Lesson Objectives

Day 1
Students will:
- Understand vowel alternation from long to short
- Read and write words with long to short vowel changes
- Articulate clues to use for spelling-related words with silent e and suffixes that begin with vowels

Day 2
Students will:
- Sort words by long and short vowel sounds

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—Base, Derived
- Teacher Word Cards—same as BLM 5

Day 3
Students will:
- Sort words by identifying which words are base words and which words are derived words
- Sort derived words by suffix
- Use knowledge of the meanings and spellings of related words to choose the correct word
- Use knowledge of base and derived words to choose the correct word

Materials:
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—Base, Derived
- Teacher Word Cards—same as BLM 5

Day 4
Students will:
- Identify derived and base words in a passage
- Write and spell words with long to short vowel changes

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

Day 5
Students will:
- Correctly spell words with long to short vowel changes

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart

Word Study & Vocabulary 3: Unit 19: Vowel alternation long to short ©2010 Benchmark Education Company, LLC

Pictographs are drawings and paintings on rock walls, done in prehistoric times. Many survive today in several sites in the United States.

The paintings form a linear arrangement, situated along walls that generally have a protective overhang.

One of the largest remaining groups of pictographs can be found along the serene banks of the Lower Pecos River in Texas. There, ancient residents of the site is a tall but shallow cavity along the riverbank. The paintings form a linear arrangement, situated along walls that generally have a protective overhang.

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Day One

Supporting ELs

It is important to remember that some English Learners may not understand the academic vocabulary base and derivative. Use gestures, objects, and simple words and phrases to explain the meaning of the two words. Provide students with word pairs. Point to the base word and say base. Have students repeat. Point to the derivative and say derivative. Have students repeat. Provide sentence stems and have partners use the words base and derivative 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 natural. Write the word on the chalkboard. Show how you divide the word into three syllables between t and u and between r and a. Read each syllable and then blend the syllables together: nat/ur/al: natural. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Consonant Alternation

Focus Words: bomb, bombard, column, columnist, crumb, crumble, moisten, moist

Write the words bomb and bombard on the chalkboard. Ask students to read the words with you. Ask students to identify the silent consonant in bomb and circle the silent b. Ask them what they remember about consonants that change from silent to sounded in related words.

Write these word pairs on the chalkboard: crumb/crumble and moist/moisten. Have students identify the silent and sounded consonant in each word pair.

Introduce Vowel Alternation Long to Short

Model

Explain that a derivative is a word that comes from or is derived from a base word. Derived words include the base word plus a suffix.

Write pleasant on the chalkboard and read it aloud. Say: The word pleasant describes someone who tries to please other people. The base word of pleasant is please. Write please on the chalkboard. Say: Pleasant is a derivative of the word please.

Point to each word as you discuss it. Say: Listen to the sound of the vowel in the accented syllable of each word. When I say the word please, you hear the long e vowel sound in the accented syllable. Circle the e and mark it with a macron. (ē)

When I say the word pleasant, you hear the short e vowel sound in the accented syllable. Circle the e and mark it with a breve. (ê)

Say: The spelling of the vowel digraph in the base word and in the derivative does not change, but the sound of the vowel digraph changes from long to short.

Guide

Write the words nature and natural and read them aloud. Ask students to tell which is the base word and which is the derivative. Guide them to identify the different sounds for the letter a in each word. Ask students to explain how the two words are similar in meaning and spelling. Have volunteers use both words in a sentence.

Apply

Write the words revision, revise, extreme, and extremity on the chalkboard. Ask students to create a two-column chart in their word study notebooks and label the columns Long and Short. Then have them work with a partner to sort the four words according to the accented vowel sound in each word. Have partners explain how the words are related in spelling and meaning.
Spelling Words with Vowel Alternation

**Unit Spelling Words:** athlete, athletic, revise, revision, telescope, telescopic, cave, cavity

Write the words *athlete* and *athletic* on the chalkboard, using the signs for long and short vowels. Underline the medial letter *e* in both words and point out that the vowel is the same in both words, but that the sound of the vowel changes from long to short.

