

Lessons related to

Mastering Conventions Four: Spelling



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Spelling

Spelling

For some students in middle school spelling continues to be a challenge. When students struggle to master spelling conventions and spell words correctly it can interfere with their ability to communicate through written language. Their writing becomes difficult to understand and the spelling errors can interfere with meaning.

Middle school students become motivated to write when they see their writing has an impact on their audience. Similarly, students can lose motivation when their writing does not have an impact. If spelling errors are so egregious that the writing is challenging to understand, then the writing will lose its impact on the audience. This can cause frustration and students to become resistant to writing.

Middle school students are driven to express themselves and their ideas. Understanding spelling conventions and patterns will aid students in expressing themselves through writing.

Amplify's Spelling Program begins with words at the 3rd grade level and increases in difficulty as you progress through each word list. Teachers have the flexibility to begin this program with the first word list or with a later list. This allows teachers the ability to meet their students' needs by beginning with words at their level. A pronunciation guide for individual sounds is provided for teachers. This will help teachers pronounce each sound correctly as they are introducing the words.

Teachers can begin by assessing students spelling using the provided word lists. This assessment will show teachers where students need the most support with spelling and will help them determine the correct word list to begin with.

Each word list has practice activities for students that include sorting activities, alphabetizing, writing sentences and fill in the blanks. These activities can be done in class or at home for extra practice.

During the spelling assessments, students will write the assigned words, as well as the Challenge Words. Challenge words are words that are used very often, but don't follow a spelling pattern. Students will need to memorize these words. Each list also includes information on how to assess students' progress. This includes a Spelling Error Analysis chart where teachers can keep track of the types of errors that each student is making. It also includes information about common spelling errors that students may make for each specific word list.

Students will show true mastery of spelling words and patterns when they can integrate this into their own writing. Student writing is also the place where the teacher can best identify what next step will make the biggest impact on writing.

Standards Addressed in Mastering Conventions Book 4

CCSS.ELA-Literacy. L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
CCSS.ELA-Literacy. L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
CCSS.ELA-Literacy. L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
CCSS.ELA-Literacy. L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
CCSS.ELA-Literacy. L.6.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
CCSS.ELA-Literacy. L.7.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
CCSS.ELA-Literacy. L.8.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.

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Teacher's Guide

Word List 1: Words with R-Controlled Vowels Spelled 'ar', 'or', 'ir', 'ur', and 'er'

Introduce Spelling Words

Tell students that this week, they will review the spellings of r-controlled words.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- | | |
|--------------|--------------------------------------|
| 1. tarnish | 11. immortal |
| 2. portion | 12. messenger |
| 3. circulate | 13. giraffe |
| 4. turkey | 14. sir |
| 5. worship | 15. sword |
| 6. marbles | 16. barbeque |
| 7. motor | 17. slurp |
| 8. servant | 18. mirth |
| 9. doctor | 19. Challenge Word: above |
| 10. surgery | 20. Challenge Word: beginning |

Go back through the list of words, having students read the words and tell you what letters to circle for the r-controlled vowel sounds.

Point to the two Challenge Words on the board. Explain to students that the Challenge Words, above and beginning, are also part of their spelling list and are words used very often. They do not follow this week's spelling patterns and need to be memorized. Use the Challenge Words in sentences as examples for students: "The eagles fly high above us." "Beginning today, we will eat healthier lunches."

Now, draw the following table on the board:

'ar' > /ar/	'or' > /or/	'or' > /er/	'er' > /er/	'ur' > /er/	'ir' > /er/

Ask students to tell you which of the spelling words to list under the 'ar' > /ar/ header. As students name the words, write them on the board under the correct header, 'ar' > /ar/. (tarnish, marbles, barbecue) Briefly explain the meaning of each word.

Repeat for the remaining rows.

Have students practice using each word in a sentence.

SPELLING PRACTICE

Blank Busters

Tell students to turn to Worksheet 1.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words using the r-controlled vowel patterns they are practicing this week.

Have students turn to Worksheet 1.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 1.3 for the spelling assessment.

Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *other*, they would write that word under the header 'er' > /er/.

Tell students that if a word fits under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out the words using the following format: say the word, say a sentence with the word in it, and say the word once more.

After you have called out all of the words including the Challenge Words, go back through the list slowly, reading each word once more.

Ask students to write the following sentences as you dictate them:

1. The sailors prayed that the storm would pass and there would be calm waters.
2. The Roman god, Jupiter carried a thunderbolt that he threw when angry.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to make the following errors:

- For 'or', students may write 'er', 'ir', or 'ur'
- For 'ir', students may write 'er', 'or', or 'ur'
- For 'ur', students may write 'er', 'ir', or 'or'
- For 'er', students may write 'ir', 'or', or 'ur'

While any of the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart.

Also, examine the dictated sentences for errors in capitalization and punctuation.

Teacher Comments

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Words List 2: Words with /ee/ Spelled 'ee' and 'e'

Introduce Spelling Words

Tell students that this week, they will review two spellings of the sound /ee/.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- | | |
|--------------|-----------------------------------|
| 1. Greeks | 11. breed |
| 2. Venus | 12. jamboree |
| 3. secret | 13. speech |
| 4. seed | 14. degree |
| 5. meter | 15. retail |
| 6. asleep | 16. screech |
| 7. agreed | 17. scenic |
| 8. succeeded | 18. tedious |
| 9. cedar | 19. Challenge Word: except |
| 10. create | 20. Challenge Word: follow |

Go back through the list of words, having students read the words and tell you what vowel(s) to circle that represent the /ee/ sound.

Point to the two Challenge Words on the board. Explain to students that the Challenge Words, *except* and *follow*, are also part of their spelling list and are words used very often. They do not *follow* this week's spelling patterns and need to be memorized. Use the Challenge Words in sentences as examples for students: "Every dog *except* for mine sat when given the command by the trainer." "When you *follow* the rules, you will discover that it makes life easier."

Now, draw the following table on the board:

'e' > /ee/	'ee' > /ee/

Point out that there are many spellings for the sound /ee/. (eight total) Also, point out that with so many spellings for /ee/, this can be a difficult sound to spell correctly.

Ask students to tell you the words to write under each header. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

Teacher's Guide

SPELLING PRACTICE

Blank Busters

Tell students to turn to Worksheet 2.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words with /ee/ spelled 'e' and 'ee'.

Have students turn to Worksheet 2.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 2.3 for the spelling assessment.

Tell students that for this assessment, they will write the words under the header to which they belong.

Tell students that they may not have to use all the lines under each header.

Call out the words using the following format: say the word, say a sentence with the word in it, and say the word once more.

After you have called out all of the words including the Challenge Words, go back through the list slowly, reading each word once more.

Ask students to write the following sentences as you dictate them:

1. The President was famous for his powerful speeches.
2. The army of ants sorted seeds into different piles.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to make the following errors:

- For 'ee', students may write 'e'
- For 'e', students may write 'ee'

While the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart.

Also, examine the dictated sentences for errors in capitalization and punctuation.

Teacher Comments

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Word List 3: Words with /ee/ Spelled 'ea', 'ie', 'i', and 'ae'

Introduce Spelling Words

Tell students that this week, they will review four spellings of the sound /ee/.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it

1. gladiator

2. grief

3. chariot

4. stadium

5. eager

6. shriek

7. leader

8. each

9. increease

10. rookie
11. experience

12. greaese

13. Julius

14. barbarian

15. atrium

16. teacher

17. zombie

18. chief

19. **Challenge Word:** again

20. **Challenge Word:** often

Go back through the list of words, having students read the words and tell you what vowel(s) to circle for the /ee/ sound.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, *again* and *often*, are also part of their spelling list and are words used very often. They do not follow this week's spelling patterns and need to be memorized. Use the Challenge Words in sentences as examples for students: "To redo something means to do it *again*." "I really like ice cream and eat it as *often* as I can."

Now, draw the following table on the board:

'ea' > /ee/	'ie' > /ee/	'i' > /ee/

Ask students to tell you the words to write under each header. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

SPELLING PRACTICE

Blank Busters

Tell students to turn to Worksheet 3.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words with /ee/ spelled 'ea', 'ie', and 'i'.

Have students turn to Worksheet 3.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 3.3 for the spelling assessment.

Tell students that for this assessment, they will write the words under the header to which they belong.

Tell students that they may not have to use all the lines under each header.

Call out the words using the following format: say the word, say a sentence with the word in it, and say the word once more.

After you have called out all of the words including the Challenge Words, go back through the list slowly, reading each word once more.

Ask students to write the following sentences as you dictate them:

1. He bravely stepped into the stadium.
2. The students were relieved when they finished the assessment.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to make the following errors:

- For 'ea', students may write 'i', 'ie', or 'ae'
- For 'ie', students may write 'i', 'ea', or 'ae'
- For 'i', students may write 'ea', 'ie', or 'ae'

While any of the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart.

Also, examine the dictated sentences for errors in capitalization and punctuation.

Teacher Comments

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Word List 4: Words with /ee/ Spelled 'y', 'ey', and 'e_e'

Introduce Spelling Words

Tell students that this week, they will review four spellings of the sound /ee/.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it

- | | |
|--------------|-------------------------------------|
| 1. chimney | 11. Chinese |
| 2. gently | 12. crazy |
| 3. money | 13. extreme |
| 4. busy | 14. keyboard |
| 5. Pete | 15. anytime |
| 6. alley | 16. city |
| 7. everybody | 17. athlete |
| 8. centipede | 18. Challenge Word: been |
| 9. barley | 19. Challenge Word: bin |
| 10. enemy | 20. Challenge Word: together |

Go back through the list of words, having students read the words and tell you what vowel(s) to circle for the /ee/ sound.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, *been/bin* and *together*, are also part of their spelling list and are words used very often. They do not follow the spelling patterns and need to be memorized.

Ask students what vowel sound they hear in *been/bin*. (Students should respond /i/.)

Explain to students that *been* and *bin* are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. *Been* and *bin* have the same sound /i/ and have different meanings.

Use the Challenge Words in sentences as examples for the students: "Politicians have been putting up signs recently." "We use the recycling bin to help the environment." "Together we can make a difference."

Now, draw the following table on the board:

'ea' > /ee/	'ie' > /ee/	'i' > /ee/

Ask students to tell you the words to write under each header. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

Teacher's Guide

SPELLING PRACTICE

Sentences

Have students complete Worksheet 4.1 by writing sentences using spelling words. Challenge students to show the meaning of the word in the sentence.

Word Sort

Tell students they will sort words with /ee/ spelled 'y', 'ey', and 'e_e'.

Have students turn to Worksheet 4.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 4.3 for the spelling assessment.

Tell students that for this assessment, they will write the words under the header to which they belong.

Tell students that they may not have to use all the lines under each header.

Call out the words using the following format: say the word, say a sentence with the word in it, and say the word once more.

After you have called out all of the words including the Challenge Words, go back through the list slowly, reading each word once more.

Ask students to write the following sentences as you dictate them:

1. The volcano erupted for so long that it covered the city.
2. Some leaders spent a lot of money building churches.
3. The students were relieved when they finished the assessment.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to make the following errors:

- For 'y', students may write 'e_e' or 'ey'
- For 'ey', students may write 'y' or 'e_e'
- For 'e_e', students may write 'y' or 'ey'

While any of the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart.

Also, examine the dictated sentences for errors in capitalization and punctuation.

Word List 5: Words with /ee/ Spelled 'y', 'e', 'i', 'ea', 'ee', 'ie', 'ey', and 'e_e'

Introduce Spelling Words

Tell students that this week, they will review the spellings of r-controlled words.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- | | |
|---------------|-----------------------------------|
| 1. succeeded | 11. fancy |
| 2. money | 12. degree |
| 3. enemy | 13. athlete |
| 4. centipede | 14. chief |
| 5. experience | 15. grease |
| 6. believe | 16. scenic |
| 7. secret | 17. chariot |
| 8. increase | 18. stadium |
| 9. chimney | 19. Challenge Word: almost |
| 10. tedious | 20. Challenge Word: really |

Go back through the list of words, having students read the words and tell you what letters to circle for the sound of /ee/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, almost and really, are also part of their spelling list and are words used very often. Almost does not follow the spelling patterns for this week but really does, as the 'ea' and the 'y' in really are pronounced /ee/. Use the Challenge Words in sentences as examples for students: "Bill ate almost all of his lunch." "He really was not very hungry."

