Lesson Objectives

Day 1
Students will:
- Understand that the letter w or the /w/ sound can influence the sound of a and o in some words
- Read and spell words with w before the vowel

Materials:
- Anchor Poster

Day 2
Students will:
- Sort words by spelling and sound patterns

Materials:
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—war, wor, wa

Day 3
Students will:
- Sort words according to their sounds
- Use knowledge of words with the letter w or the /w/ sound before a and o to select correct spelling of words

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Word Cards—warning, worry, quarter, watch, world, squat, swallow

Day 4
Students will:
- Identify words with w or /w/ before a vowel in a passage
- Create lists of words organized by their spelling patterns
- Write and spell words with w or /w/ before the vowel

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5
Students will:
- Spell words with w or /w/ before the vowel

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
Day One

Supporting ELs
Reinforce the effect of words with w before the vowel by saying each word slowly and emphasizing the sound. Ask students to repeat. To make sure ELs understand the meaning of the words, provide examples of the words in oral sentences. You may also ask students to suggest oral sentences using the words or to act out the meaning of the words.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word wander on the chalkboard. Show how you divide the word into two syllables between the two consonants. Say: The first syllable is a closed syllable, but I remember that when w comes before a, the sound is not a short sound. The second syllable has an r-influenced vowel pattern. Knowing this helps me read each syllable and blend the syllables together: wan/der: wander. Explain to students that often when they break an unfamiliar word into syllables, they can recognize the different sounds, which makes reading the word easier. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Remind students to look for words with w before a vowel in new words they come across in their reading.

Review r-Influenced o in Accented Syllables
Focus Words: morning, record, explore
Write the word morning on the chalkboard and ask students if the r-influenced o appears in the first or second syllable. Ask them what they remember about words with r-influenced o in accented syllables. Remind them that words with r-influenced o sounds can appear in the first or second syllables of the word.
Repeat with the remaining review words.

Introduce Words with w or /w/ Sound before the Vowel
Model
Say: As in words with r-influenced vowels, the letter w can influence the vowel it appears before in a word. Write the words warmth, worker, and watch on the chalkboard and read them aloud to students. Some discussion of the meanings of these words may be needed. Explain to students that in these words, the letter w changes the sound of the vowel after it so that the vowel is neither long nor short.

Explain to students that this rule does not apply to all words that have a w and a vowel. Write window and weekend on the chalkboard. Say the words aloud several times, emphasizing the first vowel sound in each word. Point out to students that even though both of the words begin with a w and a vowel, the vowel sound is not influenced by the w. Tell them that the influence of w is limited to words that begin with wa or wo.

Guide
Provide practice in having students sort words with the /w/ sound before a vowel. Write war, wor, and wa in three columns on the chalkboard. Say waffle and ask students to say the sound they hear at the beginning of the word. Ask them to tell in which column you should write the word. Repeat with the words worse and wardrobe. Reinforce the spelling rules by showing students the anchor poster and going over the examples on the poster with them.

Apply
Ask students to work with a partner to write the headings war, wor, and wa in their word study notebooks. Ask them to work together to brainstorm words that fit under each heading and record them in their notebooks.
**Spelling Words with w or /w/ before the Vowel**

*Unit Spelling Words: wallow, wander, world, worthy, wardrobe, swarm, squash, quarrel*

Write the words *wallow* and *wander* on the chalkboard. Point out the *wa* at the beginning of each word. Have students say the words with you and make sure they understand what the words mean.

Write the words *world* and *worthy* on the chalkboard and circle the *wor* in each word. Ask students to say each word and tell what the words mean.

Repeat with *wardrobe* and *swarm*, circling the *war* in each word.

Write *squash* and *quarrel* on the chalkboard and circle the *qu* in each word. **Say:** The *qu* in the first syllable of *squash* makes the same sound as if it were spelled with *wa*. The *qu* in the word *quarrel* makes the same sound as if it were spelled with *war*. Say the words and have students repeat after you, emphasizing the vowel sounds.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other’s spellings. Ask students to circle the letters in each word that make the *war, wor, or wa* sound.

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**Assessment Tip**

Note which students write the words in their word study notebooks in the wrong columns. Provide extra practice for these students in sorting words with the different *w* sounds.

**Home/School Connection**

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

Pattern Sort

<table>
<thead>
<tr>
<th>war</th>
<th>wor</th>
<th>wa</th>
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<tbody>
<tr>
<td>warmth</td>
<td>worry</td>
<td>watch</td>
</tr>
<tr>
<td>wardrobe</td>
<td>worship</td>
<td>squat</td>
</tr>
<tr>
<td>warden</td>
<td>world</td>
<td>squalid</td>
</tr>
<tr>
<td>quarter</td>
<td>worse</td>
<td></td>
</tr>
<tr>
<td>quarrel</td>
<td>worthy</td>
<td></td>
</tr>
<tr>
<td>swarm</td>
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<tr>
<td>dwarf</td>
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<tr>
<td>warning</td>
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<td>warmth</td>
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<td>warmth</td>
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<td></td>
</tr>
<tr>
<td>war</td>
<td>wor</td>
<td>wa</td>
</tr>
</tbody>
</table>

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.

Review Words with w or /w/ before the Vowel

Write the words warning, world, and wander on the chalkboard. Ask each student to turn to a partner and tell what each sound is at the beginning of the words.

Pattern Sort

Teacher Word Cards: squat, warden, worry

Teacher Category Cards

Place the category cards in a pocket chart. Model how you sort the word cards under the appropriate spelling of the vowel sound. Hold up the word card for squat.

Think aloud: The word squat does not contain the letter w, but I see the letters qu. I know these letters make the same sound as the letters wa. I’ll sort the word squat under the wa.