Then circle the final silent *e* at the end of *athlete*. Explain that when the base word ends in *e*, we drop the *e* before adding the suffix to make the derivative.

Write the words *revise* and *revision* on the chalkboard and read them aloud. Ask students how the vowel sound changes from the base word to the derivative. Make sure they understand that the vowel letter remains the same, but the sound changes from long to short. Circle the final *e* at the end of *revise* and point out that the *e* is dropped before adding the suffix to form the derivative of *revise*. Write the long and short signs (macron and breve) over the words *revise* and *revision*.

Write the remaining spelling words on the chalkboard and read them with students. Point out the changes from long to short in the vowel sounds in each word and how the final *e* is dropped to add the suffixes.

Ask students to copy the unit spelling words in their word study notebooks. Have partners check each other’s spellings. Ask students to use the symbols for long and short sounds that you used on the chalkboard to identify the long and short sounds.

**Oddballs**

The vowel alternation is usually in the accented syllable, but not always. For example, *vi* is not accented in *television* and *televis*. The long vowel is usually in the base word, but not always. For example, the base word *breathe* has a short vowel sound and the derivative word *breathe* has a long vowel sound.

**Assessment Tip**

Notice which students have difficulty telling you how the spelling changes between a base word ending in silent *e* and the derivative. If students are having difficulty, have them create a reminder chart such as the one below.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Silent e</th>
<th>Drop the e</th>
<th>Derivative</th>
</tr>
</thead>
<tbody>
<tr>
<td>please</td>
<td>Yes</td>
<td>Yes</td>
<td>pleasant</td>
</tr>
<tr>
<td>cave</td>
<td>Yes</td>
<td>Yes</td>
<td>cavity</td>
</tr>
</tbody>
</table>

**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

Review Vowel Alternation Long to Short

Write the word pair *ignite* and *ignition* on the chalkboard. Have students identify which word is the base word and which word is the derivative. Ask students to tell you what they learned about vowel sounds in base words and derivatives. Ask a volunteer to come up and mark the long and short vowel sounds in the accented syllable of the words. (*ignite*, *ignition*)

Closed Sort

<table>
<thead>
<tr>
<th>Base</th>
<th>Derived</th>
</tr>
</thead>
<tbody>
<tr>
<td>athlete</td>
<td>athletic</td>
</tr>
<tr>
<td>breath</td>
<td>breathe</td>
</tr>
<tr>
<td>cave</td>
<td>cavity</td>
</tr>
<tr>
<td>nature</td>
<td>natural</td>
</tr>
<tr>
<td>please</td>
<td>pleasant</td>
</tr>
<tr>
<td>revise</td>
<td>revision</td>
</tr>
<tr>
<td>telescope</td>
<td>telescopic</td>
</tr>
<tr>
<td>televis</td>
<td>television</td>
</tr>
</tbody>
</table>

Buddy Sort

Long | Short
---|---
crime | criminal
humane | humanity
ignite | ignition
precise | precision
convene | convention
episode | episodic
extreme | extremity
profane | profanity

Closed Sort

Teacher Word Cards: televis, television
Teacher Category Cards: Base, Derived

Place the category cards *Base* and *Derived* in a pocket chart next to each other.

**Think aloud:** I see two categories. I know that derived words are words that come from a base word. These categories tell me that I am looking for a base word and a related word that is derived from that base word.

Hold up the word cards for *televise* and *television*. Have students read the words aloud.

**Think aloud:** I know that the word *television* is derived from the word *televise*. *Television* is a noun, but *televise* is a verb that means “to send or receive something on television.”

Ask partners to discuss how the words are similar in meaning and spelling. Have students tell you in which category to place the word cards in the pocket chart.

Give pairs the category cards *Base* and *Derived* from BLM 2 and the word cards from BLM 3. Have students continue to sort the words in the correct category.

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 BLM 6. Define any unfamiliar words or academic language they may need to know in order to complete the activity.

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.

Buddy Features Sort

Give pairs of students the category cards *Long* and *Short* from BLM 2. Provide students with 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. Have students write the sort in their word study notebooks.

