Teacher's Edition

PERFECTION LEARNING Spelling 5 WITH INTEGRATED LANGUAGE ARTS

Perfection Learning®

© 2013 Perfection Learning®

Please visit our website at:
www.perfectionlearning.com

When ordering this book, please specify:
ebook: ISBN 978-0-7891-8366-8 or **R7373D**

The purchase of this book entitles an individual teacher to reproduce certain pages for use in the classroom. This permitted use of copyrighted material does not extend beyond the building level. Reproduction, transmittal, or retrieval of this work is prohibited without written permission from the publisher.
For information regarding permissions, write to:
Permissions Department, Perfection Learning,
2680 Berkshire Parkway, Des Moines, Iowa 50325.

1 2 3 4 5 6 PP 22 21 20 19 18

Printed in the United States of America

CONTENTS

Introduction TE6

Study Steps to Learn a Word 1

Skills Check 2

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

Previewing the Unit 3B
Teaching Plans 4–7
Enrichment Activities 7A
Reteaching Strategies 7C

2 The Sounds /ī/and /ā/

Previewing the Unit 7D
Teaching Plans 8–11
Enrichment Activities 11A
Reteaching Strategies 11C

3 The Sounds /ē/ and /ō/

Previewing the Unit 11D
Teaching Plans 12–15
Enrichment Activities 15A
Reteaching Strategies 15C

4 Words with ed and ing

Previewing the Unit 15D
Teaching Plans 16–19
Enrichment Activities 19A
Reteaching Strategies 19C

5 The Sounds /s/ and /z/

Previewing the Unit 19D
Teaching Plans 20–23
Enrichment Activities 23A
Reteaching Strategies 23C

6 Review

Previewing the Unit 23D
Teaching Plans 24–29
Spelling and Reading 27
Spelling and Writing 28
Enrichment Activities 29A

Six-Week Evaluation

Form A Test 1 T1

7 The Sounds /k/ and /kw/

Previewing the Unit 29D
Teaching Plans 30–33
Enrichment Activities 33A
Reteaching Strategies 33C

8 Plurals

Previewing the Unit 33D
Teaching Plans 34–37
Enrichment Activities 37A
Reteaching Strategies 37C

9 Clusters and Digraphs

Previewing the Unit 37D
Teaching Plans 38–41
Enrichment Activities 41A
Reteaching Strategies 41C

Nine-Week Evaluation

Form B Test 1 T3

10 The Sounds /j/ and /ch/

Previewing the Unit 41D
Teaching Plans 42–45
Enrichment Activities 45A
Reteaching Strategies 45C

11 The Sound /sh/

Previewing the Unit 45D
Teaching Plans 46–49
Enrichment Activities 49A
Reteaching Strategies 49C

12 Review

Previewing the Unit 49D
Teaching Plans 50–55
Spelling and Reading 53
Spelling and Writing 54
Enrichment Activities 55A

Six-Week Evaluation

Form A Test 2 T5

13 Words with ed and ing

Previewing the Unit 55D
Teaching Plans 56–59
Enrichment Activities 59A
Reteaching Strategies 59C

14 The Sounds /oi/ and /ou/

Previewing the Unit 59D
Teaching Plans 60–63
Enrichment Activities 63A
Reteaching Strategies 63C

15 The Sounds /o͞o/ and /o͝o/

Previewing the Unit 63D
Teaching Plans 64–67
Enrichment Activities 67A
Reteaching Strategies 67C

16 "Silent" Letters

Previewing the Unit 67D
Teaching Plans 68–71
Enrichment Activities 71A
Reteaching Strategies 71C

17 Double Letters

Previewing the Unit 71D
Teaching Plans 72–75
Enrichment Activities 75A
Reteaching Strategies 75C

18 Review

Previewing the Unit 75D
Teaching Plans 76–81
Spelling and Reading 79
Spelling and Writing 80
Enrichment Activities 81A

Six-Week Evaluation

Form A Test 3 T7

Nine-Week Evaluation

Form B Test 2 T9

Midyear Test T11

19 The Sounds /ôr/ and /är/

Previewing the Unit 81D
Teaching Plans 82–85
Enrichment Activities 85A
Reteaching Strategies 85C

20 The Sounds /ûr/

Previewing the Unit 85D
Teaching Plans 86–89
Enrichment Activities 89A
Reteaching Strategies 89C

21 The Sounds /ər/

Previewing the Unit 89D
Teaching Plans 90–93
Enrichment Activities 93B
Reteaching Strategies 93C

22 The Sounds /əl/ and /ən/

Previewing the Unit 93D
Teaching Plans 94–97
Enrichment Activities 97A
Reteaching Strategies 97C

23 Compound Words

Previewing the Unit 97D
Teaching Plans 98–101
Enrichment Activities 101A
Reteaching Strategies 101C

24 Review

Previewing the Unit 101D
Teaching Plans 102–107
Spelling and Reading 105
Spelling and Writing 106
Enrichment Activities 107A

Six-Week Evaluation

Form A Test 4 T12

25 Synonyms and Antonyms

Previewing the Unit 107D
Teaching Plans 108–111
Enrichment Activities 111A
Reteaching Strategies 111C

© Perfection Learning Spelling • LEVEL 5

26 Social Studies Words

Previewing the Unit 111D
Teaching Plans 112–115
Enrichment Activities 115A
Reteaching Strategies 115C

27 Prefixes

Previewing the Unit 115D
Teaching Plans 116–119
Enrichment Activities 119A
Reteaching Strategies 119C

Nine-Week Evaluation

Form B Test 3 T14

28 Suffixes

Previewing the Unit 119D
Teaching Plans 120–123
Enrichment Activities 123A
Reteaching Strategies 123C

29 Noun Suffixes

Previewing the Unit 123D
Teaching Plans 124–127
Enrichment Activities 127A
Reteaching Strategies 127C

30 Review

Previewing the Unit 127D
Teaching Plans 128–133
Spelling and Reading 131
Spelling and Writing 132
Enrichment Activities 133A

Six-Week Evaluation

Form A Test 5 T16

31 Word Families

Previewing the Unit 133D
Teaching Plans 134–137
Enrichment Activities 137A
Reteaching Strategies 137C

32 Syllable Patterns

Previewing the Unit 137D
Teaching Plans 138–141
Enrichment Activities 141A
Reteaching Strategies 141C

33 Syllable Patterns

Previewing the Unit 141D
Teaching Plans 142–145
Enrichment Activities 145A
Reteaching Strategies 145C

34 Three-Syllable Words

Previewing the Unit 145D
Teaching Plans 146–149
Enrichment Activities 149A
Reteaching Strategies 149C

35 Language Arts Words

Previewing the Unit 149D
Teaching Plans 150–153
Enrichment Activities 153A
Reteaching Strategies 153C

36 Review

Previewing the Unit 153D
Teaching Plans 154–159
Spelling and Reading 157
Spelling and Writing 158
Enrichment Activities 159A

Six-Week Evaluation

Form B Test 4 T20

End-of-Year Test T22

Spelling Dictionary 161

Word Book 205

Writer's Guide 243

Cumulative Word List 287

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.

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

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

The Development of Perfection Learning Spelling

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

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

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

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

© Perfection Learning Spelling • LEVEL 5

WHY PERFECTION LEARNING SPELLING?

Word Lists

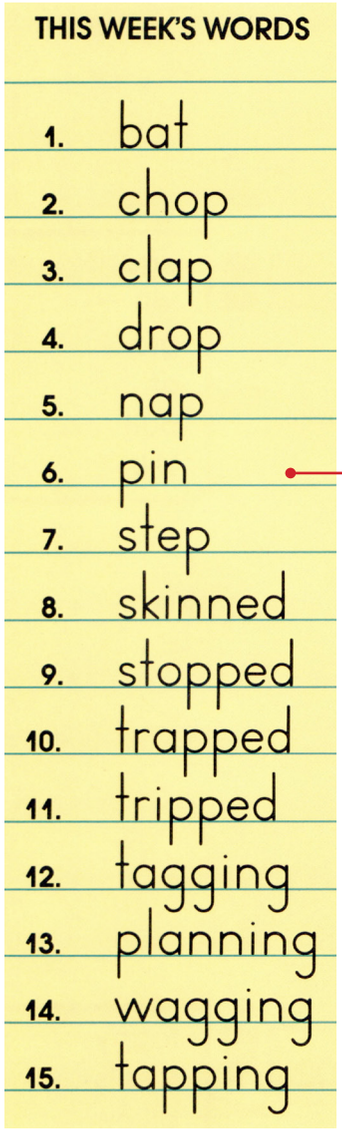
The spelling lists that make up the program were compiled after careful study of words students use in their writing and reading. The word lists were refined and developed over many years of work and research in spelling. A database of words was maintained, which included information from many studies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



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

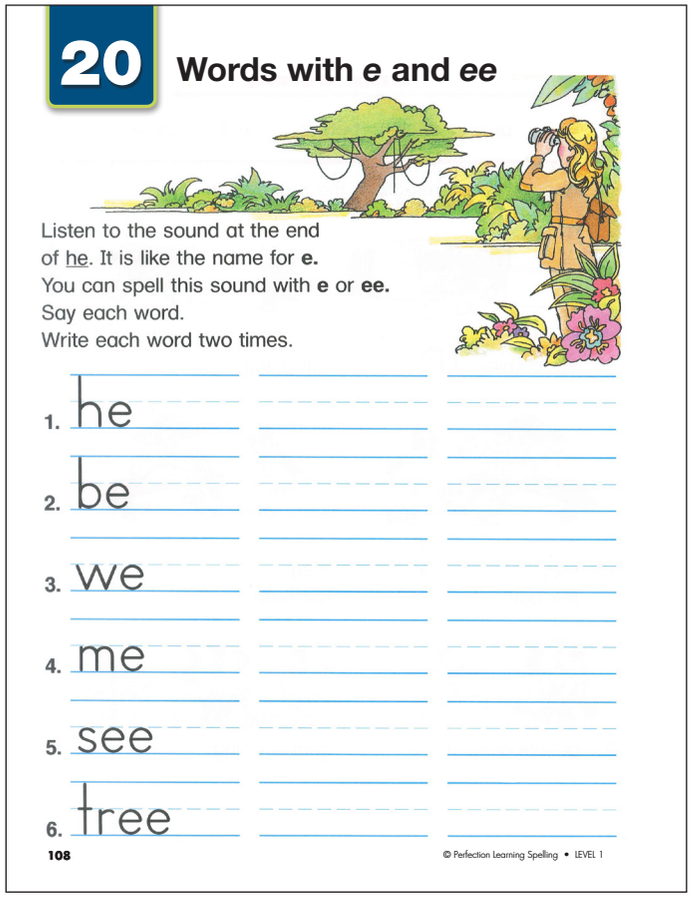
The ability to spell correctly is developed through four primary strategies of instruction, which should be the focus of an effective program: visual memory, phonics, word structure, and analogy.

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.

- **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.

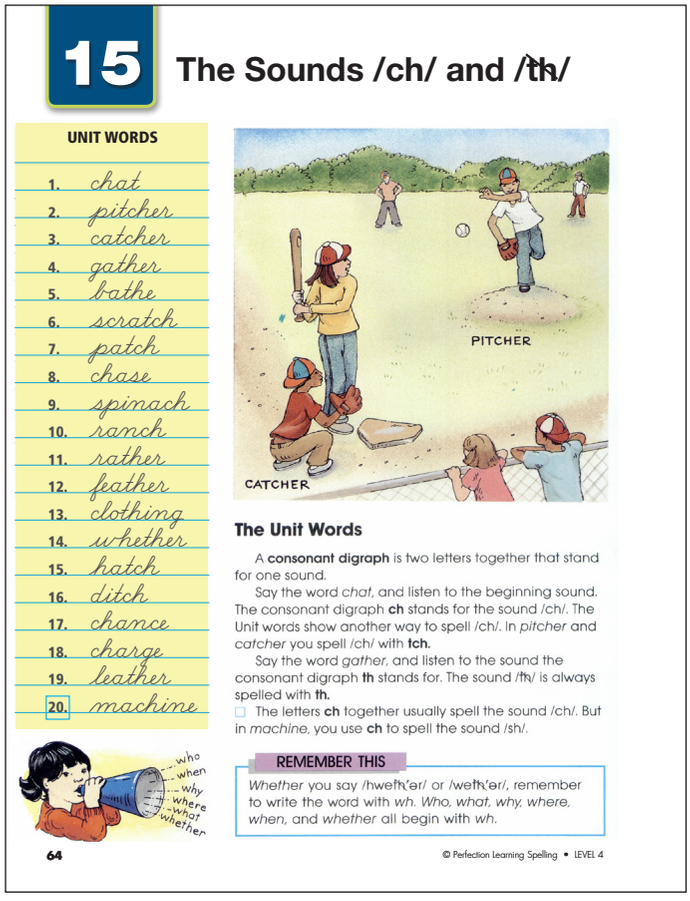

20 Words with e and ee

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

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

108 © Perfection Learning Spelling • LEVEL 1

Level 1, Unit 20


15 The Sounds /ch/ and /th/

UNIT WORDS

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

PITCHER
CATCHER

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

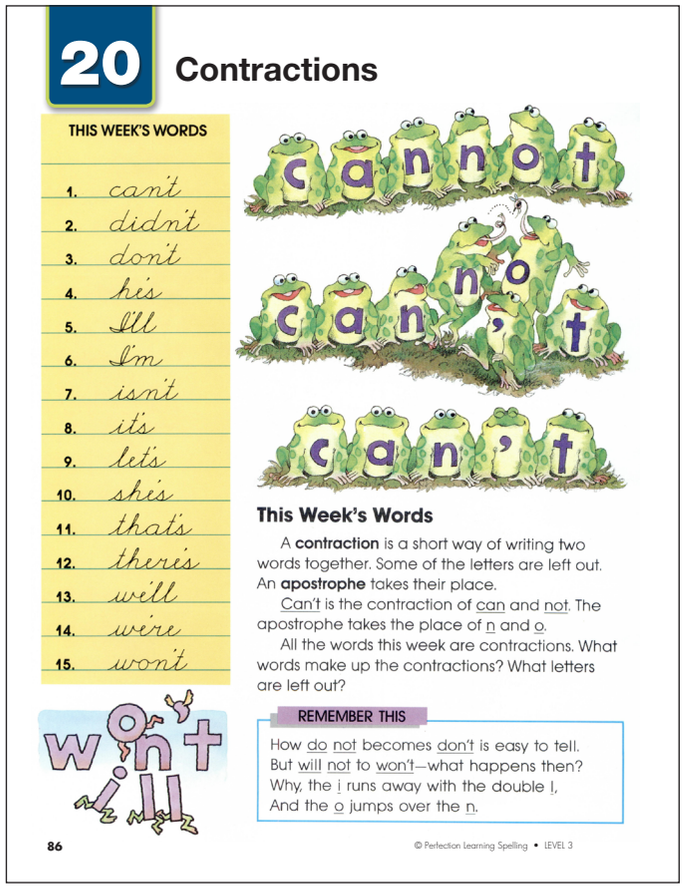
Whether you say /hweth'ər/ or /weth'ər/, remember to write the word with *wh*. *Who, what, why, where, when,* and *whether* all begin with *wh*.

64 © Perfection Learning Spelling • LEVEL 4

Level 4, Unit 15

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

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



20 Contractions

THIS WEEK'S WORDS

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

cannot

can't

can't

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.

86

© Perfection Learning Spelling • LEVEL 3

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

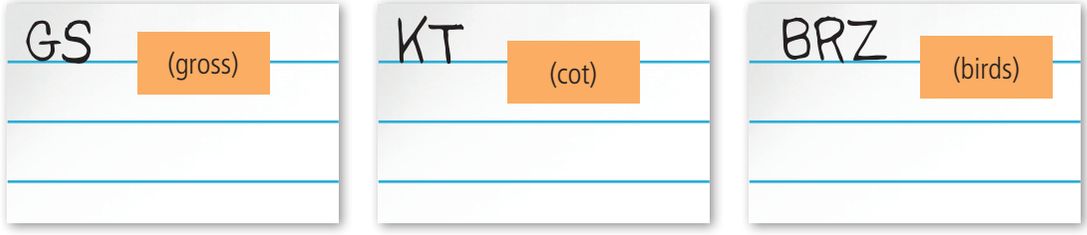
Children progress through certain stages on their way to becoming competent spellers. **Perfection Learning Spelling** was designed with an understanding and appreciation of these stages of development.

Emergent Spellers

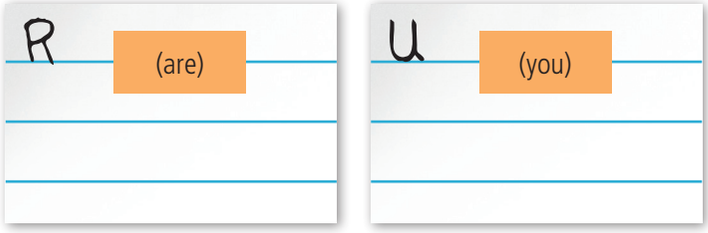
Young children's writing is made up of random strings of letters and sometimes numbers to represent words or a complete message. Children use both lowercase and capital letters in their writing, At this stage, they do not demonstrate a knowledge of letter-sound correspondences.

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.

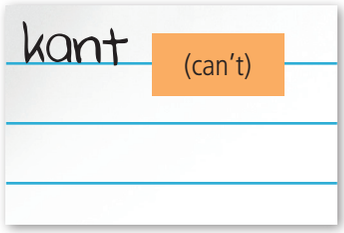


Spellings may be strung together without spaces before and after words.

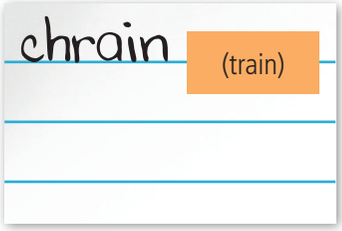
© Perfection Learning Spelling • LEVEL 5

Phonetic Spellers

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

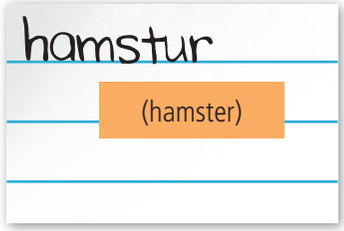


When phonetic spellers are unsure of the correct letter to represent a sound, they often select a letter that represents another sound made in the same part of the mouth.



Transitional Spellers

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



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

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

Syntactic-Semantic Spellers

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

Sound-Letter Relationships

CONSONANTS

Consonant Sounds and Spellings

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

Variant Spellings of Consonant Sounds

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

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

Grade 3 Short Vowel Sound Lesson

Consonant Clusters

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

Double Consonant Letters

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

"Silent" Letters

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

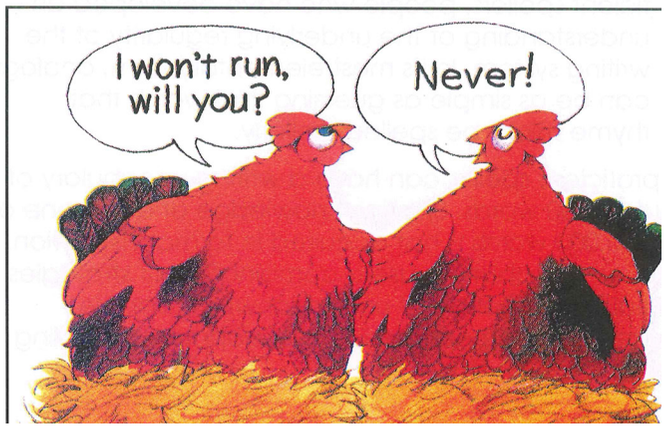
VOWELS

Vowel Sounds and Spellings

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

Short Vowel Sounds

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



© Perfection Learning Spelling • LEVEL 5

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 /yo͞o/
   most commonly spelled *u* (*union*)
   often spelled VCe (*mule*)
2. The sound /o͞o/
   most often spelled *oo* (*moon*)
   often spelled *ue* (*blue*), *ew* (*flew*), *u-e* (*rule*)
3. The sound /o͝o/
   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 ar can be spelled with any vowel letter (*away, level, pencil, lemon, circus*).

Word Structure

Rules for Adding Suffixes

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

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

Forming Plurals

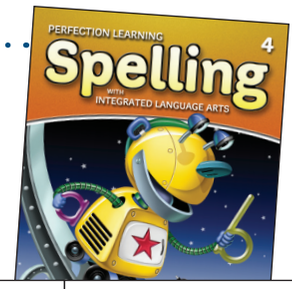
1. To most nouns, simply add *-s* to form the plural (*dog—dogs*).
2. Add *-es* to words that end in sibilant sounds /s/, /sh/, /ch/, /ks/, /z/ (*buses, glasses, wishes, watches, foxes*).
3. Change the spelling of some words (*mouse—mice, tooth—teeth*).

Spelling Possessives

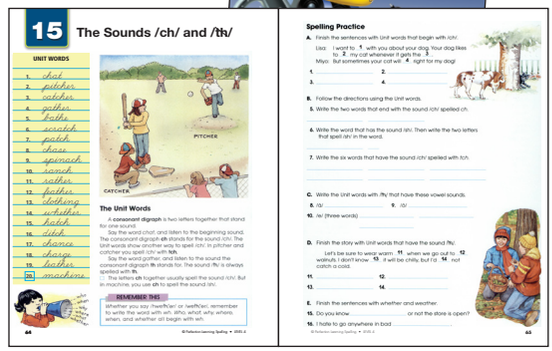
1. To form the singular possessive, add an apostro phe and *s* (*boy—boy's*).
2. To form the plural possessive, add the apostrophe after the *s* (*girls—girls'*).
3. When the plural is formed by a change in spelling, add an apostrophe and *s* (*men—men'*

PROGRAM RESOURCES

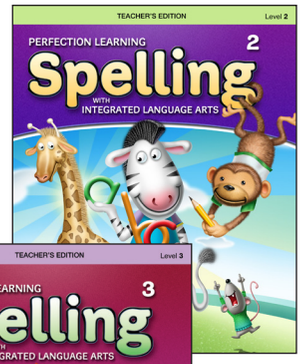
Student Book



- 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).

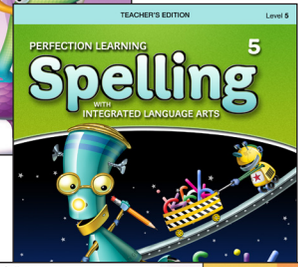


"Students whose instruction included a word-study format with a most common usage strategy produced more sophisticated orthographic spellings than their traditionally taught peers."—Mary Abbott, "Effects of Traditional Versus Extended Word-Study Spelling Instruction on Students' Orthographic Knowledge,"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

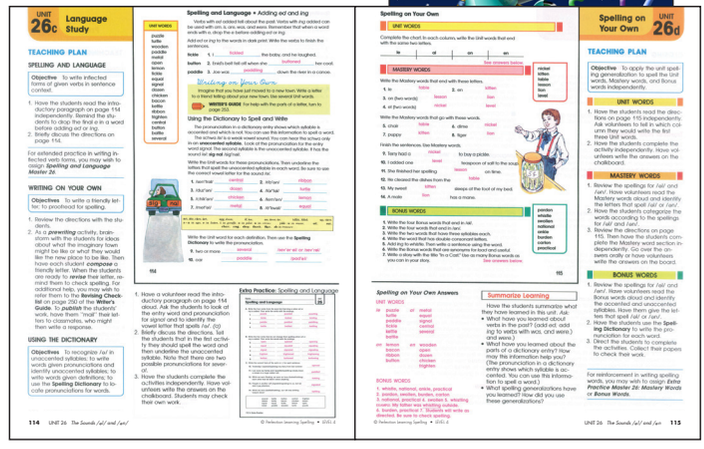


- Integrated language arts makes spelling practice meaningful.
- Review units every six weeks provide review and assessment opportunities.

Teacher Edition



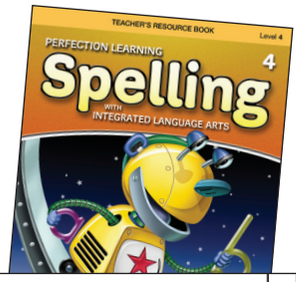
- Wraparound edition has easy-to-read versions of student pages and answers.
- Assignment guide offers a breakdown of the instructional unit into a three-day or a five-day lesson.
- Comprehensive step-by-step teaching plans
- Three differentiated spelling lists for Levels 2–6: Mastery Words (review), 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

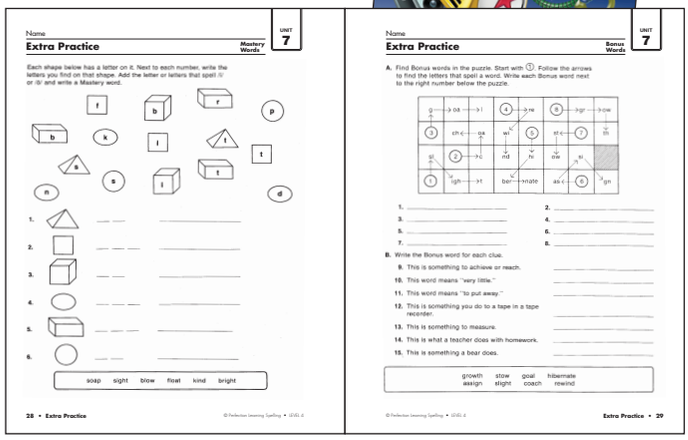


© Perfection Learning Spelling • LEVEL 5

Teacher Resource Book

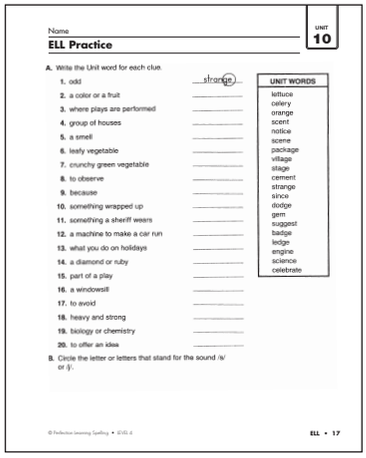
- Extra practice activities for Unit Words, Mastery Words, and Bonus Words
- Additional Language Arts practice activities
- Additional assessment options including Diagnostic Pretests, Mastery Words Tests, Bonus Words Tests, and Writing Sample Tests
- Reteaching Follow-Up activities
- Parent letters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

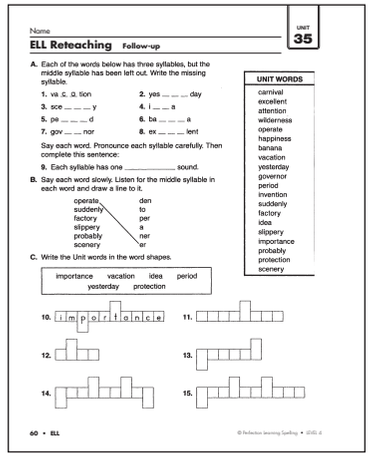




Suggestions and Activities for English Learners

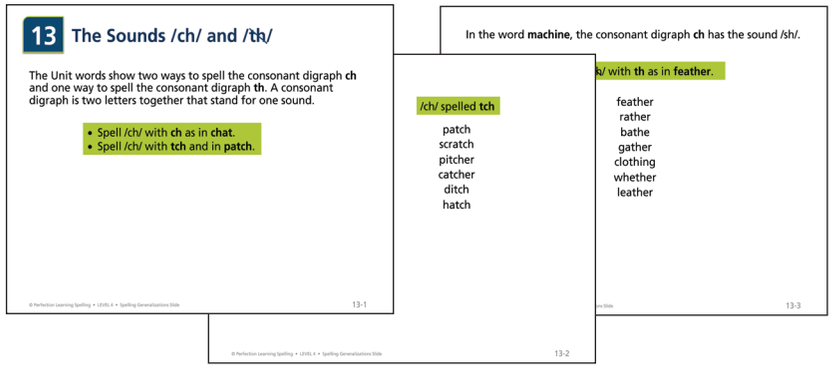
- Unit-specific practice and reteaching activities
- Teaching strategies for all activities
- Answer Key





Classroom Presentation Slides

- Unit-specific slides introduce and explain spelling generalizations.



Audio Support

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

STUDENT BOOK

Instructional Unit

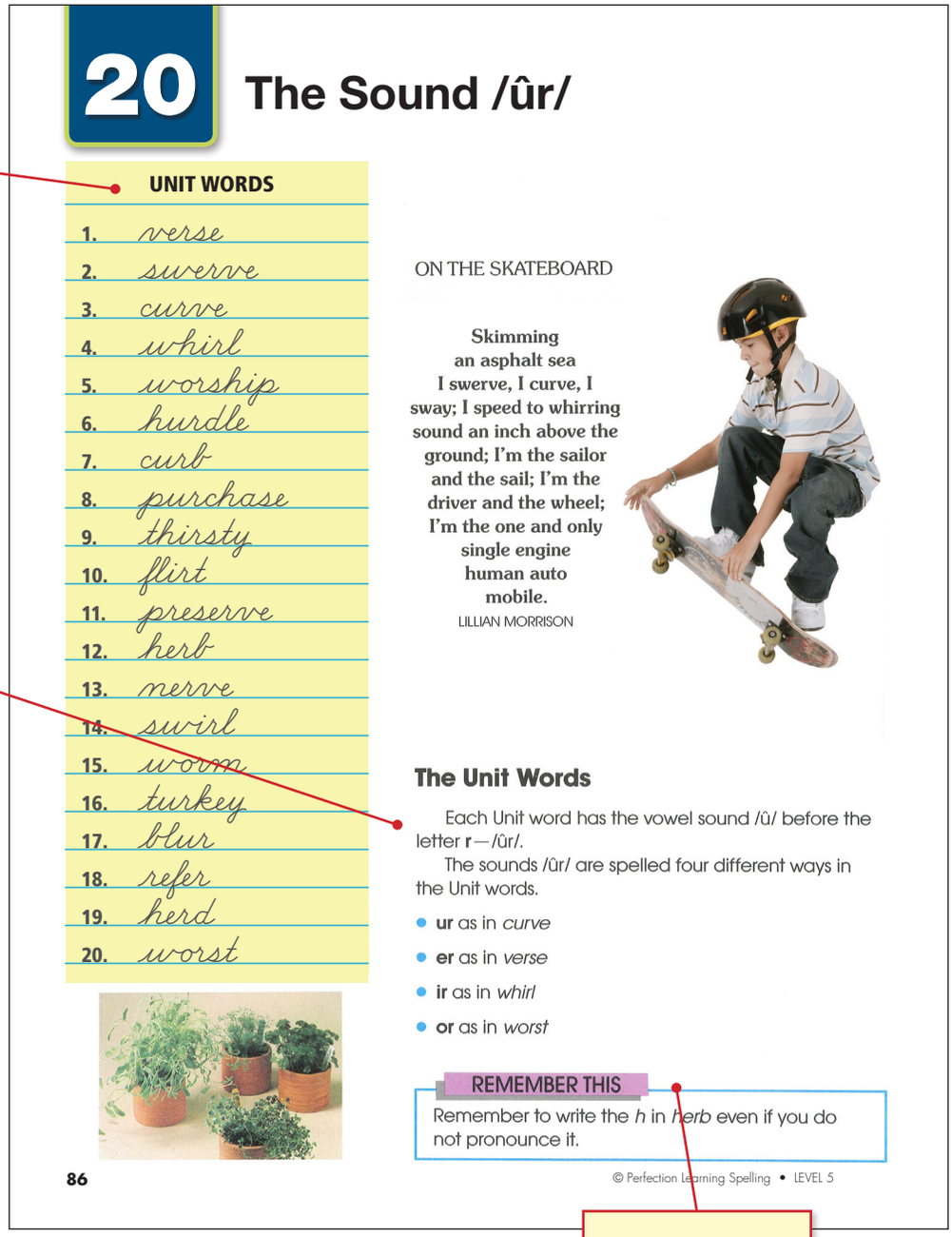
The Unit Words

The numbered Unit word list 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.

