Teacher's Edition

PERFECTION LEARNING SPECIAL STATES 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,

One of the most visible factors in evaluating anyone's writing, student or adult, is whether the words are spelled correctly. 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.

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 Vocabularies); and
- The American Heritage Word Frequency Book.

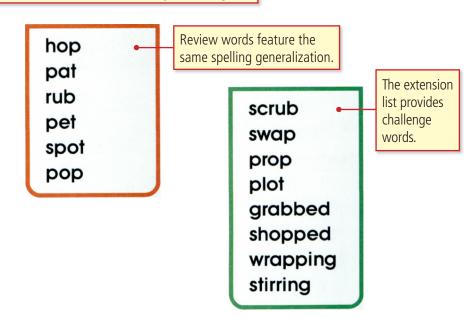
Additionally, several other vocabulary and word-frequency studies were used to determine the core of high-frequency words that must be included and to make judgments about the utility of additional words.

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



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*.



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 soundsymbol correspondences alone. . . ."—Bob Schlagal, "Classroom Spelling Instruction: History, Research, and Practice," Fall 2002.

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. De
3. We
4. me
5. See
6. Tree 108 © Perfection Learning Spelling • LEVEL 1

The Sounds /ch/ and /th/ pitcher catcher gather bathe scratch 7. patch 8. chase 9. spinach 10. ranch 11. rather 12. feather 13. clothing The Unit Words 14. whether A consonant digraph is two letters together that stand 15. hatch Say the word chat, and listen to the beginning sound. 16. ditch The consonant digraph **ch** stands for the sound /ch/. The Unit words show another way to spell /ch/. In *pitcher* and 17. chance catcher you spell /ch/ with tch. 18. charge Say the word gather, and listen to the sound the 19. leather consonant digraph th stands for. The sound /th/ is always 20. machine 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.

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.

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

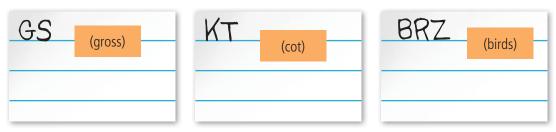
Children progress through certain stages on their way to becoming competent spellers. **Perfection Learning Spelling** was designed with an understanding and appreciation of these stages of development.

Emergent Spellers

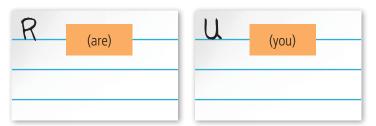
Young children's writing is made up of random strings of letters and sometimes numbers to represent words or a complete message. Children use both lowercase and capital letters in their writing, At this stage, they do not demonstrate a knowledge of letter-sound correspondences.

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.



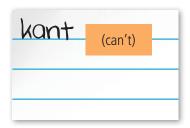
Vowels, medial consonants, and syllables are not represented. Children may also use letter names to represent sounds in words.



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.

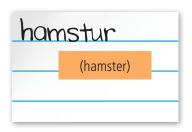


When phonetic spellers are unsure of the correct letter to represent a sound, they often select a letter that represents another sound made in the same part of the mouth.



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.



"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

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.

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.

- 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 age or ge (edge, image)
 initial j before a, o, or u (jar, job, jump)
- 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)
- 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 I clusters Initial: bl, cl, fl, gl, pl, sl (blue, glad, etc.) Final: Id, If, Ik, Ip, It (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 assilated with the initial sound of the root word (ad + prove = approve, com + relate = correlate)

"Silent" Letters

Certain spellings in specific syllable and word locat 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 associate with the sound (hat, end, sit, not, up).
- 2. In a few words, the short vowel sound is spelled variant ways, such as /e/ in head, or /u/ in lov



Long Vowel Sounds

1. The sound /ā/
usually spelled vowel-consonant-e (VCe) pattern
(save, make)
often spelled ai when followed by /l/, /d/, /n/,
/m/, or /t/ (mail, paid, rain, claim, wait)
often spelled a when it is the final sound in a
syllable (pa'per, na'vy)
in final position, often spelled ay (stay, away)

2. The sound /ē/ most often spelled ea and ee (each, pea, meat; tree, sweet) in syllabic final position, often spelled e (detail) at the end of a word, usually spelled y (baby,

In a few words, $/\bar{e}/$ is spelled in other ways (eve, field, people, receive, monkey).

- The sound /T/ 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

story)

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

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

- 8. The sound /ä/ usually spelled a (calm)
- 9. The sound /e/ The schwa sound occurs only in multisyllabic words. It is always in an unaccented syllable ar 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.

- Final e
 For most words ending in e, drop the e before adding endings that begin with vowels (sensesensing, sensible, sensory).
 If the ending begins with a consonant, keep the e (sense—senseless).
- Final y
 For words ending in a consonant and y, chang the y to i when adding endings (happy—happi est, happily, happiness).

 But if the suffix begins with i, keep the y (carrying).
- 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 (snapsnapping, snapper, snappy). For words of more than one syllable, double the final consonant if the accent is on the last syllable (forget'—forgetting, but mar'ket marketing).

Forming Plurals

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

Spelling Possessives

- 1. To form the singular possessive, add an apostro phe and s (boy—boy's).
- **2.** To form the plural possessive, add the apostrophe after the *s* (*girls—girls*′).
- 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 wordstudy 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,

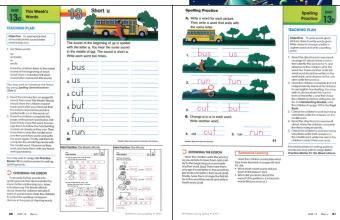
and Bonus Words (challenge). Two lists for Level 1: This Week's Words and Star Words (challenge).

- 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



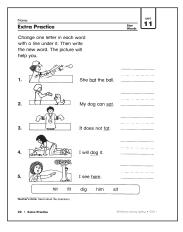
Spelling

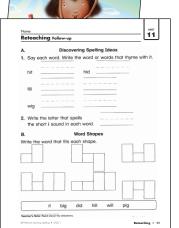




Teacher Resource Book

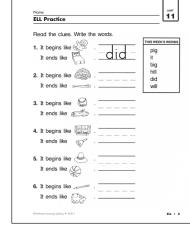
- Extra practice activities for Unit Words, Mastery Words, and Bonus Words
- Additional Language Arts practice activities
- Additional assessment options including Diagnostic Pretests, Mastery Words Tests, Bonus Words Tests, and Writing Sample Tests
- Reteaching Follow-Up activities
- Parent letters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

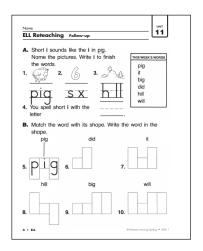




Suggestions and Activities for English Learners

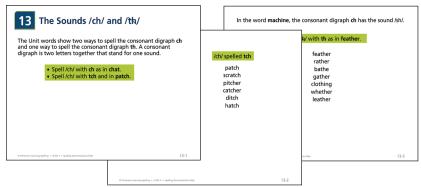
- Unit-specific practice and reteaching activities
- Teaching strategies for all activities
- Answer Key





Classroom Presentation Slides

 Unit-specific slides introduce and explain spelling generalizations.



Audio Support

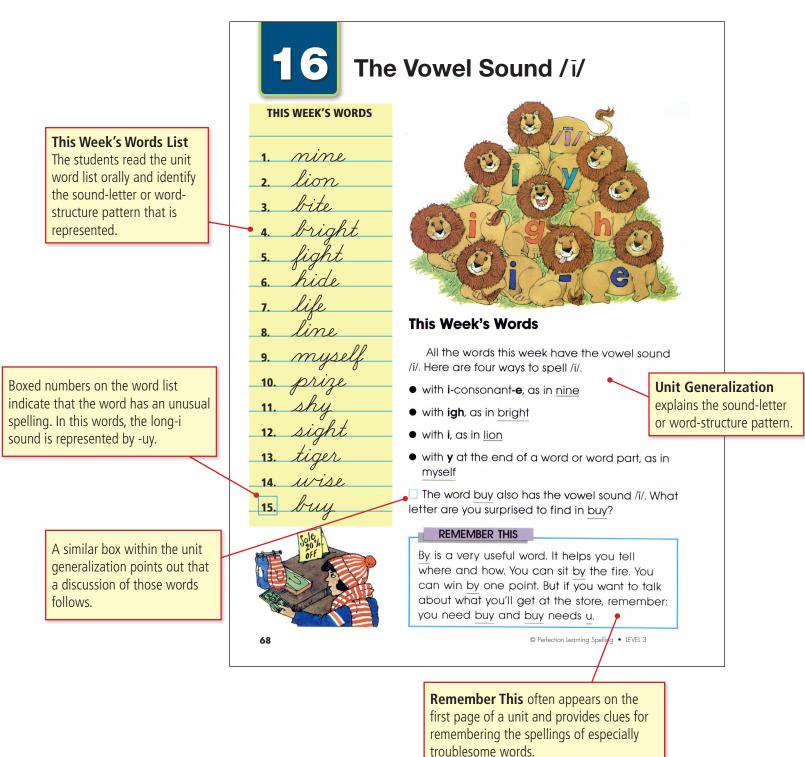
• Digital audio files for dictation posttests on unit words, mastery words, and bonus words.

STUDENT BOOK

Instructional Unit

The Unit Words

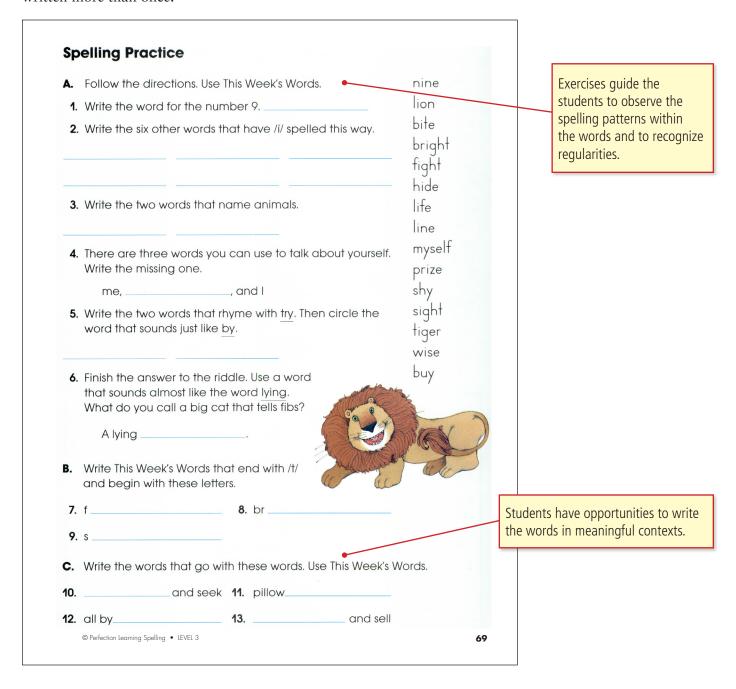
The numbered Unit word list, called **This Week's Words**, is presented in the Student Book in cursive on the first page of each instructional unit.



TE16

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 characteristics and relationships among the unit words. Students write each word at least one time on this page; most words are written more than once.



STUDENT BOOK

Instructional Unit

Spelling and Language

The third page of each instructional unit in the Student Book is devoted to spellingrelated 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

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

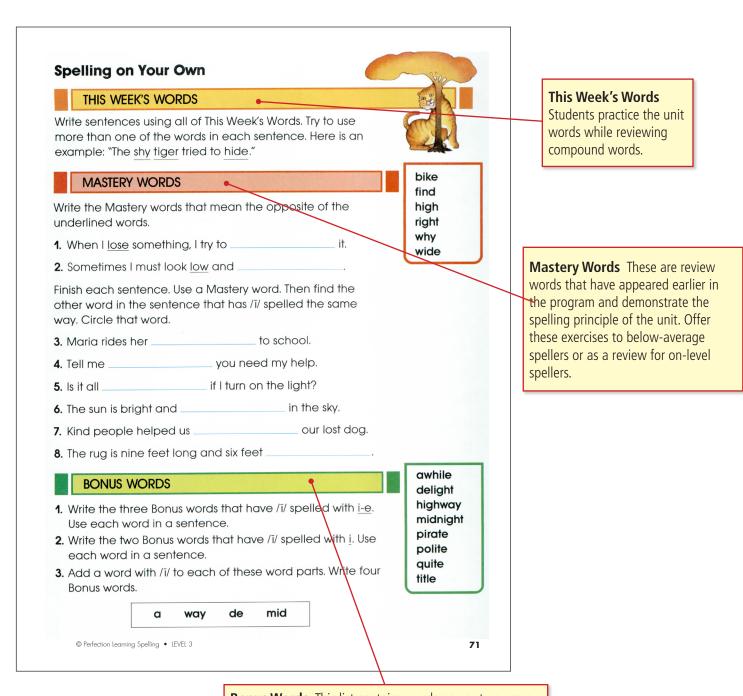
Spelling and Language • Rhyming Words Finish the poem with words that rhyme with the words in dark print. Use This Week's Words. Write your answers below WEEK'S WORDS the poem. nine lion On a night so warm and fine, bite As the clock was striking $\frac{1}{}$, I met a frog, quite by **surprise**, That looked so very old and **2** bright fight hide As it chewed upon a fly, It asked me why I was so 3 life line myself 2. prize shy Writing on Your Own sight Write two rhyming sentences that end with bright and tiger sight. Then write some more rhyming sentences using This wise Week's Words. WRITER'S GUIDE For an example of a rhymina poem, turn to page 254. **HANDWRITING**

The lowercase letter **n** The lowercase letter **m** touches the midline touches the midline three midline three two times. 1. Practice writing n N, m M, in cursive. 2. Write this sentence: I went to Maine. 70 © Perfection Learning Spelling • LEVEL 3

> **Handwriting** The third part of this page reviews cursive letter formation. Using the Dictionary to Spell and Write and **Proofreading** are two other types of exercises featured on this page in the instructional units.

