

Teacher's Edition

PERFECTION LEARNING

1

Spelling

WITH
INTEGRATED LANGUAGE ARTS

C O N T E N T S

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INTRODUCTION

The Importance of Spelling Instruction

Accountability in the classroom has led to an increased emphasis on standardized tests. A large majority of school districts in the United States now require students to pass some form of standardized writing assessment at regular intervals throughout their elementary school years. “Even more than reading, writing is a mental juggling act that depends on automatic deployment of basic skills such as handwriting, spelling, grammar, and punctuation so that the writer can keep track of such concerns as topic, organization, word choice, and audience needs.”—Louisa C. Moats, “How Spelling Supports Reading: And Why It Is More Regular and Predictable Than You May Think,” 2005. One of the most visible factors in evaluating anyone’s writing, student or adult, is whether the words are spelled correctly.

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Perfection Learning Spelling will teach students to spell and improve their writing in direct and indirect ways through its instructional lessons. It will also help to build competent and able writers through its strong writing strand, which has students applying their spelling knowledge to a variety of writing assignments throughout the year.

The Development of Perfection Learning Spelling

Since the beginning of public education, research and classroom experience have proven the need for systematic, developmental instruction in spelling. “I am convinced that, if we teach them, all normal children can learn to spell English.”—Edmund Henderson, *Teaching Spelling*, 1995.

In order for a spelling program to be effective, two essential elements must be considered:

1. the words to be taught, and
2. the strategies of instruction.

In the creation of **Perfection Learning Spelling**, the lists of words to be taught and the strategies of instruction evolved together through an examination of published research. The resultant materials were then tested in classrooms throughout the country and reviewed by teachers, researchers, and administrators to determine their usefulness and suitability.



WHY PERFECTION LEARNING SPELLING?

Word Lists

The spelling lists that make up the program were compiled after careful study of words students use in their writing and reading. The word lists were refined and developed over many years of work and research in spelling. A database of words was maintained, which included information from many studies concerning frequency of use, familiarity, and degree of difficulty.

The lists began with data from:

- Rinsland (*A Basic Vocabulary of Elementary School Children*), which is based on children’s writing vocabulary;
- Thorndike-Loge (*A Teacher’s Wordbook of 30,000 Words*);
- Kucera (*Computational Analysis of Present-Day American English*);
- Harris-Jacobson (*Basic Elementary Reading Vocabulary*); and
- *The American Heritage Word Frequency Book*.

The words were grouped to reflect the common and consistent spelling patterns based on sound-letter relationships, word structures, and content area.

Additionally, several other vocabulary and word-frequency studies were used to determine the core of high-frequency words that must be included and to make judgments about the utility of additional words.

THIS WEEK’S WORDS	
1.	bat
2.	chop
3.	clap
4.	drop
5.	nap
6.	pin
7.	step
8.	skinned
9.	stopped
10.	trapped
11.	tripped
12.	tagging
13.	planning
14.	wagging
15.	tapping

The words were grouped to reflect the common and consistent spelling patterns based on sound-letter relationships (phonics), word structures (affixes, inflections, syllable patterns, common roots, compound words), and content area (mathematics, science, social studies, and so on). Research has shown that students who are taught to recognize spelling generalizations among words show more spelling success. For each unit in Levels 2–6, a principal list was developed, as well as two shorter lists—one for review and the other for extension. The three lists in any one unit illustrate the same spelling generalization.

This week’s words feature verbs where the final consonant doubles when adding *-ed* or *-ing*.

- hop
- pat
- rub
- pet
- spot
- pop

Review words feature the same spelling generalization.

- scrub
- swap
- prop
- plot
- grabbed
- shopped
- wrapping
- stirring

The extension list provides challenge words.

Strategies of Instruction

The ability to spell correctly is developed through four primary strategies of instruction, which should be the focus of an effective program: visual memory, phonics, word structure, and analogy.

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- **Visual memory** is undeniably an important factor in spelling ability. We rely on visual memory to test possible spellings, to recognize correct spellings, and to correct misspellings. Visual cues, for example, are probably the most helpful aid in remembering that *through*, *although*, and *enough* are all spelled with the letters *ough*. Visual memory is also important in distinguishing between words that have the same pronunciation but different spellings and meanings.
- **Phonics**, the science of sound-letter relationships, is emphasized throughout **Perfection Learning Spelling**, particularly in the primary levels where students are reading high-frequency words with regular and predictable spellings. Systematic, explicit teaching concentrates on the phonemes and other patterns that occur most frequently. For example, while it is true that the long-e sound is spelled *eo* in *people*, that spelling is rare. Therefore, more time and attention are given initially to the common spellings of /e/—final *e*, medial *ee* and *ea*—gradually introducing such other regular spellings as *-y* in *happy* and the *ei* in *receive*.

“Half of all English words can be spelled accurately on the basis of sound-symbol correspondences alone. . . .”—Bob Schlagal, “Classroom Spelling Instruction: History, Research, and Practice,” Fall 2002.

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Words with e and ee



Listen to the sound at the end of he. It is like the name for **e**.
You can spell this sound with **e** or **ee**.
Say each word.
Write each word two times.

1. he _____
2. be _____
3. we _____
4. me _____
5. see _____
6. tree _____

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Level 1, Unit 20

15

The Sounds /ch/ and /th/

UNIT WORDS

1. *chat*
2. *pitcher*
3. *catcher*
4. *gather*
5. *bathe*
6. *scratch*
7. *patch*
8. *chase*
9. *spinach*
10. *ranch*
11. *rather*
12. *feather*
13. *clothing*
14. *whether*
15. *hatch*
16. *ditch*
17. *chance*
18. *charge*
19. *leather*
20. *machine*



The Unit Words

A **consonant digraph** is two letters together that stand for one sound.
Say the word *chat*, and listen to the beginning sound. The consonant digraph **ch** stands for the sound /ch/. The Unit words show another way to spell /ch/. In *pitcher* and *catcher* you spell /ch/ with **tc**.
Say the word *gather*, and listen to the sound the consonant digraph **th** stands for. The sound /th/ is always spelled with **th**.
 The letters **ch** together usually spell the sound /ch/. But in *machine*, you use **ch** to spell the sound /sh/.

REMEMBER THIS

Whether you say /hwetʃˈɑːr/ or /wɛtʃˈɑːr/, remember to write the word with **wh**. *Who, what, why, where, when, and whether* all begin with **wh**.

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Level 4, Unit 15

- **Word structure** has a strong influence on spelling and, like phonics, it must be taught systematically. **Perfection Learning Spelling** introduces such structural patterns as contractions, compound words, and the addition of inflectional endings or affixes to base, or root, words. Spelling lists are also organized around meaning-related words. Recognizing the link between spelling and meaning serves as a useful spelling clue. For example, the words *sign* and *signature* are taught together so that the pronounced *g* in *signature* will serve as a reminder of the silent *g* in *sign*.

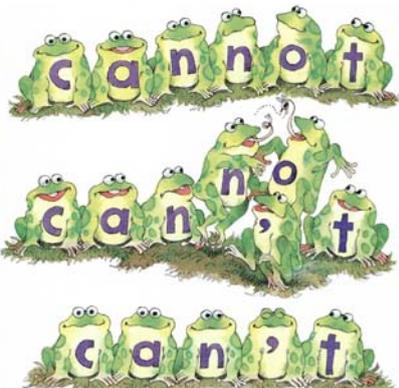
Proficient spellers use a combination of strategies to predict the spelling of unfamiliar words to build this impressive writing vocabulary.

20

Contractions

THIS WEEK'S WORDS

1. can't
2. didn't
3. don't
4. his
5. Ill
6. I'm
7. isn't
8. it's
9. let's
10. she's
11. that's
12. there's
13. will
14. wire
15. won't



This Week's Words

A **contraction** is a short way of writing two words together. Some of the letters are left out. An **apostrophe** takes their place.

Can't is the contraction of can and not. The apostrophe takes the place of n and o.

All the words this week are contractions. What words make up the contractions? What letters are left out?

REMEMBER THIS

How do not becomes don't is easy to tell.
But will not to won't—what happens then?
Why, the i runs away with the double l,
And the o jumps over the n.



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Level 3, Unit 20

- **Analogy** is another major strategy that helps us predict the spelling of English words. Common characteristics in familiar words can form the basis for an analogy to the spelling of an unfamiliar word. Effective use of this strategy is characteristic of proficient spellers, people who have developed an understanding of the underlying regularity of the writing system. In its most elementary form, analogy can be as simple as guessing that words that rhyme might be spelled similarly.

A proficient speller can have a writing vocabulary of about 70,000 words. This doesn't mean that each of the 70,000 words has been systematically presented, practiced, and learned. Rather, proficient spellers use a combination of strategies to predict the spelling of unfamiliar words to build this impressive writing vocabulary. These strategies are acquired in a comprehensive, developmental spelling program.

“...the finding that children move from concrete letter-sound strategies to sound-pattern strategies to meaning-pattern strategies gives additional weight to the practice of careful, linguistically-driven presentations of spelling words.”—Bob Schlagal, “Classroom Spelling Instruction: History, Research, and Practice,” Fall 2002.

SPELLING: A DEVELOPMENTAL PROCESS

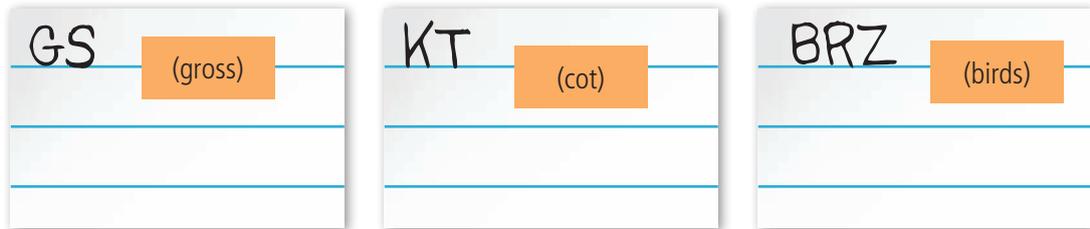
Children progress through certain stages on their way to becoming competent spellers. **Perfection Learning Spelling** was designed with an understanding and appreciation of these stages of development.

Emergent Spellers

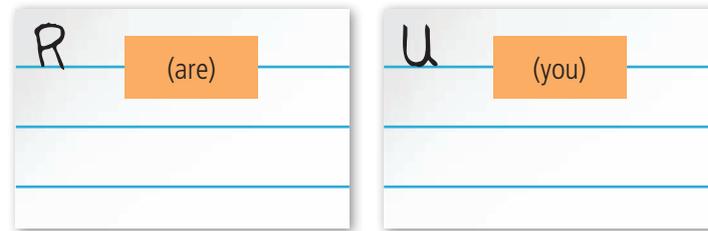
Young children's writing is made up of random strings of letters and sometimes numbers to represent words or a complete message. Children use both lowercase and capital letters in their writing. At this stage, they do not demonstrate a knowledge of letter-sound correspondences.

Semi-Phonetic Spellers

Children begin to develop the concept that letters have sounds and that letters are used to represent the sounds in words. Several letters may represent a whole word.



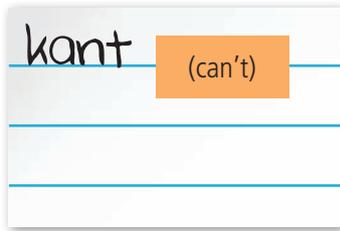
Vowels, medial consonants, and syllables are not represented. Children may also use letter names to represent sounds in words.



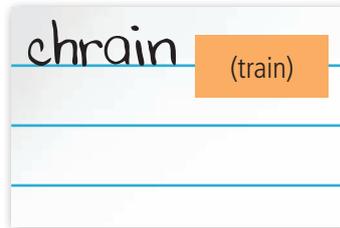
Spellings may be strung together without spaces before and after words.

Phonetic Spellers

Children spell words according to the entire sound structure of the word.

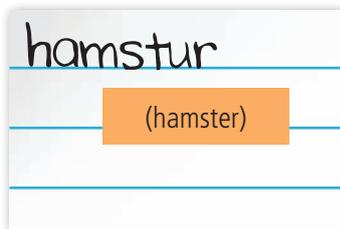


When phonetic spellers are unsure of the correct letter to represent a sound, they often select a letter that represents another sound made in the same part of the mouth.



Transitional Spellers

Children's writing reflects features of conventional spelling and phonetic spelling. Children use frequently occurring spelling patterns and include vowels in every syllable.



Although the vowel may be incorrect, it is in the correct position. Children rely less on sound structure and begin to rely on visual memory and word structure.

Syntactic-Semantic Spellers

Children have an understanding of the English spelling system and its basic rules. They show an expanded knowledge of word structure and can correctly spell affixes, contractions, and compound words. Mature spellers are less dependent on the sound features of words to predict spelling. They make greater use of higher-level strategies.

“Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading.”—Snow, C. E., Griffin, P., and Burns, M. S. (Eds.), *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World*, 2005

SPELLING PATTERNS

Sound-Letter Relationships

CONSONANTS

Consonant Sounds and Spellings

The 21 consonant letters—*b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y,* and *z*—spell 23 consonant sounds. The letters *c, q,* and *x* do not represent unique sounds. They stand for consonant sounds that can be represented by other letters. The letter *c* can stand for /k/, as in *can*, or /s/, as in *city*. The letter *q* followed by *u* represents the sounds /kw/, as in *liquid*. The letter *x* represents /ks/, as in *fox* or /gz/, as in *exit*.

Variant Spellings of Consonant Sounds

The consonant sounds /f/, /j/, /k/, /s/, /z/, /ch/, /ng/, and /sh/ are spelled in more than one way.

1. The sound /f/
initial or final *f* (*fire, leaf*)
final *ff* (*cuff*)
initial or final *ph* (*phone, graph*) final *gh* (*laugh*)
2. The sound /j/
initial *g* before *e* or *i* (*gentle, ginger*)
final *dge* or *ge* (*edge, image*)
initial *j* before *a, o,* or *u* (*jar, job, jump*)
3. The sound /k/
initial *c* before *a, o,* or *u* (*cat, come, cup*)
initial *k* before /e/, /ē/, /i/, or /ī/ (*kept, keep, kit, kite*)
final *ck* after short vowel sounds (*back, kick, lock*)
final *k* after other vowel sounds and consonants (*look, silk, task*)
4. The sound /s/
initial or final *s* (*see, bus*)
final *ss* (*miss*)
initial *c* before *i, e, a, r, y* (*circus, cell, cycle*)
initial *sc* (*science*)
5. The sound /z/
initial *z* (*zero, zoo*)
final *s* (*was, boys*)
6. The sound /ch/
initial or final *ch* (*child, reach*)
final *tch* after a short vowel sound (*match, stitch*)
7. The sound /ng/
final *ng* (*sing, wrong*)
n before *k* or *g* (*bank, finger*)
8. The sound /sh/
initial or final *sh* (*ship, wash*)
in the /sh, n/ syllable, *ti* (*motion, notion*); less frequently *si* (*mission*)
In a few words /sh/ is spelled in different ways:
sure, machine, patient, social.

Grade 3 Short Vowel Sound Lesson

Consonant Clusters

1. The *l* clusters
Initial: *bl, cl, fl, gl, pl, sl* (*blue, glad, etc.*)
Final: *ld, lf, lk, lp, lt* (*sold, help, etc.*)
2. The *r* clusters
Initial: *br, cr, dr, fr, gr, pr, tr* (*bright, cry, etc.*)
Final: *rd, rk, rm, rn, rt* (*hard, worm, etc.*)
3. Other clusters
Initial: *sk, sm, sn, sp, st, sw* (*skiff, snow, etc.*)
Final: *mp, nd, nt, pt, sk, sp, st* (*stamp, risk, etc.*)

Double Consonant Letters

1. Double consonant letters follow short vowel sounds *ss* (*pass*), *dd* (*sudden*), *ll* (*will*), etc.
2. Double consonant letters occur in words in which the final sound of a prefix has been assimilated with the initial sound of the root word (*ad + prove = approve, com + relate = correlate*)

“Silent” Letters

Certain spellings in specific syllable and word locations have lost their phonological function as pronunciations have changed, for example, *k* before *n* (*know*), *w* before *r* (*write*), *b* after *m* (*comb*), *b* before *t* (*debt*).

VOWELS

Vowel Sounds and Spellings

The vowel letters are *a, e, i, o, u*; sometimes *y* as in *story* and *try*; and *w* as in *show* and *cow*.

Short Vowel Sounds

1. The /a/, /e/, /i/, /o/, and /u/ sounds are usually spelled by the letter that is generally associated with the sound (*hat, end, sit, not, up*).
2. In a few words, the short vowel sound is spelled in variant ways, such as /e/ in *head*, or /u/ in *lov*



Long Vowel Sounds

1. The sound /ā/
usually spelled vowel-consonant-e (VCe) pattern
(*save, make*)
often spelled *ai* when followed by /l/, /d/, /n/,
/m/, or /t/ (*mail, paid, rain, claim, wait*)
often spelled *a* when it is the final sound in a
syllable (*pa'per, na'vy*)
in final position, often spelled *ay* (*stay, away*)
2. The sound /ē/
most often spelled *ea* and *ee* (*each, pea, meat;*
tree, sweet)
in syllabic final position, often spelled *e* (*detail*)
at the end of a word, usually spelled *y* (*baby,*
story)
In a few words, /ē/ is spelled in other ways (*eve,*
field, people, receive, monkey).
3. The sound /ī/
most often spelled VCe (*life*) or *i* (*find*)
at the end of a word, usually spelled *y* (*try,*
comply)
4. The sound /ō/
in most cases spelled *o* (*open, go, piano*)
often spelled VCe (*rose, hope*)
in medial position, spelled *oa* (*coat, road*)
at the end of a word, usually spelled *ow* (*low,*
know)

Other Vowel Sounds

1. The sound /yōō/
most commonly spelled *u* (*union*)
often spelled VCe (*mule*)
2. The sound /ōō/
most often spelled *oo* (*moon*)
often spelled *ue* (*blue*), *ew* (*flew*), *u-e* (*rule*)
3. The sound /ōō/
usually spelled *oo* (*book*); also *u* (*put*), *ou*
(*could*)
4. The sound /ô/
usually spelled *o* (*off*) or *a* (*all*)
before *r*, most often spelled *o* (*or, for*)
in medial position, *au* (*laundry*)
in final position, *aw* (*straw*)
5. Vowel and *r*
The sounds /âr/ can be spelled as in *care, air,*
and *bear*.
The sounds /är/ are often spelled as in *car*.
The sounds /ûr/ can be spelled as in *turn, term,*
and *bird*.
6. The sound /oi/
The diphthong /oi/ is spelled *oi* in medial position
(*spoil*).
In final position it is most often spelled *oy* (*boy*).
7. The sound /ou/
The diphthong /ou/ is most often spelled *ou*
(*house*).

In final position it is often spelled *ow* (*how*).

8. The sound /ä/
usually spelled *a* (*calm*)
9. The sound /ə/
The schwa sound occurs only in multisyllabic
words. It is always in an unaccented syllable and
can be spelled with any vowel letter (*away,*
level, pencil, lemon, circus).

Word Structure

Rules for Adding Suffixes

To most words, simply add the ending without chang-
ing the base word (*helping, helps, helpful, helpfully*).
Spelling changes are necessary in the following situa-
tions.

1. Final *e*
For most words ending in *e*, drop the *e* before
adding endings that begin with vowels (*sense—*
sensing, sensible, sensory).
If the ending begins with a consonant, keep the
e (*sense—senseless*).
2. Final *y*
For words ending in a consonant and *y*, chang-
the *y* to *i* when adding endings (*happy—happi-*
est, happily, happiness).
But if the suffix begins with *i*, keep the *y* (*carry-*
ing).
3. Doubling
When a word ends in a single consonant after a
single vowel, double the final consonant when
adding a suffix that begins with a vowel (*snap—*
snapping, snapper, snappy).
For words of more than one syllable, double
the final consonant if the accent is on the last
syllable (*forget'—forgetting, but mar'ket—*
marketing).

Forming Plurals

1. To most nouns, simply add *-s* to form the plural
(*dog—dogs*).
2. Add *-es* to words that end in sibilant sounds /s/,
/sh/, /ch/, /ks/, /z/ (*buses, glasses, wishes,*
watches, foxes).
3. Change the spelling of some words (*mouse—*
mice, tooth—teeth).

Spelling Possessives

1. To form the singular possessive, add an apostro-
phe and *s* (*boy—boy's*).
2. To form the plural possessive, add the apostro-
phe after the *s* (*girls—girls'*).
3. When the plural is formed by a change in
spelling, add an apostrophe and *s* (*men—men'*

PROGRAM RESOURCES

Student Book

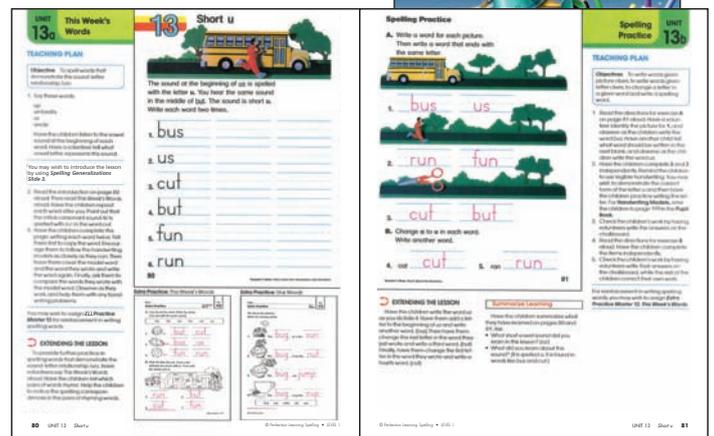
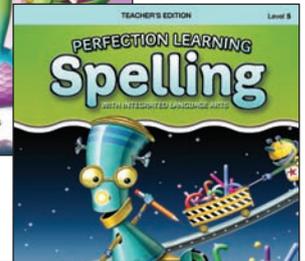
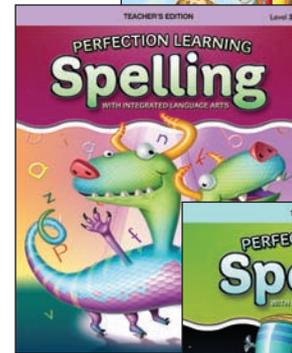
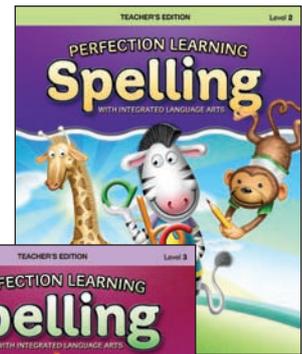
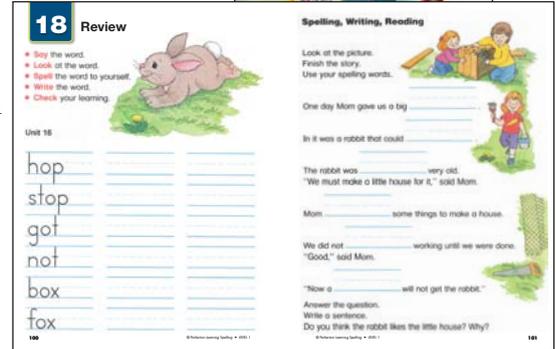
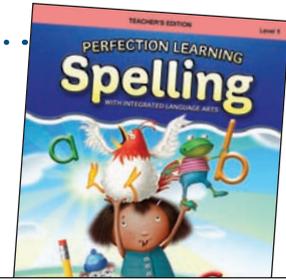
- Complete Spelling Program for Grades 1–6
- Spelling lists reflect words most commonly found in students’ reading and writing.
- Lists reflect a common and consistent spelling pattern based on sound-letter relationships (phonics), word structures (affixes, inflections, syllable patterns, common roots, compound words), and content area vocabulary (mathematics, science, social studies, and so on).

“Students whose instruction included a word-study format with a most common usage strategy produced more sophisticated orthographic spellings than their traditionally taught peers.”—Mary Abbott, “Effects of Traditional Versus Extended Word-Study Spelling Instruction on Students’ Orthographic Knowledge,” October 2001.

- Integrated language arts makes spelling practice meaningful.
- Review units every six weeks provide review and assessment opportunities.

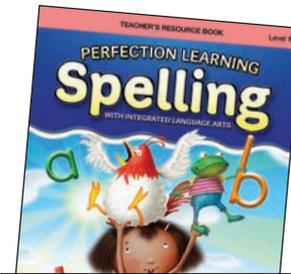
Teacher Edition

- Wraparound edition has easy-to-read versions of student pages and answers.
- Assignment guide offers a breakdown of the instructional unit into a three-day or a five-day lesson.
- Comprehensive step-by-step teaching plans
- Three differentiated spelling lists for Levels 2–6: Mastery Words (review), Unit Words, and Bonus Words (challenge). Two lists for Level 1: This Week’s Words and Star Words (challenge).
- Pretest and final tests for each unit
- Point-of-use references for multiple ancillaries
- Unit-specific strategies for English learners or students with learning difficulties
- Enrichment and reteaching suggestions for each unit



Teacher Resource Book

- Extra practice activities for Unit Words, Mastery Words, and Bonus Words
- Additional Language Arts practice activities
- Additional assessment options including Diagnostic Pretests, Mastery Words Tests, Bonus Words Tests, and Writing Sample Tests
- Reteaching Follow-Up activities
- Parent letters (English and Spanish)
- Answer Keys and individual and class progress reports



Name _____ Unit **11**

Extra Practice Start Words

Change one letter in each word with a line under it. Then write the new word. The picture will help you.

- She hat the ball. _____
- My dog can sat. _____
- It does not fat. _____
- I will dog it. _____
- I see som. _____

hit fit dig him sit

Teacher's Note: Read about the directions.

22 • Extra Practice © Perfection Learning Spelling • 2015

Name _____ Unit **11**

Reteaching Follow-up

A. Discovering Spelling Ideas

1. Say each word. Write the word or words that rhyme with it.

hit _____ hid _____

fit _____

wig _____

2. Write the letter that spells the short i sound in each word.

B. Word Shapes

Write the word that fits each shape.

