Letterland’s Grade Three Pack includes a Step-by-Step Teacher’s Guide with accompanying downloads, Copymasters, Posters and Word Study Cards - all designed to help you deliver an effective program to ensure your student’s progress well beyond a foundational knowledge of letter sounds, syllables and spellings and gain a thorough understanding of Word Structure (Morphology), Vocabulary, and Spelling.

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  - Game: Ka-boom! ................................................................................................................... p8
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Unit 9
Vowel Teams: ai, ay; Prefix un-

Unit Focus:
Students learn words with the Vowel Teams ai and ay. They also study words with the prefix un- meaning ‘not.’

DAY 1 - WORD MEANING AND STRUCTURE
You’ll need:
- Word Study Cards: WSC-S8, WSC-G16
- Grade Three Copymasters: Unit 9

Review:
Read the Review Words with your students. Ask them to identify any Vowel Teams and their sound.

Unit 9 Word List for Spelling Expand Vocabulary
Review Words Spelling Words Vocabulary Words Challenge Words

- teeth
- plain
- delay
- unsafe
- democracy
- mistreat
- plane
- chain
- unequal
- citizen
- reason
- painting
- maybe
- uneasy
- magic
- Sunday
- explained
- unfair
- placing
- afraid
- trail
- unwilling

Project the Unit 9 Word List and distribute copies of the Grade Three Copymaster, Unit 9 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 pretend to be painting a picture. How would painting a wall look? How would you look if you were afraid?
  - Questions and examples: Where do we see chains on a playground? (swings?) What does it mean when parents say maybe you can do that? Where do you see trails? If a sports event is delayed by weather, can you explain what that means? Here’s the first ‘plain:’ This shirt is very plain with no pattern on it. And another plane. “I am going to take a plane to Miami.” Explain that plane.

Word Structure
• Review the Vowel Team syllable with WSC-S8. Students need to know the answers to the two questions on the reverse side.
• Teach the ai and ay Vowel Team patterns for the long a sound (WSC-G16). Teach the Key Words, the sound, and practice Questions 1 and 2.

Letterland lore:
For children who know the characters, remind them when Mr. A and Mr. I go out walking, Mr. A says his name while Mr. I stays silent. When Mr. A and Yellow Yo-yo Man go out walking, Mr. A does the talking.

Word Sort
• Display the Word Sort (TG TR) on the screen. Students use their own Grade Three Copymaster page.
• Choose a few Spelling Words and have students explain where they belong in the sort and why. Then they complete the Word Sort. Remind them to say each word before and after they write it.
• If complete, students should read their Word Sort to a partner and discuss any differences in their answers, making changes as necessary.

At home:
Word Sorts may be completed for Homework. Students should also read the Unit Word List two times to a parent or care-giver.
Letterland Grade Three takes children into new realms of understanding about words in our English language. The program progresses well beyond the foundational knowledge about letter sounds, syllables, and spellings taught in previous years. It builds on that earlier learning and also broadens the scope of teaching about words to meet the increased abilities of third graders and the ever-widening demands of the Common Core and other state and local standards.

By third grade most children can read words that are used in everyday speech, and their spelling is not far behind this basic reading vocabulary. Moving forward, students need to learn that many of the advanced words in our language are built from combining bits of meaningful language called morphemes. They need to be able to analyze less common words in order to pronounce them, understand them, and spell them. They need to be able to break them down by identifying prefixes, suffixes, and root words. They must know where to divide the syllables so they can recognize the syllable types and phonic patterns to pronounce the words. They must understand the meanings of the prefixes and the roots and how the suffixes affect the use of the words in sentences. All this learning can be summed up by the term ‘word study’.

You will be teaching word study with three interwoven strands of learning:

**Word Structure**
Syllable types, and syllable division. Understanding Word Structure allows children to read, pronounce, and spell words correctly.

**Spelling**
Letterland Grade Three is intended to be used as your spelling program but offers much more than most traditional programs. Spelling patterns and frequently misspelled words are covered in words that children need to spell in order to succeed in third grade and beyond. These words have been carefully selected and organized into lessons that go well beyond just memorizing a few hundred spellings and definitions to learning the keys that open the meanings of thousands of words.

**Vocabulary**
Vocabulary expansion. Understanding the meaning of words and being able to predict the meaning of new words is vital for cognitive growth. By learning the most useful prefixes, suffixes, and word roots in English, children are empowered to understand thousands of other words they will encounter across the curriculum for years to come.

While each day has a focus on one or two of the three strands of learning, all three are inextricably linked.

