

The following units will take approximately 50 minutes a week to complete. In some weeks you will need to do each lesson at least 10 minutes a day. Other units can be done in two 25 minute lessons. If a specific time frame is recommended it will be mentioned at the beginning of that particular week.

At the end of each unit there is an assessment covering skills taught throughout the unit. Use the assessments to determine your students overall understanding of unit concepts. Specific lessons and/or units should be retaught if students demonstrate misunderstandings of unit concepts.

The following activity menu is available for every unit (click on link for directions):

Reading Based	Writing Based	Grammar Based
Word Hunt	Hangman	Roll a Longer Sentence
Roam and Read	Dictation	Prefix-Suffix-Scoot
Draft Detective	Word Notebook	Spelling Word Roll
Flashcard Maker	Rainbow Writing	Alphabetize words
Partner Read	Say it-Build it-Write it	Spelling Sleuth
That's Nonsense	Sentence Challenge	Madlibs
	Word Search	Parts of Speech Word Sort

In addition, under each unit there may be additional lesson specific activities that are recommended to focus on.

Unit 1 : Reviewing Closed Syllable Words¹
Suggested Timeline: 2 weeks
<p>Overall Rule/Concept: Closed syllable words are words that make the short vowel sound. This happens when a word has one vowel that is “closed in” by a consonant.</p> <p><i>Example: cat (1 vowel, followed by a consonant to close it in)</i></p>

¹ Send home the [Trick Word Level 1](#) and [Trick Word Level 2](#) list at the beginning of Foundations. Explain to parents that these are words they learned in previous levels of Foundations and that they should independently review these words at home. These are words that need to be memorized, as they do not follow a pattern. These words will appear in dictation sentences on unit tests.

Luck (1 vowel followed by a digraph)

Week 1 Focus: Closed syllables focusing on glued sounds (aka- word families)

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

Closed syllable words are words that make the short vowel sound. This happens when a word has one vowel that is “closed in” by a consonant.

Glued sounds are letters that are “glued together” to create a sound.

Example: ‘all’ is glued together to make the “all” sounds

* The closed syllable glued sounds: -ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk, -an, -am, -all

Suggested Word List Examples:

ball ham ring lung pink junk fan fang honk spring sing
cram link brand cramp grant strong thank drink swing prank yank

Possible Challenge Word List Examples:

squint magnetic basketball fantastic subtracting establish inconsistent intellect
discredit invalid volcanic athletic subtract dragon eclectic

Nonsense Words:

Rall yonk chall zung vam blong zan vank

Activities:

- [Syllable Hunt](#)
- [Link to Other Word Examples](#)

Word of the Week: catch

*Spell the word **catch** on a syllable frame.*

Ask the following questions:

- Define the word/discuss the meaning.
- What is the sound of “tch”?
 - We hear the /ch/ sound but it takes 3 letters to make that sound.
 - If “tch” is used in a word, it will only be after a short vowel.
 - Tch is a trigraph because it is 3 letters that makes one sound.
- Use the word in a sentence.
- Have several students practice using the word in a sentence.
- If time allows, build other words with a tch.²
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Additional Word of the Week: crunch

² Be mindful of vowel sounds. If you use the word “watch” for example, the “a” makes the short “o” sound. You can explain this as an exception and it may sometime appear.

*Spell the word **crunch** on a syllable frame (crunch).*

- Define the word/discuss the meaning.
- Discuss the blend (cr) and digraph blend (nch).
- Discuss the /ch/ spelling.
- Discuss closed syllables.
- Use the word in a sentence.
- Have several students practice using it in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike Words: Know / No

Directions: Hold up flashcards of the two sound alike words and read aloud.

Put the word and the definition of each word on the board.

Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 2 Focus: Closed Syllable Exceptions

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept: Closed syllable exceptions are words that look as though they should have a short vowel sound because they are written as a vowel followed by a consonant, but they make the long vowel sound instead.

**** The glued sounds that make these exceptions are -old, -ild, -ind, -olt, -ost ****

Suggested Word List Examples:

cold wild find colt post scold bolt grind blind kind fold host

Possible Challenge Word List Examples:

retold postman unwind unkind almost grandchild compost neighbor
different bought goldsmith

Activities:

- [X marks the spot](#)
- [Word Talk](#)

Word of the Week: scold

*Spell the word **scold** on a syllable frame (scold).*

- Define the word/discuss the meaning.
- Discuss the closed syllable exception.
- Define the word and use it in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike: Which / Witch

Directions: Hold up flashcards of the two sound alike words and read aloud.

Put the word and the definition of each word on the board.

Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Assessment:

- Pick 5 words from the week 1 list and 5 words from the week 2 list. Dictate the words and have the students record them independently.
- Dictate 2 sentences. Have students transcribe the sentence. Do not grade on capital and period, but note if missing on assessment. Option to give bonus points for correct capitalization.
 - I know that I should help Jack.
 - I think Dad said “no”.

Unit 2: Suffixes

Suggested Timeline: 3 weeks

Overall Rule/Concept: Suffixes can change the meaning of the word.

