

PERFECTION LEARNING
Spelling
WITH INTEGRATED LANGUAGE ARTS

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Contents

INTRODUCTION	2
---------------------	----------

ELL Strategies

Unit 1: Short Vowel Sounds

Teaching Strategy	2
Reteaching Strategy	2
Contrastive Analysis Notes	2

Unit 2: Double Letters

Teaching Strategy	2
Reteaching Strategy	2
Contrastive Analysis Notes	2

Unit 3: Verbs

Teaching Strategy	2
Reteaching Strategy	3
Contrastive Analysis Notes	3

Unit 4: Consonant Clusters

Teaching Strategy	3
Reteaching Strategy	3
Contrastive Analysis Notes	3

Unit 5: More Consonant Clusters

Teaching Strategy	3
Reteaching Strategy	4
Contrastive Analysis Notes	4

Unit 7: More Letters Than Sounds

Teaching Strategy	4
Reteaching Strategy	4
Contrastive Analysis Notes	4

Unit 8: Plurals

Teaching Strategy	4
Reteaching Strategy	5
Contrastive Analysis Notes	5

Unit 9: The Sound /j/

Teaching Strategy	5
Reteaching Strategy	5
Contrastive Analysis Notes	5

Unit 10: The Sound /k/

Teaching Strategy	5
Reteaching Strategy	5
Contrastive Analysis Notes	6

Unit 11: The Sound /s/

Teaching Strategy	6
Reteaching Strategy	6
Contrastive Analysis Notes	6

Unit 13: Verbs That End with e

Teaching Strategy	6
Reteaching Strategy	6
Contrastive Analysis Notes	6

Unit 14: The Vowel Sound /ā/

Teaching Strategy	7
Reteaching Strategy	7
Contrastive Analysis Notes	7

Unit 15: The Vowel Sound /ē/

Teaching Strategy	7
Reteaching Strategy	7
Contrastive Analysis Notes	7

Unit 16: The Vowel Sound /ī/

Teaching Strategy	8
Reteaching Strategy	8
Contrastive Analysis Notes	8

Unit 17: The Vowel Sound /ō/

Teaching Strategy	8
Reteaching Strategy	8
Contrastive Analysis Notes	8

Unit 19: Compound Words

Teaching Strategy	9
Reteaching Strategy	9
Contrastive Analysis Notes	9

Unit 20: Contractions

Teaching Strategy	9
Reteaching Strategy	9
Contrastive Analysis Notes	9

Unit 21: The Sounds /ô/ and /ôr/

Teaching Strategy	10
Reteaching Strategy	10
Contrastive Analysis Notes	10

Unit 22: The Sound /ûr/

Teaching Strategy	10
Reteaching Strategy	10
Contrastive Analysis Notes	10

Unit 23: The Sounds /är/ and /âr/

Teaching Strategy	10
Reteaching Strategy	11
Contrastive Analysis Notes	11

Unit 25: More Plurals

Teaching Strategy	11
Reteaching Strategy	11
Contrastive Analysis Notes	11

Unit 26: “Silent” Letters

Teaching Strategy	11
Reteaching Strategy	12
Contrastive Analysis Notes	12

Unit 27: Words That End with y

Teaching Strategy	12
Reteaching Strategy	12
Contrastive Analysis Notes	12

Unit 28: The Sounds /əl/ and /ər/

Teaching Strategy	12
Reteaching Strategy	12
Contrastive Analysis Notes	13

Unit 29: Homophones

Teaching Strategy	13
Reteaching Strategy	13
Contrastive Analysis Notes	13

Unit 31: The Sounds /öö/ and /oö/

Teaching Strategy	13
Reteaching Strategy	13
Contrastive Analysis Notes	14

Unit 32: The Sounds /ou/ and /oi/

Teaching Strategy	14
Reteaching Strategy	14
Contrastive Analysis Notes	14

Unit 33: Words with ou and ough

Teaching Strategy	14
Reteaching Strategy	15
Contrastive Analysis Notes	15

Unit 34: Syllable Patterns

Teaching Strategy	15
Reteaching Strategy	15
Contrastive Analysis Notes	15

Unit 35: Another Syllable Pattern

Teaching Strategy	15
Reteaching Strategy	16
Contrastive Analysis Notes	16

ELL Activities

Unit 1: Short Vowel Sounds

Practice	1
Reteaching Follow-up	2

Unit 2: Double Letters

Practice	3
Reteaching Follow-up	4

Unit 3: Verbs

Practice	5
Reteaching Follow-up	6

Unit 4: Consonant Clusters

Practice	7
Reteaching Follow-up	8

Unit 5: More Consonant Clusters

Practice	9
Reteaching Follow-up	10

Unit 7: More Letters Than Sounds

Practice	11
Reteaching Follow-up	12

Unit 8: Plurals

Practice	13
Reteaching Follow-up	14

Unit 9: The Sound /j/

Practice	15
Reteaching Follow-up	16

Unit 10: The Sound /k/

Practice	17
Reteaching Follow-up	18

Unit 11: The Sound /s/

Practice	19
Reteaching Follow-up	20

Unit 13: Verbs That End with e

Practice	21
Reteaching Follow-up	22

Unit 14: The Vowel Sound /ā/

Practice	23
Reteaching Follow-up	24

Unit 15: The Vowel Sound /ē/

Practice	25
Reteaching Follow-up	26

Unit 16: The Vowel Sound /ī/

Practice	27
Reteaching Follow-up	28

Unit 17: The Vowel Sound /ō/

Practice	29
Reteaching Follow-up	30

Unit 19: Compound Words

Practice	31
Reteaching Follow-up	32

Unit 20: Contractions

Practice	33
Reteaching Follow-up	34

Unit 21: The Sounds /ô/ and /ôr/

Practice	35
Reteaching Follow-up	36

Unit 22: The Sound /ûr/

Practice	37
Reteaching Follow-up	38

Unit 23: The Sounds /är/ and /âr/

Practice	39
Reteaching Follow-up	40

Unit 25: More Plurals

Practice	41
Reteaching Follow-up	42

Unit 26: “Silent Letters”

Practice	43
Reteaching Follow-up	44

**Unit 27: Words That End
with y**

Practice	45
Reteaching Follow-up	46

Unit 28: The Sounds /ə/ and /ər/

Practice	47
Reteaching Follow-up	48

Unit 29: Homophones

Practice	49
Reteaching Follow-up	50

Unit 31: The Sounds /ō/ and /ō̄/

Practice	51
Reteaching Follow-up	52

Unit 32: The Sounds /ou/ and /oi/

Practice	53
Reteaching Follow-up	54

Unit 33: Words with *ou* and *ough*

Practice	55
Reteaching Follow-up	56

Unit 34: Syllable Patterns

Practice	57
Reteaching Follow-up	58

Unit 35: Another Syllable Pattern

Practice	59
Reteaching Follow-up	60

ELL Answer Key

INTRODUCTION

This resource includes two reproducible activities for each unit in the Perfection Learning Spelling program. The two reproducibles for English learners include a Practice activity for Unit words and a Reteaching follow-up activity for inductive reasoning and word shapes. The design of these worksheets incorporates the following features:

- Simple, clear instructions
- Inclusion of selected Unit words for inductive reasoning and word shapes on the Reteaching follow-up activity
- Pictures directly related to the text on the page, whenever possible
- Embedded clues, such as completion of the first item
- Suggestions that students say key words aloud, either to themselves or to a partner
- Repetition of the same format in different activities throughout a level
- Focus on the Unit spelling generalization
- Presentation of a task or tasks that lend themselves to cooperative learning, individual seatwork, and/or center activities

The following sections discuss the theoretical basis for these activities, the importance of considering the language background of English learners for planning and managing instruction, and the structure of the recommended teaching strategies.

Related Theory

The theoretical support for the design of the worksheets and the recommended teaching strategies found in this guide draw heavily on the work of the second language learning theorists Steve Krashen and Jim Cummins, as well as the cognitive psychologist Edward De Avila.

- Key tenets of Krashen’s model for second language learning include (1) *comprehensible input*—instruction modified so that English learners understand the demands of each task; (2) *lowered affective filter*—an

approach that reduces the anxiety that naturally occurs when one attempts to learn a second language; and (3) *the monitor*—the subconscious “device” that internally monitors or compares the English learner’s speech with that of native speakers in natural, meaningful communication.

- Cummins’s concepts of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) have influenced many ESL and bilingual teachers and program developers. The BICS/CALP distinction has proven particularly helpful in the design of instruction that concentrates on moving English learners from the superficial (BICS) command of English to the use of English for cognitively demanding activities (CALP). Cummins calls for the contextualizing of cognitively demanding input, allowing second language learners to interact in a reciprocal way with each other and with other students whose first language is English.
- De Avila’s theory integrates the three major factors that influence learning: intelligence, motivation, and access. In the application of his theory, he calls for students, particularly English learners, to be provided access to interesting, cognitively challenging activities through cooperative problem solving in heterogeneous small groups.

The theoretical constructs and the instructional applications cited by these theorists guided the development of both the Practice and Reteaching reproducibles and the recommended teaching strategies. Clear, unambiguous instructions, the use of relevant illustrations, and consistent lesson formats maximize the probability that English learners will comprehend the input needed to complete each activity. Cognitively demanding tasks, such as the learning and application of English spelling generalizations, have been contextualized through the use of pictures, embedded clues, verbalization of key words,

and problem-solving activities that lend themselves to cooperative learning.

Contrastive Analysis

The contributions of applied linguists in the field of contrastive analysis (of two or more languages) have also been incorporated in the design of these teaching strategies and reproducible activities. You will find the basic processes of contrastive analysis reflected in many of the suggested questions for each unit. In addition, most units include Contrastive Analysis Notes, which focus exclusively on English-Spanish comparisons. These notes give you an idea of the types of similarities and differences that exist between any two languages and can influence English learners' spelling and punctuation.

English Learners' Backgrounds

All classes are composed of a heterogeneous group of children. Whether English learners are placed in a separate ESL class or not, you face the challenging task of planning instruction for children from a wide range of backgrounds. Two categories or types of English learners are described below to aid you in understanding this diversity.

1. **Recent Immigrants** These students' educational backgrounds may vary from little or no formal schooling to educational levels in their home language that can exceed those of their English-speaking peers in the United States. Ideally, these students should be in sheltered classes at first, with low teacher-student ratios and teachers trained to ease culture shock and make instructional input comprehensible.
2. **U.S.- or Foreign-Born Children in Bilingual Education Programs** In the primary grades, these students are instructed in their native language in the content areas of language arts, science, social studies, and mathematics while learning English. In the upper elementary and middle school grades, many of these

students will have made the transition into English instruction but will often remain in an English-as-a-second-language (ESL) class until proficiency standards are met.

Students who fall into either of these categories may be at different levels of oral and written English proficiency. In addition to standardized oral proficiency and achievement tests, your observations of each child will indicate if the child is ready for oral and/or written expression of superficial (BICS) or cognitively demanding (CALP) concepts, such as spelling generalizations.

Classroom Management

Because of the diversity that often exists within a group of English learners, the following procedures for classroom management, scheduling, and grouping are recommended.

1. If children are receiving their language arts instruction in their native language, such as Spanish, do not attempt to teach them spelling in English. Wait until the student has "transitioned" from language arts instruction in the native language into language arts instruction in English. The spelling resource materials for English learners are designed to maximize the success of these transitioning children as they move from bilingual into ESL and English language arts programs. (The key elements of spelling, particularly in the primary grades, are best and most easily mastered in the language that the student understands best. Until transition into English language arts occurs, ESL instruction should be primarily oral. For example, if a student is learning sound-to-symbol connections in his or her home language, introducing English phonics at the same time could cause considerable confusion, particularly when the orthographic symbols are essentially the same in both languages, as is the case with English and Spanish.)
2. Place English learners in an ESL-only program in small, heterogeneous groups

of 3 to 6 students. This approach allows children to see spelling instruction as a series of problems to be solved cooperatively and maximizes input from peers at different levels of English proficiency. This cooperative teaming approach is suggested regularly for both the Practice and the Reteaching reproducible activities.

3. For English learners in an ESL-only program, pair a bilingual student, fluent in English and the home language, with a limited English proficiency student for “peer tutoring” to enhance the learning of both students.
4. For children in the primary grades especially, set up activities in centers for individualized, self-paced instruction. For example, place reproducible activities in the language center for students to complete. Provide a laminated answer key for self-checking.

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ELL STRATEGIES

Unit 1: Short Vowel Sounds

Teaching Strategy

Draw a chart on the chalkboard with a heading for each of the short vowel sounds plus a simple word that has that sound. For example:

/a/	/e/	/i/	/o/	/u/
cat	pet	sit	mop	bus

Say each of This Week's Words aloud. Have the children repeat each word and then tell you which word on the chart has the same short vowel sound. List each of This Week's Words in the correct column or have the children do so. When all the words have been listed, ask the children what they notice about the spelling of the words in each column.

Assign the **ELL Practice** master for Unit 1.

Reteaching Strategy

Write the word *flag* on the chalkboard. Then say the word aloud. Tell the children that the vowel sound they hear in the word is the short vowel sound /a/. Underline the *a* in *flag* and tell students the sound /a/ in *flag* is spelled with one vowel letter: *a*. Then ask children to say and spell This Week's Words that have the sound /a/ spelled *a*. Repeat this process for the sounds /e/, /i/, /o/, and /u/, using the rest of This Week's Words. For Spanish-speaking children, you may wish to emphasize words that have the sounds /a/ and /i/.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 1.

Contrastive Analysis Notes

Spanish vowels *a*, *e*, *i*, *o*, and *u* are consistently written and pronounced the same way except for diphthongs. In addition, the schwa does not exist in Spanish. The Spanish *a* sounds like the English word *ah*; the *e* like the *e* in *met*; the *i* like the sound /ē/ in *meet*; the *o* like the sound /ō/ in *nose*, and the *u* like the sound /ū/ in *lose*.

Unit 2: Double Letters

Teaching Strategy

Write the following headings on the chalkboard: *ll*, *ff*, *ss*, *dd*, *ll*. Say one of This Week's Words aloud. Have one of the children repeat the word and then spell it. Ask the children under which heading the word belongs. Then list the word in the correct column or have one of the children do so. Repeat the process until all of This Week's Words have been spelled and listed. Then ask the children what they notice about the words in each column.

Assign the **ELL Practice** master for Unit 2.

Reteaching Strategy

Have the children work in pairs. Say one of This Week's Words and then spell it, leaving out the double consonant letters (for example, *s-p-i*). Call on partners to complete the word by each saying one of the final consonants (each partner will say *l*). After all the words have been spelled, point out that each of This Week's Words ends in double consonant letters. Spanish-speaking children may need extra practice with words that have a double *l*.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 2.

Contrastive Analysis Notes

The *ll* in Spanish is considered a separate letter in the alphabet and sounds like the *y* in *you*. The Spanish *rr* has a "trilled" sound not found in English. The *cc* in Spanish sounds like the English /ks/—for example, *lección* (lesson).

Unit 3: Verbs

Teaching Strategy

Write the following groups of words on the chalkboard:

bat	batted	batting
stop	stopped	stopping
plan	planned	planning

Tell the children that the words in the first column are *verbs*, or action words. The words in the

second column are the same verbs with the ending **ed** added. These words tell about the past. The words in the third column are the verbs with the ending **ing** added.

