

In this unit, students will review multisyllabic words with r-controlled vowel sounds and schwa sounds. They will also continue to learn how common prefixes and derivational suffixes change word meanings.

### What will my student learn?

Students will continue to review reading and spelling words with spelling patterns. This will include words with **r-controlled vowels** (*arm, journal*), words with the schwa /ə/ sound (*about, event*), and words with **tricky sound-spellings** (*whole, science*). They will review two of the major syllable types, **r-controlled syllables** (*barn·yard*) and **final stable syllables** (*na·tion·al*). They will also review words with **affixes**, including *under-*, *over-*, *micro-*, *fore-*, *-hood*, *-ment*, *-en*, and *-ist* (*undercover, overhead, microscope, forecast, childhood, basement, lengthen, scientist*).

### What will my student read?

In Unit 3, students will read fifteen fiction and nonfiction passages that include words with the target skills they just learned. Students will practice reading with proper speed, accuracy, and prosody. Here are two examples:

- “A Sweet Story” tells about the history of sugar. Students will read the informational passage and identify words with r-controlled vowels and words with *-hood*, *-ment*, *-en*, *under-*, and *over-*.
- “A Trans-Galactic Dash” is a story about a race between galaxies. Students will read the passage and identify words with the schwa /ə/ sound; words with the prefixes *super-*, *tele-*, *trans-*, or *uni-*; and words with r-controlled syllables.

### How can I promote learning at home?

Consider doing these activities with your student to promote continued learning:

#### Who do we know?

With your student, describe people you know using words that end in *-ist*. (*Aunt Cami is an artist. Grandpa was a biologist and worked in a lab. Sam loves bikes and is a cyclist.*)

### **Question words**

Have your student practice using words with 'wh' by asking them to create a list of questions about a topic that interests them. Have them read the questions aloud to you. (*When was the computer invented? Who invented it? Where did they live? Why did they invent it?*)

### **Roll the dice**

Have your student roll the dice. Then have them write and read aloud that number of words with /ə/ + /l/. (*maple, travel, apple, pencil, legal, paddle, nickel, playful*)

### **Pick a page**

Read aloud a page from a favorite book. Have your student raise their hand or make another gesture each time they hear a word with the /er/ sound. (*world, hurt, worm, polar, error*)