Week 1 Focus: Introducing new suffixes and seeing how it impacts word meaning

Lesson Time Frame: 10 minute daily lessons to introduce the suffix rule

Introduce Rule/Concept:

Day 1: Plurals

- The suffix “s” makes a word plural and is added to most regular words.
- The suffix “es” is added to words ending in s,x,z,ch, and sh to make it plural.
- Some words are “rule breakers” when it comes to making them plural.
 - F changes to v, add “es” when making it plural (half = halves / wolf = wolves).
 - Some words don’t add an “s” or an “es” when making it plural (fish = fish).
 - Some words change rather than add “s” or “es” (man = men / child = children).

Day 2: Word of the Week (see box below)

Day 3: ed/ing

- The suffix “ed” means an action happened in the past.
- The suffix “ing” means an action is happening now.

Day 4: er/est

- The suffix “er” is used when comparing two things, people, or actions.
 - “er” can also be used to denote someone to a certain occupation (i.e. player- someone who plays)
- The suffix “est” is used when comparing three or more things, people, or actions.

Day 5: less/ful

- The suffix “less” means without.
- The suffix “ful” means full, or having a quantity that would fill something named.

Suggested Word List Examples:

Day 1:

Regular: blocks pucks lifts stinks cramps witches patches brushes
flosses splashes

Irregular: fish halves wolves men children women mice teeth
people calves

Possible Regular Challenge Words: dinosaurs sandwiches

Possible Irregular Challenge Words: shelf = shelves appendix = appendices

Day 3: shifting dusting bending blocking swelling banded filmed flossed
dunked

Possible Challenge Words: crunching studying

Day 4: smaller holder mixer faster wildest blended sprinted grunted
posted

Possible Challenge Words: researched appreciated

Day 5: thankless bashful benchless blissful joyful pointless

Possible Challenge Words: purposeful motionless

Activities:

- [Super Suffixes](#)

Word of the Week: catches

*Spell the word **catches** on a syllable frame (catch/es).*

- Define the word/discuss the meaning.
- Discuss the suffix.
- Discuss the sound of -es (/iz/).
- Discuss the /ch/ spelling after a short vowel (tch).
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Additional Word of the Week: bonded

*Spell the word **bonded** on a syllable frame (bond/ed).*

- Define the word/discuss the meaning.
- Discuss the suffix.
- Discuss the sound of -ed.

- Define word.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike Words: son/sun some/sum

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 2 Focus: 1-1-1 Words

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept: When you have a closed, one syllable word and are adding a suffix, you need to double the last consonant to keep the short vowel sound.

Example: run = running

Teach students to ask themselves these specific questions to identify if a word is a 1-1-1 word:

- Is this a closed syllable word with *one* syllable?
- Does it have only one vowel?
- Does it have only one consonant after the vowel?

If the answer to all three questions is YES, you need to double the last consonant before adding a suffix.³

Suggested Word List Examples:

Base words (to be doubled): tip drop grip grab trot stub grin step flop
Hug spin dot hit lap set rub hum wag quit plug pop chop

Challenge base words (to be doubled): knit knot quiz

Activities:

- [1-1-1 Word Detectives \(option 1\)](#)
- [1-1-1 Word Detectives \(option 2\)](#)
- [Word Talk](#)

Word of the Week: trapped

*Spell the word **trapped** on a syllable frame (trapped).*

- Define the base word and discuss its meaning.
- Discuss the suffix.
- Discuss the sound of -ed (/t/).
- Discuss why the base word is a 1-1-1 word.

³ “Qu” words are an exception to this because “qu” functions as one letter. So, for example, “quit” would be doubled to “quitting”

- Discuss why the consonant is doubled.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike: banned/band

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 3 Focus: Reviewing 1-1-1 Words and Suffixes

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept: Reinforce rules/concepts from week 1 & 2; 1-1-1 Spelling Rule exception with **-x**

Review Suffixes:

- plural/irregular plural (s/es)
- ed/ing
- er/est
- ful/ness

Introduce 1-1-1 Spelling Rule Exception: 1-1-1 Spelling Rule with **-x** as an exception

- When you have a closed syllable word that ends with an **-x**, you do not double the consonant. The letter **x** never gets doubled in the English language.

Example: tax = taxes mix = mixed

Write 1-1-1 example words on the board. Ask students the following questions to help practice this exception spelling rule.

- Is this a 1-1-1 word? (yes)
- Did you add a vowel suffix? (yes)
- Did you double the **x**? (no) Why? (**x** never doubles)

Review 1-1-1 Spelling rule:

When you have a closed, one syllable word and are adding a suffix, you need to double the last consonant to keep the short vowel sound.

Example: run = running

Word List: See word lists from Unit 2: Week 1 & 2

Spelling Rule Exception with -x:

Foxy axing mixer boxes waxed foxes

Activities:

- [Suffix Shuffle](#)
- [Word Talk](#)

Word of the Week: shipment

*Spell the word **shipment** on syllable frames (ship/ment).*

- Define the word/discuss the meaning.
- Discuss the suffix.
- Discuss why the base word is a 1-1-1 word.
- Discuss why the consonant is not doubled (a consonant suffix, not a vowel suffix was added).
- Use the word shipment in a sentence.
- Have student volunteers use in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Additional Word of the Week: mixed

*Spell the word **mixed** on syllable frames (mixed).*

- Define the word/discuss the meaning.
- Discuss the suffix.
- Discuss the sound of -ed (/t/).
- Discuss why the base word is a 1-1-1 word.
- Discuss why the consonant is doubled (x does not double, even when adding a vowel suffix to a 1-1-1 word).
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike: guest/guessed missed/mist

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Assessment:

- Pick 10 words from the suggested word lists. Be sure to include words from each week list. Dictate the words and have the students record them independently.
- Dictate 2 sentences. Have students transcribe the sentence. Do not grade on capital and period, but note if missing on assessment. Option to give bonus points for correct capitalization.
 - The band stopped testing the drums.
 - The guest stepped in the mud.