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



20 The Sound /ûr/

UNIT WORDS

1. verse
2. swerve
3. curve
4. whirl
5. worship
6. hurdle
7. curb
8. purchase
9. thirsty
10. flirt
11. preserve
12. herb
13. nerve
14. swirl
15. worm
16. turkey
17. blur
18. refer
19. herd
20. worst

ON THE SKATEBOARD

Skimming
an asphalt sea
I swerve, I curve, I
sway; I speed to whirring
sound an inch above the
ground; I'm the sailor
and the sail; I'm the
driver and the wheel;
I'm the one and only
single engine
human auto
mobile.
LILLIAN MORRISON

The Unit Words

Each Unit word has the vowel sound /û/ before the letter **r**—/ûr/.

The sounds /ûr/ are spelled four different ways in the Unit words.

- **ur** as in *curve*
- **er** as in *verse*
- **ir** as in *whirl*
- **or** as in *worst*

REMEMBER THIS

Remember to write the *h* in *herb* even if you do not pronounce it.

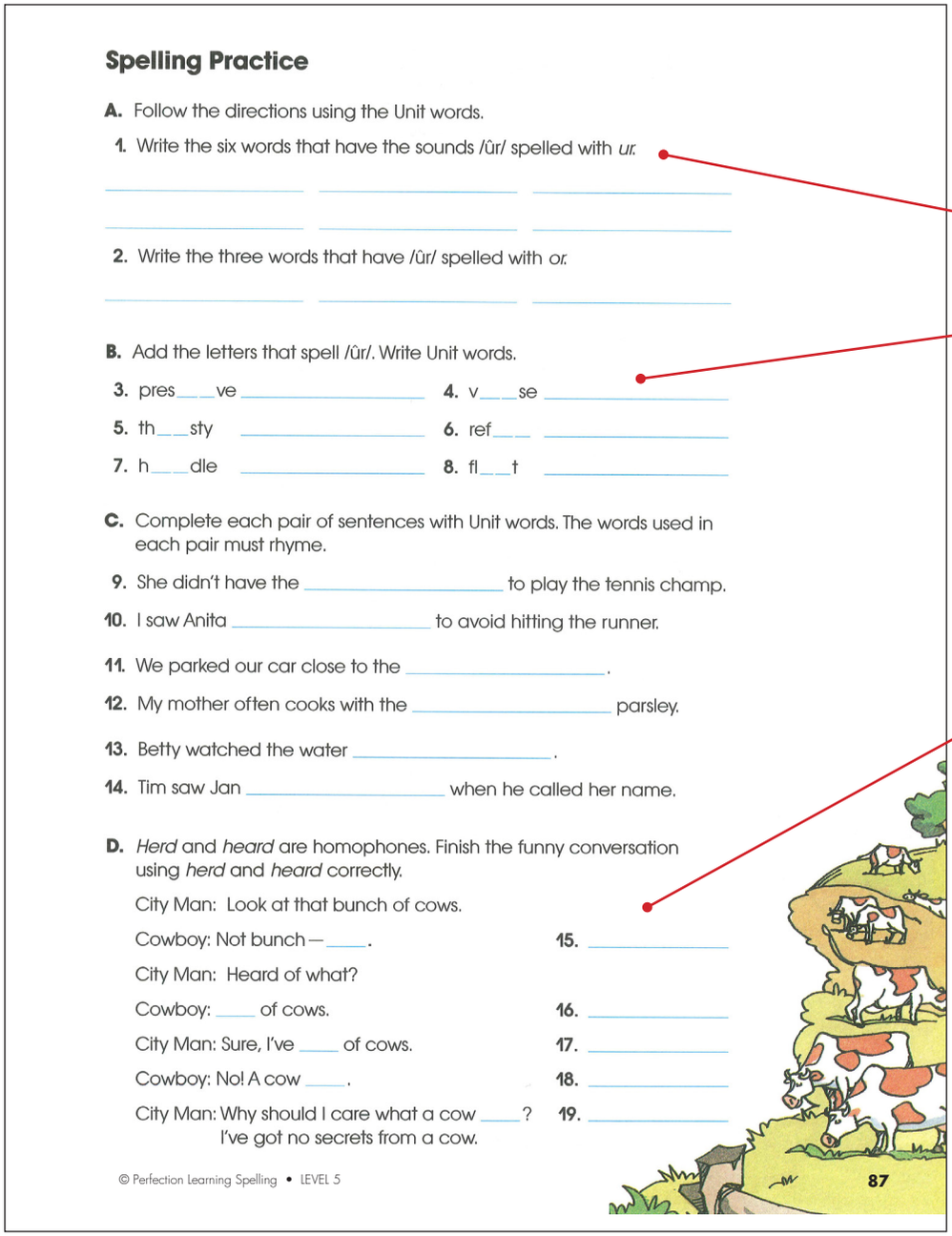
86

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

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.

1. Write the six words that have the sounds /ûr/ spelled with *ur.*

_____ _____ _____

_____ _____ _____

2. Write the three words that have /ûr/ spelled with *or.*

_____ _____ _____

B. Add the letters that spell /ûr/. Write Unit words.

3. pres__ve _____ 4. v__se _____
5. th__sty _____ 6. ref__ _____
7. h__dle _____ 8. fl__t _____

C. Complete each pair of sentences with Unit words. The words used in each pair must rhyme.

9. She didn't have the _____ to play the tennis champ.
10. I saw Anita _____ to avoid hitting the runner.
11. We parked our car close to the _____.
12. My mother often cooks with the _____ parsley.
13. Betty watched the water _____.
14. Tim saw Jan _____ when he called her name.

D. *Herd* and *heard* are homophones. Finish the funny conversation using *herd* and *heard* correctly.

City Man: Look at that bunch of cows.
Cowboy: Not bunch—____. 15. _____
City Man: Heard of what?
Cowboy: ____ of cows. 16. _____
City Man: Sure, I've ____ of cows. 17. _____
Cowboy: No! A cow ____. 18. _____
City Man: Why should I care what a cow ____? 19. _____
I've got no secrets from a cow.

© Perfection Learning Spelling • LEVEL 5

87

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

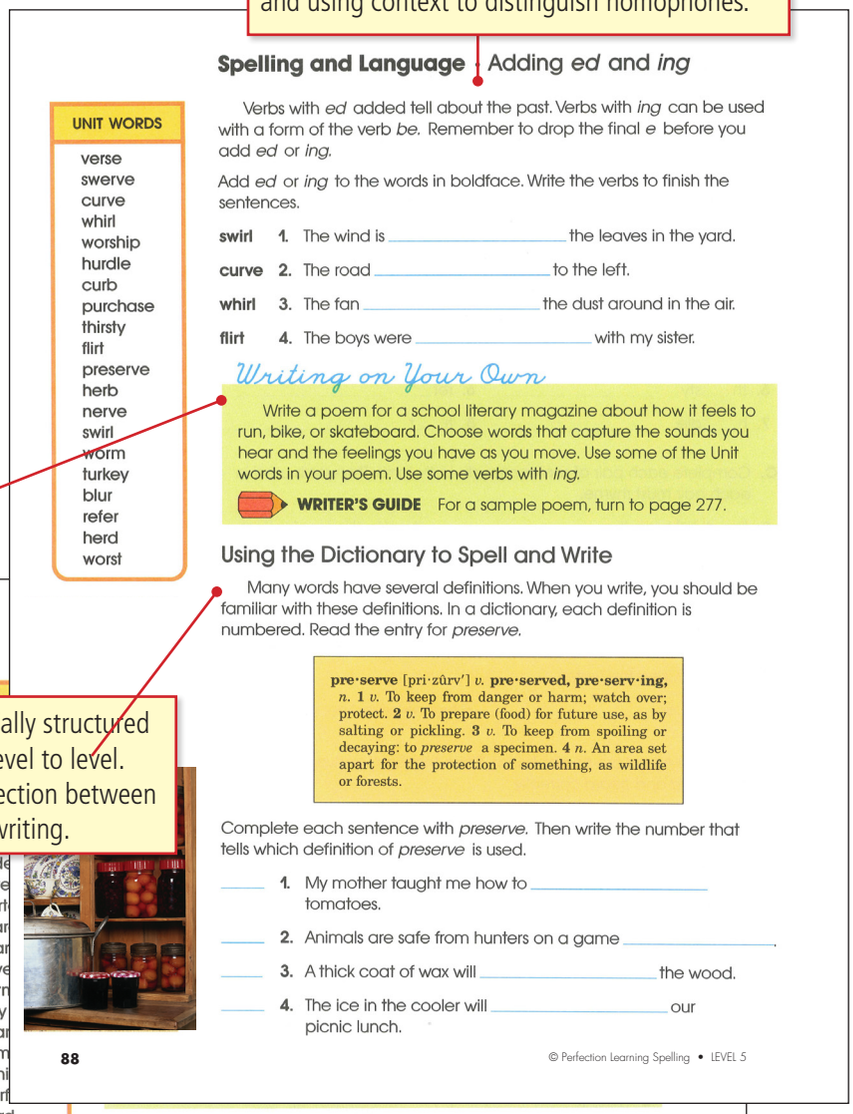
The third page of each instructional unit in the Student Book is devoted to spelling-related language arts skills. In Level 4, this page in each instructional unit is divided into three parts: **Spelling and Language, Writing on Your Own,** and **Using the Dictionary to Spell and Write** or **Proofreading.**

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.



Spelling and Language : Adding *ed* and *ing*

UNIT WORDS
verse
swerve
curve
whirl
worship
hurdle
curb
purchase
thirsty
flirt
preserve
herb
nerve
swirl
worm
turkey
blur
refer
herd
worst

Verbs with *ed* added tell about the past. Verbs with *ing* can be used with a form of the verb *be*. Remember to drop the final *e* before you add *ed* or *ing*.

Add *ed* or *ing* to the words in boldface. Write the verbs to finish the sentences.

swirl 1. The wind is _____ the leaves in the yard.
curve 2. The road _____ to the left.
whirl 3. The fan _____ the dust around in the air.
flirt 4. The boys were _____ with my sister.

Writing on Your Own

Write a poem for a school literary magazine about how it feels to run, bike, or skateboard. Choose words that capture the sounds you hear and the feelings you have as you move. Use some of the Unit words in your poem. Use some verbs with *ing*.

WRITER'S GUIDE For a sample poem, turn to page 277.

Using the Dictionary to Spell and Write

Many words have several definitions. When you write, you should be familiar with these definitions. In a dictionary, each definition is numbered. Read the entry for *preserve*.

pre·serve [pri·zûrv'] *v.* **pre·served, pre·serv·ing,** *n.* **1** *v.* To keep from danger or harm; watch over; protect. **2** *v.* To prepare (food) for future use, as by salting or pickling. **3** *v.* To keep from spoiling or decaying: to *preserve* a specimen. **4** *n.* An area set apart for the protection of something, as wildlife or forests.

Complete each sentence with *preserve*. Then write the number that tells which definition of *preserve* is used.

____ 1. My mother taught me how to _____ tomatoes.
____ 2. Animals are safe from hunters on a game _____.
____ 3. A thick coat of wax will _____ the wood.
____ 4. The ice in the cooler will _____ our picnic lunch.

88

© Perfection Learning Spelling • LEVEL 5

garde
harve
quart
regar
rewar
starve
swarn
tardy
towar
warm
warni
wharf
guard
sergeant

Proofreading

This is part of a letter Jeff wrote. He misspelled six words. Two words are divided incorrectly at the end of a line.

1. Circle each misspelled word.

Uncle Henry sent me a cartin of old nature magazines and newspapers. I decided to try to sell them for a qworter apiece at the flea market next weekend. I'll put the money I earn tord the purchase of a new bowling ball.

This has been an exciting day. My principal gave me an aword for being an excellent school crossing gard. Also, my father said I could work with him this summer on the worf. I'll help him unload his fishing boats. I'm looking forward to it.

2. Write the six misspelled words correctly.

3. Write the two words that were each divided incorrectly at the end of a line. Use the **Spelling Dictionary** to see how they should have been divided. Add hyphens at the syllable breaks.

84

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

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

Complete the chart. Write the Unit words that have /ûr/ spelled with these letters. Then use two words from each column in a sentence. Write four sentences.

er	ir	ur	or

MASTERY WORDS

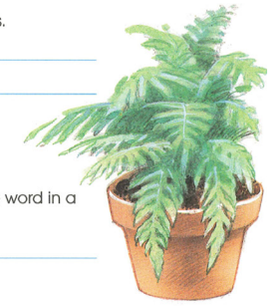
church
fern
worry
further
stir
skirt

Write the Mastery words that have the sounds /ûr/ spelled with these letters.

1. er _____ 2. or _____
3. ir (two words) _____ _____
4. ur (two words) _____ _____

Write the Mastery word that rhymes with each of these words.

5. shirt _____ 6. furry _____
7. burn _____ 8. search _____



Follow the directions using the Mastery words.

9. Write the plural of *church*. _____
10. Write the present tense of the verb *worried*. Then use the word in a sentence.

_____

11. Use the word that rhymes with *purr* in a sentence.

_____

BONUS WORDS

circuit
university
concern
urgent
worthwhile
nervous
surplus
murmur

1. Write the Bonus words in four groups according to the letters that spell the sounds /ûr/ in each word.
2. Write the plural of *university*.
3. Write the Bonus words that are synonyms for *uneasy* and *excess*. Then use both words in a sentence.
4. The word *concern* can be used as a noun and as a verb. Write one sentence using it as a noun. Write another using it as a verb.
5. Write a story with the title "An Urgent Message." Use as many Bonus words as you can in your story.

© Perfection Learning Spelling • LEVEL 5

89

Mastery Words 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

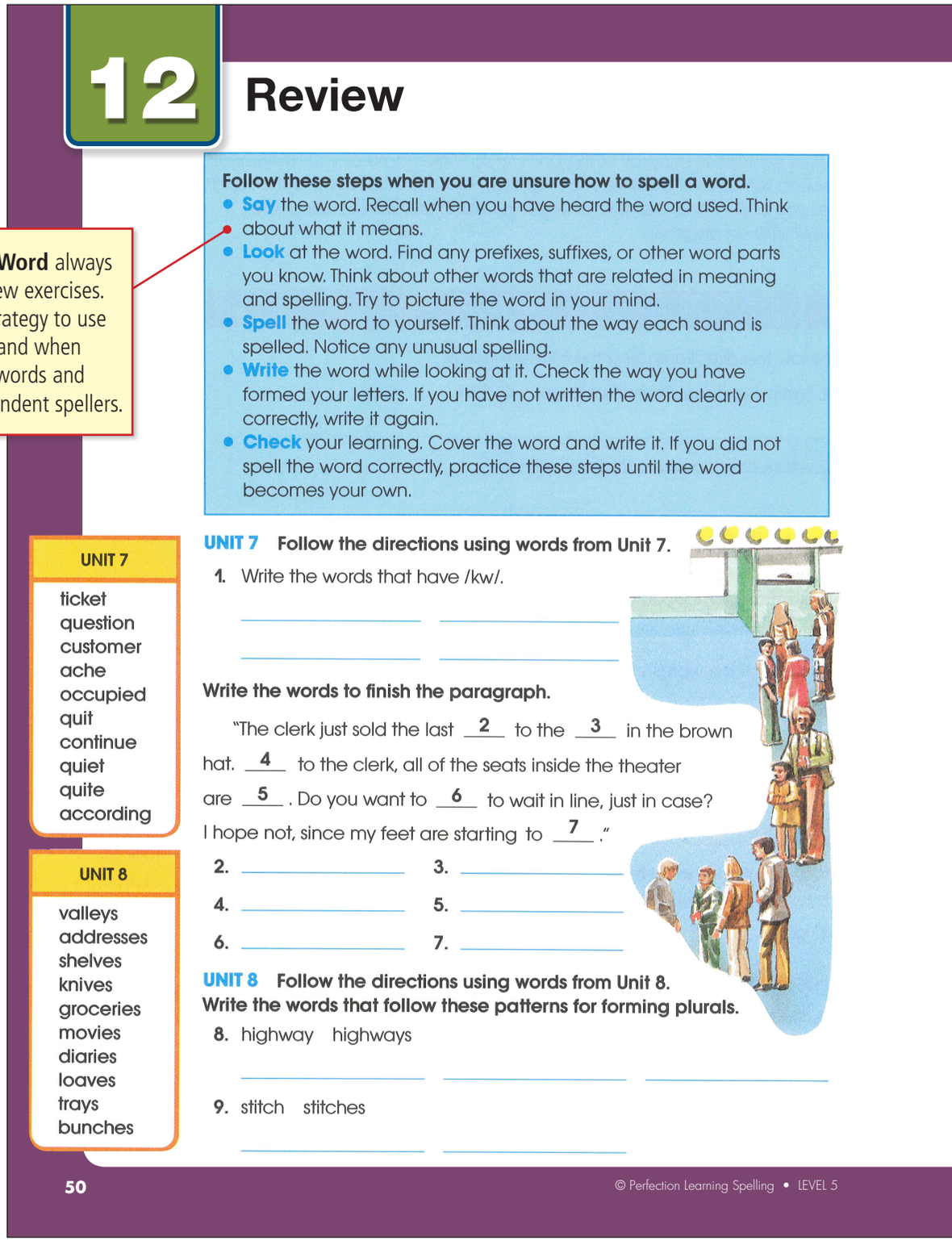
Review Unit

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.

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.



12 Review

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 7

ticket
question
customer
ache
occupied
quit
continue
quiet
quite
according

UNIT 8

valleys
addresses
shelves
knives
groceries
movies
diaries
loaves
trays
bunches

UNIT 7 **Follow the directions using words from Unit 7.**

1. Write the words that have /kw/.

_____ _____

_____ _____

Write the words to finish the paragraph.

"The clerk just sold the last 2 to the 3 in the brown hat. 4 to the clerk, all of the seats inside the theater are 5 . Do you want to 6 to wait in line, just in case? I hope not, since my feet are starting to 7 ."

2. _____ 3. _____

4. _____ 5. _____

6. _____ 7. _____

UNIT 8 **Follow the directions using words from Unit 8.**
Write the words that follow these patterns for forming plurals.

8. highway highways

_____ _____ _____

9. stitch stitches

_____ _____

50 © Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

Review 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.

10. battery batteries

_____ _____

11. wife wives

_____ _____ _____

Fill in words to tell what you might find where.

12. pages in _____ 13. actors in _____

14. _____ in ovens

UNIT 9 **Follow the directions using words from Unit 9.**

15. Write the words that have /t/ in their consonant clusters. Circle all the consonant clusters.

_____ _____ _____

_____ _____

_____ _____

16. Write the two pairs of words that end in the same consonant clusters.

_____ _____

_____ _____

17. Write the word that ends in a three-letter consonant cluster.

_____

18. Write the word that has a consonant digraph as part of a consonant cluster.

_____

UNIT 10 **Follow the directions using words from Unit 10.**
Finish the sentences with words that have /ch/. Circle the consonant letter or letters that spell this sound.

19. Don't forget to polish the _____ in the hall.

20. She made a _____ buying and selling land.

UNIT 9

prompt
stamp
insect
shrunk
traffic
crust
dent
blend
slant
defend

UNIT 10

furniture
fortune
imagine
arrange
checkers
storage
agent
nature
manage
postage

WORDS IN TIME

Postage comes from the Middle French word *poste*, meaning "relay station." Long ago, riders carried mail along a particular route, stopping at each *poste* to change horses. Mail carried by these messengers was said to go by *post*. What does *postage* mean? How do you think *postage* got its name?

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

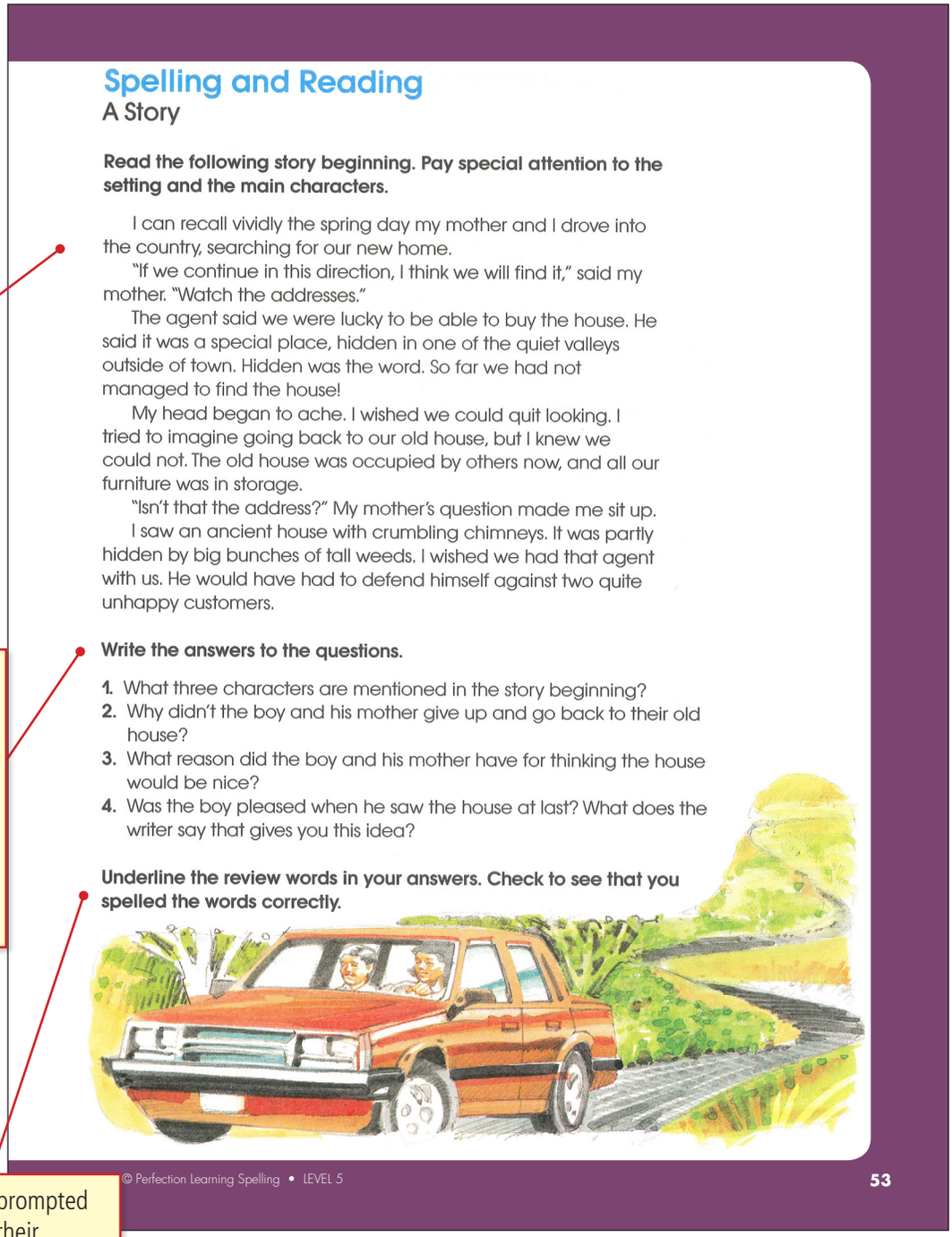
Spelling and Reading

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.

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.

Students are prompted to proofread their answers for spelling.



Spelling and Reading

A Story

Read the following story beginning. Pay special attention to the setting and the main characters.

I can recall vividly the spring day my mother and I drove into the country, searching for our new home.

"If we continue in this direction, I think we will find it," said my mother. "Watch the addresses."

The agent said we were lucky to be able to buy the house. He said it was a special place, hidden in one of the quiet valleys outside of town. Hidden was the word. So far we had not managed to find the house!

My head began to ache. I wished we could quit looking. I tried to imagine going back to our old house, but I knew we could not. The old house was occupied by others now, and all our furniture was in storage.

"Isn't that the address?" My mother's question made me sit up.

I saw an ancient house with crumbling chimneys. It was partly hidden by big bunches of tall weeds. I wished we had that agent with us. He would have had to defend himself against two quite unhappy customers.

Write the answers to the questions.

1. What three characters are mentioned in the story beginning?
2. Why didn't the boy and his mother give up and go back to their old house?
3. What reason did the boy and his mother have for thinking the house would be nice?
4. Was the boy pleased when he saw the house at last? What does the writer say that gives you this idea?

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

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

Spelling And Writing

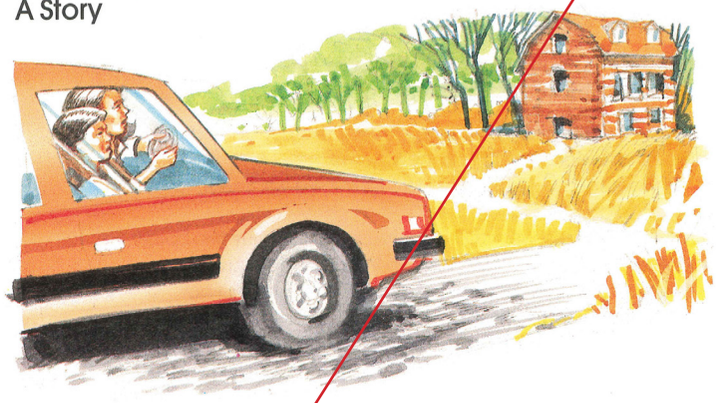
On the fifth page of each review unit, students think about and discuss the writing model presented in **Spelling and Reading** in preparation for their own writing.

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

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**.

Spelling and Writing

A Story



Words to Help You Write

ache
continue
quiet
quite
shrunk
traffic
defend
furniture
imagine
arrange
nature
manage
direction
ancient
action

Think and Discuss

Most stories have a **beg**
beginning, writers usually i
describe the setting—the t
beginning on page 53. Wh
and where does the writer

In the middle part of a
characters deal with a pro
problem in the beginning
on page 53. What can you
may face?

In a story ending, writer
result of their problem. Ma
solve their problem. In othe
problem in the end. How d
will end?

In most good stories, th
changes. Their feelings at t
beginning. Look again at t
feel when the story begins
end?

Apply

Write a **story** for your cl
page 53. Write a middle a
boy and his mother. Follow

Prewriting

Make a chart to help you organize your ideas for the story.

- Divide a sheet of paper into three columns.
- On the left, list things that could go wrong in the house.
- In the middle, note what can be done about each problem.
- On the right, note what the action taken by the boy and his mother might lead to. List any new problems that are created.

Composing

Choose the most interesting chain of events in your chart. Write a first draft of your story based on these events.

- Write a story middle that shows what problem the boy and his mother face. Describe how the boy and his mother struggle with the problem.
- Write a story ending that shows how the boy and his mother solve or fail to solve their problem. Try to show readers how the characters feel about this outcome.

THESAURUS If you need help finding vivid words to make your story come alive, turn to page 205.

- Look back over your prewriting chart. Do you want to add any details to your first draft?

Revising

Read your story. Follow these guidelines to improve your work. Use the editing and proofreading marks on this page to show corrections.

Editing

- Make sure you have written a middle part and an ending for your story.
- Check to see that you have shown how your characters' feelings have changed by the end of the story.

Proofreading

- Check your spelling, capitalization, and punctuation.

Copy your story onto a clean sheet of paper. Write carefully and neatly.

Publishing

Share your story with your classmates. Ask if your story held their interest and if they liked the way it ended.

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
- transpose

© Perfection Learning Spelling • LEVEL 5

TEACHER'S EDITION

Previewing the Unit

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

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.

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

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

Additional words for extending the lesson

UNIT 20

The Sounds /ûr/

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 86–89
Teacher's Edition	
Teaching Plans	pages 86–89
Enrichment Activities	
For the Classroom	page 89A
For the Home	page 89B
Reteaching Strategies	page 89C

Testing

Teacher's Edition	
Trial Test	pages 85E–85F
Unit Test	page 89B
Dictation Sentences	page 89B

Additional Resources

PRACTICE AND REINFORCEMENT
- Extra Practice Master 20: Unit Words
- Extra Practice Master 20: Mastery Words
- Extra Practice Master 20: Bonus Words
- ELL Practice Master 20
- Spelling and Language Master 20
- *Study Steps to Learn a Word* Master

RETEACHING FOLLOW-UP
- Reteaching Follow-up Master 20A: Discovering Spelling Generalizations
- Reteaching Follow-up Master 20B: Word Shapes
- ELL Reteaching Follow-up Master 20

TEACHING AIDS
- Spelling Generalizations Slide 17

Common Core State Standards

Reading—Foundational Skills: 5.3a, 5.4b, 5.4c

Writing: 5.4, 5.5

Speaking/Listening: 5.1c, 5.1d, 5.4

Language: 5.2e, 5.3a, 5.4a, 5.4c, 5.5a, 5.5b, 5.5c, 5.6

Learner Objectives

Spelling
- To spell words that demonstrate these sound-letter relationships: /ûr/*ur, er, ir, or.*
- To spell inflected forms of verbs.

Reading
- To follow written directions.
- To use context clues to complete sentences.
- To recognize multiple meanings of words.

Writing
- To writ
- To use
- To pro capita
- To writ

Listening
- To follow oral directions.
- To listen to identify rhyming words.
- To listen to identify words that have the sound /ûr/.

Speaking
- To contribute group discus
- To use a vari ings and ide
- To read alou

UNIT WORDS
- verse
- swerve
- curve
- whirl
- worship
- hurdle
- curb
- purchase
- thirsty
- flirt
- preserve
- herb
- nerve
- swirl
- worm
- turkey
- blur
- refer
- herd
- worst

MASTERY WORDS
- church
- fern
- worry
- further
- stir
- skirt

BONUS WORDS
- circuit
- university
- concern
- urgent
- worthwhile
- nervous
- surplus
- murmur

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

TEACHER'S 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.

UNIT 20a

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 86**	Day 1
Day 2	• Complete Spelling Practice page 87 • ✓ Complete Extra Practice Master 20: Unit words (optional) ✓ Complete Spelling on Your Own: Mastery words page 89 ★ **Take Bonus word Trial Test an**	
Day 3	• ★ ✓ **Complete Spelling and Lang** • ★ ✓ Complete Writing on Your Ow • ★ ✓ **Complete Using the Dictiona** • ✓ Take Midweek Test (optional) ★ Complete Spelling on Your O • ✓ Complete Spelling and Lang	
Day 4	• Complete Spelling on Your O ✓ Complete Extra Practice Mas (optional) ★ Complete Extra Practice Mas	
	• **Take Unit Test on Unit words** • Complete Reteaching Follow (optional) • ✓ **Take Unit Test on Mastery wo** ★ **Take Unit Test on Bonus word**	

ctivities for the classroom and for the home include e week.

The **Assignment 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.

INTRODUCING THE UNIT

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

Establish Readiness for Learning

Tell the students that in Unit 20 they will study spellings for the /ûr/ sounds in words. Tell the students that they will apply the spelling generalizations to Unit words and use those words to write a poem.

