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# Notes to the Teacher:

## Spelling and Reading

- The Spelling and Reading section of each lesson is set up to have the student spell the words first and then read them from a clean copy after his words have been checked and corrected. If it is helpful to your student, reverse the order of the exercise and allow the student to read the word list first and then spell the words.
- The word list progressively becomes longer throughout the units to provide words for extra practice. We recommend that the student spells a minimum of ten words per lesson. If this amount seems overwhelming to the student, work with words in tactile ways instead of on paper. See page 39, *Teacher Training Book*, under “Auditory Drill” for creative materials to do finger-spelling, or page 40 under “Reading and Spelling Additional Ideas” for other ways to work with words.


## Letter Tiles

- The use of letter tiles is not included in the daily exercises of Units 2-6 of Phonics Foundations. If it is helpful to your student, provide a multisensory component to spelling and syllabifying words by preparing a set of tiles (see page 46, *Teacher Training Book*).

## Story Background

- The stories to be read aloud are found in the *Student Book*. Some students may find the contrasting black text and white background difficult to read. If it is helpful to your student, copy the stories on cream or pastel colored paper before asking him to read them.

## Student Book

- A book of student worksheets is included for Unit 6. The icon  in the Teacher’s Guide or on an Instruction Card indicates that the activity described requires a worksheet in the *Student Book*. Use the Extra Practice Worksheets in the *Student Book* as needed.

## Rule Review Cards

- In Unit 6, the student learns rules that help him spell difficult words. Daily review of these rules and catchphrases using the small Rule Review Cards is recommended. A reminder is found at the end of each drill and review section of the lessons.

## Drill and Review

- All sounds from Units 2-5 should be reviewed in Unit 6. The student card numbers for the review will be listed in each lesson. However, to keep the deck of cards manageable, omit sounds the student has mastered as you continue to add new cards to the student deck. Do not drop vowel cards.

## Grammar Drill

- Add an extra dimension for advanced students whenever possible by incorporating exercises and drills that build grammar skills into daily spelling and reading exercises. Ideas for grammar review and practice for advanced students are found on page 173 of this Teacher’s Guide.

Phonics Foundations | Christian Light Reading

# Unstressed Vowels and Advanced Digraphs

Unit 6



# Unit 6

## Phonemes and Red Words

Lesson:	Skill:	Red Word:
6:1	Schwa Sound	blood, flood
6:2	Schwa Syllable	about, company
6:3	Vowel Team <i>ei</i>	height, foreign
6:4	Vowel Team <i>ey</i>	goes, journey
6:5	Vowel Teams <i>ue, ui</i>	guess, guest
6:6	Vowel Teams <i>eu, ew</i>	lose, view
6:7	Vowel Team <i>ea /e/</i>	city, ocean
6:8	Vowel Team <i>ou /ə/</i>	doubt, route
6:9	Vowel Teams <i>ough, ough</i>	cough, through
6:10	Silent Letters <i>gn, kn</i>	ago, sign
6:11	Silent Letters <i>mb, mn</i>	shoe, sugar
6:12	Silent Letters <i>gh, wr</i>	wore, worn
6:13	Advanced Digraph <i>ch /k/</i>	machine
6:14	Suffixes <i>-y, -ly</i>	another, false
6:15	Suffixes <i>-able, -ible</i>	calf, wolf
6:16	Suffixes <i>-ive, -ous</i>	honest, honor
6:17	Prefix <i>inter-</i>	debt, none
6:18	Prefixes <i>sub-, super-</i>	usual, because
6:19	Prefixes <i>over-, under-</i>	floor
6:20	Word Endings <i>-sion, -tion</i>	truth
6:21	Word Endings <i>-cian, -ian, -tian</i>	guard, guy
6:22	Word Endings <i>-ture, -ure</i>	island
6:23	Word Endings <i>-cial, -tial</i>	study
6:24	Word Endings <i>-cious, -tious</i>	else
6:25	Word Endings <i>-gue, -que</i>	Arctic

# Lesson 1: Schwa Sound

## Lesson Preparation

- Flash cards for today's lesson (T70, S1-S147)
- Supplies needed for schwa activity on page 4
- Red Word supplies: blood, flood
- *Student Book* pages 1-9
- Items for additional activities if needed

## Drill and Review

Student Cards 1-147

- ▣ IC: 1 Visual: Follow Instruction Card 1 for the visual review drill.
- ▣ IC: 2 Auditory: Follow Instruction Card 2 for the auditory review drill.
- ▣ IC: 3 Blending: Follow Instruction Card 3 for the blending review drill.

Rule Review: Review any rules the student has difficulty remembering, using Rule Review Cards (R1-25).

