

In this unit, students will review words with sound-spelling patterns and inflectional and derivational endings from Grade 2, including multisyllabic words with letter combinations.

### What will my student learn?

Students will read and spell words with **short vowel sounds** (*pet, cot*), **long vowel sounds** (*cake, bike*), **consonant blends and digraphs** (*splash, strip*), **double letter consonants** (*dripping, stopped*), and **silent letter combinations** (*knot, tomb*). They will review **abbreviations** (*Mr., St.*). They will also review two major syllable patterns, **closed** (*rab-bit, ro-bot*) and **open** (*ro-bot, la-bel*), and **common word endings**, including *-s, -es, -er, and -est* (*pets, boxes, colder, coldest*).

### What will my student read?

In Unit 1, students will read twelve 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:

- “Baking Cupcakes” is a recipe told in steps. Students will read the procedural text and identify words with double consonants, compound words, words that end in *-ed* and *-ing*, and one-syllable words with closed syllables.
- “Pat’s Bike” is a story about friendship and problem-solving. Students will read the passage and identify words with consonant blends, words that end in *-s* and *-es*, and one-syllable words with closed syllables.

### How can I promote learning at home?

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

#### Sing a song

Sing or listen to a few lines from a favorite song. Have your student identify words with short vowel sounds (*pat, bed, kit, pot, nut*) and long vowel sounds (*cake, bee, bike, joke, cube*). You can repeat this activity to practice other skills from the unit, such as blends or word endings.

#### Study the mail

Review a piece of mail you have received with your student. Have your student identify the abbreviations (title, street, state) in both the sender’s and recipient’s addresses.

### **What's in my bag?**

Have students write down objects that are in your backpack, purse, or bag (*pen, key*). Have them add *-s* or *-es* to make each word plural. Remind them that they may need to change the spelling.

### **Action!**

Provide students with an action verb for them to perform, such as *walk*. Then have them add *-ing* to the word and write it in a sentence. (*I am walking into the kitchen.*) Remind them that they may need to change the spelling.