

Teacher's Edition

PERFECTION LEARNING

2

Spelling

WITH
INTEGRATED LANGUAGE ARTS

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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 _____

108 © Perfection Learning Spelling • LEVEL 1

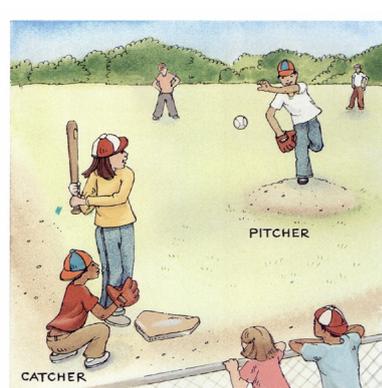
Level 1, Unit 20

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*



CATCHER PITCHER

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 /hweth'ər/ or /weth'ər/, 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.

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Contractions

THIS WEEK'S WORDS

1. *can't*
2. *didn't*
3. *don't*
4. *his*
5. *ill*
6. *im*
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

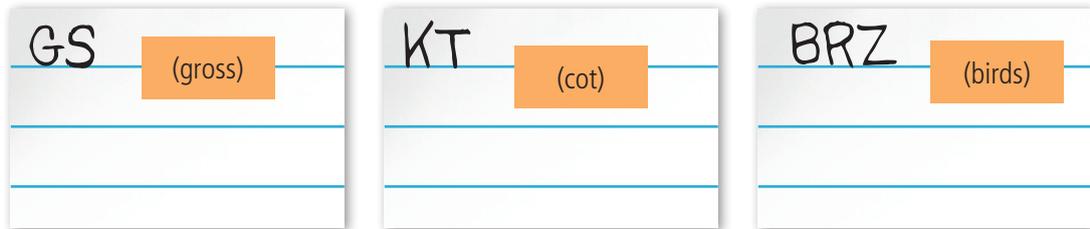
Children progress through certain stages on their way to becoming competent spellers. **Perfection Learning Spelling** was designed with an understanding and appreciation of these stages of development.

Emergent Spellers

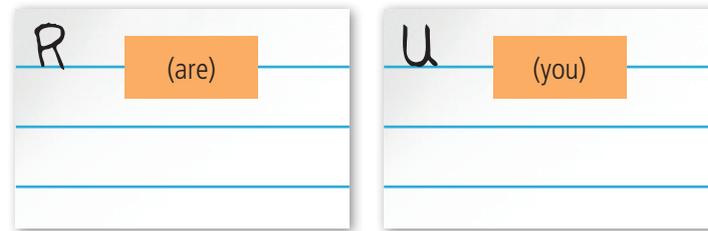
Young children's writing is made up of random strings of letters and sometimes numbers to represent words or a complete message. Children use both lowercase and capital letters in their writing. At this stage, they do not demonstrate a knowledge of letter-sound correspondences.

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.



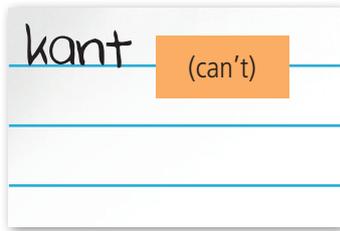
Vowels, medial consonants, and syllables are not represented. Children may also use letter names to represent sounds in words.



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.

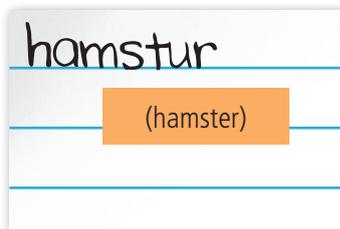


When phonetic spellers are unsure of the correct letter to represent a sound, they often select a letter that represents another sound made in the same part of the mouth.



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 *love*.



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 /âr/ 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 changing the base word (*helping, helps, helpful, helpfully*). Spelling changes are necessary in the following situations.

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*, change the *y* to *i* when adding endings (*happy—happiest, 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 apostrophe and *s* (*boy—boy's*).
2. To form the plural possessive, add the apostrophe 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

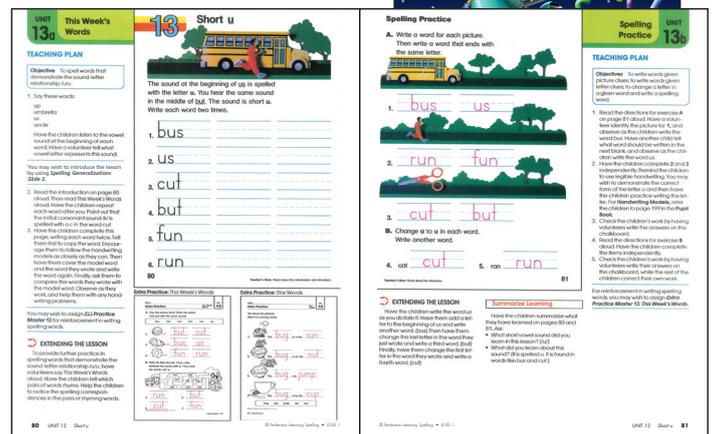
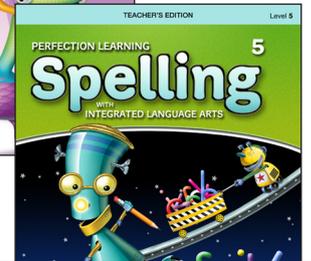
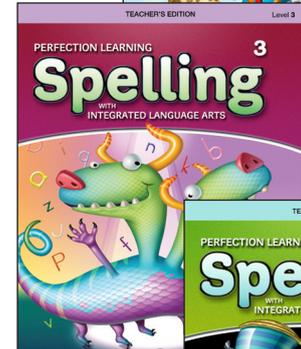
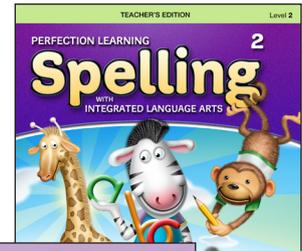
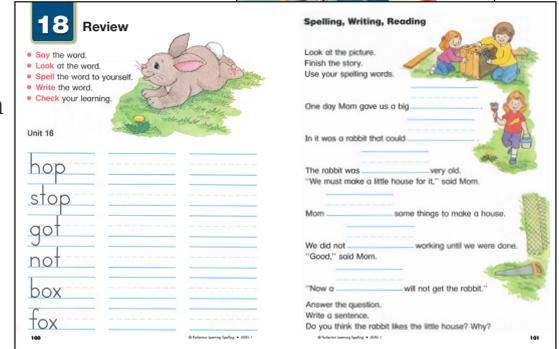
- Complete Spelling Program for Grades 1–6
- Spelling lists reflect words most commonly found in students’ reading and writing.
- Lists reflect a common and consistent spelling pattern based on sound-letter relationships (phonics), word structures (affixes, inflections, syllable patterns, common roots,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

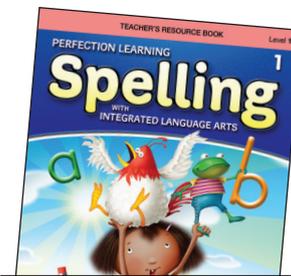
Teacher Edition

- 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 saf. _____
- It does not fat. _____
- I will dog it. _____
- I see ham. _____

hit fit dig him sit

Teacher's Note: Read about the directions.

22 • Extra Practice © Perfection Learning Spelling • ©2011

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 _____

fill _____

wig _____

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

B. Word Shapes

Write the word that fits each shape.

_____ it big did hill will pig

Teacher's Note: Read about the directions.

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 . _____
- 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 . _____

THIS WEEK'S WORDS

pig
it
big
hill
did
will

© Perfection Learning Spelling • ©2011 **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.

5. pig 6. big 7. will

8. hill 9. did 10. it

4 • ELL © Perfection Learning Spelling • ©2011

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 **tch** and in **patch**.

© Perfection Learning Spelling • ©2011 • Spelling Generalization Slide 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

© Perfection Learning Spelling • ©2011 • Spelling Generalization Slide 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

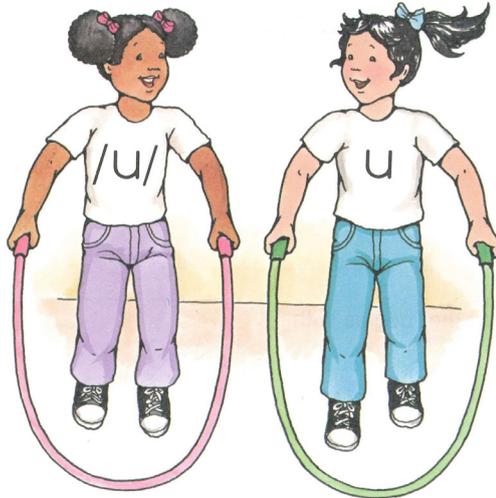
The numbered Unit word list (called **This Week's Words**) is presented in the Student Book in manuscript or cursive on the first page of each instructional unit.

Unit Generalization
explains the sound-letter or word-structure pattern.

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

Boxed numbers on the word list indicate that the word has an unusual spelling. In these words, the short-*u* sound is represented by *o*/consonant/silent *-e*. A similar box within the unit generalization points out that a discussion of those words follows.

9 Spelling Short *u*



- THIS WEEK'S WORDS**
1. jump
 2. rub
 3. bug
 4. just
 5. truck
 6. luck
 7. until
 8. come
 9. done
 10. some

This Week's Words

The vowel sound in each of the words is called short *u*. This is the sign for short *u*: /u/. Most of the time, you spell the sound /u/ with the letter **u**. But in come, done, and some, /u/ is spelled with **o**. Each of these words has an **e** at the end.

REMEMBER THIS

Come, some, done—
It's really sort of fun
To write o-e
And have it be
The vowel sound in run.

© Perfection Learning Spelling • LEVEL 2

Remember This often appears on the first page of a unit and provides clues for remembering the spellings of especially troublesome words.

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. Children write each word at least one time on this page; most words are written more than once.

Spelling Practice

**THIS
WEEK'S
WORDS**

jump
rub
bug
just
truck
luck
until
come
done
some

A. Follow the directions. Use This Week's Words.

1. Write the two words that end with the sound /k/.

2. Write the two words that begin with the letter j.

3. Write the word that begins with /u/.

4. Write the two words that rhyme with hum.

5. Write the word that rhymes with run.

B. Change the vowel sound in each word to /u/. Write the word.

6. rob _____ 7. track _____

8. beg _____ 9. lick _____

C. Answer the riddle. Use two words that begin with the same sound as jet.

10. How do cats get on TV?

They _____



© Perfection Learning Spelling • LEVEL 2

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

Children have opportunities to write the words in meaningful contexts.

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.

Spelling and Language

This section reinforces the spellings of the Unit Words through a review of language principles and grammar. Most lessons concentrate on areas of spelling difficulty—adding noun and verb inflections, adding prefixes and suffixes, and using context to distinguish homophones. This exercise focuses on context and rhyming words.

Writing on Your Own

Children apply spelling principles and use spelling words in purposeful writing assignments. Through writing, children test and modify their hypotheses of how words are spelled, thereby extending their knowledge of the English writing system.

Spelling and Language

Finish the poem with words that rhyme with the words in dark print. Use This Week's Words.

I really **must**
Tell you what **1**
Happened to me.

1. _____

I saw a **duck**
Driving a **2**,
As plain as can be.

2. _____

In the back was a **rug**.
On the rug was a **3**,
Big as a bumble bee.

3. _____

The truck hit a **bump**.
It made the bug **4**
As high as a tree.

4. _____

Then the truck got **stuck**,
Of all the bad **5**,
Right in front of me.

5. _____

The duck said, "I **will**
Push hard **6**
The truck is free.

6. _____

"Would you please **come**
And help us **7**?"
It was pointing at me!

7. _____

So I did it for **fun**,
Until it was **8**,
THAT is what happened to me!

8. _____



Writing on Your Own

Find the word in This Week's Words that rhymes with **luck**. Find the word in This Week's Words that rhymes with **some**. Write a poem for your classmates with the four words.



WRITER'S GUIDE For a sample of a poem, turn to page 254.

Spelling on Your Own

This page of each instructional unit provides exercises for

This Week's Words

Children focus on the letters in the Unit Words as they translate the code.

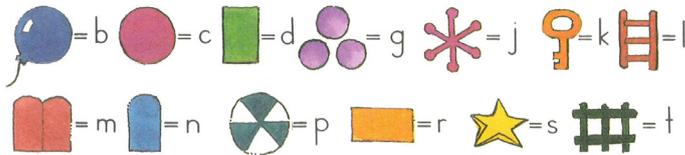
Mastery Words

These are review words that have appeared earlier in the program and demonstrate the spelling principle of the unit. Offer these exercises to below-average spellers or as a review for on-level spellers.

Spelling on Your Own

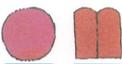
THIS WEEK'S WORDS

These shapes stand for consonant letters.



Look at the shapes. Write the letters they stand for. Then add the vowel letters and write This Week's Words.

jump
rub
bug
just
truck
luck
until
come
done
some

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 
9. 	10. 

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MASTERY WORDS

Follow the directions. Use the Mastery words.

1. Write the two words that start with /u/.

2. Write the two words that rhyme.

3. What can you do on a hill? Write two words.

I can _____ the hill.

Finish each sentence. Make it mean the same thing as the first sentence. Use a Mastery word.

4. We went higher.
We went _____.

5. We had a good time.
We had _____.

6. Dad went with Joey and me.
Dad went with _____.

fun
up
run
us



BONUS WORDS

Follow the directions. Use the Bonus words.

- Four words have /u/ spelled with o. Write these words.
- Write the words that sound like sun and one. Then use each pair of "sound-alikes" in a sentence.
- There are twelve of them in a year. May is the name of one of them. Write the word.

Use these clues to find two Bonus Words. Then write each word in a sentence.

- The first part is fun.
- The first part sounds like some.

funny
month
son
summer
won
wonder

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Bonus Words This list contains words one or two years above grade level. Use these exercises as a challenge for on-level children or as an extension for above-grade level children. Bonus words also illustrate the spelling principle of the unit.

STUDENT BOOK

Review Unit

Spelling Review

Every sixth unit in Perfection Learning Spelling Levels 2–6 is a review unit. Fifty percent of the unit words from each of the five preceding units are reviewed. The words selected for review are those with which children are known to have special problems as well as those that occur frequently in their writing.

The first three pages of each review unit provide additional practice in writing review words, unit-by-unit.

Study Steps to Learn a Word

always precedes the Spelling Review exercises. This provides children a strategy to use as they practice, when they misspell words, and when they encounter unfamiliar words and helps them become independent spellers.

Review exercises reinforce sound-letter correspondences and word structure. Thematic passages and completion sentences are frequently used so that children can write words in meaningful contexts.

12

Review

- **Say** the word. Listen to each sound. Think about what the word means.
- **Look** at the word. See how the letters are made. Try to see the word in your mind.
- **Spell** the word to yourself. Think about the way each sound is spelled.
- **Write** the word. Copy it from your book. Check the way you made your letters. Write the word again.
- **Check** your learning. Cover the word and write it. Did you spell it correctly? If not, do these steps until you know how to spell the word.

UNIT 7

best
help
well
sent
yet

UNIT 7 Finish the sentences. Use words from Unit 7.

1. Konoko is my _____ friend.

2. We get along very _____.

3. She will _____ me when I ask her.

4. Yesterday I _____ her a letter.

5. Konoko has not gotten the letter _____.



Now go back and circle the letter that spells /e/ in each of your answers.

UNIT 8 Follow the directions. Use words from Unit 8.

6. Write the word that can mean a boy or a man. _____
7. Change the last letter of the word you wrote and write the new word. _____
8. Now take off the first letter. _____
9. Change the last letter. _____
10. Add s to the beginning of the word, and change the last letter. _____

Now go back and circle the letter that spells /u/ in each of your answers.

UNIT 9 Follow the directions. Use words from Unit 9. Add the vowel sound. Then write the word.

11. tr _ ck _____
12. _____
13. d _ n _ _____
14. _____

Finish these sentences.

15. Do not go _____ y _____
16. You have _____ er _____

Circle the letter that spells /u/ in each of your answers.

UNIT 8

- him
- if
- sit
- his
- is

Spelling words for each unit are shown near the exercises for easy reference.



UNIT 10

- job
- lost
- song
- dog
- shop

UNIT 10 Add the last two letters to make a word from Unit 10. Then write the word.

17. so _____
18. sh _____

Go back and circle the letter that spells /o/ in each answer.

Finish these sentences. Use words from Unit 10.

Bert's 19 ran out the door. Bert said, "It could get 20. It's my 21 to go after it."

19. _____
20. _____
21. _____

UNIT 11

- across
- off
- grass
- ball
- fell

UNIT 11 Follow the directions. Use words from Unit 11.

22. Write two words to finish this sentence. Circle the double consonant in each answer.

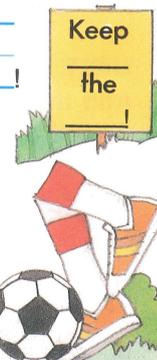
Keep _____ the _____!

23. Tell what this player is about to do.

She is about to kick the _____.

24. Tell what happened to this runner.

He _____ the line.



WORDS IN TIME

The word truck comes from the word trochos. Trochos meant **a wheel**. People began to use trochos to mean truck. Can you tell why?

Words in Time creates a logical association for children between the origin of a word and its spelling. This feature appears on one of the first three pages in each review unit in the Student Book. It explores the history of a review word, often explaining how the word came into English or how the meaning or spelling changed over time.

STUDENT BOOK

Review Unit

Spelling and Reading

The fourth page of each review unit in the Student Book presents an expository, narrative, descriptive, or persuasive selection that children will use later as a model for their own writing.

Spelling and Reading

The passage contains words from the preceding five units and words that follow the generalizations taught in the preceding five units. Children read the passage after a purpose for reading has been established.

Comprehension questions over the passage involve higher-order thinking skills asking children to think critically, interpret, and apply. The comprehension questions have been written to elicit answers that include review words.

Spelling and Reading

Statements and Questions

Read the story that goes with the picture. Look for statements and questions.

Toby is a guide dog. His job is to help Mara. What does Toby do? He goes with Mara when she shops. He helps Mara across a busy street.

Toby can go with Mara into the store. What does Toby do? He just sits until Mara is ready to go.

What does Mara think about her guide dog? She thinks he is her best friend.

Finish each sentence. Use a word from the story.

1. Toby is a guide _____.

2. Toby's job is to _____ Mara.

3. Toby just _____ in the store.

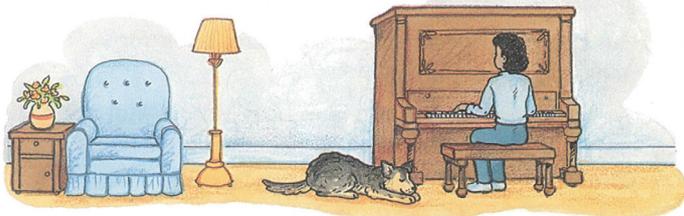
Answer the questions.

4. Why do you think Toby is Mara's best friend?

5. What other things do best friends do?



Spelling and Writing
Statements and Questions



Words to Help You Write

sit
is
some
done
lost
dog
grass
ball

Think and Discuss

You read sentences about Mara and Toby on page 63. Some of the writer's sentences are statements. Some of the sentences are questions.

A statement tells something. It begins with a capital letter. It ends with a period (.).

A question asks something. It begins with a capital letter. It ends with a question mark (?).

Read these sentences from the story.

Toby is a guide dog.

What does Toby do?

Which sentence is a statement? How can you tell? Which sentence is a question? How can you tell?

Apply

Now it is your turn to write **statements** and **questions**. Write about the picture below. Show your writing to someone in your family.



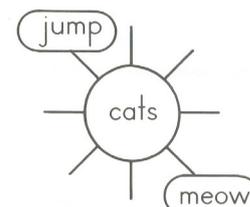
On the fifth page of each review unit, children think about and discuss the writing model presented in **Spelling and Reading** in preparation for their own writing. Then children analyze the structure, content, style, and tone of the model.

Before Writing

Look at the picture on page 64.

What are the cats doing?

- Copy this drawing.
- Add more words that tell what cats do.



Word Book If you need help finding words, turn to page 217.

Writing

Now it is time to write your sentences. Use your drawing.

- Write four statements. Write two questions.
- Make each sentence a complete thought.

After Writing

Read your sentences. Show your sentences to a classmate.

Follow these steps to make your sentences better. Use the editing and proofreading marks on this page to show changes you want to make.

Editing

- Make sure you wrote four statements about cats.
- Make sure you asked two questions about cats.

Proofreading

- Be sure you spelled each word correctly.
 - Be sure you began each sentence with a capital letter.
 - Be sure you ended each statement with a period. Be sure you ended each question with a question mark.
- Copy your sentences onto a clean paper. Write neatly.

Sharing

Share your sentences with someone in your family. Ask that person to think up other sentences about cats.

Editing and Proofreading Marks

- ≡ capital letter
- make a period
- ^ add something
- spell correctly

Children apply what they have learned and complete a writing assignment. The assignment follows the stages of the writing process. Children are encouraged to refer to the **Word Book** at the back of the Student Book.

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 Edition presents an overview of the lesson and the materials needed.

Previewing the Unit
Use this overview page to prepare for the unit.

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.

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

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

Mastery Words These review words were previously featured in the program and follow the same spelling generalization.

Bonus Words Additional words for extending the lesson.

UNIT
9

Spelling Short u

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book pages 45–49

Teacher's Edition pages 45–49

Teaching Plans pages 45–49

Enrichment Activities For the Classroom pages 49A–49B

For the Home page 49B

Reteaching Strategies page 49C

Testing

Teacher's Edition pages 44E–44F

Trial Test page 49B

Unit Test page 49B

Dictation Test page 49B

Form B* Test 1 pages T3–T4

*If your grading period is nine weeks, you may want to use the **Form B Test** at the end of this unit.