Point out that all the verbs in the first column end with one vowel letter and one consonant letter. Ask the children what happens to the last consonant letter when the endings *ed* and *ing* are added. Have a volunteer come to the chalkboard and circle the double consonant. Then say each of This Week's Words aloud. Have the children repeat the words, spell them, and tell whether *ed* or *ing* was added. You may wish to list the words in the appropriate column on the chalkboard as students spell them.

Assign the **ELL Practice** master for Unit 3.

Reteaching Strategy

Review the unit spelling generalization with the group. Then divide the group into three teams: the *verb* team, the *ed* team, and the *ing* team. Say one of This Week's Words aloud and have a member of the appropriate team repeat it and then spell it. Continue until all of This Week's Words have been spelled.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 3.

Contrastive Analysis Notes

The Spanish equivalent of adding *-ed* to a verb is to change an infinitive—for example, *planear* (to plan)—to a past participle by dropping the *ar* and adding *ado*: *planear* – *ar* + *ado* = *planeado*. The equivalent of adding *-ing* is to drop the *ar* and add *ando*: *planear* – *ar* + *ando* = *planeando*. The English rule of doubling the final consonant before adding these suffixes does not exist in Spanish.

Unit 4: Consonant Clusters

Teaching Strategy

Write the consonant clusters *cl*, *dr*, *fl*, *pr*, *sn*, *st*, *tr*, *str*, and *spr* on the chalkboard. Pointing to each consonant cluster, have children take turns saying aloud the words from the unit that begin with that cluster. Write the words on the chalkboard as children say them aloud.

Point out to children that each letter in a consonant cluster makes a separate sound.

Assign the **ELL Practice** master for Unit 4.

Reteaching Strategy

List the words *clear*, *drive*, *flat*, *print*, *snow*, *star*, *trick*, *string*, and *spray* on the chalkboard. Ask children to think of other words that begin with the same clusters. As children spell the words, write them on the chalkboard next to the words on the list that begin with the same clusters. You might have children do this activity in teams or in groups.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 4.

Contrastive Analysis Notes

The Spanish *s* is found at the beginning of words followed *only by vowels*—for example, *sa-*, *se-*, *so-*, *su-*, *si-*. English consonant clusters like *sn*, *st*, *str*, and *spr* do not occur in Spanish without a preceding *e* and therefore will often be heard, pronounced, and sometimes spelled incorrectly with an *e* in front of the *s*. For example, *star* might sound like *estar* to a Spanish speaker. (*Estar* means “to be”; the Spanish word for *star* is *estrella*, another example of an *est* word.)

Unit 5: More Consonant Clusters

Teaching Strategy

Review with children that a consonant cluster is two consonant letters that are written together to make two sounds. Then write the following words on the chalkboard: *flat*, *bend*, *ground*. Ask the children to identify the consonant cluster or clusters in each word. Ask the children where the consonant cluster is found in each word. Be sure that children understand that the sounds of a consonant clusters are heard together and that consonant clusters can come at the beginning or end of words, or both at the beginning and end.

Say each of This Week's Words aloud. Have children repeat each word, spell it, and then name the consonant cluster or clusters. Also have children tell where the consonant cluster comes in each word. You may wish to have volunteers

come to the board to write the words and circle the consonant clusters.

Assign the **ELL Practice** master for Unit 5.

Reteaching Strategy

Write the following heading and sentence on the chalkboard, leaving answer lines as shown:

You write _____ + _____ = _____.

As you fill in each of This Week's Words in the third blank, have one of the children come to the board to complete the first two blanks. For example, if you write the word *build*, the child will write *l* and *d*. For words with two consonant clusters, have two different children each come to the board to complete the sentence.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 5.

Contrastive Analysis Notes

The letter combinations *ct*, *st*, *ft*, *nd*, *ld*, *lk*, and *mp* are never found at the end of words in Spanish. Almost all Spanish words end in either a vowel or a consonant preceded by a vowel. The Spanish consonant endings are generally limited to *l*, *r*, *n*, *s*, and *d*.

Unit 7: More Letters Than Sounds

Teaching Strategy

Write This Week's Words on the chalkboard. In each word, circle the letters *th*, *ch*, *sh*, or *ng*. Pronounce each word, and ask children to repeat the words after you. Explain that each of the letter combinations *th*, *ch*, *sh*, and *ng* makes one sound that is different from either of the individual letters. For example, they will not hear the sound /s/ or the sound /h/ in the word *shout*; the letter combination *sh* makes its own sound, /sh/.

Assign the **ELL Practice** master for Unit 7.

Reteaching Strategy

On the chalkboard, write the following words: *another*, *chin*, *reach*, *teacher*, *shine*, *crash*, *strong*, *angry*. Ask children to take turns coming to the board to circle the letters in each word that join together to make only one sound. Ask the children

to pronounce each word and tell whether the sound comes at the beginning, middle, or end of the word. Have children think of other words in which the sounds /th/ /ch/, /sh/, and /ng/ occur in varying positions.

Because the sounds /th/ and /sh/ may be confusing to Spanish-speaking students, you may wish to emphasize the words with these sounds.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 7.

Contrastive Analysis Notes

The Spanish *d* is pronounced much like the English *th* in *the* when the *d* comes between two vowels—for example, *nada* sounds something like *nah'thah*. There is no Spanish equivalent for the English *sh*. The sound /ng/ is never found at the end of a word in Spanish.

Unit 8: Plurals

Teaching Strategy

Write the following pairs of words on the chalkboard: *bird*, *birds*; *flower*, *flowers*; *lunch*, *lunches*; *wish*, *wishes*. Ask children which word in each pair names one thing, and which names more than one. Explain that a word that names just one thing is *singular*; a word that names more than one thing is *plural*. Tell children that they are going to learn how to spell plural words.

Write the singular form of This Week's Words that end in *s* on the chalkboard. Tell the children that to form the plural of most words, they should simply add *s*. Explain that the words on the chalkboard all form their plurals by adding *s*. Have volunteers come to the board and write the plural forms of the words.

Write the singular forms of This Week's Words that end in *es* on the chalkboard. Tell the children that to make words that end in *s*, *ss*, *sh*, or *ch* plural, they should add *es*. Have volunteers come to the chalkboard, circle the *s*, *ss*, *sh*, or *ch* at the end of the words, and write the plural forms of the words. When all of This Week's Words have been spelled, review with children the two ways they learned to make words plural.

Assign the **ELL Practice** master for Unit 8.

Reteaching Strategy

Write these heading on the chalkboard:

Add s Add es

Say the singular form of each of This Week's Words. Have one of the children say the plural form of the word, spell it, and then list it in the correct column. When all the words have been listed, review with children the two ways they learned to make words plural. Spanish-speaking children may need extra help with words that end in *ss*, *sh*, and *ch*.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 8.

Contrastive Analysis Notes

The plurals in Spanish are also formed by adding *s* and *es* as in English. The *w*, *ss*, *sh*, and *ch* are never found at the end of Spanish words. The sound /s/ in English is found in Spanish words that end with *z* such as *Feliz* and *lápiz*. In those cases the *z* is changed to *c* and *es* is added.

Unit 9: The Sound /j/

Teaching Strategy

Write the following words on the chalkboard, underlining as shown:

giraffe jam age edge

Say the words aloud and ask children to repeat them. Ask children what sound the underlined letters make in each word. Have children identify the letter or letters that spell the sound /j/ in each word. Then have children read This Week's Words aloud and name the words that spell the sound /j/ in each of the same ways. Finally, ask children to name the four ways the sound /j/ can be spelled.

Assign the **ELL Practice** master for Unit 9.

Reteaching Strategy

Say each of This Week's Words and have children repeat it. Have them say whether they hear the sound /j/ at the beginning, middle, or end of the word. Write the word on the board and

circle the letter or letters that spell the sound /j/. Spanish-speaking children will need extra practice with the sound /j/. Ask them to think of additional words in which the sound /j/ is spelled *j*, *g*, *ge*, or *dge*.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 9.

Contrastive Analysis Notes

The sound /j/ generally does not exist in Spanish. The Spanish letter *j* makes a sound like a guttural English *h*.

Unit 10: The Sound /k/

Teaching Strategy

Write the following words on the chalkboard: *camp*, *key*, *back*. Circle the letters *c*, *k*, and *ck* in each word. Have children pronounce each word aloud. Ask them what they notice about the sounds of the letters *c*, *k*, and *ck*. Be sure they understand that the three spellings make the same sound: /k/. Then ask children to suggest other words in which the sound /k/ is spelled *c*, *k*, or *ck*. Encourage them to think of words in which the letter *k* appears at the end of the word as well as words in which *k* appears at the beginning.

Assign the **ELL Practice** master for Unit 10.

Reteaching Strategy

Have each child write the letters *c* and *k*, each on a separate sheet of paper. Read each of This Week's Words aloud, asking children to hold up the letter or letters that spell the sound /k/ in the word you have just pronounced. Then ask children to repeat the word aloud as you write it on the board. After all the words have been spelled, review with children the three spellings they have learned for the sound /k/. For Spanish-speaking children, you may wish to emphasize words in which the sound /k/ occurs at the end.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 10.

Contrastive Analysis Notes

The Spanish *c* functions much the same as the English *c*. The sound /k/ in Spanish is spelled with either *c* or *qu*. The letter *k* in Spanish is found only in “borrowed” words such as *kilo*. The *ch* spelling for /k/ is never found in Spanish. The sound /k/ never comes at the end of Spanish words.

Unit 11: The Sound /s/

Teaching Strategy

Write the following words on the chalkboard, underlining as shown:

suit city police

Say the words aloud and ask children to repeat them. Ask children what sound the underlined letters make in each word. Have children identify the letter or letters that spell the sound /s/ in each word. Then have children read This Week’s Words aloud and name the words that spell the sound /s/ in each of the same ways. Finally, ask children to name the three ways the sound /s/ can be spelled.

Assign the **ELL Practice** master for Unit 11.

Reteaching Strategy

Say each of This Week’s Words and have children repeat it. Have them say whether they hear the sound /s/ at the beginning, middle, or end of the word. Write the word on the board and circle the letter or letters that spell the sound /s/.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 11.

Contrastive Analysis Notes

The sound /s/ is essentially the same in English and Spanish. A major difference is in the pronunciation of the letter *s* when it comes between vowels or at the end of a word. In Spanish, the *s* in these positions carries the sound /s/; in English it would have the sound /z/, as in *busy*, *roses*, or *is*.

Unit 13: Verbs That End with e

Teaching Strategy

Read the following sentences aloud:

Maria will move her desk.

Maria is moving her desk.

Maria moved her desk.

Ask children what verb is in each sentence. Point out that the verb has a different ending in each sentence. Then write the following on a chalkboard:

move + ed = moved

move + ing = moving

Ask the children what letter was dropped when the *ed* and *ing* endings were added to *move*.

Write the following words on the board:

invite skate wipe

Have the children work together or in small groups to add the *ed* and *ing* endings to each word. Then ask children to identify the letter they had to drop before adding each ending.

Assign the **ELL Practice** master for Unit 13.

Reteaching Strategy

Write the following words on the chalkboard:

hope hoped hoping

Say the words and have children repeat them. Point to the first word and ask children what letter it ends with. Then point to the second and third words and ask what ending each word has. Say each word from the unit and have children repeat it. Then have children write each word under *hope*, *hoped*, or *hoping* according to its ending.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 13.

Contrastive Analysis Notes

A verb that ends with *e* in Spanish often indicates a first person, past tense conjugation—for example, *hablé* = I spoke. Changing from this form to the *ing* form *hablando* looks similar to the English rule of dropping *e* and adding *ing*, since *hablé* – *e* + *ando* = *hablando* (speaking).

Typically, however, the *ing* form of the Spanish verb is not taught as the transformation of the past tense form, but of the infinitive — for example, *hablar* (to speak) – *ar* + *ando* = *hablando*.

Unit 14: The Vowel Sound /ā/

Teaching Strategy

Write the following headings and words on the chalkboard:

<u>a</u> -consonant- <u>e</u>	<u>ai</u>	<u>ay</u>	<u>ey</u>	<u>eigh</u>
awake	mail	clay	obey	eight

Read the words aloud and have children repeat them. Ask children to identify the long vowel sound they hear in all of the words. Ask children what letters or letter pattern spells the sound /ā/ in each word. Have children read the rest of This Week's Words aloud and list each word in the correct column according to its spelling of the sound /ā/. Finally have children identify all the letter patterns that can spell the sound /ā/.

Assign the **ELL Practice** master for Unit 14.

Reteaching Strategy

Write the following words on the chalkboard, underlining as shown:

hay paid lake

Read the words aloud and have children repeat them. Point to the underlined letters and ask what sound these letters spell. Call on volunteers to find another of This Week's Words that has the same spelling for the sound /ā/ as each of the words on the board.

Tell children that the sound /ā/ can also be spelled *ey* and *igh* as in *obey* and *eight*. For Spanish-speaking children, you may wish to emphasize words that have the sound /ā/.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 14.

Contrastive Analysis Notes

The only sound the letter *a* makes in Spanish is the English pronunciation *ah* as in the word

ahead. The closest sound to the English /ā/ in Spanish is made by the *ei* letter combination as in *reina*, or the *ey* combination as in *rey*.

Unit 15: The Vowel Sound /ē/

Teaching Strategy

Write the following headings and words on the chalkboard:

<u>ea</u>	<u>ee</u>	<u>e</u>	<u>y</u>
dream	cheek	even	only

Read the words aloud and have children repeat them. Ask children to identify the long vowel sound they hear in all of the words. Ask children what letter or letters spell the sound /ē/ in each word. Have children read the rest of This Week's Words aloud and list each word in the correct column according to its spelling of the sound /ē/. Finally, have children identify all the letter patterns that can spell the sound /ē/.

Assign the **ELL Practice** master for Unit 15.

Reteaching Strategy

Write the following words on the chalkboard, underlining as shown:

seen weak any even

Read the words aloud and have children repeat them. Point to the underlined letters and ask what sound these letters spell. Call on volunteers to find other words on the list of This Week's Words in which the sound /ē/ is spelled *ee*, *ea*, or *y*. Be sure that Spanish-speaking children understand the English spellings of the sound /ē/. (See **Contrastive Analysis Notes**.)

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 15.

Contrastive Analysis Notes

The sound /ē/ is very close to the one sound made by the Spanish letter *i*. The Spanish letter *e* consistently makes the sound of the English *e* in *met*. The Spanish *y* consistently sounds like the English *y* in *youth*, except when preceded by *o*, as in the Spanish word *soy*, which sounds like

the *oi* in the English word *soil*, or when standing alone as in the Spanish word *y* (and), which sounds like /ē/.

Unit 16: The Vowel Sound /ī/

Teaching Strategy

Write the following headings and words on the chalkboard:

<u>i</u> -consonant- <u>e</u>	<u>igh</u>	<u>i</u>	<u>y</u>	<u>uy</u>
bite	sight	tiger	myself	buy

Read the words aloud and have children repeat them. Ask children to identify the long vowel sound they hear in all of the words. Ask children what letter, letter pattern, or letters spell the sound /ī/ in each word. Have children read the rest of This Week's Words aloud and list each word in the correct column according to its spelling of the sound /ī/. Finally, have children identify all the letter patterns that can spell the sound /ī/.