Now, draw the following table on the board:

'y' > /ee/	'e' > /ee/	'i' > /ee/	'ea' > /ee/	'ee' > /ee/	'ie' > /ee/	'ey' > /ee/	'e_e' > /ee/

Ask students to tell you which words to list under the 'y' < /ee/ header. Briefly explain the meaning of each word.

Continue through the columns until all words have been listed under the appropriate /ee/ header. Note that tedious, really, and electricity go under two headers. Briefly explain the meaning of each word.

Remind students that they have spelling words that use all eight of the different spelling alternatives for /ee/. Students may need to spend extra time at home practicing these words to be ready for the spelling assessment on Friday.

Teacher's Guide

'y' > /ee/	'e' > /ee/	'i' > /ee/	'ea' > /ee/	'ee' > /ee/	'ie' > /ee/	'ey' > /ee/	'e_e' > /ee/
enemy	secret	experience	increase	succeeded	believe	money	centipede
fancy	tedious	tedious	grease	degree	chief	chimney	athlete
really	scenic	chariot	really				
electricity	electricity	stadium					

SPELLING PRACTICE

Blank Busters

Tell students to turn to Worksheet 5.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words with /ee/ spelled 'y', 'e', 'i', 'ea', 'ee', 'ie', 'ey', and 'e_e'.

Have students turn to Worksheet 5.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 5.3 for the spelling assessment.

Tell students that for this assessment, they will write the words under the header to which they belong.

Tell students that they may not have to use all the lines under each header.

Call out the words using the following format: say the word, say a sentence with the word in it, and say the word once more.

After you have called out all of the words including the Challenge Words, go back through the list slowly, reading each word once more.

Ask students to write the following sentences as you dictate them:

1. The students were eager to raise money for the class trip.
2. The athlete walked into the stadium ready to run her faster.

Teacher's Guide

Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of the teacher guide to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students

Spelling Analysis Directions

Students are likely to make the following errors:

- For 'y', students may write 'ey' or 'i'
- For 'e', students may write 'ee', 'ea', or 'ie'
- For 'ea', students may write 'ee'
- For 'ee', students may write 'ea'
- For 'ey', students may write 'y'
- For 'e_e', students may write 'ee' or 'ea'

While any of the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart.

Also, examine the dictated sentences for errors in capitalization and punctuation.

Teacher Comments

Word List 6: Words with /ae/ Spelled 'ay', 'ai', and 'ea'

Introduce Spelling Words

Tell students that this week, they will review four spellings of the sound /ae/.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

1. subway

2. payment

3. chariot

4. ballplayers

5. yesterday

6. crayons

7. explain

8. mermaid

9. great

10. daydreams
11. daisies

12. obtain

13. breaker

14. barbarian

15. beefsteak

16. dainty

17. trainees

18. giveaway

19. Challenge Word: family

20. Challenge Word: young

Go back through the list of words, having students read the words and tell you what vowels to circle for the sound of /ae/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, family and young, are also part of their spelling list and are words used very often. Neither Challenge Word follows the spelling patterns for this week. Use the Challenge Words in sentences as examples for students: "My family is made up of my mom, my dad, and me." "We have a young puppy that is not trained yet."

Now, draw the following table on the board:

'ay' > /ae/	'ai' > /ae/	'ea' > /ae/

Ask students to tell you which words to list under the 'ay' > /ae/ header, the 'ai' > /ae/ header, and the 'ea' > /ae/ header. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

SPELLING PRACTICE

Blank Busters

Tell students to turn to Worksheet 6.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words with /ae/ spelled 'ay', 'ai', and 'ea'.

Have students turn to Worksheet 6.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 6.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong.

For example, if you call out the word hay, they would write that word under the header 'ay' > /ae/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words including the Challenge Words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. Gail is the greatest ballplayer on the team.
2. Our art teacher asked us to add color to the sailboat with crayons.

Spelling Analysis Directions

Students are likely to make the following errors:

- For 'ay', students may write 'ai' or 'ea'
- For 'ai', students may write 'ay' or 'ea'
- For 'ea', students may write 'ay' or 'ai'

Word List 7: Words with /j/ Spelled 'g', 'j', 'ge', 'dge', and 'dg'

Introduce Spelling Words

Tell students that this week, they will review the spellings of /j/.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- | | |
|--------------|----------------------------|
| 1. jellyfish | 11. gymnasium |
| 2. germy | 12. jewel |
| 3. digest | 13. bridging |
| 4. fringe | 14. dodge |
| 5. nudging | 15. average |
| 6. ridge | 16. fudge |
| 7. exchange | 17. giraffe |
| 8. eject | 18. Challenge Word: answer |
| 9. budget | 19. Challenge Word: great |
| 10. lodging | 20. Challenge Word: grate |

Go back through the list of words, having students read the words and tell you what letters to circle for /j/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, answer and great/grate, are also part of the spelling list and are words used very often. None of the Challenge Words follow the spelling patterns for this week."

Explain to students that great and grate are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. Great and grate have the same sound /ae/ and have different meanings. Great means terrific and grate means to shred.

Use the Challenge Words in sentences as examples for students: "Please answer my question." "It would be great if you would grate the cheese for me."

Now, draw the following table on the board:

'g' > /j/	'j' >	'ge' > /j/	'dge' > /j/	'dg' > /j/

Ask students to tell you which words to list under the 'g' > /j/ header. Briefly explain the meaning of each word. Continue through the columns until all words have been listed under the appropriate /j/ header. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

SPELLING PRACTICE

Blank Busters

Tell students that they will practice writing their spelling words for the week.

Tell students to turn to Worksheet 7.1. Note for students that some sentences have two blanks.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words using /j/ spelled 'g', 'j', 'ge', 'dge', and 'dg'.

Have students turn to Worksheet 7.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 7.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word jack, they would write that word under the header 'j' > /j/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words including the Challenge Words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. Joan spilled cabbage stew on her new jacket.
2. Jane planted a hedge around her garden.

Teacher's Guide

Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of the teacher guide to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to make the following errors:

- For 'g', students may write 'j', 'ge', 'dge', or 'dg'
- For 'j', students may write 'g', 'ge', 'dge', or 'dg'
- For 'ge', students may write 'g', 'j', 'dge', or 'dg'
- For 'dge', students may write 'g', 'j', 'ge', or 'dg'
- For 'dg', students may write 'g', 'j', 'ge', or 'dge'

Teacher Comments

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Word List 8: Words with /n/ Spelled 'n', 'nn', 'kn', and 'gn'

Introduce Spelling Words

Tell students that this week, they will review the spellings of r-controlled words.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- | | |
|---------------|----------------------------|
| 1. gnat | 11. manned |
| 2. skinny | 12. knowledge |
| 3. knotted | 13. channel |
| 4. recently | 14. annoy |
| 5. flannel | 15. gnarly |
| 6. knighted | 16. knuckle |
| 7. nearby | 17. campaign |
| 8. understand | 18. Challenge Word: very |
| 9. design | 19. Challenge Word: vary |
| 10. knobby | 20. Challenge Word: enough |

Go back through the list of words, having students tell you what letters to circle for /n/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, very/vary and enough, are also part of the spelling list and are words used very often. Very/vary do not follow the spelling patterns for this week while enough does as the 'n' is pronounced /n/.

Explain to students that very and vary are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. Very and vary have the same sound /air/ and have different meanings. Very means much or a lot and vary means to change something.

Use the Challenge Words in sentences as examples for students: "It would help me very much if you would vary our camp activities today." "We have enough ice cream for everyone here to have a bowlful."

Now, draw the following table on the board:

'y' > /ee/	'e' > /ee/	'i' > /ee/	'ea' > /ee/

Ask students to tell you which words to list under the 'n' > /n/ header. Briefly explain the meaning of each word.

Continue through the columns until all words have been listed under the appropriate /n/ header. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

Teacher's Guide

SPELLING PRACTICE

Blank Busters

Tell students that they will practice writing their spelling words for the week.

Tell students to turn to Worksheet 8.1. Note for students that some sentences have two blanks.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words using /n/ spelled 'n', 'nn', 'kn', and 'gn'.

Have students turn to Worksheet 8.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 8.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word net, they would write that word under the header 'n' > /n/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. Nate needed knowledge about designing so he went to the library.
2. Do you understand what 'enough is enough' means?

Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of the teacher guide to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to make the following errors:

- For 'n', students may write 'nn', 'kn', or 'gn'
- For 'nn', students may write 'n', 'kn', or 'gn'
- For 'kn', students may write 'n', 'nn', or 'gn'

Word List 9: Words with the Sounds /ae/, /k/, /s/, /j/, and /n/

Introduce Spelling Words

Tell students that this week, they will review the spellings of r-controlled words.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- | | |
|-----------------|--------------------------------------|
| 1. yesterday | 11. gymnasium |
| 2. quickly | 12. design |
| 3. jewel | 13. digest |
| 4. recently | 14. kindness |
| 5. subject | 15. character |
| 6. awaited | 16. budget |
| 7. fascinate | 17. accomplish |
| 8. annoy | 18. listen |
| 9. knowledge | 19. Challenge Word: different |
| 10. refrigerate | 20. Challenge Word: thought |

Go back through the list of words, having students read the words and tell you what letters to circle for the sounds of /ae/, /k/, /s/, /j/, and /n/. Some of the words have more than one of the sounds.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, different and thought, are also part of the spelling list and are words used very often. Different does follow the spelling patterns for this week as the 'n' is pronounced /n/, while thought does not follow the spelling patterns for this week. Use the Challenge Words in sentences as examples for students: "Since you have finished your book, would you like a different book to read?" "I thought you might like to go with me to the movies."

Now, draw the following table on the board:

/ae/	/k/	/s/	/j/	/n/

Ask students to tell you which words to list under the /ae/ header. Briefly explain the meaning of each word.

Continue through the columns until all words have been listed under the appropriate /n/ header. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

Teacher's Guide

SPELLING PRACTICE

Create Sentences

Have students complete Worksheet 9.1 by writing sentences using spelling words. Challenge students to show the meaning of the word in the sentence.

Word Sort

Tell students they will sort words with the sounds of /ae/, /k/, /s/, /j/, and /n/.

Have students turn to Worksheet 9.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 9.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word net, they would write that word under the header 'n' > /n/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. The silky kitten basked in the sun.
2. "Come join our baseball team," said the boy to his friends.

Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of the teacher guide to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to make the following errors:

- For /ae/, writing 'ay', 'ai', 'ea', or 'a_e' for 'a'
- For /ae/, writing 'ay', 'ai', 'ea', or 'a' for 'a_e'
- For /ae/, writing 'ay', 'ai', 'a', or 'a_e' for 'ea'
- For /ae/, writing 'ay', 'ea', 'a_e', or 'a' for 'ai'
- For /ae/, writing 'ai', 'ea', 'a_e', or 'a' for 'ay'

Teacher's Guide

- For /k/, writing 'c', 'k', 'ck', or 'ch' for 'cc'
- For /k/, writing 'c', 'k', 'ck', or 'cc' for 'ch'
- For /k/, writing 'c', 'k', 'ch', or 'cc' for 'ck'
- For /k/, writing 'c', 'ck', 'ch', or 'cc' for 'k'
- For /k/, writing 'k', 'ck', 'ch', or 'cc' for 'c'
- For /s/, writing 's', 'c', 'ss', 'ce', 'se', or 'st' for 'sc'
- For /s/, writing 's', 'c', 'ss', 'ce', 'se', or 'sc' for 'st'
- For /s/, writing 's', 'c', 'ss', 'ce', 'sc', or 'st' for 'se'
- For /s/, writing 's', 'c', 'ss', 'se', 'st', or 'sc' for 'ce'
- For /s/, writing 's', 'c', 'ce', 'se', 'st', or 'sc' for 'ss'
- For /s/, writing 's', 'ss', 'ce', 'se', 'st', or 'sc' for 'c'
- For /s/, writing 'c', 'ss', 'ce', 'se', 'st', or 'sc' for 's'
- For /j/, writing 'g', 'j', 'ge', or 'dge' for 'dg'
- For /j/, writing 'g', 'j', 'ge', or 'dg' for 'dge'
- For /j/, writing 'g', 'j', 'dge', or 'dg' for 'ge'
- For /j/, writing 'g', 'ge', 'dge', or 'dg' for 'j'
- For /j/, writing 'j', 'ge', 'dge', or 'dg' for 'g'
- For /n/, writing 'n', 'nn', or 'kn' for 'gn'
- For /n/, writing 'n', 'nn', or 'gn' for 'kn'

Word List 10: Words with /ə/ Spelled 'a' and 'e'

Introduce Spelling Words

Tell students that this week, they will review the spellings of /ə/ spelled 'a' and 'e'.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

1. dozen

2. again

3. enemy

4. Shaman

5. deposit

6. ability

7. problem

8. distance

9. about

10. elegant
11. debate

12. sentence

13. area

14. secure

15. taken

16. probably

17. bulletin

18. company

19. **Challenge Word:** American

20. **Challenge Word:** independent

Go back through the list of words, having students read the words and tell you what letters to circle for /ə/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, American and independent, are also part of the spelling list and are words used very often. Both Challenge Words follow the spelling pattern for this week as both 'a's in American are pronounced /ə/ and the first and last 'e's in independent are pronounced /ə/. Use the Challenge Words in sentences as examples for students: "I am proud to be an American." "The class can do independent work without the help of our teacher."