Spelling on Your Own

This page of each instructional unit provides exercises for reviewing the Unit Words, Mastery Words, and Bonus Words.



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

STUDENT BOOK

Review Unit

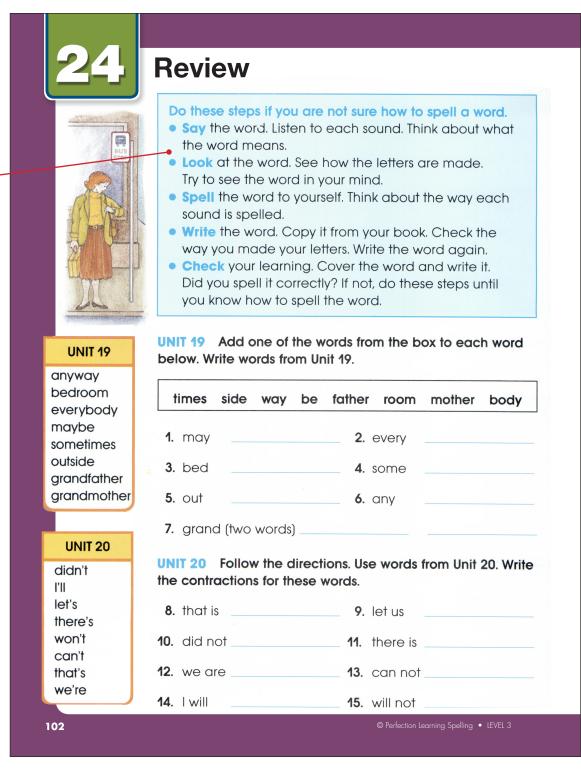
Spelling Review

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 students 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.



UNIT 21 Follow the directions. Use words from Unit 21. Finish the story. The clues /ô/ and /ôr/ are given. You will use some words twice.

My aunt /ô/ $\underline{16}$ us a funny game. You draw straws. There are /ôr/ $\underline{17}$ long ones and one that is /ôr/ $\underline{18}$. Whoever gets the short /ô/ $\underline{19}$ must /ô/ $\underline{20}$ only in rhymes. I got the /ôr/ $\underline{21}$ /ô/ $\underline{22}$. So wherever I /ô/ $\underline{23}$, in rhymes I must /ô/ $\underline{24}$.

UNIT 21

talk taught straw short four born walk

north

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.

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

16. _____ 17. ____

19. _____ 20. _

22. _____23.

Write the word that rhymes with e

25. horn _____ 26.

27. caught ______ **28.**

UNIT 22 Follow the directions. Us

29. Write the three words that have

30. Write the two words that have

31. Write the two words that have

32. Write the word that has /ûr/sp

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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.

1	IN	П	т	2	2

18.

park yard heart stairs bear card hair air

UNIT 23 Follow the directions. Use words from Unit 23.

33. Write the four words that have /är/. Draw a line under the letters that spell /är/ in each word.

34. Write the four words that have /âr/. Draw a line under the letters that spell /âr/ in each word.

35. Write the word from 34 that is a plural word.

Add a word to each word below to make a compound word. Then write the compound word.

36. back + _____ = ____

37. up + _____ = ___

38. Write the two words that rhyme with air.

39. Finish this sentence.

Amanda drew a red ______ on the birthday

she gave to her mother.

WORDS IN TIME

The word <u>bear</u> comes from the old word <u>bera</u>. <u>Bera</u> meant "the brown one." Can you guess why people gave this name to a bear?



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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.

Students review the format and parts of a friendly letter featuring many review words from the previous five units. Students read the letter after a purpose for reading has been established.

Spelling and Reading

A Friendly Letter

Read the following friendly letter. Look at the five parts.

387 Jirst Strut Boulder, Colorado 80302 July 15. ____

Heading

Greeting

Dear Gail.

I can't wait for you to come next month. Wire going to have a lot of fun.

It's going to be my birthday while you're here. Mom is planning a party for me. It will be outside in our yard.

Ill talk to my dad about taking us fishing. He just taught me how to fish. I only wish your visit were going to be longer. Four days is such a short time!

What is new with you? Write soon and tell me.

Your friend. Mary **Body**

Closing Signature

Students write answers to the comprehension questions over the letter. The comprehension questions have been written to elicit answers that include review words.

Write the answers to the questions.

- In the letter, where does Mary say her birthday party will take place?
- 2. How long will Gail's visit be?
- **3.** How does Mary feel about the length of Gail's visit?
- **4.** Why do you think Mary asked Gail what's new with her?

Underline the review words in your answers. Check to see that you spelled the words correctly.





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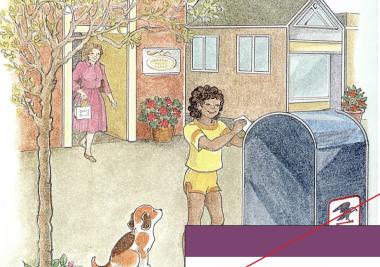
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Spelling and Writing

A Friendly Letter



grandmother grandfather didn't l'II let's there's we're talk learn early park yard



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.

Think and Discuss

A friendly letter is a letter you relative. You can tell about thing can also ask what your friend or

Look at Mary's letter on page What did she tell Gail about? WI Gail?

Look at the five parts of Mary capital letters? Where did she us

Apply

Now you will write a **friendly I** guidelines on the next page.

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

Prewriting

Get ready to write a friendly letter to a friend or relative who lives in another town.

- Choose someone to receive your letter.
- Make a list of some things you did that might interest the person to whom you are writing.
- Make a list of some things you would like to know about the person.

THESAURUS If you need more words to tell about things you did, turn to page 203.

Composing

se your lists to write your letter.

- Write about what you have been doing.
- Ask about news your friend or relative might have.

Revising

Read your letter. Follow these guidelines to improve your work. Use the editing and proofreading marks to show changes.

Editina

- Make sure your letter has all five parts.
- Check that you told something about yourself.
- Be sure you asked about the other person.

Proofreading

- Check your spelling and correct any mistakes.
- Check your capitalization and punctuation.

Copy your letter onto a clean paper. Write carefully and neatly.

Publishing

Send your letter to your friend or relative. Or share your letter with your classmates by posting it on a class bulletin board. See what information other children included in their letters.

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Editing and Proofreading Marks





∧ add
something

add a comma take

something away

orrectly

indent the paragraph make a

make a
/ lowercase
letter

transpose

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Previewing the Unit

Previewing the Unit

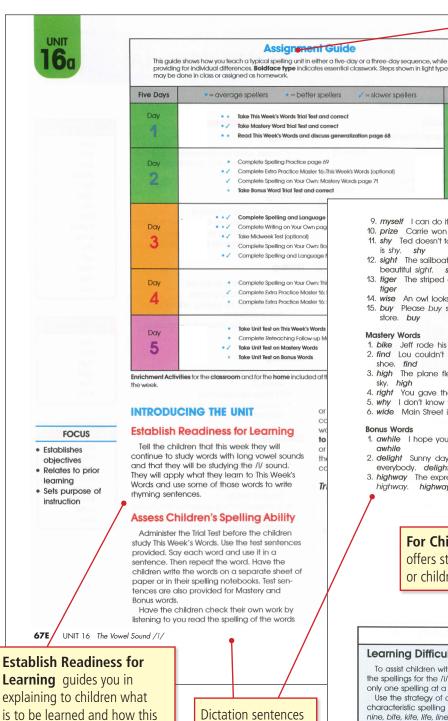
Use this overview page

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.

to prepare for the unit. **Learner Objectives** Comprehensive, unit-specific UNIT lists of objectives in spelling The Vowel Sound /ī/ 16 and language arts facilitate the creation of lesson plans and standards correlations. **PREVIEWING THE UNIT Unit Materials Learner Objectives** THIS WEEK'S WORDS Instruction and Practice Spelling nine pages 68-71 Pupil Book • To spell words that demonstrate the soundlion **Unit Words** These are Teacher's Edition letter relationships /ī/i-consonant-e, igh, i, bite All program Teaching Plans pages 68-71 bright the principal words for **Enrichment Activities** materials fiaht For the Classroom page 71A the unit. They have been Reading hide relevant to the For the Home page 71B life page 71C Reteaching Strategies chosen to fit the same • To follow written directions. unit are listed line • To use context clues for word identification. spelling generalization. myself so that you can • To use a dictionary to locate information. Testing prize To use the dictionary for word meaning. easily gather shv Teacher's Edition sight pages 67E-67F what you need. Trial Test Writing tiger **Unit Test** page 71B wise **Dictation Test** page 71B • To write rhyming sentences. buy • To use the writing process. To proofread for spelling, capitalization, **Additional Resources** and punctuation. PRACTICE AND REINFORCEMENT **MASTERY WORDS** To write legible manuscript and cursive Mastery Words These review Extra Practice Master 16: This Week's Words bike Extra Practice Master 16: Mastery Words words were previously featured find Extra Practice Master 16: Bonus Words Listening ELL Practice Master 16 high in the program and follow the Spelling and Language Master 16 right • To listen to identify words with the vowel same spelling generalization. Study Steps to Learn a Word Master why RETEACHING FOLLOW-UP • To follow oral directions. wide • To appreciate sound devices of rhythm Reteaching Follow-up Master 16A: and rhymina. Discovering Spelling Ideas Reteaching Follow-up Master 16B: Word **BONUS WORDS** Shapes Speaking ELL Reteaching Follow-up Master 16 awhile • To speak clearly to a group. delight TEACHING AIDS • To read stories and poems. highway Spelling Generalizations Slide 14 To respond to a question. midnight **Bonus Words** Unit-specific • To express feelings and ideas about a pirate **Common Core State Standards** piece of writing. Additional words for polite Common Core To present rhyming sentences and poems. auite Reading—Foundational Skills: 3.3d, extending the lesson. • To contribute ideas and information in State Standards title group discussions. are provided. Writing: 3.4, 3.5 Speaking/Listening: 3.1c Language: 3.2f, 3.2g, 3.4a, 3.4d © Perfection Learning Spelling • LEVEL 3 UNIT 16 The Vowel Sound /ī/

Introducing the Unit

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



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

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.

9. myself I can do it myself. myself

Three Days

- 10. *prize* Carrie won first *prize*. *prize*11. *shy* Ted doesn't talk much because he
- is shy. shy
 12. sight The sailboats on the lake are a beautiful sight. sight
- 13. tiger The striped cat looks like a tiger. tiger
- 14. wise An owl looks very wise. 15. buy Please buy some milk at the store. buy

Mastery Words

✓ = slower spellers

- bike Jeff rode his bike to school. bike 2. find Lou couldn't find her other shoe. find
- The plane flew high in the sky. high
- 4. right You gave the right answer. right 5. why I don't know why I did that. why 6. wide Main Street is very wide. wide

Bonus Words

- 1. awhile I hope you can stay awhile. awhile
- 2. delight Sunny days delight everybody. delight
- 3. highway The express bus takes the highway. hiahway

- 4. midnight Penny was asleep at midnight. midnight
- 5. pirate Captain Hook is the pirate in Peter Pan. pirate
- 6. polite Alistair is polite to older people. polite
- 7. quite We need quite a big piece of paper. quite
- 8. title Make up a funny title for your story. title

Apply Prior Learning

Tell the children that they can discover spelling generalizations by applying what they already know about long vowel sounds. Say the words bike and night and write them on the chalkboard. Ask the children to name other words that have the same /ī/ sound. As the children suggest words, write them in columns according to the spelling of the sound. Ask the children what they can conclude about the /ī/ sound and the way it is spelled. (All the words have the same vowel sound, but it is spelled differently.) Tell the children that they will learn words that have these and other spellings for the long i sound. They can use the words in a variety of writing tasks: stories, a note to a friend, or a science assignment.

FOCUS

UNIT

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

For Children with Special Needs

offers strategies for English learners or children with learning difficulties.

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

To assist children with language disabilities in learning the spellings for the /ī/ sound, concentrate on teaching only one spelling at a time.

Use the strategy of drawing attention to the characteristic spelling i-consonant-e by writing the words nine, bite, kite, life, line, prize, and wise on the chalkboard. Have the children copy the words and then trace over each word using both a pencil and colored, fine point markers. Have the children begin writing over the prewritten letters with a pencil. When each child comes to the $/\bar{\imath}/$ sound spelled i-consonant-e, he or she is to use the colored marker and trace over the letters i and e. Then instruct the children to switch back to the pencil for

the remainder of the word. Follow this procedure for all of the spellings igh, i, and y at the end of a word.

You may wish to have each child do this work in his or her spelling notebook. For additional reinforcement, continue the activity as work to be done at home using the Mastery words.

English Learners

To help limited English learners work with the spelling generalizations for Unit 16, you may wish to refer to the booklet Suggestions and Activities for English Learners

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UNIT 16 The Vowel Sound /ī/

TE25

learning will be applied to their

written work.

Teaching the Unit

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

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

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

This Week's Words

TEACHING PLAN

Objective To spell words that demonstrate these sound-letter relationships: /ī/ i-consonant-e, igh, i,

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

neat beat leaf seat

Ask a volunteer to read the words. Remind the children that each of these words has the sound /ē/. Then ask the children to say a word that begins and ends with the same consonant sounds as each word but has long i instead of long e. As the children say the words, write night, bite, life, sight next to the other words. Then help the children to recognize the two spellings for /ī/ in these words: igh, in night and sight; i-consonant-e, in bite and life.

You may wish to introduce the lesson by using Spelling Generalizations Slide 14.

- 2. Read the generalization on page 68 aloud. Help the children to recognize that /ī/ is spelled with uy in buy.
- 3. Direct the children's attention to Remember This at the bottom of the page, and read the paragragh aloud. Then write by on the chalkboard, and ask a volunteer to use the word in a sentence. Write buy on the chalkboard, and ask a volunteer to use this word in a sentence.
- 4. Have volunteers read This Week's Words. As each word is read, ask the children to identify the letter or letters that spell /ī/ in the word.