Assign the **ELL Practice** master for Unit 16.

Reteaching Strategy

Write the following words on the chalkboard, underlining as shown:

<u>wise</u>	<u>fight</u>	<u>lion</u>	<u>shy</u>
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Read the words aloud and have children repeat them. Point to the underlined letters and ask what sound these letters spell. Call on volunteers to find another of This Week's Words that has the same spelling for the sound /ī/ as each of the words on the board.

Tell children that the sound /ī/ can also be spelled *uy* as in *buy*. Be sure that Spanish-speaking children understand the English spellings of the sound /ī/. (See Contrastive Analysis Notes.)

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 16.

Contrastive Analysis Notes

The Spanish letter *i* makes one sound, like the *i* in *police*. The English sound /ī/ is closest to the sound of the two Spanish letters *ai* together, as in *baile*, though the sounds of *a* (as in the English word *ah*) and *i* (as in the English word *we*) do

retain some of their distinctness. The letter combination *igh* never occurs in Spanish. The vowel-consonant-*e* pattern also never occurs in Spanish. The only silent letter in Spanish is *h*.

Unit 17: The Vowel Sound /ō/

Teaching Strategy

Write the following headings and words on the chalkboard:

<u>o</u> -consonant- <u>e</u>	<u>oa</u>	<u>o</u>	<u>ow</u>
joke	load	sold	blow

Read the words aloud and have children repeat them. Ask children to identify the long vowel sound they hear in all of the words. Ask children what letter, letter pattern, or letters spell the sound /ō/ in each word. Have children read the rest of This Week's Words aloud and list each word in the correct column according to its spelling of the sound /ō/. Finally, have children identify all the letter patterns that can spell the sound /ō/.

Assign the **ELL Practice** master for Unit 17.

Reteaching Strategy

Write the following words on the chalkboard, underlining as shown:

<u>rose</u>	<u>float</u>	<u>old</u>	<u>bow</u>
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Read the words aloud and have children repeat them. Point to the underlined letters and ask what sound these letters spell. Call on volunteers to find another of This Week's Words that has the same spelling for the sound /ō/ as each of the words on the board.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 17.

Contrastive Analysis Notes

The Spanish letter *o* consistently makes a sound very close to the sound /ō/ in English. The main difference in pronunciation is the amount of air produced as the sound is articulated, with the Spanish *o* requiring much less air than the English /ō/. In addition, the English /ō/, as in *slow*, has more of a "glide-off" sound at the end.

Unit 19: Compound Words

Teaching Strategy

Choose three of This Week's Words, read them aloud, and have children repeat them after you. Then call on volunteers to write the words on the chalkboard. When all three words have been written, ask children what they notice about the words. Be sure children understand that each word is made up of two smaller words. Remind children that such words are called compound words. Call on volunteers to draw a line between the two words that make up each compound word.

Dictate the rest of This Week's Words. Have children repeat them and write them on the chalkboard, drawing a line between the two words that make up each compound word.

Assign the **ELL Practice** master for Unit 19.

Reteaching Strategy

Write the word *playground* on the chalkboard. Say the word aloud and have children repeat it. Ask what two words were put together to make up this word. Have children spell each smaller word. Call on a volunteer to draw a line between the two words that make up *playground*. Then call on volunteers to choose one of This Week's Words, read it aloud, and then say and spell the two smaller words that make it up.

Do the sample word shape with the group. Remind children that knowing the shape of the word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 19.

Contrastive Analysis Notes

Compound words are rarer in Spanish than in English. Compound words are generally introduced later in the instructional sequence in Spanish. Examples of Spanish compound words are *salvavidas* (lifesaver) = *salva* (save) + *vidas* (lives); *abrelatas* (canopener) = *abre* (open) + *latas* (cans).

Unit 20: Contractions

Teaching Strategy

Write the following contractions from This Week's Words on the chalkboard:

didn't it's we'll

Explain that each of these words is a contraction. Tell children that a contraction is a short way of writing two words together with some letters left out. Ask children what punctuation mark they see in each contraction. Tell children that the apostrophe stands for the letters that were left out in making the contraction. Below each contraction on the chalkboard, write the two words that make it up. Have children identify the letters that were left out to make each contraction. Call on volunteers to read each of This Week's Words and identify the two words that make up each contraction.

Assign the **ELL Practice** master for Unit 20.

Reteaching Strategy

Write the following on the chalkboard:

that + is = that's

Explain that *that's* is a contraction made up of the two words *that* and *is*. Remind children that the apostrophe stands for letters that were left out when making the contraction. Tell children that it is important to put the apostrophe in the right place when writing a contraction. Dictate the rest of This Week's Words and have volunteers write them on the chalkboard. Ask them to name the two words that make up each contraction.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 20.

Contrastive Analysis Notes

The *only* two contractions in Spanish are *al* (to the), from *a* (to) + *el* (the), and *del* (from the), consisting of *de* (from) + *el* (the).

Unit 21: The Sounds /ô/ and /ôr/

Teaching Strategy

Write the following words on the chalkboard, underlining as shown:

walk jaw taught

Read each word aloud and have children repeat it after you. Ask children what sound these words have in common. Point to the underlined letters and explain that these are three different ways to spell the sound /ô/. Have children identify the letters that spell the sound /ô/ in each word.

Then write the following words on the chalkboard, underlining as shown:

short our

Read each word aloud and have children repeat it. Ask what sounds these words have in common. Point to the underlined letters and explain that these are two different ways to spell the sounds /ôr/. Have children identify the letters that spell the sounds /ôr/ in each word.

Assign the **ELL Practice** master for Unit 21.

Reteaching Strategy

Draw two columns on the chalkboard with the headings /ô/ and /ôr/. Then say each of This Week's Words aloud one at a time and have children repeat it. Ask children what sound or sounds they hear in each word, /ô/ or /ôr/. After children have identified the sound or sounds, write the word in the correct column. Call on volunteers to identify and underline the letter or letters that spell the sounds /ô/ or /ôr/ in each word.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 21.

Contrastive Analysis Notes

The English sound /ô/ is similar to the sound of the Spanish letter *a*, which is actually closer to the sound of the English word *ah*. Spellings such as *au* in Spanish, keep the sounds of the two letters, consistently pronounced similar to the *ow* in the English words *how* and *cow*.

Unit 22: The Sound /ûr/

Teaching Strategy

Write the following words on the chalkboard, underlining as shown:

circle burn earn worry

Read each word aloud and have children repeat it after you. Ask children what sounds these words have in common. Point to the underlined letters and explain that these are four different ways to spell the sounds /ûr/. Have children identify the letters that spell the sounds /ûr/ in each word. Ask children to name other words from This Week's Words that spell the sounds /ûr/ in each of the same ways.

Assign the **ELL Practice** master for Unit 22.

Reteaching Strategy

Ask several volunteers to write This Week's Words on the chalkboard in random order. Then ask children to come up to the chalkboard one at a time, choose a word, and circle the letters that spell the sounds /ûr/. Spanish-speaking children may need extra practice with the sounds /ûr/.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 22.

Contrastive Analysis Notes

The sounds /ûr/ do not generally occur in Spanish. The letters *ir* in Spanish sound somewhat like the word *ear* in English; the letters *ur* in Spanish make the sounds /û/ + /r/, as in the English word *your*. The three letters *ear* in Spanish consistently make the sound /e/ + /är/, as in *pe·le·ar'* (to fight).

Unit 23: The Sounds /är/ and /âr/

Teaching Strategy

Write the following words on the chalkboard, underlining as shown:

air pear

Read each word aloud and have children repeat it after you. Ask children what sounds these words have in common. Point to the underlined letters

and explain that these are two different ways to spell the sounds /är/. Have children identify the letters that spell the sounds /är/ in each word. Ask children to name more of This Week's Words that have the sounds /är/. Call on volunteers to write the words on the chalkboard and to underline the letters that spell the sounds /är/ in each word.

Next write the following words on the chalkboard, underlining as shown:

park heart

Read each word aloud and have children repeat it. Ask what sounds these words have in common. Point to the underlined letters and explain that these are two different ways to spell the sounds /är/. Have children identify the letters that spell the sounds /är/ in each word. Point to the word *heart* and explain that the sounds /är/ are usually spelled with the letters *ar*, but that in the word *heart*, those sounds are spelled *ear*. Ask children to name more of This Week's Words that have the sounds /är/ and have volunteers write the words on the chalkboard, underlining the letters that spell the sounds /är/ in each word.

Assign the **ELL Practice** master for Unit 23.

Reteaching Strategy

Draw two columns on the chalkboard with the headings /är/ and /âr/. Then say each of This Week's Words aloud one at a time and have children repeat it. Ask children which sounds they hear in the word, /är/ or /âr/. After children have identified the sounds, write the word in the correct column. Call on volunteers to identify and underline the letters that spell the sounds /är/ or /âr/ in each word.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 23.

Contrastive Analysis Notes

The letters *ar* in Spanish are consistently pronounced like the sounds /är/—for example, *parque* (park). The sounds /âr/ are similar to the sounds made by the letters *er* in Spanish.

Unit 25: More Plurals

Teaching Strategy

Write these headings on the chalkboard:

Add s Change y to i and add es

Ask a volunteer to say the word that means "more than one eye." Write the word *eyes* in the first column. Ask another volunteer to say the word that means "more than one butterfly." Write the word *butterflies* in the second column. Then have the children read aloud all of This Week's Words. List each of This Week's Words in the correct column or have the children do so. Finally, ask children to name two ways to make nouns plural.

Assign the **ELL Practice** master for Unit 25.

Reteaching Strategy

Ask several volunteers to write This Week's Words on the chalkboard in random order. Then ask children to come to the chalkboard one at a time and circle a word that is a plural formed by adding *s* or draw a rectangle around a word that is a plural formed by changing *y* to *i* and adding *es*.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 25.

Contrastive Analysis Notes

The letter *y* preceded by a consonant is never found in Spanish. The Spanish spelling rule for plurals mentioned in Unit eight (change the *z* to *c* and add *es*) is similar to the English rule of changing *y* to *i* and adding *es*.

Unit 26: "Silent" Letters

Teaching Strategy

Write the following on the chalkboard:

Words with "Silent" Letters

k l b w g

Then ask volunteers to say aloud each of This Week's Words and identify the silent letter. List the words in the correct columns or have the children do so. Finally, ask children to name the silent letters found in This Week's Words.

Assign the **ELL Practice** master for Unit 26.

Reteaching Strategy

Ask several volunteers to write This Week's Words on the chalkboard in random order. Then ask children to come to the chalkboard one at a time, choose a word, and circle the silent letter.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 26.

Contrastive Analysis Notes

The only letter that is silent in Spanish is the *h*, as in *hotel* /ō·tel/ (hotel). The letters *k*, *l*, *b*, and *w* always carry their sound in Spanish. The letter *w* occurs only in borrowed words such as *Washington*.

Unit 27: Words That End with y

Teaching Strategy

Write these two headings on the chalkboard: Nouns, Verbs. Ask volunteers to say aloud each of This Week's Words and identify each word as a noun or a verb. List the words in the correct columns or have the children do so.

Tell children that to make the plural of each noun on the list, they need to change *y* to *i* and add *es*. On the chalkboard, have volunteers write the plural form of each singular noun.

Tell children that to make each of the verbs on the list tell about the past, they need to change *y* to *i* and add *ed*. On the chalkboard, have volunteers write the past tense of each verb on the list.

Tell children that when you add *ing* to each verb on the list, the *y* stays. On the chalkboard, have volunteers write the *ing* form of each verb on the list.

Finally ask children how to form the plural of words that end in a consonant and *y* (like the nouns on the list) and how to write the past tense and the *ing* form of words that end in a consonant and *y* (like the verbs on the list).

Assign the **ELL Practice** master for Unit 27.

Reteaching Strategy

Ask several volunteers to write This Week's Words on the chalkboard in random order. Then

ask children to come to the chalkboard one at a time and draw a circle around a word that is a noun or a rectangle around a word that is a verb. Then have other volunteers write the plural of each word that is in a circle and the past tense and *ing* form of each word that is in a rectangle.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 27.

Contrastive Analysis Notes

The Spanish letter *y* makes the same sound as the *y* in the English word *yellow*, except when preceded by *o*, as in *estoy* (I am). In this case, the sound of *oy* is similar to sound of *oy* in *boy*. The *y* never comes after a consonant at the end of a word in Spanish and does not make the sound /ē/ as it does at the end of English words such as *family* and *lady*, except for the Spanish word *y* (and), which sounds like /ē/.

Unit 28: The Sounds /ə/ and /ər/

Teaching Strategy

Write the following on the chalkboard:

Words with a Vowel Sound Called a Schwa

/ə/ spelled <i>le</i>	/ə/ spelled <i>e/</i>
/ər/ spelled <i>er</i>	/ər/ spelled <i>ar</i>

Ask volunteers to read aloud each of This Week's Words and to identify the syllable that has the schwa sound and the spelling of the schwa sound. List the words in the correct columns or have the children do so. Finally, ask children to name the two spellings of the sound /ə/ and the two spellings of the sound /ər/ found in This Week's Words.

Assign the **ELL Practice** master for Unit 28.

Reteaching Strategy

Ask several volunteers to write This Week's Words on the chalkboard in random order. Then ask children to come to the chalkboard one at a time, choose a word, and draw one line under the letters that spell the sound /ə/ or two lines under the letters that spell the sound /ər/. Spanish-speaking children will need extra practice with the schwa sound.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 28.

Contrastive Analysis Notes

The schwa sound /ə/ does not occur in Spanish at all. Spanish-speaking students will often pronounce and/or write words such as *purple* or *sugar* as if the schwa sounded like the vowel sounds in Spanish (see the Unit 1 Contrastive Analysis Notes).

Unit 29: Homophones

Teaching Strategy

Write the following list of words on the chalkboard:

sale
beat
break
main
reed
meet
road
sun
who's
one

Ask children to come to the chalkboard one at a time and next to each word on the board, write another word that sounds like the first word but is not spelled like the first word. Explain that words that sound alike but are not spelled alike are called homophones. Finally, ask children to tell why it is important to pay attention to the meanings of homophones.

Assign the **ELL Practice** master for Unit 29.

Reteaching Strategy

Ask volunteers to choose a pair of homophones from This Week's Words and on the chalkboard write one sentence for each word—leaving out the homophones. For example:

I _____ my bike all the way home.
That country _____ is long and dusty.

Then ask other volunteers to write in the missing homophones. For Spanish-speaking children,

you may use Spanish homophones as examples to help them understand this unit. (See the Contrastive Analysis Notes.)

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 29.

Contrastive Analysis Notes

There are a number of homophones in Spanish including *ola* (wave)—*hola* (hello); and *echo* (I throw away)—*hecho* (made; done).

Unit 31: The Sounds /ōō/ and /oo/

Teaching Strategy

Write the following words on the chalkboard, underlining as shown:

noon group flew lose

Read each word aloud and have children repeat it after you. Ask children what sound these words have in common. Point to the underlined letters and explain that these are four different ways to spell the sound /ōō/. Have children identify the letters that spell the sound /oo/ in each word.

