Lesson Objectives

Day 1
Students will:
- Understand that the sounds -et, -it, -ate can be found in final unaccented syllables
- Read and write words with unaccented final syllables -et, -it, -ate

Materials:
- Anchor Poster

Day 2
Students will:
- Sort words by common spelling features

Materials:
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take Home Activity
- Teacher Word Cards=same as BLM 3

Day 3
Students will:
- Sort words according to the spelling of the final syllable
- Choose the correct words with unaccented final syllables to complete sentences

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take Home Activity
- Teacher Word Cards=same as BLM 5

Day 4
Students will:
- Identify words with unaccented final syllables -et, -it, -ate
- Write and spell words with unaccented final syllables -et, -it, -ate

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

Day 5
Students will:
- Spell words with unaccented final syllables -et, -it, -ate

Materials:
- Quick-Check Assessment
Day One

Supporting ELs

Point out to Spanish-speaking ELs that many Spanish words are similar to words in English, such as: la raqueta/racket; el senado/senate; el crédito/credit; el hábito/habit; el cometa/comet; la órbita/orbit. Write each of the Spanish words and the related English words. Have students explain the meaning of the Spanish words using simple words, drawings, or pantomime. Use simple words, gestures, or pictures to explain the meaning of the English words.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word limit on the chalkboard. Show how you divide the word into two syllables after the consonant m. Explain that you now have two syllables, the first, a closed syllable with a short i sound and the final syllable being unaccented and pronounced /at/. Read each syllable and then blend the syllables together: lim/it: limit. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Unaccented Final Syllables

-en, -on, -ain, -in

Focus Words: hidden, ribbon, bargain, napkin

Write these words on the chalkboard and read them aloud: napkin, hidden, bargain, ribbon. Ask students what they remember about the endings of these words. (They have an unaccented final syllable.) Ask: Which word has the final syllable -in? -en? -ain? -on?

Ask students to work with a partner to use the words in oral sentences.

Introduce Unaccented Final Syllables

-et, -it, -ate

Model

Remind students what they have learned about words with unaccented final syllables. Say: Unaccented final syllables are syllables that come at the end of a word and are spoken with less emphasis.

Write the following words on the chalkboard and read them aloud: jacket, edit, and climate. Say: The final syllable in each of these words sounds the same but is spelled differently. The final syllable in the word jacket is spelled e, t. Underline the final syllable.

Point to the word edit. Say: The final syllable in the word edit is spelled i, t. Underline the final syllable.

Point to the word climate. Say: The final syllable in the word climate is spelled m, a, t, e. Underline the final syllable.

Draw a three-column chart on the chalkboard. Write the headings -et, -it, and -ate on the chart. Write each word on the chalkboard in the appropriate column in the chart.

Guide

Write the words secret, unit, and private on the chalkboard. Have students read them aloud with you. Point to each word as you say them again, accenting the first syllable in each. Say: Listen to the final syllable as I say the word secret. Now listen to the final syllable in this word: unit. Next, listen to the final syllable in private. The final unaccented syllable sounds the same but is spelled differently.

Have students write the headings -et, -it, and -ate in their word study notebooks. As you add these words to the columns on the chalkboard, guide students to write the words jacket, edit, climate, secret, private, and unit in the correct columns in their word study notebooks.
Apply

Write the words target, credit, and pirate 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 the charts in their word study notebooks.

Spelling Words with Unaccented Final Syllables

Unit Spelling Words: racket, credit, senate, quiet, habit, comet, orbit, private

Display the anchor poster and discuss the different spellings of the unaccented final syllables.

Say the spelling words aloud, emphasizing the difference between the first syllable and the final unaccented syllable in each word. Have students repeat the words after you several times.

Invite students to go back to the three-column chart they created in the initial activity. Then, have students write each spelling word in the appropriate column in their charts. Ask students to compare their charts with a partner’s. Then, invite volunteers to tell the group in which column each spelling word belongs. Write students’ responses on the chart on the chalkboard.

Assessment Tip

Note which students have difficulty telling you in which column to write the words. You may want to work with these students, using simple two-syllable words to review the concept of unaccented final syllables.

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.
Day Two

Common Features Sort

<table>
<thead>
<tr>
<th>-et</th>
<th>-it</th>
<th>-ate</th>
</tr>
</thead>
<tbody>
<tr>
<td>closet</td>
<td>credit</td>
<td>pirate</td>
</tr>
<tr>
<td>comet</td>
<td>edit</td>
<td>private</td>
</tr>
<tr>
<td>jacket</td>
<td>habit</td>
<td></td>
</tr>
<tr>
<td>magnet</td>
<td>limit</td>
<td></td>
</tr>
<tr>
<td>quiet</td>
<td>orbit</td>
<td></td>
</tr>
<tr>
<td>racket</td>
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<td></td>
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<tr>
<td>secret</td>
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<td></td>
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<tr>
<td>planet</td>
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</tr>
</tbody>
</table>

Review Unaccented Final Syllables -et, -it, -ate

Write the word jacket 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? (e, t)

Write the words edit and climate on the chalkboard. Have students turn to a partner and identify the final unaccented syllable in each word and the letters that make up the final syllables.