Teacher's Note: Read about the directions.

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Reteaching • 11

Suggestions and Activities for English Learners

- Unit-specific practice and reteaching activities
- Teaching strategies for all activities
- Answer Key

Name _____ Unit **11**

ELL Practice

Read the clues. Write the words.

- It begins like . It ends like . **THIS WEEK'S WORDS:** pig, it, big, hill, did, will
- It begins like . It ends like . _____
- It begins like . It ends like . _____
- It begins like . It ends like . _____
- It begins like . It ends like . _____
- It begins like . It ends like . _____

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ELL • 3

Name _____ Unit **11**

ELL Reteaching Follow-up

A. Short i sounds like the i in pig. Name the pictures. Write i to finish the words.

- THIS WEEK'S WORDS:** pig, it, big, did, hill, will
- _____
- _____

4. You spell short i with the letter _____.

B. Match the word with its shape. Write the word in the shape.

-
- _____
- _____
- _____
- _____
- _____

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4 • ELL

Classroom Presentation Slides

- Unit-specific slides introduce and explain spelling generalizations.

13 The Sounds /ch/ and /th/

The Unit words show two ways to spell the consonant digraph **ch** and one way to spell the consonant digraph **th**. A consonant digraph is two letters together that stand for one sound.

- Spell /ch/ with **ch** as in **chat**.
- Spell /ch/ with **ch** and in **patch**.

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13-1

In the word machine, the consonant digraph **ch** has the sound /sh/.

/ch/ spelled tch

patch
scratch
pitcher
catcher
ditch
hatch

/th/ with th as in feather.

feather
rather
bathe
gather
clothing
whether
leather

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13-2

Audio Support

- Digital audio files for dictation posttests on unit words, mastery words, and bonus words.

STUDENT BOOK

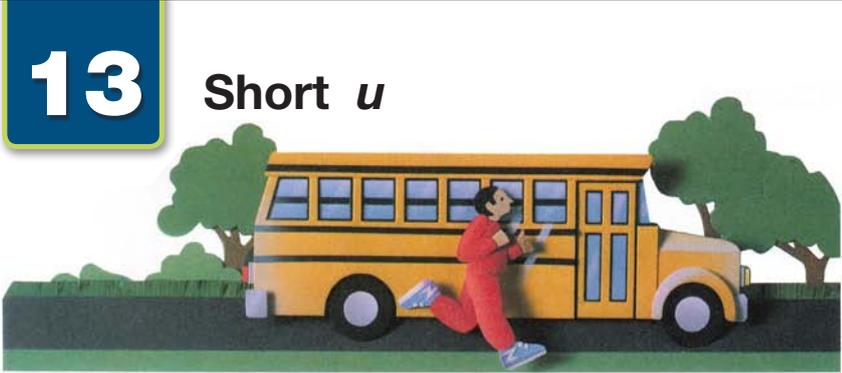
Instructional Unit

The Unit Words

The numbered Unit word list (called **This Week's Words** in Levels 1–3) is presented in the Student Book in manuscript or cursive on the first page of each instructional unit.

The unit generalization explains the sound-letter or word-structure pattern.

The children read the unit word list orally and identify the sound-letter or word-structure pattern(s) that is represented.



13 Short *u*

The sound at the beginning of us is spelled with the letter **u**. You hear the same sound in the middle of but. The sound is short **u**. Write each word two times.

1. bus
2. us
3. cut
4. but
5. fun
6. run

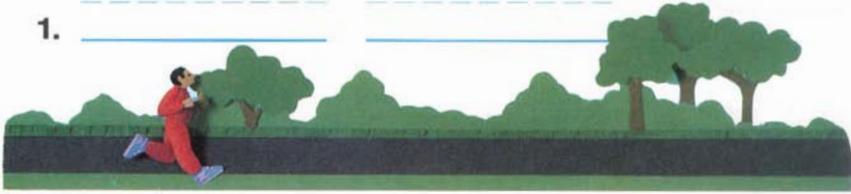
Spelling Practice

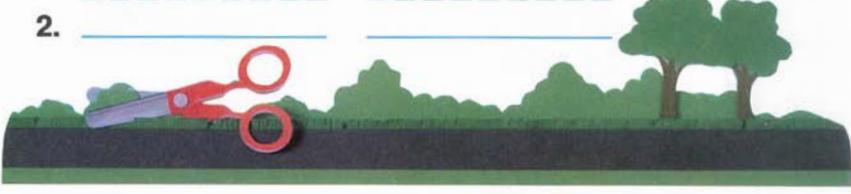
The second page of each instructional unit in the Student Book is a full page of independent spelling practice. The **Spelling Practice** page presents a series of carefully organized exercises that lead the students to an understanding of the relationships among the unit words. Students write each word at least one time on this page; most words are written more than once.

Spelling Practice

A. Write a word for each picture. Then write a word that ends with the same letter.

1. 

2. 

3. 

B. Change a to u in each word. Write another word.

4. cat _____ 5. ran _____

© Perfection Learning Spelling • LEVEL 1 81

Exercises guide the students to observe the spelling patterns within the words and to recognize regularities.

Children focus on the short-*u* sound in this medial vowel substitution exercise.

STUDENT BOOK

Instructional Unit

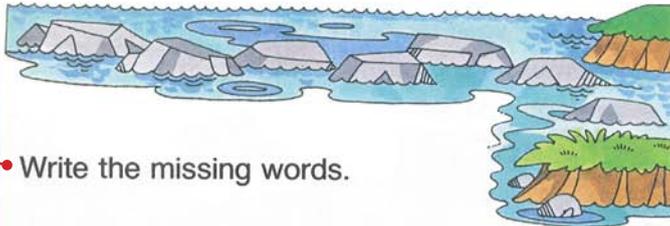
Spelling and Language

The third page of each instructional unit in the Student Book is devoted to spelling-related language arts skills. This section reinforces the spellings of the Unit Words through a review of reading or language principles and grammar.

Children connect the meaning and the spelling of the words by using context to complete the sentences.

- bus
- us
- cut
- but
- fun
- run

Spelling and Language



Write the missing words.

1. Dad took _____ fishing.

2. We took the _____ to the river.

3. We had _____ walking on the rocks.

4. Dad told us not to _____.

5. I listened, _____ Josie did not.

6. She fell and _____ her hand.



Star Words

This page of each instructional unit provides exercises for the **Star Words**. This is a bonus list of words that share the same spelling generalization to challenge children.

Children use a combination of picture clues and categorization to determine the short-*u* Star Word for each blank.

STAR WORDS

nut bug sun jump cup

Write the word that fits with the others.

		
1. plate	spoon	
		
2. moon	stars	
		
3. spider	ant	
		
4. walk	hop	
		
5. pinecone	acorn	

STUDENT BOOK

Review Unit

Spelling Review

Every third unit in *Perfection Learning Spelling, Level 1* is a review unit. Review units occur more frequently in Level 1 than in the other levels, providing multiple opportunities for children to study, practice, and learn to spell the presented words. Review units are four pages long and cover every word from the previous two units. The first two pages cover one previous unit, and the last two pages cover the second of the two previous units.

Study Steps to Learn a Word always precedes the first and third page of the Spelling Review exercises. This strategy helps children become independent spellers.

The first and third pages of each Review lesson provide guided practice for every word studied in one of the previous two units.

18

Review

- Say the word.
- Look at the word.
- Spell the word to yourself.
- Write the word.
- Check your learning.



Unit 16

hop

stop

got

not

box

fox

Spelling, Writing, and Reading pages provide children an opportunity to connect spelling and meaning as they finish the story by filling in the blanks with their spelling words. These are the second and fourth pages of each Spelling Review unit.

Spelling, Writing, Reading

Look at the picture.
Finish the story.
Use your spelling words.



One day Mom gave us a big _____ .

In it was a rabbit that could _____ .

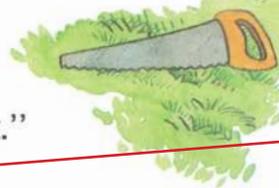
The rabbit was _____ very old.
“We must make a little house for it,” said Mom.

Mom _____ some things to make a house.

We did not _____ working until we were done.
“Good,” said Mom.

“Now a _____ will not get the rabbit.”

Answer the question.
Write a sentence.
Do you think the rabbit likes the little house? Why?



Children’s understanding of the story is evaluated when they write a sentence to answer the comprehension question presented.

TEACHER'S EDITION

Previewing the Unit

Each unit of **Perfection Learning Spelling** follows a step-by-step plan to teach a spelling principle. This first page of each instructional unit in the Teacher's Edition presents an overview of the lesson and the materials needed.

These are the principal words for the unit. They have been chosen to fit the same spelling generalization.

Use this overview page to prepare for the unit.

Comprehensive, unit-specific lists of objectives in spelling and language arts facilitate the creation of lesson plans and standards correlations.

All program materials relevant to the unit are listed so that you can easily gather what you need.

Unit-specific Common Core State Standards are provided.

Short u **UNIT 13**

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 80–83
Teacher's Edition	
Teaching Plans	pages 80–83
Enrichment Activities For the Classroom	page 83A
For the Home	page 83B
Reteaching Strategies	page 83C

Testing

Teacher's Edition	
Trial Test	page 79C
Unit Test	page 83B
Dictation Test	page 83B

Additional Resources

PRACTICE AND REINFORCEMENT

- Extra Practice Master 13: This Week's Words
- Extra Practice Master 13: Star Words
- ELL Practice Master 13
- Study Steps to Learn a Word* Master

RETEACHING FOLLOW-UP

- Reteaching Follow-up Master 13
- ELL Reteaching Follow-up Master 13

TEACHING AIDS

- Spelling Generalizations Slide 3

Learner Objectives

Spelling

- To spell words that demonstrate the sound-letter relationship /u/.
- To change a letter in a given word and write a spelling word.

Reading

- To follow written directions.
- To use context clues to complete sentences given spelling clues.

Writing

- To write words given picture and letter clues.
- To write words in sentence context.
- To write words given other words in the same category.
- To write legible manuscript letters.

Listening

- To listen for words with the sound /u/.
- To follow a series of oral instructions.

Speaking

- To respond to a question.
- To contribute ideas and information in group discussions.

THIS WEEK'S WORDS
bus
us
cut
but
fun
run

STAR WORDS
nut
bug
sun
jump
cup

Common Core State Standards

READING—Foundational Skills: 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b, 1.3g

Writing: 1.5

Speaking/Listening: 1.1a, 1.1b, 1.1c, 1.2, 1.3, 1.6

Language: 1.1j, 1.2d, 1.2e, 1.5a, 1.6

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Additional words for extending the lesson that follow the same spelling generalization.

TEACHER'S EDITION

Teaching the Unit

Clearly stated objectives are provided for every exercise within the lessons.

Detailed instructions guide teachers in helping students achieve the maximum benefit from the student pages.

Point-of-use references to additional ancillaries within the program

UNIT 13a This Week's Words

TEACHING PLAN

Objective To spell words that demonstrate the sound-letter relationship /u/u.

1. Say these words:

- up
- umbrella
- us
- uncle

Have the children listen to the vowel sound at the beginning of each word. Have a volunteer tell what vowel letter represents this sound.

You may wish to introduce the lesson by using *Spelling Generalizations Slide 3*.

2. Read the introduction on page 80 aloud. Then read This Week's Words aloud. Have the children repeat each word after you. Point out that the initial consonant sound /k/ is spelled with a c in the word *cut*.
3. Have the children complete this page, writing each word twice. Tell them first to copy the word. Encourage them to follow the handwriting models as closely as they can. Then have them cover the model word and the word they wrote and write the word again. Finally, ask them to compare the words they wrote with the model word. Observe as they work, and help them with any handwriting problems.

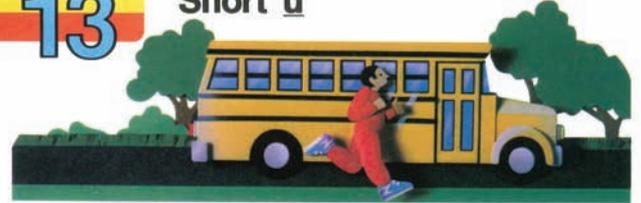
You may wish to assign *ELL Practice Master 13* for reinforcement in writing spelling words.

EXTENDING THE LESSON

To provide further practice in spelling words that demonstrate the sound-letter relationship /u/u, have volunteers say This Week's Words aloud. Have the children tell which pairs of words rhyme. Help the children to notice the spelling correspondences in the pairs of rhyming words.

80 UNIT 13 Short u

13 Short u



The sound at the beginning of *us* is spelled with the letter *u*. You hear the same sound in the middle of *but*. The sound is short *u*. Write each word two times.

1. bus

2. us

3. cut

4. but

5. fun

6. run

80

Teacher's Note: Read aloud the introduction and directions.

Extra Practice: This Week's Words

Name _____ Unit 13

Extra Practice

A. Say the picture word. Write the words that end with the same sound.

bus but cut fun run us

1. nut but cut

2. bus bus us

3. fun fun run

B. Help the bus find us. Draw a line between the words with u. Then write the words with u.

4. run but

5. but run

6. cut fun

7. fun cut

Extra Practice: Star Words

Name _____ Unit 13

Extra Practice

Talk about the pictures. Write the missing words.

1. The bug is in the sun.

2. The bug is on the nut.

3. The bug can jump.

4. The bug is by the cup.

bug cup jump nut sun

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Unit-related reproducibles from the Teacher Resource Book are pictured for easy reference.

Answers to student exercises are provided.

Spelling Practice

A. Write a word for each picture.
Then write a word that ends with the same letter.



1. bus us



2. run fun



3. cut but

B. Change **a** to **u** in each word.
Write another word.

4. cat cut 5. ran run

Teacher's Note: Read aloud the directions.

81

EXTENDING THE LESSON

Have the children write the word *us* as you dictate it. Have them add a letter to the beginning of *us* and write another word. (*bus*) Then have them change the last letter in the word they just wrote and write a third word. (*but*) Finally, have them change the first letter in the word they wrote and write a fourth word. (*cut*)

Summarize Learning

Have the children summarize what they have learned on pages 80 and 81. Ask:

- What short vowel sound did you learn in this lesson? (*/u/*)
- What did you learn about this sound? (It is spelled *u*. It is found in words like *bus* and *cut*.)

Spelling Practice

UNIT
13b

TEACHING PLAN

Objectives To write words given picture clues; to write words given letter clues; to change a letter in a given word and write a spelling word.

1. Read the directions for exercise **A** on page 81 aloud. Have a volunteer identify the picture for **1**, and observe as the children write the word *bus*. Have another child tell what word should be written in the next blank, and observe as the children write the word *us*.
2. Have the children complete **2** and **3** independently. Remind the children to use legible handwriting. You may wish to demonstrate the correct form of the letter *u* and then have the children practice writing the letter. For **Handwriting Models**, refer the children to page 199 in the **Pupil Book**.
3. Check the children's work by having volunteers write the answers on the chalkboard.
4. Read the directions for exercise **B** aloud. Have the children complete the items independently.
5. Check the children's work by having volunteers write their answers on the chalkboard, while the rest of the children correct their own work.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 13: This Week's Words**.

Summarize Learning appears at two points in each unit and offers students a chance to reflect on what they have learned to help teachers perform periodic formative assessments.

Extending the Lesson offers ideas for additional practice with the featured words and spelling generalization.

Offers strategies for children related to the spelling generalization featured.

Transfer New Learning emphasizes the relationship between spelling, reading, and writing. Reading vocabulary helps to explain spelling, and spelling helps to reinforce reading vocabulary.

This section suggests cross-curricular activities for school and home to reinforce and transfer new learning. The activities build word knowledge and extend the unit spelling generalization to writing. They are appropriate for children of all ability levels and may be individualized by having children use the word list they are studying.

UNIT 13e Short u

CLOSING THE UNIT

Apply New Learning

Tell the children that if they misspell a word with short vowel sounds in their writing, they should use one or more of the following strategies:

- write the word using different spellings and compare it with the spelling they picture in their minds.
- think of words that rhyme and compare in their minds how the words are spelled.
- pronounce the word carefully to check that the correct letter or letters have been used to spell the sounds in the word.

Transfer New Learning

Tell the children that when they meet new words in their personal reading and in other content areas, they should learn the meaning of those words and then apply the sound-letter relationships they have studied to spell those words. Tell them that once they know the meaning and can spell those words, they should use them in their writing.

ENRICHMENT ACTIVITIES

Classroom activities and **home activities** may be assigned to children of all ability levels. The activities provide opportunities for the children to use their spelling words in new contexts.

For the Classroom

To individualize classroom activities, you may have the children use the word list they are studying in this unit:

- **Average:** Use **This Week's Words** to complete the activity.
- **Challenging:** Use **Star Words** to complete the activity.

1. **Language Arts/Categorizing Words** Write these words on the chalkboard: *cut, bus, run, nut, bug, sun, jump, cup*.

Then write the column heads *Naming Words* and *Action Words* on the chalkboard, and have the children copy the heads at the top of their papers. Ask the children to write the words on the chalkboard that name people, places, or things under the head *Naming Words* and the words that tell what people or animals can do under the head *Action Words*.

■ **COOPERATIVE LEARNING:** Have a group of children work together to categorize the words. Each child in turn should select a word, use it in a sentence, and decide whether it is a *Naming Word* or an *Action Word*. The group should then decide whether the right category has been picked. When the group agrees, one member should write the word in the appropriate column. (Note:

several of the words may correctly be written in either category, depending on how the child has used the word in the sentence. For example: *jump, cut, run, cup*.) Have children continue until all words have been categorized.

2. **Health/Writing Sentences About Exercising** Give the children copies of the following sentences. Have them complete the sentences by writing a word from Unit 13. When the children have completed the sentences, have them write one additional sentence telling how they exercise. Have them draw a picture that illustrates the sentence.

This Week's Words:

Every day my dad and I _____. Running makes _____ feel good. We have _____ together.

Star Words:

I like to _____ rope. I jump in the _____. Then I drink a _____ of water.

■ **COOPERATIVE LEARNING:** Have a group of children complete sentences about exercising. Each member should complete one sentence. When all the children have completed the activity, have each child read his or her sentence to the group. They must all agree on the words that were written to complete the sentences. Then have each member write and illustrate one sentence that tells how he or she exercises. When the sentences have been written, have the group members share them with each other. The members must agree that the sentences are complete. Then have one group member read the sentences to the class.

3. **Language Arts/Writing a Story** Have the children pretend that they took a ride in a bus. Have them answer these questions **before writing**: *Where did you go? What did you see? How did you feel?* Have the children **write** their stories using some of these ideas to tell about the trip. Suggest that they look in Unit 13 for words they might use. **After writing**, the children should check their stories for the correct spelling of any of This Week's Words that they used. The children may be inventive with their spelling and should be held accountable only for the sound-letter relationships presented in this unit. **Share** the stories by displaying them on a bulletin board.

■ **COOPERATIVE LEARNING:** Have a group of children work together to write the story. **Before writing**, the group should supply ideas that answer the questions above. The group should then decide which of these ideas they will use for their story. To **write** the story, one child should supply the first sentence. Then each group member should contribute one sentence until the story is complete. **After writing**, have the group check the story for correct spelling of any words with the */u/* sound-letter relationship. **Share** the groups' stories by binding them into a booklet.

For the Home

Children may complete these activities independently or with the assistance of a relative or a friend in the home.

- Language Arts/Writing Words** Give the children the following list of words: *cat, fan, bag, bat, ran, and cap*. Have the children change the letter a to u in each word and write the new word.
- Mathematics/Using a Number Code to Write Words** Give the following code to the children.
1-u 2-s 3-t 4-n
Then have the children use the code to write the following words with the short u vowel sound.
c 13 (cut) b 12 (bus)
1 2 (us) s 14 (sun)
b 13 (bul) f 14 (fun)
r 14 (run) n 13 (nut)
- Social Studies/Writing a List of Family Activities** Have the children think of things the family does for fun. On a sheet of paper have them write the title *Family Fun*. Then have them list three things the family does together. Encourage them to use as many words with the short u vowel sound as possible.
- Language Arts/Writing Rebus Sentences** Give children a copy of the following rebus sentences to complete. They are to use a word from the word box, which you should also provide.

bus sun cup jump cut run

- You can use a  to _____.
- You can use a  to drive a _____.
- You can use  to _____ paper.
- You can use your  to _____.
- You can put  in a _____.
- You can  when the _____ is hot.

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EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

- bus* Kathie ran to the *bus*. *bus*
- us* Jill made cookies for *us*. *us*
- cut* Ken will *cut* the wood with a saw. *cut*
- but* It is late, *but* you may stay up for another half hour. *but*
- fun* It is fun to read. *fun*

Reteaching in the form of guided activity suggestions are provided for children who need reinforcement before moving on to the next unit.

RETEACHING STRATEGIES FOR SPELLING

Children who have made errors on the Unit Test may require reteaching. Use the following *Reteaching Strategies* for additional instruction and practice of This Week's Words. (You may wish to assign *ELL Reteaching Follow-up Master 13* for reteaching of spelling words.)

A. Discovering Spelling Ideas

- Say the following words aloud. After you have said each word, ask the children to think of words that rhyme with it. Write on the chalkboard words suggested by the children in which /u/ is spelled u.
fuss hut spun
- Ask the children to say the middle sound that they hear in each word. (/u/) If the children have given the word *us*, ask them to say the beginning sound they hear in it. (/u/)
- Ask the children to identify the letter that spells the sound. (u)

B. Word Shapes

- Explain to the children that each word has a shape and that remembering the shape of a word can help them to spell the word correctly.
- On the chalkboard, write the words *sun, pup, and tub*. Have the children identify "short," "tail," and "tail" letters.
- Draw the configuration of each word on the chalkboard, and ask the children which word fits in each shape.



A reduced version of the reteaching follow-up reproducible from the Teacher Resource Book is provided for teacher's ease of use.

Home _____ Unit 13
Reteaching Follow-up

A. Discovering Spelling Ideas

1. Say each word. Write the word or words that rhyme with it.

us bus

sun fun run

nut but cut

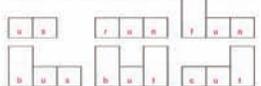
2. Write the letter that spells the short u sound in each word.

u

B. Word Shapes

Children may interchange answers that fit the same configuration.

Write the word that fits each shape.



bus but cut fun run us

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Use Part A of *Reteaching Follow-up Master 13* to reinforce the spelling ideas in Unit 13. Use Part B of *Reteaching Follow-up Master 13* to reinforce spellings of This Week's Words for Unit 13.

TEACHER'S EDITION

Assessment

Unit Trial Test

The Trial Test is administered before the children study the unit. The Star Words Trial Test should be administered on the second day to the better spellers.

UNIT 13a

ASSIGNMENT GUIDE				
This guide shows how you teach a typical spelling unit in either a five-day or a three-day sequence, while providing for individual differences. Boldface type indicates essential classwork. Steps shown in light type may be done in class or as take-home work.				
Five Days	• = average spellers	• = better spellers	✓ = slower spellers	Three Days
Day 1	••✓	••✓	••✓	Day 1
	••✓	••✓	••✓	
Day 2	••✓	••✓	••✓	Day 2
Day 3	••✓	••✓	••✓	Day 3
Day 4	••✓	••✓	••✓	Day 4
Day 5	••✓	••✓	••✓	Day 5

Enrichment Activities for the classroom and for the home included at the end of this unit may be assigned selectively on any day of the week.

INTRODUCING THE UNIT

FOCUS

- Establishes objectives
- Relates to prior learning
- Sets purpose of instruction

Establish Readiness for Learning

Tell the children that this week they will continue to study words with short vowel sounds and will use This Week's Words to identify pictures and finish sentences.

Assess Children's Spelling Ability

Administer the Trial Test before the children study This Week's Words. Use the test sentences provided. Say each word and use it in a sentence. Then repeat the word. Have the children write the words on a separate sheet of paper or in their spelling notebooks. Test sentences are also provided for Star Words.

Have the children check their own work by listening to you read the spelling of the words or by referring to This Week's Words in the left column of the Pupil Book. For each misspelled word, have the children follow the **Study Steps to Learn a Word** on page 1 in the Pupil Book, or use the copying master to study

and write the words. The children record the number correct on the **Report**.

Trial Test Sentences

This Week's Words

1. *bus* Many children ride the *bus* to school. *bus*
2. *us* Jody came to visit *us*. *us*
3. *cut* Bobby *cut* his finger. *cut*
4. *but* You may talk quietly, *but* please do not shout. *but*
5. *fun* Going to the park was *fun*. *fun*
6. *run* Felicia can *run* fast. *run*

Star Words

1. *nut* The squirrel has a *nut*. *nut*
2. *bug* An ant is a *bug*. *bug*
3. *sun* The *sun* is shining. *sun*
4. *jump* Frogs can *jump* a long way. *jump*
5. *cup* I need milk in my *cup*. *cup*

Sentences for the pretest are provided in the opener of each teaching unit in the Teacher's Edition.

End-of-Unit Test

This test is administered after the students complete the unit.

The sentences for the Unit Test are provided in the closing section of each teaching unit in the Teacher's Edition.

For the Home

Children may complete these activities independently or with the assistance of a relative or a friend in the home.

- Language Arts/Writing Words** Give the children the following list of words: *cat, fan, bag, bat, ran, and cap*. Have the children change the letter a to u in each word and write the new word.
- Mathematics/Using a Number Code to Write Words** Give the following code to the children.
1-u 2-s 3-t 4-n
Then have the children use the code to write the following words with the short u vowel sound.
c 13 (cut) b 12 (bus)
12 (us) s 14 (sun)
b 13 (but) f 14 (bun)
r 14 (run) n 13 (nut)
- Social Studies/Writing a List of Family Activities** Have the children think of things the family does for fun. On a sheet of paper have them write the title *Family Fun*. Then have them list three things the family does together. Encourage them to use as many words with the short u vowel sound as possible.
- Language Arts/Writing Rebus Sentences** Give children a copy of the following rebus sentences to complete. They are to use a word from the word box, which you should also provide.

bus sun cup jump cut run

- You can use a  to _____.
- You can use a  to drive a _____.
- You can use  to _____ paper.
- You can use your  to _____.
- You can put  in a _____.
- You can  when the _____ is hot.

