
- Complete for all concepts to review.

##### Student Challenge Activities

- Students complete activities independently.
- Collect and assess readiness for the midterm.

#### Resources:

#### Midterm Review Day 1 (T204-205)

- Student Challenge Book pg. 59, 140-141
- Progress Check T204
- Blue and Red Pencil

- Student Notebooks

- Magnetic Journals and Letter Tiles

- Student Challenge Book pg. 60-61

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Midterm Review Day 2

##### Midterm Part I: Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Underline or scoop the baseword and circle the suffixes.
- Mark the sounds of the **–ed** suffixes as **/ed/**, **/d/**, or **/t/**.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T206

##### Midterm Exam Part II

- Locate Midterm Exam.
- Read the instructions.
- Students complete.
- Collect and grade.

### Resources:

#### Midterm Review Day 2 (T206)

- Student Challenge Book pg. 62
- Student Challenge Book pg. 63-64

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 8 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> The open syllable will be introduced. Combining open syllable with closed and vowel-consonant-e syllables will also be taught.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Open syllables</li> <li>• <b>y</b> – one syllable /i/</li> <li>• Reading and spelling multisyllabic words with open syllables</li> <li>• Multisyllable <b>y</b> - /e/</li> <li>• Suffixes: <b>-ly, -ty, -y</b></li> <li>• Demonstration words: <b>comprehend, document, rally, entirely</b></li> <li>• High frequency words: <b>know, now, new, knew, any, many, only, pretty</b></li> </ul>

## Pemberton Township School District

### Fourth and Fifth Grade – Foundational Skills

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ol style="list-style-type: none"><li>7. <b>Just Start – High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li><li>8. <b>Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.</li><li>9. <b>Phrase It/Story (Day 7):</b> Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.</li><li>10. <b>Progress Check (Day 1):</b> Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.</li><li>11. <b>Students Build Words (Days 3, 8):</b> Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.</li><li>12. <b>Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.</li><li>13. <b>Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.</li></ol> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### Unit 8 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Pretest High Frequency Words

- Dictate Units 8-10 High Frequency words.
- Students repeat and spell each word.
- Collect, correct, and record missed words.
- Students make index cards of missed words.

##### Introduce New Concepts

##### Teacher Builds Words

- Build the word **got** and question students.
- Remove the **t** and discuss open syllable.
- Build the word **met**, discuss, remove the **t**, and discuss further.
- Build the word **fluke**, changing to **flub**, then to **flu**.
- Discuss and remind students of two long sounds for **u**.

##### Teach New Sounds

- Build the word **fly**.
- Tell students **y** can be a vowel in an open syllable.
- Build one-syllable words ending in **y**.
- Teach letter-keyword-sounds. T211
- Keyword picture entry and examples of one-syllable, open syllable words (**me, no, hi, cry**).
- Drill all vowel sounds.
- Teach marking open syllables.

#### Resources:

#### Unit 8 Day 1 (T210-211)

- Student Challenge Book pg. 65, 142-143
- Progress Check T210
- Blue and Red Pencil

- Student Challenge Book pg. 2
- Index cards

- Sound Cards
- Unit Resources T225-228

- Sound Cards
- Unit Resources T225-228
- Student Notebook pg. 6, 19

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 8 Day 2

##### Just Start! (5 minutes)

- Students circle the new high frequency words **know, now, new, knew**, and write the sentence. T212
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

##### Introduce New Concepts

###### Teacher Builds Words

- Write the word **pretend**. Discuss the type of syllable.
- Build the word **unit** and discuss.
- Build the word **relish** and discuss syllable division rules.
- Continue with additional words such as **remote, program, and hydrate**.

###### Teach Spelling

- Explain multiple responses for “What says /a/?”
- Dictate the word **shy** and discuss.
- Dictate several one-syllable words.
- Have students spell multisyllabic words.
- Dictate **protest** and identify syllables.
- Dictate **hydrate** and discuss spelling.
- Complete additional examples.
- Add example words to student notebook.

### Resources:

#### Unit 8 Day 2 (T212-213)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T225-228
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Unit Resources T225-228
- Student Notebook pg. 16

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 8 Day 3

##### **Just Start! (5 minutes)**

- Student Notebook Entry – students enter word, meaning, and sentence for **comprehend** on Demonstration Words page. Students also mark word.

##### **Warm-up/Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.

##### **Teacher Builds Words**

- Make the word **comprehend**. Review open syllables in multisyllabic words. Provide everyday examples and use in sentence.
- Make additional words and discuss.

##### **Word Talk**

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Display Word Cards and question students. T214

##### **Students Build Words**

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

##### **Dictation/Dry Erase**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Resources:

#### Unit 8 Day 3 (T214)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T225-228
- Word Card packet
- Blank Word Cards
- Unit Resources T225-228
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Unit Resources T225-228
- Dry Erase Tablet
- Marker

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 8 Day 4

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **document** on Demonstration Words page.
- Students mark syllables.

#### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate from this drill.

#### Teacher Builds Words

- Make the word **document**. Review open syllables in multisyllabic words. Discuss long sounds, meanings, and provide everyday examples.
- Students use in a sentence.
- Make additional words and discuss.

#### Word Talk

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Students tap and read words.
- Display Word Cards and question students. T215

#### Dictation/Composition Books

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Mark open syllables and if the open syllable has a **y**, mark the sound of **y**.
- “What’s the Scoop?”

### Resources:

#### Unit 8 Day 4 (T215)

- Timer
- Student Notebooks pg. 44-67
  
- High Frequency Word Cards
  
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T225-228
  
- Word Card packet
- Blank Word Cards
- Unit Resources T225-228
  
- Unit Resources T225-228
- Composition Books

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 8 Day 5

#### Just Start! (5 minutes)

- Write syllables on board. T216
- Match columns to form words and mark.
- Review.

#### Teacher Builds Words

- Make and discuss several unit and review words.
- Students read words and discuss syllable division.
- Tap and mark as needed.

#### Phrase It – Practice: Days 1-5

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

#### Dictation/Check-Up

- Students check the “Check-up” box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Resources:

#### Unit 8 Day 5 (T)

- Composition Books pg. 5
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T225-228
- Student Challenge Book pg. 68
- Student Composition Book pg. 11-76

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 8 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **any, many, only, pretty**, and write the sentences. T218

#### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Teacher Builds Words

- Teach open syllable at the end of the word.
- Build **menu** and **tempo**. Build **nifty** and break into syllables. Explain the sound of **y** in an open syllable at the end of a multisyllabic word.
- Complete additional examples.
- Discuss words with short vowel sounds in the first syllable. We double the consonant to keep the syllable closed.
- Build **lobby**, **silly**, and **taffy** to demonstrate.
- Keyword picture entry in notebook.
- Review sounds.

##### Teach Spelling

- Teach long **e** spelling. Dictate **crazy** and say each syllable.
- Dictate **dizzy**, repeat, and point to frames.
- Tap sounds of first syllable and write. Complete with second syllable.
- Dictate additional examples.

### Resources:

#### Unit 8 Day 6 (T218-219)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T225-228
- Student Notebook pg. 6
- Reference Charts
- Magnetic Journals and Letter Tiles
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T225-228



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 8 Day 7

#### Just Start! (5 minutes)

- Write phrases on board, have students copy, and mark the sound of **y**.
- Discuss why consonants are doubled in **happy**, **penny**, **lobby**, **funny**, and **puppy**.

#### Teacher Builds Words

- Teach suffixes **-y**, **-ly**, and **-ty**.
- Build **chill** and add **y**. Discuss.
- Build additional words.
- Make words with **-ly** and **-ty** suffixes and discuss.
- Enter examples of words **-y**, **-ly** and **-ty** in notebook.
- Review the 1-1-1 spelling rule.
- Dictate the word **foggy**. Discuss.
- Dictate **classy**, **buggy**, **floppy**, and **lucky**.
- Dictate several more examples.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask "What's the Scoop?"
- Complete 2-3 more examples.
- Locate the story, *A Well-Behaved Puppy*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Resources:

#### Unit 8 Day 7 (T220-221)

- Student Composition Book pg. 5
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T225-228
- Student Notebook pg. 26-27
- Dry Erase Tablets
- Student Challenge Book pg. 69, 70-71

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 8 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **rally** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **rally**. Discuss why the consonant is doubled if it is followed by an open syllable ending in **y**.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T222

#### Student Builds Words

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop and mark.

### Resources:

#### Unit 8 Day 8 (T222)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T225-228
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T225-228
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Suffix Frames
- Unit Resources T225-228
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 8 Day 9</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – Have students copy the word, meaning, and sentence for <b>entirely</b> on the Demonstration Words page in their Student Notebooks. Mark the words.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>entirely</b>.</li> <li>• Discuss the baseword and suffix.</li> <li>• Discuss multiple meaning, provide examples, and use in a sentence.</li> <li>• Create additional real and nonsense words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Display and have students find, read, and mark.</li> <li>• Question students. T223</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students tap and orally spell then write and mark up.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 8 Day 9 (T223)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word flashcards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Suffix and Syllable Frames</li> <li>• Unit Resources T225-228</li> </ul> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blank Word Cards</li> <li>• Marker</li> <li>• Unit Resources T225-228</li> </ul> <ul style="list-style-type: none"> <li>• Composition Books</li> <li>• Unit Resources T225-228</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 8 Day 10</b></p> <p><b>Just Start!</b></p> <ul style="list-style-type: none"> <li>Students practice reading phrases for five minutes.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>Make and discuss the words: <b>spry, hydrate, cozy, hobby, primate, floppy,</b> and <b>bravely.</b> T224</li> <li>Students read words and discuss open syllables.</li> </ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"> <li>Dictate sounds, words, phrases, and sentences.</li> <li>Students repeat and write.</li> <li>Scoop syllables and circle baseword.</li> <li>Mark open syllables. If it has a <b>y</b> in the open syllable, indicated the <b>y</b> sound.</li> <li>Students circle the high frequency words and underline phonetic words in phrases and sentences. T224</li> </ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"> <li>Meet individually with students, score test, and provide feedback.</li> <li>Chart accurate phrasing, tally scores, and record results.</li> <li>Review homework and outstanding work for the unit.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 8 Day 10 (T224)</b></p> <ul style="list-style-type: none"> <li>Timer</li> <li>Student Challenge Book pg. 68-69</li> </ul> <ul style="list-style-type: none"> <li>Sound Cards</li> <li>Syllable and Suffix Frames</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 73</li> <li>Blue and Red Pencils</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 72, 147</li> <li>Student Challenge Phrase Kit</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Bonus Unit II – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> The unit is intended to solidify the understanding, decoding, and spelling of closed, vowel-consonant-e, and open syllables.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on closed-syllable, v-e, and open-syllable nonsense words</li> <li>• Emphasis on prefixes and Latin roots with introduction to open syllable prefixes</li> <li>• Review of the 1-1-1 and silent-e spelling rules</li> <li>• Open syllable prefixes: <b>e, de, pre, pro, re</b></li> </ul>



**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <ol style="list-style-type: none"><li><b>7. Just Start – High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li><li><b>8. Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.</li><li><b>9. Phrase It/Story (Day 7):</b> Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.</li><li><b>10. Progress Check (Day 1):</b> Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.</li><li><b>11. Students Build Words (Days 3, 8):</b> Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.</li><li><b>12. Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.</li><li><b>13. Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.</li></ol> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Three-part Competition

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### **Bonus Unit II Day 1**

#### **Just Start! (5 minutes)**

- Write nonsense words on board. T232
- Students mark syllable type.