Next write these words on the board:

noon brook

Ask children whether or not they hear the same vowel sound in these words. Underline the letters *oo* in each word. Point out that these words have the same vowel spellings but different vowel sounds. Ask volunteers to read aloud the rest of This Week's Words that have the *oo* spelling and say whether they sound like *noon* or *brook*.

Assign the **ELL Practice** master for Unit 31.

Reteaching Strategy

Ask several volunteers to write This Week's Words on the chalkboard in random order. Then ask children to come to the chalkboard one at a time, choose a word, and draw one line under the letters that spell the sound /ōō/ or two lines under the letters that spell the sound /oo/.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 31.

Contrastive Analysis Notes

The English sound /ōō/, as in *brook* and *shook*, does not occur in Spanish. The sound /ōō/, as in *noon* and *group*, is similar to the sound of the letter *u* in Spanish—for example, *luz* (light) and *nunca* (never). The letters *oo* do not occur in Spanish orthography.

Unit 32: The Sounds /ou/ and /oi/

Teaching Strategy

Write the following words on the chalkboard, underlining as shown:

mouse clown

Read each word aloud and have children repeat it after you. Ask children what sounds these words have in common. Point to the underlined letters and explain that these are two different ways to spell the vowel sound /ou/. Have children identify the letters that spell the sound /ou/ in each word. Ask children to name more of This Week's Words that have the sound /ou/. Call on volunteers to write the words on the chalkboard and underline the letters that spell the sound /ou/ in each word.

Next write the following words on the chalkboard, underlining as shown:

enjoy voice

Read each word aloud and have children repeat it. Ask what sounds these words have in common. Point to the underlined letters and explain that these are two different ways to spell the sound /oi/. Have children identify the letters that spell the sound /oi/ in each word. Ask children to name more of This Week's Words that have the sound /oi/ and have volunteers write the words on the chalkboard, underlining the letters that spell the sound /oi/ in each word.

Assign the **ELL Practice** master for Unit 32.

Reteaching Strategy

Draw two columns on the chalkboard with the headings /ou/ and /oi/. Say each of This Week's Words one at a time and have children repeat it. Ask children which sound they hear in the word, /ou/ or /oi/. After children have identified the

sound, write the word in the correct column. Call on volunteers to identify and underline the letters that spell the sound /ou/ or /oi/ in each word.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 32.

Contrastive Analysis Notes

The sound /ou/ in English is similar to the sound of the letters *au* in Spanish, as in *auto* (car). The sound /oi/ is similar to the sound made by *oy* in Spanish words such as *voy* (I go).

Unit 33: Words with ou and ough

Teaching Strategy

Write the following words on the chalkboard:

count double

Read the words aloud and have children repeat them. Ask children whether the vowel sounds they hear in these words are the same or different. Underline the letters *ou* in each word. Point out that these words have the same vowel spellings but different vowel sounds. Have volunteers read aloud the first seven of This Week's Words, come to the chalkboard, and write each word under *count* or *double*, depending on the vowel sound they hear in the word.

Next write these words on the chalkboard:

bought though rough

Read the words aloud and have children repeat them. Ask children whether the vowel sounds in these words are the same or different. Underline the letters *ough* in each word. Tell children that the letters *ough* make a different sound in each word. Under the words *bought*, *though*, and *rough* write the words *saw*, *go*, and *puff*. Point out that *ough* in *bought* sounds like the *aw* in *saw*; the *ough* in *though* sounds like the *o* in *go*; and the *ough* in *rough* sounds like the *uff* in *puff*. Read aloud the rest of This Week's Words, from numbers 8 through 15, and have children repeat them. Then call on volunteers to write each word under *bought*, *though*, or *rough*, depending on the sounds they hear for the letters *ough*.

Assign the **ELL Practice** master for Unit 33.

Reteaching Strategy

Write the following words on the chalkboard, underlining as shown:

round touch

Read the words aloud and have children repeat them after you. Ask children if they hear the same or different vowel sounds in these words. Call on volunteers to read the first seven of This Week's Words aloud. Have children say whether each word has the vowel sound they hear in *round* or *touch*.

Now write the words *paw*, *so*, and *huff* on the chalkboard. Call on volunteers to choose one of This Week's Words, from numbers 8 through 15, come to the board, and write the word under *paw*, *so*, or *huff*, depending on the sound or sounds the letters *ough* have in the word.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 33.

Contrastive Analysis Notes

The sound of the letters *ou*, as in *double*, is not heard in Spanish. The sound of *ou*, as in *flour*, is similar to the Spanish letters *au*, as in *autentico* (authentic). The letter combination *ough* is never found in Spanish.

Unit 34: Syllable Patterns

Teaching Strategy

Write the following words on the chalkboard:

rabbit funny number

Read the words aloud and have children repeat them after you. Ask children how many vowel sounds they hear in each word. Explain that each word has two syllables and that each syllable has a vowel sound. Explain to children that a syllable is a smaller part of a word. Tell them that if they can break a word into its smaller parts, or syllables, it will help them to spell the word correctly.

Point out the two consonants in the middle of each word. Tell children that when a two-syllable word has two consonants in the middle,

the word is divided into syllables between the two consonants. Ask volunteers to come to the chalkboard and draw a line between the two syllables of each word. Call on volunteers to write the rest of This Week's Words on the chalkboard and draw lines to show where the words are divided into syllables.

Assign the **ELL Practice** master for Unit 34.

Reteaching Strategy

Say This Week's Words one at a time, making a clear separation between each syllable. Have children repeat each word. Then call on a volunteer to spell the first syllable of the word and write it on the chalkboard. Ask another volunteer to complete the word by writing the second syllable.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 34.

Contrastive Analysis Notes

As discussed in the Contrastive Analysis Notes for Unit 2, there are only three double consonants in Spanish: *ll*, *rr*, and *cc*. The letters *ll* and *rr* are considered letters of the Spanish alphabet and are never divided for syllabication. The letters *cc*, as in *leccion* (lesson), are always separated. Double consonants that are not identical in Spanish, such as *rg* and *m*, are also separated when dividing words into syllables.

Unit 35: Another Syllable Pattern

Teaching Strategy

Remind children that breaking a word into its smaller parts, or syllables, can help them spell the word correctly. Tell children that each syllable of a word has a vowel sound. Read This Week's Words aloud and have children repeat them. Ask children how many vowel sounds they hear in each word. Elicit the fact that each word has two vowel sounds and two syllables.

Write the following words on the chalkboard:

alone beside

Point out the vowel-consonant-vowel pattern in each word. Explain that each of these words is divided into syllables before the consonant, so that the consonant is part of the second syllable. Have volunteers come to the board and draw lines dividing each word into syllables. Call on volunteers to write the rest of This Week's Words on the chalkboard and draw a line to show where each word is divided into syllables.

Assign the **ELL Practice** master for Unit 35.

Reteaching Strategy

Ask a volunteer to choose one of This Week's Words and write it on the chalkboard. Have children read the word aloud and then tell the

child at the board where to draw a line to divide the word into syllables. Repeat the procedure with each of This Week's Words.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 35.

Contrastive Analysis Notes

The English syllabication rule of dividing words before the consonant in the middle of a vowel-consonant-vowel word, such as *pi'lot* or *a'lone'*, is consistent with Spanish. Spanish examples include: *pi'lo'to* (pilot), *e'lo'te* (corn), and *ca'ma* (bed).

ELL ACTIVITIES

ELL Practice

- A. Complete the chart. Write This Week's Words that have the same sound as the underlined vowel in each word.

<u>f</u> at	h <u>e</u> ns	w <u>i</u> ll	n <u>o</u> t	r <u>u</u> n
flag	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

THIS WEEK'S WORDS

flag
fed
hid
dot
hunt
apple
bring
club
else
happy
pen
river
rock
shall
sunny

- B. Write a spelling word to complete each sentence.

- The girl fed the cat.
- I can join the _____.
- We salute the _____.
- It was a bright _____ day.
- When _____ we go?
- I swam in the _____.
- I ate a red _____.
- We had an egg _____.
- Who _____ can swim?
- They _____ the treasure.
- I drew a _____ face.
- I wrote with a _____.
- Please _____ me a book.
- I tripped over the _____.
- Put a _____ over the *i*.

ELL Reteaching Follow-up

A. The missing letters in the words below spell the following short vowel sounds. Write the word.

/a/ in *fat* /e/ in *hens* /i/ in *will* /o/ in *not* /u/ in *run*

- | | | | |
|----------|-------|----------|-------|
| 1. d_t | dot | 2. f_d | _____ |
| 3. fl_g | _____ | 4. h_nt | _____ |
| 5. sh_ll | _____ | 6. _pple | _____ |
| 7. br_ng | _____ | 8. cl_b | _____ |
| 9. h_d | _____ | 10. _lse | _____ |

THIS WEEK'S WORDS

flag
fed
hid
dot
hunt
apple
bring
club
else
happy
pen
river
rock
shall
sunny

B. Write the word in the word shape to finish the statement.

11. /a/ is spelled a in

h a p p y .

12. /e/ is spelled e in

_____ .

13. /i/ is spelled i in

_____ .

14. /o/ is spelled o in

_____ .

15. /u/ is spelled u in

_____ .

ELL Practice

- A. Name each picture. Write the spelling words that rhyme with it. Then circle the double consonant letters in the words you wrote.



1. spill 2. _____ 3. _____



4. _____ 5. _____ 6. _____

- B. Write a spelling word to complete each sentence. Then circle the double consonant letters in the words you wrote.

7. I put butter and jam on the _____ roll.
8. I can _____ six numbers in a row.
9. The children cleaned up the _____.
10. Dad gave me a hug and a _____.
11. The trunk is full of old _____.
12. We climbed up the side of the _____.
13. I have _____ than a dollar left.
14. We can't go _____ we finish our work.
15. This juice has a very _____ taste.

THIS WEEK'S WORDS

spill
drill
ill
shell
spell
smell
stuff
cliff
kiss
less
mess
unless
add
odd
roll

ELL Reteaching Follow-up

A. Each spelling word ends with double consonant letters that stand for one sound. Underline the double consonant letters in each word. Then complete the statement that follows.

1. spill The sound /l/ is spelled ll.
2. stuff The sound /f/ is spelled ff.
3. kiss The sound /s/ is spelled ss.
4. odd The sound /d/ is spelled dd.

B. Write the missing consonant letters to complete each word.

5. ill 6. cliff 7. spell
8. less 9. shell 10. all

C. Write the words in the word shapes.

11.

u	n	l	e	s	s
---	---	---	---	---	---

12.

--	--	--	--	--	--

13.

--	--	--	--	--	--

14.

--	--	--	--	--

15.

--	--	--	--	--	--

THIS WEEK'S WORDS

spill
drill
ill
shell
spell
smell
stuff
cliff
kiss
less
mess
unless
add
odd
roll

ELL Practice**A. Complete the chart.**

verb	+ ed	+ ing
1. skin	<u>skinned</u>	skinning
2. _____	batted	batting
3. stop	_____	stopping
4. tag	tagged	_____
5. _____	chopped	chopping
6. plan	planned	_____
7. _____	clapped	clapping
8. trap	_____	trapping
9. _____	dropped	dropping
10. wag	wagged	_____
11. _____	napped	napping
12. tap	tapped	_____
13. _____	pinned	pinning
14. trip	_____	tripping
15. _____	stepped	stepping

THIS WEEK'S WORDS

bat
 chop
 clap
 drop
 nap
 pin
 step
 skinned
 stopped
 trapped
 tripped
 tagging
 planning
 wagging
 tapping

B. Complete the sentence.

When a verb ends with one _____ and one _____, you _____ the last consonant letter before adding _____ or _____.

ELL Reteaching Follow-up

- A.** Study the verbs in the box below. Then think of a rule for adding *ed* and *ing* to a verb that ends with one vowel and one consonant. Complete the sentence that follows.

chop	chopped	chopping
------	---------	----------

1. To add *ed* or *ing* to a verb ending with a vowel and a consonant, you _____ the last _____.

- B.** Add *ed* to each verb. Write the word.

2. skin skinned 3. stop _____
 4. trap _____ 5. trip _____

- C.** Add *ing* to each verb. Write the word.

6. tag tagging 7. plan _____
 8. wag _____ 9. tap _____

- D.** Take off the ending. Then write the word in the word shape.

10. batted

b	a	t
---	---	---

 11. stepping

--	--	--	--
12. clapped

--	--	--	--

 13. dropping

--	--	--	--
14. pinned

--	--	--

 15. napping

--	--	--

THIS WEEK'S WORDS

bat
 chop
 clap
 drop
 nap
 pin
 step
 skinned
 stopped
 trapped
 tripped
 tagging
 planning
 wagging
 tapping

ELL Practice

A. Write a spelling word to complete each sentence. Then circle the consonant cluster in each word you have written.

1. What is the capital of your State ?
2. Mike showed us a magic _____.
3. Dad will _____ us to school today.
4. Tie the books together with this _____.
5. Please _____ your name on the line.
6. Tulips are _____ flowers.
7. Our car had a _____ tire.
8. I will _____ the flowers with water.

THIS WEEK'S WORDS

clear
close
drawer
drive
flat
floor
print
snow
star
state
stick
trick
string
spray
spring

B. Write This Week's Words that have these words. Then circle the consonant cluster in each word you have written.

- | | | |
|---------------|---------------|----------------|
| 9. raw _____ | <u>drawer</u> | 10. now _____ |
| 11. ear _____ | | 12. tick _____ |
| 13. tar _____ | | 14. lose _____ |
| 15. or _____ | | 16. ray _____ |

ELL Reteaching Follow-up

A. Read This Week's Words that begin with the consonant clusters *cl*, *dr*, *fl*, *pr*, *sn*, *st*, and *tr*. Answer the questions.

1. How many consonant letters begin each

word? _____

2. How many sounds do these consonant letters

make? _____

B. Write the words with the consonant clusters *str* and *spr*.

3. _____ 4. _____ 5. _____

C. Answer the questions.

6. How many consonant letters begin each word?

7. How many sounds do these consonant letters make?

THIS WEEK'S WORDS

clear
close
drawer
drive
flat
floor
print
snow
star
state
stick
trick
string
spray
spring

D. Write the consonant cluster to complete each word.

8.

c	l	o	s	e	

9.

		a	w	e	r		

10.

		a	t

11.

		i	n	t	

12.

		a	r

13.

		i	c	k

14.

		e	a	r	

15.

		i	v	e	

16.

		o	o	r	

17.

		i	c	k	

18.

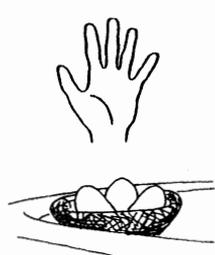
		a	t	e	

19.

		o	w

ELL Practice

A. Name the pictures. Write the words that end with the same consonant cluster.



1. bend 2. _____
 3. _____ 4. _____
 5. _____ 6. _____
 7. _____ 8. _____

B. Change one letter to make a spelling word. Write each word.

9. life 10. chill 11. lump
 lift _____ _____

C. Write a spelling word to complete each sentence.

12. This is the final act of the play.
 13. The lion is a _____ animal.
 14. I would like another glass of _____.
 15. Let's watch the birds _____ their nest.