Note: All sounds from Units 2-5 should be reviewed in Unit 6. However, to keep the deck of cards manageable, omit sounds the student has mastered as you continue to add new cards to the student deck. *Do not drop vowel cards.*

Reminders for Unit 6 drill and review:

- Occasionally return omitted cards for review.
- Keep add-in cards nearby (*Electric E, prefixes, suffixes*).
- When \_LE cards are in the third stack, the vowel in the first syllable will always be long (*table, Bible*); \_LE cards can be used as add-in cards, making the first syllable short (*handle, crumble*).
- When vowel teams *oe* or *ee* are in the middle stack, occasionally cover the third card to show these teams can be found in the middle or at the end of a word (*toe, toes; fee, feet*).



## Introduction of New Concept

Schwa Sound

**Review** Stressed and unstressed syllables: (See Unit 5, Lesson 15).

Review the difference between stressed and unstressed syllables. The vowel sound in a stressed syllable is said in a longer, louder, or higher voice than the vowel sound in other syllables in the word.

Pronounce the words and ask the student to count the syllables in each word and determine which syllable is stressed: **adapt**, **attraction**, **basic**, **lazy**, **logical**, **receive**, **Rebecca**, **adoption**.

**Concept introduction** In an unstressed syllable, the vowel often makes the sound /ə/. This muffled /ə/ is known as the schwa sound and is the most common vowel sound in the English language. A good way to remember the schwa sound and symbol is to think of it as a lazy *e* that is resting. (Schwa card T70).

Write words on the board that contain the schwa sound in an unstressed syllable. Over-pronounce each vowel sound to show the way the word would sound with the vowel making its normal sound and then pronounce it again, using the schwa sound. Notice that any vowel can become “lazy” and make the sound of schwa. Example: /a māz/ /ə māz/

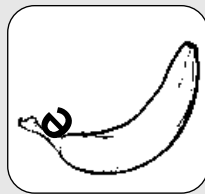
Practice words: *amaze, carpet, family, bottom, porcupine.*

If needed, pause while student completes Extra Practice 1 (see *Student Book*, page 6).

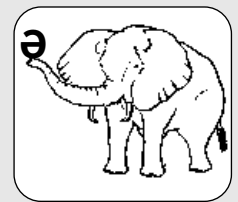
**Flash card introduction** *Teacher card:* Schwa card (T70).

*Student card:* None

**Multisensory activity** Schwa Pictionary:



Draw a picture of a word that has the sound of schwa. Write the word and have the student determine which vowel is being lazy. Ask him to write the schwa symbol somewhere in the picture showing where it is resting. Ideas: schwa napping in an animal’s ear, schwa napping on top of a banana, schwa on top of a soda can, schwa on an elephant’s trunk, schwa with a balloon, schwa resting near a telephone.



**Story introduction** Explain to the student that language changes over time. Tell the student you will read a short story that will help him understand the history of language.

*Note: If the story does not hold the student’s interest, pick out the parts he can understand and discuss it briefly with him.*

**Read** Long, long ago a group of people called the Anglo-Saxons lived and ruled the British Isles (point out the British Isles on a globe or map). They spoke a German-like language that had some similarities to English. It was called Old English. In Old English, every letter matched a certain sound. Old English words were much simpler to read and spell than English words today.

In time, the French Normans moved in, and these new French languages changed the English language. The words people said and how they wrote them became mixed with French ways of saying things. The way people said the words and how they wrote them no longer matched sound for sound. Reading and spelling became a bit confusing.

The frequent /ə/ sound is an example of one of the changes that happened from Old English to Modern English. As the sounds became less distinctly and clearly pronounced, the vowel

sounds lost their unique sounds. Eventually any vowel in an unstressed syllable could say /ə/. In fact, when a vowel says /ə/ between two syllables today, we often drop the sound altogether. (Examples: *choc-o-late* = *choc-late*, *sep-a-rate* = *sep-rate*; *cam-er-a* = *cam-ra*.)

**After the story** Ask the following questions:

1. What group of people moved in and caused the English language to change?
2. What is one thing that is different about speaking Old English and Modern English?
3. In what type of syllables do you hear the schwa sound?
4. What are two ways you could say the following words: *chocolate*, *separate*, *camera*?

## Spelling and Reading

Reading and writing are reciprocal processes. As the student becomes proficient in reading and spelling, he should learn to write his own words, sentences, paragraphs, and essays. In Unit 6, additional writing activities will be suggested in the Spelling and Reading part of each lesson. These will be added in the Additional Activities section. Use your discretion as to how much writing your student can do without becoming frustrated.

Tell the student to create four columns on his paper and label each with *a*, *e*, *i*, and *o*. Dictate the word lists by columns, so the student knows which vowel is making the schwa sound. Ask the student to mark the schwa vowel by either writing the upside-down *e* above the vowel or marking the vowel with a highlighter or crayon.

