Long a Patterns in Accented Syllables

Objectives
• To identify long a spelling patterns
• To sort and spell words with long a in accented syllables

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 20
- Teacher Resource CD-ROM, Sort 20 and Chasing Butterflies Game
- Student Book, pages 77–80

Introduce/Model  Small Groups
• Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about these words. Then review long a spelling patterns (ai, ay, a_e).
• Read aloud the words in the first column. Explain that the first syllable in each word is accented (spoken with a little more emphasis). Read aloud the words in the third column, stressing the second syllable slightly.
• Have students assist you as you demonstrate how to sort the words. Explain that chocolate is an oddball, because it does not have a long a sound even though the last syllable has a long a pattern.
• Have students read aloud the words in each column and describe how they are alike and different.

Practice the Sort  Independent/Partner
• Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort.
• Have students check and explain their sorts.

Apply  Independent/Partner/Small Groups
• Read aloud the directions on Student Book p. 80. Have students write the words, draw a line between syllables, and underline the accented syllable.
• Game Allow time for students to play Chasing Butterflies, which is on the CD.

Extend the Sort
Vocabulary Word Of the Week:
basement Depending on where you live, students may not understand what a basement is. Draw a diagram of a house, including a basement, and explain its location and typical function.

Alternative Sort: a’s Around
Have students sort the cards according to the long a spelling pattern (ai, ay, a_e). Note that obey will be an oddball since it has the sound of long a but not one of the patterns. Chocolate has a long a pattern, but not the sound.

ELL English Language Learners
Pair English language learners with more proficient English speakers as they complete the sort. Encourage the English language learners to say the word after their partners, and then have students say the word together.

Teacher Tip
To help students recognize the accented syllable in a word, ask them to place a hand under their chin as they say a word from the sort, such as contain. Point out that often their chin will hit their hand when saying an accented syllable.

Syllables and Affixes  205
Long /i/ Patterns in Accented Syllables

Objectives
- To identify long /i/ spelling patterns
- To sort and spell words with long /i/ in accented syllables

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 21
- Teacher Resource CD-ROM, Sort 21 and Balls Abound Game
- Student Book, pages 81–84

Introduce/Model

Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words and review long /i/ spelling patterns (igh, VCe).
- Read aloud the words in the first column. Explain that when these words are spoken, the emphasis is on the first syllable. Read aloud the words in the third column. Guide students to notice that the accent is on the second syllable in these words.
- Demonstrate how to sort the words. Explain that favorite, forgive, and machine are oddballs, because they do not have a long /i/ sound even though the last syllables have a long /i/ pattern.
- Have students read aloud the words in each column and describe how they are alike and different.

Practice the Sort

Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort according to which syllable has the long /i/ sound.
- Have students check and explain their sorts.

Apply

Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 84. Have students write the words, draw a line between the syllables, and underline the accented syllable.
- Game Allow time for students to play Balls Abound, which is on the CD.

Extend the Sort

Vocabulary Word of the Week:
advice Tell students that advice is an opinion about what should be done. Give examples, such as “Always wash your hands before you eat.” Encourage students to share advice. Ask them to begin by saying, “I give you this advice: __________.”

Alternative Sort: The i’s Have It
Have students sort the cards according to the long /i/ spelling pattern (igh, i_e). Note that favorite, forgive, and machine are oddballs, because they do not contain the long /i/ sound.

ELL English Language Learners
Review the cards by having students repeat each word after you. To practice language skills, give each student one or two cards and have them create sentences using the words on their cards.

Teacher Tip
Encourage students to re-sort the cards according to words that are compound words (driveway) and words that contain a base word (slightly). Remind students that compound words are made up of two words. Base words have an ending, but the ending cannot stand alone as a word.
Long o Patterns in Accented Syllables

Objectives
- To identify long o spelling patterns
- To sort and spell words with long o in accented syllables

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 22
- Teacher Resource CD-ROM, Sort 22 and Post Your Letter Game
- Student Book, pages 85–88

Extend the Sort

Vocabulary
Word of the Week: erode
Erode Explain that erode is a verb. Erode means “to wear away.” If time permits, conduct simple experiments to help convey the meaning of erode. For example, you might have students build a “mountain” with sand and then blow through a straw from a few feet away to simulate wind eroding the mountain.

