Lesson Objectives

Day 1
Students will:
• Identify long i patterns in words with more than one syllable:
  y as long i, ice, and open i-
• Hear accented syllables and understand that the long vowel patterns are often in accented syllables
• Read and write words with long i patterns and indicate the accented syllable

Materials:
• Anchor Poster
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• Teacher Category Cards—confide, Friday, rely

Day 2
Students will:
• Understand the rules for long i patterns in accented syllables
• Recognize words with long i patterns
• Hear the accented syllables in words with long i patterns
• Sort words according to long i patterns

Materials:
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 8: Take-Home Activity
• Teacher Category Cards—y as Long i, ice, Open i-
• Teacher Word Cards—confide, Friday, rely

Day 3
Students will:
• Recognize the long i patterns
• Sort words according to long i patterns
• Recognize the accented syllable in words
• Sort words according to where the accented syllable is heard

Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—survive, trial, python, final, deny

Day 4
Students will:
• Recognize words with long i patterns in a reading passage
• Categorize words with long i patterns and indicate the accented syllable
• Correctly spell the spelling words
• Correctly write the dictated sentence

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5
Students will:
• Correctly spell words with long i patterns

Materials:
• Quick-Check Assessment
Supporting ELs
Help students hear the long i vowel sound in the accented syllables by clapping the syllables in each spelling word. As you say the accented syllable, clap louder than you would for the other syllable in the word. Ask students to then say each word, clap the syllables they hear, and clap even louder when they hear the long i vowel sound in the accented syllable.

Blending Practice
If some students have difficulty reading the words, remind them that breaking longer words into syllables is a helpful way to read long words. Provide an example, using a longer word such as surprise. Show how to divide the word into syllables: sur/prise. Then model reading each syllable based on its vowel pattern and blending it together. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Long a Patterns in Accented Syllables
Focus Words: explain, safety, rainbow, nation, crayon, mistake, basic
Write the focus words on the chalkboard. Pointing to one word at a time, ask students to tell you the long a pattern and then identify the accented syllable.
Remind students that in words that have more than one syllable, the accent, or stress, is usually on the syllable with a long vowel sound.

Introduce Long i Patterns in Accented Syllables
Model
Write the words beside, apply, and visor on the chalkboard. Say: Today we are going to look at long i patterns in accented syllables. When I say the word beside, I hear the long i in the second syllable. I see that the vowel pattern is iCe. The second syllable is the accented syllable.
Circle the iCe pattern in beside and underline the accented syllable. Point to the word apply and read it aloud. Say: I hear a long i sound, but I don’t see the letter i. In this word, the letter y stands for the long i sound. The syllable with the long i sound is also the accented syllable.
Circle the y and underline the accented syllable. Then repeat the steps with the word visor.

Guide
Write the words imply, decide, and item on the chalkboard. Ask students to say the first word aloud. Have them tell you where they hear the long i sound, what letter stands for the sound, and which syllable is accented. Repeat with the words decide and item.

Apply
Ask pairs of students to brainstorm two-syllable words with the long i sound. Have them record their list in their word study notebooks. Ask them to circle the letters that stand for the long i sound. Ask the pairs to share their words with the class.
Spelling Words with Long i Patterns

Unit Spelling Words: surprise, polite, minus, rival, silent, supply, dryer, cyclone

Write all the spelling words on the chalkboard. **Say:** These spelling words are all two-syllable words that have a long i vowel pattern. The long i sound is in the accented syllable.

Point to the words surprise and polite and read them aloud. Ask students what long vowel sound they hear in the words and what letters stand for the long sound. Circle the iCe pattern in each word.

Now point to the words minus, rival, and silent as students read the words with you. Ask students to tell you what letter stands for the long i sound. Confirm with students that the long i is in the accented syllable. Circle the letter i in each word.

Point to the words supply and dryer as students read them aloud. Ask students to identify the letter that stands for the long i sound in these words. Circle the letter y in each word.

Point out features of the words that students need to remember as they spell them, for example, the ending -al with the schwa sound in rival, the double consonant in supply, the silent final -e on cyclone.