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

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

6. ***hurdle*** The racer managed to jump over the *hurdle*. ***hurdle***
7. ***curb*** Don't step off the *curb*. ***curb***
8. ***purchase*** We want to *purchase* a used car. ***purchase***
9. ***thirsty*** After eating salted nuts, *thirsty*. ***thirsty***
10. ***flirt*** Teenagers often *flirt* with e ***flirt***
11. ***preserve*** We visited a game pr Africa. ***preserve***
12. ***herb*** Parsley is one kind of herb
13. ***nerve*** A pinched *nerve* is pain
14. ***swirl*** I watched the water *swirl* rock. ***swirl***
15. ***worm*** He saw a *worm* crawling grass. ***worm***
16. ***turkey*** Stan bought a twenty-pound *turkey*. ***turkey***
17. ***blur*** The train moved so fast that the landscape was only a *blur*. ***blur***
18. ***refer*** You may *refer* to your textbook if you need help. ***refer***
19. ***herd*** There was a *herd* of cows grazing in the pasture. ***herd***
20. ***worst*** This is the *worst* rainstorm I have ever seen! ***worst***

Mastery Words
1. ***church*** The *church* is on ***church***
2. ***fern*** A *fern* needs moistu healthy. ***fern***
3. ***worry*** Doris will *worry* if w ***worry***
4. ***further*** The officer questi ***further***
5. ***stir*** I need to *stir* the sou
6. ***skirt*** She must hem her *skirt*. ***skirt***

Bonus Words
1. ***circuit*** When the *circuit* is broken, the lights will go out. ***circuit***
2. ***university*** She studied history at the *university*. ***university***

Apply Prior Learning 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.

Apply Prior Learning

Write the following words on the chalkboard:

first	nurse
cursive	verb
nerve	third
twirl	stern
world	shirt

pronounce the words and non element. (/ûr/) Have the e list of words. Write their alkboard. Ask the students to about the spelling of the und /ur/ is spelled four ways: Tell the students that they will writing science or social studies reports.

FOCUS
- Relates to pri learning
- Draws relation
- Applies spellin generalizatio new contexts

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

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

Students with dyslexia and other visual memory deficits may need help in learning which of the four spellings of the /ûr/ sound apply to the Unit words.

Write the Unit word on the chalkboard. Have the students copy the word on a sheet of lined paper. Spell the word aloud with them. Have the students cover the word with a sheet of paper. Then have them close their eyes and try to picture the word they have just copied. With eyes still closed, they should spell the word aloud. Tell them to try to make a picture of the word on the paper in front of them. Have them open their eyes and imagine they are tracing the image of the word they see in their minds' eye on the paper. Have them say the letters o the word aloud as each one is written. Finally, have th students check their spelling to see if it matches the c ied word that they had first written.

English Learners

To help English Learners work with the spelling generalizations for Unit 20, you may wish to refer to the booklet "Suggestions and Activities for English Learners."

© Perfection Learning Spelling • LEVEL 5

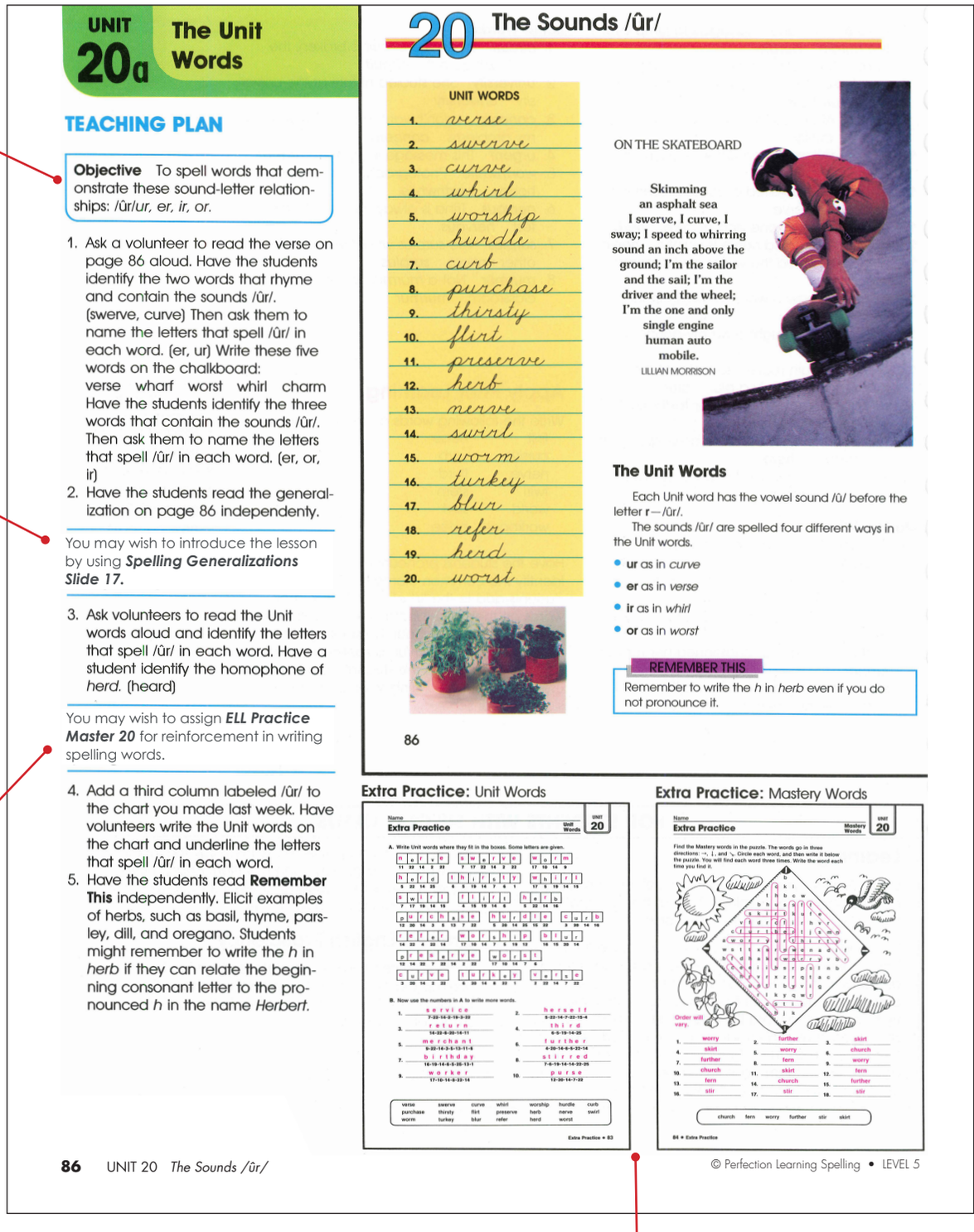
Teaching the Unit

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



UNIT 20a The Unit Words

TEACHING PLAN

Objective To spell words that demonstrate these sound-letter relationships: /ûr/*ur, er, ir, or.*

1. Ask a volunteer to read the verse on page 86 aloud. Have the students identify the two words that rhyme and contain the sounds /ûr/. (swerve, curve) Then ask them to name the letters that spell /ûr/ in each word. (er, ur) Write these five words on the chalkboard:
verse wharf worst whirl charm
Have the students identify the three words that contain the sounds /ûr/. Then ask them to name the letters that spell /ûr/ in each word. (er, or, ir)
2. Have the students read the generalization on page 86 independently.

You may wish to introduce the lesson by using ***Spelling Generalizations Slide 17.***

3. Ask volunteers to read the Unit words aloud and identify the letters that spell /ûr/ in each word. Have a student identify the homophone of *herd.* (heard)

You may wish to assign ***ELL Practice Master 20*** for reinforcement in writing spelling words.

4. Add a third column labeled /ûr/ to the chart you made last week. Have volunteers write the Unit words on the chart and underline the letters that spell /ûr/ in each word.
5. Have the students read **Remember This** independently. Elicit examples of herbs, such as basil, thyme, parsley, dill, and oregano. Students might remember to write the *h* in *herb* if they can relate the beginning consonant letter to the pronounced *h* in the name *Herbert.*

86 UNIT 20 *The Sounds /ûr/*

20 The Sounds /ûr/

UNIT WORDS

1. verse
2. swerve
3. curve
4. whirl
5. worship
6. hurdle
7. curb
8. purchase
9. thirsty
10. flirt
11. preserve
12. herb
13. nerve
14. swirl
15. worm
16. turkey
17. blur
18. refer
19. herd
20. worst

ON THE SKATEBOARD

Skimming
an asphalt sea
I swerve, I curve, I
sway; I speed to whirring
sound an inch above the
ground; I'm the sailor
and the sail; I'm the
driver and the wheel;
I'm the one and only
single engine
human auto
mobile.
LILLIAN MORRISON

The Unit Words

Each Unit word has the vowel sound /û/ before the letter **r**—/ûr/.

The sounds /ûr/ are spelled four different ways in the Unit words.

- **ur** as in *curve*
- **er** as in *verse*
- **ir** as in *whirl*
- **or** as in *worst*

REMEMBER THIS

Remember to write the *h* in *herb* even if you do not pronounce it.

86

Extra Practice: Unit Words

Name
Extra Practice
Unit Words 20

A. Write Unit words where they fit in the boxes. Some letters are given.

B. Now use the numbers in A to write more words.

1. service
2. herself
3. return
4. third
5. merchant
6. further
7. birthday
8. stirred
9. worker
10. purse

verse swerve curve whirl worship hurdle curb
purchase thirsty flirt preserve herb nerve swirl
worm turkey blur refer herd worst

Extra Practice • 83

Extra Practice: Mastery Words

Name
Extra Practice
Mastery Words 20

Find the Mastery words in the puzzle. The words go in three directions: →, ↓, and ↘. Circle each word, and then write it below the puzzle. You will find each word three times. Write the word each time you find it.

Order will vary.

1. worry
2. further
3. skirt
4. skirt
5. worry
6. church
7. further
8. church
9. worry
10. church
11. skirt
12. fern
13. fern
14. church
15. further
16. stir
17. stir
18. stir

church fern worry further stir skirt

84 • Extra Practice

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

Spelling Practice

A. Follow the directions using the Unit words.

1. Write the six words that have the sounds /ûr/ spelled with *ur.*

curve | hurdle | curb
purchase | turkey | blur

2. Write the three words that have /ûr/ spelled with *or.*

worship | worm | worst

B. Add the letters that spell /ûr/. Write Unit words.

3. pres e r ve — preserve
4. v e r se — verse
5. th i r sty — thirsty
6. ref e r — refer
7. h u r dle — hurdle
8. fl i r t — flirt

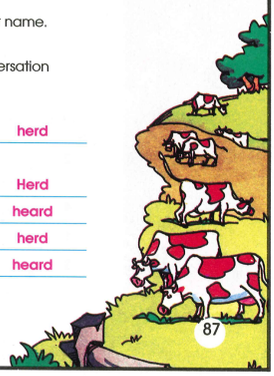
C. Complete each pair of sentences with Unit words. The words used in each pair must rhyme.

9. She didn't have the ___nerve___ to play the tennis champ.
10. I saw Anita ___swerve___ to avoid hitting the runner.
11. We parked our car close to the ___curb___.
12. My mother often cooks with the ___herb___ parsley.
13. Betty watched the water ___swirl___.
14. Tim saw Jan ___whirl___ when he called her name.

D. *Herd* and *heard* are homophones. Finish the funny conversation using *herd* and *heard* correctly.

City Man: Look at that bunch of cows.
Cowboy: Not bunch — 15 .
City Man: Heard of what?
Cowboy: 16 of cows.
City Man: Sure, I've 17 of cows.
Cowboy: No! A cow 18 .
City Man: Why should I care what a cow 19 ? I've got no secrets from a cow.

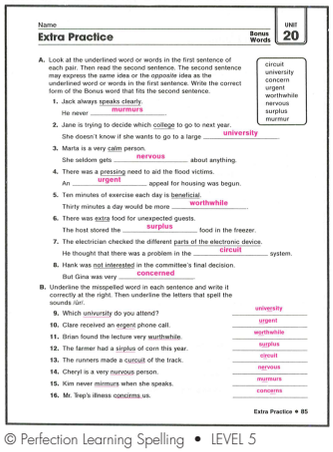
15. herd
16. Herd
17. heard
18. herd
19. heard



87

Answers to student exercises are provided.

Extra Practice: Bonus Words



Name
Extra Practice — Bonus Words — UNIT 20

A. Look at the underlined word or words in the first sentence of each pair. Then read the second sentence. The second sentence may express the same idea or the opposite idea as the underlined word or words in the first sentence. Write the correct form of the Bonus word that fits the second sentence.

circuit, university, concern, urgent, worthwhile, nervous, surplus, murmur

1. Jack always speaks clearly.
He never ___murmurs___
2. Jane is trying to decide which college to go to next year.
She doesn't know if she wants to go to a large ___university___
3. Marta is a very calm person.
She seldom gets ___nervous___ about anything.
4. There was a pressing need to aid the flood victims.
An ___urgent___ appeal for housing was begun.
5. Ten minutes of exercise each day is beneficial.
Thirty minutes a day would be more ___worthwhile___
6. There was extra food for unexpected guests.
The host stored the ___surplus___ food in the freezer.
7. The electrician checked the different parts of the electronic device.
He thought that there was a problem in the ___circuit___ system.
8. Hank was not interested in the committee's final decision.
But Gina was very ___concerned___

B. Underline the misspelled word in each sentence and write it correctly at the right. Then underline the letters that spell the sounds /ûr/.

9. Which univerSity do you attend? — university
10. Clare received an ergent phone call. — urgent
11. Brian found the lecture very wurthwhile. — worthwhile
12. The farmer had a sirplus of corn this year. — surplus
13. The runners made a curcuit of the track. — circuit
14. Cheryl is a very nurvous person. — nervous
15. Kim never mirmurs when she speaks. — murmurs
16. Mr. Trejo's illness concirms us. — concerns

Extra Practice • 85

© Perfection Learning Spelling • LEVEL 5

Summarize Learning

Have the students summarize what they have learned on pages 86 and 87. *Ask:*

- What sound did you learn about in this lesson? (/ûr/)
- What are four ways to spell /ûr/? *(ur, er, ir, or)*
- What are examples of words using the different spellings of /ûr/? *(curve, verse, whirl, worst;* accept other examples)
- What are two words with the /ûr/ sound that rhyme? *(nerve, swerve;* accept other examples)

Summarize Learning 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 20b

TEACHING PLAN

Objectives To write words given sound-letter clues; to write words by adding letters that spell /ûr/ to given letters; to write words that rhyme to complete a pair of sentences; to write homophones that complete a dialogue.

1. Briefly discuss the directions on page 87. For Exercise **C,** make sure the students understand that the two words they write for each pair of sentences must rhyme. For Exercise **D,** ask a volunteer to define homophones. (words that sound the same, but have different spellings and meanings) Tell the students that the context determines whether *herd* or *heard* is the correct word for each blank.
2. Have the students complete the exercises independently. Remind them to use legible handwriting. For **Handwriting Models,** refer the students to page 285 in the **Pupil Book.**
3. To correct the students' work, have volunteers write the answers on the chalkboard, or check them orally. Ask a student to read the conversation between the city man and the cowboy aloud.

For reinforcement in writing spelling words, you may wish to assign ***Extra Practice Master 20: Unit Words.***

of special interest

The word *verse* comes from the Latin word *versus,* which means "a turning." The word was used to describe the turn made at the end of a furrow when one was plowing a field. It then came to refer to the furrow, or row, itself. Later the word was applied to a line of writing, especially a line of poetry. It is also used today to refer to a stanza of poetry or to an entire poem, particularly a short poem that uses regular meter.

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.

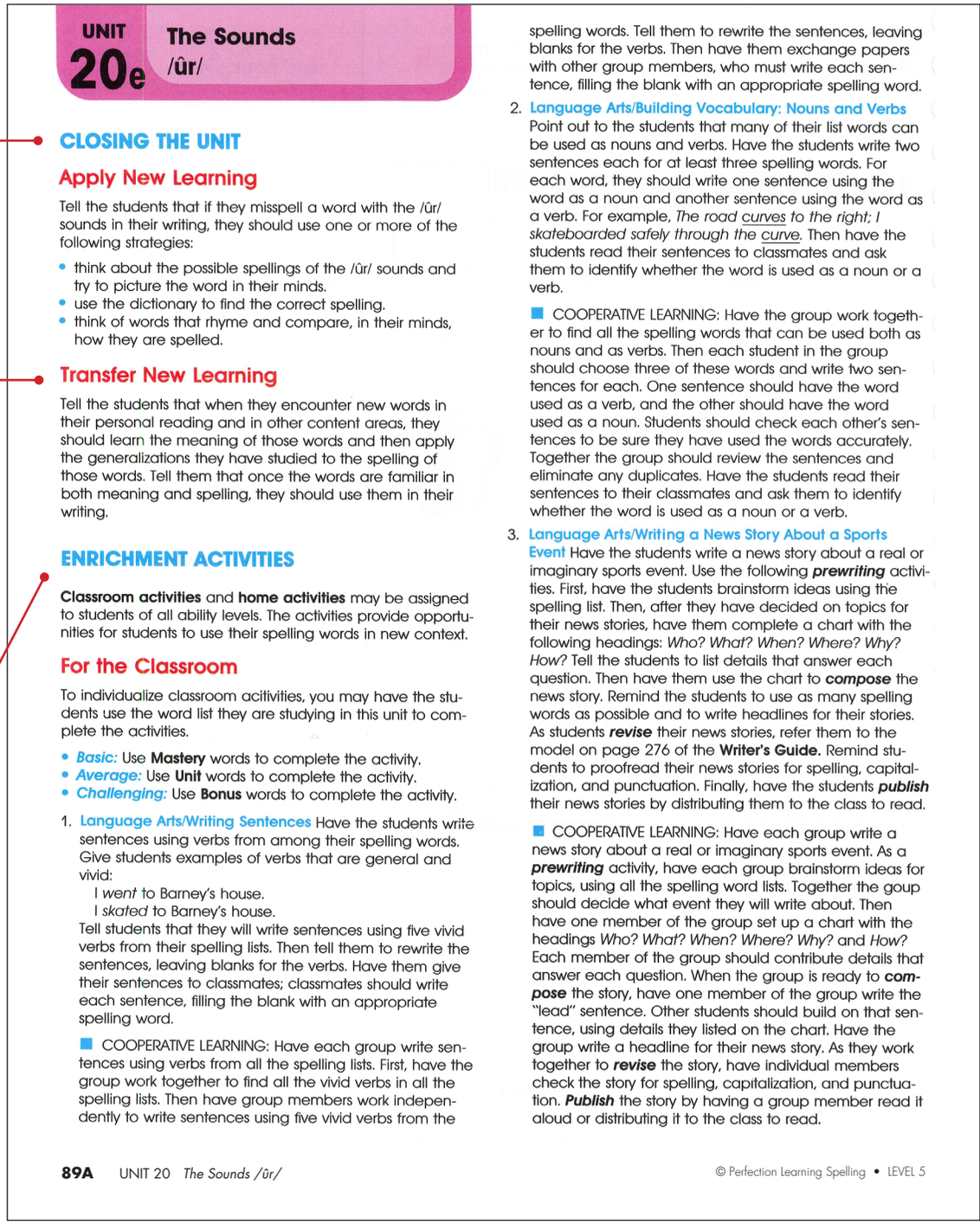
TEACHER'S EDITION

Closing the Unit, Enrichment Activities, and Reteaching Strategies

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.

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

Enrichment Activities are cross-curricular suggestions 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 20e The Sounds /ûr/

CLOSING THE UNIT

Apply New Learning

Tell the students that if they misspell a word with the /ûr/ sounds in their writing, they should use one or more of the following strategies:

- think about the possible spellings of the /ûr/ sounds and try to picture the word in their minds.
- use the dictionary to find the correct spelling.
- think of words that rhyme and compare, in their minds, how they are spelled.

Transfer New Learning

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

For the Classroom

To individualize classroom acitivities, you may have the students use the word list they are studying in this unit to complete the activities.

- ***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/Writing Sentences Have the students write sentences using verbs from among their spelling words. Give students examples of verbs that are general and vivid:
   I *went* to Barney's house.
   I *skated* to Barney's house.
   Tell students that they will write sentences using five vivid verbs from their spelling lists. Then tell them to rewrite the sentences, leaving blanks for the verbs. Have them give their sentences to classmates; classmates should write each sentence, filling the blank with an appropriate spelling word.

   ■ COOPERATIVE LEARNING: Have each group write sentences using verbs from all the spelling lists. First, have the group work together to find all the vivid verbs in all the spelling lists. Then have group members work independently to write sentences using five vivid verbs from the spelling words. Tell them to rewrite the sentences, leaving blanks for the verbs. Then have them exchange papers with other group members, who must write each sentence, filling the blank with an appropriate spelling word.
2. Language Arts/Building Vocabulary: Nouns and Verbs Point out to the students that many of their list words can be used as nouns and verbs. Have the students write two sentences each for at least three spelling words. For each word, they should write one sentence using the word as a noun and another sentence using the word as a verb. For example, *The road curves to the right; I skateboarded safely through the curve.* Then have the students read their sentences to classmates and ask them to identify whether the word is used as a noun or a verb.

   ■ COOPERATIVE LEARNING: Have the group work together to find all the spelling words that can be used both as nouns and as verbs. Then each student in the group should choose three of these words and write two sentences for each. One sentence should have the word used as a verb, and the other should have the word used as a noun. Students should check each other's sentences to be sure they have used the words accurately. Together the group should review the sentences and eliminate any duplicates. Have the students read their sentences to their classmates and ask them to identify whether the word is used as a noun or a verb.
3. Language Arts/Writing a News Story About a Sports Event Have the students write a news story about a real or imaginary sports event. Use the following ***prewriting*** activities. First, have the students brainstorm ideas using the spelling list. Then, after they have decided on topics for their news stories, have them complete a chart with the following headings: *Who? What? When? Where? Why? How?* Tell the students to list details that answer each question. Then have them use the chart to ***compose*** the news story. Remind the students to use as many spelling words as possible and to write headlines for their stories. As students ***revise*** their news stories, refer them to the model on page 276 of the **Writer's Guide.** Remind students to proofread their news stories for spelling, capitalization, and punctuation. Finally, have the students ***publish*** their news stories by distributing them to the class to read.

   ■ COOPERATIVE LEARNING: Have each group write a news story about a real or imaginary sports event. As a ***prewriting*** activity, have each group brainstorm ideas for topics, using all the spelling word lists. Together the goup should decide what event they will write about. Then have one member of the group set up a chart with the headings *Who? What? When? Where? Why?* and *How?* Each member of the group should contribute details that answer each question. When the group is ready to ***compose*** the story, have one member of the group write the "lead" sentence. Other students should build on that sentence, using details they listed on the chart. Have the group write a headline for their news story. As they work together to ***revise*** the story, have individual members check the story for spelling, capitalization, and punctuation. ***Publish*** the story by having a group member read it aloud or distributing it to the class to read.

89A UNIT 20 *The Sounds /ûr/*

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

For the Home

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

1. **Language Arts/Using Animal Sayings** Tell the students that animals are referred to in many sayings that describe human behavior. For example, *talking turkey* means speaking plainly; *worming your way out* means sneaking out of a sticky situation; *eagle-eyed* means sharp-eyed. Have students choose one of these sayings or think of others they have heard. Then have the students write a paragraph explaining how they think this saying came into common usage.
2. **Science/Categorizing** Tell the students to build a word chart using the following category headings: *animals, plants, manufactured goods,* and *other*. Have the students list their spelling words under the appropriate headings. Point out that sometimes a word may be used in more than one heading or may not seem to fit any category but "other." Have students add at least five additional words to each category.
3. **Fine Arts/Writing an Advertisement** Have the students design a new vehicle that allows them to travel through the air, through water, or on the ground. Suggest that students write an advertisement for the vehicle that will appear in a catalog, newspaper, or national magazine. Have them use spelling words to describe the vehicle's appearance and action.
4. **Language Arts/Writing Rhymes** Tell the students to choose four spelling words and write down as many rhyming words as they can think of for each word. You may wish to point out that several of the list words rhyme. Tell the students that after they have completed their lists they should use the words to write a four-verse rhyme.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. ***verse*** Corinne knows the first *verse* of the song. ***verse***
2. ***swerve*** We saw the car *swerve* to avoid hitting the dog. ***swerve***
3. ***curve*** These country roads *curve* sharply. ***curve***
4. ***whirl*** We watched the snowflakes *whirl* about us. ***whirl***
5. ***worship*** We *worship* at one of the oldest churches in the city. ***worship***
6. ***hurdle*** The horse can jump over a high *hurdle*. ***hurdle***
7. ***curb*** Douglas tripped over the *curb*. ***curb***
8. ***purchase*** We will *purchase* a camper. ***purchase***
9. ***thirsty*** The *thirsty* child asked for some milk. ***thirsty***
10. ***flirt*** My brother likes to *flirt* with girls. ***flirt***
11. ***preserve*** We waxed the car to *preserve* the finish. ***preserve***
12. ***herb*** Dill is one kind of *herb*. ***herb***
13. ***nerve*** The optic *nerve* was damaged, and so the cat could not see. ***nerve***
14. ***swirl*** Their skirts *swirl* when they dance. ***swirl***
15. ***worm*** Kenneth put a *worm* on the hook. ***worm***
16. ***turkey*** He ordered a *turkey* sandwich. ***turkey***
17. ***blur*** Everything is a *blur* without my glasses. ***blur***
18. ***refer*** Please *refer* to the dictionary. ***refer***
19. ***herd*** We saw a *herd* of wild horses on the plains. ***herd***
20. ***worst*** This was the *worst* movie I ever saw. ***worst***

© Perfection Learning Spelling

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 ***Follow-up Masters 20A*** and ***20B*** for additional instruction and practice of the Unit words. (You may wish to assign ***ELL Reteaching Follow-up Master 20*** for reteaching of spelling words.)

A. Discovering Spelling Generalizations

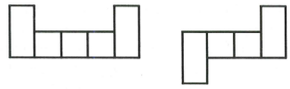
1. Say the following words as you write them on the chalkboard.

   burn first
   clerk world

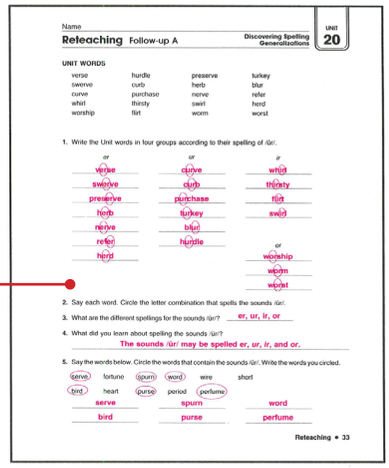
2. Ask students to identify the vowel sound before *r* in each word. (/û/) Write the sign for /ûr/ on the chalkboard.
3. Ask students to identify the letters that spell the sounds /ûr/ in each word. *(ur, er, ir, or)*
4. Ask students what they have learned about the sounds /ûr/. (The sounds /ûr/ may be spelled *ur, er, ir,* or *or*.)

B. Word Shapes

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



Use ***Reteaching Follow-up Master 20A*** to reinforce spelling generalizations taught in Unit 20.



Name
Reteaching Follow-up A — Discovering Spelling Generalizations — UNIT 20

UNIT WORDS

verse	hurdle	preserve	turkey
swerve	curb	herb	blur
curve	purchase	nerve	refer
whirl	thirsty	swirl	herd
worship	flirt	worm	worst

1. Write the Unit words in four groups according to their spelling of /ûr/.

or	or	ir	
verse	curve	whirl	
swerve	curb	thirsty	
preserve	purchase	flirt	
herb	turkey	swirl	
nerve	blur		
refer	hurdle		
herd			
		or	
		worship	
		worm	
		worst	

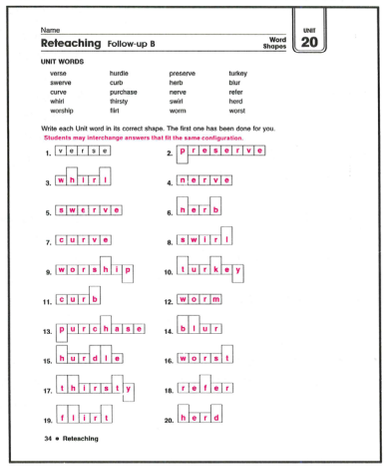
2. Say each word. Circle the letter combination that spells the sounds /ûr/.
3. What are the different spellings for the sounds /ûr/? er, ur, ir, or
4. What did you learn about spelling the sounds /ûr/?
   The sounds /ûr/ may be spelled er, ur, ir, and or.
5. Say the words below. Circle the words that contain the sounds /ûr/. Write the words you circled.

(serve) fortune (spurn) (word) wire short
(bird) heart (purse) period (perfume)

serve	spurn	word
bird	purse	perfume

Reteaching • 33

Use **Reteaching Follow-up Master 20B** to reinforce spellings of Unit words for Unit 20.



Name
Reteaching Follow-up B — Word Shapes — UNIT 20

UNIT WORDS

verse	hurdle	preserve	turkey
swerve	curb	herb	blur
curve	purchase	nerve	refer
whirl	thirsty	swirl	herd
worship	flirt	worm	worst

Write each Unit word in its correct shape. The first one has been done for you.
Students may interchange answers that fit the same configuration.

1. verse
2. preserve
3. whirl
4. nerve
5. swerve
6. herb
7. curve
8. swirl
9. worship
10. turkey
11. curb
12. worm
13. purchase
14. blur
15. hurdle
16. worst
17. thirsty
18. refer
19. flirt
20. herd

34 • Reteaching

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

© Perfection Learning Spelling • LEVEL 5

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 20a

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 86**	Day 1
Day 2	• Complete Spelling Practice page 87 • ✓ Complete Extra Practice Master 20: Unit words (optional) ✓ Complete Spelling on Your Own: Mastery words page 89 ★ **Take Bonus word Trial Test and correct**	
Day 3	• ★ ✓ **Complete Spelling and Language page 88** • ★ ✓ Complete Writing on Your Own page 88 • ★ ✓ **Complete Using the Dictionary to Spell and Write page 88** • ✓ Take Midweek Test (optional) ★ Complete Spelling on Your Own: Bonus words page 89 • ✓ Complete Spelling and Language Master 20 (optional)	Day 2
Day 4	• Complete Spelling on Your Own: Unit words page 89 ✓ Complete Extra Practice Master 20: Mastery words (optional) ★ Complete Extra Practice Master 20: Bonus words (optional)	
Day 5	• **Take Unit Test on Unit words** • Complete Reteaching Follow-up Masters 20A and 20B (optional) • ✓ **Take Unit Test on Mastery words** ★ **Take Unit Test on Bonus words**	Day 3

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

FOCUS

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

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the students that in Unit 20 they will study spellings for the /ûr/ sounds in words. Tell the students that they will apply the spelling generalizations to Unit words and use those words to write a poem.

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 the Unit word list in the left column of the **Pupil Book**. For each misspelled word, have the students follow the **Study Steps to Learn a Word** on page 1 in the **Pupil Book** or use the copying master to study and write the words. Students should record the number correct on their **Progress Report**.

