

Lesson 1: Short Vowels (including ea/e/, ou/u/, & y/i/) + Schwa

Objectives

- To be able to spell words with multiple sound-spelling patterns
- To spell words with schwas and common and uncommon short vowels

This week's words

treachery	pheasant	impressive	backpacking	optimistic
alphabet	amendments	doubled	pyramid	suspenseful

Revise

- **Starter:** Share **1.1** and ask the children to break each word into its base, prefix, and suffix. Answers on **1.2**.
- Children could use whiteboards to record their answers for ease of assessment. Share answers and correct where necessary.

Introduction

- **This Week's Words:** Introduce this week's words on **1.3**. Check for understanding and correct pronunciation.
 - What do all these words have in common? Establish that these words all have short vowel sounds and many also contain a schwa sound (/u/ or /i/). The schwa usually occurs in an unstressed syllable.
 - Review that the final stable syllable **le** in *double* contains a schwa sound + /l/, /u/.
 - Identify the less common graphemes that spell short vowel sounds.
 - **ea** can spell the short /e/
 - **y** can spell the short /i/
 - **ou** can spell the short /u/
- **Spelling Sounds:** Show **1.4** and ask children to sort the words according to the short vowel sound(s) they contain. Click to review each short vowel sound with the words. Some words will be sorted more than once.
- Show **1.5** and ask children to identify the words with schwas. Ask if they can sort the words based on the schwa sound. Establish that the /u/ sound is the most common way that a schwa can be pronounced.

Main Teaching Input

- **Morphology and Etymology:** Share **1.6** and break down *suspenseful* into its morphemes and discuss the meaning of each. Investigate the history of the word *suspense* and how its meaning evolved over time.
- **Morphology Matrix:** Share **1.7** and determine the base word and affixes in *impressive*. Click to reveal them in the matrix.
 - Remind children of the rules for reading and using a word matrix: "Read a matrix from left to right. Make only complete words. Can you use that word in a sentence? You don't need to take an element from every column, but you can't jump over a column to another suffix. Be careful adding suffixes, sometimes letters are omitted when they are added."
 - Click to reveal the filled out matrix and investigate how to build additional words by adding suffixes and/or prefixes to the base word *press*. You could work as a whole group, or have children work in teams or pairs to create as many words as they can. Click to reveal possible answers.
- **Syllable Count:** Ask the children to read and count the syllables in their new words on **1.8**.
- **Syllable and Phoneme Maps:** Show **1.9** and model how count syllables in the word *pheasant* by humming the word. Remind students that every hum stands for one syllable.
 - Model how to break the graphemes down into phoneme boxes. Separate the sounds of the word using the grid to demonstrate. Show how **ph** spells /f/ and **ea** spells the short /e/, and they go in a box together.
 - Ask children to then work with a partner/individually to map out the syllables and sounds for *pyramid* and *doubled*.
 - Share answers and correct where necessary. Remind children that most of the time you drop the **e** before adding a suffix that starts with a vowel. Mark out where the **e** was dropped in *doubled*.

Lesson 1: Short Vowels (including ea/e/, ou/u/, & y/i/) + Schwa

Main Teaching Input

- **Word Mapping:** Ask the children to complete the grid on **1.10**. For each word, they will break down the word into syllables and phonemes. If the word has a suffix, they will write what it is, and if not, they will write **N** for none. Lastly, they write the whole word. Answers on **1.11**.
 - **Note:** Treachery can be considered as a base word which doesn't have a suffix. While **-ery** (act or practice) and **-y** (activity) are common suffixes, neither *treach* nor *treacher* are roots or base words. This is a bit of a gray area in which some morphologists would consider it to still have a suffix, and some would not. *Treacher* (deceiver, cheat, traitor) was a Middle English word that is now obsolete. *Treachery* comes from Old French *trecherie* and *trechier*, and **-erie** and **-ier** are both suffixes from Latin **-arius** (also **-ary**).

Independent

Dictionary Skills: Share **1.12** and ask children to work in pairs or teams. Then they will race to look up the dictionary definitions of this week's words. Once found, they will write the word to match the given definition. Answers on **1.13**.

Spell Check: Share **1.14** and ask children to circle the correct spelling of each word and write a sentence for each. Answers on **1.15**.

Word Shed: Share **1.16** and ask the children to complete the Word Shed grid based on the word *optimistic*. Possible answers on **1.17**.

Consolidation / Reinforcement

→ **Word Relay:** Share **1.18** and divide the students into teams. Each team lines up a short distance away from the whiteboard, facing the board. The first person in each team starts with a whiteboard marker. Call a word for the students to spell. The first student in each team races to the board and writes the first letter, grapheme, or syllable of the word (decide which one before the game begins) and then runs back to pass the marker on to the next team member who writes the next, and so on. Team members can correct an incorrect response/spelling on their turn, but they may not add anything new. The first team to correctly spell the word scores a point.

Optional Independent Extended Learning Ideas

Morphology Matrix

Children can work independently, in pairs, or in teams and compete to see how many words they can create with the given base word and affixes on **1.19**. Possible answers on **1.20**.

Using the word list and matrix on **1.21**, children can work independently, in pairs, or in teams and compete to see who can find all of the missing morphemes first. Answers on **1.22**.

Print additional copies of the Morphology Matrix on **1.23**. Invite the children to choose a word on this week's list and see what new words they can create by adding prefixes and suffixes. Provide support to those that need it by suggesting prefixes and suffixes that could be used with particular words.

Word Shed

Print additional copies of the blank Word Shed on **1.24**. Students can investigate other words on this week's list.