You may wish to assign ELL Practice Master 16 for reinforcement in writing spelling words.

UNIT 16 The Vowel Sound /ī/

The Vowel Sound /ī/

THIS WEEK'S WORDS

- 1. nine
- bite
- bright fight
- life
- line myself
- prize
- shy
- sight
- tiger
- wise



This Week's Words

All the words this week have the vowel sound /i/. Here are four ways to spell /i/.

- with i-consonant-e, as in nine
- with igh, as in bright
- with i, as in lion
- with v at the end of a word or word part, as in myself

□ The word buy also has the vowel sound /ī/. What letter are you surprised to find in buy?

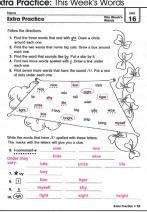


REMEMBER THIS

By is a very useful word. It helps you tell where and how. You can sit by the fire. You can win by one point. But if you want to talk about what you'll get at the store, remember: you need buy and buy needs u.

68

Extra Practice: This Week's Words



Extra Practice: Mastery Words



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

Answers to student exercises are provided.

Spelling Practice A. Follow the directions. Use This Week's Words. nine lion **1.** Write the word for the number 9. bite 2. Write the six other words that have /ī/ spelled this way. bright hide fight wise hide 3. Write the two words that name animals. life line tiger myself 4. There are three words you can use to talk about yourself. prize Write the missing one. myself , and I shy sight 5. Write the two words that rhyme with try. Then circle the word that sounds just like by. tiger wise buy 6 Finish the answer to the riddle. Use a word that sounds almost like the word lying. What do you call a big cat that tells fibs? B. Write This Week's Words that end with /t/ and begin with these letters. fight 8. br _ 9. s sight C. Write the words that go with these words. Use This Week's Words. 10. hide and seek 11. pillow fight **12.** all by____ myself 13. buy and sell 69 Extra Practice: Bonus Words

Spelling Practice

TEACHING PLAN

Objectives To write words given spelling clues; to write words given meaning clues; to write rhyming words; to write words given sound and spelling clues; to write words given context clues.

- 1. Briefly discuss the directions on page 69.
- 2. Have the children complete the page independently. Remind them to use legible handwriting. You may wish to demonstrate the correct form of the letter i and then have the children practice writing the letter. For Handwriting Models, refer the children to page 258 in the Pupil Book.
- 3. To correct the children's work, have volunteers write the answers for 1-5 and 7-9 on the chalkboard. Review the answer to the riddle in 6 and the responses for 10-13 orally. Let the children check their own work.

For reinforcement in writing spelling words, you may wish to assign Extra Practice Master 16: This Week's

> "Of Special Interest" This feature in the Teacher's Edition presents interesting facts about how words came into English and how their meanings and spellings evolved over time. The information extends children's word knowledge and gives them a rationale for the spelling and function of words.

Summarize Learning Bonus Words 16 accept other e **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

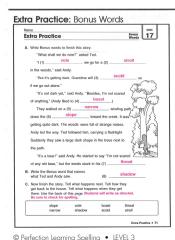
teachers perform periodic formative assessments.

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Have the children summarize what they have learned on pages 68 and

What have you learned about the way the /ī/ sound can be spelled? (/ī/ can be spelled with i-consonante, igh, i, y, or uy.)

What are examples of words to which these generalizations can be applied? (nine)



Summarize Learning

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

- What have you learned about /ō/ in this lesson? (The /ō/ sound is heard when a word is spelled with oconsonant-e. og. o. or ow.)
- What are some examples of words to which this generalization can be applied? (both, float, joke, load, bow; accept other examples)

of special interest

The words used to describe a window in Old English and Middle English reveal something about daily life during these periods. In Old English, a window was called eāġthyrel ("eye-hole") or eagduru ("eye-door") in other words, peephole. The name suggests that the function of windows was to allow people to peer out and observe approaching danger. In the Middle Ages, the Norse word vindauga ('wind-eye," whence window) began to replace the older terms. The new choice of name may suggest a new understanding of windows as a means of providing ventilation.

UNIT 17 The Vowel Sound /ō/

Closing the Unit, Enrichment Activities, and Reteaching Strategies

UNIT

The Vowel Sound /ī/

CLOSING THE UNIT

Apply New Learning

Tell the children that if they misspell words with the long vowel sound /ī/ in their writing, they should use one of the following strategies:

- think about the possible spellings for the long vowel sound /ī/ and try to picture the word in their minds.
- think of words that rhyme and compare in their minds how the words are spelled.
- look at changes in spelling that occur in related words.

Transfer New Learnina

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 them 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. These 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/Building Vocabulary Have each child build sets of words for the following phonograms: ide a in tide; ight as in tight; ine as in pine. Tell the children to begin with spelling words that have the target phonogram and then to list as many other words with the same phonogram as they can. After children have completed their lists, compile class lists on strips of butcher paper. Ask children to use the words that they suggest in sentences that show the meaning **Enrichment Activities** This section
 - COOPERATIVE LEARNING: Have each grown control of the control of of words for the phonograms listed above. are compiled, group members should ched of each word and be sure every group mer each word in a sentence. Each group shou

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.

one list to the class. Allow the class to ask a group member to use one word from the group's list in a sentence that shows its meaning and to challenge the group on any misspelled words.

2. Language Arts/Writing Sentences Have each child write sentences that use all three words in each of the following rows in a sentence. Tell them that their sentences may be humorous.

clay between today busy window joke follow

- COOPERATIVE LEARNING: Have the children work as a group to create three different sentences that use each set of words listed above. Each group member will be responsible for leading the discussion and recording the group's sentences for one set of words. Then have the group share the sentences with the class.
- 3. Language Arts/Writing an Acrostic Tell the children that they are going to write acrostics using some of their spelling words. Explain that an acrostic is based on the letters of a word that is written vertically. Each letter is used as the first letter of the first word in that line. The content of the acrostic should tell a story about the word. Begin the *prewriting* activity by directing the children to choose a word from their spelling lists to use for their acrostics and write it in the middle of their papers. Have them think of words and phrases associated with their words and create word clusters. When the children finish the prewriting activity, tell them to use their word clusters to help them compose their acrostics. Remind them to use as many spelling words as possible. Then have the children *revise* their acrostics, making sure the content describes or tells a story about the vertical word. Publish the children's work in a bulletin board display or in a class booklet.
 - COOPERATIVE LEARNING: Have the children create an acrostic as a group. As a prewriting activity, have the group choose a word from their spelling list to use as the base of the acrostic and make a word cluster. When the children are ready to compose the acrostic, tell them to select one child to record as each child suggests lines. After all group members have contributed their suggestions, tell the group to come to a consensus on the

suggests cross-curricular activities

for school and home to reinforce

and transfer new learning. The

they are studying.

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

oups revise their acrostics, describes or tells a story about nild within the group should elling and punctuation. Have the copy the acrostic onto the children's work in a n a class booklet

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UNIT 16 The Vowel Sound /ī/

Transfer New

emphasizes the

spelling, reading,

vocabulary helps

to explain spelling,

and spelling helps

vocabulary.

to reinforce reading

relationship between

and writing. Reading

Learning

words.

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 an Imaginary Dream Tell the children to write an imaginary dream. Have them look at their spelling list and let it suggest to them the events of their dream. Encourage them to write a strange or funny adventure, using as many spelling words as they can. At the end of their dream paragraph, have them write, "And then I woke up."
- 2. Social Studies/Writing Questions About People or Places Tell the children to write three questions about people or places in the world. Explain that each question must contain at least one spelling word. Encourage the children to use their social studies book or consult a family member for help. Have the children bring their questions to class for others to answer, or have them ask someone in their home to answer the questions.
- 3. Language Arts/Writing a Sequence of Events Have the children write five sentences telling five things they did today. Tell them to be sure to include words with /ī/. When the children have written five sentences, have them rearrange the sentences sequentially and draw a line around the word that has the /ī/ sound. Children can read their sentences to someone.
- 4. Mathematics/Writing Word Problems Tell the children to write four word problems requiring addition or subtraction. Have the children include as many words as they can containing long i. For example, Ivy has five dimes and she finds nine more. How many dimes does Ivy have? Children may bring their word problems to school for other children to solve.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

- 1. nine Cats don't really have nine lives. nine
- 2. lion There is a new lion at the zoo. lion
- 3. bite Gladys took a bite out of the apple. bite
- 4. bright We need a bright light in the hall. bright
- 5. fight Dad broke up the pillow fight. fight 6. hide The children will play hide and seek. hide

- 7. life Monique has wanted a pet all her life. life
- 8. *line* Ethan was the first in *line*. *line* 9. *myself* 1 bought this book for *myself*.
- 10. prize The prize was a ticket to the circus. prize
- 11. shy The child was too shy to ask a question. shy 12. sight Thelma came around the corner and into
- sight. sight 13. *tiger*
- A *tiger* is part of the cat family. *tiger*Wasting time is not a *wise* thing to do. *wise*
- Elisa wants to buy a puzzle. buy 15. buv
- 1. bike My bike is bright red. bike
- I hope Jerry will find his dog. find 2. find
- The new building is 40 stories high.
- Try to do it the right way. right Tell me why you were late. why
- 6. wide Chee left the window wide open. wide

Bonus Words

Dictation Sentence

This Week's Words

1. The tiger was shy 2. It is wise to buy th

She got in line to

4. The angry dogs st 5. I have wanted a

Mastery Words

1. You will find the b

2. He will tell you wh

1. It was quite a del

2. The pirate took th

3. He was polite who

Bonus Words

- awhile Myra slept awhile. awhile
 delight A visit would delight Grandpa. delight
- 3. highway The highway was built last year. highway 4. midnight We stayed up until midnight. midnight
- 5. pirate Carmine wrote about a pirate. pir6. polite Try to be polite at the party. polite
- Paula's hat is not quite big enough. quite

8. title Gabe knowl

before moving on to the next unit.

Guided activity suggestions are provided

for children who need reinforcement

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 16A and 16B for additional instruction and practice of This Week's Words. (You may wish to assign ELL Reteaching Follow-up Master 16 for reteaching of spelling words.)

A. Discovering Spelling Ideas

1. Say the following words as you write them on the chalkboard:

nine sight item fly

- 2. Ask the children to identify the vowel sound in each word. (/ī/) 3. Ask the children to identify the letters that spell /ī/ in the
- words. (i-consonant-e, igh, i, y) 4. Ask the children what they have learned about spelling /ī/. (It can be spelled with i-consonant-e, igh, i, or y.)

B. Word Shapes

- 1. Explain to the children that each word has a shape and that remembering the shape of a word can help them spell the word correctly.
- 2. On the chalkboard, write the words fine and light.
- Have the children identify "short," "tall," and "tail" letters. 3. Draw the configuration of each word on the chalkboard and ask the children which word fits in each shape.



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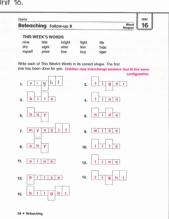
Reduced versions of the reteaching follow-up reproducibles from the Teacher Resource Book are provided for teacher's ease of use.

Use Reteaching Follow-up Master 16A to reinforce spelling generalizations taught in



71C UNIT 16 The Vowel Sound /T/

Use Reteaching Follow-up Master 16B to reinforce spellings of This Week's Words for Unit 16.

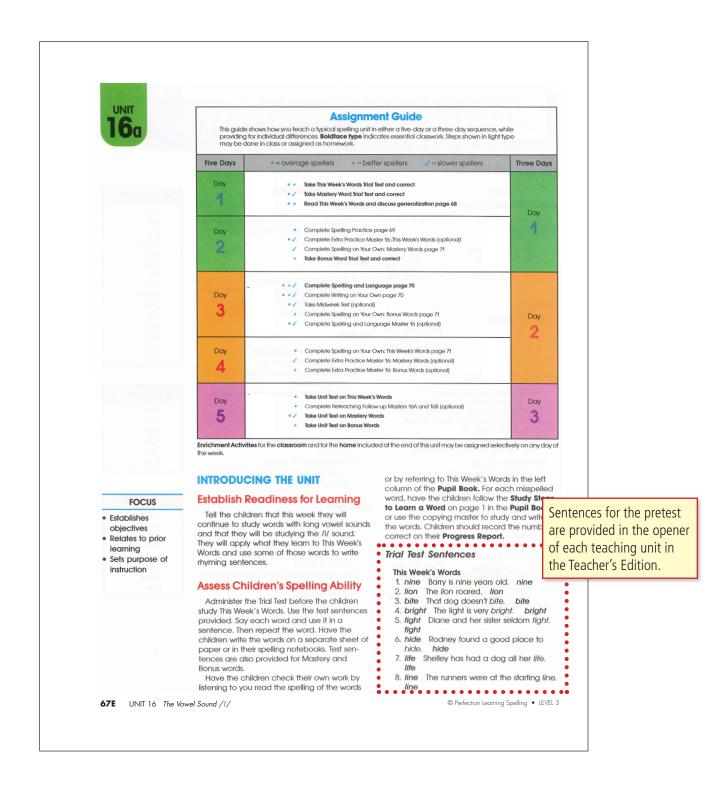


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Assessment

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.)



End-of-Unit Test

This test is administered after the children complete the unit.

- 9. myself I can do it myself. myself
- 10. prize Carrie won first prize. prize
- Ted doesn't talk much because he is shy. shy
 12. sight The sailboats on the lake are a
- beautiful sight. sight
- 13. tiger The striped cat looks like a tiger. tiger
- 14. wise An owl looks very wise. wise 15. buy Please buy some milk at the store. buv

Mastery Words

- 1. bike Jeff rode his bike to school. bike 2. find Lou couldn't find her other find
- The plane flew high in the sky. high
- 4. right You gave the right answer. right
- 5. why I don't know why I did that. why 6. wide Main Street is very wide. wide

Bonus Words

- 1. awhile I hope you can stay awhile. awhile
- 2. delight Sunny days delight everybody. delight

Learning Difficulties

only one spelling at a time.

