Lesson Objectives

Day 1
**Students will:**
- Read and write acronyms and initializations
- Define acronyms and initializations

**Materials:**
- Teacher Category Cards
- Teacher Word Cards—AMEX, PR, SWAT, PTA

Day 2
**Students will:**
- Use acronyms and initializations in sentences
- Sort acronyms and initializations by whether they are read as words or letters

**Materials:**
- Anchor Poster
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 3, CST, RADAR

Day 3
**Students will:**
- Sort acronyms and initializations by the type of thing they stand for
- Sort acronyms and initializations by whether they are read as words or letters

**Materials:**
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—Read as Word, Read as Letters
- Teacher Word Cards—same as BLM 5

Day 4
**Students will:**
- Identify acronyms and initializations in a passage
- Create lists of acronyms and initializations
- Write and spell acronyms and initializations

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

Day 5
**Students will:**
- Spell acronyms and initializations

**Materials:**
- Quick-Check Assessment

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Mothers Against Drunk Driving
BLT and an OJ cost more than twelve dollars here?! I just can't wait to get home to get some cash from the ATM, she entered the wrong PIN three times, so it to get some lunch. But of course it couldn't be that simple. When Mom went Well, it has been a disaster of a day so far. I'm writing to you from a noisy lounge Mothers Against Drunk Driving
AWOL
AMEX
AAA

Look at each set of acronyms and initials. Choose the one that is an expression.

3. DNA
TEFLON
NATO

Look at each set of acronyms and initializations. Choose the one that does NOT belong that are not the first letters of the component words.

12. VIP
DNA

Look at each set of acronyms and initializations. Choose the one that is an expression.

1. DNA
TEFLON
NATO

Some initializations and acronyms are formed from letters that are not the first letters of the component words. Acronyms may not be English.

Anchor Chart (BLM 1) Category Cards (BLM 2) Word Cards (BLM 3)
Word Cards (BLM 4) Word Cards (BLM 5) Take-Home Activity (BLM 6)
Classroom Activity (BLM 7) Take-Home Activity (BLM 8) Reading Passage (BLM 9)

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Dictionaries (Days 1, 2)
- Online Audio Dictionaries (Day 2)
Day One

Day One Sort

<table>
<thead>
<tr>
<th>Read as Word</th>
<th>Read as Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMEX</td>
<td>PR</td>
</tr>
<tr>
<td>SWAT</td>
<td>PTA</td>
</tr>
<tr>
<td>SCUBA</td>
<td>TBA</td>
</tr>
<tr>
<td>DNA</td>
<td></td>
</tr>
</tbody>
</table>

Supporting ELs

To help English Learners remember the words initializations and acronyms stand for, have them write the word and then a simple drawing with a short word or phrase in English to help them remember.

Blending Practice

If some students have difficulty reading acronyms, help them read the acronym syllable by syllable. For example, point to the word AMEX on the chalkboard. Show how you divide the word into two syllables between the m and e. Read each syllable and then blend the syllables together: AM/EX: AMEX. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Words from French, German, and Spanish

Focus Words: brunette, vanilla, armadillo, strudel, schnauzer

Write the word brunette on the chalkboard and read it aloud. Ask students to identify the language of origin. Guide them to use what they know about spelling patterns and what they remember from the last lesson to identify French as the language of origin. Repeat with the remaining focus words.

Introduce Acronyms and Initializations

Teacher Word Cards: AMEX, PR, SWAT, PTA
Teacher Category Cards: Read as Letters, Read as Word

Model

Say: There are many examples of initializations and acronyms in the English language. Initializations are the first letters in names or words pronounced as letters. The letters that begin your first and last name are your initials. Write an example on the chalkboard. Acronyms are also formed with initials, but they are said as words. For example, NATO is said as a word, but the letters stand for North Atlantic Treaty Organization. Write North Atlantic Treaty Organization on the chalkboard, underlining the first letter in each word. Then write NATO.

Place the category cards in a pocket chart. Say: We are going to sort words by how they are read. If the word is read as letters we will put the card in the Read as Letters column. If it is read as a word, we will put the card in the Read as Word column.

Hold up the word card AMEX and read it aloud. Say: AMEX is read as a word. I will put it in the Read as Word column. Explain that AMEX stands for American Stock Exchange or American Express.

Hold up the word card PR. Say: The word PR is read as letters. I will put it in the Read as Letters column. The letters PR stand for public relations.

Guide

Have students copy the two-column chart in their word study notebooks. Hold up the word cards SWAT and PTA. Then, using the words already included in the pocket chart and the category cards as a guide, help students decide where each new word belongs in the chart.
Apply

Write TBA, DNA, and SCUBA on the chalkboard and have students sort the remaining words on their own.

Spelling Words with Acronyms and Initializations

Unit Spelling Words: TEFLON, DNA, RADAR, RSVP, OPEC, NASA, TBA, AMEX

Write the spelling words on the chalkboard.