#### **Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.

#### **Teacher Builds Words**

- Make several one-syllable nonsense words such as **shrabe**.
- Read and discuss word structure.

#### **Word Talk**

- Select Nonsense Word Cards and flash to students.
- Distribute Nonsense Word Cards.
- Scoop and mark words using all markings that have been taught. T232

#### **Students Build Words**

- Say a sound, students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Mark words.
- Review spelling with blank tiles using: **smo**, **pling**, **shrebe**, **stoss**, and **thry**.
- Review suffixes using baseword **prevent**.
- Write the following words on board: chill, sad, and require.
- Select a student to add as many vowel or consonant suffixes as possible, following spelling rules. Discuss.

#### Resources:

#### **Bonus Unit II Day 1 (232-233)**

- Student Composition Book pg. 5
- Sound Cards
- Reference Charts
- Sound Cards
- Unit Resources T239-241
- Nonsense Words Cards Units 1-8
- Unit Resources T239-241
- Magnetic Journal and Letter Tiles
- Unit Resources T239-241
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Bonus Unit II Day 2

##### Just Start! (5 minutes)

- Write prefixes, definitions, and word examples for **e-**, **de-**, **pre-**, **pro-**, and **re-**.

##### Introduce New Concepts

###### Teach New Prefixes

- Present closed-syllable Prefix Cards (**dis**, **en**, **ex**, **mis**, **non**, **trans**, and **un**).
- Present the new open-syllable Prefix Cards.
- Write the word **remake** on board. Discuss.
- Write the word **predict** on board. Discuss **dict** as a Latin root.
- Students draw logogram for **predict**.
- Show picture on Prefix Card and discuss.
- Provide other word examples. T234

##### Students Build Prefixes

- Dictate prefixes and students echo.
- Students tap and pull down correct Letter Tiles.
- Spell.
- Dictate words with open-syllable prefix, spell, and mark.

### Resources:

#### Bonus Unit II Day 2 (T234-235)

- Student Notebook pg. 30-34
- Prefix Cards
- Student Notebook pg. 30-34
- Magnetic Journal and Letter Tiles
- Sound Cards
- Unit Resources T239-241

# **Pemberton Township School District**

## **Fourth and Fifth Grade – Foundational Skills**

### **Learning Opportunities/Strategies:**

#### **Bonus Unit II Day 3**

##### **Just Start! (5 minutes)**

- Write nonsense words on board. T236
- Students copy and mark.

##### **Review Latin Roots and Prefixes**

- Present flashcards and read.
- Shuffle and separate into categories.
- Present Root Cards and read. Discuss as Latin Roots and that they have meaning.
- Present Prefix Cards as flashcards.
- Display Root and Prefix Cards facing up and question students.

##### **Dictation/Dry Erase**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 prefixes, 6 Latin roots, and 5 multisyllabic words.
- Mark the syllables.

### **Resources:**

#### **Bonus Unit II Day 3 (T236)**

- Timer
- Student Composition Book pg. 5
- Nonsense Cards
- Prefix Cards
- Root Cards
- Student Notebook pg. 35-43
- Dry Erase Tablet
- Marker
- Unit Resources T239-241

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Bonus Unit II Day 4

##### Just Start! (5 minutes)

- Write nonsense words on board without suffixes. T237
- Students copy and mark.
- Add **–ed** or **–ly** to each.

##### Review Spelling Rules

- Divide class into two teams.
- Write one word on board and have students work together to add suffixes to the word.
- Complete with these words: ship, brave, hope, thin, and complete.

##### Dictation/Composition Books

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 Latin root words.
- Students mark.

### Resources:

#### Bonus Unit II Day 4 (T237)

- Timer
- Student Composition Book pg. 6
  
- Dry Erase Tablets
- Marker
  
- Unit Resources T239-241

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Bonus Unit II Day 5

##### Just Start! (5 minutes)

- Put prefixes and roots on board.
- Students match columns, write word, and mark. T238

##### Review Prefixes and Roots

- Read cards.
- Set timer and present cards for students to read.
- Place in “correct” pile. Review misread items.
- Complete three times.

##### Competition

- Divide class into two teams.
- Flashcard Frenzy.
- Guess Which One?
- Spell It.
- Tally points to determine winner.

### Resources:

#### Bonus Unit II Day 5 (T238)

- Student Composition Book pg. 6
- Prefix and Root Cards
- Timer
- Prefix and Root Cards
- Timer
- Dry Erase Tablet
- Marker



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 9 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> Dictionary skills for locating words are taught. The r-controlled syllable is also introduced.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• R-controlled: -ar, -er, -ir, -or, -ur/one syllable</li> <li>• Spelling option for /ər/</li> <li>• R-controlled words plus suffix</li> <li>• 1-1-1 Spelling with r-controlled words</li> <li>• Demonstration words: <b>harsh, perch, nerve, blurry</b></li> <li>• High frequency words: <b>large, year, very, every, learn, four, hour, our</b></li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <ol style="list-style-type: none"><li><b>7. Just Start – High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li><li><b>8. Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.</li><li><b>9. Phrase It/Story (Day 7):</b> Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.</li><li><b>10. Progress Check (Day 1):</b> Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.</li><li><b>11. Students Build Words (Days 3, 8):</b> Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.</li><li><b>12. Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.</li><li><b>13. Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.</li></ol> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### Unit 9 Day 1

#### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

#### Introduce New Concepts

#### Teach New Sounds

- Show Sound Cards for **ar** and **or**.
- Drill the r-controlled vowels.
- Show **er**, **ir**, and **ur** Sound Cards and drill.

#### Teacher Builds Words

- Build the words **car** and **horn**.
- Explain that when r follows the vowel, the r controls the vowel.
- Build other examples.
- Build the word **north**. Demonstrate how to mark r-controlled syllables.
- Build several additional words and mark.
- Make the word **swerve** and discuss silent e.
- Draw keyword pictures for **ar**, **er**, **ir**, **or**, and **ur** in notebooks.
- Teach the v-e vs. r-controlled syllables by making **care** and **car** and mark them.
- Teach **ore** by building **corn** and then **core**.
- Discuss the **ore** makes same sound as **or**.
- Make additional examples.

#### Teach Spelling

- Dictate the sounds **/ar/** and **/or/**. Discuss.
- Dictate words.
- Dictate the word **card**.
- Dictate one-syllable **ar** and **or** words and discuss.

#### Resources:

#### Unit 9 Day 1 (T244-245)

- Student Challenge Book pg. 75, 142-143
- Progress Check T244
- Blue and Red Pencil

- Sound Cards

- Sound Cards
- Unit Resources T259-262
- Student Notebook pg. 9

- Magnetic Journal and Letter Tiles



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 9 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **large, year, very, every**, and write the sentence. T246
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Introduce New Concepts

##### Teacher Builds Words

- Refer to letter arrangement and discuss rows.
- Number the rows and ask the row for particular letters.
- Using a dictionary and paper clips, split it into four sections.
- Ask students in which section of the dictionary they would find certain words.
- Write **elephant, candy, apple**, and **first** on cards.
- Distribute, put in alphabetical order, and discuss.
- Write **car, cotton, clash**, and **crazy** on cards.
- Discuss using the second letter to determine the order.

##### Teach Spelling

- Say the **/ər/** and echo. Find three letter tiles that say **/ər/**.
- Teach spelling option using the word **burst**.
- Complete additional examples.

### Resources:

#### Unit 9 Day 2 (T246-248)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
  
- Magnetic Journal and Letter Tiles
- Sound Cards
- Dictionaries
- Paper clips
- Syllable Frames
  
- Magnetic Journals and Letter Tiles
- Unit Resources T259-262

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 9 Day 3

##### **Just Start! (5 minutes)**

- Student Notebook Entry – students enter word, meaning, and sentence for **harsh** on Demonstration Words page. Students also mark word.

##### **Warm-up/Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.

##### **Teacher Builds Words**

- Make the word **harsh**. Review r-controlled syllable. Provide everyday examples and use in sentence.
- Make additional words and discuss.