Additional Resources

Teacher's Resource Package

PRACTICE AND REINFORCEMENT

Extra Practice Master 9: This Week's Words

Extra Practice Master 9: Mastery Words

Extra Practice Master 9: Bonus Words

ELL Practice Master 9

Spelling and Language Master 9

Study Steps to Learn a Word Master

RETEACHING FOLLOW-UP

Reteaching Follow-up Master 9A: Discovering Spelling Ideas

Reteaching Follow-up Master 9B: Word Shapes

ELL Reteaching Follow-up Master 9

TEACHING AIDS

Spelling Generalizations Slide 8

Home Letter 2

Common Core State Standards

[Reading—Foundational Skills:](#) 2.3a, 2.3e, 2.3f

[Writing:](#) 2.5

[Speaking/Listening:](#) 2.1a, 2.1b, 2.1c, 2.2, 2.3, 2.4, 2.5, 2.6

[Language:](#) 2.1f, 2.2e, 2.4a, 2.4e

Learner Objectives

Spelling

- To spell words that demonstrate these sound-letter relationships: /u/u, o.

Reading

- To follow written directions.
- To use context clues to complete sentences given spelling words.
- To see when /u/ is spelled with u or o.

Writing

- To write a poem.
- To use the writing process.
- To proofread for spelling, capitalization, and punctuation.
- To write legible manuscript letters.

Listening

- To listen to identify words with the vowel sound /u/.
- To follow oral directions.

Speaking

- To name words that contain the vowel sound /u/.
- To respond to a question.
- To contribute ideas and information in group discussions.
- To present a poem to the class.
- To express feelings and ideas about a piece of writing.

THIS WEEK'S WORDS

jump
rub
bug
just
truck
luck
until
come
done
some

MASTERY WORDS

fun
up
run
us

BONUS WORDS

funny
month
son
summer
won
wonder

TEACHER'S EDITION

Introducing the Unit

Use this section in each instructional unit to establish children's readiness for learning by assessing and building on prior knowledge.

Assignment Guide This pacing guide offers a breakdown of the instructional unit into a three-day or a five-day lesson.

Apply Prior Learning Use this inductive approach to guide children in formulating the spelling generalization(s) for the unit. Children later apply the spelling generalization(s) to their own writing.

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 assigned as homework.	
Five Days	Three Days
• = average spellers * = better spellers ✓ = slower spellers	
Day 1	Day 1
<ul style="list-style-type: none"> •• Take This Week's Words Trial Test and correct •✓ Take Mastery Word Trial Test and correct •• Read This Week's Words and discuss generalization page 45 	<ul style="list-style-type: none"> • Complete Spelling Practice page 46 •✓ Complete Extra Practice Master 9: This Week's Words (optional) ✓ Complete Spelling on Your Own: Mastery Words page 49 • Take Bonus Word Trial Test and correct
Day 2	Day 2
<ul style="list-style-type: none"> ••• Complete Spelling and Language page 47 ••• Complete Writing on Your Own page 47 •✓ Take Midweek Test (optional) • Complete Spelling on Your Own: Bonus Words page 49 •✓ Complete Spelling and Language Master 9 (optional) 	<ul style="list-style-type: none"> • Complete Spelling on Your Own: This Week's Words page 48 ✓ Complete Extra Practice Master 9: Mastery Words (optional) • Complete Extra Practice Master 9: Bonus Words (optional)
Day 3	Day 3
<ul style="list-style-type: none"> • Take Unit Test on This Week's Words • Complete Reteaching Follow-up Masters 9A and 9B (optional) •✓ Take Unit Test on Mastery Words • Take Unit Test on Bonus Words 	

Enrichment Activities for the classroom and for the home included at the end of this unit may be assigned 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 in Unit 9 they will use what they know about spelling words with short vowel sounds and learn to spell a new short vowel sound. They will study the short vowel /u/ and two ways to spell words with that sound. Tell the children that learning about short vowel /u/ will help them spell This Week's Words. Also, they will use This Week's Words to complete a poem. With the new words they learn to spell, they will write a poem for a friend.

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

UNIT 9a

FOCUS

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

5. **truck** The dump **truck** is full of sand.
6. **luck** Judy says that a four-leaf clover will bring her **luck**. **luck**
7. **until** You may play outside **until** lunch time. **until**
8. **come** Please **come** to my party. **come**
9. **done** Flora's painting is **done**. **done**
10. **some** Rory gave me **some** carrots. **some**

Mastery Words

1. **fun** Roller skating is **fun**. **fun**
2. **up** Jesse climbed **up** the tree. **up**
3. **run** I saw Frank **run** home. **run**
4. **us** Dad took **us** to the movies. **us**

Bonus Words

1. **funny** That cartoon was **funny**. **funny**
2. **month** My birthday is in the **month** of March. **month**
3. **son** Mrs. Smith's **son** is a plumber. **son**
4. **summer** August is in the **summer**. **summer**
5. **won** Our baseball team **won** the game. **won**
6. **wonder** I **wonder** if the soup is ready. **wonder**

Apply Prior Learning

Tell children that they can discover spelling ideas about a short vowel by thinking about what they already know. Use the following activity.

Say the word **but** and write it on the chalkboard. Ask the children to think of words that rhyme with **but**. As they name words, write them in a list on the chalkboard. Possible responses are **cut** and **nut**. Do the same with the word **come** (**some**, **crumb**, **thumb**, **numb**) and write those words in a list next to the first list. Say all the words in both lists with the children. Then ask the children to look at the words under **but** to see how they are alike. (All the words have the letter **u** and the short **u** sound.) Then ask the children about the sound of the words in the second list. If the children have difficulty forming a generalization, ask them if the words in the list are spelled the same as **come** and **some** with o-consonant-e. They should recognize that **crumb**, **thumb** and **numb** are spelled with the letter **u**, but have the same sound as **come** and **some**. (The words all contain the short vowel /u/ sound spelled **u** or **o**.) Tell the children that they will study more words with the short vowel /u/.

For Children with Special Needs offers strategies for English learners or children with learning difficulties.

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

Sustaining motivation is important if children are to continue trying to learn spelling skills that present ongoing problems. Children with dyslexia and other learning disabilities easily become discouraged and may require external motivation, such as a tangible reward system.

Design a chart which shows the number of words spelled correctly for each unit activity or quiz. Make a bar graph with the name of the unit generalization and date of activity at the bottom. Write numbers, equally spaced along the left side of the page. Draw the top of the bar to represent the maximum possible correct words for a given activity. Count the number of correctly spelled words at the conclusion of the activity and color in that number.

In this unit there are 10 words. Draw a horizontal line at 10. If the child has correctly spelled 8 of the 10 words, color in the space up to line 8. With one chart for each child, both the child and his or her family have visible evidence of learning progress.

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."

Establish Readiness for Learning guides you in explaining to children what is to be learned and how this learning will be applied to their written work.

Dictation sentences are provided for a Trial Test, or pretest, on the Unit Words, Mastery Words, and Bonus Words.

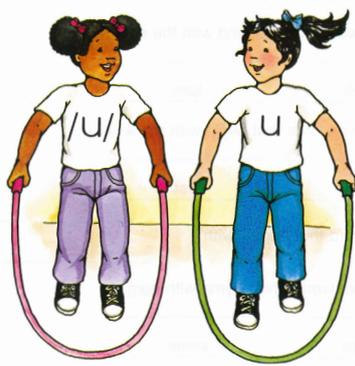
TEACHER'S EDITION

Teaching the Unit

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

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

9 Spelling Short u



THIS WEEK'S WORDS

1. jump
2. rub
3. bug
4. just
5. truck
6. luck
7. until
8. come
9. done
10. some

This Week's Words

The vowel sound in each of the words is called short u. This is the sign for short u: /u/. Most of the time, you spell the sound /u/ with the letter u. But in come, done, and some, /u/ is spelled with o. Each of these words has an e at the end.

REMEMBER THIS

Come, some, done—
It's really sort of fun
To write o-e
And have it be
The vowel sound in run.

45

This Week's Words

UNIT
9a

TEACHING PLAN

Objective To spell words that demonstrate these sound-letter relationships: /u/ u, o.

1. Write this sentence on the chalkboard:
I just saw a bug that can jump.
Have a volunteer read the sentence. Then have volunteers come to the chalkboard and circle the words that contain the short vowel sound /u/. (just, bug, jump) Help the children to notice that /u/ is spelled with u in these words. Write this sentence on the chalkboard:
When you are done, come and get some cake.
Repeat the above procedure, helping the children to notice that these words are spelled with o and final e. (done, come, some)

You may wish to introduce the lesson by using **Spelling Generalizations Slide 8**.

2. Read the title and the generalization on page 45 aloud.
3. Read This Week's Words; have the children repeat each word after you. As each word is read, have a volunteer identify the spelling for /u/ in the word.
4. Direct the children's attention to **Remember This** at the bottom of the page. Read the rhyme aloud. Then have the children read it with you in unison.

You may wish to assign **ELL Practice Master 9** for reinforcement in writing spelling words.

Extra Practice: This Week's Words

UNIT 9

Follow the directions and write This Week's Words.

1. Start with rub. Change r to s. Change g to g. Write the new word.
_____ rub _____ rub
2. Start with just. Change j to k. Change s to s. Write the new word.
_____ just _____ just
3. Start with bug. Change b to t. Change g to g. Write the new word.
_____ bug _____ bug
4. Start with luck. Change l to t. Change k to k. Write the new word.
_____ luck _____ luck
5. Start with truck. Change t to k. Change r to r. Write the new word.
_____ truck _____ truck
6. Start with jump. Change j to k. Change p to p. Write the new word.
_____ jump _____ jump
7. Start with bug. Take away g. Write the two letters. Then take s and one j away from all. Write these three letters after the first two.
_____ bug _____ bug
8. Start with done. Take away d. Put s at the beginning. Change y to z. Write the new word.
_____ done _____ done
9. Start with until. Change the l to s. Change the u to o. Write the new word.
_____ until _____ until
10. Start with some. Add d to the beginning of the word. Write the new word.
_____ some _____ some

truck come just bug until done rub luck jump some

35 • Extra Practice

Extra Practice: Mastery Words

UNIT 9

Write the letters that begin each underlined word.

1. The cat ran under the new chair.
_____ ran
2. My uncle sings in a band.
_____ uncle
3. The rain fell until noon.
_____ fell
4. No one is unhappy at a parade.
_____ unhappy

fun up run us

36 • Extra Practice

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

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

UNIT 9b Spelling Practice

TEACHING PLAN

Objectives To write words given sound, letter, and rhyme clues; to write words by changing the vowel sound in given words; to write words to answer a riddle.

1. Direct the children's attention to **Spelling Practice** on page 46 and briefly discuss the directions for Exercise **A**.
2. Have the children complete Exercise **A** independently. Remind them to use legible handwriting. You may wish to demonstrate the correct form of the letters *u* and *o* and then have the children practice writing the letters. For **Handwriting Models**, refer the children to page 257 in the **Pupil Book**.
3. Have the children check their own work as volunteers write the answers on the chalkboard, or check the answers orally.
4. Briefly discuss the directions for Exercise **B** and work the first item orally with the children. Have a child read the riddle in Exercise **C**; have another child give the answer. Have the children complete Exercises **B** and **C** independently.
5. Check the children's answers orally. Spot-check their written responses while they write.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 9: This Week's Words**.

46

Summarize Learning
This section in the Teacher's Edition appears at two points in each unit and offers children a chance to reflect on what they have learned to help teachers perform periodic formative assessments.

THIS WEEK'S WORDS

jump
rub
bug
just
truck
luck
until
come
done
some

Spelling Practice

A. Follow the directions. Use This Week's Words.

1. Write the two words that end with the sound /k/.
_____ truck _____ luck
2. Write the two words that begin with the letter j.
_____ jump _____ just
3. Write the word that begins with /u/.
_____ until _____
4. Write the two words that rhyme with hum.
_____ come _____ some
5. Write the word that rhymes with run.
_____ done _____

B. Change the vowel sound in each word to /u/. Write the word.

6. rob _____ rub _____
7. track _____ truck _____
8. beg _____ bug _____
9. lick _____ luck _____

C. Answer the riddle. Use two words that begin with the same sound as jet.

10. How do cats get on TV?
They _____ just _____ jump _____



46

Answers to student exercises are provided.

Summarize Learning

Have the children summarize what they have learned on pages 45 and 46. Ask:

- What have you learned about the sound/spelling for short *u*? (/u/u, o)
(The sound /u/ is usually spelled with the letter *u*. In *come*, *done*, and *some*, /u/ is spelled *o* with an *e* at the end of the word.)
- What are some words with this sound?
hunt, *run*, *sun*

Extra Practice: Bonus Words

Name _____ Unit 9

Extra Practice

A. Draw a line under the word that is spelled wrong in each sentence. Then write the word the right way.

1. Our team win five games. win funny month soon summer worder
2. March is a windy month. month
3. Wanda told us a borry story. funny
4. Billy is Aunt Ella's sun. son
5. We go swimming every summer. summer

15

words, you may wish to assign **Extra Practice Master 3: This Week's Words**.

Extra Practice: Bonus Words

Name _____ Unit 3

Extra Practice

A. Which word goes with each sentence clue? Write one of the Bonus words.

1. It's a funny story. joke
2. It means "big." large
3. It's not cloudy. sunny
4. It rhymes with bid. heard
5. It's not sad. happy
6. It's not badness. goodness

B. Finish the sentences. Use the Bonus word that goes with the picture.

7. Alice is happy.
8. Billy's dog is very large.
9. The day was warm and sunny.

goodness happy heard joke large sunny

Extra Practice • 11

Summarize Learning

Have the children summarize what they have learned on pages 14 and 15. Ask:

- What initial consonant sounds have you learned about in this lesson? (/g/, /h/, /j/, /l/, and /s/)
- What are examples of words which have these consonant sounds? (*gold*, *hall*, *jar*, *left*, *seed*; accept other examples)
- What did you learn about the word *live*? (It is pronounced two ways and has more than one meaning.)

of special interest

The etymological roots of the homographs *live* and *live* help to explain the different pronunciations. The verb *live* /lɪv/ comes from the Old English verb *libban*, "to live." The adjective *live* /lɪv/, actually a shortened form of *alive*, comes from the dative form of the Old English noun *lif*, "life."

TEACHER'S EDITION

Closing the Unit, Enrichment Activities, and Reteaching Strategies

Children are encouraged to apply the spelling principle of the instructional unit when they write independently and provided with several strategies for correcting misspelled words and for spelling unfamiliar words.

UNIT 9e Spelling Short u

CLOSING THE UNIT

Apply New Learning

Tell the children that if they misspell words with the short vowel sound of /u/, they should use one or more of the following strategies:

- think about the possible spellings for short vowel sound /u/, and try to picture the word in their minds.
- think of words that rhyme, and compare in their minds how they are spelled.
- write the word using different spellings and compare it with the spelling they picture in their minds.

Transfer New Learning

Tell the children that when they encounter new words in their personal reading and in other content areas, they should learn the meaning of those words and then apply the generalizations they have studied to the spelling of those words. Tell the children that once the words are familiar in both meaning and spelling, they should use the new words in their writing.

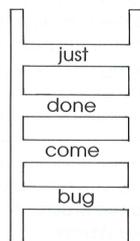
ENRICHMENT ACTIVITIES

Classroom activities and **home activities** may be assigned to children of all ability levels. The activities provide opportunities for 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.

- **Basic:** Use **Mastery** words to complete the activity.
 - **Average:** Use **This Week's Words** to complete the activity.
 - **Challenging:** Use **Bonus** words to complete the activity.
1. **Language Arts/Alphabetizing** Have the children use This Week's Words to make an alphabetical word ladder. Ask the children to alphabetize their spelling words on a ladder drawing you provide. Display the following example:



When the children have finished the word ladder, ask them to exchange their work with a classmate. Then have the children add words in between the ladder rungs that begin with other letters of the alphabet. Encourage the children to use words from previous spelling lists.

■ **COOPERATIVE LEARNING:** Have the group alphabetize all their spelling words on a word ladder. Have each group member write a spelling word in alphabetical order on a ladder rung. When the group has finished the activity, have one child read the words aloud. Have another group member ask the other children in the class to add words to the ladder that begin with the remaining letters of the alphabet.

2. **Science/Writing Sentences** Have the children write one sentence of fact about each month of the year. Have the children use as many spelling words as possible in the sentences. Remind the children to underline the spelling words. Ask the children to draw an illustration for each month.

■ **COOPERATIVE LEARNING:** Have each group write sentences of fact about each month of the year. Remind each group to use as many spelling words as possible in the sentences. Have each group member write one sentence on chart paper. When the group has completed the sentences, have them locate a picture from a magazine for each month described. Finally, ask one member of each group to read the sentences aloud. Ask the other children to decide whether or not each sentence tells a fact.

3. **Language Arts/Writing a Poem** Have each child write a four-line poem about summer using the words *fun*, *sun*, *done*, and *begun* as rhyming words. Refer the children to the **Writer's Guide** for a model and definition of a poem. As a **before writing** activity, each child should list the things he or she does in the summer. Have each child **write**, using ideas from his or her list. Tell the child to use the words *fun*, *sun*, *done* and *begun*, placing one of them at the end of each line of the poem. Have each child check his or her poem **after writing**, making sure that it tells about summer and that the rhyming words named above were used. Remind the children to proofread for spelling, capitalization, and punctuation. Each child can **share** his or her poem by reading it

Enrichment Activities 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.

■ **COOPERATIVE LEARNING:** Have each group write a poem about summer using the given rhyming words. Refer the children to the model and definition of a poem in the **Writer's Guide**. As a **before writing** activity, have each child list what its members like to do in the summer. When the group is ready to **write**, have each child use one word on the list to write a poem. Tell the children to end their lines with the words

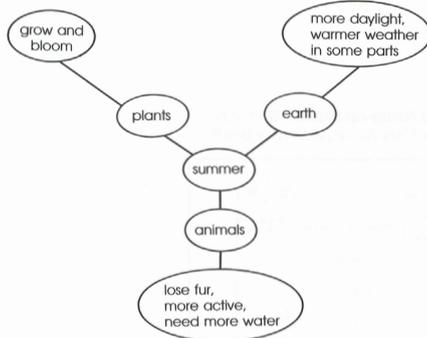
Transfer New Learning emphasizes the relationship between spelling, reading, and writing. Reading vocabulary helps to explain spelling, and spelling helps to reinforce reading vocabulary.

fun, sun, done, and begun. Have each child within a group write a line for the poem. **After writing**, each group should ask one member to check the poem to make sure that it is about summer and that the words *fun, sun, done, and begun* were used. Each group member should proofread for spelling, capitalization, and punctuation. Finally, have one group member **share** the group's poem by reading it aloud.

For the Home

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

- Language Arts/Writing Sentences Using Rhyming Words** Have the children write rhyming words. Have the children choose five of the spelling words and write a word that rhymes with each. Then have the children write both the spelling word and the rhyming word in a sentence. Tell them to underline the spelling word.
- Science/Making a Cluster About Summer** Have the children make a cluster from the given topics. Have the children write the word *summer* in the middle of a large sheet of paper. Then have them write the following topics around the word *summer*: *plants, animals, and earth*. Ask the children to complete the cluster by writing phrases explaining what happens to plants, animals, and the earth during the summer and attach the phrases to the appropriate topic. The following is an example of a cluster:



- Language Arts/Writing a Humorous Paragraph** Have the children write a paragraph about something funny that has happened to them. When the children have completed their writing, have them circle the words that have a short *u* vowel sound.
- Social Studies/Categorizing Forms of Transportation** Have children write words that are forms of transportation. Have the children search through the spelling words to find a word that is a means of transportation. Then have them write that word on a piece of paper under the heading *Ways to Travel*. Ask them to think of as many

other ways as possible to travel and include them in the list. Tell children to underline any words that have the short *u* vowel sound in them. Finally, have the children look for pictures of the words on the list and paste them onto the paper.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

- jump** My friend likes to *jump* over puddles. *jump*
- rub** I like to *rub* my cat's stomach. *rub*
- bug** An ant is a *bug*. *bug*
- just** They have *just* arrived. *just*
- truck** I saw a *truck* on the highway. *truck*
- luck** I hope that I have good *luck* next week. *luck*
- until** Ken has to wait *until* his brother picks him up. *until*
- come** Grandpa will *come* to our house. *come*
- done** When the wash is *done*, we will put it in the dryer. *done*
- some** Let's get *some* apples. *some*

Mastery Words

- fun** It is *fun* to play hopscotch. *fun*
- up** The clouds are *up* in the sky. *up*
- run** Let's *run* to the store. *run*
- us** That package is for *us*. *us*

Bonus Words

- funny** Clowns are *funny*. *funny*
- month** It is the *month* of June. *month*
- son** Billy is Mr. Jack's *son*. *son*
- summer** It is warm in *summer*. *summer*
- won** Paula *won* the race. *won*
- wonder** I *wonder* how tall you are. *wonder*

Dictation Sentence

- This Week's Words**
- It is bad *luck* to *jump*.
 - I will *just* wait *until* it is done.
 - She said *some* of the words.
 - Did he *rub* his leg?

Mastery Words

- The cat will *run* and *up*.
- Look *up* at *us*.

Bonus Words

- Is this a *funny* *month*?
- I *wonder* if *summer* is over.
- His son *won* the game.

Guided activity suggestions are provided for children who need reinforcement before moving on to the next unit.

RETEACHING STRATEGIES FOR SPELLING

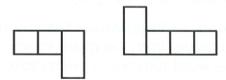
Children who have made errors on the Unit Test may require reteaching. Use the following **Reteaching Strategies** and **Follow-up Masters 9A** and **9B** for additional instruction and practice of This Week's Words. (You may wish to assign **ELL Reteaching Follow-up Master 9** for reteaching of spelling words.)

A. Discovering Spelling Ideas

- Say the following words as you write them on the chalkboard. *rug lump tug*
- Have the children identify the short vowel sound in these words. (/u/) Ask what letter spells the sound /u/ in these words. (*u*)
- Ask the children what they have learned about the spelling for the short vowel sound /u/ as in *rug*. (The sound /u/ is spelled with the letter *u*.)
- Say the words *come, done, and some* as you write them on the chalkboard. Underline the letters *o* and *e* in each word. Have the children identify the short vowel sound in these words. (/u/) Ask how the short vowel sound /u/ is spelled in these words. (*o-consonant-e*)

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 *rug* and *done*. Have the children identify "short," "tall," and "tail" letters.
- Draw the configuration of *rug* and *done* on the chalkboard, and ask the children which word fits in each shape.



