

In this unit, students will review syllabication rules to break down multisyllabic words into smaller chunks and familiar word parts, including common prefixes, derivational suffixes, and common Latin roots. They will also review words with the schwa sound in final stable syllables and unstressed syllables.

### What will my student learn?

Students will continue to review reading and spelling words with spelling patterns. They will continue to review words with the schwa /ə/ sound and **tricky spellings**, such as /shən/ (*action*). They will review **contractions** (*can't, I'll*), **possessives** (*my dog's, the group's*), **homophones** (*hair/hare, write/right*), and **homographs** (*wind, dove*). Students will review syllabication in words with common vowel-consonant patterns: **VC/CV** (*fic•tion*), **CV/VC** (*cre•ate*), **V/CV** (*hu•mor*), **VC/V** (*plan•et*), **VCC/CV** (*hand•book*), and **VC/CCV** (*com•plex*). They will review common affixes and roots, including *mid-*, *semi-*, *-tion*, *-sion*, and *mot/mov* (*midway, semiweekly, invention, division, movie*).

### What will my student read?

In Unit 4, 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:

- “Volcanic Eruptions” tells about volcanoes. Students will read the informational passage and identify words with ‘tion’, words with the VC/CV syllable pattern, and words that are synonyms.
- “Dr. Dalmatian” is a story about a devoted pediatrician. Students will read the passage and identify words with /shəl/ > ‘tial’, ‘cial’, words with *-scope, spect, meter/metr*, words with *-tian* and *-cian*, and phrases that are idioms.

### How can I promote learning at home?

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

#### Who does this belong to?

Point to an object in your home and have your student say who it belongs to using a possessive. (*our dogs' leashes, my brother's ball, our family's game, Grandma's purse*)

### **Combine words**

Say a sentence and then have your student repeat the sentence, combining words to form a contraction. (*It is hot outside./It's hot outside. We are late./We're late.*)

### **Use homophone pairs**

Write homophone pairs (*meet/meat, rode/road, flower/flour, herd/heard*) on folded pieces of paper, and have your student pick one out of a hat to use in a sentence.

### **Words in the neighborhood**

Have your student identify words with common affixes in the environmental print (e.g., ads, signs, menus, labels) in your neighborhood. (*midweek, pregame, addition*)