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To assist children with language disabilities in learning

the spellings for the /ī/ sound, concentrate on teaching

characteristic spelling i-consonant-e by writing the words

Have the children copy the words and then trace over

each word using both a pencil and colored, fine point markers. Have the children begin writing over the pre-

written letters with a pencil. When each child comes to

the i-consonant-e, he or she is to use

the colored marker and trace over the letters i and e.

Then instruct the children to switch back to the pencil for

The sentences for the **Unit Test** are

provided in the closing section of each

teaching unit in the Teacher's Edition.

nine, bite, kite, life, line, prize, and wise on the chalkboard.

Use the strategy of drawing attention to the

3. highway The express bus takes the highway, highway

- 4. midnight Penny was asleep at midnight. midnight
- 5. pirate Captain Hook is the pirate in Peter Pan. pirate
- 6. polite Alistair is polite to older people. polite
- 7. quite We need quite a big piece of paper. *quite* 8. *title* Make up a funny *title* for your

Apply Prior Learning

Tell the children that they can discover spelling generalizations by applying what they already know about long vowel sounds. Say the words bike and night and write them on the chalkboard. Ask the children to name other words that have the same /ī/ sound. As the children suggest words, write them in columns according to the spelling of the sound. Ask the children what they can conclude about the /ī/ sound and the way it is spelled "

have the same vowel sound. differently.) Tell the children words that have these and c the long i sound. They can us variety of writing tasks: stories friend, or a science assignm

FOR CHILDREN WITH SPECIAL N

the remainder

of the spellings

her spelling not continue the ac

the Mastery wa

English Lea

To help limited

generalization

to the booklet

Learners.

You may wish

FOCUS

UNIT

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

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 an Imaginary Dream Tell the children to write an imaginary dream. Have them look at their spelling list and let it suggest to them the events of their dream. Encourage them to write a strange or funny adventure, using as many spelling words as they can. At the end of their dream paragraph, have them write, "And then I woke up."
- 2. Social Studies/Writing Questions About People or Place Tell the children to write three questions about people or places in the world. Explain that each question must contain at least one spelling word. Encourage the children to use their social studies book or consult a family member for help. Have the children bring their questions to class for others to answer, or have them ask someone in their home to answer the questions.
- 3. Language Arts/Writing a Sequence of Events Have the children write five sentences telling five things they did today. Tell them to be sure to include words with $/\bar{\imath}/$. When the children have written five sentences, have them rearrange the sentences sequentially and draw a line around the word that has the /ī/ sound. Children can read their sentences to someone.
- 4. Mathematics/Writing Word Problems Tell the children to write four word problems requiring addition or subtraction. Have the children include as many words as they can containing long i. For example, Ivy has five dimes and she finds nine more. How many dimes does lvv have? Children may bring their word problems to school for

other children to solve.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

- 1. nine Cats don't really have nine lives. nine
- 2. *lion* There is a new *lion* at the zoo. *lion* 3. *bite* Gladys took a *bite* out of the apple.
- 4. bright We need a bright light in the hall.
- 5. fight Dad broke up the pillow fight. fight
- The children will play hide and seek. 6. **hide**

- 7. life Monique has wanted a pet all her life.
- 8. line Ethan was the first in line. line
- 9. myself I bought this book for myself. 10. prize The prize was a ticket to the circus. prize
- The child was too shy to ask a question. shy
- 12. sight Thelma came around the corner and into sight. sight
- A tiger is part of the cat family. tiger 13. *tiger*
- Wasting time is not a wise thing to do. wise 14. wise
- 15. buy Elisa wants to buy a puzzle. buy

- 1. bike My bike is bright red. bike
- I hope Jerry will find his dog. find hiah
- 3. high The new building is 40 stories high. Try to do it the right way. right
- 4. right Tell me why you were late.
- 6. wide Chee left the window wide open. wide

- 1. awhile Myra slept awhile. awhile
- 2. delight A visit would delight Grandpa. delight
- The highway was built last year. highway
- 4. midnight We stayed up until midnight. midnight 5. pirate Carmine wrote about a pirate. pirate
- 6. polite Try to be polite at the party. polite
- 7. auite Paula's hat is not quite big enough. quite
- Gabe knows the title of the book. title

Dictation Sentences

This Week's Words

- 1. The tiger was shy when the lion came in sight.
- 2. It is wise to buy the prize now and hide it.
- 3. She got in line to see the nine bright stars.
- 4. The angry dogs started to fight and bite.
- 5. I have wanted a pet for myself all my life.

- 1. You will find the bike on the right side 2. He will tell you why the road is high and wide.

- 1. It was quite a delight to ride on this highway awhile.
- 2. The pirate took the boat at midnight.
- 3. He was polite when he asked the title of the book.

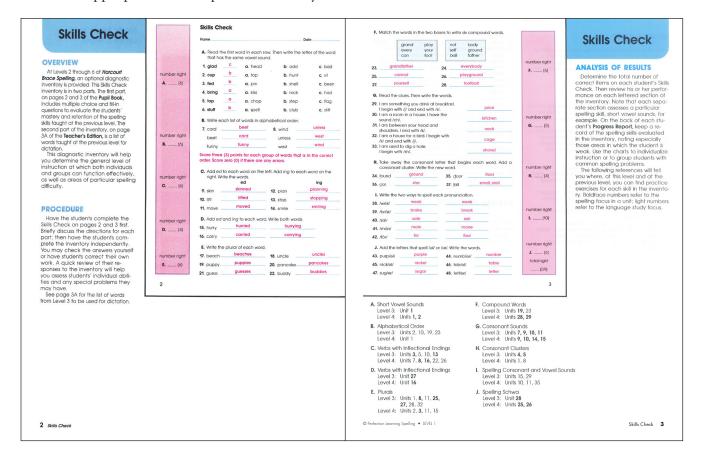
Use these optional dictation sentences in place of or in addition to the End-of-Unit Test. All words in the sentences have been previously taught in Perfection Learning Spelling. Words taught in a given unit are in italics. The children should be able to write the entire sentence correctly.

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UNIT 16 The Vowel Sound /ī/

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.



Diagnostic Skills Check Inventory

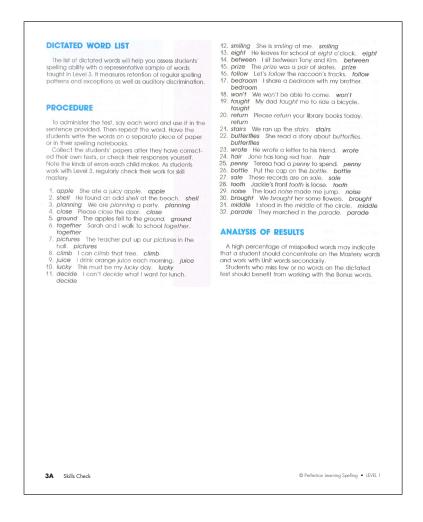
At Levels 2–6 of Perfection Learning Spelling, a Skills Check Inventory precedes the first unit in the Student Book. This pretest evaluates students' mastery of spelling skills taught in the previous level. The results will assist you in determining the level of instruction needed and in deciding which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

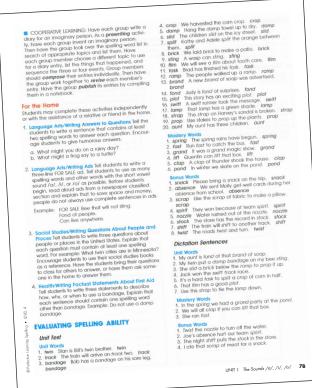
This Trial Test is given at the start of each unit. Students correct their own pretests and, with your help, analyze their spelling errors to determine patterns. Based on the results of the Trial Test, you can assign the appropriate word list for study. You may want to use the following guidelines to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



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.



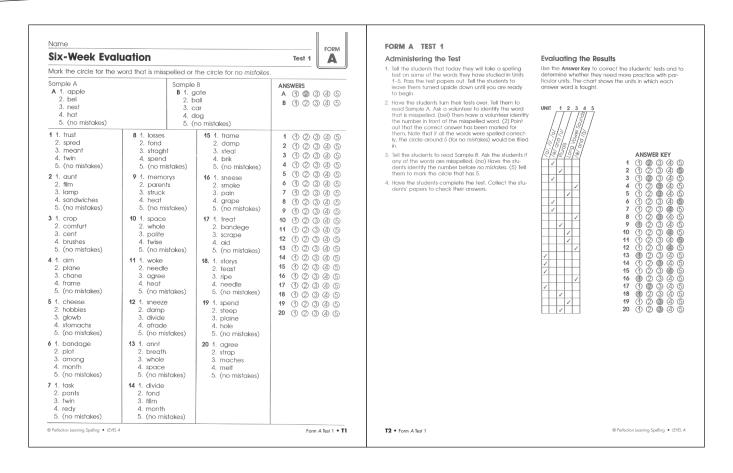
Weekly End-of-Unit Test

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.

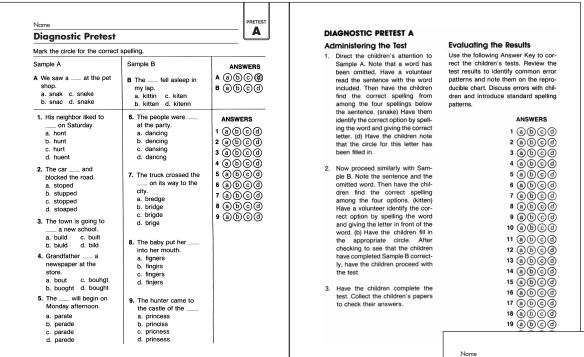


Midyear and End-of-Year Tests

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

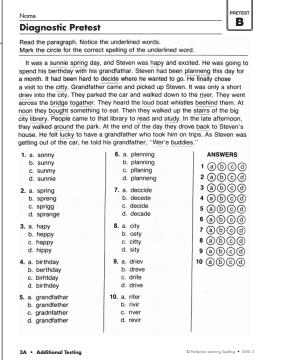
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• Diagnostic Pretests At Levels 2–6, two optional Diagnostic Pretests are provided in the Teacher's Resource Books. Diagnostic Pretest A has twenty items in a standardized test format. The tested words are drawn from the list of spelling words presented 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.



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

Record Keeping Progress Reports

Progress Report	Spelling	Class Progress Report Spelling									
Number Right Trial Test Unit 1		Record the number of correct answers or percentage of correct									
Unit 2 Unit 3 Unit 4		answers for each test.	Check Inventory	Test 1	Test 1 Test 2	Test 3 Test 2	Test	A Test 4 B Test 3	A Test 5	B Test 4	ar Test de
Unit 5 Unit 6 Review Form A • Test 1 Unit 7		Names	Skills Ch	⋖	m ∢	Form A T Form B T	Midyear Test	Form A T Form B T	Form A T	Form B T	End-of-Year Test Final Grade
Unit 8 Unit 9 Form B • Test 1		1.					Ħ		Ē		Ē
Unit 10 Unit 11 Unit 12 Review	8 8	3. 4. 5.									\pm
Form A • Test 2 Unit 13 Unit 14 Unit 15	8 8	6. 7. 8.								+	丰
Unit 15 Unit 16 Unit 17 Unit 18 Review		9. 10. 11.			$\ \cdot\ $					\exists	\mp
Form A • Test 3 Form B • Test 2 Midyear Test		12. 13. 14.							1	H	丰
Unit 19 Unit 20 Unit 21		15 16.							\pm		\pm
Unit 22 Unit 23 Unit 24 Review		17. 18. 19.									\pm
Form A • Test 4 Unit 25 Unit 26	8 8	20. 21. 22.			+					\dashv	\pm
Unit 27 Form B • Test 3 Unit 29 Unit 29		23. 24. 25.								H	目
Unit 30 Review Form A • Test 5 Unit 31		26. 27. 28.			Ħ		=		\pm		目
Unit 32 Unit 33 Unit 34		29. 30.									目
Unit 35 Unit 36 Review Form A • Test 6 Form B • Test 4	8 8	31. 32. 33.			\parallel		#	+	+		#
Form B • Test 4 End-of-Year Test	8	34. 35.					\pm				\pm

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

Students struggle with learning for a variety of reasons, including language disorders,

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. 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 rewords,

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 provisiting composing and revising. In this

on the interrelated stages of prewriting, composing, and revising. In this process students imagine the audience, set goals or purposes, develop ideas, produce notes and drafts, and revise to meet the audience's expectations. As the process unfolds, students may return to any one of these activities at any time to make changes.

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

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

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

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

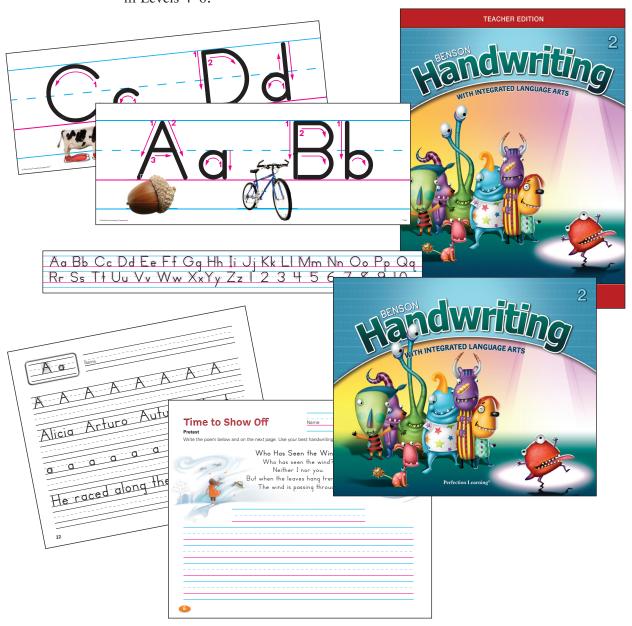
Handwriting

Effective written communication depends on the writer's ability to transmit information in a manner that is understandable to others. Spelling, therefore, is one important aspect of

written communication. Handwriting is the other member of the team. These two skills go hand-in-hand as basic tools in writing.

