

Lesson 17

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Read and write words with the inflectional endings and suffixes: *-ed, -ing, -s, -es***
(RF.2.3d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Oral Review of Antonyms and Synonyms	*	10
Today's Spelling	Board Work	board; Vowel Code Flip Book; Spelling Cards for 'u' > /ue/ (<i>unit</i>), 'ue' > /ue/ (<i>cue</i>), and 'u_e' > /ue/ (<i>cute</i>); Individual Code Chart; green fine-tip markers	20
	Practice of /ue/	Worksheet 17.1	10
Grammar	Plural Nouns Adding <i>-s</i> and <i>-es</i>	Worksheets 17.2, 17.3	20

Warm-Up

10 minutes

Oral Review of Antonyms and Synonyms

- Orally review antonyms and synonyms. The chart is provided for your use only; all of the work should be done orally.
- Call out the word and ask students for both an antonym and a synonym for the word. Here are two options for review:
 - As a class, review all antonyms and then review all synonyms.
 - Make it a game by dividing the class into teams. Say a word for each team and ask them to provide a synonym or antonym. If the team provides an acceptable answer, they will earn a point for their team.

Words to call out	Possible antonyms	Possible synonyms
bent	straight	crooked
bouncing	still, quiet	jumping
great	bad, awful	super
hard	soft, easy	stiff, difficult
lose	win	get beaten
booming	whispering, soft	shouting, loud
nervous	calm	jittery, excited, scared
whispered	shouted	said softly
slow	fast, speedy	crawling, long

Today's Spelling

30 minutes

Board Work

20 minutes

- Turn to the following page in the Vowel Code Flip Book before you begin.

Vowel Code Flip Book

1. 'u_e' > /ue/ (*cute*) Vowel Code Flip Book on page 11
2. 'u' > /ue/ (*unit*) Vowel Code Flip Book on page 11
3. 'ue' > /ue/ (*cue*) Vowel Code Flip Book on page 11

- Write the spelling 'u_e' on the board and ask students, "If you saw this spelling in a word, what sound would you say?" (Students should respond with /ue/.)
- Summarize the information: "When you see the letters 'u_e', you recognize these letters are working together as a digraph, or letter team, and say the sound /ue/."
- Write the following 'u_e' words on the board and have students read them.

- | | |
|--------------|---------------|
| 1. re fuse | 3. ac cuse |
| 2. im mune | 4. com pute |

- Repeat the steps for the spelling 'u' > /ue/, writing the following words on the board.

- | | |
|-------------------|--------------------|
| 1. u nite | 4. cal cu late |
| 2. u niform | 5. hu man |
| 3. cu cum ber | 6. men u |

- Explain ‘u’ is another way to spell the /ue/ sound. Point to the Spelling Card on **Vowel Code Flip Book page 11**. Make sure to emphasize this power bar is the longest. Remind students this is the most likely spelling for /ue/. Have students outline the ‘u’ card and spelling on the **Individual Code Chart page 8**.
- Repeat the steps for the spelling ‘ue’ > /ue/, writing the following words on the board.

- | | |
|--------------|-------------|
| 1. val ue | 3. ar gue |
| 2. res cue | 4. fuel |

- Explain ‘ue’ is another way to spell the /ue/ sound. Point to the Spelling Card on **Vowel Code Flip Book page 11**. Review the power bar and have students outline the ‘ue’ card and spelling on **Individual Code Chart page 8**.
- Students will need to look at the word by themselves and try to figure out how to break the word into syllables and sound it out in chunks.
- Write *pupil* on the board, but do not read the word aloud or ask students to say the word at this time.
- Tell students, “I am going to say a sentence using this word. I want you to listen carefully and then decide how to say this word.”
- Write *pu | pil* and *pup | il* underneath *pupil*. Explain both of these are ways students might try chunking the letters into syllables.
- Say, “Another word for *student* is *pupil*.”
- Point to the syllables of the first word and model how to sound out each syllable as it is divided. *Pu | pil* is pronounced with /pue/ /pil/, the /ue/ sound.
- Now point to the syllables in the second word and model sounding out the word as it is divided. *Pup | il* is pronounced with the /u/ sound, /pup/ /il/.
- Ask students which pronunciation makes sense (*pu | pil*). Circle *pu | pil*.
- Review the patterns of the /ue/ sound versus the /u/ sound.
- Repeat this procedure with the remaining words and oral sentences: write the target word on the board and then write the two different ways it can be broken up into syllables. Use the word in an oral sentence, pointing to and saying the /ue/ and /u/ sounds. Ask students which word makes sense and then circle the correct word.