##### **Word Talk**

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Display Word Cards and question students. T249

##### **Students Build Words**

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

##### **Dictation/Dry Erase**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Resources:

#### Unit 9 Day 3 (T249)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T259-262
- Word Card packet
- Blank Word Cards
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Unit Resources T259-262
- Dry Erase Tablet
- Marker

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 9 Day 4</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>perch</b> on Demonstration Words page.</li> <li>• Students mark r-controlled syllables.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>perch</b>. Review r-controlled syllables. Discuss long sounds, meanings, and provide everyday examples.</li> <li>• Students use in a sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T250</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Mark each r-controlled syllable.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 9 Day 4 (T250)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Syllable and Suffix Frames</li> <li>• Unit Resources T259-262</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> <li>• Unit Resources T259-262</li> </ul> <ul style="list-style-type: none"> <li>• Unit Resources T259-262</li> <li>• Composition Books</li> </ul>
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**Learning Opportunities/Strategies:**

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 9 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **learn, four, hour, our**, and write the sentences. T252

#### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Teacher Builds Words

- Practice alphabetizing words.
- Write on paper: a-f, g-l, m-s, t-z. Display word cards and help students alphabetize.
- Review two kinds of suffixes.
- Sort suffixes into two columns: vowel suffixes and consonant suffixes.
- Build additional words with suffixes and mark.

##### Teach Spelling

- Echo sounds including **/ar/**, **/or/**, and **/er/**.
- Dictate suffixes and spell.
- Make the word **chirps**. Discuss the baseword and suffix.
- Dictate several r-controlled words with suffixes.
- Dictate **harshly** and have students build.
- Dictate **nerves** and use Spelling Option procedure.
- Dictate additional r-controlled words with a suffix and students write.

### Resources:

#### Unit 9 Day 6 (T252-253)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
- Word Cards
- Paper
- Suffix Frames
- Unit Resources T259-262
- Magnetic Journals and Letter Tiles
- Sound Cards
- Syllable and Suffix Frames
- Dry Erase Tablet
- Unit Resources T259-262

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 9 Day 7

#### Just Start! (5 minutes)

- Write words on board and have students alphabetize into rows.
- Circle all 1-1-1 words.

#### Warm-Up

- Drill Sounds

#### Teacher Builds Words

- Review 1-1-1 spelling rule.
- Build **thin** and discuss.
- Add **-ly** and explain that consonant suffixes are just added.
- Explain when a vowel suffix is added to 1-1-1 words, the last consonant is doubled.
- Demonstrate with **thinner**.
- Build **tar** and discuss 1-1-1 rules.
- Teach 1-1-1 spelling rule with r-controlled syllables.
- Present the following words: **spark, blur, turf, squirt, scar, whir, and curl**.
- Explain that while the consonant doubles the vowel keeps the r-controlled sound.
- Demonstrate **star** – **starry, starring, and starred**.
- Dictate words to build.
- Add example to notebooks.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask "What's the Scoop?"
- Complete 2-3 more examples.
- Locate the story, *When Storms are Destructive*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Resources:

#### Unit 9 Day 7 (T254-255)

- Student Composition Book pg. 5
  
- Sound Cards
  
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T259-262
- Magnetic Journal and Letter Tiles
- Student Notebook pg. 28
  
- Student Challenge Book pg. 79, 80-81

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 9 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **nerve** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **nerve**. Review the r-controlled syllable and spelling rules and discuss rules for adding **-s** and **-y** suffix.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T256

#### Student Builds Words

- Say a sound, students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop and mark.

### Resources:

#### Unit 9 Day 8 (T256)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T259-262
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T259-262
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Suffix Frames
- Unit Resources T259-262
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 9 Day 9</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – Have students copy the word, meaning, and sentence for <b>blurry</b> on the Demonstration Words page in their Student Notebooks. Mark the words.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>blurry</b>.</li> <li>• Review r-controlled syllable and spelling rules.</li> <li>• Discuss multiple meaning, provide examples, and use in a sentence.</li> <li>• Create additional real and nonsense words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Display and have students find, read, and mark.</li> <li>• Question students. T257</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students tap and orally spell then write and mark up.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 9 Day 9 (T257)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word flashcards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Suffix and Syllable Frames</li> <li>• Unit Resources T259-262</li> </ul> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blank Word Cards</li> <li>• Marker</li> </ul> <ul style="list-style-type: none"> <li>• Composition Books</li> <li>• Unit Resources T259-262</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 9 Day 10

##### Just Start!

- Students practice reading phrases for five minutes.

##### Teacher Builds Words

- Make and discuss the words: **stormy, blurted, swerving, and stirring.**
- Students read and discuss word structure.

##### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Underline basewords and circle suffixes.
- Mark r-controlled syllables.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T258

##### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

### Resources:

#### Unit 9 Day 10 (T258)

- Timer
- Student Challenge Book pg. 78-79
- Sound Cards
- Syllable and Suffix Frames
- Student Challenge Book pg. 83
- Blue and Red Pencils
- Student Challenge Book pg. 82, 148
- Student Challenge Phrase Kit

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 10 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> Students will learn to read and spell r-controlled syllables when combined with other syllable types.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• R-controlled: -ar, -or/multisyllable</li> <li>• R-controlled: -er, -ir, -ur/multisyllable</li> <li>• Adding suffixes to multisyllabic words</li> <li>• 1-1-1 doubling Rule Part II, multisyllabic words</li> <li>• Demonstration words: <b>partnership, formulate, observing, permitting</b></li> <li>• High frequency words: <b>other, another, earth, answer, mother, father, work, water</b></li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <ol style="list-style-type: none"><li><b>7. Just Start – High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li><li><b>8. Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.</li><li><b>9. Phrase It/Story (Day 7):</b> Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.</li><li><b>10. Progress Check (Day 1):</b> Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.</li><li><b>11. Students Build Words (Days 3, 8):</b> Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.</li><li><b>12. Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.</li><li><b>13. Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.</li></ol> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 10 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Introduce New Concepts

##### Teacher Builds Words

- Drill sounds of all vowels including r-controlled.
- Build the word **tar**. Review r-controlled syllable.
- Form the syllable **get**. Explain that an r-controlled syllable can combine with other types of syllables. Form word **target**.
- Demonstrate and discuss with **hardware** and **remark**.
- Teach syllable division of compound word using **shortstop**.
- Explain syllable division of r-controlled in first syllable using the word **party**.
- Build **forty**, **garlic**, **cargo**, and **orbit** and divide into syllables.
- Build **before** and discuss **ore** at end of word.
- Teach syllables and accent.
- Build **army** and discuss syllable emphasis.
- Discuss the accented syllable and the accent mark.
- Mark the following words: **radar**, **porcupine**, **bombard**, **embargo**, **deport**, **partnership**, **darling**, **foster**, **memorize**, and **sarcastic**. T267

#### Resources:

##### Unit 10 Day 1 (T266-267)

- Student Challenge Book pg. 85, 142-143
- Progress Check T266
- Blue and Red Pencil
  
- Sound Cards
- Syllable Frames
- Unit Resources T279-282
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 10 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **other, another, earth, answer**, and write the sentence. T268
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Introduce New Concepts

##### Teacher Builds Words

- Explain that r-controlled syllables with **er, ir**, and **ur** can be combined with other syllables.
- Make the word **border** and divide.

##### Teach Spelling

- Dictate the sound **/ər/** and find three letter tiles that say **/ər/**.
- Dictate **shirk** using blank tile for **ir**. Discuss spelling options.
- Demonstrate each option.
- Use dictionary or spell checker to determine correct spelling.
- Dictate the following words and determine correct spelling: **blur, flirt, spurn**, and **stern**.
- Say the word **termite**. Write **t** on one frame and **mite** on the second. Discuss spelling options.

### Resources:

#### Unit 10 Day 2 (T268-269)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards
- Sound Cards
- Syllable Frames
- Unit Resources T279-282
- Magnetic Journals and Letter Tiles
- Unit Resources T279-282
- Dictionary/Spell Checker
- Syllable Frames
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 10 Day 3

##### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **partnership** on Demonstration Words page. Students also mark word.

##### Warm-up/Drill Sounds

- Point to a Sound Card and say letter-keyword-sound as students echo.

##### Teacher Builds Words

- Make the word **partnership**. Review concept of syllable type. Provide everyday examples and use in sentence.
- Make additional words and discuss.

##### Word Talk

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Display Word Cards and question students. T270

##### Students Build Words

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

##### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Resources:

#### Unit 10 Day 3 (T270)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T279-282
- Word Card packet
- Blank Word Cards
- Unit Resources T279-282
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Unit Resources T279-282
- Dry Erase Tablet
- Marker

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 10 Day 4

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **formulate** on Demonstration Words page.
- Students scoop and mark the syllables.

#### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate from this drill.

#### Teacher Builds Words

- Make the word **formulate**. Review the concept of syllable types and division. Discuss long sounds, meanings, and provide everyday examples.
- Students use in a sentence.
- Make additional words and discuss.

#### Word Talk

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Students tap and read words.
- Display Word Cards and question students. T271

#### Dictation/Composition Books

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- “What’s the Scoop?”

### Resources:

#### Unit 10 Day 4 (T271)

- Timer
- Student Notebooks pg. 44-67

- High Frequency Word Cards

- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T279-282

- Word Card packet
- Blank Word Cards
- Unit Resources T279-282

- Unit Resources T279-282
- Composition Books

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 10 Day 5

##### **Just Start! (5 minutes)**

- Write syllables on board in two columns. T272
- Have students match and write the word.

##### **Teacher Builds Words**

- Make and discuss several unit and review words.
- Students read words.
- Tap as needed.

##### **Phrase It – Practice: Days 1-5**

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

##### **Dictation/Check-Up**

- Students check the “Check-up” box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Resources:

#### Unit 10 Day 5 (T272)

- Student Composition Books pg. 7
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T279-282
- Student Challenge Book pg. 88
- Student Composition Book pg. 11-76

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 10 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **mother, father, work, water**, and write the sentences. T273

#### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### High Frequency Word Challenge

- Divide class into teams.
- Dictate ten high frequency words.
- Teams select a scribe and write words.
- Determine team with most correct words.

##### Accent Challenge

- Dictate the following words: **escort, plaster, glory, number, intern, transfer, expert, forbid, prefer**, and **slender**.
- Teams write, scoop, divide, and mark.
- Teams confirm accented syllable with dictionary.
- Determine team with most correct words.

##### Teach Spelling

- Build **memorize** and discuss silent **e** spelling rule.
- Add suffixes **–s, –ing, and –ed**.
- Dictate the word **confirmed**. Spell baseword using Spelling Options. When baseword is determined, add suffix.
- Complete additional examples.