Alternative Sort: Oh, I Know
Have students sort the cards according to the long o spelling pattern (o, oa, o_e). Note that bureau and Europe are oddball words.

ELL English Language Learners
Say each word aloud, and demonstrate how to clap the syllables for each word. Clap each accented syllable with more force. Invite students to repeat the words, clapping the syllables for each.

Teacher Tip
When students complete the sort, ask them to divide each word into syllables. Then have them underline the long o spelling pattern in each word. This helps learners cement their knowledge of long o patterns in accented syllables.

Introduce/Model
Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about these words. Then review long o spelling patterns (o, oa, o_e).
- Read words from both the first column and the third column. Guide students to identify which syllable is accented and contains the long o sound.
- Have students assist you as you demonstrate how to sort the words. Explain that bureau and Europe are oddballs. The long o in bureau is not in the accented syllable, and Europe has a long o spelling pattern, but not a long o sound. Have students find three words whose base word is lone.
- Have students read aloud the words in each column and describe how the words are alike and how they are different.

Practice the Sort
Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort.
- Have students check and explain their sorts.

Apply
Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 88. Have students write each word in the column that shows its vowel pattern, draw a line between its syllables, and underline the accented syllable.
- Game Allow time for students to play Post Your Letter, which is on the CD.
Objectives
- To identify long u spelling patterns
- To sort and spell words with long u in accented syllables

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 23
- Teacher Resource CD-ROM, Sort 23 and Category Match Game
- Student Book, pages 89–92

Introduce/Model
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about these word. Then review long u spelling patterns (oo, u_e).
- Read words from the first two categories. Guide students to identify which syllable is accented and contains the long u sound.
- Have students assist you as you demonstrate how to sort the words. Explain that beauty, Tuesday, and cougar are oddballs, because they have the long u sound but not a long u spelling pattern.
- Have students read aloud the words in each column and describe how they are alike and different.

Practice the Sort
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort.
- Have students check and explain their sorts.

Apply
- Read aloud the directions on Student Book p. 92. Have students write the words, draw a line between the syllables, and underline the accented syllables.
- Game Allow time for students to play Category Match, which is on the CD.

Extend the Sort

Vocabulary Word of the Week:

conclude Explain that conclude is a verb. The word can mean “to reach an end” or “to infer.” Have students revisit the completed sort and make conclusions, or generalizations, about the words in each column. For example, students can conclude that the stressed syllable usually contains the long u sound. Encourage students to use the word conclude in their generalizations: “I conclude that _____."

Alternative Sort: Useful u’s
Have students sort the cards according to the long u spelling pattern (oo, u_e). Note that Tuesday, beauty, and cougar are oddball words.

Teacher Tip
For practice or informal assessment, say the words in the sort aloud. Have students stand up when they hear words in which the first syllable contains the long u sound and sit down when they hear words in which the second syllable contains the long u sound.
Short and Long e Patterns in Accented Syllables

Objectives
- To identify short and long e spelling patterns
- To sort and spell words with short and long e in accented syllables

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 24
- Teacher Resource CD-ROM, Sort 24 and Ready Answers Game
- Student Book, pages 93–96

Introduce/Model

Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words. Guide students to see that the words have both long and short e sounds. Review long e spelling patterns (ee, ea) and the short e spelling pattern ea.
- Have students assist you as you demonstrate how to sort the words by long and short e sounds in accented syllables.
- As students read aloud the words in each category, help them understand that the vowel sound is clearly heard in the stressed syllable of each word.
- Have students read aloud the words in each column and describe how the words are alike and how they are different.