THIS WEEK'S WORDS

act
 dust
 east
 test
 west
 lift
 bend
 grand
 ground
 wind
 build
 child
 wild
 milk
 bump

ELL Reteaching Follow-up

A. A consonant cluster is two or more consonant letters written together. A consonant cluster can come at the beginning and at the end of a word. Underline the consonant cluster in each word. Complete the sentences.

act wind milk lift build bump

1. The consonant cluster comes at the _____ of each word.
2. There are _____ letters in each consonant cluster.
3. You hear _____ consonant sounds.

B. Write the consonant cluster to complete each word.

4. du st 5. be _____ 6. we _____
7. wi _____ 8. bu _____ 9. mi _____

C. Write the words in the word shapes to complete the sentences.

10. We had a spelling

t	e	s	t
---	---	---	---

 this morning.

11. Snow covered the

--	--	--	--	--	--	--	--	--	--

.

12. We had a

--	--	--	--	--	--	--	--

 time at the party.

13. The young

--	--	--	--	--	--	--

 slept all afternoon.

14. I will pour you a glass of

--	--	--	--	--

.

THIS WEEK'S WORDS

act
dust
east
test
west
lift
bend
grand
ground
wind
build
child
wild
milk
bump

ELL Practice

A. Write This Week's Words that have these words.

- | | | | |
|---------|---------------|----------|-------|
| 1. on | <u>strong</u> | 2. out | _____ |
| 3. cat | _____ | 4. kit | _____ |
| 5. rash | _____ | 6. eat | _____ |
| 7. get | _____ | 8. other | _____ |

THIS WEEK'S WORDS

- another
- together
- weather
- chin
- reach
- which
- teacher
- catch
- kitchen
- shine
- shout
- crash
- strong
- angry
- hungry

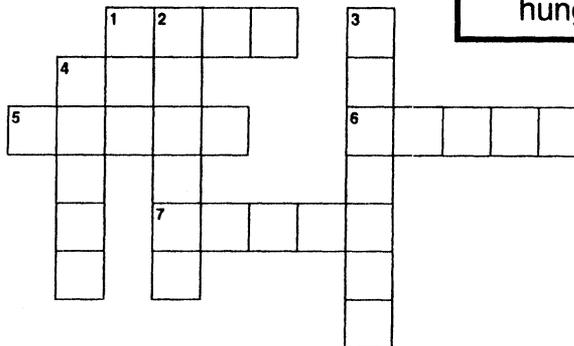
B. Read the clues. Complete the crossword puzzle.

Across

1. part of the jaw below the mouth
5. bright with light
6. mad
7. get to

Down

2. feeling a need for food
3. person who teaches
4. a word that sounds the same as *witch* but is spelled differently



ELL Reteaching Follow-up

A. Some consonant sounds are spelled with more than one letter. Say each word. Circle the letters that spell the sound /tʃ/, /ch/, /sh/, or /ng/ in each word.

1. another 2. which 3. shout
4. strong 5. catch 6. angry

Complete the sentence.

7. This Week's Words have the sounds /ch/ spelled _____ and _____, /tʃ/ spelled _____, /sh/ spelled _____, and /ng/ spelled _____ and _____.

B. What letters are missing? Write the complete word.

8. toge__er together 9. ki__en _____
10. cra__ _____ 11. rea__ _____
12. tea__er _____ 13. hu__gry _____

C. Write the words in the word shapes.

14.

c	h	i	n	

15.

16.

17.

THIS WEEK'S WORDS

another
together
weather
chin
reach
which
teacher
catch
kitchen
shine
shout
crash
strong
angry
hungry

ELL Practice**A. Add s or es to the words. Write This Week's Words.**

1. ranch es
2. class _____
3. guess _____
4. beach _____
5. list _____
6. circus _____
7. church _____
8. path _____

B. Write This Week's Words to complete the sentences.

9. Three robins flew from the tree.
10. Jane wore rings on three of her _____.
11. I painted two _____ in art class.
12. How many _____ tall are you?
13. We put our books on top of our _____.
14. Dad planted several _____ in the yard.
15. How many aunts and _____ do you have?

THIS WEEK'S WORDS

paths
desks
lists
fingers
robins
pictures
uncles
circuses
guesses
classes
bushes
churches
inches
ranches
beaches

ELL Reteaching Follow-up

A. A word that names one thing is **singular**. A word that names more than one thing is **plural**. Read the words. Circle the words that are singular. Underline the words that are plural.

1. guess 2. classes 3. uncles 4. desk

B. Make each word plural. Add s or es.

5. desk s 6. picture ____
 7. inch ____ 8. finger ____
 9. circus ____ 10. bush ____
 11. ranch ____ 12. list ____

C. Complete each sentence.

13. Words ending with **sh**, **ch**, **ss**, and **s** can be made plural by adding ____.
14. You make most other words plural by adding ____.

D. Write the words in the shapes.

15.

b	e	a	c	h	e	s
---	---	---	---	---	---	---

16.

--	--	--	--	--	--	--	--

17.

--	--	--	--	--	--	--

18.

--	--	--	--	--	--	--	--	--

THIS WEEK'S WORDS

desks
lists
fingers
robins
pictures
uncles
circuses
guesses
classes
bushes
churches
inches
ranches
beaches

ELL Practice

A. Write This Week's Words to complete the sentences.
Then underline the spelling for /j/ in each word you have written.

1. The judge will hear and decide the case.
2. We put the bird back in its _____.
3. Turn to _____ 124 in your book.
4. The plate fell off the _____ of the table.
5. I put grape _____ on my toast.
6. My sister's _____ is ten.
7. The _____ has a very long neck.
8. Mom filled the _____ with apple juice.
9. They built a _____ over the river.
10. The _____ was not only big, but also strong.
11. Do you know how to do any _____ tricks?
12. The _____ sign warned us not to skate on the ice.
13. The state of Maine is not as _____ as Texas.
14. I would like a glass of _____, please.
15. The shark is not a very _____ animal.

THIS WEEK'S WORDS

giraffe
danger
jam
jug
juice
gentle
giant
magic
age
cage
large
page
bridge
edge
judge

ELL Reteaching Follow-up

A. The sound /j/ is spelled four ways. Say the words.
Underline the spelling for /j/ in each word.

1. juice 2. gentle 3. giant 4. cage 5. bridge

Complete the sentences.

6. You spell /j/ at the beginning of a word with ____.
7. You spell /j/ before e or i with ____.
8. You spell /j/ at the end of a word with ____.
9. You spell /j/ after short vowel sounds with ____.

B. Write the missing letter or letters to complete each word.

10. We saw a ____ iraffe at the zoo.
11. Grape ____ am is good on toast.
12. The elephant is a lar____ animal.
13. I sat on the e____ of my seat.
14. What pa____ are you on?

C. Write the words in the word shapes.

15.

	d		a		n		g		e		r
--	---	--	---	--	---	--	---	--	---	--	---

16.

--	--	--	--	--	--	--

17.

--	--	--	--

18.

--	--	--	--	--	--	--

19.

--	--	--	--

THIS WEEK'S WORDS

giraffe
danger
jam
jug
juice
gentle
giant
magic
age
cage
large
page
bridge
edge
judge

ELL Practice

A. Change the underlined letter to **c**, **k**, or **ck** to make a spelling word. Write each word.

1. lamp

_____ camp _____

2. mitten

3. bad

4. quit

5. spear

6. most

B. Write a spelling word to complete each sentence.

7. I didn't kick the football very far.

8. We can _____ the books in this box.

9. Ed lost the _____ to the front door.

10. Too much _____ is not good for your teeth.

11. My grandmother walks with a _____.

12. I wrapped the scarf around my _____.

13. Yesterday was my _____ day.

14. Mike _____ the rabbit in a big cage.

15. Thank you for your _____.

THIS WEEK'S WORDSkick
camp
candy
cane
cost
kept
key
kindness
kitten
speak
back
lucky
neck
pack
quick

ELL Reteaching Follow-up

A. The sound /k/ can be spelled four ways. Say the words.
Underline the spelling for /k/ in each word.

1. kick 2. cost 3. speak

B. Complete the sentences.

4. You spell /k/ at the beginning of a word with _____ or _____.
5. You spell /k/ after a long vowel sound with _____.
6. You spell /k/ after a short vowel sound with _____.

C. Write the missing letters to complete each word.

7. qui ck 8. _____ ey 9. ba _____
10. _____ amp 11. ne _____ 12. pa _____

D. Write the words in the word shapes.

13.

l	u	c	k	y
---	---	---	---	---

14.

--	--	--	--	--	--	--	--

15.

--	--	--	--	--	--

16.

--	--	--	--	--	--	--	--

17.

18.

--	--	--	--	--

THIS WEEK'S WORDS

kick
camp
candy
cane
cost
kept
key
kindness
kitten
speak
back
lucky
neck
pack
quick

ELL Practice

A. Write This Week's Words that have these words.

- | | | | |
|---------|--------------------|---------|-------|
| 1. list | _____ listen _____ | 2. rice | _____ |
| 3. in | _____ | 4. as | _____ |
| 5. pen | _____ | 6. on | _____ |
| 7. sent | _____ | 8. pie | _____ |

THIS WEEK'S WORDS

- six
- city
- police
- suit
- ask
- listen
- decide
- ice
- pencil
- price
- princess
- fence
- once
- piece
- sentence

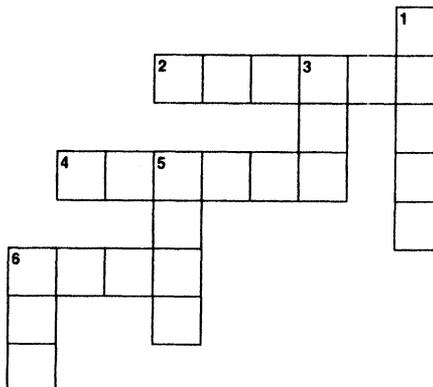
B. Complete the crossword puzzle.

Across

- 2. people who work to keep law and order
- 4. make up your mind
- 6. a set of clothes, such as a jacket and pants

Down

- 1. a wall of wood or wire put around a piece of land
- 3. frozen water
- 5. a large town where many people live and work
- 6. a number between five and seven



ELL Reteaching Follow-up

A. There are several ways you can spell the sound /s/.
Say the words. Underline the spelling for /s/ in each word.

1. suit 2. pencil 3. fence

B. Complete the sentence.

4. You can spell /s/ with _____, _____, and _____.

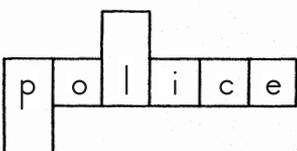
C. Write the missing letter to finish each word.

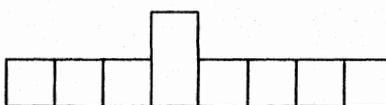
5. I have _____ix cents left.
6. You may a_____ your question now.
7. The i_____ melted quickly in the sun.
8. What is the pri_____ of that book?
9. I have been to the beach only on_____.
10. May I have another pie_____ of pie?
11. What did you de_____ide to do?
12. What _____ity do you live in?

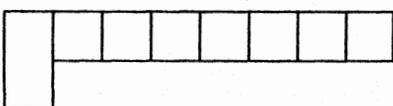
THIS WEEK'S WORDS

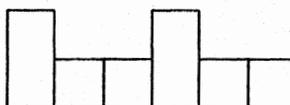
six
city
police
suit
ask
listen
decide
ice
pencil
price
princess
fence
once
piece
sentence

D. Write the words in the word shapes.

13. 

14. 

15. 

16. 

ELL Practice

A. Write This Week's Words that have these words.

1. car _____ cared 2. star _____
3. tap _____ 4. past _____
5. it _____ 6. ate _____

B. Write a spelling word to complete each sentence.

7. The children loved their pet.
8. Please _____ your feet before coming in.
9. Keep _____ while I take your picture.
10. Bob is _____ in New York City.
11. I am _____ to win first prize.
12. Ted _____ to another state.
13. Everyone is _____ and singing to the music.
14. We _____ ten miles yesterday.
15. Did you _____ the soup yet?

THIS WEEK'S WORDS

invite
paste
skate
stare
tape
taste
wipe
cared
hiked
loved
moved
dancing
hoping
living
smiling

ELL Practice

A. Write the spelling word that goes with each group of words.

1. yesterday, tomorrow, today
2. ten, nine, _____
3. worm, eel, _____
4. pond, river, _____
5. letter, post card, _____

B. Write the correct spelling for /ā/ to complete each word.

6. clay
7. hay
8. lake
9. paid
10. trail
11. obey

C. Write a spelling word to complete each sentence.

12. The baby must be tired. She is not awake yet.
13. The knight fought the dragon. He was very _____ .
14. We jumped over the fence. The _____ was locked.
15. The jewels are hidden. We locked them in the _____ .

THIS WEEK'S WORDS

awake
brave
clay
gate
hay
lake
lay
mail
paid
safe
snake
today
trail
obey
eight

ELL Reteaching Follow-up

A. The vowel sound /ā/ is spelled several ways. Say the words. Underline the spelling for /ā/.

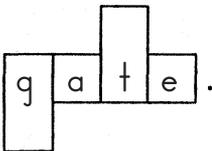
1. brave 2. clay 3. trail 4. obey 5. eight

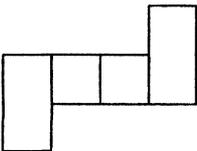
6. The sound /ā/ is spelled _____ consonant _____, _____, _____, _____, and _____.

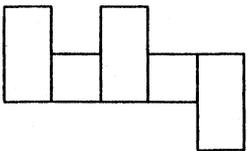
B. Write the correct spelling for /ā/ to complete each word.

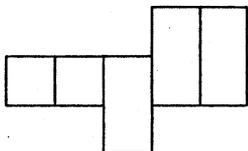
7. aw_a_k_e 8. m__l 9. l__
 10. ob__ 11. h__ 12. sn__k__
 13. s__f__ 14. tr__l 15. l__k__

C. Write a word in the word shape to complete each sentence.

16. Please close the .

17. I  for my lunch.

18. What is the date  ?

19. I only have  cents left.

THIS WEEK'S WORDS

- awake
- brave
- clay
- gate
- hay
- lake
- lay
- mail
- paid
- safe
- snake
- today
- trail
- obey
- eight

ELL Practice

Look down, across, and diagonally to find the hidden Spelling words. Circle the words. Write each word as you find it. Then circle the spelling for /ē/.

t	e	a	m	e	a	l	o
d	b	r	e	a	l	l	y
r	u	e	a	v	n	e	o
e	s	s	t	e	e	y	n
a	y	a	e	w	v	r	l
m	a	s	l	e	e	p	y
w	e	a	k	a	n	e	a
c	h	e	e	k	r	s	n

THIS WEEK'S WORDS

dream
 asleep
 any
 between
 busy
 cheek
 even
 every
 meal
 meat
 only
 really
 seen
 team
 weak

- | | | |
|----------------|-----------|-----------|
| 1. <u>team</u> | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |

ELL Reteaching Follow-up

A. The vowel sound /ē/ can be spelled four ways. Say the words. Underline the spelling for /ē/ in each word. Complete the sentence that follows.

1. meal 2. cheek 3. even 4. busy
 5. The sound /ē/ is spelled _____, _____, _____, and _____.

