

Unit 2 Schwa ə; Consonant Digraphs th, th, sh, ch, wh, ph; Syllable Division vcccv

Unit Focus: Students learn about the schwa sound in multisyllable words. For example, in **gallon** the **o** has a ‘reduced vowel sound’ that sounds like a very quick /ǘ/ or /ĩ/. This sound is called by a very un-English sounding name, the schwa. Usually the schwa sound does not interfere with decoding a new word. If we read the word as ‘gǎl...lǒn,’ we usually realize that it is **gallon**, especially if it is in context. You can make ‘schwa hunting’ into a game. Children will begin to find them everywhere in their reading, and in many names.

The schwa sound, however, does present a problem in spelling, since any of the five vowels can represent the sound. Children use Robot Talk to say the words as they are spelled (e.g. gǎl...lǒn, dīs...tǎnt).

DAY 1 - WORD MEANING AND STRUCTURE

You’ll need:

- ✓ *Word Study Cards: WSC-G1-7, S1-2*
- ✓ *Grade Three Copymasters: Unit 2*

▼ *TG TR: Unit 2 Word List, Word Sort*

Review: Read the Review Words with your students. Ask students to explain the closed syllables and vowel sounds in some of the words.

Unit 2 Word List for Spelling			Expand Vocabulary	
Review Words	Spelling Words		Vocabulary Words	Challenge Words
felt	win	gallon	blush	hectic
drink	when	hundred	gas	accomplish
insult	think	pumpkin	shrug	
contest	which	distant	grasp	
napkin	shock	dolphin	stretch	

Project the *Unit 2 Word List* and distribute copies of the *Grade Three Copymaster, Unit 2* to each student.

Words and meanings

- Read five words at a time, first **to** the children and then **with** them. Do the same with each group of Spelling, Vocabulary, and Challenge Words.
- Guide students in saying and discussing the meanings of the Spelling Words. Examples below:
- **Demonstrations:** Ask students to use body language (and no words or sounds) to respond to these questions. *If you win a contest or a game, how might you react? How can you show what think means? What would you do if you got an electric shock? or shocking news?*
- **Questions and examples:** *Name a distant place: “ _____ is a distant city.” Ask a question with which, “Which would you choose, _____ or _____?” Ask a question with when. Describe a pumpkin to someone who has never seen one, or a dolphin. What things come in gallons? How many tens in one hundred?*

Word Structure

- Review the Short Vowels with *WSC-G1-5* including Questions 1-3 and a few examples in Question 4.
- Review *WSC-S1* ‘Syllables’ and *WSC-S2* ‘Closed syllable’ including some of the questions.
- Use *WSC-G6* to talk about the consonant digraphs (**th**, **th**, **sh**, **ch**, **wh**, and **ph**) that will be familiar to most children. Children need not remember the Key Words if they know the sounds. To practice, point to each digraph as children respond with the sound. Children identify the digraphs in the Spelling Words.

Letterland lore: If your students know the Letteland characters, you can remind them of some of the digraph spelling stories. See pages 174-177



- Teach the schwa sound with *WSC-G7*. Have children first listen for the sound of the **o** in **dragon**. Practice Questions/Answers 1-3. Have children say the two syllable words in the Unit 2 Spelling Words list and listen for the schwa sound in each word.
- Note: Children may say that the **i** in **pumpkin** sounds like a short **ĭ** rather than a schwa. Help them say each syllable as if they were separate words, saying **pump** and then **kin**. Then they say the two words together with the same emphasis on each syllable. Then say **pumpkin** as it is usually pronounced. They may be able to hear the difference. The vowel sound in the second syllable is hardly there— and could be spelled with other vowels, though this does depend on regional accent.



Word Sort

- Display the Word Sort (*TG TR*) on the screen. Students use their own *Grade Three Copymaster* page.
- Choose several of the Spelling Words and have students discuss in which column(s) they belong in (e.g. **distant** goes in both the **ĭ** column and in the schwa **ə** column.) Then they complete the Unit Word Sort. Remind them to say each word before and after they write it.
- After children have completed the Word Sort, ask them to box the digraphs (e.g. **wh**en).
- If complete, students should read their Word Sort to a partner and discuss any differences in their answers, making changes as necessary.



At home: Complete Word Sorts. Students should also read the *Unit Word List* two times to a parent or carer.