▣ IC: 5 Follow Instruction Card 5 for finger-tapping and word dictation.

alike	benefit	president	bottom
about	carpet	pupil	custom
Alaska	enemy	family	ribbon
soda	taken	tennis	offend
alone	item	tonsil	bacon

Optional activity for advanced student—after reading and spelling the words, ask the student to:

1. Underline all the nouns in the word list.
2. Choose two words and write a sentence.

▣ IC: 6 Follow Instruction Card 6 for syllable-pounding and sentence dictation.

Beth is home alone today.

He drank a soda to keep himself awake.

Bob was playing tennis on Friday.

The coach gave him a blue ribbon.

Jim was on his way to Alaska.

She had her tonsils taken out.



**Red Words****New words: blood, flood**

☐ IC: 9 Follow Instruction Card 9 for red word reading and spelling review.

☐ IC: 8 Follow Instruction Card 8 to introduce the new word.

Dictation sentences:

Dad donates blood twice a year.

The river will flood if there is a lot of rain.

**Oral Reading**

☐ IC: 10 Check Instruction Card 10 for oral reading instructions and ideas.

“Aladdin and the Wonderful Lamp” is an excerpt from an Arabian folktale. Folktales are stories that were passed down orally from generation to generation. Often a folktale includes a bit of truth or wisdom that addresses a cultural need. As you read the story, think about what problem the story addresses.

**Aladdin and the Wonderful Lamp**

There once lived a poor tailor, who had a son called Aladdin. Aladdin was a careless, idle boy who would do nothing but play all day long in the streets with little idle boys like himself. This so grieved his father that he died; yet, in spite of his mother’s tears and prayers, Aladdin did not mend his ways.

One day, when Aladdin was playing in the streets as usual, a stranger asked him his age and if he was not the son of Mustapha the tailor. “I am, sir,” replied Aladdin, “but he died a long while ago.”

*Adapted from The Thousand and One Nights*

**Comprehension Questions**

Ask a variety of questions to evaluate the student’s comprehension skills. Guide them to correct answers if they are unable to answer them on their own.

1. Vocabulary: What is a tailor? How does someone behave who is idle?
2. Direct recall: What character traits grieved Aladdin’s father?
3. Sequencing: What happened because of Aladdin’s behavior?
4. Inference: What do you know about Aladdin’s mother’s personality?
5. Main idea: What is the story about so far?
6. Predict: What do you think happened next in the story?

Ask the student to complete the comprehension exercise (see page 2, *Student Book*).

**Circle the letter of the answer to each question.**

- Who is the story mainly about?  
 a. The tailor      b. Mother       c. Aladdin      d. Mustapha
- What type of boy was Aladdin?  
 a. hardworking      b. obedient      c. kind       d. idle
- What problem might the story be written to address?  
 a. laziness      b. kindness      c. sadness      d. happiness

## Student Assessment and Fluency Drills

Complete Teacher’s Daily Preparation and Assessment Record. If the student demonstrates weakness on today’s skill, see teaching tips for drill and practice (see pages 39–45, *Teacher Training Book*).

Rapid recognition of common syllables and spelling patterns in multisyllabic words significantly influences reading fluency. Use the following fluency drills daily, or as needed.

**High-frequency Syllable Drill:** The syllables on these charts include all syllable types, long vowel units, and prefixes and suffixes from Units 3–5. Time the student to see how many high-frequency syllables he can read per minute (or any set time). Reading without hesitation is more important than speed. Set a tailored, reasonable goal for each student. For example, one student may read 30 syllables per minute, but another may only read 20. Advance to a new chart as the student meets his goal (see pages 252–256, *Student Book*). Track progress by recording the date and syllables per minute for each student (see page 251, *Student Book*).

**Word Drill:** The words on these charts match the Spelling and Reading dictation lists for each lesson (see page 5, *Student Book*). The student should practice and read the words at some point throughout the lesson. Note that it may be helpful to send home a copy of the Word Chart for extra practice. For example, have the student practice the Lesson 1 chart and then do the speed drill for Lesson 1 as a review the following day before starting Lesson 2.

Allow the student time to underline or color-code the new phoneme or concept for the lesson and practice reading words. When he is ready, time the student to see how many words he can read per minute. Adjust the time or goal for each student as needed. Remember that it is more important for a student to read words smoothly than quickly. If possible, the student should read 30 words per minute.

- Complete the Syllable Drill and record progress (see pages 252–256, *Student Book*).
- Complete the Word Drill and assign extra practice as needed (see page 5, *Student Book*).

alike	benefit	president	bottom	about
carpet	pupil	custom	Alaska	enemy
family	ribbon	soda	taken	tennis
offend	alone	item	tonsil	bacon
open	season	ticket	April	London
banana	children	raisin	pilot	kingdom

## Additional Activities

- Listed in this section are suggestions for additional activities to keep lessons interesting and focused.