Common Features Speed Sort

Teacher Word Cards: same as BLM 3

Hold up the word cards closet and comet and read them aloud. Model how to sort the words by their common features.

**Think aloud:** I hear a final unaccented syllable in these words. I see that the final syllable is spelled e, t in closet and e, t in comet. The final syllables are the letters -et, so I will place these cards together. Place the cards one beneath the other in the pocket chart.

Hold up the word cards credit and habit and read them aloud. **Think aloud:** I hear a final unaccented syllable in these words. I see that the final syllable is spelled i, t in credit and i, t in habit. The final syllables are the letters -it, so I will place these cards together. Place the cards one beneath the other in the pocket chart.

Hold up the word card pirate and read it aloud. **Think aloud:** I hear a final unaccented syllable in this word. I see that the final syllable is spelled r, a, t, e. The final syllable is spelled differently, so I will place it in a column on its own. Place the card in the pocket chart.

Ask students to help you place the remaining word cards from BLM 3 according to their common features. Hold up each word card and have students read it aloud. Have them identify the final unaccented syllable and its spelling, and then place the card in the pocket chart.

Some students might find it difficult to differentiate between the final syllables -et and -it. Make sure they have a chance to read the word card and note the letters in the final syllable.

Common Features Speed Sort

Give each student the category cards, -et, -it, and -ate from BLM 2 and the word cards from BLM 4. Have students sort the words into categories according to the spelling of the final syllables as quickly as they can.

**Spelling.** Have students use each spelling word in a written sentence in their word study notebooks.

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.
No Peeking Sort

Teacher Word Cards: same as BLM 5

Have students write the headings -et, -it, and -ate in their word study notebooks. Tell students they are going to write the words you read to them in the appropriate category.

Read each word and give students time to choose a category and write the word. When you have read all the words, give each student the category cards from BLM 2 and a set of word cards from BLM 5 so they can check their spelling. You may wish to repeat the sort with the word cards from BLMs 3 and 4.

Open Sort

Give small groups of students a set of word cards from BLM 3 or 4 and a dictionary. Have students work with their groups to create categories for the words.

If students need support, remind them that so far they have sorted words according to their endings, but now they can be creative. Encourage them to use the dictionaries to find out more about each word. Say: The part of speech of each word or the meanings of words are possible ways to sort them.

Have the groups sort the words into the categories they created. Then have them trade sorts with another group, who will try to figure out the categories.

Applying Meaning. Give students BLM 7 and have them complete the activity, circling the word that does not belong with the others in the set, and then completing sentences using the correct words with unaccented final syllables.

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.
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 unaccented final syllables that end in -et, -it, and -ate.

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 the unaccented final syllables -et, -it, and -ate.

Read a few lines with students and model finding and underlining words with the target endings. Then ask students to complete the word hunt on their own.

Ask them to write the words they find in their word study notebooks and have them circle the letters in the final syllable of each word.

Ask students to go through what they have recently read, either in class or for pleasure, to find words that end with unaccented final syllables and the letters -et, -it, and -ate.

When students find new words, have them write them in their word study notebooks. Then, ask students to read aloud the words they found. As students respond, write their words in the 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: chosen, ribbon, fountain.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: racket, private, habit.

Dictate the following sentence and have students write it on their papers: The pirate and the bandit met in secret.

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 words with the unaccented final syllables -et, -it, and -ate using the Quick-Check for Unit 18.

Suggestions for Independent Practice
Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and complete them.

Make Families. Give pairs of students a set of word cards. Ask them to deal out seven cards and place the remaining cards facedown in a pile. One student starts by looking to see whether he or she can make a family of words from the cards in his or her hand, for example, orbit and summit. If so, he or she lays the words faceup. If not, the student draws a card. The game continues as students make word families from the cards they have in their hands. They can add to existing word families already played. The object is to get rid of the cards in one’s hand first.

Guess My Word. Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team picks a card without his or her partner seeing. The student then tries to draw clues for his or her partner to guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

Word Puzzles. Give each student in a pair half of a set of word cards. Have each student cut each word apart to divide it into syllables. Then have the students exchange their set of cut-up cards and try to piece them together to make words.
Unit 18 Quick-Check:
Unaccented Final Syllables -et, -it, -ate

Answer Questions

Directions: Circle the word in each set that does NOT have the correct spelling of the final unaccented syllable. Write the correct spelling of the word on the line.

1. secret  credit  pirite  orbit  __________________
2. bandet  climate  closet  edit  __________________
3. credit  private  merit  magnit  __________________

Apply

Directions: In the space below, list three to five words you know that have the unaccented final syllables -et, -it, -ate.

_________________  ____________  ____________  ____________

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

<table>
<thead>
<tr>
<th>-et</th>
<th>-it</th>
<th>-ate</th>
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Word Bank
rocket, credit, faucet, senate, habit, wicket, hermit, comet, climate

Think and Write about Unaccented Final Syllables -et, -it, -ate

Directions: In the space below, explain how understanding words with unaccented final syllables -et, -it, and -ate helps you as a reader, speller, and writer.