

Unit 1

Phonograms	a to z
Exploring Sounds	Consonants, Vowels, & Multi-Letter Consonants
Spelling Rules	Spelling Rules 11 & 21
Grammar	Nouns, Singular Nouns, Plural Nouns
Vocabulary	
Level C	con- pact tract flict tent plex sist ab-

Part 1 Essential Concepts

1.1

All

Phonograms Introducing the Logic of English

Introduce the Logic of English using the following script.

Every word is made up of sounds. These sounds are rearranged to form words. An individual sound is called a **phoneme**.

Do you hear the word *phone* in *phoneme*? **yes**

What other words do you know that have *phone* in them? **tele-*phone*, megaphone, phonograph, cell phone**

What do you think *phone* means? **Phone means sound.**

What are some of the phonemes in English? **/m/, /n/, /s/**

Do you know how many sounds are in English?

There are 45.

Write on the board: *45 sounds*

Written words are a visual code for spoken words. Since each word is made up of phonemes (which are sounds), the most basic symbols on the page represent phonemes. These written symbols of sounds are called phonograms.

Materials

Basic Phonogram Flash Cards

a to z

Spelling Rule Flash Card 11

Optional

1 deck of A-Z Phonogram Game Cards per student

Blank paper or poster

Markers

Teacher Tip

Student Responses

Students' actual responses may vary from those that appear in the *student response font*.

Challenge

45 Sounds

Challenge the students to identify all 45 sounds. Many students will not realize that some sounds like /zh/ and the voiced /TH/ are even part of the language.

Do you hear the word *phone* in *phonogram*? **yes**

What does *phone* mean? **sound**

Do you hear the word *gram* in *phonogram*? **yes**

What other words do you know that have *gram* in them? **telegram, pictogram, tangram**

What do you think *gram* means? **Gram means picture.**

Phonograms are pictures of sounds. All written words in English are made up of phonograms which provide us with clues as to how the word will be pronounced.

Many people have been taught the sounds of the letters. How many letters are in the alphabet? **twenty-six**

Write *26 letters* on the board:

Do you see a problem? **There are more sounds than letters.**

To solve this problem, some phonograms (sound pictures) will be written with more than one letter. In English there are two types of phonograms: single-letter phonograms and multi-letter phonograms. In *Essentials*, you will learn the 75 Basic Phonograms that explain 98% of English words.

In addition to phonemes, words are also made up of units of meaning. What are the two units of meaning we discussed in the word phonogram? **Phone means sound and gram means picture.**

The units of meaning are called **morphemes**. While the phonograms will provide us with clues about how a word sounds, morphemes provide us with clues to the meaning of the word.

Together, phonograms and morphemes provide powerful clues that help us read and spell.

All

New Phonograms A-Z

Today we will learn the phonograms A to Z. Some of these phonograms will say more than one sound.

I will show you a phonogram and say the sound or sounds. Repeat the sound. Raise your hand if one or more of the sounds is new to you.

Some of the new sounds were probably taught to you as exceptions. That means every word that uses that sound would have been taught as a sight word.

Teach all the sounds of A-Z using the Basic Phonogram Flash Cards.

Teacher Tip

45 Phonemes

The sounds are listed on the "Sound to Spelling" section of the *Phonogram and Spelling Rule Quick Reference*. The sounds *ǻf, ǻd, ǻz, gw, ǻf, sǻ, ǻf,* and *wǻ* are technically considered two phonemes combined together. The schwa (ə), or unstressed vowel sound, is also not a separate phoneme, since it makes the same sound as short /ǻ/ or /i/.

Teacher Tip

75 Basic Phonograms

Logic of English originally taught 74 Basic Phonograms. In 2017 we began teaching the phonogram ES, /ǻz-z/, plural noun ending and third person singular verb ending.

Teacher Tip

Phonograms

For success in reading and spelling, it is the *sounds* of the phonograms that the students must learn to the point of automaticity.

Teacher Tip

Phonograms

Always refer to phonograms by their sounds. Do NOT call them by the letter names.

When you get to qu, show qu and use the following dialog.

What does this say? /kw/

How many letters are used to write /kw/? *two*

/kw/ is a multi-letter phonogram. A **multi-letter phonogram** is a phonogram that uses two or more letters to represent a sound.

Only twenty-five of the phonograms are written with one letter. The phonograms written with one letter are called **single-letter phonograms**. There are forty-nine multi-letter phonograms. Are there more single-letter or more multi-letter phonograms in English? *more multi-letter phonograms*

All

Phonogram Flash Cards

Practice reading the sounds of A-Z with flash cards.

1.2

All

Exploring Sounds Consonants & Vowels

What is a vowel? *answers vary*

Commonly people are taught that a vowel is A, E, I, O U, and sometimes Y. However, in English there are 15 vowel sounds and 25 ways to write those sounds! Rather than memorize every vowel, it is much better to learn the definition of a vowel.

Vowels are sounds that are made when our mouths are open. Vowels can be sustained, such as in singing. Vowels can be made louder and softer.

What is a vowel? *A vowel is a sound that is made with the mouth open and that can be sustained (or sung). It can be made louder and softer.*

Consonants are sounds that are blocked by the lips, teeth, or tongue. Most consonants cannot be sustained or sung. Most consonants cannot be made louder and softer.

What is a consonant? *A consonant is a sound that is blocked and cannot be sustained (or sung). It cannot be made louder or softer.*

Model how to determine whether a phonogram is a vowel or a consonant using 5-10 of the A-Z phonograms. Be sure to test every sound of the phonogram. Be sure to model Y and possibly I, since they have both vowel and consonant sounds. For example:

Optional Practice

Multi-Sensory Learning

Provide the student with a set of Phonogram Game Cards. Ask the student to sort them into single-letter and multi-letter phonograms. Count how many of each there are.

Teacher Tip

Phonogram Sounds

Sample words for each sound are provided as a teacher reference on the back of the Basic Phonogram Flash Cards.

Teacher Tip

Vowels & Consonants

For more information, see *Uncovering the Logic of English*, Chapter 4: "Consonants, Vowels, and Syllables."

a /ă-ā-ā/

- Can you sing the first sound /ă/? **yes**
 Can you make /ă/ louder and softer? **yes**
 Is your mouth open? **yes**
 Is /ă/ a vowel or a consonant sound? **vowel**
- Can you sing the second sound /ā/? **yes**
 Can you make /ā/ louder and softer? **yes**
 Is your mouth open? **yes**
 Is it a vowel or a consonant sound? **vowel**
- Can you sing the third sound /ā/? **yes**
 Can you make /ā/ louder and softer? **yes**
 Is your mouth open? **yes**
 Is it a vowel or a consonant sound? **vowel**

b /b/

- Can you sing /b/? **no**
 Can you make /b/ louder and softer? **no**
 What is blocking the sound? **my lips**
 Is it a consonant or a vowel sound? **consonant**

r /r/

When you pronounce /r/ be careful to say it as a quick, clipped sound. You may even cut off the sound by pretending your fingers are scissors.

- Can you sing /r/? **Answers will vary.**
 /r/ is a consonant and it stops. We can think of it as being clipped or cut off. /r/. It is not sustained. /r/. Say /r/. /r/
 What is blocking the sound? **my tongue**
 Try to say /r/ fast. /r/
 In Unit 3 we will learn a phonogram that is related but that can be sustained.
 Is /r/ a vowel or a consonant? **consonant**

y /y-ī-ē/

- Can you sing the first sound /y/? **no**
 Can you make /y/ louder and softer? **no**
 What is blocking the sound? **my tongue**
 Is it a vowel or a consonant sound? **consonant**
- Can you sing the second sound /ī/? **yes**

Teacher Tip**Isolating Sounds**

Be sure to isolate the sound /b/. It is not /bŭ/. Some students will try to sing the /ŭ/ sound and then argue it is a vowel.