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EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

- bus* Kathie ran to the *bus*. *bus*
- us* Jill made cookies for *us*. *us*
- cut* Ken will *cut* the wood with a saw. *cut*
- but* It is late, *but* you may stay up for another half hour. *but*
- fun* It is *fun* to read. *fun*
- run* Paula will *run* in the race. *run*

Star Words

- nut* Jenny cracked the *nut*. *nut*
- bug* A *bug* crawled on his leg. *bug*
- sun* Go outside and play in the *sun*. *sun*
- jump* Eva can *jump* over the fence. *jump*
- cup* Sue broke the *cup*. *cup*

Dictation Sentence

A *bug* can *jump*.

Use this optional dictation sentence in place of or in addition to the End-of-Unit Test. All words in the sentence(s) have been previously taught in **Perfection Learning Spelling**. Words taught in the given unit are in italics. The children should be able to write the entire sentence correctly.

UNIT 13 Short u **83B**

ASSESSMENT AND MANAGEMENT

Formative and summative assessment is provided in a variety of formats to diagnose students for placement and monitor students' progress and analyze errors. The core testing is found in the Student Book and Teacher's Edition. Additional testing for diagnosis and evaluation is found in the Teacher's Resource Book. Select those testing materials appropriate to the specific needs of your students.

Skills Check

OVERVIEW

At Levels 2 through 6 of *Perfection Learning Spelling*, an optional diagnostic inventory is provided. This Skills Check Inventory is in two parts. The first part, on pages 2 and 3 of the *Pupil Book*, includes multiple choice and fill-in questions to evaluate the students' mastery and retention of the spelling skills taught at the previous level. The second part of the inventory, on page 3A of the *Teacher's Edition*, is a list of words taught at the previous level for dictation.

This diagnostic inventory will help you determine the general level of instruction at which both individuals and groups can function effectively, as well as areas of particular spelling difficulty.

PROCEDURE

Have the students complete the Skills Check on pages 2 and 3 first. Briefly discuss the directions for each part; then have the students complete the inventory independently. You may check the answers yourself or have students correct their own work. A quick review of their responses to the inventory will help you assess students' individual abilities and any special problems they may have.

See page 3A for the list of words from Level 3 to be used for dictation.

Skills Check

Name _____ Date _____

A. Read the first word in each row. Then write the letter of the word that has the same vowel sound.

1. glad _____ a. head b. odd c. bad

2. cup _____ b. top b. hunt c. sit

3. led _____ b. pin b. shell c. been

4. bring _____ a. kiss b. rock c. hat

5. top _____ a. chop b. flap c. flag

6. stuff _____ b. spell b. club c. stiff

B. Write each list of words in alphabetical order.

7. card _____ beet B. wind _____ unless

beet _____ card unless _____ west

funny _____ funny west _____ wind

Score these (3) points for each group of words that is in the correct order. Score zero (0) if there are any errors.

C. Add ed to each word on the left. Add ing to each word on the right. Write the words.

9. skin _____ skinned 12. pian _____ playing

10. art _____ lifted 13. stop _____ stopping

11. move _____ moved 14. smile _____ smiling

D. Add ed and ing to each word. Write both words.

15. hurry _____ hurried _____ hurrying

16. carry _____ carried _____ carrying

E. Write the plural of each word.

17. beach _____ beaches 18. uncle _____ uncles

19. puppy _____ puppies 20. pancake _____ pancakes

21. guess _____ guesses 22. buddy _____ buddies

Skills Check

F. Match the words in the two boxes to write six compound words.

grand every can	play your foot	not self ball	body ground father
-----------------------	----------------------	---------------------	--------------------------

23. grandfater _____ 24. everybody _____

25. cannot _____ 26. playground _____

27. yourself _____ 28. football _____

G. Read the clues. Then write the words.

29. I am something you drink at breakfast. I begin with /j/ and end with /t/. _____ juice

30. I am a room in a house. I have the sound /kʃ/. _____ kitchen

31. I am between your head and shoulders. I end with /t/. _____ neck

32. I am a house for a bird. I begin with /k/ and end with /d/. _____ cage

33. I am used to dig a hole. I begin with /h/. _____ shovel

H. Take away the consonant letter that begins each word. Add a consonant cluster. Write the new word.

34. found _____ ground 35. door _____ floor

36. car _____ car _____ 37. jail _____ small jail

I. Write the two ways to spell each pronunciation.

38. /wɛk/ _____ weak _____ weak

39. /brɛk/ _____ broke _____ break

40. /hɔːl/ _____ hole _____ hall

41. /moʊn/ _____ moon _____ moon

42. /fɔːr/ _____ for _____ four

J. Add the letters that spell /ai/ or /ia/. Write the words.

43. pupp*ai* _____ 44. numb*ai* _____ number

45. rick*ia* _____ racket 46. tabl*ia* _____ table

47. sug*ai* _____ sugar 48. lett*ia* _____ letter

Skills Check

ANALYSIS OF RESULTS

Determine the total number of correct items on each student's Skills Check. Then review his or her performance on each lettered section of the inventory. Note that each separate section assesses a particular spelling skill, short vowel sounds, for example. On the back of each student's Progress Report, keep a record of the spelling skills evaluated in the inventory, noting especially those areas in which the student is weak. Use the charts to individualize instruction or to group students with common spelling problems.

The following references will tell you where, at this level and at the previous level, you can find practice exercises for each skill in the inventory. Boldface numbers refer to the spelling focus in a unit; light numbers refer to the language study focus.

A. Short Vowel Sounds
Level 3: Unit 1
Level 4: Units 1, 2

B. Alphabetical Order
Level 3: Units 2, 10, 19, 23
Level 4: Unit 1

C. Verbs with Inflectional Endings
Level 3: Units 3, 5, 10, 13
Level 4: Units 7, 8, 16, 22, 26

D. Verbs with Inflectional Endings
Level 3: Unit 27
Level 4: Unit 16

E. Plurals
Level 3: Units 1, 8, 11, 25, 27, 28, 32
Level 4: Units 2, 3, 11, 15

F. Compound Words
Level 3: Units 19, 23
Level 4: Units 28, 29

G. Consonant Sounds
Level 3: Units 7, 9, 10, 11
Level 4: Units 9, 10, 14, 15

H. Consonant Clusters
Level 3: Units 4, 5
Level 4: Units 1, 8

I. Spelling Consonant and Vowel Sounds
Level 3: Units 15, 29
Level 4: Units 10, 11, 35

J. Spelling Schwa
Level 3: Unit 28
Level 4: Units 25, 26

2 Skills Check

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Skills Check 3

Diagnostic Skills Check Inventory

At Levels 2–6 of *Perfection Learning Spelling*, a **Skills Check Inventory** precedes the first unit in the Student Book. This pretest evaluates students' mastery of spelling skills taught in the previous level. The results will assist you in determining the level of instruction needed and in deciding which students would benefit from working with the Unit, Mastery, and Bonus word lists.

A dictation test appears in the Teacher's Edition on the page following the **Skills Check Inventory** and should be part of your pretesting. It evaluates a student's ability to spell a representative sample of words taught in the previous level. It also measures long-term retention of spelling patterns and exceptions as well as auditory discrimination.

Weekly Unit Trial Test

This Trial Test is given at the start of each unit. Students correct their own pretests and, with your help, analyze their spelling errors to determine patterns. Based on the results of the Trial Test, you can assign the appropriate word list for study. You may want to use the following guidelines to assign Unit, Mastery, and Bonus word lists.

- Students with one or no errors on the Mastery Words, but more than two errors on the Unit Words, will study the Unit Words. The Bonus Words may be an optional challenge.
- Students who make two or more errors on the Mastery Words will study the Mastery Words and then the Unit Words.
- Students who make only one or two errors on the Unit Words will study the Bonus Words in addition to the regular program.

3A Skills Check

3A Skills Check

DICTATED WORD LIST

The list of dictated words will help you assess students' spelling ability with a representative sample of words taught in Level 3. It measures retention of regular spelling patterns and exceptions as well as auditory discrimination.

PROCEDURE

To administer the test, say each word and use it in the sentence provided. Then repeat the word. Have the students write the words on a separate piece of paper or in their spelling notebooks.

Collect the students' papers after they have corrected their own tests, or check their responses yourself. Note the kinds of errors each child makes. As students work with Level 3, regularly check their work for skill mastery.

1. *apple* She ate a juicy *apple*. *apple*
2. *shell* He found an odd *shell* at the beach. *shell*
3. *planning* We are *planning* a party. *planning*
4. *close* Please *close* the door. *close*
5. *ground* The apples fell to the *ground*. *ground*
6. *together* Sarah and I walk to school *together*. *together*
7. *pictures* The teacher put up our *pictures* in the hall. *pictures*
8. *climb* I can *climb* that tree. *climb*
9. *juice* I drink orange *juice* each morning. *juice*
10. *lucky* This must be my *lucky* day. *lucky*
11. *decide* I can't *decide* what I want for lunch. *decide*

12. *smiling* She is *smiling* at me. *smiling*
13. *eight* He leaves for school at *eight* o'clock. *eight*
14. *between* I sit *between* Tony and Kim. *between*
15. *prize* The *prize* was a pair of skates. *prize*
16. *follow* Let's *follow* the raccoon's tracks. *follow*
17. *bedroom* I share a *bedroom* with my brother. *bedroom*
18. *won't* We *won't* be able to come. *won't*
19. *taught* My dad *taught* me to ride a bicycle. *taught*
20. *return* Please *return* your library books today. *return*
21. *stairs* We ran up the *stairs*. *stairs*
22. *butterflies* She read a story about *butterflies*. *butterflies*
23. *wrote* He *wrote* a letter to his friend. *wrote*
24. *hair* Jane has long red *hair*. *hair*
25. *penny* Teresa had a *penny* to spend. *penny*
26. *bottle* Put the cap on the *bottle*. *bottle*
27. *sale* These records are on *sale*. *sale*
28. *tooth* Jackie's front *tooth* is loose. *tooth*
29. *noise* The loud *noise* made me jump. *noise*
30. *brought* We *brought* her some flowers. *brought*
31. *middle* I stood in the *middle* of the circle. *middle*
32. *parade* They marched in the *parade*. *parade*

ANALYSIS OF RESULTS

A high percentage of misspelled words may indicate that a student should concentrate on the Mastery words and work with Unit words secondarily.

Students who miss few or no words on the dictated test should benefit from working with the Bonus words.

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Midweek Test

An optional Midweek Test may be administered on the third day of each unit's work. You may dictate the words to the students or have them test one another.

Weekly End-of-Unit Test

Dictate the Unit Words and Mastery Words to all students. The Bonus Words should be dictated only to those students who studied them. Students should check and correct their own work and, with your help, analyze their spelling errors to determine patterns.

Have students record their results on the **Pupil Progress Report**, which appears in reproducible form in the Teacher's Resource Book. Also remind students to apply Study Steps to Learn a Word to all misspelled words.

Form A: Six-Week Evaluation or Form B: Nine-Week Evaluation (Optional)

Six Form A Tests and four Form B Tests with formats similar to those found on standardized tests are provided in each Teacher's Edition for Levels 2–6. These reproducible, multiple-choice tests feature words from the six (Form A) or nine (Form B) previous units. Directions for administering the tests and the Answer Keys are on the back. Use the Form A Tests if your grading period is six weeks or Form B if your grading period is nine weeks.

COOPERATIVE LEARNING: Have each group write a diary for an imaginary person. As a **prewriting** activity, have each group invent an imaginary person, then have the group look over the spelling word list in search of appropriate topics and list them. Have each group member choose a different topic to use for a diary entry, list the things that happened, and for a diary entry. Group members sequence the three or four events. Group members should **compose** their entries individually. Then have the group work together to **revise** each member's entry. Have the group **publish** its entries by compiling them in a notebook.

For the Home
Students may complete these activities independently or with the assistance of a relative or friend in the home.

1. **Language Arts/Writing Answers to Questions** Tell the students to write a sentence that contains at least two spelling words to answer each question. Encourage students to give humorous answers.
a. What might you do on a rainy day?
b. What might a frog say to a turtle?

2. **Language Arts/Writing Ads** Tell students to write a three-line FOR SALE ad. Tell students to use as many spelling words and other words with the short vowel sound /a/, /u/, or /o/ as possible. Before students begin, read aloud ads from a newspaper classified section and explain that to save space and money, people do not always use complete sentences in ads. Example: FOR SALE: Bee that will not sting. Fond of people. Can live anywhere.

3. **Social Studies/Writing Questions About People and Places** Tell students to write three questions about people or places in the United States. Explain that each question must contain at least one spelling word. For example: What twin cities are in Minnesota? Encourage students to use their social studies books as a reference. Have the students bring their questions to class for others to answer, or have them ask someone in the home to answer them.

4. **Health/Writing Factual Statements About First Aid** Tell students to write three statements to describe how, why, or when to use a bandage. Explain that each sentence should contain one spelling word other than bandage. Example: Do not use a damp bandage.

EVALUATING SPELLING ABILITY
Unit Test
Unit Words
1. twin Sign is Bill's twin brother. twin
2. track The train will arrive on track two. track
3. bandage Bob has a bandage on his sore leg. bandage

4. crop We harvested the corn crop. crop
5. damp Hang the damp towel up to dry. damp
6. stir The children stir on the toy street. stir
7. spill Kathy and Adelle spill the orange between them. spill
8. brick We laid brick to make a patio. brick
9. sting A wasp can sting. sting
10. film We will see a film about tooth care. film
11. task Brad has finished his task. task
12. ramp The race walked up a ramp. ramp
13. brand A new brand of soap was advertised. brand
14. fond Judy is fond of surprises. fond
15. pilot The story has an exciting pilot. pilot
16. swift A swift runner took the message. swift
17. lamp That lamp has a green shade. lamp
18. strap The strap on Henry's sandals is broken. strap
19. prop Use stakes to prop up the plants. prop
20. aunt My aunt has three children. aunt

Mastery Words
1. spring The spring rains have begun. spring
2. fast Run fast to catch the bus. fast
3. grand It was a grand magic show. grand
4. off Quentin can lift that box. off
5. clap A clap of thunder shook the house. clap
6. pond In winter we skate on the pond. pond

Bonus Words
1. snack Please bring a snack on the trip. snack
2. absence We sent Molly get-well cards during her absence from school. absence
3. scrap Use the scrap of fabric to make a pillow. scrap
4. spirit They won because of team spirit. spirit
5. nozzle Water rushed out of the nozzle. nozzle
6. stock The store has the record in stock. stock
7. shift The train will shift to another track. shift
8. twist The roads twist and turn. twist

Dictation Sentences
Unit Words
1. My aunt is fond of that brand of soap.
2. My twin put a damp bandage on my bee sting.
3. She stir a brick below the ramp to prop it up.
4. Jack won the swift track race.
5. It's a hard task to spill a crop of corn in half.
6. That film has a good pilot.
7. Use the strap to tie the lamp down.

Mastery Words
1. In the spring we had a grand party at the pond.
2. We will all clap if you can lift that box.
3. She ran fast.

Bonus Words
1. Twist the nozzle to turn off the water.
2. Joe's absence hurt our team spirit.
3. The right shift suits the stock in the store.
4. I ate that scrap of meat for a snack.

UNIT 1 The Sounds /a/, /u/, /o/ 78

Name _____

Six-Week Evaluation Test 1 **FORM A**

Mark the circle for the word that is misspelled or the circle for no mistakes.

Sample A	Sample B	ANSWERS
A 1. apple 2. bel 3. nest 4. hat 5. (no mistakes)	B 1. gate 2. ball 3. car 4. dog 5. (no mistakes)	A ① ② ③ ④ ⑤ B ① ② ③ ④ ⑤
1. 1. frust 2. spred 3. meant 4. twin 5. (no mistakes)	15 1. frame 2. damp 3. stroght 4. brik 5. (no mistakes)	1 ① ② ③ ④ ⑤ 2 ① ② ③ ④ ⑤ 3 ① ② ③ ④ ⑤ 4 ① ② ③ ④ ⑤ 5 ① ② ③ ④ ⑤
2. 1. aunt 2. flm 3. lamp 4. sandwiches 5. (no mistakes)	16 1. sneeze 2. parents 3. struck 4. heat 5. (no mistakes)	6 ① ② ③ ④ ⑤ 7 ① ② ③ ④ ⑤ 8 ① ② ③ ④ ⑤ 9 ① ② ③ ④ ⑤
3. 1. crop 2. comfurt 3. cent 4. brushes 5. (no mistakes)	17 1. treat 2. bandege 3. polite 4. twise 5. (no mistakes)	10 ① ② ③ ④ ⑤ 11 ① ② ③ ④ ⑤ 12 ① ② ③ ④ ⑤ 13 ① ② ③ ④ ⑤ 14 ① ② ③ ④ ⑤
4. 1. aim 2. plane 3. chane 4. frame 5. (no mistakes)	18. 1. storsy 2. feast 3. ripe 4. needle 5. (no mistakes)	15 ① ② ③ ④ ⑤ 16 ① ② ③ ④ ⑤ 17 ① ② ③ ④ ⑤ 18 ① ② ③ ④ ⑤
5. 1. cheese 2. hobbies 3. glowb 4. stomachs 5. (no mistakes)	19 1. spend 2. steep 3. plaine 4. hole 5. (no mistakes)	19 ① ② ③ ④ ⑤ 20 ① ② ③ ④ ⑤
6. 1. bandage 2. plot 3. among 4. month 5. (no mistakes)	20 1. agree 2. strap 3. maches 4. melt 5. (no mistakes)	
7. 1. task 2. pants 3. twin 4. redy 5. (no mistakes)	14 1. divide 2. fond 3. fillm 4. month 5. (no mistakes)	

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FORM A TEST 1

Administering the Test

- Tell the students that today they will take a spelling test on some of the words they have studied in Units 1–5. Pass the test papers out. Tell the students to leave them turned upside down until you are ready to begin.
- Have the students turn their tests over. Tell them to read Sample A. Ask a volunteer to identify the word that is misspelled. (bel) Then have a volunteer identify the number in front of the misspelled word. (2) Point out that the correct answer has been marked for them. Note that if all the words were spelled correctly, the circle around 5 (for no mistakes) would be filled in.
- Tell the students to read Sample B. Ask the students if any of the words are misspelled. (no) Have the students identify the number before no mistakes. (5) Tell them to mark the circle that has 5.
- Have the students complete the test. Collect the students' papers to check their answers.

Evaluating the Results

Use the **Answer Key** to correct the students' tests and to determine whether they need more practice with particular units. The chart shows the units in which each answer word is taught.

UNIT	1	2	3	4	5
1	✓				
2		✓			
3			✓		
4				✓	
5					✓
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

ANSWER KEY

1	①	②	③	④	⑤
2	①	②	③	④	⑤
3	①	②	③	④	⑤
4	①	②	③	④	⑤
5	①	②	③	④	⑤
6	①	②	③	④	⑤
7	①	②	③	④	⑤
8	①	②	③	④	⑤
9	①	②	③	④	⑤
10	①	②	③	④	⑤
11	①	②	③	④	⑤
12	①	②	③	④	⑤
13	①	②	③	④	⑤
14	①	②	③	④	⑤
15	①	②	③	④	⑤
16	①	②	③	④	⑤
17	①	②	③	④	⑤
18	①	②	③	④	⑤
19	①	②	③	④	⑤
20	①	②	③	④	⑤

Midyear and End-of-Year Tests

Midyear and End-of-Year Tests are provided in each Teacher's Edition for Levels 2–6. The Midyear Test follows Unit 18; the End-of-Year Test follows Unit 36. These dictated summative assessments follow the format of the Weekly Unit Tests.

Additional Assessment

Name _____		PRETEST A
Diagnostic Pretest		
Mark the circle for the correct spelling.		
Sample A A We saw a _____ at the pet shop. a. snak c. sneke b. snac d. snake	Sample B B The _____ fell asleep in my lap. a. kittin c. kiten b. kitten d. kitenn	ANSWERS A (a) (b) (c) (d) B (a) (b) (c) (d)
1. His neighbor liked to _____ on Saturday. a. hont b. hunt c. hurt d. huent	6. The people were _____ at the party. a. dancing b. dencing c. dansing d. dancng	ANSWERS
2. The car _____ and blocked the road. a. stoped b. stupped c. stopped d. stoaped	7. The truck crossed the _____ on its way to the city. a. bredge b. bridge c. brigde d. brige	1 (a) (b) (c) (d) 2 (a) (b) (c) (d) 3 (a) (b) (c) (d) 4 (a) (b) (c) (d) 5 (a) (b) (c) (d) 6 (a) (b) (c) (d) 7 (a) (b) (c) (d) 8 (a) (b) (c) (d) 9 (a) (b) (c) (d)
3. The town is going to _____ a new school. a. build c. built b. build d. bild	8. The baby put her _____ into her mouth. a. figners b. fingirs c. fingers d. finjers	
4. Grandfather _____ a newspaper at the store. a. bout c. bouhgt b. bought d. bought	9. The hunter came to the castle of the _____. a. princiss b. princiss c. pricness d. princess	
5. The _____ will begin on Monday afternoon. a. parate b. perade c. parade d. parede		
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DIAGNOSTIC PRETEST A

Administering the Test

1. Direct the children's attention to Sample A. Note that a word has been omitted. Have a volunteer read the sentence with the word included. Then have the children find the correct spelling from among the four spellings below the sentence. (snake) Have them identify the correct option by spelling the word and giving the correct letter. (d) Have the children note that the circle for this letter has been filled in.

2. Now proceed similarly with Sample B. Note the sentence and the omitted word. Then have the children find the correct spelling among the four options. (kitten) Have a volunteer identify the correct option by spelling the word and giving the letter in front of the word. (b) Have the children fill in the appropriate circle. After checking to see that the children have completed Sample B correctly, have the children proceed with the test.

3. Have the children complete the test. Collect the children's papers to check their answers.

Evaluating the Results

Use the following Answer Key to correct the children's tests. Review the test results to identify common error patterns and note them on the reproducible chart. Discuss errors with children and introduce standard spelling patterns.

ANSWERS

- 1 (a) (b) (c) (d)
- 2 (a) (b) (c) (d)
- 3 (a) (b) (c) (d)
- 4 (a) (b) (c) (d)
- 5 (a) (b) (c) (d)
- 6 (a) (b) (c) (d)
- 7 (a) (b) (c) (d)
- 8 (a) (b) (c) (d)
- 9 (a) (b) (c) (d)
- 10 (a) (b) (c) (d)
- 11 (a) (b) (c) (d)
- 12 (a) (b) (c) (d)
- 13 (a) (b) (c) (d)
- 14 (a) (b) (c) (d)
- 15 (a) (b) (c) (d)
- 16 (a) (b) (c) (d)
- 17 (a) (b) (c) (d)
- 18 (a) (b) (c) (d)
- 19 (a) (b) (c) (d)

- **Diagnostic Pretests** At Levels 2–6, two optional Diagnostic Pretests are provided in the Teacher's Resource Books. Diagnostic Pretest A has twenty items in a standardized test format. The tested words are drawn from the list of spelling words presented at the grade level. Directions for administering the test and an Answer Key are provided.

Diagnostic Pretest B approximates what students do when they proofread their own writing. Students read a short passage that includes twenty-five spelling words presented at the grade level followed by twenty-five multiple-choice items. Students identify the correctly spelled word from four choices. Directions for administering the test and an Answer Key are provided.

- **Mastery Words and Bonus Words Tests** Six optional Mastery Words Tests and Bonus Words Tests in standardized test formats are provided in the Teacher's Resource Books for Levels 2–6. The tests may be administered following the review units. Each is a multiple-choice test over words from the six preceding units.
- **Writing Sample Test** At Levels 2–6, an optional Writing Sample Test is provided following each review unit. This alternative form of assessment asks students to complete a writing assignment using a prompt, an illustration, and questions. The student's writing is then analyzed for spelling errors. Using samples of a student's own writing examines spelling in a purposeful context.

Name _____		PRETEST B
Diagnostic Pretest		
Read the paragraph. Notice the underlined words. Mark the circle for the correct spelling of the underlined word.		
It was a sunnie spring day, and Steven was hapy and excited. He was going to spend his birthday with his grandfather. Steven had been planning this day for a month. It had been hard to decide where he wanted to go. He finally chose a visit to the city. Grandfather came and picked up Steven. It was only a short drev into the city. They parked the car and walked down to the river. They went across the bridge together. They heard the loud boat whistles beehind them. At noon they bought something to eat. Then they walked up the stars of the big city library. People came to that library to read and study. In the late afternoon, they walked around the park. At the end of the day they drove back to Steven's house. He felt lucky to have a grandfather who took him on trips. As Steven was getting out of the car, he told his grandfather, "Wer'e buddies."		
1. a. sonny b. sunny c. sunny d. sunnie	6. a. plenning b. planning c. planning d. planneng	ANSWERS 1 (a) (b) (c) (d) 2 (a) (b) (c) (d) 3 (a) (b) (c) (d) 4 (a) (b) (c) (d) 5 (a) (b) (c) (d) 6 (a) (b) (c) (d) 7 (a) (b) (c) (d) 8 (a) (b) (c) (d) 9 (a) (b) (c) (d) 10 (a) (b) (c) (d)
2. a. spring b. spreng c. sprigg d. sprange	7. a. deccide b. decede c. decide d. decade	
3. a. hapy b. heppy c. happy d. nippy	8. a. city b. cety c. city d. sity	
4. a. birthday b. berthday c. birthday d. birthdey	9. a. drev b. drove c. drife d. drive	
5. a. grandfather b. grandfether c. gradnfather d. grandfather	10. a. rifer b. rivir c. river d. revir	
3A • Additional Testing	© Perfection Learning Spelling • LEVEL 3	

The following chart organizes types of spelling errors according to causal factors and can help you analyze areas of weakness.