Trial Test Sentences

Unit Words

1. ***verse*** Joan wrote a *verse* about skating. ***verse***
2. ***swerve*** The driver had to *swerve* to avoid the bicyclist. ***swerve***
3. ***curve*** Drive slowly around the *curve*. ***curve***
4. ***whirl*** We saw the top *whirl* around the room. ***whirl***
5. ***worship*** Our families *worship* at the neighborhood temple. ***worship***

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

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

6. *hurdle* The racer managed to jump over the *hurdle*. ***hurdle***
7. *curb* Don't step off the *curb*. ***curb***
8. *purchase* We want to *purchase* a used car. ***purchase***
9. *thirsty* After eating salted nuts, she was *thirsty*. ***thirsty***
10. *flirt* Teenagers often *flirt* with each other. ***flirt***
11. *preserve* We visited a game *preserve* in Africa. ***preserve***
12. *herb* Parsley is one kind of *herb*. ***herb***
13. *nerve* A pinched *nerve* is painful. ***nerve***
14. *swirl* I watched the water *swirl* over the rock. ***swirl***
15. *worm* He saw a *worm* crawling in the grass. ***worm***
16. *turkey* Stan bought a twenty-pound *turkey*. ***turkey***
17. *blur* The train moved so fast that the landscape was only a *blur*. ***blur***
18. *refer* You may *refer* to your textbook if you need help. ***refer***
19. *herd* There was a *herd* of cows grazing in the pasture. ***herd***
20. *worst* This is the *worst* rainstorm I have ever seen! ***worst***

Mastery Words

1. *church* The *church* is on the corner. ***church***
2. *fern* A *fern* needs moisture to stay healthy. ***fern***
3. *worry* Doris will *worry* if we do not call her. ***worry***
4. *further* The officer questioned her *further*. ***further***
5. *stir* I need to *stir* the soup. ***stir***
6. *skirt* She must hem her *skirt*. ***skirt***

Bonus Words

1. *circuit* When the *circuit* is broken, the lights will go out. ***circuit***
2. *university* She studied history at the *university*. ***university***
3. *concern* I don't want to *concern* you with my problems. ***concern***
4. *urgent* This message is *urgent!* ***urgent***
5. *worthwhile* Photography is a *worthwhile* hobby. ***worthwhile***
6. *nervous* Trina is always *nervous* before a test. ***nervous***
7. *surplus* The *surplus* wheat was sold to other nations. ***surplus***
8. *murmur* Not a *murmur* was heard in the classroom. ***murmur***

UNIT 20a

Apply Prior Learning

Write the following words on the chalkboard:

first	nurse
cursive	verb
nerve	third
twirl	stern
world	shirt
workbook	purse

Have the students pronounce the words and identify the common element. (/ûr/) Have the students add to the list of words. Write their words on their chalkboard. Ask the students to draw a conclusion about the spelling of the sound /ûr/. (The sound /ur/ is spelled four ways: *ur, er, ir,* and *or.*) Tell the students that they will use these words in writing science or social studies reports.

FOCUS

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

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

Students with dyslexia and other visual memory deficits may need help in learning which of the four spellings of the /ûr/ sound apply to the Unit words.

Write the Unit word on the chalkboard. Have the students copy the word on a sheet of lined paper. Spell the word aloud with them. Have the students cover the word with a sheet of paper. Then have them close their eyes and try to picture the word they have just copied. With eyes still closed, they should spell the word aloud. Tell them to try to make a picture of the word on the paper in front of them. Have them open their eyes and imagine they are tracing the image of the word they see in their minds' eye on the paper. Have them say the letters of the word aloud as each one is written. Finally, have the students check their spelling to see if it matches the copied word that they had first written.

English Learners

To help English Learners work with the spelling generalizations for Unit 20, 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.

For the Home

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

1. **Language Arts/Using Animal Sayings** Tell the students that animals are referred to in many sayings that describe human behavior. For example, *talking turkey* means speaking plainly; *worming your way out* means sneaking out of a sticky situation; *eagle-eyed* means sharp-eyed. Have students choose one of these sayings or think of others they have heard. Then have the students write a paragraph explaining how they think this saying came into common usage.
2. **Science/Categorizing** Tell the students to build a word chart using the following category headings: *animals, plants, manufactured goods,* and *other.* Have the students list their spelling words under the appropriate headings. Point out that sometimes a word may be used in more than one heading or may not seem to fit any category but "other." Have students add at least five additional words to each category.
3. **Fine Arts/Writing an Advertisement** Have the students design a new vehicle that allows them to travel through the air, through water, or on the ground. Suggest that students write an advertisement for the vehicle that will appear in a catalog, newspaper, or national magazine. Have them use spelling words to describe the vehicle's appearance and action.
4. **Language Arts/Writing Rhymes** Tell the students to choose four spelling words and write down as many rhyming words as they can think of for each word. You may wish to point out that several of the list words rhyme. Tell the students that after they have completed their lists, they should use the words to write a four-verse rhyme.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. ***verse*** Corinne knows the first *verse* of the song. ***verse***
2. ***swerve*** We saw the car *swerve* to avoid hitting the dog. ***swerve***
3. ***curve*** These country roads *curve* sharply. ***curve***
4. ***whirl*** We watched the snowflakes *whirl* about us. ***whirl***
5. ***worship*** We *worship* at one of the oldest churches in the city. ***worship***
6. ***hurdle*** The horse can jump over a high *hurdle.* ***hurdle***
7. ***curb*** Douglas tripped over the *curb.* ***curb***
8. ***purchase*** We will *purchase* a camper. ***purchase***
9. ***thirsty*** The *thirsty* child asked for some milk. ***thirsty***
10. ***flirt*** My brother likes to *flirt* with girls. ***flirt***
11. ***preserve*** We waxed the car to *preserve* the finish. ***preserve***
12. ***herb*** Dill is one kind of *herb.* ***herb***
13. ***nerve*** The optic *nerve* was damaged, and so the cat could not see. ***nerve***
14. ***swirl*** Their skirts *swirl* when they dance. ***swirl***
15. ***worm*** Kenneth put a *worm* on the hook. ***worm***
16. ***turkey*** He ordered a *turkey* sandwich. ***turkey***
17. ***blur*** Everything is a *blur* without my glasses. ***blur***
18. ***refer*** Please *refer* to the dictionary. ***refer***
19. ***herd*** We saw a *herd* of wild horses on the plains. ***herd***
20. ***worst*** This was the *worst* movie I ever saw. ***worst***

Mastery Words

1. ***church*** We go to *church* every Sunday. ***church***
2. ***fern*** That *fern* usually grows in the tropics. ***fern***
3. ***worry*** Do not *worry* about the test. ***worry***
4. ***further*** She asked for *further* help. ***further***
5. ***stir*** I heard something *stir* outside. ***stir.***
6. ***skirt*** She bought plaid fabric to make a *skirt.* ***skirt***

Bonus Words

1. ***circuit*** The *circuit* breaker is in the cellar. ***circuit***
2. ***university*** There are ten thousand students attending this *university.* ***university***
3. ***concern*** He always shows *concern* for his friends. ***concern***
4. ***urgent*** It is *urgent* that you answer my letter. ***urgent***
5. ***worthwhile*** Exercise is a *worthwhile* activity. ***worthwhile***
6. ***nervous*** Jack was *nervous* before the game. ***nervous***
7. ***surplus*** The *surplus* wheat is in storage. ***surplus***
8. ***murmur*** We listened to the *murmur* of the brook. ***murmur***

Dictation Sentences

Unit Words

1. Did his *verse refer* to their *worship*?
2. Our *herd* was *thirsty,* and the *curb* was dry.
3. It takes *nerve* to put an *herb* like that in *turkey* soup.
4. I will *purchase* a box of dirt to use as a *worm preserve.*
5. We saw the horse *swerve* as it came to the *hurdle* near the *curve.*
6. I watched the sea *swirl* and *whirl* below until it became a *blur.*
7. To step off the *curb* here is to *flirt* with danger.

Mastery Words

1. There was a *stir* in the *church* when the cat came in.
2. There is a huge *fern further* down the path.
3. I *worry* about dirt on my white *skirt.*

Bonus Words

1. I will be *nervous* until the *circuit* is fixed.
2. My *concern* is that we will have a *surplus* of milk.
3. It was *worthwhile* visiting the *university.*
4. My *urgent* news made the crowd *murmur.*

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.

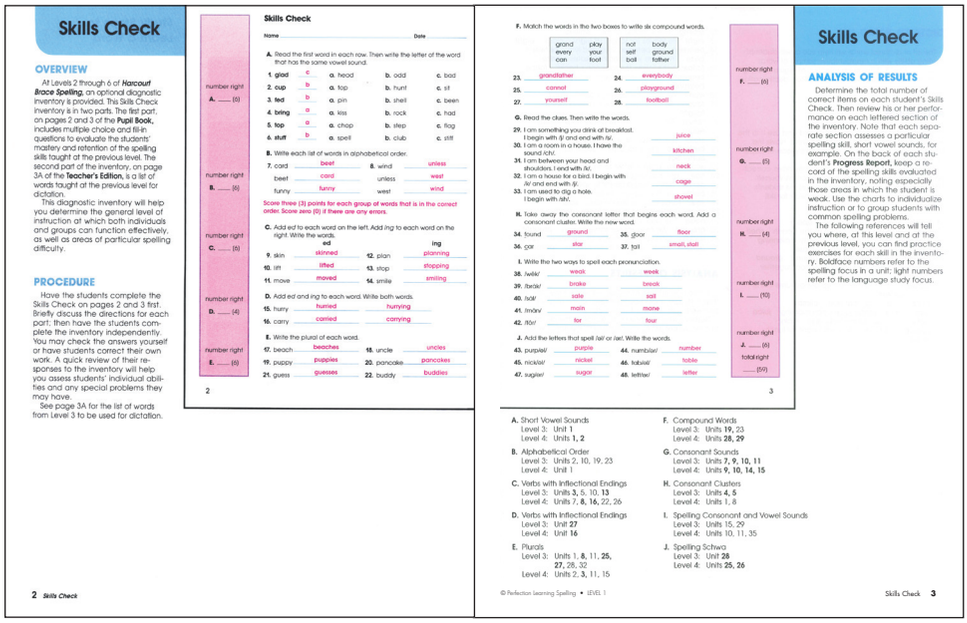
The sentences for the Unit Test are provided in the closing section of each teaching unit in the Teacher's Edition.

© Perfection Learning Spelling • LEVEL 5

ASSESSMENT AND MANAGEMENT

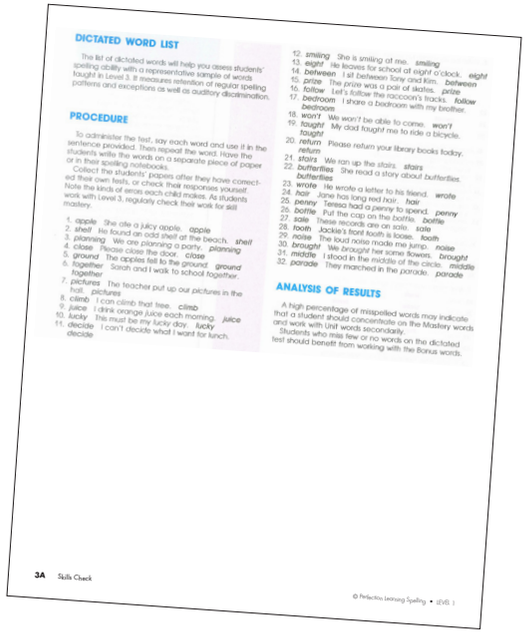
Formative and summative assessment is provided in a variety of formats to diagnose students for placement and monitor students' progress and analyze errors. The core testing is found in the Student Book and Teacher's Edition. Additional testing for diagnosis and evaluation is found in the Teacher's Resource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

Diagnostic Skills Check Inventory



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

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



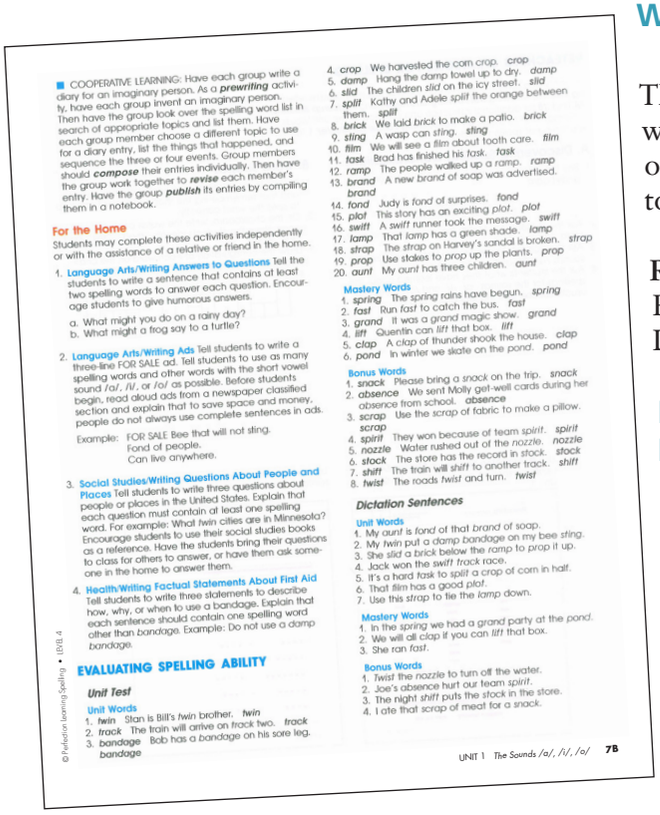
Weekly Unit Trial Test

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

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

Midweek Test

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



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

Dictation Sentences

Unit Words

1. My *aunt* is *fond* of that *brand* of soap.
2. My *twin* put a *damp bandage* on my bee *sting*.
3. She *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*.

© Perfection Learning Spelling • LEVEL 4

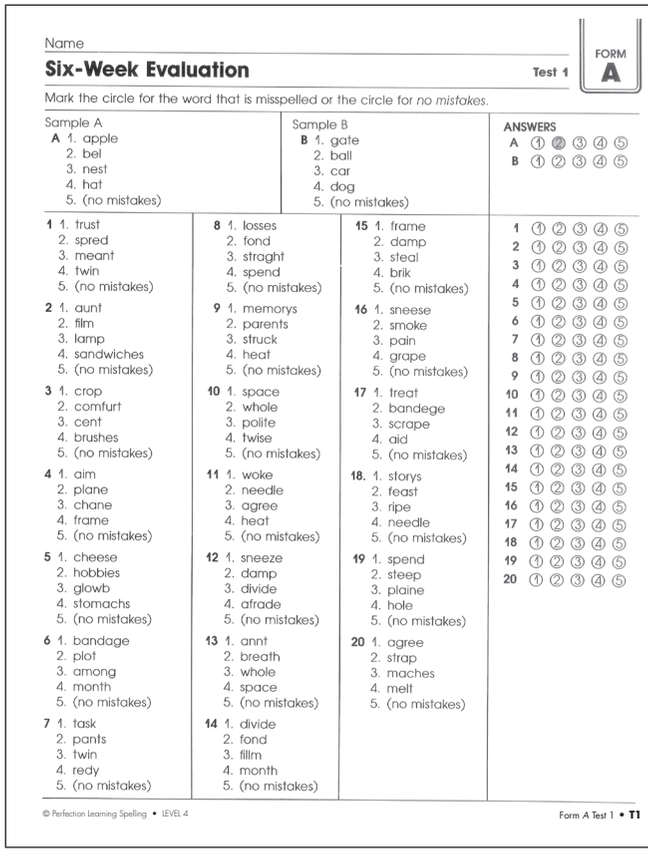
Weekly End-of-Unit Test

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.



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

© Perfection Learning Spelling • LEVEL 4

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	5
	/o/, /i/, /o/	/e/ and /u/	Plurals	Long Vowel Sounds	/a/, and /o/
1		✓			
2			✓		
3		✓			
4					✓
5				✓	
6		✓			
7		✓			
8					✓
9			✓		
10				✓	
11				✓	
12					✓
13	✓				
14	✓				
15	✓				
16					✓
17	✓				
18		✓			
19				✓	
20		✓			

ANSWER KEY

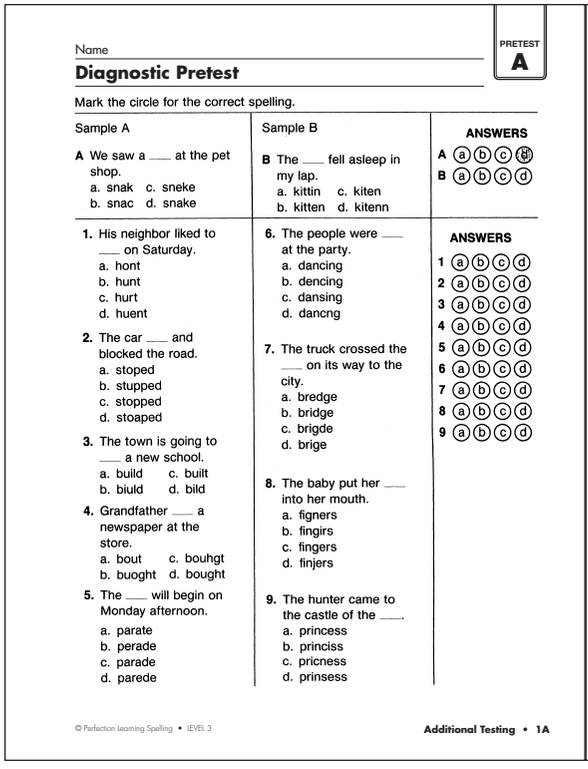
1	①	②	③	④	⑤
2	①	②	③	④	⑤
3	①	②	③	④	⑤
4	①	②	③	④	⑤
5	①	②	③	④	⑤
6	①	②	③	④	⑤
7	①	②	③	④	⑤
8	①	②	③	④	⑤
9	①	②	③	④	⑤
10	①	②	③	④	⑤
11	①	②	③	④	⑤
12	①	②	③	④	⑤
13	①	②	③	④	⑤
14	①	②	③	④	⑤
15	①	②	③	④	⑤
16	①	②	③	④	⑤
17	①	②	③	④	⑤
18	①	②	③	④	⑤
19	①	②	③	④	⑤
20	①	②	③	④	⑤

© Perfection Learning Spelling • LEVEL 4

Midyear and End-of-Year Tests

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

Additional Assessment



Name

Diagnostic Pretest PRETEST A

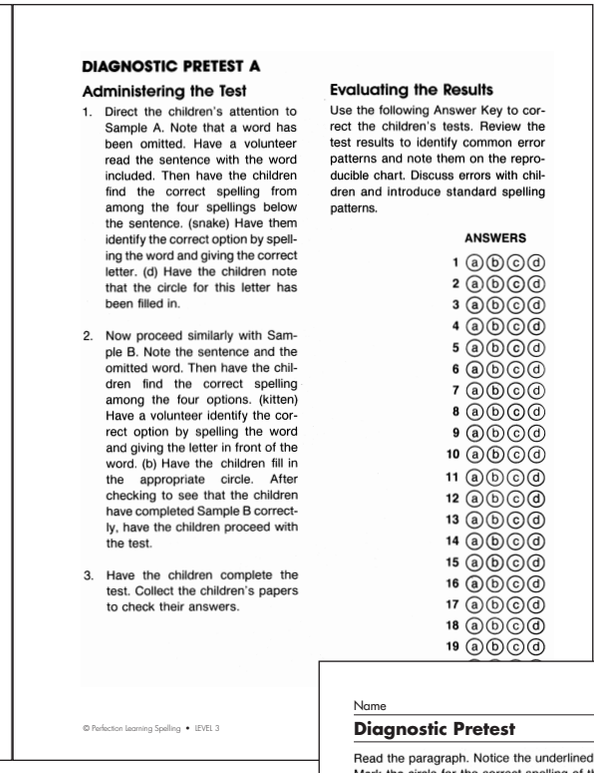
Mark the circle for the correct spelling.

Sample A	Sample B	ANSWERS
A We saw a ___ at the pet shop. a. snak c. sneke b. snac d. snake	**B** The ___ fell asleep in my lap. a. kittin c. kiten b. kitten d. kitenn	A ⓐ ⓑ ⓒ ⓓ B ⓐ ⓑ ⓒ ⓓ

1. His neighbor liked to ___ on Saturday.
   a. hont
   b. hunt
   c. hurt
   d. huent
2. The car ___ and blocked the road.
   a. stoped
   b. stupped
   c. stopped
   d. stoaped
3. The town is going to ___ a new school.
   a. build c. built
   b. biuld d. bild
4. Grandfather ___ a newspaper at the store.
   a. bout c. bouhgt
   b. buoght d. bought
5. The ___ will begin on Monday afternoon.
   a. parate
   b. perade
   c. parade
   d. parede
6. The people were ___ at the party.
   a. dancing
   b. dencing
   c. dansing
   d. dancng
7. The truck crossed the ___ on its way to the city.
   a. bredge
   b. bridge
   c. brigde
   d. brige
8. The baby put her ___ into her mouth.
   a. figners
   b. fingirs
   c. fingers
   d. finjers
9. The hunter came to the castle of the ___.
   a. princess
   b. princiss
   c. pricness
   d. prinsess

ANSWERS
1 ⓐ ⓑ ⓒ ⓓ
2 ⓐ ⓑ ⓒ ⓓ
3 ⓐ ⓑ ⓒ ⓓ
4 ⓐ ⓑ ⓒ ⓓ
5 ⓐ ⓑ ⓒ ⓓ
6 ⓐ ⓑ ⓒ ⓓ
7 ⓐ ⓑ ⓒ ⓓ
8 ⓐ ⓑ ⓒ ⓓ
9 ⓐ ⓑ ⓒ ⓓ

© Perfection Learning Spelling • LEVEL 3



DIAGNOSTIC PRETEST A

Administering the Test

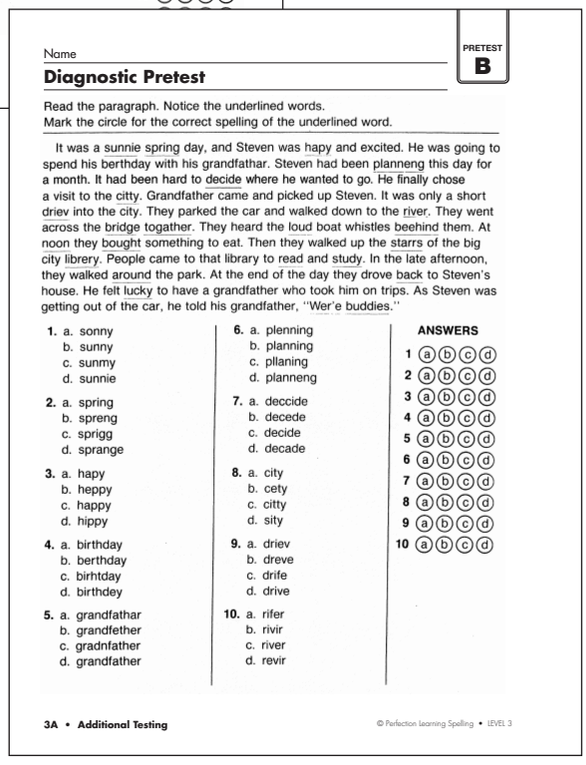
1. Direct the children's attention to Sample A. Note that a word has been omitted. Have a volunteer read the sentence with the word included. Then have the children find the correct spelling from among the four spellings below the sentence. (snake) Have them identify the correct option by spelling the word and giving the correct letter. (d) Have the children note that the circle for this letter has been filled in.
2. Now proceed similarly with Sample B. Note the sentence and the omitted word. Then have the children find the correct spelling among the four options. (kitten) Have a volunteer identify the correct option by spelling the word and giving the letter in front of the word. (b) Have the children fill in the appropriate circle. After checking to see that the children have completed Sample B correctly, have the children proceed with the test.
3. Have the children complete the test. Collect the children's papers to check their answers.

Evaluating the Results

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

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

© Perfection Learning Spelling • LEVEL 3



Name

Diagnostic Pretest PRETEST B

Read the paragraph. Notice the underlined words.
Mark the circle for the correct spelling of the underlined word.

It was a sunnie spring day, and Steven was hapy and excited. He was going to spend his berthday with his grandfathar. Steven had been planneng this day for a month. It had been hard to decide where he wanted to go. He finally chose a visit to the citty. Grandfather came and picked up Steven. It was only a short driev into the city. They parked the car and walked down to the river. They went across the bridge togather. They heard the loud boat whistles beehind them. At noon they bought something to eat. Then they walked up the starrs of the big city librery. People came to that library to read and study. In the late afternoon, they walked around the park. At the end of the day they drove back to Steven's house. He felt lucky to have a grandfather who took him on trips. As Steven was getting out of the car, he told his grandfather, "Wer'e buddies."

1. a. sonny
   b. sunny
   c. sunmy
   d. sunnie
2. a. spring
   b. spreng
   c. sprigg
   d. sprange
3. a. hapy
   b. heppy
   c. happy
   d. hippy
4. a. birthday
   b. berthday
   c. birhtday
   d. birthdey
5. a. grandfathar
   b. grandfether
   c. gradnfather
   d. grandfather
6. a. plenning
   b. planning
   c. pllaning
   d. planneng
7. a. deccide
   b. decede
   c. decide
   d. decade
8. a. city
   b. cety
   c. citty
   d. sity
9. a. driev
   b. dreve
   c. drife
   d. drive
10. a. rifer
    b. rivir
    c. river
    d. revir

ANSWERS
1 ⓐ ⓑ ⓒ ⓓ
2 ⓐ ⓑ ⓒ ⓓ
3 ⓐ ⓑ ⓒ ⓓ
4 ⓐ ⓑ ⓒ ⓓ
5 ⓐ ⓑ ⓒ ⓓ
6 ⓐ ⓑ ⓒ ⓓ
7 ⓐ ⓑ ⓒ ⓓ
8 ⓐ ⓑ ⓒ ⓓ
9 ⓐ ⓑ ⓒ ⓓ
10 ⓐ ⓑ ⓒ ⓓ

© Perfection Learning Spelling • LEVEL 3

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

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

- **Mastery Words and Bonus Words Tests** Six optional Mastery Words Tests and Bonus Words Tests in standardized test formats are provided in the Teacher's Resource Books for Levels 2–6. The tests may be administered following the review units. Each is a multiple-choice test over words from the six preceding units.

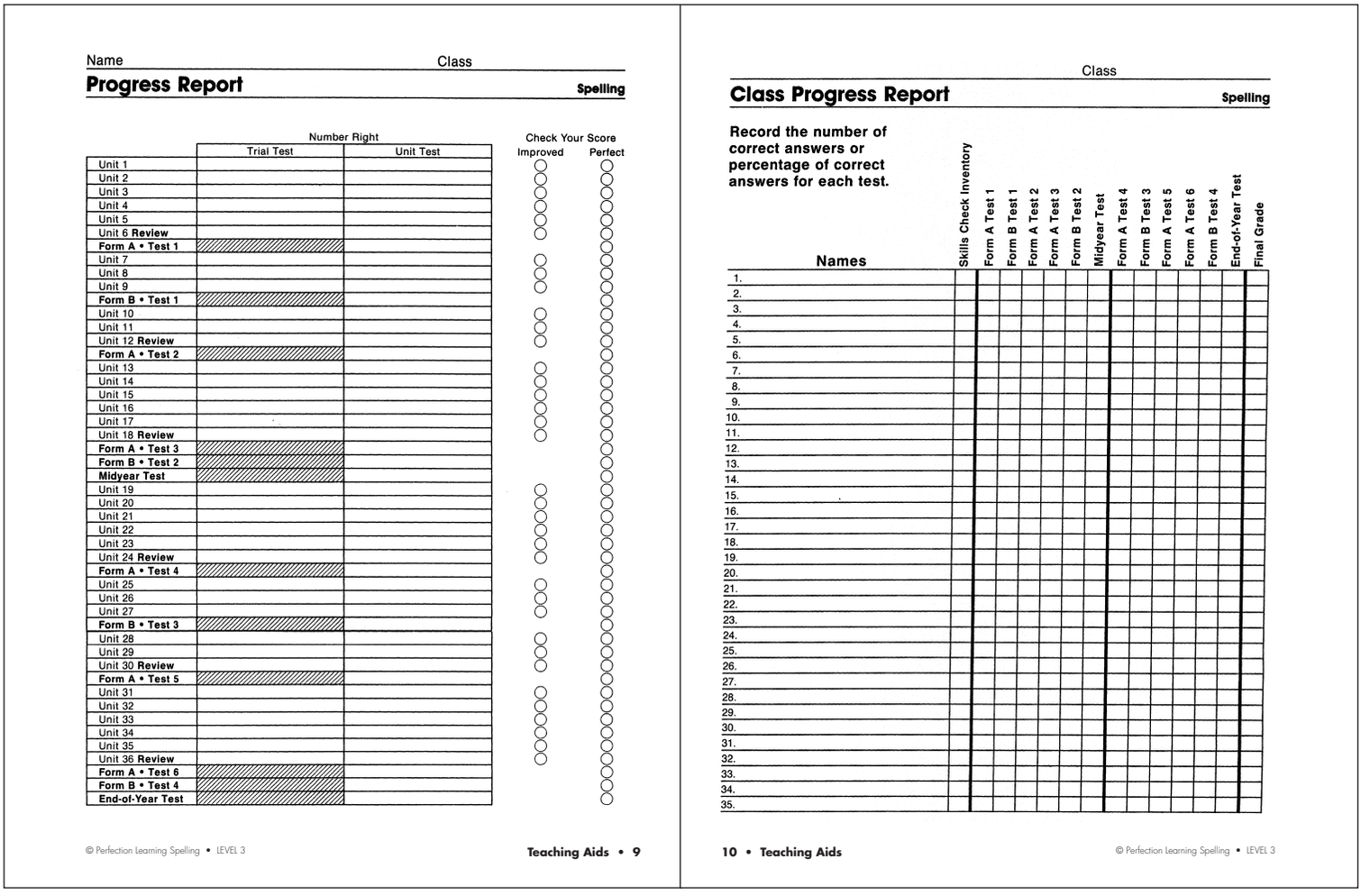
- **Writing Sample Test** At Levels 2–6, an optional Writing Sample Test is provided following each review unit. This alternative form of assessment asks students to complete a writing assignment using a prompt, an illustration, and questions. The student's writing is then analyzed for spelling errors. Using samples of a student's own writing examines spelling in a purposeful context.

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

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

© Perfection Learning Spelling • LEVEL 5

Record Keeping Progress Reports



Name _____ Class _____

Progress Report **Spelling**

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

© Perfection Learning Spelling • LEVEL 3

Class _____

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.														

© Perfection Learning Spelling • LEVEL 3

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

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.

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.

© Perfection Learning Spelling • LEVEL 5

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.

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.

- **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*.