Teacher Tip**R and ER**

R is a consonant. It is a sound that is abrupt and clipped. ER is a vowel. It can be sustained. ER will be introduced in Unit 3.

Teacher Tip**I and Y**

The phonogram I also has three vowel sounds, /ī-ē-ē/, and one consonant sound, /y/.

Can you make /i/ louder and softer? *yes*
 Is your mouth open? *yes*
 Is it a vowel or a consonant sound? *vowel*

Can you sing the third sound /i/? *yes*
 Can you make /i/ louder and softer? *yes*
 Is your mouth open? *yes*
 Is it a vowel or a consonant sound? *vowel*

Can you sing the fourth sound /ē/? *yes*
 Can you make /ē/ louder and softer? *yes*
 Is your mouth open? *yes*
 Is it a vowel or a consonant sound? *vowel*

How many consonant sounds does /y-ī-ē/ make? *one*
 How many vowel sounds does /y-ī-ē/ say? *three*

Provide each student with the 26 A-Z cards from a set of Phonogram Game Cards to sort into two stacks: consonants and vowels.

Which phonograms make a vowel sound? *A, E, I, O, U, Y*
 Which phonograms are both a consonant and a vowel? *I and Y*

1.3

All

Spelling Rule

Rule 11: The Phonogram QU

Which multi-letter phonogram did we find in the alphabet? /kw/
 /kw/ is a multi-letter consonant. This also brings us to our first spelling rule: Q always needs a U; therefore, U is not a vowel here.

Why isn't U a vowel in the phonogram /kw/? *U is not a vowel because it is part of the multi-letter consonant /kw/. /kw/ is a sound that is blocked; it cannot be sustained or made louder.*

Let's say the rule together three times.

Read each of the words as I write them on the board.

<i>quit</i>	<i>quilt</i>
<i>quest</i>	<i>quiz</i>

From now on, when we find two letters that work together as one phonogram, we will underline them. This is to help us remember the letters are working together. Q and U work together to say /kw/.

<i><u>qu</u>it</i>	<i><u>qu</u>ilt</i>
<i><u>qu</u>est</i>	<i><u>qu</u>iz</i>

Teacher Tip

/m/ and /n/

A few consonant sounds can be sustained, such as /m/ and /n/. These sounds, however, are clearly blocked and are therefore consonants. They cannot be sustained with the mouth open.

Teacher Tip

Other Vowels

The multi-letter vowels and multi-letter consonants will be introduced in later units.

Spelling Rule 11

Q always needs a U; therefore, U is not a vowel here.

Teacher Tip

Letter Names

We do use letter names when we talk about specific letters in the spelling rules.

Optional Practice

Spelling Rule 11

- Create a poster to illustrate Spelling Rule 11.
- Ask the students to teach the rule to someone else.

Part 2 Building Words

1.4

All

Review

- **Phonogram Game: Phonogram Dragon**

Set Up: Shuffle together the 26 A-Z phonograms from two sets of Phonogram Game Cards plus 1 *Dragon* card (53 cards). Deal out all the cards to the players (2-4 players per game). Some players may have one more or one less card than others. Players should hold their cards in a fan in their hand.

How to Play: Players look through their hand and lay down any matches. As they lay down a match, they must read the sounds. To begin play, the first player draws one card from the player of his choice. If the card he draws matches one in his hand, he reads the sound(s), lays the match down, and takes another turn. If a match is not found, the player adds the new card to his hand. Play then moves to the next player on his left. Play ends when someone lays down all his cards. The player left holding the *Dragon* card loses.



- **Exploring Sounds: 1.4 Consonants and Vowels – page 1**

Open your workbook to page 1. Sort the phonograms into consonants and vowels.

1.5

All

Introduction to Spelling Analysis

Single-Letter and Multi-Letter Phonograms

Provide the student with a set of A-Z Phonogram Game Cards.

Sort the phonograms into two piles. In the first pile, place all the single-letter phonograms. In the second pile, place all the multi-letter phonograms.

The students should place qu in one pile and the rest of the phonograms in a second pile.

Today we will learn a process called Spelling Analysis. During Spelling Analysis we will discover how phonograms work together to spell words. This is not a typical spelling list or spelling test where you try to memorize how to spell a word by how it looks or by memorizing the letter names. Rather, it is a chance to discover why words are spelled and read the way they are. This will help you to develop the skills to spell any word.

During this process, I will teach you how to spell each word. But I will not tell you how to spell it using letter names. You will also need to

Materials

2 decks of Phonogram Game Cards & *Dragon* Card
Spelling Analysis Card
Spelling Rule Flash Cards 1 & 2

Teacher Tip



Workbook Icon

The green book in the margin signifies an exercise in the Essentials Student Workbook. See “2.2 Vowels” on page 13 for a key to the symbols used in this book.

Teacher Tip

Spelling Analysis

A more detailed guide to teaching Spelling Analysis is provided in the Introduction, pages 17-34.

use your knowledge of segmenting words, the phonograms, and eventually the spelling rules in order to spell each word.

Finger Spelling

As you segment a word, I will give you hints about the spelling. One hint that I will give you is that I will hold up one finger for each single-letter phonogram, and if a sound is spelled with a multi-letter phonogram I will hold up the same number of fingers as there are letters to spell that phonogram.

If you are sounding out a word with the phonogram /kw/ how many fingers will I hold up? **two**

If you are sounding out a word with the phonogram /m/, how many fingers will I hold up? **one**

Let's try two words. Sound out the word *mat*. /m-ă-t/

Hold up one finger for each sound as the student sounds out *mat*.

Now sound out the word *quit*. /kw-ĭ-t/

Hold up two fingers for /kw/ and one finger for each of the other sounds as the student sounds out *quit*.

Spelling Hints

Find the phonograms /k/ and /k-s/ and show them to me. **The student shows** k **and** c.

What do you notice about these phonograms? **They both say /k/.**

If you are spelling a word that uses one of these phonograms, I will need to give you a hint about which one to use. I will do this by pointing to my finger and repeating the phonogram sound(s) and hints for the phonogram you should use.

For example, let's try the word *kid*.

Hold up one finger for each sound in *kid*. After the student says /k/, point to that finger and say, "Use tall /k/."

Sound it out. /k-ĭ-d/ Use tall /k/.

Why do you think I called it tall /k/? **It is taller than /k-s/.**

Hold up one finger for each sound in *cat*. After the student says /k/, point to that finger and say, "Use /k-s/."

Now sound out *cat*. /k-ă-t/ Use /k-s/.

Using your *Phonogram Game Cards*, find other pairs of phonograms that I will need to provide a hint about how to spell, because they share a sound.

i **and** y **both say /i-ĭ-ē-y/.**

, , and all say /ē/.

and both say /ō/.

and both say /j/.

and both say /s/.

, , and all say /z/.

When you hear one of these sounds that have multiple options for spelling, I will tell you which phonogram to use. I will say the sound and then the hints for a phonogram. Show me the correct phonogram.

If a word includes the sound /ē/ and I say, "Use /ī-ī-ē-y/," which phonogram would you use?

If a word includes the sound /ō/ and I say, "Use /ō-ō-ö/," which phonogram should you use?

If a word includes the sound /j/ and I say, "Use /g-j/," which phonogram should you use?