Ask students to copy each spelling word into their word study notebooks. Have partners check each other’s spelling of the words. Ask students to underline the accented syllable in each word.

Assessment Tip

Observe students to make sure they hear the long i vowel sound in the words. Also note if they are able to identify the long i vowel pattern and the accented syllable in each word.

Home/School Connection

Students can take home a list of the unit spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support

Students may not always be able to hear which syllable in a word is accented or stressed. If they are unsure of where the accent falls in a word, encourage them to check the dictionary to see how to divide a word into syllables and where the accent mark is on a word.

Review Long i Patterns in Accented Syllables

Show students the anchor poster and use it to review the rules for long i patterns in accented syllables. Give students the anchor chart from BLM 1 and tell them to keep it handy to help them as they are sorting the words in this unit.

Write the words advice, cyclone, and spider on the chalkboard. Ask students to identify the long i pattern and the accented syllable in each word.

Sound Sort

<table>
<thead>
<tr>
<th>y as Long i</th>
<th>iCe</th>
<th>Open i-</th>
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<tbody>
<tr>
<td>apply</td>
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<td>rely</td>
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<td>iris</td>
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<td>cyclone</td>
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Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Oddballs

Write the words machine, forgive, and favorite on the chalkboard. Say: There are some words that don’t follow the rules. For example, the word machine looks like it has an iCe pattern, but the i makes a long e sound. The words forgive and favorite also have an iCe pattern, but the i in both words has a short vowel sound.

Spelling. Ask students to write the categories at the top of a new page in their word study notebooks. Ask them to write the unit spelling words in the appropriate categories. Then ask them to cover up one word at a time with a piece of paper, write the word, and then check their spelling.
Day Three

Pattern Sort

Teacher Word Cards: survive, trial, python
Teacher Category Cards: y as Long i, iCe, Open i-

In a pocket chart, place the category cards in a row and place the word cards in a group to the side. Say: Look at the words in the pocket chart. Which word has a long i and final silent e? What category does survive belong in? Place survive under the category for iCe. Which word belongs in the Open i- category? Place trial under the category for Open i-. Ask students to tell you why the word python goes in the remaining category.

Tell students to work with a partner. Give each pair of students the word cards from BLM 4 and the category cards for spelling patterns on BLM 2. Tell them to say each word aloud, determine the long i vowel pattern in each word, and then sort the words under the correct category.

Sound Sort

Teacher Word Cards: final, deny
Teacher Category Cards: First Syllable, Second Syllable

Place the category cards in the pocket chart and demonstrate how students will sort the word cards. Say: In this sort, you will focus on where you hear the accented syllable in each word. You’ll need to see where the long i vowel pattern is in each word. Then you’ll say each word aloud again and listen for the syllable that has the most stress when you say it.

Listen as I say the word final. Where did you hear the accented syllable? The first syllable has an open i-, so the accent should be heard in the first syllable.

Listen as I say deny. The accented syllable is in the last syllable, and that’s where I hear the long i sound.

Give pairs of students word cards from BLM 5 and the category cards for syllables from BLM 2. Tell them to say each word aloud, listen to where they hear the accented syllable, and then sort the words under the correct category.

Applying Meaning. Give students BLM 7 and have them choose the words that correctly show the accented syllables.

Assessment Tip

Monitor students to make sure they can recognize the long i vowel patterns in words and hear the accented syllables in words. Are they making the connection that the accented syllables are usually the syllables with the long vowel patterns?

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.

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**Day Four**

**Providing Support**

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of long i patterns in accented syllables.

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**The Long Ride: Day One**

**Friday, July 22**

Dear Mom, Dad, and Marco,

Well, the big news is that I survived the first day of the bike trip. I guess I should not be surprised that my legs feel like rubber garden hoses. We just finished a thirty-mile ride. Now we are sitting in a coffee shop near our campground. It feels strange not to be around a television or a computer. Since there is a post office next door, I decided to write you this letter. I hope you gave me good advice when you said I should bring along a pen and extra paper. The pen and paper have come in handy for playing tic-tac-toe, too!

