Lesson Objectives

Day 1

Students will:
- Understand that some English words originally come from Spanish words
- Identify, read, and write words that come from Spanish

Materials:
- Anchor Poster

Day 2

Students will:
- Define words that come from Spanish
- Sort words according to their endings
- Sort words according to their meanings

Materials:
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—Long o, Long e, Schwa with a
- BLM 2: Category Cards

Day 3

Students will:
- Sort words that come from Spanish according to the number of syllables
- Spell words that come from Spanish
- Explore the meaning of words that come from Spanish
- Use words that come from Spanish in sentences

Materials:
- BLM 2: Category Cards
- BLMs 3–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 4

Students will:
- Identify words that come from Spanish in a reading passage
- Use words that come from Spanish in meaningful sentences

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

Day 5

Students will:
- Spell words that come from Spanish

Materials:
- Quick-Check Assessment
Day One

Supporting ELs
Ask Spanish-speaking students to share the meanings of the spelling words in Spanish.

Pair students who speak other languages with fluent English speakers who can draw pictures or use actions to define the spelling words. Alternatively, use simple words to define the spelling words, for example:

- **hurricane** — “storm”;
- **alcove** — “corner, nook”;
- **bonanza** — “bonus, gift”;
- **corral** — “pen for animals”;
- **embargo** — “ban”;
- **renegade** — “rebel”;
- **savvy** — “know-how”;
- **vanilla** — “flavor from a plant.”

Blending Practice
If some students have difficulty reading the words, remind them that dividing words into syllables can help them read long or unfamiliar words. For example, point to the word **hurricane** on the chalkboard. Point out that the word has four vowels but three vowel sounds, so it has three syllables. (The e is silent.) Show how you divide the word into syllables according to syllable pattern rules: between the double consonant and between the vowel i and the consonant c: **hur/ri/cane**. Point out the r-influenced vowel in the first syllable, the open vowel in the second syllable, and the VCe pattern in the last syllable. Explain that an open vowel is often long, so you will first try to read the word with the long vowel sound: **hur/ri/gane**. Explain that since this doesn’t sound right, you’ll try the short i sound in the second syllable. Show students how you read each syllable and blend them together to read the word: **hur/ri/cane**. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Latin Roots **ven/vent, junct, spir, sec/sect**

Focus Words: convene, junction, perspire, dissect, revenue, adjunct, spirited, sector

Say the word **convene** aloud and ask students to identify the Latin root and to tell what it means. (ven—“come”). Ask what **convene** means. Have volunteers use the word in an oral sentence.

Repeat with the words **junction** (junct—“join”), **perspire** (spir—“breathe”), and **dissect** (sect—“cut”).

Ask students to write the words **revenue, adjunct, spirited**, and **sector** in their word study notebooks. Have them underline the Latin roots and then define the words.

Introduce Words from Spanish

Model
Write the following words on the chalkboard: salsa, hammock, rodeo. Say: These are all English words that came from Spanish words.

Explain that many Spanish words have kept their original forms, such as **salsa**. Say: You probably know that salsa is a spicy sauce made from tomatoes. In Spanish, the word refers to almost any kind of gravy or sauce.

Explain that other Spanish words, such as **hammock** (“a bed made of net that is strung between two posts”) entered English during the 17th and 18th centuries, when American traders sailed through the Caribbean and acquired Spanish words from the people there.

Tell students that other Spanish words came to English in the early 19th century when Americans began moving into the Southwest. Explain that many of these words have to do with horses and horseback riding, for example, **rodeo**, which is a show for exhibiting cowboys and their skills.

Guide
Refer to the anchor poster and note the endings and the double consonants of many English words that come from the Spanish language.

Work with students to brainstorm English words that come from Spanish and write them on the chalkboard. If students are unsure if the words originally were Spanish, have them look up the words in a dictionary.

Discuss the meanings of the words on the chalkboard. Encourage students to use the words in oral sentences.
Apply
Ask students to add the words on the chalkboard to their word study notebooks.
Have students work in small groups to add more words to their lists. Encourage them to look up words they don’t know in a dictionary. Ask them to use the words in oral sentences.

Spelling Words from Spanish
Unit Spelling Words: bonanza, patio, embargo, alcove, renegade, hurricane, corral, savvy
Write these words on the chalkboard: bonanza, patio, embargo. Explain to students that words that come from Spanish often have the schwa sound spelled by the letter a at the end, such as bonanza, or the long o vowel sound at the end, as in embargo. Discuss the meanings of the words with students.
Tell students that they will also find words from Spanish that have a long vowel and silent e, such as alcove and renegade. Discuss the meanings of these two words with students.
Write these words on the chalkboard: hurricane, corral, and savvy. Point out the double consonants in each word as you say the words aloud. Explain to students that double consonants are another typical spelling pattern they will find in English words that have come from Spanish.
Ask volunteers to use the spelling words in oral sentences.
Ask students to write each spelling word in their word study notebooks.

