Lesson Objectives

Day 1

Students will:
• Understand that anagrams are formed by rearranging the letters in one word or phrase to create a new word or phrase
• Create anagrams for words

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—same as BLM 3

Day 2

Students will:
• Understand rules for making anagrams
• Recognize that some words or phrases can create more than one anagram
• Sort words to find anagram pairs
• Write sentences using anagram pairs

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 6: Take-Home Activity
• Teacher Word Cards—same as BLM 3

Day 3

Students will:
• Recognize common letters in anagram pairs
• Sort words to find matching anagrams
• Create anagrams
• Identify anagram pairs in sentences

Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity

Day 4

Students will:
• Recognize anagrams in a reading passage
• Use words from passage to make new anagrams
• Correctly spell the dictated words

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

Day 5

Students will:
• Correctly spell the anagram pairs

Materials:
• Quick-Check Assessment
Day One

Providing Support

Creating anagrams may be challenging for English Learners and struggling readers. Have these students work with partners and allow them to use magnetic letters or letter tiles so they can manipulate the letters and see how to use them to spell new words.

Blending Practice

Take time to remind students about the importance of reading longer words by dividing them into syllables. Remind students that when they divide a long word into syllables, they can deal with it syllable by syllable, applying what they already know about reading short words. Model using the word *tablet*, showing how to divide the word between the consonants: *tab/let*. Point out that the syllables are two short words they already know. Blend the syllables together to read the words. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Comparative Suffixes -er, -est

Focus Words: braver, greasiest, easier, cleverest, brighter, roughest, clumsier, luckiest

Write the focus words on the chalkboard and ask students to read them with you. Ask students to identify the suffixes in each word and then ask volunteers to come up and circle the suffixes. Ask other students to come up and write the base words on the chalkboard. Have students explain the rules for adding the comparative suffixes to base words that end in -y and -e.

Introduce Anagrams

Model

Write the word *now* on the chalkboard. Say: *We’re going to be working with words that are anagrams. An anagram is a word or phrase that is made by rearranging the letters in one word to make a new word. Look at the word *now*. I’m going to see if I can rearrange the letters in *now* to spell a new word. Model writing a variety of letter patterns on the chalkboard.

If I try n, w, o, I know that’s not a word. I’ll try w, o, n. *Won* makes a word, so *won* is an anagram of *now*. I wonder what I would get if I arrange the letters to o, w, n? *Own* is a word, so it can also be an anagram of *now*. The letters in some words like *now* can be rearranged into more than one anagram.

Guide

Write the word *races* on the chalkboard. Ask students for suggestions for using the letters in *races* to make anagrams. As you write students’ suggestions on the chalkboard, ask them to tell whether the word is a real word or not. Possible anagrams for *races* are *cares, acres,* and *scare.*

Apply

Write the words *post, dare, and wasps* on the chalkboard. Tell students to work with a partner to find anagrams for the words. To make it easier for students, give them sets of magnetic letters. Possible anagrams are: *post/stop/spot; dare/read/dear; wasps/swaps.*
Spelling Words with Anagrams

Unit Spelling Words: three/there, sister/resist, friend/finder, earth/heart

Write all the spelling words on the chalkboard as four groups of two words. Point out that the word pairs are anagrams. Say: Your spelling words this week are pairs of anagrams. Look at the word three. When the letters in three are rearranged, we get the word there. Look at the words sister and resist. Do you see the letters s, i, s, t, e, r in the word resist? Look at the word friend. Do you see all the letters to make the word finder in friend? Look at the words earth and heart. Do you see the beginning of earth at the end of heart?

Assessment Tip
Observe students to see if they are able to rearrange the letters in a word to create a new word. Note the strategies they are using as they manipulate letters. Note whether they use appropriate letter patterns for English words.

Home/School Connection
Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.

Have students write the anagram pairs in their word study notebooks.
Day Two

Extension
Once students understand how anagrams are formed, challenge them to make anagrams out of longer words and phrases. Challenge them to make the anagram pairs relate to each other in some way. Here are some examples: astronomer—moon starer; schoolmaster—the classroom; the eyes—they see; an aisle—is a lane; eleven plus two—twelve plus one; signature—a true sign; limericks—slick rime.

Review Anagrams
Show students the anchor poster and tell them to use it as a reference as you review anagrams. Ask students to tell you what an anagram is and have them give some examples. If students have difficulty remembering, write the words act and chin on the chalkboard and show how the words use the same letters. Ask students to work in teams to brainstorm a list of anagrams that can be shared with the class.

Common Features Sort
Teacher Word Cards: same as BLM 3
Teacher Category Cards
Place the category cards in the pocket chart and all the words from BLM 3 in a group at the bottom of the chart. Choose one of the words and hold it up. Model how you sort it.

Think aloud: I’ll place the word rock under the category Word. Now I’ll try to find the anagram of the word rock. I look for a word with the same four letters as those in rock: r, o, c, k. The word races starts with r, but it doesn’t have any of the other letters. Cork has four letters—the same four letters that rock has. I’ll place cork under the category Anagram.

Ask a student which word he or she would like to work with next. Place the word in the pocket chart under Word. Have students look at the number of letters and the particular letters in the word. Have them search for the anagram.

Repeat with all the word cards from BLM 3.

Spelling. Have students write sentences in their word study notebooks using each of their spelling words. Challenge them to use each anagram pair in one sentence.