**Teaching time: 20-30 minutes a day**
Each Unit is spread over five days. The teaching activities for each day are designed for 20-30 minute whole-class sessions. Independent activities will take limited additional time but can be completed in the classroom at a convenient time or as homework. Optional exercises for those needing more challenge or more support are provided on Day 4, and optional games are provided on Day 5 that may extend the time somewhat if used.
# 5-Day Unit Plan

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Review</th>
<th>Learning focus</th>
<th>Time</th>
<th>At home</th>
</tr>
</thead>
</table>
| **Day 1** | **Word Meaning and Structure** | Review: Previous Unit's Words 1-2 mins | 1. Read the Unit Word List: Spelling Words and discuss the meanings of the words.  
2. Introduce new concepts with Word Study Cards.  
3. Do a written Word Sort. | 5-8  
8 - 10  
5 - 10 | Complete Word Sort  
Read the Unit Word List twice. |
| **Day 2** | **Word Structure and Spelling** | Review: Word Sort and select Word Study Cards 1-2 mins | 1. Spelling Words Quick Coding  
2. Spelling Words Robot Talk | 10-20  
8 - 10 | Complete Quick Coding. |
| **Day 3** | **Expand Vocabulary**         | Review: Quick Coding (Some Units: Introduce a morpheme) 1-2 mins | 1. Read the Unit Word List: Vocabulary Words and discuss the meanings.  
2. Unit Passage: read and discuss. | 8 - 10  
10-20 | Complete ‘Write about it’ question. |
| **Day 4** | **Apply Learning**            | Review: Write about it 1-2 mins | 1. *Unit Passage* discussion: discuss the passage as a group.  
2. Context clues: use other words and sentences to understand Challenge Words.  
3. Supplemental Exercise (Optional): Word Structure or Vocabulary | 8 - 10  
10-15  
5 - 10 | Look-Say-Cover  
Write-Check  
Practice test with parent/carer. |
| **Day 5** | **Assessment**                |        | 1. Spelling Assessment  
2. Vocabulary Assessment  
3. Game (Optional): Word Structure, Spelling or Vocabulary Game | 5-10  
5 - 10  
10 | |
Unit 9
Vowel Teams: ai, ay; Prefix un- (not)

Unit Focus: Students learn words with the Vowel Teams ai and ay. They also study words with the prefix un- meaning ‘not.’

DAY 1 - WORD MEANING AND STRUCTURE
You’ll need:
✓ Word Study Cards: WSC-S8, WSC-G16
✓ Grade Three Copymasters: Unit 9

Review: Read the Review Words with your students. Ask them to identify any Vowel Teams and their sound.

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</tr>
<tr>
<td>placing</td>
<td>afraid</td>
</tr>
</tbody>
</table>

Project the Unit 9 Word List and distribute copies of the Grade Three Copymaster, Unit 9 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 pretend to be painting a picture. How would painting a wall look? How would you look if you were afraid?

• Questions and examples: Where do we see chains on a playground? (swings?) What does it mean when parents say maybe you can do that? Where do you see trails? If a sports event is delayed by weather, can you explain what that means? Here’s the first plain: This shirt is very plain with no pattern on it. And another plane. “I am going to take a plane to Miami.” Explain that plane.

Word Structure
• Review the Vowel Team syllable with WSC-S8. Students need to know the answers to the two questions on the reverse side.

• Teach the ai and ay Vowel Team patterns for the long a sound (WSC-G16). Teach the Key Words, the sound, and practice Questions 1 and 2.

Letterland lore: For children who know the characters, remind them when Mr. A and Mr. I go out walking, Mr. A says his name while Mr. I stays silent. When Mr. A and Yellow Yo-yo Man go out walking, Mr. A does the talking.

Word Sort
• Display the Word Sort (TG TR) on the screen. Students use their own Grade Three Copymaster page.

• Choose a few Spelling Words and have students explain where they belong in the sort and why. Then they complete the Word Sort. Remind them to say each word before and after they write it.

• If complete, students should read their Word Sort to a partner and discuss any differences in their answers, making changes as necessary.

At home: Word Sorts may be completed for Homework. Students should also read the Unit Word List two times to a parent or care-giver.
DAY 2 - STRUCTURE AND SPELLING

You’ll need:
- Grade Three Copymasters: Unit 9
- WSC-S8, WSC-G16
- Grade Three Posters: Prefix and 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.