DAY 2 - STRUCTURE AND SPELLING

You'll need:

- ✓ *Grade Three Copymasters: Unit 2*
- ✓ *WSC-S3-4*

▼ *TG TR: Word List, Word Sort Answer Key, Quick Coding*

Homework review: Check answers with the projected *Word Sort Answer Key (TG TR)*. Help students clarify any confusion. Students read *Unit Word List* to two different classmates who sign their paper.

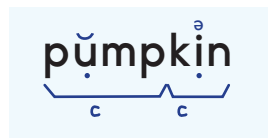
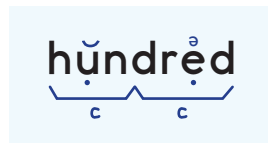
Syllable Division: **vccv**

- Review *WSC-S3* Syllable Division **vccv**. Have children explain where to divide **chipmunk** and also answer the three questions on the reverse side.
- Introduce dividing the **vcccv** pattern with *WSC-S4*, Key Word **dolphin**. Ask students to identify the vowel letters in **dolphin** and then count the consonants in between.
- Read the first two questions and answers. Ask students to help apply the information to dividing **dolphin**. Then show the Quick Coded word on the other side.
- Write the word **kingdom** on the board and have students guide you in dotting the vowels, counting the consonants, and dividing the syllables.



Quick Coding

- Quick Code the word **hundred** on the board as children do the same on their paper. Describe each step, including where to divide between the three consonants.
- Then Quick Code **pumpkin** with the children telling you the steps and markings.
- Give the children 4-6 minutes to complete Quick Coding the Spelling Words. If they do not finish, it can be completed as homework.



Unit 2 Word List		Spelling List	Number List
bat	win	gellan	hundred
drag	when	hundred	hundred
think	think	pumpkin	pumpkin
which	which	distant	distant
dragon	dragon	dolphin	dolphin

Robot Talk

Guide students in Robot Talking the words as described below to support correct spelling.

- For the one-syllable words in this list, the spellings are straightforward as long as children know the

digraph spellings. Children should say the words somewhat slowly to hear each sound.

- For words with schwa, the trick is to pronounce the word as it is spelled in order to remember which vowel to spell in place of the schwa. Also, remind children to pause completely between syllables, otherwise some letter sounds may be missed (e.g. **dīs...tănt, dol...phĭn**).

Practice the ten Spelling Words with children taking turns saying a word from the *Unit Word List* in Robot Talk. Everyone repeats the Robot Talk and then says the word as it is normally pronounced.



At home: Any remaining Quick Coding may be completed for Homework.

DAY 3 - EXPAND VOCABULARY

You'll need:

✓ *Grade Three Copymasters: Unit 2 Passage*

▼ *TG TR: Word List, Quick Coding Answer Key*

Homework review: Display the *Quick Coding Answer Key*. Students check and correct their own work.

Vocabulary Discussion

Use the suggestions below to talk about the Vocabulary Words. Say each word and have the children repeat it. Be sure that children use the word in their answers.

blush – When you are embarrassed or feeling shy, sometimes your cheeks turn red.

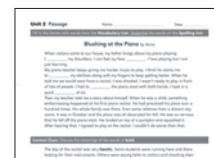
gasp – If you gasp for air, it means a really quick intake of air. You might gasp as you come up from underwater. People gasp when something scares them. What are some other things that might make people gasp?

stretch – If you stretch something, you are trying to make it longer. Why do you stretch your muscles sometimes? Why might you try to stretch the time before bedtime? What things are easy to stretch? Metaphorically, you try to stretch your abilities to get better at something. Give some examples.

grasp – To grasp something, you grab it with your hand and hold on tight. What are some things you might grasp and why?

Passage introduction: Supply copies. Third grader Anna is taking piano lessons. How do you think she might feel when she finds out she will play in a recital for the public soon?

Read the first part of the passage to students as they follow on their copy. Ask the children to suggest Vocabulary Words that may fit in the first blank. Continue reading aloud to students and saying '**blank**' for each omitted Vocabulary Word. Do not attempt to choose the words at this time but help clarify the meaning of the passage.



Blushing at the Piano by Anna

When visitors come to our house, my father brags about my piano playing. I (**shrug**) my shoulders. I can feel my face (**blush**). I love playing but I am just learning.