If a word includes the sound /y/ and I say, "Use /y-ī-ē/," which phonogram should you use?

If a word includes the sound /k/ and I say, "Use tall /k/," which phonogram should you use?

Phonograms with Multiple Sounds

Find all the phonograms that say more than one sound. Set aside the phonograms that make only one sound.

The students find: .

Read the first sound of each of these phonograms.

The first sound is the most common sound.

What is a vowel sound? ***A vowel sound is produced with the mouth open, it can be sung, and it can be made louder and softer.***

How many of these phonograms make a vowel sound? **six**

In future units we will learn rules that explain when the vowels say each of their sounds.

Set aside the phonograms that make a vowel sound.

Which phonograms that make more than one sound say only consonant sounds?

Show me the phonogram /k-s/.

This phonogram has a rule that explains when it says each of its sounds. The rule is: C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

We will learn more about this rule in Unit 15. What is most important to know now is that /k/ is the most common sound and there is a rule that will tell us when C says /s/.

Spelling Rule 1

C **always** softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

Show me the phonogram /g-j/. g

This phonogram also has a rule that explains when it says each of its sounds. The rule is: G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.

Once again we will learn more about this rule in Unit 15.

However, which sound of /g-j/ will be the most common? /g/

Why? *It is the first sound.*

Which two phonograms are left? /s-z/ and /ks-z/

Some phonograms, like s and x, do not have a rule that explains when each of the sounds is made. Whether or not we have a rule to say which, knowing the different sounds a phonogram makes enables us to explain the spelling and pronunciation of each word.

Spelling Analysis Tips for the Teacher: One-Syllable Words

When teaching Spelling List 1.A you will use the steps listed on the “One-Syllable Words” side of the *Spelling Analysis Quick Reference*. The steps are also show below:

One-Syllable Words

Spelling Analysis Quick Reference



- 1 Say the **word**. **Key: Teacher Student**
- 2 Read the **sentence**. Repeat the word.
- 3 3 Steps 3 and 4 are used only for multi-syllable words and
- 4 4 one-syllable words that include say-to-spell tips.
- 5 The students **say the word**.
- 6 6 While the students **segment** the word, **finger spell** and **cue** which phonogram to use if there are multiple options.
- 7 The students **write the word**, sounding it out as they write.
- 8 8 **Help me write it**. Write the word as the students **segment** it aloud.
- 9 9 **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.
- 10 The students sound out the word and **read it**.

Spelling Rule 2

G **may** soften to /j/ **only** when followed by E, I, or Y. Otherwise, G says /g/.

Teacher Tip

Spelling Rules 1 & 2

Spelling Rules 1 and 2 are included in the Analyze hints each time a spelling word uses a C or a G. Repeating the rules will help prepare students for Unit 15.

Teacher Tip

Spelling Analysis

The steps for Spelling Analysis are recorded on the Spelling Analysis Quick Reference card – a very useful Logic of English tool! Keep it in your Teacher's Guide as a bookmark!

For a detailed example see: “Spelling Analysis with One-Syllable Words” on page 20 in this Teacher's Guide.

Teacher Tip

Spelling List

A B or C?

For guidance on which level will be the best fit for your student, see “Where to Start” on page 44.

Spelling Analysis

 **Spelling List 1 – page 2** Open your workbook to page 2.

A Tips for List 1.A

Words Ending in NK

Some students substitute the NG phonogram for words ending in the sounds /n-k/. For example, these students will spell *pink* p-i-ng-k. If you say the words aloud, it is easy to understand their confusion.

First, affirm the students’ thinking and tell them that it makes sense to you. Then explain that when the /n/ and /k/ sounds blend together they make a bit of the nasal sound like the phonogram NG, which they will learn in Unit 2. However, there are not any words in English spelled NGK or NGC. Rather, whenever they hear /n/ or /ng/ followed by the sound /k/ it will be spelled with an N followed by a K.

Model sounding out the words, pronouncing each of the sounds carefully. /p-ĭ-n-k/ Then practice spelling other words that end in the sounds /n-k/. *bank, drank, sank, ink, blink, link, rink, sink, stink, think, bonk, honk, hunk, plunk, skunk, spunk, trunk.*

/ĭ/ /ĕ/ /ē/

Some students mix up the spelling of these sounds and struggle to hear them clearly in words. The sounds /ĭ/ and /ē/ are closely related. Say each sound and feel the position of your mouth. Notice that /ĭ/ is more relaxed and /ē/ is more tense. There is a range of sounds between these two. Because they are closely related, some dialects shift the pronunciation of /ĭ/ or /ē/ closer to the other sound in some words. For example some dialects say *pĭnk* as *pēnk*.

Next, say /ĕ/ and /ĭ/ and feel the position of your mouth. /ĕ/ is more forward and relaxed. /ĭ/ is further back and more tense. Some dialects merge these sounds, saying *tĕn* as *tĭn*.

If your student’s dialect merges sounds, direct the student to “say-to-spell” the word by clearly articulating the vowel. Feeling the position of his/her own mouth can help the student produce the sound clearly. The goal of say-to-spell is not to change the students’ everyday pronunciation but to help them develop a more accurate auditory “picture” of the word.

Spelling Analysis				List 1.A			
1 Word	2 Sentence	3 # Syllables	4 4 Say-to-Spell	5 Say syllable	6 Segment...	6 ... Finger Spell & Cue	7 Write
1. map	Point to Los Angeles on the map.	1	măp	/măp/	/m-a-p/		
8 8 Write Segment	9 9 Analyze						10 Read
<i>map</i>	All first sounds.						
	Vocabulary			Part of Speech		Plural / Past Tense	
				N, V		maps, mapped	

2. dog	The dog loves to play fetch.	1	dög	/dög/	/d-o-g/	
<i>dog</i>	All first sounds. ² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.					
				N		dogs
3. hat	Dad forgot his hat on the beach.	1	hăt	/hăt/	/h-a-t/	
<i>hat</i>	All first sounds.					
				N		hats
4. fast	Jackson ran fast.	1	făst	/făst/	/f-a-s-t/	Use /s-z/.
<i>fast</i>	All first sounds.					
				Adj, Adv, N, V		fasts, fasted
5. bed	The hotel has a queen size bed.	1	běd	/běd/	/b-e-d/	
<i>bed</i>	All first sounds.					
				N, V		beds, bedded
6. hand	Jules raised her hand.	1	hănd	/hănd/	/h-a-n-d/	
<i>hand</i>	All first sounds.					
				N, V		hands, handed
7. bag	The bag is red.	1	băg	/băg/	/b-a-g/	
<i>bag</i>	All first sounds. ² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.					
				N, V		bags, bagged
8. pink	The pink flower is beautiful!	1	pĭnk	/pĭnk/	/p-i-n-k/	Use /ī-ĭ-ē-y/. Use tall /k/.
<i>pink</i>	All first sounds.					
				Adj		
9. cat	That is a funny cat!	1	kăt	/kăt/	/c-a-t/	Use /k-s/.
<i>cat</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
				N		cats
10. leg	His leg is broken.	1	lěg	/lěg/	/l-e-g/	
<i>leg</i>	All first sounds. ² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.					
				N		legs