Now, draw the following table on the board:

'a' > /ə/	'e' > /ə/

Ask students to tell you which words to list under the 'a' > /ə/ heading. Briefly explain the meaning of each word. Have students practice using each word in a sentence.

Teacher's Guide

SPELLING PRACTICE

Blank Busters

Tell students that they will practice writing their spelling words for the week.

Tell students to turn to Worksheet 10.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words with the sound /ə/ spelled 'a' or 'e'.

Have students turn to Worksheet 10.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 10.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word around, they would write that word under the header 'a' > /ə/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. We adopted a parakeet and gave it to our sister for her birthday.
2. Let's celebrate her birthday with a pleasant party.

Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of the teacher guide to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to make the following errors:

- For 'a', students may write 'e', 'i', or 'u'
- For 'e', students may write 'a', 'i', or 'u'

Word List 11: Words Spelled with 'al', 'le', and 'el', and 'tion'

Introduce Spelling Words

Tell students that this week, they will review the spellings of /ə/ + /l/ and /sh/ + /ə/ + /n/.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

1. channel

2. scuttle

3. generation

4. autumnal

5. wobble

6. nation

7. funnel

8. festival

9. trickle

10. hospital
11. addition

12. freckle

13. vowel

14. rustle

15. subtraction

16. travel

17. trial

18. celebration

19. Challenge Word: important

20. Challenge Word: children

Go back through the list of words, having students read the words and tell you what letters to circle for /ə/ + /l/ and /sh/ + /ə/ + /n/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, important and children, are also part of the spelling list and are words used very often. Neither of the Challenge Words follows the spelling patterns for this week and needs to be memorized. Use the Challenge Words in sentences as examples for students: "It is important to study for your spelling assessment." "There are 20 children in Mrs. Smith's kindergarten class."

Now, draw the following table on the board:

'al' > /ə/ + /l/	'le' > /ə/ + /l/	'el' > /ə/ + /l/	'tion' > /sh/ + /ə/

Ask students to tell you which words to list under the 'a' > /ə/ heading. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

Teacher's Guide

SPELLING PRACTICE

Create Sentences

Have students complete Worksheet 11.1 by writing sentences using spelling words. Challenge students to show the meaning of the word in the sentence.

Word Sort

Tell students they will sort words with the sound /ə/ + /l/ spelled 'al', 'el', and 'le'; and /sh/ + /ə/ + /n/ spelled 'tion'.

Have students turn to Worksheet 11.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 11.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word unravel, they would write that word under the header 'el' > /ə/ + /l/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. Dad sprinkled water on the section of our garden that was dry.
2. The solution to the problem took a fraction of a second to figure out.

Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of the teacher guide to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to make the following errors:

- For 'al', students may write 'el' or 'le'
- For 'el', students may write 'al' or 'le'
- For 'le', students may write 'al' or 'el'
- For 'tion', students may write 'shun', 'shin', or 'sion'

Word List 12: Words with /ue/ Spelled 'u', 'u_e', and 'ue'

Introduce Spelling Words

Tell students that this week, they will review words with the sound of /ue/ spelled 'u', 'u_e', and 'ue'.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

1. hue

2. cubical

3. perfume

4. useful

5. unify

6. utensils

7. continue

8. bugle

9. argue

10. occupy
11. amusement

12. accuse

13. uniform

14. mute

15. confuse

16. rescue

17. fuming

18. issue

19. Challenge Word: impossible

20. Challenge Word: journal

Go back through the list of words, having students read the words and tell you what letters to circle for /ue/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, impossible and journal, are also part of the spelling list and are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

Use the Challenge Words in sentences as examples for students: "It was nearly impossible to get that grass stain out of my shirt." "Do you keep a journal that you write in daily?"

Now, draw the following table on the board:

'u' >	'u_e' > /ue/	'ue' >

Ask students to tell you which words to list under the 'u' > /ue/ header. Briefly explain the meaning of each word.

Ask students to tell you which words to list under the remaining headers for /ue/. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

Teacher's Guide

SPELLING PRACTICE

Blank Busters

Tell students that they will practice writing their spelling words for the week.

Tell students to turn to Worksheet 12.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words with the sound of /ue/ spelled 'u', 'u_e', and 'ue'.

Have students turn to Worksheet 12.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 12.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word united they would write that word under the header 'u' > /ue/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. Explorers wanted to find many spices in the Indies.
2. We occupy this classroom together.

Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of the teacher guide to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to write the incorrect form of /ue/:

- For 'u', students may write 'ue' or 'u_e'
- For 'ue', students may write 'u' or 'u_e'
- For 'u_e', students may write 'u' or 'ue'

Word List 13: Words with /oo/ Spelled 'oo', 'ew', 'o', and 'o_e'

Introduce Spelling Words

Tell students that this week, they will review the sound /oo/ spelled 'oo', 'ew', 'o', and 'o_e'.

As you introduce each of the spelling words, write them on the board, pronouncing each word as you write it.

1. remove

2. whoever

3. dewdrop

4. strewn

5. groove

6. disapprove

7. shrewd

8. undo

9. booth

10. lose
11. movement

12. kangaroo

13. balloon

14. toothache

15. newborn

16. improve

17. chewing

18. Challenge Word: country

19. Challenge Word: through

20. Challenge Word: threw

Go back through the list of words, having students read the words and tell you what letters to circle for /oo/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, country, through, and threw, are also part of their spelling list and are words used very often. Country does not follow the spelling patterns for this week and, although through makes the sound /oo/, the spelling 'ough' > /oo/ is so rare that it is not listed on the Individual Code Chart. The Challenge Word threw does follow the spelling pattern 'ew' > /oo/. These three Challenge Words will need to be memorized.

Explain to students that through and threw are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. Use the Challenge Words in sentences as examples for students: "Many people have fought for their country." "Nancy walked through the city and threw a nickel into the large fountain."

Now, draw the following table on the board:

'oo' > /oo/	'ew' > /oo/	'o' > /oo/	'o_e' > /oo/

Teacher's Guide

Ask students to tell you which words to list under the 'oo' > /oo/ header. Briefly explain the meaning of each word.

As you have done in previous lessons, ask students to tell you which words to list under the remaining headers for /oo/. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

SPELLING PRACTICE

Blank Busters

Tell students that they will practice writing their spelling words for the week.

Tell students to turn to Worksheet 13.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words with the sound /oo/ spelled 'oo', 'ew, and 'o' and 'o_e'.

Have students turn to Worksheet 13.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 13.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word news they would write that word under the header 'ew' > /ue/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. The papers were strewn all over the messy desk.
2. Whoever removed the balloons, please bring them back.

Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of the teacher guide to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to write the incorrect form of /oo/:

- For 'oo', students may write 'ew', 'o', or 'o_e'
- For 'ew', students may write 'oo', 'o', or 'o_e'
- For 'o', students may write 'oo', 'ew', or 'o_e'
- For 'o_e', students may write 'oo', 'ew', or 'o'

Teacher Comments

[illegible]

Word List 14: Words with /oi/ Spelled 'oi' and 'oy'

Introduce Spelling Words

Tell students that this week, they will review the sound /oo/ spelled 'oo', 'ew', 'o', and 'o_e'.

As you introduce each of the spelling words, write them on the board, pronouncing each word as you write it.

- | | |
|---------------|--------------------------------|
| 1. annoying | 11. deployed |
| 2. soybean | 12. turquoise |
| 3. boycott | 13. curdroy |
| 4. embroidery | 14. tenderloin |
| 5. employee | 15. rejoice |
| 6. disappoint | 16. moisture |
| 7. oysters | 17. adjoining |
| 8. avoided | 18. Challenge Word: especially |
| 9. loyalty | 19. Challenge Word: whole |
| 10. paranoid | 20. Challenge Word: hole |

Go back through the list of words, having students read the words and tell you what letters to circle for /oi/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, especially and whole/hole, are also part of the spelling list and are words used very often. The Challenge Words do not follow the spelling pattern this week and need to be memorized.

Explain to students that whole and hole are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. Whole and hole have the same sound /oe/.

Use the Challenge Words in sentences as examples for students: "Jeremy likes chocolate ice cream, especially double chocolate fudge ice cream." "She just bought a new skirt and it already has a hole in it." "I was surprised that my friend could eat a whole pizza by himself!"

Now, draw the following table on the board:

'oi' >	'oy' >

Ask students to tell you which words to list under the 'oi' > /oi/ header. Briefly explain the meaning of each word.

Continue with 'oy' > /oi/ until all words have been listed under the appropriate header. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

Teacher's Guide

SPELLING PRACTICE

Blank Busters

Tell students that they will practice writing their spelling words for the week.

Tell students to turn to Worksheet 14.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words with the sound /oi/ spelled 'oi' and 'oy'.

Have students turn to Worksheet 14.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 14.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word decoy they would write that word under the header 'oy' > /oi/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. The roosters are annoying so early in the morning.
2. He disappointed the toddler by not buying her the baby doll she pointed to in the store.

Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of the teacher guide to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to write the incorrect form of /ue/:

- For 'oi', students may write 'oy'
- For 'oy', students may write 'oi'

Word List 15: Words with /aw/ Spelled 'au', 'aw', 'al', 'ough', and 'augh'

Introduce Spelling Words

Tell students that this week, they will review the sound /oo/ spelled 'oo', 'ew', 'o', and 'o_e'.

As you introduce each of the spelling words, write them on the board, pronouncing each word as you write it.

1. author

2. dawdle

3. altogether

4. default

5. waterfall

6. afterthought

7. caution

8. naughty

9. squawked

10. faucet
11. brought

12. daughter

13. flawless

14. already

15. ought

16. awkward

17. autograph

18. retaught

19. Challenge Word: question

20. Challenge Word: always

Go back through the list of words, having students read the words and tell you what letters to circle for /aw/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, question and always, are also part of the spelling list and are words used very often. The Challenge Word question does not follow the spelling pattern this week and needs to be memorized. The Challenge Word always does follow the spelling pattern for this week as the 'al' is pronounced /aw/. Use the Challenge Words in sentences as examples for students: "When Molly raised her hand, Miss Burke asked her if she had a question." "Even if we do not get along with someone we should always be nice."

Now, draw the following table on the board:

'au' > /aw/	'aw' > /aw/	'al' > /aw/	'ough' > /aw/	'augh' > /aw/

Ask students to tell you which words to list under the 'au' > /aw/ header. Briefly explain the meaning of each word.

Continue with the remaining columns until all words have been listed under the appropriate header. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

SPELLING PRACTICE

Blank Busters

Tell students that they will practice writing their spelling words for the week.

Tell students to turn to Worksheet 15.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words with the sound /aw/ spelled 'au', 'aw', 'al', 'ough', and 'augh'.

Have students turn to Worksheet 15.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 15.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word around, they would write that word under the header 'a' > /ə/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. Since the other team didn't show up, we won by default.
2. Charlotte was awestruck when she saw the famous singer and almost forgot to ask for her autograph.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students are likely to make the following errors.

- For 'au', students may write 'aw', 'al', 'ough', or 'augh'
- For 'aw', students may write 'au', 'al', 'ough', or 'augh'
- For 'al', students may write 'au', 'aw', 'ough', or 'augh'
- For 'ough', students may write 'au', 'aw', 'al', or 'augh'
- For 'augh', students may write 'au', 'aw', 'al', or 'ough'

Teacher Comments

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Word List 16: Review Words with /oi/, /ou/, and /aw/

Introduce Spelling Words

Tell students that this week, they will review the spellings from the previous three weeks, which include the sounds /oi/, /ou/, and /aw/.

