Lesson Objectives

Day 1
Students will:
- Learn the sounds of the unaccented syllables -en, -on, -ain, -in
- Read and write words with unaccented final syllables -en, -on, -ain, -in

Day 2
Students will:
- Sort words by unaccented final syllables -en, -on, -ain, -in
Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—en, on, ain, in
- Teacher Word Cards—hidden, ribbon

Day 3
Students will:
- Sort words by unaccented final syllables -en, -on, -ain, -in
Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—pumpkin, basin, certain

Day 4
Students will:
- Identify words with unaccented final syllables -en, -on, -ain, -in
- Create lists of words organized by their spelling patterns
- Write and spell words with unaccented final syllables -en, -on, -ain, -in
Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5
Students will:
- Spell words with unaccented final syllables -en, -on, -ain, -in
Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Dictionaries (Day 3)
Day One

Supporting ELs
Point out to Spanish-speaking ELs that many Spanish words are similar to words in English, for example, la fuente/fountain; el delfín/dolphin; la cortina/curtain. Write the words on the chalkboard. Have students explain the meaning of the Spanish and English words using simple words, drawings, or pantomime. Encourage students to write these definitions in their word study notebooks.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word fountain on the chalkboard. Show how you divide the word into two syllables between the consonant n and the consonant t. Explain that you now have two syllables, and the final syllable is unaccented. Read each syllable and then blend the syllables together: foun/ta/in: fountain. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Unaccented Final Syllables
-cher, -ture, -sure, -ure

Focus Words: rancher, pasture, leisure, failure
Write the focus words on the chalkboard and review their unaccented final syllables with students (-cher and -ture = /chur/, -sure = /zhur/, and -ure = /yur/).
Ask students to work with a partner to use each of the words in an oral sentence.

Introduce Unaccented Final Syllables
-en, -on, -ain, -in

Model
Review unaccented final syllables. Say: Unaccented final syllables come at the end of a word and are spoken with less emphasis than the accented syllable.
Write the following words on the chalkboard and read them aloud: broken, dragon, mountain, and cousin. Say: The final syllable of each of these words is unaccented.
Read the word broken. Say: The final syllable in the word broken is -ken. Notice how when the letters e and n are said together, you mostly hear the /n/ sound. This syllable is unaccented. It does not get stressed when you say the word. Underline the final syllable.
Point to the word dragon and say it aloud again. Say: The final syllable in the word dragon is -gon. This syllable is also unaccented. Underline the final syllable.
Repeat the procedure for the words mountain and cousin.

Guide
Draw a four-column chart on the chalkboard. Write -en, -on, -ain-, and -in in the columns on the chart. Have students copy the chart in their word study notebooks.
Write the words eleven, cotton, captain, and cabin on the chalkboard. Read them aloud and have students repeat them after you.
Guide students in placing the four words in the correct columns on the chalkboard and in their word study notebooks.

Apply
Write the words hidden, gallon, bargain, and napkin on the chalkboard. Ask students to work with a partner to sort the words according to their unaccented final syllables and place them in the correct columns of their charts.
Spelling Words with Unaccented Final Syllables

Unit Spelling Words: heaven, ribbon, fountain, chosen, prison, curtain, muffin, dolphin

Write the word heaven on the chalkboard and point out the unaccented final syllable.

Say: This word has the unaccented final syllable -ven. This syllable contains the letters v, e, and n. Remember that when the letters e and n are said together, they make the /n/ sound. Notice that the stress is not on this final syllable. Say heaven with me: heaven.

Write each spelling word on the chalkboard and say it aloud, pointing to the unaccented final syllable in each word as you say it. Have students repeat the words after you several times.

Invite students to revisit the four-column chart they created in the initial activity. Then, have students write the spelling words in the appropriate column.

Ask students to compare their charts with a partner. Then, invite several volunteers to tell the group in which column each spelling word belongs. Write students’ responses in the four-column chart on the chalkboard.

Assessment Tip

Note which students have difficulty understanding what is meant by “unaccented syllable.” You may want to work with these students, comparing unaccented final syllables to accented syllables so students hear the difference.