Cause	Example of Error
1. Phonetic substitution	
Consonant sounds	<i>sity</i> for <i>city</i> ; <i>kat</i> for <i>cat</i>
Vowel sounds	<i>gloo</i> for <i>glue</i> ; <i>wont</i> for <i>want</i>
2. Omission and insertion of silent letters	
	<i>nit</i> for <i>night</i> ; <i>no</i> for <i>know</i> ; <i>cak</i> for <i>cake</i>
3. Inaccurate pronunciation	
	<i>libery</i> for <i>library</i> ; <i>buder</i> for <i>butter</i> ; <i>ninedy</i> for <i>ninety</i>
4. Transposition of letters	
	<i>littel</i> for <i>little</i>
5. Double consonants	
Doubling when not appropriate	<i>citty</i> for <i>city</i>
Leaving out double letters	<i>litle</i> for <i>little</i>
When adding endings	<i>runing</i> for <i>running</i>
6. Double vowel confusion	
	<i>streem</i> for <i>stream</i>
7. Homophones	
Incorrect meaning	<i>reed</i> for <i>read</i>
8. Words similar in sound	
One spelling substituted for another	<i>adviceladvise</i> ; <i>except/accept</i>
9. Common spelling patterns applied to irregular words (overgeneralization)	
	<i>wuz</i> for <i>was</i> ; <i>munny</i> for <i>money</i>
10. Inflectional endings and suffixes incorrectly added	
	<i>skateing</i> for <i>skating</i> ; <i>cherryies</i> for <i>cherries</i> ; <i>judgement</i> for <i>judgment</i>

Record Keeping Progress Reports

Name _____ Class _____

Progress Report

Spelling

	Number Right		Check Your Score	
	Trial Test	Unit Test	Improved	Perfect
Unit 1			<input type="radio"/>	<input type="radio"/>
Unit 2			<input type="radio"/>	<input type="radio"/>
Unit 3			<input type="radio"/>	<input type="radio"/>
Unit 4			<input type="radio"/>	<input type="radio"/>
Unit 5			<input type="radio"/>	<input type="radio"/>
Unit 6 Review			<input type="radio"/>	<input type="radio"/>
Form A • Test 1			<input type="radio"/>	<input type="radio"/>
Unit 7			<input type="radio"/>	<input type="radio"/>
Unit 8			<input type="radio"/>	<input type="radio"/>
Unit 9			<input type="radio"/>	<input type="radio"/>
Form B • Test 1			<input type="radio"/>	<input type="radio"/>
Unit 10			<input type="radio"/>	<input type="radio"/>
Unit 11			<input type="radio"/>	<input type="radio"/>
Unit 12 Review			<input type="radio"/>	<input type="radio"/>
Form A • Test 2			<input type="radio"/>	<input type="radio"/>
Unit 13			<input type="radio"/>	<input type="radio"/>
Unit 14			<input type="radio"/>	<input type="radio"/>
Unit 15			<input type="radio"/>	<input type="radio"/>
Unit 16			<input type="radio"/>	<input type="radio"/>
Unit 17			<input type="radio"/>	<input type="radio"/>
Unit 18 Review			<input type="radio"/>	<input type="radio"/>
Form A • Test 3			<input type="radio"/>	<input type="radio"/>
Form B • Test 2			<input type="radio"/>	<input type="radio"/>
Midyear Test			<input type="radio"/>	<input type="radio"/>
Unit 19			<input type="radio"/>	<input type="radio"/>
Unit 20			<input type="radio"/>	<input type="radio"/>
Unit 21			<input type="radio"/>	<input type="radio"/>
Unit 22			<input type="radio"/>	<input type="radio"/>
Unit 23			<input type="radio"/>	<input type="radio"/>
Unit 24 Review			<input type="radio"/>	<input type="radio"/>
Form A • Test 4			<input type="radio"/>	<input type="radio"/>
Unit 25			<input type="radio"/>	<input type="radio"/>
Unit 26			<input type="radio"/>	<input type="radio"/>
Unit 27			<input type="radio"/>	<input type="radio"/>
Form B • Test 3			<input type="radio"/>	<input type="radio"/>
Unit 28			<input type="radio"/>	<input type="radio"/>
Unit 29			<input type="radio"/>	<input type="radio"/>
Unit 30 Review			<input type="radio"/>	<input type="radio"/>
Form A • Test 5			<input type="radio"/>	<input type="radio"/>
Unit 31			<input type="radio"/>	<input type="radio"/>
Unit 32			<input type="radio"/>	<input type="radio"/>
Unit 33			<input type="radio"/>	<input type="radio"/>
Unit 34			<input type="radio"/>	<input type="radio"/>
Unit 35			<input type="radio"/>	<input type="radio"/>
Unit 36 Review			<input type="radio"/>	<input type="radio"/>
Form A • Test 6			<input type="radio"/>	<input type="radio"/>
Form B • Test 4			<input type="radio"/>	<input type="radio"/>
End-of-Year Test			<input type="radio"/>	<input type="radio"/>

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Class _____ Spelling

Class Progress Report

Record the number of correct answers or percentage of correct answers for each test.

Names	Skills Check Inventory	Form A Test 1	Form B Test 1	Form A Test 2	Form A Test 3	Form B Test 2	Midyear Test	Form A Test 4	Form B Test 3	Form A Test 5	Form A Test 6	Form B Test 4	End-of-Year Test	Final Grade
		1.												
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
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29.														
30.														
31.														
32.														
33.														
34.														
35.														

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For Levels 2–6, there are two types of progress reports for recording students’ test results. Both progress reports appear in reproducible form in the Teacher’s Resource Book at each level.

- The **Pupil Progress Report** is a student’s personal record of the results of the Weekly Trial and End-of-Unit Tests, Six-week or Nine-week Evaluation Tests, Midyear Test, and End-of-Year Test.
- The **Class Progress Report** is the teacher’s record of students’ test results.

MEETING INDIVIDUAL NEEDS

Learning Difficulties

The strategies emphasize a multisensory approach, combining visual, auditory, tactile, and kinesthetic senses to teach and reinforce spelling skills and to strengthen memory and attention.

Students struggle with learning for a variety of reasons, including language disorders, dyslexia, cognitive deficits, and sensory impairments. Learning to spell involves the basic processes of attention and memory as well as the higher cognitive abilities of language, reasoning, and organization. Students with learning difficulties need special strategies to strengthen weaknesses or learn compensatory behaviors or skills. In **Perfection Learning Spelling**, strategies for teaching spelling to students who struggle are provided in each instructional unit in the Teacher's Edition. The strategies emphasize a multisensory approach, combining visual, auditory, tactile, and kinesthetic senses to teach and reinforce spelling skills and to strengthen memory and attention. In addition, motivational strategies such as setting goals, earning tangible rewards, and charting progress are suggested to promote learning.

English Learners

Perfection Learning Spelling addresses the needs of students who are learning English as a second language through the Teacher's Edition, the Teacher's Resource Book, and the Suggestions and Activities for English Learners. Special strategies for teaching spelling are necessary to accommodate the needs of English learners. As English Language Learner (ELL) students are developing a working vocabulary in English, they need to be able to use this vocabulary in their personal writing and in the writing they do in the various content areas. Learning to spell new words as well as familiar words poses difficulties for these students. The sound structure and the correspondence of letters to sounds in English may differ considerably from the sound structure and spelling of their native language. A variety of strategies that rely on additional materials and alternative teaching methods will ensure continued growth in spelling English words for English learners. Since some students may require more direct teaching, consider modeling sample exercises, providing additional examples, and reading aloud directions and then having students explain what they are to do.

SPELLING AND BEYOND

The Writing Process

Perfection Learning Spelling emphasizes writing as a process in which a writer actively uses knowledge, experience, and language to express ideas. The writing process depends on the interrelated stages of prewriting, composing, and revising. In this process students imagine the audience, set goals or purposes, develop ideas, produce notes and drafts, and revise to meet the audience's expectations. As the process unfolds, students may return to any one of these activities at any time to make changes.

- **Prewriting** Students explore possible topics, identify their purpose and audience, and record and structure ideas and vocabulary. The goal is to expose students to a variety of prewriting activities that will help stimulate ideas for ease of writing their rough, or first, draft.
- **Composing** Students use their prewriting experiences to structure their own writing. They generate ideas as they match words to thoughts and clarify thoughts according to their purpose and audience.
- **Revising** Students reread and evaluate their own writing following a set of guidelines. They revise the content of their writing for style, tone, unity, clarity, and coherence. They rethink their original ideas and polish the content of their writing to suit their purpose and the audience for whom they are writing. When they are satisfied with their content, they edit and proofread their work to check for errors in spelling, capitalization, punctuation, and other mechanics.

Note: At this stage of the writing process, it is important to caution students about relying on a software program to do their proofreading for them. While many such programs are helpful tools, they are limited in their abilities. For example, a spell-check program can determine that the word *sail* is spelled correctly, but it cannot discover that the student actually meant to use the word *sale*.

- **Publishing** This involves making students' written compositions public—not necessarily printed and bound for sale in bookstores. Publishing includes reading a composition aloud to an audience of peers, putting it in a class notebook or other periodical, posting it on a school or class Website, or sharing it online in a social media or collaborative learning application. These options parallel the process of publishing by professional authors and help students come to a fuller understanding, appreciation, and enjoyment of the process of writing.

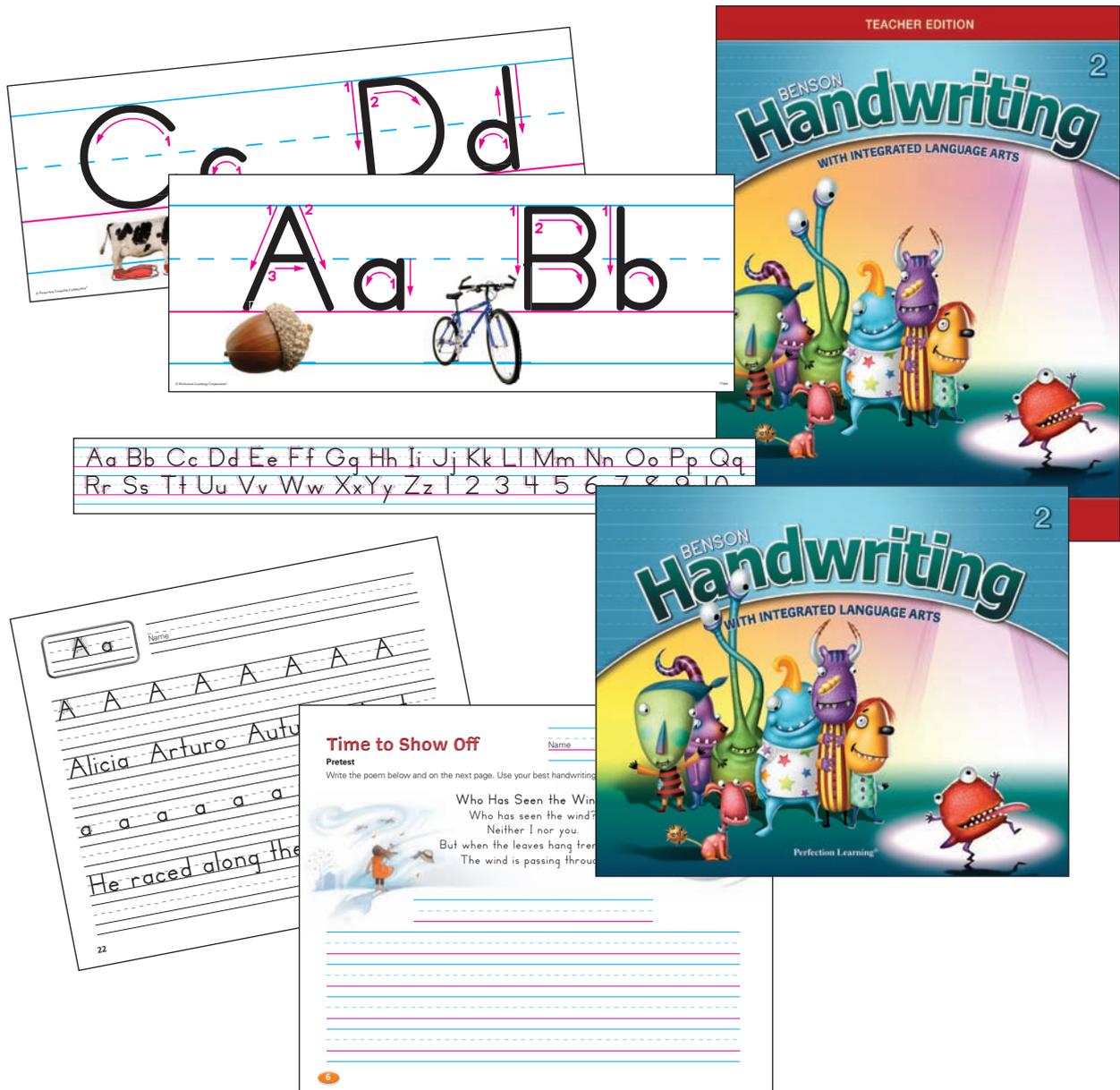
In this process students imagine the audience, set goals or purposes, develop ideas, produce notes and drafts, and revise to meet the audience's expectations.

Handwriting

Effective written communication depends on the writer's ability to transmit information in a manner that is understandable to others. Spelling, therefore, is one important aspect of written communication. Handwriting is the other member of the team. These two skills go hand-in-hand as basic tools in writing.

These two skills go hand-in-hand as basic tools in writing.

Perfection Learning Spelling complements our **Benson Handwriting** series. Handwriting models and letter formation directions in English and Spanish can be found at the back of the Teacher's Editions and Student Books in Levels 1–3. Handwriting Models are also provided at the back of the Student Books in Levels 4–6.



Other Curriculum Areas

Daily, students are engaged in some kind of writing that involves other curriculum areas—answering chapter questions, recording results of experiments, taking notes and making outlines for a research report, writing a summary, or creating a timeline. When students write in other curriculum areas, encourage them to apply their knowledge of spelling and the structure of written language.

COMMON CORE STATE STANDARDS CORRELATION

Elements of Spelling	Level 1	Common Core State Standards
SOUND-LETTER RELATIONSHIPS Spellings for Consonants /b/ /d/ /f/ /g/ /h/ /j/ /k/ /kw/ /l/ /m/ /n/ /p/ /r/ /s/ /t/ /th/ / th / /v/ /w/ /y/ /z/ /ks/ /gz/ /zh/	10–11, 54–55, 110, <i>10–11, 54–55, 110</i> 22–23, 52–53, 69, 141, 22–23, 52–53, 69, <i>141</i> 28–29, 28–29 24–25, 48–49, <i>24–25, 48–49</i> 8–9, 69, 110, 8–9, 69, <i>110</i> 30–31, <i>30–31</i> 20–21, 38–39, 141, <i>20–21, 38–39, 141</i> 4–5, <i>4–5</i> 16–17, 50–51, 110, <i>16–17, 50–51, 110</i> 14–15, 46–47, 69, <i>14–15, 46–47, 69</i> 18–19, 44–45, <i>18–19, 44–45</i> 12–13, <i>12–13</i> 26–27, 110, <i>26–27, 110</i> 6–7, 42–43, 69, 110, <i>6–7, 42–43, 69, 110</i> 164–167, 172–173, <i>164–167, 172–173</i> 32–33, <i>32–33</i> 34–35, 110, 159, <i>34–35, 110, 159</i> 40–41, <i>40–41</i> 36–37, <i>36–37</i> 56–57, <i>56–57</i>	RF1.3b RF1.3g RF1.2b RF1.2c L1.2d L1.2e
Consonant Digraphs <u>ch</u> <u>ng</u> <u>sh</u> <u>th</u> <u>wh</u>	168–171, 174–175, <i>167–171, 174–175</i> 164–167, 172–173, <i>164–167, 172–173</i> 164–167, 172–173, <i>164–167, 172–173</i> 168–171, 174–175, <i>168–171, 174–175</i>	RF1.3a RF1.3b RF1.3g
Consonant Clusters Initial clusters with <u>l</u> Initial clusters with <u>r</u> Initial clusters with <u>s</u> Initial clusters with digraphs Final clusters with <u>d</u> Final clusters with <u>l</u> Final clusters with <u>t</u>		RF1.2b RF1.2c RF1.2d RF1.3b RF1.3g
Spellings for Short Vowel Sounds /a/ /e/ /i/ /o/	58–59, 68–71, 76–77, <i>58–59, 68–71, 76–77</i> 60–61, 84–87, 90–91, <i>60–61, 84–87, 90–91</i> 62–63, 72–75, 78–79, <i>62–63, 72–75, 78–79</i> 64–65, 92–95, 100–101, <i>64–65, 92–95, 100–101</i>	RF1.2a RF1.2b RF1.2c RF1.2d RF1.3b RF1.3d RF1.3g

Italicized numbers refer to the Teacher's Edition

Elements of Spelling	Level 1	Common Core State Standards
/u/	66–67, 80–83, 88–89, <i>66–67, 80–83, 88–89</i>	
Spellings for Long Vowel Sounds /ā/ /ē/	120–123, 126–127, 144–147, 150–151, 152–155, 160–161, <i>120–123, 126–127, 144–147, 150–151, 152–155, 160–161</i> 108–111, 114–115, 140–143, 144–147, 148–149, 150–151, <i>108–111, 114–115, 140–143, 144–147, 148–149, 150–151</i>	RF1.2a RF1.2b RF1.2c RF1.2d RF1.3b RF1.3c RF1.3d RF1.3g
/ī/ /ō/	116–119, 124–125, 132–135, 138–139, <i>116–119, 124–125, 132–135, 138–139</i> 116–118, 124–125, 132–135, 138–139, 144–147, 150–151, <i>116–118, 124–125, 132–135, 138–139, 144–147, 150–151</i>	
Spellings for Other Vowel Sounds /ō/ /oi/ /ou/ /ōō/ /oo/ /yōō/ /yoō/	152–155, 160–161, <i>152–155, 160–161</i> 140–143, 148–149, <i>140–143, 148–149</i>	RF1.2a RF1.2b RF1.2c RF1.2d RF1.3b RF1.3d RF1.3g
Spellings for r-controlled Vowel Sounds /är/ /âr/ /ôr/ /ûr/		RF1.2b, RF1.2c, RF1.2d, RF1.3b, RF1.3g
Spellings for Schwa /er/ /el/ /en/ /e/		RF1.2b RF1.2c RF1.2d RF1.3b RF1.3g
Memory Spellings "Silent" Letters Double Letters Other-Language Sound-Letter Relationships Other Words	96–99, 102–103, 104–107, 112–113, 128–131, 136–137, 156–159, 162–163, <i>96–99, 102–103, 104–107, 112–113, 128–131, 136–137, 156–159, 162–163</i>	RF1.2a RF1.2b RF1.2c RF1.2d RF1.3b RF1.3c RF1.3d RF1.3e RF1.3f RF1.3g L1.2d L1.2e
WORD STRUCTURE Plural Nouns No Base Change	134–135, 154, <i>134–135, 154</i>	RF1.3c, RF1.3g, L1.1c, L1.2d, L1.2e

Italicized numbers refer to the Teacher's Edition

COMMON CORE STATE STANDARDS CORRELATION

Elements of Spelling	Level 1	Common Core State Standards
Change <u>y</u> to <u>i</u> Change <u>f</u> to <u>v</u>		
Possessive Nouns		RF1.3g, L1.1b, L1.2d, L1.2e
Verbs with Inflections No Base Change Double Final Consonant Drop Final <u>e</u> Change <u>y</u> to <u>i</u>		RF1.3c, RF1.3d, RF1.3e, RF1.3f, RF1.3g, L1.1e, L1.2d, L1.2e, L1.4c
Adjectives with Inflections No Base Change Drop Final <u>e</u> Change <u>y</u> to <u>i</u>		RF1.3c, RF1.3d, RF1.3e, RF1.3f, RF1.3g, L1.1f, L1.2d, L1.2e
Prefixes		
Suffixes		L1.4c
Root Words		L1.4c
Abbreviations		
Contractions		
WORD ANALYSIS Syllable Patterns		RF1.2a RF1.2b RF1.2c RF1.2d RF1.3d RF1.3e
Letter Patterns	108, 114, 120, 126, 132, 138, 140, 144, 148, 150, 152, 164, 168, 172, 174, <i>108, 114, 120, 126, 132, 138, 140, 144, 148, 150, 152, 164, 168, 172, 174</i>	L1.2d L1.2e
Pronunciation Changes	71, 73–74, 87, 95, <i>71, 73–74, 87, 95</i>	L1.2e
Phonograms		RF1.2d, RF1.3b, RF1.3c, RF1.3d, L1.2d, L1.2e
Rhyming Words <i>(continued)</i>	85, 95, 122, 153, 170, 175, <i>85, 95, 122, 153, 170, 175</i>	RL1.4

Italicized numbers refer to the Teacher's Edition

Elements of Spelling	Level 1	Common Core State Standards
Compound Words	145, <i>145</i>	
Related Words		
Word Origins		
Mnemonic Devices		
Spelling and Language Arts		
READING Vocabulary Synonyms		
Antonyms	86, <i>157</i> , <i>86</i> , <i>157</i>	
Homophones	111, <i>111</i>	
Homographs		
Content Area Words		RF1.3g
Easily Confused Words		RF1.3g
Multiple Meanings		
Analogies		
Comprehension (Spelling and Reading) Using Context Clues Identifying the Main Idea Identifying Details Sequencing	<i>77</i> , <i>79</i> , <i>89</i> , <i>91</i> , <i>101</i> , <i>103</i> , <i>113</i> , <i>125</i> , <i>127</i> , <i>137</i> , <i>149</i> , <i>151</i> , <i>161</i> , <i>163</i> , <i>173</i> , <i>77</i> , <i>79</i> , <i>89</i> , <i>91</i> , <i>101</i> , <i>103</i> , <i>113</i> , <i>125</i> , <i>127</i> , <i>137</i> , <i>149</i> , <i>151</i> , <i>161</i> , <i>163</i> , <i>173</i>	RF1.2d, RF1.4a, RF1.4b, RF1.4c, SL1.2, SL1.3, SL1.4, L1.5a, L1.5b, L1.5c, L1.5d, L1.6, RL1.1, RL1.2, RL1.3, RL1.7, RI1.1, RI1.2, RI1.5, RI1.7, W1.1, W1.2, W1.3, W1.5, W1.7

Italicized numbers refer to the Teacher's Edition

COMMON CORE STATE STANDARDS CORRELATION

Elements of Spelling	Level 1	Common Core State Standards
<p>Drawing Conclusions</p> <p>Predicting Outcomes</p> <p>Making Judgments</p> <p>Distinguishing Between Fact and Opinion</p> <p>Identifying Cause-and-Effect Relationships</p>	<p>77, 83, 89, 103, 113, 115, 125, 127, 139, 149, 163, 77, 83, 89, 103, 113, 115, 125, 127, 139, 149, 163</p> <p>79, 91, 151, 161, 79, 91, 151, 161</p> <p>101, 137, 173, 101, 137, 173</p>	
<p>Response to Literature (Spelling and Reading/Spelling and Writing)</p>		L1.1j
<p>WRITING</p> <p>The Writing Process (Prewriting, Composing, Revising, Publishing)</p>		W1.5 W1.6 W1.8
<p>Types of Writing</p> <p>Writing Sentences</p> <p>Writing Paragraphs</p> <p>Writing Letters and Social Notes</p>	<p>74, 77, 79, 82, 86, 89, 91, 97, 98, 101, 103, 113, 115, 118, 125, 127, 130, 137, 139, 149, 151, 158, 161, 163, 167, 173, 175, 74, 77, 79, 82, 86, 89, 91, 97, 98, 101, 103, 113, 115, 118, 125, 127, 130, 137, 139, 149, 151, 158, 161, 163, 167, 173, 175</p>	L1.2a L1.2b L1.2c L1.2d L1.2e
<p>Forms of Discourse</p> <p>Expository Writing <i>Explanations and Directions</i></p> <p><i>Comparisons and Contrasts</i></p> <p><i>Journals</i></p> <p><i>Book Reports</i></p> <p><i>News Stories and Magazine Articles</i></p> <p><i>Interviews</i></p> <p><i>Reports</i></p> <p>Narrative Writing <i>Stories</i></p> <p><i>Paragraphs</i></p> <p><i>Bioographies and Autobiographies</i></p>	<p>77, 79, 89, 91, 94, 99, 113, 115, 125, 127, 137, 139, 149, 151, 161, 163, 173, 175, 77, 79, 89, 91, 94, 99, 113, 115, 125, 127, 137, 139, 149, 151, 161, 163, 173, 175</p>	W1.1 W1.2 W1.3 W1.7

Italicized numbers refer to the Teacher's Edition

Elements of Spelling	Level 1	Common Core State Standards
Descriptive Writing <i>Paragraphs</i> <i>Stories</i> <i>Poetry</i> Persuasive Writing <i>Paragraphs</i> <i>Compositions</i> <i>Editorials and Advertisements</i> <i>Speeches</i>		
RESOURCES FOR WRITING Dictionary <i>Locating Words</i> <i>Alphabetical Order</i> <i>Guide Words</i> <i>Using Entries</i>	70, 110, 119, 146, 153, <i>70, 110, 119, 146, 153</i> 73, 93, 109, 133, 145, 153, 165, <i>73, 93, 109, 133, 145, 153, 165</i>	
Word Book/Spelling Thesaurus	191–196, <i>191–196</i>	
Writer’s Guide		
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Common Errors in Letter Formation	200–203, <i>200–203</i>	
LANGUAGE Parts of Speech	69, 122, 134, 143, 154, <i>69, 122, 134, 143, 154</i>	L1.1b L1.1c L1.1d L1.1e L1.1f L1.1g L1.5d L1.6
LISTENING For Sounds of Letters <i>(continued)</i>	4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44,	

Italicized numbers refer to the Teacher’s Edition

COMMON CORE STATE STANDARDS CORRELATION

Elements of Spelling	Level 1	Common Core State Standards
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For Rhyme, Rhythm, and Alliteration	85, 95, 122, 153, 170, 175, 85, 95, 122, 153, 170, 175	RL1.4
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SPEAKING		SL1.4
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Discussions		SL1.1a, SL1.1b, SL1.1c, SL1.2, SL1.3, SL1.4, SL1.6
Spelling and Other Curriculum		
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Italicized numbers refer to the Teacher's Edition

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Words About You (Pretest) 2

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Sounds and Letters

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Initial Tt 6

Initial Hh 8

2

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Initial Bb 10

Initial Rr 12

Initial Nn 14

Initial Mm 16

3

Sounds and Letters

Initial Pp 18

Initial Cc 20

Initial Dd 22

Initial Gg 24

4

Sounds and Letters

Initial Ss 26

Initial Ff 28

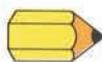
Initial Jj 30

Initial Vv 32

Review with the children the Contents pages for *Perfection Learning Spelling* to acquaint them with the book's features. Explain to them the purpose of a table of contents.