Explain that some initializations and acronyms are not formed from the first letters of words. Use the following examples.

Write TEFLON on the chalkboard and say it aloud. Then write polytetrafluoroethylene. Circle the underlined letters.

Write DNA and deoxyribonucleic acid on the chalkboard, circling the underlined letters. Point out the letters DNA are actually part of the words deoxyribonucleic acid and are not found only at the beginning of each word.

Write RADAR on the chalkboard. Point out that the letters in RADAR include the first and second letter from one of its component words, so that vowels can be included and make the word easier to pronounce. Write on the chalkboard radio detecting and ranging and circle the underlined letters. Point out that some acronyms, such as RADAR, have become regular words through usage: radar.

Repeat with RSVP, OPEC, NASA, TBA, and AMEX, making sure students understand what these initializations and acronyms are short for. (See the word cards for explanations.)

Ask students to copy the spelling words in their spelling notebooks. Have partner’s check each other’s spelling and circling.

Assessment Tip

Note which students have difficulty identifying the meanings of the acronyms and initializations. You may want to have students create a chart in their notebooks to help them remember the meanings.

<table>
<thead>
<tr>
<th>Acronym/Initials</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMEX</td>
<td>American Stock Exchange</td>
</tr>
<tr>
<td>SWAT</td>
<td>Special Weapons Action Team</td>
</tr>
<tr>
<td>PR</td>
<td>Public Relations</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Teacher Association</td>
</tr>
</tbody>
</table>

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**

**Meaning Sort**

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAA</td>
<td>AWOL</td>
</tr>
<tr>
<td>AMEX</td>
<td>KISS</td>
</tr>
<tr>
<td>MADD</td>
<td>RIP</td>
</tr>
<tr>
<td>NASA</td>
<td>RSVP</td>
</tr>
<tr>
<td>NATO</td>
<td>FAQ</td>
</tr>
<tr>
<td>OPEC</td>
<td></td>
</tr>
<tr>
<td>OSHA</td>
<td></td>
</tr>
<tr>
<td>PTA</td>
<td></td>
</tr>
<tr>
<td>Vehicles</td>
<td>Chemicals</td>
</tr>
<tr>
<td>RV</td>
<td>DNA</td>
</tr>
<tr>
<td>SUV</td>
<td></td>
</tr>
</tbody>
</table>

**Home/School Connection**

Give students 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.

**Review Acronyms and Initializations**

Display the anchor poster and discuss acronyms and initializations with students.

Write DNA and NASA on the chalkboard. Ask each student to turn to a partner and identify the words they stand for. Then have partners create a sentence using the word and share it with the class.

**Meaning Sort**

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

**Teacher Category Cards: Organizations, Expressions, Vehicles, Chemicals**

Place the category cards in a pocket chart. Explain that acronyms and initializations often stand for an organization, such as a company or governing body, an expression that people might use while speaking or writing, some types of vehicles, and chemically derived materials.

Use the AWOL word card and model where to place the card in the pocket chart.

**Think aloud:** I know that AWOL is an acronym that means “absent without leave.” This is an expression I might use in my speech or writing. For example, if Jimmy was supposed to come dinner and never showed up, I might say, “Jimmy was AWOL from dinner last night.” I will put the word card under the Expressions category card.

Read aloud each word from the BLM 3 word cards. Discuss what each acronym or initialization stands for, and ask students to tell you in which category to place it.

**Spelling.** Have students sort the spelling words using the following categories: Read as Word, Read as Letters.
Day Three

Common Features Sort

Teacher Word Cards: CST, RADAR
Teacher Category Cards: Read as Word, Read as Letters

Place the category cards in a pocket chart and remind students that they have learned that acronyms can be read as words, while initializations are read as letters.

Hold up the word for CST. Say: This is an initialization which is read as C, S, T. It stands for Central Standard Time. I will sort this in the Read as Letters category. Repeat with RADAR, sorting it into the Read as Word category.

Point out that not everyone agrees on how to say every initialization and acronym, so they may find some impossible to clearly categorize. Hold up the word card for FAQ. Say: Some people say this as a word, /fæk/, while others say each letter, F, A, Q. In this case, you should sort the word as you say it.

Give pairs of students the category cards from BLM 2 and the word cards from BLM 4. Have students sort the acronyms and initializations by whether they can be read as words or read as letters. Give them access to an online audio dictionary, so they can hear each acronym or initialization pronounced.

Have students record the sort in their word study notebook and use print dictionaries to record the words the acronyms and initializations stand for.

Blind Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: Read as Word, Read as Letters

Place the category cards in a pocket chart.

Hold up the word card ATM. Explain that ATM stands for automated teller machine. Say ATM again and ask students where you should place the word card. Place the card in the Read as Letters category.

Have students create a two-column chart in their word study notebooks with the categories from the pocket chart.

Read aloud each initialization or acronym and have students write them into their charts. After everything has been sorted, have volunteers read each list of words and ask students if they are sure the words are sorted in the correct columns. Discuss with students which words belong in which columns.