Unit 3: Vowel-consonant-e syllables and Multisyllabic Words
Suggested Timeline: 1 week
Overall Rule/Concept: All words are made up of sound parts that we call syllables.
Week 1 Focus: Review syllable types (i.e. vowel-consonant-e and closed syllable) in single and multisyllabic words. Lesson Time Frame: 10 minute daily lessons
<p>Introduce Rule/Concept:</p> <p>Days 1 & 2: Review Syllable Types: “All words are made up of parts. Sounds go together to make each part. Sometimes there is only one part and other times, more than one. (i.e. cat has one part= one syllable; catnip has two parts = two syllables.)</p> <p>Types of Syllables to Review:</p> <ul style="list-style-type: none"> • <u>Closed syllable:</u> A word that has one vowel that is “closed-in” by a consonant. The vowel makes a short sound. <ul style="list-style-type: none"> ○ Ex: hop • <u>Open syllable:</u> A word that has a long vowel sound. Most open syllable words have two vowels next to one another. <ul style="list-style-type: none"> ○ Ex. meat • <u>Vowel-consonant-e (v-c-e):</u> A word that has one vowel followed by a consonant then an e. The vowel makes a long sound. <ul style="list-style-type: none"> ○ Ex: hope • <u>Multisyllabic:</u> A word that has more than one sound part. Each sound part or syllable is one push of breath. <ul style="list-style-type: none"> ○ Ex: hopeful <p>Days 3 & 4: Breaking Apart Multisyllabic Words (Making an Anchor Chart May be Helpful) Give students various ways to identify how many syllables are in a word</p> <ul style="list-style-type: none"> • How many breaths/pushes you take as you say the word • Clap out the parts • How many times your chin drops as you say the word <p>It's important to know how we break apart a word into its syllable parts. There are five tricks for knowing how to break apart a word.</p> <ol style="list-style-type: none"> 1. Divide between two consonants <ol style="list-style-type: none"> a. rep/tile sub/fish 2. When there is only one consonant in the middle of a word, it is often needed to close in the first syllable. <ol style="list-style-type: none"> a. hab/it rel/ish 3. When there are three consonants between two vowels, including a digraph, the digraph must stay together. <ol style="list-style-type: none"> a. nut/shell rock/et 4. In words with three consonants between two vowels and no digraph, almost always two of the consonants go to the second syllable

- a. con/tract ex/plode
5. Split between known basewords. These are called **compound words**.
- a. cup/cake fire/man

Suggested Word List Examples:

Single Syllable v-e Words: quote role grade pose globe theme smile choke
quake plane

Multisyllabic Words: submit umpire suspend inspect edit valid publish
cupcake advise include

Challenge Multisyllabic Words: extract splendid inflate complex challenge
anthem tangent tenant bracket fireman

Activities:

- [Syllable Match](#) (for days 3 & 4)

Word of the Week: volume

*Spell the word **volume** on syllable frames (vol/ume).*

- Define the word/discuss the meaning.
- Discuss the syllable types (first syllable = closed; second syllable = v-c-e).
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike Words: plain/plane

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Assessment:

- Pick 10 words from the week 1 word list. Dictate the words and have the students record them independently.
- Dictate 2 sentences. Have students transcribe the sentence. Do not grade on capital and period, but note if missing on assessment. Option to give bonus points for correct capitalization.
 - We can construct a plane from this kit.
 - Can I please have a plain cupcake?

Unit 4: Adding suffixes to vowel-consonant-e syllables.

[Change Card Setup](#)

Suggested Timeline: 2 weeks
Overall Rule/Concept: When adding a consonant suffix to a word that ends in a silent e , simply add the suffix. However, if the suffix begins with a vowel, drop the e from the baseword and add the suffix.
Week 1 Focus: Adding suffixes to v-c-e words Lesson Time Frame: Teacher Choice
Introduce Rule/Concept: Adding Vowel and Consonant suffixes to V-C-E words When you add a <u>consonant suffix</u> to a v-c-e word, the baseword remains the same. <ul style="list-style-type: none"> List of Consonant suffixes <ul style="list-style-type: none"> -s, -ly, -ment, -ful, -ness, -less, Ex: cake---cakes, hope---hopeful, hope---hopeless, like---likely <p>When you add a <u>vowel suffix</u> to a v-c-e word, the e must drop from the end and the suffix is added.</p> <ul style="list-style-type: none"> List of Vowel Suffixes <ul style="list-style-type: none"> -es, -ing, -ed, -er, -est, -ish, -en, -able, -ive, -y Ex: brave---bravest, give---giving, confuse---confusing,
Suggested Word List Examples: loveless curved gloveless served nerves natives hives lively solved doves <p>Possible Regular Challenge Words: archived grooved forgives relatives sensitive detectives shelves removed twelves believes</p>
Activities: <ul style="list-style-type: none"> Make it Fun: Practice Adding Suffixes Word Talk
Word of the Week: active <i>Spell the word active on syllable frames (act/ive).</i> <ul style="list-style-type: none"> Define the word/discuss the meaning. Introduce concept: just like there are closed syllable exception words, there are v-e exception words. We know v-e should make a long vowel sound, but in this word, the vowel is short. This is because v never ends a word in English. Introduce the ive card: ive -give- /iv/ (however, this rule works for any vowel before the final v - for example: gave, glove, eve). Use active in a sentence. Have student volunteers use in a sentence. Optional: Have students record the word and a sentence in a word journal or on word wall.
Sound Alike Words: Mail / Male Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 2 Focus: Adding a suffix to 1-1-1 vs. V-C-E word