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.
Common Features Sort

Place students in small groups and give each group the word cards from BLM 4 and the category cards from BLM 2. Tell students to match the anagram pairs. If students need support, model sorting several words from the set of word cards before the groups begin their sort.

Challenge students to think of other anagrams for as many of the words as they can. For example, they could find these anagrams: palest/staple/plates/pleats/pastel; mesa/seam/same; limes/miles/slime/smile. Have groups share the other anagrams that they found.

Buddy Sort

Give pairs of students the word cards from BLM 5 and the category cards from BLM 2. Tell students to match the anagram pairs. If students need support, model sorting several words from the set of word cards before the pairs begin their sort.

Challenge the pairs to think of other anagrams for as many of the words as they can. For example, they could find these anagrams: enlist/listen/silent/tinsel/inlets; hares/share/hears/shear; skate/takes/stake/steak; least/stale/slate/steal. Have the pairs share the other anagrams that they found.

Applying Meaning. Give students BLM 7 and have them find the anagram pairs in the sentences.

<table>
<thead>
<tr>
<th>Word</th>
<th>Anagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>battle</td>
<td>tablet</td>
</tr>
<tr>
<td>palest</td>
<td>staple</td>
</tr>
<tr>
<td>finder</td>
<td>friend</td>
</tr>
<tr>
<td>mesa</td>
<td>seam</td>
</tr>
<tr>
<td>marcher</td>
<td>charmer</td>
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<tr>
<td>nights</td>
<td>things</td>
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<td>sister</td>
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<td>miles</td>
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</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Anagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>barely</td>
<td>bleary</td>
</tr>
<tr>
<td>late</td>
<td>teal</td>
</tr>
<tr>
<td>hares</td>
<td>share</td>
</tr>
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<td>marine</td>
</tr>
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<td>stove</td>
<td>votes</td>
</tr>
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<td>enlist</td>
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<td>skate</td>
<td>takes</td>
</tr>
<tr>
<td>least</td>
<td>stale</td>
</tr>
</tbody>
</table>

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.
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 anagrams.

Word Hunt

Give students the reading passage on BLM 9. Tell them to work with a partner to read the passage and find the anagram pairs. Explain that the underlined words all have an anagram pair within the passage. Students should look for nine anagrams to match the nine underlined words and circle them.

When students have completed their word hunt, have the pairs write the anagrams in their word study notebooks. Challenge them to see whether they can find other anagrams for those in the list or whether they can find anagrams for other words within the passage. Ask students to share what they find.

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: funnier, thicker, bravest.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: finder, earth, heart.

Dictate the following sentence and have students write it on their papers: The three sisters couldn’t resist being there to support their friend.

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

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.
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 anagrams using the Quick-Check for Unit 32.

Suggestions for Independent Practice

Write Sentences. Have students select six anagram pairs and then use each pair of anagrams to write a sentence. Tell them to circle the anagram pairs in each sentence. Encourage students to try to connect the meanings of each word in an anagram pair in their sentences. For example, The mystery book didn’t say who the bad guy was or how he committed the crime.

Write Words. Have students work with a partner. Tell each partner to select eight to ten words from BLMs 3–4 and write the words on a piece of paper. Have them exchange their word lists with their partner. Each partner will then write an anagram for each of the words on their partner’s list.

Match the Words. Give each pair of students word cards from BLM 4. Have them place the word cards facedown in four rows with four word cards in each row. Tell them to take turns turning a card over and then turn another card over to try and match the anagram for the first card. If the word cards create an anagram, the cards will remain faceup. If they don’t match, the other person takes his or her turn. The game ends when all of the word cards are faceup.

Make Words. Give pairs of students a set of magnetic letters and a list of new words. Challenge students to rearrange the letters in each word to create an anagram. Have them make a list of the original words and their anagrams. Possible words are: brag (grab, garb), pale (leap, peal, plea), naps (pans, snap, span), fried (fired), caller (recall, cellar), nets (tens, nest, sent), viewers (reviews), flow (wolf, fowl).

Answer Key Unit 32 Quick-Check

Answer Key BLM 6
1. tablet
2. sister
3. slime
4. heart
5. enlist
6. plates
7. steak
8. seam
9. votes
10. stale
11. races
12. hears
13. large
14. sung

Answer Key BLM 7
1. team, meat
2. sweat, waste
3. wolves, vowels
4. silent, listen
5. nicest, insect
6. tastes, states

Answer Key BLM 8
1. sister, resist
2. thicken, kitchen
3. finder, friend
4. eat, tea
5. slipper, ripples
6. times, items
Unit 32 Quick-Check: Anagrams

Answer Questions
Directions: Look at the letters and then use the letters to write at least two anagrams.

1. a s w __________________     __________________     __________________
2. e d a r  __________________     __________________     __________________
3. n c i h  __________________     __________________     __________________
4. e t e h r  __________________     __________________     __________________

Apply
Directions: In the space below, list two different anagram pairs.

_________________ _________________ _________________ _________________

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

Word Bank
times three tablet states

<table>
<thead>
<tr>
<th>Word</th>
<th>Anagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>battle</td>
<td></td>
</tr>
<tr>
<td>there</td>
<td></td>
</tr>
<tr>
<td>tastes</td>
<td></td>
</tr>
<tr>
<td>items</td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Anagrams
Directions: In the space below, explain how understanding anagrams helps you as a reader, speller, and writer.