11. bad	That is a bad apple.	1	băd	/băd/	/b-a-d/	
<i>bad</i>	All first sounds.					
					Adj	
12. soft	The cat likes the soft blanket.	1	söft	/söft/	/s-o-f-t/	Use /s-z/.
<i>soft</i>	All first sounds.					
					Adj	
13. bat	The bat is next to the ball.	1	băt	/băt/	/b-a-t/	
<i>bat</i>	All first sounds.					
					N, V	bats, batted
14. quilt	I folded the quilt.	1	kwilt	/kwilt/	/qu-i-l-t/	Use /ī-ī-ē-y/.
<i>quilt</i>	Underline the /kw/. ¹¹ Q always needs a U; therefore, U is not a vowel here.					
					N, V	quilts, quilted
15. last	The last piece is missing.	1	lăst	/lăst/	/l-a-s-t/	Use /s-z/.
<i>last</i>	All first sounds.					
					Adj, Adv, V, N	lasts, lasted

Spelling Analysis Tips Levels **B** & **C**

When teaching Spelling List 1.B or 1.C you will use the steps listed on the “Multi-Syllable Words” side of the *Spelling Analysis Quick Reference*. The steps are also show below:

Multi-Syllable Words

Spelling Analysis Quick Reference



- 1 Say the **word**. **Key: Teacher Student**
- 2 Read the **sentence**. Repeat the word.
- 3 3 **How many syllables?** The students **count the syllables**. Hum the word or feel under the chin.
- 4 4 **Say-to-spell**. Pause for syllable breaks and carefully enunciate each syllable as written in the Say-to-Spell column. The students repeat the **say-to-spell**.
- 5 The students **say the first syllable**.
- 6 6 While the students **segment** the first syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.
Repeat steps 5 and 6 with any additional syllables.
- 7 The students **write the word**, leaving a space between the syllables, and sounding it out as they write.
- 8 8 **Help me write it**. Write the word as the students **segment** it aloud.
- 9 9 **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.
- 10 The students sound out the word and **read it**.

Teacher Tip

Spelling Analysis

The steps for Spelling Analysis are recorded on the Spelling Analysis Quick Reference card – a very useful Logic of English tool! Keep it in your Teacher's Guide as a bookmark!

For a detailed example see: “Spelling Analysis with Multi-Syllable Words” on page 29.

B Tips for List 1.B

Words Ending in NK

See Tips for List 1.A – page 102 in this Teacher’s Guide.

Schwa

Level B includes some schwa sounds. Teachers have the option of introducing students to schwa using Exploring Sounds: Schwa – page 195 (Unit 4) before teaching this section. However, you may also teach these words before teaching schwa, using say-to-spell to help students create an auditory picture of the word.

Say-to-Spell

During spelling analysis, it is important to say-to-spell sounds that are omitted, pronounced as schwa, or distorted in certain dialects. Articulate these sounds clearly in steps 4 and 5 to aid students in creating an auditory picture of the word for the purpose of spelling. This is called “say-to-spell” because we are saying the word in a way that helps us spell the word correctly. The sounds requiring say-to-spell are highlighted in red in the spelling chart and should be pronounced as written, not as the word is commonly pronounced. For more information, see *Uncovering the Logic of English* p. 124-125.

Double Consonants

When a word includes a double consonant, articulate both consonants during spelling analysis.

Spelling Analysis				List 1.B			
1 <small>Word</small>	2 <small>Sentence</small>	3 <small># Syllables</small>	4 4 <small>Say-to-Spell</small>	5 <small>Say syllable</small>	6 <small>Segment...</small>	6 <small>... Finger Spell & Cue</small>	7 <small>Write</small>
1. skunk	There is a skunk near the log.	1	skũnk	/skũnk/	/s-k-u-n-k/	Use /s-z/. Use tall /k/. Use tall /k/.	
8 8 <small>Write Segment</small>	9 9 <small>Analyze</small>						10 <small>Read</small>
<i>skunk</i>	All first sounds.						
				<small>Part of Speech</small>	<small>Plural / Past Tense</small>		
				N, V		skunks, skunked	
2. piglet	The piglet has big ears.	2	pĩ ħet	/pĩg/ /ħet/	/p-i-g/ /l-e-t/	Use /ĩ-ĩ-ē-y/.	
<i>pig let</i>	² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Say-to-spell /ħ/. ^{31.1} Any vowel may say one of the schwa sounds, /ũ/ or /ĩ/, in an unstressed syllable or unstressed word.						
				N	piglets		
3. kitten	The kitten climbed into the tree.	2	kĩ tħn	/kĩt/ /tħn/	/k-i-t/ /t-e-n/	Use tall /k/. Use /ĩ-ĩ-ē-y/.	
<i>kit ten</i>	^{31.1} Any vowel may say one of the schwa sounds, /ũ/ or /ĩ/, in an unstressed syllable or unstressed word.						
				N	kittens		

4. rabbit	The rabbit hopped across the field.	2	răb bīt	/răb/ /bīt/	/r-a-b/ /b-i-t/	Use /r-ī-ē-y/.
<i>rab bit</i>	All first sounds.					
				N		rabbits
5. mitten	The mitten is hanging on the line.	2	mīt tĕn	/mīt/ /tĕn/	/m-i-t/ /t-e-n/	Use /r-ī-ē-y/.
<i>mit ten</i>	^{31.1} Any vowel may say one of the schwa sounds, /ŭ/ or /ī/, in an unstressed syllable or unstressed word.					
				N		mittens
6. pumpkin	Mom made pumpkin soup.	2	pŭmp kĭn	/pŭmp/ /kĭn/	/p-u-m-p/ /k-i-n/	Use tall /k/. Use /r-ī-ē-y/.
<i>pump kin</i>	All first sounds.					
				N		pumpkins
7. canyon	The Grand Canyon is beautiful.	2	kănyŏn	/kăn/ /yŏn/	/c-a-n/ /y-o-n/	Use /k-s/. Use /y-ī-ē-y/.
<i>can yon</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Say-to-spell /ŏ/. ^{31.1} Any vowel may say one of the schwa sounds, /ŭ/ or /ī/, in an unstressed syllable or unstressed word.					
				N		canyons
8. banquet	The tables are set for the banquet.	2	băn kwĕt	/băn/ /kwĕt/	/b-a-n/ /qu-e-t/	
<i>ban <u>quet</u></i>	Underline the /kw/. ¹¹ Q always needs a U; therefore, U is not a vowel here.					
				N, V		banquets, banqueted
9. splendid	The fireworks display was splendid.	2	splĕn dĭd	/splĕn/ /dĭd/	/s-p-l-e-n/ /d-i-d/	Use /s-z/. Use /r-ī-ē-y/.
<i>splen did</i>	All first sounds.					
				Adj		
10. grand	What a grand room!	1	grănd	/grănd/	/g-r-a-n-d/	
<i>grand</i>	² G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.					
				Adj		
11. drab	The landscape is drab.	1	drăb	/drăb/	/d-r-a-b/	
<i>drab</i>	All first sounds.					
				Adj		

12. timid	The timid turtle poked its head out of its shell.	2	tīm ĭd	/tīm/ /ĭd/	/t-ĭ-m/ /ĭ-d/	Use /ĭ-ĭ-ē-y/. Use /ĭ-ĭ-ē-y/.
<i>tim id</i>	All first sounds.					
					Adj	
13. vast	The Pacific Ocean is vast.	1	văst	/văst/	/v-a-s-t/	Use /s-z/.
<i>vast</i>	All first sounds.					
					Adj	
14. velvet	The pillow is made of velvet.	2	vĕl vĕt	/vĕl/ /vĕt/	/v-e-l/ /v-e-t/	
<i>ve/ vet</i>	^{31.1} Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.					
					N, Adj	velvets
15. damp	The floor around the mop bucket is damp.	1	dămp	/dămp/	/d-a-m-p/	
<i>damp</i>	All first sounds.					
					Adj, N	

C

Tips for List 1.C

See Tips for List 1.B – page 106 in this Teacher's Guide.

content

This list teaches the noun *content*, with the stress on the first syllable, meaning *something that is contained*. The adjective *content* is spelled the same way, but is pronounced with the emphasis on the second syllable.

