

Flexible INSTRUCTIONAL PLAN

5-DAY PLAN	UNIT 9 PLANNER		3-DAY PLAN
DAY 1	Unit Pretest	Pretest sentences (on-level words)	DAY 1
	Teach & Practice	Teacher-led sort using Unit 9 Online Word Sort Activity or Word Sort Cards Learn the Spelling Words, Student Edition, p. 50	
DAY 2	Differentiate	Differentiated word lists, <i>Teacher Resource Book</i> , pp. 79, 81, 83	DAY 2
	Teach & Practice	Connect to Phonics, Student Edition, p. 51 Buddy Sort using Unit 9 Word Sort Cards	
DAY 3	Differentiate	Extra Pattern Practice Masters, <i>Teacher Resource Book</i> , pp. 85–87	DAY 3
	Teach & Practice	Connect to Reading, Student Edition, p. 52 Word Sort Practice Master, <i>Teacher Resource Book</i> , p. 88	
DAY 4	Differentiate	Connect to Writing, Student Edition, p. 53 Individual or Speed Sort using Unit 9 Word Sort Cards	DAY 3
	Teach & Practice	Online games	
DAY 5	Unit Posttest	Posttest sentences or standardized test practice masters, <i>Texas State Assessment Practice</i> , pp. 51–56	DAY 3
	Teach & Practice	Optional extra practice: Word Study and Connect to Content Areas, Student Edition, pp. 54–55	

The unit planner includes both a 5-day and a 3-day plan to meet your instructional needs.

Unit 9 Pretest Sentences (On-Level Words)

Follow the pretest routine or have students take the pretest online at MyZBPortal.com.

- In the field were both cows and **sheep**.
- Our car is parked down the **street**.
- The sun always rises in the **east**.
- The large truck had eighteen **wheels**.
- The statue of the horse looked almost **real**.
- My family had a picnic by the **stream**.
- The papers were graded by the **teacher**.
- We turned up the **heat** to keep warm.
- Owning a new bicycle was his **dream**.
- It is a special **treat** to have a visit with my grandparents.
- Shawna did not **mean** to spill her milk.
- After the storm there was **peace** and quiet.

- His favorite snack is crackers and **cheese**.
- My friends are going to **leave** after lunch.
- The orange juice I drank was very **sweet**.

Pretest Routine: Say the spelling word, read the sentence aloud, and say the word again. Have students self-check their pretests. Use the chart below to score pretests and assign differentiated word lists.

Pretest Score	Word List to Assign
7/15 or lower	Below Level
8/15–13/15	On Level
14/15 or higher	Above Level

Use the unit pretest to assess each student's spelling skill level. The pretest results will help to determine which word list each student should use to master the unit's spelling pattern.

DAY 1

Learn the Spelling Words

On Day 1, introduce students to the weekly spelling words with activities that have them read the spelling words in context and then sort the words to recognize the similarities among them.

Students can scan the QR codes with a mobile device to practice their spelling words for the week.

Unit 9

Long e: ee, ea

Learn the SPELLING Words

The **long e** sound is the most common long vowel sound in English. It can be spelled several ways, including **ea** as in **treat** and **ee** as in **street**.

Read the spelling words and sentences.