Word Structure
- Review the Vowel Team Syllable (WSC-S8). Students need to be able to give the answers to the two questions and understand the Quick Coding for this syllable type.
- Review the Vowel Team ai and ay with WSC-G16. Students need to know the sound, the type of syllable these are found in, and how to Quick Code them.

Quick Coding
- Quick Code the word explain on the board as children do the same on their paper. Describe each step including underlining the Vowel Team ai, marking a macron (straight line) over the a, and a slash through the i.
- Then Quick Code delay with the children telling you the steps and markings. Divide between the e and the l, and mark the syllable de as open with a schwa over the e.
- Give the children 4-6 minutes to complete Quick Coding the Spelling Words. If they do not finish, it can be completed as homework.

Robot Talk
Guide students in Robot Talking the words as described below to support correct spelling.
- Students air-trace ai or ay as they Robot Talk the Spelling Words (e.g. plān—air-trace ai, dē...lā—ai).
- Air-trace e on the end of plane (plān—air-trace e).
- Pause clearly between syllables and before a suffix. To remember the suffix -ed for spelling, pronounce it /ĕd/ even though it has just a /d/ sound in explained (ĕx...plān—air-trace ai... ĕd).

Practise 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 9 Passage
- WSC-M4

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

New Prefix Teach the prefix un- with WSC-M4. Students need to learn the Key Word and the meaning of the prefix, which means not or reverse.

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.

unsafe – Not safe—you are in danger. What are some places it is unsafe to be?
unequal – Not equal. You could have unequal pieces of pizza. You could complain that your parents treated you and your brother or sister in an unequal way.
uneasy – If you are uneasy, then you feel at least a little worried. You are uneasy about a choice you have to make. You are nervous about something that might or might not happen. If this would make you uneasy, say...
“uneasy”: walking on tight rope; walking on a sidewalk; walking on a sidewalk at night, alone, in a strange city.

unfair – Not fair. Every kid knows what unfair means. What are some ways in which teachers, friends, or parents can be unfair?

unwilling – If you are willing to do something, you will do it—you don’t mind. If you are unwilling to do it, you really don’t want to do it—maybe you think it is unsafe. Or maybe you are unwilling because it seems unfair. Would you be willing or unwilling to babysit for a one year old? Would you be willing or unwilling to pick up a slug? Would you be willing or unwilling to walk in mud with new shoes on?

Provide a copy of Unit 9 Passage (Grade Three Copymaster) for every student.

Passage introduction: Third grader Tamara talked to her African-American great grandmother about voting.

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.

Vote! by Tamara

My great grandmother (GG for short) likes being at home. But there is one day that GG is (unwilling) to remain at home. That is on voting day.

The last election morning was very cold with icy sidewalks. Pop, my grandfather, was worried and (uneasy) about GG going out. He thought it was (unsafe) since she walks with a cane. He said maybe they could delay voting until later in the day. GG was very unhappy.

She said to Pop, “If you won’t drive me, I will walk the five miles by myself.” They went to vote, and I rode along with them. GG explained to me why voting is so important.

“When the United States started over 200 years ago, people started voting to choose their leaders.”

“And then everybody had an equal right to vote?” I asked.

“Oh, no, it was very (unequal),” GG said, “Mostly only rich, white men voted. Most African-Americans were still slaves. No women could vote and no Native Americans. In most states, women couldn’t vote until 1920.” My great grandmother told me that she was 34 the first time she voted in New Jersey, but she said many Native Americans were not allowed to vote until 1957.

“That sounds (unfair),” I said, “but after the end of slavery, African-American men could vote, right?”

“No, I am afraid not. It was supposed to be that way, I guess. Slavery ended in 1863, but white leaders in many places made it so most of us couldn’t vote. In 1965, when I was 31 years old, the Voting Act Rights law was passed. That helped make sure all people could vote for their leaders.”

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: Tamara states that voting in the past in the United States was unfair? What information in the story supports her opinion?

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 9 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 a definition for the Challenge Word. Let several share their answers.

“Do people in all countries get to vote for their leaders?” I asked GG.

“Not all countries,” GG said. “Some countries still have one ruler who has all the power and can’t be voted out. Our country is a democracy. That means all citizens have the power to choose their leaders.” If you are born in the United States, you are a citizen. If you are born in another country, you can work to become a citizen.

Compare the class’s definition of the Challenge Word to a (online) dictionary.

Supplemental Exercises (Optional) (TG TR)

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 9 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

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.

Vocabulary Assessment

Read the sentences below. Students listen and write four Vocabulary Words and one Challenge Word.