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

When adding a vowel suffix to an 1-1-1 word, the final consonant needs to be doubled. Model asking yourself, “**Is this a 1-1-1 word or a v-c-e word?**”.

Ex: shop---shopping

When adding a vowel suffix to a v-c-e word, remove the **e** and add the suffix. Model asking yourself, “**Is this a 1-1-1 word or a v-c-e word?**”.

Ex: hope---hoping

Suggested Word List Examples:

Like likely hop hopping clap clapping tap tapping ride riding

Possible Regular Challenge Words:

brave bravest bravely demonstrate demonstrated inflate inflatable hope hopes hoping

Activities:

- [Suffix Shuffle](#)
- [Baseword Bandit](#)

Word of the Week: inspiring

Spell the word inspiring on syllable frames (in/spir/ing)

- Define the word/discuss the meaning.
- Discuss the suffix spelling rule with the word inspiring (dropping the /e/ to add /ing/).
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike Words: Mined / Mind

find / fined

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Assessment:

- Pick 5 words from the week 1 list and 5 words from the week 2 list. Dictate the words and have the students record them independently.
- Dictate 2 sentences. Have students transcribe the sentence and put a box around the

sound alike word. Do not grade on capital and period, but note if missing on assessment. Option to give bonus points for correct capitalization.

- He had hoped to get that in the mail.
- Tom moped as he mopped up something that had spilled.

Unit 5: Introducing the schwa sound and -et spelling at the end of words

Suggested Timeline: 1 week

Overall Rule/Concept: Schwa- when a vowel has an unexpected sound.

When there is a schwa, the vowel most often sounds like a short u or short i, but not necessarily equal to it.

Sometimes the vowel sound is simply “swallowed up.” Often, the second syllable in a two-syllable word is unaccented and the vowel sound is not easily distinguishable.

Ex: salad---saləd (the schwa sound is hear as the second vowel in the second syllable)

To learn the schwa for decoding, most students can simply be taught to try the short u sound if the word does not “sound right.” Also, if an unaccented second syllable ends with the consonant **n**, the vowel sound can be “lost” (as in the word **mitten** = /mit n/)

Week 1 Focus: Introducing/identifying the schwa

Lesson Time Frame: Three 15-20 minute lessons

Introduce Rule/Concept: Teaching Schwa

Day 1: Reading words with the schwa

Introduce concept of schwa sound. (see overall rule box above)

Modeling Word Examples:

Build the word **travel** and separate into two syllables (trav el). Model asking yourself:

- “Do you hear a clear short a sound in the first syllable? (yes)”
- “Do you hear a clear short e sound in the second syllable? (no)”

Explain that when a word has more than one syllable, we might emphasize one for the syllables more than the other. The syllable that is said clearly is called the accented syllable. The syllable that is not said clearly is called the unaccented syllable. In travel, the el is the unaccented syllable so you hear the u sound instead of a short e.

Repeat exercise with additional words as needed.

Day 2: Writing words with the schwa

Point out to students that when vowels don’t sound exactly right because of the schwa, it is hard to spell the sound.

Model Spelling Example:

Use letter cards vowel cards to spell out a **schwa** word from the unit word list with the last vowel missing. Then model substituting in different vowels to see which looks right based. (Ex. sal_d----salid, saled, salud, salod, salad).

Repeat exercise with additional words.

Day 3: -et spelling with schwa sound

Explain that the **e** in an unaccented second syllable sounds like **short i**, not short e. Since it does not make the sound we expect it to make, it is a schwa. Explain that when -et is at the end of multisyllabic words, the e usually sounds like short i. Use the Day 3 spelling suggestions to dictate several -et schwa words and have the students practice spelling them on their dry erase boards.

Suggested Word List Examples:

salad lemon travel wagon human capital animal dollar about develop

Suggested Word List Examples (Day 3): rocket ticket basket helmet magnet
planet cricket trumpet

Possible Challenge Words:

celebrate bottom habit easily decimal medium harmony present system
wizard

Activities:

- [Word Play](#)
- [Syllable Match](#)
- [Word Talk](#)

Word of the Week:

Spell the word pollen on syllable frames (pol/len)

- Define the word/discuss the meaning
- Discuss schwa (an unexpected vowel sound) in an unaccented syllable, and how the vowel sound often disappears with schwa.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Additional Word of the Week: bucket (teach in conjunction with/after Day 3 rule is taught)

Spell the word bucket on syllable frames (buck/et).

- Define the word/discuss the meaning.
- Discuss schwa in an unaccented syllable.
- Discuss the /et/ schwa sounds like the word it.
- Discuss digraph and syllable division rules.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.