### Resources:

#### Unit 10 Day 6 (T273)

- Timer
- Student Notebooks pg. 68-76

- High Frequency Word Cards
- Student Challenge Book pg. 2
- Index cards

- Word Cards
- Paper

- Paper
- Dictionary

- Sound Cards
- Syllable and Suffix Frames
- Dry Erase Tablet
- Unit Resources T279-282

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 10 Day 7

#### Just Start! (5 minutes)

- Write words on board and have students identify syllable to accent.

#### Teacher Builds Words

- Make the word **fib** and **lash**.
- Review 1-1-1 spelling rule.
- Make the following nonsense words and discuss 1-1-1 words: **tern, ter, nate, gar, and mit**.

#### Introduce New Concepts

- Display the following words: **forget, consult, silver, and admit**.
- Point out final syllables that follow the 1-1-1 rule.
- Determine the accent for each word.
- Add suffixes to each word to demonstrate the doubling rule.
- Dictate **submitting**. Identify the baseword. Place blank syllable frames and correct suffix.
- Identify the accented syllable.
- Enter 1-1-1 Doubling Rule, Part II to notebook.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask "What's the Scoop?"
- Complete 2-3 more examples.
- Locate the story, *Exploring the North Pole*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Resources:

#### Unit 10 Day 7 (T274-275)

- Student Composition Book pg. 7
- Sound Cards
- Suffix and Syllable Frames
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T279-282
- Student Notebook pg. 28
- Student Challenge Book pg. 89, 90-91

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 10 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **observing** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **observe** then **observing**. Review the r-controlled syllable and discuss rules for the addition of suffixes.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T276

#### Student Builds Words

- Say a sound, students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop and mark.

### Resources:

#### Unit 10 Day 8 (T276)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T279-282
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T279-282
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T279-282
- Dry Erase Tablets



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 10 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry – Have students copy the word, meaning, and sentence for **permitting** on the Demonstration Words page in their Student Notebooks. Mark the words.

#### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate from this drill.

#### Teacher Builds Words

- Make the word **permit** then **permitting**.
- Review the 1-1-1 rule for addition of suffixes.
- Discuss multiple meaning, provide examples, and use in a sentence.
- Create additional real and nonsense words.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T277

#### Dictation/Composition Books

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell then write and mark up.
- “What’s the Scoop?”

### Resources:

#### Unit 10 Day 9 (T277)

- Timer
- Student Notebook pg. 44-67
- High Frequency Word flashcards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T279-282
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T279-282
- Composition Books
- Unit Resources T279-282

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 10 Day 10</b></p> <p><b>Just Start!</b></p> <ul style="list-style-type: none"> <li>Students practice reading phrases for five minutes.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>Make and discuss the words: <b>harmony, gangster, perspired, ordering, and forgetting</b> T278</li> <li>Students read and discuss word structure.</li> </ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"> <li>Dictate sounds, words, phrases, and sentences.</li> <li>Students repeat and write.</li> <li>Scoop syllable and circle suffixes.</li> <li>Mark r-controlled syllables.</li> <li>Students circle the high frequency words and underline phonetic words in phrases and sentences. T278</li> </ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"> <li>Meet individually with students, score test, and provide feedback.</li> <li>Chart accurate phrasing, tally scores, and record results.</li> <li>Review homework and outstanding work for the unit.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 10 Day 10 (T278)</b></p> <ul style="list-style-type: none"> <li>Timer</li> <li>Student Challenge Book pg. 88-89</li> </ul> <ul style="list-style-type: none"> <li>Sound Cards</li> <li>Syllable and Suffix Frames</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 93</li> <li>Blue and Red Pencils</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 92, 148</li> <li>Student Challenge Phrase Kit</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 11 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> Several new sounds and the “d” syllable are introduced in this unit. Spelling generalizations will also be taught to assist with spelling.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li><b>1. Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li><b>2. Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li><b>3. Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li><b>4. High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li><b>5. Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li><b>6. Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• /ā/ Vowel teams: ai, ay</li> <li>• /ē/ Vowel teams: ee, ea, ey</li> <li>• /oi/ Vowel teams: oi, oy</li> <li>• Forming plurals – words ending in y</li> <li>• y spelling rule</li> <li>• Demonstration words: <b>obtain, indeed, employment, galaxies</b></li> <li>• High frequency words: <b>great, right, high, please, enough, although, thought, through</b></li> </ul>

## Pemberton Township School District

### Fourth and Fifth Grade – Foundational Skills

- 7. Just Start – High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
- 8. Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.
- 9. Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
- 10. Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
- 11. Students Build Words (Days 3, 8):** Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.
- 12. Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.
- 13. Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 11 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Pretest High Frequency Words

- Dictate Units 11-14 High Frequency words.
- Students repeat and spell each word.
- Collect, correct, and record missed words.
- Students make index cards of missed words.

##### Introduce New Concepts

##### Teach New Sounds

- Introduce and define vowel teams: **ai**, **ay**, **ee**, **ea**, and **ey**.
- Drill letter-keyword-sound for vowel teams.
- Show students the vowel teams: **ai**, **ay**, **ee**, **ea**, and **ey** and discuss.

##### Teacher Builds Words

- Build the words **bait** and **spray**.
- Show students how to tap **ai** and **ay** vowel teams.
- Explain when two vowels work together, they make one sound. It is a new syllable, the double vowel or “d” syllable.
- Build the words **sleet**, **beak**, and **key**. Explain that **ee**, **ea**, and **ey** are vowel teams.
- Teach students to mark words with double vowel syllable.
- Write the word **chimney**. Explain that the “d” syllable can be combined to make longer words.
- Complete additional examples.

#### Resources:

##### Unit 11 Day 1 (T286-287)

- Student Challenge Book pg. 95, 142-143
- Progress Check T286
- Blue and Red Pencil

- Student Challenge Book pg. 3
- Index Cards

- Reference Charts
- Sound Cards
- Syllable Frames
- Unit Resources T301-304

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 11 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **great, right, high, please**, and write the sentence. T288
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Review Sounds

- Drill sounds

#### Introduce New Concepts

##### Teacher Builds Words

- Make several **ai, ay, ee, ea, and ey** words.
- Draw keyword pictures in notebook.
- Enter examples of double vowel syllables in notebook.

##### Teach Spelling

- Dictate the sound **/ā/** and present four possible spellings.
- Practice spelling using spelling rules and Spelling Option.
- Build **stray** and discuss.
- Build **chain** and **flake**. Discuss.
- Dictate **case**, demonstrate using Spelling Options.
- Dictate the sound **/ē/** and present six spelling options.
- Write the words **tiny, chimney, and teepee** on frames and discuss.
- Dictate **donkey** and discuss spelling options.
- Demonstrate spelling option with **weep**.
- Complete additional examples.

### Resources:

#### Unit 11 Day 2 (T288-289)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 3
- Index cards
  
- Sound Cards
  
- Sound Cards
- Syllable Frames
- Unit Resources T301-304
- Student Notebook pg. 10, 21, 15
  
- Magnetic Journals and Letter Tiles
- Sound Cards
- Syllable Frames
- Dry Erase Tablets
- Student Notebook pg. 15

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 11 Day 3

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **obtain** on Demonstration Words page. Students also mark word.

#### Warm-up/Drill Sounds

- Point to a Sound Card and say letter-keyword-sound as students echo.

#### Teacher Builds Words

- Make the word **obtain**. Review concept of the “d” syllable type. Provide everyday examples and use in sentence.
- Make additional words and discuss.

#### Word Talk

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Display Word Cards and question students. T290

#### Students Build Words

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Resources:

#### Unit 11 Day 3 (T290)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T301-304
- Word Card packet
- Blank Word Cards
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Unit Resources T301-304
- Dry Erase Tablet
- Marker

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 11 Day 4

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **indeed** on Demonstration Words page.
- Students scoop and mark the syllables.

#### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate from this drill.

#### Teacher Builds Words

- Make the word **indeed**. Review the concept of the “d” syllable, /ē/ sound option, and syllable division. Discuss sounds, meanings, and provide everyday examples.
- Students use in a sentence.
- Make additional words and discuss.

#### Word Talk

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Students tap and read words.
- Display Word Cards and question students. T291

#### Dictation/Composition Books

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Mark each r-controlled syllable.
- “What’s the Scoop?”

### Resources:

#### Unit 11 Day 4 (T291)

- Timer
- Student Notebooks pg. 44-67

- High Frequency Word Cards

- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T279-282

- Word Card packet
- Blank Word Cards
- Unit Resources T301-304

- Unit Resources T301-304
- Composition Books

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 11 Day 5

#### Just Start! (5 minutes)

- Write words on board. T292
- Have students copy and mark the syllables.

#### Teacher Builds Words

- Make and discuss several unit and review words.
- Students read words.
- Tap as needed.

#### Phrase It – Practice: Days 1-5

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

#### Dictation/Check-Up

- Students check the “Check-up” box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Resources:

#### Unit 11 Day 5 (T292)

- Student Composition Books pg. 7
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T301-304
- Student Challenge Book pg. 98
- Student Composition Book pg. 11-76

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 11 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **enough, although, thought, and through**. Then write the sentences. T294

#### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Teach New Sounds

- Review vowel teams: **ai, ay, ee, ea, and ey**.
- Introduce **oi** and **oy** vowel teams.

##### Teacher Builds Words

- Build the words **coin** and **play**. Discuss.
- Complete additional examples.
- Draw keyword pictures in notebook.

##### Teach Spelling

- Dictate the **/oi/** sound and pull down the **oi** and **oy** cards.
- Explain **oy** is used at the end of the syllables.
- Dictate **boil**. Discuss spelling.
- Dictate **coy** and discuss.
- Dictate several more examples.
- Review meaning of plural.
- Teach writing plurals of words ending in **ay, ey, oy, and y**.

### Resources:

#### Unit 11 Day 6 (T294-295)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 3
- Index cards
- Reference Chart
- Sound Cards
- Sound Cards
- Unit Resources T301-304
- Student Notebook pg. 12
- Sound Cards
- Syllable and Suffix Frames
- Dry Erase Tablets
- Student Notebooks pg. 25

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 11 Day 7

#### Just Start! (5 minutes)

- Write words on board without **oi** or **oy** spelling. Students copy and fill in correct spelling.