Reduced versions of the reteaching follow-up reproducibles from the Teacher Resource Book are provided for teacher's ease of use.

Use **Reteaching Follow-up Master 9A** to reinforce spelling ideas taught in Unit 9.

Use **Reteaching Follow-up Master 9B** to reinforce spellings of This Week's Words for Unit 9.

TEACHER'S EDITION

Assessment

Unit Trial Test

The Trial Test is administered before the children study the unit. It is recommended that all children take this pretest on both the Unit and Mastery Words. (The Bonus Words pretest is given on the second day.)

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 assigned as homework.		
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 •✓ Take Mastery Word Trial Test and correct •• Read This Week's Words and discuss generalization page 45 	Day 1
Day 2	<ul style="list-style-type: none"> • Complete Spelling Practice page 46 •✓ Complete Extra Practice Master 9: This Week's Words (optional) ✓ Complete Spelling on Your Own: Mastery Words page 49 • Take Bonus Word Trial Test and correct 	Day 2
Day 3	<ul style="list-style-type: none"> ••✓ Complete Spelling and Language page 47 ••✓ Complete Writing on Your Own page 47 •✓ Take Midweek Test (optional) • Complete Spelling on Your Own: Bonus Words page 49 •✓ Complete Spelling and Language Master 9 (optional) 	Day 3
Day 4	<ul style="list-style-type: none"> • Complete Spelling on Your Own: This Week's Words page 48 ✓ Complete Extra Practice Master 9: Mastery Words (optional) • Complete Extra Practice Master 9: Bonus Words (optional) 	Day 4
Day 5	<ul style="list-style-type: none"> • Take Unit Test on This Week's Words • Complete Reteaching Follow-up Masters 9A and 9B (optional) •✓ Take Unit Test on Mastery Words • Take Unit Test on Bonus Words 	Day 5

UNIT
9a

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 in Unit 9 they will use what they know about spelling words with short vowel sounds and learn to spell a new short vowel sound. They will study the short vowel /u/ and two ways to spell words with that sound. Tell the children that learning about short vowel /u/ will help them spell This Week's Words. Also, they will use This Week's Words to complete a poem. With the new words they learn to spell, they will write a poem for a friend.

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 Mastery and Bonus 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 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. *jump* Cats can *jump* very high. *jump*
- 2. *rub* Deb will *rub* polish on her shoes. *rub*
- 3. *bug* Ricardo caught a big brown *bug*.
- 4. *just* It is *just* two o'clock. *just*

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 children complete the unit.

UNIT 9a

FOCUS

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

5. *truck* The dump *truck* is full of sand. *truck*
6. *luck* Judy says that a four-leaf clover will bring her *luck*. *luck*
7. *until* You may play outside *until* lunch time. *until*
8. *come* Please *come* to my party. *come*
9. *done* Flora's painting is *done*. *done*
10. *some* Rory gave me *some* carrots. *some*

Mastery Words

1. *fun* Roller skating is *fun*. *fun*
2. *up* Jesse climbed *up* the tree. *up*
3. *run* I saw Frank *run* home. *run*
4. *us* Dad took *us* to the movies. *us*

Bonus Words

1. *funny* That cartoon was *funny*. *funny*
2. *month* My birthday is in the *month* of March. *month*
3. *son* Mrs. Smith's *son* is a plumber. *son*
4. *summer* August is in the *summer*. *summer*
5. *won* Our baseball team *won* the game. *won*
6. *wonder* I *wonder* if the soup is ready. *wonder*

Apply Prior Learning

- Tell children that they can discover spelling ideas about a short vowel by thinking about what they already know. Use the following activity.
- Say the word *but* and write it on the chalkboard. Ask the children to think of words that rhyme with *but*. As they name words, write them in a list on the chalkboard. Possible responses are *cut* and *nut*. Do the same with the word *come* (*some*, *crumb*, *thumb*, *numb*) and write those words in a list next to the first list. Say all the words in both lists with the children. Then ask the children to look at the words under *but* to see how they are alike. (All the words have the letter *u* and the short *u* sound.) Then ask the children about the sound of the words in the second list. If the children have difficulty forming a generalization, ask them if the words in the list are spelled the same as *come* and *some* with o-consonant-e. They should recognize that

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

fun, *sun*, *done*, and *begun*. Have each child within a group write a line for the poem. **After writing**, each group should ask one member to check the poem to make sure that it is about summer and that the words *fun*, *sun*, *done*, and *begun* were used. Each group member should proofread for spelling, capitalization, and punctuation. Finally, have one group member **share** the group's poem by reading it aloud.

other ways as possible to travel and include them in the list. Tell children to underline any words that have the short *u* vowel sound in them. Finally, have the children look for pictures of the words on the list and paste them onto the paper.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

1. *jump* My friend likes to *jump* over puddles. *jump*
2. *rub* I like to *rub* my cat's stomach. *rub*
3. *bug* An ant is a *bug*. *bug*
4. *just* They have *just* arrived. *just*
5. *truck* I saw a *truck* on the highway. *truck*
6. *luck* I hope that I have good *luck* next week. *luck*
7. *until* Ken has to wait *until* his brother picks him up. *until*
8. *come* Grandpa will *come* to our house. *come*
9. *done* When the wash is *done*, we will put it in the dryer. *done*
10. *some* Let's get *some* apples. *some*

Mastery Words

1. *fun* It is *fun* to play hopscotch. *fun*
2. *up* The clouds are *up* in the sky. *up*
3. *run* Let's *run* to the park. *run*
4. *us* That package is for *us*. *us*

Bonus Words

1. *funny* Clowns are *funny*. *funny*
2. *month* It is the *month* of November. *month*
3. *son* Billy is Mr. Jackson's *son*. *son*
4. *summer* It is warm in the *summer*. *summer*
5. *won* Paula *won* the spelling bee. *won*
6. *wonder* I *wonder* when the circus is coming to town. *wonder*

Dictation Sentences

This Week's Words

1. It is bad *luck* to *jump* on a *bug*.
2. I will *just* wait *until* the *truck* has *come*.
3. She said *some* of us had *done* it.
4. Did he *rub* his leg?

Mastery Words

1. The cat will *run* and have *fun*.
2. Look *up* at *us*.

Bonus Words

1. Is this a *funny* *month*?
2. I *wonder* if *summer* will be hot.
3. His *son* won the game.

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

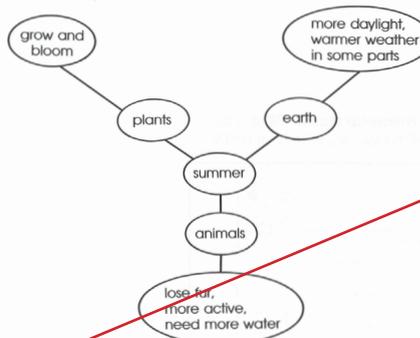
Sustaining motivation is important if children are to continue trying to learn spelling skills that present ongoing problems. Children with dyslexia and other learning disabilities easily become discouraged and may require external motivation, such as a tangible reward system.

Design a chart which shows the number of words spelled correctly for each unit activity or quiz. Make a bar graph with the name of the unit generalization and date of activity at the bottom. Write numbers, equally spaced along the left side of the page. Draw the top of the bar to represent the maximum possible correct words for a given activity. Count the number of correctly spelled words at the conclusion of the activity and color in that number.

In this unit there are many opportunities for the child to use the space up to the top of the page to show the child and his or her learning progress.

English Learners

To help limited English learners understand the generalizations in the booklet "Successful Spellers,"



3. **Language Arts/Writing a Humorous Paragraph** Have the children write a paragraph about something funny that has happened to them. When the children have completed their writing, have them circle the words that have a short *u* vowel sound.
4. **Social Studies/Categorizing Forms of Transportation** Have children write words that are forms of transportation. Have the children search through the spelling words to find a word that is a means of transportation. Then have them write that word on a piece of paper under the heading *Ways to Travel*. Ask them to think of as many

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

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

All Levels 2 through 6 of *Harcourt Brace 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	c	a. head	b. odd	c. bad
2. cup	b	a. top	b. hunt	c. sit
3. fed	b	a. pin	b. shell	c. been
4. bring	a	a. kiss	b. rock	c. had
5. top	a	a. chop	b. step	c. flag
6. stuff	b	a. spell	b. club	c. stiff

B. Write each list of words in alphabetical order.

7. card	beet	8. wind	unless
beet	card	unless	west
funny	funny	west	wind

Score three (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. plan	planning
10. lift	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

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.

number right
A. ____ (6)

number right
B. ____ (5)

number right
C. ____ (6)

number right
D. ____ (4)

number right
E. ____ (6)

2

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

grandfather	play your foot	not self ball	body ground father
23. grandfath <u>er</u>	24. every <u>body</u>		
25. cann <u>ot</u>	26. play <u>ground</u>		
27. your <u>self</u>	28. foot <u>ball</u>		

G. Read the clues. Then write the words.

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

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

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

32. I am a house for a bird. I begin with /k/ and end with /j/. 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	star	37. tail	small, stall

I. Write the two ways to spell each pronunciation.

38. /wek/	weak	week
39. /brek/	brake	break
40. /sol/	sole	soil
41. /mev/	main	mane
42. /for/	for	four

J. Add the letters that spell /sk/ or /st/. Write the words.

43. purple/	purple	44. number/	number
45. nickel/	nickel	46. table/	table
47. sugar/	sugar	48. letter/	letter

number right
F. ____ (6)

number right
G. ____ (5)

number right
H. ____ (4)

number right
I. ____ (10)

number right
J. ____ (6)
total right
(59)

3

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

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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 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 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.

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 about 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. **twirl** Stan is Bill's twin brother. **twirl**
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. **slid** The children **slid** on the icy street. **slid**
7. **spill** Kathy and Adele **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 people walked up a ramp. **ramp**
13. **brand** A new brand of soap was advertised. **brand**
14. **fond** Judy is fond of surprises. **fond**
15. **plot** This story has an exciting **plot**. **plot**
16. **swift** A **swift** runner took the message. **swift**
17. **lamp** That lamp has a green shade. **lamp**
18. **strap** The strap on Harvey's sandals is broken. **strap**
19. **prop** Use sticks to prop up the plants. **prop**
20. **aunt** My aunt has three children. **aunt**

Mastery Words
4. **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. **lift** Quentin can lift that box. **lift**
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. **scrub** Use the scrub of fabric to make a pillow. **scrub**
4. **split** They won because of team **split**. **split**
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 slid 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 plot.
7. Use this strap to tie the lamp down.

Mastery Words
1. In the spring we had a grand party at the pond.
2. The will oil crop 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 out team split.
3. The night shift puts the stock in the store.
4. I ate that scrub 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
<p>A 1. apple 2. bel 3. nest 4. hat 5. (no mistakes)</p>	<p>B 1. gate 2. ball 3. car 4. dog 5. (no mistakes)</p>	<p>A ① ② ③ ④ ⑤ B ① ② ③ ④ ⑤</p>
<p>1. 1. frust 2. spred 3. meant 4. twin 5. (no mistakes)</p>	<p>8 1. losses 2. fond 3. straght 4. spend 5. (no mistakes)</p>	<p>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</p>
<p>2 1. aunt 2. flm 3. lamp 4. sandwiches 5. (no mistakes)</p>	<p>9 1. memories 2. parents 3. struck 4. heat 5. (no mistakes)</p>	<p>6 ① ② ③ ④ ⑤ 7 ① ② ③ ④ ⑤ 8 ① ② ③ ④ ⑤ 9 ① ② ③ ④ ⑤</p>
<p>3 1. crop 2. comfurt 3. cont 4. brushes 5. (no mistakes)</p>	<p>10 1. spoce 2. whole 3. polite 4. hwise 5. (no mistakes)</p>	<p>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</p>
<p>4 1. aim 2. plane 3. chane 4. frame 5. (no mistakes)</p>	<p>11 1. woke 2. needle 3. agree 4. heat 5. (no mistakes)</p>	<p>15 ① ② ③ ④ ⑤ 16 ① ② ③ ④ ⑤ 17 ① ② ③ ④ ⑤ 18 ① ② ③ ④ ⑤</p>
<p>5 1. cheese 2. hobbies 3. glowb 4. stomachs 5. (no mistakes)</p>	<p>12 1. sneeze 2. damp 3. divide 4. afrade 5. (no mistakes)</p>	<p>19 ① ② ③ ④ ⑤ 20 ① ② ③ ④ ⑤</p>
<p>6 1. bandage 2. plot 3. among 4. month 5. (no mistakes)</p>	<p>13 1. annt 2. breath 3. whole 4. space 5. (no mistakes)</p>	<p>18 1. stors 2. feast 3. ripe 4. needle 5. (no mistakes)</p>
<p>7 1. task 2. pants 3. twin 4. redy 5. (no mistakes)</p>	<p>14 1. divide 2. fond 3. fillm 4. month 5. (no mistakes)</p>	<p>19 ① ② ③ ④ ⑤ 20 ① ② ③ ④ ⑤</p>

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Form A Test 1 • T1

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
bel		✓			
brick					
clap					
crop					
damp					
fast					
film					
fond					
fruit					
gate					
grand					
hat					
heat					
hobby					
lamp					
loss					
month					
nozzle					
pond					
prop					
snack					
stock					
straght					
strapped					
struck					
twist					
wash					
whole					
wipe					
wish					
would					
write					
zest					

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

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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

<p>Name _____</p> <p style="text-align: right;">PRETEST A</p> <p>Diagnostic Pretest</p> <p>Mark the circle for the correct spelling.</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Sample A</p> <p>A We saw a ____ at the pet shop.</p> <p>a. snak c. sneke b. snac d. snake</p> <p>1. His neighbor liked to ____ on Saturday.</p> <p>a. hont b. hunt c. hurt d. huent</p> <p>2. The car ____ and blocked the road.</p> <p>a. stoped b. stupped c. stopped d. stoaped</p> <p>3. The town is going to ____ a new school.</p> <p>a. build c. built b. build d. bild</p> <p>4. Grandfather ____ a newspaper at the store.</p> <p>a. bout c. bouhgt b. buoght d. bought</p> <p>5. The ____ will begin on Monday afternoon.</p> <p>a. parate b. perade c. parade d. parede</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Sample B</p> <p>B The ____ fell asleep in my lap.</p> <p>a. kittin c. kiten b. kitten d. kitenn</p> <p>6. The people were ____ at the party.</p> <p>a. dancing b. dencing c. dansing d. dancng</p> <p>7. The truck crossed the ____ on its way to the city.</p> <p>a. bredge b. bridge c. brigde d. brige</p> <p>8. The baby put her ____ into her mouth.</p> <p>a. figners b. fingirs c. fingers d. finjers</p> <p>9. The hunter came to the castle of the ____.</p> <p>a. princiss b. princiss c. princness d. priness</p> </td> </tr> </table> <p style="text-align: center;">ANSWERS</p> <p>A 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)</p>	<p>Sample A</p> <p>A We saw a ____ at the pet shop.</p> <p>a. snak c. sneke b. snac d. snake</p> <p>1. His neighbor liked to ____ on Saturday.</p> <p>a. hont b. hunt c. hurt d. huent</p> <p>2. The car ____ and blocked the road.</p> <p>a. stoped b. stupped c. stopped d. stoaped</p> <p>3. The town is going to ____ a new school.</p> <p>a. build c. built b. build d. bild</p> <p>4. Grandfather ____ a newspaper at the store.</p> <p>a. bout c. bouhgt b. buoght d. bought</p> <p>5. The ____ will begin on Monday afternoon.</p> <p>a. parate b. perade c. parade d. parede</p>	<p>Sample B</p> <p>B The ____ fell asleep in my lap.</p> <p>a. kittin c. kiten b. kitten d. kitenn</p> <p>6. The people were ____ at the party.</p> <p>a. dancing b. dencing c. dansing d. dancng</p> <p>7. The truck crossed the ____ on its way to the city.</p> <p>a. bredge b. bridge c. brigde d. brige</p> <p>8. The baby put her ____ into her mouth.</p> <p>a. figners b. fingirs c. fingers d. finjers</p> <p>9. The hunter came to the castle of the ____.</p> <p>a. princiss b. princiss c. princness d. priness</p>	<p>DIAGNOSTIC PRETEST A</p> <p>Administering the Test</p> <p>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.</p> <p>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.</p> <p>3. Have the children complete the test. Collect the children's papers to check their answers.</p>	<p>Evaluating the Results</p> <p>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.</p> <p style="text-align: center;">ANSWERS</p> <p>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)</p>
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- **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.

<p>Name _____</p> <p style="text-align: right;">PRETEST B</p> <p>Diagnostic Pretest</p> <p>Read the paragraph. Notice the underlined words. Mark the circle for the correct spelling of the underlined word.</p> <p>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 plannng 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."</p>	<p>1. a. sonny b. sunny c. sunmy d. sunnie</p> <p>2. a. spring b. spreng c. sprigg d. sprange</p> <p>3. a. hapy b. heppy c. happy d. hippy</p> <p>4. a. birthday b. berthday c. birhtday d. birthdey</p> <p>5. a. grandfather b. grandfether c. gradnfather d. grandfather</p>	<p>6. a. plennng b. planning c. plnning d. plannng</p> <p>7. a. deccide b. decede c. decide d. decade</p> <p>8. a. city b. cety c. cityy d. sity</p> <p>9. a. drev b. dreve c. drife d. drive</p> <p>10. a. rifer b. rivir c. river d. revir</p>	<p style="text-align: center;">ANSWERS</p> <p>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)</p>
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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 _____

Class Progress Report

Spelling

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

Names	Skills Check Inventory	Class Progress Report													
		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.															
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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.

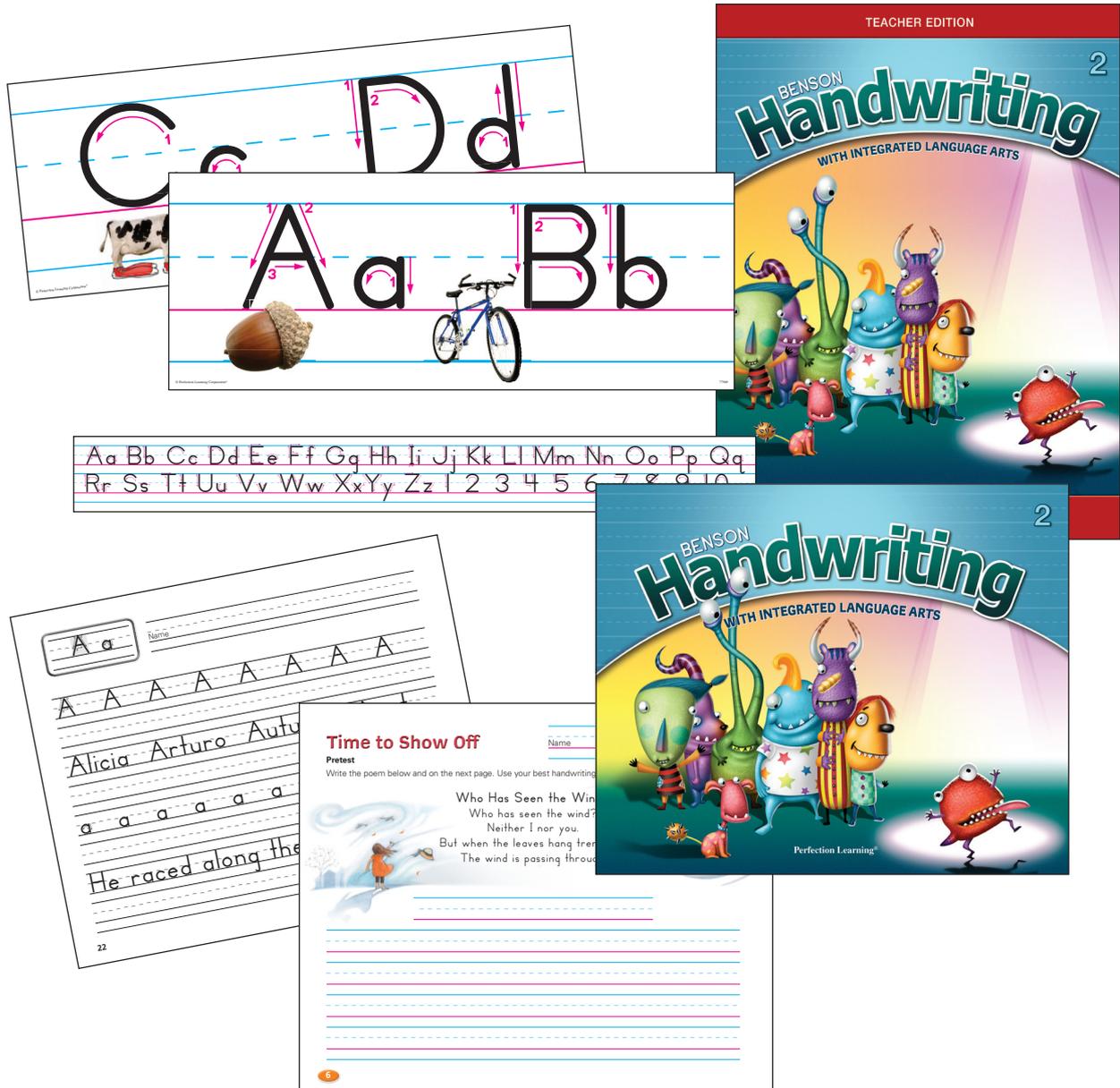
In this process students imagine the audience, set goals or purposes, develop ideas, produce notes and drafts, and revise to meet the audience's expectations.

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.