B. Write the correct spelling for /ē/ to complete each word.

6. dr_ ea _m 7. an____ 8. m____t
 9. s____n 10. m____l 11. t____m
 12. w____k 13. ____ven 14. bus____

C. Write the word in the word shape to complete each sentence.

15. The baby is still

a	s	l	e	e	p
---	---	---	---	---	---

 in the crib.

16. Dad sat

--	--	--	--	--	--	--	--

 Al and me.

17. We go to the movies

--	--	--	--	--	--

 week.

18. I

--	--	--	--	--	--

 liked this book.

THIS WEEK'S WORDS

- dream
 asleep
 any
 between
 busy
 cheek
 even
 every
 meal
 meat
 only
 really
 seen
 team
 weak

ELL Practice

A. Write the spelling word that goes with each group of words.

1. himself, yourself, myself
2. seven, eight, _____
3. shining, clear, _____
4. tiger, leopard, _____
5. lion, leopard, _____

B. Write a spelling word to complete each sentence.

6. I have just enough money. I will buy this book.
7. John had the best painting. He won first _____ .
8. Sue didn't say a word. She is very _____ .
9. The boys weren't talking. They had a _____ .
10. Don't let them see you! Stay out of _____ .
11. It's your turn to find me. I will _____ .
12. Use your ruler and pencil. Draw a straight _____ .

THIS WEEK'S WORDS

nine
lion
bite
bright
fight
hide
life
line
myself
prize
shy
sight
tiger
wise
buy

C. Write This Week's Words that have these words.

13. if 14. bit 15. is
life _____ _____

ELL Reteaching Follow-up

A. There are four ways to spell the vowel sound /ī/. Say the words. Underline the spelling for /ī/ in each word. Complete the sentence that follows.

1. shy 2. sight 3. line 4. lion

5. The sound /ī/ is spelled ___ consonant ___, ___, ___, and ___.

B. The spelling for /ī/ is missing in each word. Write the complete word.

6. f_t _____ fight _____ 7. l_f _____

8. t_ger _____ 9. m_self _____

C. Write the word in the word shape to complete each sentence.

10. Ed won first

p	r	i	z	e
---	---	---	---	---

 at the art show.

11. They say the owl is a

--	--	--	--

 animal.

12. There are

--	--	--	--

 boys in my class.

13. I can

--	--	--

 that pencil for a dime.

14. Let's

--	--	--	--

 before they find us.

15. Do you want a

--	--	--	--

 of my apple?

16. The stars are so

--	--	--	--	--

 tonight.

THIS WEEK'S WORDS

nine
lion
bite
bright
fight
hide
life
line
myself
prize
shy
sight
tiger
wise
buy

ELL Practice

A. Write the spelling word that has the opposite meaning.

1. goodbye _____ hello 2. young _____
3. bought _____ 4. sink _____

B. Change one letter to make a spelling word. Write the word.

5. moth _____ both 6. hose _____
7. store _____ 8. food _____
9. fellow _____ 10. toad _____

C. Write a spelling word to complete each sentence.

11. Make a wish and _____ blow _____ out the candles.
12. Our teacher told us a funny _____ .
13. Grandfather _____ to us on the telephone.
14. Mom helped me tie the _____ .
15. I closed the _____ because it's cold.

THIS WEEK'S WORDS

both
float
blow
fold
follow
hello
joke
load
old
nose
sold
spoke
stove
window
bow

ELL Reteaching Follow-up

A. There are four ways to spell the vowel sound /ō/. Say the words. Underline the spelling for /ō/ in each word.

1. rose 2. float 3. fold 4. blow

5. The sound /ō/ is spelled ____ consonant ____, ____, ____, and ____.

B. Write the correct spelling for /ō/ to complete each word.

6. b_ō_th 7. foll____ 8. st__v__

9. l__d 10. sp__k__ 11. hell__

C. Write the word in the word shape to complete each sentence.

12. Please close the

w	i	n	d	o	w
---	---	---	---	---	---

.

13. I can't tie this

--	--	--

.

14. Mike told us a funny

--	--	--	--

.

15. How

--	--	--

 is your brother?

THIS WEEK'S WORDS

both
float
blow
fold
follow
hello
joke
load
old
rose
sold
spoke
stove
window
bow

ELL Practice**A. Write the spelling word for each clue.**

1. a place to sleep

bedroom2. not able
_____3. a sport
_____4. your father's father
_____5. your father's mother
_____6. perhaps
_____**B. Complete each word.**

7. _____any_____way

8. _____times

9. your_____

10. every_____

C. Write a spelling word to complete each sentence.11. I don't see one person. Can you see anyone ?

12. Ann did it alone. She always works by _____ .

13. Al rode with Ed. He doesn't like going by _____ .

14. Fred isn't in the house. He must be _____ .

15. Susan wanted to go on the swings. She went to the _____ .

THIS WEEK'S WORDSanyone
anyway
bedroom
cannot
everybody
football
grandfather
grandmother
herself
himself
maybe
outside
playground
sometimes
yourself

ELL Practice

A. Write the contractions for the words below.

1. cannot can't 2. do not _____
3. did not _____ 4. will not _____
5. is not _____

B. Use the grid to find the letters that spell each contraction. Write the contraction.

	⊙	△	□	✱	+
⊙	a	b	c	d	q
△	e	f	g	h	r
□	i	j	'	l	s
✱	m	n	o	p	t
+	u	v	w	x	y

THIS WEEK'S WORDS

can't
didn't
don't
he's
I'll
I'm
isn't
it's
let's
she's
that's
there's
we'll
we're
won't

6. $\Delta \times \Delta \odot \square \square \square +$
h e ' s

7. $\square + \Delta \times \Delta \odot \square \square \square +$

8. $+ \times \square \square \square \times \square \times$

9. $\times + \Delta \times \odot \odot \times + \square \square \square +$

10. $+ \times \square \square \times \odot$

11. $\times + \Delta \times \Delta \odot \Delta + \Delta \odot \square \square \square +$

12. $\odot \times + \square \square \square +$

13. $+ \square \Delta \odot \square \square \square \times \square \times$

14. $\square \times \Delta \odot \times + \square \square \square +$

15. $+ \square \Delta \odot \square \square \Delta + \Delta \odot$

ELL Reteaching Follow-up

A. A contraction is a short way to write two words together.
Circle the contraction for the two words.

1. we are a. we're 2. we will a. well 3. it is a. it's
 b. were b. we'll b. its

B. Write the contraction for the two words.

- | | | |
|---------------------|-----------------------|---------------------|
| 4. she is
_____ | 5. there is
_____ | 6. let us
_____ |
| 7. is not
_____ | 8. I will
_____ | 9. he is
_____ |
| 10. is not
_____ | 11. will not
_____ | 12. we are
_____ |

THIS WEEK'S WORDS

- can't
didn't
don't
he's
I'll
I'm
isn't
it's
let's
she's
that's
there's
we'll
we're
won't

C. Write the word in the word shape to complete each sentence.

13. I

c	a	n
---	---	---

t

 go with you.
14. I

--	--	--	--

--

 see you over there.
15. Why

--	--	--

--

 you want to go?
16.

--

--

 going to the zoo.

ELL Practice**A. Write This Week's Words that have these words.**

1. use cause 2. raw _____
3. ours _____ 4. as _____

B. Write the missing letters to complete each word.

5. born 6. t ght 7. j
8. n th 9. t lk 10. sh t

C. Write a spelling word to complete each sentence.

11. There are four people in my family.
12. I play the _____ in the school band.
13. We planted _____ in our garden.
14. I learned how to ride a _____.
15. Would you _____ with me to the store?

THIS WEEK'S WORDS

straw
horse
born
cause
corn
course
four
horn
jaw
north
short
talk
taught
walk
wash

ELL Reteaching Follow-up**A.** The sound /ô/ can be spelled **a**, **aw**, or **au**.

What is the correct spelling for /ô/ in each word?

Write the word.

1. w__lk

walk

2. str__

3. c__se

4. j__

5. t__lk

6. t__ght

B. The sounds /ôr/ can be spelled **or** or **our**.

What is the correct spelling for /ôr/ in each word?

Write the word.

7. b__n

born

8. f__r

9. c__se

10. sh__t

THIS WEEK'S WORDS

straw
horse
born
cause
corn
course
four
horn
jaw
north
short
talk
taught
walk
wash

C. Write the word in the word shape to complete each sentence.11. I can ride a

	h		o		r		s		e
--	---	--	---	--	---	--	---	--	---

.12. I like carrots better than

--	--	--	--

.13. I play the

--	--	--	--

.14. Did you

--	--	--	--

 your hands?15. The wind came from the

--	--	--	--	--

.

ELL Practice

A. Write the spelling word that goes with each group of words.

1. blouse, dress, ___

skirt _____

2. soil, dirt, ___

3. triangle, square, ___

4. robin, sparrow, ___

B. Change one letter to make a spelling word.
Write the word.

5. sip

sir _____

6. fun

7. turn

C. Write a spelling word to complete each sentence.

8. We traveled around the world.

9. We woke up _____ this morning.

10. Dad will _____ if we are late.

11. Please _____ the book to the library.

12. Have you _____ any news?

13. I hope to _____ money delivering newspapers.

14. I went to a _____ party.

15. Did you _____ how to ski?

THIS WEEK'S WORDS

sir
 fur
 learn
 world
 birthday
 bluebird
 burn
 circle
 early
 earn
 earth
 heard
 return
 skirt
 worry

ELL Reteaching Follow-up

A. There are four ways to spell the sounds /ûr/ as in turn.
Say each word. Underline the spelling for /ûr/.

1. sir 2. fur 3. earn 4. world

B. Complete the sentence.

5. The sounds /ûr/ are spelled _____, _____, _____, and _____.

C. Write the spelling for /ûr/ in each word.

6. earth 7. b____n 8. c____le

D. Write a spelling word to complete each sentence.

9. A bluebird flew from the nest.
10. I get up _____ each morning.
11. What did you _____ in school today?
12. Ann wore a _____ and blouse.

E. Write the words in the word shapes.

13.

b	i	r	t	h	d	a	y
---	---	---	---	---	---	---	---

14.

--	--	--	--	--	--

15.

--	--	--	--	--	--	--

16.

--	--	--	--	--	--	--	--

THIS WEEK'S WORDS

sir
fur
learn
world
birthday
bluebird
burn
circle
early
earn
earth
heard
return
skirt
worry

ELL Practice

A. Write This Week's Words that rhyme with these words.

part 1. art 2. _____

hard 3. _____ 4. _____

spark 5. _____ 6. _____

B. Cross out a letter to make a spelling word. Write the word.

7. ~~h~~air hair 8. fairy _____

9. airy _____ 10. beard _____

C. Write a spelling word to complete each sentence. Then circle the words with /är/. Underline the words with /âr/.

11. I climbed the stairs quickly.

12. The cows are in the _____.

13. I ate an apple and a _____.

14. I bought a _____ of gloves.

15. My uncle owns a dairy _____.

THIS WEEK'S WORDS

park
stairs
art
bark
barn
card
farm
yard
air
fair
hair
pair
bear
pear
heart

ELL Reteaching Follow-up

A. The sounds /är/ are spelled **ar** and **ear** as in hard and heart. The sounds /âr/ are spelled **air** and **ear** as in air and bear. Write the missing letters to complete a spelling word in each sentence.

1. The dogs bark when the doorbell rings.
2. I brushed my hair one hundred times.
3. We took a walk in the park.
4. My brother works on a farm.
5. The weather is fair and warm today.
6. I bought a new pair of shoes.
7. Did you see the brown bear at the zoo?
8. Would you like to eat this pear?
9. I got a birthday card from Mike.
10. The horses are back in the barn.

THIS WEEK'S WORDS

park
stairs
art
bark
barn
card
farm
yard
air
fair
hair
pair
bear
pear
heart

B. Write the words in the word shapes.

11.

a	i	r
---	---	---

12.

--	--	--	--

13.

14.

--	--	--	--	--	--

15.

--	--	--	--	--	--	--

ELL Practice

A. Write the spelling word that goes with each group of words.

1. eggs, cereal, pancakes
2. books, magazines, _____
3. chicks, kittens, _____
4. colors, sizes, _____
5. bees, moths, _____

B. Write the plural of each word.

- | | | |
|----------------------------|-------------------|--------------------|
| 6. buddy
<u>buddies</u> | 7. grade
_____ | 8. fairy
_____ |
| 9. ear
_____ | 10. spy
_____ | 11. wheel
_____ |

THIS WEEK'S WORDS

pancakes
ears
eyes
grades
lands
marbles
newspapers
shapes
wheels
buddies
butterflies
fairies
guppies
puppies
spies

C. Write a spelling word to complete each sentence.

12. There were twenty guppies in the fish tank.
13. Close your _____ and go to sleep.
14. We visited many foreign _____.
15. I rolled the _____ across the floor.

ELL Reteaching Follow-up

A. A plural noun is a word that names more than one thing. Write a spelling word next to its clue.

1. Boys and girls play a game with these. marbles
2. The teacher puts these on your report card. _____
3. You hear with these. _____
4. You see with these. _____
5. You eat these for breakfast. _____
6. The words you wrote for 1 to 5 were made plural by _____.
7. They are your friends. _____
8. These are insects that hatch from cocoons. _____
9. These are baby dogs. _____
10. These are a kind of tiny fish. _____
11. You find these tiny beings in stories. _____
12. The words you wrote for 7 to 11 were made plural by _____.

THIS WEEK'S WORDS

pancakes
ears
eyes
grades
lands
marbles
newspapers
shapes
wheels
buddies
butterflies
fairies
guppies
puppies
spies

B. Write the words in the word shapes.

13.

n	e	w	s	p	a	p	e	r	s

14.

15.

16.

17.

ELL Practice

A. Write This Week's Words that have these words. Then underline the silent letter in each word.

- | | | | |
|--------|-------|--------|-------|
| 1. at | gnat | 2. ten | |
| _____ | _____ | _____ | _____ |
| 3. am | | 4. not | |
| _____ | | _____ | _____ |
| 5. now | | 6. hum | |
| _____ | | _____ | _____ |
| 7. new | | 8. rot | |
| _____ | | _____ | _____ |

THIS WEEK'S WORDS

knee
knew
knit
knock
knot
known
calf
half
climb
lamb
thumb
wren
written
wrote
gnat

B. Write a spelling word to complete each sentence. Underline the silent letter in each word you wrote.

9. I fell down and hurt my left knee.
10. Grandma will _____ sweaters for us.
11. The young _____ followed the cow.
12. I ate only _____ of my sandwich.
13. The _____ flew to its nest.
14. Can you _____ this tree?
15. Did you _____ on the door?

ELL Reteaching Follow-up

A. Some words have silent letters. Say the words. Underline the letters that you do not hear.

1. knit 2. calf 3. thumb 4. wrote 5. gnat

B. Write a spelling word to complete each sentence.

6. The lamb followed the rest of the sheep.
 7. Can you untie the _____ in my shoelace?
 8. I bumped my _____ against the chair.
 9. I heard a _____ on the door.
 10. I _____ the answer to the question.

C. Write the words in the word shapes.

11.

w	r	i	t	t	e	n
---	---	---	---	---	---	---

12.

--	--	--	--

13.

--	--	--	--

14.

--	--	--	--	--

15.

