Lesson Objectives

Day 1
Students will:
• Understand long, short, and schwa vowel alternations
• Read and write words with long, short, and schwa vowel changes
• Articulate rules for dropping a silent e when adding a suffix
• Articulate rules for doubling a consonant when adding a suffix

Materials:
• Anchor Poster
• Teacher Category Cards—Long to Short, Long to Schwa, Short to Schwa
• Teacher Word Cards—suffice, sufficient, preside, president, metallic, wise

Day 2
Students will:
• Sort words by parts of speech
• Sort words by suffixes

Materials:
• BLM 2: Category Cards
• BLMs 3–4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—Noun, Verb, Adjective
• Teacher Word Cards—excite, excellent

Day 3
Students will:
• Sort words by long, short, and schwa vowel sounds
• Use knowledge of the meanings, spellings, and usage of related words to choose the correct word
• Use knowledge of base and derived words to choose the correct word

Materials:
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—Long to Short, Long to Schwa, Short to Schwa
• Teacher Word Cards—same as BLM 5

Day 4
Students will:
• Identify related word pairs in a passage
• Write and spell words with long, short, and schwa vowel changes

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

Day 5
Students will:
• Correctly spell words with long, short, and schwa vowel changes

Materials:
• Quick-Check Assessment
Day One

**Supporting ELs**

It is important to remember that some English Learners may not understand the relationship between some word pairs. Use gestures, objects, and simple words and phrases to explain the meaning of the two words. For example, you might show them a picture of the President and use gestures and phrases to explain that the President is someone who presides over or controls the country.

**Blending Practice**

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, students might have difficulty with the word *illustrative*. Write the word on the chalkboard. Show how you divide the word into four syllables between *i* and *l*, between *s* and *t*, and between *a* and *t*. Read each syllable and then blend the syllables together: *il/lus/tr/a/tive: illustrative*. Continue to support students who need help with blending throughout the week, using the example words in the lesson.

**Review Suffix -ity with Vowel Alternation Schwa to Short**

**Focus Words:** personal, personality, hostile, hostility, mental, mentality

Write the word pair *personal* and *personality* on the chalkboard and read the words aloud. Ask students to identify the vowel sound that changed, how it changed, and the change in usage when *-ity* was added to *personal*.

Repeat the procedure with the remaining focus words.

**Introduce Vowel Alternations Long, Short, and Schwa**

**Teacher Word Cards:** suffice, sufficient, preside, president, metallic, metal  
**Teacher Category Cards:** Long to Short, Long to Schwa, Short to Schwa

**Model**

Place the category cards in a pocket chart and remind students that these are three ways that vowel sounds can change in related words.

Write *suffice* and *sufficient* on the chalkboard. Read the words aloud. **Say:** When I say *suffice*, which is a verb meaning “to be adequate or meet the needs of something,” I hear the long *i* vowel sound in the accented syllable. Mark the *i* with a macron. **Say:** When I say *sufficient*, which is a related adjective, I hear the short *i* vowel sound in that same syllable. Mark the first *i* with a breve. In these related words, the vowel sound changed from long to short, and the usage of the words is different.

Place the word cards for *suffice* and *sufficient* under the **Long to Short** category in the pocket chart.

**Guide**

Hold up the word cards for *preside* and *president*. Read the words aloud and have students repeat the words. **Say:** What vowel sound do you hear in the accented syllable of *preside?* (long *i*) **What part of speech is *preside?*** (a verb) **What vowel sound do you hear in the same syllable of *president?*** (schwa) **What part of speech is *president?*** (a noun)

After students respond, place the word cards in the pocket chart under the category Long to Schwa.
Apply

Hold up the word cards for metallic and metal. Have students write the words in their word study notebooks, underline the accented vowel sound in metallic, and write a brief sentence telling how it changed in the same syllable of the related word, metal. Have them write another sentence explaining how the usage of the related words is different.

Spelling Words with Vowel Alternations

Unit Spelling Words: excel, excellent, mandate, mandatory, illustrate, illustrative, metal, metallic

Write the words excel and excellent on the chalkboard. Ask students how the spelling of the base word changed when the suffix -ent was added. Prompt students to realize that the consonant l in the base word was doubled to form the derivative. Display the anchor poster and remind students of the rule. Say: **Double the final consonant before a suffix beginning with a vowel if the last syllable is accented, and a single consonant follows a single vowel.**

Write the words mandate and mandatory on the chalkboard. Ask students how the spelling of the base word changed when the suffix -ory was added. Prompt students to realize that the silent e was dropped when the suffix was added. Point to the anchor poster and remind students of the rule. Say: **If the base word ends in a silent e and the suffix begins with a vowel, drop the e when spelling the derivative.**

Write the remaining spelling words on the chalkboard and read them with students.

Have students write the spelling words in their word study notebooks. Ask them to identify which spelling rule is illustrated in each pair of related words.

Assessment Tip

Notice which students have difficulty telling you how the spelling changes between a base word and the derivative. If students are having difficulty, have them write the spelling rules and include examples from their list.

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>Noun</th>
<th>Verb</th>
<th>Adjective</th>
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<tbody>
<tr>
<td>metal</td>
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<td>excellent</td>
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<td>president</td>
<td>illustrate</td>
<td>illustrative</td>
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<tr>
<td>production</td>
<td>preside</td>
<td>mandatory</td>
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<td>wisdom</td>
<td>suffice</td>
<td>metallic</td>
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<td>(mandate)</td>
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<td>sufficient</td>
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<td>wise</td>
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Buddy Sort

<table>
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<th>Noun</th>
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<th>Adjective</th>
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<td>decide</td>
<td>democratic</td>
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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. Read aloud the words and help them identify the vowel sounds they hear. Have them mark the vowel sound in each word.