Practice the Sort

Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort.
- Have students check and explain their sorts.

Apply

Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 96. Have students write each word in the column that shows its vowel pattern and sound, draw a line between its syllables, and underline its accented syllable.
- Game Allow time for students to play Ready Answers, which is on the CD.

Extend the Sort

Vocabulary Word of the Week:
compete Use the sports section of a newspaper to help illustrate the word compete. Write compete and then read a brief article describing the results of a sporting event. Students can describe the people or teams competing.

Alternative Sort: Pattern and Sound
Have students sort the cards according to spelling patterns and sounds. Have students create their own headings and complete the sort independently. Possible headings include: needle, compete, season, feather.

ELL English Language Learners
Review the words with students. Have them pronounce each word to be sure they are stressing the correct syllables. Review the sounds of short and long e.

Teacher Tip
Some students may benefit from completing the sort in two steps. First, encourage students to sort the word cards according to short e or long e. Then have them examine the long e words and sort them according to the syllable containing the long e sound.
**Extend the Sort**

**Vocabulary Word of the Week:**
**remote**  Write the sentence *There is a remote chance of that happening.* Discuss how, in this case, *remote* means “slight” as in “unlikely.” Then have partners work together to think of events with remote chances of happening, such as winning the lottery or vacationing on the moon.

**Alternative Sort: Vowel Sort**
Encourage students to re-sort the words according to which long vowel sound each one has. Remind students that a long vowel sound may have more than one spelling.

**ELL English Language Learners**
Have students repeat each word after you. Use pictures, gestures, and examples to help students learn the meanings of the words. Have them choose one word they find difficult and draw a picture and write a sentence using the word.

**Teacher Tip**
Say the sort words aloud and have students clap once if the first syllable is accented and twice if the second syllable is accented. If students are having difficulty identifying the accented syllable, suggest they rest a hand lightly under their chin. Explain that the chin descends more for the accented syllable.
Objectives
- To identify two-syllable words with the ambiguous vowel patterns oy, oi, ou, and ow
- To sort and spell two-syllable words with the ambiguous vowel patterns oy, oi, ou, and ow

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 26
- Teacher Resource CD-ROM, Sort 26 and Four Down Game
- Student Book, pages 101–104

Introduce/Model Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about each of the words.
- Start the sort according to the location of the ambiguous vowel pattern. Ask students what they notice about the vowel pattern in the accented syllable in each word.
- Point out that there are four different vowel patterns included under the first header and four under the second.
- Display the headers oi/oy and ou/ow below 1st Syllable and 2nd Syllable. Have students assist you as you complete the sort according to the accented syllable and vowel pattern.

Practice the Sort Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according to the vowel patterns and in which syllable it is.
- Have students check and explain their sorts.

Apply Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 104. Have students write words that contain the vowel patterns oy, oi, ou, and ow in the appropriate columns, circle the vowel pair within each word, and use two words in sentences.
- Game Allow time for students to play Four Down, which is on the CD.

Extend the Sort
- Vocabulary
  - Word of the Week: counter Ask students if they know the meaning of the word counter. Students will likely suggest that counter means “a flat surface used to prepare or serve things” or “someone or something that counts.” Provide a sentence that uses a third meaning of counter: “to oppose or act against,” such as He countered my idea with one of his own. Help students figure out the meaning from context.

Alternative Sort: Speed Sort
- Have students time themselves as they sort the words by vowel pattern and syllable. Then have students repeat the sort a few times, trying to complete it faster each time.