Spelling Analysis

List 1.C

1	2	3	4	5	6	7	
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	Finger Spell & Cue	Write
1. contest	The kids are having a running contest.	2	kön tĕst	/k ¹ ön/ /tĕst/	/c ² -o-n/ /t-e-s-t/	Use /k-s/. Use /s-z/.	
<i>con test</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						¹⁰ Read
	Vocabulary			Part of Speech		Plural / Past Tense	
	con- with, together, completely test witness, testify			N, V		contests, contested	
2. conflict	The two men are having a conflict.	2	kön flĭkt	/k ¹ ön/ /flĭkt/	/c ² -o-n/ /f-l-i-c-t/	Use /k-s/. Use /f-ī-ē-y/. Use /k-s/.	
<i>con flict</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
	con- with, together, completely flict to strike			N, V		conflicts, conflicted	
3. content	Which content is most important to include on the website?	2	kön tĕnt	/k ¹ ön/ /tĕnt/	/c ² -o-n/ /t-e-n-t/	Use /k-s/.	
<i>con tent</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
	con- with, together, completely tent to hold			N		contents	
4. contract	The woman is signing a contract.	2	kön trăkt	/k ¹ ön/ /trăkt/	/c ² -o-n/ /t-r-a-c-t/	Use /k-s/. Use /k-s/.	
<i>con tract</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
	con- with, together, completely tract to pull			N, V		contracts, contracted	
5. abstract	This is an example of an abstract painting.	2	ăb străkt	/ăb/ /străkt/	/a-b/ /s-t-r-a-c-t/	Use /s-z/. Use /k-s/.	
<i>ab stract</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
	abs- from tract to pull			Adj, N, V		abstracts, abstracted	

6. consistent	Haley is a consistent player in every game.	3	k ^ö n s ⁱ s t ^ě nt	/k^ön/	/c-o-n/	Use /k-s/.
				/sⁱs/	/s-i-s/	Use /s-z/. Use /i-ī-ē-y/. Use /s-z/.
				/t^ěnt/	/t-e-n-t/	

con sis tent ¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Say-to-spell /*ö*/. Say-to-spell /*ě*/. ^{31.1}Any vowel may say one of the schwa sounds, /*ü*/ or /*i*/, in an unstressed syllable or unstressed word.

con- with, together, completely
sist to stand
-ent noun & adjective suffix; characterized by

Adj

7. insistent	Her parents are insistent.	3	in s ⁱ s t ^ě nt	/in/	/i-n/	Use /i-ī-ē-y/.
				/sⁱs/	/s-i-s/	Use /s-z/. Use /i-ī-ē-y/. Use /s-z/.
				/t^ěnt/	/t-e-n-t/	

in sis tent ^{31.1}Any vowel may say one of the schwa sounds, /*ü*/ or /*i*/, in an unstressed syllable or unstressed word.

in- in
sist to stand
-ent noun & adjective suffix; characterized by

Adj

8. compact	The roller will compact the ground.	2	k ^ö m p ^ä kt	/k^öm/	/c-o-m/	Use /k-s/.
				/p^äkt/	/p-a-c-t/	Use /k-s/.

com pact ¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ^{31.1}Any vowel may say one of the schwa sounds, /*ü*/ or /*i*/, in an unstressed syllable or unstressed word. ¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

com- with, together, completely
pact to press

Adj, V, N

compacts, compacted

9. complex	Cars have complex engines.	2	k ^ö m pl ^ě ks	/k^öm/	/c-o-m/	Use /k-s/.
				/pl^ěks/	/p-l-e-x/	

com plex All first sounds.

com- with, together, completely
plex parts, to entwine

Adj, N

complexes

10. rustic	The barn is rustic.	2	r ^ü s t ⁱ k	/r^üs/	/r-u-s/	Use /s-z/.
				/tⁱk/	/t-i-c/	Use /i-ī-ē-y/. Use /k-s/.

rus tic ¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

-ic adjective, noun, & verb suffix

Adj

11. tranquil	The mountains overlook a tranquil lake.	2	tr ^ä n kw ⁱ l	/tr^än/	/t-r-a-n/	
				/kwⁱl/	/qu-i-l/	Use /i-ī-ē-y/.

tran quil Underline the /kw/. ¹¹Q always needs a U; therefore, U is not a vowel here.

Adj

12. cabin	The cabin is in the woods.	2	kăb ĩn	/kăb/ /ĭn/	/ĉ-a-b/ /ĭ-n/	Use /k-s/. Use /ĭ-ĭ-ĕ-y/.
<i>cab in</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
				N		cabins
13. dentist	Dr. Jones is my favorite dentist.	2	dĕn tĭst	/dĕn/ /tĭst/	/d-e-n/ /t-i-s-t/	Use /ĭ-ĭ-ĕ-y/. Use /s-z/.
<i>den tist</i>	All first sounds.					
	dent tooth -ist noun suffix			N		dentists
14. district	The financial district has tall buildings.	2	dĭs trĭkt	/dĭs/ /trĭkt/	/d-i-s/ /t-r-i-c-t/	Use /ĭ-ĭ-ĕ-y/. Use /s-z/. Use /ĭ-ĭ-ĕ-y/. Use /k-s/.
<i>dis trict</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
				N		districts
15. public	We will ride public transportation to the store.	2	pŭb lik	/pŭb/ /lik/	/p-u-b/ /l-i-c/	Use /ĭ-ĭ-ĕ-y/. Use /k-s/.
<i>pub lic</i>	¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
	publ people -ic adjective, noun, & verb suffix			Adj, N		public

Part 3 Words in Context

1.6

All

Review

- **Phonograms:** Dictate the phonogram sounds while students write the phonograms in a notebook.

1. y /y-ī-ē/	14. f /f/
2. a /ă-ā-ä/	15. v /v/
3. h /h/	16. p /p/
4. t /t/	17. g /g-j/
5. z /z/	18. e /ě-ē/
6. c /k-s/	19. s /s-z/
7. m /m/	20. n /n/
8. o /ō-ō-ö/	21. b /b/
9. u /ū-ū-ü/	22. j /j/
10. i /ī-ī-ē-y/	23. d /d/
11. w /w/	24. k /k/
12. x /ks-z/	25. l /l/
13. r /r/	26. qu /kw/

- **Spelling Rules:** Review Spelling Rule Card 11.
- **Spelling Game: Spelling Snap**

Set Up: Write each of the spelling words on index cards for each student. Write the word *Snap* on two index cards per student. Each student needs a notebook and pencil.

How to Play: Place the spelling word cards in a pile face down in front of each student. Set a timer for an agreed amount of time from 1-3 minutes. When the teacher says “go,” the students flip a spelling word card, read it, write it, and flip another, until the timer runs out. When a *Snap* card is drawn, all the cards go back on the bottom of the pile and the student begins again. Stop when the timer rings. Students receive 2 points for each word spelled correctly and 1 point for each card face up. The student with the most points wins.

1.7

All

Grammar Nouns

Today we will learn about nouns.

What is a noun?

A **noun** is the name of a person, place, thing, or idea.

Let's say the definition together. *A noun is the name of a person, place, thing, or idea.*

Materials

Student notebook
Spelling Rule Flash Cards 11, 21
Timer
Grammar Flash Cards 1, 1.1, 1.2
Red colored pencil

Optional

Index cards

Optional Practice

Phonograms

While correcting the phonogram practice, ask the students to read back the phonogram sounds as you write the correct answers on the board.