As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- | | |
|---------------|------------------------------------|
| 1. loyalty | 11. default |
| 2. boundaries | 12. towering |
| 3. foundation | 13. embroidery |
| 4. brought | 14. embroidery |
| 5. squawked | 15. cowardly |
| 6. disappoint | 16. accountable |
| 7. author | 17. curduroy |
| 8. turquoise | 18. Challenge Word: usually |
| 9. allowance | 19. Challenge Word: bye |
| 10. employee | 20. Challenge Word: buy |

Go back through the list of words, having students read the words and tell you what letters to circle for the sound /oi/, /ou/, and /aw/.

Point to the Challenge Words on the board. Explain to students that the Challenge Words, usually, bye, and buy are also part of the spelling list and are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

Explain to students that bye and buy are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. Bye and buy have the same sound /ie/.

Use the Challenge Words in sentences as examples for students: "We usually get our mail in the afternoon." "Anita left early without even saying 'bye.'" "Every now and then, my oldest brother will buy us something special."

Now, draw the following table on the board:

/oi/	/ou/	/aw/

Teacher's Guide

Ask students to tell you which words to list under the /oi/ header. Briefly explain the meaning of each word. Continue through the columns until all words have been listed under the appropriate header. Briefly explain the meaning of each word.

Have students practice using each word in a sentence.

SPELLING PRACTICE

Blank Busters

Tell students that they will practice writing their spelling words for the week.

Tell students to turn to Worksheet 16.1.

Point out to students that they may need to add an appropriate suffix to a spelling word to have the sentence make sense.

Complete and discuss number 1 as a class.

Word Sort

Tell students they will sort words with the sounds /oi/, /ou/, and /aw/.

Have students turn to Worksheet 16.2.

You may choose to complete one example on the board as a model for students.

Spelling Assessment

Have students turn to Worksheet 16.3 for the spelling assessment.

Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word mouse, they would write that word under the header /ou/.

Tell students that should a spelling word fit under more than one header, they should only write the word under one.

Tell students that they may not have to use all the lines under each header.

Call out each word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Ask students to write the following sentences as you dictate them:

1. The beautiful waterfall sparkled in the sun with colors of turquoise and purple.
2. The morning announcements had already finished before she walked into the class.

Word List 17: Multi-syllable words with different spelling patterns

Introduce Spelling Words

Tell students that this week, they will review the sound /oo/ spelled 'oo', 'ew', 'o', and 'o_e'.

As you introduce each of the spelling words, write them on the board, pronouncing each word as you write it.

- | | |
|--------------|--------------|
| 1. acquire | 6. seize |
| 2. establish | 7. surrender |
| 3. fatal | 8. thrive |
| 4. promote | 9. transform |
| 5. retreat | 10. unravel |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
acquire	to get	I will <u>acquire</u> the supplies we need for the project.
establish	to create or introduce something that is likely to last a long time	The teacher had to <u>establish</u> a 'one at a time' rule because too many people were climbing on the slide at the same time.
fatal	causing death	Much of the population died when a <u>fatal</u> infection known as the plague moved through Europe.
promote	to help or encourage growth	Handing out coupons will <u>promote</u> business for the new pizza restaurant.
retreat	to back away from danger	The lion's ferocious roar made everyone at the zoo <u>retreat</u> from its cage.
seize	to grab or take	If the girl plays with her sister's favorite doll, her sister will <u>seize</u> it from her when she notices.
surrender	to give up to a more powerful force	The other team had more snowballs than we did and we had to <u>surrender</u> .
thrive	to grow and succeed	The garden will <u>thrive</u> with the right amount of sun and water.
transform	to change something completely	Cutting holes and a door will <u>transform</u> the big box into a fort.
unravel	to come undone or fall apart	The fun and games at the party began to <u>unravel</u> when the kids were not taking turns nicely.

SPELLING PRACTICE

Word Sort

Tell students they will sort words into negative or positive based on word meanings.

Have students turn to Worksheet 17.1.

You may choose to complete one example on the board as a model for students.

Tell students they will list the words in alphabetical order once they have finished sorting them.

Teacher's Guide

Writing Sentences

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 17.2. Explain that they will work with a partner to create sentences for each of these words.

Remind students that they will have a spelling assessment during the next lesson.

Spelling Assessment

Have students turn to Worksheet 17.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *thrive*: using 'i' for /ie/
- *surrender*: using 'r' for /r/
- *acquire*: using 'u' for /ə /; using 'kw' for /qu/
- *seize*: using 'ee' for /ee/ (The 'ei' spelling is rare.)
- *retreat*: using 'ee' for /ee/
- *fatal*, *promote*, *unravel*: using /u/ or another spelling for /ə/

Word List 18: Prefixes *un-*, *non-* and *en-*

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|---------------|------------------|
| 1. enclose | 9. nonverbal |
| 2. entrust | 10. unable |
| 3. enjoy | 11. unlikely |
| 4. ensure | 12. unrest |
| 5. nonfiction | 13. unsettle |
| 6. nonissue | 14. unsuccessful |
| 7. nonsense | 15. unusual |
| 8. nonstop | |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
enclose	to surround or close in	We plan to <u>enclose</u> the the yard with a fence so the dog doesn't run away.
entrust	to place belief in someone to do something	She said she will <u>entrust</u> my sister and me to take care of her garden while she is on vacation.
enjoy	to like	I <u>enjoy</u> chocolate cake because it is my favorite.
ensure	to make certain or safe	Take the gift to her yourself to <u>ensure</u> she gets it by tomorrow.
nonfiction	text that is about facts and true information; informational text	This <u>nonfiction</u> book about the president has some really interesting facts in it.
nonissue	a point that is not important	I just need a shirt that fits; the color is a <u>nonissue</u> from her when she notices.
nonsense	something confusing or silly	Wearing a thick coat and warm hat on a hot, humid day is <u>nonsense</u> .
nonstop	not ending	She talked <u>nonstop</u> for the entire trip.
nonverbal	to change something completely	The <u>nonverbal</u> puppet show included puppets dancing and acting out scenes to instrumental music.
unravel	to come undone or fall apart	The fun and games at the party began to <u>unravel</u> when the kids were not taking turns nicely.
unable	not having the power or knowledge to do something	He had never been on a horse before and was <u>unable</u> to come on the ride.
unlikely	a good chance something will not happen	It's <u>unlikely</u> that we will go for a walk, because it's supposed to rain all day.
unrest	a situation that is not settled or calm	There was <u>unrest</u> among the students, because the teacher said there would be no recess that day.
unsettle	to make someone nervous, worried or upset	It will <u>unsettle</u> the people in line to order dinner if you tell them the food is running out.

Teacher's Guide

unsuccessful	not reaching a goal	They boy was <u>unsuccessful</u> on the balance beam, fell off, and had to start again.
unusual	not what you expect	I could not tell which animal was making the <u>unusual</u> sound coming from the barn.

SPELLING PRACTICE

Word Sort

Tell students they will sort words based on their prefixes *en-*, *non-*, or *un-*.

Have students turn to Worksheet 18.1.

You may choose to complete one example on the board as a model for students.

Tell students they will list the words in alphabetical order once they have finished sorting them.

Blank Busters

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 18.2, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from the first lesson.

Have students read sentence number one silently and fill in the blank. After students complete number one, call on one student to read the sentence aloud with the spelling word in the blank.

Ask students if anyone had a different answer. Discuss the correct answer to ensure students understand why it is correct.

Have students check their spelling with the spelling in the word bank at the top of the activity page, make corrections if needed, and then turn their page over.

Collect completed Activity Page 18.2 to review and grade at a later time.

Have students say, spell, and say the word again with you without looking at their paper. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.

Turn the page over and repeat the steps for the remaining items.

Complete the say, spell, say the word again step for the unused words:

- *nonverbal, unsettle, nonfiction, nonstop, unusual, nonissue, and nonsense.*

Then, students may work independently to write their own sentences.

Remind students to study the spelling words for the spelling assessment in the next lesson.

Spelling Assessment

Have students turn to Activity Page 18.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Teacher's Guide

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *thrive*: using 'i' for /ie/
- *nonfiction*: using 'k' for /k/; using 'shun' for 'tion'
- *entrust*: using 'in' for /en/
- *unlikely*: using 'i' for /ie/; using 'lee' for /lee/
- *enjoy*: using 'in' for /en/; using 'oi' for /oi/
- *unsuccessful*: using 'c' or 'k' for /k/
- *unusual*: using 'zh' for /z//h/
- *ensure*: using 'in' for /en/
- *enclose*: using 'in' for /en; using 'o' for 'o_e'; using 'z' for 's'
- *nonverbal, unable, unsettle, unusual*: using 'u' or another spelling for /ə/

Teacher Comments

[illegible]

Word List 19: Review of various spelling patterns

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|---------------|---------------|
| 1. collapse | 6. fray |
| 2. diverse | 7. conquest |
| 3. hyena | 8. governor |
| 4. integrity | 9. guilty |
| 5. illiterate | 10. humiliate |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
collapse	to break down or crumble	Luckily, nobody was in the old shed when it <u>collapsed</u> .
diverse	having different kinds	My school is <u>diverse</u> because the students come from neighborhoods.
hyena	a dog-like carnivore with large teeth	The hyena pack attacked the zebra and began gnawing on his leg.
integrity	honesty	Woodrow showed his <u>integrity</u> by trying to locate the owner of the wallet he found.
fray	battle	The soldiers marched bravely into the <u>fray</u> .
conquest	gain through the use of force	As the enemy army approached, the citizens prepared for the <u>conquest</u> of their city.
governor	a person in charge of a state or territory	He was elected <u>governor</u> of Georgia by an overwhelming majority.
guilty	having committed a crime or offense	Lorena admitted she was <u>guilty</u> and accepted her punishment.
unable	not having the power or knowledge to do something	He had never been on a horse before and was <u>unable</u> to come on the ride.
humiliate	to embarrass or cause someone to lose dignity	Jake felt <u>humiliated</u> when his baseball team lost by twelve runs.

SPELLING PRACTICE

Writing Sentences

Have students turn to Activity Page 19.1.

Tell students they will write sentences for each spelling word. Explain that the sentence should show the meaning of the word.

Tell students that they need to create the type of sentence indicated: declarative, exclamatory or imperative.

You may choose to do the first one together as an example.

SPELLING PRACTICE

Writing Sentences

Have students turn to Activity Page 19.1.

Tell students they will write sentences for each spelling word. Explain that the sentence should show the meaning of the word.

Tell students that they need to create the type of sentence indicated: declarative, exclamatory or imperative.

Parts of Speech and Sentence Writing

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 19.2. Explain that they may work with a partner to complete the activity, but that the activity must be completed in each student's activity book.

Remind students that they will have a Spelling Assessment in the next lesson.

Spelling Assessment

Have students turn to Activity Page 19.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Misspellings may be owing to many factors. You may find it helpful to use the Spelling Analysis Chart at the end of the teacher guide to record any student errors. For example:

- Is the student consistently making errors on specific vowels? Which ones?
- Is the student consistently making errors at the ends of words?
- Is the student consistently making errors in multi-syllable words, but not single-syllable words?

Word List 20: Root words *-graph*, *-arch*; prefixes and suffixes *un-*, *non-*, and *-en*

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|---------------|-----------------|
| 1. unafraid | 9. squeaky |
| 2. unpleasant | 10. paragraph |
| 3. nonviolent | 11. autograph |
| 4. ensure | 12. graphite |
| 5. encourage | 13. calligraphy |
| 6. monarch | 14. telegraph |
| 7. matriarch | 15. biography |
| 8. patriarch | |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
unafraid	not feeling fear	Barney tried to appear <u>unafraid</u> even though he was scared inside.
unpleasant	not enjoyable	The ants and the storm turned the picnic into an <u>unpleasant</u> .
nonviolent	not using physical force	The teacher urged the boys to find a <u>nonviolent</u> way to settle their argument.
ensure	to make certain or safe	We locked the dog in the basement to <u>ensure</u> that she wouldn't jump on the guests.
encourage	to provide support	Part of the coach's job is to <u>encourage</u> her players.
monarch	the ruler of a nation	The <u>monarch</u> did not care whether the people of his kingdom liked him.
matriarch	the female head of a family or tribe	As the <u>matriarch</u> of our family, Aunt Bea always hosted holiday dinners.
patriarch	the male head of a family or tribe	The feud between the families ended when the two <u>patriarchs</u> shook hands.
squeaky	making a high pitched sound	It was tough to sneak up on my brother while wearing <u>squeaky</u> shoes.
paragraph	a part of a piece of writing that usually deals with one subject	After reading the first <u>paragraph</u> , Otis decided he was going to love the book.
autograph	a person's signature	A baseball with Babe Ruth's <u>autograph</u> is very valuable.
graphite	a common dark colored mineral	<u>Graphite</u> , rather than lead, is used in most pencils.
calligraphy	the art of decorative handwriting	Although Helen couldn't read Arabic, she admired the <u>calligraphy</u> with which her Qur'an was written.