Applying Meaning. Give students BLM 7 and have them complete the activity, choosing the word that best completes the sentence.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of acronyms and initializations. Note whether they need more practice in identifying the type of thing each stands for.

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 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.
Day Four

Providing Support
Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them chorale-read the passage straight through. Then have them work as a team to find examples acronyms and initializations.

Word Hunt
Give each student a copy of the passage on BLM 9. Tell them that they will read the passage and circle words that are acronyms and initializations.

Read a few lines with students and model finding and circling acronyms and initializations. Then ask students to complete the word hunt on their own.

Ask them to write the acronyms and initializations they find in their word study notebooks and have them note what each one stands for.

Ask students to go through what they have read recently to find examples of acronyms and initializations. Have them write the examples in their word study notebooks.

Then have students meet together in small groups and read the examples they found aloud to the group. As students respond, write their examples in a word list 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: tortilla, petite, hamburger.

Dictate the following words from this week’s unit and have students write the acronyms or initializations for each one: Organization of Petroleum Exporting Countries (OPEC), radio detecting device (RADAR), to be announced (TBA).

Dictate the following sentence and have students write it on their papers, substituting an acronym and an initialization where appropriate in the sentence: The invitation asked Chantrel to please respond (RSVP) to the function at the National Aeronautics and Space Administration (NATO).

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.

Answer Key Reading Passage (BLM 9)

Home/School Connection
Have students take the reading passage on BLM 9 home to read to a family member and point out examples of acronyms and initializations.

Supporting ELs
Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

An E-mail from Joey

Date: July 5, 2010
To: peteyboy
Subject: ☺
Hi, Pete.

Well, it has been a disaster of a day so far. I’m writing to you from a nasty lounge where we are all stranded, thanks to my Dad. As it turns out, our plane was scheduled to leave at 11:00 (07-05-10) and instead the flight was canceled. So here we are, stuck. By the time we arrive here at 5:00, our flight had already been gone for an hour. We have no idea when we can get another flight out, either, since the time of the next flight is still TBA.

Thank goodness at least there is wireless Internet here so I can send some e-mails from my cell phone towards my R&R. Hope your day has been better than mine!

As if missing our plane wasn’t enough, when we got to the check-in, Mom realized she’d packed her passport. Of course it was only embarrassing! She had to open her luggage right there in front of a whole line of people, rummaging through her dirty clothes to find it. When we finally got checked in, we decided to get some lunch. But of course it couldn’t be that simple. When Mom went to get some cash from the ATM, she entered the wrong PIN three times, so it swallowed her card and she couldn’t get it back! Luckily, Dad, Julie, and I were able to scrape enough cash together to get some lunch. Can you believe that a woman swallowed her card and she couldn’t get it back? I mean, sometimes things can get back to normal. This vacation has been a bust . . . I need to go to the function at the National Aeronautics and Space Administration (NATO).
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 acronyms and initializations using the Quick-Check for Unit 31.

Suggestions for Independent Practice

Mash Up. Have students find out and write the initials of every student in the class. Then group students in groups of four. Have groups choose the initials of four students and create new initializations or acronyms using the letters of the initials they chose.

Acronym/Initialization Hunt. Have pairs of students look around the classroom and the school to identify initializations and acronyms used every day. Have them choose an acronym or initialization they identified, and create a presentation to help other students remember the meaning.

New Acronyms. Have pairs of students work as a team to create new acronyms. Have them record the acronym on chart paper or poster board, provide a meaning, and visually display the meaning. Have pairs present their acronyms to the class.

One Minute. Remind students that they use initializations every day. For example, they might use LOL to say laugh out loud in an e-mail, text, or note to a friend. Give students one minute to write initializations and/or acronyms they use every day. The greatest number wins.
Unit 31 Quick-Check: Initializations and Acronyms

Answer Questions

Directions: Choose the acronym or initialization from each pair that is an organization.

1. MADD DNA
2. KISS NASA
3. NATO PR
4. RIP OPEC

Directions: Choose the acronym or initialization from each pair that is a time zone.

5. AAA EST
6. CEO PST
7. FAQ CST
8. MST PIN

Directions: Choose the acronym or initialization from each pair that is an expression.

9. VIP SAT
10. TV TLC
11. IOU DVR
12. NCAA SWAK

Apply

Directions: In the space below, list three to five initializations or acronyms you know.

_________________  __________________  __________________  __________________

Directions: Using the acronyms and initializations from the word bank, complete the following sort. Write each acronym or initialization in the appropriate sort category.

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Chemicals</th>
<th>Equipment</th>
</tr>
</thead>
</table>

Word Bank
DNA, MADD, NASA, NATO, OPEC, RADAR, SCUBA, SONAR, TEFILON

Think and Write about Acronyms and Initializations

Directions: In the space below, explain how understanding acronyms and initializations helps you as a reader, speller, and writer.