ELL English Language Learners
- Point out that the spelling pattern ou has three sounds: /aw/, as in bought, cough, and fought, /u/ as in rough and tough, and /ou/ as in house and ground. Explain that students must memorize which sound the spelling pattern has in each word. Write ou words in columns according to their sounds.
Objectives

- To identify two-syllable words with the ambiguous vowel patterns au, aw, and al
- To sort and spell two-syllable words with the ambiguous vowel patterns au, aw, and al

Materials for Syllables and Affixes

- Whiteboard Activities DVD-ROM, Sort 27
- Teacher Resource CD-ROM, Sort 27 and Vowel Pattern Match Game
- Student Book, pages 105–108

Introduce/Model

- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about each of the words.
- Explain to students that the target vowel patterns have different spellings but the same sound. Display the headers and have the students assist you as you complete the sort according to the vowel pattern.
- Encourage discussion about the different ways to spell the same sound. Talk about the oddballs and point out the correct spelling of all right.
- Have students read aloud the words and describe how the words in each group are alike.

Practice the Sort

- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according to the vowel patterns.
- Have students check and explain their sorts.

Apply

- Read aloud the directions on Student Book p. 108. Have students write words that contain the listed vowel pattern in the appropriate column, draw a line between the syllables, underline the accented syllables, and use three words in sentences.
- Game Allow time for students to play Vowel Pattern Match, which is on the CD.

Extend the Sort

Vocabulary Word of the Week:

awesome Explain that something that is awesome makes a person feel fear, wonder, or respect. Give students practice associating newly learned words with contexts and activities from their own experiences. Ask students to write a description of something they saw that was awesome, explaining why it made them feel fear, wonder, or respect.

ELL English Language Learners

Spanish speakers may need extra practice to associate the vowel pattern au with the English sound /au/. To help them learn English letter-sound correspondences, write the word pairs couch/caught, pouch/pause, loud/laud, house/haunch, sound/sauce, and tout/taut. Introduce the words and their meanings, and then have students practice reading the pairs aloud.

Teacher Tip

You may wish to explain that the letter pairs aw and al are considered vowel patterns because the consonants affect the vowel sounds. Use word pairs such as gnat/gnaw, fan/fawn, pan/pawn, hat/halt, mat/malt, and sat/salt to explore how w and l change the vowel sound.
Extend the Week: harvest

Have students use a dictionary to find out what parts of speech the word *harvest* can be. Challenge students to say or write sentences that use *harvest* as a noun, as a verb, and as an adjective.

Alternative Sort: Compound Words

When students have completed the sort, ask them to identify the compound words from the sort (*haircut, airplane, barefoot*). Then challenge them to brainstorm more compound words for *air, hair, and foot*.

**ELL English Language Learners**

The English pronunciation of *r* differs from that in most other languages. This makes pronunciation of *r*-influenced vowels challenging for English language learners. Have these students listen to English speakers pronounce simple words with *r*-influenced vowels, such as *arm, cart, farm, and lark*. Encourage students to echo their classmates.

**Teacher Tip**

When students do the Alternative Sort, suggest that they use a dictionary both to check the spellings of words they brainstorm and to find additional words.

---

**Objectives**
- To identify the two sounds of *r*-influenced *a* and the patterns associated with them
- To sort and spell words containing *r*-influenced *a*

**Materials for Syllables and Affixes**
- Whiteboard Activities DVD-ROM, Sort 28
- Teacher Resource CD-ROM, Sort 28 and Spin and Win Game
- Student Book, pages 109–112

**Introduce/Model** **Small Groups**

- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about each of the words.
- Sort the words first by vowel sound—either the *ar* sound as in *garden* or long *a* as in *airplane* or *compare*.
- Help students notice that *r*-influenced short *a* is always a CVCC pattern, whereas the *r*-influenced long *a* is either a VVC or CVe pattern.
- Display the headers and have students assist you as you complete the sort according to the vowel sound and syllable in which the *r*-influenced *a* appears.

**Practice the Sort** **Independent/Partner**

- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according to whether the *r*-influenced *a* is in the first syllable or the second syllable.
- Have students check and explain their sorts.

