

Teacher's Edition

PERFECTION LEARNING

4

Spelling

WITH
INTEGRATED LANGUAGE ARTS

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INTRODUCTION

The Importance of Spelling Instruction

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

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

The Development of Perfection Learning Spelling

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

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

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

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



WHY PERFECTION LEARNING SPELLING?

Word Lists

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

The lists began with data from:

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

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

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

THIS WEEK'S WORDS

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

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

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

hop
pat
rub
pet
spot
pop

Review words feature the same spelling generalization.

scrub
swap
prop
plot
grabbed
shopped
wrapping
stirring

The extension list provides challenge words.

Strategies of Instruction

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

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

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

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Words with e and ee

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

- he
- be
- we
- me
- see
- tree

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The Sounds /ch/ and /th/

UNIT WORDS

- chat
- pitcher
- catcher
- gather
- bathe
- scratch
- patch
- chase
- spinach
- rancho
- rather
- feather
- clothing
- whether
- hatch
- ditch
- chance
- charge
- leather
- machine



The Unit Words

A **consonant digraph** is two letters together that stand for one sound.

Say the word *chat*, and listen to the beginning sound. The consonant digraph **ch** stands for the sound /ch/. The Unit words show another way to spell /ch/. In *pitcher* and *catcher* you spell /ch/ with **tch**.

Say the word *gather*, and listen to the sound the consonant digraph **th** stands for. The sound /th/ is always spelled with **th**.

The letters **ch** together usually spell the sound /ch/. But in *machine*, you use **ch** to spell the sound /sh/.

REMEMBER THIS

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

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

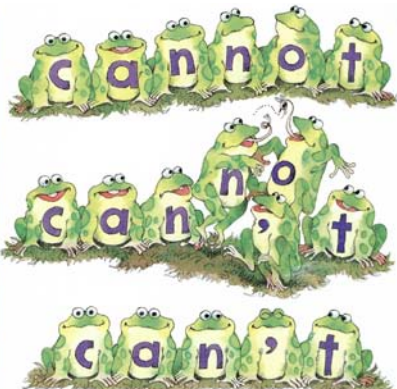
Proficient spellers use a combination of strategies to predict the spelling of unfamiliar words to build this impressive writing vocabulary.

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Contractions

THIS WEEK'S WORDS

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



This Week's Words


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

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

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

REMEMBER THIS

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



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Level 3, Unit 20

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

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

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

SPELLING: A DEVELOPMENTAL PROCESS

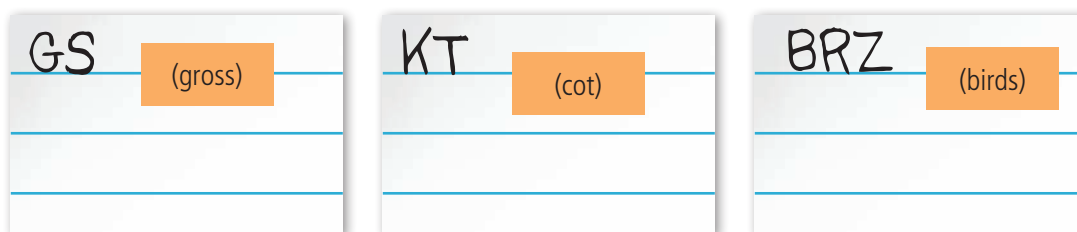
Children progress through certain stages on their way to becoming competent spellers. **Perfection Learning Spelling** was designed with an understanding and appreciation of these stages of development.

Emergent Spellers

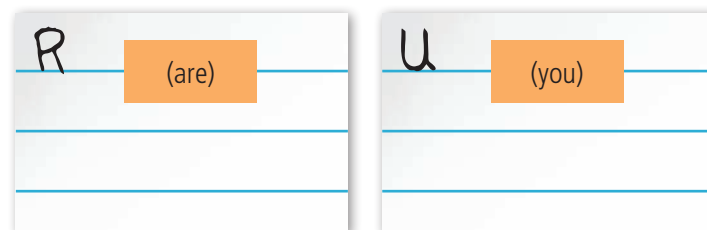
Young children's writing is made up of random strings of letters and sometimes numbers to represent words or a complete message. Children use both lowercase and capital letters in their writing. At this stage, they do not demonstrate a knowledge of letter-sound correspondences.

Semi-Phonetic Spellers

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



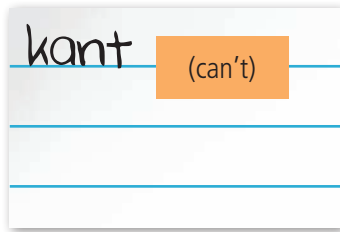
Vowels, medial consonants, and syllables are not represented. Children may also use letter names to represent sounds in words.



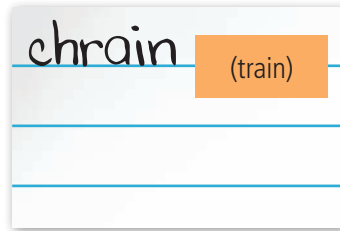
Spellings may be strung together without spaces before and after words.

Phonetic Spellers

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

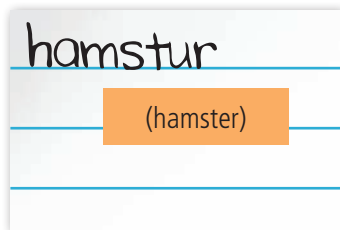


When phonetic spellers are unsure of the correct letter to represent a sound, they often select a letter that represents another sound made in the same part of the mouth.



Transitional Spellers

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



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

Syntactic-Semantic Spellers

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

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

SPELLING PATTERNS

Sound-Letter Relationships

CONSONANTS

Consonant Sounds and Spellings

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

Variant Spellings of Consonant Sounds

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

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

Consonant Clusters

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

Double Consonant Letters

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

“Silent” Letters

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

VOWELS

Vowel Sounds and Spellings

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

Short Vowel Sounds

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



Long Vowel Sounds

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

Other Vowel Sounds

1. The sound /yoo/
most commonly spelled *u* (*union*)
often spelled VCe (*mule*)
2. The sound /oo/
most often spelled *oo* (*moon*)
often spelled *ue* (*blue*), *ew* (*flew*), *u-e* (*rule*)
3. 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 /ə/

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

Word Structure

Rules for Adding Suffixes

To most words, simply add the ending without changing the base word (*helping, helps, helpful, helpfully*). Spelling changes are necessary in the following situations.

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

Forming Plurals

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

Spelling Possessives

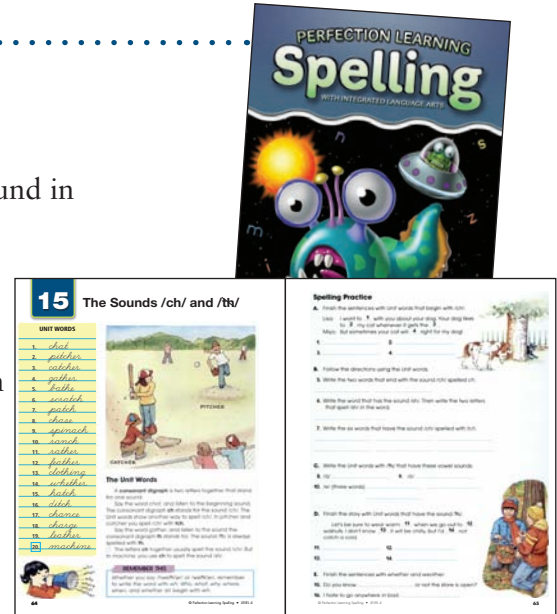
1. To form the singular possessive, add an apostrophe and *s* (*boy—boy's*).
2. To form the plural possessive, add the apostrophe after the *s* (*girls—girls'*).
3. When the plural is formed by a change in spelling, add an apostrophe and *s* (*men—men'*).

PROGRAM RESOURCES

Student Book

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

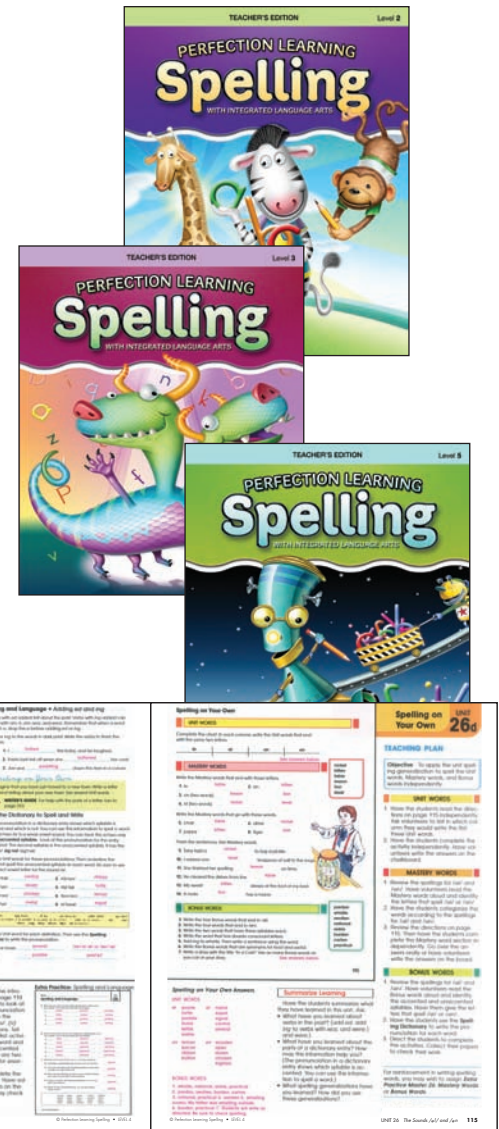
“Students whose instruction included a word-study format with a most common usage strategy produced more sophisticated orthographic spellings than their traditionally taught peers.”—Mary Abbott, “Effects of Traditional Versus Extended Word-Study Spelling Instruction on Students' Orthographic Knowledge,”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



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

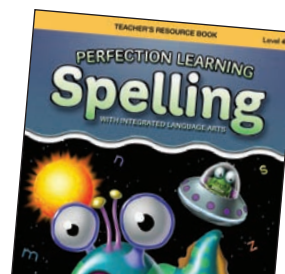
Teacher Edition

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



Teacher Resource Book

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




Name _____


Extra Practice

Each shape below has a letter on it. Repeat to each number, write the letters you find on that shape. Add the letters or letters that equal 10 or 20 and write a literary word!

Mastering Words
UNIT 7



b




f



b



f



p




a




i



i



n



e



i




i



e

1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

6.  _____

word sight know float kind bright

Name _____

Extra Practice

Brainiac
Workbooks

A. Find Bonus words in the puzzle. Start with 1. Follow the arrows to find the letters that spell a word. Write each Bonus word next to the right number below the puzzle.

UNIT 7

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

B. Write the Bonus word for each clue.

1. This is something to attach or reach. _____
2. This word means "very little". _____
3. This word means "to put away". _____
4. This is something you do to a tape in a tape recorder. _____
5. This is something to measure. _____
6. This is what a teacher does with homework. _____
7. This is something a bear does. _____

growth snow goal hideaway
 attach align coach reward

Suggestions and Activities for English Learners

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

Name _____

ELL Practice

Unit 10

A. Write the Unit word for each clue.

1. cold _____

2. a color or a fruit _____

3. where plays are performed _____

4. a group of houses _____

5. a snail _____

6. leafy vegetable _____

7. crunchy green vegetable _____

8. to observe _____

9. because _____

10. something wrapped up _____

11. something a shirt wears _____

12. a machine to make a car run _____

13. what you do on holidays _____

14. a diamond or ruby _____

15. part of a play _____

16. a windowill _____

17. to avoid _____

18. heavy and strong _____

19. heritage or chemistry _____

20. to offer an idea _____

B. Circle the letter or letters that stand for the sound /r/ or /y/.

r y

UNIT WORDS

lettuce

celery

orange

snail

notice

scene

package

village

stage

cement

storage

since

dodge

pill

suggestion

badge

lodge

edge

science

celebrate

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ELL • 17

Name _____ <h2 style="margin-top: 10px;">ELL Rethinking follow-up</h2> <p>A. Each of the words below has three syllables, but the middle syllable has been left out. Write the missing syllable.</p> <p>1. va c _ _ son 2. yerr _ _ _ day 3. w _ _ _ _ y 4. l _ _ _ _ s 5. p _ _ _ _ d 6. lab _ _ _ _ 7. giv _ _ _ nor 8. es _ _ _ tent</p> <p>Say each word. Pronounce each syllable carefully. Then complete this sentence:</p> <p>B. Each syllable has one _____ sound.</p> <p>C. Say each word slowly. Listen for the middle syllable in each word and draw a line to it</p> <div style="text-align: center; margin: 10px 0;"> operate,den suddenlyto factoryper digorrya probabilityner sceneryur </div> <p>D. Write the Unit words in the word shapes.</p> <div style="text-align: center; margin: 10px 0;"> importancevocationideaperiod yesterdayprotection </div>	<div style="text-align: right; padding-right: 10px;"> Unit 35 <small>UNIT WORDS</small> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>cancel</td></tr> <tr><td>accident</td></tr> <tr><td>attention</td></tr> <tr><td>wilderness</td></tr> <tr><td>operate</td></tr> <tr><td>happiness</td></tr> <tr><td>banana</td></tr> <tr><td>yearlong</td></tr> <tr><td>vacation</td></tr> <tr><td>perfect</td></tr> <tr><td>invention</td></tr> <tr><td>auditory</td></tr> <tr><td>factory</td></tr> <tr><td>idea</td></tr> <tr><td>algebra</td></tr> <tr><td>importance</td></tr> <tr><td>probability</td></tr> <tr><td>scenery</td></tr> </table>	cancel	accident	attention	wilderness	operate	happiness	banana	yearlong	vacation	perfect	invention	auditory	factory	idea	algebra	importance	probability	scenery
cancel																			
accident																			
attention																			
wilderness																			
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perfect																			
invention																			
auditory																			
factory																			
idea																			
algebra																			
importance																			
probability																			
scenery																			

13.

12.

11.

10.

9.

8.

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Classroom Presentation Slides

- Unit-specific slides introduce and explain spelling generalizations.

13 The Sounds /ch/ and /tʃ/

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

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

<p>In the word <i>machine</i>, the consonant digraph ch has the sound /ʃ/. /ʃ/ with ch as in feather.</p>	<p>/ch/ spelled tch</p> <p>patch scratch pitcher catcher ditch hatch</p>	<p>/t/ with th as in feather.</p> <p>feather rather bathe gather clothing whether leather</p>
---	---	--

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 is presented in the Student Book in cursive on the first page of each instructional unit.

The students read the unit word list orally and identify the sound-letter or word-structure pattern that is represented.

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

Boxed numbers on the word list indicate that the word has an unusual spelling.

1

The Sounds /a/, /i/, /o/

UNIT WORDS

1. *twin*
2. *track*
3. *bandage*
4. *crop*
5. *damp*
6. *slid*
7. *split*
8. *brick*
9. *sting*
10. *film*
11. *task*
12. *ramp*
13. *brand*
14. *fond*
15. *plot*
16. *swift*
17. *lamp*
18. *strap*
19. *prop*
20. *aunt*



The Unit Words

The words in this unit show you how to spell three short vowel sounds: /a/, /i/, and /o/. The letter that comes between these two lines / / tells you how to say the sound.

The sound for **c** in *crop* is /k/.
The sound for **r** in *crop* is /r/.
The sound for **o** in *crop* is /o/.
The sound for **p** in *crop* is /p/.

Crop is the spelling; /krop/ tells you how it sounds.

The short vowel sound /a/ is usually spelled with **a**, as in *damp*. In the word *aunt*, the vowel sound /a/ is spelled **au**. The letters **au** in *aunt* can also have the sound /ä/ as in *palm*.

The short vowel sound /i/ is usually spelled with **i**, as in *slid*.

The short vowel sound /o/ is usually spelled with **o**, as in *crop*.

REMEMBER THIS

This sentence will help you spell *bandage* correctly.
This is the age of the no-stick *bandage*.

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4

A similar box within the unit generalization signals a discussion of the boxed word(s).

Remember This
provides clues for remembering the spellings of especially troublesome words.

Spelling Practice

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

Spelling Practice

A. Follow the directions using the Unit words.

- Write the word that goes with *uncle*. Underline the two letters that can spell the short vowel sound /a/.

- Write the eight other words that have the sound /a/.


- Write the seven words that have the sound /i/.

B. Write the Unit words with /o/ that rhyme with these words.

- drop (two words) _____
- hot _____
- pond _____

C. Read part one of *Detective Kate*. Finish the story using the Unit words. The short vowel sound for each word is given to help you. Use each word only once.

Kate was /o/ 7 of solving mysteries. But this case meant even more to her. Kate set out to /a/ 8 the robbers who had taken the jewels that belonged to her /a/ 9. She walked with /i/ 10 steps along the old /i/ 11 road. The cold, /a/ 12 air made her face /i/ 13. "This is rotten weather for a detective," she thought. Suddenly Kate saw the robbers slip by under the street /a/ 14. The chase was on!



7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

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5

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

Students have opportunities to write the words in meaningful contexts.

STUDENT BOOK

Instructional Unit

Language Study

The third page of each instructional unit in the Student Book is devoted to spelling-related language arts skills. In Level 4, this page in each instructional unit is divided into three parts: **Spelling and Language**, **Writing on Your Own**, and **Using the Dictionary to Spell and Write** or **Proofreading**.

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.

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.

Dictionary exercises are sequentially structured throughout the book and from level to level. The exercises establish the connection between the dictionary and spelling and writing.

The proofreading activities cover a wide range of curriculum areas and types of writing, including materials students are likely to produce themselves such as social studies and science reports, letters, and news stories. Students focus on finding and correcting a specified number of misspelled words as well as errors in capitalization and punctuation. These activities reinforce what students do when they revise their own writing.

UNIT WORDS

twin
track
bandage
crop
damp
slid
split
brick
sting
film
task
ramp
brand
fond
plot
swift
lamp
strap
prop
aunt

Spelling and Language • Consonant Clusters


Say the word *track* to yourself. Listen to the consonant sounds /t/ and /r/ at the beginning of *track*. The letters *tr* in *track* are a **consonant cluster**. The letters are written together. You hear the two sounds together. Now say *strap*. The letters *str* in *strap* are also a consonant cluster.

Finish the sentences with Unit words. Each word begins with a consonant cluster that has *r*. Then in front of each sentence write the consonant cluster that begins the word you wrote.

1. I helped my uncle harvest the potato _____.
2. We brought some bags of potatoes to our red _____ house.
3. Pedro used a rock to _____ the basement door open.

Writing on Your Own

Write some sentences about a hobby you have. Tell why you enjoy it. Use some Unit words.

 **WRITER'S GUIDE** For help with sentences, turn to page 242.

Using the Dictionary to Spell and Write

When you write, you sometimes need to check the spelling of a word. A good place to look for the correct spelling of a word is a dictionary.

The words in a dictionary are listed in alphabetical order. To put words in alphabetical order, use the first letter of each word. If the first letters are the same, use the second letters. If the first two letters are the same, use the third letters.


Put each group of words in alphabetical order.

- | | |
|----------------|---------------|
| 1. brand _____ | 2. slid _____ |
| bandage _____ | strap _____ |
| brick _____ | sting _____ |
| aunt _____ | split _____ |

Write the Unit word that comes after each of these words in alphabetical order.

- | | |
|---------------|----------------|
| 3. crop _____ | 4. film _____ |
| 5. plot _____ | 6. track _____ |

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 turn to the revising checklist on page 250.

Proofreading

Read the directions for making honey-covered fruit. There are six misspelled words in the directions. Two words need capital letters.

1. Circle each misspelled word. Draw three lines under the letters that should be capitals.

DESSERTS

To make honey-covered fruit, cut up a hole melon. Then slice a rip banana. put the pieces in a jar. Add a graip or two. Pour honey over it. cap the jar, and turn it upside down twice. Spoon the fruit into a dish. Skrape the last bit of honey from the jar. Suprise your friends with this dessert.

2. Write the six misspelled words correctly.

 **WRITER'S GUIDE** See the editing and proofreading marks on page 251.

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Spelling on Your Own

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

Spelling on Your Own

UNIT WORDS

List all the Unit words except *film* and *bandage*. For each word on your list, write one or more words that rhyme with it. Use each group of rhyming words in a sentence. Here's an example: "I'm quite *fond* of swimming in a *pond*." Then use *film* and *bandage* in one sentence.

MASTERY WORDS

Write a Mastery word that rhymes with each word.

1. swift _____	2. tap _____
3. past _____	4. bring _____
5. fond _____	6. brand _____

Read each group of words. The words are alike in some way. Write the Mastery word that goes with each group.

7. summer	fall	winter	_____
8. flap	trap	strap	_____
9. quick	rapid	speedy	_____
10. great	terrific	wonderful	_____
11. gift	swift	drift	_____
12. stream	creek	lake	_____

Write the Mastery word that comes after each of these words in alphabetical order.

13. lift _____	14. fast _____
----------------	----------------

BONUS WORDS

Write the Bonus words that rhyme with these words.


1. lift	2. mist	3. dock	4. back	5. trap
---------	---------	---------	---------	---------

Follow the directions using Bonus words.

- Put the words into three groups. The words in each group should have the same vowel sound: /a/, /i/, or /o/.
- Write the words in alphabetical order.
- Use all the Bonus words in four sentences.

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7



Sid Slid

spring
fast
grand
lift
clap
pond

snack
absence
scrap
spirit
nozzle
stock
shift
twist

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

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.

6

Review

Study Steps to Learn a Word always precedes the Spelling Review exercises. This provides students a strategy to use when they misspell words and when they encounter unfamiliar words and helps them become independent spellers.

Follow these steps when you are unsure how to spell a word.

- **Say** the word. Recall when you have heard the word used. Think about what it means.
- **Look** at the word. Find any prefixes, suffixes, or other word parts you know. Think about other words that are related in meaning and spelling. Try to picture the word in your mind.
- **Spell** the word to yourself. Think about the way each sound is spelled. Notice any unusual spelling.
- **Write** the word while looking at it. Check the way you have formed your letters. If you have not written the word clearly or correctly, write it again.
- **Check** your learning. Cover the word and write it. If you did not spell the word correctly, practice these steps until the word becomes your own.

UNIT 1

aunt
crop
twin
brick
bandage
plot
lamp
film
fond
task

UNIT 1 Follow the directions using words from Unit 1.

1. Write the word that has /a/ in the first syllable and /i/ in the second syllable.

2. Write the rest of the Unit 1 words under the correct heading.

/a/

/i/

/o/

UNIT 2 Follow the directions using words from Unit 2.

3. Write the three words that have /e/ spelled ea.

4. Write the two words that have the sound /e/ spelled e.

5. Write the two words that have /u/ spelled u. Circle the consonant clusters.

6. Write the three words that have /u/ spelled o.

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

Finish this sentence with words that have /e/.

At the store, I 7 to 8 only one 9, but the paper cost a nickel.

7. _____ 8. _____ 9. _____

UNIT 3 Follow the directions using words from Unit 3.
Write the plural form of each word.

- | | |
|--------------------|-------------------|
| 10. brush _____ | 11. stomach _____ |
| 12. loss _____ | 13. memory _____ |
| 14. story _____ | 15. match _____ |
| 16. sandwich _____ | 17. hobby _____ |
| 18. pant _____ | 19. parent _____ |

20. Write the three plural words that were made by adding s.

21. Write the three plural words that were made by adding es.

22. Write the four plural words that were made by adding s.

UNIT 4 Follow the directions using words from Unit 4.
Write the word that rhymes with each of these.

- | | |
|----------------|----------------|
| 23. nice _____ | 24. race _____ |
| 25. game _____ | 26. main _____ |
27. Write the three words that have /ō/.

28. Write the three words that have /ī/ in the second syllable.

Finish the story. The long vowel sound is given.

One morning, Juanita's dad /ō/ 29 her eat. They were going to fly in a /ā/ 31!

29. _____ 30. _____

UNIT 3

sandwiches
stomachs
pants
memories
hobbies
stories
losses
parents
brushes

UNIT 5 Follow the directions using words from Unit 5.
Finish these sentences with words that have /ē/.

32. We use cow's milk to make both _____ and _____.

33. Turn on the _____ so I won't catch cold and _____.

34. I _____ that a _____ is hard to thread.

Finish these sentences with words that have /ā/.