<ul style="list-style-type: none"> Optional: Have students record the word and a sentence in a word journal or on word wall.
<p>Sound Alike Words: weather/whether father/farther</p> <p><i>Directions:</i></p> <ul style="list-style-type: none"> Hold up flashcards of the two sound alike words and read aloud. Put the word and the definition of each word on the board. Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.
<p>Assessment:</p> <ul style="list-style-type: none"> Pick 10 words from the suggested word lists. Be sure to include words from Day 3 list as well. Dictate the words and have the students record them independently. Dictate 2 sentences. Have students transcribe the sentence. Do not grade on capital and period, but note if missing on assessment. Option to give bonus points for correct capitalization. <ul style="list-style-type: none"> Can you tell me whether or not you like this best? He was fined for biking without a helmet.

Unit 6: Soft -g and -c consonant sounds; Open syllable exceptions with schwa sound
Suggested Timeline: 3 weeks
<p>Overall Rule/Concepts: c- makes the s sound when followed by e, i, or y. g- makes the j when followed by e, i, or y.</p> <p>Students will learn open syllable exceptions in unstressed or unaccented syllables. This schwa occurs with an a at the beginning or end of a word, and with i in the middle syllable. When i is in the middle syllable followed by a consonant, it has a schwa short u or short i sound. When i is in the middle syllable followed by a vowel the i sounds like long e.</p>
<p>Week 1 Focus: Soft -g and -c consonant sounds</p> <p>Lesson Time Frame: Teacher Choice</p>
<p>Introduce Rule/Concept:</p> <p>Explain: c- makes the s sound when followed by e, i, or y. g- makes the j sound when followed by e, i or y.</p> <p>Explain that c and g followed by e,i, and y change their sounds. Using small sound magnet cards build the nonsense words and have students practice identifying whether they hear the hard or soft c/g sound.</p>
<p>Suggested Word List Examples: gem giant stage city cent space game garage cable cupboard</p>

Possible Challenge Words:

apology cycle compliment celebrate cinnamon gigantic galaxy medicine
circus

Activities:

- [Word Talk](#)

Word of the Week: study

*Spell the word **study** on syllable frames (stud/y)*

- Define the word/discuss the meaning.
- Introduce concept: *y as a vowel*
 - Y can be a vowel in open syllables. If a 2 syllable word ends with a long e sound, we use the vowel y to say long e instead of the letter e.
 - Other examples of this: *candy, lazy, crazy, copy*
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Additional Word of the Week (extending the y vowel rule):

*Spell the word **silly** on the board.*

- Define the word/discuss the meaning.
- Review the concept of y as a vowel.
- Introduce extension:
 - Write silly on syllable frames (sil / ly)
 - Y likes to have another letter in the final syllable.
 - If there is a short vowel sound in the first syllable, we often double that consonant to keep the first syllable closed and the vowel short, and still give y a friend in the second syllable.
 - Examples: penny, taffy, bunny fluffy
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on a word wall.

Sound Alike Words: hi / high

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 2 Focus: Schwa in an open syllable with a

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

Remind students that the closed and vowel-consonant-e syllable types have exceptions.

Point out that open syllables usually have a long vowel sound. The exception concerns two vowels: **a** and **i**. Tell students they will learn the exception with **a** today!

Whenever **a** ends or begins a multisyllabic word in an open syllable, instead of a short or long a, it will make the short u sound.

Practice examples: Write the following words on syllable frames: **alone** (a/lone), **amaze** (a/maze), **extra** (ex/tra)

Suggested Word List Examples: extra awake amuse adopt alone amaze
yoga arise awhile aside

Possible Challenge Words: amend delta amusement abandon adult Africa
amendment America alliteration attention

Activities:

- [Word Talk](#)

Word of the Week: abandon

*Spell the word **abandon** on syllable frames (a/ban/don)*

- Define the word/discuss the meaning.
- Discuss the open syllable exception at the beginning of a word.
- Discuss the schwa sound.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word.

Sound Alike Words: by/bye/buy

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 3 Focus: Schwa sound in open multisyllabic words with i

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept: The letter i, in open syllable words, can make the short u, short i, or the long e sound.

Explain that when i is in an unstressed, open syllable, it does not make a long sound, as expected. Instead, it says the **short u** or **short i** sound. ***This usually happens in the middle of a word or when the open syllable is followed by a consonant.***

Write the word **compliment** on three syllable frames (**com/pli/ment**). Discuss the sound i makes in this word. It does not say short i, it says **short u** or **short i**.

**Teacher Note: most students have trouble with accent, stress the position of the i rather than*

the syllable stress.

Write the word **champion** across syllable frames (**cham/pi/on**). Read aloud to students emphasizing the **e** sound in the second syllable. Explain that when the open syllable **i** is followed by a vowel, it sounds like a **long e**.

Continue activity with words from suggested word list.