Assessment Tip
If students are having difficulty spelling multi-syllabic words, encourage them to rewrite the words in syllabic form.

Providing Support
Discuss how the spelling words derived their meanings. The word savvy, for example, comes from the Spanish word that means “to know.” We use the word to refer to someone who is shrewd or “gets it.” Renegade comes from the word el renegado, which means “deserter or outlaw.” We use the word to refer to someone who is disloyal or who goes to the other side. The word hurricane comes from a Caribbean word that means “wind.” Embargo comes from a Spanish word that means “to bar,” as in “to keep from.” In Spanish, la bonanza means “calm seas” or “fair weather.” Ask students how that might be considered a “bonanza.”

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

Sound Sort

<table>
<thead>
<tr>
<th>Long o</th>
<th>Schwa with a</th>
<th>Long e</th>
</tr>
</thead>
<tbody>
<tr>
<td>embargo</td>
<td>alfalfa</td>
<td>adobe</td>
</tr>
<tr>
<td>aficionado</td>
<td>cafeteria</td>
<td>vigilante</td>
</tr>
<tr>
<td>tornado</td>
<td>plaza</td>
<td>coyote</td>
</tr>
<tr>
<td>silo</td>
<td>flotilla</td>
<td>savvy</td>
</tr>
<tr>
<td>rodeo</td>
<td>fiesta</td>
<td>mesa</td>
</tr>
<tr>
<td>patio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>Food</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>vanilla</td>
<td>armadillo</td>
</tr>
<tr>
<td>chocolate</td>
<td>mesa</td>
</tr>
<tr>
<td>salsa</td>
<td>savvy</td>
</tr>
<tr>
<td>salsa</td>
<td>barracuda</td>
</tr>
<tr>
<td>potato</td>
<td>burro</td>
</tr>
<tr>
<td>barbecue</td>
<td>jaguar</td>
</tr>
<tr>
<td>maize</td>
<td>mosquito</td>
</tr>
<tr>
<td>(tuna)</td>
<td>spaniel</td>
</tr>
<tr>
<td>(pinto)</td>
<td>alligator</td>
</tr>
<tr>
<td></td>
<td>bronco</td>
</tr>
<tr>
<td></td>
<td>(tuna)</td>
</tr>
<tr>
<td></td>
<td>(pinto)</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 Words from Spanish

Write the words bronco, armadillo, and plaza on the chalkboard. Say the words aloud together.

Ask each student to turn to a buddy and explain what clues tell them that these words came from the Spanish language. (ending in the vowels o and a; double consonant l) Ask them to discuss the meanings of each word. Ask volunteers to share their definitions.

Sound Sort: Word Endings

Teacher Word Cards: embargo, mesa, savvy
Teacher Category Cards: Long o, Long e, Schwa with a

Place the category cards in a pocket chart so that the students can see them. Read the word embargo aloud.

Think aloud: I hear the long o sound at the end of the word embargo and I can see the o at the end of the word, so I will place this card in the Long o category.

Hold up the card for mesa and have students read it with you. Ask students what sound they hear at the end of the word (remind them that the sound is neither long nor short a) and where to place the card.

Hold up the card for savvy and have students read it with you. Point out that long e sound at the end of the word is spelled with the letter y.

Give students the Long o, Long e, and Schwa with a category cards from BLM 2 and the word cards from BLM 3 and ask them to sort the words into the correct categories according to ending sounds.

Buddy Sort

Give pairs of students the Food and Animals category cards from BLM 2 and the word cards from BLM 4. Have one student read a word and ask in which category to place the word. When the other student responds and the word is placed, the other student chooses a word and asks where the word should be sorted. Tell students that one word could go into either category.

Spelling. Have students sort the unit spelling words into categories based on their ending sounds: schwa with a (bonanza, vanilla); long o (embargo); long vowel, silent e (hurricane, alcove, renegade); long e (savvy); or other (corral).
Guess My Category Sort

Divide students into pairs. Give each pair a mixed group of word cards from BLMs 3, 4, and 5 and blank index cards for categories.

Have the pairs work together to review the meanings of the words and decide on two or more categories into which they will sort their cards. For example, they may sort the cards by concept (words having to do with horses or homes) or by spelling (words with double consonants), and so on. Have them write their categories on the index cards.

After students have completed their sorts, have them take the words away, but save the categories. Have them trade categories and word cards with another pair of students and sort.

Sound Sort: Syllables

Have students write the following categories in a row in their word study notebooks: One Syllable, Two Syllables, Three Syllables.

Read the word cards from BLM 5 aloud and have students write the words in the appropriate category in their word study notebooks. After you have finished, place the word cards from BLM 5 in the pocket chart so students can check their spelling.