35. Your _____ must be _____ if you want to hit the target.

36. I'm _____ I've lost my pretty gold _____.

37. Write the two words that have /ē/ spelled ea.

38. Write the four words that have /ē/ spelled ee.

39. Write the three words that have /ā/ spelled ai.

40. Write the one word that has /ā/ spelled aigh.

UNIT 5

cream
cheese
sneeze
straight
chain
afraid
agree
needle
heat
aim

WORDS IN TIME



English-speaking people did not use the word *frined* until the fifteenth century. Before then, they used *frined*. Probably the *fr* in *frined* was changed to *fn* because of a printing error in the late 1400's.

Words in Time 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. this feature creates a logical association for students between the origin of a word and its spelling.

STUDENT BOOK

Review Unit

Spelling and Reading

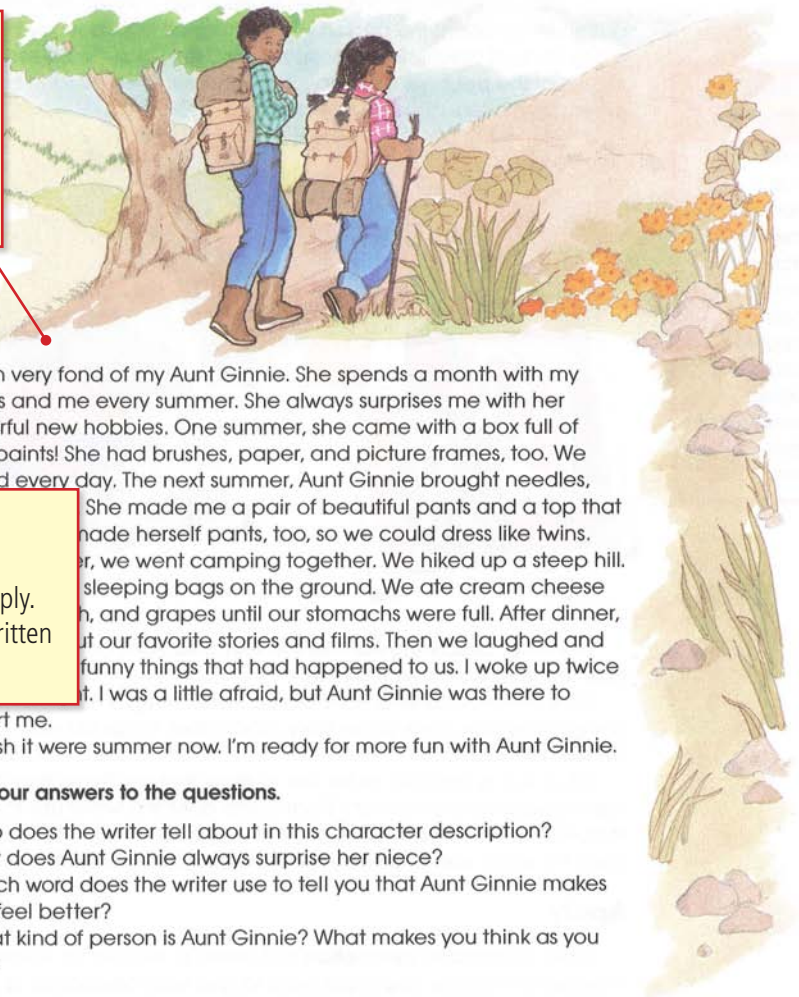
The fourth page of each review unit in the Student Book presents an expository, narrative, descriptive, or persuasive selection that students will use later as a model for their own writing.

Spelling and Reading

A Character Description

Read the following descriptive paragraphs. Notice the words that tell about a character.

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



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

I am very fond of my Aunt Ginnie. She spends a month with my parents and me every summer. She always surprises me with her wonderful new hobbies. One summer, she came with a box full of bright paints! She had brushes, paper, and picture frames, too. We painted every day. The next summer, Aunt Ginnie brought needles, and she made me a pair of beautiful pants and a top that she made herself. She made herself pants, too, so we could dress like twins. One summer, we went camping together. We hiked up a steep hill. We slept in sleeping bags on the ground. We ate cream cheese sandwiches and grapes until our stomachs were full. After dinner, we told our favorite stories and films. Then we laughed and talked about funny things that had happened to us. I woke up twice in the middle of the night. I was a little afraid, but Aunt Ginnie was there to comfort me.

I wish it were summer now. I'm ready for more fun with Aunt Ginnie.

Write your answers to the questions.

1. Who does the writer tell about in this character description?
2. How does Aunt Ginnie always surprise her niece?
3. Which word does the writer use to tell you that Aunt Ginnie makes her feel better?
4. What kind of person is Aunt Ginnie? What makes you think as you do?

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

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27

Students are prompted to proofread their answers for spelling.

Spelling And Writing

On the fifth page of each review unit, students think about and discuss the writing model presented in **Spelling and Reading** in preparation for their own writing.

Students analyze the structure, content, style, and tone of the model in preparation for their own writing.

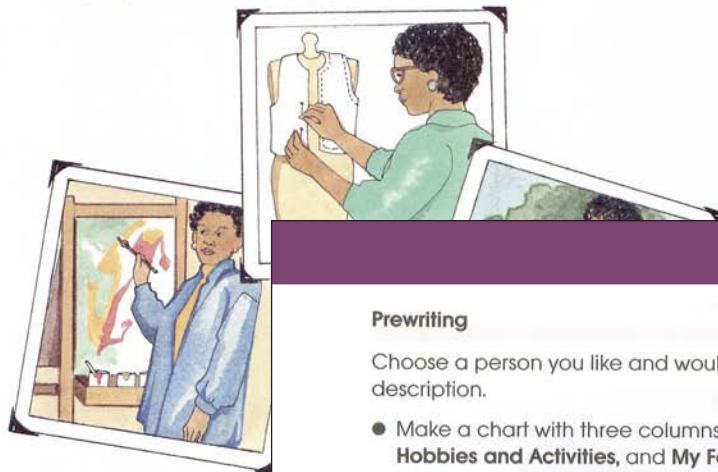
Spelling and Writing A Character Description

Think and Discuss

A character description comes to life when a writer uses lively details to tell about the person. A character description may include many kinds of details. The description may tell what the person looks like, what the person says or does, how the person feels, and how other people feel about the person.

Words to Help You Write

fond
trust
hobbies
memories
stories
parents
polite
surprise
afraid
agree
sandwiches
task
film



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 **Writer's Guides** at the back of the Student Book for definitions and models and to the **Spelling Dictionary** and **Spelling Thesaurus**.

The writer describing A
how she feels about Aunt
Look at the pictures of
doing? Now look back at
do with the writer?

What words does the
has a good sense of hum
that Aunt Ginnie is kind? L
does the writer use to tell

Apply

Write a **character des**
have warm feelings. You
person on his or her birth
person is like. Follow the v

Prewriting

Choose a person you like and would like to describe in a character description.

- Make a chart with three columns. Label the columns **Appearance**, **Hobbies and Activities**, and **My Feelings**.
- Fill in your chart with words and phrases that tell what the person looks like, what the person's hobbies and activities are, and what your feelings about the person are.



THESAURUS For help finding vivid descriptive words, turn to page 205.

Composing

Use your chart to help you write the first draft of your character description.

- Write a topic sentence. Tell whom the description is about.
- Write detail sentences that tell about the person's appearance and hobbies. Use lively verbs and colorful adjectives in your sentences.
- Write sentences that tell how you feel about the person.

Revising

Reread your description and show it to a classmate. Follow these guidelines to improve your work. Use the editing and proofreading marks on this page to show corrections.



WRITER'S GUIDE For help revising your character description, see the checklist on page 250.

Editing

- Make sure your description clearly describes the person.
- Make sure you used colorful and lively words to create an exact picture for the reader.

Proofreading

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

Copy your description onto a clean sheet of paper.

Publishing

Editing and Proofreading Marks

- ≡ capitalize
- ⊙ make a period
- ^ add something
- ^ add a comma
- ↔ add quotation marks
- take something away
- spell correctly
- ¶ indent the paragraph
- / make a lowercase letter
- tr transpose

TEACHER EDITION

Previewing the Unit

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

Use this overview page to prepare for the unit.

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

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

English Language Arts Common Core State Standards covered in the Unit are provided.

The Sounds /a/, /i/, /o/

UNIT 1

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 4–7
Teacher's Edition	
Teaching Plans	pages 4–7
Enrichment Activities	
For the Classroom	pages 7A–7B
For the Home	page 7B
Reteaching Strategies	page 7C

Testing

Teacher's Edition	
Trial Test	pages 3C–3D
Unit Test	page 7B
Dictation Test	page 7B

Additional Resources

PRACTICE AND REINFORCEMENT

- Extra Practice Master 1: Unit Words
- Extra Practice Master 1: Mastery Words
- Extra Practice Master 1: Bonus Words
- ELL Practice Master 1
- Spelling and Language Master 1
- Study Steps to Learn a Word Master

RETEACHING FOLLOW-UP

- Reteaching Follow-up Master 1A: Discovering Spelling Generalizations
- Reteaching Follow-up Master 1B: Word Shapes
- ELL Reteaching Follow-up Master 1

TEACHING AIDS

- Spelling Generalizations Slide 1
- Home Letter 1

Learner Objectives

Spelling

- To spell words that demonstrate these sound-letter relationships: /a/a, /i/i, /o/o.
- To recognize that consonant and vowel letters between the slanted lines / / represent sounds.
- To alphabetize words.

Reading

- To follow directions.
- To identify words.
- To use paragraph structure.

Writing

- To write sentences.
- To use the writing process.
- To proofread, edit, and publish.
- To write legibly.

Listening

- To listen to identify consonant and vowel sounds.
- To listen to identify rhyming words.
- To follow oral directions.

Speaking

- To respond to questions.
- To contribute to group discussions.

UNIT WORDS

twin
track
bandage
crop
damp
slid
split
brick
sting
film
task
ramp
brand
fond
plot
swift
lamp
strap
prop
aunt

MASTERY WORDS

spring
fast
grand
lift
clap
pond

BONUS WORDS

snack
absence
scrap
spirit
nozzle
stock
shift
twist

Common Core State Standards

Reading—Foundational Skills: 4.3a, 4.4c

Writing: 4.2d, 4.4, 4.5

Speaking/Listening: 4.1c

Language: 4.2d, 4.4a, 4.4c

TEACHER EDITION

Introducing the Unit

Use this section in each instructional unit to pace the lesson and establish students' readiness for learning by assessing and building on prior knowledge.

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

This section guides teachers in explaining to students what is to be learned and how this learning will be applied to their written work.

This section uses an inductive approach to guide students in formulating the spelling generalization(s) for the unit. Students later apply the spelling generalization(s) to their own writing.

This section offers unit-specific strategies for English learners or students with learning difficulties.

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

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

Some students with learning disabilities have difficulty in auditory discrimination of sounds in the middle of words. If they are not able to identify the sounds, then they will not be able to write the corresponding letters.

To assist the students in identifying the short vowel sounds and the letters that stand for those sounds, write *a* and *i* on the chalkboard. First say the sound /a/ and then the sound /i/. Say a Unit word containing /a/ or /i/. Ask one student at a time to point to the letter on the board that stands for the vowel sound. Maintain motivation temporarily with tangible rewards that may be seen by classmates and family mem-

bers. The temporary rewards may be any small objects such as chips, puzzle pieces, or sticks. Chart the student's earnings toward a preset numerical goal. The chart may be kept in the students' spelling notebooks.

English Learners

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

ASSIGNMENT GUIDE

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

Five Days	• = average spellers • = better spellers ✓ = slower spellers	Three Days
Day 1	• • Take Unit word Trial Test and correct • ✓ Take Mastery word Trial Test and correct • • Read Unit words and discuss generalization on page 4	Day
Day 2	• • Complete Spelling Practice page • ✓ Complete Extra Practice Master • ✓ Complete Spelling on Your Own • • Take Bonus word Trial Test and correct	
Day 3	• • ✓ Complete Spelling and Language • • ✓ Complete Writing on Your Own page • • ✓ Complete Using the Dictionary to • ✓ Take Midweek Test (optional) • • Complete Spelling on Your Own • ✓ Complete Spelling and Language	
Day	• • Complete Spelling on Your Own • • Complete Extra Practice Master • • Complete Extra Practice Master	

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the students that this week they will study the spellings of words with the short vowel sounds /a/, /i/, and /o/. Explain to the students that they will apply the spelling generalizations to the Unit words and will use those words in written sentences.

Assess Students' Spelling Ability

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

6. *slid* The soap *slid* off the wet counter. 2. *absence* Nadine's *absence* from school
7. *split* Joel will *split* the logs. *split*
8. *brick* The house is made of *brick*.
9. *sting* Carla has a bee *sting*. *sting*
10. *film* We watched a *film* about lions.
11. *task* Your *task* is to finish your math homework. *task*
12. *ramp* At city hall there is a *ramp* for people in wheelchairs. *ramp*
13. *brand* George tried a new *brand* of toothpaste. *brand*
14. *fond* We are *fond* of Grandma. *fond*
15. *plot* Diane will tell us the *plot* of the story. *plot*
16. *swift* A deer is a *swift* runner. *swift*
17. *lamp* Turn off the bright *lamp*. *lamp*
18. *strap* The *strap* of my watch is torn. *strap*
19. *prop* Use a jar to *prop* up the book. *prop*
20. *aunt* My *aunt* sent me a gift. *aunt*
8. *twist* Fran couldn't *twist* the cap off the jar. *twist*

Apply Prior Learning

Have the students formulate the spelling generalizations for this unit by using the following activity.

Write these words on the chalkboard:

Mastery Words

1. *spring* Tulips bloom in the *spring*.
2. *fast* That driver is going *fast*.
3. *grand* We had a *grand* time.
4. *lift* This box is too heavy. *lift* it.
5. *clap* Actors love to *clap* their hands. *clap*.
6. *pond* We saw fish in the *pond*.

Bonus Words

1. *snack* José had apples and raisins for a *snack*.
2. *snack*

drop camp gift stamp
is form three different
g words. (drop, stop; camp,
ask them to add other
each group. Then have
short vowel sound common
and the spelling for each
(o/o)
giving how to read these sym-
bols will help them to say new words and use
them in sentences, paragraphs, and letters.

FOCUS

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

UNIT
1a

FOCUS

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

3C UNIT 1 The Sounds /a/, /i/, /o/

TEACHER EDITION

Teaching the Unit

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

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

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

UNIT 1a The Unit Words

TEACHING PLAN

Objectives To spell words that demonstrate these sound-letter relationships: /a/a/, /i/i/, /o/o/; to recognize that consonant and vowel letters between the slanted lines / / represent sounds.

1. Write these pronunciations on the chalkboard:

/krop/ /trak/ /ban'dij/

Point out that the letters between the lines / / represent sounds. The sound /k/ is spelled c in *crop* and ck in *track*. The sounds /ij/ are spelled age in *bandage*.

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

- Direct the students to read the generalization on page 4 independently. Words that have an unusual spelling for a particular sound are preceded by a box in the unit list; explanations also indicated by a box are given in the text.
- Have volunteers read the Unit words aloud and identify the short vowel sound(s) in each word. Ask other students to tell what letter(s) represent each short vowel sound. In *unt*, /a/ is spelled *au*. Note that *unt* may also be pronounced /ant/.
- Have a volunteer read **Remember This** aloud. Ask the students how the sentence "This is the age of the no-stick bandage" will help them remember to spell *bandage* correctly. Explain that *age* is pronounced /ij/ when it is an unaccented syllable in words such as *ban'dage*, *vil'lage*, and *pos'tage*. In an accented syllable, *age* is pronounced /äj/, as in *en-gage*.

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

4 UNIT 1 The Sounds /a/, /i/, /o/

1 The Sounds /a/, /i/, /o/

UNIT WORDS

- twinn
- track
- bandage
- crop
- damp
- slid
- split
- brick
- sling
- film
- task
- ramp
- brand
- fond
- plot
- swift
- lamp
- strap
- prop
- unt



The Unit Words

The words in this unit show you how to spell three short vowel sounds: /a/, /i/, and /o/. The letter that comes between these two lines / / tells you how to say the sound.

The sound for c in *crop* is /k/.

The sound for r in *crop* is /r/.

The sound for o in *crop* is /o/.

The sound for p in *crop* is /p/.

Crop is the spelling: /krop/ tells you how it sounds.

The short vowel sound /a/ is usually spelled with a, as in *damp*. In the word *unt*, the vowel sound /a/ is spelled *au*. The letters *au* in *unt* can also have the sound /ä/ as in *palm*.

The short vowel sound /i/ is usually spelled with i, as in *slid*.

The short vowel sound /o/ is usually spelled with o, as in *crop*.

REMEMBER THIS

This sentence will help you spell *bandage* correctly. This is the age of the no-stick bandage.

Extra Practice: Unit Words

Extra Practice

What happened in the word game? To find out, write unit words in the boxes. The letters in the circles will spell words. Then form a sentence. Write the sentence on the line below.

1. *bandage*

2. *crop*

3. *damp*

4. *slid*

5. *split*

6. *brick*

7. *sling*

8. *film*

9. *task*

10. *ramp*

11. *brand*

12. *fond*

13. *plot*

14. *swift*

15. *lamp*

16. *strap*

17. *prop*

18. *unt*

Write your sentence on the line below.

Extra Practice: Mastery Words

Extra Practice

Use your pencil to go from START to FINISH in the puzzle. When you come to a word, decide if it has a short vowel sound. If it does, make your line go toward F for yes. If it does not, make your line go toward B for no. Write each word that has a short vowel sound below.

START

FINISH

1. *unt*

2. *bandage*

3. *crop*

4. *damp*

5. *slid*

6. *split*

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

Spelling Practice

A. Follow the directions using the Unit words.

1. Write the word that goes with *uncle*. Underline the two letters that can spell the short vowel sound /a/.

aunt

2. Write the eight other words that have the sound /a/.

track

bandage

damp

task

ramp

brand

lamp

strap

3. Write the seven words that have the sound /i/.

twin

slid

split

brick

sting

film

swift

- B. Write the Unit words with /a/ that rhyme with these words.

4. drop (two words)

crop

prop

5. hot

plot

6. pond

fond

- C. Read part one of *Detective Kate*. Finish the story using the Unit words. The short vowel sound for each word is given to help you. Use each word only once.

Kate was /a/ 7 of solving mysteries. But this case meant even more to her.

Kate set out to /a/ 8 the robbers who had taken the jewels that belonged to her /a/ 9. She walked with /i/ 10 steps along the old /i/ 11 road. The cold, /a/ 12 air made her face /i/ 13. "This is rotten weather for a detective," she thought. Suddenly Kate saw the robbers slip by under the street /a/ 14. The chase was on!



7. fond

8. track

9. aunt

10. swift

11. brick

12. damp

13. sting

14. lamp

5

Extra Practice: Bonus Words

Word	Blank	Blank	Blank	Blank	Blank	Blank
shift						
switch						
snack						
snail						
snare						
snore						

A. Use each word on the left. Find two words at the top that have the same vowel sound. Put a check in the box below each one. Then write all three words below the chart.

Word	Blank	Blank	Blank	Blank	Blank	Blank
1. shift						
2. switch						
3. snack						
4. snail						
5. snare						
6. snore						

B. Finish the sentences with Bonus words.

7. The _____ was a very noisy place.

8. I saw a _____ of candy apples.

9. Miss Tupper asked (told) the reason for her brother's _____.

10. The detective _____ near where the treasure was hidden.

11. The cat laid in _____ as he tried to get through the hole in the fence.

Extra Practice • 5

Summarize Learning

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

- What are two ways to spell the short vowel sound /a/ learned in this lesson? (a, au)
- What are the ways the short vowel sounds /i/ and /o/ are spelled? (i and o)
- What do the letters between the slanted lines / / represent? (sounds)

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

Spelling Practice**UNIT 1b****TEACHING PLAN**

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

1. Briefly discuss the directions on page 5. Tell the students that *Detective Kate* is a six-episode mystery story. (The other episodes appear in Units 10, 11, 23, 28, and 35.) The main character is Kate, a teenage girl who likes to solve mysteries. You might have students first read the context paragraph aloud, supplying the missing words. Then have them write the words. Vowel sound clues are given to help the student choose the correct words. Emphasis should be placed on the correct spellings of the Unit words and not on the correct word choice. Note that on the **Spelling Practice** page, the students are usually directed to write the Unit words according to their sound-letter relationships.
2. Have the students complete the activities independently. Remind them to use legible handwriting. For **Handwriting Models**, refer the students to page 262 in the **Pupil Book**.
3. To correct the students' work, have volunteers write the answers on the chalkboard, or review the answers orally. Students may check their own work.

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

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 students' word knowledge and gives them a rationale for the spelling and function of words.

★ of special interest

The distinctions between *homophone*, *homograph*, and *homonym* are often not clear. All three words derive from Greek. *Homophone* ("same sound") refers to words that are pronounced the same but have different meanings and spellings. *Meat* and *meet* are homophones. *Homograph* ("same writing") refers to words that are spelled the same but have different meanings and sometimes also different pronunciations. *Yard* ("enclosure") and *yard* ("unit of measure") are homographs, as are *wind* /wind/ and *wind* /wind/. *Homonym* ("same name") is often used to refer generally to both homophones and homographs.

UNIT 1 The Sounds /a/, /i/, /o/

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

This section emphasizes the relationship between spelling, reading, and writing. Reading vocabulary helps to explain spelling, and spelling helps to reinforce reading vocabulary.

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

UNIT 1e The Sounds /a/, /i/, /o/

CLOSING THE UNIT

Apply New Learning

Tell the students 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 words in their minds.
- use a dictionary to find the correct spelling.
- create mnemonic devices to help them remember difficult words.

Transfer New Learning

Suggest to the students that they might make a collection of rhyming words from new words they encounter in their reading and in other content areas. They should learn the meaning of those words and then apply the generalizations they have studied. Tell them that once the words are familiar in both meaning and spelling, they should use them in their writing.

ENRICHMENT ACTIVITIES

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

For the Classroom

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

- **Basic:** Use **Mastery** words to complete the activity.
- **Average:** Use **Unit** words to complete the activity.
- **Challenging:** Use **Bonus** words to complete the activity.

1. **Language Arts/Building Vocabulary** Have each student build sets of words for the following phonograms: *amp* as in *camp*; *ond* as in *pond*; and *op* as in *top*. Tell the students 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. Tell the students to be sure that each word is spelled correctly and that they understand the meaning of each word. After the students have completed their lists, compile class lists on strips of butcher paper. Ask the students to use several words in sentences to show their meanings. You may wish to have students add words to the lists as they find them in their classroom reading or use them in their writing.

■ **COOPERATIVE LEARNING:** Have each group build sets of words for the following phonograms: *amp* as in *camp*; *ond* as in *pond*; and *op* as in *top*. Each group is to begin with spelling words that have the target phonogram and then to list as many other words with the phonogram as they can. After the lists are compiled, group members should check the spelling of each word. Every group member should select several words and use each word in a sentence. Each group should copy its list onto a strip of butcher paper and present the list to the class. Allow a classmate to ask a group member to use one word from the group's list in a sentence that shows its meaning.

2. **Language Arts/Writing Sentences to Show Multiple Meanings** Have the students use the dictionary to find two meanings for one of the following spelling words: *track*, *plot*, *brand* (Mastery words: *spring*, *fast*). Tell students to jot down the meanings of the word. Then have them write example sentences to explain each of the word's meanings.

■ **COOPERATIVE LEARNING:** Have each student in the group use the dictionary to find two meanings of one of the spelling words: *track*, *plot*, *brand* (*spring*, *fast*). Each student should choose a different word. Then have each person write example sentences to show the word's meanings. Group members should then discuss the effectiveness of each member's sentences and suggest revisions. Each group should compile a list of the words and sentences to share with the class.

3. **Language Arts/Writing a Diary Entry** Have each student write a diary entry for an imaginary person. As a **prewriting** activity, have the students invent an imaginary person and write the person's name at the top of their papers. Then direct them to look over the spelling word list to get ideas for an event about which they can write. Give the following examples: *Visiting My Twin Sister in the Hospital*; *Breaking Mother's Best Lamp*. Have the students write their entry topics under the names of their characters. Then have them list the things that might have happened. Encourage the students to use their imaginations. Then have them choose three or four things that happened and put them in proper sequence. Tell them to use their lists to **compose** their diary entries. Tell the students that they should use *I* as they write. Then have the students **revise** their entries by checking that events are logically sequenced and that they wrote in the first person. Remind the students to proof-read for spelling, capitalization, and punctuation errors. Then tell the students to title their entries. **Publish** the students' work in a bulletin-board display.

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

For the Home

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

1. **Language Arts/Writing Answers to Questions** Tell the students to write a sentence that contains at least two spelling words to answer each question. Encourage students to give humorous answers.

- a. What might you do on a rainy day?
- b. What might a frog say to a turtle?