Optional Practice

Spelling Cards

Dictate the words in Spelling List 1 as the students write them on index cards. Provide spelling cues as needed. Save the cards for future activities.

Teacher Tip

Grammar Cards

Read the Grammar Flash Cards aloud for the students; they should not be required to read them independently.

Grammar Flash Card 1 Noun

A *noun* is the name of a person, place, thing, or idea.

What are some words for people? *teacher, student, firefighter...*

These are all nouns.

What are some words for places? *park, store, school, museum...*

These are also all nouns.

What are some words for things? *desk, chair, paper, books...*

Ideas are abstract. Examples of idea nouns are love, peace, and time.



Spelling List 1 – page 2 In the Part of Speech column on your Spelling List page, write a red N next to each word that is a noun.

Guide students to read each word, think about how they use it, and identify whether it is used as a noun. The goal is to become comfortable thinking about the jobs words are doing and to note the common ones; it is not necessary to find all the parts of speech that a word can be. Words that students are not expected to identify as nouns are in parentheses.

Nouns

A map, dog, hat, bed, hand, bag, cat, leg, bat, quilt, (last)

B skunk, piglet, kitten, rabbit, mitten, pumpkin, canyon, banquet, velvet, (damp)

C contest, conflict, content, contract, (abstract), (compact), (complex), cabin, dentist, district, (public)

All

Plurals

What is a singular noun?

What word do you know that sounds like *singular*? *single*

What does *single* mean? *one*

A **singular noun** refers to only one person, place, thing, or idea.

What is a plural noun?

A **plural noun** refers to more than one person, place, thing or idea.

One way to identify if a word is a noun is to ask: "Can I count it?"

For example: Can you count hats? *Yes, one hat, two hats, three hats...*

Can you count teachers? *Yes, one teacher, two teachers...*

Can you count ideas? *Yes, one idea, two ideas, three ideas...*

How does a singular noun change when it becomes plural?

hat hats**s** dog dogs**s**

map maps**s** bed beds**s**

We add a /s/ or /z/ sound.

Optional Practice

Nouns

- Read each spelling word. Find all the nouns. Decide if each noun is a person, place, thing, or idea.
- Draw a picture of each noun in Spelling List 1.
- Ask one student to name a noun in the room. Ask a second student to find the noun.

Teacher Tip

Words in Parentheses

English words often have multiple usages, some that are common and some that are more rare. It is not necessary to identify all the parts of speech that a word can be, only the common ones. Usages that students are not expected to identify will be in parentheses. For example, the word *last* can be used as a noun (as in *This is the last of the pens*), though it is more commonly used as an adjective.

Grammar Flash Card 1.1 Singular Noun

A *singular noun* refers to only one person, place, thing, or idea.

Grammar Flash Card 1.2 Plural Noun

A *plural noun* refers to more than one person, place, thing or idea.

Which phonogram says /s/ and /z/? **S**

s

Place your hand on your throat as you say /s/ and /z/. Feel the shape of your mouth. How are these sounds the same? **The position of my mouth is the same for /s/ and /z/.**

Can you feel your throat vibrate for one of the sounds?

Why do they sound different? **With /s/ my voicebox is off. With /z/ my voicebox is on.**

These are a voiced and unvoiced pair.

hat

What is the last sound in *hat*? **/t/**

Place your hand on your throat and say /t/. Is /t/ voiced or unvoiced? **unvoiced**

hats

Say *hats*. Is the S voiced or unvoiced? **unvoiced**

Try to say *hatz*. Is it difficult to say? **yes**

Why do we use the unvoiced /s/ to make the plural form of *hat*, *hats*? **Because the /s/ is after an unvoiced /t/.**

dog

Compare this to *dog*.

What is the last sound in *dog*? **/g/**

Is /g/ voiced or unvoiced? **voiced**

dogs

Say *dogs*. Is the S voiced or unvoiced? **voiced**

Why? **The /g/ is voiced; therefore, it is easier to say the voiced /z/.**

The S is a morpheme that means more than one. But how the S sounds depends upon the sound that is before it. This is an example of why phonograms in English may have more than one sound.

Point to hats.

How many phonograms, or units of sound, are in the word *hats*? **four**

How many morphemes, or units of meaning? **two**

What are the morphemes? **hat and S to make it plural**

Point to dog.

How many morphemes in *dog*? **one**

Point to dogs.

Teacher Tip

Voiced and Unvoiced

To learn more about voiced and unvoiced sounds, see the phonemic awareness activity in Pre-Lesson A – pages 49-51.

Challenge

Plural

Ask the students to think of other words with the morpheme *plural*: pluralistic, pluralism, plurality. Discuss how the morpheme *plural* refers to more than one.

How many morphemes in *dogs*? *two*

What are the morphemes? *dog and S to make it plural*

I will write a word on the board. Tell me if the S is saying its voiced or unvoiced sound and why.

bugs voiced /z/. /g/ is voiced.

mops unvoiced /s/. /p/ is unvoiced.

fans voiced /z/. /n/ is voiced.

bats unvoiced /s/. /t/ is unvoiced.

Read Spelling Rule Card 21 to the students. Ask the students to recite it three times.

To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.

Read your spelling words and then repeat each noun as a plural.

As the students say the words, write the plurals on the board with the S in a different color.

A

map maps ...

dog dogs

B

skunk skunks ...

piglet piglets

C

contest contests ...

conflict conflicts



Spelling List 1 – page 2 Write the plural form of each noun next to the spelling word in List 1.

Plural Nouns

A maps, dogs, hats, beds, hands, bags, cats, legs, bats, quilts, (lasts)

B skunks, piglets, kittens, rabbits, mittens, pumpkins, canyons, banquets, velvets, (damps)

Spelling Rule 21

To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.

Teacher Tip

Plurals

Practice the plurals using the spelling list level that your students are using.

Teacher Tip

Level C complexes

Complex ends in a sound that hisses: /ks/. Spelling Rule 21 says to add -ES to make the word plural because it hisses: *complexes*. We will explore this concept in Unit 4, Part 3.

Part 4 Words in Action

1.9

All

Review



- Phonograms: 1.9 Phonogram Blitz – page 4**
 Choose sixteen of the A-Z Phonogram Flash Cards to practice. Read the phonograms in a random order. The students choose a square and write the phonogram on the Phonogram Blitz board. Once all the squares are filled, mix up the Phonogram Flash Cards. Read the phonograms a second time as quickly as possible while students search their boards and cover the phonogram that was called. Students shout out “Blitz!” when they have four in a row covered.
- Grammar:** Identify each of the nouns in the spelling list. Write the plural form using Phonogram Game Tiles.

1.10

Vocabulary

C

Vocabulary Level C

prefix, root, suffix

What is a morpheme? *A morpheme is a unit of meaning.*

The three types of morphemes are written in your workbook. Read them to me.



1.10C-1 Prefix, Root, and Suffix – page 5

prefix root suffix

Circle the word *root*. What is the root of a plant? What do the roots do? *The roots provide water and nutrition to the rest of the plant.*

In the same way, the **root** is the part of the word that provides the core meaning to a word. The root of a word is the main morpheme without anything else attached to it.

We will use the words *prefix* and *suffix* as an example.

What does *fix* mean? *to repair something*

Fix has more than one meaning. I will use *fix* in two sentences. Tell me what it means in the context of the sentences. He will fix a hook to the shelf. She fixed a stamp to the envelope. *Fix means to attach.*

Do you see the root *fix* in the words *prefix* and *suffix*? *yes*

Highlight the root *fix* with yellow.