- Remind students if the ‘u’ is followed by a consonant, it represents the /u/ sound; if it comes at the end of a syllable, it represents the /ue/ sound.

1. Another word for a student is **pu** | **pil/pup** | **il**.
2. We will begin a new **u** | **nit/un** | **it** in Science.
3. If I break the vase, my mom will **pu** | **nish/pun** | **ish** me.
4. Do you want to wait **u** | **ntil/un** | **til** tomorrow?
5. I like to listen to **mu** | **sic/mus** | **ic**.
6. Elmo from Sesame Street is a **pu** | **ppet/pupp** | **et**.

- Tell students when they see an unfamiliar word with the ‘u’ spelling, they should try pronouncing the ‘u’ as /u/ because /u/ is the most frequent pronunciation of ‘u’; if that does not sound right, or does not make sense in context, they should try /ue/.

Practice of /ue/

10 minutes



Worksheet 17.1

- Ask students to turn to Worksheet 17.1.
- Work with students to complete one or two sentences. If ready, have them complete the page independently. Otherwise, continue as a class to complete the work.
- If students do not complete Worksheet 17.1 in class, you might consider sending it home as homework.

Grammar

20 minutes

Plural Nouns Adding –s and –es



Worksheets 17.2, 17.3

- Begin by asking students what a singular noun is (names one thing) and ask for examples of singular nouns. Ask students to tell you what a plural noun means (names more than one thing) and ask for examples of plural nouns.
- Use the following chart to call out singular nouns and ask students to tell you the plural noun. When –es is added to a word, ask students what ending letters signal the addition of –es.

Singular	Plural
chip	chips
wish	wishes
game	games
box	boxes
bench	benches
quiz	quizzes
bike	bikes
dress	dresses
dish	dishes

- Write the following sentences on the board. Have students tell you which nouns are singular and which are plural. Write “S” (for singular) or “P” (for plural) above the two nouns in the sentence.

1. The ^(P)kids played with the ^(S)game. (2)
2. The ^(S)dog has many ^(P)toes. (2)

- Ask students to turn to Worksheets 17.2 and 17.3. Complete the first few as guided practice.

Supplemental Materials

- Decodable words:

- | | |
|-----------|------------|
| 1. pupil | 8. public |
| 2. punish | 9. unicorn |
| 3. unit | 10. mule |
| 4. until | 11. refuse |
| 5. music | 12. cube |
| 6. musket | 13. huge |
| 7. puppet | 14. rescue |

- Phrases and sentences:

1. I refuse to go to bed!
2. Unicorns are made up.
3. That is a huge mistake.
4. Have you ever seen a Rubix Cube?
5. Let's go to see the puppet play.
6. Did Dad punish you for breaking the glass?
7. The rescue squad came to my home.
8. I will continue writing my letter today.

- Wiggle Cards:

1. ride a mule
2. melt like an ice cube
3. pretend to fire a musket

Code Knowledge

- Before today's lesson: if students read 1,000 words in a trade book, on average 687–838 of those words would be completely decodable.
- 'u' is a tricky spelling; it can be pronounced /u/ as in *hut*, /ue/ as in *united*, and /oo/ as in *flu*.
- 'ue' is a tricky spelling; it can be pronounced /ue/ as in *cue* and /oo/ as in *clue*.