**Lesson Objectives**

**Day 1**

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

**Materials:**
- Anchors Poster

**Day 2**

**Students will:**
- Define words with French roots
- Sort words according to their endings
- Sort words according to vowel and consonant digraphs
- Spell words that come from French

**Materials:**
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—-ette, Silent -et, Sounded -et
- Teacher Word Cards—same as BLM 3

**Day 3**

**Students will:**
- Create their own ways to sort words that come from French
- Sort words that come from French according to the number of syllables
- Spell words that come from French
- Explore the meaning of words that come from French
- Use words that come from French in sentences

**Materials:**
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—Two Syllables, Three Syllables, Four Syllables
- Teacher Word Cards—encore, amateur

**Day 4**

**Students will:**
- Identify words that come from French in a reading passage
- Use words that come from French 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 French

**Materials:**
- Quick-Check Assessment

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**Name   ___________________________________ Date   ____________________________________**

**Write the correct word in the blank space.**

1. Write the correct word in the blank space.

   Read the sentence and choose the word that makes sense and is spelled correctly.

   4. The embassy dinner was created by a __________________ chef.

   6. Nana does very fine __________________ work.

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**English Words from French**

- **Many end with silent -et**:
  - beret
  - croquet
  - baguette
  - crochet
  - croquettes

- **Sounded -et**:
  - bayonet
  - bateau
  - bouquet
  - bouquettes

- **-ette**:
  - critique
  - critique
  - critiquette
  - critique

**French Words from English**

- **Many end with silent -et**:
  - chic
  - petite
  - crepe

- **-et**:
  - faucet
  - buffet

- **-ette**:
  - bracelet
  - bracelet

**Additional Materials:**
- Word Study Notebooks
- Pocket Chart
- Dictionaries (Days 1, 4)
Day One

Supporting ELs

For Spanish-speaking English Learners, provide the following cognates for the spelling words: el buffet/buffet; el filete/fillet; el quarteto/quartet; la crítica/critique.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word etiquette on the chalkboard. Show how you divide the word into syllables between the first t and the i, and between the i and the q: et/i/quette. Explain that you now have three syllables. The first and third syllables are closed syllables with a short e. The second, although an open syllable, has a short i sound. Read each syllable and then blend the syllables together: et/i/quette: etiquette. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Words from Spanish

Focus Words: bonanza, hurricane, embargo, renegade, savvy

Write the words bonanza, hurricane, and embargo on the chalkboard. Read the words aloud together. Ask students where these words come from. (Spanish) Ask volunteers to use the words in oral sentences.

Ask students to write the words corral, hammock, and savvy in their word study notebooks. Have them write a sentence using each word.

Introduce Words from French

Model

Write the following words on the chalkboard: cassette, bracelet, ballet. Say: These are all English words that have come from French words. Beginning in the 11th century, French was the official language in England for about three hundred years.

Say the words aloud and underline the last syllable in each word. Say: Often a word that ends with -ette is called a diminutive (or small) form of a word. For example, cassette is a diminutive of the word case—it's a small case. Ballet is a formal, stylized type of dance. A bracelet is a band worn on the arm or wrist.

Write the word chic on the chalkboard and say it aloud. Say: Some words that we use in English have been borrowed entirely from French. The word chic (/sheek/) means “stylish,” as in She has on a very chic dress today.

Guide

Refer to the anchor poster and note the endings and the pronunciations of English words that come from the French language.

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

Discuss the meanings of the words written 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 check in a dictionary for the etymology and meaning of words they don’t know. Ask students to use the words in oral sentences.
Spelling with Words from French

Unit Spelling Words: etiquette, quartet, buffet, fillet, vignette, critique, faucet, matinee

Write these words on the chalkboard: etiquette, quartet, buffet, fillet.

Explain to students that many words that come from French may end with the /et/ sound and can be spelled ette as in etiquette or et as in quartet. But other words that are spelled with et at the end have a silent t and are pronounced differently, as in buffet and fillet (/buffay/, /fillay/).

Write the words vignette and critique on the chalkboard. Point out that vignette also ends with ette. Pronounce both words for students, highlighting the silent g in the word vignette. Point out that the letters que in critique stand for the /k/ sound.

Write the words faucet and matinee on the chalkboard and read them aloud. Point out the vowel digraph in the first syllable of faucet. Explain that often words that come from another language do not follow the rules of English. Point out that the e digraph in matinee does not stand for the long e sound, but rather the long a sound. Tell students to remember that when they spell this word.

Suggest to students that dividing multi-syllabic words, even in just two parts, can help with spelling the words. Model by writing the following words on the chalkboard: eti/quette and bu/fet. Work with students to divide the rest of the spelling words.

Discuss the meaning of each spelling word and ask students to use the words in oral sentences.

Ask students to use each spelling word in written sentences in their word study notebooks.

Assessment Tip

If students are having difficulty spelling these words, create short cloze sentences with the spelling words for practice. Have students write in the words to complete the sentences.