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

Example: FOR SALE Bee that will not sting.
Fond of people.
Can live anywhere.

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

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

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. **twin** Stan is Bill's **twin** brother. **twin**
2. **track** The train will arrive on **track** two. **track**
3. **bandage** Bob has a **bandage** on his sore leg. **bandage**

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

4. **crop** We harvested the corn **crop**. **crop**
5. **damp** Hang the **damp** towel up to dry. **damp**
6. **slid** The children **slid** on the icy street. **slid**
7. **split** Kathy and Adele **split** the orange between them. **split**
8. **brick** We laid **brick** to make a patio. **brick**
9. **sting** A wasp can **sting**. **sting**
10. **film** We will see a **film** about tooth care. **film**
11. **task** Brad has finished his **task**. **task**
12. **ramp** The people walked up a **ramp**. **ramp**

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

RETEACHING STRATEGIES FOR SPELLING

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

A. Discovering Spelling Generalizations

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

skin dash drop
milk mast sock

2. Ask the students to identify the vowel sound in each word. (/i/, /a/, /o/)
3. Ask the students to identify the letters that spell the sounds /a/, /i/, and /o/. (a, i, o)
4. Ask the students what they have learned about the spellings for the sounds /a/, /i/, and /o/. (They are usually spelled with the letters a, i, and o.)

B. Word Shapes

1. Explain to the students that each word has a shape and that remembering the shape of a word can help to spell the word correctly.
2. On the chalkboard, write the words **bank**, **lift**, and **pond**. Have the students identify "short," "tall," and "tail" letters.
3. Draw the configuration of each word on the chalkboard, and ask the students which word fits in each shape.



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

Form 1: Reteaching Follow-up A. Includes a table of unit words and a series of questions for students to identify vowel sounds and spelling patterns.

Use **Reteaching Follow-up Master 1B** to reinforce spellings of Unit words for Unit 1.

Form 2: Reteaching Follow-up B. Includes a table of unit words and a series of questions for students to identify word shapes and spelling patterns.

TEACHER EDITION

Assessment

Unit Trial Test

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

UNIT
1a

FOCUS

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

ASSIGNMENT GUIDE

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

Five Days	• = average spellers • = better spellers ✓ = slower spellers	Three Days
Day 1	<ul style="list-style-type: none">• • Take Unit word Trial Test and correct• ✓ Take Mastery word Trial Test and correct• • Read Unit words and discuss generalization on page 4	Day 1
Day 2	<ul style="list-style-type: none">• Complete Spelling Practice page 5• ✓ Complete Extra Practice Master 1: Unit words (optional)✓ Complete Spelling on Your Own: Mastery words page 7• Take Bonus word Trial Test and correct	
Day 3	<ul style="list-style-type: none">• • ✓ Complete Spelling and Language page 6• • ✓ Complete Writing on Your Own page 6• • ✓ Complete Using the Dictionary to Spell and Write 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	<ul style="list-style-type: none">• Complete Spelling on Your Own: Unit words page 7✓ Complete Extra Practice Master 1: Mastery words (optional)• Complete Extra Practice Master 1: Bonus words (optional)	
Day 5	<ul style="list-style-type: none">• Take Unit Test on Unit words• Complete Reteaching Follow-up Masters 1A and 1B (optional)• ✓ Take Unit Test on Mastery words• Take Unit Test on Bonus words	Day 3

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

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the students that this week they will study the spellings of words with the short vowel sounds /a/, /i/, and /o/. Explain to the students that they will apply the spelling generalizations to the Unit words and will use those words in written sentences.

Assess Students' Spelling Ability

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

Trial Test Sentences

Unit Words

1. **twin** Pamela has a **twin** sister. **twin**
2. **track** Joggers ran along the **track**. **track**
3. **bandage** The nurse put a **bandage** on Timmy's cut. **bandage**
4. **crop** The farmer grew a **crop** of wheat. **crop**
5. **damp** Dry the **damp** clothes. **damp**

3C

UNIT 1 The Sounds /a/, /i/, /o/

© Perfection Learning Spelling • LEVEL 4

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

UNIT 1a

6. **slid** The soap *slid* off the wet counter. **slid**
7. **split** Joel will *split* the logs. **split**
8. **brick** The house is made of *brick*. **brick**
9. **sting** Carla has a bee *sting*. **sting**
10. **film** We watched a *film* about lions. **film**
11. **task** Your *task* is to finish your math homework. **task**
12. **ramp** At city hall there is a *ramp* for people in wheelchairs. **ramp**
13. **brand** George tried a new *brand* of toothpaste. **brand**
14. **fond** We are *fond* of Grandma. **fond**
15. **plot** Diane will tell us the *plot* of the story. **plot**
16. **swift** A deer is a *swift* runner. **swift**
17. **lamp** Turn off the bright *lamp*. **lamp**
18. **strap** The *strap* of my watch is torn. **strap**
19. **prop** Use a jar to *prop* up the book. **prop**
20. **aunt** My *aunt* sent me a gift. **aunt**
2. **absence** Nadine's *absence* from school worried us. **absence**
3. **scrap** We gave the dog a *scrap* of meat. **scrap**
4. **spirit** The team has a cheerful *spirit*. **spirit**
5. **nozzle** The shower *nozzle* is broken. **nozzle**
6. **stock** That book is not in *stock* at the bookstore. **stock**
7. **shift** Dad will *shift* the car into reverse. **shift**
8. **twist** Fran couldn't *twist* the cap off the jar. **twist**

Apply Prior Learning

Have the students formulate the spelling generalizations for this unit by using the following activity.

Write these words on the chalkboard:

drop camp gift
lift stop stamp

Have the students form three different groups of rhyming words. (drop, stop; camp, stamp; lift, gift) Ask them to add other rhyming words to each group. Then have them identify the short vowel sound common to each group and the spelling for each sound. (/a/a, /i/i, /o/o)

Explain that knowing how to read these symbols will help them to say new words and use them in sentences, paragraphs, and letters.

FOCUS

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

Mastery Words

1. **spring** Tulips bloom in the *spring*. **spring**
2. **fast** That driver is going too *fast*! **fast**
3. **grand** We had a *grand* time at the fair. **grand**
4. **lift** This box is too heavy to *lift*. **lift**
5. **clap** Actors love to hear the audience *clap* their hands. **clap**
6. **pond** We saw fish in the *pond*. **pond**

Bonus Words

1. **snack** José had apples and raisins for a *snack*. **snack**

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

Some students with learning disabilities have difficulty in auditory discrimination of sounds in the middle of words. If they are not able to identify the sounds, then they will not be able to write the corresponding letters.

To assist the students in identifying the short vowel sounds and the letters that stand for those sounds, write *a* and *i* on the chalkboard. First say the sound /a/ and then the sound /i/. Say a Unit word containing /a/ or /i/. Ask one student at a time to point to the letter on the board that stands for the vowel sound. Maintain motivation temporarily with tangible rewards that may be seen by classmates and family mem-

bers. The temporary rewards may be any small object such as chips, puzzle pieces, or sticks. Chart the student's earnings toward a preset numerical goal. The chart may be kept in the students' spelling notebook.

English Learners

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

End-of-Unit Test

This test is administered after the students complete the unit.

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

For the Home

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

1. **Language Arts/Writing Answers to Questions** Tell the students to write a sentence that contains at least two spelling words to answer each question. Encourage students to give humorous answers.
 - a. What might you do on a rainy day?
 - b. What might a frog say to a turtle?
2. **Language Arts/Writing Ads** Tell students to write a three-line FOR SALE ad. Tell students to use as many spelling words and other words with the short vowel sound /a/, /i/, or /o/ as possible. Before students begin, read aloud ads from a newspaper classified section and explain that to save space and money, people do not always use complete sentences in ads.

Example: FOR SALE Bee that will not sting.
Fond of people.
Can live anywhere.

3. **Social Studies/Writing Questions About People and Places** Tell students to write three questions about people or places in the United States. Explain that each question must contain at least one spelling word. For example: What *twin* cities are in Minnesota? Encourage students to use their social studies books as a reference. Have the students bring their questions to class for others to answer, or have them ask someone in the home to answer them.
4. **Health/Writing Factual Statements About First Aid** Tell students to write three statements to describe how, why, or when to use a bandage. Explain that each sentence should contain one spelling word other than *bandage*. Example: Do not use a *damp* bandage.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. *twin* Stan is Bill's *twin* brother. *twin*
2. *track* The train will arrive on *track* two. *track*
3. *bandage* Bob has a *bandage* on his sore leg. *bandage*

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

Mastery Words

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

Bonus Words

1. *snack* Please bring a *snack*.
2. *absence* We sent Molly get *absence* from school. *absence*
3. *scrap* Use the *scrap* of fabric. *scrap*
4. *spirit* They won because of *spirit*.
5. *nozzle* Water rushed out of *nozzle*.
6. *stock* The store has the *stock*.
7. *shift* The train will *shift* to *track* two.
8. *twist* The roads *twist* and turn.

Dictation Sentences

Unit Words

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

Mastery Words

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

Bonus Words

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

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 students should be able to write the entire sentence correctly.

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

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

Skills Check

OVERVIEW

All Levels 2 through 6 of *Perfection Learning Spelling*, an optional diagnostic inventory is provided. This Skills Check Inventory is in two parts. The first part, on pages 2 and 3 of the *Skills Check*, includes multiple choice and short-answer questions to evaluate the students' mastery and retention of the spelling skills taught of the previous level.

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

PROCEDURE

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

See page 34 for the list of words from Level 3 to be used for dictation.

Skills Check					
name _____	date _____				
<p>A. Read the first word in each row. Then write the letter of the word that has the same vowel sound.</p> <p>1. glad a. head b. used c. boat d. lost</p> <p>2. nap e. too f. turn g. if</p> <p>3. hat h. in i. out j. been</p> <p>4. bag k. no l. each m. last</p> <p>5. nap n. shop o. stop p. flip</p> <p>6. stall q. spot r. club s. pit</p>					
<p>B. Write each set of words in alphabetical order.</p> <p>7. word out k. wind unwell</p> <p>8. usual want unwell word</p> <p>9. turn funny want word</p>					
<p>C. Add an s to each word on the left adding to each word on the right. Write the words.</p> <p>10. sit 11. stand 12. play 13. planing</p> <p>14. sit 15. stand 16. play 17. planing</p> <p>18. sit 19. stand 20. play 21. planing</p>					
<p>D. Add an s to each word on the left adding to each word on the right. Write the words.</p> <p>22. sit 23. stand 24. play 25. planing</p> <p>26. sit 27. stand 28. play 29. planing</p> <p>30. sit 31. stand 32. play 33. planing</p>					
<p>E. Write the plural of each word.</p> <p>34. watch 35. watch 36. watch 37. watch</p> <p>38. watch 39. watch 40. watch 41. watch</p> <p>42. watch 43. watch 44. watch 45. watch</p>					
<p>F. Match the words in the two boxes to write the compound words.</p> <table style="width: 100%;"> <tr> <td>grand grand grand</td> <td>pink pink pink</td> <td>out out out</td> <td>only only only</td> </tr> </table> <p>23. grandpink 24. pinkonly 25. grandout 26. pinkout 27. grandonly 28. pinkonly</p>		grand grand grand	pink pink pink	out out out	only only only
grand grand grand	pink pink pink	out out out	only only only		
<p>G. Read the clues. Then write the words.</p> <p>29. I am a word that means to be angry. angry</p> <p>30. I am a word that means to be sad. sad</p> <p>31. I am a word that means to be happy. happy</p> <p>32. I am a word that means to be tired. tired</p> <p>33. I am a word that means to be hungry. hungry</p>					
<p>H. Take away the consonant letter. Then change each word. Add it to the correct cluster. Write the new word.</p> <p>34. sound 35. sound 36. sound 37. sound</p> <p>38. joy 39. joy 40. joy 41. joy</p> <p>42. joy 43. joy 44. joy 45. joy</p>					
<p>I. Write the two words to spell each pronunciation.</p> <p>46. sailor 47. sailor 48. sailor 49. sailor</p> <p>50. sailor 51. sailor 52. sailor 53. sailor</p> <p>54. sailor 55. sailor 56. sailor 57. sailor</p>					
<p>J. Add the letters that spell the word. Write the words.</p> <p>43. _ _ _ _ _ 44. _ _ _ _ _ 45. _ _ _ _ _ 46. _ _ _ _ _</p> <p>47. _ _ _ _ _ 48. _ _ _ _ _ 49. _ _ _ _ _ 50. _ _ _ _ _</p> <p>51. _ _ _ _ _ 52. _ _ _ _ _ 53. _ _ _ _ _ 54. _ _ _ _ _</p>					

A. Short Vowel Sounds

Level 2: Unit 1

Level 3: Units 1, 2

B. Alphabetical Order

Level 2: Units 2, 10, 19, 23

Level 3: Unit 1

C. Words with Inflected Endings

Level 2: Units 3, 5, 10, 13

Level 3: Units 7, 8, 14, 22, 26

D. Words with Inflected Endings

Level 2: Unit 23

Level 3: Unit 14

E. Plurals

Level 3: Units 1, 8, 11, 25, 27, 28, 32

Level 4: Units 2, 3, 11, 15

F. Compound Words

Level 3: Units 19, 23

Level 4: Units 26, 29

G. Consonant Sounds

Level 3: Units 7, 9, 10, 13

Level 4: Units 9, 10, 14, 15

H. Consonant Clusters

Level 3: Units 4, 5

Level 4: Units 1, 8

I. Spelling Consonant and Vowel Sounds

Level 2: Units 15, 29

Level 4: Units 10, 11, 30

J. Spelling Suffixes

Level 3: Unit 28

Level 4: Units 25, 34

Skills Check

ANALYSIS OF RESULTS

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

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

number right	A. (2)
number right	B. (2)
number right	C. (2)
number right	D. (2)
number right	E. (2)
number right	F. (2)
number right	G. (2)
number right	H. (2)
number right	I. (2)
number right	J. (2)

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 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.

DICTATED WORD LIST

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

PROCEDURE

To administer the list, say each word once and if in the previous pretest, then repeat the word. Have the students write the words on separate pieces of paper or in their spelling notebooks.

Correct the students' papers after they have corrected their own lists, or check that responses aloud. Have the students read each word aloud. As students work with Level 3, regularly check their work for self-correction.

1. Prepare: This list is a pretest. Prepare the list in the Student Book.

2. Read: I can climb that tree. **climb**

3. Write: I can climb that tree. **climb**

4. Check: Please check the list. **climb**

5. Prepare: This list is a pretest. Prepare the list in the Student Book.

6. Read: I can climb that tree. **climb**

7. Write: I can climb that tree. **climb**

8. Check: Please check the list. **climb**

9. Prepare: This list is a pretest. Prepare the list in the Student Book.

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11. Write: I can climb that tree. **climb**

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66. Read: I can climb that tree. **climb**

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69. Prepare: This list is a pretest. Prepare the list in the Student Book.

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75. Write: I can climb that tree. **climb**

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78. Read: I can climb that tree. **climb**

79. Write: I can climb that tree. **climb**

80. Check: Please check the list. **climb**

81. Prepare: This list is a pretest. Prepare the list in the Student Book.

82. Read: I can climb that tree. **climb**

83. Write: I can climb that tree. **climb**

84. Check: Please check the list. **climb**

85. Prepare: This list is a pretest. Prepare the list in the Student Book.

86. Read: I can climb that tree. **climb**

87. Write: I can climb that tree. **climb**

88. Check: Please check the list. **climb**

89. Prepare: This list is a pretest. Prepare the list in the Student Book.

90. Read: I can climb that tree. **climb**

91. Write: I can climb that tree. **climb**

92. Check: Please check the list. **climb**

93. Prepare: This list is a pretest. Prepare the list in the Student Book.

94. Read: I can climb that tree. **climb**

95. Write: I can climb that tree. **climb**

96. Check: Please check the list. **climb**

97. Prepare: This list is a pretest. Prepare the list in the Student Book.

98. Read: I can climb that tree. **climb**

99. Write: I can climb that tree. **climb**

100. Check: Please check the list. **climb**

ANALYSIS OF RESULTS

A high percentage of misspelled words may indicate that a student should concentrate on the Mastery words and work with Unit words secondarily. Students who miss few or no words on the dictated list should benefit from working with the Bonus words.

Midweek Test

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

Weekly End-of-Unit Test

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

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

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

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

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

For the Home

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

1. **Language Arts/Writing Answers to Questions** Tell the students to write a sentence that contains at least two spelling words to answer each question. Encourage students to give humorous answers.

- What might you do on a rainy day?
- What might a frog say to a turtle?

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

Example: FOR SALE Bee that will not sting.

Fond of people.
Can live anywhere.

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

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

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. twin Stan is Bill's twin brother.
2. track The train will arrive on track two.
3. bandage Bob has a bandage on his sore leg.

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

Mastery Words

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

Bonus Words

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

Dictation Sentences

Unit Words

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

Mastery Words

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

Bonus Words

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

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

Name _____

Six-Week Evaluation

Test 1

FORM A

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

Sample A

1. apple
2. bel
3. nest
4. hat
5. (no mistakes)

Sample B

1. gate
2. ball
3. car
4. dog
5. (no mistakes)

ANSWERS

1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)

1. trust
2. spread
3. meant
4. twin
5. (no mistakes)

1. losses
2. fond
3. stroght
4. spend
5. (no mistakes)

1. frame
2. damp
3. steal
4. brik
5. (no mistakes)

1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)
3. (1) (2) (3) (4) (5)
4. (1) (2) (3) (4) (5)
5. (1) (2) (3) (4) (5)

1. aunt
2. flm
3. lamp
4. sandwiches
5. (no mistakes)

1. memories
2. parents
3. struck
4. heat
5. (no mistakes)

1. sneeze
2. smoke
3. pain
4. grape
5. (no mistakes)

1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)
3. (1) (2) (3) (4) (5)
4. (1) (2) (3) (4) (5)
5. (1) (2) (3) (4) (5)

1. crop
2. comfurf
3. cent
4. brushes
5. (no mistakes)

1. spoce
2. whole
3. polite
4. twice
5. (no mistakes)

1. treat
2. bandege
3. scrape
4. aid
5. (no mistakes)

1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)
3. (1) (2) (3) (4) (5)
4. (1) (2) (3) (4) (5)
5. (1) (2) (3) (4) (5)

1. aim
2. plane
3. chane
4. frame
5. (no mistakes)

1. woke
2. needle
3. agree
4. heat
5. (no mistakes)

1. storys
2. feast
3. ripe
4. needle
5. (no mistakes)

1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)
3. (1) (2) (3) (4) (5)
4. (1) (2) (3) (4) (5)
5. (1) (2) (3) (4) (5)

1. cheese
2. hobbies
3. glowb
4. stomachs
5. (no mistakes)

1. sneeze
2. damp
3. divide
4. aftrade
5. (no mistakes)

1. spend
2. steep
3. plaine
4. hole
5. (no mistakes)

1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)
3. (1) (2) (3) (4) (5)
4. (1) (2) (3) (4) (5)
5. (1) (2) (3) (4) (5)

1. bandage
2. plot
3. among
4. month
5. (no mistakes)

1. annt
2. breath
3. whole
4. space
5. (no mistakes)

1. agree
2. strap
3. maches
4. melt
5. (no mistakes)

1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)
3. (1) (2) (3) (4) (5)
4. (1) (2) (3) (4) (5)
5. (1) (2) (3) (4) (5)

1. task
2. pants
3. twin
4. redy
5. (no mistakes)

1. divide
2. fond
3. flim
4. month
5. (no mistakes)

1. agree
2. strap
3. maches
4. melt
5. (no mistakes)

1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)
3. (1) (2) (3) (4) (5)
4. (1) (2) (3) (4) (5)
5. (1) (2) (3) (4) (5)

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Form A Test 1 • T1

FORM A TEST 1

Administering the Test

1. Tell the students that today they will take a spelling test on some of the words they have studied in Units 1–5. Pass the test papers out. Tell the students to leave them turned upside down until you are ready to begin.

2. Have the students turn their tests over. Tell them to read Sample A. Ask a volunteer to identify the word that is misspelled. (bel) Then have a volunteer identify the number in front of the misspelled word. (2) Point out that the correct answer has been marked for them. Note that if all the words were spelled correctly, the circle around 5 (for no mistakes) would be filled in.

3. Tell the students to read Sample B. Ask the students if any of the words are misspelled. (no) Have the students identify the number before no mistakes. (5) Tell them to mark the circle that has 5.

4. Have the students complete the test. Collect the students' papers to check their answers.

Evaluating the Results

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

UNIT	1	2	3	4
/a/, /i/, /o/				
/e/ and /u/				
/r/ and /l/				
Long vowel sound				
/e/ and /a/				

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

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

Record Keeping Progress Reports

Name

Class

Progress Report

Spelling

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

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Teaching Aids • 9

Class

Spelling

Class Progress Report

Spelling

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

Names	Skills Check Inventory	Form A Test 1	Form B Test 1	Form A Test 2	Form A Test 3	Form B Test 2	Midyear Test	Form A Test 4	Form B Test 3	Form A Test 5	Form A Test 6	Form B Test 4	End-of-Year Test	Final Grade
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														
19.														
20.														
21.														
22.														
23.														
24.														
25.														
26.														
27.														
28.														
29.														
30.														
31.														
32.														
33.														
34.														
35.														

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10 • Teaching Aids

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, 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,

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.

reasoning, and organization. Students with learning difficulties need special strategies to strengthen weaknesses or learn compensatory behaviors or skills. In **Perfection Learning Spelling**, strategies for teaching spelling to students who struggle are provided in each instructional unit in the Teacher's Edition. The strategies emphasize a multisensory approach, combining visual, auditory, tactile, and kinesthetic senses to teach and reinforce spelling skills and to strengthen memory and attention. In addition, motivational strategies such as setting goals, earning tangible rewards, and charting progress are suggested to promote learning.

English Learners

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

SPELLING AND BEYOND

The Writing Process

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

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

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

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

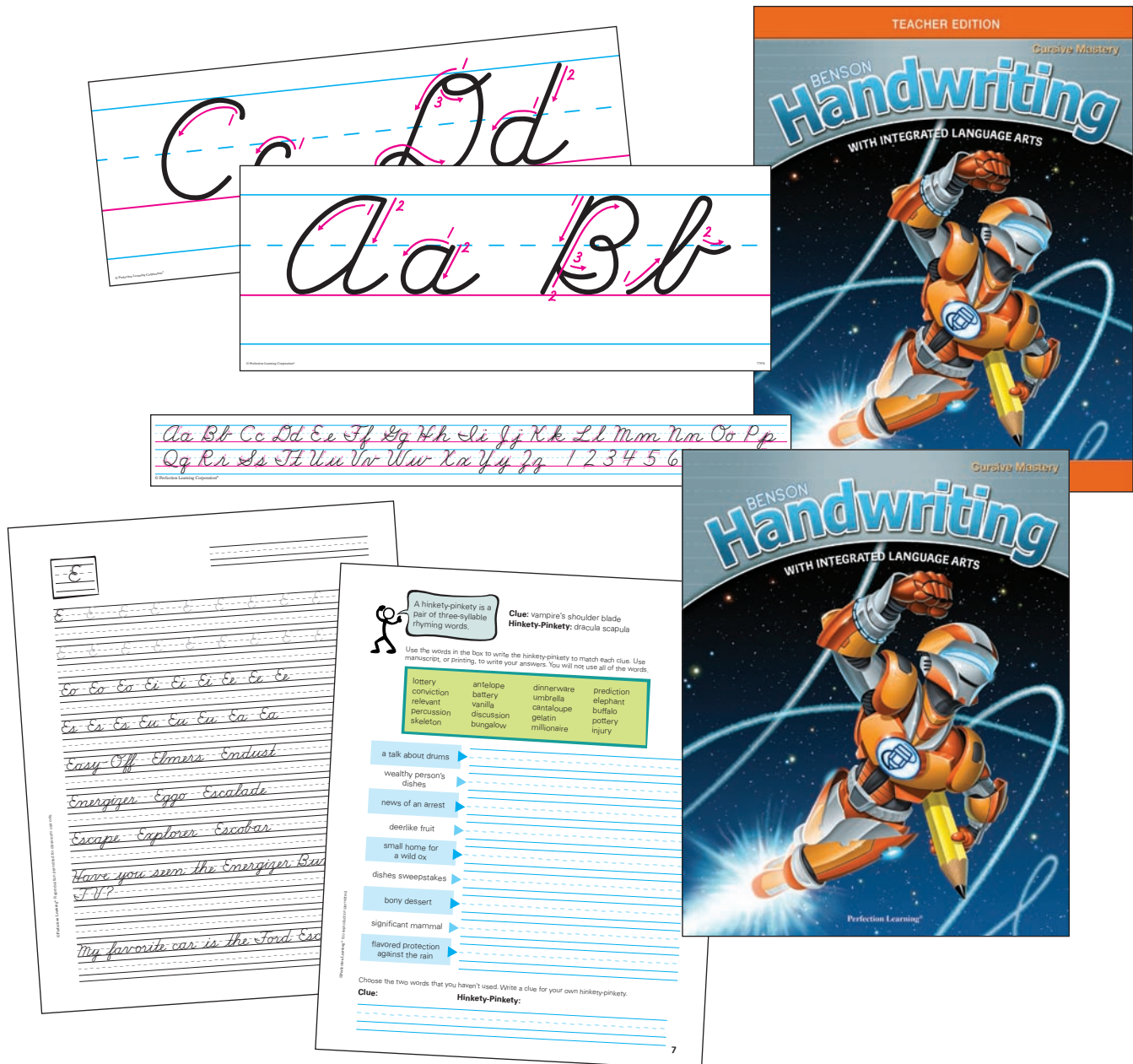
In this process students imagine the audience, set goals or purposes, develop ideas, produce notes and drafts, and revise to meet the audience's expectations.