In these words, the root *fix* means to attach.

Materials

Basic Phonogram Flash Cards
 Pennies to cover the Blitz squares
 Phonogram Game Tiles
 Orange and yellow highlighters
 Scissors
 Wastepaper basket
 Student notebook

Level C

Morpheme Flash Cards

con-	pact	tract
flict	tent	plex
sist	ab-	

Teacher Tip

Vocabulary Levels A B

Levels A and B will start vocabulary in Unit 2.

In the word *prefix*, what is attached before the root *fix*? **pre-**
 What are some words that begin with *pre-*? **precook, preheat, pre-view, prepare, prehistoric...**

Pre- means before. What does *pre-* mean? **before**

Highlight the prefix *pre-* with orange.

What is the literal meaning of *prefix*? **to attach before**

A **prefix** is a morpheme that is attached before a root. It is made up of one or more phonograms. Prefixes change the meaning of the word.

Suf- means below or after.

Highlight the prefix *suf-* with orange.

What is the literal meaning of *suffix*? **to attach after**

A **suffix** is a morpheme that is attached after a root. It is made up of one or more phonograms.

Write the definitions of prefix and suffix on the lines.

Prefixes, roots, and suffixes provide clues to the meaning of a word. Prefixes are added to the beginning before the roots. Roots are the main part of the word. Suffixes are added to the end.



Spelling List 1 – page 2

Look at Spelling List 1. Do you notice any patterns at the beginning of the words that might suggest the words begin with the same prefix? **Five words begin with the prefix *con-*. Two words begin with the prefix *com-*.**

con- com-

Con- and *com-* are Latin prefixes. They are also related. Do you know what *con-* and *com-* mean? *Con-* and *com-* are Latin prefixes which mean *with, together, or completely*.

Show the Morpheme Card con-.

Many of the Latin prefixes have more than one spelling. That is because in Latin they thought carefully about how words would really be pronounced. For example: try to say *compact* with an /n/ sound. Feel how your mouth forms each sound. **/konpakt/**

Now say *konpakt* over and over and more and more quickly. What happens? **The /n/ changes to /m/.**

What does your mouth do when you say /p/? **My lips press together.**
 How is the sound /n/ produced? **The tongue presses against the**

Teacher Tip

Vocabulary Level C

The words in Unit 1 are rich in additional morphemes. Though these are not formally introduced, students who are looking for greater challenge will enjoy finding the relationship between *consistent* and *insistent* and between *contract* and *abstract*, and learning the meaning of the suffix *-ic* and the root *dent*. More information on the morphemes can be found in the Vocabulary boxes in Spelling List 1.C.

con-
 com- co- cor-
 col-

**with, together,
 completely**
Latin

pact
to press
Latin

roof of the mouth behind the teeth.

How is the sound /m/ pronounced? *The lips press together.*

Why do you think *compact* is spelled with an /m/ rather than an /n/? */m/ and /p/ are both said with the lips pressing together, so it is easier to pronounce.*

Compare this to *contest*. Why is *contest* spelled with a /n/? */n/ and /t/ are formed in the same part of the mouth.*

Prefixes that change spelling to become more like the first sound of the root are called **assimilating prefixes**.

Whenever you see the prefix *con-* or *com-*, it means *with, together, or completely*. Let's consider the word *contest*. What does *contest* literally mean? *"with a test" or "test together"*

Does this relate to what a contest is? *Yes, a contest is a group of people in a type of test.*



1.10C-2 Con- and Com- – page 5

In your workbook you have the meaning of six Latin roots. Read each one. Then add *con-* or *com-* to form a new word. In the blank, write the definition of each word based on its morphemes.

Discuss the literal meaning of each word and relate it to the way the word is used today. Use a dictionary to look up unfamiliar vocabulary.

contract - pull together

conflict - strike together

content - hold together

compact - press together

complex - entwine together

consist - stand together

Think of other words that use the same roots. How does the definition of the morphemes compare to the definition of the word today? If needed, look up the word in a dictionary and find the origins section to discover the meaning of unknown morphemes.

tractor - something that pulls

traction - the act of pulling

retract - to pull back

detract - to pull down

inflict - to strike in

infliction - the act of striking in

afflict - to strike toward

impact - to press in

duplex - two parts

triplex - three parts

perplex - thoroughly entwined

insistent - characterized by standing in

Teacher Tip

Assimilate

Level C

as + simil + ate = assimilate

as- is an assimilating prefix from *ad-* which means toward; *simil* is a Latin root that means similar; *-ate* is a verb suffix.

Teacher Tip

Suf-

Level C

Suf- as in *suffix* is also an assimilating prefix. It is from the prefix *sub-*, which means under.

tract
to pull

Latin

flict
to strike

Latin

tent
to hold

Latin

plex
parts, to entwine

Latin

sist
to stand


Latin

ab-, abs-

Which two words use the root *tract*? *contract and abstract*
What does *abstract* mean?

Show the Morpheme Card ab-.

How many forms does the prefix *ab-* take? *two, ab- and abs-*
Why do you think *ab-* changed to *abs-* in *abstract*? *abstract is difficult to say. The /b/ and /t/ are not formed in the same place. By adding /s/ it is easier to transition between the sounds /b/ and /t/.*
What does *abstract* literally mean? *to pull from*

 **1.10C-3 Matching – page 6** Match the morpheme to the definition.

1.11

Dictation

Read each phrase. Ask the students to repeat it aloud, then write it in a notebook.

Ask students to read the phrases back and give you spelling hints as you write them on the board. Ask students to correct their version. Discuss any questions they have about errors they made.

A

1. fast cat	3. soft bed
2. pink bag	4. last hat

B

1. splendid rabbit	3. velvet mittens
2. damp kitten	4. grand banquet

C

1. abstract contract	3. rustic cabins
2. complex conflict	4. consistent district

1.12

Reading

A

1.12A Reading Basketball – page 7 Cut out the words. Place them face down. Place a box or a wastebasket at an appropriate distance to make a basket. Ask the student to choose a word, read it, then crumple it and try to make a basket.

Teacher Tip

Abstract

Level **C**

Show students a picture of an abstract painting. Show students an abstract of a book. Discuss the relationship of these uses to the literal meaning of the roots: “to pull from.”

ab-
abs-
from
Latin

Optional Practice

Vocabulary

- Use each of the vocabulary words in a sentence.
- Create a word wall of the roots. Ask students to add to the word wall as they find related derivatives.

Teacher Tip

Struggling Readers

The Reading section in each unit will help new or struggling readers develop fluency and comprehension skills through more practice.

1.13

Writing Strong Sentences

A

Read the phrases from your dictation aloud.

Notice that each phrase is composed of two words. Write six phrases in a notebook, using your spelling words. Make up phrases by combining the nouns with other words in the list.

Part 5 Check Your Understanding

1.14

All

Review

- **Grammar:** Review Grammar Flash Cards 1, 1.1, and 1.2.

C Vocabulary:

- Provide the students with eight index cards. Say the meaning of a morpheme. The students should write the morpheme on an index card.

with, together — <i>con-</i>	to press — <i>pact</i>
to pull — <i>tract</i>	to stand — <i>sist</i>
to hold — <i>tent</i>	parts, to entwine — <i>plex</i>
to strike — <i>flict</i>	from — <i>ab-</i>

Say the literal meaning of words and ask the students to choose the correct index cards to form the word.

entwine together — <i>complex</i>
strike together — <i>conflict</i>
press together — <i>compact</i>
hold together — <i>content</i>
stand together — <i>consist</i>
pull together — <i>contract</i>

1.15

All

Check Your Understanding

Before giving the assessment, ask students the following questions:

- When will you use reading in your life?
- When will you use spelling?
- How do you feel when you misspell or misread a word? Why?