#### Teacher Builds Words

- Teach **y** spelling rule.
- Make the words **boy** and **candy**.
- Explain that the **y** changes to an **i** before adding **es** in words ending in open syllables. Demonstrate.
- Explain the one exception. The **y** does not change if suffix begins with an **i**. Example: **fry** – **frying**.
- Write words on board. T297
- Teach students to mark.
- Practice spelling by writing additional basewords such as **study** and adding suffix.
- Dictate **copier** and follow steps to spell correctly. T297
- Add examples to notebooks.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Locate the story, *Painting On Your Mind*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Resources:

#### Unit 11 Day 7 (T296-297)

- Student Composition Book pg. 7
- Sound Cards
- Suffix and Syllable Frames
- Dry Erase Tablet
- Unit Resources T301-304
- Student Notebooks pg. 25
- Student Challenge Book pg. 99, 100-101



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 11 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **employment** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **employ** then **employment**. Review the **y** spelling rule.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T298

#### Student Builds Words

- Say a sound, students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop and mark.

### Resources:

#### Unit 11 Day 8 (T298)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T301-304
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T301-304
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources pg. 301-304
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Learning Opportunities/Strategies:</u>	<u>Resources:</u>
<p><b>Unit 11 Day 9</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – Have students copy the word, meaning, and sentence for <b>galaxies</b> on the Demonstration Words page in their Student Notebooks. Mark the words.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>galaxy</b> then <b>galaxies</b>.</li> <li>• Discuss pluralization and review the <b>y</b> spelling rule.</li> <li>• Discuss multiple meaning, provide examples, and use in a sentence.</li> <li>• Create additional real and nonsense words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Display and have students find, read, and mark.</li> <li>• Question students. T299</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students tap and orally spell then write and mark up.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><b>Unit 11 Day 9 (T299)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word flashcards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Suffix and Syllable Frames</li> <li>• Unit Resources T301-304</li> </ul> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blank Word Cards</li> <li>• Marker</li> <li>• Unit Resources T301-304</li> </ul> <ul style="list-style-type: none"> <li>• Composition Books</li> <li>• Unit Resources T301-304</li> </ul>

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 11 Day 10</b></p> <p><b>Just Start!</b></p> <ul style="list-style-type: none"> <li>Students practice reading phrases for five minutes.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>Make and discuss the words: <b>detail, clay, screech, team, donkeys, coiled, enjoyment, and emptied.</b> T300</li> <li>Students read and discuss word structure.</li> </ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"> <li>Dictate sounds, words, phrases, and sentences.</li> <li>Students repeat and write.</li> <li>Scoop syllable and circle suffixes.</li> <li>Mark “d” syllables.</li> <li>Students circle the high frequency words and underline phonetic words in phrases and sentences. T300</li> </ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"> <li>Meet individually with students, score test, and provide feedback.</li> <li>Chart accurate phrasing, tally scores, and record results.</li> <li>Review homework and outstanding work for the unit.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 11 Day 10 (T300)</b></p> <ul style="list-style-type: none"> <li>Timer</li> <li>Student Challenge Book pg. 98-99</li> <li>Sound Cards</li> <li>Syllable and Suffix Frames</li> <li>Student Challenge Book pg. 103</li> <li>Blue and Red Pencils</li> <li>Student Challenge Book pg. 102, 149</li> <li>Student Challenge Phrase Kit</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 12 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> Several new vowel teams are introduced in this unit. There are also several spelling options with these vowel teams.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• /ō/ Vowel teams: oa, oe, ow</li> <li>• /ou/ Vowel teams: ow, ou</li> <li>• /ü/ Vowel teams: ue, ew, ou oo</li> <li>• /ū/ Vowel team: ue</li> <li>• /û/ Vowel team: oo</li> <li>• /ô/ Vowel teams: au, aw</li> <li>• Demonstration words: <b>bound, cue, fraud, flawless</b></li> <li>• High frequency words: <b>color, follow, different, about, because, laugh, caught, mountain</b></li> </ul>

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

7. **Just Start – High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.



**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 12 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Introduce New Concepts

##### Teach New Sounds

- Introduce and define vowel teams: **oa**, **oe**, and **ow**.
- Drill letter-keyword-sound for vowel teams.
- Enter keyword pictures in notebook.

##### Teacher Builds Words

- Make the words **float**, **doe**, and **crow**. Discuss /ō/, tap, read, and mark.
- Build **toe** and **tow**. Discuss spellings and explain that they are homophones.

##### Teach Spelling

- Dictate /ō/ sound and discuss the **o** and **o-e** spelling.
- Display **oa**, **oe**, and **ow** cards.
- Illustrate the **oe** is used at the end of the word as in **toe**.
- Demonstrate that **oa** cannot come at the end of a word or syllable like in **boat**.
- Explain that **ow** is usually found at the end of the word but sometimes is found in the middle as in **show** and **grown**.
- Create list on board of words where /ō/ is at beginning/middle or end of word.
- Complete other examples.

#### Resources:

##### Unit 12 Day 1 (T308-309)

- Student Challenge Book pg. 105, 142-143
- Progress Check T308
- Blue and Red Pencil

- Sound Cards
- Student Notebook pg. 12

- Sound Cards
- Syllable Frames
- Unit Resources T323-327

- Sound Cards
- Magnetic Journals and Letter Tiles
- Unit Resources T323-327

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 12 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **color, follow, different, and about**. Then write the sentence. T310
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Review Sounds

- Drill sounds

#### Introduce New Concepts

##### Teach New Sounds

- Present the **ow** sound card and discuss two sounds.
- Teach that **ou** also has two sounds.
- Enter keyword picture for vowel teams in notebook.

##### Teacher Builds Words

- Explain that in unfamiliar **ou** and **ow** words, they need to try both sounds. Demonstrate with **throw** and **drowsy**.
- Explain that **ow** words can be tricky: **flow** – **flower**. T311
- Build **bow** and discuss **/bou/** and **/bōw/**. Discuss hearing them in a sentence.
- Present **ou** and discuss. Build **pout** and **youth**. Tap to determine sound of **ou**.

#### Teach Spelling

- Dictate the **/ou/** sound. Discuss spelling rules to determine correct spelling of the sound.
- Create list on board of words where **/ou/** is at beginning/middle or end of word.
- Complete other examples.

### Resources:

#### Unit 12 Day 2 (T310-311)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 3
- Index cards
  
- Sound Cards
  
- Sound Cards
- Student Notebook pg. 12-13
  
- Sound Cards
- Unit Resources T323-327
  
- Sound Cards
- Unit Resources T323-327
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 12 Day 3

##### **Just Start! (5 minutes)**

- Student Notebook Entry – students enter word, meaning, and sentence for **bound** on Demonstration Words page. Students also mark word.

##### **Warm-up/Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.

##### **Teacher Builds Words**

- Make the word **bound**. Review concept of the “d” syllable type. Provide everyday examples and use in sentence.
- Make additional words and discuss.

##### **Word Talk**

- Add Demonstration Word to Word Card packet and use as flashcards.
- Make additional words.
- Display Word Cards and question students. T312

##### **Students Build Words**

- Say a sound, have students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

##### **Dictation/Dry Erase**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Resources:

#### Unit 12 Day 3 (T312)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Syllable and Suffix Frames
- Unit Resources T323-327
- Word Card packet
- Blank Word Cards
- Unit Resources T323-327
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Unit Resources T323-327
- Dry Erase Tablet
- Marker

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Learning Opportunities/Strategies:</u>	<u>Resources:</u>
<p><b>Unit 12 Day 4</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>bound</b> on Demonstration Words page.</li> <li>• Students scoop and mark the syllables.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>bound</b>. Review the concept of the “d” syllable. Discuss sounds, meanings, and provide everyday examples.</li> <li>• Students use in a sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T313</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Mark each r-controlled syllable.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><b>Unit 12 Day 4 (T313)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Syllable and Suffix Frames</li> <li>• Unit Resources T323-327</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> <li>• Unit Resources T323-327</li> </ul> <ul style="list-style-type: none"> <li>• Unit Resources T323-327</li> <li>• Composition Books</li> </ul>

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 12 Day 5

#### Just Start! (5 minutes)

- Write words on board. T314
- Have students copy, scoop, and mark.

#### Teacher Builds Words

- Make and discuss several one-syllable unit and review words.
- Complete with nonsense words. T314

#### Phrase It – Practice: Days 1-5

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

#### Dictation/Check-Up

- Students check the “Check-up” box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Resources:

#### Unit 12 Day 5 (T314)

- Student Composition Books pg. 8
  
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T323-327
  
- Student Challenge Book pg. 108
  
- Student Composition Book pg. 11-76

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 12 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **because, laugh, caught, and mountain**. Then write the sentences. T316

#### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Teach New Sounds

- Review vowel teams: **ai, ay, ee, ea, ey, oi, oy, oa, oe, ow, and ou**.
- Teach **oo, ue, and ew** and the letter-keyword-sounds.
- Enter keyword pictures in notebook.

##### Teacher Builds Words

- Teach marking of vowel teams.
- Build several **/ü/** words with **oo, ou, ue, and ew**.
- Complete additional examples.

##### Teach Spelling

- Discuss spelling options for **/ü/**. Explain the **ue** is usually found at the end of the word.
- Demonstrate with **rescue**.
- Explain six ways to spell **/ü/**.
- Present the six possible spellings while students locate.
- Discuss spelling rules.
- Create list on board of words where **/ü/** is at middle of a syllable or end of syllable/word.
- Complete other examples.

### Resources:

#### Unit 12 Day 6 (T316-317)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 3
- Index cards
- Reference Chart
- Sound Cards
- Student Notebook pg. 13
- Sound Cards
- Syllable Frames
- Unit Resources T323-327
- Magnetic Journals and Letter Tiles
- Sound Cards
- Dry Erase Tablets
- Unit Resources T323-327



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 12 Day 7

#### Just Start! (5 minutes)

- Write words on board leaving blank space for /ü/ or /ū/ spelling. Students copy and fill in correct spelling.

