Lesson Objectives

Day 1
Students will:
• Understand vowel alternation from long to short and schwa
• Read and write words with vowel alternations from long to short and schwa
• Articulate clues to use for spelling the schwa sound when the vowel changes from long to schwa

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Word Cards—serene, serenity, invite, invitation, custodian

Day 2
Students will:
• Sort words by the common features of the vowel that makes the schwa sound
• Sort words by long to short vowel sounds or long to schwa vowel sounds

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Word Cards—competition, resident, admiration, invitation, infamous, relative

Day 3
Students will:
• Sort words by accented syllables
• Use knowledge of related words to select correct spellings of words

Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—Same Stress, Change Stress
• Teacher Word Cards—serene, serenity, invite, invitation, oppose, opposition, conspire, conspiracy

Day 4
Students will:
• Identify words and the vowels that make the schwa sound in a passage
• Write and spell words with long to schwa vowel sounds

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

Day 5
Students will:
• Correctly spell words with long to short or schwa sounds

Materials:
• Quick-Check Assessment
Day One

Supporting ELs
The schwa sound is a difficult sound for even fluent English speakers to recognize. Make sure to pronounce the words with schwa clearly and have English Learners repeat. Make sure ELs understand the difference in meanings between word pairs such as flame/flammable, compose/composition, conspire/conspiracy, and explore/exploration. Provide concrete images, objects, or pantomime to help students understand the difference in meaning. For example, you might draw a sketch of a flame and a gas can for flammable. This will help ELs understand that flammable means “something that can catch on fire.”

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word custodian on the chalkboard. Show how you divide the word into syllables by first looking to find the vowel sounds, since each syllable has a vowel sound. Divide the word: cus/to/di/an. Point out how much easier it is to read the smaller chunks and then blend them together. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Vowel Alternation Long to Short

Focus Words: volcano, volcanic, grave, gravity, reptile, reptilian

Write the words volcano and volcanic on the chalkboard. Ask students to identify the sound of a in both words and tell how the vowel sound changes. If students need prompting, remind them that the vowel sound changes from long to short and, even though the pronunciation changes, the vowel letter stays the same.

Write these word pairs on the chalkboard and have students tell which long vowel sounds changed to short vowel sounds: grave/gravity, athlete/athletic, reptile/reptilian.

Introduce Vowel Alternation Long to Short or Schwa

Model
Write the following words on the chalkboard and read them aloud: com/pose, com/po/si/tion. Say: The vowel sound in the accented syllable of compose is the long o sound. Underline the accented syllable.

Read aloud the word composition. Say: The long o in compose does not change to a short o sound in composition. In the word composition, the second syllable is not accented. You do not put stress on that syllable when you say the word. The vowel sound in composition sounds like a schwa sound, or an unaccented short u sound. Underline the accented syllable.

Write the words se/rene and se/ren/i/ty on the chalkboard. Say: The vowel sound in the accented second syllable of serene is the long e sound. Underline the accented syllable.

Read aloud the word serenity. Say: The word serenity did not have a change in accent. The vowel sound in the accented syllable of serenity is the short e sound. The vowel sound changed from long to short. Underline the accented syllable.

Guide
Create a chart on the chalkboard with these headings: Long Vowel to Short Vowel; Long Vowel to Schwa. Write the words compete and competition on the chalkboard and read them aloud with students. Ask students in which group to write the words. Ask them if the long vowel sound changes to a short vowel sound or a schwa sound. Ask students if the word pair has a change in accent. Reinforce the rule that long to schwa word pairs will have a change in accent.
Apply
Write the word pairs sane/sanity and combine/combination on the chalkboard. Have students copy the chart into their word study notebooks. Ask students to work with a partner to write the words on their charts.

Spelling Words with Vowel Alternation

Unit Spelling Words: custody, compilation, definition, competition, position, serenity, production, intervention

Write the word custody on the chalkboard. Point out that the schwa sound in this word is spelled with the vowel o. Explain that the schwa sound can be spelled with different vowels. Say: Sound is not a clue to which vowel to use when spelling the schwa sound. Think of a related word in which you can hear the vowel. Write the word custodian on the chalkboard. Say: You can hear the long o sound in custodian. This gives you a clue that the schwa sound in custody is spelled with o.