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telegraph	a machine for transmitting signals over a wire	In the 1860s, the <u>telegraph</u> provided the fastest means of long-distance communication.
biography	the story of a real person's life written by someone other than that person	Reading a <u>biography</u> of George Washington helped Andy understand the American Revolution.

SPELLING PRACTICE

Alphabetical Order

Have students turn to Activity Page 20.1.

Tell students they will write sentences for each spelling word. Explain that the sentence should show the meaning of the word.

Tell students that they need to create the type of sentence indicated: declarative, exclamatory or imperative.

You may choose to do the first one together as an example.

Blank Busters

Have students turn to Activity Page 20.2, explaining that the spelling words are listed in the box on the activity page.

Read aloud the instructions, then have students read sentence 1 silently and fill in the blank. After they complete sentence 1, call on a student to read the sentence aloud with the spelling word in the blank.

Ask students if anyone had a different answer. Discuss the correct answer to ensure students understand why it is correct.

Have students check their spelling against the spelling in the word bank at the top of the activity page, make corrections if needed, and then turn the page over.

Have students say, spell, and say the word again along with you without looking at their paper. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.

Turn the paper over, and repeat the steps for the remaining seven sentences.

Complete the “say, spell, say the word again” step for the unused words: patriarch, autograph, graphite, calligraphy, telegraph, and biography.

Students may then work independently to write their own sentences, for items 9–12.

Remind students to study the spelling words for the Spelling Assessment in the next lesson.

Spelling Assessment

Have students turn to Worksheet 20.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Teacher's Guide

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Misspellings may be owing to many factors. You may find it helpful to use the Spelling Analysis Chart at the end of the teacher guide to record any student errors. For example:

- Is the student consistently making errors on specific vowels? Which ones?
- Is the student consistently making errors at the ends of words?
- Is the student consistently making errors in multi-syllable words, but not single-syllable words?

Teacher Comments

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Word List 21: Words with the roots *-arch*, *-graph*, *rupt*

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|---------------|-------------------|
| 1. hierarchy | 7. calligraphy |
| 2. patriarch | 8. paragraph |
| 3. archrival | 9. eruption |
| 4. anarchy | 10. uninterrupted |
| 5. autograph | 11. rupture |
| 6. biographer | 12. abrupt |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
hierarchy	a system in which people are placed into social classes of different levels of power and importance	When the server was promoted to assistant manager, he moved up in the restaurant <u>hierarchy</u> .
matriarch	a woman who controls a family, group, or government	We consider our grandmother the <u>matriarch</u> of our family because she holds the family together.
archrival	the main rival or opponent	When the race car driver was traded from one race team to another, his <u>archrival</u> suddenly became his teammate instead of his competition.
anarchy	a situation not controlled by rules or laws and without a leader	The government was overthrown after a protest, leading to <u>anarchy</u> throughout the country.
autograph	a person's handwritten signature	We waited for the baseball player after the game to ask for his <u>autograph</u> on my baseball.
biographer	a person who writes the story of someone's life	The <u>biographer</u> did lots of research, conducted interviews, and followed the legendary guitarist for a year before writing the musician's life story.
calligraphy	the art of beautiful handwriting	They requested that their wedding invitations be written in <u>calligraphy</u> , as they wanted their invitations to look nice for such a special occasion.
paragraph	a part of a piece of writing that usually deals with one subject	He wrote a <u>paragraph</u> about spaghetti, his favorite food.
eruption	1. the process of sending out rock, lava, and ash in a sudden explosion; 2. an event in which something breaks or bursts in a sudden and often violent way	There was an <u>eruption</u> of laughter in the otherwise silent auditorium during a funny scene in the play.
uninterrupted	continuing without breaking or being stopped by something	I rarely get the chance to work in my garden <u>uninterrupted</u> , but when I do, I can make good progress in taking care of the plants.

Word List 21: Words with the roots *-arch*, *-graph*, *rupt*

rupture	a break or burst	The doctors explained that a <u>rupture</u> in the appendix is very serious and requires emergency surgery, so I was lucky that they discovered the problem before that happened.
abrupt	sudden and unexpected	We had to leave the park in an <u>abrupt</u> way because it started to rain very hard.

SPELLING PRACTICE**Word Sort**

Tell students they will sort words with the *root words* *-arch*, *-graph*, and *-rupt*.

Have students turn to Worksheet 21.1.

You may choose to complete one example on the board as a model for students.

Tell students they will list the words in alphabetical order once they have finished sorting them.

Blank Busters

Have students turn to Activity Page 21.2, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from the first lesson.

Have students read sentence #1 silently and fill in the blank. After students complete #1, call on one student to read the sentence aloud with the spelling word in the blank.

Ask students if anyone had a different answer. Discuss the correct answer to ensure students understand why it is correct.

Have students check their spelling with the spelling in the word bank on the activity page, make corrections if needed, and then turn their page over.

Have students say, spell, and say the word again with you but without looking at the activity page. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.

Turn the page over and repeat the steps for the remaining items.

As time allows, complete the say-spell-say the word again steps for the unused words: hierarchy, calligraphy, rupture, and anarchy.

As time allows, students can write their own sentences using the spelling words on the back of their paper.

Remind students to study the spelling words for the spelling assessment in the next lesson.

Spelling Assessment

Have students turn to Worksheet 21.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated.

- Scientists examined evidence of the eruption near the volcano.

Teacher's Guide

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Misspellings may be owing to many factors. You may find it helpful to use the Spelling Analysis Chart at the end of the teacher guide to record any student errors. For example:

- *arch* words: using 'k' instead of 'ch' for /ark/ or /arch/
- *graph* words: using 'f' instead of 'ph' for /graf/
- words ending in 'y': using 'ee' instead of 'y' for /ee/
- words with /ə/: using 'a', 'e,' or 'u' instead of the proper letter for /ə/ – *hierarchy*: using 'i' or 'ire' instead of 'ier' for /hie*er/
- *eruption*: using 'shun' instead of 'tion' for /shən/
- *rupture*: using 'ch' instead of 't' for /ch/

Teacher Comments

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Word List 22: Review of multi-syllable words with different spelling patterns

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|-----------------|-------------------|
| 1. declaration | 6. monarchy |
| 2. grievance | 7. representative |
| 3. incident | 8. surrender |
| 4. independence | 9. valiant |
| 5. militia | 10. victory |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
declaration	an official statement of something	Thomas Jefferson wrote a <u>declaration</u> of independence, explaining why the colonists wanted to break away from Great Britain.
grievance	a complaint resulting from being treated unfairly; a reason for complaining about a situation	Members of the First Continental Congress drew up a list of <u>grievances</u> against King George III.
incident	an event or disagreement that is likely to cause serious problems	The <u>incident</u> known as the "Boston Massacre" led to more unrest in the colonies.
independence	freedom from outside control or support	The colonists were divided about whether to seek <u>independence</u> from Great Britain.
militia	ordinary people trained to be soldiers but who are not part of the full-time military	The colonial <u>militia</u> surprised the British by setting up cannons on Breed's Hill.
monarchy	a form of government in which a country is ruled by a monarch, such as a king or a queen	Thomas Paine spoke out against the British <u>monarchy</u> , believing they had too much power.
representative	members of government	The <u>monarch</u> did not care whether the people of his kingdom liked him.
surrender	to give up, quit	<u>Representatives</u> from all thirteen colonies met together in Philadelphia.
valiant	brave or courageous	George Washington was a <u>valiant</u> leader during the French and Indian War.
victory	success in defeating an opponent or enemy	The decisive <u>victory</u> of the American Revolution came in 1781 at Yorktown, Virginia.

SPELLING PRACTICE

Alphabetical Sort

Have students turn to Activity Page 22.1.

Tell students they will list the words in alphabetical order and identify the part of speech for each word.

You may choose to complete the bottom section together so you can discuss the meaning of each root word and suffix.

Teacher's Guide

Writing Sentences

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 22.2. Explain that they will work with a partner to create sentences or each of these words.

Remind students that they will have a spelling assessment during the next lesson.

Spelling Assessment

Have students turn to Worksheet 22.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated.

- The colonies worked toward independence from the British monarchy.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *declaration*: using 'u' instead of 'a' for /ə/; using 'shun' instead of 'tion' for /shən/
- *grievance*: using 'uns' instead of 'ance' for /əns/
- *incident*: using 'u' instead of 'i' for /ə/
- *independence*: using 'u' instead of the first 'e' for /ə/; using 'uns' instead of 'ence' for /əns/
- *militia*: using 'u' instead of the first 'i' for /ə/; using 'shu' or 'sha' instead of 'tia' for /sh*ə/
- *monarchy*: using 'k' instead of 'ch' for /k/
- *representative*: using 'u' instead of the second 'e' for /ə/; using 'u' instead of 'a' for /ə/; using 'tiv' instead of 'tive' for /tiv/
- *surrender*: using 'ser' instead of 'sur' for /ser/
- *valiant*: using 'ya' or 'yu' instead of 'ia' for /yə/
- *victory*: using 'u' instead of 'o' for /ə/

Word List 23: Prefixes *im-*, *in-* and Suffixes *-ly*, *-y*

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|---------------|-----------------|
| 1. easily | 7. insufficient |
| 2. greasy | 8. intolerable |
| 3. immobile | 9. loudly |
| 4. imperfect | 10. noisy |
| 5. impossible | 11. tasty |
| 6. inflexible | 12. temporarily |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
easily	without difficulty	The horse <u>easily</u> cleared the jump.
greasy	dirty from grease or oil; containing or cooked with a large amount of fat	The car mechanic wiped his <u>greasy</u> hands on the rag.
immobile	unable to move	My grandmother fell and broke her hip, leaving her <u>immobile</u> for a month.
imperfect	having mistakes or problems; not perfect	For many years the work was carried out in an <u>imperfect</u> manner.
impossible	unable to be done or happen; not possible	Without the help of the father, it would have been <u>impossible</u> to drive all the way to Florida.
inflexible	not easily changed; not easily bent or twisted	Dad's <u>inflexible</u> schedule prevents him from attending my ball games.
insufficient	not having or providing enough of what is needed; not sufficient	George Washington and his men at Valley Forge had <u>insufficient</u> food to last the winter.
intolerable	too painful or hard to be accepted	She quit her job because her boss' demands were <u>intolerable</u> .
loudly	in a noisy way	The young boy played his bugle <u>loudly</u> , alerting the soldiers to the danger.
noisy	full of loud unpleasant sounds	I found it difficult to talk to my family in the <u>noisy</u> restaurant.
tasty	having good flavor	The turkey and gravy were especially <u>tasty</u> at the Thanksgiving dinner.
temporarily	for a limited amount of time; not permanent	The road was closed <u>temporarily</u> due to flooding in the plains.

SPELLING PRACTICE

Word Sort

Tell students they will sort words with prefixes and suffixes: *im-*, *in-*, *-y*, and *-ly*.

Have students turn to Worksheet 23.1.

You may choose to complete one example on the board as a model for students.

Tell students they will identify parts of speech for words with various prefixes and suffixes.

Teacher's Guide

Blank Busters

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 23.2, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from the first lesson.

Have students read sentence 1 silently and fill in the blank. After students complete it, call on one student to read the sentence aloud with the spelling word in the blank.

Ask students if anyone had a different answer. Discuss the correct answer to ensure students understand why it is correct.

Have students check their spelling with the spelling in the word bank at the top of the activity page, make corrections if needed, and then turn their page over.