Suggested Word List Examples:

i followed by a consonant: domino cabinet festival cavity compliment president

i followed by a vowel: piano stadium champion radio Indiana

Possible Challenge Words:

i followed by a consonant: indicate implicate minimum evident candidate

i followed by a vowel: scorpion Philadelphia studio obedient radiate

Activities:

- [X marks the Spot](#)
- [Word Talk](#)

Word of the Week (demonstrating the short i sound in the open syllable): confident

*Spell the word **confident** on syllable frames (con/fi/dent)*

- Define the word/discuss the meaning.
- Discuss the exception to open syllable with the letter i in the middle syllable.
- Discuss the schwa vowel.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Additional Word of the Week (demonstrating the long e sound in the open syllable):

medium

*Spell the word **medium** on syllable frames (me/di/um)*

- Define the word/discuss the meaning.
- Discuss the exception to open syllable when the letter i is followed by another vowel.
- Discuss when long i versus long e.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike Words: oh/owe

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.

- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Assessment:

- Pick 10 words from the suggested word lists. Be sure to include words from each week list. Dictate the words and have the students record them independently.
- Dictate 2 sentences. Have students transcribe the sentence and put a box around the sound alike word. Do not grade on capital and period, but note if missing on assessment. Option to give bonus points for correct capitalization.
 - To my amazement, Jake is swimming confidently like a champion.
 - That poem is by Sandra.

Unit 7: Y and the suffix spelling rule

Suggested Timeline: 1 week

Overall Rule/Concepts:

- 1) When **y** follows a consonant in an open syllable, change the **y** to an **i** when adding **any** suffix. The **i** retains the original sound of the **y**.
- 2) When the suffix begins with **i**, do not change the **y** to an **i**, just add the suffix.

Week 1 Focus: y and the suffix spelling rule

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

Remind students that the letter **y** usually says **long i** in one syllable words and **long e** in two syllable words.

When **y** follows a consonant in an open syllable, change the **y** to an **i** when adding **any** suffix. The **i** retains the original sound of the **y** from the base word.

(ie - Cry → cried : you hear the long i sound in both words. Empty → emptiness: you hear the long e sound in both words).

Practice spelling on dry-erase boards from suggested word list

Have students spell dictated words on their dry-erase boards. Ask the following questions as they write:

1. What is the base word?
2. What is the suffix?
3. What is the whole word?

Ex: **copier**

1. What is the base word? (copy)
1. What is the suffix? (-er)
4. What is the whole word? (copier)

Suggested Base Word List Examples:

nasty copy cozy empty try ugly plenty study silly crazy lady hobby

** Possible suffixes: er, est, es, ment, ed, ing, ly, ness **

Possible Base Challenge Words:

Galaxy academy satisfy battery country monkey employ library butterfly
destroy

** Possible suffixes: er, est, es, ment, ed, ing, ly, ness **

Activities:

- [Word Talk](#)
- [Add the Suffix](#)

Word of the Week: tomato

*Spell the word **tomato** on syllable frames (tom/a/to)*

- Define the word/discuss the meaning
- Introduce concept: *pluralizing words that end in o*
 - Ask students to name the suffixes added to base words that make the baseword plural (-s and -es)
 - Tell students that in words that end in the open syllable y, as well as words that end in the open syllable o, the plural is made with the -es suffix.
 - Add the -es ending to tomato (tomatoes)
 - Explain that the -es is added to words ending with o and makes the /z/ sound.
 - Other examples: *potato, volcano, patio, zero*
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike Words: thrown / throne

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Assessment:

- Pick 10 words from the suggested word list. Dictate the words and have the students record them independently.
- Dictate 2 sentences. Have students transcribe the sentence. Do not grade on capital and period, but note if missing on assessment. Option to give bonus points for correct capitalization.
 - This year, we are studying the planets and galaxies.
 - I tried buying flour so I can bake a cake tomorrow.

Unit 8: Consonant-le syllable type; -tion and -sion sounds
Suggested Timeline: 2 week
<p>Overall Rule/Concepts: <u>Consonant-le syllable type:</u> 1) Always has 3 letters 2) always the last syllable in a multisyllabic word; 3) The e is silent (The e is needed because every syllable has to have at least one vowel) Ex) gobble bugle</p> <p><u>-tion and -sion sounds:</u> -tion (shun) spelling is most likely used after a long vowel -sion (shin) sound will most likely be spelled -sion</p>
<p>Week 1 Focus: Consonant -le syllable type Lesson Time Frame: Teacher Choice</p>
<p>Introduce Rule/Concept: <u>Introduce Consonant-le syllable type:</u> Explain that this syllable type has a very specific pattern and is always the final syllable in a multisyllabic word. The consonant-le syllable type always has 3 letters. Two of those letters are always the same (le).</p> <p>Build word maple using small sound cards. Separate the word into syllables (ma/ple) Ask: "What kind of syllable is the first syllable? (open); What kind of syllable is the second syllable? (consonant-le)". Repeat activity using words from suggested word list.</p>
<p>Suggested Word List Examples: stable gobble cuddle handle example twinkle puzzle rectangle castle able</p> <p>Possible Challenge Words: muzzle fumble thimble grumble scramble gable bristle whistle insoluble ensemble</p>
<p>Activities:</p> <ul style="list-style-type: none"> • Add the suffix • Word Talk
<p>Word of the Week: hustle <i>Spell the word hustle on syllable frames (hus/tle)</i></p> <ul style="list-style-type: none"> • Define the word/discuss the meaning • Introduce concept: <i>-stle endings</i> <ul style="list-style-type: none"> ○ Explain that whenever a word ends with -stle, both the t and the e are silent. The letter l is the only sound in the syllable; the s is considered part of the previous syllable. ○ Other examples: <i>whistle, castle, bristle, thistle, gristle</i> • Use the word in a sentence. • Have student volunteers use the word in a sentence.

