



LESSON **10**

Words and Word Parts for
Sound, Spelling, and Meaning

Paying Attention to Sound Units
and Their Relationships to Spelling Units

Student Response Booklet

Note: All lessons start with a warm-up, just as athletes warm up before a sports game. (See *Talking Letters* card.)

ACTIVITIES

Word Building

We always start by saying and analyzing the sounds in each word. We will not use real words but rather “Jabberwocky” words, like from *Alice in Wonderland* [read *Jabberwocky* poem from *Alice in Wonderland*]. First close your eyes and listen as I say a word. Then hold up the number of fingers for the number of syllables you hear in it. If we disagree, then we will discuss it. Then you will open your eyes and use these colored discs to count out the number of phonemes in each syllable. Together we will practice 10 words in each lesson.

Word Generating

Instructions: Word Detectives sometimes get their clues from generating and reasoning about similar cases. Now I would like you to think of words that have the same sounds as the ones I say. Write the words you think of in your Response Booklets. When you are done, we will share with the others. I will write the words on the board.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Unit Finding

Spelling units are one- or two-letter units that correspond to a sound. You may look at your *Talking Letters* card.

Instructions: Word Detectives solve their mysteries by paying attention to details. The details you need to pay attention to in decoding are the spelling units and the sounds to which they correspond. See how many of these spelling units you can find in 2 minutes. Either underline the spelling units in alternating colors or rewrite the words in alternating colors with the fine-tip markers. After time is called, we will share with each other these word clues we found and then say the sound that goes with each of them (see *Talking Letters* card), moving from left to right, and then blend the sounds to say the whole word.

quopdro	yigfrue	soatyaz	fladorudge
sognoy	pluce	vopfow	
hebtou	knelp	smewbry	

Word Transferring

Instructions: Once Word Detectives figure out the code they can apply it to new words or cases. Here are 10 words that have the same spelling units that we have practiced but in different made-up words. How accurately and how fast can you use those spelling units to say these words? Record your accuracy and time on the Reading Rockets in your R-File. Refer to *Talking Letters* if that helps you.

quotdro	yigfray	soatbaz	fladorup
bognoy	shuce	vopfoo	
shebtou	knelp	shewbry	

Are They Relatives?

Instructions: Look carefully at each pair of words and circle YES on your worksheet if you think the underlined spelling units in each word stand for the same sound, or circle NO if they don't. Remember that sometimes the same spelling unit stands for different sounds, and that sometimes the same sound is spelled in different ways. How many can you do in 2 minutes? After time is called we will discuss any of your answers for which not everyone agreed.

<u>se</u> ason	be <u>ar</u>	YES	NO
<u>kn</u> ock	ballo <u>on</u>	YES	NO
<u>per</u> fer	<u>per</u> form	YES	NO



UNIT I
LESSON
10

Student
Response
Booklet

<u>ch</u> orus	<u>k</u> etchup	YES	NO
<u>t</u> reat	<u>g</u> reat	YES	NO
<u>sai</u> lboat	<u>toe</u> nnail	YES	NO
<u>r</u> unning	<u>swim</u> mer	YES	NO
<u>sai</u> d	<u>pai</u> n	YES	NO
<u>fa</u> ces	<u>s</u> avings	YES	NO
<u>sc</u> rew	<u>noo</u> n	YES	NO

Sorting by Sound Features

Instructions: In this activity, categories for sorting words are listed at the top of the page. Each category has a capital letter. Sort each of the words in the list into one category by writing a capital letter beside it. At the end we will discuss what rule you applied to the sorting and what conclusion we can draw from the group sorting we just did.

Nicknames are /short i/ A, /long i/ B, /schwa/ C.

<u>ri</u> ch	<u>in</u> ch	<u>hi</u> mself	<u>pi</u> lot
<u>walki</u> ng	<u>lovi</u> ng	<u>bic</u> ycle	
<u>ti</u> ger	<u>din</u> osaur	<u>si</u> ster	

Sorting by Word Context

Instructions: Another way that Word Detectives have to make sense of their clues is by examining them for the context, that is the place in which they occur and all the surrounding clues. Each of the words you will see has a blank. Then you will see spellings but only one spelling fits sensibly into the blank. To figure out which spellings would or would not fit into the blank—that is, into the context of the word—you need to pay close attention to all the spelling, sound, and meaning clues of the word. You have to fully analyze all the evidence you have at hand! As soon as you think you know a spelling that would fit into the word, circle it. As a Word Detective, it is important that you examine all the evidence—consider all the spelling units—before you make your decision about which spelling fits in the word.

mach __ nes	__ ccused	foss __ l	an __ ers
(e, ei, ie, i)	(a, e, i, o, u)	(a, e, i, o, u)	(s, sw, sy)
bel __ ves	pers __ n	l __ mestone	
(e, ei, ie, i)	(a, e, i, o, u)	(i, y)	
cont __ ning	thous __ nds	acad __ my	
(a, ai, ay)	(a, e, i, o, u)	(a, e, i, o, u)	

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