Have students say, spell, and say the word again with you without looking at their paper. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.

Turn the page over and repeat the steps for the remaining items.

Complete the say, spell, say the word again step for the unused words: greasy, inflexible, intolerable, and loudly.

Then, have students work independently to write their sentences for each of the words.

Remind students they will complete their spelling assessment during the next lesson.

Spelling Assessment

Have students turn to Worksheet 23.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated.

- The insufficient food and clothing created intolerable conditions for the troops.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *greasy*: using 'ee' instead of 'ea' for /ee/; using 'ee' instead of 'y' for /ee/
- *noisy*: using 'z' instead of 's' for /z/
- *tasty*: using 'ee' instead of 'y' for /ee/
- *easily*: using 'z' instead of 's' for /s/; using 'u' instead of 'i' for /ə/; using 'ee' instead of 'y' for /ee/
- *loudly*: using 'ee' instead of 'y' for /ee/
- *temporarily*: using 'er' instead of 'or' for /er/; using 'u' instead of 'i' for /ə/; using 'ee' instead of 'y' for /ee/
- *immobile*: using 'ble' or 'bul' instead of 'bile' for /bəl/
- *impossible*: using 'a' or 'u' instead of 'i' for /ə/; using 'bul' instead of 'ble' for /bəl/
- *inflexible*: using 'a' or 'u' instead of 'i' for /ə/; using 'bul' instead of 'ble' for /bəl/
- *intolerable*: using 'i' or 'u' instead of 'a' for /ə/; using 'bul' instead of 'ble' for /bəl/

Teacher Comments

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Word List 24: Review of various spelling patterns

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|--------------|--------------|
| 1. captain | 6. commotion |
| 2. ferocious | 7. buccaneer |
| 3. treasure | 8. mutiny |
| 4. voyage | 9. nautical |
| 5. fortune | 10. league |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
captain	the leader of a ship	The <u>captain</u> gave orders to the crew.
ferocious	fierce, very violent and dangerous	Bears can be <u>ferocious</u> , so it is good to keep your distance if you encounter one.
treasure	valuable things, such as money or jewels, that have been hidden or stored	My grandfather said he had <u>treasure</u> buried in the backyard but we haven't been able to find it.
voyage	a trip or journey, especially by sea	We went on a long <u>voyage</u> across the ocean from Japan to America.
fortune	wealth, good luck	It was good <u>fortune</u> that he got a winning lottery ticket.
commotion	noisy disorder or confusion	A siren went off in a shopping mall, causing quite a <u>commotion</u> because no one knew what was wrong or what to do.
buccaneer	a pirate	The <u>buccaneer</u> was arrested for taking over a ship and stealing in various towns along the East Coast.
mutiny	a rebellion or uprising against those in charge on a ship	A <u>mutiny</u> broke out after a group of workers had made requests that were ignored by their bosses.
nautical	relating to the sea or sailors	My uncle is a retired fisherman, so he takes me out on the water and teaches me a lot of <u>nautical</u> terms and rules.
league	a unit of length about 3 miles long	The boat was about a <u>league</u> from the shore, so we watched it come into the harbor.

SPELLING PRACTICE

Alphabetical Order

Have students turn to Activity Page 24.1.

Tell students they will list the words in alphabetical order and identify the part of speech for each word.

Teacher's Guide

Writing Sentences

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 24.2, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from the first lesson.

Explain that students will work with a partner to create sentences for each of these words.

If time allows, have students share some of the sentences they wrote aloud.

Spelling Assessment

Have students turn to Worksheet 24.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated.

- The captain set off on a voyage in search of fortune.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *captain*: using 'e' or 'i' instead of 'ai' for /ə/
- *ferocious*: using 'shus' or 'shis' instead of 'cious' for /shəs/
- *treasure*: using 'ezh' instead of 'eas' for /ezsh/
- *voyage*: using 'ej' or 'ij' instead of 'age' for /ij/
- *fortune*: using 'chun' or 'chin' instead of 'tune' for /chən/
- *commotion*: using 'shun' or 'shin' instead of 'tion' for /shən/
- *buccaneer*: using 'c' or 'k' instead of 'cc' for /k/; using 'i' or 'e' instead of 'a' for /ə/
- *mutiny*: using 'u' instead of 'i' for /ə/; using 'ea' or 'ee' instead of 'y' for /ee/
- *nautical*: using 'naw' or 'naugh' instead of 'nau' for /naw/; using 'kul' or 'kel' instead of 'cal' for /kəl/
- *league*: using 'ee' instead of 'ea' for /lee/; using 'g' or 'ge' instead of 'gue' for /g/

Word List 25: Suffixes *-able*, *-ible*, *-ful*, and *-less*

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|----------------|---------------|
| 1. enjoyable | 7. faithful |
| 2. predictable | 8. successful |
| 3. comfortable | 9. powerful |
| 4. accessible | 10. helpless |
| 5. visible | 11. senseless |
| 6. edible | 12. endless |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
enjoyable	able to take pleasure in; able to enjoy	We had an <u>enjoyable</u> picnic at the park.
predictable	able to be known in advance	The movie was <u>predictable</u> because I knew exactly what was going to happen and how it would end.
comfortable	able to feel relaxed or without pain	This chair is so <u>comfortable</u> that I could sit in it all day!
accessible	able to enter or get near; able to use or utilize something	The restaurant was only <u>accessible</u> from a side entrance because the main entrance was closed.
visible	able to be seen; able to look at	The mountains were <u>visible</u> even though they were still many miles away from us.
edible	able to be consumed; able to be safely put in the mouth, chewed, and swallowed	When they went camping, they collected <u>edible</u> plants and berries to eat as part of our dinner.
faithful	full of loyalty and devotion	My grandma and her best friend have been <u>faithful</u> companions for 40 years.
successful	full of achievement or accomplishment	It was a <u>successful</u> treasure hunt when people found everything they had been searching to find.
powerful	full of strength, influence, or authority	A <u>powerful</u> storm raged outside, so we had to take cover indoors.
helpless	lacking assistance or support	When he fell off the boat into the ocean, he felt <u>helpless</u> until someone jumped in and rescued him.
senseless	lacking logic or meaning	It would be <u>senseless</u> to put dirty dishes in the washing machine instead of the dishwasher.
endless	lasting a long time, lacking a finish or point of completion	When we took the boat so far out into the ocean that we could no longer see land, it seemed like the ocean was <u>endless</u> .

Teacher's Guide

SPELLING PRACTICE

Word Sort

Tell students they will sort words with the suffixes: *-able*, *-ible*, *-ful*, *-less*

Have students turn to Worksheet 25.1.

You may choose to complete one example on the board as a model for students.

Tell students they will list the words in alphabetical order once they have finished sorting them.

Blank Busters

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 25.2, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from the first lesson.

Remind students to check their spelling using the word bank on the activity page and make corrections if needed.

As time allows, review the correct answers as a whole group. Have students say, spell, and say the words again with you but without looking at the activity page. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.

Remind students to study the spelling words for the spelling assessment in the next lesson.

Spelling Assessment

Have students turn to Worksheet 25.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated.

- I am glad the faithful Jim Hawkins is successful in returning home.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *greasy*: using 'ee' instead of 'ea' for /ee/; using 'ee' instead of 'y' for /ee/
- *enjoyable*: using 'oi' instead of 'oy' for /oi/; using 'u' instead of 'a' for /ə/; using 'bul' instead of 'ble' for /bəl/
- *predictable*: using 'k' instead of 'c' for /k/; using 'u' instead of 'a' for /ə/; using 'bul' instead of 'ble' for /bəl/
- *comfortable*: using 'k' instead of 'c' for /k/; using 'u' instead of 'a' for /ə/; using 'bul' instead of 'ble' for /bəl/
- *accessible*: using 'k' instead of the first 'c' for /k/; using 's' instead of the second 'c' for /s/; using 'a' or 'u' instead of 'i' for /ə/; using 'bul' instead of 'ble' for /bəl/
- *visible*: using 'z' instead of 's' for /z/; using 'a' or 'u' instead of 'i' for /ə/; using 'bul' instead of 'ble' for /bəl/
- *edible*: using 'a' or 'u' instead of 'i' for /ə/; using 'bul' instead of 'ble' for /bəl/
- *faithful*: using 'a' instead of 'ai' for /ae/; using 'll' instead of 'l' for /l/
- *successful*: using 'k' instead of the first 'c' for /k/; using 's' instead of the second 'c' for /s/; using 'll' instead of 'l' for /l/
- *powerful*: using 'ou' instead of 'ow' for /ou/; using 'll' instead of 'l' for /l/
- *helpless*: using 'les' instead of 'less' for /les/
- *senseless*: using 'sens' instead of 'sense' for /sens/; using 'les' instead of 'less' for /les/
- *endless*: using 'les' instead of 'less' for /les/

Teacher Comments

Word List 26: Multi-syllable words with different spelling patterns

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|---------------|-----------------|
| 1. population | 6. civilization |
| 2. tropical | 7. rainforest |
| 3. pyramid | 8. indigenous |
| 4. empire | 9. temple |
| 5. peninsula | 10. monument |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
population	the number of people living in a particular place	The <u>population</u> of America grew as more people migrated there.
tropical	relating to the tropics, an area near the Equator where the weather is very warm	Crops grew through the year in Brazil's <u>tropical</u> climate.
pyramid	a large structure with a square base and four triangular sides that form a point at the top	The Maya's <u>pyramid</u> -shaped structures provide evidence of their advanced engineering skills.
empire	a large territory or group of people under the total control of one ruler or government	The Aztec created a magnificent <u>empire</u> with cities under one central government.
peninsula	a piece of land almost entirely surrounded by water that is attached to a larger land area	The Yucatan <u>Peninsula</u> separates the Caribbean Sea from the Gulf of Mexico.
civilization	a group of people living together in a well-organized way	The Maya built a unique <u>civilization</u> made up of separate and independent city-states that shared a common culture.
rainforest	a tropical wooded area with very tall trees that gets a lot of rain	Some of the challenges about being in the <u>rainforest</u> are constant rain, mud and mold.
indigenous	produced, living or existing naturally in a particular area	Papaya, banana and avocado trees are <u>indigenous</u> to the jungles of Latin America.
temple	a building devoted to religious worship	A new <u>temple</u> was built for people to have a place to pray and worship.
monument	a building or statue that honors a person or event	After the king passed away, the government built a <u>monument</u> in his honor.

SPELLING PRACTICE

Word Sort

Tell students they will sort words based on meaning.

Have students turn to Worksheet 26.1.

You may choose to complete one example on the board as a model for students.

Tell students they will identify parts of speech for words with various prefixes and suffixes.

Teacher's Guide

Blank Busters

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 26.2, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper.

Have students read #1 silently and fill in the blank. After students complete #1, call on one student to read #1 aloud with the spelling word in the blank.

Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.

Discuss the proper spelling of the word in the blank, referencing the list of spelling words. Have students compare their spelling with the spelling in the box.

Have students move on to #2 and fill in the blank on their own.

Have students complete the rest of the activity page in the same manner.

Remind students that they will have the spelling assessment in the next lesson.

Spelling Assessment

Have students turn to Worksheet 26.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *greasy*: using 'ee' instead of 'ea' for /ee/; using 'ee' instead of 'y' for /ee/
- *temple*: using 'pul' or 'pel' for 'ple'
- *tropical*: using 'k', 'ck', or 'cc' instead of 'c' for /k/
- *pyramid*: using 'ee' or 'i' instead of 'y' for /ee/
- *indigenous*: using 'j' instead of 'g' for /j/; using 'us' instead of 'ous' – civilization: using 'shun' instead of 'tion'

Word List 27: Prefixes *ir-*, *il-*, *in-*

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|------------------|-------------------|
| 1. irrational | 7. intersection |
| 2. intercept | 8. irregular |
| 3. illegal | 9. interaction |
| 4. international | 10. illogical |
| 5. irresponsible | 11. irreplaceable |
| 6. illegible | 12. intercede |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
irrational	not based on reasons or facts	My brother's love of pickles seemed <u>irrational</u> to me, as I hated their taste.
intercept	to stop and take something while it's between its starting point and destination	The opposing player was able to <u>intercept</u> the football and run down the field for a touchdown.
illegal	not allowed by law	It is <u>illegal</u> to drive through a red light instead of stopping.
international	between or among countries	She is an <u>international</u> traveler, as she's visited countries all over the world.
irresponsible	not trusted to do what is right	It was <u>irresponsible</u> for my older brother to stay up late the night before the test, as he was too sleepy to concentrate the next day.
illegible	not able to read	The document was so old that the writing was <u>illegible</u> .
intersection	the place where parts come together	My father got into a car accident after someone ran a red light at a busy <u>intersection</u> .
irregular	not normal or usual	It's difficult to plan a vacation around his <u>irregular</u> work schedule.
interaction	something that's done between or among people	Anton had an exciting, once-in-a-lifetime <u>interaction</u> with his favorite baseball player when he met him at a game last week.
illogical	does not make sense	It was <u>illogical</u> to run out into the rain without an umbrella.
irreplaceable	not capable of being duplicated or exchanged for another item	Her grandmother's necklace was one-of-a-kind, therefore, <u>irreplaceable</u> .
intercede	to try to help settle an argument between people	The teacher had to <u>intercede</u> when two friends got into an argument during lunch.