#### Introduce New Concepts

##### Teach New Sounds

- Drill vowel team sounds learned so far.
- Introduce new vowel teams **au** and **aw**.
- Enter keyword pictures for **au** and **aw**.

##### Teacher Builds Words

- Build the words **drool** and **took**.
- Make several **oo** words and discuss sounds.
- Make the words **shawl** and **straw**.
- Make additional **au** and **aw** words.

##### Teach Spelling

- Dictate the sound /ü/. Discuss spelling of the sound.
- Dictate /ô/ and discuss spelling of the sound.
- Complete with additional words.

#### Phrase It

- Locate Days 6-10 Phrase Practice.
- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask "What's the Scoop?"
- Complete 2-3 more examples.
- Locate the story, *Alternative Power Now!*
- Chorally read.
- Retell the passage using visualization as a guide.

### Resources:

#### Unit 12 Day 7 (T318-319)

- Student Composition Book pg. 8
- Reference Charts
- Sound Cards
- Student Notebooks pg. 14
- Sound Cards
- Syllable Frames
- Unit Resources T323-327
- Sound Cards
- Magnetic Journals and Letter Tiles
- Dry Erase Tablet
- Unit Resources T323-327
- Student Challenge Book pg. 109, 110-111

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 12 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **cue** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **cue**. Review the “d” syllable.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T320

#### Student Builds Words

- Say a sound, students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop and mark.

### Resources:

#### Unit 12 Day 8 (T320)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T323-327
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T323-327
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T323-327
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Learning Opportunities/Strategies:</u>	<u>Resources:</u>
<p><b>Unit 12 Day 9</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – Have students copy the word, meaning, and sentence for <b>fraud</b> and <b>flawless</b> on the Demonstration Words page in their Student Notebooks. Mark the words.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>fraud</b> and <b>flawless</b>.</li> <li>• Discuss word meaning.</li> <li>• Discuss multiple meaning, provide examples, and use in a sentence.</li> <li>• Create additional real and nonsense words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Display and have students find, read, and mark.</li> <li>• Question students. T321</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students tap and orally spell then write and mark up.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><b>Unit 12 Day 9 (T321)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word flashcards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Suffix and Syllable Frames</li> <li>• Unit Resources T323-327</li> </ul> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blank Word Cards</li> <li>• Marker</li> <li>• Unit Resources T323-327</li> </ul> <ul style="list-style-type: none"> <li>• Composition Books</li> <li>• Unit Resources T323-327</li> </ul>

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 12 Day 10</b></p> <p><b>Just Start!</b></p> <ul style="list-style-type: none"> <li>Students practice reading phrases for five minutes.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>Make and discuss the words: <b>coach, couch, coupon, crow, crowd, drool, hook, and glue.</b></li> <li>Students read and discuss word structure.</li> </ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"> <li>Dictate sounds, words, phrases, and sentences.</li> <li>Students repeat and write.</li> <li>Scoop syllable and circle suffixes.</li> <li>Mark “d” syllables.</li> <li>Students circle the high frequency words and underline phonetic words in phrases and sentences. T322</li> </ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"> <li>Meet individually with students, score test, and provide feedback.</li> <li>Chart accurate phrasing, tally scores, and record results.</li> <li>Review homework and outstanding work for the unit.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 12 Day 10 (T322)</b></p> <ul style="list-style-type: none"> <li>Timer</li> <li>Student Challenge Book pg. 108-109</li> </ul> <ul style="list-style-type: none"> <li>Sound Cards</li> <li>Syllable and Suffix Frames</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 113</li> <li>Blue and Red Pencils</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 112, 149</li> <li>Student Challenge Phrase Kit</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 13 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> The last syllable pattern, the final stable syllable will be taught.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Final stable syllable: consonant -le</li> <li>• -le with suffix</li> <li>• Final stable syllable: -tion, -sion</li> <li>• Demonstration words: <b>staple, baffle, option, mission</b></li> <li>• High frequency words: <b>beautiful, people, trouble, always, buy, away, country, ocean</b></li> </ul>



**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <ol style="list-style-type: none"><li>7. <b>Just Start – High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li><li>8. <b>Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.</li><li>9. <b>Phrase It/Story (Day 7):</b> Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.</li><li>10. <b>Progress Check (Day 1):</b> Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.</li><li>11. <b>Students Build Words (Days 3, 8):</b> Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.</li><li>12. <b>Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.</li><li>13. <b>Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.</li></ol> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

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| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 13 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Introduce New Concepts

- Review the five syllable types taught so far using examples to mark. T330
- Introduce the sixth syllable, the final stable consonant –le syllable.
- Explain the spelling pattern by showing examples: **zle, tle, fle, ble, dle, kle, and ple.**
- Make the word **table** and pull the syllables apart.
- Teach students to mark the consonant –le syllable.
- Practice reading consonant –le words.
- Discuss long and short vowel sounds in the first syllable.
- Complete additional examples.

#### Resources:

##### Unit 13 Day 1 (T330-331)

- Student Challenge Book pg. 115, 142-143
- Progress Check T330
- Blue and Red Pencil
  
- Sound Cards
- Student Notebook pg. 22
- Unit Resources T345-349

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 13 Day 2

##### Just Start! (5 minutes)

- Students circle the new high frequency words **beautiful, people, trouble, and always**. Then write the sentence. T332
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

##### Review Sounds

- Drill sounds

##### Introduce New Concepts

###### Teacher Builds Words

- Make the words **bugle, puddle, and poodle**.
- Divide into syllables and mark.
- Teach **ckle**.
- Make additional consonant –le and **ckle** words.
- Enter examples in notebook.

##### Teach Spelling

- Dictate the word **tickle**. Discuss syllables and spelling rules to determine correct spelling.
- Dictate several more –le words.
- Dictate **hope**. Discuss suffixes. Add –ful and then –ing.
- Make the word **settle**. Discuss spelling when adding suffixes to –le words.
- Dictate additional words.

### Resources:

#### Unit 13 Day 2 (T332-333)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 3
- Index cards
  
- Sound Cards
  
- Sound Cards
- Unit Resources T345-349
- Student Notebook pg. 22
  
- Sound Cards
- Syllable and Suffix Frames
- Magnetic Journals and Letter Tiles
- Unit Resources T345-349

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Unit 13 Day 3</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>staple</b> on Demonstration Words page. Students also mark word.</li> </ul> <p><b>Warm-up/Drill Sounds</b></p> <ul style="list-style-type: none"> <li>• Point to a Sound Card and say letter-keyword-sound as students echo.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>staple</b>. Review concept of the consonant –le final stable syllable. Provide everyday examples and use in sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Display Word Cards and question students. T334</li> </ul> <p><b>Students Build Words</b></p> <ul style="list-style-type: none"> <li>• Say a sound, have students echo, and find the letter(s).</li> <li>• Dictate several words, students echo, tap, and build.</li> <li>• Name one syllable at a time then build with tiles.</li> <li>• Follow Spelling Option procedure, as needed.</li> <li>• Name and spell baseword and then add suffix.</li> <li>• Students spell orally.</li> </ul> <p><b>Dictation/Dry Erase</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.</li> <li>• Mark words.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b>Unit 13 Day 3 (T334)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Syllable and Suffix Frames</li> <li>• Unit Resources T345-349</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> <li>• Unit Resources T345-349</li> </ul> <ul style="list-style-type: none"> <li>• Magnetic Journals and Letter Tiles</li> <li>• Dry Erase Tablets</li> <li>• Sound Cards</li> <li>• Unit Resources T345-349</li> </ul> <ul style="list-style-type: none"> <li>• Dry Erase Tablet</li> <li>• Marker</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 13 Day 4</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>baffle</b> on Demonstration Words page.</li> <li>• Students scoop and mark the syllables.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the word <b>baffle</b>. Review the concept of the consonant –le syllable. Discuss sounds, meanings, and provide everyday examples.</li> <li>• Students use in a sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T335</li> </ul> <p><b>Dictation/Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• “What’s the Scoop?”</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 13 Day 4 (T335)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Syllable and Suffix Frames</li> <li>• Unit Resources T345-349</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> <li>• Unit Resources T345-349</li> </ul> <ul style="list-style-type: none"> <li>• Unit Resources T345-349</li> <li>• Composition Books</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 13 Day 5

##### **Just Start! (5 minutes)**

- Write words on board. T336
- Have students copy and mark the syllables.

##### **Teacher Builds Words**

- Make and discuss several unit and review words.
- Complete with nonsense words.

##### **Phrase It – Practice: Days 1-5**

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

##### **Dictation/Check-Up**

- Students check the “Check-up” box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Resources:

#### Unit 13 Day 5 (T336)

- Student Composition Books pg. 8
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T345-349
- Student Challenge Book pg. 118
- Student Composition Book pg. 11-76



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 13 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **buy, away, country, and ocean**. Then write the sentences. T338

#### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Teach New Sounds

- Teach sounds for **tion** and **sion**. Discuss welded sounds.
- Introduce letter-keyword-sound.
- Enter keyword pictures in notebook.

##### Teacher Builds Words

- Teach final stable syllable.
- Write **mansion** and **vacation** on frames.
- Discuss welded sounds.
- Write additional **tion** words and decode.
- Complete with **tension**.
- Teach students to mark **sion** and **tion** words.
- Teach **ssion** and **sion**.
- Make additional words with **tion** and **sion**.