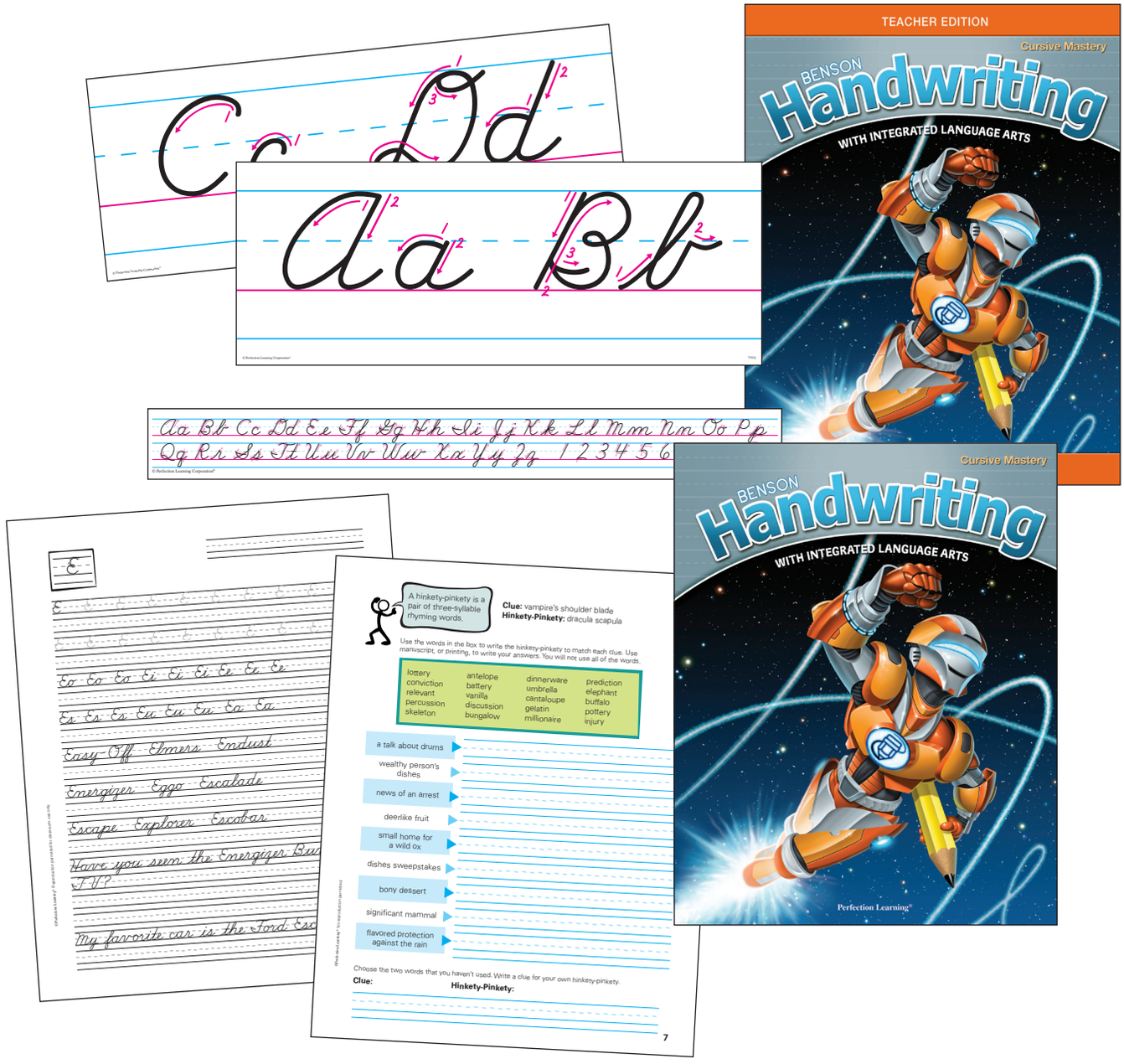
- **Publishing** This involves making students' written compositions public—not necessarily printed and bound for sale in bookstores. Publishing includes reading a composition aloud to an audience of peers, putting it in a class notebook or other periodical, posting it on a school or class Website, or 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.

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 5	COMMON CORE STATE STANDARDS
SOUND-LETTER RELATIONSHIPS		RF5.3a, L5.2e
Spellings for Consonants		
/b/	72–75, 78, *72–75, 78*	
/d/	72–75, *72–75*	
/f/	72–75, 78, 151, 156, *72–75, 78, 151, 156*	
/g/	72–75, 82, *72–75, 82*	
/h/		
/j/	42–45, 124, *42–45, 124*	
/k/	21, 30–33, 39, 50, *21, 30–33, 39, 50*	
/kw/	30–33, 50, *30–33, 50*	
/l/	72–75, 78, *72–75, 78*	
/m/	72–75, 78, *72–75, 78*	
/n/	6, 71, 72–75, *6, 71, 72–75*	
/p/	72–75, 78, *72–75, 78*	
/r/	69–71, 72–75, 78, *69–71, 72–75, 78*	
/s/	6, 20–23, 26, 72–75, *6, 20–23, 26, 72–75*	
/t/	72–75, 78, *72–75, 78*	
/th/	38–41, *38–41*	
/~~th~~/		
/v/		
/w/		
/y/		
/z/	20–23, 26, 72–75, *20–23, 26, 72–75*	
/ks/	153, *153*	
/gz/		
/zh/		
Consonant Digraphs		RF5.3a
ch	38–41, 42–45, *38–41, 42–45*	
ng		
sh	38–41, 46–49, 51–52, 151, 156, *38–41, 46–49, 51–52, 151, 156*	
th	38–41, *38–41*	
wh		
Consonant Clusters		RF5.3a
Initial clusters with l	6, 38–41, 51, *6, 38–41, 51*	
Initial clusters with r	6, 38–41, 51, 154, *6, 38–41, 51, 154*	
Initial clusters with s	6, 38–41, 51, *6, 38–41, 51*	
Initial clusters with digraphs	38–41, 51, *38–41, 51*	
Final clusters with d	17, 38–41, *17, 38–41*	
Final clusters with l		
Final clusters with t	6, 17, 38–41, 51, *6, 17, 38–41, 51*	
Spellings for Short Vowel Sounds		RF5.3a
/a/	4–7, 17, 24, 137, 145, *4–7, 17, 24, 137, 145*	
/e/	4–7, 24, 137, 143, *4–7, 24, 137, 143*	
/i/	4–7, 24, 71, 73, 143, 145, *4–7, 24, 71, 73, 143, 145*	
/o/	4–7, 17, 24, 71, *4–7, 17, 24, 71*	

Italicized numbers refer to the Teacher's Edition

© Perfection Learning Spelling • LEVEL 5

ELEMENTS OF SPELLING	LEVEL 5	COMMON CORE STATE STANDARDS
/u/	4–7, 19, 24, 97, *4–7, 19, 24, 73, 97*	
Spellings for Long Vowel Sounds		RF5.3a
/ā/	8–11, 19, 24, 93, 111, 145, *8–11, 19, 24, 93, 111, 145*	
/ē/	12–15, 21, 25, 97, 137, 145, *12–15, 21, 25, 97, 137, 145*	
/ī/	8–11, 21, 24, 111, 143, 145, *8–11, 21, 24, 111, 143, 145*	
/ō/	12–15, 25, 93, 111, 143, *12–15, 25, 93, 111, 143*	
Spellings for Other Vowel Sounds		RF5.3a
/ô/		
/oi/	60–63, 76, *60–63, 76*	
/ou/	60–63, 76, 137, *60–63, 76, 137*	
/o͝o/	64–67, 77, *64–67, 77*	
/o͞o/	64–67, 77, 101, 137, *64–67, 77, 101, 137*	
/yo͞o/		
/yo͝o/		
Spellings for r-controlled Vowel Sounds		RF5.3a
/är/	82–85, 102, *82–85, 102*	
/âr/	137, *137*	
/ôr/	82–85, 102, *82–85, 102*	
/ûr/	86–89, 93, 102, *86–89, 93, 102*	
Spellings for Schwa		RF5.3a
/ər/	90–93, 103, *90–93, 103*	
/əl/	94–97, 103, 143, *94–97, 103, 143*	
/ən/	94–97, 103, 143, *94–97, 103, 143*	
/ə/		
Memory Spellings		RF5.3a, L5.2e
"Silent" Letters	68–71, 77, 86, 137, *68–71, 77, 86, 137*	
Double Letters	46–47, 59, 72–75, 78, 90, 95, 97, 113, 119, 141, *46–47, 59, 72–75, 78, 90, 95, 97, 113, 119, 141*	
Other-Language Sound-Letter Relationships		
Other Words	68–71, 72–75, *68–71, 72–75*	
WORD STRUCTURE		
Plural Nouns		
No Base Change	34–37, 44, 50, 89, 148, *34–37, 44, 50, 89, 148*	

Italicized numbers refer to the Teacher's Edition

COMMON CORE STATE STANDARDS CORRELATION

ELEMENTS OF SPELLING	LEVEL 5	COMMON CORE STATE STANDARDS
Change y to i	34–37, 50, 89, 148, *34–37, 50, 89, 148*	RF5.3a, L5.2e
Change f to v	34–37, 50, *34–37, 50*	
Possessive Nouns	92–93, *92–93*	RF5.3a, L5.2e
Verbs with Inflections		RF5.3a, L5.2e
No Base Change	14, 16–17, 19, 25, 56–59, 63, 88, *14, 16–17, 19, 25, 56–59, 63, 88*	
Double Final Consonant	16–17, 19, 25, 41, *16–17, 19, 25, 41*	
Drop Final e	14, 41, 56–59, 63, 76, 88, 140, *14, 41, 56–59, 63, 76, 88, 140*	
Change y to i	56–59, 76, *56–59, 76*	
Adjectives with Inflections		RF5.3a, L5.2e
No Base Change	40, *40*	
Drop Final e Change y to i	39, *39*	
Prefixes	66, 116–119, 129, 134, 152–153, *66, 116–119, 129, 134, 152–153*	RF5.3a, L5.2e
Suffixes	47, 66, 110, 113, 115, 120–123, 124–127, 129–130, 134, *47, 66, 110, 113, 115, 120–123, 124–127, 129–130, 134*	RF5.3a, L5.2e
Root Words	111, *111*	RF5.3a, L5.2e, L5.4a, L5.4b, L5.4c
Abbreviations	101, *101*	L5.4c
Contractions		L5.2e, L5.4c
WORD ANALYSIS		RF5.3a
Syllable Patterns	138–139, 141, 142–143, 145, 146–149, 154–155, *138–139, 141, 142–143, 145, 146–149, 154–155*	
Letter Patterns	8, 12, 24–25, 64–65, 77, *8, 12, 24–25, 64–65, 77*	RF5.3a
Pronunciation Changes	98, 142, *98, 142*	RF5.3a, L5.4c
Phonograms	9, 33, 41, 63, 83, *9, 33, 41, 63, 83*	RF5.3a
Rhyming Words	5, 11, 15, 21, 45, 47, 67, 69, 71, 73, 85, 87, 89, 95, 139, 154, *5, 11, 15, 21, 45, 47, 67, 69, 71, 73, 85, 87, 89, 95, 139, 154*	RF5.3a

Italicized numbers refer to the Teacher's Edition

© Perfection Learning Spelling • LEVEL 5

ELEMENTS OF SPELLING	LEVEL 5	COMMON CORE STATE STANDARDS
Compound Words	11, 67, 98–101, 104, *11, 67, 98–101, 104*	RF5.3a
Related Words	49, 66, 83, 85, 113, 115, 119, 126–127, 134–137, 145, 147, 152–153, 154–155, *49, 66, 83, 85, 113, 115, 119, 126–127, 134–137, 145, 147, 152–153, 154–155*	RF5.3a
Word Origins	26, 51, 71, 77, 96–97, 103, 112, 130, 152–153, 155, *26, 51, 71, 77, 96–97, 103, 112, 130, 152–153, 155*	RF5.3a, L5.2e
Mnemonic Devices	8, 20, 42, 46, 64, 72, 124, 142, *8, 20, 42, 46, 64, 72, 124, 142*	

SPELLING AND LANGUAGE ARTS	LEVEL 5	COMMON CORE STATE STANDARDS
READING		RF5.3a, L5.5c
Vocabulary		
Synonyms	5, 10, 11, 47, 62, 65, 71, 74–75, 83, 89, 91, 95, 97, 108–111, 113, 123, 127, 128–129, 141, 156, *5, 10, 11, 47, 62, 65, 71, 74–75, 83, 89, 91, 95, 97, 108–111, 113, 123, 127, 128–129, 141, 156*	
Antonyms	7, 11, 43, 45, 63, 108–111, 117, 119, 123, 125, 128–129, 147, *7, 11, 43, 45, 63, 108–111, 117, 119, 123, 125, 128–129, 147*	L5.5c
Homophones	9, 22–23, 49, 59, 70–71, 87, 96–97, 112–113, *9, 22–23, 49, 59, 70–71, 87, 96–97, 112–113*	L5.5c
Homographs	140, *140*	L5.5c
Content Area Words	112–115, 128, 150–153, 156, *112–115, 128, 150–153, 156*	RF5.3a, RI5.4
Easily Confused Words	96, *96*	
Multiple Meanings	32, 44, 140, *32, 44, 140*	L5.5a, L5.5c
Analogies		L5.5a
Comprehension (Spelling and Reading)		RF5.4a, RF5.4b, RF5.4c, SL5.1a, SL5.1b, SL5.1c, SL5.1d, SL5.2, SL5.3, SL5.4, SL5.5, L5.4a, L5.5a, L5.5b, L5.5c, L5.6, RI5.3, RI5.5, RL5.1, RL5.2, RL5.3, W5.1a, W5.1b, W5.1c, W5.1d, W5.2b, W5.3a, W5.3cW5.3d, W5.9a, L5.1c, L5.4a
Using Context Clues	84–85, 111, 135, *84–85, 111, 135*	
Identifying the Main Idea	27–28, 53–54, 79–80, 105–106, 131–132, 157–158, *27–28, 53–54, 79–80, 105–106, 131–132, 157–158*	
Identifying Details	131–132, *131–132*	
Sequencing	27–28, 53–54, 79–80, 105–106, 131–132, 157–158, *27–28, 53–54, 79–80, 105–106, 131–132, 157–158*	

Italicized numbers refer to the Teacher's Edition

COMMON CORE STATE STANDARDS CORRELATION

SPELLING AND LANGUAGE ARTS	LEVEL 5	COMMON CORE STATE STANDARDS
Drawing Conclusions	54, 157–158, *54, 157–158*	
Predicting Outcomes	54, 79, 105, *54, 79, 105,*	
Making Judgments	27, 79, 106, 157–158, *27, 79, 106, 157–158*	
Distinguishing Between Fact and Opinion	139, *139*	
Identifying Cause-and-Effect Relationships	80, *80*	
Response to Literature (Spelling and Reading/Spelling and Writing)	27–29, 53–55, 79–81, 105–107, 131–133, 157–159, *27–29, 53–55, 79–81, 105–107, 131–133, 157–159*	L5.6, W5.3b
WRITING		W5.4, W5.5, W5.6
The Writing Process (Prewriting, Composing, Revising, Publishing)	6, 10, 14, 18, 22, 28–29, 32, 36, 40, 44, 48, 54–55, 58, 62, 66, 70, 74, 80–81, 84, 88, 92, 96, 100, 106–107, 110, 114, 118, 122, 126, 132–133, 136, 140, 144, 148, 152, 158–159, *6, 10, 14, 18, 22, 28–29, 32, 36, 40, 44, 48, 54–55, 58, 62, 66, 70, 74, 80–81, 84, 88, 92, 96, 100, 106–107, 110, 114, 118, 122, 126, 132–133, 136, 140, 144, 148, 152, 158–159*	
Types of Writing		L5.1a, L5.3a, W5.1a, W5.2a, W5.3a, W5.6
Writing Sentences	7, 14, 18–19, 23, 33, 40, 44–45, 49, 59, 63, 67, 70, 84, 89, 93, 97, 107, 111, 115, 119, 127, 137, 149, 153, *7, 14, 18–19, 23, 33, 40, 44–45, 49, 59, 63, 67, 70, 84, 89, 93, 97, 107, 111, 115, 119, 127, 137, 149, 153*	
Writing Paragraphs	6, 10, 28–29, 32–33, 36–37, 40, 48, 58, 62, 74, 92, 96, 110, 114, 122, 132–133, 136, 140, 144, 148, 152, 158–159, *6, 10, 28–29, 32–33, 36–37, 40, 48, 58, 62, 74, 92, 96, 110, 114, 122, 132–133, 136, 140, 144, 148, 152, 158–159*	
Writing Letters and Social Notes	22, 80–81, 118, 126, *22, 80–81, 118, 126*	
Forms of Discourse		W5.1a, W5.1b, W5.1c, W5.1d, W5.2a, W5.2b, W5.2c, W5.2d, W5.2e, W5.3a, W5.3b, W5.3c, W5.3d, W5.3e, W5.7, W5.8, W5.9a, W5.9b, W5.10
Expository Writing		
Explanations and Directions	18, 96, 158–159, *18, 96, 158–159*	
Comparisons and Contrasts	110, 148, *110, 148*	
Journals	32, *32*	
Book Reports	136, *136*	
News Stories and Magazine Articles	48, 74, 132–133, *48, 74, 132–133*	
Interviews	132–133, *132–133,* 145B	
Reports	114, *114*	
Narrative Writing		
Stories	19, 37, 54–55, 59, 62, 75, 89, 101, 140–141, *19, 37, 54–55, 59, 62, 75, 89, 101, 140–141*	
Paragraphs	33, 122, *33, 122*	
Biographies and Autobiographies	58, *58*	

Italicized numbers refer to the Teacher's Edition

© Perfection Learning Spelling • LEVEL 5

SPELLING AND LANGUAGE ARTS	LEVEL 5	COMMON CORE STATE STANDARDS
Descriptive Writing *Paragraphs* *Stories* *Poetry* Persuasive Writing *Paragraphs* *Compositions* *Editorials and Advertisements* *Speeches*	6, 28–29, 40, 144, *6, 28–29, 40, 144* 88, 100, *88, 100* 10, 92, 152, *10, 92, 152* 36, 66, *36, 66* 110, *110*	
RESOURCES FOR WRITING		L5.2e, L5.4c
Dictionary *Locating Words* *Alphabetical Order* *Guide Words* *Using Entries*	6, 10, 15, 33, 48, 59, 93, 95, 153, *6, 10, 15, 33, 48, 59, 93, 95, 153* 10, 48, *10, 48* 6, 10, 14, 22, 32, 36, 40, 44–45, 48–49, 62–63, 66, 70, 74, 84, 88, 96–97, 110, 115, 118, 126, 140, 148, *6, 10, 14, 22, 32, 36, 40, 44–45, 48–49, 62–63, 66, 70, 74, 84, 88, 96–97, 110, 115, 118, 126, 140, 148*	
Word Book/Spelling Thesaurus	29, 55, 74, 107, 133, *29, 55, 74, 107, 133*	L5.2e, L5.4c
Writer's Guide	18, 22, 29, 32, 36, 44, 58, 62, 66, 84, 88, 92, 96, 107, 110, 118, 126, 133, 144, 148, 152, 159, *18, 22, 29, 32, 36, 44, 58, 62, 66, 84, 88, 92, 96, 107, 110, 118, 126, 133, 144, 148, 152, 159*	
HANDWRITING		
Legibility of Letter Forms	55, 81, *55, 81*	
Common Errors in Letter Formation		
LANGUAGE		L5.1a, L5.1b, L5.1c, L5.1d, L5.1e
Parts of Speech	14, 16–17, 19, 25, 32, 34–37, 40, 47, 49, 50, 56–59, 63, 67, 76, 88–89, 100, 110–111, 114, 118–119, 121, 123, 127, 130, 136, 140, 144, 148–149, 150–151, 156, *14, 16–17, 19, 25, 32, 34–37, 40, 47, 49, 50, 56–59, 63, 67, 76, 88–89, 100, 110–111, 114, 118–119, 121, 123, 127, 130, 136, 140, 144, 148–149, 150–151, 156*	
LISTENING		
For Sounds of Letters	21, 24, 50, 76, 90, 102, 128, 146, 151, *21, 24, 50, 76, 90, 102, 128, 146,*	

(continued)

Italicized numbers refer to the Teacher's Edition

COMMON CORE STATE STANDARDS CORRELATION

SPELLING AND LANGUAGE ARTS	LEVEL 5	COMMON CORE STATE STANDARDS
	151	
For Rhyme, Rhythm, and Alliteration		RL5.5
For Appreciation	55, *55*	
SPEAKING		SL5.4
Correct Enunciation of Words	21, 24, 50, 76, 90, 102, 142, 146, *21, 24, 50, 76, 90, 102, 142, 146*	
Discussions	28, 54–55, 80–81, 106–107, 132–133, 158–159, *28, 54–55, 80–81, 106–107, 132–133, 158–159*	SL5.1a, SL5.1b, SL5.1c, SL5.2, SL5.3, SL5.6

Italicized numbers refer to the Teacher's Edition

© Perfection Learning Spelling • LEVEL 5

Contents

Study Steps to Learn a Word 1

Skills Check (Pretest) 2

1 The Sounds /a/, /e/, /i/, /o/, /u/ 4
Spelling Practice 5
Spelling and Language *consonant clusters* 6
Writing on Your Own *writing a scary description* 6
Using the Dictionary to Spell and Write *alphabetical order* 6
Spelling on Your Own 7

2 The Sounds /ī/ and /ā/ 8
Spelling Practice 9
Spelling and Language *synonyms* 10
Writing on Your Own *writing an opinion paragraph* 10
Using the Dictionary to Spell and Write *guide words* 10
Spelling on Your Own 11

3 The Sounds /ē/ and /ō/ 12
Spelling Practice 13
Spelling and Language *adding -ed and -ing* 14
Writing on Your Own *writing a message in code* 14
Using the Dictionary to Spell and Write *entry* 14
Spelling on Your Own 15

© Perfection Learning Spelling • LEVEL 5

Introduction to the Book

Review with the students the Contents pages for **Perfection Learning 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.

© Perfection Learning Spelling • LEVEL 5

4 **Words with *ed* and *ing*** **16**

Spelling Practice 17
Spelling and Language *capitalization and punctuation* 18
Writing on Your Own *writing directions for making a sandwich* . 18
Proofreading *finding misspelled words* 18
Spelling on Your Own 19

5 **The Sounds /s/ and /z/** **20**

Spelling Practice 21
Spelling and Language *homophones* 22
Writing on Your Own *writing a friendly letter* 22
Using the Dictionary to Spell and Write *pronunciation* 22
Spelling on Your Own 23

6 **Review** **24**

Units 1 and 2 24
Units 3 and 4 25
Unit 5 26
Words in Time 26
Spelling and Reading *reading a description; reading comprehension* 27
Spelling and Writing *writing a description* 28

7 **The Sounds /k/ and /kw/** **30**

Spelling Practice 31
Spelling and Language *nouns and verbs* 32
Writing on Your Own *writing a journal entry* 32
Using the Dictionary to Spell and Write *definitions* 32
Spelling on Your Own 33

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

8 Plurals **34**
Spelling Practice 35
Spelling and Language *subject-verb agreement* 36
Writing on Your Own *writing an ad* 36
Using the Dictionary to Spell and Write *plurals* 36
Spelling on Your Own 37

9 Clusters and Digraphs **38**
Spelling Practice 39
Spelling and Language *adjective endings* 40
Writing on Your Own *writing descriptive paragraphs* 40
Using the Dictionary to Spell and Write *entry abbreviations* . . 40
Spelling on Your Own 41

10 The Sounds /j/ and /ch/ **42**
Spelling Practice 43
Spelling and Language *plurals* 44
Writing on Your Own *writing a telephone message* 44
Using the Dictionary to Spell and Write *definitions* 44
Spelling on Your Own 45

11 The Sound /sh/ **46**
Spelling Practice 47
Spelling and Language *capitalization* 48
Writing on Your Own *writing a news story paragraph* 48
Using the Dictionary to Spell and Write *guide words* 48
Spelling on Your Own 49

12 **Review** **50**
Units 7 and 8 50
Units 9 and 10 51
Words in Time. 51
Unit 11 52
Spelling and Reading *reading a story; reading comprehension* . 53
Spelling and Writing *writing a story* 54

13 **Words with *ed* and *ing*** **56**
Spelling Practice 57
Spelling and Language *adding -ed and -ing* 58
Writing on Your Own *writing the first paragraph of a biography* . 58
Proofreading 58
Spelling on Your Own 59

14 **The Sounds /oi/ and /ou/** **60**
Spelling Practice 61
Spelling and Language *synonyms* 62
Writing on Your Own *writing a short story* 62
Using the Dictionary to Spell and Write *accented syllables* . . 62
Spelling on Your Own 63

15 **The Sounds /o͞o/ and /o͝o/** **64**
Spelling Practice 65
Spelling and Language *word families* 66
Writing on Your Own *writing an ad* 66
Using the Dictionary to Spell and Write *idioms* 66
Spelling on Your Own 67

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

16 "Silent" Letters 68
Spelling Practice 69
Spelling and Language *homophones* 70
Writing on Your Own *writing a list and sentences* 70
Using the Dictionary to Spell and Write *pronunciations* 70
Spelling on Your Own 71

17 Double Letters 72
Spelling Practice 73
Spelling and Language *synonyms* 74
Writing on Your Own *writing a short article* 74
Using the Dictionary to Spell and Write *syllables* 74
Spelling on Your Own 75

18 Review 76
Units 13 and 14 76
Units 15 and 16 77
Words in Time 77
Unit 17 78
Spelling and Reading *reading a business letter; reading comprehension* 79
Spelling and Writing *writing a business letter* 80

19 The Sounds /ôr/ and /är/ 82
Spelling Practice 83
Spelling and Language *analogies* 84
Writing on Your Own *writing explanatory sentences* 84
Proofreading 84
Spelling on Your Own 85

20 **The Sound /ûr/** **86**
Spelling Practice 87
Spelling and Language *adding -ed and -ing* 88
Writing on Your Own *writing a poem* 88
Using the Dictionary to Spell and Write *definitions* 88
Spelling on Your Own 89

21 **The Sound /ər/** **90**
Spelling Practice 91
Spelling and Language *possessive nouns* 92
Writing on Your Own *writing an opinion paragraph* 92
Proofreading 92
Spelling on Your Own 93

22 **The Sounds /əl/ and /ən/** **94**
Spelling Practice 95
Spelling and Language *homophones* 96
Writing on Your Own *writing a "how-to" paragraph* 96
Using the Dictionary to Spell and Write *word history* 96
Spelling on Your Own 97

23 **Compound Words** **98**
Spelling Practice 99
Spelling and Language *adverbs* 100
Writing on Your Own *writing a poem* 100
Proofreading 100
Spelling on Your Own 101

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

24 **Review** **102**
Units 19 and 20 102
Units 21 and 22 103
Words in Time 103
Unit 23 104
Spelling and Reading *reading story conversation; reading comprehension* 105
Spelling and Writing *writing story conversation* 106

25 **Synonyms and Antonyms** **108**
Spelling Practice 109
Spelling and Language *adjectives* 110
Writing on Your Own *writing a comparison paragraph* 110
Using the Dictionary to Spell and Write *run-on entry words* . . 110
Spelling on Your Own 111

26 **Social Studies Words** **112**
Spelling Practice 113
Spelling and Language *capitalization* 114
Writing on Your Own *writing a research report* 114
Proofreading 114
Spelling on Your Own 115

27 **Prefixes** **116**
Spelling Practice 117
Spelling and Language *irregular verbs* 118
Writing on Your Own *writing a business letter* 118
Using the Dictionary to Spell and Write *primary and secondary accents* 118
Spelling on Your Own 119

28 **Suffixes** **120**
Spelling Practice 121
Spelling and Language *antonyms* 122
Writing on Your Own *writing a paragraph with dialogue* 122
Proofreading 122
Spelling on Your Own 123

29 **Noun Suffixes** **124**
Spelling Practice 125
Spelling and Language *word families* 126
Writing on Your Own *writing a persuasive business letter* 126
Using the Dictionary to Spell and Write *idioms* 126
Spelling on Your Own 127

30 **Review** **128**
Units 25 and 26 128
Units 27 and 28 129
Unit 29 130
Words in Time 130
Spelling and Reading *reading a news story; reading comprehension* 131
Spelling and Writing *writing a news story* 132

31 **Word Families** **134**
Spelling Practice 135
Spelling and Language *nouns, verbs, and adjectives* 136
Writing on Your Own *writing a book report* 136
Proofreading 136
Spelling on Your Own 137

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

32 Syllable Patterns 138
Spelling Practice 139
Spelling and Language *adding -ed and -ing* 140
Writing on Your Own *writing the beginning of a story* 140
Using the Dictionary to Spell and Write *multiple-meaning words* 140
Spelling on Your Own 141

33 Syllable Patterns 142
Spelling Practice 143
Spelling and Language *adverbs* 144
Writing on Your Own *writing a descriptive paragraph* 144
Proofreading 144
Spelling on Your Own 145

34 Three-Syllable Words 146
Spelling Practice 147
Spelling and Language *using plural nouns* 148
Writing on Your Own *writing a comparison-contrast paragraph* 148
Using the Dictionary to Spell and Write *syllables* 148
Spelling on Your Own 149

35 Language Arts Words 150
Spelling Practice 151
Spelling and Language *word study* 152
Writing on Your Own *writing an opinion paragraph* 152
Proofreading 152
Spelling on Your Own 153

36 **Review** **154**
Units 31 and 32 154
Units 33 and 34 155
Words in Time 155
Unit 35 156
Spelling and Reading *reading directions; reading comprehension* 157
Spelling and Writing *writing directions* 158

Spelling Dictionary **161**

Spelling Thesaurus **205**

Writer's Guide **243**
Spelling Rules 244
Troublesome Words to Spell 253
Language: A Glossary of Terms and Examples . . . 254
Grammar 254
Sentences
Nouns
Verbs
Verb Tenses
Irregular Verbs
Adjectives
Adverbs
Vocabulary 258
Antonyms
Synonyms
Homophones
Prefixes
Suffixes
Word Family
Analogies

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

Dictionary: A Glossary of Terms and Examples . . . 260
Alphabetical Order
Guide Words
Entry Word
Entry
Pronunciation
Part of Speech
Definition
Example
Word History
Pronunciation Key
Syllables
Composition 263
Guides for the Writing Process 263
Prewriting
Composing
Revising
Editing
Proofreading
Editing and Proofreading Marks
A Glossary of Terms and Examples 266
Kinds of Sentences
Paragraph
Descriptive Paragraph
How-to Paragraph
Opinion Paragraph
Comparison-Contrast Paragraph
Friendly Letter
Business Letter
Journal
Story
Conversation
Biography
Book Report
News Story

Research Report
Poem
Advertisement
Telephone Message
Mechanics: A Glossary of Rules 280
Capital Letters 280
Names and Titles of Persons, Names of Pets, and Names of Places
Names of Days, Months, and Holidays
Names of Books, Stories, Poems, and Reports
Punctuation 281
Period
Question Mark
Exclamation Point
Commas
Quotation Marks and Underlines
Apostrophe
Colon
Benson Handwriting 284
Manuscript Alphabet. 284
Cursive Alphabet. 285

© Perfection Learning Spelling • LEVEL 5

© Perfection Learning Spelling • LEVEL 5

Study Steps to Learn a Word

1 SAY — **Say** the word. Listen to each sound. Think about what the word means.

2 LOOK — **Look** at the word. See how the letters are made. Try to see the word in your mind.

3 SPELL — **Spell** the word to yourself. Think about the way each sound is spelled.

4 WRITE — **Write** the word. Copy it from your book. Check the way you made your letters. Write the word again.

5 CHECK — **Check** your learning. Cover the word and write it. Did you spell it correctly? If not, do these steps until you know how to spell the word.

Study Steps to Learn a Word

OVERVIEW

Study Steps to Learn a Word is a lifelong strategy that will help students become successful, independent spellers.