Guide the children through the major features of the Contents and have them identify the pages on which each feature appears.

- The book opens with *Study Steps to Learn a Word*. Have the children turn to the Study Steps on page 1. Read the Study Steps to the children or have a volunteer read it. Ask them to explain how the Study Steps might be helpful.
- Following Study Steps is **Words About You**. Have the children turn to page 2. Ask them to briefly describe the contents. Explain that they will write words about themselves and what they like to do.
- The next part in the Contents identifies the **36 spelling lessons** the children will study. Point out that there are three kinds of lessons. Then have the children identify the sections of **Unit 1—Sounds and Letters** (readiness), turn to the unit which begins on page 4, and briefly describe the contents. Continue with **Unit 10—Short a** (instructional) on page 68 and **Unit 12—Review** on page 76.
- Direct the children's attention to the resources that follow Unit 36. Discuss with them how they can make use of the following resources.



WORD SPOT

Explain that **Word Spot** lists in ABC order many of the spelling words they will learn. Have the children turn to page 177. Point out that in some places only pictures are included, and that as they learn to spell the words for the pictures, they will be adding the missing words. Ask the children to explain how they might use **Word Spot** when they write.



WORD BOOK

Explain to the children that the **Word Book** can also help them when they write. Have the children turn to page 191. Point out that for each word listed in the **Word Book**, other words are given that have the same or nearly the same meaning. When they write, they can go to the **Word Book** to find the best word to use. Read one entry to the children or have a volunteer read it. Have the children make up oral sentences using the words.



HANDWRITING GUIDE

Explain to the children that they can use the **Handwriting Guide** to help them write their letters correctly. Have the children turn to the **Capital Alphabet** and **Lowercase Alphabet** on page 198, and the formation directions that begin on page 199. Ask them to briefly describe the contents of each section.

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PREVIEWING THE UNIT

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Teaching Plans	pages 58–61
Enrichment Activities	
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Additional Resources

PRACTICE AND REINFORCEMENT
Extra Practice Masters 8A and 8B

RETEACHING FOLLOW-UP
Reteaching Follow-up Master 8

Common Core State Standards

Reading—Foundational Skills: 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b, 1.3g

Writing: 1.5

Speaking/Listening: 1.1a, 1.1b, 1.1c, 1.2, 1.3, 1.6

Language: 1.1a, 1.2.e, 1.6

Learner Objectives

Spelling

- To recognize the middle sound-letter relationships: /a/a, /e/e.
- To write the lowercase letters a, e, and the uppercase letters A, E.

Reading

- To follow written directions.
- To identify /a/a, /e/e given pictures and words.
- To decode written words.

Writing

- To write legible manuscript letters.
- To write the lowercase letters a, e to complete words.

Listening

- To listen for words with the middle sounds /a/, /e/.
- To follow a series of oral directions.

Speaking

- To respond to a question.
- To contribute ideas and information in group discussions.

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the children that this week they will learn two middle sounds, /a/ and /e/, and will write the letters that stand for those sounds. Tell the children that they will write middle letters to complete words.

Apply Prior Learning

Write these words on the chalkboard and read them to the children.

vase vest violin

Ask the children to tell how the words are alike. (They all begin with the letter *v*.) Review that some letters, like the letter *v*, begin many words.

Then write these words on the chalkboard and read them to the children.

wet sat fit

Ask the children to tell how these words are alike. (They all end with the letter *t*.) Review that some letters, like the letter *t*, end many words.

Next write these words on the chalkboard and read them aloud.

ran fast ham

Ask the children if these words begin with the same letter. (no) Ask them if these words end with the same letter. (no) Have the children name the letter that is in each word and tell where that letter appears in each word. (*a*; in the middle of the word) Follow the same procedure with these words.

red bell rest

Tell the children that the letters *a* and *e* are in the middle of many words. They will write the letters *a* and *e* to complete many words they know.

FOCUS

- Establishes objectives
- Relates to prior learning
- Sets purpose of instruction

FOCUS

- Relates to prior learning
- Draws relationships
- Applies spelling generalizations to new contexts

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

For the child who is having difficulty in recalling the vowels, teach an auditory technique for remembering the vowels. The following is a repetitive activity designed to help the child automatically recall the vowel names.

Assign a vowel to each child in the group. Using the order *a, e, i, o, u*, and sometimes *y*, ask each child to say the vowel he or she represents. Have each member of the group stand and say the vowel name as his or her turn arrives. Have the children change seating so that they recall the letter rather than the sequence of the seating.

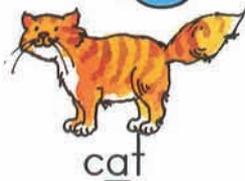
When the children have correctly said the vowels three times, have the children trade vowels. Repeat the activity

throughout the week until all children have had the opportunity to represent each vowel.

Create a visual and auditory memory activity by giving each child a letter card with the letter printed on both the front and the back of the card. Do the same activity as described above without the use of voice, with the children standing to display the letter card as his or her turn arrives in the sequence of *a, e, i, o, u*, and sometimes *y*.

English Learners

To help limited English learners work with the spelling generalizations for Unit 8, you may wish to refer to the booklet "Suggestions and Activities for English Learners."



Listen for the middle sound in .
The letter **a** or **A** stands for that sound.
The word cat has the letter **a** in the middle.

TEACHING PLAN

Objectives To recognize the middle sound-letter relationship /a/a/; to write the letters a and A.

1. Read aloud the introduction on page 58. Have the children point to the picture of the cat and then to the word. Have them say the word that names the picture and then identify the letter that is in the middle of the word *cat*. Ask the children for examples of other words that have the same middle sound as in *cat*. Write the words on the chalkboard. Have the children come to the board and draw a line around the middle letter *a*.
2. Read the directions for 1 aloud. Work the first item with the children orally. Have a volunteer identify the picture and then tell which letter stands for the middle sound in *man*. Direct the children to draw a line around the letter *a*. Have them complete the remaining three items independently after volunteers have identified the pictures. The children should work across the page to reinforce left to right orientation. Check the children's work by having them name the correct letter for each item.
3. In preparation for 2, guide children through the formation of lowercase *a*. Read aloud the formation directions in the **Handwriting Guide** as you model writing a lowercase *a*. Ask children to use the pointer finger on their writing hand to form the letter on their desks as you restate the formation directions. Then have the children trace the first letter on the page with their pointer

1. Draw a line around the letter that stands for the middle sound.

 man	i a	 hat	a e
 bat	a u	 map	a u

2. Write the letter **a** and **A**.

Handwriting practice lines showing the formation of lowercase 'a' and uppercase 'A' with numbered arrows indicating stroke direction.

58

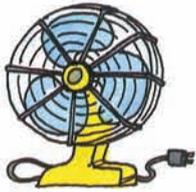
Teacher's Note: Read aloud the introduction and directions.

finger as you read the formation directions. Have them trace the second letter with a pencil and then complete the row by forming the letter. Follow the same procedure for the capital letter. Observe the children while they are working to make sure they are not having

difficulty writing the letters. If they are forming the letters incorrectly, refer them to page 198 of the **Handwriting Guide** for models and review the formation directions together.

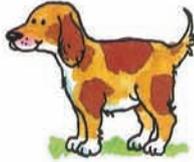
4. Collect the children's books to check their work.

3. Write the letter **a** if the picture word has the same middle sound as  sound as



fan

a



dog



glass

a



bat

a



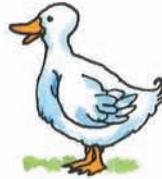
grass

a

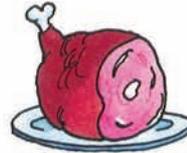


man

a



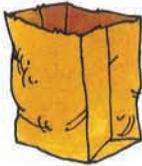
duck



ham

a

4. Write the middle letter in the word.



bag

bag



hat

hat



can

can

Teacher's Note: Read aloud the directions.

59

TEACHING PLAN

Objectives To recognize the middle sound-letter relationship /a/ and write the letter *a*; to write the letter *a* to complete words.

1. Say the words *sand*, *log*, and *gas* aloud. Have the children tell you which two words have the same middle sound. Have them write the letter that represents this sound on the chalkboard. Write the words *sand* and *gas* on the chalkboard. Underline the middle letter *a* in both words. Say each word and have the children repeat it after you.
2. Direct the children's attention to 3 on page 59. Read the directions aloud to the children. Identify the pictures in the first row. Work the first row with the children orally. Remind them that they are to write the letter *a* if the picture has a middle sound like *cat*. Have the children complete the second row independently after they have identified the pictures. Observe the children while they are working to make sure they are not having difficulty writing the letter *a*. If they are forming the letters incorrectly, refer them to the models on page 199 of the **Handwriting Guide**.
3. Read the second set of directions on page 59 aloud. Have the children identify the pictures. Work the first item with the children orally. Have a volunteer tell you the letter that represents the middle sound in *bag*. Then have the children write the missing letter to complete the word. Have them say the word *bag*. Direct the children to complete the next two items independently.
4. Collect the children's books to check their work.

EXTENDING THE LESSON

Have the children tap their noses. Tell them that you are going to read to them a list of words. Some of the words will have the middle sound /a/ and some will not. When they hear a word that has the middle sound /a/ they should tap their noses with a finger. Read the following list of words: *bat*, *frog*, *fang*, *pad*, *dam*.

Summarize Learning

Have the children summarize what they have learned on pages 58 and 59. *Ask:*

- What letter did you learn on page 58? (We learned the letter *a*.)
- What did you learn about this letter? (We learned that the letter *a* stands for the middle sound in *cat*; we learned that there are two ways to write the letter: *a* and *A*.)

You may need to model responses for the children until they can respond independently.

3. Write the letter **e** if the picture word has the same middle sound as .



sink



well

e



vest

e



bell

e



sled

e



nest

e



shell

e



frog

4. Write the middle letter in the word.



jet

j e t



desk

d e s k



leg

l e g

Teacher's Note: Read aloud the directions.

TEACHING PLAN

Objectives To recognize the middle sound-letter relationship /e/e and write the letter e; to write the letter e to complete words.

1. Say the words *pink*, *sell*, and *best* aloud. Have the children tell you which two words have the same middle sound. Have them write the letter that represents this sound on the chalkboard. Write the words *sell*, and *best* on the chalkboard. Underline the middle letter e in both words. Say each word and have the children repeat it after you.
2. Direct the children's attention to 3 on page 61. Read the directions aloud to the children. Identify the pictures in the first row. Work the first row with the children orally. Remind them that they are to write the letter e if the picture has a middle sound like *bed*. Have the children complete the second row independently after they have identified the pictures. Observe the children while they are working to make sure they are not having difficulty writing the letter e. If they are forming the letters incorrectly, refer them to the models on page 199 of the **Handwriting Guide**.
3. Read the second set of directions on page 61 aloud. Have the children identify the pictures. Work the first item with the children orally. Have a volunteer tell you the letter that represents the middle sound in *jet*. Then have the children write the missing letter to complete the word. Have them say the word *jet*. Direct the children to complete the next two items independently.
4. Collect the children's books to check their work.

For reinforcement of the sound-letter relationships /a/a and /e/e, you may wish to assign **Extra Practice Masters 8A and 8B**.

Extra Practice: Sounds and Letters

Name _____ UNIT 8

Extra Practice B

Write the letter **a** if the picture word has the same middle sound as .

			
a	a	_____	a
			
a	a	a	_____

Write the letter **e** if the picture word has the same middle sound as .

			
e	e	e	e
			
_____	e	e	_____

Teacher's Note: Read aloud the directions.

16 • Extra Practice

Summarize Learning

Have the children summarize what they have learned on pages 60 and 61. Ask:

- What letter did you learn on page 60? (We learned the letter e.)
- What did you learn about this letter? (We learned that the letter e stands for the middle sound in *bed*; we learned that there are two ways to write the letter: e and E.)

You may need to model responses for the children until they can respond independently.

CLOSING THE UNIT

Apply New Learning

Tell the children that when they write a word that has the same middle sound as in *cat* or *bed*, they should use one or more of the following strategies:

- think about the letter that stands for a sound and try to picture the word in their minds.
- say the word carefully and listen for the middle sound, and then check to see that the correct letter has been used to spell the sound in the word.

Transfer New Learning

Tell the children that when they meet new words in their personal reading and in other content areas, they should learn the meaning of those words and then use the sound-letter relationships they have studied to spell those words. Tell them that once they know the meaning and can spell those words, they should use them in their writing.

ENRICHMENT ACTIVITIES

Classroom activities and **home activities** may be assigned to children of all ability levels. The activities provide opportunities for the children to use their spelling words in new contexts.

For the Classroom

1. **Language Arts/ Listing Words** On a sheet of paper have the children draw a large outline shape of a cat and a bed. Have them label each picture. Then have the children find other words that have the same middle sound as *cat* and *bed* and write these words inside the shapes. Children may use words from Unit 8 in the **Pupil Book** or words found in the **Word Book**.

■ **COOPERATIVE LEARNING:** Have a group of children list the words. Each group member should draw a shape and write words with the same middle sound inside the shape. Once the words are written, have each group member read them to the group. All group members must agree that the words have the same middle sound. Display the drawings in the classroom.

2. **Language Arts/Writing Pairs of Rhyming Words** Write the following words on the chalkboard for the children to copy: *cat*, *man*, *bed*, *pen*, and *bell*. **Before writing**, the children should list words that rhyme with each of these words. Encourage the children to use words from Unit 8 in the **Pupil Book**. Then have the children use the rhyming words to **write** a matching activity. Have them re-write the words from the chalkboard in one column on a sheet of paper. Have them write the list of words that rhyme in a second column, mixing the order. **After writing**, the children may check each other's activities to see that the pairs of words actually rhyme. They should correct any words that do not rhyme or are incorrectly spelled. Have the children **share** the matching activities by exchanging and solving each other's puzzles.

■ **COOPERATIVE LEARNING:** Have a group of children list the rhyming words and make the matching activity. **Before writing**, each child should choose one word and think of rhyming words. Once the rhyming words have been listed, have each group member read them to the group. All group members must agree that the words rhyme. Then have each child select one word to include in the matching activity. The group should then **write** the matching activity by having one member list the words as the other members dictate them. **After writing**, the group should check the matching activity to see that all the words are listed and that the words in the second column are in mixed order. Allow the group to **share** the matching activity by giving it to another group to solve.

3. **Fine Arts/Drawing Pictures** Give each child a piece of paper that has been divided into quarters. Tell the children to follow these directions.

Draw something that is red and has the same middle sound as in *cat*. Write the word for the picture.

Draw something that is green and has the same middle sound as in *cat*. Write the word for the picture.

Draw something that you can ring and has the same middle sound as in *bed*. Write the word for the picture.

Draw something that flies in the sky and has the same middle sound as in *bed*. Write the word for the picture.

■ **COOPERATIVE LEARNING:** Have a group of children work together to complete the activity. Each group member should follow a different set of directions. Once one child has drawn a picture and labeled it, the group members must agree that the directions were followed correctly. Display all of the pictures in the classroom.

For the Home

Children may complete these activities independently or with the assistance of a relative or a friend in the home.

1. **Language Arts/Labeling Pictures** Give the children the following list of words: *hat, glass, pan, can, pen, and bed*. Have them find these objects in their homes and draw what they look like. Have them label each picture they have drawn.
2. **Social Studies/Categorizing Outside and Inside Things** Give the children the following list of words to categorize under the headings **Outside Things** and **Inside Things**: *grass, pan, bed, well, jet, desk, fan, and net*. They are to write each word under the correct heading depending on where it would be found. Then tell the children to look inside and outside their homes for other things they can add to each group.
3. **Language Arts/Following Directions** Give the children copies of the following directions.
Draw a man with a hat.
Draw a hen in a nest.
Have the children follow the directions. Then have them write one sentence that tells about each picture.
4. **Science/Writing Sentences About Animals** Have the children draw a picture of a cat and a hen, and label each drawing. Then have the children write a sentence that tells about each animal.

RETEACHING STRATEGIES FOR SPELLING

Children who had difficulty identifying the sounds and letters in Unit 8 may require reteaching. Use the following **Reteaching Strategies** for additional instruction and practice.

A. Discovering Spelling Ideas

1. Write the following words on the chalkboard. Say each word aloud.
fan nest
2. Ask the children to say the middle sound that they hear in each word. (/a/, /e/)
3. Have the children identify the letter that spells the sound. (a, e)

B. Word Shapes

1. Write the following words on the chalkboard.

fan

nest

- Have the children identify the “short” and “tall” letters.
2. Explain to the children that each word has a shape and that remembering the shape of a word can help them to spell the word correctly.
 3. Draw the configuration of each word on the chalkboard. Ask the children which word fits into each shape.



Name _____

Reteaching Follow-up

UNIT
8

A. Discovering Spelling Ideas

1. Say the word for each picture. Draw a line around the letter that stands for the middle sound.

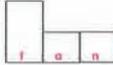
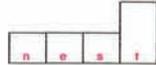
 

a e a e

2. The middle sound in  is spelled a.
- The middle sound in  is spelled e.

B. Word Shapes

Write each word in the word shape.

1. fan 
2. nest 

Teacher's Note: Read aloud the directions.

8 • Reteaching

Use Part **A** of **Reteaching Follow-Up Master 8** to reinforce the spelling ideas in Unit 8. Use Part **B** of **Reteaching Follow-Up Master 8** to reinforce spellings of words in Unit 8.

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 62–67
Teacher's Edition	
Teaching Plans	pages 62–67
Enrichment Activities	
For the Classroom	page 67A
For the Home	page 67B
Reteaching Strategies	page 67C

Additional Resources

PRACTICE AND REINFORCEMENT
Extra Practice Masters 9A and 9B

RETEACHING FOLLOW-UP
Reteaching Follow-up Master 9

TEACHING AIDS
Home Letter 2

Common Core State Standards

READING—Foundational Skills: 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b, 1.3g

Writing: 1.5

Speaking/Listening: 1.1a, 1.1b, 1.1c, 1.2, 1.3, 1.6

Language: 1.1a, 1.2.e, 1.6

Learner Objectives

Spelling

- To recognize the middle sound-letter relationships: /i/i, /o/o, /u/u.
- To write the lowercase letters *i*, *o*, *u* and the uppercase letters *I*, *O*, *U*.

Reading

- To follow written directions.
- To identify /i/i, /o/o, /u/u given pictures and words.
- To decode written words.

Writing

- To write legible manuscript letters.
- To write the lowercase letters *i*, *o*, *u* to complete words.

Listening

- To listen for words with the middle sounds /i/, /o/, /u/.
- To follow a series of oral directions.

Speaking

- To respond to a question.
- To contribute ideas and information in group discussions.

Establish Readiness for Learning

Tell the children that this week they will learn three middle sounds, /i/, /o/, and /u/, and will write the letters that stand for those sounds. Tell the children that they will write middle letters to complete words.

Apply Prior Learning

Write the following words on index cards: *hot, rock, box, wig, him, jug, bus, and cup*. Shuffle the index cards and display them in a pile. Also create index cards with the letters *i, o, and u*.

Ask a volunteer to select a word card. Read the word aloud. Have the volunteer repeat the word and identify its middle letter. Then have the volunteer hold up the appropriate letter card. Continue until the middle letter of each word has been identified.

Explain to the children that the letters *i, o, and u* are in the middle of many words and that they will write the letters *i, o, and u* to complete words they know.

FOCUS

- Establishes objectives
- Relates to prior learning
- Sets purpose of instruction

FOCUS

- Relates to prior learning
- Draws relationships
- Applies spelling generalizations to new contexts

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

Discerning the medial vowels is difficult for children who have deficits in attention and auditory analysis. The following visual-motor and listening activity fosters attention.

On index cards write words that have the middle sounds /i/, /o/, and /u/, but omit the vowels. Then create index cards with the single vowels *i, o, and u*.

b b st ck

Dictate the word and have the child select the vowel card and place it in the space on the word cards. After you have checked for accuracy, have the child copy the word. All words with the same medial vowel should be written in one list.

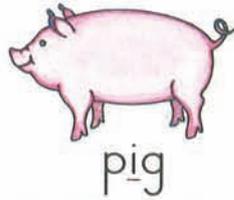
English Learners

To help limited English learners work with the spelling generalizations for Unit 9, you may wish to refer to the booklet "Suggestions and Activities for English Learners."

TEACHING PLAN

Objectives To recognize the middle sound-letter relationship /i/; to write the letters *i* and *I*.

1. Read aloud the introduction on page 62. Have the children point to the picture of the pig and then to the word. Ask them to say the word that names the picture and then identify the letter that is in the middle of the word *pig*. Ask the children for examples of other words that have the same middle sound as in *pig*. Write the words on the chalkboard. Have the children draw a line around the middle letter *i*.
2. Read the directions for 1 aloud. Work the first item with the children orally. Have a volunteer identify the picture and then tell which letter stands for the middle sound in *bib*. Direct the children to draw a line around the letter *i*. Have them complete the remaining three items independently after volunteers have identified the pictures. The children should work across the page to reinforce left to right orientation. Check the children's work by having them name the correct letter for each item.
3. In preparation for 2, guide children through the formation of lowercase *i*. Read aloud the formation directions in the **Handwriting Guide** as you model writing a lowercase *i*. Ask children to use the pointer finger on their writing hand to form the letter on their desks as you restate the formation directions. Then have the children trace the first letter on the page with their pointer



Listen for the middle sound in .
The letter *i* or *I* stands for that sound.
The word *pig* has the letter *i* in the middle.

1. Draw a line around the letter that stands for the middle sound.



i

u



a

i



a

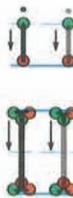
i



i

o

2. Write the letter *i* and *I*.



62

Teacher's Note: Read aloud the introduction and directions.

finger as you read the formation directions. Have them trace the second letter with a pencil and then complete the row by forming the letter.

Follow the same procedure for the capital letter. Observe the children while they are working to make sure they are not having difficulty writing the letters. If they

are forming the letters incorrectly, refer them to page 198 of the **Handwriting Guide** for models and review the formation directions together.

4. Collect the children's books to check their work.

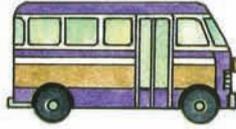
3. Write the letter *i* if the picture word has the same middle sound as 



wing



mix



bus



stick



lid



fox



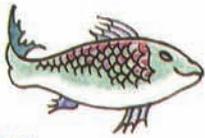
wig



mitt



4. Write the middle letter in the word.



fish



hill



pin



Teacher's Note: Read aloud the directions.

63

TEACHING PLAN

Objectives To recognize the middle sound-letter relationship /i/ and write the letter *i*; to write the letter *i* to complete words.

1. Say the words *sing*, *fix*, *hug*, and *pick* aloud. Have the children tell you which three words have the same middle sound. Have them write the letter that represents this sound on the chalkboard. Write the words *sing*, *fix*, and *pick* on the chalkboard. Underline the middle letter *i* in each word. Say each word and have the children repeat it after you.
2. Direct the children's attention to 3 on page 63. Read the directions aloud to the children. Identify the pictures in the first row. Work the first row with the children orally. Remind them that they are to write the letter *i* if the picture has a middle sound like *pig*. Have the children complete the second row independently after they have identified the pictures. Observe the children while they are working to make sure they are not having difficulty writing the letter *i*. If they are forming the letters incorrectly, refer them to the models on page 199 of the **Handwriting Guide**.
3. Read the second set of directions on page 63 aloud. Have the children identify the pictures. Work the first item with the children orally. Have a volunteer tell you the letter that represents the middle sound in *fish*. Then have the children write the missing letter to complete the word *fish*. Direct the children to complete the next two items independently.
4. Collect the children's books to check their work.

EXTENDING THE LESSON

Have the children number their paper from 1 to 5. Write the following words on the chalkboard. Have them change the middle vowel to /i/ to make a new word.

1. bag (big)
2. set (sit)
3. hut (hit)
4. fat (fit)
5. dog (dig)

Have a volunteer write the new word on the chalkboard and circle the new middle vowel.

Summarize Learning

Have the children summarize what they have learned on pages 62 and 63. Ask:

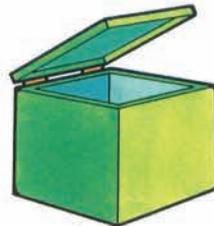
- What letter did you learn on page 62? (We learned the letter *i*.)
- What did you learn about this letter? (We learned that the letter *i* stands for the middle sound in *pig*; we learned that there are two ways to write the letter: *i* and *I*.)

You may need to model responses for the children until they can respond independently.

TEACHING PLAN

Objectives To recognize the middle sound-letter relationship /o/o/; to write the letters o and O.

