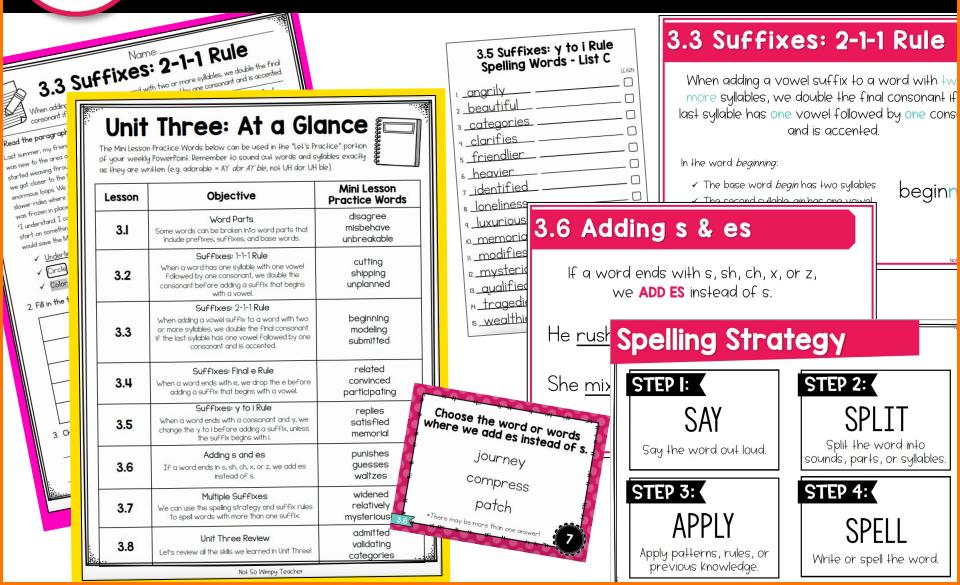
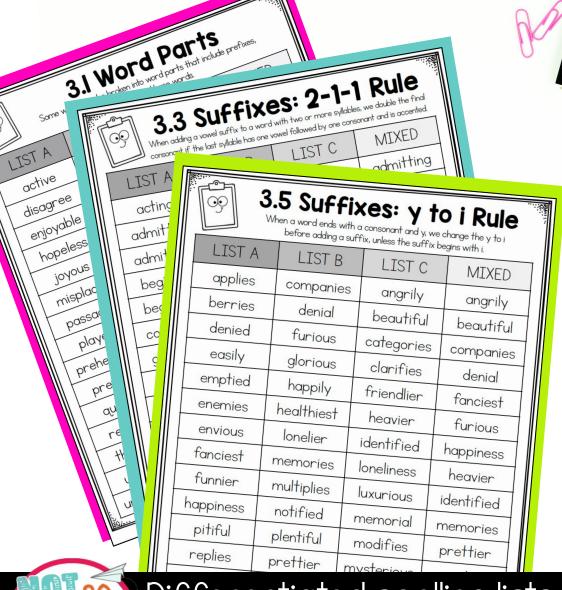


This unit includes 8 weeks of lessons, flexible enough to be taught even if you don't have a dedicated spelling block.







Differentiated spelling lists allow students to work at their level, or you can use the mixed spelling list for the whole class.

3.6 Adding s and es Spelling Words - Mixed

ı <u>abolishes</u>	
2 benches	
3. <u>classes</u>	
4 <u>colonies</u>	
5. <u>entertains</u>	
6. galleries	
7. <u>occupies</u>	
<pre>8_prefixes</pre>	
q <u>recesses</u>	
10. segments	
ıı. sketches [
splashes	

3.6 Adding s and es

If a word ends in s, sh, ch, x, or z, we add es instead of s.



Dear Families,

ILVDVI

Over the past several weeks, we have been learning about word parts and adding suffixes to words. This week we are learning that if a word ends with s, sh, ch, x, or z, we add es instead of s.

We add s or es to make a word plural, such as in the words *sharks* and *dishes*. We also add s or es to make a word present tense, such as in the words *thinks* and *catches*. This week's spelling list has some words where we add s and some where we must add es by following the rule above. It will also include some words that use last week's rule to change the y to i before adding es.

Remember, our spelling strategy uses four steps:

SAY. Say the word out loud.

SPLIT. Split the word into sounds, parts, or syllables.

APPLY. Apply rules, patterns, and prior word knowledge.

SPELL. Spell or write the word

Below are your child's spelling words. <u>Save this list!</u> You will need it for at-home practice and homework!

abolishes	galleries	sketches
benches	occupies	splashes



Includes a weekly family skill letter connecting school to home.

Let's Review!

Find the misspelled word.

We went shoping for new

shoes after school

3.4 Suffixes: Final e Rule

We know that **SUFFIXES** are added to the end of base words.

thank + ful thankful

Let's Practice!

Did you spell the words correctly?

BASE WORD	SUFFIX	NEW WORD
revise	ed	revised
handle	ing	handling
debate	able	debatable

Wrap It Up!