Home/School Connection

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

Closed Sort

<table>
<thead>
<tr>
<th>-en</th>
<th>-on</th>
<th>-ain</th>
<th>-in</th>
</tr>
</thead>
<tbody>
<tr>
<td>broken</td>
<td>cotton</td>
<td>bargain</td>
<td>cabin</td>
</tr>
<tr>
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<td>dragon</td>
<td>captain</td>
<td>cousin</td>
</tr>
<tr>
<td>eleven</td>
<td>gallon</td>
<td>prison</td>
<td>napkin</td>
</tr>
<tr>
<td>heaven</td>
<td>ribbon</td>
<td></td>
<td>satin</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
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<tr>
<th>-en</th>
<th>-on</th>
<th>-ain</th>
<th>-in</th>
</tr>
</thead>
<tbody>
<tr>
<td>golden</td>
<td>mitten</td>
<td>fountain</td>
<td>coffin</td>
</tr>
<tr>
<td>rotten</td>
<td>button</td>
<td>villain</td>
<td>dolphin</td>
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<tr>
<td>spoken</td>
<td>carton</td>
<td></td>
<td>gelatin</td>
</tr>
<tr>
<td>swollen</td>
<td>weapon</td>
<td></td>
<td>muffin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>robin</td>
</tr>
</tbody>
</table>

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 the directions. Also pronounce and define each word for them.

Review Unaccented Final Syllables
-en, -on, -ain, -in

Write the word stolen on the chalkboard. Ask students what they notice about the final syllable of the word. (It is unaccented.) Ask: What letters are in the final syllable? (l, e, and n) Then have students say the word aloud: sto/len.

Write the words golden, villain, and basin on the chalkboard. Have students turn to a partner and identify the final unaccented syllable in each word and the letters that each final syllable contains.

Show students the anchor poster to use for reference.

Closed Sort

Teacher Word Cards: hidden, ribbon
Teacher Category Cards: -en, -on, -ain, -in

Place the category cards next to each other in the pocket chart. Hold up the word card hidden.

Think aloud: I hear two syllables in this word: hid/den. Do you hear them? I see that the final syllable of hidden contains the letters d, e, and n. Even though there is an e in the final syllable, I only hear the /n/ sound. I will sort hidden under -en.

Hold up the word card ribbon. Ask students to read the word aloud. Ask students how the final syllable is spelled. Ask students if the word card should be placed under the -en, -on, -ain, or -in category card. Place the card underneath the -on card. Say: The final syllable of this word is -bon. It belongs under the -on category card.

Give students the word cards from BLM 3 and the category cards for the final syllables from BLM 2. Ask students to work with a partner to sort the word cards. After students have sorted, write the answers on the chalkboard and have students check their sorts.

Buddy Sort

Give pairs of students the -en, -on, -ain, and -in category cards from BLM 2. Have them use word cards from BLM 4 for this sort. Have students alternate reading a word and naming the category into which the word should be sorted.

Spelling. Select an example of each of the four unaccented syllables from the unit spelling words and ask students to use their word study notebooks to write sentences that use these words.
Common Features Sort

Teacher Word Cards: pumpkin, basin, certain
Teacher Category Cards: Noun, Verb, Adjective

Remind students that they have been learning about final unaccented syllables that end in -en, -on, -ain, and -in.

Place the words pumpkin and basin in a pocket chart one above the other. Say the words aloud. Ask students what they notice about the words. Ask: How are these words similar? Do they describe something? Do they show action? Do they name a person, place, or thing?

Point out to students that both words are nouns. Place the Noun card in the pocket chart above the words pumpkin and basin.

Place the word certain in the pocket chart next to the noun cards. Ask: What part of speech is this word? Does it describe something? Does it show action? Does it name a person, place, or thing?

Point out to students that certain is an adjective. Place the Adjective card in the pocket chart above the word certain.

Have students draw a three-column chart with the heads Noun, Verb, and Adjective. Then have students sort the remaining words from BLM 5 and write them in their chart. If they have difficulty, have them use a dictionary to find the meaning of the word.

Blind Sort

Teacher Category Cards: -en, -on, -ain, -in

Place the category cards in a pocket chart so that students can see them.

Tell students that you will call out one word at a time and they will write the word in the appropriate category in their notebooks.