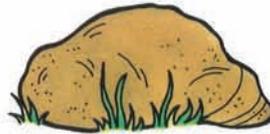
1. Read aloud the introduction on page 64. Have the children point to the picture of the box and then to the word. Ask them to say the word that names the picture and then identify the letter that forms the middle sound in the word *box*. Ask the children for examples of other words that have the same middle sound as in *box*. Write the words on the chalkboard. Have the children draw a line around the middle letter o.
2. Read the directions for 1 aloud. Work the first item with the children orally. Have a volunteer identify the picture and then tell which letter stands for the middle sound in *rock*. Direct the children to draw a line around the letter o. Have them complete the remaining three items independently after volunteers have identified the pictures. The children should work across the page to reinforce left to right orientation. Check the children's work by having them name the correct letter for each item.
3. In preparation for 2, guide children through the formation of lowercase o. Read aloud the formation directions in the **Handwriting Guide** as you model writing a lowercase o. Ask children to use the pointer finger on their writing hand to form the letter on their desks as you restate the formation directions. Then have the children trace the first letter on the page with their pointer



box

Listen for the middle sound in . The letter o or O stands for that sound. The word box has the letter o in the middle.

1. Draw a line around the letter that stands for the middle sound.



rock



bed



clock



top



2. Write the letter o and O.



64

Teacher's Note: Read aloud the introduction and directions.

finger as you read the formation directions. Have them trace the second letter with a pencil and then complete the row by forming the letter.

Follow the same procedure for the capital letter. Observe the children while they are working to make sure they are not having difficulty writing the

letters. If they are forming the letters incorrectly, refer them to page 198 of the **Handwriting Guide** for models and review the formation directions together.

4. Collect the children's books to check their work.

TEACHING PLAN

Objectives To recognize the middle sound-letter relationship /o/o and write the letter o; to write the letter o to complete words.

1. Say the words *hot*, *rock*, *box*, and *fun* aloud. Have the children tell you which three words have the same middle sound. Have them write the letter that represents this sound on the chalkboard. Write the words *hot*, *rock*, and *box* on the chalkboard. Underline the middle letter o in each word. Say each word and have the children repeat it after you.
2. Direct the children's attention to **3** on page 65. Read the directions aloud to the children. Identify the pictures in the first row. Work the first row with the children orally. Remind them that they are to write the letter o if the picture has a middle sound like *box*. Have the children complete the second row independently after they have identified the pictures. Observe the children while they are working to make sure they are not having difficulty writing the featured letter. If they are forming the letter incorrectly, refer them to the models on page 198 of the **Handwriting Guide** and remind them of the formation directions. You may want to provide additional handwriting practice for the featured letter.
3. Read the second set of directions on page 65 aloud. Have the children identify the pictures. Work the first item with the children orally. Have a volunteer tell you the letter that represents the middle sound in *rock*. Then have them say the word *rock*. Direct the children to complete the next two items independently.
4. Collect the children's books to check their work.

3. Write the letter o if the picture word has the same middle sound as .



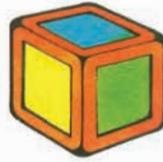
pot

o



sock

o



block

o



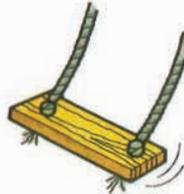
sun

o



lock

o



swing

o



pond

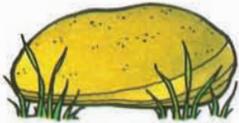
o



spot

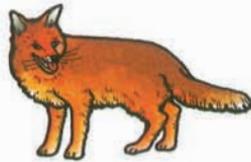
o

4. Write the middle letter in the word.



rock

r o c k



fox

f o x



mop

m o p

Teacher's Note: Read aloud the directions.

EXTENDING THE LESSON

Have the children number their papers from 1 to 5. Then say these words:

1. hot
2. hit
3. lock
4. black
5. box

Next to each number, have them write the letter that represents the sound they heard in the middle of each word. Write the words on the chalkboard. Have a volunteer circle the middle vowel.

Summarize Learning

Have the children summarize what they have learned on pages 64 and 65. Ask:

- What letter did you learn on page 64? (We learned the letter o.)
- What did you learn about this letter? (We learned that the letter o stands for the middle sound in *box*; we learned that there are two ways to write the letter: o and O.)

You may need to model the responses for the children until they can respond independently.



Listen for the middle sound in  .
The letter **u** or **U** stands for that sound.
The word bug has the letter **u** in the middle.

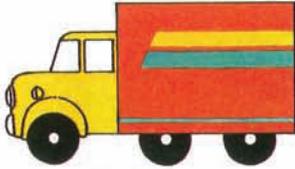
bug

TEACHING PLAN

Objectives To recognize the middle sound relationship /u/u/; to write the letters *u* and *U*.

1. Read aloud the introduction on page 66. Have the children point to the picture of the bug and then to the word. Ask them to say the word that names the picture and then identify the middle letter in the word *bug*. Ask the children for examples of other words that have the same middle sound as in *bug*. Write the words on the chalkboard. Have the children draw a line around the middle letter *u*.
2. Read the directions for 1 aloud. Work the first item with the children orally. Have a volunteer identify the picture and then tell which letter stands for the middle sound in *drum*. Direct the children to draw a line around the letter *u*. Have them complete the remaining three items independently after volunteers have identified the pictures. The children should work across the page to reinforce left to right orientation. Check the children's work by having them name the correct letter for each item.
3. In preparation for 2, guide children through the formation of lowercase *u*. Read aloud the formation directions in the **Handwriting Guide** as you model writing a lowercase *u*. Ask children to use the pointer finger on their writing hand to form the letter on their desks as you restate the formation directions. Then have the children trace the first letter on the page with their pointer finger as you read the formation directions. Have them trace the second letter with a pencil and then complete the row by forming the letter.

1. Draw a line around the letter that stands for the middle sound.

 drum	e u	 truck	u o
 cup	u i	 sock	a o

2. Write the letter **u** and **U**.

Handwriting practice lines for lowercase 'u' and uppercase 'U'. Each row shows a model letter with numbered arrows indicating stroke direction, followed by blank lines for practice.

Teacher's Note: Read aloud the introduction and directions.

Follow the same procedure for the capital letter. Observe the children while they are working to make sure they are not having difficulty writing the letters. If they are forming the letters incorrectly, refer them to page 198 of the **Handwriting Guide** for models and review the formation directions together.

4. Collect the children's books to check their work.

Extra Practice: Sounds and Letters

Extra Practice A

Name: _____ Unit 9

Say the word for the first picture. Say the words for the other pictures in the row. Draw a line under each picture that has the same middle sound as the first picture.

 i	 wig	 fan	 swim	 sink
 o	 star	 top	 fox	 knot
 u	 trunk	 snake	 truck	 hump

Write i and I.

Write o and O.

Write u and U.

Teacher's Note: Read aloud the directions.

Extra Practice • 17

TEACHING PLAN

Objectives To recognize the middle sound-letter relationship /u/u and write the letter u; to write the letter u to complete words.

1. Say the words *rug*, *cup*, *hum*, and *sock* aloud. Have the children tell you which three words have the same middle sound. Have them write the letter that represents this sound on the chalkboard. Write the words *rug*, *cup*, and *hum* on the chalkboard. Underline the middle letter *u* in each word. Say each word and have the children repeat it after you.
2. Direct the children's attention to 3 on page 67. Read the directions aloud to the children. Identify the pictures in the first row. Work the first row with the children orally. Remind them that they are to write the letter *u* if the picture has a middle sound like *bug*. Have the children complete the second row independently after they have identified the pictures. Observe the children while they are working to make sure they are not having difficulty writing the letter *u*. If they are forming the letters incorrectly, refer them to the models on page 199 of the **Handwriting Guide**.
3. Read the second set of directions on page 67 aloud. Have the children identify the pictures. Work the first item with the children orally. Have a volunteer tell you the letter that represents the middle sound in *bus*. Then have the children write the missing letter to complete the word. Have them say the word *bus*. Direct the children to complete the next two items independently.
4. Collect the children's books to check their work.

For reinforcement of the sound-letter relationships /i/i, /o/o, and /u/u, you may wish to assign **Extra Practice Masters 9A and 9B**.

3. Write the letter **u** if the picture word has the same middle sound as .



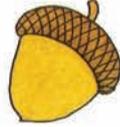
jug

u



bag

u



nut

u



rug

u



tub

u



duck

u



clock

u



hug

u

4. Write the middle letter in the word.



bus

bus



drum

drum



sun

sun

Teacher's Note: Read aloud the directions.

67

Extra Practice: Sounds and Letters

Name _____ Unit 9

Extra Practice B

Write the letter **i** if the picture word has the same middle sound as .

 ship	 tooth	 bricks	 ring
i		i	i

Write the letter **o** if the picture word has the same middle sound as .

 clock	 doll	 lock	 jar
o	o	o	

Write the letter **u** if the picture word has the same middle sound as .

 brush	 bat	 bun	 bus
u		u	u

Teacher's Note: Read aloud the directions.
18 • Extra Practice

Summarize Learning

Have the children summarize what they have learned on pages 66 and 67. Ask:

- What letter did you learn on page 66? (We learned the letter *u*.)
- What did you learn about this letter? (We learned that the letter *u* stands for the middle sound in *bug*; we learned that there are two ways to write the letter: *u* and *U*.)

You may need to model responses for the children until they can respond independently.

CLOSING THE UNIT

Apply New Learning

Tell the children that when they write a word that has the same middle sound as in *pig*, *box*, or *bug*, they should use one or more of the following strategies:

- think about the letter that stands for a sound and try to picture the word in their minds.
- say the word carefully and listen for the middle sound, and then check to see that the correct letter has been used to spell the sound in the word.

Transfer New Learning

Tell the children that when they meet new words in their personal reading and in other content areas, they should learn the meaning of those words and then use the sound-letter relationships they have studied to spell those words. Tell them that once they know the meaning and can spell those words, they should use them in their writing.

ENRICHMENT ACTIVITIES

Classroom activities and **home activities** may be assigned to children of all ability levels. The activities provide opportunities for the children to use their spelling words in new contexts.

For the Classroom

1. **Language Arts/Categorizing Rhyming Words** Write the following words on the chalkboard; *bib*, *rock*, *top*, and *bug*. Have the children copy the words and write as many words as possible that rhyme with each one. Tell them to use words found in Unit 9 of the **Pupil Book**. The children may also include words of their own. (Possible answers: *bib*—*crib*, *rib*; *rock*—*clock*, *sock*, *block*, *lock*, *flock*, *stock*, *dock*, *knock*, *frock*; *top*—*mop*, *cop*, *hop*, *pop*, *flop*; *bug*—*rug*, *jug*, *hug*, *đug*, *mug*, *tug*)

- **COOPERATIVE LEARNING:** Have a group of children list rhyming words. Give each child in a group one word from the list. Each child is to list words that rhyme with the word given. Once the rhyming words have been listed, have

each child read his or her rhyming words aloud. The group members must agree that all the words rhyme. Then have one member of the group read the lists of rhyming words to the class.

2. **Science/Writing Sentences About Animals** Give the children a copy of the following incomplete words. Tell them the words are names of animals.

p_g f_sh f_x b_g d_ck

Have the children complete each word by adding the letter *i*, *o*, or *u*. (*pig*, *fish*, *fox*, *bug*, *duck*) Then have each child draw a picture that shows one of these animals in action and write a sentence about the picture.

- **COOPERATIVE LEARNING:** Have a group of children complete the activity. Each group member should complete one animal name and draw a picture and write a sentence about that animal. When all group members have finished, have each child read the name of the animal he or she drew and the sentence that tells about the picture. The group members must agree that the animal names are spelled correctly and the sentences make sense. Display the pictures in the classroom.

3. **Language Arts/Writing Sentences Using Rhyming Words** Write the following pairs of rhyming words on the chalkboard: *big*, *pig*; *hot*, *pot*; *bug*, *rug*; *fish*, *dish*; *hop*, *stop*; *fun*, *sun*. **Before writing**, have the children suggest sentences using each rhyming pair. Write some of their suggestions on the chalkboard. Have the children **write** one sentence for each rhyming pair. **After writing**, they should check their sentences, to see that each sentence has two rhyming words and that the rhyming words are spelled correctly. **Share** the sentences by having volunteers read their sentences to the class.

- **COOPERATIVE LEARNING:** Have a group of children write sentences that contain rhyming words. **Before writing**, each group member should choose one rhyming pair and provide ideas for sentences using that pair of words. The child should then choose the best idea and **write** a sentence. **After writing**, have the child read his or her sentence to the group. Together the group should check the sentence to see that two rhyming words were used and that the words were spelled correctly. **Share** the sentences by having one group member read them to the class.

For the Home

Children may complete these activities independently or with the assistance of a relative or a friend in the home.

1. Language Arts/Completing Words and Labeling Pictures

Give the children the following words to complete, using the letters *i*, *o*, or *u*.

f__sh cl__ck dr__m
h__ll m__p b__s

Then have the children draw a picture of each thing and label it.

2. Science/Drawing and Labeling Animals in Their Homes

Give the children this list of animal names that contain medial *i*, *o*, and *u*: *fish*, *fox* and *bug*. Have them draw each animal in its home and label each picture with the animal's name.

3. Social Studies/Listing Ways People Travel

Have the children unscramble these words to name two ways people travel.

usb rctuk

Then have the children list other ways people travel. They may refer to Units 1–8 in the **Pupil Book** to find words. Or they may use books they have at home for ideas.

4. Language Arts/Writing Riddles

Have the children write one riddle whose answer is a word that contains the middle letter *i*, *o*, or *u*. Have them choose a word from Unit 9 in the **Pupil Book** if they wish. Tell the children to complete these lines to write their riddles.

This word rhymes with _____.
It names _____.

RETEACHING STRATEGIES FOR SPELLING

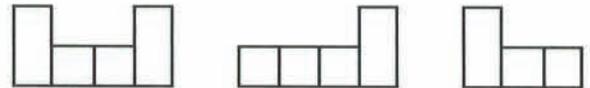
Children who had difficulty identifying the sounds and letters in Unit 9 may require reteaching. Use the following **Reteaching Strategies** for additional instruction and practice.

A. Discovering Spelling Ideas

- Write the following words on the chalkboard. Say each word aloud.
fish sock bus
- Ask the children to say the middle sound that they hear in each word. (/i/, /o/, /u/)
- Have the children identify the letter that spells the sound. (i, o, u)

B. Word Shapes

- Write the following words on the chalkboard.
fish sock bus
- Have the children identify the "short" and "tall" letters.
- Explain to the children that each word has a shape and that remembering the shape of a word can help them to spell the word correctly.
- Draw the configuration of each word on the chalkboard. Ask the children which word fits into each shape.



Name _____ Unit **9**

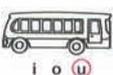
Reteaching Follow-up

A. Discovering Spelling Ideas

- Say the word for each picture. Draw a line around the letter that stands for the middle sound.


 i o u


 i o u


 i o u
- The middle sound in  is spelled i .
 The middle sound in  is spelled o .
 The middle sound in  is spelled u .

B. Word Shapes

Write each word in the word shape.

- fish

f	i	e	h
---	---	---	---

 2. sock

s	o	c	k
---	---	---	---
- bus

b	u	s
---	---	---

Teacher's Note: Place around the directions.

Reteaching • 9

Use Part **A** of **Reteaching Follow-up Master 9** to reinforce the spelling ideas in Unit 9. Use Part **B** of **Reteaching Follow-up Master 9** to reinforce spellings of words in Unit 9.

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 68–71
Teacher's Edition	
Teaching Plans	pages 68–71
Enrichment Activities	
For the Classroom	page 71A
For the Home	page 71B
Reteaching Strategies	page 71C

Testing

Teacher's Edition	
Trial Test	page 67E
Unit Test	page 71B
Dictation Test	page 71B

Additional Resources

PRACTICE AND REINFORCEMENT

Extra Practice Master 10: This Week's Words
 Extra Practice Master 10: Star Words
 ELL Practice Master 10
Study Steps to Learn a Word Master

RETEACHING FOLLOW-UP

Reteaching Follow-up Master 10
 ELL Reteaching Follow-up Master 10

TEACHING AIDS

Spelling Generalizations Slide 1

Common Core State Standards

READING—Foundational Skills: 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b, 1.3g

Writing: 1.5

Speaking/Listening: 1.1a, 1.1b, 1.1c, 1.2, 1.3, 1.6

Language: 1.1j, 1.2d, 1.2e, 1.5a, 1.6

Learner Objectives

Spelling

- To spell words that demonstrate the sound-letter relationship /a/.
- To recognize alphabetical order.

Reading

- To follow written directions.
- To use context clues to complete sentences given spelling words.

Writing

- To write words in sentence context given picture clues.
- To write words given picture clues.
- To write letters and words in alphabetical order.
- To write legible manuscript letters.

Listening

- To listen for words with the sound /a/.
- To follow a series of oral directions.

Speaking

- To respond to a question.
- To contribute ideas and information in group discussions.

THIS WEEK'S WORDS

ran
can
sat
hat
dad
had

STAR WORDS

fat
cat
man
sad
and

ASSIGNMENT GUIDE

This guide shows how you teach a typical spelling unit in either a five-day or a three-day sequence, while providing for individual differences. **Boldface type** indicates essential classwork. Steps shown in light type may be done in class or as take-home work.

Five Days	• = average spellers * = better spellers ✓ = slower spellers	Three Days
Day 1	<ul style="list-style-type: none"> •••✓ Take This Week's Words Trial Test and correct •••✓ Read This Week's Words and write them page 68 	Day 1
Day 2	<ul style="list-style-type: none"> •••✓ Complete Spelling Practice page 69 •✓ Complete Extra Practice Master 10: This Week's Words (optional) * Take Star Words Trial Test and correct 	
Day 3	<ul style="list-style-type: none"> •••✓ Complete Spelling and Language page 70 •✓ Take Midweek Test (optional) 	Day 2
Day 4	<ul style="list-style-type: none"> •• Complete Star Words page 71 * Complete Extra Practice Master 10: Star Words (optional) 	
Day 5	<ul style="list-style-type: none"> •••✓ Take Unit Test on This Week's Words * Take Unit Test on Star Words •✓ Complete Reteaching Follow-up Master 10 (optional) 	Day 3

Enrichment Activities for the classroom and for the home included at the end of this unit may be assigned selectively on any day of the week.

FOCUS

- Establishes objectives
- Relates to prior learning
- Sets purpose of instruction

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the children that this week they will begin their study of words with the same middle sounds and will use This Week's Words to identify pictures and complete sentences. Tell the children they will also learn to write letters and words in ABC order.

Assess Children's Spelling Ability

Administer the Trial Test before the children study This Week's Words. Use the test sentences provided. Say each word and use it in a sentence. Then repeat the word. Have the children write the words on a separate sheet of paper or in their spelling notebooks. Test sentences are also provided for Star Words.

Have the children check their own work by listening to you read the spelling of the words or by referring to This Week's Words in the left column of the Pupil Book. For each misspelled

word, have the children follow the **Study Steps to Learn a Word** on page 1 in the Pupil Book or use the copying master to study and write the words. Children should record the number correct on their **Progress Report**.

Trial Test Sentences

This Week's Words

1. **ran** The boys *ran* home. *ran*
2. **can** I *can* read that book. *can*
3. **sat** Jan *sat* down. *sat*
4. **hat** Debby is wearing a *hat*. *hat*
5. **dad** She asked her *dad* to help. *dad*
6. **had** Everyone *had* a good time. *had*

Star Words

1. **fat** It was a *fat* sandwich. *fat*
2. **cat** The *cat* is purring. *cat*
3. **man** A *man* knocked on the door. *man*
4. **sad** Jimmy looked *sad*. *sad*
5. **and** Milly *and* Peter have news. *and*

Apply Prior Learning

Write *man* and *ham* on the chalkboard, and have the children repeat the words after you say them. Ask the children if *man* and *ham* have the same beginning sound. (no) Then ask them how the two words are alike. (They both have the same middle sound.) Have a volunteer identify the middle letter of each word.

(a) Then draw a line around the letter *a* in *man* and *ham*.

Tell the children that they will learn how to spell words with the same middle sound they hear in *man* and *ham*. Explain that they can use these words to tell about pictures and to write sentences.

FOCUS

- Relates to prior learning
- Draws relationships
- Applies spelling generalizations to new contexts

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

Children with cognitive deficits who learn at a slower rate may need more guided learning and fewer pieces of new information to master at one time. Provide short, frequent periods of practice.

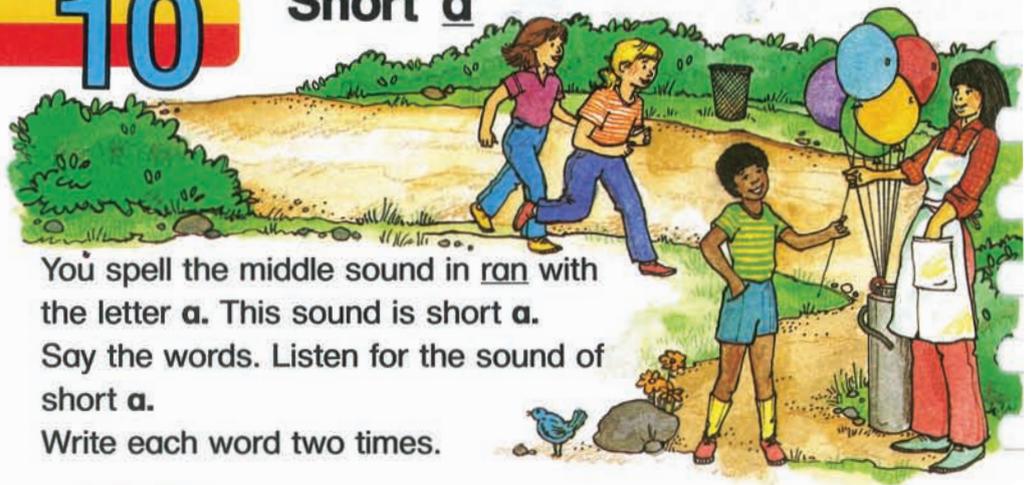
On a separate piece of primary-lined paper, write two words with a short *a* sound across the top of the paper. At various times during the day, have the children copy the model. They should start on the *bottom* line of the paper so that the correct model will always be above their work.

Check each child's work to insure that they are forming the letters correctly and are writing them in the correct sequence. Before identifying a mistake for a child, ask

the child to check the work, marking those letters that are incorrect. Immediately after an error has been identified, have the child copy from the model, taking care to do it accurately.

English Learners

To help limited English learners work with the spelling generalizations for Unit 10, you may wish to refer to the booklet "Suggestions and Activities for English Learners."



TEACHING PLAN

Objective To spell words that demonstrate the sound-letter relationship /a/ a.

1. Say these words;

- apple
- ax
- ant
- ask

Have the children listen to the vowel sound at the beginning of each word. Have a volunteer tell what letter represents that sound. Tell the children that the words in Unit 10 all contain the short vowel sound /a/ spelled with the letter a.

You may wish to introduce the lesson by using **Spelling Generalizations Slide 1**.

2. Read the introduction on page 68 aloud. Then read This Week's Words aloud. Have the children repeat each word after you.
3. Have the children complete this page independently, writing each word twice. Tell them first to copy the word. Encourage them to follow the handwriting models as closely as they can. Then have them cover the model word and the word they wrote and write the word again. Finally, ask them to compare the words they wrote with the model word. Observe as they work, and help them with any handwriting problems.

You may wish to assign **ELL Practice Master 10** for reinforcement in writing spelling words.

You spell the middle sound in ran with the letter **a**. This sound is short **a**. Say the words. Listen for the sound of short **a**.

Write each word two times.

1.	ran		
2.	can		
3.	sat		
4.	hat		
5.	dad		
6.	had		

68

Teacher's Note: Read aloud the introduction and directions.

Extra Practice: This Week's Words

Name _____ This Week's Words UNIT 10

Extra Practice

A. Say each word. Write the two words that rhyme with it.

1. cat hat sat

2. man can ran

3. sad dad had

B. Match the shapes to find the first and last letters. Add a in the middle. Write five words.

(h) (s) (d) (c) (r) (t) (a) (n) (d)

4. hat 5. ran 6. dad

7. sat 8. can

can dad hat ran sat had

Teacher's Note: Read aloud the directions. Extra Practice • 10

Extra Practice: Star Words

Name _____ Star Words UNIT 10

Extra Practice

Write the missing word in each pair.

1. dog cat

2. happy sad

3. woman man

4. thin fat

5. or and

cat fat sad man and

20 • Extra Practice

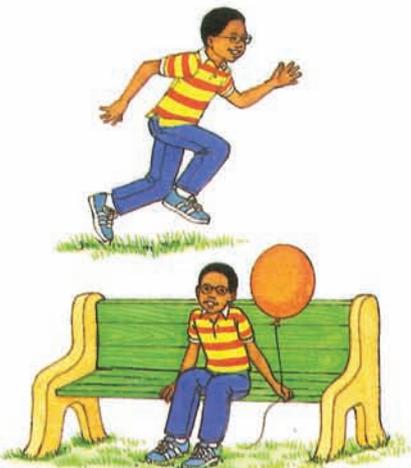
1. Write the two words that start with h.

h hat had

2. Write the words that end with these letters.

n ran can
 d dad had
 t sat hat

3. Write the words that tell what Jack did.



Jack ran

Jack sat

Teacher's Note: Read aloud the directions.

TEACHING PLAN

Objectives To write words given letter clues; to write words in sentence context given picture clues.

1. Read the directions for **1** and **2** on page 69 aloud. Make sure the children understand that in **1** they are to write words that begin with *h*, while in **2** they are to write words that end with the given letters. Remind the children to write the whole word, not just the missing letters.
2. Read the directions for **3** aloud. Have volunteers describe the action taking place in the two pictures. Remind the children to use legible handwriting. You may wish to demonstrate the correct form of the letters *h*, *n*, *d* and *t* and then have the children practice writing the letters. For **Handwriting Models**, refer the children to page 199 in the **Pupil Book**.
3. Have the children complete this page independently.
4. Check the children's work orally.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 10: This Week's Words**.

EXTENDING THE LESSON

Write these groups of words on the chalkboard:

hat. Dad a had
 sat the Jack on hat.

Have volunteers arrange the words in sentence order orally. (Dad had a hat. Jack sat on the hat.) Repeat the sentences, and have the children write them. Remind the children to begin each sentence with a capital letter and to put a period at the end.