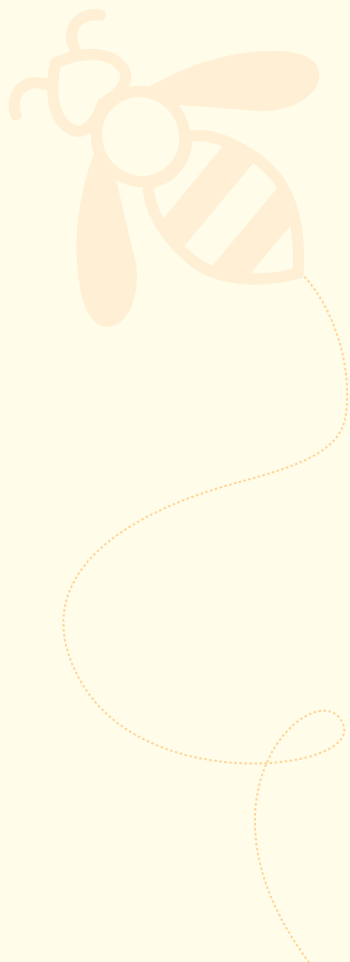
1. sheep	<i>sheep</i>	Farmers raise sheep for their wool.
2. dream	<i>dream</i>	All people dream during sleep.
3. street	<i>street</i>	The street has much traffic.
4. east	<i>east</i>	The sun rises in the east .
5. treat	<i>treat</i>	Do you treat your pet dog well?
6. mean	<i>mean</i>	Scaring the child was a mean trick.
7. wheels	<i>wheels</i>	Bicycle wheels vary in size.
8. peace	<i>peace</i>	The treaty brought peace to the land.
9. real	<i>real</i>	The book is about a real event.
10. cheese	<i>cheese</i>	Milk is used to make cheese .
11. leave	<i>leave</i>	Sometimes I leave early for school.
12. stream	<i>stream</i>	A river is a large stream .
13. sweet	<i>sweet</i>	This candy tastes sweet .
14. teacher	<i>teacher</i>	My teacher helps me learn.
15. heat	<i>heat</i>	Fire creates heat .

Sort the spelling words.

1–5. Write the words that have the **long e** sound spelled **ee**.

6–15. Write the words that have the **long e** sound spelled **ea**.

TEKS 3.2B1 Spell multisyllabic words with vowel teams, including digraphs, and r-controlled syllables.
3.2B1v Spell multisyllabic words with multiple sound-spelling patterns.



DAY 2

Connect to Phonics

On Day 2, students complete activities that build letter-sound awareness, phonics knowledge, and spelling skills.

Activities that teach students how to use a dictionary or a thesaurus appear in each unit of the program. Students refer to the dictionary or thesaurus in the back of their Student Edition to complete the activities.

Connect to

PHONICS

ABC

Unit

9

Replace the Vowels

Substitute the vowel in each word below with **ee** or **ea** to write a spelling word.

1. ship
2. hit
3. pace
4. trot
5. slrum
6. chose
7. men
8. drum
9. slrut
10. love

Replace the Vowels

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. **Use the Dictionary**
12. _____
13. _____
14. _____
15. _____

Use the Dictionary

Write the spelling word that has the word below in its definition.

11. sun	14. person
12. true	15. turns
13. sugar	

Dictionary Check Be sure to check your answer in your Spelling Dictionary.

TEKS 3.2B1 Spell multisyllabic words with vowel teams, including digraphs; and r-controlled syllables.
3.2Biv Spell multisyllabic words with multiple sound-spelling patterns.

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Unit

9

Long e: ee, ea

Connect to

READING

Use Antonyms

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

sheep east wheels cheese sweet
dream treat peace leave teacher
street mean real stream heat

Use Antonyms

Write the spelling word that has the opposite meaning of the underlined word so the sentence makes sense.

- 1-2. The kind sheep finally made war with the other sheep.
- 3-4. Kareem will come to the picnic and travel west along the stream.
- 5-6. The cold melted the sour treat.
7. The cheese is made with imaginary milk.

Understand Meaning

Write a spelling word that matches each clue.

8. These are round parts of a bicycle.
9. This word names a farm animal.
10. We do this while we are asleep.
11. I like to eat crackers with this.
12. This person explains things to us at school.

Categorize the Words

Add a spelling word to each of the word groups below.

13. river, creek, brook, _____
14. dessert, snack, sweet fruit, _____
15. road, avenue, drive, _____

TEKS 3.2B1 Spell multisyllabic words with vowel teams, including digraphs; and r-controlled syllables.
3.2Biv Spell multisyllabic words with multiple sound-spelling patterns.

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DAY 3

Connect to Reading

On Day 3, students complete activities that help them understand the meanings of words and develop important reading skills. As their vocabulary and reading comprehension skills improve, so does their spelling mastery.

Flexible INSTRUCTIONAL PLAN



DAY 4

Connect to Writing

On Day 4, the spelling skills students have learned during the week are transferred to their writing. The activities prompt them to proofread the weekly spelling words in a text and then rewrite the text using correct spelling and punctuation. In addition, students learn how to use proofreading marks to correct other errors in a text.



