

# Grade 3 Teacher Page Sample

## Unit 3 Doubling Rule-One Syllable Words

### In this lesson students learn:

- to identify the V-C pattern at the end of a one-syllable word
- to identify the short vowel sound in the word
- to double the last consonant of a one-syllable word when adding an ending in order to lock in the short vowel sound
- to know that the last consonant is not doubled if the ending starts with a consonant

### Doubling Rule-1 syllable words:

- When there are 2 vowels before the last consonant, do **not** double the final consonant. (VVC pattern)
- When there are 2 vowels before the last consonant, do **not** double the final consonant. (VCC pattern)
- Don't double when a suffix begins with a consonant.

### Common Spelling Errors We Make

Spellers can no longer simply add a suffix onto the base word without considering certain spelling patterns. This unit is designed to encourage students to readily recognize the vowel-consonant pattern at the end of a word. This pattern generally means the vowel will be short. In order to keep the short sound, we need to double the final consonant. Otherwise, we assume a silent e used to be on the end of the base word and was dropped to add the ending.

### Teaching Rationale

**In second grade the students learned the 1-1-1 rule (1 syllable-1 vowel-1 consonant at the end of the word= double the final consonant).** This unit presents the rule as any time you see 2 vowels or 2 consonants at the end the final consonant is not doubled. This is the flip side of the 1-1-1 rule. Use the games in Unit 10-Grade 2 for extra practice, reinforcing the rule, or re-teaching.

In this lesson we emphasize “two-ness.” We are considering the last letter of the word for doubling. However, if there are two vowels together in the word (like “ee” as in “feel” or “oa” as in “boat”) we say “There are already TWO vowels in the word (whether they are the same or not), so we don't need another TWO by doubling the last letter.

Of course, the two vowels together make a long sound, and we can stress that doubling the last letter only occurs if there is a short vowel sound in the word. For some students, this may be clear enough. However, the idea of the doubling rule and TWO-ness might help others keep it straight.

Also, if the word ends with TWO consonants, such as “ck” in “back” or “lk” in “talk,” we don't double to make three consonants. (i.e., talker, backing)

The trickiest part of this rule will be remembering that when the ending begins with a consonant, there is no doubling, even if the rule suggests there should be. This is the case for:

bad + ly = badly

In this case, putting the base and suffix together creates TWO-ness in that there are two consonants together already and we need not double to make three.

**Word Sorts:** There are 2 different sorting categories: double/don't double or VC, VCC, or VVC. Use only one of these categories at a time. The first sort has only base words. Students tell whether the final consonant would be doubled or not. The second sort has the base word + an ending. Students write the word with the ending after they complete the sort. The last sort has the ending added, but the sorting categories are different.

**Note:** This unit only deals with one-syllable words. Multi-syllable words ending in the V-C pattern are covered fourth grade.

Page 6 is an **optional** writing activity.

**For your information:** In multi-syllable words, doubling is not done if the accent is not on the last syllable. If the word ends in a schwa, there is no need to "lock" it in.

open – opening

organ – organize

focus – focused

refer – referee – referred (accent on last syllable)

Students will have lessons in the doubling rule in multi-syllable words in later grades.

### Lesson Focus

- What letter patterns do I look for when adding a suffix to one-syllable words? *I look for the v-c pattern. Also, I look at the first letter of the suffix to see if it is a consonant.*
- What decision do we have to make? *Do I double or do I not?*
- What is the rule? *If a one-syllable word ends with a V-C, I will double the consonant if the ending begins with a vowel. If it begins with a consonant, I will not double.*

Later in the lesson, students learn that another way to look at this is that doubling the final consonant “locks in” or protects the short vowel sound. Some students might understand the concept when explained in this manner. This is the same concept as the closed syllable concept from the previous unit.

<i>Launch Pad</i>	
Games	Doubling Card Game from Grade 2 Unit 10
Web	<a href="http://www.kidspell.com/">http://www.kidspell.com/</a> <a href="http://www.spellingcity.com/">http://www.spellingcity.com/</a> <a href="http://www.woodlands-junior.kent.sch.uk/interactive/literacy.html#12">http://www.woodlands-junior.kent.sch.uk/interactive/literacy.html#12</a>
Previous Lessons for Re-teaching or Practice	Grade 2: Unit 10

# Grade 5 Teacher Page Sample

## Unit 6: Suffixes: -ible, -able

### In this lesson students learn:

- that two suffixes, -ible and -able, mean “able to” or “capable of being,”
- that the most common spelling is -able, which usually follows a complete base word, and
- that the -ible suffix usually follows a Latin root that can’t stand on its own

### Lesson Focus

**This is a shorter unit (four pages). The unit that follows (Unit 6) includes a project that you may wish to do at the end of this unit rather than as part of Unit 6, depending on your schedule.**

The class lesson begins with a class sort. We will use Sort A for this sort—the words are at the end of the Teacher Page for you to cut out and use on a wall or whiteboard. This could also be done as a demonstration on an electronic whiteboard.

- A. Students look over the words in the sort; discuss what -ible and -able mean.
- B. Discuss how they could be sorted. The most obvious way is to sort by words that end in -ible and those that end in -able. Have students move words into the correct categories. Post the headings (-ible, -able). You can use the “-ible with Latin roots” and “-able with complete words” headings **instead** if you wish.
- C. Students look at the -ible list; this can be divided again by separating the words “flexible,” “responsible,” and “sensible.” These words have roots that are complete words: flex, response, and sense. Words like this will need to be memorized. Most other -ible words are those whose Latin roots aren’t separate English words: words such as “possible” and “horrible.” Label these with the “Exceptions” heading.
- D. Students look at the -able list. Most of the “able” words have base words that can stand on their own without the suffix. Separate the words “capable” and “probable.” These have Latin roots, “capere” and “probare.” Label these with the “Exceptions” heading.
- E. Make sure students understand that when we dropped the silent “e” in order to add the suffix, the base word is still considered to be a whole word. For example, “excusable” follows the expectation that “able” is added to a complete word, “excuse.” We drop the “e,” but it is still considered a complete word requiring (usually) the “able” suffix.

**Reference section:** Have students cut out the Big Idea box and glue it into their notebooks in the Reference section.

**Test Scoring:** Section 4 of this test has clues to words the students must figure out. Depending on your students and your expectations, you could give each item two points and take a point off if you have to tell the word to the student. Or, you can tell the word to students who ask without penalty.

Make sure students know the definitions of these lesson words so they can write the correct test word.

**Differentiation:** The student sorts A, B, and C may be given to the appropriate students for study.

<i>Launch Pad</i>	
Previous Lessons for Re-teaching or Practice	<b>Y rule:</b> Gr. 4 Unit 7 Gr. 3 Unit 22
Web	<a href="#">-ible, -able Hangman</a>

<b>-ible</b>	<b>-able</b>
flexible	capable
horrible	sensible
considerable	comparable
probable	adaptable
<b>-ible with Latin roots</b>	<b>-able with complete base words</b>

edible	predictable
desirable	visible
agreeable	incredible
laughable	excusable
<b>Exceptions</b>	noticeable
dependable	possible
responsible	terrible
replaceable	divisible
usable	