--	--	--	--	--

THIS WEEK'S WORDS

knee
 knew
 knit
 knock
 knot
 known
 calf
 half
 climb
 lamb
 thumb
 wren
 written
 wrote
 gnat

ELL Practice

A. Write a spelling word that can take the place of the underlined word or words in each sentence.

1. Do you see the woman? lady
2. John has one cent left. _____
3. The horse ran across the field. _____
4. Please move quickly. _____

B. Write This Week's Words that have these words.

5. car carry 6. art _____
7. any _____ 8. am _____

C. Change each plural noun to a spelling word. Change each verb in the past to a spelling word. Write the words.

9. married marry 10. emptied _____
11. copies _____ 12. bodies _____
13. cried _____ 14. libraries _____
15. studied _____

THIS WEEK'S WORDS

family
hurry
body
company
lady
library
party
penny
pony
carry
copy
cry
empty
marry
study

ELL Reteaching Follow-up

A. This Week's Words end with a consonant and **y**. Some words are nouns. To make the nouns plural, change **y** to **i** and add **es**. Write a spelling word for each clue. Then write the plural.

	Singular	Plural
1. a cent	<u>penny</u>	<u>pennies</u>
2. a small horse	_____	_____
3. a woman	_____	_____
4. mom, dad, and child	_____	_____

- THIS WEEK'S WORDS**

 - family
 - hurry
 - body
 - company
 - lady
 - library
 - party
 - penny
 - pony
 - carry
 - copy
 - cry
 - empty
 - marry
 - study

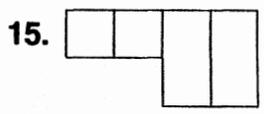
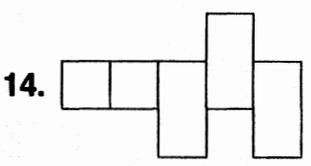
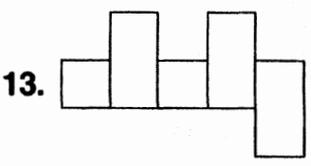
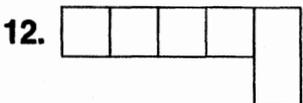
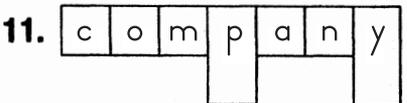
B. Change each word to a singular noun. Write the word.

5. bodies	6. parties	7. libraries
<u>body</u>	_____	_____

C. To make verbs tell about the past, change **y** to **i** and add **ed**. Do not change the **y** when you add **ing**. Write the spelling word for each clue. Then add **ed** and **ing**. Write the words.

	verb	+ ed	+ ing
8. move quickly	<u>hurry</u>	<u>hurried</u>	<u>hurrying</u>
9. lift and move	_____	_____	_____
10. shed tears	_____	_____	_____

D. Write the words in the word shapes.



ELL Practice

A. Write the spelling word that goes with each group of words.

1. horse, donkey,

_____ camel _____

2. jug, jar,

3. red, blue,

4. rake, hoe,

5. winter, spring,

6. penny, dime,

7. chair, desk,

8. crow, bluebird,

THIS WEEK'S WORDS

purple

camel

cover

able

bottle

eagle

people

table

level

nickel

shovel

either

letter

summer

sugar

B. Write This Week's Words that have these words.

9. her either

10. let _____

11. over _____

C. Write a spelling word to complete each sentence.

12. We mixed the flour, eggs, and sugar.

13. I added a _____ teaspoon of salt.

14. We will be _____ to leave at noon.

15. There were many _____ at the party.

16. Have you ever been on a _____?

ELL Reteaching Follow-up**A. The sounds /el/ are spelled **el** and **le**.**Write This Week's Words that end in **le**.

1. purple 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

B. Write This Week's Words that end in **el.**

7. _____ 8. _____
 9. _____ 10. _____

C. The sounds / r/ are spelled **er and **ar**.**Write This Week's Words that end in **er**.

11. _____ 12. _____
 13. _____ 14. _____

D. Write the spelling word that ends in **ar.**

15. _____

E. Write the spelling words in the word shapes.

16.

a	b	l	e
---	---	---	---

17.

--	--	--	--	--

18.

19.

--	--	--	--	--	--	--	--

THIS WEEK'S WORDS

purple
 camel
 cover
 able
 bottle
 eagle
 people
 table
 level
 nickel
 shovel
 either
 letter
 summer
 sugar

ELL Practice

A. Write the spelling word that is a homophone for each word.

1. one won 2. sun _____
 3. meet _____ 4. road _____
 5. who's _____

B. Read the two words in the box. Then write the correct word to complete each sentence.

read
reed

6. A reed is a kind of tall grass.
 7. I _____ a story to my sister every night.

sail
sale

8. Meg bought two pairs of shoes on _____.
 9. Mark bought a new _____ for his boat.

beet
beat

10. I sliced a red _____.
 11. Our team _____ their team by a point.

main
mane

12. We brushed the horse's _____.
 13. We live on the _____ street of town.

break
brake

14. The left _____ on my bike doesn't work.
 15. If you drop that plate, it will _____.

THIS WEEK'S WORDS

sale
sail
beat
beet
break
brake
main
mane
read
reed
meet
rode
son
whose
won

ELL Reteaching Follow-up

A. Read each group of sentences. Then write the correct homophone to complete each sentence.

1. Let's go shopping. There's a big s a | e.
2. Here's the boat. Let's go for a ai.
3. He is a good drummer. He keeps the ea.
4. This vegetable is red. It is a ee.
5. Don't drop the glass. It might ea.
6. Stop your bike! Use the a e.
7. Read the story. Tell the ai idea.
8. The horse is pretty. His a e is long.
9. I bought a book. I like to ea.
10. That grass grows by the river. It is a ee.

THIS WEEK'S WORDS

sale
sail
beat
beet
break
brake
main
mane
read
reed
meet
rode
son
whose
won

B. Complete the sentences.

11. The words beat and beet are _____.
12. They _____ alike.
13. You do not _____ them the same way.
14. They also have different _____.

C. Write the homophone for each word in the word shape.

15. who's

w	h	o	s	e
---	---	---	---	---

16. meat

--	--	--	--	--

17. sun

--	--	--

18. one

--	--	--

19. road

--	--	--	--

ELL Practice

A. Write the missing letters to complete each word. Say the words. Circle the words with /ōō/ as in tooth. Underline the words with /oo/ as in shook.

1. g__oo__dness 2. ch____se 3. br____k
4. fl____ 5. gr____p 6. st____d

B. Write the spelling word that goes with each group of words.

7. stream, river, brook
8. squirrel, beaver, _____
9. sandwich, salad, _____

C. Write the spelling word that has the opposite meaning.

10. midnight 11. find 12. sat
noon _____ _____

D. Write a spelling word to complete each sentence.

13. Ann cried when her balloon popped.
14. The apples fell when we _____ the tree.
15. The baby just got his first _____.
16. How many children are in your _____?
17. The plants _____ quickly.

THIS WEEK'S WORDS

balloon
brook
shook
stood
goodness
choose
noon
raccoon
roof
tooth
group
soup
flew
grew
lose

ELL Reteaching Follow-up

A. The sound /ōō/ in noon can be spelled four ways. Say the words. Underline the spelling for /ōō/ in each word.

1. noon 2. soup 3. flew 4. lose

B. Write the correct spelling for /ōō/ in each word.

5. ball_____n 6. gr_____p
7. gr_____ 8. r_____f

C. Finish the sentence.

9. The sound /ōō/ is spelled _____, _____, _____, and _____.

D. The sound /ōō/ in cook is spelled with **oo**. Say This Week's Words. Write each word with the sound /ōō/.

10. brook 11. _____
12. _____ 13. _____

THIS WEEK'S WORDS

- balloon
brook
shook
stood
goodness
choose
noon
raccoon
roof
tooth
group
soup
flew
grew
lose

E. Write the words in the word shapes.

14.

r	a	c	c	o	o	n
---	---	---	---	---	---	---

 15.

16.

 17.

ELL Practice

A. Write the spelling word that goes with each group of words.

1. eagle, hawk, owl 2. eyes, nose, _____
 3. black, blue, _____ 4. gerbil, rat, _____

B. Write the spelling word that rhymes with each word.

5. boys 6. round 7. toy

noise _____ _____

C. Write a spelling word to complete each sentence.

8. Turn down the radio. It is too loud .
 9. What a nice day! There's not a _____ in the sky.
 10. I cannot write. My pencil has no _____ .
 11. I checked the car. It needs gas and _____ .
 12. Max makes everyone laugh. He is a circus _____ .
 13. The prince became a king. He put on the _____ .
 14. Ann sings well. She has a nice _____ .
 15. I liked the play. Did you _____ it, too?

D. Say the words you wrote for 1 to 15. Circle the words with /ou/. Underline the words with /oi/.

THIS WEEK'S WORDS

loud
 noise
 cloud
 mouse
 mouth
 sound
 brown
 clown
 crown
 owl
 oil
 point
 voice
 joy
 enjoy

ELL Reteaching Follow-up

A. The sound /ou/ in loud and cow is spelled with **ou** and **ow**. Write the correct spelling for /ou/ in each word.

1. l_ou_d 2. br_____n 3. m_____se
4. s_____nd 5. cl_____d 6. cr_____n

B. The sound /oi/ in noise and toy is spelled with **oi** and **oy**. Write a spelling word with /oi/ to complete each sentence.

7. An unpleasant sound is called a _____ noise _____.
8. When you speak, you use your _____.
9. The sharp end of a pencil is called a _____.
10. When you have a good time, you _____ yourself.
11. A glad or happy feeling is a _____.

C. Write the words in the word shapes.

12.

c	l	o	w	n
---	---	---	---	---

13.

--	--	--

14.

--	--	--

15.

--	--	--	--	--

THIS WEEK'S WORDS

loud
noise
cloud
mouse
mouth
sound
brown
clown
crown
owl
oil
point
voice
joy
enjoy

ELL Practice**A. Write This Week's Words to complete the sentences.**

1. Eight is the double of four.
2. We mixed the milk, eggs, and _____ together.
3. Mike lives on a farm in the _____.
4. Can you _____ to one thousand?
5. I have just _____ money to buy this book.
6. Don't _____ the hot plate.
7. My _____ Bob came to visit us yesterday.
8. I _____ a new hat and coat.
9. Oranges are _____.

THIS WEEK'S WORDS

double
country
cousin
touch
count
flour
round
bought
brought
thought
although
though
tough
rough
enough

B. What letters are missing? Write the complete word.

10. r__nd round
11. br__t _____
12. th__t _____
13. alth__ _____
14. th__ _____
15. r__gh _____

ELL Reteaching Follow-up

A. The letters **ou** can have the sound /u/ in country. Write the words with /u/ spelled **ou**.

1. country 2. _____
3. _____ 4. _____

B. The letters **ou** can have the sound /ou/ in round. Write the words with /ou/ spelled **ou**.

5. round 6. _____ 7. _____

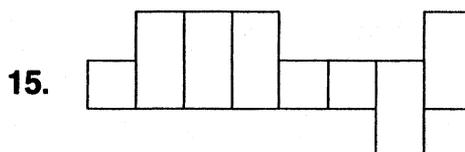
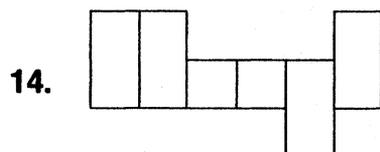
C. Write the words that rhyme with cuff.

8. tough 9. _____ 10. _____

D. Write the words that rhyme with taught.

11. bought 12. _____ 13. _____

E. Write the two words that have /ō/ spelled **ough** in the word shapes.

**THIS WEEK'S WORDS**

double
country
cousin
touch
count
flour
round
bought
brought
thought
although
though
tough
rough
enough

ELL Practice

A. Write This Week's Words that have these words. Then draw a line between the two syllables of each word.

1. won

2. got

3. corn

wonder

4. son

5. mat

6. pen

7. but

8. cat

9. fun

THIS WEEK'S WORDS

butter
cattle
dinner
funny
happen
lesson
matter
middle
rabbit
corner
forgot
number
perhaps
problem
wonder

B. Write a spelling word to complete each sentence.

10. The baby ate all of her dinner.
11. The line runs down the _____ of the road.
12. The _____ ate the lettuce in our garden.
13. What is your new telephone _____?
14. Dad said that _____ we'll go later.
15. Do you know how to solve this _____?

ELL Reteaching Follow-up

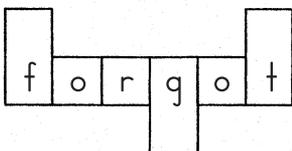
A. Draw a line to connect the two syllables to make one of This Week's Words. Then write the word.

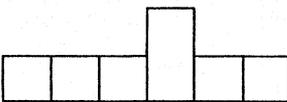
- | | | |
|--------|-----|---------------|
| 1. hap | son | <u>happen</u> |
| 2. fun | ter | _____ |
| 3. but | ner | _____ |
| 4. cat | ny | _____ |
| 5. les | pen | _____ |
| 6. mid | bit | _____ |
| 7. mat | dle | _____ |
| 8. din | tle | _____ |
| 9. rab | ter | _____ |

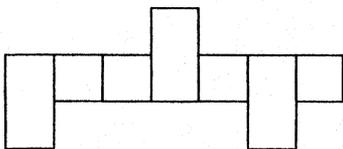
THIS WEEK'S WORDS

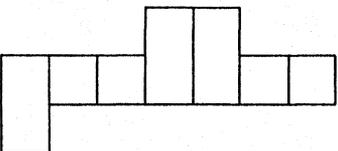
- butter
- cattle
- dinner
- funny
- happen
- lesson
- matter
- middle
- rabbit
- corner
- forgot
- number
- perhaps
- problem
- wonder

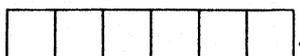
B. Write the word in the shape to complete each sentence.

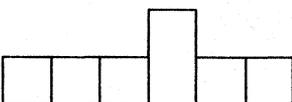
10. I was so busy that I  to eat.

11. What is your telephone  ?

12. Today  the letter will come.

13. I can't do this arithmetic .

14. Ed will race us to the next .

15. I  where my sister is.

ELL Practice

A. Write This Week's Words to complete the sentences.

1. The band marched in the _____ parade _____.
2. Write your answers on a piece of _____.
3. My father is an airline _____.
4. What kind of _____ makes this machine go?

B. Write a spelling word for each clue. Then draw a line to divide each word into syllables.

5. over your head

above

6. in front of

7. the same as

8. by oneself

9. on all sides

THIS WEEK'S WORDS

pilot
above
ahead
alike
alone
around
become
begin
behind
belong
below
beside
motor
paper
parade

C. Write This Week's Words that have these words.

10. come

become

11. beg

12. hind

13. long

14. low

15. side

ELL Reteaching Follow-up

A. This Week's Words have two syllables. Each word has a consonant letter between the two vowel sounds. Look at the words in the box. Notice the line that divides the syllables in each word.

pi|lot a|head be|long

THIS WEEK'S WORDS

pilot
above
ahead
alike
alone
around
become
begin
behind
belong
below
beside
motor
paper
parade

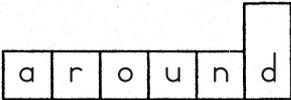
Complete the sentence.