**Apply** **Independent/Partner/Small Groups**

- Read aloud the directions on Student Book p. 112. Have students write words that contain the *r*-influenced *a* in the first or second syllable in the appropriate column and use three words in sentences.
- Game Allow time for students to play Spin and Win, which is on the CD.
Objectives
- To identify words with r-influenced o and the patterns associated with them
- To sort and spell words containing r-influenced o

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 29
- Teacher Resource CD-ROM, Sort 29 and Firefly Chorus Game
- Student Book, pages 113–116

Introduce/Model
Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about each of the words.
- Display the headers and have students assist you as you complete the sort according to whether the r-influenced o is heard in the first or second syllable.
- Guide students to see that regardless of the spelling (or or ore), the sound is always the same (except with oddballs). Help them see that the oddball sorry has the spelling pattern but an unexpected sound, and the oddball reward has a different spelling pattern but the same sound as other typical r-influenced o words.
- Have students read aloud the words in each column and describe how they are alike and different.

Practice the Sort
Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort.
- Have students check and explain their sorts

Apply
Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 116. Have students write the words with r-influenced o in the appropriate column. Then have students choose three words to use in sentences.
- Game: Allow time for students to play Firefly Chorus, which is on the CD.

Extend the Sort
Vocabulary Word of the Week:
reward Have students define reward ("something valuable that is given to someone for doing something good"). Then have students make a poster offering a reward for a lost item or pet. Instruct them to choose an item that is valuable to them—either real or imaginary—and to choose a reward that they think is appropriate. Tell students to be sure to include all necessary information on the poster, including how to collect the reward.

ELL English Language Learners
Use pictures and movement to help English language learners learn the meanings of the sort words. Then ask students questions that require them to choose between two sort words. For example, say "Is a person who sells flowers a florist or forest?" Suggest memory aids, such as pointing out that flower and florist both begin with fl.

Teacher Tip
Draw students’ attention to the first sound in chorus, which has the sound of hard c rather than the more familiar /ch/.

214 Syllables and Affixes
Words With \( w \) or \( /w/ \) Before the Vowel

**Objectives**
- To identify vowels that are influenced by \( w \) or \( /w/ \)
- To sort and spell words containing \( w \) or \( /w/ \) before the vowel

**Materials for Syllables and Affixes**
- Whiteboard Activities DVD-ROM, Sort 30
- Teacher Resource CD-ROM, Sort 30 and Four Down Game
- Student Book, pages 117–120

**Introduce/Model**

**Small Groups**
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about each of the words.
- Explain to students that all the words have the \( /w/ \) sound, even those spelled with \( qu \), as in quarter. Display the headers and have students assist you as you complete the sort according to the vowel and sound pattern.
- Guide students to notice that the \( w \) exerts influence on the vowel that follows it. For example, in warmth, the ar sounds like \( /or/ \), and in worker, the or sounds like \( /er/ \). Help students to see that in watch, what would normally be a short a is instead a broad a.
- Have students read aloud the words in each column and describe how the words are alike and how they are different.

**Practice the Sort**

**Independent/Partner**
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort.
- Have students check and explain their sorts.

**Apply**

**Independent/Partner/Small Groups**
- Read aloud the directions on Student Book p. 120. Have students write the words that contain \( w \) or the \( /w/ \) sound before the vowel in the appropriate column. Then have students choose three words to use in sentences.
- **Game** Allow time for students to play Four Down, which is on the CD.

**Extend the Sort**

**Vocabulary Word Of the Week:**

**squabble** Write squabble, quarrel, argue, bicker, and other synonyms for these words. Then have groups work together to fill in graphic organizers that organize the words from lowest to highest (mildest kinds of fights/discussions on the left and most serious fights/disagreements on the right).

**ELL English Language Learners**
The letter \( w \) is rare in Spanish, occurring only in words borrowed from other languages. In addition, when the letter pair \( qu \) appears in Spanish, the \( u \) is silent rather than having the \( /w/ \) sound as in English. For these reasons, Spanish speakers may need extra practice to associate \( w \) and \( qu \) with the \( /w/ \) sound. Write words such as wade, wag, wall, web, win, quick, quack, and quit, and have students read them aloud after you.