Hold up the word card for warden and ask students to read it with you. Ask them to say the vowel sound in the first syllable of the word. Ask them where you should sort the word in the pocket chart.

Repeat with the word card for worry.

Give each pair of students the category cards from BLM 2 and a set of word cards from BLM 3. Ask the pairs to sort the words into the appropriate categories according to the sounds in the first syllable.

Spelling. Have students write the three categories in a row at the top of a page in their word study notebooks. Then ask students to write each of their unit spelling words under the appropriate heading according to the vowel sounds.

Buddy Sort

Give pairs of students the three category cards and the word cards from BLM 4. Have one student read a word and ask in which category to place the word. When the second student responds and the word is placed, the second student now chooses a word and asks where the word should be sorted. Students take turns until all of the words are sorted.
Blind Sort

Teacher Word Cards: warning, worry, quarter, watch, world, squat, swallow

Write these categories in a row on the chalkboard: wa, war, wor. Remind students that in some words with the letter w before a vowel, the w can influence the vowel sound so it is neither long nor short.

Tell students that you will call out one word at a time and they will write the word in the appropriate category in their word study notebooks. Call out the words from the word cards one by one, but do not let students see the words on the cards.

If students need support, place the word card in the pocket chart to either model the spelling or to have students check their spelling.

Independent Sort

Give students the category cards from BLM 2 and the word cards from BLM 5. Have them sort the words into the appropriate categories according to the sounds in the first syllable.

Applying Meaning. Give students BLM 7 and have them identify the w and /w/ patterns.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of words with w or /w/ before a vowel. Note whether they need more practice in applying the different spellings.

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.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with \( \text{w} \) or \( /\text{w}/ \) sound before the vowel.

A Bee or a Wasp?

Have you ever been to a picnic and had a pesky bee come and bother you? How did you know it was a bee and not a wasp? They both have black and yellow stripes and stingers. They both have colonies made up of \( \text{capped} \) and a queen, and they belong to the same family.

But if that bee or wasp had showed itself for you to take a closer look, you may have noticed some differences. Honeybees are much faster than yellow-jacket \( /\text{w}/ \) and fuzzy. The hive helps the bees collect pollen.

Yellow jackets are thin, smooth, and shiny. They don't collect pollen—instead, they collect insects to feed their young.

And there are also differences you can see. Honeybees are mellower. They mostly stay away from people and other animals, instead sipping nectar, collecting pollen, and looking for flowers.

Yellow jackets, on the other hand, are bullies that attack other insects. They cause people to worry when they try to get into human food.

An important difference has to do with their stingers. Honeybees use their stingers to defend themselves—they don't want to use them. If a bee or wasp is attacked, it will sting the attacker, causing them to die.

Yellow jackets have stingers that can be used over and over again, so you'll better watch out when \( /\text{w}/ \) are around! Yellow jackets become really aggressive \( /\text{w}/ \) at the end of summer. And whatever you do, \( /\text{w}/ \) not to be a yellow jacket's target, or you'll have a \( /\text{w}/ \) of its own to deal with.

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 letter \( \text{w} \) before the vowel.

Supporting ELs

If students have trouble reading the passage and/or finding words with the letter \( \text{w} \) before vowels, read the passage aloud and ask them to echo-read with you. If students do not recognize these types of words, stop reading and call attention to the word and the letters that spell the word.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words with the letter \( \text{w} \) before a vowel in the passage.

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

Ask pairs of students to write the words they found in their word study notebooks, organizing them into categories by spelling. Encourage students to look through books and other print material in the classroom to find other words with these spellings.

Challenge students to write a paragraph and use several words that have the letter \( \text{w} \) before a vowel.

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: \textit{torment, restore, afford.}

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: \textit{swarm, worthy, squash.}

Dictate the following sentence and have students write it on their papers: \textit{Do you think we can squash one more thing into the wardrobe?}

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.

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Spelling Assessment
Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment
Assess students’ mastery of words with w or /w/ sound before the vowel using the Quick-Check for Unit 13.

Suggestions for Independent Practice

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the words from the word cards. Pairs can swap their puzzles with another pair.

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort the words into categories of related meanings or usage. For example, wardrobe, warning, warden, warrior, and quarter might be all grouped together because they are all nouns. Then have the groups try to guess how another group has sorted their words.

Speed Read/Speed Sort. Have pairs of students select up to fifteen word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch. Then have students see how quickly they can sort the words into the categories of war, wor, and wa.

What’s the Word? Have students choose a word from the word cards to illustrate. Once students have completed their drawings, divide students into two teams. Each team tries to guess what the words are from the drawings. To make it a competition, allow one minute for the teams to guess the other team’s word. The team that guesses the most words correctly wins.
Unit 13 Quick-Check:
Words with w or /w/ Sound before the Vowel

Answer Questions
Directions: Choose the word from each row that contains the war sound.
1. worker warmth
2. warning worker

Directions: Choose the word from each row that contains the wor sound.
3. squabble worry
4. quarrel worker

Directions: Choose the word from each row that contains the wa sound.
5. watch worthy
6. quarter squat

Apply
Directions: In the space below, list three to five words you know that have the letter w or /w/ sound before a vowel.

________________  ____________  ____________  ____________  ____________

Directions: Using the words from the word bank, complete the following sort. Write each new word in the appropriate sort category.

<table>
<thead>
<tr>
<th>war</th>
<th>wor</th>
<th>wa</th>
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Word Bank
worship, quarrel, squabble, dwarf, backward, worthwhile

Think and Write about Words with w or /w/ Sound before the Vowel
Directions: In the space below, explain how understanding words with w or /w/ sound before the vowel helps you as a reader, speller, and writer.