Write the other four spelling words with schwa sounds on the chalkboard and read them with students. Point out the schwa sound spelled by i in compilation and definition and the schwa sound spelled with e in competition and o in position. Ask volunteers to name the base words and explain how the vowel is altered between the pairs of words.

Write the words serenity, production, and convention on the chalkboard. Say: The base word for serenity is serene. The vowel sound changes from a long e in serene to a short e in serenity. Point out the vowel-sound changes from the base words produce and intervene to the two spelling words.

Point out how the accented syllables are the same in serene/serenity, produce/production, and intervene/intervention. Remind students that the vowel sound for these words changes from the long vowel sound to the short vowel sound. The vowel itself does not change.

Ask students to copy the spelling words from the chalkboard into their word study notebooks. Have partners check each other’s spellings.

Assessment Tip
Notice which students have difficulty telling you in which column to write the words or that do not identify which syllables are accented. You may want to work with these students, using simple word pairs to review the concept of long to short or long to schwa vowel alternation.

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

Common Features Sort

<table>
<thead>
<tr>
<th>imposition</th>
<th>definition</th>
<th>infamous</th>
</tr>
</thead>
<tbody>
<tr>
<td>custody</td>
<td>compilation</td>
<td>relative</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>Long to Short</th>
<th>Long to Schwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>divine/divinity</td>
<td>custodian/custody</td>
</tr>
<tr>
<td>compose/composite</td>
<td>define/definition</td>
</tr>
<tr>
<td>impose/imposition</td>
<td>compile/compilation</td>
</tr>
<tr>
<td>deprive/deprivation</td>
<td>relate/relative</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 what they are supposed to do on the BLM.

Review Vowel Alternation Long to Short or Schwa

Write the words rite and ritual on the chalkboard. Ask students if the vowel sound changes from long to short or long to schwa.

Write the words relate/relative and stable/stability on the chalkboard. Have students turn to a partner and identify which vowel sounds change from long to schwa. Show them the anchor poster and suggest that they refer to it if needed.

Common Features Sort

Teacher Word Cards: imposition, custody, definition, compilation, infamous, relative

Place the word cards for imposition and custody underneath each other in a pocket chart. Read the words aloud.

Think aloud: I hear the schwa sound in each of the words. I see that o spells the schwa sound in imposition and in custody.

Hold up the word cards definition and compilation. Ask students what the common feature is in both words. (The common feature is the schwa spelled with i.) Place the cards underneath each other in their own column in the pocket chart beside the words imposition and custody.

Repeat with infamous and relative. (The common feature is schwa spelled with a.)

Buddy Features Sort

Give pairs of students the category cards from BLM 2 and the word cards from BLM 3. Have one student read a word pair and ask in which category to place the word pair. When the other student responds and the words are placed, the second student chooses a word pair and asks where the word pair should be sorted.

Spelling. Have students copy the headings on the category cards into their word study notebooks. Then have them work with a partner to write their spelling words, along with each spelling word’s pair, under the appropriate heading. For example, custodian/custody would go under Long to Schwa.
**Common Features Sort**

**Teacher Word Cards:** serene, serenity, invite, invitation, oppose, opposition, conspire, conspiracy

Place the words serene and serenity in a pocket chart next to each other. Say the words aloud making sure to stress the accented syllables. Then place invite and invitation next to each other in the word chart and next to the first word pair. Read the word pair aloud making sure to stress the accented syllables.

Hold up the word cards for oppose and opposition. Have students read the cards aloud and decide which word pair these word cards should be placed underneath. Repeat with conspire and conspiracy.

Give students the category cards for stress from BLM 2 and the word cards from BLM 4 and have them find the words that are in the pocket chart and set them up in columns like they are in the pocket chart. Have them sort the rest of the cards according to how the syllables are accented in the words. Then ask students to compare their sort with a partner’s.

**Speed Sort**

Give pairs of students the word cards from BLM 5, the category cards from BLM 2, a dictionary, and a stopwatch. Ask the pairs to time themselves as they sort the words. Have students check any words they think may not be sorted correctly in the dictionary and rearrange the words. Have students repeat the sort to see if they can sort the words any faster.

**Applying Meaning.** Give students BLM 7 and have them recognize letters that stand for the schwa sound and complete the cloze, choosing the word with the correct spelling of the schwa sound.