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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 2	COMMON CORE STATE STANDARDS
<p>SOUND-LETTER RELATIONSHIPS</p> <p>Spellings for Consonants</p> <p>/b/</p> <p>/d/</p> <p>/f/</p> <p>/g/</p> <p>/h/</p> <p>/j/</p> <p>/k/</p> <p>/kw/</p> <p>/l/</p> <p>/m/</p> <p>/n/</p> <p>/p/</p> <p>/r/</p> <p>/s/</p> <p>/t/</p> <p>/th/</p> <p>/th/</p> <p>/v/</p> <p>/w/</p> <p>/y/</p> <p>/z/</p> <p>/ks/</p> <p>/gz/</p> <p>/zh/</p>	<p>4–8, 29, 31, 115, 4–8, 29, 31, 115</p> <p>9–13, 115, 9–13, 115</p> <p>9–13, 55–59, 115, 9–13, 55–59, 115</p> <p>14–18, 30, 55–59, 115, 14–18, 30, 55–59, 115</p> <p>14–18, 30–31, 14–18, 30–31</p> <p>14–18, 30, 46, 14–18, 30, 46</p> <p>19–23, 31, 101, 115, 19–23, 31, 101, 115</p> <p>14–18, 30, 35, 55–59, 14–18, 30, 35, 55–59</p> <p>4–8, 29, 31, 115, 4–8, 29, 31, 115</p> <p>4–8, 29, 115, 4–8, 29, 115</p> <p>4–8, 29, 4–8, 29</p> <p>4–8, 29, 115, 4–8, 29, 115</p> <p>14–18, 30, 35, 55–59, 115, 14–18, 30, 35, 55–59, 115</p> <p>9–13, 115, 9–13, 115</p> <p>76–80, 92, 76–80, 92</p> <p>81–85, 93, 102, 81–85, 93, 102</p> <p>9–13, 30, 9–13, 30</p> <p>9–13, 30, 87, 115, 9–13, 30, 87, 115</p> <p>9–13, 30, 9–13, 30</p> <p>55–59, 55–59</p>	<p>RF2.3e, RF2.3f, L2.2d</p>
<p>Consonant Digraphs</p> <p><u>ch</u></p> <p><u>ng</u></p> <p><u>sh</u></p> <p><u>th</u></p> <p><u>wh</u></p>	<p>81–82, 84–85, 93, 81–82, 84–85, 93</p> <p>138–141, 138–141</p> <p>76–80, 92, 76–80, 92</p> <p>76–80, 81–85, 92, 76–80, 81–85, 92</p> <p>87, 87</p>	<p>RF2.3e, RF2.3f</p>
<p>Consonant Clusters</p> <p>Initial clusters with <u>l</u></p> <p>Initial clusters with <u>r</u></p> <p>Initial clusters with <u>s</u></p> <p>Initial clusters with digraphs</p> <p>Final clusters with <u>d</u></p> <p>Final clusters with <u>l</u></p> <p>Final clusters with <u>t</u></p>	<p>66–70, 91, 66–70, 91</p> <p>71–75, 92, 71–75, 92</p> <p>66–70, 71–75, 91–92, 66–70, 71–75, 91–92</p> <p>91, 91</p> <p>66–70, 91, 66–70</p>	<p>RF2.3e, RF2.3f</p>
<p>Spellings for Short Vowel Sounds</p> <p>/a/</p> <p>/e/</p> <p>/i/</p> <p>/o/</p>	<p>24–28, 31, 59, 24–28, 31, 59</p> <p>35–39, 59, 60, 35–39, 59, 60</p> <p>40–44, 61, 80, 40–44, 61, 80</p> <p>50–54, 62, 50–54, 62</p>	<p>RF2.3a, RF2.3e, RF2.3f</p>

ELEMENTS OF SPELLING

LEVEL 2

COMMON CORE STATE STANDARDS

/u/	45–49, 59, 61, <i>45–49, 59, 61</i>	
Spellings for Long Vowel Sounds /ā/ /ē/ /ī/ /ō/	97–101, 102–106, 122–123, <i>97–101, 102–106, 122–123</i> 107–111, 123, <i>107–111, 123</i> 112–116, 117–121, 123–124, <i>112–116, 117–121, 123–124</i> 128–132, 133–137, <i>128–132, 133–137</i>	RF2.3a, RF2.3b, RF2.3c, RF2.3e, RF2.3f
Spellings for Other Vowel Sounds /ō/ /oi/ /ou/ /ōō/ /ōō/ /yōō/ /yōō/	159–163, 184, <i>159–163, 184</i> 164–168, 184, <i>164–168, 184</i> 148–152, <i>148–152</i> 143–147, <i>143–147</i>	RF2.3a, RF2.3b, RF2.3e, RF2.3f
Spellings for r-controlled Vowel Sounds /är/ /âr/ /ôr/ /ür/	169–173, 185, <i>169–173, 185</i> 169–173, 185, <i>169–173, 185</i> 174–178, 185, <i>174–178, 185</i>	RF2.3a, RF2.3b, RF2.3e, RF2.3f
Spellings for Schwa /er/ /el/ /en/ /e/	179–183, 186, <i>179–183, 186</i>	RF2.3a, RF2.3b, RF2.3e, RF2.3f
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COMMON CORE STATE STANDARDS CORRELATION

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COMMON CORE STATE STANDARDS CORRELATION

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SPELLING AND LANGUAGE ARTS

LEVEL 2

COMMON CORE STATE STANDARDS

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COMMON CORE STATE STANDARDS CORRELATION

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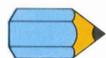
Review with the children the Contents pages for **Perfection Learning Spelling** to acquaint them with the book's features. Explain to them the purpose of a table of contents.

- The book opens with **Study Steps to Learn a Word**. Have the children turn to the Study Steps on page 1. Ask them to explain how the Study Steps might be helpful.
- Following Study Steps is the **Skills Check**. Explain to the children that they will take the **Skills Check** to identify those spelling skills they have mastered from the previous level.
- The next part in the Contents identifies the **36 spelling lessons** the children will study. Point out that every sixth lesson is a review unit. Have the children identify the sections of the first instructional unit and the first review unit. Ask them to turn to the first page of each section and briefly describe the contents.
- Direct the children's attention to the resources that follow Unit 36. Discuss with them how they can make use of the following resources.



SPELLING DICTIONARY

Explain that all the spelling words in their book are listed in the dictionary. Have the children turn to page 191. Point out the **Pronunciation Key** and explain that the key lists the sound symbols and the spellings that stand for the sounds. The key will help them to pronounce unfamiliar words and to identify the possible spellings for a sound.



WORD BOOK

Have the children turn to the **Word Book** and ask them to describe its purpose and organization. Explain that they can use the **Word Book** to help them write.



WRITER'S GUIDE

Explain to the children that the **Writer's Guide** is a valuable resource that they can use when they write. Have the children turn to the first page of each section and briefly describe the contents. Then discuss how each section might be helpful.

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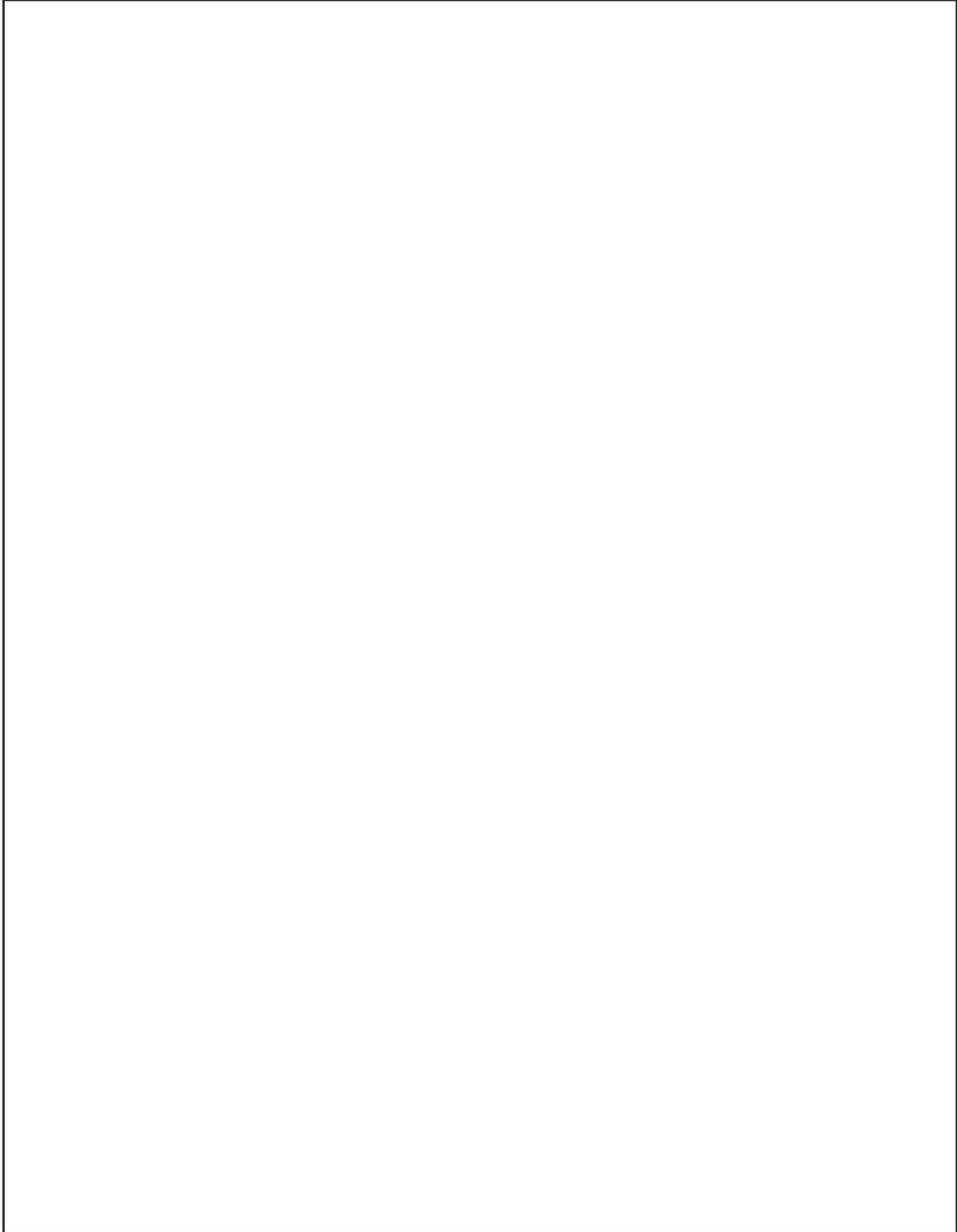
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Language: 2.1b, 2.1f, 2.2e, 2.4a, 2.4e

Learner Objectives

Spelling

- To spell words that demonstrate these initial sound-letter relationships: /b/b, /m/m, /n/n, /p/p, /t/r.
- To spell irregular plurals.

Reading

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

Writing

- To write sentences.
- To use the writing process.
- To proofread for spelling, capitalization, and punctuation.
- To write legible manuscript letters.

Listening

- To listen to identify words with beginning sounds /b/, /m/, /n/, /p/, /t/.
- To follow oral directions.

Speaking

- To name words that begin with consonants *b, m, n, p, r*.
- To respond to a question.
- To contribute ideas and information in group discussions.
- To present sentences describing a picture.
- To express feelings and ideas about a piece of writing.

THIS WEEK'S WORDS

band
 bag
 mad
 men
 neat
 next
 pan
 pat
 real
 rest

MASTERY WORDS

be
 no
 pig
 ran

BONUS WORDS

bear
 mail
 neck
 nest
 page
 robin

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 assigned as homework.			
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 • ✓ Take Mastery Word Trial Test and correct • ★ Read This Week's Words and discuss generalization page 4 	Day 1	
Day 2	<ul style="list-style-type: none"> • Complete Spelling Practice page 5 • ✓ Complete Extra Practice Master 1: This Week's Words (optional) ✓ Complete Spelling on Your Own: Mastery Words page 8 ★ Take Bonus Word Trial Test and correct 	Day 1	
Day 3	<ul style="list-style-type: none"> • ★ ✓ Complete Spelling and Language page 6 • ★ ✓ Complete Writing on Your Own page 6 • ✓ Take Midweek Test (optional) ★ Complete Spelling on Your Own: Bonus Words page 8 • ✓ Complete Spelling and Language Master 1 (optional) 	Day 2	
Day 4	<ul style="list-style-type: none"> • Complete Spelling on Your Own: This Week's Words page 7 ✓ Complete Extra Practice Master 1: Mastery Words (optional) ★ Complete Extra Practice Master 1: Bonus Words (optional) 	Day 2	
Day 5	<ul style="list-style-type: none"> • Take Unit Test on This Week's Words • Complete Reteaching Follow-up Masters 1A and 1B (optional) • ✓ Take Unit Test on Mastery Words ★ Take Unit Test on Bonus Words 	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.

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the children that in Unit 1 they will learn about which letters of the alphabet are consonants and which letters are vowels. Tell the children that learning more about spelling consonants and vowels will help them learn This Week's Words. There will be some new things to learn about words that mean more than one. Tell the children they will write two sentences using some of This Week's Words.

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 Mastery and Bonus 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 **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. **band** I can hear the *band* playing.
band
2. **bag** René bought a *bag* of peanuts.
bag
3. **mad** Please don't be *mad* at me. *mad*
4. **men** Two *men* were on the bus. *men*

FOCUS

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

5. **neat** Please keep your room looking *neat*. **neat**
6. **next** Let's go to a movie *next* week. **next**
7. **pan** We need a new lid for this *pan*. **pan**
8. **pat** Mom gave Benjy a *pat* on the back. **pat**
9. **real** This story is about *real* people. **real**
10. **rest** The *rest* of the book is about imaginary people. **rest**

Mastery Words

1. **be** My cousin will *be* here tomorrow. **be**
2. **no** There is *no* time to visit her this week. **no**
3. **pig** The baby *pig* sat in the mud. **pig**
4. **ran** The rainwater *ran* down the window. **ran**

Bonus Words

1. **bear** The *bear* likes to eat honey. **bear**
2. **mail** Please *mail* these letters. **mail**
3. **neck** Your head is above your *neck*. **neck**
4. **nest** There is a bird's *nest* in that tree. **nest**
5. **page** You can read all of the words on the *page*. **page**
6. **robin** A *robin* flew across the yard. **robin**

Apply Prior Learning

Tell children that they can discover spelling ideas by thinking about what they already know. Use the following activities.

Have the children say all the letters in the alphabet. As the children say the letters, write them on the chalkboard. Ask the children to tell you what they know about letters. (All letters stand for a sound.) Draw a line under the letters *b, m, n, p, r*. Point to each letter and ask the children to think of a word that begins with one of the sounds. (*Big* starts with the sound /b/.) Write the word on the chalkboard. Do the same for each letter. When a word has been named for each letter, ask volunteers to underline the beginning letter in each word. Have the children look around the classroom and in other textbooks for examples of words that begin with the letters *b, m, n, p, r*. Have them show you and others in the class the words they find.

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 recalling letters that are consonants, teach an auditory technique for remembering the vowels. Remind the children that consonants are all letters other than vowels. For the child with memory problems it is easier to learn and remember the six vowels.

Teach the generalization that vowels are the letters *a, e, i, o, u* and sometimes *y* through a repetitive activity designed to automatize the child's recollection of vowel names.

Assign a vowel to each child in the group. Ask each child to say the vowel he or she represents. Have the members of the group stand and say the vowel name as his or her turn arrives. Have the children change places so that

they recall the letter rather than the sequence in which it comes in their seating order.

When the children have correctly said the vowels three times, have the children trade vowels to say. Repeat the activity throughout the week until all children have had the opportunity to represent each vowel.

English Learners

To help limited English learners work with the spelling generalizations for Unit 1, you may wish to refer to the booklet "Suggestions and Activities for English Learners."

TEACHING PLAN

Objectives To spell words that demonstrate these initial sound-letter relationships: /b/ b, /m/ m, /n/ n, /p/ p, /t/ r; to recognize that every letter is a consonant except a, e, i, o, u, and sometimes y; to name words that begin with the consonants b, m, n, p, r.

1. Write these words in a row on the chalkboard:

bag men next pat rest

Ask the children to identify the initial consonant sound and the letter that represents the sound in each word. Then read these words, one at a time:

bent patch name mat rope
mouse pitch bump meat rag
nose rice post need bike

As each word is read, have the children identify the initial consonant sound. Then write each word under the word on the chalkboard that has the same initial consonant sound.

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

2. Read the title and the generalization on page 4 aloud.

You may wish to assign **ELL Practice Master 1** for reinforcement in writing spelling words.

3. Read This Week's Words, and have the children repeat each word after you. As each word is read, have a volunteer identify the initial consonant and the sound it represents.
4. Direct the children's attention to **Remember This** at the bottom of the page. Read the sentence aloud. Point out that *man* is written under the picture of one man, *men* is written under the picture of more than one man.

1 Beginning Sounds

THIS WEEK'S WORDS

1. band

2. bag

3. mad

4. men

5. neat

6. next

7. pan

8. pat

9. real

10. rest



This Week's Words

The first letter in each of these words is a **consonant**. Every letter is a consonant except a, e, i, o, u, and sometimes y.

Point to the consonant at the beginning of each word. Name the letter. Then think of another word you know that starts with that letter.

REMEMBER THIS

The word men means "more than one man."



man



men

Extra Practice: This Week's Words

Name _____ UNIT 1

Extra Practice This Week's Words

Draw a line from dot A to all the words that begin with a consonant letter. End at dot B. Connect the words in the right number order.

Write the words you drew the line to in the puzzle.

pan	next	real
pat	neat	men
bag	rest	band
mad		

HBJ Spelling, Signature Edition • Level Red Extra Practice • 1

Extra Practice: Mastery Words

Name _____ UNIT 1

Extra Practice Mastery Words

Write the Mastery word that begins with the same sound as each picture name. Use each Mastery word twice.

1. no	2. be
3. pig	4. ran
5. be	6. no
7. ran	8. pig

pig ran be no

2 • Extra Practice HBJ Spelling, Signature Edition • Level Red

THIS WEEK'S WORDS

A. Write two words that begin with the same sound as each picture name. Use This Week's Words.

1.		<u> </u> mad	<u> </u> men
2.		<u> </u> pan	<u> </u> pat
3.		<u> </u> real	<u> </u> rest
4.		<u> </u> neat	<u> </u> next
5.		<u> </u> band	<u> </u> bag

B. Change the first letter in each word. Write four of This Week's Words.

6. hand	<u> </u> band	7. can	<u> </u> pan
8. bad	<u> </u> mad	9. nest	<u> </u> rest

TEACHING PLAN

Objectives To write words with the same initial sound as picture names; to write words by changing a letter in a given word.

1. Direct the children's attention to **Spelling Practice** on page 5 and briefly discuss the directions. Help volunteers identify each pictured item in Exercise A as monkey, pig, raccoon, nest, and boot. After the children have identified each, have them write the two words. Have volunteers write the answers on the chalkboard, or check the answers orally.
2. Read the directions for Exercise B aloud. Point out that when the first letter is changed, the new word will rhyme with the given word. Be sure that the children understand that the first letter is changed in each word to form one of This Week's Words. Remind children to use legible handwriting. You may wish to demonstrate the correct form of the letters *m*, *p*, *r*, *n*, and *b* and then have the children practice writing the letters. For **Handwriting Models**, refer the children to page 257 in the **Pupil Book**.
3. Let the children check their own work as volunteers write the answers on the chalkboard, or check the answers orally.

Extra Practice: Bonus Words

Name _____ UNIT 1

Extra Practice Bonus Words

A. Follow the directions. Use the Bonus words.

1. Write the word that names a bird. robin
2. Write the word that begins with the same letter as bone. bear
3. Write the two words that begin with the third letter in bone. neck nest
4. Write the word that means "to send a letter." mail
5. Write the word that means "a sheet of paper in a book." page

B. Change the first letter of each underlined word. Write a Bonus word to finish the sentence.

6. Sue gave a pear to the bear.
7. I got a sail in the mail.
8. The crow made the best nest.
9. Draw a cage on the first page.

bear mail neck nest page robin

HBK Spelling, Signature Edition • Level Red Extra Practice • 3

Summarize Learning

Have the children summarize what they have learned on pages 4 and 5.

Ask:

- What have you learned about consonants and vowels? (Every letter is a consonant except *a*, *e*, *i*, *o*, *u*, and sometimes *y*.)
- What are some examples of words that begin with the consonant sounds /b/, /m/, /n/, /p/, and /r/? (*book*, *band*; *mad*, *mouse*; *neat*, *nose*; *pan*, *pig*; *real*, *rug*)

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 1: This Week's Words**.

TEACHING PLAN

SPELLING AND LANGUAGE

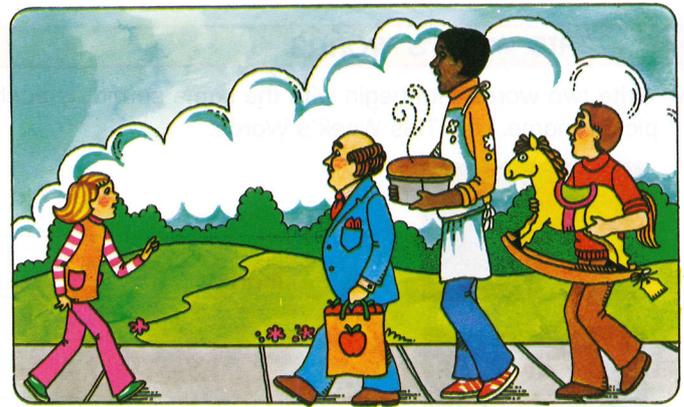
Objective To write the word that correctly completes a sentence, given a choice of two words.

1. To prepare the children for this activity, write this sentence and the two choices below it on the chalkboard:

Ben played a horn in the ____.
band bag

Have a volunteer read the sentence aloud. Then ask the children to decide which word, *band* or *bag*, best completes the sentence. Write *band* in the space and have the sentence read aloud.

2. Direct the children's attention to the picture at the top of page 6, and explain that they will be completing sentences that tell about the picture.
3. Briefly discuss the directions on page 6. Point out that the two words from which the children must choose begin with the same consonant sound. Tell the children to be sure to say each word to themselves and write the one that makes sense in the sentence.



THIS
WEEK'S
WORDS

- band
- bag
- mad
- men
- neat
- next
- pan
- pat
- real
- rest

Which word fits each sentence? Write the word.

1. Annie met three ____.
mad men

1. men

2. One carried apples in a ____.
band bag

2. bag

3. He looked very clean and ____.
neat next

3. neat

4. Another carried bread in a ____.
pat pan

4. pan

5. He was taller than the ____.
real rest

5. rest

Writing on Your Own

Look at the picture on this page. Write two sentences that tell what Annie sees. Use some of This Week's Words in your sentences. Share your sentences with your class.



WRITER'S GUIDE For help with sentences, turn to page 250.