The *first step* has the student relate the word to its meaning. It taps the student's prior experience with the word.

The *second step* has the student look at the word critically and make analogies to the spelling and meaning of familiar words.

The *third step* has the student use sound-letter cues to help reinforce the spelling of a word.

The *fourth step* develops the student's visual memory for the word through writing—a kinesthetic mode of learning. It reminds the student to write legibly to avoid spelling inaccuracies.

The *fifth step* has the student strengthen the visual memory of the word through writing.

Students may apply ***Study Steps to Learn a Word*** in the following situations:

- when they misspell words on the Trial Test.
- when they misspell words on the Unit Test.
- when they encounter unfamiliar words or words they are unsure of how to spell.
- when they misspell words in their writing.
- when they misspell words in other content-area assignments.

PROCEDURE

Before the children begin their work in the **Pupil Book,** you may want to introduce them to ***Study Steps to Learn a Word.*** Use the Study Steps **Teaching Aids Slide**. Guide the children through the steps using the word *listen*. To aid them in practicing the steps, you may want to reproduce and distribute **Study Steps to Learn a Word** copying master.

Encourage the students to use the Study Steps throughout the year as they learn to spell new words. Students may refer to ***Study Steps to Learn a Word*** on page 1 of the **Pupil Book** or on the first page of each Review Unit; they may also refer to the Study Steps poster on display in the classroom.

Skills Check

OVERVIEW

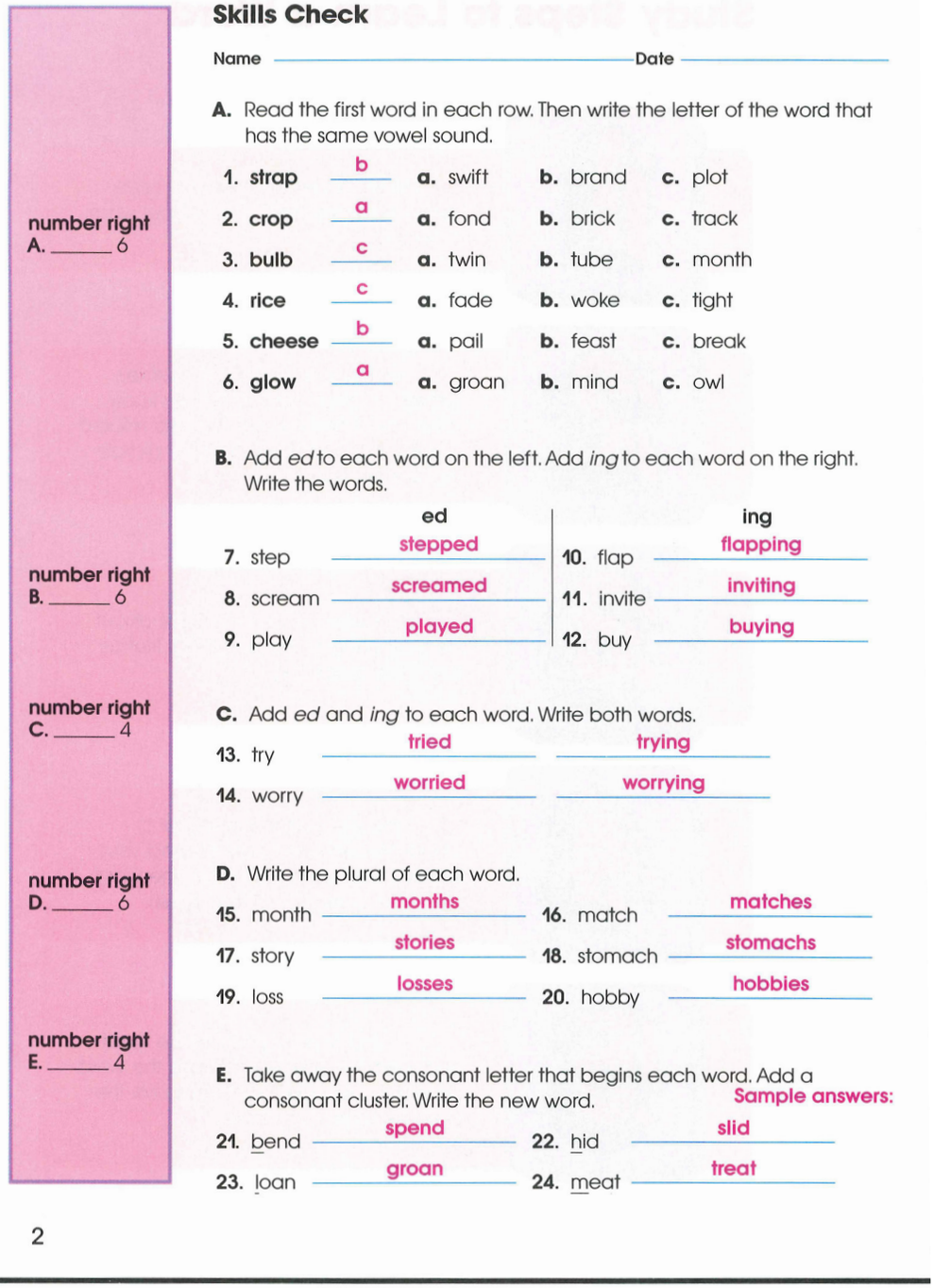
At Levels 2 through 6 of **Perfection Learning Spelling**, an optional diagnostic inventory is provided. This Skills Check inventory is in two parts. The first part, on pages 2 and 3 of the **Pupil Book**, includes multiple-choice and fill-in questions to evaluate the students' mastery and retention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

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

PROCEDURE

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

See page 3A for the list of words from Level 4 to be used for dictation.



Skills Check

Name _____ Date _____

number right
A. _____ 6

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

1. **strap**	b	**a.** swift	**b.** brand	**c.** plot
2. **crop**	a	**a.** fond	**b.** brick	**c.** track
3. **bulb**	c	**a.** twin	**b.** tube	**c.** month
4. **rice**	c	**a.** fade	**b.** woke	**c.** tight
5. **cheese**	b	**a.** pail	**b.** feast	**c.** break
6. **glow**	a	**a.** groan	**b.** mind	**c.** owl

number right
B. _____ 6

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

	ed		ing
7. step	stepped	10. flap	flapping
8. scream	screamed	11. invite	inviting
9. play	played	12. buy	buying

number right
C. _____ 4

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

13. try	tried	trying
14. worry	worried	worrying

number right
D. _____ 6

D. Write the plural of each word.

15. month	months	16. match	matches
17. story	stories	18. stomach	stomachs
19. loss	losses	20. hobby	hobbies

number right
E. _____ 4

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

Sample answers:

21. bend	spend	22. hid	slid
23. loan	groan	24. meat	treat

2

© Perfection Learning Spelling • LEVEL 5

F. The words that complete each pair of sentences sound alike, but they are not spelled the same. Complete each sentence with the correct homophone.

25. Our jet ___plane___ took off from O'Hare Airport.
26. It's ___plain___ to see why you want that car.
27. Two of us ate the ___whole___ pizza.
28. We dug a ___hole___ two feet deep.
29. They didn't ___steal___ the jewels.
30. The frame of the building is made of ___steel___
31. Please be sure ___you're, they're___ home by five.
32. Here is ___your, their___ lunch.

G. Write the word for each pronunciation.

33. /sel'ə·brāt/ ___celebrate___
34. /en'jin/ ___engine___
35. /pich'ər/ ___pitcher___
36. /dez'ərt/ ___desert___
37. /let'is/ ___lettuce___
38. /pur'fikt/ ___perfect___
39. /myo͞o'zik/ ___music___
40. /ō'shən/ ___ocean___

H. Write a two-syllable word that means the opposite of each word. Then draw a line between the two syllables.

41. sunrise ___sun \| set___
42. private ___pub \| lic___
43. wide ___nar \| row___
44. remembered ___for \| got___
45. worse ___bet \| ter___
46. top ___bot \| tom___

I. Add one of these suffixes to each word. Write new words that mean "someone who does something."

-er -or -ist

47. act ___actor___
48. science ___scientist___
49. art ___artist___
50. skate ___skater___
51. sail ___sailor___
52. win ___winner___

number right
F. _____ 8

number right
G. _____ 8

number right
H. _____ 6

number right
I. _____ 6

total right
_____ 54

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 those areas in which the student is weak. Use the charts to individualize instruction or to group students with common spelling problems.

The references below 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 and Long Vowel Sounds
Level 4: Units **1, 2, 4, 5, 7**
Level 5: Units **1, 2, 3**

B. Verbs with Inflectional Endings
Level 4: Units 7, **8,** 9, 16, 22, 26
Level 5: Units 3, **4, 13,** 20, 32

C. Verbs with Inflectional Endings
Level 4: Unit **16**
Level 5: Unit **13**

D. Plurals
Level 4: Units 2, **3,** 11, 15, 31
Level 5: Units **8,** 10, 34

E. Consonant Clusters
Level 4: Units 1, 2, 8
Level 5: Units 1, **9**

F. Homophones
Level 4: Units 4, 5, 21
Level 5: Units 5, 16, 22

G. Spelling Consonants and Vowels
Level 4: Units 7, 11, 35
Level 5: Unit 5

H. Syllable Patterns
Level 4: Unit **29**
Level 5: Unit **32**

I. Suffixes
Level 4: Units **25, 34**
Level 5: Units **28, 29**

The Sounds /a/, /e/, /i/, /o/, /u/

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 Sentences	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: 5.3a, 5.4c

Writing: 5.3c, 5.3d, 5.4, 5.5

Speaking/Listening: 5.1c, 5.1d, 5.4

Language: 5.2a, 5.2e, 5.3a, 5.4a, 5.4c, 5.5c, 5.6

Learner Objectives

Spelling

- To spell words that demonstrate these sound-letter relationships: /a/*a*; /e/*e, ea*; /i/*i*; /o/*o*; /u/*u*.
- To spell words with initial and final consonant clusters.

Reading

- To follow written directions.
- To use context clues to complete sentences.
- To alphabetize words by the second or third letter.
- To identify rhyming words.

Writing

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

Listening

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

Speaking

- To contribute ideas and information in group discussions.
- To use a variety of words to express feelings and ideas.
- To read aloud a descriptive paragraph.

UNIT WORDS

twist
shift
solid
deaf
blunder
dusk
dwell
tramp
smash
extra
thunder
flock
stock
snag
scrap
drift
timid
chest
threat
swept

MASTERY WORDS

bring
flag
dust
apple
milk
club

BONUS WORDS

instead
emblem
plaid
sponge
hinder
against
ponder
grudge

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	• ★ **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	• 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	• ★ ✓ **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	• 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	• **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.

FOCUS

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

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the students that this week they will study words with short vowel sounds. In Unit 1 they will study words with the short vowel sounds /a/, /e/, /i/, /o/, and /u/. Tell them that short vowel sounds can be represented by single letters or letter combinations. The students will use the words they learn to write a descriptive paragraph.

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 the Unit Word list in the left column of the **Pupil Book.** For each misspelled word, have the students follow the **Study Steps to Learn a Word** on page 1 in the **Pupil Book** or use the copying master to study and write the words. Students should record the number correct on their **Progress Report.**

Trial Test Sentences

Unit Words

1. *twist* He could not *twist* off the bottle cap. *twist*
2. *shift* There was a sudden *shift* in the wind. *shift*
3. *solid* Ice is a *solid.* *solid*
4. *deaf* The old dog is partially *deaf.* *deaf*
5. *blunder* The team's *blunder* cost them the game. *blunder*
6. *dusk* We played volleyball until *dusk.* *dusk*

© Perfection Learning Spelling • LEVEL 5

7. ***dwell*** Bats *dwell* in caves. ***dwell***
8. ***tramp*** The *tramp* rested alongside the tracks. ***tramp***
9. ***smash*** Be careful not to *smash* the dish. ***smash***
10. ***extra*** Virginia bought an *extra* quart of milk. ***extra***
11. ***thunder*** Diana is afraid of *thunder*. ***thunder***
12. ***flock*** He guided the *flock* of sheep to safety. ***flock***
13. ***stock*** The shoes you want are not in *stock*. ***stock***
14. ***snag*** Michael hopes he doesn't *snag* his kite on a tree branch. ***snag***
15. ***scrap*** She wrote my phone number on a *scrap* of paper. ***scrap***
16. ***drift*** We watched the leaf *drift* downstream. ***drift***
17. ***timid*** The kitten seemed *timid* in its new home. ***timid***
18. ***chest*** There is an old *chest* in the attic. ***chest***
19. ***threat*** Those storm clouds are a *threat* to our weekend plans. ***threat***
20. ***swept*** The wind *swept* the clouds away. ***swept***

Mastery Words

1. ***bring*** I will *bring* my camera tomorrow. ***bring***
2. ***flag*** It was my turn to raise the *flag*. ***flag***
3. ***dust*** There is *dust* on the shelf. ***dust***
4. ***apple*** Benita and I baked *apple* muffins. ***apple***
5. ***milk*** Cheese is made from *milk*. ***milk***
6. ***club*** We started an astronomy *club*. ***club***

Bonus Words

1. ***instead*** Let's buy peaches *instead* of plums. ***instead***
2. ***emblem*** The scout wore an *emblem* on his shirt. ***emblem***
3. ***plaid*** A kilt is made of *plaid* fabric. ***plaid***
4. ***sponge*** A *sponge* is a sea animal. ***sponge***
5. ***hinder*** A muddy road can *hinder* travel. ***hinder***
6. ***against*** The sofa is *against* the wall. ***against***
7. ***ponder*** We need time to *ponder* the problem. ***ponder***
8. ***grudge*** He doesn't hold a *grudge*. ***grudge***

Apply Prior Learning

Write the following list of words on the chalkboard:

draft	bread	trim	clock	trust
cap	bled	skip	blot	fuss
sand	tread	thin	rock	blunt
brass	trek	brick	drop	must

Pronounce all the words with the students. Ask them to add similar words to the list. Put the words on the chalkboard in the appropriate list.

Have the students examine each list of words. Ask them to identify the common element for all of the words. (All words contain a short vowel sound.) Then ask the students to draw a conclusion about short vowel sounds and how they are spelled. (Short vowels are almost always spelled with one vowel letter.)

Call attention to the list of words containing the short vowel sound /e/. Ask them how the short vowel sound /e/ might also be spelled. (the letters *ea*)

FOCUS

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

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

Some students with learning disabilities have difficulty in discriminating sounds in the middle of words. If they cannot identify the sounds, then they cannot write the corresponding letter.

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 that stands for the vowel sound.

Because motivation to learn to spell is a powerful factor, you may find it helpful to provide external rewards for those students who are not intrinsically motivated. The rewards may be any small object such as chips, puzzle pieces, or sticks—objects of no inherent value. Once the student has collected these objects in an activity, chart the student's earnings toward a preset numeric goal. The chart may be kept in the student's 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."

UNIT 1a The Unit Words

TEACHING PLAN

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

1. To introduce Unit 1, direct the students' attention to the sound symbols written on the lockers in the picture on page 4. Tell the students that letters between the slanted lines / / represent sounds.
2. Have volunteers say each sound aloud. Then have the students listen as you say the name on each uniform. Ask volunteers to identify the short vowel sound that begins each name and the letter that spells the sound. Explain that most of the Unit words have a short vowel sound spelled with a single vowel letter; two words, *threat* and *deaf*, have the sound /e/ spelled *ea*.

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

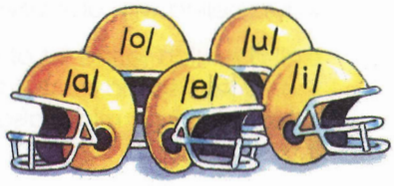
3. Have the students read the generalization on page 4 independently.
4. Have volunteers read the Unit words aloud and identify the vowel sound and the letter(s) that spell the sound in each word. Note that *solid* and *timid* each have two short vowel sounds. Explain that the second syllables in *blunder, thunder,* and *extra* are unaccented and contain the schwa sound—a weak vowel sound occurring only in unaccented syllables. Write the sign for schwa /ə/ on the chalkboard.

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

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

UNIT WORDS

1. twist
2. shift
3. solid
4. deaf
5. blunder
6. dusk
7. dwell
8. tramp
9. smash
10. extra
11. thunder
12. flock
13. stock
14. snag
15. scrap
16. drift
17. timid
18. chest
19. threat
20. swept



The Unit Words

The words in this unit have short vowel sounds: /a/, /e/, /i/, /o/, or /u/. The letters that appear between the lines / / represent sounds.

The short vowel sound is spelled with one vowel letter in most of the Unit words.

- The sound /a/ is spelled with **a.** *snag*
- The sound /e/ is spelled with **e.** *chest*
- The sound /i/ is spelled with **i.** *twist*
- The sound /o/ is spelled with **o.** *solid*
- The sound /u/ is spelled with **u.** *thunder*

Two of the Unit words have /e/ spelled another way—with **ea** as in *threat.*

4

Extra Practice: Unit Words

Name

Extra Practice Unit Words — UNIT 1

Circle the letters in the puzzle that spell names of birds. The first letter of each bird name has already been circled. Then write the letters that you did not circle. You will write Unit words. Gray spaces separate words.

BIRDS

albatross	vulture	sparrow	buzzard	pelican	crane	starling
parrot	swan	puffbird	robin	parakeet	falcon	thrush
goose	condor	eagle	pigeon	finch	hawk	

1. dwell	2. threat	3. dusk
4. smash	5. solid	6. flock
7. scrap	8. timid	9. tramp
10. twist	11. blunder	12. chest
13. snag	14. extra	15. thunder
16. shift	17. deaf	18. stock
19. drift	20. swept	

twist	shift	solid	deaf	blunder	dusk	dwell
tramp	smash	extra	thunder	flock	stock	snag
scrap	drift	timid	chest	threat	swept	

Extra Practice • 1

Extra Practice: Mastery Words

Name

Extra Practice Mastery Words — UNIT 1

A. The Mastery words are given in code below. Figure out the code to write the words. Here is a clue: The word *buzz* in code is 25-6-1-1.

1. flag (21-15-26-30)	2. club (24-15-6-25)
3. milk (14-18-15-16)	4. bring (25-9-18-13-20)
5. apple (26-11-11-15-22)	6. dust (23-6-8-7)

B. Find the Mastery words in the puzzle. The words go across and down. Circle each word and write it below the puzzle. You will find each word twice. Write the word each time you find it.

Order will vary.

7. dust	8. milk	9. club
10. flag	11. apple	12. milk
13. bring	14. club	15. dust
16. bring	17. flag	18. apple

bring flag dust apple milk club

2 • Extra Practice

© Perfection Learning Spelling • LEVEL 5

Spelling Practice

A. Follow the directions using the Unit words.

1. Write the four words that have the sound /a/.

tramp smash

snag scrap

2. Write the six words that have the sound /e/. Underline the letter or letters that spell /e/ in each word.

deaf dwell extra

chest threat swept

B. Write the Unit words that rhyme with each of these words.

3. lift (two words) shift drift
4. lock (two words) flock stock
5. under (two words) blunder thunder

C. Write the Unit word for each definition.

6. not hollow solid
7. bend twist
8. twilight dusk
9. shy timid
10. snow or sand heaped up by the wind drift.

D. Finish these sentences with Unit words.

11. The soccer ball hit Jackie in the chest.
12. The heavy door was made of solid wood.
13. Maria got extra pay for working overtime.
14. The threat of rain made us change our plans.
15. The rushing water swept the canoe down river.

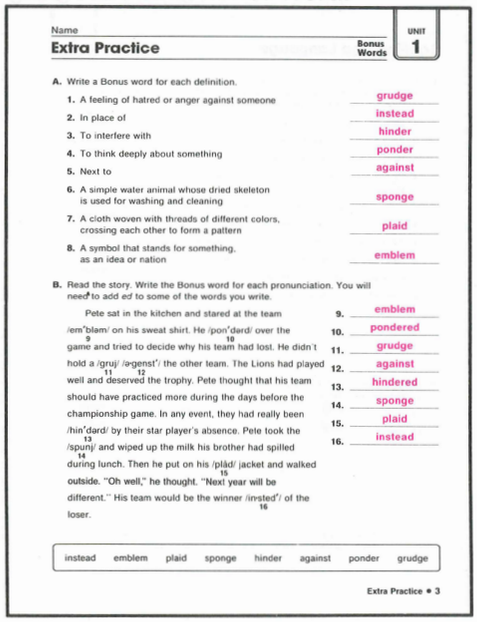
E. Complete the story with Unit words.

The storm grew worse at 16. A loud clap of 17 scared the 18 of sheep. The poor, 19 animals began to bleat loudly. Were the barn walls 20 enough to stand up to the wind? We decided to 21 the sheep to a safer place.

16. dusk 17. thunder 18. flock
19. timid 20. solid 21. shift

5

Extra Practice: Bonus Words



Name

Extra Practice Bonus Words — UNIT 1

A. Write a Bonus word for each definition.

1. A feeling of hatred or anger against someone — grudge
2. In place of — instead
3. To interfere with — hinder
4. To think deeply about something — ponder
5. Next to — against
6. A simple water animal whose dried skeleton is used for washing and cleaning — sponge
7. A cloth woven with threads of different colors, crossing each other to form a pattern — plaid
8. A symbol that stands for something, as an idea or nation — emblem

B. Read the story. Write the Bonus word for each pronunciation. You will need to add *ed* to some of the words you write.

Pete sat in the kitchen and stared at the team /em"blam/ (9) on his sweat shirt. He /pon"dərd/ (10) over the game and tried to decide why his team had lost. He didn't hold a /gruj/ (11) /əgenst'/ (12) the other team. The Lions had played well and deserved the trophy. Pete thought that his team should have practiced more during the days before the championship game. In any event, they had really been /hin"dərd/ (13) by their star player's absence. Pete took the /spunj/ (14) and wiped up the milk his brother had spilled during lunch. Then he put on his /plăd/ (15) jacket and walked outside. "Oh well," he thought. "Next year will be different." His team would be the winner /instead'/ (16) of the loser.

9. emblem
10. pondered
11. grudge
12. against
13. hindered
14. sponge
15. plaid
16. instead

instead emblem plaid sponge hinder against ponder grudge

Extra Practice • 3

Summarize Learning

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

- What did you learn about the short vowel sound and the way it is spelled in words? (The short vowel sound is usually spelled as a single letter.)
- Give examples. (*band, bled, trim, floss, blush;* accept other examples)

Spelling Practice — UNIT 1b

TEACHING PLAN

Objectives To write words given vowel sound clues; to write rhyming words; to write words given definitions; to write words in sentence context.

1. Briefly discuss the directions on page 5. Remind the students to underline the letters that spell /e/ in **2.** Note that the consonant letters *ck* usually follow a short vowel sound.
2. Have the students complete the activities independently. Remind them to use legible handwriting. For **Handwriting Models,** refer the students to page 285 in the **Pupil Book.**
3. To correct the students' work, review the answers orally, or have volunteers write them on the chalkboard. Students may check their own work.
4. For additional practice in writing the Unit words, have the students group all the words according to their vowel sounds.

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

© Perfection Learning Spelling • LEVEL 5

UNIT 1c Language Study

TEACHING PLAN

SPELLING AND LANGUAGE

Objective To write words with initial and final consonant clusters.

1. Have the students read the introductory paragraph on page 6 independently. Explain that a consonant cluster is two or three letters together in which you hear the sounds of all the letters. Write these words on the chalkboard:
   dwell tramp swept scrap
   Have volunteers identify the consonant cluster(s) in each word. (dw, tr, mp, sw, pt, scr)
2. Have the students complete the exercises independently. Review the answers orally, or have volunteers write them on the chalkboard.

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

WRITING ON YOUR OWN

Objectives To write a description; to proofread for spelling, capitalization, punctuation.

1. Review the directions with the students.
2. As a ***prewriting*** activity, have the students generate words that might help a reader to visualize a scary mood. List these words on the chalkboard. Then have the students use these words to ***compose*** a descriptive paragraph. As they ***revise*** their paragraphs, remind them to check for spelling, capitalization, and punctuation. For additional help, refer them to the **Revising Checklist** on page 265 of the **Writer's Guide.** To ***publish*** the students' work, have them read their stories to their classmates.

UNIT WORDS

twist
shift
solid
deaf
blunder
dusk
dwell
tramp
smash
extra
thunder
flock
stock
snag
scrap
drift
timid
chest
threat
swept

Spelling and Language · Consonant Clusters

Say the word *snag* to yourself. Listen to the consonant sounds /s/ and /n/ at the beginning of *snag*. The letters *sn* in *snag* are a **consonant cluster.** The letters are written together. You hear the two sounds together. Now say *dusk*. The letters *sk* at the end of *dusk* are also a consonant cluster.

Write the Unit words that begin with the same consonant clusters as these words.

1. twin twist
2. flap flock
3. stamp stock
4. bloom blunder
5. dream drift
6. scream scrap

Write the Unit words that end with the same consonant clusters as these words.

7. west (two words) twist chest
8. lift (two words) shift drift

Writing on Your Own

Write a scary description for your friends. Put your main character on a quiet road at dusk. Then describe the things that frighten him or her. See if you can give your reader goose bumps! Use some of the Unit words to tell what happens.

Using the Dictionary to Spell and Write

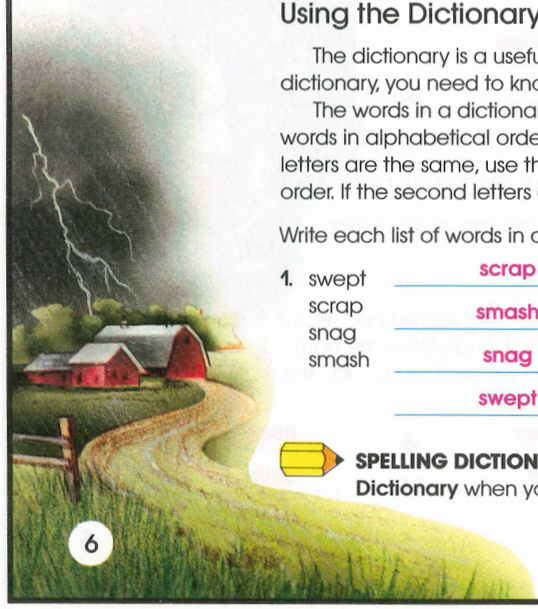
The dictionary is a useful tool when you write. To find information in a dictionary, you need to know how it is organized.

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 letter to put words in alphabetical order. If the second letters are the same, use the third letter.

Write each list of words in alphabetical order.

1. swept — scrap, smash, snag, swept
   scrap
   snag
   smash
2. tramp — threat, thunder, timid, tramp
   thunder
   threat
   timid

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



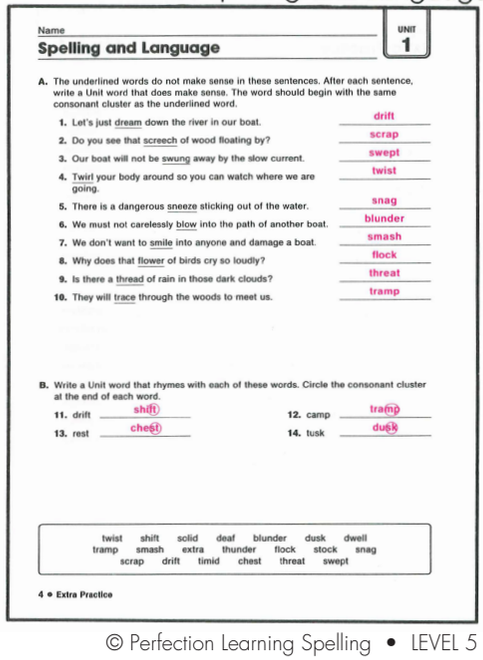
6

USING THE DICTIONARY

Objective To write words alphabetically by second or third letter.

1. Have the students read the introductory paragraph on page 6 independently. Write these words in one column on the chalkboard:
   extra drift dwell
   chest dusk deaf
   Have a volunteer write the words in the correct order.
2. Have the students complete the activity independently. Write the answers on the chalkboard. Let the students check their own work.

Extra Practice: Spelling and Language



Name
Spelling and Language UNIT 1

A. The underlined words do not make sense in these sentences. After each sentence, write a Unit word that does make sense. The word should begin with the same consonant cluster as the underlined word.

1. Let's just dream down the river in our boat. drift
2. Do you see that screech of wood floating by? scrap
3. Our boat will not be swung away by the slow current. swept
4. Twirl your body around so you can watch where we are going. twist
5. There is a dangerous sneeze sticking out of the water. snag
6. We must not carelessly blow into the path of another boat. blunder
7. We don't want to smile into anyone and damage a boat. smash
8. Why does that flower of birds cry so loudly? flock
9. Is there a thread of rain in those dark clouds? threat
10. They will trace through the woods to meet us. tramp

B. Write a Unit word that rhymes with each of these words. Circle the consonant cluster at the end of each word.

11. drift shift
12. camp tramp
13. rest chest
14. tusk dusk

twist shift solid deaf blunder dusk dwell
tramp smash extra thunder flock stock snag
scrap drift timid chest threat swept

4 • Extra Practice

© Perfection Learning Spelling • LEVEL 5

Spelling on Your Own

UNIT WORDS

Write sentences using all of the Unit words. Use as many of the words as you can in one sentence, and underline each word. Try to use all of the words in eight sentences. Here's an example: "The *timid flock* ran for cover at the sound of *thunder*."

MASTERY WORDS

bring
flag
dust
apple
milk
club

Follow the directions using the Mastery words.

1. Write the two words that have the sound /a/.
   flag apple
2. Write the three words that begin with consonant clusters. Circle the word that has /i/.
   bring flag club
3. Write the two words that have the sound /u/. Circle the word that ends in a consonant cluster.
   dust club

Answer the questions using the Mastery words.

4. What American symbol has stars and stripes? flag
5. What always comes back after you wipe it away? dust
6. What has green, yellow, or red skin? apple
7. What drink do you get from cows? milk

BONUS WORDS

instead
emblem
plaid
sponge
hinder
against
ponder
grudge

1. Write /a/, /e/, /i/, /o/, and /u/ in a column. Next to each vowel sound, write the Bonus words that have that short vowel sound in the syllable said with the most force. Then underline the letter or letters that spell the vowel sound.
2. Write the three words that begin with consonant clusters.
3. Write the Bonus words that are the opposite of *for* and *help*.
4. Write four sentences, using two Bonus words in each sentence. See answers below.

Spelling on Your Own Answers

BONUS WORDS

1. /a/ plaid
   /e/ instead
   against
   emblem
   /i/ hinder
   /o/ ponder
   /u/ grudge
   sponge
2. plaid, sponge, grudge
3. for—against
   help—hinder
4. 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 the sounds of consonants in consonant clusters? (Each consonant sound is heard.)
- Why is it helpful to know alphabetical order when using a dictionary? (The words in a dictionary are organized in alphabetical order.)
- What spelling generalization have you learned? How did you use this generalization?

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

1. Have the students read the directions on page 7 independently.
2. Have the students complete the activity independently. Collect the students' papers to check their work.

MASTERY WORDS

1. Review the spellings of these short vowel sounds: /a/ *a,* /i/ *i,* /u/ *u.* Have volunteers read the Mastery words aloud and identify the short vowel sounds and the letters that stand for those sounds. Also have them identify initial or final consonant clusters.
2. Briefly discuss the directions on page 7. Then have the students complete the activities independently. Review the students' answers orally.