Then discuss the following points:

- Reading and spelling are an important part of everyday life. Without knowing how to read and spell, you will waste a lot of time and become frustrated.
- People need to practice a new word an average of forty times before it is mastered. Needing more practice for some concepts is expected. You do not need to feel badly about needing more practice.
- The assessment will help us know which words and rules you need to practice.

Materials

Grammar Flash Cards 1, 1.1, 1.2
Yellow and orange highlighters
Colored pens

Level C

Index cards

Teacher Tip

Morpheme Cards

Save the index cards with morphemes to be used in later units.

Teacher Tip

Assessments

Create an atmosphere where it is acceptable to make errors. Model the attitude and strategies to move forward in practice.

These assessments are meant to help the teacher and the student know what needs more practice. There is no shame in needing to practice material again. Learning is a process of remembering and forgetting. In order to master material for lifelong retention, it must be practiced daily over a long period of time - years. As the teacher, consider subjects you studied in school but have not used for years. You will not know this material as well as you did when you were taking the course. For more guidance on Essentials assessments, see "Assessments" on page 37.

 **Check Your Understanding 1 – page 9-11**
All**Phonograms**

Dictate the phonograms for students to write in their workbooks. Remember to say the sounds only, not the letter names.

- | | |
|----------------|-----------------|
| 1. i /ī-ī-ē-y/ | 14. g /g-j/ |
| 2. a /ā-ā-ä/ | 15. r /r/ |
| 3. x /ks-z/ | 16. f /f/ |
| 4. s /s-z/ | 17. v /v/ |
| 5. j /j/ | 18. p /p/ |
| 6. t /t/ | 19. n /n/ |
| 7. z /z/ | 20. b /b/ |
| 8. c /k-s/ | 21. h /h/ |
| 9. w /w/ | 22. d /d/ |
| 10. o /ō-ō-ö/ | 23. k /k/ |
| 11. e /ē-ē/ | 24. m /m/ |
| 12. l /l/ | 25. qu /kw/ |
| 13. y /y-ī-ē/ | 26. u /ū-ū-ö-ü/ |

All**Consonants and Vowels**

In your workbook, circle the phonograms that have both consonant and vowel sounds. Highlight the vowels with yellow. Highlight the consonants with orange. Underline the multi-letter phonogram.

All**Spelling Rule**

Read the words. Underline the multi-letter phonogram.

Dictation

Read the phrase. Ask the students to repeat it aloud, then write it in their workbooks. Have students underline words that they want to practice further.

A

- | | |
|---------------|---------|
| 1. pink quilt | 6. bat |
| 2. fast dog | 7. hand |
| 3. bad map | 8. hat |
| 4. last leg | 9. bag |
| 5. soft cat | 10. bed |

Teacher Tip**Phonogram Sounds**

The Basic Phonogram Flash Cards and the Phonogram and Spelling Rule Quick Reference have sample words for each sound as a teacher reference. These are helpful for remembering which sound is represented by each dictionary symbol.

Teacher Tip**Correcting the Assessment**

Ask the student to correct their own assessment. Ask the student to read the phonograms and dictation phrases back as you write them on the board. The student may then write corrections with a colored pen.

Teacher Tip**Struggling Students**

Many students, especially those who have struggled with reading, become discouraged when they are assessed. These students see assessments as a judgement upon themselves. When they do poorly, these students often believe they are stupid and incapable, and then struggle emotionally to remain engaged with the lessons. For these reasons, it is vital that teachers help students develop a new perspective toward learning to read and toward assessments.

B

- | | |
|---------------------|------------------|
| 1. timid kitten | 6. grand pumpkin |
| 2. splendid banquet | 7. damp |
| 3. vast canyon | 8. piglets |
| 4. velvet rabbit | 9. skunk |
| 5. drab mittens | |

C

- | | |
|----------------------|-----------------------|
| 1. rustic cabin | 6. consistent dentist |
| 2. complex contract | 7. abstract conflict |
| 3. public contest | 8. compact |
| 4. insistent | 9. content |
| 5. tranquil district | |

All**Grammar**

Ask students to label each noun in the dictation phrases with an N.

Teacher Tip**Grading**

The purpose of this assessment is to determine the level of mastery. Teachers should plan to review concepts that have not been mastered. In a tutoring or homeschooling setting this is easily done by reteaching concepts, reviewing activities, or playing games. In a classroom setting, the teacher should determine which concepts a majority of the class needs to review and provide activities for the whole class. When individual students or small groups of students need additional practice, this should be provided in small groups. Students should NEVER be left to fall behind in reading skills.

Unit 1

1.4 Consonants and Vowels

Write the consonants and vowels in the correct columns.

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, qu, r, s, t, u, v, w, x, y, z

Consonants		Vowels	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		

Spelling List 1

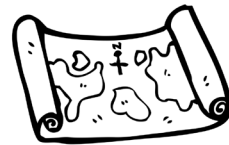
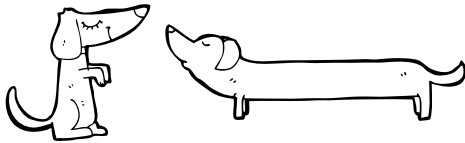
Level ____

Spelling Words	Part of Speech	Plural, Past Tense
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Level A

1.7A Plurals Practice

Look at the picture. Write each noun as a singular or plural.



1.9 Phonogram Blitz

Level C

1.10C-1 Prefix, Root, and Suffix

Highlight the root *fix* (attach) in yellow.

Highlight the prefix *pre-* (before) in orange.

Highlight the prefix *suf-* (below or after) in orange.

Write the definition of each word based upon the morphemes on the lines.

prefix**suffix**

1. _____

2. _____

1.10C-2 Con- and Com-

Add *con-* or *com-* to each word. Write the definition of the new word based upon its morphemes.

tract to pull**pact** to press**flict** to strike**plex** parts, to entwine**tent** to hold**sist** to stand

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Level C

1.10C-3 Matching

Match the morpheme to the definition.

pact

to hold

flict

to press

tract

from

tent

to stand

con-

with, together, completely

plex

to pull

abs-

to strike

sist

parts, to entwine

Level A

1.12A Reading Basketball

map	dog
hat	band
bed	hand
bag	pink
cat	leg
bad	soft
bat	quilt
last	big
fast	sand
sink	list

Check Your Understanding 1

Phonograms

Write the phonograms as your teacher dictates them.

- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 8. _____ | 15. _____ | 22. _____ |
| 2. _____ | 9. _____ | 16. _____ | 23. _____ |
| 3. _____ | 10. _____ | 17. _____ | 24. _____ |
| 4. _____ | 11. _____ | 18. _____ | 25. _____ |
| 5. _____ | 12. _____ | 19. _____ | 26. _____ |
| 6. _____ | 13. _____ | 20. _____ | |
| 7. _____ | 14. _____ | 21. _____ | |

Consonants and Vowels

Circle the phonograms that have both consonant and vowel sounds. Highlight the vowels with yellow. Highlight the consonants with orange. Underline the multi-letter phonogram.

a	h	o	v
b	i	p	w
c	j	qu	x
d	k	r	y
e	l	s	z
f	m	t	
g	n	u	

Spelling Rule

Underline the multi-letter phonogram.

quit

quilt

quiz

Dictation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____