

Day One

Supporting ELs

It is important to remember that some ELs may not understand the similarity in meanings between word pairs. Try to incorporate pictures or objects to help students understand the related meanings. For example you might make a muscle and point to it as you say **muscle**. Then you might use the Internet to find a picture of a muscular person and say **muscular**. Provide sentence frames for each word in a pair and have the students use the words in sentences.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, students might have difficulty with the word **columnist**. Point out the three vowels that suggest the word has three syllables. Show how you divide the word into three syllables between the two consonants **m** and **n**, and after **l**. **Say:** *I can read the two final closed syllables **um** and **nist**. I will try the first syllable as an open syllable **co**, but the long **o** doesn't sound right. If I divide the word after the **l**, I get a closed syllable: **col**. **Columnist** sounds right.* Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffixes -ation, -cation, -ition

Focus Words: reservation, presentation, edition, organization, imagination, identification, transportation, quotation, notification

Write the word *reservation* on the chalkboard. Underline the suffix **-ation**. Write the base word *reserve* next to **reservation**. Ask students what happens to the final **e** when we add the suffix.

Write these words on the chalkboard: *presentation, edition, imagination, identification, quotation, notification*. For each word, have students identify the suffix, the base word, and determine which words dropped the final **e** before adding the suffix.

Introduce Consonant Alternation

Model

Write the following words on the chalkboard and read them aloud: *sign, signature*. **Say:** *When I say the word **sign**, I don't hear the consonant **g**. When I say the word **signature**, I do hear the consonant **g**.* Circle the **g** in both words. *The word **signature** and the word **sign** are similar in meaning and spelling.* Sign a piece of paper and show students. *When I **sign** my name at the end of a letter, I put my **signature** on the letter.*

Guide

Write the word *muscle* on the chalkboard. Ask students to read the word with you and find the silent consonant. Write the word *muscular* on the chalkboard and ask students what happens to the **c** in this word. Have students explain how the words are similar in meaning.

Tell students that sometimes it's difficult to see how the two words are similar. Write the words *design* and *designate* on the chalkboard. Ask the class to identify the silent consonant in **design** and the sounded consonant in **designate**. Have students use a dictionary to find the etymological information for both words. Point out that both words come from the Latin term which means "to mark." Ask students to explain how the two words are related in meaning.

Apply

Write the words *soften* and *crumb* on the chalkboard. Ask pairs of students to think of a word for each word that is similar in spelling and meaning but doesn't have a silent consonant. Students should generate the words **soft** and **crumble**.

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Spelling Words with Consonant Alternation

Unit Spelling Words: *soften, hasten, fasten, moisten, signature, columnist, debit, crumble*

Write the words *soften, hasten, fasten, and moisten* on the chalkboard. Ask students to say each word with you. Ask students to tell you the silent letters in each of the words. As students name the silent letters, circle them in the words on the chalkboard. Ask students to think of words that are similar in spelling and meaning to these words but that do not have a silent consonant. As students say the words, write them on the chalkboard: *soft, haste, fast, moist*.

Ask students to look at each word to see if there are features in the word they need to remember when spelling the words. Point out that the **a** is long in the word **hasten**, because the word **haste** has a long **a** and a final **e**. But the **a** in **fasten** is short because the word **fast** has a short sound. Ask students what letters spell the /oy/ sound in **moist**.

Write the following words on the chalkboard and read them with students: *signature, columnist, debit, crumble*. Ask students to think of a word for each word on the chalkboard that is similar in spelling and meaning. As students say the words, write them on the chalkboard: *sign, column, debt, crumb*. Ask students which words have silent letters. Circle each silent letter in the four words.

Show students the anchor poster to reinforce how knowing words that are similar in meaning to a word can help them spell the word.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other's spellings. Ask students to circle the silent letters in the words that have them.

Assessment Tip

Notice which students have difficulty telling you which consonants are spoken and unspoken in the word pairs. You may want to work with these students by reading each word in the pair aloud and having the student circle the consonant that is spoken and unspoken.