For extended practice in writing words to complete sentences, you may wish to assign *Spelling and Language Master 1*.

WRITING ON YOUR OWN

Objectives To write sentences that tell about a picture; to use the **Writer's Guide** as a reference before writing, while writing, and after writing; to proofread for spelling.

1. Review the directions with children.
2. **Before writing**, discuss the picture with children. List responses on the chalkboard. Then have children **write** their sentences to describe the picture. You may wish to refer

children to models of sentences on page 250 of the **Writer's Guide**. Remind children to check for spelling, capitalization, and punctuation **after writing**. You may also wish to refer them to the **Revising Checklist** on page 248 of the **Writer's Guide** for additional help. Have children **share** their sentences by reading them to the class.

EXTENDING THE LESSON

For additional practice in choosing the best word to complete a sentence write the following word pairs on the chalkboard:

1. men mad
2. pan pat
3. bag band
4. rest real

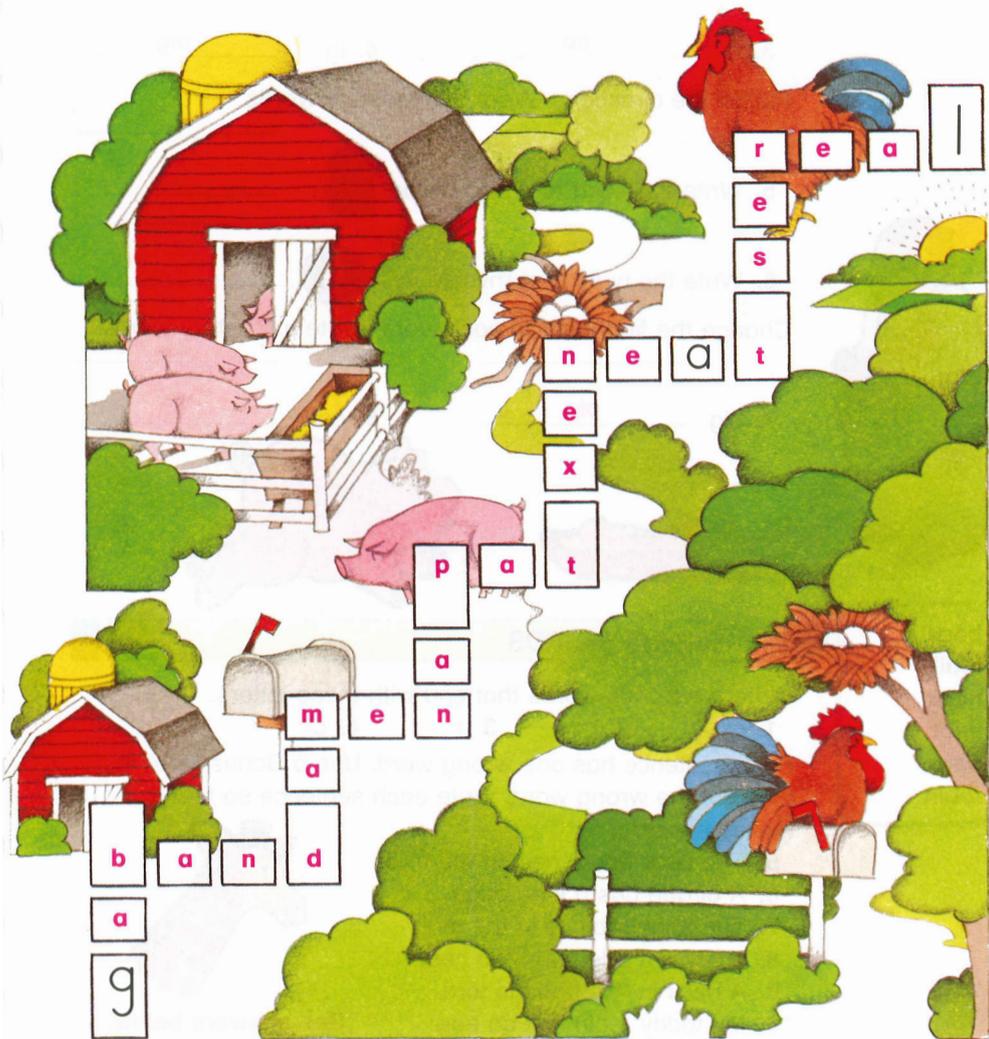
Have the children listen as you say each of the sentences below. Ask them to choose the word from each pair that best completes each sentence.

1. Are you ____ at me?
2. My dog likes me to ____ her head.
3. The ____ played my favorite tune.
4. This story is about ____ people.

Spelling on Your Own

THIS WEEK'S WORDS

Look at This Week's Words. Write the word that fits in each shape. Use the letters in the puzzle to help you.



7

Spelling on Your Own

UNIT
1d

TEACHING PLAN

THIS WEEK'S WORDS

Objectives To identify the initial consonant sound and the letter that represents it for a given picture; to write words that begin with the same sound and letter.

1. Read the directions on page 7 aloud. Go through the picture words to be sure that the children can identify them correctly and recognize the initial consonant sound. Be sure the children understand that they are to write This Week's Words, not the name of the pictured item. You may wish to complete the first words, *real* and *rest*, to be sure that the children understand they are to begin at the upper right and work down and to the left of the page.

If you are using the hardcover book, have the children write their answers on graph paper. A copying master for graph paper has been provided. Ask them to begin at the upper right-hand corner of the paper and write the word that begins with the first sound in *rooster* and ends with *l*. Then ask them to write the other word that begins with *r* vertically, connecting the word with *real*. Then help them to write the word that begins with the first sound in *nest* and ends with *at*. Have them continue, referring to the puzzle in their books for initial sounds and numbers of letters.

2. Have the children complete the activity independently.
3. This activity may be extended by having the children draw other pictures of items with the same initial consonants as This Week's Words and then write the words that begin with that consonant.

Extra Practice: Spelling and Language

Name _____ UNIT 1

Spelling and Language

Read each sentence. Write the word from the box that fits in the sentence. It must begin with the same letter as the underlined word.

band	mad	neat	pan	real
bag	men	next	pat	rest

1. The family next door is new in town.
2. Their house is neat but noisy.
3. They all play bugles in a big brass band.
4. Little Max plays as loud as ten men.
5. His parents play a pat and a pan.
6. It makes my father mad.
7. The rest of us really like the sound.
8. We will pat each player on the back.

4 • Extra Practice

TEACHING PLAN

MASTERY WORDS

Objectives To spell words with initial /b/, /m/, /n/, /p/, /r/; to write words by adding a consonant to given letters to write words with given sounds; to write words by changing a letter in given words.

1. Review the unit generalization on page 4. Then read the Mastery words aloud, having the children repeat each word after you. Have a volunteer identify the initial consonant letter of each word.
2. Briefly discuss the directions on page 8. Be sure the children understand that in 1–4 the letter they will add goes at the beginning of the word. Then point out that in 7 and 8 the new words will rhyme with the given words.
3. Have the children complete the activity independently. Then check each child's work to note any handwriting problems or difficulty in following directions.

BONUS WORDS

Objectives To spell words with initial /b/, /m/, /n/, /p/, /r/; to write words that end with given letters; to write a word in place of a given word to make a sensible sentence.

1. Have volunteers read the Bonus words aloud. Discuss the meaning of any unfamiliar word. Be sure the children associate the correct meanings with *bear* and *mail*.
2. Have the children complete the exercise independently on a separate piece of paper.
3. Check the children's work orally, giving volunteers a chance to read their sentences aloud.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 1: Mastery Words** or **Bonus Words**.

be
no
pig
ran

MASTERY WORDS

Add a letter to each letter or letters. Write a Mastery word.

1. e

be

2. an

ran

3. o

no

4. ig

pig

Follow the directions. Write two Mastery words.

5. Write the word that sounds like **B**.

be

6. Write the word that rhymes with **O**.

no

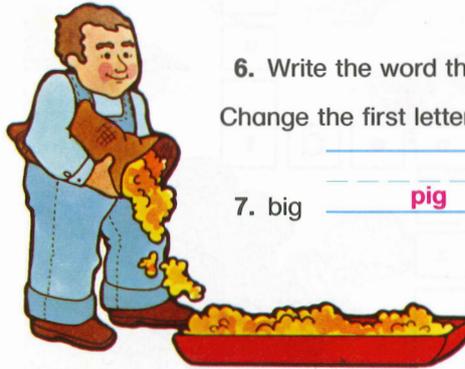
Change the first letter in each word. Write a Mastery word.

7. big

pig

8. can

ran



bear
mail
neck
nest
page
robin

BONUS WORDS

Write the Bonus words that end with these letters.

1. st

2. l

3. r

4. ck

Each sentence has one wrong word. Use a Bonus word in place of the wrong word. Write each sentence so that it makes sense.

5. The bear has a nest in the tree.
6. A giraffe has a long page.
7. The baby robin is in the mail.
8. Tracy got a letter in the nest.
9. A neck in this book is torn.
10. My teddy robin lost an ear.



See answers below.

8

Summarize Learning

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

- What have you learned about choosing the correct word to complete a sentence?
- What have you learned about spelling words with /b/, /m/, /n/, /p/, and /r/?
- What spelling ideas have you learned? How did you use these ideas?

Spelling on Your Own Answers

BONUS WORDS

1. nest
2. mail
3. bear
4. neck
5. The robin has a nest in the tree.
6. A giraffe has a long neck.
7. The baby robin is in the nest.
8. Tracy got a letter in the mail.
9. A page in this book is torn.
10. My teddy bear lost an ear.

CLOSING THE UNIT

Apply New Learning

Tell the children that if they misspell words with the beginning sounds of /b/, /m/, /n/, /p/, /r/, they should use one or more of the following strategies:

- think of known words that rhyme, and compare in their minds how they are spelled.
- pronounce the word very carefully to see 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 encounter new words in their personal reading and in other content areas, they should learn the meaning of those words and then apply the generalizations they have studied to the spelling of those words. Tell the children that once the words are familiar in both meaning and spelling, 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 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.

- **Basic:** Use **Mastery** words to complete the activity.
- **Average:** Use **This Week's Words** to complete the activity.
- **Challenging:** Use **Bonus** words to complete the activity.

1. **Language Arts/Writing Rhyming Words** Have the children write rhyming word pairs using five spelling words. Then have them use three of the word pairs in sentences.

■ **COOPERATIVE LEARNING:** Have each group create a word search puzzle. Have each group member write a rhyming word for three of the spelling words. Have group members check each other's word pairs to be sure they rhyme. Then have the group create one word search puzzle using all the rhyming word pairs. When the puzzle is completed, children should give it to others to solve.

2. **Language Arts/Writing Sentences** Have each child write one sentence of fact and one sentence of fiction about a bear, a pig, and a robin. You may wish the children to refer to the **Writer's Guide** for a model. When they have

finished the sentences, have them read one pair of sentences to a classmate and ask the classmate to decide which sentence tells a fact.

■ **COOPERATIVE LEARNING:** Have each group write a sentence of fact and a sentence of fiction about a bear, a pig, and a robin. Each child within a group should write one sentence of fact and one sentence of fiction about one of the animals. Have one group member record the sentences on chart paper. Have another group member read the sentence pairs aloud while the other children tell which sentence states a fact.

3. **Science/Writing a How-to Paragraph** Have the children write a how-to paragraph about how a robin builds a nest. As a **before writing** activity, have the children research the information by using science or reference books. Have them list the steps on a chart. When they are ready to **write** the paragraph, tell the children to use the information on the chart. Remind the children to use the words *first*, *next*, and *last* and as many of their spelling words as possible. **After writing**, have the children check the paragraph by making sure the steps are in order. Refer children to the **Writer's Guide** for a model and definition. Ask the children to proofread for spelling, capitalization, and punctuation errors. Encourage the children to illustrate their paragraph. Then **share** the children's work by displaying the paragraphs and pictures on a bulletin board.

■ **COOPERATIVE LEARNING:** Have each group write a how-to paragraph about how a robin builds a nest. The group should refer to science or reference books to obtain the information. As a **before writing** activity, have members of each group list the steps on a chart. When the members are ready to **write**, choose one group member to begin the paragraph. Tell the children to use the information on the chart. Have each member add a sentence that tells about nest building using the words *first*, *next*, and *last*. Remind members to use as many spelling words as possible in the paragraph. The group should choose one member to record the paragraph. **After writing**, have another group member check the paragraph by making sure the steps are in order. Have each member within a group check the paragraph for spelling, capitalization, and punctuation. Refer children to the **Revising Checklist** on page 248 of the **Writer's Guide**. Have one member rewrite the paragraph on a clean piece of paper. Each group should **share** the paragraph by reading it aloud.

For the Home

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

- Language Arts/Writing Beginning Letters** Have the children write the letters *b*, *m*, *n*, *p*, and *r* at the top of a sheet of paper. Have them list the spelling words under the appropriate beginning letters. Then have them list objects found in their homes with names that begin with these letters.
- Language Arts/Making Word Ladders** Have the children use the spelling words to make word ladders. Tell the children to change *band* to *sand* by changing the beginning letter in each word. Ask the children to write a clue for each new word. Go over the following example with the children before assigning this activity:

band
 _ _ _ _ (the end part of the arm)
 _ _ _ _ (part of the earth that is not water)
 sand
- Fine Arts/Listing and Drawing Musical Instruments** Have the children write the word *Band* at the top of a sheet of paper. Then have them think of musical instruments whose names begin with the letters *b*, *p*, *m*, and *r*. Have them write the names or draw pictures of the instruments on the paper, such as banjo, piano, maracas, recorder.
- Science/Classifying Farm Animals and Woods Animals** Have the children write these topics on a piece of paper: *Animals of the Woods* and *Farm Animals*. Have the children look through the spelling words and choose animal names that can be listed under each topic. Then have the children think of other animal names that can be added to each list.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

- band** The *band* played a song. *band*
- bag** Put your laundry in the *bag*. *bag*
- mad** I think Terry is *mad* at me. *mad*
- men** Three *men* went fishing. *men*
- neat** Your writing is very *neat*. *neat*
- next** Ted is first and Susan is *next*. *next*
- pan** You can cook the eggs in this *pan*. *pan*
- pat** I gave the dog a *pat* on the head. *pat*
- real** There were *real* flowers on the table. *real*
- rest** You may have the *rest* of the raisins. *rest*

Mastery Words

- be** The bus may *be* late. *be*
- no** There is *no* more milk. *no*
- pig** The *pig* squealed. *pig*
- ran** The children *ran* after the ball. *ran*

Bonus Words

- bear** Goldilocks saw a *bear*. *bear*
- mail** This letter came in the *mail*. *mail*
- neck** Tie this scarf around your *neck*. *neck*
- nest** There are eggs in the robin's *nest*. *nest*
- page** Find the *page* with the dragon's picture. *page*
- robin** The *robin* found a worm. *robin*

Dictation Sentences

This Week's Words

- The *men* in the *band* are *neat*.
- The *pan* will go in the *bag* *next*.
- Let me *pat* the baby.
- She needs a *real* *rest*.
- He will get *mad* at me.

Mastery Words

- I see *no* *pig* in the pen.
- The boy *ran* home.
- It will *be* my book.

Bonus Words

- I saw a *robin* in a *nest*.
- Look at the *page*.
- Did you get the *mail*?
- The *bear* had a big *neck*.

RETEACHING STRATEGIES FOR SPELLING

Children who have made errors on the Unit Test may require reteaching. Use the following **Reteaching Strategies** and **Follow-up Masters 1A** and **1B** for additional instruction and practice of This Week's Words. (You may wish to assign **ELL Reteaching Follow-up Master 1** for reteaching of spelling words.)

A. Discovering Spelling Ideas

- Say the following words as you write them on the chalkboard:
boy bee
- Have the children say the words aloud. Ask what sound they hear at the beginning of *boy* and *bee*. (/b/) Then ask what letter spells the sound /b/ in these words. (b)
- Ask the children what they have learned about the spelling for the beginning sound /b/ as in *boy* and *bee*. (They are spelled with b.)
- Follow the same procedure to have the children identify the letters that spell the beginning sounds /m/ (*mat, me*), /n/ (*new, no*), /p/ (*pail, pot*), /r/ (*road, rule*).

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 *bend* and *big*. Have the children identify "short," "tall," and "tail" letters.
- Draw the configuration of *bend* and *big* on the chalkboard, and ask the children which word fits in each shape.



Use **Reteaching Follow-up Master 1A** to reinforce spelling ideas taught in Unit 1.

Name _____

UNIT **1**

Reteaching Follow-up A Discovering Spelling Ideas

THIS WEEK'S WORDS
band mad neat pan real
bag men next pat rest

1. Write two words that begin with the same consonant sound as each picture name. Use This Week's Words.

 neat next

 real rest

 band bag

 pan pat

 mad men

2. Circle the letter that spells the beginning consonant sound.

3. Read the sentences. Mark the box next to the one that is true.
 The letters **n**, **r**, **b**, **p**, and **m** spell consonant sounds.
 The letters **n**, **r**, **b**, **p**, and **m** do not spell consonant sounds.

Reteaching • 1

Use **Reteaching Follow-up Master 1B** to reinforce spellings of This Week's Words for Unit 1.

Name _____

UNIT **1**

Reteaching Follow-up B Word Shapes

A. Write each of This Week's Words in its correct shape. The first one has been done for you. **Children may interchange answers that fit the same configuration.**

1. bag 2. band

3. neat 4. men

5. mad 6. rest

7. real 8. pat

9. pan 10. next

THIS WEEK'S WORDS
band
bag
mad
men
neat
next
pan
pat
real
rest

B. Add a consonant letter for the beginning sound /b/, /m/, /n/, /p/, or /r/ to make a new word. Write the word. Draw a box around each letter to show its shape. The first one has been done for you.

11. ___ade made 12. ___oby baby

13. ___un run 14. ___o no

15. ___ot pot

2 • Reteaching

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 9–13
Teacher's Edition	
Teaching Plans	pages 9–13
Enrichment Activities	
For the Classroom	page 13A
For the Home	pages 13A–13B
Reteaching Strategies	page 13C

Testing

Teacher's Edition	
Trial Test	pages 8E–8F
Unit Test	page 13B
Dictation Test	page 13B

Additional Resources

- PRACTICE AND REINFORCEMENT
- Extra Practice Master 2: This Week's Words
 - Extra Practice Master 2: Mastery Words
 - Extra Practice Master 2: Bonus Words
 - ELL Practice Master 2
 - Spelling and Language Master 2
 - Study Steps to Learn a Word* Master
- RETEACHING FOLLOW-UP
- Reteaching Follow-up Master 2A: Discovering Spelling Ideas
 - Reteaching Follow-up Master 2B: Word Shapes
 - ELL Reteaching Follow-up Master 2
- TEACHING AIDS
- Spelling Generalizations Slide 2

Common Core State Standards

Reading—Foundational Skills: 2.3a, 2.3b, 2.3c, 2.3e, 2.3f

Writing: 2.5

Speaking/Listening: 2.1a, 2.1b, 2.1c, 2.2, 2.3

Language: 2.1b, 2.1f, 2.2e, 2.4a, 2.4e

Learner Objectives

Spelling

- To spell words that demonstrate these initial sound-letter relationships: /t/, /d/, /f/, /v/, /w/, /y/.
- To review alphabetical order.

Reading

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

Writing

- To write a letter to a friend.
- To use the writing process.
- To proofread for spelling, capitalization, and punctuation.
- To write legible manuscript letters.

Listening

- To follow oral directions.
- To listen for these initial consonant sounds: /t/, /d/, /f/, /v/, /w/, /y/.

Speaking

- To name words that begin with *t*, *d*, *f*, *v*, *w*, *y*.
- To name consonants and vowels.
- To express feelings and ideas about a piece of writing.
- To contribute ideas and information in group discussions.

THIS WEEK'S WORDS

tell
ten
dear
does
felt
fit
very
went
woman
your

MASTERY WORDS

dad
feet
wet
yes

BONUS WORDS

dinner
forgot
today
visit
wash
yard

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 assigned as homework.

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 • ✓ Take Mastery Word Trial Test and correct • ★ Read This Week's Words and discuss generalization page 9 	Day 1
Day 2	<ul style="list-style-type: none"> • Complete Spelling Practice page 10 • ✓ Complete Extra Practice Master 2: This Week's Words (optional) ✓ Complete Spelling on Your Own: Mastery Words page 13 ★ Take Bonus Word Trial Test and correct 	Day 1
Day 3	<ul style="list-style-type: none"> • ★ ✓ Complete Spelling and Language page 11 • ★ ✓ Complete Writing on Your Own page 11 • ✓ Take Midweek Test (optional) ★ Complete Spelling on Your Own: Bonus Words page 13 • ✓ Complete Spelling and Language Master 2 (optional) 	Day 2
Day 4	<ul style="list-style-type: none"> • Complete Spelling on Your Own: This Week's Words page 12 ✓ Complete Extra Practice Master 2: Mastery Words (optional) ★ Complete Extra Practice Master 2: Bonus Words (optional) 	Day 2
Day 5	<ul style="list-style-type: none"> • Take Unit Test on This Week's Words • Complete Reteaching Follow-up Masters 2A and 2B (optional) • ✓ Take Unit Test on Mastery Words ★ Take Unit Test on Bonus Words 	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 in Unit 2 they will learn more about consonants to help them learn to spell new words and This Week's Words. There will be some new things to learn about alphabetical order. Tell the children they will write a short letter to a friend using some of This Week's Words.

