

### Lesson 2: Words with long vowels

#### Objectives

- To be able to spell words with multiple sound-spelling patterns
- To spell words with long vowels

This week's words				
recycling	argumentative	boastfully	exclaimed	satisfying
lonliness	teenagers	insightful	daydreamer	crusaders

#### Revise

- Starter:** Share **2.1** and ask the children to last week's words into how many syllables they contain.
- 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 **2.2**. Check for understanding and correct pronunciation.
  - What do all these words have in common? Establish that these words all have long vowel sounds.
  - Click to review the words that get their long vowel sound from a base word.
  - Explain that the prefix **re-** can be pronounced with a **long e** or with the schwa sound, depending on where the stress is placed in the word. Most often in fluent speech, it will be pronounced with the schwa sound.
- Spelling Sounds:** Show **2.3** and ask children to identify the long vowels in each words and sort them according to the long vowel sound(s) they contain.
  - Click to review a word's long vowel(s), and click again to sort the graphemes to the correct sound. Continue until all vowels are revealed and sorted.

#### Main Teaching Input

- Morphemes on the Scene:** Show **2.4** and explain to students that morphemes are the smallest units of meaning within a word. Morphemes consist of affixes (prefixes/suffixes), and base or root words. Ask children if they can help you identify the base or root in each word. Click to reveal the base/roots. Ask if they can identify any affixes in the words, and then click to reveal.
  - Free morphemes** can stand alone as a word, and they can include base words and word roots.
  - Bound morphemes** are not words by themselves, but they still have meaning, and they must be attached to other morphemes.
  - A **base word** is a standalone English word that can also form other words by using prefixes and suffixes (free morpheme).
    - The word *jump* is a base word that can stand alone with meaning, but can also have affixes added. Ask children for examples of *jump* with affixes (jumping, jumped, jumper).
    - The word *act* is a base word that can stand alone with meaning, but it is also a Latin word root meaning *do*. Ask children if they can think of any words with the root *act* (action, actor, active, react, actual).
  - A **word root** comes from Latin or Greek, and cannot always be used as an independent, standalone word (bound morpheme).
    - The Latin word root **aud** (hear) cannot stand alone as a word, although it still carries meaning. Ask students if they can think of any words that contain the root **aud** (audience, audition, audible, auditory).
- Ask children if they can help you identify the free and bound morphemes in the chart. Click to reveal the answers.

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#### Main Teaching Input

- **Morphology and Etymology:** Share **2.5** and break down *teenager* into its morphemes and discuss the history of the word.
- **Morphology and Etymology:** Share **2.6** and review the common meaning among the **cycl** words. Establish that **cycl** is a Greek word root that means *circle* or *wheel*.
- **Morphology Matrix:** Share **2.7** and determine the base word and affixes in *insightful*. Investigate how to build additional words by adding suffixes and/or prefixes to the base word *sight*. 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 **2.8**.
- **Syllable and Phoneme Maps:** Show **2.9** and model how to count syllables in the word *exclaimed* 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 **-ed** spells /d/ and review the other sounds **-ed** can spell.
  - Ask children to then work with a partner/individually to map out the syllables and sounds for **boastfully** and **recycling**.
  - 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 *recycling*.
- **Word Mapping:** Ask the children to complete the grid on **2.10**. For each word, they will break down the word into syllables, phonemes, and morphemes. Lastly, they write the whole word. Answers on **2.11**.

#### Independent

**Affix Match:** Share **2.12** and ask children to write the correct affix next to its meaning. Children can work in pairs if needed. Answers on **2.13**.

**Word Shed:** Share **2.16** and ask the children to complete the Word Shed grid based on the word *recycling*. Possible answers on **2.17**.

**Spell Check:** Share **2.14** and ask children to circle the correct spelling of each word and write a sentence for each. Answers on **2.15**.

#### Consolidation / Reinforcement

→ **Word Relay:** Share **2.18** 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, syllable, or morpheme 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

Print additional copies of the Morphology Matrix on **2.19**. 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 **2.20**. Students can investigate other words on this week's list.