SPELLING PRACTICE

Definition Matching

Tell students they will sort words based on meaning.

Have students turn to Worksheet 27.1.

You may choose to complete one example on the board as a model for students.

Tell students they will identify parts of speech for words with various prefixes and suffixes.

Blank Busters

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 27.2, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper.

Have students read #1 silently and fill in the blank. After students complete #1, call on one student to read #1 aloud with the spelling word in the blank.

Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.

Discuss the proper spelling of the word in the blank, referencing the list of spelling words. Have students compare their spelling with the spelling in the box.

Have students move on to #2 and fill in the blank on their own.

Have students complete the rest of the activity page in the same manner.

Remind students that they will have the spelling assessment in the next lesson.

Spelling Assessment

Have students turn to Worksheet 27.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- Words with prefix *il-*: using one 'l' instead of 'll'
- Words with prefix *ir-*: using one 'r' instead of 'rr'
- Words with *-tion*: using 'shun' instead of 'tion'

Word List 28: Review of multiple spelling patterns

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|----------------|---------------|
| 1. ordinary | 6. armor |
| 2. imagination | 7. nonsense |
| 3. knighthood | 8. courage |
| 4. disguise | 9. adventure |
| 5. squire | 10. enchanted |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
adventure	an exciting or dangerous experience	My mom led the way on our white water <u>adventure</u> , paddling through the rapids as our canoe bounced off the rocks.
armor	a protective metal covering used to keep a person safe from injury during battle	During the Middle Ages, it was common for knights to wear stiff <u>armor</u> into battle.
courage	the ability to do something that you know is difficult or dangerous	It took a great deal of <u>courage</u> for me to ride the roller coaster with my brother.
disguise	to change the usual appearance, sound, taste, etc. of something so that people will not recognize that person or thing	Carlos decided to <u>disguise</u> himself as an astronaut for the costume party.
enchanted	put under a magic spell	The teacher read a story about a magician who <u>enchanted</u> a princess and turned her into a statue.
imagination	the ability of someone's mind to form a picture of something without having seen or experienced that thing	I used my <u>imagination</u> to draw a unicorn with a long purple mane.
knighthood	the rank or title of a knight	The boy dreamed of the ceremony in which he would be rewarded with <u>knighthood</u> .
nonsense	the rank or title of a knight	My little sister speaks such <u>nonsense</u> when she says that she can fly.
ordinary	normal or usual	My favorite days are <u>ordinary</u> days with no unexpected surprises.
squire	a young man in the Middle Ages who helped a knight before eventually becoming a knight himself	The <u>squire</u> handed the knight his sword before he went into battle.

SPELLING PRACTICE

Alphabetical Order

Have students turn to Worksheet 28.1.

Tell students they will practice spelling words by writing them in alphabetical order. Tell students they will identify parts of speech for words with various prefixes and suffixes.

Teacher's Guide

Write Sentences

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 28.2. Explain that they will work with a partner to create sentences for each of these words.

Remind students that they will complete their spelling assessment during the next lesson.

Spelling Assessment

Have students turn to Worksheet 28.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated.

- Sancho was an ordinary squire who enjoyed his master's adventures.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *adventure*: using 'cher' for /cher/
- *armor*: using 'er' for /er/
- *courage*: using 'er' for /er/; using 'i' for e
- *imagination*: using 'shun' for /shən/
- *knighthood*: using 'n' for /n/; using 'ie' or 'i e' for /ie/

Word List 29: Root words *tract* and *vac* and suffix *-ness*

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|-----------------|---------------|
| 1. drowsiness | 7. extract |
| 2. friendliness | 8. tractor |
| 3. greatness | 9. evacuate |
| 4. steadiness | 10. vacancy |
| 5. attract | 11. vaccinate |
| 6. distract | 12. vacuum |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
drowsiness	the state or condition of being ready to fall asleep	The bottle's label warned that the allergy medicine may cause <u>drowsiness</u> .
friendliness	the state or condition of being kind and helpful; acting like a friend	The neighbors showed their <u>friendliness</u> by bringing us cookies when we moved into the neighborhood.
greatness	the state or condition of being more superior in character or quality	The king achieved <u>greatness</u> by providing food to all people in his kingdom.
steadiness	the state or condition of not shaking or moving	I lost my <u>steadiness</u> as the giant waves rocked the boat from side to side.
attract	to pull to or draw toward oneself or itself	A large magnet was used to <u>attract</u> metals from beneath the earth's surface.
distract	to draw or take attention away from something	When I do my homework, I like the room to be quiet so nothing will <u>distract</u> me.
extract	to remove something by pulling	The doctor used tweezers to <u>extract</u> the long splinter from my foot.
tractor	a vehicle that pulls something, such as farm equipment or a trailer	The farmer pulled the plow behind his <u>tractor</u> to break up the soil on his land.
evacuate	to leave a dangerous place or remove someone from a dangerous place	Everyone who lived in the coastal town was forced to <u>evacuate</u> before the hurricane hit.
vacancy	a job or position that is available to be taken; a room in a hotel that is available for use	There is only one <u>vacancy</u> left in the hotel.
vaccinate	to give a person or animal a vaccine to prevent infection by disease	The vet must <u>vaccinate</u> the puppies before they board with other dogs in the kennel.
vacuum	an empty area or space in which there is no air or other gas	When we breathe, our diaphragms contract and create a <u>vacuum</u> in our lungs to help them fill up with air.

SPELLING PRACTICE

Word Sort

Tell students they will sort words based on root words *tract* and *vac* and the suffix *-ness*.

Have students turn to Worksheet 29.1.

You may choose to complete one example on the board as a model for students.

Tell students they will list the words in alphabetical order once they have finished sorting them.

Blank Busters

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 29.2, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper.

Have students read #1 silently and fill in the blank. After students complete #1, call on one student to read #1 aloud with the spelling word in the blank.

Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.

Discuss the proper spelling of the word in the blank, referencing the list of spelling words. Have students compare their spelling with the spelling in the box.

Have students move on to #2 and fill in the blank on their own.

Have students complete the rest of the activity page in the same manner.

Remind students that they will have the spelling assessment in the next lesson.

Spelling Assessment

Have students turn to Worksheet 29.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated.

- I was attracted to stories of the knight's courage during many adventures.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *greatness*: using 'ate' or 'ait' for /aet/
- *tractor*: using 'er' for /er/

Word List 30: Prefixes and Suffixes Review

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|----------------|---------------|
| 1. achievement | 6. invention |
| 2. architect | 7. literature |
| 3. create | 8. movement |
| 4. culture | 9. rebirth |
| 5. imagine | 10. sculptor |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
achievement	an accomplishment	Painting the Sistine Chapel was a great <u>achievement</u> for Michelangelo.
architect	a person who designs buildings	The <u>architect</u> wondered how he should design the roof of the cathedral.
create	to make something using the imagination	Refined techniques improved the way Renaissance artists <u>created</u> beautiful pieces of art.
culture	the way of living, including ideas, arts and customs of a particular group of people	One aspect of ancient Greek <u>culture</u> was worshipping many gods.
imagine	to form a mental image	I cannot <u>imagine</u> how scary it would be to go skydiving!
invention	a new creation	The <u>invention</u> of the telephone changed the way the people communicated.
literature	writings in prose and poetry	The <i>Adventures of Tom Sawyer</i> is one piece of <u>literature</u> that I have read many times.
movement	a noticeable change in the way people behave or think	The Renaissance was a cultural <u>movement</u> where changes occurred in the arts, sciences and education.
rebirth	a revival; a new birth	He had a <u>rebirth</u> in his interests in painting and drawing.
sculptor	an artist who carves or molds materials such as clay, stone or metal	Donatello the <u>sculptor</u> carved a scene from the popular legend in which St. George battles a dragon.

SPELLING PRACTICE

Definition Matching

Have students turn to Activity Page 30.1.

Tell students they will match spelling words to their correct definitions and then name the word's part of speech.

Teacher's Guide

Writing Sentences

Have students turn to Activity Page 30.2.

Tell students they will write sentences to show the meaning for each spelling word.

Remind students that they will have the spelling assessment in the next lesson.

Spelling Assessment

Have students turn to Worksheet 30.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated,

- The architect worked long hours to create the plan for his building.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *adventure*: using 'cher' for /cher/
- *achievement*: using 'ee' or 'ea' instead of 'ie' for /ee/
- *create*: using 'ee' instead of 'e' for /ee/
- *architect*: using 'c' or 'k' or 'ck' instead of 'ch' for the first /k/ – *culture*, *literature*: using 'cher' instead of 'ture' for /cher/
- *imagine*: using 'i' instead of 'i-e' for /in/
- *invention*: using 'shun' instead of 'tion' for /shən/
- *movement*: using 'oo' instead of 'o_e' for /oo/
- *rebirth*: using 'er' for 'ir' for /er/
- *sculptor*: using 'er' for 'or' for /er/

Word List 31: Prefixes and Suffixes Review

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|-----------------|----------------|
| 1. immeasurable | 7. independent |
| 2. immobile | 8. incomplete |
| 3. impatient | 9. excavate |
| 4. impossible | 10. exclude |
| 5. incorrect | 11. exterior |
| 6. indefinite | 12. export |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
immeasurable	too large in size or amount; impossible to measure	The love the soldier had for his country was <u>immeasurable</u> .
immobile	not able to move	I was in such shock after falling that I was <u>immobile</u> for a few seconds.
impatient	not able to be calm while waiting	The little girl was so <u>impatient</u> while waiting in line for ice cream that her aunt decided to leave the store.
impossible	not able to happen	It is <u>impossible</u> to be in two places at the same time.
incorrect	having errors or mistakes	Two quiz answers were <u>incorrect</u> , but my teacher let me redo the problems at home for extra credit.
indefinite	not already decided; likely to change	Our field trip will last for an <u>indefinite</u> amount of time, so we are not sure when we will return to the school.
independent	does not need something or somebody else for support; can function on its own	My cousin is <u>independent</u> from her parents—she lives on her own and pays her own bills.
incomplete	not finished; lacking some part	I had to turn in an <u>incomplete</u> project because I waited until the last minute to work on it and I didn't finish it.
excavate	to uncover something by digging it out and removing dirt that covers it	My aunt studies dinosaur bones—she <u>excavates</u> sites to find evidence of dinosaurs.
exclude	to leave something out	The teacher reminded students not to <u>exclude</u> important information in their paragraph.
exterior	an outer part or surface	We had to use special paint to paint the <u>exterior</u> of our house—the paint had to be able to withstand the weather.
export	to send a product out of a country to be sold in another country	Brazil <u>exports</u> many products to the United States, including coffee beans.

SPELLING PRACTICE

Definition Matching

Have students turn to Activity Page 31.1.

Tell students they will match spelling words to their correct definitions and then name the word's part of speech.

Blank Busters

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 31.2, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper.

Have students read #1 silently and fill in the blank. After students complete #1, call on one student to read #1 aloud with the spelling word in the blank.

Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.

Discuss the proper spelling of the word in the blank, referencing the list of spelling words. Have students compare their spelling with the spelling in the box.

Have students move on to #2 and fill in the blank on their own.

Have students complete the rest of the activity page in the same manner.

Remind students that they will have the spelling assessment in the next lesson.

Spelling Assessment

Have students turn to Worksheet 31.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated.