### Unit 6 Student Book:

- Extra Practice 1: New Concept: Draw lines to divide each word into syllables. Highlight the stressed syllable, and then write the schwa symbol above the lazy vowel in any unstressed syllable.
- Extra Practice 2: Read each word. Highlight the schwa *a* in each word. Cut and paste or write each word in the proper column.
- Extra Practice 3: Highlight the schwa vowel in each word. Write the word that matches each description.

Unit 6 | Lesson 1 | Extra Practice 1: New Concept

### Schwa Sound

ǎlike	benĕfit
presĭdĕnt	problĕm
ǎmaze	ǎlone
ĭtĕm	ton sĭl
balcŏn	carpĕt
ǎpĕn	bǎnanǎ
cusĭtŏm	decĕnt
canŏpy	kingdŏm
enchanted	pellĭcǎn
conjŭgate	porcupĭne

6

Unit 6 | Lesson 1 | Extra Practice 2

### Schwa Sound

Beginning Schwa	Ending Schwa	Both Vowels Schwa
abolish	camera	Alaska
along	panda	arena
adopt	armada	aroma
adult	cobra	agenda
amiss	tuna	Amanda
alone	coma	banana

abolish	panda	armada
Alaska	cobra	adopt
along	Amanda	alone
arena	banana	agenda
aroma	adult	coma
camera	tuna	amiss

7

Unit 6 | Lesson 1 | Extra Practice 3

### Schwa Sound

**Highlight the schwa vowel in each word, then write the word that matches each description.**

Africa	allow	amazed	pentagon
son	mother	annoying	afloat
When you are on the top of the water, you are . . .		<b>afloat</b>	
When someone is astonished about something, they are . . .		<b>amazed</b>	
A hot continent is . . .		<b>Africa</b>	
A male child is a . . .		<b>son</b>	
When you let someone do something, you . . .		<b>allow</b>	
A female with children is a . . .		<b>mother</b>	
When a loud noise goes on and on, it is . . .		<b>annoying</b>	
A shape with five sides is a . . .		<b>pentagon</b>	

9

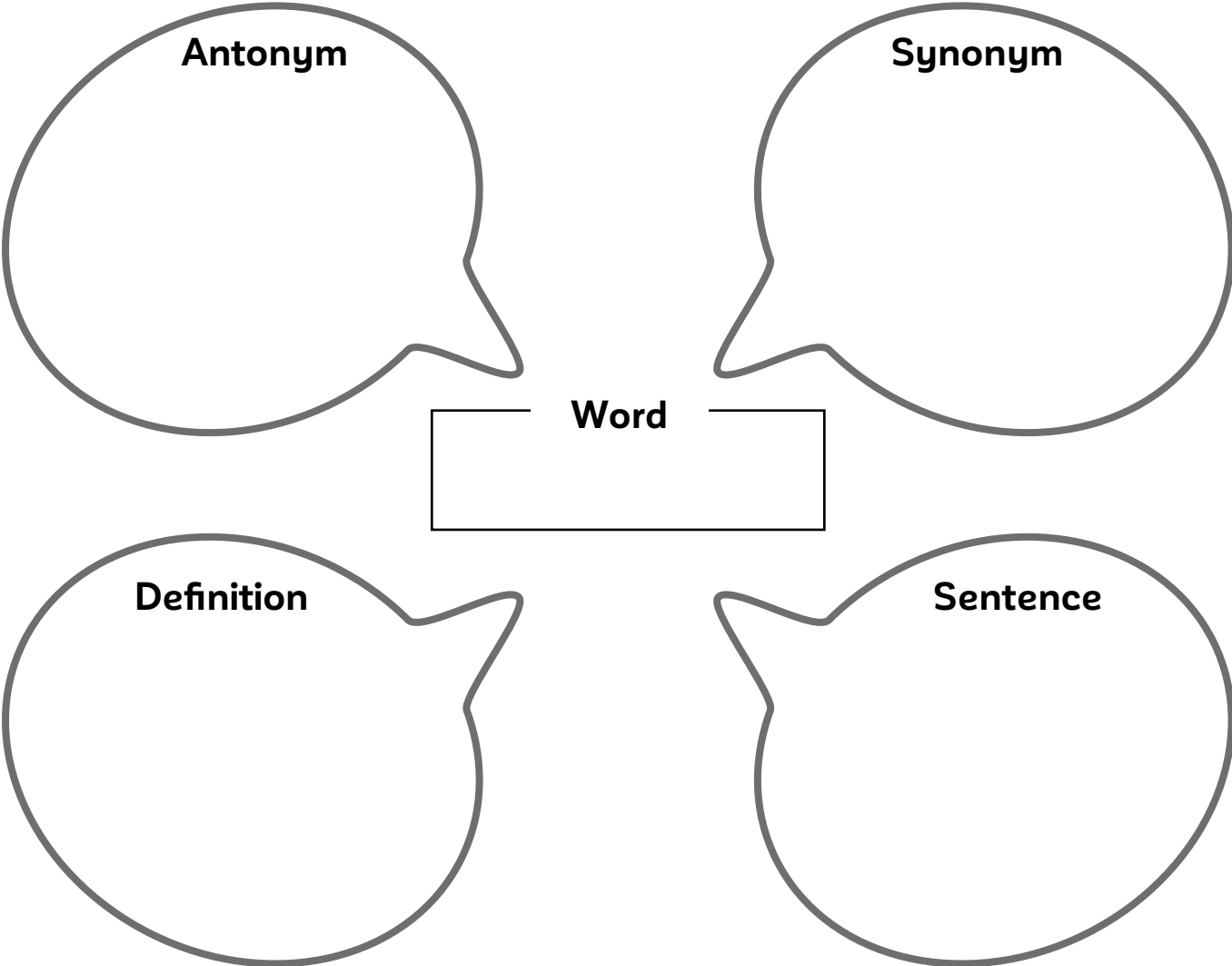
## Additional Reading and Research Skills