Applying Meaning. Give students BLM 7 and ask them to complete the cloze by choosing the word that correctly completes the sentence.

<table>
<thead>
<tr>
<th>One Syllable</th>
<th>Two Syllables</th>
<th>Three Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>shack</td>
<td>alcove</td>
<td>armada</td>
</tr>
<tr>
<td>cinch</td>
<td>canoe</td>
<td>bonanza</td>
</tr>
<tr>
<td>ranch</td>
<td>canyon</td>
<td>galleon</td>
</tr>
<tr>
<td></td>
<td>comrade</td>
<td>hurricane</td>
</tr>
<tr>
<td></td>
<td>corral</td>
<td>renegade</td>
</tr>
<tr>
<td></td>
<td>stampede</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lasso</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hammock</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the words and whether they are able to spell them correctly.

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 take home 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.
Day Four

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 English words that come from Spanish.

Word Hunt

Give students a copy of the passage on BLM 9 and tell them they are going to hunt for words that are Spanish in origin.

Remind students that many English words that came from Spanish end in long o or e or schwa spelled with an a, and that often they are spelled with double consonants, such as the word tortilla.

Model reading a line and finding a word and circling it. Then ask students to complete the word hunt on their own.

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

Challenge students to write their own sentences with five of the words they found.

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: invention, transpire, intersect.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: embargo, renegade, patio.

Dictate the following sentence and have students write it on their papers: From the alcove off the porch, she could see that the hurricane hadn’t caused any damage to the corral.

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 from Spanish using the Quick-Check for Unit 27.

Suggestions for Independent Practice

Charades. Have students form teams. Give them a set of word cards and have the teams take turns acting out the words on the cards.

Word Maze. Give students a set of word cards and have them create a word maze with the words. Encourage students to trade mazes and solve them.

Alpha Order. Have pairs of students place the words from one of the BLMs in alphabetical order. For more of a challenge, ask them to alphabetize all the word cards. Remind them to use second and third letters to alphabetize words that start with the same letter.

Clues. Have pairs of students select ten word cards and write clues for the words. Have them exchange clues with another pair and try to guess each other’s words.

Unit 27 Quick-Check: Words from Spanish

Directions:
Choose the correct word to complete each sentence.

1. The sun was high over our heads as we hiked down into the __________________.
   bonanza     plaza     canyon

2. “I’m starving,” said Joe. “Let’s get lunch in the __________________ before it closes.”
   cafeteria     galleon     corral

3. Tina had been going to camp for ten years and figured she was __________________
   savvy     vigilante     aficionado

4. They store corn in the __________________ by the railroad tracks.
   patio     alfalfa     silo

Apply

Directions:
In the space below, list three to five words you know that originally came from Spanish.

____________   ____________   ____________   ____________   ____________

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

Words with Double l Words with Other Double Consonants

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>alligator, barracuda</td>
</tr>
<tr>
<td>burro, hurricane</td>
</tr>
<tr>
<td>vanilla, flotilla</td>
</tr>
<tr>
<td>armadillo, hammock</td>
</tr>
</tbody>
</table>

Think and Write about Words from Spanish

Directions:
In the space below, explain how understanding words that originally came from Spanish helps you as a reader, speller, and writer.

_____________________________________________________________________________

Answer Key Unit 27 Quick-Check

One Syllable  | Two Syllables
---           | ---
ranch        | jaguar
maize        | canoe

Three Syllables | Four or More Syllables
---                | ---
renegade        | cafeteria
patio           | barracuda
potato          | alfalfa
alfalfa         | flotilla

Answer Key BLM 6

1. plaza
2. comrades
3. spaniel
4. galleons
5. barbecue
6. aficionado

Answer Key BLM 7

1. ranch
2. vanilla
3. flotilla
4. tornados
5. embargo
6. barracudas

Answer Key BLM 8
Unit 27 Quick-Check: Words from Spanish

Answer Questions
**Directions:** Choose the correct word to complete each sentence.

1. The sun was high over our heads as we hiked down into the _________________.
   - bonanza
   - plaza
   - canyon

2. “I’m starving,” said Joe. “Let’s get lunch in the ________________ before it closes.”
   - cafeteria
   - galleon
   - corral

3. Tina had been going to camp for ten years and figured she was ________________ about how it worked.
   - savvy
   - vigilante
   - aficionado

4. They store corn in the ________________ by the railroad tracks.
   - patio
   - alfalfa
   - silo

Apply
**Directions:** In the space below, list three to five words you know that originally came from Spanish.

_________________________  __________________________  __________________________  __________________________  __________________________

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

<table>
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Think and Write about Words from Spanish
**Directions:** In the space below, explain how understanding words that originally came from Spanish helps you as a reader, speller, and writer.