Turn and talk:

Which steps of the spelling strategy are especially important when spelling words with multiple suffixes? Why?



Each week begins with a PowerPoint mini lesson to introduce and practice the skill. Review is spiraled throughout each unit.

3.3 Suffixes: 2-1-1 Rule

Last week, we learned how to add suffixes to words with one syllable, one vowel, and one consonant.

ship + i 3.3 Suffixes: 2-1-1 Rule

scan +

When adding a vowel suffix to a word with two or more syllables, we double the final concorrent if the



Turn and talk: What the suffix that bea last syllable has one vowel and is at 3.3 Suffixes: 2-1-1 Rule

In the word beginning:

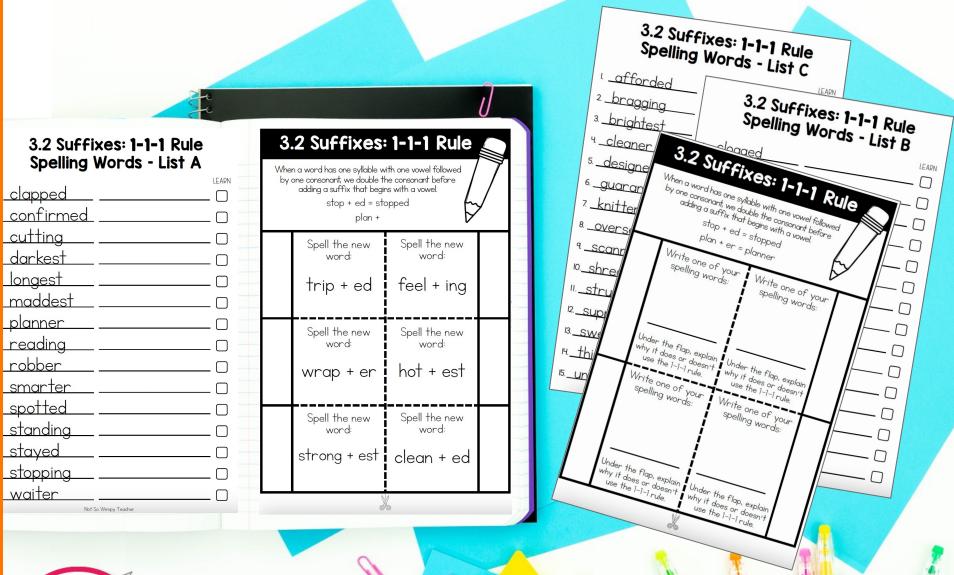
- ✓ The base word begin has two
- ✓ The second syllable gin has or followed by one consonant.
- \checkmark The syllable *gin* is accented.

Do we need to use the 2-1-1 RULE? regret + ed

- Does the base word have two or more syllables?
- Is the second syllable accented?
- Does the second syllable have one vowel?
- Is the vowel followed by one consonant?



Aligns with the science of reading through phonemic awareness, as well as phonics and word recognition, providing a systematic approach to teaching spelling.

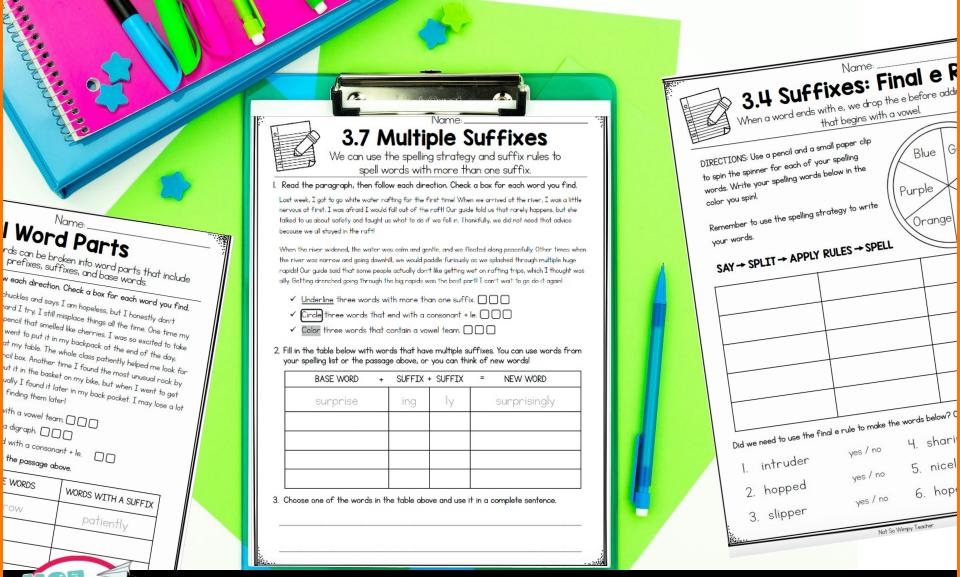




Choose from two interactive notebook activities each week to practice the skill and spelling words.



lask cards provide a fun, interactive way to practice spelling words and skills. Use one recording booklet for the whole unit!