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- Research and practice reading Old English words and fonts.
- Research the Hebrew *shva* sound and learn to write the symbol.

### Advanced Writing

- Word Web: Use template on page 11 of this Teacher's Guide.
  - Ask the student to choose a word from today's dictation list, write it in the center of the web, and complete the word bubbles. If needed, ask the student to choose a word and fill in one bubble on his own and together fill out the rest. Gradually he should learn to fill in the entire web on his own.



## Lesson 2: Schwa Syllable

### Lesson Preparation

- Flash cards for today's lesson (T43, 70, S1-S147)
- Supplies for spelling activity on page 12
- Red Word supplies: about, company
- *Student Book* pages 11-19
- Items for additional activities if needed

### Drill and Review

Student Cards 1-147

- ▣ IC: 1 Visual: Follow Instruction Card 1 for the visual review drill.
- ▣ IC: 2 Auditory: Follow Instruction Card 2 for the auditory review drill.
- ▣ IC: 3 Blending: Follow Instruction Card 3 for the blending review drill.

Rule Review: Review any rules the student has difficulty remembering, using Rule Review Cards (R1-25).



### Introduction of New Concept

Schwa Syllable

**Concept review** Review the difference between stressed and unstressed syllables.

Review the sound of schwa.

Review the six syllable types learned up to this point. (T43)

**Concept introduction** An unstressed vowel is on vacation. He just lies around saying /ə/. (T70) A syllable that contains the schwa sound is a schwa syllable. Write words on the board. Ask the student to determine which vowel in each word is the lazy vowel.

Practice words: *away, offend, thousand, balloon, pelican, maggot.*

If needed, pause while student completes Extra Practice 1 (see *Student Book*, page 16).

**Flash card introduction** *Teacher card:* Schwa card (T70).

*Student card:* None

**Multisensory activity** Pronounce for Spelling: When spelling words with schwa sounds, it is difficult to know which vowel is making the sound. Use letter tiles, plastic alphabet letters, or the student flash cards to spell each word. Then read the word, over-pronouncing the vowel sound to help the student determine which vowel is making the schwa sound. Finally, ask the student to replace the vowel with an upside-down *e* tile, letter, or flash card.

Practice words: *wagon, enemy, possible, present, salad, freedom, vitamin.*

**Story introduction** Tell the student you are going to read a short story about the history of the schwa sound.

**Read** The French Normans ruled England during the Middle English period in history. During this time, the French language began to heavily influence the vowel sounds in English words. The number of words with vowel sounds pronounced lazily as /ə/ grew and grew. To help with the confusion of spelling and reading these words, people needed a name for these unaccented vowels that kept popping up everywhere.

Finally, in 1895, the word *schwa* was chosen to represent the lazy vowel sound. The idea for the word *schwa* came from the Hebrew letter *shva* שְׁוָא. This letter sounds very nearly the same as /ə/.

Although the schwa makes spelling some words tricky, at least we now have a name for this lazy little vowel sound.

**After the story** Ask the following questions:

1. Which language influenced the English language during the Middle English period in history?
2. When did people invent the *schwa* name for lazy vowels?
3. What similar sound do both *schwa* and the Hebrew letter *shva* make??

## Spelling and Reading

Note: If the student has trouble determining which vowel to use for the schwa, over-pronounce the syllables for spelling. Or tell the student to create four columns on his paper and label each with *a*, *e*, *i*, and *o*. Dictate the word lists by columns, so the student knows which vowel is making the schwa sound.

☐ IC: 5 Follow Instruction Card 5 for finger-tapping and word dictation.

ago	even	raisin	brother
disagree	bulletin	fossil	button
alone	helmet	cavity	mother
agree	camel	habit	harmony
alive	problem	sheriff	reason

Optional activity for advanced student—after reading and spelling the words, ask the student to:

1. Underline all the nouns in the word list.
2. Choose two words and create a sentence.

☐ IC: 6 Follow Instruction Card 6 for syllable-pounding and sentence dictation.

