Lesson Objectives

Day 1 Students will:
• Read and write words with unaccented initial syllables a-, de-, be-

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—same as BLM 3

Day 3 Students will:
• Sort words according to the spelling pattern of unaccented initial syllables a-, de-, be-

Materials:
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—same as BLM 5

Day 4 Students will:
• Identify words with unaccented initial syllables a-, de-, be-
• Identify words that begin with unaccented initial syllables
• Create lists of words organized by spelling patterns
• Write and spell words with unaccented initial syllables a-, de-, be-

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

Day 5 Students will:
• Spell words with unaccented initial syllables a-, de-, be-

Materials:
• Quick-Check Assessment
Day One

Supporting ELs
Point out to Spanish-speaking English Learners that many Spanish words are similar to words in English, for instance el deseo/desire and defender/defend. Write the Spanish cognates and the English words on the chalkboard. Have students explain the meaning of the Spanish and English words using simple words, drawings, or pantomime.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word between on the chalkboard. Show how you divide the word into two syllables between the vowel e and the consonant t. Explain that you now have two syllables, the initial syllable pronounced /ba/ and the final syllable with a long e digraph. Be sure to reinforce that /ba/ is the unaccented initial syllable. Read each syllable and then blend the syllables together: be/tween: between. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Adding Inflectional Endings to Words Ending in -y
Focus Words: obeying, obeyed, obeys, carrying, carried, carries
Write the words obey and carry on the chalkboard as you say them aloud. Say: Obey ends with a vowel + y. Carry ends with a consonant + y. Remember that when you add inflected endings to a word that ends with a consonant + y, such as carry, the y changes to an i when inflected endings -ed and -es are added.
Ask students to add the inflectional endings to obey and carry. Invite volunteers to share their spellings with the group.

Introduce Unaccented Initial Syllables a-, de-, be-
Model
Write the following words on the chalkboard and read them aloud: away, debate, because. Say: In these words, the initial syllable is unaccented, which means it is spoken with less emphasis than the accented syllable.
Read aloud the word away. Say: The initial syllable in the word away is the letter a pronounced /a/. This syllable is unaccented. It receives less emphasis than the second syllable, way. Underline the initial syllable.
Continue in this manner for the words debate and because, noting that because is most often pronounced as /buh-cuz/, and not with a long e.
Draw a three-column chart on the chalkboard. Write a-, de-, and be- as column heads. Then sort the three words into their charts by each word’s unaccented initial syllable. Invite a volunteer to share how he or she sorted the words, and write his or her response in the correct columns on the chalkboard.

Guide
Write the words another, degree, and believe on the chalkboard and underline the first syllable of each word. Say: What sound does each of these syllables have in common? (They all have the /a/ sound in the initial syllable.)
Guide students in placing the three words in the correct columns of the chart.

Apply
Write the words awhile, depend, and between on the chalkboard. Ask partners to sort the words into their charts by each word’s unaccented initial syllable. Invite a volunteer to share how he or she sorted the words, and write his or her response in the correct columns on the chalkboard.
Spelling Words with Unaccented Initial Syllables

Unit Spelling Words: along, among, against, desire, develop, defend, beneath, beyond

Write the word along on the chalkboard and point out the unaccented initial syllable a- pronounced /a/.

Say: This word has the unaccented initial syllable a-, pronounced /a/. Notice that when you say the word along, the stress is on the final syllable, rather than the initial syllable. Say along with me: a/long.

Say each unit spelling word aloud, emphasizing the unaccented initial syllable in each word. Have students repeat the words after you several times.

Invite students to revisit the three-column chart they created in the initial activity. Then, have students write the spelling words in the appropriate column of their chart. Ask students to compare their charts with a partner. Then, invite several volunteers to explain which column each spelling word belongs in. Write students’ responses in the chart on the chalkboard.