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 Mastery and Bonus 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. *tell* Please *tell* me her name. *tell*
2. *ten* We need *ten* red crayons. *ten*
3. *dear* Myra is a *dear* friend of Mom's.
dear
4. *does* Marty *does* the dishes after lunch.
does
5. *felt* We *felt* pleased about the good news. *felt*
6. *fit* This coat doesn't *fit* any more. *fit*

7. **very** I am *very* sorry. **very**
8. **went** Mrs. Butler *went* downtown. **went**
9. **woman** There is a *woman* at the door. **woman**
10. **your** I think she is *your* aunt. **your**

Mastery Words

1. **dad** Ask your *dad* if he can help us. **dad**
2. **feet** These socks will keep your *feet* warm. **feet**
3. **wet** The rain made the grass *wet*. **wet**
4. **yes** Please say "yes." **yes**

Bonus Words

1. **dinner** We are having lasagna for *dinner*. **dinner**
2. **forgot** I *forgot* to buy the bread. **forgot**
3. **today** We were very busy *today*. **today**
4. **visit** We may *visit* the zoo next week. **visit**
5. **wash** I will help you to *wash* your car. **wash**
6. **yard** The dog is out in the *yard*. **yard**

Apply Prior Learning

Write these words on the chalkboard:

tan	dog	fell	van	wood	yellow
ton	dig	fall	vet	will	yes
tap	dug	fan	vest	want	yell

Start with *tan, ton, tap*. Ask volunteers to come to the chalkboard and draw a line under the first letter of each word. Ask the children to survey the lists and determine in what way the words are the same. Lead them to generalize that the words in each list all begin with the same letter and have the same beginning sound. Then ask the children to name other words with the same beginning consonant letters they identified. Add the words they name to the appropriate list and underline the first letter. Children should recognize that words with the same beginning sound are spelled with the same beginning letter. Tell the children they will learn to spell words that begin with each of these sounds.

Say the alphabet. Ask volunteers to write the alphabet on the chalkboard, and circle the six beginning consonant letters from the previous activity. (*d, f, t, v, w, y*) Ask the children to name the letter found before and after each circled letter. Ask children to draw conclusions about the order of the letters. (Each letter has a special place in the alphabet; when all the letters are in their right places, they are in alphabetical order.) Tell the children that they will learn more about alphabetical, or ABC, order in this lesson.

FOCUS

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

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

Some children with auditory processing deficits have a persistent difficulty in separating the component sounds of words. This auditory process, called phonemic segmentation, is important in the spelling process.

To help a child practice this skill, say the whole word aloud. Ask the child to give the sound for the first letter of the word. Point out the placement of lips and tongue when the consonant is sounded. Emphasize the initial consonant by having the child write the word on a card, then draw a line with a crayon or marker between the initial consonant and the remainder of the word. Ask the child to repeat the whole word, once again emphasizing the initial consonant. There are six initial consonants

in this unit. For those children experiencing difficulty in learning sound-to-symbol correspondence, you may wish to teach only three different consonants (*t, f, and w*) in one session and the other three consonants (*v, y, and d*) in another session.

English Learners

To help limited English learners work with the spelling generalizations for Unit 2, you may wish to refer to the booklet "Suggestions and Activities for English Learners."



THIS WEEK'S WORDS

1. tell

2. ten

3. dear

4. does

5. felt

6. fit

7. very

8. went

9. woman

10. your

This Week's Words

Say each word to yourself. Listen carefully to the beginning sound in each word. Point to the letter that stands for the sound. Name the consonant letter that begins each word.

REMEMBER THIS

The word does rhymes with buzz and was. But to spell it, you add es to do. You use does with he, she, and it and with names.

I do my work.
He does his work.
Jenny does her work.

9

TEACHING PLAN

Objective To spell words that demonstrate these initial sound-letter relationships: /t/ t, /d/ d, /f/ f, /v/ v, /w/ w, /y/ y.

1. Direct the children's attention to the picture on page 9. Ask the children to name a word that describes what the boy who is standing in the picture is doing. Direct their attention to the first word on the list (*tell*), then the word *ten* below it. Help the children to recognize that *tell* and *ten* begin with the same consonant sound: /t/.

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

2. Read the title and the generalization on page 9 aloud.
3. Read This Week's Words. Have the children repeat each word and identify the initial consonant letter.
4. Say these words aloud, one at a time:

tent dog fell van wood yellow

As each word is read, ask the children to find This Week's Words that begin with the same sound and to name the letter for that sound.

5. Direct the children's attention to **Remember This** at the bottom of the page. Read the introductory paragraph and the three example sentences. Have volunteers use *do* and *does* in oral sentences.

You may wish to assign **ELL Practice Master 2** for reinforcement in writing spelling words.

Extra Practice: This Week's Words

Name _____ UNIT 2

Extra Practice This Week's Words

In the boxes below, write This Week's Words. Write each word only once. Some of the words fit together. Some letters are given to help you write the words in the right place.

1. v e r y 2. d e a r 3. t e l l

4. f i t 5. y o u r 6. w e n t

Now write the six letters in dark boxes. Write them in order by number. Spell the name of a color.

yellow

tell dear fit very went
your does ten woman felt

Extra Practice • 5

Extra Practice: Mastery Words

Name _____ UNIT 2

Extra Practice Mastery Words

A. The shapes stand for letters. Write the letter each shape stands for. Write Mastery words.

□ - a ○ - d △ - e ◇ - f
■ - s ● - t ▲ - w ◆ - y

f e e t
d a d
y e s
w e t

B. Why did Maria win the race? To find out, write the letters in boxes in order.

She ran fast.

dad feet wet yes

6 • Extra Practice

TEACHING PLAN

Objectives To write letters in alphabetical order; to write words that begin with a given letter; to write words by adding letters to given letter groups; to complete sentences by writing This Week's Words.

1. To prepare the children for this activity, review alphabetical order by having the class recite the letters in order. Write the alphabet on the chalkboard or direct the children's attention to a display of the alphabet in the room.
2. Direct the children's attention to **Spelling Practice** on page 10 and briefly discuss the directions. Be sure the children understand that in Exercise **A** the words they write are to begin with the letter they write in the box. You may help the children begin by having volunteers tell what letter is missing and having the children write that letter. Have the children complete Exercise **A** before continuing with Exercise **B**. Then work **5** with the children, showing them how to compare the given letters with the words in this week's list to determine which word to write. Check the answers in Exercise **B** with the children when they have completed the activity. Then have the children complete Exercise **C** independently. Remind them to use legible handwriting. You may wish to demonstrate the correct form of the letters *d, f, t, v, w,* and *y* and then have the children practice writing the letters. For **Handwriting Models**, refer the children to page 257 in the **Pupil Book**.
3. Let the children check their own work as volunteers write the answers on the chalkboard, or check the answers orally.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 2: This Week's Words**.

THIS WEEK'S WORDS

- tell
ten
dear
does
felt
fit
very
went
woman
your

A. Each set of letters is in ABC order. But one letter is missing. Write the letter. Then write two of This Week's Words that begin with that letter.

1. a b c <u> </u> d	dear	does
2. e <u> </u> f g h	felt	fit
3. r s <u> </u> t u	tell	ten
4. <u> </u> w x y z	went	woman

B. Add the missing letters and write some of This Week's Words.

5. ___ man

woman

6. ___ our

your

7. ___ ery

very

8. ___ oes

does

C. Finish the second sentence in each pair. Use one of This Week's Words.

9. I have my raincoat.

Do you have your raincoat?

10. Andy likes his dog a lot.

I like my dog very much, too.



10

Summarize Learning

Have the children summarize what they have learned on pages 9 and 10. Ask:

- What have you learned about beginning consonant sounds in this lesson? (how to spell words that begin with the sounds /d/, /f/, /t/, /v/, /w/, and /y/)
- What are some examples of words that begin with these consonant sounds? (*dog, foot, table, vase, water, yes*)
- What have you learned about putting words in alphabetical, or ABC, order in this lesson?

Extra Practice: Bonus Words

Name _____ UNIT 2

Extra Practice Bonus Words

A. Finish the puzzle. Use the Bonus words. The words go across and down.

ACROSS

2. Use soap and water to clean. **W A S H**

3. Not yesterday or tomorrow. **I**

6. Did not remember. **T O D A Y**

DOWN

1. Go and see someone. **I**

4. A meal that rhymes with *thinner*. **I N N E R**

5. Three feet long. **F O R G O T**

B. Finish the sentences. Use the Bonus words.

7. Did you remember to wash the dirty dishes? 

8. No, I forgot .

9. What dishes will we use for dinner ?

dinner forgot today visit wash yard

Extra Practice • 7

Spelling and Language

Read the words in each box. Use one to finish each sentence.

1. **does did** Tom does the dishes every Saturday.
But I did them last Saturday.

2. **told tell** Grandpa will tell me a story tonight.
Last night he told me one about mice.

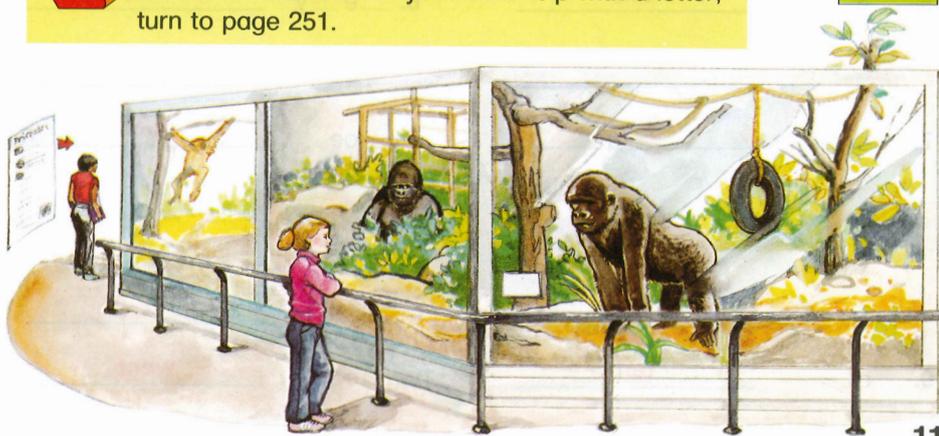
3. **felt feel** I feel fine today.
But yesterday I felt sick.

Writing on Your Own

Write a short letter to a friend. Tell about a trip to the zoo. Use as many of the words in the box as you can.

 **WRITER'S GUIDE** If you need help with a letter, turn to page 251.

tell
Dear
very
went



11

Extra Practice: Spelling and Language

Name _____ UNIT **2**

Spelling and Language

A. Read each sentence. Choose the right word to finish each one.

- Let me tell you about my sister.
tell told
- She really does like to sing.
does do
- Last night she was singing when she went to bed.
goes went
- She said she just felt like singing.
feel felt
- If she could fit it in, she'd sing all day long and all night long, too!
fit fitted

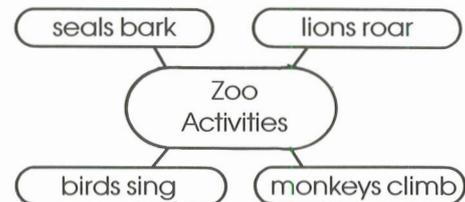
B. Use three of the words in the box. Write sentences that tell about someone in your family.

EXAMPLE: My sister is ten. She does the dishes. She is very smart.

8 • Extra Practice

EXTENDING THE LESSON

For additional practice in using the correct form of a verb in a sentence, have the children select any pair of verbs from 1–3 and write two sentences using the two words. Allow volunteers to read their completed sentences aloud.



Have each child **write** a letter to a friend telling about some of the zoo activities. **After writing**, remind the children to check their spelling. To **share** the children's work, display the letters on a bulletin board. Refer children who need help with the parts of a letter to page 252 in the **Writer's Guide**.

TEACHING PLAN

SPELLING AND LANGUAGE

Objectives To write the verb form that best completes a sentence; to write a short letter.

1. To prepare the children for this activity, write on the chalkboard:

Ned can _____ fast.
Nan _____ up the hill.
 ran run

Have volunteers read the sentences aloud. Then ask the children to decide which of the two words, *run* or *ran*, fits each sentence. Write the correct word in each blank.

2. Briefly discuss the directions for 1–3 on page 11. Do each pair of sentences orally before having the children write the words.

For extended practice in writing verb forms, you may wish to assign **Spelling and Language Master 2**.

WRITING ON YOUR OWN

Objectives To write a letter using spelling words; to proofread for spelling.

1. Review the directions with the children.
2. As a **before writing** activity, have the children discuss some of the things animals do at the zoo. Make a cluster on the chalkboard.

TEACHING PLAN

THIS WEEK'S WORDS

Objectives To review that all the letters except *a, e, i, o, u*, and sometimes *y* are consonants; to recognize that *a, e, i, o, u* and sometimes *y* are called *vowels*; to add consonants to given vowels to form This Week's Words.

1. To prepare the children for this activity, review consonants and vowels. Write these words on the chalkboard:

cat pen pig dog funny

Ask volunteers to identify each letter in the words as a vowel or a consonant.

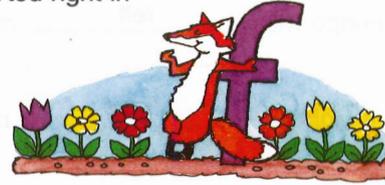
2. Read the directions on page 12 aloud. Help the children begin by doing the first word orally. Show the children how to compare the given vowels and letter spaces to the words in This Week's Words.
3. Have the children complete the activity independently.
4. This activity may be extended by having the children write similar vowel and letter space patterns for five words in Unit 1. Then have them exchange papers and write words using each other's clues.

Spelling on Your Own

THIS WEEK'S WORDS

All the letters are consonants except a, e, i, o, and u. These five letters are vowels. The letter y can also be a vowel in some words.

Here are the vowel letters from This Week's Words. Add the consonant letters and write the words. The pictures will help you get started right in 2 and 10.



tell
ten
dear
does
felt
fit
very
went
woman
your

1. _ ou _

your

2. _ e _ _

felt

3. _ o _ a _

woman

4. _ i _

fit

5. _ e _ _

tell

6. _ e _ y

very

7. _ ea _

dear

8. _ oe _

does



9. _ e _

ten

10. _ e _ _

went

12

MASTERY WORDS

Write the Mastery word that begins with each of these letters.

1. y

yes

2. f

feet

3. d

dad

4. w

wet

Write the Mastery word that is the opposite of each word.

5. dry

wet

6. no

yes

Write the Mastery word that goes with each word.

7. hands and

feet

8. mom and

dad

Answer this question. Use two Mastery words.

9. What do boots keep you from getting?

wet feet



dad
feet
wet
yes

BONUS WORDS

See answers below.

Add these letters and words together to write Bonus words.

1. for + got = 2. to + day = 3. vis + it =

Change a letter in each word to write a Bonus word.

4. hard 5. winner 6. forget

Answer each question with a Bonus word.

7. What do you do with soap and water?
8. What do you do when you go to see someone?
9. What do you call the time between yesterday and tomorrow?
10. What do you call the space behind or in front of a house?

dinner
forgot
today
visit
wash
yard

13

Spelling on Your Own Answers

BONUS WORDS

1. forgot 2. today 3. visit 4. yard 5. dinner
6. forgot 7. wash 8. visit 9. today 10. yard

Summarize Learning

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

- What have you learned about the word *does*? (Does rhymes with *buzz* and *was*. To spell it, you add *es* to *do*.)
- What have you learned about writing verb forms in sentences?
- What spelling ideas have you learned? How did you use these ideas?

TEACHING PLAN

MASTERY WORDS

Objectives To spell words with initial /d/, /f/, /w/, /y/; to write words that begin with given letters; to write the word that is the opposite of a given word; to write words given context clues.

1. Review the unit generalization on page 9. Then read the Mastery words aloud, having the children repeat each word after you. As each word is read, have a volunteer identify the initial consonant in the word.
2. Briefly discuss the directions on page 13. Review the concept of opposite by giving the children words and asking them to say the word that means the opposite. (For example: happy—sad, up—down, hot—cold.)
3. Have the children complete the activities independently. Then check each child's work to note any handwriting problems or difficulty in following directions.

BONUS WORDS

Objectives To spell words with initial /d/, /f/, /t/, /v/, /w/, /y/; to write words given letter and word clues; to write words by changing one letter in a given word; to write words given meaning clues.

1. Have volunteers read the Bonus words aloud. Discuss the multiple meanings of *yard* (an open space around a building; a measure of length).
2. Have the children complete the exercises independently on a separate piece of paper.
3. Check the children's work orally.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 2: Mastery Words** or **Bonus Words**

CLOSING THE UNIT

Apply New Learning

Tell the children that if they misspell words with the beginning sounds of /t/, /d/, /f/, /v/, /w/, /y/, they should use one or more of the following strategies:

- think of words that rhyme, and compare in their minds how they are spelled.
- pronounce the word very carefully to see that the correct letter or letters have been used to spell the sounds in the word.
- say the word to themselves and check to see if letters have been left out.

Transfer New Learning

Tell children that when they encounter new words in their personal reading and in other content areas, they should learn the meaning of those words and then apply the generalizations they have studied to the spelling of those words. Tell the children that once the words are familiar in both meaning and spelling, they should use the new words in their writing.

ENRICHMENT ACTIVITIES

Classroom activities and **home activities** may be assigned to children of all ability levels. The activities provide opportunities for 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.

- **Basic:** Use **Mastery** words to complete the activity.
- **Average:** Use **This Week's Words** to complete the activity.
- **Challenging:** Use **Bonus** words to complete the activity.

1. **Language Arts/Writing Word Pairs** Have the children make word chains using spelling words. Have the children write a word, and use the last letter of that word to begin another spelling word. Here are some examples.

went	very
e	o
l	u
l	r

- **COOPERATIVE LEARNING:** Have each group make word chains using spelling words. Have one child begin by writing a spelling word on a sheet of chart paper. Have another group member find a spelling word that begins with the last letter of that word. The children should work together to make as many word chains as

possible, using the spelling words from Units 1 or 2. When the lists are finished, have a child in each group read the word chains aloud.

2. **Language Arts/Writing Questions** Have the children choose five words from This Week's Words and write a question about each word. Here are some examples.

What is another word for *father*? (*dad*)
What is the opposite of *dry*? (*wet*)

When the children have finished writing, have them read their questions to a classmate for the classmate to answer.

- **COOPERATIVE LEARNING:** Have each group write questions about five words from This Week's Words. Each child within a group should choose a spelling word and write a question about it on chart paper. The other group members should answer it.

3. **Language Arts/Writing a Friendly Letter** Have each child write a friendly letter to a friend or classmate using as many spelling words as possible. **Before writing**, have the children discuss some recent activities or events that they would like to tell a friend in a letter. You may wish to refer them to the sample of a friendly letter on page 252 of the **Writer's Guide**. Then have the children **write** a letter in which they tell about some of these activities and events. Remind the children to proofread for spelling, capitalization, and punctuation **after writing**. For additional help, you may wish to refer them to the **Revising Checklist** on page 248 of the **Writer's Guide**. Have the children **share** their letters by exchanging them with classmates. Some children may wish to mail their letters.

- **COOPERATIVE LEARNING:** Have each group write a friendly letter. **Before writing**, have each group choose another group to write to. Tell the children to list on a sheet of chart paper some things they have done recently in school. When the children are ready to **write**, have them use the information on their charts. Remind them to use as many spelling words as possible in their letters. Each group member should write one part of the friendly letter. One child should record the letter. **After writing**, other group members should check the letter to see that it has five parts and that it has correct punctuation, capitalization, and spelling. Each group should **share** its letter by delivering it to the group to which it was written.

For the Home

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

1. **Language Arts/Writing A Paragraph About School** Have the children write a paragraph telling about what they

did today at school. Have them use as many spelling words as they can in their writing. When they have finished their paragraphs, have each child share it with a friend.

2. **Health/Listing and Alphabetizing Foods** Have the children write the word *Dinner* at the top of a sheet of paper. Then have them list the things they like to eat for dinner. When the children have completed their lists, have them rewrite the words in alphabetical order.
3. **Health/Writing Words About Exercise** Have the children trace their feet onto a large sheet of drawing paper. Have them write *Keep Fit*—one word inside each foot outline. All around these “feet,” have the children write action words that tell how their feet can help them exercise. (*hop, skip, run, walk, etc.*)
4. **Language Arts/Classifying Words** Have the children divide a sheet of paper into eight boxes. Ask them to write a spelling word in each box. Then have the children cut out words from magazines and newspapers that begin with the same initial consonant sounds as the spelling words in the boxes. Have them paste each word in the box with the appropriate spelling word.

Dictation Sentences

This Week's Words

1. The hat *does fit* the woman.
2. The *ten* pans *went* in your bag.
3. I *felt* very wet in the rain.
4. I will *tell* the *dear* baby not to run.

Mastery Words

1. My *dad* had *wet* feet.
2. You did say *yes*.

Bonus Words

1. I *forgot* to *wash* the car *today*.
2. She will *visit* me.
3. We will eat *dinner* in the *yard*.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

1. *tell* Don't *tell* anyone what I told you. *tell*
2. *ten* There are *ten* apartments in our building. *ten*
3. *dear* They have a *dear* little baby. *dear*
4. *does* When *does* the bus get here? *does*
5. *felt* I *felt* cold last night. *felt*
6. *fit* See if these boots *fit* you. *fit*
7. *very* It is not *very* far from here. *very*
8. *went* Two children *went* to get the milk. *went*
9. *woman* A *woman* was standing at the cash register. *woman*
10. *your* Put the change in *your* pocket. *your*

Mastery Words

1. *dad* My *dad* is a carpenter. *dad*
2. *feet* He is six *feet* tall. *feet*
3. *wet* We should hang up these *wet* towels. *wet*
4. *yes* Did Bob say *yes* or no? *yes*

Bonus Words

1. *dinner* It was nearly time to eat *dinner*. *dinner*
2. *forgot* Marcie *forgot* what time it was. *forgot*
3. *today* It is windy *today*. *today*
4. *visit* We often *visit* my uncle on Sundays. *visit*
5. *wash* We should *wash* the curtains this week. *wash*
6. *yard* They planted flowers in their front *yard*. *yard*

RETEACHING STRATEGIES FOR SPELLING

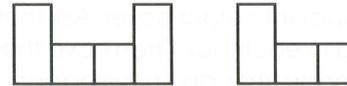
Children who have made errors on the Unit Test may require reteaching. Use the following **Reteaching Strategies** and **Follow-up Masters 2A** and **2B** for additional instruction and practice of This Week's Words. (You may wish to assign **ELL Reteaching Follow-up Master 2** for reteaching of spelling words.)

A. Discovering Spelling Ideas

- Say the following words as you write them on the chalkboard.
top tan
- Have the children say the words aloud. Ask what sound they hear at the beginning of *top* and *tan*. (/t/) Then ask what letter spells the sound /t/ in these words. (t)
- Ask the children what they have learned about the spelling for the beginning sound /t/ as in *tell* and *tan*. (They are spelled with t.)
- Follow the same procedure to have the children identify the letters that spell the beginning sounds /d/ (*den*, *dad*), /f/ (*five*, *for*), /v/ (*vine*, *van*), /w/ (*well*, *win*), /y/ (*yes*, *yell*).