Handwriting

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

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

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



Other Curriculum Areas

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

COMMON CORE STATE STANDARDS CORRELATION

Elements of Spelling	Level 4	Common Core State Standards
SOUND-LETTER RELATIONSHIPS Spellings for Consonants /b/ /d/ /f/ /g/ /h/ /j/ /k/ /kw/ /l/ /m/ /n/ /p/ /r/ /s/ /t/ /th/ / th / /v/ /w/ /y/ /z/ /ks/ /gz/ /zh/	120, <i>120</i> 46, 49, <i>46, 49</i> 38–39, 41, 51, <i>38–39, 41, 51</i> 90–91, 95, 97, <i>90–91, 95, 97</i> 42–43, 45, 51, 116–117, 119, <i>42–43, 45, 51, 116–117, 119</i> 38–39, 41, 51, 116–117, 129, <i>38–39, 41, 51, 116–117, 129</i> 143, <i>143</i> 49, <i>49</i> 125, <i>125</i> 46–47, <i>46–47</i> 46–47, <i>46–47</i> 42–43, 45, 47, 51, 116–117, 119, <i>42–43, 45, 47, 51, 116–117, 119</i> 47, <i>47</i> 60–61, 63, 76, <i>60–61, 63, 76</i> 64–65, 67, 76, <i>64–65, 67, 76</i> 38–39, 41, 51, <i>38–39, 41, 51</i> 116–117, 119, 129, <i>116–117, 119, 129</i>	RF4.3a L4.2d
Consonant Digraphs <u>ch</u> <u>ng</u> <u>sh</u> <u>th</u> <u>wh</u>	12–13, 15, 25, 64–65, 67, 77, <i>12–13, 15, 25, 64–65, 67, 77</i> 60–61, 63, 76, <i>60–61, 63, 76</i> 12–13, 15, 25, 60–61, 63, 76, <i>12–13, 15, 25, 60–61, 63, 76</i> 11, 60–61, 63, 76, <i>11, 60–61, 63, 76</i> 64, 65, 67, <i>64, 65, 67</i>	RF4.3a
Consonant Clusters Initial clusters with <u>l</u> Initial clusters with <u>r</u> Initial clusters with <u>s</u> Initial clusters with digraphs Final clusters with <u>d</u> Final clusters with <u>l</u> Final clusters with <u>t</u>	34–36, 47, <i>34–36, 47</i> 6–7, 8–9, 11, 117, <i>6–7, 8–9, 11, 117</i> 6–7, 8–9, 11, 34–36, 117, <i>6–7, 8–9, 11, 34–36, 117</i> 4–5, <i>4–5</i> 4–5, <i>4–5</i>	RF4.3a
Spellings for Short Vowel Sounds /a/ /e/ /i/ /o/	4–5, 7, 24, <i>4–5, 7, 24</i> 8–9, 11, 24, 119, <i>8–9, 11, 24, 119</i> 4–5, 7, 24, 119, <i>4–5, 7, 24, 119</i> 4–5, 7, 24, <i>4–5, 7, 24</i>	RF4.3a

Italicized numbers refer to the Teacher's Edition

Elements of Spelling	Level 4	Common Core State Standards
/u/	8–9, 11, 24, 8–9, <i>11, 24</i>	
Spellings for Long Vowel Sounds /ā/ /ē/	16–17, 19, 20–21, 23, 25–26, 119, <i>16–17, 19, 20–21, 23, 25–26, 119</i> 20–21, 23, 26, <i>20–21, 23, 26</i>	RF4.3a
/ī/ /ō/	16–17, 19, 25, 30–31, 33, 50, 119, <i>16–17, 19, 25, 30–31, 33, 50, 119</i> 16–17, 19, 25, 119, <i>16–17, 19, 25, 119</i>	RF4.3a
Spellings for Other Vowel Sounds /ō/ /oi/ /ou/ /öö/ /oo/ /yöö/ /yoo/	 82–83, 85, 102, 82–83, 85, <i>102</i> 82–83, 85, 102, 119, 82–83, 85, <i>102, 119</i> 86–87, 89, 102, 86–87, 89, <i>102</i> 86–87, 89, 102, 86–87, 89, <i>102</i>	RF4.3a
Spellings for r-controlled Vowel Sounds /är/ /ar/ /ôr/ /ür/	94–95, 97, 103, <i>94–95, 97, 103</i> 94–95, 97, 103, <i>94–95, 97, 103</i> 94–95, 97, 103, <i>94–95, 97, 103</i> 98–99, 101, 104, 98–99, <i>101, 104</i>	RF4.3a
Spellings for Schwa /ər/ /əl/ /en/ /ə/	108–109, 111, 128, <i>108–109, 111, 128</i> 112–113, 115, 128, <i>112–113, 115, 128</i> 112–113, 115, 128, <i>112–113, 115, 128</i>	RF4.3a
Memory Spellings “Silent” Letters Double Letters Other-Language Sound-Letter Relationships Other Words	16, <i>16</i> 20–21, 23, 26, 34–35, 37, 46–47, 49, 50, 52, 86–87, 89, 124–125, 127, 150–151, <i>20–21, 23, 26, 34–35, 37, 46–47, 49, 50, 52, 86–87, 89, 124–125, 127, 150–151</i>	RF4.3a L4.2d
WORD STRUCTURE Plural Nouns No Base Change	12–13, 15, 25, 66, <i>12–13, 15, 25, 66</i>	RF4.3a L4.2d

Italicized numbers refer to the Teacher’s Edition

COMMON CORE STATE STANDARDS CORRELATION

Elements of Spelling	Level 4	Common Core State Standards
Change <u>y</u> to <u>i</u> Change <u>f</u> to <u>v</u>	12–13, 15, 25, <i>12–13, 15, 25</i>	RF4.3a L4.2d
Possessive Nouns	72–73, 75, 90–93, 103, 110, <i>72–73, 75, 90–93, 103, 110</i>	RF4.3a L4.2d
Verbs with Inflections No Base Change Double Final Consonant Drop Final <u>e</u> Change <u>y</u> to <u>i</u>	34–35, 37, 50, 114, <i>34–35, 37, 50, 114</i> 34–35, 37, 50, <i>34–35, 37, 50</i> 114, <i>114</i>	RF4.3a L4.2d
Adjectives with Inflections No Base Change Drop Final <u>e</u> Change <u>y</u> to <u>i</u>	68–69, 71, 77, <i>68–69, 71, 77</i> 68–69, 71, 77, <i>68–69, 71, 77</i> 68–69, 71, 77, 144, <i>68–69, 71, 77, 144</i>	RF4.3a
Prefixes	138–141, 154, <i>138–141, 154</i>	RF4.3a
Suffixes	116–117, 129, 142–143, 145, 146–147, 149, 155–156, <i>116–117, 129, 142–143, 145, 146–147, 149, 155–156</i>	RF4.3a L4.2d
Root Words	116–117, 120–121, <i>116–117, 120–121</i>	RF4.3a, L4.2d, L4.4a, L4.4b, L4.4c
Abbreviations	56–57, 59, 76, <i>56–57, 59, 76</i>	L4.4c
Contractions	90–91, 93, 103, <i>90–91, 93, 103</i>	L4.2d, L4.4c
WORD ANALYSIS Syllable Patterns	16–17, 19, 30, 124–125, 127, 130, 134–135, 137, 150–151, 153, 154, 156, <i>16–17, 19, 30, 124–125, 127, 130, 134–135, 137, 150–151, 153, 154, 156</i>	RF4.3a
Letter Patterns	16, 115, 124, 151, <i>16, 115, 124, 151</i>	RF4.3a
Pronunciation Changes		RF4.3a L4.4c
Phonograms	20–21, 23, 30–31, 82–83, 85, <i>20–21, 23, 30–31, 82–83, 85</i>	RF4.3a
Rhyming Words (continued)	7, 14, 19, 25, 47, 49, 59, 62, 63, 7, <i>14, 19, 25, 47, 49, 59, 62, 63</i>	RF4.3a

Italicized numbers refer to the Teacher's Edition

Elements of Spelling	Level 4	Common Core State Standards
Compound Words	72–73, 75, 78, 120–121, 123, 129, <i>72–73, 75, 78, 120–121, 123, 129</i>	RF4.3a
Related Words	7, 150, 152, 155, 7, <i>152, 155</i>	RF4.3a
Word Origins	51, 67, 77, 102, 130, 149, 154, <i>51, 67, 77, 102, 130, 149, 154</i>	RF4.3a L4.2d
Mnemonic Devices	4, 8, 12, 20, 30, 38, 42, 60, 64, 68, 82, 108, 112, 120, 150, <i>4, 8, 12, 20, 30, 38, 42, 60, 64, 68, 82, 108, 112, 120, 150</i>	
Spelling and Language Arts		
READING Vocabulary Synonyms	19, 33, 44, 49, 52, 84, 115, 117, 145, <i>19, 33, 44, 49, 52, 84, 115, 117, 145</i>	RF4.3a L4.5c
Antonyms	23, 41, 49, 52, 61, 76, 117, 126, 137, 139, 141, 145, <i>23, 41, 49, 52, 61, 76, 117, 126, 137, 139, 141, 145</i>	L4.5c
Homophones	16–17, 22–23, 31, 43, 61, 65, 92–93, 97, 103, <i>16–17, 22–23, 31, 43, 61, 65, 92–93, 97, 103</i>	L4.1g
Homographs	100, <i>100</i>	
Content Area Words	27, 61, 72–75, 116–119, 27, <i>61, 72–75, 116–119</i>	RF4.3a, RI4.4
Easily Confused Words	92, 122, <i>92, 122</i>	L4.1g
Multiple Meanings	22, 62, 84, 100, <i>22, 62, 84, 100</i>	L4.5a, L4.5c
Analogies		L4.5a
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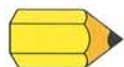
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Introduction to the Book

Review with the students the Contents pages for **Harcourt Brace Spelling** to acquaint them with the book's features. Ask the students to explain the purpose of a table of contents.

Guide the students 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 students turn to the Study Steps on page 1. Ask them to explain how the Study Steps might be helpful.
- Following Study Steps is the **Skills Check**. Explain to the students 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 students will study. Point out that every sixth lesson is a review unit. Have the students 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 students' attention to the resources that follow Unit 36. Discuss with them how they can make use of the following resources.



SPELLING DICTIONARY

Explain that all the spelling words in their book are listed in the dictionary. Have the students turn to page 161. 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 students 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 students that the **Writer's Guide** is a valuable resource that they can use when they write. Have the students turn to the first page of each section and briefly describe the contents. Then discuss how each section might be helpful.

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Skills Check

OVERVIEW

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

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

PROCEDURE

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

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

Skills Check

Name _____

Date _____

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

- | | | | | |
|----------|----------|----------|----------|----------|
| 1. glad | <u>c</u> | a. head | b. odd | c. bad |
| 2. cup | <u>b</u> | a. top | b. hunt | c. sit |
| 3. fed | <u>b</u> | a. pin | b. shell | c. been |
| 4. bring | <u>a</u> | a. kiss | b. rock | c. had |
| 5. top | <u>a</u> | a. chop | b. step | c. flag |
| 6. stuff | <u>b</u> | a. spell | b. club | c. stiff |

B. Write each list of words in alphabetical order.

- | | | | |
|---------|--------------|---------|---------------|
| 7. card | <u>beef</u> | 8. wind | <u>unless</u> |
| beet | <u>card</u> | unless | <u>west</u> |
| funny | <u>funny</u> | west | <u>wind</u> |

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

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

- | | ed | | ing |
|----------|----------------|-----------|-----------------|
| 9. skin | <u>skinned</u> | 12. plan | <u>planning</u> |
| 10. lift | <u>lifted</u> | 13. stop | <u>stopping</u> |
| 11. move | <u>moved</u> | 14. smile | <u>smiling</u> |

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

- | | | |
|-----------|----------------|-----------------|
| 15. hurry | <u>hurried</u> | <u>hurrying</u> |
| 16. carry | <u>carried</u> | <u>carrying</u> |

E. Write the plural of each word.

- | | | | |
|-----------|----------------|-------------|-----------------|
| 17. beach | <u>beaches</u> | 18. uncle | <u>uncles</u> |
| 19. puppy | <u>puppies</u> | 20. pancake | <u>pancakes</u> |
| 21. guess | <u>guesses</u> | 22. buddy | <u>buddies</u> |

number right

A. ____ (6)

number right

B. ____ (6)

number right

C. ____ (6)

number right

D. ____ (4)

number right

E. ____ (6)

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

grand	play
every	your
can	foot

not	body
self	ground
ball	father

- | | |
|------------------------|-----------------------|
| 23. <u>grandfather</u> | 24. <u>everybody</u> |
| 25. <u>cannot</u> | 26. <u>playground</u> |
| 27. <u>yourself</u> | 28. <u>football</u> |

G. Read the clues. Then write the words.

- | | |
|--|----------------|
| 29. I am something you drink at breakfast.
I begin with /j/ and end with /s/. | <u>juice</u> |
| 30. I am a room in a house. I have the
sound /ch/. | <u>kitchen</u> |
| 31. I am between your head and
shoulders. I end with /k/. | <u>neck</u> |
| 32. I am a house for a bird. I begin with
/k/ and end with /j/. | <u>cage</u> |
| 33. I am used to dig a hole.
I begin with /sh/. | <u>shovel</u> |

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

- | | |
|--------------------------------|-------------------------------------|
| 34. <u>found</u> <u>ground</u> | 35. <u>door</u> <u>floor</u> |
| 36. <u>car</u> <u>star</u> | 37. <u>tall</u> <u>small, stall</u> |

I. Write the two ways to spell each pronunciation.

- | |
|--------------------------------------|
| 38. /wēk/ <u>weak</u> <u>week</u> |
| 39. /brāk/ <u>brake</u> <u>break</u> |
| 40. /sāl/ <u>sale</u> <u>sail</u> |
| 41. /mān/ <u>main</u> <u>mane</u> |
| 42. /fôr/ <u>for</u> <u>four</u> |

J. Add the letters that spell /el/ or /er/. Write the words.

- | | |
|----------------------------|----------------------------|
| 43. purp/el/ <u>purple</u> | 44. numb/er/ <u>number</u> |
| 45. nick/el/ <u>nickel</u> | 46. tab/el/ <u>table</u> |
| 47. sug/er/ <u>sugar</u> | 48. lett/er/ <u>letter</u> |

number right

F. ____ (6)

number right

G. ____ (5)

number right

H. ____ (4)

number right

I. ____ (10)

number right

J. ____ (6)

total right

____ (59)

3

Skills Check

ANALYSIS OF RESULTS

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

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

A. Short Vowel Sounds

Level 3: Unit **1**
Level 4: Units **1, 2**

B. Alphabetical Order

Level 3: Units **2, 10, 19, 23**
Level 4: Unit **1**

C. Verbs with Inflectional Endings

Level 3: Units **3, 5, 10, 13**
Level 4: Units **7, 8, 16, 22, 26**

D. Verbs with Inflectional Endings

Level 3: Unit **27**
Level 4: Unit **16**

E. Plurals

Level 3: Units **1, 8, 11, 25, 27, 28, 32**
Level 4: Units **2, 3, 11, 15**

F. Compound Words

Level 3: Units **19, 23**
Level 4: Units **28, 29**

G. Consonant Sounds

Level 3: Units **7, 9, 10, 11**
Level 4: Units **9, 10, 14, 15**

H. Consonant Clusters

Level 3: Units **4, 5**
Level 4: Units **1, 8**

I. Spelling Consonant and Vowel Sounds

Level 3: Units **15, 29**
Level 4: Units **10, 11, 35**

J. Spelling Schwa

Level 3: Unit **28**
Level 4: Units **25, 26**

DICTATED WORD LIST

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

PROCEDURE

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

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

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

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

ANALYSIS OF RESULTS

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

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

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 4–7
Teacher's Edition	
Teaching Plans	pages 4–7
Enrichment Activities	
For the Classroom	pages 7A–7B
For the Home	page 7B
Reteaching Strategies	page 7C

Testing

Teacher's Edition	
Trial Test	pages 3C–3D
Unit Test	page 7B
Dictation Test	page 7B

Additional Resources

PRACTICE AND REINFORCEMENT

Extra Practice Master 1: Unit Words
 Extra Practice Master 1: Mastery Words
 Extra Practice Master 1: Bonus Words
 ELL Practice Master 1
 Spelling and Language Master 1
 Study Steps to Learn a Word Master

RETEACHING FOLLOW-UP

Reteaching Follow-up Master 1A:
 Discovering Spelling Generalizations
 Reteaching Follow-up Master 1B: Word
 Shapes
 ELL Reteaching Follow-up Master 1

TEACHING AIDS

Spelling Generalizations Slide 1
 Home Letter 1

Common Core State Standards

Reading—Foundational Skills: 4.3a,
 4.4c

Writing: 4.2d, 4.4, 4.5

Speaking/Listening: 4.1c

Language: 4.2d, 4.4a, 4.4c

Learner Objectives

Spelling

- To spell words that demonstrate these sound-letter relationships: /a/a, /i/i, /o/o.
- To recognize that consonant and vowel letters between the slanted lines / / represent sounds.
- To alphabetize words.

Reading

- To follow written directions.
- To identify cause-and-effect relationships.
- To use context clues to complete a paragraph with given spelling words.

Writing

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

Listening

- To listen to identify words with initial consonant clusters.
- To listen to identify rhyming words.
- To follow oral directions.

Speaking

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

UNIT WORDS

twin
 track
 bandage
 crop
 damp
 slid
 split
 brick
 sting
 film
 task
 ramp
 brand
 fond
 plot
 swift
 lamp
 strap
 prop
 aunt

MASTERY WORDS

spring
 fast
 grand
 lift
 clap
 pond

BONUS WORDS

snack
 absence
 scrap
 spirit
 nozzle
 stock
 shift
 twist

UNIT 1a

ASSIGNMENT GUIDE

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

Five Days	• = average spellers * = better spellers ✓ = slower spellers	Three Days
Day 1	<ul style="list-style-type: none"> • * Take Unit word Trial Test and correct • ✓ Take Mastery word Trial Test and correct • * Read Unit words and discuss generalization on page 4 	Day 1
Day 2	<ul style="list-style-type: none"> • Complete Spelling Practice page 5 • ✓ Complete Extra Practice Master 1: Unit words (optional) ✓ Complete Spelling on Your Own: Mastery words page 7 * Take Bonus word Trial Test and correct 	
Day 3	<ul style="list-style-type: none"> • * ✓ Complete Spelling and Language page 6 • * ✓ Complete Writing on Your Own page 6 • * ✓ Complete Using the Dictionary to Spell and Write 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	<ul style="list-style-type: none"> • Complete Spelling on Your Own: Unit words page 7 ✓ Complete Extra Practice Master 1: Mastery words (optional) * Complete Extra Practice Master 1: Bonus words (optional) 	
Day 5	<ul style="list-style-type: none"> • Take Unit Test on Unit words • Complete Reteaching Follow-up Masters 1A and 1B (optional) • ✓ Take Unit Test on Mastery words * Take Unit Test on Bonus words 	Day 3

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

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the students that this week they will study the spellings of words with the short vowel sounds /a/, /i/, and /o/. Explain to the students that they will apply the spelling generalizations to the Unit words and will use those words in written sentences.

Assess Students' Spelling Ability

Administer the Trial Test before the students study the Unit words. Use the test sentences provided. Say each word and use it in a sentence. Then repeat the word. Have the students 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 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

Unit Words

1. *twin* Pamela has a *twin* sister. *twin*
2. *track* Joggers ran along the *track*. *track*
3. *bandage* The nurse put a *bandage* on Timmy's cut. *bandage*
4. *crop* The farmer grew a *crop* of wheat. *crop*
5. *damp* Dry the *damp* clothes. *damp*

FOCUS

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

6. **slid** The soap *slid* off the wet counter. **slid**
7. **split** Joel will *split* the logs. **split**
8. **brick** The house is made of *brick*. **brick**
9. **sting** Carla has a bee *sting*. **sting**
10. **film** We watched a *film* about lions. **film**
11. **task** Your *task* is to finish your math homework. **task**
12. **ramp** At city hall there is a *ramp* for people in wheelchairs. **ramp**
13. **brand** George tried a new *brand* of toothpaste. **brand**
14. **fond** We are *fond* of Grandma. **fond**
15. **plot** Diane will tell us the *plot* of the story. **plot**
16. **swift** A deer is a *swift* runner. **swift**
17. **lamp** Turn off the bright *lamp*. **lamp**
18. **strap** The *strap* of my watch is torn. **strap**
19. **prop** Use a jar to *prop* up the book. **prop**
20. **aunt** My *aunt* sent me a gift. **aunt**
2. **absence** Nadine's *absence* from school worried us. **absence**
3. **scrap** We gave the dog a *scrap* of meat. **scrap**
4. **spirit** The team has a cheerful *spirit*. **spirit**
5. **nozzle** The shower *nozzle* is broken. **nozzle**
6. **stock** That book is not in *stock* at the bookstore. **stock**
7. **shift** Dad will *shift* the car into reverse. **shift**
8. **twist** Fran couldn't *twist* the cap off the jar. **twist**

Apply Prior Learning

Have the students formulate the spelling generalizations for this unit by using the following activity.

Write these words on the chalkboard:

drop camp gift
lift stop stamp

Have the students form three different groups of rhyming words. (drop, stop; camp, stamp; lift, gift) Ask them to add other rhyming words to each group. Then have them identify the short vowel sound common to each group and the spelling for each sound. (/a/a, /i/i, /o/o)

Explain that knowing how to read these symbols will help them to say new words and use them in sentences, paragraphs, and letters.

FOCUS

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

Mastery Words

1. **spring** Tulips bloom in the *spring*. **spring**
2. **fast** That driver is going too *fast*! **fast**
3. **grand** We had a *grand* time at the fair. **grand**
4. **lift** This box is too heavy to *lift*. **lift**
5. **clap** Actors love to hear the audience *clap* their hands. **clap**
6. **pond** We saw fish in the *pond*. **pond**

Bonus Words

1. **snack** José had apples and raisins for a *snack*. **snack**

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

Some students with learning disabilities have difficulty in auditory discrimination of sounds in the middle of words. If they are not able to identify the sounds, then they will not be able to write the corresponding letters.

To assist the students in identifying the short vowel sounds and the letters that stand for those sounds, write *a* and *i* on the chalkboard. First say the sound /a/ and then the sound /i/. Say a Unit word containing /a/ or /i/. Ask one student at a time to point to the letter on the board that stands for the vowel sound. Maintain motivation temporarily with tangible rewards that may be seen by classmates and family mem-

bers. The temporary rewards may be any small object such as chips, puzzle pieces, or sticks. Chart the student's earnings toward a preset numerical goal. The chart may be kept in the students' spelling notebook.

English Learners

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

TEACHING PLAN

Objectives To spell words that demonstrate these sound-letter relationships: /a/a/, /i/i/, /o/o/; to recognize that consonant and vowel letters between the slanted lines / / represent sounds.

- Write these pronunciations on the chalkboard:

/krop/ /trak/ /ban'dij/

Point out that the letters between the lines / / represent sounds. The sound /k/ is spelled c in *crop* and ck in *track*. The sounds /ij/ are spelled age in *bandage*.