1. If you don’t like clowns, you might be a bit ___________ at a parade if they tried to talk to you. (uneasy)
2. If all the people in a country get to vote for their leaders, that is a ___________. (democracy)
3. If your brother gets new shoes and you don’t, you might think it is ___________. (unfair)
4. Crossing a busy street alone would be ___________ for a young child. (unsafe)
5. A small car and a large truck would probably be ___________ in weight. (unequal)

Games (Optional) Play a Word Structure, Vocabulary, or Spelling Game.
Ka-boom!

Objectives: Spelling, writing words.
Number of players: Two or three per group.
Children need: Blank Ka-boom! game board and Unit Word List.

Preparation: This game is like 'battleships'. On the upper grid, students write ten Spelling Words from the Unit Word Lists assigned by teacher. Words can be written across (left to right) and straight down. Across words and down words can only intersect where they share the same letter.

How to play
Fold the page across the middle. Don’t let your opponent see it. Face your opponent. You could use a book to block the view.

Call out a coordinate from the grid ("G 2" for example).
Your opponent finds that space on their word grid. If there is a letter in that space, your opponent tells you the letter and you write it in the lower grid. Your opponent makes a light slash over the letter on their grid.
If the space you called out is blank, your opponent says "miss." You make a slash mark in that space on the lower grid on your game board.
Then it’s your opponent’s turn to say a coordinate from the grid.

Sinking ships: The object of the game is to 'sink' your opponent’s ships (words) in one of two ways.
When you have 'hit' on all the letters in the word, your opponent says "Sunk."
After you have hit one or more letters in a word and you think you know the whole word, you can go for ‘Ka-boom!’ on your next turn. First say what you think the word is. If you say the correct word, you have to spell the word correctly with you own paper hidden from your sight. If you are correct, your opponent says, "Ka-boom!" and must mark all the letters in the word as sunk and tell you which space the first letter belongs in so you can write the word on your grid.
If you guess the wrong word or spell it incorrectly, your opponent tells you that you missed it and he or she gets two turns in a row before your next turn.

Winning
The first player to sink all the other player’s ships is the winner.
If time runs out before one of you sinks all the other’s ships, you both count all the letters that have not been hit on your own lower grid. The one with the most letters left is the winner.

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**Sample - Game: Ka-boom! Letterland Grade Three Teacher’s Guide**

**Grade Three Teacher’s Guide**


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Unit 9 Spelling List

<table>
<thead>
<tr>
<th>Spelling Words</th>
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<tbody>
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<td>plain</td>
<td>delay</td>
</tr>
<tr>
<td>plane</td>
<td>chain</td>
</tr>
<tr>
<td>painting</td>
<td>maybe</td>
</tr>
<tr>
<td>Sunday</td>
<td>explained</td>
</tr>
<tr>
<td>afraid</td>
<td>trail</td>
</tr>
</tbody>
</table>

Sound and Spelling Sort

<table>
<thead>
<tr>
<th>āi</th>
<th>āy</th>
<th>ā_e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</table>

Suffix Sort

<table>
<thead>
<tr>
<th>with Suffix</th>
<th>Base Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

Unit 9 Quick Coding - Word List

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Quick Coding Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>plain</td>
<td>1. Dot vowels.</td>
</tr>
<tr>
<td>delay</td>
<td>2. Circle prefixes and suffixes.</td>
</tr>
<tr>
<td>plane</td>
<td>3. Box consonant digraphs.</td>
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<tr>
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<td>4. Bracket syllables.</td>
</tr>
<tr>
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<td>5. Label syllable types with initial.</td>
</tr>
<tr>
<td>maybe</td>
<td>6. Code and mark vowel sounds.</td>
</tr>
<tr>
<td>Sunday</td>
<td>7. Slash through silent letters.</td>
</tr>
<tr>
<td>explained</td>
<td>8. Read the word.</td>
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<td></td>
</tr>
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<td>trail</td>
<td></td>
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Quick Coding Steps

1. Dot vowels.
2. Circle prefixes and suffixes.
3. Box consonant digraphs.
4. Bracket syllables.
5. Label syllable types with initial.
6. Code and mark vowel sounds.
7. Slash through silent letters.
8. Read the word.

Supporting resources for Letterland Grade Three Teacher’s Guide © Letterland International.
Unit 9 Vocabulary Exercise

1. More words with prefix un-
Below are some more words with the prefix un- not on your list. Use the definition of un: not or reverse. Write in the word beside the definition that seems to match it.

unafraid  unexplained  unalike  unfocused

1. ___________ different.
2. ___________ not fearing something that could be scary.
3. ___________ not paying attention to one thing at a time; blurry.
4. ___________ you don’t understand why something happened.