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 *tail* and *tin*. Have the children identify "short," "tall," and "tail" letters.
- Draw the configuration of *tail* and *tin* on the chalkboard, and ask the children which word fits in each shape.



Use **Reteaching Follow-up Master 2A** to reinforce spelling ideas taught in Unit 2.

Name _____ UNIT **2**

Reteaching Follow-up A Discovering Spelling Ideas

THIS WEEK'S WORDS
tell dear felt very woman
ten does fit went your

1. Write a word that begins with the same consonant sound as each picture name. Use This Week's Words.



 (dear/deer)



 (felt/fit)



 (woman/went)



 (your)



 (ten/tell)



 (very)

2. Circle the letter that spells the beginning consonant sound.

3. Read the sentences. Mark the box next to the one that is true.

The letters d, t, w, y, l, and v spell consonant sounds.
 The letters d, t, w, y, l, and v do not spell consonant sounds.

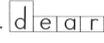
Reteaching • 3

Use **Reteaching Follow-up Master 2B** to reinforce spellings of This Week's Words for Unit 2.

Name _____ UNIT **2**

Reteaching Follow-up B Word Shapes

A. Write each of This Week's Words in its correct shape. The first one has been done for you. **Children may interchange answers that fit the same configuration.**

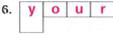
1.  dear

2.  fit

3.  very

4.  ten

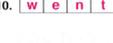
5.  tell

6.  your

7.  felt

8.  woman

9.  does

10.  went

THIS WEEK'S WORDS

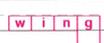
tell
ten
dear
does
felt
fit
very
went
woman
your

B. Add a consonant letter for the beginning sound /t/, /d/, /w/, /l/, /v/, or /y/ to make a new word. Write the word. Draw a box around each letter to show its shape. The first one has been done for you.

11. ___ ip 

13. ___ ance 

12. ___ ace 

14. ___ ing 

4 • Reteaching

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 14–18
Teacher's Edition	
Teaching Plans	pages 14–18
Enrichment Activities	
For the Classroom	pages 18A–18B
For the Home	page 18B
Reteaching Strategies	page 18C

Testing

Teacher's Edition	
Trial Test	pages 13E–13F
Unit Test	page 18B
Dictation Test	page 18B

Additional Resources

PRACTICE AND REINFORCEMENT
 Extra Practice Master 3: This Week's Words
 Extra Practice Master 3: Mastery Words
 Extra Practice Master 3: Bonus Words
 ELL Practice Master 3
 Spelling and Language Master 3
 Study Steps to Learn a Word Master

RETEACHING FOLLOW-UP
 Reteaching Follow-up Master 3A:
 Discovering Spelling Ideas
 Reteaching Follow-up Master 3B:
 Word Shapes
 ELL Reteaching Follow-up Master 3

TEACHING AIDS
 Spelling Generalizations Slide 3

Common Core State Standards

Reading—Foundational Skills: 2.3a, 2.3b, 2.3c, 2.3e, 2.3f

Writing: 2.5

Speaking/Listening: 2.1a, 2.1b, 2.1c, 2.2, 2.3, 2.4, 2.5, 2.6

Language: 2.1b, 2.1f, 2.2e, 2.4a, 2.4e

Learner Objectives

Spelling

- To spell words that demonstrate these initial sound-letter relationships: /g/g, /h/h, /j/j, /l/l, /s/s.
- To build words using initial letter substitutions.

Reading

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

Writing

- To write sentences.
- To use the writing process.
- To proofread for spelling, capitalization, and punctuation.
- To write legible manuscript letters.

Listening

- To listen to recognize two pronunciations and meanings of *live*.
- To follow oral directions.
- To listen to identify consonant sounds in words.
- To listen for sound-letter clues when writing words.

Speaking

- To use the word *live* in sentences showing the two different pronunciations.
- To express feelings and ideas about a piece of writing.
- To present riddles, stories, and sentences.
- To contribute ideas and information in group discussions.

THIS WEEK'S WORDS

gold
gone
hall
has
jar
jet
left
live
seed
soon

MASTERY WORDS

he
let
say
see

BONUS WORDS

goodness
happy
heard
joke
large
sunny

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 assigned as homework.

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 • ✓ Take Mastery Word Trial Test and correct • * Read This Week's Words and discuss generalization page 14 	Day 1
Day 2	<ul style="list-style-type: none"> • Complete Spelling Practice page 15 • ✓ Complete Extra Practice Master 3: This Week's Words (optional) ✓ Complete Spelling on Your Own: Mastery Words page 18 * Take Bonus Word Trial Test and correct 	Day 1
Day 3	<ul style="list-style-type: none"> • * ✓ Complete Spelling and Language page 16 • * ✓ Complete Writing on Your Own page 16 • ✓ Take Midweek Test (optional) * Complete Spelling on Your Own: Bonus Words page 18 • ✓ Complete Spelling and Language Master 3 (optional) 	Day 2
Day 4	<ul style="list-style-type: none"> • Complete Spelling on Your Own: This Week's Words page 17 ✓ Complete Extra Practice Master 3: Mastery Words (optional) * Complete Extra Practice Master 3: Bonus Words (optional) 	Day 2
Day 5	<ul style="list-style-type: none"> • Take Unit Test on This Week's Words • Complete Reteaching Follow-up Masters 3A and 3B (optional) • ✓ Take Unit Test on Mastery Words * Take Unit Test on Bonus Words 	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.

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 that begin with consonant sounds. They will also learn about a word that has two pronunciations. Tell the children that they will apply what they have learned to This Week's Words as they use those words in written 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 Mastery and Bonus 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. **gold** Anna wore a *gold* necklace. **gold**
2. **gone** The neighbors have *gone* away. **gone**
3. **hall** The door to the *hall* is open. **hall**
4. **has** Mr. Benson *has* a dog named Barker. **has**
5. **jar** We bought a *jar* of peanut butter. **jar**
6. **jet** Marnie wants to be a *jet* pilot. **jet**

7. **left** Our house is down the street on the *left* side. **left**
8. **live** Moles *live* underground. **live**
9. **seed** We planted some grass *seed*.
seed
10. **soon** It should start to grow *soon*. **soon**

5. **large** We have a *large* playground. **large**
6. **sunny** Our room is very *sunny* in the morning. **sunny**

Apply Prior Learning

Tell the children that they can discover which five consonants they will study by participating in this activity.

Have the children listen as you say the words *got, hit, joke, lake, and sock*. Have volunteers come to the chalkboard and write the letter that stands for the beginning sound in each word as you repeat the words. When the letters *g, h, j, l, and s* have been written on the chalkboard, point to each letter and name it with the children. Tell the children that they will study words that begin with these letters. Explain that they can use these words in a variety of writing tasks: they can use the words in a note to a friend, in a letter, or in a creative writing assignment.

FOCUS

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

Mastery Words

1. **he** Ray says that *he* is very strong. **he**
2. **let** Will you *let* me help you? **let**
3. **say** Can you say "good-bye" in Spanish?
say
4. **see** It is hard to see in the dark. **see**

Bonus Words

1. **goodness** Thank *goodness* you are safe.
goodness
2. **happy** The good news made us *happy*.
happy
3. **heard** Jake *heard* the baby crying.
heard
4. **joke** Evelyn told a funny *joke*. **joke**

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

For those children with memory deficits, recalling the visual/auditory association of letters may require dividing the Unit learning tasks into smaller components. Focus on just one letter each day. Introduce a letter in the morning and review words that begin with the sound that letter represents frequently during the day. The purpose is to avoid confusion by directing attention to only one letter at a time.

Have the children name objects in the classroom that begin with the sound represented by the target letter. Make a list of those words, writing the target letter in a different color from the remainder of the word. You may wish to have the children make labels for the objects in the classroom to provide continuing visual reinforcement.

For children experiencing ongoing recall problems, you may wish to make word books that can be added to at

home. To create the word books you will need index cards, a hole punch, and some small rings. Give each child cards on which to write some words that begin with the sounds represented by the target letter. Remind the children to write the first letter of each word in a different color. Then have them draw or paste a picture on the back of each card to illustrate the word. Help the children to make word books by punching holes in their cards and fastening them together with the rings.

English Learners

To help limited English learners work with the spelling generalizations for Unit 3, you may wish to refer to the booklet "Suggestions and Activities for English Learners."

TEACHING PLAN

Objectives To spell words that demonstrate these initial sound-letter relationships: /g/g, /h/h, /j/j, /l/l, /s/s; to recognize the two pronunciations of *live* and the meaning of each.

- Write these pairs of words in columns on the chalkboard:

get	jet
jump	hump
late	gate
hat	sat
sand	land

Ask a volunteer to read the first pair of words, *get* and *jet*, and to explain how the words are different. (They begin with different consonant sounds.) Have the children name the beginning consonant letter in each word. Follow the same procedure with the other four pairs of words. Then have volunteers come to the chalkboard and draw lines to connect each word in the left-hand column with a word in the right-hand column that begins with the same consonant sound.

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

- Read the title and the generalization on page 14 to the class.
- Read This Week's Words; have the children repeat each word after you. As each word is read, have a volunteer identify the beginning consonant sound and the letter that represents that sound.
- Direct the children's attention to **Remember This** at the bottom of the page. Read the paragraph aloud. Then ask volunteers to use the word *live* in sentences showing the two different ways it can be pronounced.

You may wish to assign **ELL Practice Master 3** for reinforcement in writing spelling words.

3 Beginning Sounds

THIS WEEK'S WORDS

- gold
- gone
- hall
- has
- jar
- jet
- left
- live
- seed
- soon



This Week's Words

Say each word to yourself. Listen carefully to the beginning sound in each word. Point to the letter that stands for the sound. Name the consonant letter that begins each word.



REMEMBER THIS

You can say live two ways. You say it both ways in this sentence: "Live animals live in the woods." The first live rhymes with give. It means that the animals are alive. The second live rhymes with div. It means that the animals make their homes in the woods.

Extra Practice: This Week's Words

Name _____ This Week's Words UNIT 3

A. Finish this "word chain." Use This Week's Words.

j o l a
 i v e
 j a r
 l e f t
 s e e d
 g o n e
 h a s
 s o o n
 g o l d

B. Finish this message. Use words from the puzzle.

The gold jar
 is gone. I Who has
 taken it? We left it in
 the hall.

gold gone hall has jar soon
 jet left live seed

Extra Practice • 9

Extra Practice: Mastery Words

Name _____ Mastery Words UNIT 3

A. Change the first letter in each word. Use the first letter in the picture name in its place. Write a Mastery word.

1. day say
 2. me he
 3. get let
 4. bee see

B. Finish this story. Use the words that begin with the same sounds as the picture words. Write your answers below.

Did Mom say we could go? Will she
 us go to the circus? I want to
 the strong man. Everybody says
 can lift an elephant.

5. say
 6. let
 7. see
 8. he

he let see say

10 • Extra Practice

Spelling Practice

A. Follow the directions. Write letters and This Week's Words.

1. Write the first letter in . Then write the two words that begin with that letter.

l left live

2. Write the first letter in . Then write the two words that begin with that letter.

h hall has

B. Write the word that goes with each picture. Then write the other word that begins with the same letter.

3.  gold gone

4.  jar jet

C. Write the word that has each pair of letters in the middle.

5. oo soon 6. ee seed

D. Write a word that rhymes with each word. Use This Week's Words.

7. tall hall 8. told gold

9. car jar 10. give live

TEACHING PLAN

Objectives To write the initial consonant letter for picture names; to write words with given initial consonants; to write words given picture clues; to write words with given letters; to write words that rhyme with given words.

1. Direct the children's attention to **Spelling Practice** on page 15 and briefly discuss the directions. Discuss the directions for one lettered section at a time, having the children complete the work for that section before going on to the next set of directions. Be sure the children can identify the pictured items correctly.
2. Have the children complete the exercises independently. Remind the children to use legible handwriting. You may wish to demonstrate the correct form of the letters *g*, *h*, *j*, *l*, and *s* and then have the children practice writing the letters. For **Handwriting Models**, refer the children to page 257 in the **Pupil Book**.
3. Let the children check their own work as volunteers write the answers on the chalkboard, or check the answers orally.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 3: This Week's Words**.

★ of special interest

The etymological roots of the homographs *live* and *live* help to explain the different pronunciations. The verb *live* /liv/ comes from the Old English verb *libban*, "to live." The adjective *live* /līv/, actually a shortened form of *alive*, comes from the dative form of the Old English noun *lif*, "life."

Summarize Learning

Have the children summarize what they have learned on pages 14 and 15. Ask:

- What initial consonant sounds have you learned about in this lesson? (/g/, /h/, /j/, /l/, and /s/)
- What are examples of words which have these consonant sounds? (*gold*, *hall*, *jar*, *left*, *seed*; accept other examples)
- What did you learn about the word *live*? (It is pronounced two ways and has more than one meaning.)

Extra Practice: Bonus Words

Name _____ UNIT 3

Extra Practice Bonus Words

A. Which word goes with each sentence clue? Write one of the Bonus words.

1. It's a funny story. joke
2. It means "big." large
3. It's not cloudy. sunny
4. It rhymes with *bird*. heard
5. It's not sad. happy
6. It's not badness. goodness

B. Finish the sentences. Use the Bonus word that goes with the picture.

7. Alice is happy. 
8. Billy's dog is very large. 
9. The day was warm and sunny. 

goodness happy heard joke large sunny

Extra Practice • 11

TEACHING PLAN

SPELLING AND LANGUAGE

Objective To write a given group of words in sentence order.

1. To prepare children for this activity, write these words on the chalkboard:

friend in My lives house.
a red

Tell the children that the first word in a sentence is capitalized and that a period or other end mark follows the last word. Have the children read the words on the chalkboard and decide which word should come first. (My) Then ask which word could follow My. Point out that house would be a possible choice except that it is followed by a period, indicating that it belongs at the end of the sentence.

2. Read the directions on page 16 aloud.
3. Have a volunteer read the first group of words and then put the words in sentence order orally. Have the children complete the page independently.

For extended practice in writing words in sentence order, you may wish to assign **Spelling and Language Master 3**.

WRITING ON YOUR OWN

Objectives To write sentences using spelling words; to proofread for spelling.

1. Review the directions with the children.
2. **Before writing** have the children discuss some things they might plant in a garden. Have them draw a picture showing what their garden might look like. Then have the children **write** sentences to describe their garden using This Week's Words. **After writing**, have children proofread their sentences

Spelling and Language

Write a sentence with each group of words. Remember two things. A sentence starts with a capital letter. A sentence ends with a period.

1. empty. jar The is

The jar is empty.

2. the gone. jam All is

All the jam is gone.

3. plane. left Mom a in jet

Mom left in a jet plane.

4. will soon. back She be

She will be back soon.

5. Hills down The live hall. the

The Hills live down the hall.

6. Hill gold a has Al watch.

Al Hill has a gold watch.

Writing on Your Own

Draw a picture of a garden. Then write sentences about your garden. Share your picture and sentences with your class. Use some of This Week's Words in your sentences.

 **WRITER'S GUIDE** For help with sentences, turn to page 250.

THIS WEEK'S WORDS

gold
gone
hall
has
jar
jet
left
live
seed
soon



to check their spelling. For additional help, you may wish to refer them to the **Revising Checklist** on page 248 of the **Writer's Guide**. Have children **share** their pictures and sentences by displaying them in a class book entitled *Our Garden Book*.

 **EXTENDING THE LESSON**

For additional practice in recognizing sentence order, have the children write or copy a sentence of their own choice on a slip of paper. Tell them to leave a great deal of space between each word. Then have the children cut the sentences apart and put the words in an envelope. Have them exchange envelopes with a classmate and arrange each other's words into a sentence.

THIS WEEK'S WORDS

A. Add a letter to each of these words. This mark ▲ shows where it goes. Write This Week's Words.

- | | | | |
|----------|------|----------|------|
| 1. ▲ one | gone | 2. ▲ all | hall |
| 3. ▲ as | has | 4. ▲ old | gold |
| 5. see ▲ | seed | 6. son ▲ | soon |
| 7. lie ▲ | live | 8. let ▲ | left |

B. Add p to an and you spell pan. Now follow the directions. Write This Week's Words and other words.

9. Add c, j, and f to ar. Write three words.



car jar far

10. Add g, j, and l to et. Write three words.

get jet let

11. Add g, h, and c to old. Write three words.

gold hold cold

12. Add b, h, and t to all. Write three words.

ball hall tall

TEACHING PLAN

THIS WEEK'S WORDS

Objective To write words by adding letters to other words or letter groups.

1. Read the directions for Exercise A on page 17 aloud. Go through a few of the given words to make sure that the children know what the symbol ▲ means. (For example: in **1** the first letter is missing; in **5** the last letter is missing; in **6** the missing letter goes between o and n.) Have the children complete Exercise A before continuing with the directions for Exercise B.
2. Read the directions for Exercise B aloud. Write *an* on the chalkboard. Ask the children to add these initial consonants to the beginning of *an*:
c f m p r t v
Have volunteers come up to the chalkboard to write a letter in front of *an* and read the resulting word.
3. Be sure the children understand that in Exercise B some of the words they write will not be among This Week's Words. Have the children complete the activity independently.

Extra Practice: Spelling and Language

Name _____ UNIT 3

Spelling and Language

Write a sentence to go with each picture. Connect two groups of words shown in the box to make each sentence.

on runway six.	Soon the seed will be
The gold jar is	The jet left
to live in Portland.	in the hall.
a pretty flower.	She has gone

gold
gone
hall
has
jar
jet
left
live
seed
soon

1. The gold jar is in the nail.
2. She has gone to live in Portland.
3. The jet left on runway six.
4. Soon the seed will be a pretty flower.

12 • Extra Practice

TEACHING PLAN

MASTERY WORDS

Objectives To spell words with initial /h/, /l/, /s/; to write words by changing one letter in a given word; to write words in sentence context.

1. Review the unit generalization on page 14. Then read the Mastery words aloud, having the children repeat each word after you. As each word is read, ask a volunteer to identify the initial consonant sound and the letter that stands for that sound in the word.
2. Read the directions on page 18 aloud. Make sure the children understand that the letter to be changed in 1–4 is the beginning letter of the word. In 5–7, tell the children to be sure to write the word that makes sense in the sentence.
3. Have the children complete the exercises independently. Then check each child's work.

BONUS WORDS

Objectives To spell words with initial /g/, /h/, /j/, /l/, /s/; to write words by adding letters to given words; to write sentences using the Bonus words.

1. Have volunteers read the Bonus words aloud. Discuss the meaning of *goodness* and have volunteers use the word in oral sentences. In 4, ask the children if the two letters that precede the y are vowels or consonants.
2. Have the children complete the exercises independently on a separate piece of paper.
3. Check the children's work orally, giving volunteers a chance to read their sentences aloud.

For reinforcement in writing spelling words, you may wish to assign **Extra Practice Master 3: Mastery Words** or **Bonus Words**.

he
let
say
see

MASTERY WORDS

Change the first letter in each word. Write a Mastery word.

1. bee

see

2. we

he

3. way

say

4. met

let

Finish the sentences. Use the Mastery words.

5. You use your eyes to see things.

6. You use your voice to say things.

7. Your ears let you hear things.

Write the word that can take the place of Ted.

8. Today Ted rode his bike.



goodness
happy
heard
joke
large
sunny

BONUS WORDS

See answers below.

1. Add letters to good, sun, and hear to write three Bonus words.
2. Write the word that means "big."
3. Change s to f in sunny. Then write the Bonus word that goes with the new word.
4. Write the two words that end with y. Draw a line under the two letters that come before y.
5. Use each Bonus word in a sentence.

18

Summarize Learning

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

- What have you learned about placing words in sentence order? (The words must be placed in order so that they express a complete thought; the word containing the capital letter begins the sentence. The word which is followed by a period ends the sentence.)
- What spelling ideas have you learned? How did you use these ideas?

Spelling on Your Own Answers

BONUS WORDS

1. goodness, sunny, heard 2. large 3. funny joke 4. happy, sunny 5. Children will write as directed. Be sure to check spelling.

CLOSING THE UNIT

Apply New Learning

Tell the children that if they misspell words with the beginning sounds of /g/, /h/, /j/, /l/, /s/ in their writing, they should use one or more of the following strategies:

- think of words that rhyme, and compare in their minds how they are spelled.
- pronounce the word very carefully to see 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 encounter new words in their personal reading and in other content areas, they should learn the meaning of these words and then apply the ideas they have studied to the spelling of those words. Point out to the children that once the words are familiar in both meaning and spelling, 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 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.

- **Basic:** Use **Mastery** words to complete the activity.
- **Average:** Use **This Week's Words** to complete the activity.
- **Challenging:** Use **Bonus** words to complete the activity.

1. **Language Arts/Writing Rhyming Words** Have the children write rhyming word pairs for any four words from This Week's Words list. Tell them to make rhyming words by changing the first letter of a word to another initial consonant that they have studied in Units 1–3. You may wish to refer children to page 253 in the **Writer's Guide**.

■ **COOPERATIVE LEARNING:** Have each group make a chart of rhyming word pairs using the three word lists from Units 1–3. Each child within a group should choose five words from one of the lists. Children should make rhyming words by substituting initial consonant letters. Have them check each other's word pairs to make sure that they rhyme. Once the lists are checked, children can add the words on their lists to the group chart.

2. **Language Arts/Writing Riddles** Have the children write riddles for three of the words on This Week's Words list. Ask

the children to make up three clues about each word. Here is an example:

I can fly very fast.
I have two wings.
I carry people and things to many places.
What am I? (a jet)

When the children have completed their riddles, ask them to choose one to read to a classmate. The classmate should then guess the spelling word that answers the riddle.

■ **COOPERATIVE LEARNING:** Have each group write riddles using any four words from the three word lists from Units 1–3. Each child within the group should write one clue for each word. Here is an example:

I am found in a house or other building.
I can be long or short.
I lead to many rooms.
What am I? (a hall)

Once the four riddles have been completed, the groups should exchange riddles. Each group should then write the answers to the riddles.