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

- Direct the students to read the generalization on page 4 independently. Words that have an unusual spelling for a particular sound are preceded by a box in the unit list; explanations also indicated by a box are given in the text.
- Have volunteers read the Unit words aloud and identify the short vowel sound(s) in each word. Ask other students to tell what letter(s) represent each short vowel sound. In *aunt*, /a/ is spelled au. Note that *aunt* may also be pronounced /änt/.
- Have a volunteer read **Remember This** aloud. Ask the students how the sentence "This is the age of the no-stick bandage" will help them remember to spell *bandage* correctly. Explain that age is pronounced /ij/ when it is an unaccented syllable in words such as *ban'dage*, *vil'lage*, and *pos'tage*. In an accented syllable, age is pronounced /äj/, as in *en-gage'*.

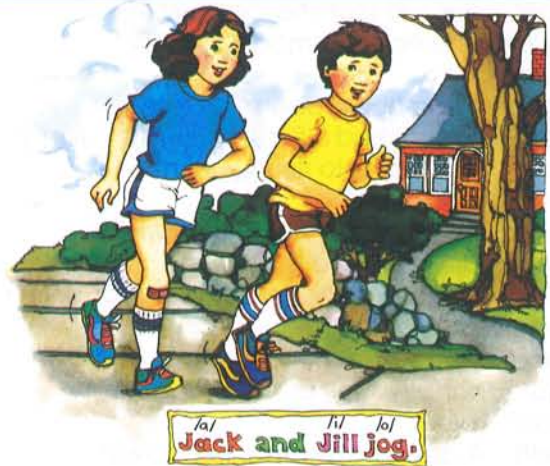
You may wish to assign **ELL Practice Master 1** for reinforcement in writing spelling words.

UNIT WORDS

- twin
- track
- bandage
- crop
- damp
- slid
- split
- brick
- sting
- film
- task
- ramp
- brand
- fond
- plot
- swift
- lamp
- strap
- prop
- aunt



4



The Unit Words

The words in this unit show you how to spell three short vowel sounds: /a/, /i/, and /o/. The letter that comes between these two lines / / tells you how to say the sound.

The sound for c in *crop* is /k/.

The sound for r in *crop* is /r/.

The sound for o in *crop* is /o/.

The sound for p in *crop* is /p/.

Crop is the spelling; /krop/ tells you how it sounds.

The short vowel sound /a/ is usually spelled with a, as in *damp*. In the word *aunt*, the vowel sound /a/ is spelled au. The letters au in *aunt* can also have the sound /ä/ as in *palm*.

The short vowel sound /i/ is usually spelled with i, as in *slid*.

The short vowel sound /o/ is usually spelled with o, as in *crop*.

REMEMBER THIS

This sentence will help you spell *bandage* correctly. This is the age of the no-stick bandage.

Extra Practice: Unit Words

Name: _____ Unit Words: **UNIT 1**

Extra Practice

What happened in the ninth inning of the baseball game? To find out, write Unit words in the boxes. The letters in the circles will spell words that form a sentence. Write the sentence on the line below.

Track bandage crop damp twin slid split brick sting film task ramp brand fond plot swift lamp strap prop aunt

Nick was out at first base.

Extra Practice • 1

Extra Practice: Mastery Words

Name: _____ Mastery Words: **UNIT 1**

Extra Practice

Use your pencil to go from START to FINISH in the puzzle. When you come to a word, decide if it has a short vowel sound. If it does, make your line go toward Y for yes. If it does not, make your line go toward N for no. Write each word that has a short vowel sound below.

START

lift skove spring

clip fast plate

prize home pond

grand

FINISH

1. lift 2. clap
3. fast 4. spring
5. grand 6. pond

2 • Extra Practice

Spelling Practice

A. Follow the directions using the Unit words.

- Write the word that goes with *uncle*. Underline the two letters that can spell the short vowel sound /a/.

aunt

- Write the eight other words that have the sound /a/.

track

bandage

damp

task

ramp

brand

lamp

strap

- Write the seven words that have the sound /i/.

twin

slid

split

brick

sting

film

swift

B. Write the Unit words with /o/ that rhyme with these words.

- drop (two words) crop prop

- hot plot 6. pond fond

C. Read part one of *Detective Kate*. Finish the story using the Unit words. The short vowel sound for each word is given to help you. Use each word only once.

Kate was /o/ 7 of solving mysteries. But this case meant even more to her. Kate set out to /a/ 8 the robbers who had taken the jewels that belonged to her /a/ 9. She walked with /i/ 10 steps along the old /i/ 11 road. The cold, /a/ 12 air made her face /i/ 13. "This is rotten weather for a detective," she thought. Suddenly Kate saw the robbers slip by under the street /a/ 14. The chase was on!



- fond 8. track 9. aunt
- swift 11. brick 12. damp
- sting 14. lamp

5

TEACHING PLAN

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

- Briefly discuss the directions on page 5. Tell the students that *Detective Kate* is a six-episode mystery story. (The other episodes appear in Units 10, 11, 23, 28, and 35.) The main character is Kate, a teenage girl who likes to solve mysteries. You might have students first read the context paragraph aloud, supplying the missing words. Then have them write the words. Vowel sound clues are given to help the student choose the correct words. Emphasis should be placed on the correct spellings of the Unit words and not on the correct word choice. Note that on the **Spelling Practice** page, the students are usually directed to write the Unit words according to their sound-letter relationships.
- Have the students complete the activities independently. Remind them to use legible handwriting. For **Handwriting Models**, refer the students to page 262 in the **Pupil Book**.
- To correct the students' work, have volunteers write the answers on the chalkboard, or review the answers orally. Students may check their own work.

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

Extra Practice: Bonus Words

Name _____ Unit 1

Extra Practice Bonus Words

A. Say each word on the left. Find two words at the top that have the same vowel sound. Put a check in the box below each one. Then write all three words below the chart.

	absence	bottom	spirit	ladder	finish	pond
shift						
stock						
snack						
twist						
scrap						
nozzle						

1. shift spirit finish

2. stock bottom pond

3. snack absence ladder

4. twist spirit finish

5. scrap absence ladder

6. nozzle bottom pond

B. Finish the sentences with Bonus words.

7. The nozzle on a hose controls the flow of water.

8. Jonathan ate a snack of crunchy apples.

9. Mrs. Twain asked Cathy the reason for her brother's absence from class.

10. The Martins stock their store with firewood during the winter.

11. The cat had to twist its body to get through the hole in the fence.

shift snack twist stock nozzle spirit absence scrap

Extra Practice • 3

Summarize Learning

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

- What are two ways to spell the short vowel sound /a/ learned in this lesson? (a, au)
- What are the ways the short vowel sounds /i/ and /o/ are spelled? (i and o)
- What do the letters between the slanted lines / / represent? (sounds)

TEACHING PLAN

SPELLING AND LANGUAGE

Objectives To write words with initial consonant clusters in sentence context; to identify initial consonant clusters that have *r*.

1. Ask the students to read the introductory paragraph on page 6 independently. Have a volunteer identify the consonant clusters in the words *track* and *strap*. Ask the students to name other Unit words beginning with consonant clusters that have *r*. (crop, brick, brand, prop)
2. Briefly discuss the directions. Then do 1 orally.
3. Have the students complete the activity independently. Review the answers orally or have the students write them on the board.

For extended practice in writing words with consonant clusters, you may wish to assign **Spelling and Language Master 1**.

WRITING ON YOUR OWN

Objectives To write sentences; to proofread for spelling.

1. Review the directions with the students.
2. As a **prewriting** activity, have the students choose a hobby and list the aspects that make it enjoyable. Then have the students **compose** their sentences. When the students are ready to **revise**, remind them to check for spelling. For additional help, you may wish to refer them to the **Revising Checklist** on page 250 of the **Writer's Guide**. To **publish** the students' work, assemble a bulletin board display.

UNIT WORDS

twin
track
bandage
crop
damp
slid
split
brick
sting
film
task
ramp
brand
fond
plot
swift
lamp
strap
prop
aunt



6

Spelling and Language • Consonant Clusters

Say the word *track* to yourself. Listen to the consonant sounds /t/ and /r/ at the beginning of *track*. The letters *tr* in *track* are a **consonant cluster**. The letters are written together. You hear the two sounds together. Now say *strap*. The letters *str* in *strap* are also a consonant cluster.

Finish the sentences with Unit words. Each word begins with a consonant cluster that has *r*. Then in front of each sentence write the consonant cluster that begins the word you wrote.

- cr** 1. I helped my uncle harvest the potato **crop**
- br** 2. We brought some bags of potatoes to our red **brick** house.
- pr** 3. Pedro used a rock to **prop** the basement door open.

Writing on Your Own

Write some sentences about a hobby you have. Tell why you enjoy it. Use some Unit words.



WRITER'S GUIDE For help with sentences, turn to page 242.

Using the Dictionary to Spell and Write

When you write, you sometimes need to check the spelling of a word. A good place to look for the correct spelling of a word is a dictionary.

The words in a dictionary are listed in alphabetical order. To put words in alphabetical order, use the first letter of each word. If the first letters are the same, use the second letters. If the first two letters are the same, use the third letters.

Put each group of words in alphabetical order.

- | | | | |
|----------|----------------|---------|--------------|
| 1. brand | aunt | 2. slid | slid |
| bandage | bandage | strap | split |
| brick | brand | sting | sting |
| aunt | brick | split | strap |

Write the Unit word that comes after each of these words in alphabetical order.

- | | | | |
|---------|-------------|----------|-------------|
| 3. crop | damp | 4. film | fond |
| 5. plot | prop | 6. track | twin |

USING THE DICTIONARY

Objectives To write words in alphabetical order by first, second, or third letter; to write words that come immediately after given words in alphabetical order.

1. Have the students read the introductory paragraph on page 6. Briefly review alphabetical order.
2. Have the students complete the exercises independently.

Extra Practice: Spelling and Language

Name _____ UNIT 1

Spelling and Language

A. Write the Unit word that begins with the same consonant cluster as each of these words.

1. promise prop	2. splash split
3. string strap	4. tweeze twin
5. swam swift	6. trip track
7. plant plot	8. crawl crop
9. stem sting	10. slap slid

11. Write the Unit words that begin with the same consonant cluster as brain.

brick **brand**

12. Write the Unit word that ends with the same consonant cluster as each of these words.

desk **task** sent **aunt**

13. Write the Unit words that end with the same consonant cluster as stamp.

damp **ramp** **lamp**

14. Write the Unit words that end with the same consonant cluster as hand.

brand **fond**

B. Write a Unit word for each meaning below.

15. movie **film**

16. cloth used to cover a cut **bandage**

ramp	aunt	twin	film	lamp
brand	plot	slid	swift	sting
prop	crop	brick	task	fond
strap	split	track	damp	bandage

4 • Extra Practice

Spelling on Your Own

UNIT WORDS

List all the Unit words except *film* and *bandage*. For each word on your list, write one or more words that rhyme with it. Use each group of rhyming words in a sentence. Here's an example: "I'm quite *fond* of swimming in a *pond*." Then use *film* and *bandage* in one sentence.

See answers below.

MASTERY WORDS

Write a Mastery word that rhymes with each word.

- | | | | |
|----------|------|----------|--------|
| 1. swift | lift | 2. tap | clap |
| 3. past | fast | 4. bring | spring |
| 5. fond | pond | 6. brand | grand |

Read each group of words. The words are alike in some way. Write the Mastery word that goes with each group.

- | | | | |
|------------|----------|-----------|--------|
| 7. summer | fall | winter | spring |
| 8. flap | trap | strap | clap |
| 9. quick | rapid | speedy | fast |
| 10. great | terrific | wonderful | grand |
| 11. gift | swift | drift | lift |
| 12. stream | creek | lake | pond |

Write the Mastery word that comes after each of these words in alphabetical order.

- | | | | |
|----------|------|----------|-------|
| 13. lift | pond | 14. fast | grand |
|----------|------|----------|-------|

BONUS WORDS

Write the Bonus words that rhyme with these words.

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. lift | 2. mist | 3. dock | 4. back | 5. trap |
|---------|---------|---------|---------|---------|

Follow the directions using Bonus words.

- Put the words into three groups. The words in each group should have the same vowel sound: /a/, /i/, or /o/.
- Write the words in alphabetical order.
- Use all the Bonus words in four sentences.

See answers below.

Sid Slid

spring
fast
grand
lift
clap
pond

snack
absence
scrap
spirit
nozzle
stock
shift
twist

7

Spelling on Your Own

UNIT
1d

TEACHING PLAN

Objective To apply the unit spelling generalization to spell the Unit words, Mastery words, and Bonus words independently.

UNIT WORDS

- Have the students read the directions on page 7 independently. Have volunteers give other examples of sentences, such as "The *stamp* is *damp*."
- Have the students complete the activity independently on another piece of paper.

MASTERY WORDS

- Review the spellings of these short vowel sounds: /a/ a, /i/ i, /o/ o. Have volunteers read the Mastery words aloud and identify the vowel sound and the letter that spells the sound in each word.
- Briefly discuss the directions on page 7. For 7-12, suggest that the students first ask themselves, "How are these alike?" before they identify the word that goes with each group. (For example: 7 names seasons.)

BONUS WORDS

- Review the spellings of these short vowel sounds: /a/ a, /i/ i, /o/ o. Have volunteers read the Bonus words aloud and identify the vowel sound and the letter that spells the sound in each word.
- Briefly review the directions on page 7. Then have the students complete the activities independently. All Bonus word activities are written on a separate piece of paper.

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

Spelling on Your Own Answers

UNIT WORDS

Possible rhyming words are:

twin	skin	ramp	camp
track	pack	brand	sand
crop	stop	fond	pond
damp	stamp	plot	got
slid	hid	swift	lift
split	pit	lamp	tramp
brick	stick	strap	trap
sting	ring	prop	hop
task	mask	aunt	plant

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

BONUS WORDS

- | | | | | |
|--------------|------------|------------|----------|----------|
| 1. shift | 2. twist | 3. stock | 4. snack | 5. scrap |
| 6. /a/ snack | /i/ spirit | /o/ nozzle | | |
| absence | shift | stock | | |
| scrap | twist | | | |

- absence, nozzle, scrap, shift, snack, spirit, stock, twist

- Students will write as directed. Be sure to check spelling.

Summarize Learning

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

- What have you learned about consonant clusters? (Consonant clusters are two or three letters written together. You hear both sounds.)
- What have you learned about the words in a dictionary? (They are in alphabetical order.)
- What spelling generalizations have you learned? How did you use these generalizations?

CLOSING THE UNIT

Apply New Learning

Tell the students 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 words in their minds.
- use a dictionary to find the correct spelling.
- create mnemonic devices to help them remember difficult words.

Transfer New Learning

Suggest to the students that they might make a collection of rhyming words from new words they encounter in their reading and in other content areas. They should learn the meaning of those words and then apply the generalizations they have studied. Tell them that once the words are familiar in both meaning and spelling, they should use them in their writing.

ENRICHMENT ACTIVITIES

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

For the Classroom

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

- **Basic:** Use **Mastery** words to complete the activity.
- **Average:** Use **Unit** words to complete the activity.
- **Challenging:** Use **Bonus** words to complete the activity.

1. **Language Arts/Building Vocabulary** Have each student build sets of words for the following phonograms: *amp* as in *camp*; *ond* as in *pond*; and *op* as in *top*. Tell the students 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. Tell the students to be sure that each word is spelled correctly and that they understand the meaning of each word. After the students have completed their lists, compile class lists on strips of butcher paper. Ask the students to use several words in sentences to show their meanings. You may wish to have students add words to the lists as they find them in their classroom reading or use them in their writing.

■ **COOPERATIVE LEARNING:** Have each group build sets of words for the following phonograms: *amp* as in *camp*; *ond* as in *pond*; and *op* as in *top*. Each group is to begin with spelling words that have the target phonogram and then to list as many other words with the phonogram as they can. After the lists are compiled, group members should check the spelling of each word. Every group member should select several words and use each word in a sentence. Each group should copy its list onto a strip of butcher paper and present the list to the class. Allow a classmate to ask a group member to use one word from the group's list in a sentence that shows its meaning.

2. **Language Arts/Writing Sentences to Show Multiple Meanings** Have the students use the dictionary to find two meanings for one of the following spelling words: *track*, *plot*, *brand* (Mastery words: *spring*, *fast*). Tell students to jot down the meanings of the word. Then have them write example sentences to explain each of the word's meanings.

■ **COOPERATIVE LEARNING:** Have each student in the group use the dictionary to find two meanings of one of the spelling words: *track*, *plot*, *brand* (*spring*, *fast*). Each student should choose a different word. Then have each person write example sentences to show the word's meanings. Group members should then discuss the effectiveness of each member's sentences and suggest revisions. Each group should compile a list of the words and sentences to share with the class.

3. **Language Arts/Writing a Diary Entry** Have each student write a diary entry for an imaginary person. As a **prewriting** activity, have the students invent an imaginary person and write the person's name at the top of their papers. Then direct them to look over the spelling word list to get ideas for an event about which they can write. Give the following examples: *Visiting My Twin Sister in the Hospital*; *Breaking Mother's Best Lamp*. Have the students write their entry topics under the names of their characters. Then have them list the things that might have happened. Encourage the students to use their imaginations. Then have them choose three or four things that happened and put them in proper sequence. Tell them to use their lists to **compose** their diary entries. Tell the students that they should use *I* as they write. Then have the students **revise** their entries by checking that events are logically sequenced and that they wrote in the first person. Remind the students to proofread for spelling, capitalization, and punctuation errors. Then tell the students to title their entries. **Publish** the students' work in a bulletin-board display.

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

For the Home

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

- Language Arts/Writing Answers to Questions** Tell the students to write a sentence that contains at least two spelling words to answer each question. Encourage students to give humorous answers.
 - What might you do on a rainy day?
 - What might a frog say to a turtle?
- Language Arts/Writing Ads** Tell students to write a three-line FOR SALE ad. Tell students to use as many spelling words and other words with the short vowel sound /a/, /i/, or /o/ as possible. Before students begin, read aloud ads from a newspaper classified section and explain that to save space and money, people do not always use complete sentences in ads.
Example: FOR SALE Bee that will not sting.
Fond of people.
Can live anywhere.
- Social Studies/Writing Questions About People and Places** Tell students to write three questions about people or places in the United States. Explain that each question must contain at least one spelling word. For example: What *twin* cities are in Minnesota? Encourage students to use their social studies books as a reference. Have the students bring their questions to class for others to answer, or have them ask someone in the home to answer them.
- Health/Writing Factual Statements About First Aid** Tell students to write three statements to describe how, why, or when to use a bandage. Explain that each sentence should contain one spelling word other than *bandage*. Example: Do not use a *damp* bandage.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

- twin* Stan is Bill's *twin* brother. *twin*
- track* The train will arrive on *track* two. *track*
- bandage* Bob has a *bandage* on his sore leg. *bandage*

- crop* We harvested the corn *crop*. *crop*
- damp* Hang the *damp* towel up to dry. *damp*
- slid* The children *slid* on the icy street. *slid*
- split* Kathy and Adele *split* the orange between them. *split*
- brick* We laid *brick* to make a patio. *brick*
- sting* A wasp can *sting*. *sting*
- film* We will see a *film* about tooth care. *film*
- task* Brad has finished his *task*. *task*
- ramp* The people walked up a *ramp*. *ramp*
- brand* A new *brand* of soap was advertised. *brand*
- fond* Judy is *fond* of surprises. *fond*
- plot* This story has an exciting *plot*. *plot*
- swift* A *swift* runner took the message. *swift*
- lamp* That *lamp* has a green shade. *lamp*
- strap* The *strap* on Harvey's sandal is broken. *strap*
- prop* Use stakes to *prop* up the plants. *prop*
- aunt* My *aunt* has three children. *aunt*

Mastery Words

- spring* The *spring* rains have begun. *spring*
- fast* Run *fast* to catch the bus. *fast*
- grand* It was a *grand* magic show. *grand*
- lift* Quentin can *lift* that box. *lift*
- clap* A *clap* of thunder shook the house. *clap*
- pond* In winter we skate on the *pond*. *pond*

Bonus Words

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

Dictation Sentences

Unit Words

- My *aunt* is *fond* of that *brand* of soap.
- My *twin* put a *damp* bandage on my bee *sting*.
- She *slid* a *brick* below the *ramp* to *prop* it up.
- Jack won the *swift* track race.
- It's a hard *task* to *split* a *crop* of corn in half.
- That *film* has a good *plot*.
- Use this *strap* to tie the *lamp* down.

Mastery Words

- In the *spring* we had a *grand* party at the *pond*.
- We will all *clap* if you can *lift* that box.
- She ran *fast*.

Bonus Words

- Twist* the *nozzle* to turn off the water.
- Joe's *absence* hurt our team *spirit*.
- The night *shift* puts the *stock* in the store.
- I ate that *scrap* of meat for a *snack*.

RETEACHING STRATEGIES FOR SPELLING

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

A. Discovering Spelling Generalizations

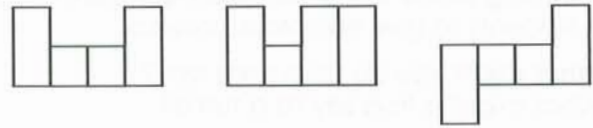
- Say the following words as you write them on the chalkboard.

skin dash drop

milk mast sock
- Ask the students to identify the vowel sound in each word. (/i/, /a/, /o/)
- Ask the students to identify the letters that spell the sounds /a/, /i/, and /o/. (a, i, o)
- Ask the students what they have learned about the spellings for the sounds /a/, /i/, and /o/. (They are usually spelled with the letters a, i, and o.)

B. Word Shapes

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



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

Name _____				UNIT 1
Reteaching Follow-up A			Discovering Spelling Generalizations	
UNIT WORDS				
twin	slid	task	swift	
track	split	ramp	lamp	
bandage	brick	brand	strap	
crop	sting	fond	prop	
damp	film	plot	aunt	
1. Study the Unit words. Say each word to yourself. What do the Unit words have in common? <div style="text-align: center; color: red;">They all have short vowel sounds.</div>				
2. Write the Unit words in three groups according to their vowel sounds.				
/i/	/a/	/o/		
twin	track	crop		
slid	bandage	fond		
split	damp	plot		
brick	task	prop		
sting	ramp			
film	brand			
swift	lamp			
	strap			
	aunt			
3. What are the short vowel sounds in the Unit words? /a/, /i/, and /o/				
4. Except for the word aunt, how is the sound /a/ usually spelled? a				
5. How are the sounds /o/ and /i/ spelled? o and i				
6. What can you conclude about the sounds /a/, /i/, and /o/? <div style="text-align: center; color: red;">The sounds /a/, /i/, and /o/ are usually spelled with the letters a, i, and o.</div>				
7. Write other words that have the sounds /a/, /i/, and /o/. <div style="text-align: center; color: red;">POSSIBLE ANSWERS: stand, trip, lock</div>				

Reteaching • 1

Use **Reteaching Follow-up Master 1B** to reinforce spellings of Unit words for Unit 1.

Name _____				UNIT 1
Reteaching Follow-up B			Word Shapes	
UNIT WORDS				
twin	slid	task	swift	damp
track	split	ramp	lamp	film
bandage	brick	brand	strap	plot
crop	sting	fond	prop	aunt
Write each Unit word in its correct shape. The first one has been done for you. <div style="text-align: center; color: red; font-size: small;">Students may interchange answers that fit the same configuration.</div>				
1. b r i c k	2. s w i t t			
3. f i l m	4. s t i n g			
5. p l o t	6. t a s k			
7. a u n t	8. c r o p			
9. t w i n	10. s l i d			
11. t r a c k	12. d a m p			
13. b a n d a g e	14. s t r a p			
15. b r a n d	16. l a m p			
17. p r o p	18. s p l i t			
19. r a m p	20. f o n d			

2 • Reteaching

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: Unit 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 Generalizations
Reteaching Follow-up Master 2B: Word
Shapes
ELL Reteaching Follow-up Master 2

TEACHING AIDS

Spelling Generalizations Slide 2

Learner Objectives

Spelling

- To spell words that demonstrate these sound-letter relationships: /e/e, ea; /u/u, o.
- To spell plural nouns by adding s.
- To use dictionary guide words.

Reading

- To follow written directions.
- To use context clues to complete sentences with given spelling words.
- To use a thesaurus to locate information.
- To use a dictionary to locate information.

Writing

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

Listening

- To listen to identify words with short vowel sounds.
- To follow a series of oral directions.