My brother ate a slice of lemon.	I disagree with the color choice.
This helmet has a problem.	He was at home alone all day.
I agree that we should paint the wall.	A raisin is stuck on the bottom.

Optional activity for an advanced student—after reading and writing the sentences, ask the student to complete any of the following activities:

1. Underline each word containing a schwa.
2. Label the nouns (n) and verbs (v).
3. Choose a sentence and expand it by adding descriptive words, specific verbs, and interesting phrases.
4. Combine two sentences to create one compound sentence.

See advanced writing exercises in the Additional Activities section.



## Syllabication

**Review** Practice a variety of words, remembering to scoop consonant blends and label syllable types and suffixes.

Practice: *pastel*, *mustang*, *dandruff*, *enrichment*.

**New** The seventh and final syllable type is the schwa syllable. When syllabicing a word that contains schwa, follow the usual steps. If the syllable is open or closed but the pronunciation does not match the syllable type, the student should check to see if the vowel is being lazy by trying the schwa sound instead. If the schwa sound produces a real word, the syllable should be labeled with an upside-down *e* to indicate that it is a schwa syllable.

Example: In the word *pan-da*, the second syllable is an open syllable, but there is no real word pronounced /pan-dā/. The unstressed second syllable contains the schwa sound, and the word is pronounced /pan-də/.

The schwa syllable may be found at the beginning, middle, or end of a word. There may be more than one schwa syllable in a word. Usually, the schwa sound is found in an unstressed syllable.

Practice words: *ago*, *confess*, *support*, *basket*, *sofa*, *problem*.

**Divide each word into syllables. Label each syllable type and read the words.**

celebratē  
vclvcv

decimāl  
vclvcv

familj  
vclvcv

system  
vclvcv

**Underline each suffix, vowel team, and Bossy R. Circle the bubble syllables. Dot, divide, and read.**

an·al·y·sis

in·di·catē

Al·as·ka

com·pletē

**Read the syllables. Write the syllables on the blank to make a word.**

**Read the words.**

dis a gree

disagree

hel met

helmet

rai sin

raisin

mo ther

mother

**Choose two syllables from the box that can be put together to make a word. Write three words.** Answers may vary.

dan tel mus pas tang druff

pastel

mustang

dandruff

**Draw a line to match each word with its definition.**

disagree

a dried grape

helmet

worn to protect the head

mother

to fail to agree

raisin

a female parent

Note: The student has learned to identify an *r*-controlled vowel as a Bossy R syllable, and a consonant followed by *le* as a Bubble syllable. Technically, a vowel that is followed by the consonants *r* or *l* usually says the schwa sound. These syllables fall under the broader category of the schwa syllable type, yet the student should continue to identify them with the more specific labels: *BR* or *LE*.

Provide a Syllabication Worksheet for each student (see page 14, *Student Book*). Practice together any part of the worksheet the student is unable to do on his own.



## Red Words

New words: about, company

☐ IC: 9 Follow Instruction Card 9 for red word reading and spelling review.

☐ IC: 8 Follow Instruction Card 8 to introduce the new word.

Dictation sentences:

Sam read a book about horse racing.

Dad works for a trucking company.



## Oral Reading

☐ IC: 10 Check Instruction Card 10 for oral reading instructions and ideas.

“Twinkle, Twinkle, Little Star” is an excerpt from a poem by Jane Taylor. A poet puts words on a page to create a word picture much the same way an artist puts paint on a canvas to create a beautiful scene. What does the poet say a star is like?

### Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

When the blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle, all the night.

In the dark blue sky you keep,  
Often through my curtains peep  
For you never shut your eye,  
Till the sun is in the sky.

Excerpt from “Twinkle, Twinkle, Little Star,”  
by Jane Taylor

### Comprehension Questions

1. Vocabulary: Discuss the meanings of the words *twinkle*, *diamond*, *blazing*.
2. Direct recall: What does the poet compare the star to?
3. Patterns: What sets of rhyming words are used in the poem?

4. Inferring: Which lines of the poem tell you that the stars shine in the daytime, but cannot be seen?
5. Imagery: Draw or describe the picture the words of the poem create.

Ask the student to complete the comprehension exercise (see page 12, *Student Book*).