Connect to **WRITING**

Unit **9**

Informational Text: Proofread a Recipe
Circle eight words that are not spelled correctly in the recipe below. Then rewrite the recipe on the lines using correct spelling. Make the corrections shown by the proofreading marks, too.

Proofreading Marks

- ≡ Make uppercase
- / Make lowercase
- ^ Add
- ⊖ Delete
- ⊙ Add a period
- ≡ Indent

Ingredients: bread, sweat butter, tomato, 1 slice cheeze

- Have an adult slice the tomato and toast the bread. Be careful of the heel. Put tomato on a slice of buttered Toast.
- add reel cheese, salt, and pepper.
- Put the second slice of buttered toast on top.

Now enjoy your dream treat in peace. Don't leeve the sandwich alone or someone might eat it!

TEKS 3.2B1 Spell multisyllabic words with vowel teams, including digraphs; and r-controlled syllables. 3.2Biv Spell multisyllabic words with multiple sound-spelling patterns. 3.11Dxi Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

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Unit 9 Posttest Sentences

Follow the posttest routine (say the word, read the sentence aloud, say the word again), or have students take the posttest online at MyZBPortal.com.

◆ On Level

- The storm is moving quickly to the **east**.
- The fire gave us **heat**.
- The stone in the ring was **real**.
- The **sheep** walked up the hill.
- The deer drink from the **stream**.
- We will drive down this **street**.
- Our **teacher** read to us for an hour.
- The train had eight **wheels**.
- Please put the **cheese** on the plate.
- In my **dream** the horse had wings.
- Please **leave** the book on the desk.
- He did not **mean** to drop the dishes.
- I felt nothing but **peace** in the garden.

- This food will be **sweet**.
- Dad said I could have a **treat**.

● Below Level

Use **On-Level** sentences 1–8 and the following four sentences:

- The **bean** soup tasted good.
- My parents will **clean** the house for company.
- I **need** to study for my test.
- You **seem** happy to be here.

■ Above Level

Use **On-Level** sentences 9–15 and the following nine sentences:

- I heard an owl **screech** last night.
- What **degree** is your temperature?
- There is no **reason** to be late.
- The **steam** is coming out of the iron.
- I went to the door to **greet** my uncle.
- A **peacock** has a tail like a fan.
- This **peanut** grew in the ground.
- Did you hear the loud **scream**?
- Josh is **sweeping** the front porch.

DAY 5

Differentiated Assessment and Extra Practice

On Day 5, students take their weekly posttest to demonstrate their mastery of the spelling words. In addition, the Word Study and Connect to Content Areas activities provide opportunities for students to extend their understanding of the spelling patterns.

Differentiated assessment is provided through on-level, below-level, and above-level posttest sentences.

Unit 9

Long e: ee, ea

Meaning Mastery

1.

Base Words

3.

4.

5.

6.

7.

8.

Pattern Power

9.

10.

11.

12.

13.

14.

15.

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WORD STUDY

bean	east	dream	sweet	peacock
clean	wheels	treat	screech	peanut
need	real	mean	degree	scream
seem	stream	peace	reason	sweep
sheep	teacher	cheese	steam	
street	heat	leave	greet	

Meaning Mastery

These sentences use incorrect homophones. Write a spelling word that is a homophone for the boldfaced word.

- When the dog stopped barking, there was **piece** on my street.
- Our new neighbors **seam** to be very kind.

Base Words

Write the base word for each word below.

- sweeping
- really
- heater
- sheepish
- leaving
- eastern

Pattern Power

Write the spelling words that end with the same three letters as:

9–11. beet

12–15. cream

Circle the consonant blend in each word.

TEKS 3.2B1 Spell multisyllabic words with vowel teams, including digraphs. 3.2B11 Spell homophones. 3.2B12 Spell words using knowledge of suffixes, including how they can change base words such as dropping e.

DAY 5 (continued)

The **Word Study** activities provide an opportunity for students to deepen their understanding of and exposure to new words with the patterns they have studied during the week.

Connect to CONTENT Areas

Unit 9

Informational Text: Math

Read the text. It has lots of words with long e spelled ee or ea. Then answer the questions below the text.

A Greek writer named Euclid is often called the “Father of Geometry.” We should know a lot about this man. He wrote some of the most useful math books of all time. We don’t know much about his life, though. We know he lived around 300 B.C. At some point, he decided to leave Greece. He went south and east to Egypt. There, he was a math teacher. Those are almost all the facts we have about him.