2. Snippets of Conversation
Pretend that the sentences are bits of talk that you heard from different people in a crowded place. Write a word with un- to match from your Unit list and the five words above. Share your answers with a partner and read the sentences.

1. “Seven are absent from our class and I don’t know why.”

2. “If you don’t wear a hard hat at the building site, you might get hurt.”

3. “When I hear a siren, it makes me feel a little nervous or worried.”

4. “You can jump in that freezing water, but I am not going to!”

5. “I was trying to do three things at once and getting nothing done.”

6. “If some citizens can vote and others cannot, it’s not democracy.”

7. “I don’t fear snakes unless they are the poison kind.”

8. “I know they are twins, but they don’t look the same or act the same.”
Unit 9 Word Structure Exercise

Concept: Prefixes and Suffixes

Print one copy per child, enlarge and print off one per small group.

Students should work with one or two partners to make real words with these prefix, suffix, and base word puzzle pieces. See how many different words you can make using two or more morphemes.

Make a list on another sheet of paper. You could make it a competition to find the most words. Remind students to use the Drop e Rule and Consonant Doubling Rule when they write the words with suffixes.

Possible answers:
- misplace +s +ed +ing
- mistreat +s +ed +ing
- mislead +s +ing
- misdirect +s +ed +ing
- untreat +s +ed
- unequal
- unafraid
- unfocus +ed +ing
- include +s +ed +ing
- instep
- inflate +s +ed +ing
- inspire +s +ed +ing
- indirect
- infer +s +ed +ing
- iltreat +s +ed +ing

Prefixes

```
| mis | un | in | il |
```

Build it!

Base Words and Roots

```
clude place paint treat talent

equal step flate afraid spire
lead chain direct focus fer
```

Suffixes

```
s -es ed ing ly
```
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### Word Sort

Say the word. Write it under the matching spelling pattern for long a. Write the two words that have suffixes and then just the base word beside it. Say each word again.

#### Sound and Spelling Sort

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### Quick Coding

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“When the United States started over 200 years ago, people started voting to choose their leaders.”

“And then everybody had an equal right to vote?” I asked.

“Oh, no, it was very _______,” GG said, “Mostly only rich, white men voted. Most African-Americans were still slaves. No women could vote and no Native Americans. In most states, women couldn’t vote until 1920.” My great grandmother told me that she was 34 the first time she voted in New Jersey, but she said many Native Americans were not allowed to vote until 1957.

“That sounds _______,” I said, “but after the end of slavery, African-American men could vote, right?”

“No, I am afraid not. It was supposed to be that way, I guess. Slavery ended in 1863, but white leaders in many places made it so most of us couldn’t vote. In 1965, when I was 31 years old, the Voting Act Rights law was passed. That helped make sure all people could vote for their leaders.”

Context Clues: Discuss the meanings of the words in bold.

“Do people in all countries get to vote for their leaders?” I asked GG. “Not all countries,” GG said. “Some countries still have one ruler who has all the power and can’t be voted out. Our country is a democracy. That means all citizens have the power to choose their leaders.” If you are born in the United States, you are a citizen. If you are born in another country, you can work to become a citizen.

Write about it: Tamara states that voting in the past in the United States was unfair? What information in the story supports her opinion?
Prefixes

A prefix is a word part that can be added to the beginning of a root or base word to change the meaning of the word.

Prefixes

<table>
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<tr>
<th>Prefix</th>
<th>In-</th>
<th>Mis-</th>
<th>Un-</th>
<th>Dis-</th>
<th>In- &amp; Con-</th>
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<td>Key Word</td>
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<tr>
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<tr>
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<td>bicycle</td>
<td>triangle</td>
<td>centipede</td>
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</tbody>
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Quick Coding - the Six Syllable Types

Open Syllable
- logo
  - paper
  - menu
  - cupcake

Closed Syllable
- pumpkin
  - subtract
  - insect
  - meadow

Magic e Syllable
- pinecone
  - educate
  - meadow

Vowel Team Syllable
- rainbow
  - headway
  - headway

R-controlled Syllable
- orchard
  - farmer
  - perform

Consonant-le Syllable
- stable
  - table
  - riddle

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Sample - G16: Vowel Teams **ai ay**, M4: Prefix **un-**, S8: Vowel Team Syllable (not to scale)

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