Spelling

Have students write a sentence in their word study notebooks for each of the spelling words.
**Blind Sort**

**Teacher Word Cards: same as BLM 5**

Place the word cards for *grave* and *gravity* next to each other in a pocket chart so that students can see them. Read the words aloud. Have students repeat the words. Have students write the two key words in their notebook to create a two-column chart. Tell students that you will call out one word at a time and they will write the word in the appropriate category in their notebooks. Call out the rest of the words that appear on BLM 5.

After students write each word, place it in the pocket chart so that students can check/correct their spelling.

**Applying Meaning.** Give students BLM 7 and have them identify base words and choose the correct word to complete each of the sentences.

<table>
<thead>
<tr>
<th>grave</th>
<th>gravity</th>
</tr>
</thead>
<tbody>
<tr>
<td>mine</td>
<td>mineral</td>
</tr>
<tr>
<td>penal</td>
<td>penalty</td>
</tr>
<tr>
<td>page</td>
<td>pagination</td>
</tr>
<tr>
<td>reptile</td>
<td>reptilian</td>
</tr>
<tr>
<td>rite</td>
<td>ritual</td>
</tr>
<tr>
<td>type</td>
<td>typical</td>
</tr>
<tr>
<td>know</td>
<td>knowledge</td>
</tr>
</tbody>
</table>

**Assessment Tip**

Use students’ completed BLM 7 to assess their understanding of how vowel sounds change from long to short and how the meanings of the base words change. Provide more practice sorting and reading words if needed.

**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.

**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 long to short vowels.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will read the passage and circle words that make up pairs of base words and words derived from them. Tell students that there are seven pairs and challenge them to find as many of them as they can.

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

Ask students to create a two-column chart for base words and derived words in their word study notebooks. Have them write the words they found in the passage on the chart.

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: soften, signature, hasten.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: cavity, revision, telescopic.

Dictate the following sentence and have students write it on their papers: If you go on a nature walk, you can see many pleasant sights.

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.

Cave Art of the Southwest

Pictographs are drawings and paintings on rock walls, done in prehistoric times. Many survive today in several parts of the United States.

One of the largest remaining groups of pictographs can be found along the Lower Pecos River in Texas. There, ancient residents of the area created beautiful art on the walls of shallow caves. This combination of the natural beauty of the area and the historic significance of the art produced a site well worth visiting.

The Lower Pecos area has been inhabited for about 10,000 years. Most experts feel that the art was created in the period from 2,000 B.C. to 1880 A.D. Four different styles of pictographs were created during this time span. The first style consisted of human figures painted along the riverbank. The paintings were arranged along the riverbanks that generally have a protective overhang. This offered a natural protection from the elements over the centuries, especially the sun. However, sometimes the river flooding disturbed the location and damaged the images.

The oldest pictographs were painted in several colors and the subject matter often is a combination of humans and animals. The next style consists of small, red, mainly stick-figure humans drawn with simple lines. The third consists of more solid human figures painted in shades of red and orange. The most recent paintings were again multi-colored but featured original style with the influence of Europeans in both their style and subject matter.

Although faded by the elements and occasionally defaced by humans, these drawings provide insight into the lives of people who lived in the distant past.

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 suffixes and identify the base word.

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.
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 vowel alternation using the Quick-Check for Unit 19.

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 them into categories of their choosing. For example, mineral, natural, and typical are in the same category because they all have the suffix -al. Then have the groups try to guess how each group has sorted their cards.

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 word. 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.

Speed Read. Have pairs of students select up to twenty 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.
Unit 19 Quick-Check:
Vowel Alternation Long to Short

Spell, Define, and Use
Directions: Match the base words and their derivatives.

please          ritual
nature          athletic
precise         precision
rite            pleasant
athlete         natural

Apply
Directions: In the space below, list three to five word pairs you know that have a long vowel sound that changes to a short vowel sound.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>Long Vowel Sound</th>
<th>Short Vowel Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
breathe, ritual, mine, pagination, grave, reptilian, rite, mineral, breath, page, type, typical, know, reptile, gravity, knowledge

Think and Write about Vowel Alternation Long to Short
Directions: In the space below, explain how understanding long to short vowel alternation helps you as a reader, speller, and writer.