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

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



Other Curriculum Areas

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

ELEMENTS OF SPELLING	LEVEL 3	COMMON CORE STATE STANDARDS
SOUND-LETTER RELATIONSHIPS		RF3.3d, L3.2e, L3.2f
Spellings for Consonants /b/ /d/	153, <i>153</i> 8, 25, 153, 155, <i>8</i> , <i>25</i> , <i>153</i> , <i>155</i>	
/f/	8, 25, 69, 128, 143, 145, 155, <i>8</i> , 25, 69, 128, 143, 145, 155	
/g/	128, 153, 128, 153	
/h/ /j/	128, <i>128</i> 38–39, 41, 51, <i>38–39</i> , <i>41</i> , <i>51</i>	
/k/	42–43, 45, 52, 61, 128, 153, 42–43, 45, 52, 61, 128, 153	
/kw/ /I/	42, 42 8, 25, 61, 153, 8, 25, 61, 153	
/m/ /n/	113, 128, 153, <i>113, 128, 153</i> 30–31, 33, 128, 155, <i>30–31, 33, 128, 155</i>	
/p/ /r/ /s/	153, <i>153</i> 113, 115, 128, 153, <i>113</i> , <i>115</i> , <i>128</i> , <i>153</i> 8, 25, 46–47, 49, 52, 69, 8, <i>25</i> , 46–47, 49, 52, 69	
/t/ /th/ /#=/ /v/	69, 128, 153, 69, 128, 153 30–31, 33, 50, 128, 30–31, 33, 50, 128 30–31, 33, 50, 120, 30–31, 33, 50, 120 61, 61	
/w/ /y/ /z/ /ks/ /gz/	115, 775	
/zh/ Consonant Digraphs		DE2 2 I
ch	30–31, 33, 50, <i>30–31, 33, 50</i>	RF3.3d
<u>ng</u> <u>sh</u>	30–31, 33, 50, 153, 30–31, 33, 50, 153 30–31, 33, 50, 30–31, 33, 50	
th wh	30–31, 33, 50, 128, <i>30–31</i> , <i>33</i> , <i>50</i> , <i>128</i> 124–125, <i>124–125</i>	
Consonant Clusters Initial clusters with <u>I</u> Initial clusters with <u>r</u>	16–17, 19, 26, 128, <i>16–17</i> , <i>19</i> , 26, <i>128</i> 16–17, 19, 26, 69, 115, <i>16–17</i> , <i>19</i> , 26, <i>69</i> , <i>115</i>	RF3.3d
Initial clusters with <u>s</u>	16–17, 19, 26, 16–17, 19, 26	
Initial clusters with digraphs Final clusters with <u>d</u> Final clusters with <u>I</u> Final clusters with <u>t</u>	20–21, 23, 26, 73, 20–21, 23, 26, 73 20–21, 23, 26, 73, 20–21, 23, 26, 73 20–21, 23, 26, 128, 20–21, 23, 26, 128	
Spellings for Short Vowel Sounds /a/	4–5, 7, 24, 26, 128, <i>4–5, 7, 24, 26, 128</i>	RF3.3d
/e/	4–5, 7, 9, 24, 26, 41, 155, <i>4–5</i> , <i>7</i> , 9, 24, 26, <i>41</i> , <i>155</i>	
/i/	4–5, 7, 9, 20, 24, 26, 41, 45, 121, 128, 153, 4–5, 7, 9, 20, 24, 26, 41, 45, 121, 128, 121, 128, 153	
/0/	4–5, 7, 41, 113, 121, 128, 4–5, 7, 41, 113, 121, 128	

ELEMENTS OF SPELLING	LEVEL 3	COMMON CORE STATE STANDARDS
/u/	4–5, 7, 24, 121, 128, 130, 143, 145, 153, 4–5, 7, 24, 121, 128, 130, 143, 145, 153	
Spellings for Long Vowel Sounds /a/	60–61, 63, 75, 77, 121, 130, 153, 156, 60–61, 63, 75, 77, 121, 130, 153, 156	RF3.3d
/ē/	31, 64–65, 67, 75, 77, 111, 119, 120, 129–130, 155, <i>31</i> , 64–65, 67, 75, 77, 111, 119, 120, 129–130, 155	
/T/	59, 68–71, 78, 119, 120, 128, 153, 156, 59, 68–71, 78, 119, 120, 128, 153, 156	
/ō/	9, 72–75, 78, 128, 130, 143, 145, 149, 153, 155–156, 9, 72–75, 78, 128, 130, 143, 145, 149, 153, 155–156	
Spellings for Other Vowel Sounds /o/ /oi/ /ou/ /oo/ /oo/ /oo/ /yoo/	90–91, 93, 103, 142–143, 145, 153, 90–91, 93, 103, 142–143, 145, 153 138–139, 141, 155, 138–139, 141, 155 138–139, 141, 143, 145, 154, 156, 138–139, 141, 143, 145, 154, 156 134–137, 154, 134–137, 154 130, 134–137, 154, 130, 134–137, 154	RF3.3d
Spellings for <u>r</u> -controlled Vowel Sounds /ar/ /ar/ /or/ /ûr/	98–99, 101, 104, 98–99, 101, 104 98–99, 101, 104, 98–99, 101, 104 90–91, 93, 103, 90–91, 93, 103 94–97, 103, 94–97, 103	RF3.3d
Spellings for Schwa /er/	120–123, 129, 153, 120–123, 129, 153	RF3.3d
/el/ /en/ /e/	120–123, 129, 153, <i>120–123</i> , <i>129</i> , <i>153</i> 153, <i>153</i>	
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SPELLING DICTIONARY

Explain that all the spelling words in their book are listed in the dictionary. Have the children turn to page 162. 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.



SPELLING THESAURUS

Have the children turn to the **Spelling Thesaurus** and ask them to describe its purpose and organization.
Explain that they can use the thesaurus 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.

Introduction to the Book

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

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

- The book opens with Study Steps to Learn a Word. Have the children turn to the Study Steps on page 1.
 Read the Study Steps to the children or have a volunteer read it. Ask them to explain how the Study Steps might be helpful.
- Following Study Steps is 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 these resources.

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Spelling Generalizations Slide 1

Home Letter 1

Common Core State Standards

Reading—Foundational Skills: 3.3d,

3.4c

Writing: 3.4, 3.5

Speaking/Listening: 3.1c

Language: 3.1b, 3.2f, 3.2g, 3.4a, 3.4b,

3.4d

Learner Objectives

Spelling

- To spell words that demonstrate these sound-letter relationships: /a/a, /e/e, /i/i, /o/o, /u/u.
- To form the plurals of nouns.
- To build words using phonograms and initial consonant substitutions.

Reading

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

Writing

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

Listening

- To listen for consonant and short vowel sounds in words.
- To follow oral directions.

Speaking

- To contribute ideas and information in group discussions.
- To respond to questions.
- To present rhymes to the class.

THIS WEEK'S WORDS

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

MASTERY WORDS

and last leg sit top until

BONUS WORDS

struck smash dwell melt flock crop strap swift



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	Three Days
Day	 * 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
Day 2	 Complete Spelling Practice page 5 Complete Extra Practice Master 1: This Week's Words (optional) Complete Spelling on Your Own: Mastery Words page 7 Take Bonus word Trial Test and correct 	
Day 3	 * 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 7 Complete Spelling and Language Master 1 (optional) 	Day 2
Day 4	 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 5	 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.

FOCUS

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

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the children that this week they will study words with short vowel sounds. In Unit 1 they will review the five short vowel sounds /a/, /e/, /i/, /o/, and /u/. Tell the children that they will apply what they are learning about short vowel sounds to This Week's Words and use those words to write a postcard.

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 students 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 students 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. Students should record the number correct on their **Progress Report**.

Trial Test Sentences

This Week's Words

- flag Our flag is red, white, and blue. flag
- 2. fed Victor fed the dog. fed
- 3. hid Mary hid behind a tree. hid
- 4. dot Put a dot over the letter. dot
- 5. hunt A treasure hunt is fun. hunt
- 6. apple This apple is juicy. apple
- 7. **bring** Everyone may bring a friend to the party. **bring**
- 8. club Rachel belongs to a book club. club

- 9. else See what else you can find. else
- 10. *happy* We were happy to see Grandma. *happy*
- 11. pen This pen is out of ink. pen
- 12. river We fished in the river. river
- 13. **rock** A big rock rolled off the mountain. **rock**
- 14. shall What shall we do next? shall
- 15. **sunny** If it is sunny, we will go to the beach. **sunny**

Mastery Words

- 1. and Anne and Glenda are here, and
- 2. last Brendan was last in line. last
- 3. leg The bird stood on one leg. leg
- 4. sit You may sit here if you like. sit
- 5. top Nell cannot reach the top shelf.
- 6. until I will wait until he is ready. until

Bonus Words

- struck Lightning struck that tree.
- 2. **smash** You will smash the box if you sit on it. **smash**

- 3. dwell Tigers dwell in jungles. dwell
- 4. melt The sun will melt the snow. melt
- 5. flock A flock of birds flew over. flock
- 6. **crop** The farmer grew a fine crop of corn. **crop**
- 7. **strap** The **strap** on this shoe is broken. **strap**
- 8. swift A deer is a swift animal. swift

Apply Prior Learning

Have the children apply what they already know about short vowel sounds by using the following activity.

Write the following words on the chalkboard: mop, slept, funny, mask, stick. Ask children how the vowels are alike in each of the words. Elicit from the children that all these words have short vowel sounds. Have children name a word for each of the short vowel sounds. Explain that they can use words which have short vowel sounds in a variety of writing tasks: they can use the words in a note to a friend, in a letter, in a science report, or in a social studies assignment.

1a

FOCUS

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

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

Since some children with learning problems have difficulty remembering the correct association for a sound and a letter, it is best to review just one vowel sound each day. On the first day, use the following activities to review the short vowel sound for the letter a. Then use the same activities on subsequent days to review the short vowel sound for the letters e, i, o, u.

Write the words *glad*, *chat*, and *last* on the chalkboard. Have the children read these words aloud with you. Point out that each word contains the vowel sound that is heard at the beginning of the word *apple*, which is the short vowel sound for the letter *a*. Have the children name some words which contain the short vowel sound for the letter *a*. List their responses on the chalkboard. Read the words listed on the chalkboard aloud with the children.

Read pairs of words in which one word contains the short vowel sound for the letter a and one word does not. Have the children identify the word which contains

the short vowel sound for the letter a. Words such as the following may be used in this activity: tin, tan; band, bend; fun, fan; sick, sack.

Write the letter a in the center of a large piece of butcher paper. Have the children cut out from old magazines pictures of objects whose names contain the short vowel sound for the letter a. Ask volunteers to name the object in each of their pictures and then paste the picture on the butcher paper to create a collage.

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."

3D

This Week's Words

TEACHING PLAN

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

- 1. Have the children think of names that have short vowel sounds. Pat. Ted, Kim, Bob, and Gus are possibilities. Write the names as column heads on the chalkboard together with the symbols for the short vowel sounds: /a/, /e/, /i/, /o/, /u/. Leave the names on the chalkboard for use later.
- 2. Read the generalization on page 4 aloud. Stress that if the children remember the sentence "Fat hens will not run," they will always be able to identify the short vowel sounds and their most common spellings.

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

3. Have volunteers read This Week's Words aloud. As each word is read. the children should indicate under which name the word should be listed on the chalkboard.

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

Short Vowel Sounds

THIS WEEK'S WORDS

- do-

- 9.
- pen
- river
- roc



This Week's Words

All of This Week's Words have short vowel sounds. These are the signs for the short vowel sounds.

> /a/ /i/ /e/ 101 /u/

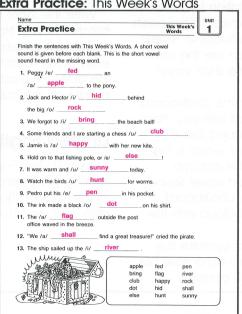
These sounds are usually spelled with one vowel

You hear all the short vowel sounds in this sentence:

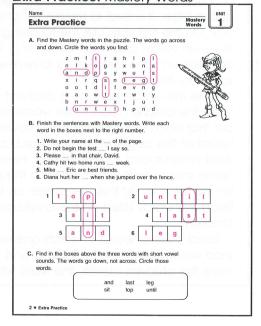
> /a/ /e/ /i/ /o/ /u/ Fat hens will not run.

Remember this sentence. It will help you to remember which sounds are usually spelled with only one vowel letter.

Extra Practice: This Week's Words



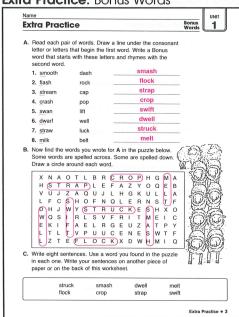
Extra Practice: Mastery Words



Spelling Practice

flag A. Finish the sentences. Use This Week's Words. 1. The vowel sound /a/ is spelled with ___ in fat, flag apple dot happy shall , and hunt apple 2. The vowel sound /e/ is spelled with _____ in hens. bring fed club pen and else happy 3. The vowel sound /i/ is spelled with ____ in will, pen bring hid river and rock 4. The vowel sound /o/ is spelled with ____ in not, dot rock sunny , and 5. The vowel sound /u/ is spelled with ___ in run, hunt club sunny and Write the words that start with the same sounds as the picture names. 7. club Write the words that end with the same sounds as the picture names. hunt rock

Extra Practice: Bonus Words



Summarize Learning

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

5

- What letter sounds have you learned about in the lesson? (/a/a, /e/e, /i/i, /o/o, /u/u)
- What are examples of words that have short vowel sounds? (flag, fed, hid, dot, hunt; accept other examples)

Spelling Practice

וואט לו

TEACHING PLAN

Objectives To write words given vowel sound clues; to write words given initial and final consonant sounds.