After we set up our tents at the campground, another group of bikers arrived. They have invited us to join them for a songfest after dinner. This afternoon, we made it to the state park and passed three bison. They looked like they had just rolled in mud. They also looked like big brown rugs, standing on legs. They looked like they had just rolled in mud. They also looked like big brown rugs, standing on legs.

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When Isaac asked me to go on the trip, I know I said yes partly because I wanted to experience something new. I have always wanted to go on a bike trip, but I have never been able to go because I have never had enough money. I think I will try to go on another trip next year.

I wish I could describe how great it felt to ride down a country road with Isaac. After the second student has spelled the words, the first student places a check mark next to words spelled correctly. For the second try, the first student may prompt the second student by sounding out words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark next to words spelled correctly.

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**Word Hunt**

Give each student a copy of the reading passage on BLM 9. Have them go on a word hunt for words with more than one syllable that have a long i vowel pattern.

**Say:** Read the passage and then go back and hunt for the words with more than one syllable that have a long i vowel pattern. Remember, the long i patterns are in words where y acts like a long i, words that have a long i followed by a consonant and final silent -e, and words that have a long i sound in an open vowel pattern.

Tell students to make a chart in their word study notebooks with the headings iCe, y as Long i, and Open i. Ask them to write the words they find in the reading passage in their word study notebooks. Then have students reread their word lists and underline the accented syllable in each word.

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**Spelling Dictation**

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: **rainbow, display, awake.**

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: **rival, polite, supply.**

Dictate the following sentence and have students write it on their papers: **It was a surprise when the cyclone struck the shore.**

Write the words and sentence on the chalkboard and have students self-correct their papers.

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**Spelling Practice**

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the **First Try** column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the **Second Try** column.

Then students switch roles.

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**Home/School Connection**

Have students take the reading passage on BLM 9 home to read to a family member and point out the words with long i patterns in accented syllables.

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**Supporting ELS**

Make sure ELS know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other sentences using the spelling words.

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**Answer Key Reading Passage (BLM 9)**

**Dear Mom, Dad, and Marco,**

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**New Words**

1. rival
2. polite
3. supply

**Review Words**

1. rainbow
2. display
3. awake

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**Sentence**

3.

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Spelling Assessment
Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment
Assess students’ mastery of long i patterns in accented syllables using the Quick-Check for Unit 16.

Suggestions for Independent Practice

Word Hunt. Tell students to go on a word hunt to find more examples of words with more than one syllable that have a long i pattern. Tell them they can use any printed material in the classroom in their hunt. Have students make a list of the words they find to share with the class.

Guess My Word. Have students work in small groups. Tell students to pick five of their favorite word cards from BLMs 3–5. Have students take turns giving clues for their word as the other students try to guess the word. Encourage students to think of as many clues as they can and to build on their clues as they give them, for example: This is something in my house. My mom puts things in it. It gets clothes dry. (dryer)

Speed Read. Have students work with a partner and place the word cards from BLMs 3–5 facedown. Students will take turns drawing a word card and saying the word as fast as they can. They can then say the long i vowel pattern and where they hear the accented syllable for their word.

Trade Words. Have pairs of students each write a list of six two-syllable words with long i patterns. Have them trade their list with their partner. The partners will divide each word into syllables and underline the accented syllable.

Answer Key Unit 16 Quick-Check

Answer Key BLM 6

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<tr>
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Answer Key BLM 7

1. sty/lish
2. sj/ent
3. ri/val
4. de/fy
5. de/scribe
6. side/walk

Answer Key BLM 8

1. ny/lon
2. di/al
3. sup/ply
4. re/vice
5. sp/der
6. ar/rive
Unit 16 Quick-Check: Long i Patterns in Accented Syllables

Answer Questions
Directions: Read each word and then divide it into syllables and circle the accented syllable.

1. provide
2. reply
3. spider
4. sidewalk

Apply
Directions: In the space below, list one word with a y as long i pattern, one word with an iCe pattern, and one word with an open i- pattern.

_________________________________  ________________________  _____________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

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<thead>
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Word Bank: pilot, deny, cycle, item, revise, invite

Think and Write about Words with Long i Patterns in Accented Syllables
Directions: In the space below, explain how understanding long i patterns in accented syllables helps you as a reader, speller, and writer.