Each week of lessons includes a practice sheet and an optional homework sheet.





Assessments test students on both their spelling list and the weekly skill. Answer keys are included!

PowerPoint Mini Less

ini lesson introduces the skill for the week. You will also introduce g lists at this time. You will need approximately 20 minutes for this

rovide students with their spelling list/family letter. Ask them wha about their words and if they can guess this week's spelling skill.

artner Practice Routine

its can use the spelling strategy during daily partner practice. If s, spend five minutes at the start of every spelling lesson using er practice routine. You can also use this routine any time you xtra minutes available!

Students will use the words in their spelling notebooks from Day 1.

Students will work with partners and swap spelling books. Student 1 will read the first word to their partner. Student 2 will spell the word aloud using the spelling strategy: Say, Split, Apply, Spell.

3. If a student spells the word incorrectly, their partner can share the correct spelling and check the box under "learn." This word can then be practiced the next day during partner practice.

auizzing each other on words.

Spelling Words - L

digraph

echoo

shadow

whale

whisper

wrestle

Schedule Options

This flexible program can be incorporated with any schedule, even if you don't have a daily block of time dedicated to direct spelling instruction. Here are some sample schedules. Use the included Lesson Plan Template to plan out your schedule each week. Note: Days do not need to be taught consecutively. E.g., on a 2-day schedule, Day 1 could be Monday and Day 2 could be Friday.

5-day Schedule

Day I	PowerPoint mini lesson*
Day 2	Partner practice + interactive notebook
Day 3	Partner practice + task card scoot
Day 4	Partner practice + practice sheet
Day 5	Assessment

4-Day Schedule

Day I	PowerPoint mini lesson*
Day 2	Partner practice + interactive notebook
Day 3	Partner practice + task card scoot
Day 4	Assessment
Options	Use the practice sheet as bell work, homework, or independent work.

3-day Schedule

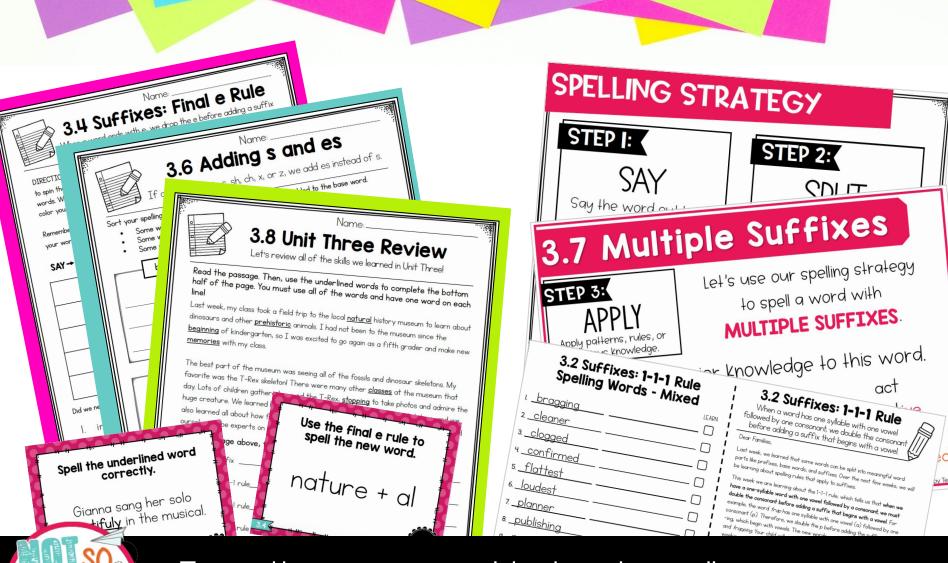
Day I	PowerPoint mini lesson*
Day 2	Partner practice + task card scoot
Day 3	Assessment
Options	Use the interactive notebook activity as a center. Use the practice sheet as bell work, homework, or independent work.

2-Day Schedule

pelling Quick St which students will use which the start of each unit, you can led spelling prefest or a measure noosing. The pretest includes Unit One: nteractive Notebooks tive notebook activities to practice the weekly skill in addition to vords. There are two notebook activities (Mg) for each week o ral practice of the weekly skill, while the other focuses specific o that week's spelling words. Choose the option you prefer th isistent each week so that students know what to expect and pend five minutes using the partner practice routine. Students elling notebooks which words they missed and will want to pro complete an interactive notebook activity. I have kept the cuts adenis can do this quickly! I have also printed these on half er. Each half-sheet will easily fit in either a standard spiral the top and bottom rectangles and cut along the cut lines. the sides of the flaps (see below) and give the page into on the right page opposite to the week's spelling list. e number on the bottom of the page and update their Table e notebook activity by following the directions written on ated time for spelling, the notebook activity can be center, or as bell work Partner practice can take place at



Includes detailed instructions and sample schedules so you can choose how to best incorporate spelling into your day.



Everything you need to teach spelling in a way that is fun for your students and easy for you!