My piano teacher keeps giving me harder music to play. I think he wants me to (**stretch**) my abilities along with my fingers to keep getting better. When he told me we would soon have a recital, I was shocked. I wasn't ready to play in front of lots of people. I had to (**grasp**) the piano stool with both hands. I took in a quick (**gasp**) of air.

Then my teacher told me a story about himself. When he was a child, something embarrassing happened at his first piano recital. He had practiced his piece over a hundred times. His whole family was there. Even some relatives from a distant city came. It was in October and the place was all decorated for fall. He was so nervous that he fell off the piano stool. He landed on top of a pumpkin and squashed it. After hearing that, I agreed to play at the recital. I couldn't do worse than that.

Small Groups or Partners: Students continue reading the passage with peers taking turns reading, discussing clues, choosing a Vocabulary Word and rereading the sentence with the added word. Students could also underline the Spelling Words in the text.

Write about it: What are some clues that tell you Anna is shy about her piano playing?



At home: Finish filling in the Unit Passage blanks, if needed. Read the story at home to an adult. Write a few sentences in answer to the 'Write about it' question below the passage (*Grade Three Copymasters*).

DAY 4 - APPLY LEARNING

You'll need:

✓ *Grade Three Copymasters: Unit 2 Passage*

▼ (Optional) *TG TR: Word Structure / Vocabulary Activity*

Homework review: Students read their 'Write about it' response to the passage to two classmates.

Optional: Volunteers share their work with the whole class.

Unit Passage Discussion

Whole class discussion: Guide a whole class discussion with groups sharing their word choices for the blanks in the passage. Students explain their choices and discuss any alternatives.

Context clues: Read the concluding portion of the passage aloud to the class. Ask them to work with partners or in small groups to formulate definitions for the Challenge Words. Let several share their answers.

The day of the recital was very **hectic**. Some students were running here and there looking for their instruments. Others were saying hello to visitors and checking their hair in the mirror. Parents were lugging in boxes of snacks and gallons of lemonade. I studied my music. My goal was to play my whole piece without using the sheet music. I was able to **accomplish** that goal. And I only blushed a little bit.

Dictionary: Compare the class's definitions of the Challenge Words to a (online) dictionary.



Supplemental Exercises (Optional)

These optional exercises from the *TG TR* provide practice and extension of the concepts taught in this Unit. The Word Structure exercises are often multi-sensory, involving students to move around the room, hold up cards, stick strips of paper into place etc. The Vocabulary exercises are more Worksheet based. Read the instructions and discuss one or two answers. Students complete the exercise. Project the Answer Key for checking.

Option 1: Word Structure: The exercise for this Unit provides interactive ideas to consolidate learning.

Option 2: Vocabulary: Students explore words related to the Unit 2 Vocabulary.



At home: Ask parent/carer to call out the words in the *Unit Word List* for the child to write down as practice for their spelling test. For any words misspelled, students use Look-Say-Cover-Write-Check (see page 18).

DAY 5 - ASSESSMENT

You'll need:

✓ Paper for Assessment

✓ (Optional) Game boards pages 154-169

Spelling Assessment

Choose two Review Words and call these out, interspersed at random among the ten Spelling Words. Students write the twelve words on a piece of paper.

1. gallon	Lisa
2. pumpkin	
3. think	
4. insult	
5. distant	
6. dolphin	
7. drink	
8. shock	
9. which	
10. until	
11. hundred	
12. win	
1. gasp	
2. accomplish	
3. grasp	
4. stretch	
5. shrug	

Vocabulary Assessment

Read the sentences below. You can repeat the sentences a few times, saying 'blank' or 'what' in the gaps. Students listen and write a word from their *Unit Word List*. Each Vocabulary Assessment contains Vocabulary Words and one Challenge Word.

1. If something scary happens suddenly in a movie you might _____. (gasp)
2. This word means you did something that was hard to do. _____ (accomplish)
3. To do a chin up you _____ the bar with your hands. (grasp)
4. If something is hard to do, you might have to _____ yourself to get it done. (stretch)
5. If someone insults you, but you want to show it doesn't bother you, you might just _____. (shrug)

Game - you choose

If you have any spare time, choose a game based on your students' needs: Word Structure, Vocabulary, or Spelling, pages 154-169.