**Write words from the poem to answer each question.**

1. What does the poet say a star is like?   diamond
2. What has to be gone before you can see the stars shine?  
  the sun
3. What word is repeated the most often in the poem?   twinkle
4. What words tell you the stars shine all day and all night?  
  you never shut your eye

### Student Assessment and Fluency Drills

- Complete Teacher’s Daily Preparation and Assessment Record. If the student demonstrates weakness on today’s skill, see teaching tips for drill and practice (see pages 39-45, *Teacher Training Book*).
- Complete the Syllable Drill and record progress (see pages 252-256, *Student Book*).
- Complete the Word Drill and assign extra practice as needed (see page 15, *Student Book*).

ago	even	raisin	brother	disagree
bulletin	fossil	button	alone	helmet
cavity	mother	agree	camel	habit
harmony	America	problem	sheriff	reason
celebrate	decimal	system	Alaska	complete
family	analysis	duplicate	capital	president

### Additional Activities

- Listed in this section are suggestions for additional activities to keep lessons interesting and focused.



#### Unit 6 Student Book:

- Extra Practice 1: New Concept: Draw lines to divide each word into syllables. Highlight the stressed syllable, and then write the schwa symbol above the lazy vowel in any unstressed syllable.

Unit 6 | Lesson 2 | Extra Practice 1: New Concept

### Schwa Syllable

a way	o ffend
thou s and	ba l loon
pe d al	ma g g ot
a go	rea s on
a g ree	en e my
he l met	pro b lem
she r iff	me l o dy
rai s in	ca me l
ca vi ty	har mo ny
sea s on	a l one

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- Extra Practice 2: Highlight the lazy vowel in each word.
- Extra Practice 3: Read each sentence. Divide each sentence in two parts by highlighting who or what in yellow and what they did in green. Circle the schwa vowel in each bold word.

### Additional Reading and Research Skills

- Research and read about stars.
- Read or sing the entire poem, “Twinkle, Twinkle, Little Star.”
- Research the poet, Jane Taylor.

### Review and Games

- Syllable type scavenger hunt: Ask the student to collect objects in the room whose names include the different syllable types. Time the student or divide a group of students into two teams to add an element of competition. Example objects:

Open syllable: paper

Closed syllable: pencil

Electric E syllable: tape

Bubble syllable: candle

Vowel team syllable: worksheet

Bossy R syllable: scissor

Lazy vowel syllable: magnet

### Advanced Writing

- Word Web: Use template on page 11 of this Teacher’s Guide.
  - Ask the student to choose a word from the dictation list, write it in the center of the web, and complete the word bubble.

Unit 6 | Lesson 2 | Extra Practice 2

## Schwa Syllable

adept	decima <b>l</b>
system	abou <b>t</b>
mediu <b>m</b>	ago
harm <b>o</b> ny	u <b>o</b> pon
postma <b>n</b>	sil <b>e</b> nt
harv <b>e</b> st	reaso <b>n</b>
commo <b>n</b>	America <b>i</b>
bro <b>o</b> ther	lemo <b>n</b>
difficu <b>l</b> t	focu <b>s</b>
wick <b>e</b> d	bott <b>o</b> m
eas <b>i</b> ly	tok <b>e</b> n
al <b>o</b> ne	hab <b>i</b> t

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Unit 6 | Lesson 2 | Extra Practice 3

## Schwa Syllable

**Circle the schwa vowel in each bold word.**

The **president** gave a speech to **Congress**.

The **album** has all the **children's** photos.

The **family** ate a picnic lunch on the grass.

A little boy fed a **carrot** to the prancing horse.

**Timothy** likes feeding **monkeys** and eating **cotton** candy when he **visits** the zoo.

I fed a **banana** to my baby sister.

The **denim** pants had a big rip.

My father is the kindest **person** I know.

The words were listed in **alphabetical** order.

The strange **zebra** had brown stripes.

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## Lesson 3: Vowel Team *ei*

### Lesson Preparation

- Flash cards for today's lesson (T55, T56, S1-S148)
- Supplies for vowel map activity on page 19
- Red Word supplies: height, foreign
- *Student Book* pages 21-29
- Vowel chains from Units 2-5
- Items for additional activities if needed

### Drill and Review

Student Cards 1-147

- ▣ IC: 1 Visual: Follow Instruction Card 1 for the visual review drill.
- ▣ IC: 2 Auditory: Follow Instruction Card 2 for the auditory review drill.
- ▣ IC: 3 Blending: Follow Instruction Card 3 for the blending review drill.

Rule Review: Review any rules the student has difficulty remembering, using Rule Review Cards (R1-26).



### Introduction of New Concept

Vowel Team *ei*

**Review** Two vowels that make one long vowel sound are a vowel team. A vowel team may be found at the beginning, middle, or end of a word or syllable.

Review previously learned long vowel teams *ai, ay, ea, ee, oa, oe, ie* and sliding vowel teams *ou, ow, oi, oy*.

**Concept introduction** Sometimes a vowel team makes several vowel sounds. For example, the vowel *e* and *i* make a team that says /ā/ as in *vein* or /ē/ as in *ceiling*. When encountering the vowel team *ei* in a word, first try the most common pronunciation, /ē/. Write words on the board and ask the student to determine which way the vowel team should be pronounced.