BONUS WORDS

1. Review the spellings of the short vowel sounds: /a/ *ai;* /e/ *e, ai, ea;* /i/ *i;* /o/ *o;* /u/ *u, o.* Have volunteers read the Bonus words aloud and identify the short vowel sounds and the letters that stand for those sounds. Note the two short vowel sounds in *instead.* Point out that *ai* spells /a/ in *plaid* and /e/ in *against.*
2. Briefly discuss the directions on page 7. Have the students look up any unfamiliar word in the **Spelling Dictionary** before completing the exercises independently. Collect the students' papers to check their work.

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

CLOSING THE UNIT

Apply New Learning

Tell the students that if they misspell words with short vowel sounds, they should use one or more of these strategies:

- think about the possible spellings for a short vowel sound and try to picture the word in their minds.
- think about the possible spellings for a sound within the word and use the dictionary to find the correct spelling.
- pronounce the word carefully to see that the correct letter or letters have been used to spell the sounds in the word.

Transfer New Learning

Tell the students that when they encounter new words in their personal reading and in other content areas, they should learn the meaning of those words and then apply the generalizations they have studied to the spelling of those words. Tell them that once the words are familiar in both meaning and spelling, they should use 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/Writing Rhyming Word Pairs** Have the students write rhyming word pairs using at least five spelling words. Give them the following example: A "thunder blunder"—a storm that strikes in the wrong place. Then have the students list their definitions only. Have each student trade definitions with another student, who must try to think of the rhyming word pair for each definition.

   ■ COOPERATIVE LEARNING: Have each group create a list of rhyming word pairs. Each student in the group should write rhyming word pairs for four spelling words. Students should check each other's word pairs to be sure they make sense. Together the students should create a list of definitions. Group members may take turns reading the definitions for others to solve.

2. **Language Arts/Writing Headlines** Have each student write a newspaper headline using spelling words. Explain to the students that when something unusual happens in the world, newspapers publish an "extra" edition to get the news out fast. Give this example of an "extra" headline:

   Extra! Astronauts Land on Mars!
   Extra! Cinderella Swept Off Her Feet at the Ball!

   Tell the students that their headlines must be complete sentences and should contain at least one spelling word.

   ■ COOPERATIVE LEARNING: Have each group write an "extra" headline and sub-headlines to go with it. Explain that the headlines will appear on the front page of a newspaper. The event can take place anywhere in the world.

   First, have each group discuss imaginary news events and choose one they would like to write about. Have each student within the group write one sub-headline, a sentence that includes one spelling word. Then have the group write an "extra" headline that contains one spelling word. Ask each group to choose a member to read their work to the class.

3. **Social Studies/Writing Postcards About Places** Have each student write a postcard. As a ***prewriting*** activity, have students look at a map and decide on a place they would like to visit. Have them use maps, encyclopedias, or atlases to find information about the places they choose. Then direct the students to check the spelling list for words they might use to describe the place. Suggest that students choose a person to whom they would like to write. Ask them to keep in mind this person's interests as they plan what they will write. Have students list four or five ideas they might use in writing their postcard. When students have finished the prewriting activities, tell them to use their lists of ideas to ***compose*** the postcard. Then have the students ***revise*** their writing, making sure they included all the parts of a postcard. Remind the students to proofread for spelling, capitalization, and punctuation errors. ***Publish*** the students' work in a bulletin-board display. You may wish to include a map in the display, with numbers or dots coded to match students' work.

   ■ COOPERATIVE LEARNING: As a ***prewriting*** activity, have each group select a continent. Suggest that students imagine that, as a group, they are traveling around this continent. Have each group member choose a place on that continent to research. Together the students should list ideas to write about the continent in general and the place in particular. Then the groups should ***compose*** their postcards. Students should use as many spelling words as possible. As the groups read and ***revise*** their finished postcards, they should rearrange them in the order in which they would reach the places by traveling around the continent. Each student within the group should check the postcard for spelling, capitalization, punctuation, and parts of a postcard. Each group

© Perfection Learning Spelling • LEVEL 5

should ***publish*** their postcard by displaying it with a photograph, map, or drawing of the continent they worked on.

For the Home

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

1. **Science/Categorizing** Have each student build a word chart with the following category headings for each column: animals, vegetables, minerals, and other. Have each student review the spelling words and under each heading list the words that can be associated with the category. Point out that the animal category includes all living beings. The vegetable category includes anything related to plants, as well as plant products, such as paper or wood. Minerals include air, earth, water, and chemicals. Sometimes a word may be used in more than one category or may not seem to fit any category but "other." Have students share their word charts with friends or relatives.
2. **Fine Arts/Writing a Description** Have the students search magazines or books for a photograph of a painting, drawing, or sculpture. Students should think of words to describe their feelings about the artwork, or why they think the artist created it. Students should then write two or three sentences about the artwork, using one or more spelling words in each sentence. Students should show the artwork and the descriptive sentences to a friend or relative and compare ideas.
3. **Science/Building Vocabulary on Animals** Tell the students that some unusual words are used to describe groups of animals, such as a *flock* of sheep. Have the students list other groups of animals. Have them use reference sources, if necessary.
4. **Language Arts/Building Vocabulary** Tell the students to create new words, using the spelling list. Have them make a list of new words by substituting a different vowel when appropriate. For example: *shift, shaft.* Remind the students that some of the spelling words can not be changed by vowel substitution.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. ***twist*** I sometimes *twist* my ankle playing hockey. ***twist***
2. ***shift*** We saw him *shift* uneasily in the chair. ***shift***
3. ***solid*** This old house is *solid.* ***solid***
4. ***deaf*** My *deaf* friend lip-reads very well. ***deaf***
5. ***blunder*** Writing the wrong address on the envelope was a silly *blunder.* ***blunder***
6. ***dusk*** The swallows disappeared at *dusk.* ***dusk***
7. ***dwell*** Ants *dwell* in soil. ***dwell***
8. ***tramp*** It is fun to *tramp* through deep snow. ***tramp***
9. ***smash*** I didn't mean to *smash* your glasses. ***smash***
10. ***extra*** She has an *extra* set of keys. ***extra***
11. ***thunder*** Lightning often occurs before *thunder.* ***thunder***
12. ***flock*** A *flock* of sheep grazed on the hillside. ***flock***
13. ***stock*** Please *stock* the shelves. ***stock***
14. ***snag*** Don't *snag* your sweater on the nail. ***snag***
15. ***scrap*** Grace gave the dog a *scrap* of meat. ***scrap***
16. ***drift*** Tomas let the canoe *drift.* ***drift***
17. ***timid*** He is very *timid* among strangers. ***timid***
18. ***chest*** You have a cold in your *chest.* ***chest***
19. ***threat*** Your *threat* does not frighten me. ***threat***
20. ***swept*** We *swept* the leaves off the front steps. ***swept***

Mastery Words

1. ***bring*** Please *bring* home a loaf of bread. ***bring***
2. ***flag*** Let's salute the *flag.* ***flag***
3. ***dust*** We need to *dust* the furniture. ***dust***
4. ***apple*** There are blossoms on the *apple* tree. ***apple***
5. ***milk*** The farmer showed us how to *milk* a goat. ***milk***
6. ***club*** Our book *club* ordered some mystery stories. ***club***

Bonus Words

1. ***instead*** Let's play football *instead* of soccer. ***instead***
2. ***emblem*** The bald eagle is the *emblem* of the United States. ***emblem***
3. ***plaid*** She bought a *plaid* jacket. ***plaid***
4. ***sponge*** Use a *sponge* to wipe the sink. ***sponge***
5. ***hinder*** The rain will *hinder* our progress. ***hinder***
6. ***against*** He was leaning *against* the shed. ***against***
7. ***ponder*** I will have to *ponder* my decision to move to Ohio. ***ponder***
8. ***grudge*** My brother never held a *grudge* against anyone. ***grudge***

Dictation Sentences

Unit Words

1. He *swept* the *scrap* of paper behind the *chest.*
2. The *threat* of rain and *thunder* made us *shift* the party inside.
3. The boat started to *drift* at *dusk;* then it hit a *snag.*
4. The *deaf* man had to *twist* around to see what the *tramp* was saying.
5. The loud noise made the *timid* clerk *smash* the last plate in *stock.*
6. If you make a *blunder,* don't *dwell* on it.
7. We'll need *extra* time to make a good *solid* pen for the new *flock.*

Mastery Words

1. Please *bring* the *flag* to our *club* house.
2. He put an *apple* and a glass of *milk* on the table.
3. The wind blew *dust* in our eyes.

Bonus Words

1. The school *emblem* looks nice *against* that *plaid* jacket.
2. If you want to help *instead* of *hinder,* hand me that *sponge.*
3. I don't have time to *ponder* why he holds a *grudge.*

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 1*** for reteaching of spelling words.)

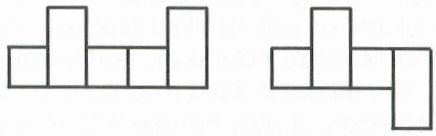
A. Discovering Spelling Generalizations

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

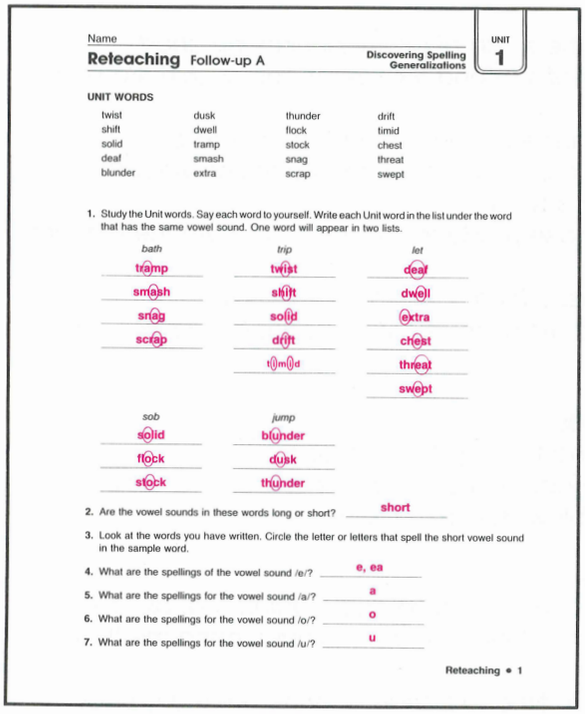
   stand list cob bread luck
   left which clap top drum
2. Ask students to identify the vowel sound in each word. Ask whether the sound is long or short. (/a/, /i/, /o/, /e/, /u/; short) Then have students pair the words that contain the same vowel sound. (stand, clap; list, which; cob, top; left; bread; luck, drum)
3. Ask students to identify the letters that spell the short vowel sounds. *(a, i, o, ea, e, u)*
4. Ask students what they have learned about the spellings for the short vowel sounds. (/a/ may be spelled *a;* /e/ may be spelled e or *ea;* /i/ may be spelled *i;* /o/ may be spelled o; /u/ may be spelled *u*)

B. Word Shapes

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



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



Name

Reteaching Follow-up A — Discovering Spelling Generalizations — UNIT 1

UNIT WORDS

twist	dusk	thunder	drift
shift	dwell	flock	timid
solid	tramp	stock	chest
deaf	smash	snag	threat
blunder	extra	scrap	swept

1. Study the Unit words. Say each word to yourself. Write each Unit word in the list under the word that has the same vowel sound. One word will appear in two lists.

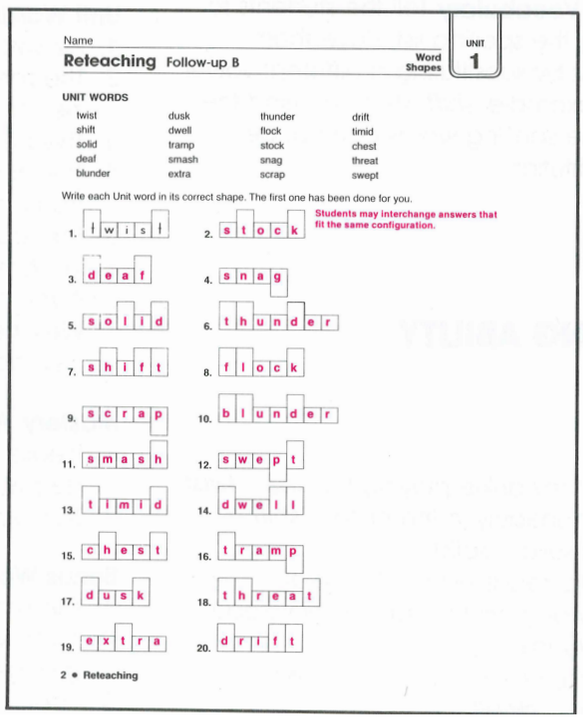
bath	*trip*	*let*
tramp	twist	deaf
smash	shift	dwell
snag	solid	extra
scrap	drift	chest
	thumid	threat
		swept

sob	*jump*
solid	blunder
flock	dusk
stock	thunder

2. Are the vowel sounds in these words long or short? short
3. Look at the words you have written. Circle the letter or letters that spell the short vowel sound in the sample word.
4. What are the spellings of the vowel sound /e/? e, ea
5. What are the spellings for the vowel sound /a/? a
6. What are the spellings for the vowel sound /o/? o
7. What are the spellings for the vowel sound /u/? u

Reteaching • 1

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



Name

Reteaching Follow-up B — Word Shapes — UNIT 1

UNIT WORDS

twist	dusk	thunder	drift
shift	dwell	flock	timid
solid	tramp	stock	chest
deaf	smash	snag	threat
blunder	extra	scrap	swept

Write each Unit word in its correct shape. The first one has been done for you.

Students may interchange answers that fit the same configuration.

1. twist
2. stock
3. deaf
4. snag
5. solid
6. thunder
7. shift
8. flock
9. scrap
10. blunder
11. smash
12. swept
13. timid
14. dwell
15. chest
16. tramp
17. dusk
18. threat
19. extra
20. drift

2 • Reteaching

© Perfection Learning Spelling • LEVEL 5

The Sounds /ī/ and /ā/

UNIT 2

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 page 11A
For the Home page 11B
Reteaching Strategies page 11C

Testing

Teacher's Edition
Trial Test pages 7E–7F
Unit Test page 11B
Dictation Sentences 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

Common Core State Standards

Reading—Foundational Skills: 5.3a, 5.4c

Writing: 5.1a, 5.1b, 5.1c, 5.4, 5.5

Speaking/Listening: 5.1c, 5.1d, 5.4

Language: 5.1c, 5.1d, 5.4

Learner Objectives

Spelling

- To spell words that demonstrate these sound-letter relationships: /ā/*a*-consonant-e, *ai*; /ī/*i*-consonant-e, *y*.

Reading

- To follow written directions.
- To use context clues to complete sentences.
- To identify homophones.
- To recognize synonyms.
- To recognize the function of guide words.

Writing

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

Listening

- To follow oral directions.
- To listen to identify words with long vowel sounds.

Speaking

- To contribute ideas and information in group discussions.
- To use a variety of words to express feelings and ideas.
- To read aloud an opinion.

UNIT WORDS

strike
fail
type
reply
behave
debate
entire
snail
spade
waist
twine
desire
flame
grave
hydrogen
deny
arrive
daily
drain
style

MASTERY WORDS

myself
snake
bite
paid
line
space

BONUS WORDS

inflate
complain
maintain
ninety
magnify
tyrant
confined
investigate

UNIT 2a

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 8**	Day 1
Day 2	• 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 3	• ★ ✓ **Complete Spelling and Language page 10** • ★ ✓ Complete Writing on Your Own page 10 • ★ ✓ **Complete Using the Dictionary to Spell and Write page 10** • ✓ Take Midweek Test (optional) ★ Complete Spelling on Your Own: Bonus words page 11 • ✓ Complete Spelling and Language Master 2 (optional)	Day 2
Day 4	• Complete Spelling on Your Own: Unit words page 11 ✓ Complete Extra Practice Master 2: Mastery words (optional) ★ Complete Extra Practice Master 2: Bonus words (optional)	
Day 5	• **Take Unit Test on 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 the **home** included at the end of this unit may be assigned selectively on any day of the week.

FOCUS

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

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the students that in Unit 2 they will study several spellings for the long vowel sounds /ī/ and /ā/. Tell them that they will apply the spelling generalizations to Unit words and use those words to write a persuasive paragraph.

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 the Unit Word list in the left column of the **Pupil Book.** For each misspelled word, have the students follow the **Study Steps to Learn a Word** on page 1 in the **Pupil Book** or use the copying master to study and write the words. Students should record the number correct on their **Progress Report.**

Trial Test Sentences

Unit Words

1. ***strike*** Let me *strike* the match. ***strike***
2. ***fail*** Don't *fail* to mail this letter. ***fail***
3. ***type*** Renée is learning to *type*. ***type***
4. ***reply*** Your *reply* to my letter arrived today. ***reply***
5. ***behave*** You usually *behave* very well. ***behave***
6. ***debate*** There will be a public *debate* at City Hall. ***debate***
7. ***entire*** The *entire* school will attend the concert. ***entire***

© Perfection Learning Spelling • LEVEL 5

8. ***snail*** A *snail* can clean a fish tank. ***snail***
9. ***spade*** This *spade* is good for gardening. ***spade***
10. ***waist*** The belt fit her *waist*. ***waist***
11. ***twine*** Here is a ball of *twine*. ***twine***
12. ***desire*** The twins *desire* ten-speed bicycles. ***desire***
13. ***flame*** The rags burst into *flame*. ***flame***
14. ***grave*** The doctor had a *grave* look. ***grave***
15. ***hydrogen*** Oxygen combines with *hydrogen* to form water. ***hydrogen***
16. ***deny*** The court will probably *deny* your request. ***deny***
17. ***arrive*** Bob will *arrive* today. ***arrive***
18. ***daily*** I swim *daily*. ***daily***
19. ***drain*** The *drain* is clogged. ***drain***
20. ***style*** I like the *style* of your coat. ***style***

Mastery Words

1. ***myself*** I like to walk by *myself*. ***myself***
2. ***snake*** A *snake* is a reptile. ***snake***
3. ***bite*** Pam took a *bite* of my apple. ***bite***
4. ***paid*** We already *paid* the bill. ***paid***
5. ***line*** The movie *line* was long. ***line***
6. ***space*** There is no *space* in the trunk for your luggage. ***space***

Bonus Words

1. ***inflate*** Shawn used a pump to *inflate* the balloons. ***inflate***
2. ***complain*** Talk to the manager if you wish to *complain*. ***complain***
3. ***maintain*** It is our job to *maintain* the roads in this country. ***maintain***
4. ***ninety*** The woman on the bus said she was *ninety*. ***ninety***
5. ***magnify*** This glass will *magnify* the print in the book. ***magnify***
6. ***tyrant*** That king was a *tyrant*. ***tyrant***
7. ***confined*** Dana is *confined* to the house. ***confined***
8. ***investigate*** The detective was asked to *investigate* his story. ***investigate***

Apply Prior Learning

Tell the students that they will discover something about the spelling of two long vowel sounds. Write these words on the chalkboard:

dime	blade
shine	shave
shy	mail
fly	train
stride	brace

Pronounce the words with the students. Ask them to add similar words to each list. Have the students look at the first column of words and identify the common element. (long vowel sound /ī/) Ask them to draw a conclusion as to how the long vowel sound /ī/ is spelled in words. (*i*-consonant-*e*, *y*) Then have the students look at the words in the second column. Have them identify the common element. (long vowel sound /ā/) Ask them how the long vowel sound /ā/ is spelled in words. (*a*-consonant-*e*, *ai*) Tell the students that they will study words that have these long vowel sound spellings. Explain that they will use words containing these spellings in their social studies and science activities.

FOCUS

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

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

For students with problems in visual memory, you will need to create a clear distinction between the two spellings of the long vowel sound /ā/: *ai* and *a*-consonant-*e*.

To reinforce the two spellings of /ā/, have the students write the Unit words with that vowel sound on 3 × 5 index cards. Have them use one color for the letters *ai*, a second color for the letters *a*-consonant-*e*, and a third color for the remainder of the letters in each word.

Direct the students to work with a partner to practice the spelling of these words. Follow this procedure: have one student select a card at random, read the word aloud, and ask the partner to spell the word. If the student spells the word correctly, the card is placed in one pile. If the word is misspelled, the card is placed in another pile. To reinforce the correct spelling of each misspelled word, have the student who spelled the word incorrectly read it aloud and then spell it.

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."

© Perfection Learning Spelling • LEVEL 5

UNIT 2a The Unit Words

TEACHING PLAN

Objective To spell words that demonstrate these sound-letter relationships: /ā/ *a*-consonant-*e*, *ai*; /ī/ *i*-consonant-*e*, *y*.

1. To introduce Unit 2, direct the students' attention to the illustration at the top of page 8. Have the students identify the long vowel sound in *strike*. Explain that /ī/ in *strike* is spelled *i*-consonant-*e*. In this unit, /ī/ is also spelled *y*, as in *type*. Review two other spellings for /ī/ that the students have studied: *igh*, as in *flight*; *i*, as in *mind*. Tell the students that in this unit they will also study two spellings for /ā/; *a*-consonant-*e*, as in *flame*; *ai*, as in *drain*.

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

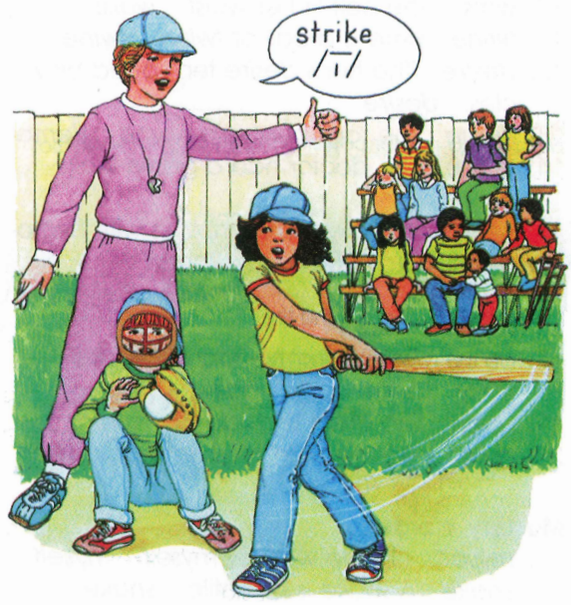
2. Have the students read the generalization on page 8 independently.
3. Have volunteers read the Unit words aloud and identify /ā/ or /ī/ in each word. Ask other students to identify the letter(s) that spell /ā/ or /ī/.
4. Explain the etymology, or word history, of *hydrogen*. *Hydrogen* has the Greek root *hydr-*, meaning "water." Water (H_2O) is made up of two parts hydrogen and one part oxygen. *Hydroplane* and *hydrant* are two other examples of words that have the root *hydr-*. Have volunteers look up the meanings of these words.
5. Have a student read **Remember This** at the bottom of the page aloud. Explain to the students that the word *entire* might be difficult to spell. Ask the students to read aloud the rhyme that will help them to remember the word's spelling.

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

2 The Sounds /ī/ and /ā/

UNIT WORDS

1. strike
2. fail
3. type
4. reply
5. behave
6. debate
7. entire
8. snail
9. spade
10. waist
11. twine
12. desire
13. flame
14. grave
15. hydrogen
16. deny
17. arrive
18. daily
19. drain
20. style



The Unit Words

Each Unit word has a long vowel sound—/ī/ or /ā/. The Unit words show two ways to spell /ī/.

- **i**-consonant-**e** as in *strike*
- **y** as in *type*

The Unit words show two ways to spell /ā/.

- **a**-consonant-**e** as in *behave*
- **ai** as in *daily*

REMEMBER THIS

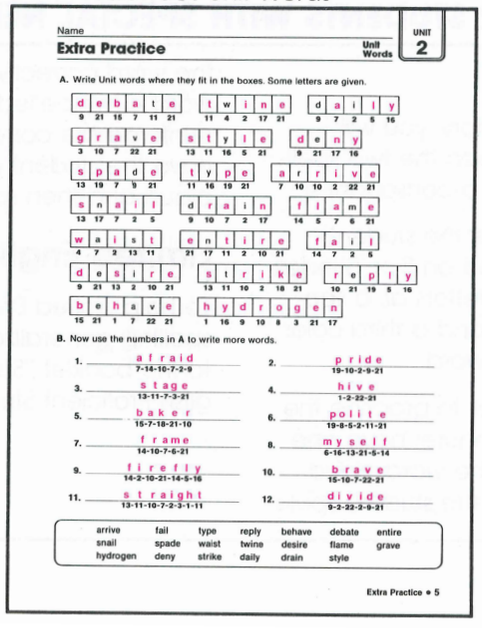
Say the word *entire*. The short vowel sound /i/ that you hear at the beginning is spelled **e**. To help you remember how to spell *entire*, use this rhyme:

What you hear in *entire* is not what you see.
Entire begins and ends with an **e**.

entire
/in·tīr/

8

Extra Practice: Unit Words



Name
Extra Practice — Unit Words — UNIT 2

A. Write Unit words where they fit in the boxes. Some letters are given.

d e b a t e	t w i n e	d a i l y				
g r a v e	s t y l e	d e n y				
s p a d e	t y p e	a r r i v e				
s n a i l	d r a i n	f l a m e				
w a i s t	e n t i r e	f a i l				
d e s i r e	s t r i k e	r e p l y				
b e h a v e	h y d r o g e n					

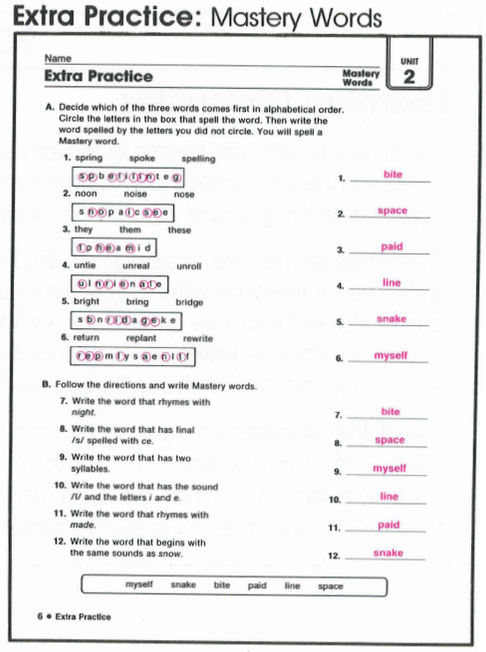
B. Now use the numbers in A to write more words.

1. a f r a i d (7-14-10-7-2-9)
2. p r i d e (15-10-2-9-21)
3. s t a g e (13-11-7-3-21)
4. h i v e (1-2-22-21)
5. b a k e r (15-7-18-21-10)
6. p o l i t e (19-8-5-2-11-21)
7. f r a m e (14-10-7-6-21)
8. m y s e l f (6-16-13-21-5-14)
9. f i r e f l y (14-2-10-21-14-5-16)
10. b r a v e (15-10-7-22-21)
11. s t r a i g h t (13-11-10-7-2-3-1-11)
12. d i v i d e (9-2-22-2-9-21)

arrive fail type reply behave debate entire
snail spade waist twine desire flame grave
hydrogen deny strike daily drain style

Extra Practice • 5

Extra Practice: Mastery Words



Name
Extra Practice — Mastery Words — UNIT 2

A. Decide which of the three words comes first in alphabetical order. Circle the letters in the box that spell the word. Then write the word spelled by the letters you did not circle. You will spell a Mastery word.

1. spring spoke spelling — s p b e l i t t n t e g — 1. bite
2. noon noise nose — s n o p a i c s e e — 2. space
3. they them these — t p h e a m i d — 3. paid
4. untie unreal unroll — u l n r i e n a t e — 4. line
5. bright bring bridge — s b n r i d a g e k e — 5. snake
6. return replant rewrite — r e p m f y s a e n l f — 6. myself

B. Follow the directions and write Mastery words.

7. Write the word that rhymes with *night*. — 7. bite
8. Write the word that has final /s/ spelled with *ce*. — 8. space
9. Write the word that has two syllables. — 9. myself
10. Write the word that has the sound /l/ and the letters *i* and *e*. — 10. line
11. Write the word that rhymes with *made*. — 11. paid
12. Write the word that begins with the same sounds as *snow*. — 12. snake

myself snake bite paid line space

6 • Extra Practice

© Perfection Learning Spelling • LEVEL 5

Spelling Practice

A. Follow the directions using the Unit words.

1. Write the five words that have /ī/ spelled as it is in *fine*.

arrive entire twine
desire strike

2. Write the five words that have /ī/ spelled with *y*.

type reply hydrogen
deny style

3. Write the word that sounds like *waste*. waist

4. Write the other four words that have the sound /ā/ spelled with *ai*.

fail snail
daily drain

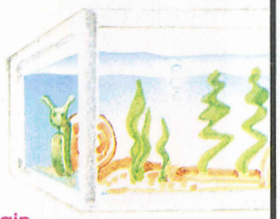
B. Replace the consonant cluster in each of these words with another cluster to spell a Unit word. Write the words.

5. blame flame
6. trade spade
7. brave grave
8. trail snail

C. Add a second syllable to each of these syllables. The syllable you add will have one vowel sound. Write Unit words.

9. be behave
10. en entire
11. de (three words) debate desire deny

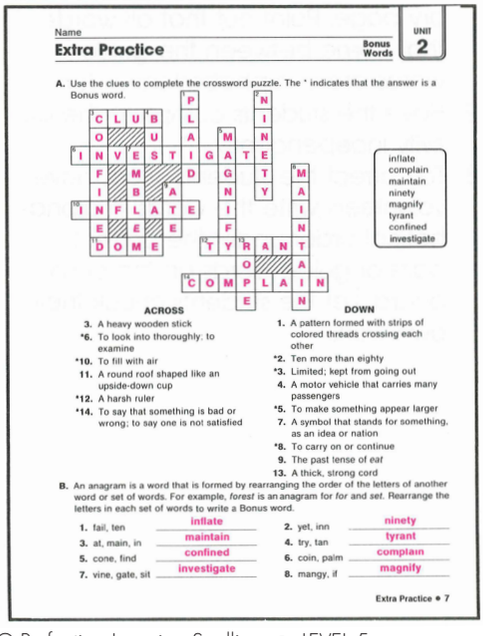
D. Finish the story with Unit words. The vowel sound is given to help you.



Alonso bought a fresh-water /ā/ 12 for his aquarium. He watches it crawl up the side of the glass tank /ā/ 13. Every week, he and his brother /ā/ 14 the water from the tank. Then they add fresh, warm water. If they /ā/ 15 to change the water, the snail could die. They have no /ī/ 16 to see that happen.

12. snail
13. daily
14. drain
15. fail
16. desire

Extra Practice: Bonus Words



Name
Extra Practice Bonus Words — UNIT 2

A. Use the clues to complete the crossword puzzle. The * indicates that the answer is a Bonus word.

inflate
complain
maintain
ninety
magnify
tyrant
confined
investigate

ACROSS

3. A heavy wooden stick
*6. To look into thoroughly; to examine
*10. To fill with air
11. A round roof shaped like an upside-down cup
*12. A harsh ruler
*14. To say that something is bad or wrong; to say one is not satisfied

DOWN

1. A pattern formed with strips of colored threads crossing each other
*2. Ten more than eighty
*3. Limited; kept from going out
4. A motor vehicle that carries many passengers
*5. To make something appear larger
7. A symbol that stands for something, as an idea or nation
*8. To carry on or continue
9. The past tense of *eat*
13. A thick, strong cord

B. An anagram is a word that is formed by rearranging the order of the letters of another word or set of words. For example, *forest* is an anagram for *for* and *set*. Rearrange the letters in each set of words to write a Bonus word.