Review Vowel Alternations Long, Short, and Schwa

Write the word pair excel and excellent on the chalkboard. Ask students to read the words aloud. Then ask them to identify how the vowel sound in the accented syllable of excel is different from that of excellent. Write short over the word excel and schwa over the word excellent.

Have students explain how the words are related in meaning.

Closed Sort

Teacher Word Cards: excel, excellent
Teacher Category Cards: Noun, Verb, Adjective

Place the category cards Noun, Verb, and Adjective in a pocket chart next to each other.

Think aloud: I know that when a suffix is added to a base word it changes the meaning and usage of the word.

Hold up the word cards for excel and excellent. Have students read the words aloud.

Think aloud: The words excel and excellent are similar in spelling and meaning. They are related words. The suffix -ent is added to the base word excel to make the new word excellent. I know that excel is a verb. When the suffix -ent is added to excel, the new word excellent is an adjective.

Have students tell you in which category to place the word cards. Place the word card excel in the Verb category and the word excellent in the Adjective category.

Give pairs the Noun, Verb, and Adjective category cards from BLM 2 and the word cards from BLM 3. Have students continue to sort the words in the correct category. Point out that some words may fit into more than one category. Allow students to use a dictionary to check the part of speech of each word. Have students write their sort in their word study notebooks.

Buddy Sort

Provide pairs of students with the word cards from BLM 4 and the category cards for parts of speech from BLM 2. Have the students sort the words according to their parts of speech.
Blind Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: Long to Short, Long to Schwa, Short to Schwa

Place the category cards in the pocket chart. Place emphatic and emphasis next to each other but to the side in the pocket chart so that students can see them. Read the words aloud. Have students notice the vowel sound change from short to schwa in the second syllable. Place the word pair under the category Short to Schwa. Have students copy the chart in their word study notebooks.

Ask students to copy the categories into their word study notebooks. Tell them that you will call out word pairs and they will write the word pairs in the appropriate column in their notebooks. Call out these word pairs, emphasizing the syllable in each first word that contains the vowel that changes: geometric/geometry, periodic/period, harmonious/harmony, impede/impediment, labor/laborious, major/majority, mediocre/mediocrity, periodic/period.

Place the word cards in the correct category so students can check their answers.

Applying Meaning. Give students BLM 7 and have them choose the correct word in each set of exercises.

Assessment Tip
Use students’ completed BLM 7 to assess their understanding of vowel alternations (long, short, and schwa) in word pairs. Note whether they need more practice in the ways vowel sounds change.

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. Read the words aloud for students. Help them hear the difference in vowel sounds in each word pair.
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.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will read the passage and circle any related word pairs they find.

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

Then ask students to identify which is the base word and which is the derived word in each word pair. Have them identify how the vowel sounds changed from the base word to the derivation.

Ask pairs of students to begin lists of words in their word study notebooks—for base words and derived words. They can start the lists by using the words in the passage.

Then ask pairs to look through other texts, looking for words with suffixes, and identifying the base words of the derived words. If the derived words undergo a vowel change, have them add the word pairs to their lists.

After students have had a chance to develop their lists, discuss with them which of their lists have the most words. Then ask them how the spellings and meanings of the related words are similar.

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: **fertility, fertile, personality**.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: **excel, excellent, metallic**.

Dictate the following sentence and have students write it on their papers: **It should be considered mandatory for the president to be wise and fair-minded**.

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 vowel alternation using the Quick-Check for Unit 22.

Suggestions for Independent Practice

Word Hunt. Have students work independently. Invite them to search classroom materials to find other examples of pairs of related words that undergo a vowel change from long to short, long to schwa, or short to schwa. Ask them to list these words in their word study notebooks. Add any new word pairs that students find to a classroom list of vowel alternation words.

Open Sort. Have students work with partners and use the complete set of word cards. Tell them to think of as many ways as they can to sort the words. For example, they can sort by number of syllables, words that alternate vowel sounds, words with the same suffixes, parts of speech, and so on.

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.

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 their reading with a stopwatch.
Unit 22 Quick-Check:
Vowel Alternations Long, Short, and Schwa

Answer Questions
Directions: Circle the correct vowel alternation for each of the word pairs.

1. **narrate** to **narrative**
   - Long to Short
   - Long to Schwa
   - Short to Schwa

2. **metallic** to **metal**
   - Long to Short
   - Long to Schwa
   - Short to Schwa

3. **impede** to **impediment**
   - Long to Short
   - Long to Schwa
   - Short to Schwa

4. **periodic** to **period**
   - Long to Short
   - Long to Schwa
   - Short to Schwa

Apply
Directions: In the space below, list three word pairs in which the vowel sound changes from long to schwa, long to short, and short to schwa.

____________  ____________  ____________

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

<table>
<thead>
<tr>
<th>Long to Short</th>
<th>Long to Schwa</th>
<th>Short to Schwa</th>
</tr>
</thead>
</table>

Word Bank:
- wise/wisdom,
- inspire/inspiration,
- emphatic/emphasis,
- decide/decision,
- preside/president,
- democratic/democracy

Think and Write about Vowel Alternations Long, Short, and Schwa
Directions: In the space below, explain how understanding vowel changes in related words helps you as a reader, speller, and writer.