We do not need to know about Euclid’s life to understand what his ideas mean. Euclid wrote about lines, shapes, angles, and other important math concepts. One of his books was so popular that it was studied for more than 2,000 years. Abraham Lincoln said it helped him reason and prove ideas. Did Euclid ever imagine that his books would be so famous? We will never know.



- What job did Euclid have in Egypt? Write your answer. Then circle any word in your answer that has long e spelled ee or ea.

- Where did Euclid live before Egypt?

- What did Abraham Lincoln say about Euclid’s book of math concepts?

TEKS 3.2B1 Spell multisyllabic words with closed syllables; open syllables; vowel teams, including digraphs; and r-controlled syllables. 3.2B12 Spell multisyllabic words with multiple sound-spelling patterns.

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The **Connect to Content Areas** activity encourages students to apply their spelling skills to other subject areas. Students are asked to read a passage that includes words with the spelling patterns they learned in the unit. Then students answer comprehension questions about what they’ve read.

Standardized Test Practice

Unit 9

Name _____

Directions: Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Raul wrote this story about a strange, silly land where anything can happen. He wants you to review his story. As you read, look for spelling errors he should correct. Then answer the questions that follow.

A Strange Dream

- There once was a boy who lived near a stream. (2) He worked every day making sweet cream cheese. (3) One night the boy had a really strange dream. (4) He was in very strange land. (5) The sun set in the east, and it was easy to see the stars during the day. (6) Seals sailed down the street in strange boats with huge wheels. (7) Sheep and geese played volleyball together on the beach. (8) Tigers and turtles sat on benches and talked about the weather. (9) A big white rat ran by wearing a hat shaped like a fish. (10) Then the boy saw a big brown bear talking to three cubs. (11) She said, “I am your teacher, so hear what I speak. (12) Honey is a nice treat, but beware of mene bees. (13) Remember to ask politely and sing them a song. (14) If we are to eat, we must have pecee.” (15) The boy smiled and said, “This can’t be rel, but I never want to leave.”

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Standardized Test Practice 51

- What change, if any, should be made in sentence 1?
 - A Change **lived** to **livd**
 - B Change **near** to **neer**
 - C Change **stream** to **stream**
 - D Make no change

- What change needs to be made in sentence 2?
 - F Change **sweet** to **sweat**
 - G Change **cream** to **creem**
 - H Change **cheese** to **cheese**
 - J Make no change

- How does sentence 3 need to be changed?
 - A Change **really** to **reelly**
 - B Change **dream** to **dreem**
 - C Change **dream** to **dreem**
 - D Sentence 3 does not need to be changed.

- What change should be made in sentence 5?
 - F Change **east** to **east**
 - G Change **easy** to **easy**
 - H Change **see** to **sea**
 - J No change should be made.

- What change needs to be made in sentence 6?
 - A Change **Seals** to **Seels**
 - B Change **street** to **street**
 - C Change **wheels** to **wheels**
 - D Make no change

- How should sentence 7 be changed?
 - F Change **Sheep** to **Sheep**
 - G Change **geese** to **geese**
 - H Change **beach** to **beech**
 - J Sentence 7 should not be changed.

- What change should be made in sentence 11?
 - A Change **teacher** to **teacher**
 - B Change **hear** to **herre**
 - C Change **speak** to **speek**
 - D Make no change

- What change needs to be made in sentence 12?
 - F Change **treat** to **treat**
 - G Change **mene** to **meen**
 - H Change **mene** to **meen**
 - J No change needs to be made.

- What change, if any, should be made in sentence 14?
 - A Change **are** to **ar**
 - B Change **must** to **musc**
 - C Change **pecee** to **pecee**
 - D Make no change

- What change should be made in sentence 15?
 - F Change **rel** to **real**
 - G Change **rel** to **reel**
 - H Change **leave** to **leave**
 - J No change should be made.

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52 Standardized Test Practice

Standardized Test Practice

As an option, you can use the reproducible test masters in the **Texas State Assessment Practice** book, available on MyZBPortal.com, to conduct the differentiated weekly spelling test and provide practice for the Texas state assessments.