Practice words: *rein, protein, either, vein*.

Note: The vowel team *ei* is sometimes confused with the vowel team *ie*. The jingle “*i* before *e* except after *c* or when sounded as /ā/ in *neighbor* and *weigh*” is helpful—but keep in mind that there are many exceptions to this rule.

Examples: *receive, believe, ceiling, achieve*.

If needed, pause while student completes Extra Practice 1 (see *Student Book*, page 26).

**Flash card introduction** *Teacher card:* Review the long *a* vowel team card (T55), and long *e* vowel team card (T56). Introduce the vowel team *ei*.

*Student card:* Add the *ei* vowel card (S148) to the student deck.

**Multisensory activity** Vowel Mapping: Print a vowel chart and create vowel team letter tiles from cardstock. See page 24, 25 of this Teacher’s Guide for a Vowel Map and tokens. Show the student how to sort the vowels and vowel teams into the appropriate places on the chart. (Answer key is on page 23 of this Teacher’s Guide.) Laminate the chart and reuse the Vowel Mapping activity as needed for additional practice. Be sure to follow the multiple spellings chart and place them under each possibility as some vowel teams say more than one sound.

For this lesson, student should add a link to the Vowel Spelling Chains that they started in Unit 2 (see page 172). Today’s new vowel pattern: Vowel Team *ei*. Add to Vowel Chains: *ā-vein; ē-ceiling*.

**Story introduction** Tell the student you are going to read a short story about the history of vowel team *ei*.

**Read** Why would a vowel team say two completely different vowel sounds? The two different sounds of *ei* came about because the people of Britain made some spelling rules, but not everyone found out about them! It happened like this.

For many years, people in Britain used vowel team *ee* whenever they wanted to spell a word with the /ē/ sound. Then at some point someone decided the letter *i* could be inserted after any vowel to make it say its long sound. So now there were two ways to spell the /ē/ sound (*ee, ei*). In the same way, the letters *ai* could now be used to spell the sound /ā/.

This spelling rule was used in some parts of the country, but nobody had a way to make sure that everyone learned and obeyed the new spelling rule.

Over time, people in different parts of the English countryside became used to their own way of spelling words and the mixed-up spellings with vowel teams never got cleared up. Today, we sometimes need to memorize the spelling of certain words because they do not follow a specific rule or pattern.

- After the story** Ask the following questions:
1. What way did people originally spell the /ē/ sound?
  2. Why was *i* inserted into words?
  3. Why did so many different spellings exist?

## Spelling and Reading

☐ IC: 5 Follow Instruction Card 5 for finger-tapping and word dictation.

vein	skein	weird	either	conceit
rein	neither	received	ceiling	seizing
reindeer	protein	deceiving	unveil	conceited
veil	beige	veiling	seized	Sheila

Optional activity for advanced student—after reading and spelling the words, ask the student to:

1. Underline all the nouns in the word list.
2. Choose two words and create a sentence.

▣ IC: 6 Follow Instruction Card 6 for syllable-pounding and sentence dictation.

Dad seized a hammer.	The ceiling needed a repair job.
Neither of us was happy.	A vein was blocked.
Sheila went to the doctor.	The gift we received was broken.

Optional activity for advanced student—after reading and writing the sentences, ask the student to complete any of the following activities:

1. Underline each word containing the vowel team *ei*.
2. Label the nouns (n) and verbs (v).
3. Choose a sentence and expand it by adding descriptive words, specific verbs, and interesting phrases.
4. Combine two sentences to create one compound sentence.

See advanced writing exercises in the Additional Activities section.



## Syllabication

**Review** Practice a variety of words, remembering to scoop consonant blends and label all syllable types and suffixes.

Practice: *witness*, *prognostic*, *entrap*, *stucco*.

Provide a Syllabication Worksheet for each student (see page 24, *Student Book*). Practice together any part of the worksheet the student is unable to do on his own.

**Divide each word into syllables. Label each syllable type and read the words.**

o   VT   S de ceiv ing v c   v cl	VT   ə Shei lla v lc v	VT   EE vei n like v   cl v	VT   BR sei zor v c   v
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**Underline each suffix, vowel team, and Bossy R. Circle the bubble syllables. Dot, divide, and read.**

vein|et      de|vein      vei|n|less      sei|zor

**Read the syllables. Write the syllables on the blank to make a word. Read the words.**

rein deer	<u>reindeer</u>
un veil	<u>unveil</u>
ceil ing	<u>ceiling</u>
de ceiv ing	<u>deceiving</u>

**Choose two syllables from the box that can be put together to make a word. Write three words.** Answers may vary.

en co wit trap stuc ness

witness      entrap      stucco

**Draw a line to match each word with its definition.**

ceiling	to take off a veil
deceiving	practicing deceit
reindeer	the upper inside of a room
unveil	a deerlike animal