**Teacher Tip**
Point out to students that some people speak English with different accents and that for this reason, not everyone pronounces words or their vowels in exactly the same way. Have students listen carefully for variations as several volunteers say aloud the same word, such as warrior. Point out that a range of pronunciations is considered acceptable.

**Syllables and Affixes 215**

<table>
<thead>
<tr>
<th>Words</th>
<th>/war/</th>
<th>/wor/</th>
<th>/wa/</th>
</tr>
</thead>
<tbody>
<tr>
<td>wardrobe</td>
<td>worse</td>
<td>wander</td>
<td></td>
</tr>
<tr>
<td>warning</td>
<td>world</td>
<td>squat</td>
<td></td>
</tr>
<tr>
<td>warden</td>
<td>worry</td>
<td>squash</td>
<td></td>
</tr>
<tr>
<td>warrior</td>
<td>worthy</td>
<td>squish</td>
<td></td>
</tr>
<tr>
<td>quarter</td>
<td>worship</td>
<td>squabble</td>
<td></td>
</tr>
<tr>
<td>quarrel</td>
<td>worthwhile</td>
<td>squad</td>
<td></td>
</tr>
<tr>
<td>swarm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dwarf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>backward</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objectives
- To identify spelling patterns for /ər/
- To sort and spell words containing /ər/ spelled er, ir, and ur in first syllables

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 31
- Teacher Resource CD-ROM, Sort 31 and Hurry Along! Game
- Student Book, pages 121–124

Introduce/Model 
Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about each of the words.
- Display the headers and have the students assist you as you complete the sort according to the spelling patterns.
- Guide students to understand that all the words have the same sound but different spellings: er, ir, and ur. Encourage students to discuss how the words are alike and different.
- Explain how the oddballs have one of the spelling patterns but different sounds.

Practice the Sort 
Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according to the spelling pattern.
- Have students check and explain their sorts.

Apply 
Independent/Partner
- Read aloud the directions on Student Book p. 124. Have students write the words that contain er, ir, and ur in the first syllable in the appropriate column. Then have the students choose three words to use in sentences.
- Game Allow time for students to play Hurry Along!, which is on the CD.

216 Syllables and Affixes
/ər/ and r-Influenced è Spelled er, ear, ere, eer in Accented Syllables

Objectives
• To identify /ər/ and r-influenced è spelling patterns
• To sort and spell words with er, ear, ere, and eer

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 32
- Teacher Resource CD-ROM, Sort 32 and Word Search Game
- Student Book, pages 125–128

Introduce/Model
• Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about each of the words.
• Separate the /ər/ words into two categories (er and ear), and the r-influenced è words into three categories (ear, ere, and eer). Display the headers and have students assist you in completing the sort.
• Guide students to hear how the r influences, or affects, the sounds of e in different spellings within accented syllables.
• Have students read aloud the words in each column and describe how the words are alike and how they are different.

Practice the Sort
• Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according to the r-influenced è pattern they contain. Encourage students to point out the target spelling patterns and accented syllables.
• Have students check and explain their sorts.

Apply
• Read aloud the directions on Student Book p. 128. Have students write the words that contain /ər/ and r-influenced è on the lines and then choose two words to use in sentences.
• Game Allow time for students to play Word Search, which is on the CD.

 Extend the Sort

Vocabulary
Word of the Week: hermit
Ask if students have ever seen a hermit crab and, if so, to describe what it looks like and how it behaves. Discuss how a hermit crab has a shell in which it can hide. Help students to figure out from this that a hermit is someone who hides in some way and only comes out when it is safe. Have students use a dictionary to find out which language the word hermit comes from and the word’s original meaning (Greek, “uninhabited”).

ELL English Language Learners
Ensure that students are correctly stressing syllables in addition to pronouncing the sounds correctly. Lead them in asking several questions and answering with sentences to demonstrate usage, (What can adhere to paper? Tape can adhere to paper.)

Monitor Progress
Spell Check 4