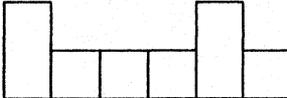
- Each word has _____ syllables.
- A _____ letter comes between _____ vowel sounds.
- Each word is divided into syllables _____ the consonant.

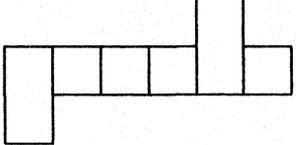
B. Divide each word into two syllables. Write the syllables.

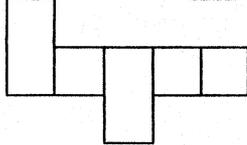
- | | | | | |
|-----------|-------|-------|-----------|-------|
| 4. become | _____ | _____ | | |
| 5. below | _____ | _____ | | |
| 6. behind | _____ | _____ | 7. alone | _____ |
| 8. above | _____ | _____ | 9. alike | _____ |
| 10. paper | _____ | _____ | 11. motor | _____ |

C. Write the word in the shape to complete each sentence.

12. The boys ran  the block.

13. Ann and Sue walked  each other.

14. We marched in the 

15. I must  my homework.

ELL ANSWER KEY

Unit 1

ELL Practice

- A. flag, apple, happy, shall; fed, else, pen; hid, bring, river; dot, rock; hunt, club, sunny
B. 1. fed 2. club 3. flag 4. sunny 5. shall
6. river 7. apple 8. hunt 9. else 10. hid
11. happy 12. pen 13. bring 14. rock 15. dot

ELL Reteaching Follow-up

- A. 1. dot 2. fed 3. flag 4. hunt 5. shall 6. apple
7. bring 8. club 9. hid 10. else
B. 11. happy 12. pen 13. river 14. rock 15. sunny

Unit 2

ELL Practice

- A. 1. spll 2. drll 3. ll 4. shell 5. spell 6. smell
B. 7. roll 8. add 9. mess 10. kiss 11. stuff
12. cliff 13. less 14. unless 15. odd

ELL Reteaching Follow-up

- A. 1. spill; /l/: ll 2. stuff; /f/: ff 3. kiss; /s/: ss 4. odd;
/d/: dd
B. 5. ill 6. cliff 7. spell 8. less 9. shell 10. add
C. 11. unless 12. drill 13. smell 14. mess 15. roll

Unit 3

ELL Practice

- A. 1. skinned 2. bat 3. stopped 4. tagging 5. chop
6. planning 7. clap 8. trapped 9. drop
10. wagging 11. nap 12. tapping 13. pin
14. tripped 15. step
B. vowel; consonant; double; ed; ing

ELL Reteaching Follow-up

- A. 1. You double the last consonant (letter).
B. 2. skinned 3. stopped 4. trapped 5. tripped
C. 6. tagging 7. planning 8. wagging 9. tapping
D. 10. bat 11. step 12. clap 13. drop 14. pin
15. nap

Unit 4

ELL Practice

- A. 1. state 2. truck 3. drive 4. string 5. print
6. spring 7. flat 8. spray
B. 9. drawer 10. snow 11. clear 12. stick 13. star
14. close 15. floor 16. spray

Note: For some activities, order of answers will vary.

ELL Reteaching Follow-up

- A. 1. two 2. two
B. 3. string 4. spray 5. spring
C. 6. three 7. three
D. 8. close 9. drawer 10. flat 11. print 12. star
13. stick 14. clear 15. drive 16. floor 17. trick
18. state 19. snow

Unit 5

ELL Practice

- A. 1. bend 2. grand 3. ground 4. wind 5. dust
6. east 7. test 8. west
B. 9. lift 10. child 11. bump
C. 12. act 13. wild 14. milk 15. build

ELL Reteaching Follow-up

- A. act, wind, milk, lift, build, bump 1. end 2. two
3. two (both)
B. 4. dust 5. bend 6. west 7. wild 8. bump
9. milk
C. 10. test 11. ground 12. grand 13. child 14. milk

Unit 7

ELL Practice

- A. 1. strong 2. shout 3. catch 4. kitchen
5. crash 6. weather 7. together 8. another

B.

		¹ c	² h	i	n			³ t				
	⁴ w			u				e				
⁵ s	h	i	n	e				⁶ a	n	g	r	y
	i			g				c				
	c			⁷ r	e	a	c	h				
	h			y				e				
								r				

ELL Reteaching Follow-up

- A. 1. another 2. which 3. shout 4. strong 5. catch
6. angry 7. /ch/: ch, tch; /tk/: th; /sh/: sh; /ng/: ng, n
B. 8. together 9. kitchen 10. crash 11. reach
12. teacher 13. hungry
C. 14. chin 15. weather 16. shine 17. angry

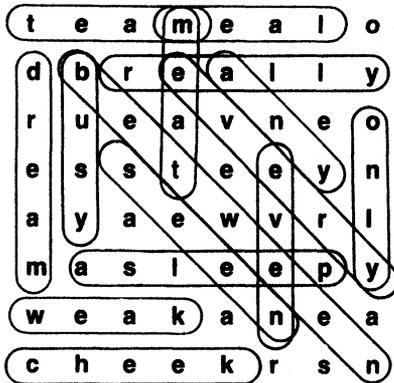
Unit 8

ELL Practice

- A. 1. ranches 2. classes 3. guesses 4. beaches
5. lists 6. circuses 7. churches 8. paths
B. 9. robins 10. fingers 11. pictures 12. inches
13. desks 14. bushes 15. uncles

Unit 15

ELL Practice



1. team 2. dream 3. asleep 4. any 5. between
 6. busy 7. cheek 8. even 9. every 10. meal
 11. meat 12. only 13. really 14. seen 15. weak;

Order of answers may vary.

ELL Reteaching Follow-up

- A. 1. meal 2. cheek 3. even 4. busy 5. /ē/: ea, ee, e, y
 B. 6. dream 7. any 8. meat 9. seen 10. meal
 11. team 12. weak 13. even 14. busy
 C. 15. asleep 16. between 17. every 18. really

Unit 16

ELL Practice

- A. 1. myself 2. nine 3. bright 4. lion 5. tiger
 B. 6. buy 7. prize 8. shy 9. fight 10. sight
 11. hide 12. line
 C. 13. life 14. bite 15. wise

ELL Reteaching Follow-up

- A. 1. shy 2. sight 3. line 4. lion 5. /i/:
 i-consonant-e, y, igh, i
 B. 6. fight 7. life 8. tiger 9. myself
 C. 10. prize 11. wise 12. nine 13. buy 14. hide
 15. bite 16. bright

Unit 17

ELL Practice

- A. 1. hello 2. old 3. sold 4. float
 B. 5. both 6. nose 7. stove 8. fold 9. follow
 10. load
 C. 11. blow 12. joke 13. spoke 14. bow
 15. window

ELL Reteaching Follow-up

- A. 1. rose 2. float 3. fold 4. blow 5. /ō/:
 o-consonant-e, oa, o, ow
 B. 6. both 7. follow 8. stove 9. load 10. spoke
 11. hello
 C. 12. window 13. bow 14. joke 15. old

Unit 19

ELL Practice

- A. 1. bedroom 2. cannot 3. football 4. grandfather
 5. grandmother 6. maybe
 B. 7. anyway 8. sometimes 9. yourself
 10. everybody
 C. 11. anyone 12. herself 13. himself 14. outside
 15. playground

ELL Reteaching Follow-up

- A. 1. her|self 2. foot|ball 3. every|body 4. out|side
 B. 5. bed—room, bedroom 6. him—self, himself
 7. can—not, cannot 8. any—one, anyone
 9. grand—mother, grandmother 10. some—times,
 sometimes
 C. 11. playground 12. grandfather 13. anyway
 14. yourself 15. maybe

Unit 20

ELL Practice

- A. 1. can't 2. don't 3. didn't 4. won't 5. isn't
 B. 6. he's 7. she's 8. I'll 9. that's 10. I'm
 11. there's 12. it's 13. we'll 14. let's 15. we're

ELL Reteaching Follow-up

- A. 1. we're 2. we'll 3. it's
 B. 4. she's 5. there's 6. let's 7. isn't 8. I'll
 9. he's 10. isn't 11. won't 12. we're
 C. 13. can't 14. didn't 15. don't 16. I'm

Unit 21

ELL Practice

- A. 1. cause 2. straw 3. course 4. wash
 B. 5. born 6. taught 7. jaw 8. north 9. talk
 10. short
 C. 11. four 12. horn 13. corn 14. horse 15. walk

ELL Reteaching Follow-up

- A. 1. walk 2. straw 3. cause 4. jaw 5. talk
 6. taught
 B. 7. born 8. four 9. cause 10. short
 C. 11. horse 12. corn 13. horn 14. wash 15. north

Unit 22

ELL Practice

- A. 1. skirt 2. earth 3. circle 4. bluebird
B. 5. sir 6. fur 7. burn
C. 8. world 9. early 10. worry 11. return
12. heard 13. earn 14. birthday 15. learn

ELL Reteaching Follow-up

- A. 1. sir 2. fur 3. earn 4. world
B. 5. /ūr/: ir, ūr, ear, or
C. 6. earth 7. burn 8. circle
D. 9. bluebird 10. early 11. learn 12. skirt
E. 13. birthday 14. heard 15. return 16. worry

Unit 23

ELL Practice

- A. 1. art 2. heart 3. card 4. yard 5. park
6. bark
B. 7. /hair, hair 8. fairy, fair 9. airy, air 10. beard, bear
C. 11. stairs 12. barn 13. pear 14. pair 15. farm

ELL Reteaching Follow-up

- A. 1. bark 2. hair 3. park 4. farm 5. fair 6. pair
7. bear 8. pear 9. card 10. barn
B. 11. air 12. art 13. yard 14. heart 15. stairs

Unit 25

ELL Practice

- A. 1. pancakes 2. newspapers 3. puppies
4. shapes 5. butterflies
B. 6. buddies 7. grades 8. fairies 9. ears
10. spies 11. wheels
C. 12. guppies 13. eyes 14. lands 15. marbles

ELL Reteaching Follow-up

- A. 1. marbles 2. grades 3. ears 4. eyes
5. pancakes 6. Words are made plural by adding s
7. buddies 8. butterflies 9. puppies
10. guppies 11. fairies 12. Words are made plural by changing y to i, adding es
B. 13. newspapers 14. shapes 15. spies 16. lands
17. wheels

Unit 26

ELL Practice

- A. 1. gnat 2. written 3. lamb 4. knot 5. known
B. 6. thumb 7. knew 8. wrote
9. knee 10. knit 11. calf 12. half 13. wren
14. climb 15. knock

ELL Reteaching Follow-up

- A. 1. knit 2. calf 3. thumb 4. wrote 5. gnat
B. 6. lamb 7. knot 8. knee 9. knock 10. knew
C. 11. written 12. wren 13. half 14. climb
15. known

Unit 27

ELL Practice

- A. 1. lady 2. penny 3. pony 4. hurry
B. 5. carry 6. party 7. company 8. family
C. 9. marry 10. empty 11. copy 12. body 13. cry
14. library 15. study

ELL Reteaching Follow-up

- A. 1. penny, pennies 2. pony, ponies 3. lady, ladies
4. family, families
B. 5. body 6. party 7. library
C. 8. hurry, hurried, hurrying 9. carry, carried, carrying
10. cry, cried, crying
D. 11. company 12. marry 13. study 14. empty
15. copy

Unit 28

ELL Practice

- A. 1. camel 2. bottle 3. purple 4. shovel
5. summer 6. nickel 7. table 8. eagle
B. 9. either 10. letter 11. cover
C. 12. sugar 13. level 14. able 15. people
16. camel

ELL Reteaching Follow-up

- A. 1. purple 2. bottle 3. eagle 4. people 5. table
6. able
B. 7. camel 8. level 9. nickel 10. shovel
C. 11. cover 12. either 13. letter 14. summer
D. 15. sugar
E. 16. able 17. level 18. sugar 19. summer

Unit 29

ELL Practice

- A. 1. won 2. son 3. meat 4. rode 5. whose
B. 6. reed 7. read 8. sale 9. sail 10. beet
11. beat 12. mane 13. main 14. brake
15. break

ELL Reteaching Follow-up

- A. 1. sale 2. sail 3. beat 4. beet 5. break
6. brake 7. main 8. mane 9. read 10. reed
B. 11. homophones 12. sound 13. spell
14. meanings
C. 15. whose 16. meet 17. son 18. won 19. rode

Unit 31

ELL Practice

- A. 1. goodness 2. choose 3. brook 4. flew
5. group 6. stood
B. 7. brook 8. raccoon 9. soup
C. 10. noon 11. lose 12. stood
D. 13. balloon 14. shook 15. tooth 16. group
17. grew

ELL Reteaching Follow-up

- A. 1. noon 2. soup 3. flew 4. lose
B. 5. balloon 6. group 7. grew 8. roof
C. 9. /oo/: oo, ou, ew, o
D. 10. brook 11. shook 12. goodness 13. stood
E. 14. raccoon 15. choose 16. tooth 17. goodness

Unit 32

ELL Practice

- A. 1. owl 2. mouth 3. brown 4. mouse
B. 5. noise 6. sound 7. joy
C. 8. loud 9. cloud 10. point 11. oil
12. clown 13. crown 14. voice 15. enjoy
D. See circling and underlining above.

ELL Reteaching Follow-up

- A. 1. loud 2. brown 3. mouse 4. sound 5. cloud
6. crown
B. 7. noise 8. voice 9. point 10. enjoy 11. joy
C. 12. clown 13. owl 14. oil 15. mouth

Unit 33

ELL Practice

- A. 1. double 2. flour 3. country 4. count
5. enough 6. touch 7. cousin 8. bought
9. round

- B. 10. round 11. brought 12. thought 13. although
14. though 15. rough

ELL Reteaching Follow-up

- A. 1. country 2. double 3. cousin 4. touch
B. 5. round 6. count 7. flour
C. 8. tough 9. rough 10. enough
D. 11. bought 12. brought 13. thought
E. 14. though 15. although

Unit 34

ELL Practice

- A. 1. won|der 2. for|got 3. cor|ner 4. les|son
5. mat|ter 6. hap|pen 7. but|ter 8. cat|tle
9. fun|ny
B. 10. dinner 11. middle 12. rabbit 13. number
14. perhaps 15. problem

ELL Reteaching Follow-up

- A. 1. hap—pen, happen 2. fun—ny, funny
3. but—ter, butter 4. cat—tle, cattle 5. les—son,
lesson 6. mid—dle, middle 7. mat—ter,
matter 8. din—ner, dinner 9. rab—bit, rabbit
B. 10. forgot 11. number 12. perhaps 13. problem
14. corner 15. wonder

Unit 35

ELL Practice

- A. 1. parade 2. paper 3. pilot 4. motor
B. 5. a|bove 6. a|head 7. a|like 8. a|lone
9. a|round
C. 10. become 11. begin 12. behind 13. belong
14. below 15. beside

ELL Reteaching Follow-up

- A. 1. two 2. consonant, two 3. before
B. 4. be, come 5. be, low 6. be, hind 7. a, lone
8. a, bove 9. a, like 10. pa, per 11. mo, tor
C. 12. around 13. beside 14. parade 15. begin