Speaking

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

UNIT WORDS

breath
press
ready
trust
month
stunt
comfort
bulb
cent
among
struck
spread
drug
meant
dump
spend
self
pumpkin
melt
bread

MASTERY WORDS

test
stuff
truck
hunt
front
smell

BONUS WORDS

depth
thunder
chess
threat
pulse
crust
pleasant
drenched

Common Core State Standards

Reading—Foundational Skills: 4.3a, 4.4c

Writing: 4.3a, 4.3b, 4.4, 4.5

Speaking/Listening: 4.1c

Language: 4.2d, 4.4a, 4.4c

ASSIGNMENT GUIDE

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

Five Days	• = average spellers * = better spellers ✓ = slower spellers	Three Days
Day 1	<ul style="list-style-type: none"> * * Take Unit word Trial Test and correct • ✓ Take Mastery word Trial Test and correct * * Read Unit words and discuss generalization on page 8 	Day 1
Day 2	<ul style="list-style-type: none"> • Complete Spelling Practice page 9 • ✓ Complete Extra Practice Master 2: Unit words (optional) ✓ Complete Spelling on Your Own: Mastery words page 11 * Take Bonus word Trial Test and correct 	Day 1
Day 3	<ul style="list-style-type: none"> • * ✓ 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	<ul style="list-style-type: none"> • Complete Spelling on Your Own: Unit words page 11 ✓ Complete Extra Practice Master 2: Mastery words (optional) * Complete Extra Practice Master 2: Bonus words (optional) 	Day 2
Day 5	<ul style="list-style-type: none"> • Take Unit Test on Unit 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.

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the students that this week they will continue to study words with short vowel sounds. In Unit 2 they will study several spellings for the /e/ and /u/ sounds. Tell the students they will also continue to study consonant clusters. Explain that they will apply spelling generalizations to Unit words and use those words in written sentences.

Assess Students' Spelling Ability

Administer the Trial Test before the students study the Unit words. Use the test sentences provided. Say each word and use it in a sentence. Then repeat the word. Have the students 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 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

Unit Words

1. **breath** Jason could not catch his **breath** after running. **breath**
2. **press** Do not **press** the buzzer. **press**
3. **ready** Laura is **ready** to go. **ready**
4. **trust** My dogs **trust** me. **trust**
5. **month** He will start piano lessons this **month**. **month**
6. **stunt** The clown did a **stunt** for the children. **stunt**

FOCUS

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

7. **comfort** Wear light clothes for *comfort* this summer. **comfort**
8. **bulb** This lamp needs a new *bulb*. **bulb**
9. **cent** The child lost one *cent*. **cent**
10. **among** We had fifty cents *among* us. **among**
11. **struck** The clock *struck* two. **struck**
12. **spread** Oliver *spread* peanut butter on his sandwich. **spread**
13. **drug** Aspirin is a *drug*. **drug**
14. **meant** Ron *meant* to say something else. **meant**
15. **dump** The workers will *dump* the gravel in the driveway. **dump**
16. **spend** Alan will *spend* his money on a book. **spend**
17. **self** Nancy was back to her cheerful old *self*. **self**
18. **pumpkin** We carved a *pumpkin* for Halloween. **pumpkin**
19. **melt** The cheese will *melt* when we bake the pizza. **melt**
20. **bread** I like crusty rye *bread*. **bread**

Mastery Words

1. **test** Janice passed the swimming *test*. **test**
2. **stuff** I *stuff* my desk with books and papers. **stuff**
3. **truck** Mick drives a tow *truck*. **truck**
4. **hunt** Owls *hunt* mice and other small animals. **hunt**
5. **front** Dad will pick us up in *front* of the school. **front**
6. **smell** The flowers *smell* nice. **smell**

Bonus Words

1. **depth** The *depth* of the pool is eight feet. **depth**

2. **thunder** Lightning and *thunder* filled the air. **thunder**
3. **chess** My dad taught me how to play *chess*. **chess**
4. **threat** The sky darkened and there was a *threat* of rain. **threat**
5. **pulse** The nurse felt the patient's *pulse*. **pulse**
6. **crust** Eat the *crust* of your bread. **crust**
7. **pleasant** It was a warm, *pleasant* morning. **pleasant**
8. **drenched** We were all *drenched* by the rain. **drenched**

Apply Prior Learning

Have the students act as spelling detectives. Tell them that they can discover spelling generalizations by applying what they already know about short vowel sounds. Use the following activity.

Write the words *pen* and *weather* on the board. Have the students identify the vowel sound in both words as the short e (/e/) sound. Have the students suggest words with the same vowel sound. Write them under the appropriate headings on the board. Ask the students to draw conclusions about how the vowel sound is spelled. (Words should be spelled with e and ea.) Develop the short u (/u/) sound in the same manner using the key words *club* and *son*. (Words should be spelled with u and o.)

Tell the students that they will study words that have short vowel spellings. Explain that they can use these words to write a journal, a letter, or a social studies report.

FOCUS

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

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

Students with learning disabilities in visual memory may take longer than other students to learn the two spellings for the sounds /e/ and /u/.

First, group together Unit words with the same spelling. Reinforce the visual images of all the words with, for example, the ea spelling by following this strategy: Ask the student to say the word aloud. Point out the characteristics of the spelling of the sound /e/. Have the student close his/her eyes and try to visually recall the image of the word. Lead the students in spelling the word aloud. Then have the students write the word, saying each letter to themselves as they write it. Direct their attention to the movement of their hand as they write each of the letters. Then have the stu-

dents look at the word and compare it with a model that you have written. If their spelling is incorrect, have them copy the correct spelling.

You may use this same strategy for any units where two or more spellings apply for the same sound.

English Learners

To help 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

Objectives To spell words that demonstrate these sound-letter relationships: /e/e, ea; /u/u, o; to recognize consonant clusters.

- Write these words on the board:

r____dy am____ng
p____mpkin sp____nd

Ask the students to supply the missing letters. (ready, among, pumpkin, spend) Then have the students identify the short vowel sounds spelled with these letters. (/e/ea, /u/o, /u/u, /e/e)

- Have a student read and answer the riddle on page 8. Ask the students to identify the short vowel sound in *breath* and the letters that spell that sound. (/e/ea) Then review the definition of consonant cluster: two or three consonant letters together in which you hear the sounds of all the letters. Ask a student to identify the consonant cluster at the beginning of *breath*. (br) Note that *th* is a consonant digraph and not a consonant cluster; a consonant digraph is two consonant letters that together stand for one sound.

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

- Direct the students to read the generalization on page 8.
- Have volunteers read the Unit words aloud and identify the short vowel sound(s) in each word. Ask other students to name the letter(s) that spell each vowel sound. Note that in some regional dialects the words *cent*, *meant*, and *spend* are pronounced with the short vowel sound /i/.

- Have a volunteer read **Remember This** at the bottom of the page aloud. Point out that if the students remember the sentence "The soldiers came to the fort for comfort," they will spell *comfort* correctly. Note that the second syllable in *comfort* is unaccented and that the word is pronounced /kum'fərt/; the word *fort*, however, is pronounced /fōrt/.

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

2 The Sounds /e/ and /u/

UNIT WORDS

- breath
- press
- ready
- trust
- month
- stunt
- comfort
- bulb
- cent
- among
- struck
- spread
- drug
- meant
- dump
- spend
- self
- pumpkin
- melt
- bread



8



The Unit Words

The answer to the riddle is a Unit word. Here's a clue. The word has the sound /e/. The word is *breath*.

The Unit words show two ways to spell the short vowel sound /e/.

- e as in *press*
- ea as in *ready*

The Unit words show two ways to spell the short vowel sound /u/ that you hear in *mud*.

- u as in *trust*
- o as in *month*

Now say the word *press*. Listen for the sounds /p/ and /r/. The letters *pr* are a consonant cluster. Remember that a **consonant cluster** is two or three consonant letters written together. You hear the sounds of all the letters together.

REMEMBER THIS

"The soldiers came to the fort for comfort." Be sure to end *comfort* with f-o-r-t.

Extra Practice: Unit Words

Name _____ Unit Words **2**

Finish the "word chain" with the Unit words. Write each word in the blank after you have written it in the puzzle.

breath among melt
bulb self stunt
dump trust drug
ready struck bread
cent pumpkin comfort
spend month meant
press spread

1. stunt 2. trust 3. drug
4. dump 5. spread 6. ready
7. breath 8. press 9. melt
10. struck 11. among 12. pumpkin
13. spend 14. cent 15. bulb
16. comfort 17. month 18. meant
19. bread 20. self

Extra Practice • 5

Spelling Practice

A. Follow the directions using the Unit words.

1. Write the five words that have /e/ spelled with e.

press

cent

spend

self

melt

2. Write the five words that have /e/ spelled with ea.

breath

ready

spread

meant

bread

3. Write the three words that have /u/ spelled with o.

month

comfort

among

B. Use a consonant cluster in place of the first letter in each word. Write Unit words.

4. bug

drug

5. luck

struck

6. hunt

stunt

7. must

trust

C. Finish these sentences with words that have the sound /u/.

8. Preston's job is to dump the trash.

9. Do you want to see the big orange pumpkin?

10. Denise changed the light bulb in the hall.

D. Finish the play with Unit words. The vowel sound is given to help you.

Roger: I have another clever /u/ 11 for you.

Janice: I won't hold my /e/ 12 waiting. Last /u/ 13 you said you could balance a light /u/ 14 on one finger. But it crashed to the floor instead.

Roger: This stunt will work. You can /u/ 15 me. Can you carry water in a handkerchief?

Janice: That's impossible.

Roger: Are you /e/ 16 to see me do this great trick?

Roger walks to the refrigerator. He takes out some ice cubes. He wraps them in his handkerchief and carries them away.

11. stunt

12. breath

13. month

14. bulb

15. trust

16. ready



9

Spelling Practice

UNIT
2b

TEACHING PLAN

Objectives To write words given sound-letter clues; to write words with initial consonant clusters by replacing letters in given words; to write words in sentence context given vowel sound clues; to write words that complete a play.

- Briefly discuss the directions on page 9. Remind the students that in Exercise D, the sound clues will help them figure out the missing words. Tell them to write each word only once. You might have students read the dialogue aloud, supplying the missing words, before they write the words.
- Have the students complete these exercises independently. Remind them to use legible handwriting. For **Handwriting Models**, refer the students to page 262 in the **Pupil Book**.
- To correct the students' work, have volunteers write the answers on the chalkboard, or check them orally. Students may check their own work or exchange papers.

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

Extra Practice: Mastery Words

Name _____

Extra Practice **Mastery Words** **UNIT 2**

A. Write the two Mastery words that have the sound /e/.

SMELL TEST

B. Write the four Mastery words that have the sound /u/. Some letters are given to help you.

HUNT TRUCK

STUFF FRONT

C. Now put all the words together to finish this puzzle. Look at the numbers in the boxes where you wrote the words before. They will help you do the puzzle.

TRUCK SMELL

TEST FRONT

D. Write the Mastery words that have these consonant clusters.

6. tr front 7. tr truck

8. sm smell 9. st stuff

10. st test 11. nt hunt

stuff truck test hunt front smell

6 • Extra Practice

Extra Practice: Bonus Words

Name _____

Extra Practice **Bonus Words** **UNIT 2**

A. Read the clues. You will write some Bonus words twice.

- You can add on- to this word to make it mean the opposite. pleasant
- You can feel this at your wrist. pulse
- Hearing this might make you jump. thunder
- This is a promise of danger. threat
- Distance from the top to the bottom. depth
- Something that is very wet may be this. drenched
- It is played on a board. chess
- It can be filled and baked. crust
- A doctor might take this. pulse
- Something enjoyable may be this. pleasant
- Kings and queens are pieces in this game. chess
- This should not be soggy. crust

B. Find Bonus words in the puzzle. Circle each word and write it next to the puzzle. The words go across and down.

Order may vary.

thunder

drenched

depth

pulse

chess

crust

pleasant

threat

crust

depth thunder chess threat pulse crust pleasant drenched

Extra Practice • 7

Summarize Learning

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

- What are the two ways to spell the short vowel sound /e/ learned in this lesson? (e, ea)
- What are the two ways to spell the short vowel sound /u/ learned in this lesson? (u, o)
- What are examples of words using the different spellings of short vowel sounds /e/ and /u/? (cent, meant; drug, month; accept other examples)

TEACHING PLAN

SPELLING AND LANGUAGE

Objectives To form plural nouns by adding *s*; to write plural nouns that complete a story.

1. Direct the students to read the introductory paragraph on page 10 independently. Have them pronounce the singular and plural form of each noun listed in dark print. Tell the students that you add *s* to most words to form the plural.
2. Have the students complete the exercise independently. Review the answers orally or have volunteers write the answers on the chalkboard.

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

WRITING ON YOUR OWN

Objectives To write a journal entry; to proofread for spelling.

1. Review the directions with the students.
2. As a **prewriting** activity, discuss what the students might experience on a trip to the country. List on the chalkboard the things they mention under the categories *see*, *hear*, *feel*, *smell*. Then have the students **compose** their journal entries. When the students are ready to **revise**, remind them to check for spelling. For additional help, you may wish to refer them to the **Revising Checklist** on page 250 of the **Writer's Guide**. To **publish** the students' work, have them read their journal entries to their classmates.

UNIT WORDS

breath
press
ready
trust
month
stunt
comfort
bulb
cent
among
struck
spread
drug
meant
dump
spend
self
pumpkin
melt
bread



10

Spelling and Language • Plurals

A noun is plural when it names more than one. To make most words plural, you add *s*. For example, the plural of *cent* is *cents*. Finish the story below. Use the plural form of these words.

bulb month breath

The fall 1 are my favorite time of year. I plant 2 that will flower in the spring. I take deep 3 of the cool air.

1. months 2. bulbs 3. breaths

Writing on Your Own

Imagine you are on a trip to the country. Write a journal entry telling what you see, hear, feel, and smell. Use as many Unit words as you can.



WRITER'S GUIDE For a sample journal entry, turn to page 255.

Using the Dictionary to Spell and Write

Suppose you wanted to check the spelling of a word in the dictionary. The quickest way to find the word is to use the guide words. **Guide words** are the two words at the top of each dictionary page. The word on the left is the first word on the page. The word on the right is the last word on the page. The words that come between the guide words are listed in alphabetical order.

clap

clap /klap/ *v.* clapped, clap-ping, *n.*
1 *v.* To hit your hands together to make a noise. 2 *n.* A loud noise: a clap of thunder.

cone

col-lect /kə-лект/ *v.* 1 To gather together: Collect the books. 2 To bring together for study or as a hobby: Mark collects coins. 3 To ask or receive pay-

Write the three Unit words that would be on a dictionary page with each pair of guide words.

1. spout style	2. bother bump	3. mayor mouth
<u>spread</u>	<u>bread</u>	<u>meant</u>
<u>struck</u>	<u>breath</u>	<u>melt</u>
<u>stunt</u>	<u>bulb</u>	<u>month</u>



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

USING THE DICTIONARY

Objectives To recognize the function of guide words; to write words that come between two given words.

1. Have the students read the introductory paragraph on page 10.
2. Ask the students to turn to the **Spelling Dictionary**. Have volunteers identify sets of guide words and give the page number on which each set of words appears. Point out that all words that come between the guide words are in alphabetical order.
3. Have the students complete the activity independently.

Extra Practice: Spelling and Language

Name _____ UNIT 2

Spelling and Language

A. Write the plural form of the underlined word in each title.

1. Keeping Bread Fresh	Breads
2. Ready to Grow a Pumpkin	Pumpkins
3. We Struck Gold in the Garbage Dump	Dumps
4. Sneezaway, the Drug You Can Trust for Colds	Drugs
5. Butter, a Spread to Melt	Spreads
6. A Dollar and a Cent Meant More	Cents
7. The Mysterious Light Bulb	Bulbs
8. The Comfort of Home	Comforts
9. A Daring New Stunt	Stunts
10. I Spend One Month Among the Fish	Months
11. Take a Deep Breath	Breaths

B. Write the Unit words in the titles that were not underlined.

12. Ready	13. Struck	14. Trust
15. Melt	16. Meant	17. Spend
18. Among		

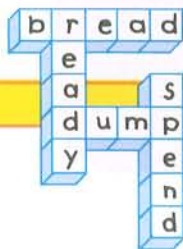
ready	bread	pumpkin	month	meant
among	press	bulb	comfort	melt
cent	stunt	dump	spread	drug
spend	self	struck	breath	trust

8 • Extra Practice

Spelling on Your Own

UNIT WORDS

Make a "word chain" with the Unit 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 up all the words in one chain. Or you may make more than one chain.



MASTERY WORDS

Change one letter in each word to spell a Mastery word.

- | | |
|-----------------------|-----------------------|
| 1. track <u>truck</u> | 2. small <u>smell</u> |
| 3. hint <u>hunt</u> | 4. tent <u>test</u> |
| 5. stiff <u>stuff</u> | |

test
stuff
truck
hunt
front
smell

Finish each sentence. Use the Mastery words.

- Luckily for me, I rode home in my father's truck.
- Unluckily for me, I left my books on the front seat.
- Luckily for me, I did well on my spelling test.
- Unluckily for me, I threw the test paper out with some other stuff.

Write a Mastery word that begins with the same two letters as each word.

- | | |
|------------------------|------------------------|
| 10. free <u>front</u> | 11. trash <u>truck</u> |
| 12. smart <u>smell</u> | 13. stand <u>stuff</u> |

BONUS WORDS

Write the Bonus word for each definition. Use the **Spelling Dictionary** if you need help.

- | | | |
|-----------------------|-------------------------|--------------|
| 1. hard part of bread | 2. a game of skill | 3. soaked |
| 4. warning | 5. loud, rumbling noise | 6. heartbeat |
| 7. friendly | 8. deepness | |

See answers below.

Write a story using as many Bonus words as you can. Your story should end with this sentence.

I hope every day turns out to be just as pleasant.

depth
thunder
chess
threat
pulse
crust
pleasant
drenched

11

Spelling on Your Own

UNIT
2d

TEACHING PLAN

Objective To apply the unit spelling generalization to spell the Unit words, Mastery words, and Bonus words independently.

UNIT WORDS

- Have the students read the directions on page 11 independently. Start a word chain on the chalkboard as a model. Have the students suggest linking words.
- Have the students complete the activity independently.

MASTERY WORDS

- Review the spellings for /e/ and /u/. Have volunteers read the Mastery words aloud and identify the vowel sound and the letter that spells that sound in each word. Have other students identify the consonant clusters in some of the Mastery words.
- Briefly discuss the directions on page 11. Have those students who can complete the Mastery word section independently do so. For other students, do each exercise aloud with volunteers writing the answers on the chalkboard.

BONUS WORDS

- Review the spellings for /e/ and /u/. Have volunteers read the Bonus words aloud and identify the vowel sound and the letter or letters that spell that sound in each word.
- Briefly review the directions on page 11. Discuss some basic points about writing a story.
- Have the students complete the exercises independently.

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

Spelling on Your Own Answers

BONUS WORDS

- crust
- chess
- drenched
- threat
- thunder
- pulse
- pleasant
- depth

Summarize Learning

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

- What have you learned about forming plurals of words? (To make most words plural, s is added.)
- What have you learned about dictionary guide words? (They are the two words at the top of the page; they are the first and last words on the page; the words that come between them are in alphabetical order.)
- What spelling generalizations have you learned? How did you use these generalizations?

Apply New Learning

Tell the students 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.
- write the word using different spellings and compare it with the spelling they picture in their minds.
- say the word to themselves and check to see if letters have been transposed.

Transfer New Learning

Suggest to the students that they collect rhyming words from the words they encounter in their personal reading and in other content areas. Tell them 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 them in their writing.

ENRICHMENT ACTIVITIES

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

For the Classroom

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

- **Basic:** Use **Mastery** words to complete the activity.
- **Average:** Use **Unit** words to complete the activity.
- **Challenging:** Use **Bonus** words to complete the activity.

1. **Language Arts/Finding Words Within Words** Have the students begin a book of mnemonic devices to help them spell difficult words. Tell the students to identify the smaller word within at least five spelling words. Have them list the words that contain smaller words, underlining the smaller word in each. Then have them create a mnemonic device for one word in the list. Tell the students to pattern their mnemonic device after the statement in **Remember This** at the bottom of page 8.

■ **COOPERATIVE LEARNING:** Have each group begin a book of mnemonic devices to help them spell difficult words. Tell each group to find the smaller words within at least five spelling words. Then have members share their mnemonic statements and help each other re-

fine them. Each group will turn in a list of spelling words with smaller words within them underlined and a list of statements (one per group member) that may be used as mnemonic devices. Have the group assemble their devices in book form.

2. **Language Arts/Writing Sentences** Have each student write sentences using all three words from each set below. Example: I *spread* the butter on the *bread* after it *melts*.

- | | | |
|----------|----------|----------|
| 1. bread | 2. month | 3. stunt |
| melts | pumpkin | trust |
| spread | among | struck |

■ **COOPERATIVE LEARNING:** Have the students work as a group to create two different sentences that use each set of words listed above. A group member will lead the discussion and record the group's sentences for each set of words. Then have the group select a sentence to share with the class.

3. **Language Arts/Writing an Acrostic** Tell the students that they are going to write acrostics using some of their spelling words. Use the example below to explain that an acrostic is based on the letters of a word which is written vertically. Each letter is used as the first letter of the first word in that line.

B aked,
R eady to
E at;
A mong the most
D elicious foods.

As a **prewriting** activity, have the students choose a word from their spelling lists to use for their acrostic and write it in the middle of their papers. Tell them to think of words and phrases they associate with their word and record them in a cluster format around their circled word. Then have them to use their word clusters to **compose** their acrostic. Remind them to use as many spelling words as possible. Then have the students **revise** their acrostics, making sure the content describes or tells a story about the word. Remind the students to proofread for spelling and punctuation errors. Have the students recopy their acrostics on construction paper. **Publish** the students' work in a bulletin board display.

■ **COOPERATIVE LEARNING:** Have the students create an acrostic as a group. As a **prewriting** activity, explain acrostics to the students using the example above. Next have the class collaborate to write an acrostic using a hobby or sport as the vertical word. Then have the group choose a word from their spelling list to use as the base of the acrostic and make a

cluster of word and phrase associations. When the students are ready to **compose** the acrostic, tell them to select one student to record as each student suggests lines. After suggestions from all group members, tell the group to choose the best lines and write the first draft of their acrostic. Have groups **revise** their acrostics, making sure the content describes or tells a story about the vertical word. Each student within the group should check for spelling and punctuation errors. Have the group select one student to copy the acrostic onto construction paper. **Publish** the students' work in a bulletin board display.

For the Home

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

- Language Arts/Writing Rhyming Couplets** Have the students write rhyming word pairs using at least four spelling words with the short vowel sound /e/. Then have them use one of the rhyming pairs to write a rhyming couplet that ends with the rhyming words.
- Language Arts/Writing Alliterative Phrases** Have the students use spelling words to write original alliterative phrases of three or four words. Explain that each phrase should use at least one spelling word. Examples: pretty *pumpkin* plants, happy Hal *hunts* horses.
- Health/Writing Facts About Smoking** Tell the students that tobacco smoke contains drugs which act on the body and harm the smoker's health. Have the students find out about the drugs in tobacco smoke and their harmful effects on people's health. Students should use their health textbook or other references they may take home. Have the students write three sentences that state facts about smoking.
- Social Studies/Writing a News Article** Tell the students that they will be reporters. They will write the first paragraph of a news story about an event they studied in social studies. First have the students choose an event from their social studies book for their topic. Remind the students that the first paragraph of a news article tells the reader *who, what, when, where, and how or why*. Next, have them write the answers to each of the *W*-questions. Tell them to use the answers to the questions to write their news stories.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

- breath* Joel took a deep *breath*. *breath*
- press* Please *press* my pants. *press*
- ready* Dinner is *ready*. *ready*
- trust* I can *trust* you to behave. *trust*

- month* Kenny likes the *month* of August. *month*
- stunt* The rodeo performer did a *stunt*. *stunt*
- comfort* Here is a pillow for your *comfort*. *comfort*
- bulb* A sixty-watt *bulb* is needed for that lamp. *bulb*
- cent* Isabel has one *cent* left. *cent*
- among* We shared the sandwiches *among* us. *among*
- struck* The car *struck* a fence. *struck*
- spread* We *spread* butter on the bread. *spread*
- drug* The doctor gave me a prescription for a *drug*. *drug*
- meant* Marsha *meant* to send a card. *meant*
- dump* Don't *dump* your clothes on the floor. *dump*
- spend* I will *spend* my allowance on a gift. *spend*
- self* I don't feel like my usual *self*. *self*
- pumpkin* He bought a fat, orange *pumpkin*. *pumpkin*
- melt* The sun will *melt* the winter snow. *melt*
- bread* The *bread* is baking in the oven. *bread*

Mastery Words

- test* David will take a driving *test* tomorrow. *test*
- stuff* You can *stuff* this in your book bag. *stuff*
- truck* The *truck* driver honked his horn. *truck*
- hunt* There was a treasure *hunt* at the party. *hunt*
- front* Freda spilled juice on the *front* of her jacket. *front*
- smell* Roses *smell* sweet. *smell*

Bonus Words

- depth* The *depth* of the hole is ten feet. *depth*
- thunder* My dog barks when she sees lightning and hears *thunder*. *thunder*
- chess* There is a *chess* tournament today. *chess*
- threat* The *threat* of rain changed our plans. *threat*
- pulse* The patient's *pulse* was normal. *pulse*
- crust* The *crust* of bread fell to the floor. *crust*
- pleasant* Taking a walk is *pleasant*. *pleasant*
- drenched* I was *drenched* after the rain. *drenched*

Dictation Sentences

Unit Words

- The *pumpkin* will be *ready* to pick this *month*.
- Butter will *melt* when it's *spread* on hot *bread*.
- She won't *spend* one *cent* for her own *comfort*.
- I *meant* to *press* this skirt last night.
- I *trust* my doctor to give me a safe *drug* for my cold.
- I watched the *stunt* and took a deep *breath* as the car *struck* the *dump* truck.
- He is his happy *self* when he is *among* friends.
- The living room lamp needs a new *bulb*.