Home/School Connection

Students can take home the list of spelling words and practice reading, writing, and spelling the words with a family member.

Day Two

Teacher-Directed Sound Sort

Silent Consonant	Sounded Consonant
bomb	bombard
column	columnist
crumb	crumble
design	designate
hymn	hymnal
muscle	muscular
sign	signature
soft	soften

Buddy Sort

Silent Consonant	Sounded Consonant
autumn	autumnal
hasten	haste
moisten	moist
resign	resignation
solemn	solemnity
heir	inherit
doubt	dubious
vehicle	vehicular

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 6.

Review Consonant Alternation

Write the words *hymn* and *hymnal* on the chalkboard. Ask students to read the words aloud. Then ask them to identify which consonant is silent in **hymn**. Circle the **n**. Ask which consonant is sounded in **hymnal**. Circle the **n**. Have students explain how the words are related in meaning.

Write the words *resign* and *resignation* on the chalkboard. Have students turn to a partner and identify which consonant is silent in the words and which is sounded. Have partners discuss how the words are related in meaning.

Teacher-Directed Sound Sort

Teacher Word Cards: same as BLM 3

Teacher Category Cards

Place the category cards in a row in a pocket chart. Hold up the word card for **bomb** and model how to sort the word. **Say:** *As I say this word aloud, **bomb**, I hear three sounds: /b/ /o/ /m/. I do not hear the sound of the final consonant because it is silent. I'll place this word in the category **Silent Consonant**.* Now hold up the word card **bombard**. *As I say this word aloud, **bombard**, I do hear the second letter **b** in the word: /b/ /o/ /m/ /b/ /är/ /d/. I'll place this card in the category **Sounded Consonant**.*

Hold up the remaining cards from BLM 3, one at a time, and ask students to help you identify the words with sounded and silent consonants. Discuss how the word pairs are similar in meaning and spelling.

Buddy Features Sort

Give pairs of students the 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 second student chooses a word pair and asks where the word pair should be sorted.

Spelling. Ask students to write their spelling words in a column. Next to each spelling word, have them write the word that is related. Have them underline the letters in each pair that are sounded and circle the silent letters.

Blind Sort

Teacher Word Cards: same as BLM 5

Teacher Category Cards

Place the word cards for **debt** and **debit** next to each other in a pocket chart so that students can see them. Read the words aloud. Have students repeat the words. Tell students that you will call out one word at a time and they will tell you in which category to place the word card.

After you place each word, have students read the word and decide if they have sorted the word into the correct category.

Applying Meaning. Give students BLM 7 and have them identify sounded consonants and choose correct words to complete the sentences.

Blind Sort

Silent Consonant	Sounded Consonant
condemn	condemnation
debt	debit
fasten	fast
malign	malignant
assign	assignation
often	oft

Assessment Tip

Use students' completed BLM 7 to assess their understanding of silent and sounded consonants in word pairs. Note whether they need more practice in how consonants change.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it. Read the words aloud with students and have them echo-read. Provide meanings for each word in the word pair. Have them write the meanings of the words using simple words or pictures.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it. Read the words aloud for students. Help explain the meaning of the words using gestures, simple words, pictures, or objects.

Day Four

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 consonant alteration.

Aunt Carol's Signature Brownie Recipe

This recipe produces a cake-like brownie that crumbles. If you prefer a brownie that is moist, use an additional 3 tablespoons of butter.

Ingredients:

2 oz. unsweetened baking chocolate	½ tsp. baking powder
1 stick (1/4 pound) butter or margarine	¼ tsp. salt
2 eggs	1 tsp. vanilla
1 cup sugar	1 cup nuts, optional
½ cup flour	

- Preheat oven to 350 degrees. Using soft margarine, thoroughly grease and lightly flour a 9-inch-square baking dish. Set aside.
- In a large saucepan, soften the stick of butter or margarine over low heat. Add baking chocolate to the pan and melt together.
- Allow the mixture to cool, and then beat in the two eggs, one at a time, until they are combined.
- In a separate bowl, combine sugar, flour, baking powder, and salt, and mix well. Then, slowly add the dry ingredients to the saucepan and stir until thoroughly moistened. Add the nuts and stir again.
- Spread the batter evenly in the baking dish. Set a timer for the brownies to bake approximately 30 minutes at 350 degrees, and check at the time signal (don't try to hasten cooking by setting your oven at a higher temperature; the correct temperature is important). The sign that brownies are done is that a toothpick stuck into the center comes out clean. Cool on a rack and serve! (Hint: Recommend eating with haste, before they all disappear, without a crumb remaining!)