- 1. Briefly discuss the directions on page 5.
- 2. You may wish to work through the page orally with the children before they complete the activities independently. Remind them to use legible handwriting. You may wish to demonstrate the correct form of the letters a, e, i, o, and u and then have the children practice writing the letters. For **Handwriting Models**, refer the children to page 258 in the **Pupil Book**.
- 3. The activities in Exercises **B** and **C** provide readiness for subsequent units on consonant clusters (Unit 4) and the ck spelling for final /k/ (Unit 10). When the children have completed the page, ask them to say the picture names and the words they wrote for Exercise **B**. (bread, bring; cloud, club) Have them listen for the two consonant sounds that begin each word. Similarly, in Exercise **C**, have them listen for the two consonant sounds at the end of tent and hunt. Point out that the final /k/ in duck and rock is spelled ck.
- To correct the children's work, ask volunteers to write the answers on the chalkboard. Let the children check their own work.

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

EXTENDING THE LESSON

Challenge the children to write sentences in which all the words have the same short vowel sound. Offer these examples to get them started.

- /a/ Happy Hal shall have an apple.
- /e/ Beth fed ten hens.
- /i/ Six fish hid in this river.
- /o/ Bob spots dots on rocks.
- /u/ Gus hunts bugs.

louit C

Language Study

TEACHING PLAN

SPELLING AND LANGUAGE

Objective To form the plurals of nouns by adding s.

- 1. Have a volunteer read the introduction to Plurals on page 6 aloud. Ask the children to look at the pictures and the words hen and hens beneath them. Compare the number of hens and the spelling of each word. Point out that the s in hens indicates more than one hen.
- Have the children complete the exercise independently.
- To correct the children's work, have a volunteer write the plural nouns on the chalkboard. Let the children check their own work.

For extended practice in writing plural nouns, you may wish to assign **Spelling** and Language **Master 1**.

WRITING ON YOUR OWN

Objectives To write a postcard using the plural forms of given spelling words; to proofread for spelling.

- Review the directions with the children.
- 2. As a *prewriting* activity, have the children discuss some things that might happen on a boat trip. Have them compose a postcard about an imaginary boat trip, using the plural forms of the given spelling words. When the children are ready to revise their postcards, remind them to check spelling. For additional help, you may wish to refer them to the Revising Checklist on page 247 of the Writer's Guide. To publish the children's work, have the children draw pictures to go with their postcards, and display their postcards and pictures on a bulletin board entitled "Our Boat Trip."

THIS WEEK'S WORDS

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

Spelling and Language • Plurals

A **plural** names more than one. Add \underline{s} to make most words plural.

Finish the sentences. Use the plurals of some of This Week's Words.





hen

1. Do you have enough ______ to make a pie?

2. Craig has lots of pencils and _____pens

3. Pete and I belong to different book _____clubs

4. Tina and Jim carried ______ in the parade.

Writing on Your Own

Write a postcard to your friends to tell them about a boat trip. Use the plural forms of these words: rock, river.



WRITER'S GUIDE How did you end each sentence? For help with periods and question marks, turn to page 249.

HANDWRITING	as a V	no pedentente e lo q	POSTOR OBJACIO PROT
il	tJ	LL	e E
The lowercase letters 1. Practice writing i I.			irve stroke.
2. Write this sentence	e: I let El	i tell it.	aurovi eri etim de no, de choc
			The like was a point of the little of

6

HANDWRITING

Objective To practice writing cursive letter forms: *iI, tT, IL, eE.*

- 1. Read the introductory sentence on page 6 aloud.
- Have the children examine the models for the cursive letters. Point out that i and t do not have loops; e is formed with a small loop; and I is formed with a tall loop.
- 3. Have the children practice the letter forms and write the sentence.
- 4. Ask the children to compare their letter forms with the models.

Extra Practice: Spelling and Language

Name	UNIT
Spelling and Language	1
A. In each sentence, circle the word that should be plural. Then write the sentence using the plural of the word you circled.	happy fed apple
Two club had a big picnic.	bring hid
Two clubs had a big picnic.	else
The picnic was near (ver) and lakes.	river
The picnic was near rivers and lakes.	rock club
3. There were many ock on the picnic grounds.	shall pen
There were many rocks on the picnic	hunt
grounds.	sunny dot
4. It is fun to draw flag.)	001
It is fun to draw flags.	
it is full to draw hags.	
You can put dot and lines on the flags.	
You can put dots and lines on the flags.	
6. You need many different pen to draw the colors.	
You need many different pens to draw the	
colors.	
Use the plurals of two of This Week's Words to answer the questions.	
7. What are red things that grow apples on trees?	
What are thin things that makepens marks?	
Extra Practice	

Spelling on Your Own

THIS WEEK'S WORDS

Words can make you think of other words. For example, leap might make you think of frog. And quiet as a might make you think of mouse. Write This Week's Words to go with these words.

1.	treasure	2.	and ink	3.	join the
	the <u>i</u>	5.	bright and		join the anything ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
7.	it here	8.	ending	9.	cross the
10.	or will	11.	the dog	12.	pie
13.	hard as a	14.	wave a	15.	ran and
				Se	ee answers below.

MASTERY WORDS

Follow the directions. Use the Mastery words.

1. Write the two words that begin with a vowel letter.

2. Write the two words that have short a.

Write the Mastery word that rhymes with each word.

leg

	0				
5.	hop	top	6. fast	last	

4. hit

BONUS WORDS

3. bea

Add the missing letters to write Bonus words.

1 ift	2. ock	3elt	4. ash
5. rap	6. op	7. ruck	8ell

Now add different beginning consonant letters to the word parts above. For example, you can add I to ift to make lift or dr to make drift. See how many different words you can make.

struck smash dwell melt flock crop strap swift

last

leg

sit

dot

until

7

Spelling on Your Own Answers

THIS WEEK'S WORDS

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

BONUS WORDS

1. swift 2. flock 3. melt 4. smash 5. strap 6. crop 7. struck 8. dwell

Some words that may be formed are:

ift	drift	rap	trap	ruck	truck
	gift		wrap	ell	bell
ock	clock	op	chop		sell
	knock		drop		smell
elt	belt		hop		spell
	felt		shop		tell
ash	cash				well
	crash				

Summarize Learning

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

- What have you learned about forming plurals? (The plurals of some nouns can be formed by adding s.) Give examples. (apples, pens, clubs: accept other examples)
- What spelling generalizations have you learned? How did you use these generalizations?

Spelling on **Your Own**

TEACHING PLAN

Objective To apply the unit spelling generalization to spell This Week's Words, Mastery words, and Bonus words independently.

THIS WEEK'S WORDS

- 1. Read the directions on page 7 aloud.
- 2. Have the children complete the activity independently on a separate piece of paper or in their spelling notebooks.

MASTERY WORDS

- 1. Read the Mastery words aloud. As each word is read, have the children identify the short vowel sound.
- 2. Read the directions on page 7 and work through the activities orally.

BONUS WORDS

- 1. Review the unit generalization on page 4.
- 2. Ask a volunteer to read the Bonus words aloud. Have the children look up the meanings of any unfamiliar words in the Spelling Dictionary.
- 3. Read the directions on page 7 aloud.
- 4. Have the children complete the exercise independently.

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

le le

Short Vowel Sounds

CLOSING THE UNIT

Apply New Learning

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

- think about the possible spellings for a short vowel sound and try to picture the word in their minds.
- think of words that rhyme and compare in their minds how the words are spelled.
- think of a known word that is related in meaning and spelling.

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 them 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 Rhyming Words Have the children write six pairs of rhyming words using spelling words and other words. Then have them use each word pair in a sentence. If the rhyming words are river and shiver, the sentence might be I shiver by the river. Next have the children create an exercise for a classmate by scrambling the rhyming words and copying the sentences, omitting the rhyming words. The other child must complete the sentences by choosing from the list of rhyming words.
 - COOPERATIVE LEARNING: Have each group create a rhyming word exercise. Each child within a group should write word pairs using three of the spelling words. Have the group check each word pair to be sure the words rhyme. One group member should record while the others

- take turns incorporating each word pair into a sentence. Have the group then work cooperatively to scramble the word pairs and copy each of the sentences, omitting the word pairs. Have the groups exchange exercises and complete the other group's exercise.
- 2. Language Arts/Writing Sentences Have each child choose five spelling words, each containing a different short vowel sound. For example: flag, fed, hid, dot, hunt. The children should then write a sentence for each of the spelling words. Every word in each sentence should have the same vowel sound. Give the children this model sentence for words with short u: Ducks hunt funny bugs.
 - COOPERATIVE LEARNING: Have each group write sentences. Each sentence should contain a spelling word that has a short vowel sound; all the other words in the sentence should have the same short vowel sound as the spelling word. Each child in the group should work with a different vowel sound. For example, a child working with /a/ might write this sentence using the spelling word happy: Cats act happy. Tell group members to check each other's sentences to see if all the words have the same short vowel sound. One member from each group should read the group's sentences aloud and have the other children identify the short vowel sound featured in each sentence.
- 3. Language Arts/Writing Rhyming Poetry Have each child write rhyming two-line poems using some of the spelling words. As a prewriting activity, direct the children to look over the spelling lists in search of words for which they can think of rhyming words. For example, a child might rhyme sunny with bunny. Have the children write the spelling words and the rhyming words on their papers. To compose the poem, have the children choose one pair of rhyming words and write a two-line poem. The children may refer to page 254 of the Writer's Guide for a model of a rhyme. Then have the children revise their poems by checking to see that the lines rhyme and the words are correctly spelled. Publish the rhymes by having the children read their rhymes aloud.
 - COOPERATIVE LEARNING: Have each group write three two-line rhymes using some of the spelling words. As a **prewriting** activity, have each child review the three spelling lists for words for which he or she can think of rhyming words. Have the children record the rhyming pairs. Have the children share their rhyming words and choose one of each group member's rhyming pairs to include in each rhyme. When the children are ready to **compose** the rhymes, have the group select a recorder. Have them choose one child to suggest a line of the poem that ends with the first word of a pair. Another child should complete that two-line rhyme. The group should follow the same procedure to compose the other two-line rhymes. Children may refer to the **Writer's Guide** on page 254 for a model of a rhyme. The group should

revise the poems, checking to see that the lines rhyme and the spelling is correct. Each group can **publish** its poems by displaying them for the class to read.

For the Home

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

- Language Arts/Writing Clues for a Treasure Hunt Tell the children to write a set of directions for a treasure hunt. Directions should lead to at least three places where clues direct the treasure hunter to the next clue. The final clue should reveal the treasure. Tell children to include as many of their spelling words as possible in their directions.
- 2. Language Arts/Making New Words from Spelling Words Tell the children to make other words by replacing the short vowel in five of their spelling words with another short vowel. Have the children use a dictionary to make sure they have written real words. Then tell them to write five sentences, each of which includes both the spelling word and the new word. Have the children check their sentences for spelling and then share them with a family member.
- 3. Social Studies/Writing a Paragraph on the Flag Tell the children to write a paragraph about the symbols on a flag. Point out that the stars on the United States flag stand for the fifty states. Have the children use some of the spelling words to write a paragraph describing the symbols on another flag. The flag might represent a country, a class, or a club, or the children might make up a flag. Remind the children to refer to the Writer's Guide on page 250 for a model of a descriptive paragraph and to use the Revising Checklist on page 247 to revise their work.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

- 1. flag There is a flag in front of the post office. flag
- 2. fed My baby sister fed herself this morning. fed
- 3. hid Jesse hid the marbles from the baby. hid
- 4. dot The clown had a red dot on his nose. dot
- 5. hunt Greg likes to hunt for pretty red stones. hunt
- 6. apple This apple is not ripe yet. apple
- 7. *bring* Grandpa will *bring* us back home after dinner. *bring*
- 8. club We need more members in our club. club
- 9. else Hurry or else we will be late. else
- 10. happy Larry sings when he is happy. happy
- 11. *pen* My brother gave me a new *pen* for my birthday. *pen*

- 12. river This river is too deep to wade across. river
- 13. rock We dug up a big rock in the garden. rock
- 14. shall What shall we have for dinner? shall
- 15. sunny A sunny day is nicer than a rainy day. sunny

Mastery Words

- 1. and Herb and I went roller skating. and
- 2. last Marty ate the last peanut. last
- 3. leg Jenny has a scratch on her leg. leg
- 4. sit Carlos likes to sit in the rocking chair. sit
- 5. top The top button on my jacket is missing. top
- 6. *until* The baby sitter will stay *until* Dad gets home. *until*

Bonus Words

- 1. struck The wheel of her bike struck the curb. struck
- 2. smash The waves smash against the rocks. smash
- 3. dwell Two families dwell in this house. dwell
- 4. melt Butter will melt on a hot potato. melt
- 5. *flock* The man was feeding a *flock* of chickens. *flock*
- 6. crop They planted a crop of wheat. crop
- 7. **strap** Kate fastened the *strap* on her book bag. **strap**
- 8. swift The runner is as swift as a deer. swift

Dictation Sentences

This Week's Words

- 1. We can hunt for a big rock by the river.
- 2. I shall bring the apple with me.
- 3. I hid the pen so no one else can find it.
- 4. We made a flag for our new club.
- 5. My cat was happy after I fed it.
- 6. The pretty kite was a dot in the sunny sky.

Mastery Words

- 1. Her left leg and foot hurt after she fell.
- 2. We can sit on top of this box.
- 3. We will wait here until the last bus comes.