### Resources:

#### Unit 13 Day 6 (T338-339)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 3
- Index cards
- Sound Cards
- Student Notebook pg. 3
- Sound Cards
- Syllable Frames
- Unit Resources T345-349

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 13 Day 7</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Write words on board without mark-ups.</li> <li>• Students scoop the syllables and box <b>tion</b> and <b>sion</b>.</li> </ul> <p><b>Warm-Up</b></p> <ul style="list-style-type: none"> <li>• Drill Sounds</li> </ul> <p><b>Introduce New Concepts</b></p> <p><b>Teach Spelling</b></p> <ul style="list-style-type: none"> <li>• Display <b>sion</b> and <b>tion</b> cards.</li> <li>• Dictate <b>explosion</b> and students spell.</li> <li>• Dictate several additional <b>/zhǔn/</b> words.</li> <li>• Explain that <b>tion</b> and <b>sion</b> both say <b>/shǔn/</b> and spelling option procedures must be used.</li> <li>• Explain that <b>/shǔn/</b> proceeded by open syllable with long vowel sound is spelled <b>tion</b>.</li> <li>• Explain that if the vowel is short, <b>/shǔn/</b> might be spelled with a <b>tion</b> or an <b>sion</b>.</li> <li>• Complete additional examples.</li> </ul> <p><b>Phrase It</b></p> <ul style="list-style-type: none"> <li>• Locate Days 6-10 Phrase Practice.</li> <li>• Student reads bold words and then phrases.</li> <li>• Students scoop the phrase while reading.</li> <li>• Provide a sentence using a phrase and ask “What’s the Scoop?”</li> <li>• Complete 2-3 more examples.</li> <li>• Locate the story, <i>Great Inventions Don’t Just Happen</i>.</li> <li>• Chorally read.</li> <li>• Retell the passage using visualization as a guide.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 13 Day 7 (T340-341)</b></p> <ul style="list-style-type: none"> <li>• Student Composition Book pg. 8</li> <li>• Sound Cards</li> <li>• Sound Cards</li> <li>• Syllable Frames</li> <li>• Magnetic Journals and Letter Tiles</li> <li>• Dry Erase Tablet</li> <li>• Student Challenge Book pg. 119, 120-121</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 13 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry – students enter word, meaning, and sentence for **option** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill sounds.

#### Teacher Builds Words

- Make the word **option**. Review the final stable syllable and the **tion** welded sound.
- Discuss meaning and use in a sentence.
- Make additional words and mark up.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T342

#### Student Builds Words

- Say a sound, students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop and mark.

### Resources:

#### Unit 13 Day 8 (T342)

- Timer
- Student Notebooks pg. 44-67
- Sound Cards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T345-349
- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T345-349
- Magnetic Journals and Letter Tiles
- Dry Erase Tablets
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T345-349
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 13 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry – Have students copy the word, meaning, and sentence for **mission** on the Demonstration Words page in their Student Notebooks. Mark the words.

#### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate from this drill.

#### Teacher Builds Words

- Make the word **mission**.
- Review final stable syllable and welded sounds.
- Discuss word meaning.
- Discuss multiple meaning, provide examples, and use in a sentence.
- Create additional real and nonsense words.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T343

#### Dictation/Composition Books

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell then write and mark up.
- “What’s the Scoop?”

### Resources:

#### Unit 13 Day 9 (T343)

- Timer
- Student Notebook pg. 44-67
- High Frequency Word flashcards
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T345-349
- Flashcards
- Blank Word Cards
- Marker
- Composition Books
- Unit Resources T345-349

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 13 Day 10</b></p> <p><b>Just Start!</b></p> <ul style="list-style-type: none"> <li>Students practice reading phrases for five minutes.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>Make and discuss the words: <b>gobble, unstable, fiction, suspension, discussion, and invasion.</b></li> <li>Students read and discuss word structure.</li> </ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"> <li>Dictate sounds, words, phrases, and sentences.</li> <li>Students repeat and write.</li> <li>Scoop and mark consonant –le syllables.</li> <li>Scoop syllables and box welded sounds in final stable syllables with <b>/shŭn/</b> and <b>/zhŭn/</b>.</li> <li>Students circle the high frequency words and underline phonetic words in phrases and sentences. T344</li> </ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"> <li>Meet individually with students, score test, and provide feedback.</li> <li>Chart accurate phrasing, tally scores, and record results.</li> <li>Review homework and outstanding work for the unit.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 13 Day 10 (T344)</b></p> <ul style="list-style-type: none"> <li>Timer</li> <li>Student Challenge Book pg. 118-119</li> </ul> <ul style="list-style-type: none"> <li>Sound Cards</li> <li>Syllable and Suffix Frames</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 123</li> <li>Blue and Red Pencils</li> </ul> <ul style="list-style-type: none"> <li>Student Challenge Book pg. 122, 150</li> <li>Student Challenge Phrase Kit</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>Students think of multiple meanings for a word</li> <li>During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>Students think of multiple meanings for a word</li> <li>During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>Scoop personal writing to improve fluency</li> <li>Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of a student's trouble spots</li> <li>Modify by tapping fingers on table</li> <li>Write words on desk with fingers</li> <li>During dictation, check that students have recalled the word/sentence correctly</li> <li>Use Unit Resources for additional practice</li> <li>High Frequency word work</li> <li>Interactive Smartboard Activities</li> <li>Distinguish between real and nonsense words</li> <li>Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of a student's trouble spots</li> <li>Modify by tapping fingers on table</li> <li>Write words on desk with fingers</li> <li>During dictation, check that students have recalled the word/sentence correctly</li> <li>Use Unit Resources for additional practice</li> <li>High frequency word work</li> <li>Interactive Smartboard Activities</li> <li>Distinguish between real and nonsense words</li> <li>Fillable word cards</li> <li>Reinforce spelling rules</li> <li>Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Unit 14 – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> <li>• <b>Big Idea:</b> In this unit, the schwa will be introduced and a review of the six syllable types, prefixes/suffixes, and spelling rules.</li> <li>• <b>Learning Activity Overview:</b> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start – Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Books as directed.</li> <li>6. <b>Just Start – Demonstration Words (Days 3, 4, 8, 9):</b> Students copy words, meaning, and sentence on the Demonstrations Words page of their Student Notebooks. Students mark words as directed.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Syllable review</li> <li>• Schwa</li> <li>• Roots and prefix review</li> <li>• Baseword and suffix review</li> <li>• Vowel suffix –able</li> <li>• Spelling rules review</li> <li>• Demonstration words: <b>absolute, decline, dependable, interfered</b></li> <li>• High frequency words: <b>near, again, until, minute, usually, change, around, rough</b></li> </ul>

## Pemberton Township School District

### Fourth and Fifth Grade – Foundational Skills

- 7. Just Start – High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
- 8. Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. “What’s the Scoop?” Students scoop sentences into meaningful phrases while reading aloud.
- 9. Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
- 10. Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
- 11. Students Build Words (Days 3, 8):** Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.
- 12. Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Students learn the letter names and corresponding sounds pronounced with accuracy, with the help of a “keyword” picture.
- 13. Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets to build words.

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>14. Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p><b>15. Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p><b>16. Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words and letter-sounds for all other sounds.</p> <p><b>17. Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p><b>18. Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p> |  |
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**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 14 Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Teacher Builds Words

- Review syllable types and make examples of each. T352
- Students mark words.
- Review closed syllable by making the word **mat** and discussing.
- Make additional words: **math, best, clump, and cast**. Discuss vowel sound and mark.
- Review closed syllable exception. Discuss the welded sounds: **old, ild, ind, olt, and ost**.
- Review v-e syllable by making the word **hop** and adding an **e** to make **hope**. Discuss rules and review markings.
- Discuss exceptions to v-e.
- Review open syllable by making the word **hit** and removing the **t**.
- Make **menu** and **flu**. Discuss the two long sounds.
- Build the word **my** and discuss the sounds **y** says in an open syllable and multisyllabic words.
- Review combining syllables.

#### Resources:

##### Unit 14 Day 1 (T352-354)

- Student Challenge Book pg. 125, 142-143
- Progress Check T352
- Blue and Red Pencil
  
- Sound Cards
- Syllable Frames
- Unit Resources T372-376

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 14 Day 2

#### Just Start! (5 minutes)

- Students circle the new high frequency words **near, again, until, and minute**. Then write the sentence. T356
- Present high frequency words.
- Students write word with finger and spell orally.
- Students check for misspellings and create index cards.

#### Teacher Builds Words

- Review Nonsense syllables. Form v-e words and change to closed syllable then to open syllables. T356
- Review r-controlled syllables. Drill the **ar, er, ir, or, and ur** sounds.
- Build **barn, hurt, and bird**. Demonstrate marking r-controlled syllables.
- Review “d” syllables. Drill vowel teams.
- Build **bait** and **stray**. Mark.
- Dictate **disturb** and review spelling options.
- Review final stable syllable: consonant –le.
- Make **bugle** and **boggle**. Have students divide.
- Review **ckle**. Build **pick** and add **l** and **e** to form pickle. Divide into syllables and discuss.
- Review final stable syllable: **sion** and **tion**.
- Drill **sion** and **tion**. Write **motion, session, and explosion** on frames.
- Have students mark and box welded sounds.
- Complete with various syllable types.
- Dictate several multisyllabic words.

### Resources:

#### Unit 14 Day 2 (T356-357)

- Student Notebook pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 3
- Index cards
  
- Sound Cards
- Vowel Team Poster
- Syllable Frames
- Unit Resources T372-376
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 14 Day 3

#### Just Start! (5 minutes)

- Student Composition Entry – Write words on board without mark-ups. Students write, scoop, and mark. Review syllable marking and division.

#### Introduce New Concepts

##### Teacher Builds Words

- Teach schwa in closed syllables.
- Make the word **travel** and divide into syllables.
- Introduce and define the schwa as an unexpected vowel sound on an unaccented syllable. Write ə on board. Look up **travel** in a dictionary and discuss.
- Demonstrate with **wagon** and discuss vowel sound.
- Write the word **jacket** and discuss sound of **et** at end of many multisyllabic words.
- Demonstrate with **ticket, basket, and socket**.
- Teach schwa in open syllables.
- Build the word **extra** and discuss the sound of **a** when it ends a multisyllabic word in an open syllable.
- Demonstrate with **alone, amaze, and extra**. Students mark schwa.
- Write the word **compliment** on frames and identify the schwa. Discuss the vowel sound.
- Demonstrate with **ignition**.
- Review rules for spelling words with schwa.
- Supply additional examples for students to write.