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words with the silent consonants and identify which consonant is silent.

Supporting ELs

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

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they will read the passage and circle the words they find that have a silent consonant. Explain that there are five pairs of words with one-syllable words and two-syllable words, each pair containing a word with a silent consonant and a word with a sounded consonant. Challenge them to find all five pairs of words.

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

Ask pairs of students to begin lists of words in their word study notebooks—one for words with silent consonants and another for the related words that have sounded consonants. They can start the lists by using the words in the passage. Students can look through other texts, looking for words with silent consonants and adding these to the lists.

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

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week's spelling words to students, one at a time, and have students write them on their BLMs: **addition, consideration, identification.**

Dictate the following words from this week's unit, one at a time, having students write them on the BLM: **soften, columnist, fasten.**

Dictate the following sentence and have students write it on their papers: **The store manager checked the signature on my debit card.**

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 consonant alternation using the Quick-Check for Unit 18.

Suggestions for Independent Practice

Alphabetical Order. Give pairs of students a set of word cards and ask them to work together to read the words and put them in correct alphabetical order. Have students use first and second letters to help them place the words in order.

Speed Sort. Give students the category cards and a set of word cards. Have them time themselves to see how fast they can sort the words. Have partners check each others' sorts to make sure the words are sorted correctly.

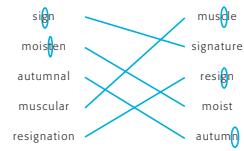
Guess My Word. Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team draws a card without his or her partner seeing. The student then tries to draw clues for his or her partner to guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.

Unit 18 Quick-Check: Consonant Alternation

Match the Words

Directions: Match the word pairs. Then circle the silent consonant in each pair.



Apply

Directions: In the space below, list three to five words you know that have a silent consonant.

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

Silent Consonant	Sounded Consonant	Word Bank
bomb moisten autumn malign paradigm	signature hymnal resignation haste solemnity	signature, bomb, hymnal, resignation, haste, solemnity, moisten, autumn, debt, fast, malign, paradigm, condemnation, muscular

Think and Write about Consonant Alternation

Directions: In the space below, explain how understanding consonant alternation helps you as a reader, spellier, and writer.

Answer Key Unit 18 Quick-Check

Answer Key BLM 6

Spoken	Unspoken
signature	sign
muscular	muscle
bombard	bomb
soft	soften
crumble	crumb
designate	design
columnist	column
hymnal	hymn

Answer Key BLM 7

- | | |
|-----------------|--------------|
| 1. autumnal | 6. fasten |
| 2. solemnity | 7. autumn |
| 3. columnist | 8. solemnity |
| 4. hymnal | 9. moist |
| 5. condemnation | 10. sign |

Answer Key BLM 8

- | | |
|-----------|-------------|
| 1. resign | 6. haste |
| 2. sign | 7. hymnal |
| 3. design | 8. crumble |
| 4. malign | 9. muscular |
| 5. debt | |

Name _____

Date _____

Unit 18 Quick-Check: Consonant Alternation

Match the Words

Directions: Match the word pairs. Then circle the silent consonant in each pair.

sign

muscle

moisten

signature

autumnal

resign

muscular

moist

resignation

autumn

Apply

Directions: In the space below, list three to five words you know that have a silent consonant.

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

Silent Consonant	Sounded Consonant

Word Bank

signature, bomb,
hymnal, resignation,
haste, solemnity,
moisten, autumn,
debit, fast,
malign, paradigm,
condemnation,
muscular

Think and Write about Consonant Alternation

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