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**Common Features Sort**

<table>
<thead>
<tr>
<th>Same Stress</th>
<th>Change Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>serene/serenity</td>
<td>invite/invitation</td>
</tr>
<tr>
<td>conspire/conspiracy</td>
<td>oppose/opposition</td>
</tr>
<tr>
<td>provide/provision</td>
<td>famous/infamous</td>
</tr>
<tr>
<td>produce/production</td>
<td>compete/competition</td>
</tr>
</tbody>
</table>

**Speed Sort**

<table>
<thead>
<tr>
<th>Long to Short</th>
<th>Long to Schwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>extreme/extremity</td>
<td>explain/explanation</td>
</tr>
<tr>
<td>grave/gravity</td>
<td>incline/inclination</td>
</tr>
<tr>
<td>volcanic/volcanic</td>
<td>preside/president</td>
</tr>
<tr>
<td>convene/convention</td>
<td>pose/position</td>
</tr>
</tbody>
</table>

**Assessment Tip**

Use students’ completed BLM 7 to assess their understanding of which vowel to use to spell the schwa sound. 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 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.
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 long to short vowel-sound changes and long to schwa vowel-sound changes.

My Big Sister

A great source of my big sister Nora's, is a vintage store diva. The front of her wardrobe is made up of almost entirely clothing that she has bought at thrift stores. She also sometimes buys clothes at garage sales held by elderly neighbors. She has been known to show up at a particularly wild party or other event in clothing worn by elderly neighbors. Occasionally, these same neighbors will reveal that they are or had a closet full of items from their youth. They often sell or give their old clothes to Nora as a gift, and sometimes they sell or give her their old clothes.

Using this method, Nora has accumulated a sizable wardrobe that greatly exceeds her ability to buy new clothing. Not only is vintage clothing distinctive, it is also much cheaper than new items, unless you want something really rare.

At first, my mother wasn't too thrilled with my sister's method of dressing herself. Among the names of vintage was "junk." But after Nora came home with some beautiful items, many of which reminded my mom of things she had once worn, she began to change her mind. And once my sister began to make money by selling some of these items online, Mom's admiration for Nora's shopping skills increased. More importantly, Nora's shopping skills increased. In fact, this prompted Mom to join Nora on trips to used-clothing outlets. Now Mom has scored a few good finds herself!

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they will read the passage and circle the words that have the schwa sound and whose base has changed from a long sound to a schwa sound.

After students have completed the word hunt, ask volunteers to share the words that they found.

Ask pairs of students to begin lists of words in their word study notebooks—for words with the schwa sound spelled with i, a, e, or o. They can start the lists by using the words in the passage.

Ask pairs to look through other texts, looking for words with the schwa sound and adding these to the lists.

After students have had a chance to develop their lists, discuss with them which of their lists have the most words. Ask what this tells them about the spelling of the sound.

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: cavity, pleasant, athletic.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: custody, production, compilation.

Dictate the following sentence and have students write it on their papers: We were hesitant to tell them what our position was concerning the competition.

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 long to short or schwa vowel changes using the Quick-Check for Unit 20.

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, competition might be sorted with invitation, conspiracy, and resident because these are all nouns. Then have other groups try to guess how each group has sorted its words.

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 while the other student times the reading with a stopwatch.

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 draws 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.

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.

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Unit 20 Quick-Check:  
Vowel Alternation Long to Short or Schwa

Answer Questions  
**Directions:** Choose the word in each set that does NOT have the correct spelling of the schwa sound. Next to each incorrect word, write the correct spelling.

1. a. infimous ____________ 3. a. relative ____________
   b. position ____________  b. deprevation ____________
   c. stability ____________ c. exposition ____________
   d. recitation ____________ d. inclination ____________

2. a. combination ____________ 4. a. perspiration ____________
   b. comedy ____________  b. narrative ____________
   c. compolation ____________ c. nativity ____________
   d. exploration ____________ d. defenition ____________

Apply  
**Directions:** In the space below, list three to five words you know that have the schwa sound.

__________________________  ____________________________  ____________________________  ____________________________  ____________________________  

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

<table>
<thead>
<tr>
<th>Long to Short</th>
<th>Long to Schwa</th>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>page/paginate, expose/exposition, compile/compilation, produce/production</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Vowel Alternation Long to Short or Schwa  
**Directions:** In the space below, explain how understanding vowel alternation long to short or schwa helps you as a reader, speller, and writer.

__________________________________________________________________________________