Bonus Words

- 1. The rock struck the glass but did not smash it.
- 2. The flock of birds was swift to fly away.
- 3. It will melt in the sun.
- 4. Each year we grow a crop of nuts.
- 5. Some people dwell in boats on the water.
- 6. The strap keeps the baby in his chair.

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

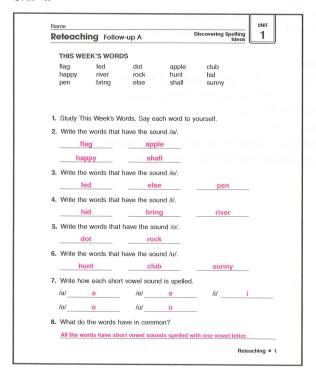
- Say the following words as you write them on the chalkboard.
 - sad leg pig clock fun
- 2. Ask the children to identify the short vowel sound in each word. (/a/, /e/, /i/, /o/, and /u/)
- 3. Ask the children what letters are used to spell the short vowel sounds. (a, e, i, o, u)
- Ask the children what they have learned about the spellings of short vowel sounds. (They are usually spelled with one vowel letter.)

B. Word Shapes

- 1. 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.
- 2. On the chalkboard, write the words *tap* and *pick*. Have the children identify "short," "tall," and "tail" letters.
- 3. Draw the configuration of each word on the chalkboard, and ask the children which word fits in each shape.



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



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

Keledel	ning Folk	ow-up B							Word Shapes
THIS W	EEK'S WOF	RDS							
flag happy pen	fed river bring	dot rock else	hu	pple int iall		clu hid sur			
	of This Week								Loti ritare se
one has be	en done for y	ou. Chii	aren	may	inte	ercha	ange	ansv	wers that fit the same configuration.
1. P e	n		2.	S	h	a	1	1	
3. h i	d		4.	f	1	a	g		
5. h u	n t		6.	s	u	n	n	у	
7. b r	i n g		8.	d	0	t			
	7								
9. e I	s e		10.	r	i	٧	е	r	
11. r o	c k		12.	f	е	d			
13. C I	u b		14.	а	р	р	1	е	
15. h a	рру						J		

Double Letters

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 8–11
Teacher's Edition	
Teaching Plans	pages 8-11
Enrichment Activities	
For the Classroom	pages 11A-11B
For the Home	page 11B
Reteaching Strategies	page 11C

Testing

Teacher's Edition

Trial Test	pages 7E–7F
Unit Test	page 11B
Dictation Test	page 11B

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: 3.3d, 3.4c

Writing: 3.3a, 3.4, 3.5

Speaking/Listening: 3.1c

Language: 3.2f, 3.2g, 3.4a, 3.4d

Learner Objectives

Spelling

- To spell words that demonstrate these final sound-letter relationships: /I/II, /f/ff, /s/ss, /d/dd
- To form new words by changing letters in given words.
- To use the dictionary to check alphabetical order.

Reading

- To follow written directions.
- To read a classmate's story.
- To use context clues to complete a story.

Writing

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

Listening

- To listen for letter-sound clues when writing words.
- To follow oral directions.
- To listen for rhyming words.

Speaking

- To contribute ideas and information in group discussions.
- To respond to questions.
- To present a story to the class.
- To express feelings and ideas about a piece of writing.

THIS WEEK'S WORDS

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

MASTERY WORDS

egg fell grass off pull still

BONUS WORDS

foggy fossils pillow pudding recess sudden valley village

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	Three Days
Day	 * Take This Week's Words Trial Test and correct • ✓ Take Mastery word Trial Test and correct • * Read This Week's Words and discuss generalization on page 8 	Day
Day	 Complete Spelling Practice page 9 Complete Extra Practice Master 2: This Week's Words (optional) Complete Spelling on Your Own: Mastery Words page 11 Take Bonus word Trial Test and correct 	1
Day 3	 * ✓ Complete Spelling and Language page 10 * ✓ Complete Writing on Your Own page 10 * ✓ Complete Using the Dictionary to Spell and Write page 10 ✓ Take Midweek Test (optional) * Complete Spelling on Your Own: Bonus words page 11 ✓ Complete Spelling and Language Master 2 (optional) 	Day 2
Day 4	 Complete Spelling on Your Own: This Week's Words page 11 Complete Extra Practice Master 2: Mastery words (optional) Complete Extra Practice Master 2: Bonus words (optional) 	
Day 5	 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 this week they will continue to study words with short vowel sounds. In Unit 2 they will study words that end with the double consonants *II, ff, ss,* and *dd.* Tell the children that they will apply the spelling generalizations to This Week's Words and use those words to write a story.

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. spill Try not to spill your milk. spill
- 2. drill Mom will drill a hole in the wall. drill
- 3. ill Ben was ill and had to go home. ill
- 4. shell A turtle has a hard shell. shell
- 5. **spell** Alice can *spell* some hard words. **spell**
- 6. **smell** David likes the *smell* of paint. **smell**

- 7. **stuff** Joan keeps all kinds of *stuff* in her old toy box. **stuff**
- 8. **cliff** The eagle's nest is on a high cliff. **cliff**
- 9. **kiss** Eric gave his mom a good-by *kiss.* **kiss**
- 10. less Six is four less than ten. less
- 11. mess Francie's room is a mess. mess
- unless Benjy won't go unless you go too. unless
- 13. *add* Kevin can *add* numbers in his head. *add*
- 14. **odd** That purple and pink house is odd. **odd**
- 15. *roll* Linda taught her dog to *roll* over. *roll*

Mastery Words

- 1. **egg** Ruth had an egg for breakfast. **egg**
- 2. fell Henry fell down. fell
- 3. *grass* The *grass* looks very green after it rains. *grass*
- 4. off Carrie fell off her bike. off
- 5. pull Don't pull the cat's tail. pull
- 6. **still** Alex is eight, but Doug is still only seven. **still**

Bonus Words

- foggy It was a wet and foggy day.
- 2. **fossils** We saw dinosaur fossils at the museum. **fossils**
- 3. *pillow* There are feathers in this *pillow*. *pillow*

- 4. **pudding** This pudding is too sweet. **pudding**
- 5. recess Most children enjoy recess. recess
- 6. **sudden** The car made a sudden stop. **sudden**
- 7. *valley* The river flows down the mountain and into the *valley*. *valley*
- 8. *village* Only 63 people live in that *village*. *village*

Apply Prior Learning

Tell the children that they can discover spelling generalizations by applying what they already know about words with double consonants. Use the following activity.

Have the children name some words that end with the sounds /l/, /f/, /s/, and /d/. Write their responses on the chalkboard. Continue writing their responses until words containing final /I/II, /f/ff, /s/ss, and /d/dd are among the words listed. Have children note that some words end with single consonants and some end with double consonants. Ask volunteers to come to the chalkboard and circle the words that end with double consonants. Tell the children that they will study words that end with double consonants. 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, in a science report, or in a creative writing assignment.

2a

FOCUS

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

FOR CHILDREN WITH SPECIAL NEEDS

Learning Difficulties

Children with auditory memory deficits often find it easier to remember a spelling generalization they have learned through inductive reasoning. Ask the children to be detectives and try to solve the mystery of the generalization themselves.

Example: spill

stuff unless odd

Ask a volunteer to come to the chalkboard and draw a line under the vowel and final double consonant in each word as you and the other children read the word aloud. Ask the children to formulate a generalization based on

the words on the chalkboard. Elicit from the children that the final consonant sound in these words is represented by double consonant letters, and that each of these words has a short vowel sound.

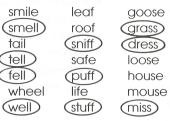
English Learners

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."

TEACHING PLAN

Objective To spell words that demonstrate these sound-letter relationships: final /I/II, final /f/ff, final /s/ss, final /d/dd.

1. Write these groups of words on the chalkboard, omitting the circles:



Ask the children what the words in each group have in common. Help them to recognize that all the words in each group have the same final consonant sound. Then ask volunteers to read the words aloud, and have the children indicate if each word has a short vowel sound. Circle the words that have short vowel sounds, and help the children draw the conclusion that all the words that have short vowel sounds end with double consonant letters.

2. Have volunteers read This Week's Words aloud. A box around the number that precedes a word in the list indicates that the relationship between sounds and letters in the word is in some way unusual. Such words are commented on either in the generalization following a similar box or in **Remember This**.

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

- Read the generalization on page 8 aloud, and have a volunteer identify the vowel sound heard in roll. (/ō/)
- Read the verses in Remember This aloud. Add and odd are the only words in the English language in which final /d/ is spelled dd.

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

2

Double Letters

THIS V	WEEK'S WORDS
	nelotius
nwoll re	spill
700	spill drill
2.	drill
3.	ill
4.	shell
5.	spell
6.	smell
7.	stuff
8.	cliff
9.	kiss
10.	less
11.	mess
12.	unless
13.	add
14.	odd
CHEST CAR	200012000 00



This Week's Words

Most of This Week's Words have a short vowel sound. Most of them end with the consonant sound /l/, /f/, or /s/. These consonant sounds are spelled with two consonant letters.

- /I/ is spelled II in spill
- /f/ is spelled ff in stuff
- /s/ is spelled ss in kiss

Double consonant letters also spell /d/ in <u>add</u> and odd.

☐ The word <u>roll</u> does not have a short vowel sound. What vowel sound do you hear in <u>roll</u>?

REMEMBER THIS

One <u>d</u> is enough for <u>bad</u> and <u>sad</u> And <u>lad</u> and <u>had</u> and even <u>mad</u>. But when it comes to spelling <u>add</u>, Another <u>d</u> you'll have to add.

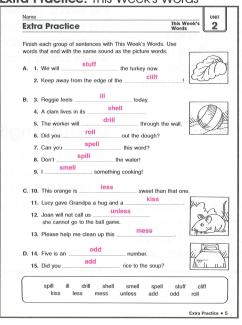
One <u>d</u> will do for <u>cod</u> and <u>nod</u>, And one's enough for <u>rod</u> and <u>pod</u>. But <u>odd</u> is odd, as you see— It needs a second letter d.



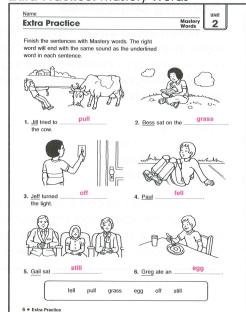
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15.

Extra Practice: This Week's Words



Extra Practice: Mastery Words



Spelling Practice

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

1. Write the six words that have the vowel sound /e/.

shell spell smell

less mess unless

Write the five words that have the vowel sound /i/.

 spill drill ill

 cliff kiss

roll

odd

add

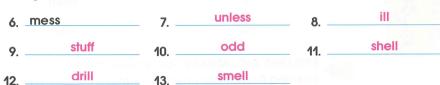
3. Write the word that has a long o. ___

4. Write the word that rhymes with nod.

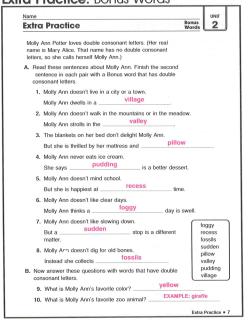
5. Write the word that rhymes with sad.

B. Finish the story with This Week's Words. The consonant sound that ends each word is given to help you. One is done for you.

My room is a 6 /s/. Dad says I can't go to Ben's party 7 /s/ I clean my room today. But cleaning my room makes me feel 8 /I/. There is so much 9 /f/ to put away. Here is the 10 /d/ little 11 /I/ I found on the beach. I could 12 /I/ a hole in it and wear it on a chain. But it has a funny 13 /I/. I guess I should throw it away.



Extra Practice: Bonus Words



Summarize Learning

Have the children summarize what they have learned on pages 8 and 9. *Ask:*

9

spill

drill

shell

spell

smell

kiss

less

mess

add

odd

roll

unless

ill

- What consonant sounds have you learned about in the lesson? (/I/, /f/, /s/, and /d/)
- What did you learn about these final consonant sounds? (They are sometimes spelled with double consonants when preceded by a short vowel.)
- What are some words in which the final consonant sounds are spelled with double consonants? (spill, stuff, less, odd; accept other examples)

Spelling Practice

2h

TEACHING PLAN

Objectives To write words given vowel sound clues; to write rhyming words; to write words that complete a story.

- 1. Briefly discuss the directions on page 9. You might prepare the children for completing Exercise **B** by reading the paragraph aloud and having the children supply the missing words. Make certain that the children understand that the letters between the lines / / represent sounds. When correcting the children's responses in Exercise **B**, you should be primarily concerned with correct spelling.
- 2. Have the children complete the page independently. Remind the children to use legible handwriting. You may wish to demonstrate the correct form of the letters *I*, *f*, *s*, and *d* and then have the children practice writing the letters. For **Handwriting Models**, refer the children to page 258 in the **Pupil Book**.
- To correct the children's work, have volunteers read their answers aloud.
 The children should check their own work.

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

UNIT

Language Study

TEACHING PLAN

SPELLING AND LANGUAGE

Objective To write a different word by changing one letter in a given word.

- 1. Write odd on the chalkboard, Ask the children what word you would spell if you changed o to a.
- 2. Read the directions on page 10 aloud. Then have a volunteer say the picture words and identify the first letter in each word. Be sure the children understand that they must write the new letter over the ...

If you are using the hardcover book, have the children write the first word in each word ladder and refer to their books to find out where to write the new letter. Tell them to write each new word carefully under the previous word.

3. Have two volunteers reproduce their completed word ladders on the chalkboard. Children may check their own work.

For extended practice in forming new words, you may wish to assign Spelling and Language Master 2.

WRITING ON YOUR OWN

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

- 1. Review the directions with the children.
- 2. As a *prewriting* activity, have the children discuss what is happening in the picture on page 8 and what might happen next. Have them compose a story about the cat. When the children revise their stories, remind them to check spelling. For additional help, you may wish to refer them to the Revising Checklist on page 247 of the Writer's Guide. To publish the children's work, have them read their stories aloud.