- Optional: Have students record the word and a sentence in a word journal or on word.

Sound Alike Words: principle / principal

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 2 Focus: -tion and -sion

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

Both **tion** and **sion** say 'shun' and they are always in the last syllable of a word. **Tion** spelling will most likely be used after a long vowel.

Ex: vacation

Explain sometimes **tion** says 'shin' like in television. Whenever you hear 'shin' sound in the last syllable of a word, it is most likely spelled **tion**.

Ex: television

Practice reading and spelling **-tion** and **-sion** words from the suggested word list.

Suggested Word List Examples:

Location notion nation fiction position rejection infection vision division
television

Possible Challenge Words:

Identification contribution concentration communication revolution innovation
comprehension suspension erosion conclusion

Activities:

- [Word Talk](#)

Word of the Week: expansion

*Spell the word **expansion** on syllable frames (ex/pan/sion)*

- Define the word/discuss the meaning
- Discuss /shun/ and /zhun/.
- Discuss the other spelling for /shun/.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Additional Word of the Week: confusion

*Spell the word **confusion** on syllable frames (con/fu/sion)*

- Define the word/discuss the meaning
- Discuss /zhun/ and that there is not another spelling option.
- Use the word in a sentence.

- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word.

Sound Alike Words: week / weak meet / meat

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Assessment:

- Pick 5 words from the week 1 word list and 5 words from the week 2 word list. Dictate the words and have the students record them independently.
- Dictate 2 sentences. Have students transcribe the sentence. Do not grade on capital and period, but note if missing on assessment. Option to give bonus points for correct capitalization.
 - This week, James is having riding instruction on the saddle.
 - Did I mention I am going to wear that beautiful dress to the mansion?

Unit 9: R-controlled vowels

Suggested Timeline: 3 weeks

Overall Rule/Concepts:

When a vowel is directly followed by the consonant **r**, the **r** controls the vowel. **The vowel sound is not short or long.** (i.e. **car**, **turn**)

When an **r** is doubled in a word, the preceding vowel usually changes to a short sound. (i.e. **carry**)

Ar and **or** say 'er' at the end of multisyllabic words. This means the vowel makes a schwa sound. Ex: beggar doctor flavor

Week 1 Focus: r-controlled vowels

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

When a vowel is directly followed by the consonant **r**, the **r** controls the vowel. **The vowel sound is not short or long.** (i.e. **car**, **turn**)

Review 5 r-controlled vowel sounds. Have students read and create r-controlled words.

ar- car

or- horn

ur- burn

er- her

ir- bird

Suggested Word List Examples:

chart export formula target persist expert insert interact shortcut
cursive

Possible Challenge Words:

nervous awkward inward swerve persistent perfection interaction squirm
disturb harmful

Activities:

- [Spelling Vote](#)

Word of the Week: survive

*Spell the word **survive** on syllable frames (sur/vive)*

- Define the word/discuss the meaning
- Discuss the r-controlled vowel.
- Discuss the v-e syllable (follows rule - not an exception)
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike Words: heard/herd

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 2 Focus: R-controlled Vowel Exceptions

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

When a double **r** appears in a word, the preceding vowel usually changes to a short sound.
(i.e. carry; berry)

Practice reading and spelling r-controlled vowel exceptions from suggested word list.

Suggested Word List Examples:

Carry sorry ferry cherry hurray marry carrot terrific narrate berry

Possible Challenge Words:

Narration surrender territories married cranberry errand terribly currency
curriculum correction

Activities:

- [Word Talk](#)

Word of the Week: surrender

*Spell the word **surrender** on syllable frames (sur/rend/er)*

- Define the word/discuss the meaning
- Discuss the r-controlled vowel exception (double r, so the u makes the short vowel sound)
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word.

Sound Alike Words: berry/ bury

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 3 Focus: r-controlled vowel sound at the end of multisyllabic word

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

Ar and **or** say 'er' at the end of multisyllabic words. This means a schwa replaces the vowel sound preceding the r. Ex: beggar doctor flavor

Practice reading and spelling multisyllabic words ending with r-controlled vowels (ar, or, er) from suggested word list. Have students practice identifying which r-controlled vowel (**ar, or, er**) belongs at the end of the word.

Suggested Word List Examples:

Major factor partner chapter similar popular temper color minor doctor

Possible Challenge Words:

Instructor remember perpendicular muscular legislator splendor scissor
pillar scholar circular

Activities:

- [Word Talk](#)
- Spelling Vote (pg. 383)

Word of the Week: minor

*Spell the word **minor** on syllable frames (mi/nor)*

- Define the word/discuss the meaning.
- Discuss the schwa sound at the end of the word.
- Discuss other ways you could have /ir/ sound at the end of a word (ar, er).
- Use minor in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike Words: warn/worn

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Assessment:

- Pick 10 words from the suggested word lists. Be sure to include words from each week list. Dictate the words and have the students record them independently.
- Dictate 2 sentences. Have students transcribe the sentence. Do not grade on capital and period, but note if missing on assessment. Option to give bonus points for correct capitalization.
 - Have you heard about the termites?
 - We must warn the class about the test.