3. **Science/Writing About What Happens** Have each child write a story about a seed using the words *seed*, *jar*, *left*, *soon*, and *live*. As a **before writing** activity, have them think about what happens to seeds when they are planted in soil. Ask them to draw a picture showing what happens first, next, and last. When the children are ready to **write**, ask them to write the events in order, using the words *first*, *next*, and *last*. Remind them to use the spelling words *seed*, *jar*, *left*, *soon*, and *live*. **After writing**, each child should check his or her description by making sure the events are in order. Refer the children to the **Revising Checklist** on page 248 of the **Writer's Guide**. Finally, ask the children to make up titles for their stories and **share** them by placing them together in a class book.

■ **COOPERATIVE LEARNING:** Tell the children to write a story about what happens to a seed when it is planted, using as many spelling words as possible. As a **before writing** activity, have the children list on chart paper what happens first, next, and last. Have the groups **write** their stories using the information on their charts. Have each group choose one child to begin the story and then each group member, in turn, should add a sentence. Remind the children to write the events in order, using the words *first*, *next*, and *last* along with some spelling words. The group should choose one child to record the story. **After writing**, other group members should check the story to see that the events are in order. Each child within the group should check the story for spelling, capitalization, and punctuation. Refer chil-

children to the **Revising Checklist** on page 248 of the **Writer's Guide**. Have the group choose one child to rewrite the description on a clean sheet of paper. Each group should **share** its writing by having a group member read the story aloud.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

- gold** Dad has two *gold* coins. **gold**
- gone** Don has *gone* to the movies. **gone**
- hall** The principal walked down the *hall*. **hall**
- has** The cat *has* three kittens. **has**
- jar** You can put the blue paint in this *jar*. **jar**
- jet** We took a *jet* plane to Rome. **jet**
- left** Grandma waved to us as we *left* her house. **left**
- live** We *live* in the state of Kansas. **live**
- seed** Each plant has a different kind of *seed*. **seed**
- soon** The sun will set pretty *soon*. **soon**

Mastery Words

- he** We told Jim *he* could go with us. **he**
- let** They should *let* the grass grow. **let**
- say** Can you *say* the Pledge of Allegiance? **say**
- see** You can *see* the flag from here. **see**

Bonus Words

- goodness** Mrs. Allen is known for her *goodness*. **goodness**
- happy** It was a *happy* day when Butch came home. **happy**
- heard** Have you *heard* the good news? **heard**
- joke** Let's make a class *joke* book. **joke**
- large** Sheila ate a *large* orange. **large**
- sunny** It was a bright, *sunny* day. **sunny**

Dictation Sentences

This Week's Words

- He *has left* on a *jet*.
- The *seed jar* was in the *hall*.
- All the *gold* was *soon gone*.
- A cat does not *live* in a tree.

Mastery Words

- He will let* you see the car.
- Your mother will *say* yes.

Bonus Words

- See the *goodness* of a *sunny* day.
- I *heard* a *joke*.
- Get me a *large* bag.
- The sun makes me *happy*.

For the Home

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

1. Language Arts/Writing Sentence Clues for Spelling

Words Have the children write sentence clues for some of their spelling words. Tell them that each of their sentences should tell about a spelling word. Here is an example:

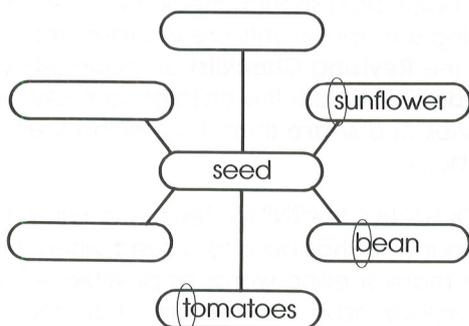
I begin with the letter *g*.
I rhyme with *cold*.

Have the children read their clues to a parent or friend.

2. Language Arts/Categorizing Words by Beginning Letter

Have the children write these initial consonant letters as column headings: *g*, *h*, *j*, *l*, and *s*. Next, have children write their spelling words under the appropriate letters. Then have them list foods that they have in their homes that begin with these letters. When children have finished, have them read their lists to a parent or friend.

3. **Science/Making a Cluster About Plants** Have the children start a word cluster by writing the word *Seed* in the middle of a sheet of paper. Ask children to think about the initial consonant letters that they learned about in Units 1–3. (*b*, *m*, *n*, *p*, *r*, *t*, *d*, *f*, *v*, *w*, *y*, *g*, *h*, *j*, *l*, *s*) Ask the children to think of things that grow from seeds whose names begin with those letters. Have them write the names on their papers to build the cluster, circling the beginning letter in each word as in the example that follows.



4. **Social Studies/Writing About Helping at Home** Have the children write about how they help their family at home, using as many spelling words as possible. Encourage the children to illustrate what they write. When they have finished their pictures, have them read their sentences and show their pictures to a parent or another adult in their homes.

RETEACHING STRATEGIES FOR SPELLING

Children who have made errors on the Unit Test may require reteaching. Use the following **Reteaching Strategies** and **Follow-up Masters 3A** and **3B** for additional instruction and practice of This Week's Words. (You may wish to assign **ELL Reteaching Follow-up Master 3** for reteaching of spelling words.)

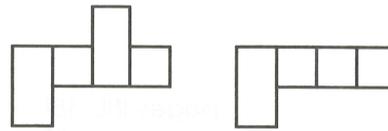
A. Discovering Spelling Ideas

- Say the following words as you write them on the chalkboard:

get give
- Have the children say the words aloud. Ask what sound they hear at the beginning of *get* and *give*. (/g/) Then ask what letter spells the sound /g/ in these words. (g)
- Ask the children what they have learned about the spelling for the beginning sound /g/ as in *get* and *give*. (It is spelled with g.)
- Follow the same procedure to have the children identify the letters that spell the beginning sounds /h/ (*here, house*); /j/ (*jog, jump*); /l/ (*let, lake*); /s/ (*sell, sat*).

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 *gate* and *give*. Have the children identify "short," "tall," and "tail" letters.
- Draw the configuration of *gate* and *give* on the chalkboard, and ask the children which word fits in each shape.



Use **Reteaching Follow-up Master 3A** to reinforce spelling ideas taught in Unit 3.

Name _____

UNIT **3**

Reteaching Follow-up A Discovering Spelling Ideas

THIS WEEK'S WORDS
 gold hall jar left seed
 gone has jet live soon

1. Write two words that begin with the same consonant sound as each picture name. Use This Week's Words.

(seed) (soon)

(left) (live)

(hall) (has)

(jar) (jet)

(gold) (gone)

2. Circle the letter that spells the beginning consonant sound.

3. Read the sentences. Mark the box next to the one that is true.

The letters g, h, j, l, and s do not spell consonant sounds.

The letters g, h, j, l, and s spell consonant sounds.

Reteaching • 5

Use **Reteaching Follow-up Master 3B** to reinforce spelling of This Week's Words for Unit 3.

Name _____

UNIT **3**

Reteaching Follow-up B Word Shapes

A. Write each of This Week's Words in its correct shape. The first one has been done for you. **Children may interchange answers that fit the same configuration.**

1. 2.

3. 4.

5. 6.

7. 8.

9. 10.

THIS WEEK'S WORDS

gold
gone
hall
has
jar
jet
left
live
seed
soon

B. Add a consonant letter for the beginning sound /g/, /h/, /j/, /l/, or /s/ to make a new word. Write the word. Draw boxes around each letter to show its shape. The first one has been done for you.

11. ___ live

13. ___ ump

15. ___ ast

12. ___ is

14. ___ un

6 • Reteaching

Do these steps if you are not sure how to spell a word.

- **Say** the word. Listen to each sound. Think about what the word means.
- **Look** at the word. See how the letters are made. Try to see the word in your mind.
- **Spell** the word to yourself. Think about the way each sound is spelled.
- **Write** the word. Copy it from your book. Check the way you made your letters. Write the word again.
- **Check** your learning. Cover the word and write it. Did you spell it correctly? If not, do these steps until you know how to spell the word.

UNIT 1 Follow the directions. Use words from Unit 1.

1. Name the two things in the picture. Write two words with the same beginning sounds.



Word order may vary.

_____ bag _____

_____ next _____

UNIT 1

- bag
next
real
men
pan

2. Write the word that begins with the same sound as .

_____ real _____

3. Finish the sentence. Use a word that starts with m.

The two men shook hands.

4. Finish the sentence. Use a word that starts with p.

Ann put the pan on the stove.

TEACHING PLAN

Objectives To review and write words with initial sound-letter relationships /b/b, /m/m/, /n/n, /p/p, /t/r; to follow written directions; to listen for initial consonant sounds in words; to write legible manuscript letters; to use context clues.

1. Review the directions to the exercises on page 29. Remind the children that the answers to the exercises are to be found only among the five review words on page 29.
2. Have the children complete the exercises independently. You may refer them to the **Writer's Guide** at the back of the **Pupil Book** for a review of the spelling generalizations for Unit 1.

TEACHING PLAN

Objectives To review and write words with initial sound-letter relationships /t/t, /d/d, /f/f, /v/v, /w/w, /y/y, /g/g, /h/h, /j/j, /l/l, /s/s; to follow written directions; to use context clues; to write legible manuscript letters; to understand the meaning of words in context; to listen for initial consonant sounds in words; to write complete sentences.

1. Review the directions for the exercises on page 30. Remind the children that the answers to the exercises are to be found only among the ten review words on page 30.
2. Have the children complete the exercises independently. You may refer them to the **Writer's Guide** at the back of the **Pupil Book** for a review of the spelling generalizations for Units 2 and 3.

EXTENDING THE LESSON

Have the children draw pictures to illustrate three review words. They may draw three separate pictures, or they may put all three things in one picture. When they have finished their drawings, have them write a sentence or two describing what they have drawn. Tell them to use the review words in their sentences.

UNIT 2

does
went
woman
your
very

UNIT 3

gone
left
has
soon
jet

UNIT 2 Follow the directions. Use words from Unit 2.

5. Finish the sentence. Write two words that start with w.

The woman went to the store.

6. Write one word to make this sentence a question.

Freddie likes to skate.

Does Freddie like to skate?

Write the word that begins with the same sound as the picture.

7.  your 8.  very

UNIT 3 Finish each sentence. Use a word from Unit 3. The word should begin with the same sound as the name.

9. Gary is gone. 
10. Luis left, too.
11. Heidi has to go home. 
12. Sue will come soon.
13. Jim will come on a jet.

Review: Units 1 and 2

Name _____ UNIT 6

Review A: Units 1-2

A. UNIT 1 Name the picture. Write a word that begins with the same sound. Use words from Unit 1. One word is used two times.

1.  pan 2.  next

3.  bag 4.  real

5.  men 6.  pen

B. UNIT 2 Look at each picture. Cross out the letters that spell the picture word. The letters that are left spell one of the words from Unit 2. Write the word.

7.  w e n t went

8.  y o u r your

9.  d o e s does

10.  v e r y very

11.  w o m a n woman

Extra Practice • 21

Review: Units 3 and 4

Name _____ UNIT 6

Review B: Units 3-4

A. UNIT 3 Make a spelling word from each group of letters. Write the word from Unit 3.

1. l f e t left 2. s h a has

3. o s n o soon 4. e l j jet

5. e g n o gone

B. UNIT 4 Look at the letters that stand for /k/ in the underlined word. Write a word that spells /k/ the same way. Use a word from Unit 4.

6.  The duck is stuck in the tree.

7.  The cook looks at his book.

8.  Carrie wants a cup of milk.

9.  Keep the kite up high.

10.  She will pick the plums and pack them.

22 • Extra Practice

UNIT 4 Add the letters that stand for /k/. Write words from Unit 4.

14. ___eep keep 15. ___ook cook
 16. du ___ duck 17. coo ___ cook
 18. ___ up cup 19. pi ___ pick

UNIT 4

- cook
keep
duck
cup
pick

UNIT 5 Follow the directions. Use words from Unit 5. Write the opposite of each word.

20. slow fast 21. first last

Change the underlined letter in each word. Write a word from Unit 5.

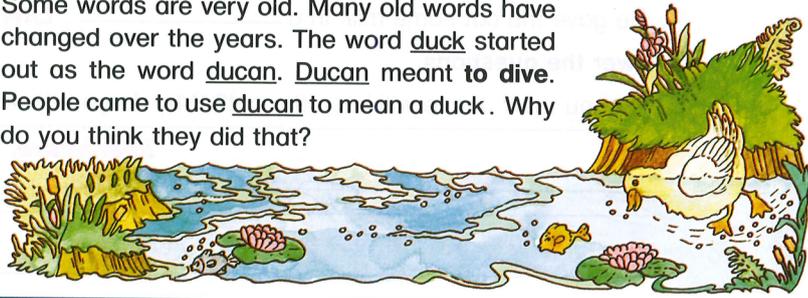
22. band hand 23. lost last
 24. sad bad 25. fan man

UNIT 5

- bad
last
hand
fast
man

WORDS IN TIME

Some words are very old. Many old words have changed over the years. The word duck started out as the word ducan. Ducan meant to dive. People came to use ducan to mean a duck. Why do you think they did that?



TEACHING PLAN

Objectives To review and write words with these sound-letter relationships: initial /k/c, k; final /k/k, ck; to review and write words with the vowel sound /a/; to follow written directions; to analyze structural elements to spell words; to write legible manuscript letters; to engage in creative dramatics and nonverbal communication activities; to write complete sentences.

1. Review the directions to the exercises on page 31. Remind the children that the answers to the exercises are to be found only among the ten review words on page 31.
2. Have the children complete the exercises independently. You may refer them to the **Writer's Guide** at the back of the **Pupil Book** for a review of the spelling generalizations for Units 4 and 5.
3. Review the children's answers on pages 29–31 orally, or have volunteers write them on the chalkboard.

For reinforcement in writing review words for Units 1–5, you may wish to assign **Review Masters 6A, B, and C**.

WORDS IN TIME

Read **Words in Time** aloud with the class. Have the children answer the question. (because ducks dive under the water) Tell the children that many animals and people got their names from what they do.

Review: Unit 5

Name _____ UNIT 6

Review C: Unit 5 • Test Exercise

A. UNIT 5 Write the words that fit together. Some letters are given to help you. Use all the words from Unit 5.

UNIT 5

bad
last
hand
fast
man

B. UNITS 1–5. Fill in the circle below the word that is spelled wrong.

1 very next pann	5 fast hand yor
<input type="radio"/> a <input type="radio"/> b <input checked="" type="radio"/> c	<input type="radio"/> a <input type="radio"/> b <input checked="" type="radio"/> c
2 left cook pick	6 men gone rael
<input checked="" type="radio"/> a <input type="radio"/> b <input type="radio"/> c	<input type="radio"/> a <input type="radio"/> b <input checked="" type="radio"/> c
3 dab man fast	7 haas jet soon
<input checked="" type="radio"/> a <input type="radio"/> b <input type="radio"/> c	<input checked="" type="radio"/> a <input type="radio"/> b <input type="radio"/> c
4 real kepe does	8 cup pik woman
<input type="radio"/> a <input checked="" type="radio"/> b <input type="radio"/> c	<input type="radio"/> a <input checked="" type="radio"/> b <input type="radio"/> c

Extra Practice • 23



Spelling and Reading
Sentences That Describe

Read the story. Look for the describing words.

Jamie sat at the table. He ate some carrot cake and drank some milk. His mother called to him. Jamie ran as fast as he could to his mother. He helped her lift a big bag. Then he went back to finish his milk, but it was gone. Where did it go?



Jamie carefully looked around. In a corner, he saw a small, sad cat. It was very thin and the color of gold. It had one blue eye and one yellow eye. Its whiskers were long, white, and dripping with milk.

Jamie smiled. What a surprise! He put some milk in a pan. The cat lapped the milk. Jamie said, “Soon you will be a fat, happy cat!”

Finish each sentence. Use a word from the story.

1. Jamie drank some milk and ate some carrot

_____. *Literal*

See answers below.

2. He helped his mother lift a big _____ . *Literal*

3. He came back and saw a _____ . *Literal*

4. He gave the cat some milk in a _____ . *Literal*

Answer the questions.

5. Do you think Jamie will keep the cat? Why do you think so?

*Interpretive,
Critical*

TEACHING PLAN

Objectives To analyze and respond to sentences that describe; to identify describing words in sentences; to proofread written answers for spelling.

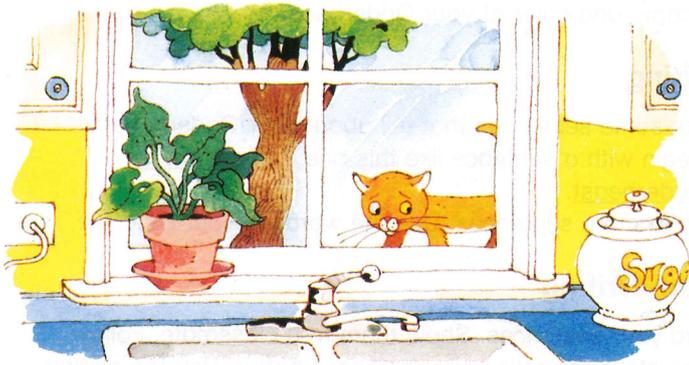
1. Tell the children that they will read a descriptive story that includes a number of spelling words from Units 1–5. Explain that words that describe nouns are called describing words. Tell them that describing words can tell about color, size, and shape, or about how something feels, sounds, smells, or tastes. Explain that the story will serve as a model for their own writing.
2. Have the children read the story to find out how the cat looked. Tell them to look for words that describe the cat.
3. Have the children read the descriptive story and answer the questions independently. Tell them to underline the review words in their answers and to proofread their answers for spelling.
4. Spot-check children’s answers. Review answers orally.

Spelling and Reading Answers

1. cake 2. bag 3. cat 4. pan 5. Jamie will probably keep the cat because he fed it and said, “Soon you will be a fat, happy cat.”

On this page, students will read:

- Unit words from the preceding five units;
- words reviewed in this unit;
- words that follow the generalizations taught in the preceding five units.



TEACHING PLAN

Objectives To identify describing words in sentences; to write sentences that describe.

1. Have the children read the first paragraph of **Think and Discuss** on page 33. Ask them if the cat in the picture looks like what they imagined from reading the story on page 32. What words in the story gave you clues to how the cat looks? (gold, thin, small, sad)
2. Have the children read the rest of **Think and Discuss** independently and answer the questions. Ask them to give examples of other words that could have been used to describe the cat.
3. Then have the children read **Apply** at the bottom of page 33. Tell them that they will write sentences that describe a make-believe animal. Have them use words that tell about size, shape, and color. Remind the children to use words that will help their classmates picture the animal.

Summarize Learning

Have the children identify a describing sentence. (a sentence that describes a noun)

Words to Help You Write

cat
cow
duck
fast
felt
gone
has
last
live
next
pat
real
soon
tell
very

Think and Discuss

Look at the picture. Have you seen this cat before? You might know it from the story you read on page 32.

In the story, the writer uses describing words to tell about the cat. What word does the writer use to describe the color of the cat? Is the cat large or small? What shape is the cat? Is it happy or sad at the beginning of the story?

Choose words carefully when you describe something. Use words that tell about size, shape, and color.

Apply

Now it is your turn to write **sentences that describe**. You are going to tell about a make-believe animal. Use words that will help your classmates picture the animal.

33

Think and Discuss Answers

A. The writer uses the word *gold* to describe the color of the cat. B. The cat is small. C. The cat is very thin. D. The cat is sad.

TEACHING PLAN

Objectives To write sentences that describe; to edit descriptive sentences for content; to proofread sentences for punctuation, spelling, and capitalization; to revise sentences, using editing and proofreading marks.

- Before Writing** Have the children draw a picture of their make-believe animal, Odderbeast. Have them color the animal. Then ask the children to list words that describe their animal. Remind them to write words that tell about the animal's size, color, and shape and also what the animal feels like.
- Writing** Before the children begin writing, remind them that a describing word tells about a noun. Explain that they should write sentences using the describing words from their list. Have the children write their first drafts. They may use some spelling words listed on page 34 or other review words in their sentences. Children may refer to the **Writer's Guide** on page 242 for a definition and a model of a describing word.
- After Writing (Editing and Proofreading)** Have the children read their sentences to a classmate. Ask the classmates if they can picture what was described. Children should consider their classmates' comments as they revise their sentences. Remind them to use the **Spelling Dictionary** to check their spelling. To help the children proofread their sentences, have them refer to the models in the **Writer's Guide**.

To help children use more colorful words in their sentences, you may wish to have them use the **Writer's Word Bank**.

Editing and Proofreading Marks

- ≡ capitalize
- ⊙ make a period
- ^ add something
- spell correctly



Before Writing

Draw a picture of a make-believe animal. We'll call it an Odderbeast.

- Look at your picture. List words that describe the size, shape, and color of your Odderbeast.

Writing

Write some sentences that tell about your Odderbeast.

- Begin with a sentence like this one: I once saw an Odderbeast.
- Write more sentences. Use the words in your list.

After Writing

Read your sentences. Show them to a classmate. Follow these steps to make your sentences better. Use the editing and proofreading marks to show changes.

Editing

- Make sure you used words that tell about size, shape, and color. Add more describing words if you need them.

Proofreading

- Be sure you spelled each word correctly.
- Be sure to begin each sentence with a capital letter. Use a period or question mark at the end of each sentence.



WRITER'S GUIDE If you need help with capital letters and periods, turn to pages 255 and 256.

Copy your describing sentences onto a clean paper. Write neatly.

Sharing

Share your describing sentences with your classmates. Ask if they can picture your Odderbeast.

- Sharing** Have the children show their pictures and read their describing sentences to the class.

For additional practice in language skills, you may wish to assign **Language Study Master 1**.

Extra Practice: Language Study

Name _____ UNIT **6**

Language Study

Here are all the letters of the alphabet in ABC order.
a b c d e f g h i j k l m
n o p q r s t u v w x y z

A. Write these groups of words in ABC order.

1. man last fast	fast	2. next bag pan	bag
	last		next
	man		pan

3. very does went	does	4. soon gone jet	gone
	very		jet
	went		soon

B. Draw a line. Connect the words in ABC order.

cook — pick
duck — keep

5. Write the name of the picture you drew. cup

24 • Extra Practice

next
pan
bag
very
does
went
jet
gone
soon
cup
cook
pick
duck
keep
man
fast
last