Summarize Learning

Have the children summarize what they have learned on pages 68 and 69. Ask:

- What short vowel sound did you learn in this lesson? (/a/)
- What did you learn about this sound? (It is spelled *a*. It is found in words like *dad* and *hat*.)

TEACHING PLAN

Objectives To write letters in alphabetical order; to write words in alphabetical order given letter clues.

1. Read the introduction at the top of page 70 aloud. Write these groups of letters on the chalkboard.

r s t	p q r
d i l	n o p
c d f	x y z

Ask the children to tell if each group is in alphabetical (ABC) order.

2. Read the directions for the first exercise aloud. Work the activity orally with the children, having them write the answers as you go along.
3. Read the directions for 2 aloud. Tell the children that they are to use This Week's Words to complete the exercise. Have the children complete this exercise independently.
4. Check the children's work by having volunteers write their answers on the chalkboard.

EXTENDING THE LESSON

Write these groups of letters on the chalkboard:

f e d i h g
p o n m r q

Have the children write each group of letters in alphabetical (ABC) order.

Spelling and Language

The letters of the alphabet are in ABC order. These letters c d e are in ABC order.



1. Some letters are missing. Write the missing letters.

d e f	j k l
n o p	q r s

2. The rows of letters are in ABC order. Write the words that begin with the letters.

b bat	c can	d dad
r ran	s sat	t tag

STAR WORDS

fat cat man sad and

TEACHING PLAN

Objectives To spell words that demonstrate the sound-letter relationship /a/ a; to write words given picture clues; to write words given letter clues.

1. Read the Star Words at the top of page 71 aloud. Have the children repeat each word after you. Point out that *and* begins with the vowel sound /a/ spelled with the letter *a* and ends with two consonant sounds and two consonant letters.
2. Have volunteers use the words in sentences.
3. Read the directions for exercise **A** aloud. Have volunteers tell about the pictures to make sure that the children know which words to write. Have the children complete this exercise.
4. Read the directions for exercise **B** aloud. Have the children write the word after you have read each separate instruction.
5. Check the children's work by having volunteers read the words they wrote for exercise **B** and use each in a sentence.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 10: Star Words**.

A. Write the two words that tell about each picture.



fat

cat



sad

man

B. Do these things.

3. Write the word that starts with **m**.
4. Take away **m**.
Write the word that is left.
5. Add **d** at the end of the word.
Write the new word.
6. Add **h** at the beginning of the word.
Write the new word.

man

an

and

hand

Teacher's Note: Read aloud the directions.

71

EXTENDING THE LESSON

Ask the children to turn to page 183 and find the picture of the man. Have them write the word *man* under the picture. Then have the children find the picture of the girl on page 186. Ask the children if the girl looks happy or sad. Have the children write the word *sad* under the picture.

Give assistance in writing *man* and *sad* to those children who have not worked with the Star Words for Unit 10.

Summarize Learning

Have the children summarize what they have learned in this unit. Ask:

- What have you learned about ABC order? (Letters are in ABC order when they are in the same order as the alphabet.)
- What have you learned about the vowel sound the letter *a* makes in some words? (The vowel sound the letter *a* makes in some words is /a/. The vowel sound is short.)

CLOSING THE UNIT

Apply New Learning

Tell the children that if they misspell a word with short vowel sounds in their writing, they should use one or more of the following strategies:

- say the word carefully to check that the correct letter or letters have been used to spell the sounds in the word.
- think of words that rhyme and compare in their minds how the words are spelled.

Transfer New Learning

Tell the children that when they meet new words in their personal reading and in other content areas, they should learn the meaning of those words and then use the sound-letter relationships they have studied to spell those words. Tell them that once they know the meaning and can spell those words, they should use them in their writing.

ENRICHMENT ACTIVITIES

Classroom activities and **home activities** may be assigned to children of all ability levels. The activities provide opportunities for the children to use their spelling words in new contexts.

For the Classroom

To individualize classroom activities, you may have the children use the word list they are studying in this unit:

- **Average:** Use **This Week's Words** to complete the activity.
- **Challenging:** Use **Star Words** to complete the activity.

1. **Language Arts/Using a Code to Write Words** Give the children copies of this code.



Then have the children decode and write these words. This Week's Words (1. *ran*, 2. *sat*, 3. *dad*, 4. *can*, 5. *hat*, 6. *had*)

1. r ★ ● 2. s ★ ▲ 3. d ★ ■

4. c ★ ● 5. h ★ ▲ 6. h ★ ■

Star words (1. *fat*, 2. *man*, 3. *and*, 4. *eat*, 5. *sad*)

1. f ★ ▲ 2. m ★ ● 3. ★ ● ■

4. c ★ ▲ 5. s ★ ■

Invite the children to use the code to write words of their own. They may ask a classmate to decode their words.

- **COOPERATIVE LEARNING:** Have a group of children use the code to write words. Each group member should decode a word. When all the words have been decoded, have each child read aloud his or her word. Members must agree that the word was decoded correctly.

2. **Social Studies/Writing Sentences About Workers** Talk about the different hats various workers wear on the job. Then give the children a copy of the following sentences to complete about hats worn by workers. Have them use the names of these workers to complete the sentences: *fire fighter, police officer, builder, baker.*

1. A ____ wears this hat.



2. A ____ wears this hat.



3. A ____ wears this hat.



4. A ____ wears this hat.



- **COOPERATIVE LEARNING:** Have a group of children write the sentences. Each member of the group should complete one sentence. When all the children have finished writing, have each child read his or her sentence to the group. Members must agree that each sentence makes sense. Then have one group member read the sentences to the class.

3. **Language Arts/Writing Sentences** Have the children write sentences about fathers. **Before writing**, have the children list various things fathers do. They should use this list to **write** sentences beginning with the word *Dad*. Remind the children to use words from Unit 10 as they write. Have them check their sentences **after writing**, looking for correct spelling and sense. Tell them to be sure that each sentence has an "action word." **Share** the sentences by displaying them on a bulletin board.

- **COOPERATIVE LEARNING:** Have a group of children write the sentences. The group should work together **before writing** to list things fathers do. Then each member should choose one item from the list and use it to **write** a sentence about Dad. **After writing**, members should show their sentences to the group. Have the group

make sure each sentence is complete and has an "action word." They may offer other suggestions for improving the sentences. One group member should then record all the sentences on one sheet of paper. **Share** the sentences by posting them on a bulletin board.

For the Home

Children may complete these activities independently or with the assistance of a relative or a friend in the home.

1. **Social Studies/Drawing and Labeling a Map** Have the children write the following sentence on a sheet of paper and draw a line under the words with the short *a* sound.

Dad had a map.

Then have the children draw what Dad's map looks like. Have them show roads, buildings, trees, and any other details they wish to include. Have the children label the places on the map.

2. **Language Arts/Writing Rhyming Words** Have the children fold a sheet of paper into three columns. Have them label the columns *an*, *at*, and *ad*. Tell the children to write as many words as they can that end with the letters that label each column. Tell the children to begin by writing This Week's Words and Star Words from Unit 10 in the **Pupil Book**.
3. **Science/Drawing Pictures That Show How To Care for Pets** Have the children copy this sentence on a sheet of paper.

The fat cat sat all day.

Have the children think about what is wrong with a cat being fat. Have them draw two pictures showing what they would do to take proper care of a pet cat. Encourage children to write a caption for each picture.

4. **Language Arts/Writing an Imaginary Story** Have the children draw a picture of a magical hat. Have them tell who wears the hat and why it is magical. Give copies of the following story for the children to complete.

This is a magic hat. A _____ wears this hat. The hat is magic because _____. If I had this hat, I would _____.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

1. **ran** The cat *ran* away. *ran*
2. **can** Tom *can* run very fast. *can*
3. **sat** Jill *sat* on the sofa. *sat*
4. **hat** A *hat* keeps your head warm. *hat*
5. **dad** We know his *dad* is at a meeting. *dad*
6. **had** Wanda *had* a new book. *had*

Star Words

1. **fat** That is a *fat* worm. *fat*
2. **cat** The *cat* likes to chase mice. *cat*
3. **man** That *man* is a builder. *man*
4. **sad** Irene is *sad* today. *sad*
5. **and** Andy has a dog *and* a cat. *and*

Dictation Sentence

A *fat cat ran*.

RETEACHING STRATEGIES FOR SPELLING

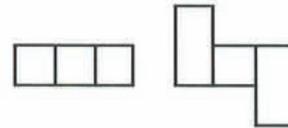
Children who have made errors on the Unit Test may require reteaching. Use the following **Reteaching Strategies** for additional instruction and practice of This Week's Words. (You may wish to assign **ELL Reteaching Follow-up Master 10** for reteaching of spelling words.)

A. Discovering Spelling Ideas

- Write the following words on the chalkboard. Say the words aloud.
pat fan sad
- Ask the children to think of words that rhyme with each word on the chalkboard.
- Ask the children to say the middle sound that they hear in each word. (/a/)
- Ask the children to identify the letter that spells that sound. (a)

B. Word Shapes

- Explain to the children that each word has a shape and that remembering the shape of a word can help them to spell the word correctly.
- On the chalkboard, write the words *man* and *bag*. Have the children identify "short," "tall," and "tail" letters.
- Draw the configuration of each word on the chalkboard, and ask the children which word fits in each shape.



Name _____

UNIT 10

Reteaching Follow-up

A. Discovering Spelling Ideas

- Say each word. Write two words that rhyme with it.
 mat hat sat
 fan can ran
 bad dad had
- Write the letter that spells the middle sound in each word. a

B. Word Shapes *Children may interchange answers that fit the same configuration.*

Write the word that fits each shape.

c a n

d a d

h a t

r a n

s a t

h a d

can
dad
hat
ran
sat
had

Teacher's Note: Read aloud the directions.

10 • Reteaching

Use Part **A** of **Reteaching Follow-up Master 10** to reinforce the spelling ideas in Unit 10. Use Part **B** of **Reteaching Follow-up Master 10** to reinforce spellings of This Week's Words for Unit 10.

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 72–75
Teacher's Edition	
Teaching Plans	pages 72–75
Enrichment Activities	
For the Classroom	page 75A
For the Home	pages 75A–75B
Reteaching Strategies	page 75C

Testing

Teacher's Edition	
Trial Test	page 71E
Unit Test	page 75B
Dictation Test	page 75B

Additional Resources

PRACTICE AND REINFORCEMENT	
Extra Practice Master 11: This Week's Words	
Extra Practice Master 11: Star Words	
ELL Practice Master 11	
Study Steps to Learn a Word Master	
RETEACHING FOLLOW-UP	
Reteaching Follow-up Master 11	
ELL Reteaching Follow-up Master 11	
TEACHING AIDS	
Spelling Generalizations Slide 2	

Common Core State Standards

Reading—Foundational Skills: 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b, 1.3g

Writing: 1.5

Speaking/Listening: 1.1a, 1.1b, 1.1c, 1.2, 1.3, 1.6

Language: 1.1j, 1.2d, 1.2e, 1.5a, 1.6

Learner Objectives

Spelling

- To spell words that demonstrate the sound-letter relationship /i/.
- To add letters to a given word and write new words.

Reading

- To follow written directions.
- To use context clues to complete sentences given spelling clues.

Writing

- To write words given spelling and picture clues.
- To write words in sentence context given picture clues.
- To label a picture.
- To write legible manuscript letters.

Listening

- To listen for words with the sound /i/.
- To follow a series of oral instructions.

Speaking

- To respond to a question.
- To contribute ideas and information in group discussions.

THIS WEEK'S WORDS

hill
pig
it
big
did
will

STAR WORDS

hit
fit
dig
him
sit

ASSIGNMENT GUIDE

This guide shows how you teach a typical spelling unit in either a five-day or a three-day sequence, while providing for individual differences. **Boldface type** indicates essential classwork. Steps shown in light type may be done in class or as take-home work.

Five Days	• = average spellers * = better spellers ✓ = slower spellers	Three Days
Day 1	<ul style="list-style-type: none"> ••✓ Take This Week's Words Trial Test and correct ••✓ Read This Week's Words and write them page 72 	Day 1
Day 2	<ul style="list-style-type: none"> ••✓ Complete Spelling Practice page 73 •✓ Complete Extra Practice Master 11: This Week's Words (optional) * Take Star Words Trial Test and correct 	
Day 3	<ul style="list-style-type: none"> ••✓ Complete Spelling and Language page 74 •✓ Take Midweek Test (optional) 	Day 2
Day 4	<ul style="list-style-type: none"> •• Complete Star Words page 75 * Complete Extra Practice Master 11: Star Words (optional) 	
Day 5	<ul style="list-style-type: none"> ••✓ Take Unit Test on This Week's Words * Take Unit Test on Star Words •✓ Complete Reteaching Follow-up Master 11 (optional) 	Day 3

Enrichment Activities for the classroom and for the home included at the end of this unit may be assigned selectively on any day of the week.

FOCUS

- Establishes objectives
- Relates to prior learning
- Sets purpose of instruction

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the children that this week they will continue to study words with short vowel sounds and will use This Week's Words to identify pictures and complete sentences.

Assess Children's Spelling Ability

Administer the Trial Test before the children study This Week's Words. Use the test sentences provided. Say each word and use it in a sentence. Then repeat the word. Have the children write the words on a separate sheet of paper or in their spelling notebooks. Test sentences are also provided for Star Words.

Have the children check their own work by listening to you read the spelling of the words or by referring to This Week's Words in the left column of the Pupil Book. For each misspelled word, have the children follow the **Study Steps to Learn a Word** on page 1 in the

Pupil Book or use the copying master to study and write the words. Children should record the number correct on their **Progress Report**.

Trial Test Sentences

This Week's Words

1. **pig** There is a *pig* on the farm. *pig*
2. **it** I wonder if *it* will rain. *it*
3. **big** The *big* dog barked. *big*
4. **did** Laura *did* a good job. *did*
5. **hill** John climbed the *hill*. *hill*
6. **will** Sally *will* read now. *will*

Star Words

1. **hit** Do not *hit* anyone. *hit*
2. **fit** These gloves *fit* well. *fit*
3. **dig** The dogs like to *dig* holes. *dig*
4. **him** Give the pencil to *him*. *him*
5. **sit** I will *sit* in that chair. *sit*

Apply Prior Learning

Write these sentences on the chalkboard.

Mr. Fig gets set.
He hits the ball.
He wants to win the game.

Read the sentences with the children. Then ask a volunteer to identify each word that contains the letter *i*. List the words *Fig*, *hits*, and *win* on the chalkboard as they are identified. Then have the children read the words with you. Ask them to listen to the sound the letter *i* makes in each word. Have the children tell you if *i* makes the same sound in each word. (yes) Then ask what sound the letter *i* makes. (/i/) Tell the children that they will learn how to spell words with the same middle sound they hear in *Fig*, *hits*, and *win*. Explain that they can use these words to tell about pictures, to write sentences, and to write stories.

FOCUS

- Relates to prior learning
- Draws relationships
- Applies spelling generalizations to new contexts

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

Those children with learning and language disabilities may need additional practice in discerning and writing the letter for a medial vowel.

Make word cards like these with the medial vowels omitted and laminate them.



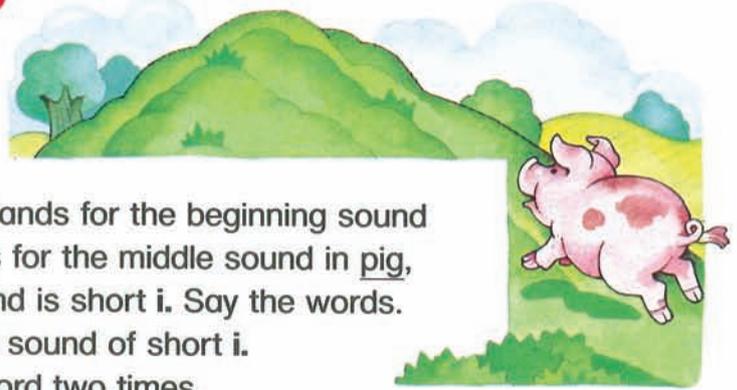
Place the cards in a pile, written side down. Have the children choose four cards and independently write in the medial short vowel with a washable marker. Then have them read the words aloud and practice writing them on a piece of primary-lined paper. Use the motivation strat-

egy of counting the number of correct words and marking them on a chart as described in Unit 4.

You may use this activity for the words in Units 10, 13, 14, and 16.

English Learners

To help limited English learners work with the spelling generalizations for Unit 11, you may wish to refer to the booklet "Suggestions and Activities for English Learners."



TEACHING PLAN

Objective To spell words that demonstrate the sound-letter relationship /i/ i.

1. Say these words:

- in
- igloo
- it
- Indian

Have the children listen to the vowel sound at the beginning of each word. Have a volunteer tell what letter represents this sound.

You may wish to introduce the lesson by using **Spelling Generalizations Slide 2**.

2. Read the introduction on page 72 aloud. Then read This Week's Words aloud. Have the children repeat each word after you. Point out that in the words *will* and *hill*, the final consonant sound is spelled with two letters.
3. Have the children complete this page independently, writing each word twice. Tell them first to copy the word. Encourage them to follow the handwriting models as closely as they can. Then have them cover the model word and the word they wrote and write the word again. Finally, ask them to compare the words they wrote with the model word. Observe as they work, and help them with any handwriting problems.

You may wish to assign **ELL Practice Master 11** for reinforcement in writing spelling words.

The letter **i** stands for the beginning sound in **it**. It stands for the middle sound in **pig**, too. The sound is short **i**. Say the words. Listen for the sound of short **i**. Write each word two times.

1. hill		
2. pig		
3. it		
4. big		
5. did		
6. will		

72

Teacher's Note: Read aloud the introduction and directions.

Extra Practice: This Week's Words

Name _____ Unit 11

Extra Practice This Week's Words

Write each word with i.

It begins like this word. It ends like this word.

1. horse	hill	doll
2. pencil	pig	dog
3. duck	did	bed
4. wagon	will	ball
5. bike	big	bug
6. This word starts with i.	it	cat

big did hill it pig will

Teacher's Note: Read aloud the directions.

Extra Practice • 21

Extra Practice: Star Words

Name _____ Unit 11

Extra Practice Star Words

Change one letter in each word with a line under it. Then write the new word. The picture will help you.

1. She <u>h</u> it the ball.	hit
2. My dog can <u>s</u> it.	sit
3. It does not <u>f</u> at.	fit
4. I will <u>d</u> ig it.	dig
5. I see <u>h</u> am.	him

hit fit dig him sit

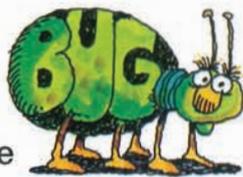
Teacher's Note: Read aloud the directions.

22 • Extra Practice

Spelling Practice

1. Write the word that begins and ends with the same letter.

did



2. Write the two words that end like

pig

big

3. Two words end with two letters that are the same. Write the words.

hill

will

4. Write the missing words. Use the same word both times.

There is something in the box.

What is it ?

I think it is a puppy.



5. Find the picture of the pig on page 185. Write the word pig under the picture.

Teacher's Note: Read aloud the directions.

TEACHING PLAN

Objectives To write words given spelling clues; to write words given a picture clue; to write words in sentence context; to label a picture.

1. Read the directions for **1** and **2** on page 73 aloud. Make sure that the children understand what they are to do. Have the children complete **1** and **2** independently.
2. Read the directions for **3** aloud. Ask a volunteer to give one word that ends with the same two letters. Then have the children complete **3**. Remind the children to use legible handwriting. You may wish to demonstrate the correct form of the letter *i* and then have the children practice writing the letter. For **Handwriting Models**, refer the children to page 199 in the **Pupil Book**.
3. Read the directions for **4** and **5** aloud and have the children complete these items independently.
4. Ask the children to exchange their work, or let them check their own work. Have volunteers write the answers on the chalkboard, or check them orally.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 11: This Week's Words**.

EXTENDING THE LESSON

Have the children find the picture of the pig on page 185 in **Word Spot**. Ask them where pigs live. Then have the children write the word *pig* under the picture.

Summarize Learning

Have the children summarize what they have learned on pages 72 and 73. Ask:

- What short vowel sound did you learn in this lesson? (/i/)
- What did you learn about this sound? (It is spelled with *i*. It is found in words like *pig* and *it*.)

TEACHING PLAN

Objectives To add letters to a given word and write new words; to write words to complete a sentence given a picture clue.

1. Point to the directions for exercise **A** and read them aloud. Work the first item orally with the children, showing them where to write the letter *w* and the word *will*. Make sure they understand that they are to write the whole word. Have the children complete exercise **A** independently.
2. Read the directions for exercise **B** aloud. Work this exercise orally with the children, having them write the answers as you go along. Make sure they understand that the letters *s* and *t* each stand for a sound they hear at the beginning of the word *still*.
3. Read the directions for exercise **C** aloud. Have a volunteer say the sentence that answers the question. Then have the children write the sentence independently.
4. Check the children's work by having volunteers write the answers on the chalkboard.

EXTENDING THE LESSON

To extend the question and answer activity in exercise **C**, write these questions on the chalkboard.

- Who will dig?
- Who is on the hill?
- Who is big?

Have each child select a question and draw a picture of a pig, similar to the one on page 74, to illustrate the answer to each question. The children should copy the question and write the appropriate answer on their finished drawings.

Spelling and Language

pig
it
big
did
hill
will

A. Make some new words. Say the picture word. Write the letter that stands for the beginning sound. Add the letter to *ill*.

1.  *w* *will*

2.  *h* *hill*

3.  *f* *fill*

B. Say these picture words. Write the letters that stand for the beginning sounds. Add the two letters to *ill*.

4.  *s*  *t* *still*

C. Write the answer to the question. Use three of the words.

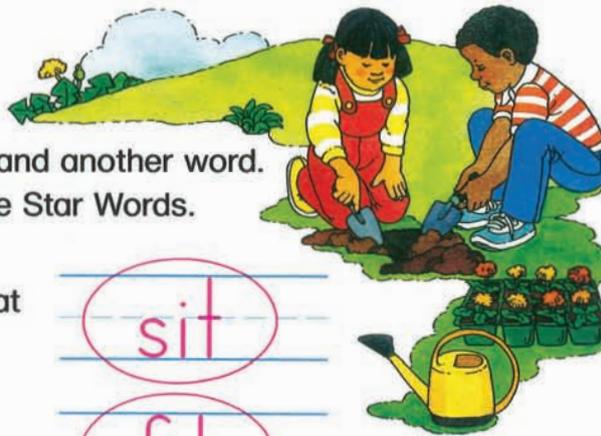
Who did it?

The *pig* *did* *it*.



STAR WORDS

hit fit dig him sit



TEACHING PLAN

Objectives To spell words that demonstrate the sound-letter relationship /i/ i; to write new words given letter clues.

1. Read the Star Words at the top of page 75 aloud. Have the children repeat each word after you.
2. Have volunteers use the words in sentences.
3. Read the directions aloud. Work **1, 2,** and **3** with the children. Have volunteers give the answers as other children write them. Have volunteers use each of the three words in sentences. Have the children complete the remainder of the page independently.
4. Check the children's work by having volunteers write the answers on the chalkboard. Have other children read the words and use them in sentences.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 11: Star Words.**

Write the Star Words and another word.
Draw a line around the Star Words.

1. Write the word that begins with **s**.

sit

2. Change **s** to **f**.

fit

3. Change **f** to **h**.

hit

4. Change **t** to **m**.

him

5. Change **h** to **d**.

dim

6. Change **m** to **g**.

dig

Teacher's Note: Read aloud the directions.

75

EXTENDING THE LESSON

Write the first column of words on the chalkboard, and have the children copy them.

1. bag (big)
2. at (it)
3. fat (fit)
4. hat (hit)
5. had (hid)

Ask the children to change **a** in each word to **i** and write the new word next to the first word. Then have them use each pair in a written sentence.
(Examples: Put this in a *big* bag. I left *it* at school. This will not *fit* the *fat* cat. The ball *hit* my *hat*. I *hid* the apple I *had*.)

Summarize Learning

Have the children summarize what they have learned in this unit. Ask:

- What have you learned about the vowel sound the letter **i** makes in some words? (The vowel sound the letter **i** makes in some words is /i/. The vowel sound is short.)

CLOSING THE UNIT

Apply New Learning

Tell the children that if they misspell a word with short vowel sounds in their writing, they should use one or more of the following strategies:

- think about the possible spellings for a short vowel sound and try to picture the word in their minds.
- say the word to themselves to check that the correct letter or letters have been used to spell the sounds in the word.
- think of words that rhyme and compare in their minds how the words are spelled.

Transfer New Learning

Tell the children that when they meet new words in their personal reading and in other content areas, they should learn the meaning of those words and then apply the sound-letter relationships they have studied to spell those words. Tell them that once they know the meaning and can spell those words, they should use them in their writing.

ENRICHMENT ACTIVITIES

Classroom activities and **home activities** may be assigned to children of all ability levels. The activities provide opportunities for the children to use their spelling words in new contexts.

For the Classroom

To individualize classroom activities, you may have the children use the word list they are studying in this unit:

- **Average:** Use **This Week's Words** to complete the activity.
- **Challenging:** Use **Star Words** to complete the activity.

1. **Language Arts/Writing Words and Sentences** Write the following words on the chalkboard: *peg, bug, hall, at, dad, and well.* (Provide a similar list for Star Words: *hot, fat, dog, hum, set.*) Give each child an index card for each word. When children have written one word on the front of each card, have them change the vowel in each word to *i* and write the new word on the back. Then have them write a sentence using each word with the short *i* sound.

■ **COOPERATIVE LEARNING:** Have a group of children complete the activity. Each member should change the vowel in one word and then write a sentence with that word. When the sentences have been written, have each child read his or her sentence aloud. Group members must agree that each sentence makes sense and that words with the short *i* vowel sound are spelled correctly.

2. **Science/Writing Sentences About an Animal** Give the children a copy of the following sentences.

The big pig lives on a farm.

The _____ pig eats fast.

The _____ pig plays in the mud.