Unit 10: Vowel Teams

Suggested Timeline: 3 weeks

Overall Rule/Concepts:

Vowel teams are two vowels that work together to make a new or familiar vowel sound. Below is a list of the different vowel teams taught at previous Foundations levels that the students should know:

Vowel Teams: ai, ay, ee, ea, ey, oa, oe, ow, ou, ue, ew, oi, oy, au, aw

New vowel teams that make the long a sound: **eigh, ei, ea** (Ex: eight, vein, steak)

* It is important to note that students learned in previous units that **ea** makes the long e sound (like in the word eat) however; this vowel team can also make the long a sound.

New vowel teams that make the long e sound: **ei** and **ie** (ex: piece, ceiling)

New vowel team that makes the ew sound (like in blew): **ui** (ex. suit)

New vowel team that makes the long i sound: **igh** (ex: light)

Week 1 Focus: New Vowel Teams that Make the Long a Sound

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

Review vowel teams students already know that make the **long a** sound. (ai, ay)

Introduce new vowel teams that make the long a sound using small magnet sound cards: **eigh, ei, ea**

* It is important to note that students learned in previous units that **ea** makes the long e sound (like in the word eat) however; this vowel team can also make the long a sound (like the word

steak).

Build multiple words on the board that use different long a vowel teams. Have students read the word and identify the vowel team within the word.

Suggested Word List Examples:

great break greatly steak weigh eight sleigh vein rein veil

Possible Challenge Words:

neighborhood freighter weightless reindeer eighteen unveil
unbreakable beige feign deign

Activities:

- [Beat the Clock](#)

Word of the Week: vein

Spell the word vein on syllable frames

- Define the word/discuss the meaning.
- Discuss the ei (long a) sound.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Additional Word of the Week: neighbor

Spell the word neighbor on syllable frames (neigh/bor)

- Define the word/discuss the meaning
- Discuss the eigh (long a) sound.
- Discuss /or/ (shwa sound) at the end of the word.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike Words: sail / sale

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 2 Focus: Vowel teams that Make the Long e sound

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

Review vowel teams students already know that make the **long e** sound. (ee, ea, ey)

Introduce new vowel teams that make the long e sound using small magnet sound cards: **ei, ie**

* It is important to note that students learned in previous units that **ei** makes the long a sound (like in the word vein) however; this vowel team can also make the long e sound (like in the word ceiling).

Build multiple words on the board that use different long a vowel teams. Have students read the word and identify the vowel team within the word.

Suggested Word List Examples:

ceiling rookie fierce piece shriek chief perceive receive believe
relieve

Possible Challenge Words:

receipt achieve niece siege genie prairie grievous sieve pierce
deceive

Activities:

- [Beat the Clock](#)

Word of the Week: pleasant

Spell the word **pleasant** on syllable frames (*pleas/ant*)

- Define the word/discuss the meaning
- Introduce concept: *ea can also make the **short e** sound*
 - Some standard vowel teams can make more than one sound. Last week you learned the ea can make the long a sound like “steak”. This week you learned that /ea/ can make the long e sound as in the word “eat. However it can also make a third sound: the short e sound as in the word “bread”.
 - Teach trick for remembering the 3 sounds /ea/ can make: Eat bread and steak!
 - Other examples of words that have /ea/ make the short e sound: *sweat, healthy, wealth, feather.*
- Discuss the schwa sound in the 2nd syllable.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word.

Sound Alike Words: led/lead Break/brake

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Week 3 Focus: Vowel Team ui

Lesson Time Frame: Teacher Choice

Introduce Rule/Concept:

Review vowel teams students already know that make the **ew** sound (u, ue, ew, ou, and oo)

Ex: blue, new, you, tooth, mule

Introduce new vowel teams that make the ew sound using small magnet sound cards: **ui**
Ex: **suit**

Build multiple words on the board that use different ew sound vowel teams. Have students read the word and identify the vowel team within the word.

Suggested Word List Examples:

suit fruit juice cruise bruise recruit suitor juicy fruitful swimsuit ruin

Possible Challenge Words:

suitcase suitable nuisance pursuit acquire guinea penguin tuition quinoa
mosquito

Activities:

- [Word Talk](#)

Word of the Week: delight

*Spell the word **delight** syllable frames (de/light)*

- Define the word/discuss the meaning
- Introduce concept: *igh makes the long I sound*
 - Review other ways students know to make the long I sound (i_e, i [in an open syllable], y [in an open syllable]). Another way to make the long I sound is /igh/ like light.
 - Explain that most often this sound is followed by the letter **t**. Some examples: *night, fight, sight*.
- Use the word in a sentence.
- Have student volunteers use the word in a sentence.
- Optional: Have students record the word and a sentence in a word journal or on word wall.

Sound Alike Words: pail / pale

Directions:

- Hold up flashcards of the two sound alike words and read aloud.
- Put the word and the definition of each word on the board.
- Dictate sentences using each word. Have students identify which version of the word is used in the sentence by writing it on their dry erase tablet.

Assessment:

- Pick words from week's 1, 2, and 3 suggested word lists totalling 10 words. Dictate the words and have the students record them independently.
- Dictate 2 sentences. Have students transcribe the sentence. Do not grade on capital and period, but note if missing on assessment. Option to give bonus points for correct capitalization.
 - This bad weather will not get me down.
 - Did you break this glass vase?