Mastery Words

- You can *hunt* for the pen in *front* of the *truck*.
- He will *stuff* the *test* paper into his desk.
- I can *smell* the soup.

Bonus Words

- We heard *thunder* and were *drenched* with rain.
- It is *pleasant* to play *chess* with you.
- Tell me the *depth* of the earth's *crust*.
- The *threat* of danger made my *pulse* fast.

RETEACHING STRATEGIES FOR SPELLING

Students 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 the Unit Words. (You may wish to assign **ELL Reteaching Follow-up Master 2** for reteaching of spelling words.)

A. Discovering Spelling Generalizations

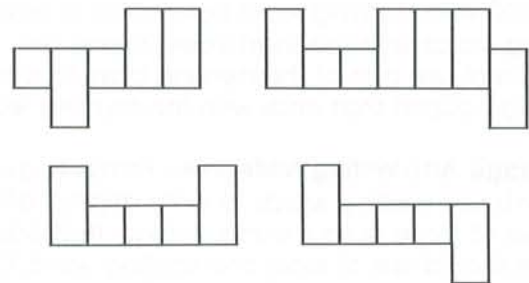
- Say the following words as you write them on the chalkboard.

head
step

monkey
puff
- Ask the students to identify the vowel sound in each word. (/e/ and /u/)
- Ask the students to identify the letters that spell the sounds /e/ and /u/. (e, ea; u, o)
- Ask the students what they have learned about the spellings for /e/ and /u/. (/e/ can be spelled e or ea; /u/ can be spelled u or o.)

B. Word Shapes

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



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

Name _____		UNIT 2	
Reteaching Follow-up A		Discovering Spelling Generalizations	
UNIT WORDS			
breath	stunt	struck	spend
press	comfort	self	pumpkin
ready	bulb	drug	melt
trust	cent	meant	dump
month	among		
<ol style="list-style-type: none"> Study the Unit words. Say each word to yourself. What do the Unit words have in common? <i>They all have short vowel sounds.</i> Write the Unit words in two groups according to their vowel sounds. <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>/e/</p> <p>breath</p> <p>press</p> <p>ready</p> <p>cent</p> <p>spread</p> <p>meant</p> <p>spend</p> <p>self</p> <p>melt</p> <p>bread</p> </div> <div style="width: 45%;"> <p>/u/</p> <p>trust</p> <p>month</p> <p>stunt</p> <p>comfort</p> <p>bulb</p> <p>among</p> <p>struck</p> <p>drug</p> <p>dump</p> <p>pumpkin</p> </div> </div> What two ways is the vowel sound /e/ spelled in the Unit words? <i>e and ea</i> What two ways is the vowel sound /u/ spelled in the Unit words? <i>o and u</i> What did you learn about the sounds /e/ and /u/? <i>/e/ may be spelled with e or ea; /u/ may be spelled with u or o.</i> Write other words that have the sounds /e/ and /u/. Underline the letters that spell the sounds. <i>POSSIBLE ANSWERS: spend, thread, ton, lunch</i> 			

Reteaching • 3

Use **Reteaching Follow-up Master 2B** to reinforce spellings of Unit words for Unit 2.

Name _____		UNIT 2	
Reteaching Follow-up B		Word Shapes	
UNIT WORDS			
breath	stunt	struck	spend
press	comfort	self	month
ready	bulb	drug	among
trust	cent	meant	pumpkin
			melt
			dump
			bread
<p>Write each Unit word in its correct shape. The first one has been done for you. <i>Students may interchange answers that fit the same configuration.</i></p> <ol style="list-style-type: none"> <div style="display: inline-block; border: 1px solid black; padding: 2px;">b u l b</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">r e a d y</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">s p e n d</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">d u m p</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">p r e s s</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">s p r e a d</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">p u m p k i n</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">a m o n g</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">t r u s t</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">c e n t</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">m e l t</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">c o m f o r t</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">s t u n t</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">a t t r u c k</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">d r u g</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">b r e a t h</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">m e a n t</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">m o n t h</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">b r e a d</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">s e l f</div> 			

4 • Reteaching

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 24–29
Teacher's Edition	
Teaching Plans	pages 24–29
Enrichment Activities For the Home	page 29A

Testing

Teacher's Edition	
Trial Test	pages 23E–23F
Unit Test	pages 29A–29B
Form A* Test 1	page T1

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

Additional Resources

PRACTICE AND REINFORCEMENT
 Review Master 6A: Units 1 and 2
 Review Master 6B: Units 3 and 4
 Review Master 6C: Unit 5 and Test
 Exercise
 Dictionary and Proofreading Master 1
Study Steps to Learn a Word Master
 Mastery Words Review: Units 1–5
 Bonus Words Review: Units 1–5

TESTING (OPTIONAL)
 Mastery Words Test: Units 1–5
 Bonus Words Test: Units 1–5
 Writing Test 1

TEACHING AIDS
 Home Letter 2

Learner Objectives

Spelling

- To review words that demonstrate these sound-letter relationships: /a/a, /i/i, /o/o, /e/e, ea, /u/u, o.
- To review plurals of singular nouns by adding *s*, *es*, or *ies*.
- To review words that demonstrate these sound-letter relationships: /ā/α-consonant-e, /ī/i-consonant-e, /ō/o-consonant-e, /ē/ee, ea, /ā/ai, aigh.

Reading

- To analyze and respond to a description.
- To follow written directions.
- To identify significant details.
- To make inferences.
- To make judgments and evaluations.

Writing

- To write a character description.
- To use the writing process.
- To edit for content, style, and tone.
- To revise using editing and proofreading marks.
- To proofread for spelling, capitalization, and punctuation.
- To write legible cursive letters.

Listening

- To follow a series of oral directions.
- To listen for short and long vowel sounds in words.

Speaking

- To contribute ideas and information in group discussions.

REVIEW WORDS

UNIT 1

aunt
 crop
 twin
 brick
 bandage
 plot
 lamp
 film
 fond
 task

UNIT 2

spread
 meant
 cent
 struck
 comfort
 ready
 month
 trust
 among
 spend

UNIT 3

sandwiches
 stomachs
 pants
 memories
 hobbies
 stories
 losses
 parents
 brushes
 matches

UNIT 4

twice
 frame
 polite
 whole
 globe
 divide
 space
 surprise
 plane
 woke

UNIT 5

cream
 cheese
 sneeze
 straight
 chain
 afraid
 agree
 needle
 heat
 aim

ASSIGNMENT GUIDE

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

Five Days	• = average spellers * = better spellers ✓ = slower spellers	Three Days
Day 1	• * ✓ Take Review Words Trial Test and correct	Day 1
Day 2	• * ✓ Complete Spelling Review pages 24–26 • * ✓ Complete Review Masters 6A, 6B, 6C (optional) ✓ Complete Mastery Words Review Master: Units 1–5 (optional) * Complete Bonus Words Review Master: Units 1–5 (optional)	
Day 3	• * ✓ Complete Spelling and Reading page 27	Day 2
Day 4	• * ✓ Complete Spelling and Writing pages 28–29 • * ✓ Complete Dictionary and Proofreading Master 1 (optional)	
Day 5	• * ✓ Take Review Words Unit Test ✓ Take Mastery Words Test: Units 1–5 (optional) * Take Bonus Words Test: Units 1–5 (optional)	Day 3

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

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the students that they will review words from the previous five units. In Unit 6 they will review:

- words with short and long vowel sounds.
- words that are in their plural forms.

Tell the students they will use some of the review words to write a descriptive paragraph about someone they know.

Assess Students' Spelling Ability

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

Have the students check their own work by listening to you read the spelling of the words or by referring to the review words list in the side boxes of the **Pupil Book**. For each misspelled word, have the students follow the **Study Steps to Learn a Word** on page 24 in the **Pupil Book**, or use the copy-

ing master to study and write the words. Students should record the number correct on their **Progress Report**.

Trial Test Sentences

1. **aunt** My **aunt** lives in Texas. **aunt**
2. **crop** The **crop** of wheat was harvested today. **crop**
3. **twin** Alice has a **twin** sister. **twin**
4. **brick** We need another **brick** to finish the chimney. **brick**
5. **bandage** Ira put a **bandage** on his cut. **bandage**
6. **plot** The **plot** of the story is interesting. **plot**
7. **lamp** Light the **lamp** by the couch. **lamp**
8. **film** This **film** is for my camera. **film**
9. **fond** Uncle Ed is **fond** of singing. **fond**
10. **task** Washing dishes is not such a hard **task**. **task**
11. **spread** Adrienne **spread** peanut butter on a cracker. **spread**
12. **meant** No one **meant** to hurt her feelings. **meant**
13. **cent** One **cent** is a penny. **cent**
14. **struck** The sled **struck** a tree. **struck**

FOCUS

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

15. **comfort** Alex tries to *comfort* his unhappy friend. **comfort**
16. **ready** Are you *ready* to go? **ready**
17. **month** This *month* has thirty-one days. **month**
18. **trust** I don't *trust* this thin string to hold this bundle of sticks. **trust**
19. **among** She stood *among* the crowd of spectators. **among**
20. **spend** How much did you *spend* on lunch? **spend**
21. **sandwiches** Lee ate two *sandwiches*. **sandwiches**
22. **stomachs** Their *stomachs* were growling before dinner. **stomachs**
23. **pants** Wayne tore his *pants*. **pants**
24. **memories** Grandpa told us some of his childhood *memories*. **memories**
25. **hobbies** Charlie's *hobbies* are collecting rocks and stamps. **hobbies**
26. **stories** Let's write *stories* about our pets. **stories**
27. **losses** The team had only two *losses* all season. **losses**
28. **parents** Her *parents* are both doctors. **parents**
29. **brushes** We bought *brushes* to paint the fence. **brushes**
30. **matches** Keep the *matches* in a safe place. **matches**
31. **twice** I have read that book *twice*. **twice**
32. **frame** The *frame* of a house holds up the walls. **frame**
33. **polite** Please be *polite* to your friends. **polite**
34. **whole** The *whole* class is going on the trip. **whole**
35. **globe** Tanya located Peru on a *globe*. **globe**
36. **divide** Jill and Terry will *divide* the melon. **divide**
37. **space** Is there any *space* left on the shelf for my books? **space**
38. **surprise** We gave a *surprise* party for Lee on his birthday. **surprise**
39. **plane** The *plane* couldn't land because of the fog. **plane**
40. **woke** Elizabeth *woke* up during the night. **woke**
41. **cream** Maria likes *cream* in her coffee. **cream**
42. **cheese** Mice like to eat *cheese*. **cheese**
43. **sneeze** Breathing the dust makes me feel as if I am going to *sneeze*. **sneeze**
44. **straight** The main road is wide and *straight*. **straight**

45. **chain** She bought a new bicycle *chain*. **chain**
46. **afraid** Are you *afraid* of big waves? **afraid**
47. **agree** Robert will *agree* with my decision. **agree**
48. **needle** Use a small sewing *needle* with that thin cloth. **needle**
49. **heat** The sun's *heat* feels good. **heat**
50. **aim** Juanita will *aim* the arrow carefully. **aim**

Apply Prior Learning

Have the students apply what they know about the generalizations for Units 1–5. Use the following activity.

Write these words on the chalkboard: *track, slid, prop, ramp, press, split, drug, breath, and dump*. Ask the students to list the words according to short vowel sounds. Then have them underline the spellings for the vowel sounds. (/a/: *track, ramp*; /e/: *press, breath*; /o/: *prop*; /u/: *drug, dump*) Have a volunteer give the two different spellings for the sound /e/. (e, ea) Now write the following words on the chalkboard: *steal, stole, scrape, pail, steep, and twice*. Ask the students to list the words according to long vowel sounds. Then have them underline the spellings for the vowel sounds. (/ā/: *scrape, pail*; /ē/: *steal, steep*; /ī/: *twice*; /ō/: *stole*) Have volunteers give the two different spellings for the vowel sounds /ē/ and /ā/. (/ē/: *ee, ea*; /ā/: *a, ai*) Finally, write these lists of words on the chalkboard:

tent tents	cherry cherries	flash flashes
nest nests	hobby hobbies	branch branches
		toss tosses

Ask the students to study the words and tell what each list of words has in common. (Plurals are formed in the first column by just adding s; in the second column by changing the y to i and adding es; and in the third column by adding es.) Ask the students to suggest other words that demonstrate these spelling generalizations. (pants; memories; brushes, losses, matches)

Tell the students that they will review words that follow these generalizations and they will use some of them to write a character description.

FOCUS

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

TEACHING PLAN

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

1. Review the directions to the exercises on page 24. Remind the students that the answers to the exercises are to be found only among the twenty review words on page 24.
2. Have the students complete the exercises independently. Remind them to use legible handwriting. You may refer them to the **Writer's Guide** at the back of the book for a review of the spelling generalizations for Units 1 and 2.

UNIT 1

aunt
crop
twin
brick
bandage
plot
lamp
film
fond
task

UNIT 2

spread
meant
cent
struck
comfort
ready
month
trust
among
spend

Follow these steps when you are unsure of how to spell a word.

- **Say** the word. Recall when you have heard the word used. Think about what it means.
- **Look** at the word. Find any prefixes, suffixes, or other word parts you know. Think about other words that are related in meaning and spelling. Try to picture the word in your mind.
- **Spell** the word to yourself. Think about the way each sound is spelled. Notice any unusual spelling.
- **Write** the word while looking at it. Check the way you have formed your letters. If you have not written the word clearly or correctly, write it again.
- **Check** your learning. Cover the word and write it. If you did not spell the word correctly, practice these steps until the word becomes your own.

UNIT 1 Follow the directions using words from Unit 1.

1. Write the word that has /a/ in the first syllable and /i/ in the second syllable.

bandage

2. Write the rest of the Unit 1 words under the correct heading.

/a/	/i/	/o/
aunt	twin	crop
lamp	brick	plot
task	film	fond

UNIT 2 Follow the directions using words from Unit 2.

3. Write the three words that have /e/ spelled ea.

spread meant ready

4. Write the two words that have the sound /e/ spelled e.

cent spend

5. Write the two words that have /u/ spelled u. Circle the consonant clusters.

struck trust

6. Write the three words that have /u/ spelled o.

comfort month among

24

Review: Units 1 and 2

Name _____

Review A: Units 1–2

UNIT 1

1. Write the Unit word that belongs with each group. Then write the short vowel sound you hear in the word you wrote.

1. harvest wheat corn crop /o/
2. garden patch land plot /o/
3. match pair double twin /i/
4. light bulb lantern lamp /a/
5. movie camera picture film /i/
6. liking loving caring fond /o/
7. job chore work task /a/
8. uncle cousin nephew aunt /a/
9. building wall block brick /i/
10. hurt sore cut bandage /a/

UNIT 2

11. Finish the story using words from Unit 2. The short vowel sound is given to help you.

I opened my piggy bank today. I spread the money out on my desk and counted every cent. I found one silver dollar among the coins. After I counted, it meant that I do not have much money. Of course, I struck to save more, but somehow I am always more ready than to save. I locked the money in my bank again because I don't trust myself. I tried to comfort myself with the idea that I will save more money next month. I hope so.

11. spread 12. cent 13. among

14. struck 15. meant 16. ready

17. spend 18. trust 19. comfort

20. month

Extra Practice • 21

Review: Units 3 and 4

Name _____

Review B: Units 3–4

UNIT 3

1. Write each plural made by adding *es* to a base word that rhymes with *ch* or *ich*.

sandwiches matches

2. Write each plural made by changing *y* to *i* and adding *es*.

memories hobbies

3. Write each plural made by adding *s* to a base word.

parents stomachs

4. Write the plural made by adding *es* to a base word that ends with *ss*.

losses

5. Write the plural made by adding *es* to a base word that ends with *sh*.

brushes

6. Write the word ending with *s* that has no singular form.

pants

UNIT 4

7. Write each sentence with a word from Unit 4 that rhymes with the underlined word. Underline the letters that spell the long vowel sound.

7. It is not polite to fight.

8. First prize is a surprise.

9. The plane took off in the rain.

10. I gave him a poke and then he woke.

11. Put your robe over the glue.

12. Does this frame look the same?

13. The song was so nice, we played it twice.

14. Do the stars race in outer space?

15. Sam ate the whole bowl of grapes.

16. Let's divide the crop inside.

22 • Extra Practice

Finish this sentence with words that have /e/.

At the store, I 7 to 8 only one 9, but the paper cost a nickel.

7. mean 8. spend 9. cent

UNIT 3 Follow the directions using words from Unit 3. Write the plural form of each word.

10. brush brushes 11. stomach stomachs
12. loss losses 13. memory memories
14. story stories 15. match matches
16. sandwich sandwiches 17. hobby hobbies
18. pant pants 19. parent parents

20. Write the three plural words that were made by adding s.

stomachs pants parents

21. Write the three plural words that were made by changing the y to i and adding es.

memories hobbies stories

22. Write the four plural words that were made just by adding es.

sandwiches losses
brushes matches

UNIT 4 Follow the directions using words from Unit 4. Write the word that rhymes with each of these words.

23. nice twice 24. race space
25. game frame 26. main plane

27. Write the three words that have /ō/.

whole globe woke

28. Write the three words that have /i/ in the second syllable.

polite divide surprise

Finish the story. The long vowel sound is given to help you.

One morning, Juanita's dad /ō/ 29 her early. He had a /i/ 30. They were going to fly in a /ā/ 31!

29. woke 30. surprise 31. plane



UNIT 3

sandwiches
stomachs
pants
memories
hobbies
stories
losses
parents
brushes
matches

UNIT 4

twice
frame
polite
whole
globe
divide
space
surprise
plane
woke

TEACHING PLAN

Objectives To spell plurals of singular nouns by adding s, es, or ies; to spell words that demonstrate these sound-letter relationships: /ā/ a-consonant-e, /i/ i-consonant-e, /ō/ o-consonant-e.

1. Review the directions to the exercises on page 25. Remind the students that the answers to the exercises are to be found only among the twenty review words on page 25.
2. Have the students complete the exercises independently. You may refer them to the **Writer's Guide** at the back of the book for a review of the spelling generalizations for Units 3 and 4.

EXTENDING THE LESSON

Have the students write riddles using review words. Explain that the clues of the riddle may tell how the review word looks, how it is used, or where it is found. For example:

You will almost always find me in the fireplace.
I am usually red and very heavy.
What am I? (*brick*)

Remind the students to proofread their riddles for spelling. Have the students share their finished riddles.

Review: Unit 5

Name _____		UNIT 6
Review C: Unit 5 • Test Exercise		
A. UNIT 5 Follow the directions using words from Unit 5.		
1. Change the d in dream. Write the word that names what butter is made from. <u>cream</u> 2. Change the squ in squeeze. Write the word that has to do with having a cold. <u>sneeze</u> 3. Change the m in meat. Write the word that means "to warm." <u>heat</u> 4. Change the p in pain. Write the word that means "metal links." <u>chain</u> 5. Remove the n from green. Add a letter at the beginning to make a word that means "to have the same opinion." <u>agree</u> 6. Add two letters to the end of need to make a word that names something sharp. <u>needle</u> 7. Remove the r from air. Add a letter at the end to make a word that means "to point." <u>aim</u> 8. Remove the n from strain. Add three letters to the end to make the word that means "honest." <u>straight</u> 9. Remove the k from cheek. Add two letters to the end to make the word that names something to eat. <u>cheese</u> 10. Remove the b from brain. Add two letters to the beginning to make the word that means "frightened." <u>afraid</u>		
B. UNITS 1-5 Fill in the circle of the word that is misspelled or the circle for no mistakes.		
1. plane 2. polite 3. space 4. woke 5. (no mistakes)	3. 1. aunt 2. ready 3. hobbies 4. among 5. (no mistakes)	5. 1. stories 2. meant 3. sandige 4. trust 5. (no mistakes)
2. 1. globe 2. memories 3. comfort 4. pants 5. (no mistakes)	4. 1. parents 2. twice 3. matches 4. brick 5. (no mistakes)	6. 1. fond 2. spread 3. twinn 4. sandwiches 5. (no mistakes)

TEACHING PLAN

Objectives To spell words that demonstrate these sound-letter relationships: /ē/ ee, ea /ā/ ai, aigh.

1. Review the directions to the exercises on page 26. Remind the students that the answers to the exercises are to be found only among the ten review words on page 26.
2. Have the students complete the exercises independently. You may refer them to the **Writer's Guide** at the back of the book for a review of the spelling generalization for Unit 5.
3. Review the students' answers on pages 24–26 orally, or have volunteers write them on the chalkboard.

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

WORDS IN TIME

Have a volunteer read **Words in Time** aloud. Explain that in the Middle Ages the word for sneeze was *fresen*. Point out that the letter for s at that time (ſ) and the letter f (f) looked similar. A printer's error in reading the written letters might account for the spelling of sneeze as we know it today. Tell the students that another review word has an interesting history. Explain that the word *sandwich* was named for its creator, the Earl of Sandwich, an eighteenth-century Englishman.

As a COOPERATIVE LEARNING activity, have each group create a bulletin board display titled *Words Named for People*. Have the group list words borrowed from names, such as *diesel*, *pasteurization*, *braille*, *volt*, *sandwich*. Have each group member select a word and then research its history using the

UNIT 5

cream
cheese
sneeze
straight
chain
afraid
agree
needle
heat
aim

UNIT 5 Follow the directions using words from Unit 5. Finish these sentences with words that have /ē/.

32. We use cow's milk to make both cream and cheese.

33. Turn on the heat so I won't catch cold and sneeze.

34. I agree that a needle is hard to thread.

Finish these sentences with words that have /ā/.

35. Your aim must be straight if you want to hit the target.

36. I'm afraid I've lost my pretty gold chain.

37. Write the two words that have /ē/ spelled ea.

cream heat

38. Write the four words that have /ē/ spelled ee.

cheese sneeze
agree needle

39. Write the three words that have /ā/ spelled ai.

chain afraid aim

40. Write the one word that has /ā/ spelled aigh.

straight

WORDS IN TIME



English-speaking people did not sneeze until the fifteenth century. Before then, they *fnesed*. Probably the *fn* in *fnesed* was changed to *sn* because of a printing error in the late 1400s.

dictionary, encyclopedia, and books on word origins. Tell the students to write a **Words in Time**. Have the students proofread each other's word histories for spelling, capitalization, and punctuation. Tell the students to share their word histories and then create a bulletin board display.

Spelling and Reading

A Character Description

Read the following descriptive paragraphs. Notice the words that tell about a character.



I am very fond of my Aunt Ginnie. She spends a month with my parents and me every summer. She always surprises me with her wonderful new hobbies. One summer, she came with a box full of bright paints! She had brushes, paper, and picture frames, too. We painted every day. The next summer, Aunt Ginnie brought needles, pins, and cloth. She made me a pair of beautiful pants and a top that matches. She made herself pants, too, so we could dress like twins.

One summer, we went camping together. We hiked up a steep hill. We spread our sleeping bags on the ground. We ate cream cheese sandwiches, fish, and grapes until our stomachs were full. After dinner, we talked about our favorite stories and films. Then we laughed and giggled about funny things that had happened to us. I woke up twice during the night. I was a little afraid, but Aunt Ginnie was there to comfort me.

I wish it were summer now. I'm ready for more fun with Aunt Ginnie.

Write your answers to the questions. See answers below.