The _____ pig sleeps in the sun.

Have the children copy and complete the three sentences by finding three words in the **Word Book** that mean the same as *big*. (*giant, great, large*) Then have the children write a sentence of their own about the big pig. Encourage them to use another word for *big* to describe the pig if they can. (*huge, grand*) Have the children draw a picture of the pig to go with their stories.

■ **COOPERATIVE LEARNING:** Have a group of children complete the activity. Each member should complete one sentence. When the sentences are complete, have each child read his or her sentence to the group. The group members must agree that a word that means almost the same as *big* was used. Then have one group member read the story to the class.

3. **Language Arts/Writing Sentences to Answer Questions**

As a **before writing** activity, have each child look through magazines for pictures of things whose names have the short *i* sound. Have the child choose one item and cut out the picture. The children should then think of answers to the following questions about the picture. *What is it? How big is it? What can you do with it?* Have the children **write** a sentence to answer each question. **After writing**, they should check each sentence to see whether it is a complete sentence and whether it answers the question. Have the children attach the picture to the page with their sentences. **Share** the sentences having volunteers show their pictures to the class and read their sentences.

■ **COOPERATIVE LEARNING:** Have a group of children write sentences to answer the questions. **Before writing**, the group should choose and cut out a magazine picture. Each group member should then **write** a sentence to answer one of the questions above. **After writing**, have each child read his or her sentence to the group. The group should check that the sentences correctly answer each question. **Share** the sentences by having one group member show the class the magazine picture and read the sentences aloud.

For the Home

Children may complete these activities independently or with the assistance of a relative or a friend in the home.

1. **Language Arts/Drawing and Labeling a Picture** Have the children copy the following sentence on paper: *The pig ran up the big hill.* Have the children draw the pig on top of the hill. Then have them draw what the pig saw from

the top of the hill. Tell the children to draw something whose name has a short *i* vowel sound. Have them write a second sentence that tells what the pig saw.

The pig saw _____.

2. **Language Arts/Writing Words** Give the children a copy of the following incomplete words.

cr__b	bl__ck	dr__p
w__ng	f__sh	p__n
r__g	b__b	m__p

Have them write the letter *i* or *a* to complete each word. Then have them illustrate each word.

3. **Science/Drawing and Labeling a Picture of a Pond** Give the children the following list of words. They will use these words to label a picture they will draw.

man fish hat hill pig grass

Tell the children to draw a picture of a pond. They must include a man, a fish, a hat, a hill, a pig, and grass in the picture. Children must label each item. They may include additional details if they wish. Then have them write a caption for the picture.

4. **Social Studies/Writing about a Place to Live** Tell the children that people live in many different places. People live in the city, in the country, in the woods, on a farm, or on a mountain. Have the children pretend they are going to build a house on a hill. Have each child draw a picture of the hill and the house he or she would like the family to live in. They may want to ask family members what they would like to include. Then have them write two or three sentences about the house using the following models to complete.

I would like to live on a hill
because _____.

My house would have _____.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

1. **pig** The *pig* is eating. *pig*
2. **it** Soon *it* will be spring. *it*
3. **big** George climbed a *big* tree. *big*
4. **did** Ron *did* all of his work. *did*
5. **hill** This is a steep *hill*. *hill*
6. **will** Dad *will* fix the bike. *will*

Star Words

1. **hit** The batter *hit* the ball. *hit*
2. **fit** This shirt does not *fit*. *fit*
3. **dig** We will *dig* in the sandbox. *dig*
4. **him** John talked to *him*. *him*
5. **sit** Mom will *sit* on the chair. *sit*

Dictation Sentence

A big pig will dig.

RETEACHING STRATEGIES FOR SPELLING

Children who have made errors on the Unit Test may require reteaching. Use the following **Reteaching Strategies** for additional instruction and practice of This Week's Words. (You may wish to assign **ELL Reteaching Follow-up Master 11** for reteaching of spelling words.)

A. Discovering Spelling Ideas

- Write the following words on the chalkboard. Say the words aloud.
bill dig fit lid
- Ask the children to think of words that rhyme with each word on the chalkboard.
- Ask the children to say the middle sound that they hear in each word. (/i/) If the children have given the word *it*, ask them to say the sound that begins this word. (/i/)
- Ask the children to identify the letter that spells that sound. (i)

B. Word Shapes

- Explain to the children that each word has a shape and that remembering the shape of a word can help them to spell the word correctly.
- On the chalkboard, write the words *till*, *jig*, and *fig*. Have the children identify "short," "tall," and "tail" letters.
- Draw the configuration of each word on the chalkboard, and ask the children which word fits in each shape.



Name _____ UNIT 11

Reteaching Follow-up

A. Discovering Spelling Ideas

1. Say each word. Write the word or words that rhyme with it.

hill it hid did

fill hill will

wig big pig

2. Write the letter that spells the short i sound in each word. i

B. Word Shapes Children may interchange answers that fit the same configuration.

Write the word that fits each shape.

it big did hill will pig

Teacher's Note: Read aloud the directions. **Reteaching • 11**

Use Part **A** of **Reteaching Follow-up Master 11** to reinforce the spelling ideas in Unit 11. Use Part **B** of **Reteaching Follow-up Master 11** to reinforce spellings of This Week's Words for Unit 11.

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 76–79
Teacher's Edition	
Teaching Plans	pages 76–79
Enrichment Activities For the Home	page 79A

Testing

Teacher's Edition	
Trial Test	page 75E
Unit Test	page 79A

Additional Resources

PRACTICE AND REINFORCEMENT

Review Master A: Unit 10
 Review Master B: Unit 11
 Star Words Review Master A: Unit 10
 Star Words Review Master B: Unit 11
Study Steps to Learn a Word Master

Learner Objectives

Spelling

- To review words that demonstrate these sound-letter relationships: /a/a, /i/i.

Reading

- To use context clues to supply missing words in sentence context.

Writing

- To write legible manuscript letters.
- To write review words to complete a story.
- To write a complete sentence to answer a question.
- To use the writing process.

Listening

- To listen to follow oral directions.

Speaking

- To say and spell review words.
- To dictate a complete sentence to answer a question.
- To contribute ideas and information in group discussions.

REVIEW WORDS

UNIT 10

ran
 can
 sat
 hat
 dad
 had

UNIT 11

pig
 it
 big
 did
 hill
 will

ASSIGNMENT GUIDE

This guide shows how you teach a typical spelling unit in either a five-day or a three-day sequence, while providing for individual differences. **Boldface type** indicates essential classwork. Steps shown in light type may be done in class or as take-home work.

Five Days	• = average spellers * = better spellers ✓ = slower spellers	Three Days
Day 1	<ul style="list-style-type: none"> ••✓ Take Review Words Trial Test Unit 10 and correct ••✓ Study and write Review Words Unit 10, page 76 ••✓ Complete Review Master A: Unit 10 (optional) 	Day 1
Day 2	<ul style="list-style-type: none"> ••✓ Complete Spelling, Writing, Reading, page 77 * Complete Star Words Review Master A: Unit 10 (optional) 	1
Day 3	<ul style="list-style-type: none"> ••✓ Take Review Words Trial Test Unit 11 and correct ••✓ Study and write Review Words Unit 11, page 78 ••✓ Complete Review Master B: Unit 11 (optional) 	Day 2
Day 4	<ul style="list-style-type: none"> ••✓ Complete Spelling, Writing, Reading, page 79 * Complete Star Words Review B: Unit 11 (optional) 	2
Day 5	<ul style="list-style-type: none"> ••✓ Take Unit Test on Review Words 	Day 3

Enrichment Activities for the home included at the end of this unit may be assigned selectively on any day of the week.

FOCUS

- Establishes objectives
- Relates to prior learning
- Sets purpose of instruction

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the children that they will review words from the previous two units. In Unit 12 they will review:

- words with the short *a* and the short *i* sounds.

Tell the children they will use some of the review words to finish a story and answer a question.

Assess Children's Spelling Ability

Administer the Trial Test for Unit 10 before the children study the review words. Use the test sentences provided. Say each word and use it in a sentence. Then repeat the word. Have the children write the words on a separate sheet of paper or in their spelling notebooks.

Have the children check their own work by listening to you read the spelling of the words or by referring to the review words list in the side boxes of the **Pupil Book**. For each misspelled word, have the children follow the **Study Steps to Learn a Word** on page 76 in the **Pupil Book** or use the copying

master to study and write the words. The children should record the number correct on their **Progress Report**. To administer the **Trial Test** for Unit 11, follow procedure described for Unit 10.

Trial Test Sentences

Unit 10

1. *ran* I *ran* to catch the bus. *ran*
2. *can* You *can* sleep over at my house. *can*
3. *sat* We *sat* on the bench in the park. *sat*
4. *hat* Grandfather always wears a *hat*. *hat*
5. *dad* Sam's *dad* is taking us to the movies.
dad
6. *had* Jill *had* a good time at the party. *had*

Unit 11

1. *pig* Todd's favorite animal is the *pig*. *pig*
2. *it* The pan is so hot I can't hold *it*. *it*
3. *big* The red balloon is very *big*. *big*
4. *did* I *did* not like the pickle with my sandwich. *did*
5. *hill* Our family hiked up the *hill*. *hill*
6. *will* Joe *will* clean up his room. *will*

FOCUS

- Relates to prior learning
- Draws relationships
- Applies spelling generalizations to new contexts

Apply Prior Learning

Have the children apply what they know about the generalizations for Units 10 and 11. Use the following activity.

Write these words on the chalkboard: *mad, hid, pill, bat, wig, and fan*. Ask the children to divide the words into two groups according to the sounds /a/ and /i/. Write the groups on the chalkboard and have a volunteer underline the letters that spell the vowel sounds. Then have the children suggest additional words for each group.

Tell the children that they will review words with the short *a* sound and the short *i* sound. Explain that they will use these words to complete stories and to answer questions.



TEACHING PLAN

Objectives To review and write words with the vowel sound /a/a; to write legible manuscript letters.

1. Tell the children that in Unit 12 they will review words they have learned in earlier units. Direct the children's attention to the unit number (10) and tell them that it refers to the unit in which the words on this page were taught.
2. Have volunteers read the words on page 76 aloud and use each word in a sentence. Ask other children to tell what vowel sound is heard in each word and what letter spells the sound.
3. Review with the children the **Study Steps to Learn a Word** at the top of the page. Tell the children that they should write the word again only if they misspell it the first time.

For reinforcement in writing the Review Words for Unit 10, you may wish to assign **Review Master A: Unit 10**.

EXTENDING THE LESSON

Have the children copy the words *ran*, *can*, *sat*, *hat*, *dad*, and *had* onto separate index cards. Let them spread the word cards out in front of them. Read each word aloud and have the children hold up the appropriate card. Let volunteers take turns reading the words aloud for the other children.

- **Say** the spelling word.
- **Look** at the word.
- **Spell** the word to yourself.
- **Write** the word.
- **Check** your learning.

Unit 10

ran		
can		
sat		
hat		
dad		
had		

76

Teacher's Note: Review with the children the **Study Steps to Learn a Word** at the top of the page. Children will write the words. Children should rewrite a word only if they misspell it the first time.

Review: Unit 10

Name _____ UNIT 12

Review A: Unit 10

ran can sat hat dad had

1. Write the word that tells about the picture.

Mother has a new hat. 

Jan ran to the bus. 

Bill sat on a box. 

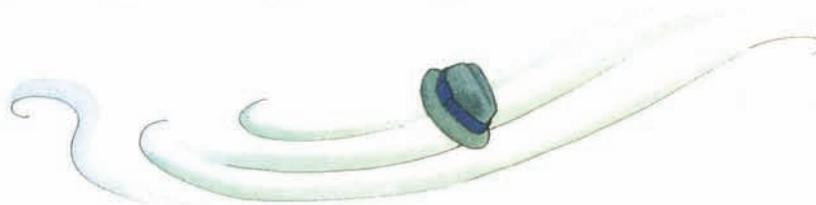
Mike has a can. 

2. Write the word that starts with d. dad

3. Change the first d to h. Write the word. had

Teacher's Note: Read aloud the directions.

Extra Practice • 23



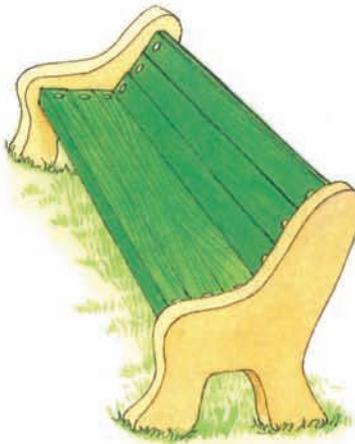
Look at the pictures.
Finish the story.
Use your spelling words.

My dad had a hat.

My dad ran fast.

He got his hat

Then dad sat down.



Can you tell why my dad ran?

Accept any reasonable answer.
Possible answer: Dad ran to get his hat.

Answer the question.
Write a sentence.

Teacher's Note: Guide the children as needed through the story. Have the children answer the question orally or in writing.

TEACHING PLAN

Objectives To use context clues to supply missing words in sentence context; to write review words to complete a story; to use the writing process to answer a question.

1. Tell the children that they will write review words to complete a story. First, have them look at the illustrations and tell what is happening.
2. Read the directions on page 77 aloud. Tell the children to complete the story. The children may use other words that follow the spelling generalization.
3. Explain to children that they will write a sentence to answer the question at the bottom of page 77. **Before writing**, the children should brainstorm ideas by looking at the illustration on pages 76 and 77 and reading the completed story. Then have each child **write** a sentence that tells why Dad ran. Remind the children that a sentence is a group of words that gives a complete idea. **After writing**, have the children make sure that their sentences answer the question. Then encourage the children to check their spelling and handwriting. If they wrote any letters incorrectly, refer them to the **Handwriting Guide** beginning on page 198 in the pupil book for models and formation directions. As beginning readers and writers, the children may use letter names to spell words and omit silent letters, vowels, and medial consonants. The children should be held accountable only for the review words in this unit. Encourage interested children to share their sentences by reading them aloud to the class.
4. Tell the children to read their stories and sentences and draw a line under the words that have /a/.a.

For review of the Star Words in Unit 10, you may wish to assign **Star Words Review Master A: Unit 10**.

Star Words Review: Unit 10

Star Words Review A: Unit 10

fat cat man sad and

1. Write the words that rhyme with hat. fat
cat
2. Write the word that rhymes with can. man
3. Write the word that rhymes with band. and
4. Write the word that rhymes with dad. sad
5. Find the word with a line under it. Write the word that rhymes with it.
Dad is sad.
The man can laugh and play.
Dad and the man play in a band.

Teacher's Note: Read aloud the directions.
Extra Practice • 25

EXTENDING THE LESSON

Write the following words on the chalkboard: *ran, can, sat, hat, dad, and had*. Read the following two-line rhymes. Have the children say and spell the word that ends each rhyme.

1. I am mad
At my _____, (*dad*)
2. My cat
Ate my _____, (*hat*)
3. I kicked the can
As I _____, (*ran*)
4. She was at bat
But I just _____, (*sat*)
5. He took the pad
That I could have _____, (*had*)
6. I put in the pan
The food from the _____, (*can*)

TEACHING PLAN

Objectives To review and write words with the short vowel sound /i/; to write legible manuscript letters.

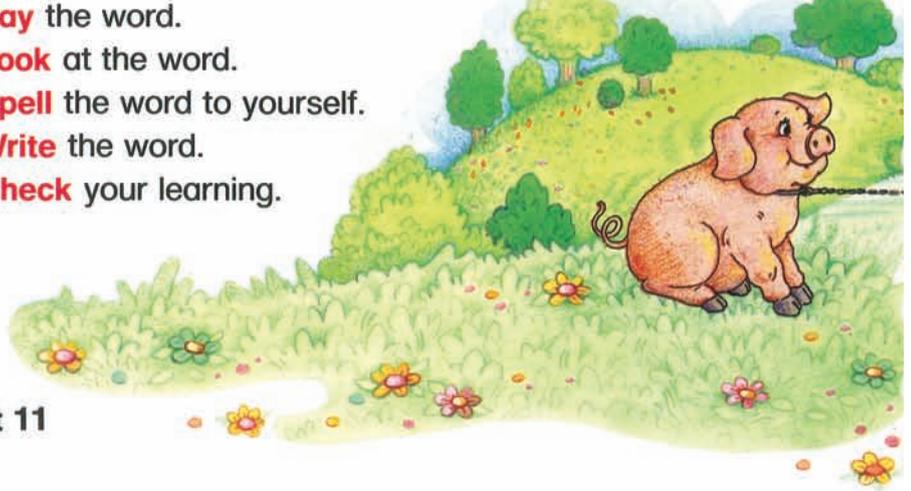
1. Tell the children that they will continue to review words they have learned in earlier units. Direct the children's attention to the unit number (11) and tell them that it refers to the unit in which the words on the page were taught.
2. Have volunteers read the words on page 78 aloud and use each word in a sentence.
3. Review with the children the **Study Steps to Learn a Word** at the top of the page. Tell the children that they should write the word again only if they misspell it the first time.

For reinforcement in writing the Review Words for Unit 11, you may wish to assign **Review Master B: Unit 11**.

EXTENDING THE LESSON

Have the children choose partners. Let one child say each spelling word, use it in a sentence, and say the word again as his or her partner writes it. Then let the children trade roles. Use the following spelling words: *pig, it, big, did, hill, and will*. Direct the children in checking each other's work.

- Say the word.
- Look at the word.
- Spell the word to yourself.
- Write the word.
- Check your learning.



Unit 11

Handwriting practice area with five rows of words on lined paper:

- pig
- it
- big
- did
- hill
- will

Each word is followed by two sets of blank handwriting lines for practice.

Teacher's Note: Review with the children the Study Steps to Learn a Word at the top of the page. Children will write the words. Children should rewrite a word only if they misspell it the first time.

Review: Unit 11

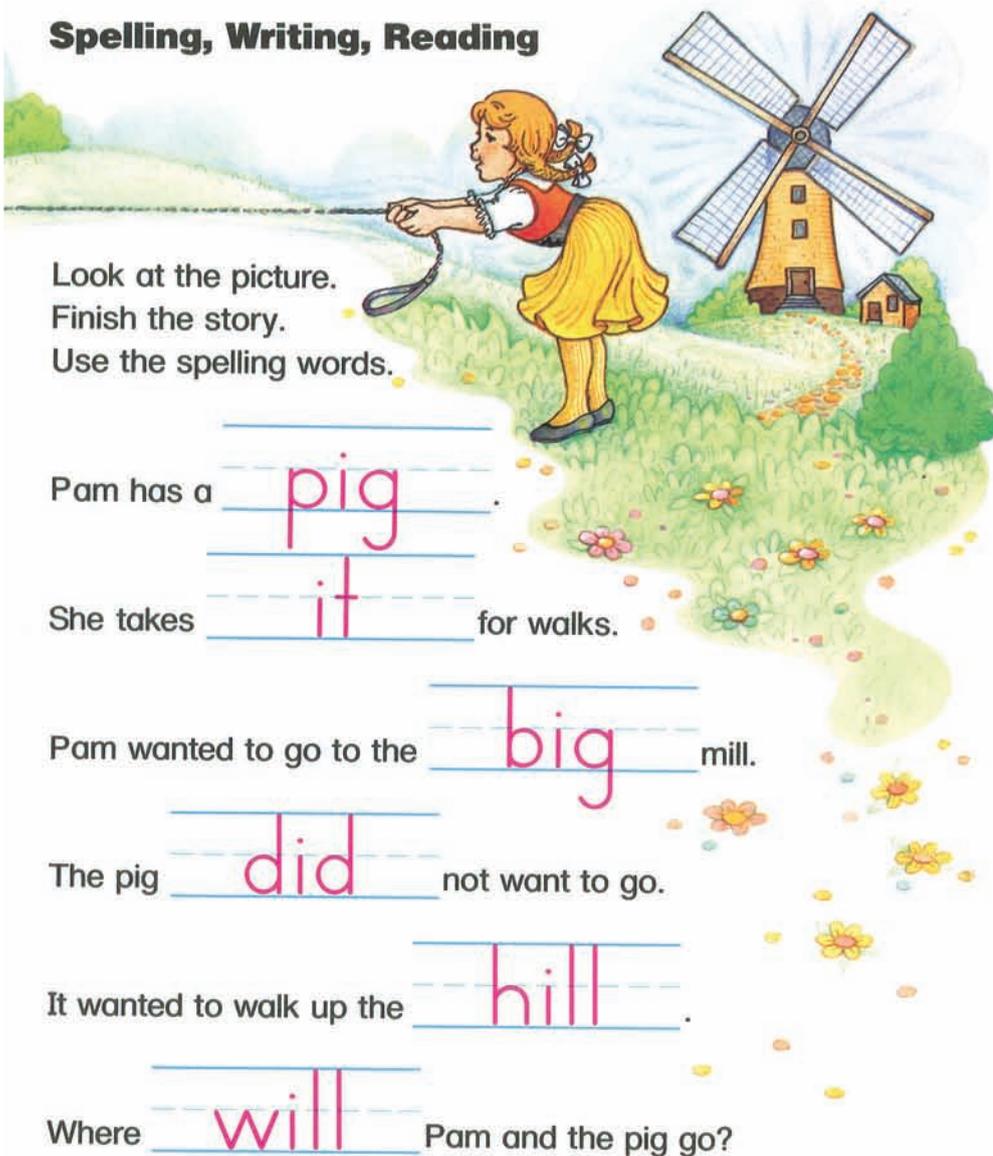
Review B: Unit 11

Name _____ UNIT 12

pig it big did hill will

1. Write the word that begins and ends with the same letter. did
2. Look at the pictures. Finish the story.
 - Pam has a pig 
 - Her pig is big 
 - She washed it 
 - The pig went down a hill 
 - It will not be clean.

Teacher's Note: Read about the directions.
24 • Extra Practice



Look at the picture.
Finish the story.
Use the spelling words.

Pam has a pig.

She takes it for walks.

Pam wanted to go to the big mill.

The pig did not want to go.

It wanted to walk up the hill.

Where will Pam and the pig go?

Answer the question.
Write a sentence.

Accept any reasonable answer. Possible answers: They will go to the big mill. They will go up the hill.

Teacher's Note: Guide the children as needed through the story. Have the children answer the question orally or in writing.

TEACHING PLAN

Objectives To use context clues to supply missing words in sentence context; to write review words to complete a story; to use the writing process to answer a question.

1. Tell the children that they will write review words to complete a story. First, have them look at the illustrations and tell what is happening.
2. Read directions on page 79 aloud. Tell children to complete the story. They may use other words that follow the spelling generalization.
3. Explain to children that they will write a sentence to answer the question at the bottom of page 79. **Before writing**, the children should brainstorm ideas by looking at the illustration on pages 78 and 79 and reading over the completed story. Then have each child **write** a sentence that tells where Pam and the pig will go. Remind the children that a sentence is a group of words that gives a complete idea. **After writing**, have the children make sure that their sentences answer the question. Then encourage the children to check their spelling and handwriting. If they wrote any letters incorrectly, refer them to the **Handwriting Guide** beginning on page 198 in the pupil book for models and formation directions. As beginning readers and writers, the children may use letter names to spell words and omit silent letters, vowels, and medial consonants. The children should be held accountable only for the review words in this unit. Encourage interested children to share their sentences by reading them aloud to the class.
4. Tell the children to read their stories and sentences and draw a line under the words that have /i/i.

For review of the Star Words in Unit 11, you may wish to assign **Star Words Review Master B: Unit 11**.

Star Words Review: Unit 11

Name: _____ UNIT 12

Star Words Review B: Unit 11

hit fit dig him sit

1. Say the picture words. Write the words that rhyme with them.

 dig

 fit hit
sit

2. Look at the picture. Finish the sentences.

 The boy can hit and run.

Look at him go.

Teacher's Note: Read aloud the directions.

26 • Extra Practice

EXTENDING THE LESSON

Have the children draw pictures that include a pig, a hill, and something big. Write the following words on the chalkboard: *pig, it, big, did, hill, and will*. Have the children write three sentences for their pictures. Make sure they include at least one spelling word in each sentence. Have the children read their sentences aloud and spell the review words they used.

ENRICHMENT ACTIVITIES

For the Home

Home activities may be assigned to children of all ability levels. The activities provide opportunities for the children to use their spelling words in new contexts. The children may complete these activities independently or with the assistance of a relative or friend in the home.

1. **Language Arts/Writing Sentences** Have the children complete each pair of sentences with the same review word.

Here is a _____.
The _____ is sad.

A dog _____ by.
It _____ down the hill.

Where is my _____?
I need my _____ now.

Is the fish _____?
It is very _____.

2. **Fine Arts/Drawing Word Pictures** Have the children select one of the following review words: *can*, *dad*, *pig*, or *hill*. Tell them to draw a picture that illustrates the meaning of the word and includes the word written within the picture.
3. **Language Arts/Using Word Spot** Have the children use **Word Spot** to find words that begin and end like the review words *big*, *dad*, and *hat*. Tell them to write each word they find and to use it in a sentence.
4. **Language Arts (Handwriting)/Writing Words** Review the terms *tall letters*, *short letters*, and *tail letters*. Tell the children to write the review words that have all short letters in them; that have tail letters in them; that begin and end with tall letters.

EVALUATING SPELLING ABILITY

Unit Test Sentences

1. *ran* Nick *ran* to meet his father. *ran*
2. *can* We *can* go to the beach today. *can*
3. *sat* Mary *sat* in the blue chair. *sat*
4. *hat* Today it is my turn to wear a silly *hat* to school. *hat*
5. *dad* My *dad* takes me to the library. *dad*
6. *had* Joe *had* forgotten to put his bike away. *had*
7. *pig* The *pig* ate the flowers. *pig*
8. *it* When Jim pitched the ball, Jill hit *it*. *it*
9. *big* My *big* teeth are coming in. *big*
10. *did* I *did* not break the window. *did*
11. *hill* When you climb the *hill*, you can see the lake. *hill*
12. *will* We *will* not go to the playground today. *will*