Call out the words from BLM 5 to students.

If students need support, write the word on the chalkboard to either model the spelling or to have students check their spelling.

Applying Meaning. Give students BLM 7 and have them complete the worksheet by choosing the correct word and completing the cloze.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary 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 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with final unaccented syllables that end in -en, -on, -ain, and -in.

Word Hunt

Give students copies of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words with unaccented final syllables -en, -on, -ain, -in.

Read a few lines of the passage with students and model finding and underlining words with unaccented syllables. Then ask students to complete the word hunt on their own.

After the word hunt, have students sort the words by their unaccented final syllables -en, -on, -ain, -in.

Then, have students read the words they found aloud to the group. As students respond, write their words in the four-column chart on the chalkboard.

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: teacher, nature, pleasure.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: dolphin, heaven, fountain.

Dictate the following sentence and have students write it on their papers: The best muffin in the cooking contest was chosen by a panel of judges and given a blue ribbon.

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 Peer Check (BLM 11)

Raisin and Bran Muffins

A healthy treat with a touch of sweetness, this recipe is certain to please. These muffins are so moist and yummy, you’ll think you’ve tasted heaven. They also make a great breakfast on the go. So get in the kitchen, lace up your apron, and get baking!

Ingredients

- 5 cups whole wheat flour
- 2 cups sugar
- 5 teaspoons baking soda
- 1 teaspoon salt
- 7 cups raisin bran cereal
- 4 cups buttermilk
- 1 cup applesauce
- 4 eggs, beaten
- 1–2 cups raisins, dates, or other dried fruits

1. In a large mixing bowl, stir together flour, sugar, baking soda, and salt.
2. Add cereal, along with extra raisins or dried fruits, if desired.
3. Blend buttermilk, eggs, and applesauce into the mixing bowl. Do not over stir.
4. Bake in muffin tins at 400 degrees for 20 minutes.

This muffin batter can be kept in the refrigerator for up to six weeks. Just mix out as much as you need to make a few muffins at a time. For a large batch, use golden raisins instead of regular ones.

This recipe makes 3–4 dozen muffins or about 200 mini-muffins.

1 cup golden raisins
1 cup dates
1 cup dried cranberries
1 cup dried apricots
1 cup dried cherries

Answer Key Reading Passage (BLM 9)

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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 unaccented final syllables -en, -on, -ain, and -in.

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.

Spelling Peer Check (BLM 11)

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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 words with the unaccented final syllables -en, -on, -ain, and -in using the Quick-Check for Unit 17.

Suggestions for Independent Practice

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories of related meanings. For example, salmon and muffin could be put together because they are both foods. Then have the groups try to guess how each group has sorted their cards.

Unaccented Syllable Matchup. Give pairs of students the four unaccented syllable category cards and a set of word cards. Have students place the category cards faceup. Partners then each take turns turning over a card and trying to match it to its partner prefix.

Word Explorers. Give students magazines or newspapers that can be cut up. Have them search for words that include this week’s unaccented syllables and then circle or cut out the words. Afterward, they can sort the words by unaccented syllable ending.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.
Unit 17 Quick-Check: Unaccented Final Syllables -en, -on, -ain, -in

Answer Questions

Directions: Circle the word for each group that does NOT have the correct spelling of the final unaccented syllable. Then write the correct spelling of that word on the blank line.

1. broken    mountain    napken    cousin    _________________
2. ribben    mitten    salmon    muffin    _________________
3. stolen    apron    villain    chieftan    _________________

Apply

Directions: In the space below, list three to five words you know that have unaccented final syllables -en, -on, -ain, -in.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort. Write each new word in the appropriate sort category.

<table>
<thead>
<tr>
<th>-en</th>
<th>-on</th>
<th>-ain</th>
<th>-in</th>
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Word Bank

captain, eleven, gallon, bargain, dolphin, stolen, button, fountain, cabin

Think and Write about Unaccented Final Syllables -en, -on, -ain, -in

Directions: In the space below, explain how understanding words with unaccented final syllables -en, -on, -ain, and -in helps you as a reader, speller, and writer.

_____________________________________________________________________________
_____________________________________________________________________________