Assessment Tip
Note which students have difficulty writing the words in the correct column. You may want to work with these students, pointing out the initial syllable in each word. You can also have students keep the anchor chart on BLM 1 next to them so that they can see examples of words with unaccented initial syllables a-, de-, and be-.

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

**Closed Sort**

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<thead>
<tr>
<th>a-</th>
<th>de-</th>
<th>be-</th>
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<tbody>
<tr>
<td>afraid</td>
<td>debate</td>
<td>before</td>
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<tr>
<td>again</td>
<td>defeat</td>
<td>begun</td>
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<tr>
<td>against</td>
<td>defend</td>
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<tr>
<td>agreed</td>
<td>degree</td>
<td>believe</td>
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<tr>
<td>apply</td>
<td>deprive</td>
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<tr>
<td>awake</td>
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</table>

**Buddy Sort**

<table>
<thead>
<tr>
<th>a-</th>
<th>de-</th>
<th>be-</th>
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</thead>
<tbody>
<tr>
<td>above</td>
<td>depart</td>
<td>belong</td>
</tr>
<tr>
<td>ago</td>
<td>depend</td>
<td>beneath</td>
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<td>ahead</td>
<td>describe</td>
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<td>alike</td>
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<td>another</td>
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</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.

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**Review Unaccented Initial Syllables a-, de-, be-**

Write the word *because* on the chalkboard. Ask students what they notice about the initial syllable of the word. (It is pronounced /bəʊ/ and is unaccented.)

Write the words *away* and *debate* on the chalkboard (if they were erased from the previous day). Have students turn to a partner and identify the initial unaccented syllable in each word and use the word in an oral sentence.

**Closed Sort**

**Teacher Word Cards: same as BLM 3**

**Teacher Category Cards**

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

**Think aloud:** I hear two syllables in this word: a and *fraid*: /ə/ /fraid/. I see that the initial syllable of *afraid* contains the letter *a* and is pronounced /ə/. So I will sort it under the category *a-, because the initial unaccented syllable is /ə/.

Hold up the word card *defeat*. Ask students to read the word aloud. Ask students how the initial syllable is spelled. Have students tell you which category the word *defeat* belongs in. Place the card in the *de- category*. Say: The initial syllable of this word is *de*. It is pronounced /dɛ/ and contains the letters d and e. It belongs under the *de- category*.

Ask students to help you place the remaining word cards from BLM 3 in the correct columns. Have students identify the spelling and pronunciation of the initial syllable of each word.

**Buddy Sort**

Give pairs of students the three category cards *a-, b-, and de- from BLM 2. Have them use the word cards from BLM 4 for this sort. Have partners alternate between reading a word aloud to the other student and telling the category into which category the word should be sorted.

**Spelling.** Ask students to choose two words with *a-, two with *b-, and two with *de- from the spelling words and write sentences in their word study notebooks using the words.
Teacher-Directed Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards

Give each student a teacher word card. Have each student hold up his or her card for the group to see. Have the class read each word aloud and then discuss the meaning of the word. After all the words have been discussed, gather the cards into a stack.

Place the category cards next to one another in a pocket chart. Tell students that they will sort the words according to the unaccented initial syllable spellings.

Take a card and read it to students. Ask them to tell you into which category you should place the word card. Repeat with all the cards.

After all the words have been sorted, read each list of words and ask students if they are sure the words are sorted in the correct columns. Discuss which words belong in which columns.

Applying Meaning. Give students BLM 7 and have them write words with unaccented initial syllables and complete cloze sentences.

### Teacher-Directed Sort

<table>
<thead>
<tr>
<th>a-</th>
<th>de-</th>
<th>be-</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>demand</td>
<td>because</td>
</tr>
<tr>
<td>adult</td>
<td>desire</td>
<td>betray</td>
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<tr>
<td>affect</td>
<td>despair</td>
<td>between</td>
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<tr>
<td>amaze</td>
<td>develop</td>
<td></td>
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<tr>
<td>around</td>
<td>asleep</td>
<td></td>
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<tr>
<td>asleep</td>
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<tr>
<td>away</td>
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<td>awhile</td>
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</table>

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. Read the words aloud with students and have them echo-read. Provide meanings for each word. Have them write the meanings of the words using simple words or pictures.