1. Who does the writer tell about in this character description? *Literal*
2. How does Aunt Ginnie always surprise her niece? *Literal*
3. Which word does the writer use to tell you that Aunt Ginnie makes her feel better? *Interpretive*
4. What kind of person is Aunt Ginnie? What makes you think as you do? *Critical*

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

Spelling and Reading

UNIT
6c

TEACHING PLAN

Objectives To analyze and respond to a character description; to identify sensory details in a description; to proofread written answers for spelling.

1. Tell the students that they will read a description that includes a number of spelling words from Units 1–5. Explain that a good character description paints a picture of a person with words. Tell them that writers carefully select the words and phrases to describe how the character looks and acts. The details help readers “see” the character in their heads and make the character seem real. Ask the students to recall story characters that stand out in their memory and speculate on why they were able to “see and know” that character so well. Explain that the character description will serve as a model for their own writing.
2. Have the students read the character description to find out what kind of person Aunt Ginnie is. Tell them to look for details that tell what she looks like, what she does, how she feels, and how others feel about her.
3. Have students answer the questions independently. Tell them to underline the review words in their answers and to proofread their answers for spelling.
4. Spot-check students’ answers as they work. Review answers orally.

Spelling and Reading Answers

1. Aunt Ginnie 2. with new hobbies
3. comfort 4. Accept any answers students can reasonably support. Possible answers: a busy person because she has many hobbies; an interesting person because she likes to talk about stories and films

On this page, students will read:

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

TEACHING PLAN

Objectives To identify details in a character description; to evaluate an illustration of a character.

1. Have the students read the first paragraph of **Think and Discuss** on page 28. Ask them to look over the character description again and explain why it does or does not fit the definition of a good character description.
2. Have the students study the illustration on page 28. Ask them if the woman in the picture looks like the Aunt Ginie they visualized. Ask them if they would have made Aunt Ginie look different or had her doing something different.
3. Have the students read the rest of **Think and Discuss** independently, and answer the questions. Ask them to give examples of other words and phrases that the writer could have used to describe Aunt Ginie.
4. Have the students read **Apply** at the bottom of page 28. Tell them that they will write a character description of a friend or relative using some of their spelling words. Explain that the audience for their description will be the person they are describing. Have the students discuss how writing the same description for a different audience such as a younger child might make their descriptions different. Stress the importance of keeping their audience in mind as they compose. Tell students that they should make an effort to use as many vivid and colorful words and phrases as possible.

Words to Help
You Write

fond
trust
hobbies
memories
stories
parents
polite
surprise
afraid
agree
sandwiches
task
film

Spelling and Writing
A Character Description

Think and Discuss

A character description comes to life when a writer uses lively details to tell about the person. A character description may include many kinds of details. The description may tell what the person looks like, what the person says or does, how the person feels, and how other people feel about the person.



The writer describing Aunt Ginie tells what Aunt Ginie does and how she feels about Aunt Ginie.

Look at the pictures of Aunt Ginie. What things is Aunt Ginie doing? Now look back at the story. What other things did Aunt Ginie do with the writer?

What words does the writer use to show that she thinks Aunt Ginie has a good sense of humor? What words does the writer use to show that Aunt Ginie is kind? Look back at the first sentence. Which word does the writer use to tell how she feels about Aunt Ginie?

Apply

Write a **character description** of a friend or relative for whom you have warm feelings. You might want to give your description to the person on his or her birthday. Include lively details to show what the person is like. Follow the writing guidelines on the next page.

28

Summarize Learning

Have the students identify the elements of a good character description. (use of details that tell what the person looks like, how the person acts, how the person feels, and how others feel about the person; words and phrases that make the character seem real)

Think and Discuss Answers

A. painting, sewing, cooking over campfire
B. painted, camped, hiked, laughed and giggled
C. Then we laughed and giggled about funny things . . .
D. Aunt Ginie was there to comfort me.
E. fond

TEACHING PLAN

Objectives To write a character description using vivid details; to edit for content, style, and tone; to proofread for spelling, capitalization, and punctuation.

- Prewriting** Have the students choose a person they would like to describe. Tell them to use vivid, colorful words and phrases to describe their characters as they fill in their charts. Explain that listing the words and phrases in a chart will help them to organize their ideas before they write their descriptions.
- Composing** Before the students begin composing, remind them that a paragraph must contain a topic sentence. The detail sentences should support the topic sentence. Have the students write the first drafts of their descriptive paragraphs. Remind them to use lively verbs and colorful adjectives. They should use some spelling words listed on page 29 or other review words in the descriptions.
- Revising** (Editing and Proofreading) Have the students ask a classmate to read their paragraphs to see if they can picture the person being described. Students should consider their classmates' comments as they revise their paragraphs. Have the students follow the guidelines on page 29 to revise their paragraphs. Students may refer to the checklist on page 250 of Writer's Guide. Remind them to use the Spelling Dictionary to check their spelling.
- Publishing** Have students share their descriptions with the person they described.



Editing and Proofreading Marks

- ≡ capitalize
- make a period
- ^ add something
- ^ add a comma
- ↔ add quotation marks
- take something away
- spell correctly
- ⌞ indent the paragraph
- / make a lowercase letter
- ↔ tr transpose

Prewriting

Choose a person you like and would like to describe in a character description.

- Make a chart with three columns. Label the columns **Appearance**, **Hobbies and Activities**, and **My Feelings**.
- Fill in your chart with words and phrases that tell what the person looks like, what the person's hobbies and activities are, and what your feelings about the person are.

THESAURUS For help finding vivid descriptive words, turn to page 205.

Composing

Use your chart to help you write the first draft of your character description.

- Write a topic sentence. Tell whom the description is about.
- Write detail sentences that tell about the person's appearance and hobbies. Use lively verbs and colorful adjectives in your sentences.
- Write sentences that tell how you feel about the person.

Revising

Reread your description and show it to a classmate. Follow these guidelines to improve your work. Use the editing and proofreading marks on this page to show corrections.

WRITER'S GUIDE For help revising your character description, see the checklist on page 250.

Editing

- Make sure your description clearly describes the person.
- Make sure you used colorful and lively words to create an exact picture for the reader.

Proofreading

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

Copy your description onto a clean sheet of paper.

Publishing

Give your character description to the person you described.

29

Extra Practice: Dictionary/Proofreading

Name _____ UNIT 6

Dictionary and Proofreading 1

crop	brushes	matches	needle	plane
divide	afraid	cream	comfort	lamp
memories	month	aunt	mean	polite

Using the Dictionary to Spell and Write
Put each group of words in alphabetical order.

- aunt afraid 2. memories lamp
- crop aunt needle matches
- brushes brushes lamp meant
- cream comfort polite memories
- divide cream meant month
- afraid crop month needle
- comfort divide matches polite

Proofreading

1. Josie wrote this paragraph about her summer vacation. She misspelled nine words. Three words need capital letters. Circle each misspelled word. Draw three lines under the letters that should be capitals.

During the month of august, I visited my aunt. She lives on a farm. It is far away, so I had to fly there on a plain. On the farm it was time to harvest the corn. It was a little hard, but it wasn't. It was my job to divide the good corn from the bad corn. sometimes I worked at night by the light of a ring. My uncle would bring me a glass of cold milk with the cream in it. I have happy memories of my visit to the farm.

2. Write the nine misspelled words correctly.

month	aunt	plane
crop	afraid	divide
lamp	cream	memories

24 • Extra Practice

For additional practice in using the dictionary to spell and write and in proofreading, you may wish to assign **Dictionary and Proofreading Master 1**.

ENRICHMENT ACTIVITIES

For the Home

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

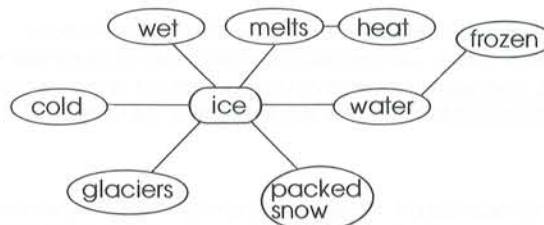
1. **Language Arts/Writing Sentences** Tell the students to create word categories using their spelling words. Students should write words under each of the following category headings: *Words that name people, places and things*; *Action words*; and *Words that describe*. Then have the students write three sentences using a word from each category in each sentence.
2. **Fine Arts/Making Word Pictures** Have the students make a word picture. Explain that in a word picture, letters are arranged to form a picture of the word they represent. For example:



Have the students choose a spelling word to use as the subject of a word picture. Display students' work on a bulletin board.

3. **Language Arts/Writing a Description** Have the students write a paragraph that describes an exciting experience. First have them think of several exciting experiences, such as an unexpected visitor, and then select one. Then ask them to make a chart with the following categories: *I See*; *I Hear*; *I Taste*; *I Smell*; and *I Feel*. Tell them to fill in the chart with words and phrases that describe their experience. Encourage the students to use as many of their spelling words as they can. Then have the students use the information in the chart to write a paragraph that describes the setting of their exciting experience.

4. **Science/Writing Definitions of Science Terms** Have the students write three-line definitions of a term from science. Their definitions should include as many spelling words as possible. First have the students select a term from their science text and write the word on a sheet of paper and circle it. Then have them write as many words or phrases as they can think of to describe their term in a cluster around the circled word. Example:



Finally, have the students use these words and phrases to write a three-line definition. For example:

Ice is
Water that is frozen.
Something that *melts* in the *heat*.
Packed snow that forms a glacier.

Have students underline the review words they used.

EVALUATION

Unit Test

1. **aunt** My *aunt* is my cousin's mother. *aunt*
2. **crop** We plant our bean *crop* in spring. *crop*
3. **twin** My friend has a *twin* sister. *twin*
4. **brick** A house made of *brick* is very sturdy. *brick*
5. **bandage** The nurse put a *bandage* on my arm. *bandage*
6. **plot** That book had a very exciting *plot*. *plot*
7. **lamp** Before I fall asleep I turn out my *lamp*. *lamp*
8. **film** You forgot to put *film* in the camera. *film*
9. **fond** I am very *fond* of red roses. *fond*
10. **task** My favorite *task* is to rake the lawn. *task*
11. **spread** Use a knife to *spread* the butter on your toast. *spread*
12. **meant** The police officer *meant* what she said about bicycle safety. *meant*
13. **cent** Lisa tries to save one *cent* every day. *cent*
14. **struck** Our team's best batter *struck* out in the last inning. *struck*
15. **comfort** Those new chairs will provide a lot of *comfort*. *comfort*

16. **ready** The muffins will be *ready* to eat in five minutes. **ready**
17. **month** September is my favorite *month* of the year. **month**
18. **trust** It is important to *trust* your parents. **trust**
19. **among** David's great-grandfather lived *among* the Indians. **among**
20. **spend** Chin likes to *spend* his spare time reading. **spend**
21. **sandwiches** We all made *sandwiches* for our class picnic. **sandwiches**
22. **stomachs** Hungry *stomachs* may growl. **stomachs**
23. **pants** Sue's red *pants* were too long. **pants**
24. **memories** I had wonderful *memories* of our trip last summer. **memories**
25. **hobbies** Ralph's *hobbies* are fishing and cooking. **hobbies**
26. **stories** Our class likes *stories* about dinosaurs. **stories**
27. **losses** We had to count our *losses* against our gains. **losses**
28. **parents** Rosa's *parents* told her not to be late. **parents**
29. **brushes** Artists paint with many different kinds of *brushes*. **brushes**
30. **matches** A good fire safety rule is: never play with *matches*. **matches**
31. **twice** I've read that book *twice* already. **twice**

32. **frame** My dad made a *frame* for my picture. **frame**
33. **polite** People who are *polite* have good manners. **polite**
34. **whole** The bear swallowed the fish *whole*. **whole**
35. **globe** My classroom has a giant *globe* of the earth. **globe**
36. **divide** It's fun to multiply and *divide* fractions. **divide**
37. **space** Some day I would like to travel into *space*. **space**
38. **surprise** I will *surprise* Mom by making breakfast before she gets up. **surprise**
39. **plane** We will travel by *plane* to visit our cousins. **plane**
40. **woke** The rooster's call *woke* everyone up. **woke**
41. **cream** Making whipped *cream* is fun. **cream**
42. **cheese** Swiss *cheese* has many holes in it. **cheese**
43. **sneeze** Don't forget to cover your *sneeze*. **sneeze**
44. **straight** Please walk in a *straight* line. **straight**
45. **chain** There are many links in a *chain*. **chain**
46. **afraid** Peter was *afraid* of my neighbor's dog. **afraid**
47. **agree** If you *agree* with me, raise your hand. **agree**
48. **needle** Be careful of the sharp *needle*. **needle**
49. **heat** The sun's *heat* is very intense. **heat**
50. **aim** Take *aim* at the target. **aim**

Mastery and Bonus Words Review and Assessment

For additional practice you may wish to assign **Mastery Words Review Master: Units 1–5** or **Bonus Words Review Master: Units 1–5**. To assess students' spelling ability with these words, use **Mastery Words Test: Units 1–5** or **Bonus Words Test: Units 1–5**.

Mastery Words Review

Name _____		Mastery Words	UNIT 6
Review: Units 1–5			
A. Write the Mastery word that begins with each consonant cluster.			
1. fr	front	2. spr	spring
3. br	brave	4. pl	plain
5. gr	grand	6. cl	clap
7. tr	truck	8. sm	smell
9. sp	spies	10. st	stuff
B. Write each Mastery word that ends with each consonant cluster.			
11. nt (two words)	hunt	front	
12. nd (two words)	grand	pond	
13. ft	lift		
C. Write the words you did not use for A and B that contain each sound.			
14. /a/	fast	paths	
15. /e/	test		
16. /i/	lists		
17. /u/	jugs		
18. /t/	taste	mail	
19. /v/ spelled ea	beaches	leech	
	leave		
20. /v/ spelled ee	seen	knee	
21. /f/	life	fire	
22. /o/	wrote	hope	

UNIT 1

spring
fast
grand
lift
clap
pond

UNIT 2

test
stuff
truck
hunt
front
smell

UNIT 3

paths
lists
beaches
jugs
bushes
spies

UNIT 4

wrote
brave
life
taste
hope
fire

UNIT 5

seen
mail
teach
knee
plain
leave

Extra Practice • 25

Bonus Words Review

Name _____		Bonus Words	UNIT 6
Review: Units 1–5			
A. Write the singular form of each of these Bonus words.			
1. threats	threat	2. pulses	pulse
3. diseases	disease	4. nozzles	nozzle
5. movies	movie	6. snacks	snack
7. screens	screen	8. crusts	crust
B. Write the plural form of each word.			
9. battery	batteries	10. bunch	bunches
11. diary	diaries	12. tax	taxes
13. address	addresses	14. stitch	stitches
C. Write a word that begins with each consonant cluster.			
15. pr	promote	16. tw	twist
17. sp	spirit	18. st	stock
19. cl	claim	20. sn	snack
D. Add ed to each word. Write the word.			
21. confide	confided	22. combine	combined
23. desire	desired	24. scrap	scrapped
25. release	released	26. behave	behaved
27. squeeze	squeezed	28. increase	increased
E. Write a Bonus word for each definition.			
29. complete	entire	30. feeling alone	lonely
31. a game	chess	32. deepness	depth
33. storm noise	thunder		
34. middle of body	waist		

UNIT 1

snack
spirit
nozzle
stock
scrap
twist

UNIT 2

depth
thunder
chess
threat
pulse
crust

UNIT 3

stitches
batteries
taxes
bunches
movies
diaries
addresses

UNIT 4

behave
desire
entire
promote
lonely
confide
combine

UNIT 5

waist
increase
screen
squeeze
claim
disease
release

26 • Extra Practice

Mastery Words Test

Name _____		Mastery Words	UNIT 6
Test: Units 1–5			
Mark the circle for the word that is misspelled or the circle for no mistakes.			
1. 1. spring	8. 1. sneeze	15. 1. spies	ANSWERS 1 (1) (2) (3) (4) (5) 2 (1) (2) (3) (4) (5) 3 (1) (2) (3) (4) (5) 4 (1) (2) (3) (4) (5) 5 (1) (2) (3) (4) (5)
2. 2. stuff	2. 2. cheese	2. 2. smell	
3. 3. life	3. 3. leave	3. 3. sting	
4. 4. lamp	4. 4. knee	4. 4. sid	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
6. 1. aunt	9. 1. paths	16. 1. fier	6 (1) (2) (3) (4) (5) 7 (1) (2) (3) (4) (5) 8 (1) (2) (3) (4) (5) 9 (1) (2) (3) (4) (5) 10 (1) (2) (3) (4) (5)
2. 2. hunt	2. 2. bushes	2. 2. fade	
3. 3. pond	3. 3. pants	3. 3. polite	
4. 4. hunt	4. 4. beaches	4. 4. pail	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
7. 1. spys	10. 1. plane	17. 1. ramp	11 (1) (2) (3) (4) (5) 12 (1) (2) (3) (4) (5) 13 (1) (2) (3) (4) (5) 14 (1) (2) (3) (4) (5) 15 (1) (2) (3) (4) (5)
2. 2. jugs	2. 2. seen	2. 2. clapp	
3. 3. lists	3. 3. mail	3. 3. brand	
4. 4. tents	4. 4. grande	4. 4. melt	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
8. 1. hope	11. 1. last	18. 1. heat	16 (1) (2) (3) (4) (5) 17 (1) (2) (3) (4) (5) 18 (1) (2) (3) (4) (5) 19 (1) (2) (3) (4) (5) 20 (1) (2) (3) (4) (5)
2. 2. taste	2. 2. truck	2. 2. pian	
3. 3. rice	3. 3. test	3. 3. afraid	
4. 4. wort	4. 4. front	4. 4. space	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
9. 1. steal	12. 1. wrote	19. 1. leave	21 (1) (2) (3) (4) (5) 22 (1) (2) (3) (4) (5) 23 (1) (2) (3) (4) (5) 24 (1) (2) (3) (4) (5) 25 (1) (2) (3) (4) (5)
2. 2. seene	2. 2. brave	2. 2. needie	
3. 3. sleep	3. 3. woke	3. 3. seale	
4. 4. sleep	4. 4. plain	4. 4. beachs	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
10. 1. life	13. 1. task	20. 1. stuf	26 (1) (2) (3) (4) (5) 27 (1) (2) (3) (4) (5) 28 (1) (2) (3) (4) (5) 29 (1) (2) (3) (4) (5) 30 (1) (2) (3) (4) (5)
2. 2. fire	2. 2. trust	2. 2. self	
3. 3. reids	3. 3. tanst	3. 3. cont	
4. 4. paths	4. 4. wrot	4. 4. wrot	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
11. 1. crop	14. 1. steam	21. 1. grand	31 (1) (2) (3) (4) (5) 32 (1) (2) (3) (4) (5) 33 (1) (2) (3) (4) (5) 34 (1) (2) (3) (4) (5) 35 (1) (2) (3) (4) (5)
2. 2. smel	2. 2. teach	2. 2. bushes	
3. 3. clap	3. 3. truck	3. 3. spreng	
4. 4. split	4. 4. least	4. 4. speeches	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	

Testing • 5

Bonus Words Test

Name _____		Bonus Words	UNIT 6
Test: Units 1–5			
Mark the circle for the word that is misspelled or the circle for no mistakes.			
1. 1. scrap	8. 1. disease	15. 1. movies	ANSWERS 1 (1) (2) (3) (4) (5) 2 (1) (2) (3) (4) (5) 3 (1) (2) (3) (4) (5) 4 (1) (2) (3) (4) (5) 5 (1) (2) (3) (4) (5)
2. 2. snak	2. 2. squeeze	2. 2. diaries	
3. 3. sting	3. 3. screen	3. 3. addresses	
4. 4. spirit	4. 4. increase	4. 4. battaries	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
6. 1. absense	9. 1. depft	16. 1. absence	6 (1) (2) (3) (4) (5) 7 (1) (2) (3) (4) (5) 8 (1) (2) (3) (4) (5) 9 (1) (2) (3) (4) (5) 10 (1) (2) (3) (4) (5)
2. 2. release	2. 2. twist	2. 2. lenses	
3. 3. parents	3. 3. shift	3. 3. branches	
4. 4. drenched	4. 4. self	4. 4. increase	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
7. 1. pleasant	10. 1. chess	17. 1. bushes	11 (1) (2) (3) (4) (5) 12 (1) (2) (3) (4) (5) 13 (1) (2) (3) (4) (5) 14 (1) (2) (3) (4) (5) 15 (1) (2) (3) (4) (5)
2. 2. promote	2. 2. threat	2. 2. drenched	
3. 3. lonesom	3. 3. spend	3. 3. flashes	
4. 4. behvive	4. 4. spread	4. 4. benches	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
8. 1. stitches	11. 1. nozzle	18. 1. struck	16 (1) (2) (3) (4) (5) 17 (1) (2) (3) (4) (5) 18 (1) (2) (3) (4) (5) 19 (1) (2) (3) (4) (5) 20 (1) (2) (3) (4) (5)
2. 2. losses	2. 2. needle	2. 2. split	
3. 3. matches	3. 3. lenzes	3. 3. stunt	
4. 4. addreses	4. 4. taxes	4. 4. spirit	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
9. 1. thunder	12. 1. grave	19. 1. pulse	21 (1) (2) (3) (4) (5) 22 (1) (2) (3) (4) (5) 23 (1) (2) (3) (4) (5) 24 (1) (2) (3) (4) (5) 25 (1) (2) (3) (4) (5)
2. 2. pluse	2. 2. afraid	2. 2. failure	
3. 3. trust	3. 3. behavie	3. 3. crust	
4. 4. stole	4. 4. scrape	4. 4. surpriso	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
10. 1. diaries	13. 1. confide	20. 1. combine	26 (1) (2) (3) (4) (5) 27 (1) (2) (3) (4) (5) 28 (1) (2) (3) (4) (5) 29 (1) (2) (3) (4) (5) 30 (1) (2) (3) (4) (5)
2. 2. batteries	2. 2. divide	2. 2. entier	
3. 3. stories	3. 3. polite	3. 3. cherries	
4. 4. memories	4. 4. lonesome	4. 4. hobbies	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	
11. 1. woke	14. 1. wait	21. 1. depth	31 (1) (2) (3) (4) (5) 32 (1) (2) (3) (4) (5) 33 (1) (2) (3) (4) (5) 34 (1) (2) (3) (4) (5) 35 (1) (2) (3) (4) (5)
2. 2. wheat	2. 2. straight	2. 2. threat	
3. 3. wayst	3. 3. desire	3. 3. stock	
4. 4. whole	4. 4. failere	4. 4. snack	
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)	

6 • Testing

Name _____

Six-Week Evaluation

Test 1

FORM

A

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

Sample A

- A** 1. apple
2. bel
3. nest
4. hat
5. (no mistakes)

Sample B

- B** 1. gate
2. ball
3. car
4. dog
5. (no mistakes)

ANSWERS

- A** ① ② ③ ④ ⑤
B ① ② ③ ④ ⑤

- 1** 1. trust
2. spred
3. meant
4. twin
5. (no mistakes)

- 2** 1. aunt
2. film
3. lamp
4. sandwiches
5. (no mistakes)

- 3** 1. crop
2. comfurt
3. cent
4. brushes
5. (no mistakes)

- 4** 1. aim
2. plane
3. chane
4. frame
5. (no mistakes)

- 5** 1. cheese
2. hobbies
3. glowb
4. stomachs
5. (no mistakes)

- 6** 1. bandage
2. plot
3. among
4. month
5. (no mistakes)

- 7** 1. task
2. pants
3. twin
4. redy
5. (no mistakes)

- 8** 1. losses
2. fond
3. straght
4. spend
5. (no mistakes)

- 9** 1. memorys
2. parents
3. struck
4. heat
5. (no mistakes)

- 10** 1. space
2. whole
3. polite
4. twise
5. (no mistakes)

- 11** 1. woke
2. needle
3. agree
4. heat
5. (no mistakes)

- 12** 1. sneeze
2. damp
3. divide
4. afrade
5. (no mistakes)

- 13** 1. annt
2. breath
3. whole
4. space
5. (no mistakes)

- 14** 1. divide
2. fond
3. fillm
4. month
5. (no mistakes)

- 15** 1. frame
2. damp
3. steal
4. brik
5. (no mistakes)

- 16** 1. sneese
2. smoke
3. pain
4. grape
5. (no mistakes)

- 17** 1. treat
2. bandege
3. scrape
4. aid
5. (no mistakes)

- 18.** 1. storys
2. feast
3. ripe
4. needle
5. (no mistakes)

- 19** 1. spend
2. steep
3. plaine
4. hole
5. (no mistakes)

- 20** 1. agree
2. strap
3. maches
4. melt
5. (no mistakes)

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