### Resources:

#### Unit 14 Day 3 (T358-359)

- Timer
- Student Composition Book pg. 9
- Sound Cards
- Dictionary
- Syllable Frames
- Dry Erase Tablets
- Unit Resources T372-376

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 14 Day 4</b></p> <p><b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry – students enter word, meaning, and sentence for <b>absolute</b> and <b>decline</b> on Demonstration Words page.</li> <li>• Students scoop and mark the syllables.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Make the words <b>absolute</b> and <b>decline</b>. Review syllable division. Discuss sounds, meanings, and provide everyday examples.</li> <li>• Students use in a sentence.</li> <li>• Make additional words and discuss.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use as flashcards.</li> <li>• Make additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T360</li> </ul> <p><b>Review Spelling</b></p> <ul style="list-style-type: none"> <li>• Review spelling of <b>/k/</b>. Dictate the sound <b>/k/</b>. Question students.</li> <li>• Dictate the word <b>lick</b>. Discuss spelling.</li> <li>• Dictate the following words and discuss the spelling of <b>/k/</b>: <b>like, public, park, speak, sparkle, and tickle</b>.</li> <li>• Dictate several additional words.</li> </ul> <p><b>Dictation/Dry Erase</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: Dictate 3 sounds, 10 words, 5 high frequency words, and 10 phrases.</li> <li>• Mark the syllables.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 14 Day 4 (T360-361)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebooks pg. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Syllable and Suffix Frames</li> <li>• Unit Resources T372-376</li> </ul> <ul style="list-style-type: none"> <li>• Word Card packet</li> <li>• Blank Word Cards</li> <li>• Unit Resources T372-376</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Magnetic Journals and Letter Tiles</li> <li>• Unit Resources T372-376</li> </ul> <ul style="list-style-type: none"> <li>• Unit Resources T372-376</li> <li>• Composition Books</li> </ul>
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# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 14 Day 5

#### Just Start! (5 minutes)

- Write words on board. T362
- Students write, scoop into syllables, and mark schwa.

#### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate from this drill.

#### Teacher Builds Words

- Syllable review.
- Write nonsense words on frames and discuss syllable types. Read and mark syllable type. Discuss. T362

#### Competition

- High Frequency Word Challenge
- Root and Prefix Challenge

#### Phrase It – Practice: Days 1-5

- Student reads bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask “What’s the Scoop?”
- Complete 2-3 more examples.
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

### Resources:

#### Unit 14 Day 5 (T362-363)

- Student Composition Books pg. 9
  
- High Frequency Flash Cards
  
- Syllable Frames
- Dry Erase Tablets
  
- Dry Erase Tablets
- Unit Resources T372-376
- Root and Prefix Cards
  
- Student Challenge Book pg. 128

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 14 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **usually, change, around, and rough**. Then write the sentences. T364

#### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Teacher Builds Words

##### Review Suffixes

- Write words on board. T364
- Students underline baseword and circle suffix.
- Review vowel and consonant suffixes. Sort into two separate columns.
- Review suffix **-ed** and discuss past tense.
- Teach **able** as a word and as a vowel suffix. Demonstrate using **dependable**. Discuss the sound of the vowel in each.

##### Review 1-1-1

- Write the following words on board: **run, boat, hop, path, stand, and stir**.
- Identify the 1-1-1 words. Discuss rules when adding vowel and consonant suffixes to these words.
- Demonstrate with words: **hop, stir, and star**.
- Discuss exception using **wax**.
- Review 1-1-1 rule with the following words: **regret, submit, and prefer**.

### Resources:

#### Unit 14 Day 6 (T364-365)

- Timer
- Student Notebooks pg. 68-76
- High Frequency Word Cards
- Student Challenge Book pg. 3
- Index cards
- Sound Cards
- Syllable and Suffix Frames
- Student Notebook pg. 3
- Sound Cards
- Suffix Frames
- Magnetic Journals and Letter Tiles
- Unit Resources T372-376

**Learning Opportunities/Strategies:**

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 14 Day 8

##### Just Start! (5 minutes)

- Write words on board. Students copy words, underline base word, and circle suffix.

##### Review Plurals

- Review the term plural. Ask what two suffixes are used to make a word plural.
- Demonstrate using **block – blocks** and **bench – benches**. Discuss the rules for making words plural.
- Make **turkey** and **baby**. Demonstrate making plural.
- Complete additional examples.
- Review **y** and **suffix** spelling rule.
- Review the sound **y** makes using **cry** and **chilly**.
- Complete additional examples.

### Resources:

#### Unit 14 Day 8 (T368-369)

- Timer
- Student Composition Book pg. 9
- Sound Cards
- Suffix Frames
- Student Notebook pg. 25
- Unit Resources T372-376
- Dry Erase Tablets

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 14 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry – Have students copy the word, meaning, and sentence for **dependable** and **interfered** on the Demonstration Words page in their Student Notebooks. Mark the words.

#### Teacher Builds Words

- Make the words **dependable** and **interfered**.
- Review the –able suffix and silent e spelling rule.
- Discuss word meaning.
- Discuss multiple meaning, provide examples, and use in a sentence.
- Create additional real and nonsense words.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to Word Card packet and use as flashcards.
- Make additional words.
- Display and have students find, read, and mark.
- Question students. T370

#### Practice Spelling

- Categorize suffixes into two columns.
- Review 3 spelling rules: 1-1-1, silent e, and the y rule. Dictate words. Students build.

#### Competition

- Divide class into teams. Provide list of words. Students write adding as many suffixes as they can.

#### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: Dictate 3 sounds, 10 words, 5 high frequency words, and 10 phrases.
- Mark spelling rule, circling suffix.

### Resources:

#### Unit 14 Day 9 (T370)

- Timer
- Student Notebook pg. 44-67
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T372-376
- Flashcards
- Blank Word Cards
- Marker
- Unit Resource T372-376
- Magnetic Journals and Letter Tiles
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T372-376
- Paper
- Composition Books
- Unit Resources T372-376

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Learning Opportunities/Strategies:

#### Unit 14 Day 10

##### Just Start!

- Students practice reading phrases for five minutes.

##### Teacher Builds Words

- Make and discuss the words: **ago, delta, compliment, predictable, tackle, stunned, jarred, permitting, hiding, pavement, copies, and trays.**
- Students read and discuss word structure.

##### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Underline the baseword and circle the suffix.
- Words without a suffix: scoop and mark syllables.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T371

##### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

### Resources:

#### Unit 14 Day 10 (T371)

- Timer
- Student Challenge Book pg. 128-129

- Sound Cards
- Syllable Frames

- Student Challenge Book pg. 133
- Blue and Red Pencils

- Student Challenge Book pg. 132, 150
- Student Challenge Phrase Kit

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Unit Title:** Final Review – Just Words

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS English Language Arts**

RF.4.3

RF.4.4

RF.5.3

RF.5.4

L.4.1

L.4.2

L.4.3

L.4.4

L.5.1

L.5.2

L.5.3

L.5.4

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP4

CRP12



# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns
- Understand word building with prefixes, roots, and suffixes
- Read and spell phonetic and irregular high frequency words
- Blend sounds for reading
- Segment sounds for spelling
- Decode fluently using automatic sound symbol correspondence
- Identify the six syllable types of the English language
- Study word parts – prefixes, roots, and suffixes

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Content:

- **Big Idea:** This unit will review everything students have learned in Units 1-14.
- **Learning Activity Overview:**
  1. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
  2. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals and Letter Tiles and Dry Erase Tablets. They echo, tap, and build words. Then they say and spell the word.
  3. **Unit Dictation Test/Chart Phrases (Day 10):** Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.

### Skills(Objectives):

- Syllable review
- Word structure review
- Spelling rules review

**Pemberton Township School District**  
**Fourth and Fifth Grade – Foundational Skills**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student Notebook
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Magnetic Journal and Letter Tiles

**Other Evidence:**

- Assessment of Student Mastery
  - Progress Check
  - Final Exam
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### Final Review Day 1

##### Progress Check

- Dictate phrases.
- Students circle all correctly spelled high frequency words in red and underline correctly spelled phonetic words in blue.
- Students chart progress.

##### Review Syllable Types and Syllable Division Rules

- Write words on board. Scoop into syllables. Discuss rules for syllable division and marking of syllable types. T378

##### Review Word Structure

- Write words on board without mark-ups.
- Students underline baseword and circle the suffix, marking any deleted or added letters as appropriate.
- Discuss each suffix rule.

##### Review Spelling

- Review spelling rules.
- Name category concept, dictate and discuss.
- Category concepts to discuss: Doubling Rules, Sounds of /k/, words ending in e, silent e and suffix rule, spell each baseword then add suffix and change the baseword as needed, and spelling options.
- Discuss the concept, dictate word, build word, and discuss concept again.
- Complete for all concepts to review.

##### Student Challenge Activities

- Students complete activities independently.
- Collect and assess readiness for the Final Exam.

#### Resources:

#### Final Review Day 1 (T378-379)

- Student Challenge Book pg. 135, 142-143
- Progress Check T378
- Blue and Red Pencil

- Student Notebooks

- Sound Cards
- Syllable and Suffix Frames

- Student Challenge Book pg. 136

**Learning Opportunities/Strategies:**

## Final Exam Part I: Dictation Test

- ## Midterm Exam Part II

- ### Resources:

- Student Challenge Book pg. 138-139

# Pemberton Township School District

## Fourth and Fifth Grade – Foundational Skills

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</li> <li>• Students think of multiple meanings for a word</li> <li>• During dictation, students rewrite sentence turning statements into questions or questions into statements</li> <li>• Scoop personal writing to improve fluency</li> <li>• Interactive Smartboard Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High Frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of a student's trouble spots</li> <li>• Modify by tapping fingers on table</li> <li>• Write words on desk with fingers</li> <li>• During dictation, check that students have recalled the word/sentence correctly</li> <li>• Use Unit Resources for additional practice</li> <li>• High frequency word work</li> <li>• Interactive Smartboard Activities</li> <li>• Distinguish between real and nonsense words</li> <li>• Fillable word cards</li> <li>• Reinforce spelling rules</li> <li>• Stretch out sounds</li> </ul>