Providing Support

Discuss how some of the spelling words derived their meanings. The word vignette comes from the French word for vine and refers to a small illustration, originally of vines, in a book or magazine; we also use the word to mean “a short description.” Etiquette, the rules for conventional manners, comes from the French word that means “ticket,” which can also mean a list. A buffet can be a piece of furniture for dishes and linens, or it can be a meal that people serve themselves. It comes from the French word for bench. Fillet, a cut of meat or fish, comes from a word that meant “sinew.”

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.
Providing Support
Many of the words that come from French don’t follow spelling rules that students are familiar with, so offer opportunities for practicing spelling and using the words in writing and speaking. If students are having difficulty with word meanings, you may show pictures that describe the words. Or, encourage them to look for pictures online.

Sound Sort
- **-ette**
  - brunette
  - baguette
  - gazette
  - barrette

- **Silent -et**
  - beret
  - croquet
  - valet
  - ballet

- **Sounded -et**
  - goblet
  - prophet
  - sonnet
  - vignette
  - cadet
  - bonnet
  - quartet
  - bracelet

Buddy Sound Sort
- **-ette**
  - silhouette
  - cigarette

- **Silent -et**
  - bouquet
  - cachet
  - fillet
  - crochet
  - gourmet
  - buffet
  - sachet
  - chalet

- **Sounded -et**
  - couplet
  - faucet
  - gauntlet
  - omelet
  - banquet
  - bayonet

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 French
Write the words rosette, beret, scarlet, and chic 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 French language. (the endings -ette and -et; the word chic is French) Ask them to discuss the meanings of each word. Ask volunteers to share their definitions.

Sound Sort: Word Endings
**Teacher Word Cards:** same as BLM 3
**Teacher Category Cards:** -ette, Silent -et, Sounded -et

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

**Think aloud:** When I look at the word croquet, I see a letter t at the end, but I don’t hear the t when I pronounce the word. I will place this card in the Silent -et category.

Model reading aloud two other word cards and placing them in the pocket chart.

Ask students to help you place the remaining words from BLM 3 in the correct categories in the pocket chart.

Spelling
Have students sort the following words from their unit spelling words into categories based on their ending sounds: vignette, etiquette, buffet, fillet, faucet, quartet. Have them write the categories in their word study notebooks and write the words under the appropriate sound as you read them aloud.
Sound Sort: Syllables

Teacher Word Cards: encore, amateur
Teacher Category Cards: Two Syllables, Three Syllables, Four Syllables

Place the category cards in a pocket chart. Hold up the word card encore and read it aloud. Say: Listen for the syllables as I read this word aloud: en/core. Did you hear two syllables?

Place the word in the pocket chart in the category for two syllables. Point out that although the word has three vowels, it only has two vowel sounds.

Repeat with the next word, amateur.

Give small groups of students the category cards and the word cards from BLM 5. Tell the groups that they will work together to sort the cards. Remind them that every syllable has one vowel sound. Also remind them that the number of vowels in a word doesn’t equal the number of syllables because some vowels work as a team to make one sound.

After students have completed the sort, have them work independently to write the categories in their word study notebooks and write the unit spelling words under the appropriate categories.

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

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.
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 English words that originally came from the French language.

Word Hunt

Give pairs of students a copy of the passage on BLM 9 and a dictionary. Tell them they are going to hunt for words that are French in origin. Explain that the passage contains words from French that they have sorted on their word cards, but it also contains other words that have been borrowed from the French language. Challenge pairs to find these words as well and to check words they are unsure of in the dictionary.

When the pairs have finished the word hunt, have them share the words they found with other pairs.

Spelling Dictation

Give students 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: alcove, corral, savvy.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: etiquette, matinee, quartet.

Dictate the following sentence and have students write it on their papers: *My only critique of the faucet is that it splatters all the food on the buffet.*

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.

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**Day Four**

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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 French using the Quick-Check for Unit 28.

Suggestions for Independent Practice
Flash Cards. Have students draw or find pictures for as many of the words as they can and combine them to create flash cards. Have students glue or draw a picture on one side and write the word on the other. They can then use the cards to practice reading and spelling the words.

Word Hunt. Have students search through books in the classroom or library to find words that are French in origin. Encourage them to check the etymology of words in the dictionary. Ask them to make a list in their word study notebooks of the words they find.

Write a Skit. Encourage student pairs to write a short skit using as many words from the unit as they can. Ask them to put on the skit for the class.

Guess My Sort. Have pairs of students work together to come up with new ways to sort a set of word cards. Have pairs try to guess each other’s sorts.
Unit 28 Quick-Check: Words from French

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

1. We could see his __________ against the sky as the sun set behind the mountains.
   vignette  silhouette  gazette

2. Maria and Nancy are going to the __________ tonight.
   sachet  crochet  ballet

3. The house was old and grand and had a __________ at each corner.
   turret  sonnet  gauntlet

4. The restaurant features French ____________.
   petite  cuisine  du jour

Apply
Directions: In the space below, list three to five words you know that are French in origin.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>-et (Silent)</th>
<th>-et (Sounded)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
crochet, bracelet,
vellut, gourmet,
beret, sonnet, bonnet, chalet

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