Spelling and Language • Word Ladders

Changing one letter can make a different word. Take

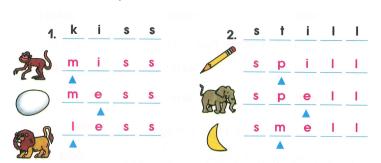
add. If you write o in place of a, you spell odd. Change the

words below. Put a new letter where the 🛦 is. The new letter is the first letter in the picture word. Then make another new

WEEK'S WORDS

spill

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



Writing on Your Own

word the same way.

Look at the picture on page 8. Write sentences for your classmates about the cat. First tell what is happening in the picture. Then tell what happens next. Use some of This Week's Words.

Using the Dictionary to Spell and Write

A good writer uses the dictionary to check if a word was used correctly. The words in a dictionary are in alphabetical order. Alphabetical order is the order of letters from a to z. Write these groups of words in alphabetical order.







SPELLING DICTIONARY Remember to use your Spelling Dictionary when you write.

10

USING THE DICTIONARY

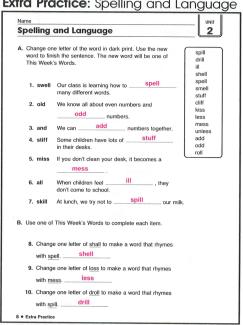
Objective To write words in alphabetical order by first or second letter.

1. Read the introductory paragraph on page 10 aloud. Review the procedure for alphabetizing words by writing the words below on the chalkboard and having the children tell you how to arrange them in order:

bread blue bed boat

- 2. Have the children complete the activity independently.
- 3. To check the children's work, ask volunteers to read their lists. Have the children check their own work.

Extra Practice: Spelling and Language



Spelling on Your Own

THIS WEEK'S WORDS

Make a "word chain" with This Week's Words. Write one word. Use a letter in that word to write another word. Then keep going, writing words across and down. Try to link all the words in one chain. You may also make more than one chain.

28		-			
	M	ASTI	ERY	WO	RDS

Follow the directions. Use the Mastery words.

1. Write the two words that begin with two consonant letters.

grass

2. Write the two words that begin with a vowel letter.

egg

off

Write the Mastery word that rhymes with each word below.

3. well

fell

still 4. hill

grass 5. pass

6. full

Write the Mastery words that go with these words.

7. on and

8. chicken and

egg

add add add

drill

egg

fell grass

off

llua still

foggy

fossils wolliq

pudding

recess

sudden

valley

village

BONUS WORDS

Write the Bonus word that goes with each meaning.

1. play period

- 2. place to rest your head
- 3. creamy dessert
- 4. without warning
- 5. small town
- 6. place between mountains
- 7. full of mist
- 8. marks of very old plants and animals

Write a short story. Try to use all the Bonus words.

See answers below.

11

Spelling on Your Own Answers

BONUS WORDS

1. recess 2. pillow 3. pudding 4. sudden 5. village 6. valley 7. foggy 8. fossils

Children will write as directed. Be sure to check spelling.

Summarize Learning

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

- What have you learned about word ladders? (A new word can sometimes be formed by changing one letter in a word.) Give examples (add, odd; miss, mess; accept other examples)
- What did you learn about how words are arranged in a dictionary? (They are arranged in alphabetical order.)
- What spelling generalizations have you learned? How did you use these generalizations?

Spelling on **Your Own**

TEACHING PLAN

Objective To apply the unit spelling generalization to spell This Week's Words, Mastery words, and Bonus words independently.

THIS WEEK'S WORDS

- 1. Read the directions on page 11 aloud. Copy the third step of the sample word chain given in the Pupil Book on the chalkboard. Then ask the children to find a word on the list that can be linked up with
- 2. Have the children complete the activity independently.

MASTERY WORDS

- 1. Ask a volunteer to read the Mastery words aloud.
- 2. Read the directions on page 11. Work through the activities orally.

BONUS WORDS

- 1. Point out that double consonant letters can also occur in the middle of a word. Remind the children that double consonant letters usually follow short vowel sounds.
- 2. Ask a volunteer to read the Bonus words aloud.
- 3. Briefly discuss the directions on page 11. Then have the children complete the activities independently on a separate piece of paper. If the children are having problems getting started, suggest that they write about someone who lives in a village in a valley and finds fossils on the playground.

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 double consonants 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.
- think about whether the spelling of the word could be unusual.

Transfer New Learning

Tell the children that when they encounter new words in their personal reading and in other context 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

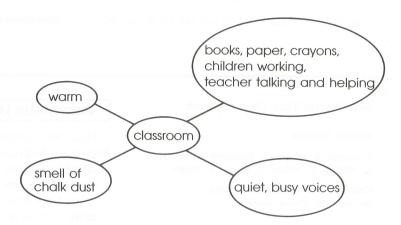
Classroom activities and home activities may be assigned to children of all ability levels. The activities provide opportunities for children to use their spelling words in new contexts.

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 Riddles Have the children write riddles about spelling words. Tell the children that you are going to ask a riddle. They are to answer it by using one of their new spelling words. Ask the following riddle: I am thinking of a word that has a short vowel sound, and means "to name or write in order the letters of a word." What word am I thinking of? (spell) Tell the children to write similar riddles for five other spelling words, giving one clue about sound or spelling, and one clue about meaning. Have the children share their riddles.
 - COOPERATIVE LEARNING: Have each group create a riddle book using spelling words. Each child within a group should write clues for one riddle to contribute to the book. Riddles should have at least two clues, one related to sound or spelling, and one related to meaning. Group members should try out their riddles on each other to see if the clues are effective. They may consult a dictionary to check definitions. When each group is

- satisfied with its riddles, the riddles should be combined into book form.
- 2. Language Arts/Creating Sentences Have the children use their spelling words to build sentences based on specific phrases. To clarify the task, first write the phrase the soup on the chalkboard, and brainstorm ways that spelling words can be used to say things about the soup. For example, Add pepper to the soup. Tell the children to use spelling words from all three lists to create ten sentences which contain the following phrases: at the beach, the dog will, over the rocks, in the room, Fred runs to. Have them share their sentences.
 - COOPERATIVE LEARNING: Have each group create sentences based on given themes, using one of the above phrases as the basis for as many sentences as they can create. Tell each child in a group to use the phrase in written sentences that include one or more spelling words. Have group members check each other's sentences to see if they include both the phrase and spelling words. One member from each group should read his or her group's sentences aloud.
- 3. Language Arts/Writing a Descriptive Paragraph Have the children write a descriptive paragraph. As a prewriting activity, first direct the children's attention to page 249 of the Writer's Guide to read about descriptive paragraphs. Then have them look over the spelling list in search of words that they might use to describe a particular scene. Tell each child to select a scene he or she wants to describe and to make a cluster drawing. Draw this model of a cluster on the chalkboard.



When the children have finished the prewriting activity, tell them to use the cluster drawing to compose the paragraph. Remind the children to use as many spelling words as possible. Then have the children revise the paragraph, making sure it gives a clear picture of what a place is like. Remind the children to proofread for spelling, capitalization, and punctuation errors. Publish the children's work in a class booklet.

COOPERATIVE LEARNING: Have each group write a

descriptive paragraph. As a *prewriting* activity, first have each group brainstorm scenes they might describe, using the three spelling lists for ideas. After each group chooses one scene, have group members make a cluster drawing, writing the word that names the place in a central circle. Members should list details around the place.

When the children are ready to **compose** the descriptive paragraph, tell each group to select one child to begin the paragraph by providing a first sentence. Other children should build on that sentence, each contributing one or more sentences that tell more about the place. Each group should select one child to record as other group members **revise** the paragraph, checking to see if it names a place and gives details that describe it. Have each child within a group check the paragraph for spelling, capitalization, and punctuation errors. Children may use the **Revising Checklist** on page 247 for help. Have one child in the group rewrite the paragraph. Each group should **publish** its paragraph by having a group member read it aloud or by displaying it for the class to read.

For the Home

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

- 1. Social Studies/Creating a Dictionary of Geographical Terms Tell the children to begin a book of geographical features, using as many spelling words as possible. The children should look through old magazines to find pictures of such things as cliffs, rocks, rivers, mountains, oceans, and beaches. Next, the pictures should be cut out and pasted on a separate piece of paper. The children may use a dictionary to help them as they label each picture. Have the children use their spelling words to write a sentence relating to the picture. After several pages have been completed, the children can arrange the entries alphabetically and gather them into a booklet. The booklet may be shared with a friend or a relative.
- 2. Science/Writing Sentences About Plants Tell the children to choose spelling words from the three lists and write sentences about growing plants from seeds. Encourage them to use as many spelling words in each sentence as possible. The seed will not grow into a plant unless you add plenty of water. Have the children underline each spelling word they have used. The children may ask a friend or relative to read their sentences.
- 3. Language Arts/Writing a Humorous Paragraph Have the children write a humorous paragraph called "The Odd Mess." Tell the children to begin their paragraphs with the sentence You won't believe what I saw just now! Ask them to use as many spelling words as possible. Remind them to check for spelling, capitalization, and punctuation. The children might enjoy reading their paragraphs to a friend or relative.
- 4. Science/Making a List of Living Things Have the children compile a list of living things that have shells, such as turtles, snails, lobsters, clams, oysters, crabs, or armadillos; or living things that come from shells, such as robins, roosters, sparrows, or swallows. Then have the children choose five words from the list and write each in a sentence.

EVALUATING SPELLING ABILITY

Unit Test

This Week's Words

- 1. spill Pedro wiped up the spill with a sponge. spill
- 2. drill The dentist has a new drill. drill
- 3. ill Lacey is ill with the flu. ill
- 4. shell Pat found a pretty shell on the beach. shell
- 5. **spell** You need three a's to spell banana. **spell**
- 6. smell My dog likes to smell flowers. smell
- 7. **stuff** Tim tried to stuff everything in one suitcase. **stuff**
- 8. **cliff** We watched the mountain climbers go up the cliff. **cliff**
- 9. kiss They kiss their mother every day. kiss
- 10. less Pam likes winter less than summer. less
- 11. mess The cat made a mess of the yarn. mess
- 12. unless We can walk unless it is raining. unless
- 13. add Jed knows how to add and subtract. add
- 14. odd An anteater is an odd animal. odd
- 15. roll Please help me roll up this sleeping bag. roll

Mastery Words

- 1. egg A robin's egg has a blue shell. egg
- 2. fell The book fell on the floor. fell
- 3. grass The grass is dry and brown. grass
- 4. off Terry turned off the lights. off
- 5. pull Ralph will pull us on his sled. pull
- 6. **still** Emma never sits still for long. **still**

Bonus Words

- 1. foggy It is hard to drive when it is foggy. foggy
- 2. fossils Andy and Carol are digging for fossils. fossils
- 3. *pillow* Carol cannot sleep without a *pillow*. *pillow*
- 4. pudding We had rice pudding for dessert. pudding
- 5. recess We do a lot of work before recess. recess
- 6. **sudden** All of a sudden Mary remembered the right answer. **sudden**
- 7. valley The farmers in the valley raise sheep. valley
- 8. village There is a library in the village. village

Dictation Sentences

This Week's Words

- 1. We saw the shell roll off the cliff.
- 2. You will make a mess if you spill this odd stuff.
- 3. Children add and spell in school.
- 4. She is ill and will miss school unless she gets well soon.
- 5. They use a saw less than they use a drill.
- 6. All of us like to kiss the baby.
- 7. That is a nice smell.

Mastery Words

- 1. The grass fell off the truck.
- 2. We sit still so he can pull us along.
- 3. That egg will be good to eat.

Bonus Words

- 1. She found these fossils in the valley on a foggy day.
- 2. All of a sudden, recess was over at the village school.
- 3. He sat on a pillow to eat the pudding.

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

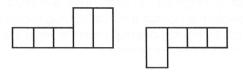
1. Say the following words as you write them on the chalkboard.

> puff grill pass

- 2. Ask the children to identify the final consonant sound in each word. (/I/, /s/, /f/)
- 3. Ask the children to identify the letters used to spell the final consonant sounds. (II, ss, ff)
- 4. Ask the children what they have learned about spelling of /I/, /f/, and /s/ at the end of a word. (They are often spelled with double letters.)

B. Word Shapes

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



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

-	_{me} eteach	ing Follow	r-up A		Discovering Spelling Ideas	2
	THIS WE	EK'S WORD	s			
	spill	ill	shell	smell	kiss	
	mess	unless	odd	drill	add	
	spell	stuff	less	roll	cliff	
1.	Study Th	is Week's Wo	ords. Say ea	ch word to	ourself.	
2.	Write the	words that	end with the	sound /l/.		
	sp	oi <u>ll</u>	i <u>II</u>	01.325	shell	
	sm	ne <u>ll</u>	drill	1111000	spell	
	ro	oll				
				1 <i>(C)</i>		
3.		words that				
	st	u <u>ff</u>	cliff			
4.	Write the	words that	end with the	sound /s/.		
	ki	ss	mes	S		
	le	ss	unles	ss		
5.	Write the	words that	end with the	sound /d/.		
	0	dd	add			
6.	Draw a I wrote for		e letters that	make the f	inal sound in each	n word
7.	What do	This Week's	Words have	in common	?	
		ret even to		nant letter	_	

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

Name	into emi	it liet i	inoi	UNIT	
Reteaching Follow-up B	TWV IV	क्ष होते.	Word Shapes	2	
THIS WEEK'S WORDS spill ill shell mess unless odd spell stuff less	smell drill roll	kiss add cliff			
Write each of This Week's Words one has been done for you.			wers that fit	the same	
1. s m e	2.	i 1 1			
3. S h e I I	4.	o d d			
5. U n l e s s	6.	m e s s			
7. C f f	8.	s p i l	1		
9. I e s s	10.	a d d			
11. dri 1 1	12.	s t u f	f		
13. r o l l	14.	s p e l	1		
15. k i s s					
4 • Reteaching					