- The exterior walls of the large palace seemed immeasurable to the young child.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *immeasurable*: using 'zher' instead of 'sur' for /zsher/; using 'u' instead of 'a' for /ə/; using 'bul' or 'bull' instead of 'ble' for /bəl/
- *immobile*: using 'bul' or 'bull' instead of 'bile' for /bəl/
- *impatient*: using 'sh' instead of 't' for /sh/; using 'e' instead of 'ie' for /ə/

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- *impossible*: using 'bul' or 'bull' instead of 'ble' for /bəl/
- *indefinite*: using 'i' instead of 'i_e' for the second /i/
- *independent*: using 'u' instead of the second and third 'e' for /ə/
- *incomplete*: using 'ee' instead of 'e_e' for /ee/
- *excavate*: using 'k' instead of 'c' for /k/; using 'u' instead of the first 'a' for /ə/; using 'a' instead of 'a_e' for /ae/
- *exclude*: using 'oo' instead of 'u_e' for /oo/

Teacher Comments

[illegible]

Word List 32: Words with suffixes *-tion*, *-sion* and root word *mem*

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|-----------------|-----------------|
| 1. subtraction | 7. revision |
| 2. cancellation | 8. discussion |
| 3. prevention | 9. memento |
| 4. direction | 10. commemorate |
| 5. decision | 11. memorize |
| 6. extension | 12. memorial |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
subtraction	the act of taking a part of something away	With the <u>subtraction</u> of the \$7 I spent, I now only have \$3 left of my \$10 allowance.
cancellation	the act of calling off something that was previously planned	My teammate and I celebrated the <u>cancellation</u> of our baseball game because it was pouring rain.
prevention	the act of stopping something from happening	A firefighter visited our school to discuss how to help with the <u>prevention</u> of fires.
direction	information, instructions or orders	I gave my little sister <u>direction</u> on how to tie her shoes so that she could learn to do it herself.
decision	a choice	His friends asked him to come over to watch a movie, but he made the <u>decision</u> to stay home because he still had homework to do.
extension	to draw or take attention away from something	Our dinner table wasn't big enough to fit my entire family, so my parents got an <u>extension</u> to make the table longer.
revision	to remove something by pulling	I wrote a rough draft of my paper, but I know that it still needs <u>revision</u> because it is not as organized as it could be.
discussion	a conversation about something	They had a <u>discussion</u> about where they wanted to go on vacation, and they decided to go to the Grand Canyon.
memento	something one keeps to help recall or remember something	My grandmother has a collection of magnets that are <u>mementos</u> of all the different places she has visited.
commemorate	to remember an important person or event with a special ceremony or other honorary event	When my grandfather became a U.S. citizen, a ceremony was held to <u>commemorate</u> his citizenship.

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memorize	to learn something by heart so you can recall it perfectly	She needed to make a speech in class, so she tried to <u>memorize</u> exactly what she wanted to say.
memorial	something that helps people remember a particular person or event	A memorial was built for Martin Luther King Jr. so that people will continue to remember what he did for the United States.

SPELLING PRACTICE

Word Sort

Tell students they will sort words based on the suffixes *-tion*, *-sion* and the root word *mem*.

Have students turn to Worksheet 32.1.

You may choose to complete one example on the board as a model for students.

Tell students they will list the words in alphabetical order once they have finished sorting them.

Blank Busters

Tell students they will practice writing the spelling words.

Have students turn to Activity Page 32.2, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper.

Have students read #1 silently and fill in the blank. After students complete #1, call on one student to read #1 aloud with the spelling word in the blank.

Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.

Discuss the proper spelling of the word in the blank, referencing the list of spelling words. Have students compare their spelling with the spelling in the box.

Have students move on to #2 and fill in the blank on their own.

Have students complete the rest of the activity page in the same manner.

Remind students that they will have the spelling assessment in the next lesson.

Spelling Assessment

Have students turn to Worksheet 32.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated,

- We had a discussion about which direction we should go to find a memento to bring home.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- words with suffix *-tion*: using 'sion' or 'shun' instead of 'tion' for /shən/
- words with suffix *-sion*: using 'tion' or 'shun' instead of 'sion' for /shən/ or /zshən/
- *cancellation*: using 'l' instead of 'll' for /sel*lae/
- *prevention*: using 'u' instead of the first 'e' for /ə/
- *direction*: using 'u' instead of the first 'i' for /ə/
- *decision*: using 'u' instead of 'e' for /ə/
- *revision*: using 'u' instead of 'e' for /ə/
- *memento*: using 'u' instead of the first 'e' for /ə/
- *commemorate*: using 'u' instead of the first 'o' for /k ə/; using 'm' instead of 'mm' for /mem/
- *memorial*: using 'e' instead of 'i' for /ee/; using 'ul', 'le', or 'el' instead of 'al' for /ə/

Teacher Comments

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Word List 33: Review of various spelling patterns

Introduce Spelling Words

Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

- | | |
|---------------|----------------|
| 1. lifestyle | 6. heritage |
| 2. survive | 7. generation |
| 3. ceremony | 8. landscape |
| 4. immigrant | 9. reservation |
| 5. assimilate | 10. spiritual |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Word	Definition	Example Sentence
lifestyle	the way a person or group of people lives	All the Native American tribes in California lived a hunter-gatherer <u>lifestyle</u> .
survive	to stay alive even through difficulties or dangers	Almost everything that Plains tribes needed to <u>survive</u> came from the buffalo.
ceremony	a formal event done for a specific reason or occasion	The man and woman were excited for the wedding <u>ceremony</u> that would make them a family.
immigrant	someone who leaves his or her own country to live in another country	Throughout the second half of the 1800's <u>immigrants</u> flowed into the United States from other places, particularly Europe.
assimilate	to become part of a society or culture	Some people in the United States wanted to help immigrants <u>assimilate</u> and become part of the nation.
heritage	the traditions and beliefs unique to a specific group and handed down from generation to generation	Luther spent much of his life working to preserve his family's <u>heritage</u> and customs.
generation	a group of people born in the same time period	Every family has its own stories and rituals, which are passed down from one <u>generation</u> to the next.
landscape	the area of land that can be seen at one time	Three hundred years ago, the United States had a <u>landscape</u> of wide-open prairies with rolling hills, lazy rivers and endless grasslands.
reservation	an area of land in the United States set aside for Native Americans to live on	By 1890, it was common for native people to be forced to live on a <u>reservation</u> in the United States.
spiritual	relating to the soul, spirit, religion or sacred	Through <u>spiritual</u> ceremonies, Native Americans gave thanks and praise to nature.

SPELLING PRACTICE

Word Sort

Tell students they will list the words in alphabetical order before sorting them.

Tell students they will sort words based on the part of speech for each word.

Have students turn to Worksheet 33.1.

You may choose to complete one example on the board as a model for students.

Tell students they will list the words in alphabetical order once they have finished sorting them.

Writing Sentences

Have students turn to Activity Page 33.2.

Tell students they will write sentences to show the meaning for each spelling word.

Remind students that they will have the spelling assessment in the next lesson.

Spelling Assessment

Have students turn to Worksheet 33.3 for the spelling assessment.

Call out the word using the following format: say the word, use it in a sentence, and say the word once more.

After you have called out all of the words, go back through the list slowly, reading each word just once more.

Have students write the following sentence as dictated.

- The tribe sought to honor their heritage by participating in a spiritual ceremony each year.

Note to Teacher

At a later time today, you may find it helpful to use the template provided in the teacher resource section to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Spelling Analysis Directions

Students might make the following errors:

- *cancellation*: using 'l' instead of 'll' for /sel*lae/
- *lifestyle*: using 'i' instead of 'y' for /stiel/
- *survive*: using 'ser' or 'sir' instead of 'sur' for /sər/
- *ceremony*: using 'ser' or 'sair' instead of 'cer' for /saer/
- *immigrant*: using 'u' instead of the second 'i' for /ə/; using 'm' instead of 'mm' for /im/
- *assimilate*: using 'u' instead of the first 'a' for /ə/; using 'u' or 'a' instead of the second 'i' for /ə/; using 's' instead of 'ss' for /sim/
- *heritage*: using 'air' instead of 'er' for /aer/; using 'u' or 'a' instead of 'i' for /ə/

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- *generation*: using 'shun' instead of 'tion' for /shən/
- *reservation*: using 'z' instead of 's' for /rez/; using 'shun' instead of 'tion' for /shən/
- *spiritual*: using 'eer' or 'ear' instead of 'ir' for /eer/; using 'ch' instead of 't' for /ch/; using 'wal' instead of 'ual' for /oo*əl/

Spelling Analysis Chart

[illegible]

Individual Code Chart

Individual Code Charts

/p/	p pot	pp napping			
/b/	b bat	bb rubbing			
/t/	t top	tt sitting	ed asked		
/d/	d dot	ed filled	dd add		
/k/	c cat	k kid	ck black	ch school	cc hiccup
/g/	g gift	gg egg	gu guess	gh ghost	
/ch/	ch chin	tch itch			

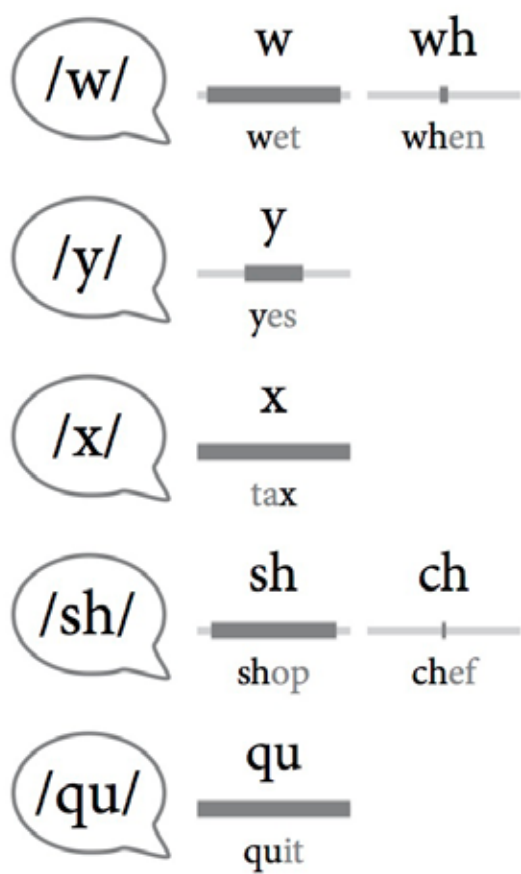
Individual Code Chart

/j/	g gem	j jump	ge fringe	dge judge	dg judging
/f/	f fit	ff stuff	ph phone	gh tough	
/v/	v vet	ve twelve			
/s/	s sun	c cent	ss dress	ce prince	se rinse
	st whistle	sc scent			
/z/	s dogs	z zip	se pause	zz buzz	ze bronze
/th/	th thin				

Individual Code Chart

/th/	th			
	them			
/m/	m	mm	mb	
	mad	swimming	thumb	
/n/	n	nn	kn	gn
	nut	running	knock	sign
/ng/	ng	n		
	sing	pink		
/r/	r	rr	wr	
	red	ferret	wrist	
/l/	l	ll		
	lip	bell		
/h/	h			
	hot			

Individual Code Chart



Individual Code Chart

/a/	a				
	hat				
/i/	i	y			
	it	myth			
/e/	e	ea			
	pet	head			
/u/	u	o	o_e	ou	
	but	son	come	touch	
/o/	o	a			
	hop	lava			
/ə/	a	e			
	about	debate			
/ə/ + /l/	al	le	el	ul	il
	animal	apple	travel	awful	pencil

Individual Code Chart

	a	a_e	ai	ay	ey
	paper	cake	wait	day	hey
	eigh	ea			
	weight	great			
	y	e	i	ea	ee
	funny	me	ski	beach	bee
	ie	ey	e_e		
	cookie	key	Pete		
	i	i_e	y	ie	igh
	biting	bite	try	tie	night
	o	o_e	ow	oa	oe
	open	home	snow	boat	toe
	u	u_e	ue		
	unit	cute	cue		

Individual Code Chart

	oo	u	u_e	ew	ue
	soon	student	tune	new	blue
	ou	ui	o	o_e	
	soup	fruit	do	move	
	oo	u			
	look	push			
	ou	ow			
	shout	now			
	oi	oy			
	oil	toy			
	au	aw	al	ough	augh
	Paul	paw	wall	bought	caught

Individual Code Chart