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. Read the words aloud for students. Help explain the meaning of the words using gestures, simple words, pictures, or objects.
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 words with the unaccented initial syllables a-, de-, and be-.

Day Four

On the Right Path—Desert Hiking

Millions of people visit national parks to experience their natural wonders. Some of the most popular national parks to visit are desert areas, such as Death Valley (California), the Grand Canyon (Arizona), and Zion (Utah). Violent mansions of towering cliffs, rock arches, and other formations as they hike along the pathways of each park. Every year, hundreds of visitors suffer from heat-related illnesses and accidents. Sadly, some of them don’t make it out alive.

That’s why it’s important to keep safety in mind. Careful planning before you begin a desert hike is the best way to stay safe and enjoy the land. Here are a few tips to remember:

• Map out your route in advance and carry a trail map at all times. Let someone know which route you will take.
• Stay on the trail. Dangerous drop-offs or ledges; they may be slippery or unstable, and you could fall.
• Don’t hike alone. Having a partner can save your life if you have an accident or need help.
• Don’t depend on a buddy or family member to carry water for you. Every person should carry his or her own supply—at least one gallon of drinking water per person per day.
• Visit at sensible times. Early morning or late afternoon is safer than hiking at midday. Sunburn is a very real threat. Wear protective clothing, long pants and sleeves are a great defense against sunburn and scratches from desert plants. A sun hat is also a must to keep your head cool.

Desert hikes are a terrific way to see America’s beauty. Follow posted safety rules and use common sense to ensure a great visit.

Those who hike on average suffer from heat-related illnesses and accidents. Sadly, some of them don’t make it out alive.

Spelling Dictation

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 that have unaccented initial syllables a-, be-, and de-.

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

Once students have completed the word hunt, ask them to sort the words they found by the words’ initial unaccented syllables. Students can write these words in a chart in their word study notebooks.

Have students meet in small groups and read the words they found to the group.

For an additional challenge have groups go on another word hunt, looking for words with the unaccented initial syllables a-, be-, and de- in other classroom books or materials.

Word Hunt

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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: carried, surveys, surveyed.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: against, develop, beyond.

Dictate the following sentence and have students write it on their papers: We had no desire to crawl among the weeds beneath our house to get your ball back.

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 initial syllables a-, de-, and be- using the Quick-Check for Unit 20.

Suggestions for Independent Practice
Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words as quickly as possible while their partners time their reading with a stopwatch.

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

Making Families. Give pairs of students word cards from two BLMs. Ask students to deal out seven cards and place the remaining cards facedown in a pile. One student starts by seeing whether he or she can make a family of words (for example, between and beneath). If so, he or she lays the words faceup. If not, the student draws a card. The game continues as students try to 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 their hands 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 showing it to his or her partner. The student with the card then draws pictures or other clues so his or her partner can guess the word. Pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

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Unit 20 Quick-Check:
Unaccented Initial Syllables a-, de-, be-

Answer Questions
Directions: Choose the word in each row that has an initial syllable with the same spelling pattern and sound as the target word.

1. around     ugly     upon     afraid
2. below      beach     begin     beaver
3. degree     defeat     divide     direct

Apply
Directions: In the space below, list three to five words you know that have an unaccented initial syllable (a-, de-, be-).

__________________  __________________  __________________  __________________

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

<table>
<thead>
<tr>
<th>a-</th>
<th>de-</th>
<th>be-</th>
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Word Bank
again, beside, describe, ago, beware, despair, alike, belong, desire

Think and Write about Unaccented Initial Syllables a-, de-, be-
Directions: In the space below, explain how understanding words with unaccented initial syllables a-, de-, and be- helps you as a reader, speller, and writer.

_____________________________________________________________________________