1. fail, ten — inflate
2. yet, inn — ninety
3. at, main, in — maintain
4. try, tan — tyrant
5. cone, find — confined
6. coin, palm — complain
7. vine, gate, sit — investigate
8. mangy, if — magnify

Extra Practice • 7

Summarize Learning

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

- What are two ways to spell the long vowel sound /ā/? (**a**-consonant-**e**; **ai**)
- What are two ways to spell the long vowel sound /ī/? (**i**-consonant-**e**, **y**)

Spelling Practice — UNIT 2b

TEACHING PLAN

Objectives To write words given sound-letter clues; to write a word given a homophone; to write words by changing initial consonant clusters in given words; to write words given the first syllables; to write words that complete a story.

1. Briefly discuss the directions on page 9. Explain that words that sound alike but have different spellings and meanings are called homophones; for example, pail—pale; waste—waist are homophones. Review the definition of consonant cluster as two or three consonant letters together in which you hear the sounds of all the letters. For Exercise **D**, tell the students to read the entire story first, and then supply the missing words. Then have them write the words. The long vowel sounds are given as clues to help the students choose the correct words. Tell the students to write each word only once.
2. Have the students complete the activities independently.
3. To correct the students' work, have volunteers write the answers on the chalkboard, or review them orally.
4. For further practice in spelling the Unit words, have the students group the words according to their long vowel sounds.

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

of special interest

The letter *y* represents several sounds in English. It functions as a consonant in *yard* and *yak*. It spells the long vowel sound /ī/ in *type, hydrogen,* and *deny;* /ē/ in *very, city,* and *happily;* and it spells the short vowel sound /i/ in *hypocrite* and *hypnotism.* The letter *y,* having been borrowed from Greek, was a relatively late addition to the Roman alphabet. In Greek it was pronounced like the sound /ē/.

© Perfection Learning Spelling • LEVEL 5

UNIT 2c Language Study

TEACHING PLAN

SPELLING AND LANGUAGE

Objectives To write synonyms for given words; to write synonyms for given words in sentence context.

1. Have the students read the introductory paragraph on page 10 independently. Write these words from Unit 1 on the chalkboard:
   smash dwell timid blunder
   Have the students give a synonym for each word. (For example: smash—hit, dwell—live, timid—shy, blunder—error)
2. Briefly discuss the directions on page 10. Then have the students complete the exercise independently. Check the students' answers orally.

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

WRITING ON YOUR OWN

Objectives To write a personal movie review using some spelling words; to proofread for spelling, capitalization, and punctuation.

1. Review the directions with the students.
2. As a ***prewriting*** activity, discuss with the students recent movies which they have seen. List on the chalkboard points which should be included in a movie review. Then have each student ***compose*** a movie review, using these points. When the students are ready to ***revise*** their movie review, remind them to check for spelling. For additional help, you may wish to refer them to the **Revising Checklist** on page 265 of the *Writer's Guide*. To ***publish*** the students' work, have them read their opinions to the other students.

UNIT WORDS

strike
fail
type
reply
behave
debate
entire
snail
spade
waist
twine
desire
flame
grave
hydrogen
deny
arrive
daily
drain
style

Spelling and Language · Synonyms

Words that have the same or nearly the same meaning are called **synonyms.** For example, the verbs *drain* and *empty* are synonyms. You could use *drain* in place of *empty* in this sentence: "Please *empty* the water out of the sink." The meaning of the sentence does not change.

Write a Unit word that is a synonym for each word.

1. respond	reply	2. string	twine
3. fashion	style	4. serious	grave
5. argue	debate	6. act	behave

Writing on Your Own

Write a paragraph of opinion about a movie. Name the best film you have seen recently. Give at least two reasons why other people should go to see it. Use four or more Unit words in your paragraph. Be sure that you have given good reasons for your opinion.

Using the Dictionary to Spell and Write

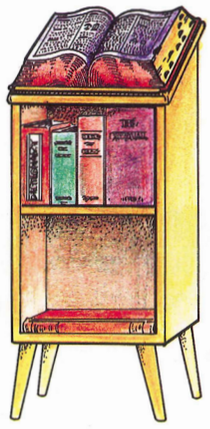
If you want to make sure you use a word correctly in your writing, you can look it up in a dictionary. You can use the guide words to help you.

Guide words are the two words found at the top of a 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 rest of the words on the page come between the guide words in alphabetical order.

amusement … **attitude**

a·muse·ment /ə·myōōz′mənt/ *n.* **1** The state of being entertained or amused.

a·rise /ə·rīz′/ *v.* **a·rose, a·ris·en** /ə·riz′ən/, **a·ris·ing** To get up; to rise.



Write the Unit words that would be on a dictionary page that had each of these pairs of guide words. Write the words in alphabetical order.

1. dabble drama	2. soak typhoon	3. effect ice
daily	spade	entire
debate	strike	fail
deny	style	flame
desire	twine	grave
drain	type	hydrogen

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

10

USING THE DICTIONARY

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

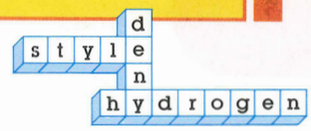
1. Have the students read the introductory paragraph on page 10 independently. Explain that using guide words can help the students locate words in a dictionary more rapidly. Ask the students to turn to the **Spelling Dictionary.** Have volunteers identify sets of guide words and give the page number on which each set of words appears. Ask the students to locate the left and right guide words on a dictionary page. Point out that all words that come between the guide words are in alphabetical order.
2. Have the students complete the activity independently.
3. To correct the students' work, have volunteers write the words in alphabetical order under the correct pairs of guide words on the chalkboard. Let the students check their own work.

© Perfection Learning Spelling • LEVEL 5

Spelling on Your Own

UNIT WORDS

Make a "word puzzle" 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.



MASTERY WORDS

myself
snake
bite
paid
line
space

Write the Mastery word that rhymes with each word.

1. race ___space___
2. made ___paid___
3. fine ___line___
4. kite ___bite___

Follow the directions using the Mastery words.

5. Write the two words that begin with consonant clusters.
   ___snake___ ___space___
6. Write the word made up of two smaller words. ___myself___

Finish the story with Mastery words.

Today, everything went wrong. I __7__ for some groceries and forgot to take the change. I cut __8__ on the metal fence in the backyard. My __9__ crawled out of its tank, and I couldn't find it. My dog took a __10__ out of my baseball glove. I waited in __11__ for an hour to see a movie. When I got to the front of the line, there was no __12__ left in the theater.

7. ___paid___
8. ___myself___
9. ___snake___
10. ___bite___
11. ___line___
12. ___space___

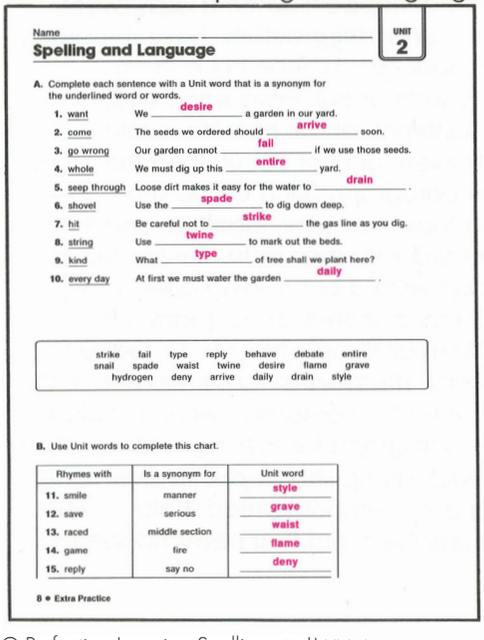
BONUS WORDS

inflate
complain
maintain
ninety
magnify
tyrant
confined
investigate

1. Which Bonus word ends with /ī/?
2. Which word names a number?
3. Which word is the opposite of *released*?
4. Which word has four syllables? Remember that each syllable has one vowel sound.
5. Which word is a synonym for *grumble*?
6. Now write your own clues for the other three words. Begin each clue with "Which word..." Write the answer to each clue. See answers below.

11

Extra Practice: Spelling and Language



Name _____

Spelling and Language UNIT 2

A. Complete each sentence with a Unit word that is a synonym for the underlined word or words.

1. want — We ___desire___ a garden in our yard.
2. come — The seeds we ordered should ___arrive___ soon.
3. go wrong — Our garden cannot ___fail___ if we use those seeds.
4. whole — We must dig up this ___entire___ yard.
5. seep through — Loose dirt makes it easy for the water to ___drain___.
6. shovel — Use the ___spade___ to dig down deep.
7. hit — Be careful not to ___strike___ the gas line as you dig.
8. string — Use ___twine___ to mark out the beds.
9. kind — What ___type___ of tree shall we plant here?
10. every day — At first we must water the garden ___daily___.

strike fail type reply behave debate entire
snail spade waist twine desire flame grave
hydrogen deny arrive daily drain style

B. Use Unit words to complete this chart.

Rhymes with	Is a synonym for	Unit word
11. smile	manner	style
12. save	serious	grave
13. raced	middle section	waist
14. game	fire	flame
15. reply	say no	deny

8 • Extra Practice

Summarize Learning

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

- How are guide words helpful when checking the correct spelling of a word using a dictionary? (They help to locate the word quickly.)
- What spelling generalizations have you learned? How did you use these generalizations?

Spelling on Your Own Answers

BONUS WORDS

1. magnify
2. ninety
3. confined
4. investigate
5. complain
6. Accept reasonable clues for *inflate, maintain,* and *tyrant.*

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

1. Have the students read the directions on page 11. Explain how to form a "word chain." Have volunteers add Unit words to the sample "word chain."
2. Have the students complete the activity independently. Collect the students' papers to check their work.

MASTERY WORDS

1. Review the spellings for /ā/ and /ī/. Have volunteers read the Mastery words aloud and identify the long vowel sound in each word. Then have them name the letters that spell /ā/ and /ī/.
2. Briefly discuss the directions.
3. Have the students complete the activities independently. Check the students' answers orally.

BONUS WORDS

1. Review the spellings for /ā/ and /ī/. Have volunteers read the Bonus words aloud and identify the long vowel sound and the letters that spell the sound in each word. Note that the letter *y* in *ninety* stands for the sound /ē/. In the word *maintain,* the sound /ā/, spelled *ai,* occurs twice.
2. Briefly discuss the directions. The students will write their own clues for *inflate, maintain,* and *tyrant.*
3. Have the students complete the exercises independently. Collect the students' papers to check their work.

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

© Perfection Learning Spelling • LEVEL 5

CLOSING THE UNIT

Apply New Learning

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

- think about the possible spellings for a long vowel sound and try to picture the word in their minds.
- think of a known word that is related in meaning and spelling.
- use the dictionary to find the correct spelling.

Transfer New Learning

Tell the students that when they encounter new words where an *a* or an *i* is followed by a consonant and *e*, they should apply the generalizations they have studied to the spelling of those words. Tell them 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 context.

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/Writing Adjectives** Have each student write adjectives to describe four spelling words that are nouns. Tell them to choose adjectives that have the same vowel sound as the nouns they describe; for example: *gray snail, wild style.* Then have them use all eight words to make a matching exercise for another student to complete.

   ■ COOPERATIVE LEARNING: Have each group create a matching exercise with nouns and adjectives. Each student should write an adjective to go with two spelling words that are nouns. The group should check each pair of words to make sure they have the same vowel sound. Together they should create a matching exercise using the spelling words and adjectives that describe them. Include all the adjectives, even if more than one adjective is chosen for the same noun. When the matching exercise is completed, have the students distribute it to other students to complete.

2. **Language Arts/Writing Sentences** Have each student write three sentences in which spelling words are hidden; for example, if the word is *twine,* the word may be hidden in the sentence: "My twin, Elizabeth, will take my place in the school play." Have students hide one spelling word in each sentence. When the sentences are completed, students should exchange sentences and try to find the hidden words.

   ■ COOPERATIVE LEARNING: Have each group create a list of sentences in which spelling words are hidden. Have each student in the group write two sentences, hiding one spelling word in each sentence. Students should check each other's sentences to find the hidden words. When the list is completed, have the group distribute it to other students to find the spelling words.

3. **Social Studies/Writing Paragraphs** Ask the students to write a paragraph about how life would change if a daily event did not occur; for example, if the newspaper was not published, or if no electricity was available. For ***prewriting,*** have the class supply endings to the following open question: "What would happen if . . . ?" List these questions on the chalkboard. Then have the students generate answers for each question. When the students are ready to ***compose*** the paragraph, have them select one idea. Have them write in such a way that the reader must guess what the event is. Remind the students to use as many of their spelling words as possible. Then have them ***revise*** the paragraph to be sure they have included a topic sentence, three or four detail sentences, and a concluding sentence that leads the reader to guess the event. Students may refer to page 267 of the **Writer's Guide** for a model of a paragraph. ***Publish*** the paragraphs by having students read them aloud; then allow other students to guess the mystery events.

   ■ COOPERATIVE LEARNING: Have each group write a paragraph about what happens when a daily event does not occur. As a ***prewriting*** activity, have the group brainstorm a list of daily events. Then have them choose an event to write about. Have each student in the group write a sentence about how life would change if the daily event did not occur. Then the group should ***compose*** a paragraph using all the sentences. They should write a topic sentence together, and then decide on the best order for their detail sentences. Finally, have the group write a concluding question for their paragraph. Students should use as many spelling words as possible from all three word lists. To ***revise*** the paragraph, have each member of the group check to be sure all of the parts of a paragraph were included, and proofread the paragraph for spelling, capitalization, and punctuation. Each group should ***publish*** their paragraph by selecting one member to read it aloud, while the class tries to guess the event that never happened.

© Perfection Learning Spelling • LEVEL 5

For the Home

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

1. **Language Arts/Building Vocabulary** Tell the students that a strike is a term used in baseball. Have the students create a list of other terms used in the game of baseball. They should check the spelling of the words in a dictionary. Have them divide the words into groups according to long and short vowel sounds and then underline the spelling for each vowel sound.
2. **Science/Building Vocabulary on Gardening Tools** Tell the students that a spade is a type of shovel used in gardening. Have them list words that name other tools used for gardening. Suggest they use reference sources, if necessary. They should check the spelling of the words in a dictionary. Have the students circle the words with long vowel sounds, and underline the spelling for each vowel sound.
3. **Science/Writing a Science Report About Water** Tell students that water is made up of atoms of hydrogen and oxygen, which combine in clusters called molecules. Have students experiment with water molecules at home. Instruct them to try the following experiment.

   Add a few drops of food coloring to a glass of water. Don't stir. At first, the coloring should stay together, swirling in the water. In a few days, it will have mixed itself into the water completely. This is because, little by little, the molecules of food coloring take up spaces left between molecules of water. (The molecules and spaces are too small to be seen by the human eye, but are revealed by magnifying drops of water.)

   Have them write a brief report of their findings, using spelling words. Have them share their results with a friend or relative.
4. **Language Arts/Creating Descriptive Phrases** Using their spelling words, have the students write four rhyming descriptive phrases. For example: *shy reply, great debate.* Then have the students underline the spelling for each vowel sound in the words.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. ***strike*** After the third *strike,* you are out. ***strike***
2. ***fail*** Our lights *fail* during every storm. ***fail***
3. ***type*** This is the *type* of car I want. ***type***
4. ***reply*** Please *reply* to this letter within ten days. ***reply***
5. ***behave*** Scientists study the way animals *behave.* ***behave***
6. ***debate*** There has been a lot of *debate* about raising bus fares. ***debate***
7. ***entire*** Shira drank an *entire* quart of milk. ***entire***
8. ***snail*** Carey watched a *snail* draw into its shell. ***snail***
9. ***spade*** The *spade* is in the tool shed. ***spade***
10. ***waist*** I strapped the tools around my *waist.* ***waist***
11. ***twine*** We used heavy *twine* to tie up the boat. ***twine***
12. ***desire*** Our nations *desire* peace. ***desire***
13. ***flame*** The *flame* flickered in the breeze. ***flame***
14. ***grave*** The *grave* news upset her. ***grave***
15. ***hydrogen*** *Hydrogen* is a colorless gas. ***hydrogen***
16. ***deny*** I will not *deny* that I lost the letter. ***deny***
17. ***arrive*** We will start when they *arrive.* ***arrive***
18. ***daily*** Tina gets her *daily* newspaper at home. ***daily***
19. ***drain*** Please *drain* the water from the tub. ***drain***
20. ***style*** Last year's shoes are still in *style.* ***style***

Mastery Words

1. ***myself*** I did it all by *myself.* ***myself***
2. ***snake*** A cobra is a poisonous *snake.* ***snake***
3. ***bite*** Everett has a mosquito *bite* on his arm. ***bite***
4. ***paid*** Myra gets *paid* twice a month. ***paid***
5. ***line*** Draw a *line* under the correct answer. ***line***
6. ***space*** Our new house has more *space.* ***space***

Bonus Words

1. ***inflate*** Jeff had to *inflate* his bicycle tires. ***inflate***
2. ***complain*** We called the police to *complain* about the noise. ***complain***
3. ***maintain*** Try to *maintain* your speed for the first mile of the race. ***maintain***
4. ***ninety*** These pens cost *ninety* cents each. ***ninety***
5. ***magnify*** This mirror can *magnify* your reflection. ***magnify***
6. ***tyrant*** Gretchen's boss sounds like a *tyrant.* ***tyrant***
7. ***confined*** Henry was *confined* to bed with the flu. ***confined***
8. ***investigate*** We will have to *investigate* the cause of the water leak. ***investigate***

Dictation Sentences

Unit Words

1. If you *fail* to *arrive,* the *debate* will be called off.
2. The *entire* box of papers burst into *flame.*
3. It was a *grave* mistake to *strike* the match near the *hydrogen.*
4. My *reply* is late because I'm slow as a *snail* when I *type.*
5. The *style* of jacket I *desire* comes down to my *waist.*
6. She'll need a new *spade* to dig the ditch for the *drain.*
7. Those cats *behave* as if that ball of *twine* were another cat.
8. I can't *deny* that I miss my *daily* walk in the park.

Mastery Words

1. I caught the *snake myself.*
2. Leave a *space* between each *line* you write.
3. I *paid* for the apple before I took a *bite* out of it.

Bonus Words

1. We had to *inflate ninety* balloons for the party.
2. The *tyrant* used to *complain* that he didn't have enough gold to *maintain* his palace.
3. My broken foot *confined* me to bed, so I couldn't *investigate* the problem.
4. She used a glass to *magnify* the bug.

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.)

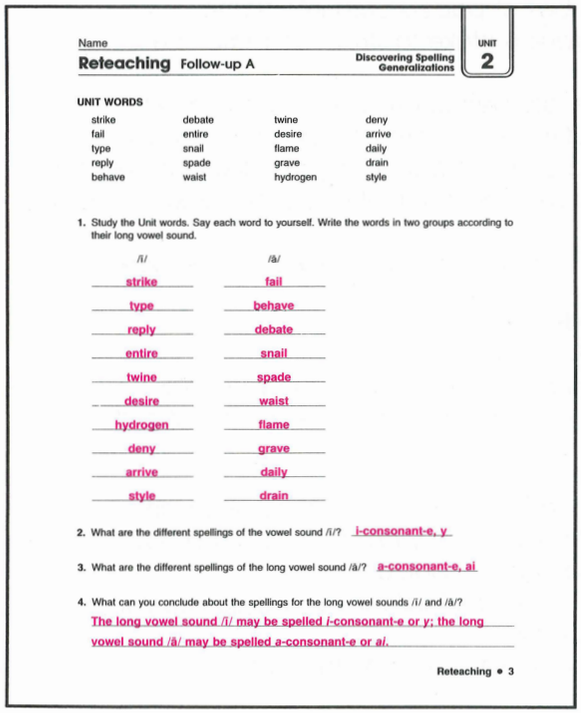
A. Discovering Spelling Generalizations

1. Say these words as you write them on the chalkboard.
   bite mile grade pale
2. Ask students to identify the vowel sounds in each word. (*bite* /ī/, *mile* /ī/, *grade* /ā/, *pale* /ā/)
3. Ask what spelling pattern they noticed in the words with long vowel sounds. (The words have the pattern vowel-consonant-e.)
4. Have students read these words after you write them on the chalkboard.
   cry pail frying bait
5. Ask what these words reveal about other spellings of /ī/ and /ā/. (/ī/ may also be spelled *y;* /ā/ may also be spelled *ai*)
6. Ask students what they have learned about spellings for /ī/ and /ā/. (/ī/ may be spelled *i*-consonant-e or *y;* /ā/ may be spelled *a*-consonant-e or *ai*)

B. Word Shapes

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

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



Name

Reteaching Follow-up A — Discovering Spelling Generalizations — UNIT 2

UNIT WORDS

strike	debate	twine	deny
fail	entire	desire	arrive
type	snail	flame	daily
reply	spade	grave	drain
behave	waist	hydrogen	style

1. Study the Unit words. Say each word to yourself. Write the words in two groups according to their long vowel sound.

/ī/	/ā/
strike	fail
type	behave
reply	debate
entire	snail
twine	spade
desire	waist
hydrogen	flame
deny	grave
arrive	daily
style	drain

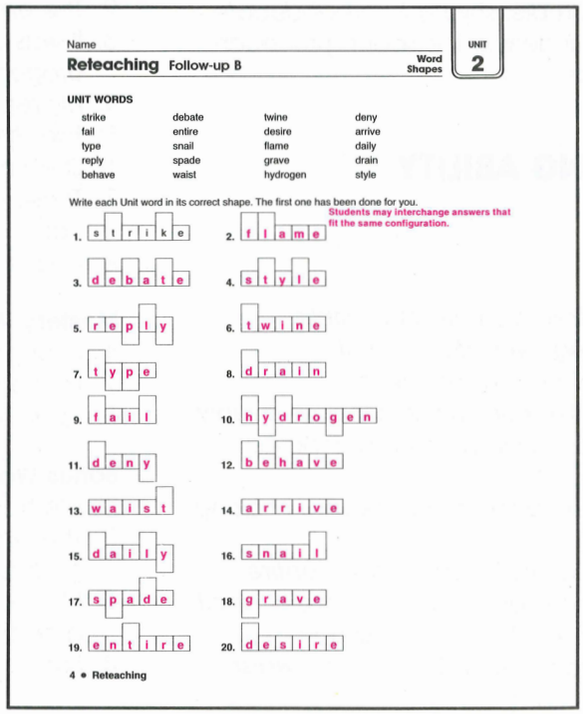
2. What are the different spellings of the vowel sound /ī/? i-consonant-e, y

3. What are the different spellings of the long vowel sound /ā/? a-consonant-e, ai

4. What can you conclude about the spellings for the long vowel sounds /ī/ and /ā/?
   The long vowel sound /ī/ may be spelled *i*-consonant-e or *y*; the long vowel sound /ā/ may be spelled *a*-consonant-e or *ai*.

Reteaching • 3

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



Name

Reteaching Follow-up B — Word Shapes — UNIT 2

UNIT WORDS

strike	debate	twine	deny
fail	entire	desire	arrive
type	snail	flame	daily
reply	spade	grave	drain
behave	waist	hydrogen	style

Write each Unit word in its correct shape. The first one has been done for you.
Students may interchange answers that fit the same configuration.

1. strike
2. flame
3. debate
4. style
5. reply
6. twine
7. type
8. drain
9. fail
10. hydrogen
11. deny
12. behave
13. waist
14. arrive
15. daily
16. snail
17. spade
18. grave
19. entire
20. desire

4 • Reteaching

© Perfection Learning Spelling • LEVEL 5

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	pages T1–T2

*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 Master: Units 1–5
- Bonus Words Review Master: Units 1–5

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

TEACHING AIDS
- Home Letter 2

Learner Objectives

Spelling

- To review words that demonstrate these sound-letter relationships: /*a*/*a*, /*e*/*e*, /*i*/*i*, /*o*/ *o*, /*u*/*u*
- To review words that demonstrate these sound-letter relationships: /ā/*a*-consonant-*e*, *ai*; /ī/*i*-consonant-*e*, *y*; /ē/*ee*, *ea*; /ō/*o*-consonant-*e*, *oa*, *o*.
- To review inflected forms of verbs.
- To review words that demonstrate these sound-letter relationships: /*s*/*s*, *c*, *ce*, *se*; /*z*/*z*, *s*.

Reading

- To analyze and respond to a description.
- To identify sensory details in a description.
- To identify significant details.
- To make inferences.
- To make judgments and evaluations.
- To follow written directions.

Writing

- To write a descriptive paragraph.
- 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 listen for short and long vowel sounds in words.
- To listen for consonant sounds in words.
- To follow oral directions.

Speaking

- To contribute ideas and information in group discussions.
- To express feelings and ideas about a piece of writing.
- To present a description.

REVIEW WORDS

UNIT 1
scrap
solid
shift
threat
thunder
smash
dwell
drift
dusk
flock

UNIT 2
type
waist
behave
deny
arrive
reply
flame
daily
fail
entire

UNIT 3
squeeze
throat
stream
lonesome
cocoa
coast
vote
reveal
creak
steel

UNIT 4
electing
laughing
expected
grabbing
scrubbing
wrapped
jammed
trotting
pointed
reached

UNIT 5
bicycle
daisy
distance
license
sense
citizen
season
tense
closet
chose

© Perfection Learning Spelling • LEVEL 5

UNIT 6a

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.

FOCUS

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

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 with *ed* and *ing*
- words with consonant sounds /s/ and /z/

Tell the students they will use some of the review words to write a descriptive paragraph.

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 word 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 copying master to study and write the words. Students should record the number right on their **Progress Report.**

Trial Test Sentences

1. ***scrap*** Use this *scrap* of paper. ***scrap***
2. ***solid*** This old chair is still *solid.* ***solid***
3. ***shift*** The sailor noticed a *shift* in the wind. ***shift***
4. ***threat*** Her *threat* stopped the noise. ***threat***
5. ***thunder*** The *thunder* came after the lightning. ***thunder***
6. ***smash*** Use the hammer to *smash* the nutshell. ***smash***
7. ***dwell*** Lizards *dwell* under that rock. ***dwell***
8. ***drift*** The clouds *drift* across the sky. ***drift***
9. ***dusk*** The fireflies come out at *dusk.* ***dusk***
10. ***flock*** Drive the *flock* of sheep into the pen. ***flock***
11. ***type*** I like this *type* of jacket better than that one. ***type***
12. ***waist*** Luisa measured her *waist.* ***waist***
13. ***behave*** Teach your dog to *behave.* ***behave***

© Perfection Learning Spelling • LEVEL 5

14. ***deny*** The suspect did not *deny* the charge. ***deny***
15. ***arrive*** They will *arrive* on time. ***arrive***
16. ***reply*** Please *reply* soon. ***reply***
17. ***flame*** The candle *flame* is growing low. ***flame***
18. ***daily*** I read the *daily* newspapers. ***daily***
19. ***fail*** Don't *fail* to bring your camera. ***fail***
20. ***entire*** My *entire* family came to the ceremony. ***entire***
21. ***squeeze*** Our dog can *squeeze* through the hole in the fence. ***squeeze***
22. ***throat*** Joshua's *throat* is sore. ***throat***
23. ***stream*** Emily caught two trout in the *stream.* ***stream***
24. ***lonesome*** They felt *lonesome* away from home. ***lonesome***
25. ***cocoa*** I like hot *cocoa* at night. ***cocoa***
26. ***coast*** The village is on the *coast.* ***coast***
27. ***vote*** I will *vote* for Heyoung for class president. ***vote***
28. ***reveal*** Don't *reveal* the ending of the book. ***reveal***
29. ***creak*** The top steps still *creak.* ***creak***
30. ***steel*** Those heavy beams are made of *steel.* ***steel***
31. ***electing*** We will be *electing* a new mayor tomorrow. ***electing***
32. ***laughing*** The audience is *laughing* at the show. ***laughing***
33. ***expected*** They are *expected* to arrive at six. ***expected***
34. ***grabbing*** The monkey is *grabbing* the child's hat. ***grabbing***
35. ***scrubbing*** He is *scrubbing* the bathtub. ***scrubbing***
36. ***wrapped*** Laura *wrapped* the gift in yellow paper. ***wrapped***
37. ***jammed*** You have *jammed* too many books on that shelf. ***jammed***
38. ***trotting*** The horses are *trotting* around the ring. ***trotting***
39. ***pointed*** Brian *pointed* his finger at the winning car. ***pointed***
40. ***reached*** She *reached* for a clean sheet of paper. ***reached***
41. ***season*** My favorite *season* is winter. ***season***
42. ***citizen*** My uncle just became a United States *citizen.* ***citizen***
43. ***tense*** The *tense* crowd watched the trapeze artists. ***tense***
44. ***bicycle*** The *bicycle* has ten speeds. ***bicycle***
45. ***distance*** We measured the *distance* on a map. ***distance***
46. ***license*** My older sister just got her driver's *license.* ***license***
47. ***sense*** I have a sharp *sense* of hearing. ***sense***
48. ***closet*** Hang the coats in the *closet.* ***closet***
49. ***chose*** Heather *chose* Ryan to be on her team. ***chose***
50. ***daisy*** The *daisy* is an easy flower to grow. ***daisy***

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: *notice, grease, zone, sunny, arise, race, center, spot, close, snap.* Ask the students to divide the words into two groups according to the sounds /s/ and /z/ and then underline the spellings for the sounds. (/s/ notice, sunny race, grease, center spot, snap; /z/ arise, zone, close)

Now have them divide the same group of words again but this time according to short and long vowel sounds. Then have the students underline the spellings for the vowel sounds. (short vowels: snap, center, notice, sunny, spot; long vowels: race, grease, arise, close, zone, notice)

Now have the students add *ed* and *ing* to *center, spot,* and *snap.* Ask them to explain how the spelling changes when *ed* and *ing* are added. (For most words such as *center,* the spelling does not change when *ed* and *ing* are added; however, in a one-syllable word with a short vowel sound and a single final consonant, you double the consonant as in *spot, spotted,* and *spotting.*)

Tell the students that they will review words that follow these generalizations and then use the words to write a descriptive paragraph.

FOCUS

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

© Perfection Learning Spelling • LEVEL 5

UNIT 6b Spelling Review

TEACHING PLAN

Objectives To review and write words with these short vowel sounds: /a/*a*; /e/*e, ea*; /i/*i*; /o/*o*; /u/*u*; to review words with these long vowel sounds: /ā/*a*-consonant-*e*, *ai*; /ī/ *i*-consonant-*e*, *y*.

1. Review the directions to the exercises on page 24. Remind the students that the answers 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 the students to the **Writer's Guide** at the back of the book for a review of the spelling generalizations for Units 1 and 2.

6 Review

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

scrap
solid
shift
threat
thunder
smash
dwell
drift
dusk
flock

UNIT 2

type
waist
behave
deny
arrive
reply
flame
daily
fail
entire

UNIT 1 **Write words from Unit 1 that have the same vowel sound as each of these words.**

1. sun thunder dusk
2. nap scrap smash
3. nod solid flock
4. red threat dwell
5. twist drift shift

UNIT 2 **Follow directions using words from Unit 2.**

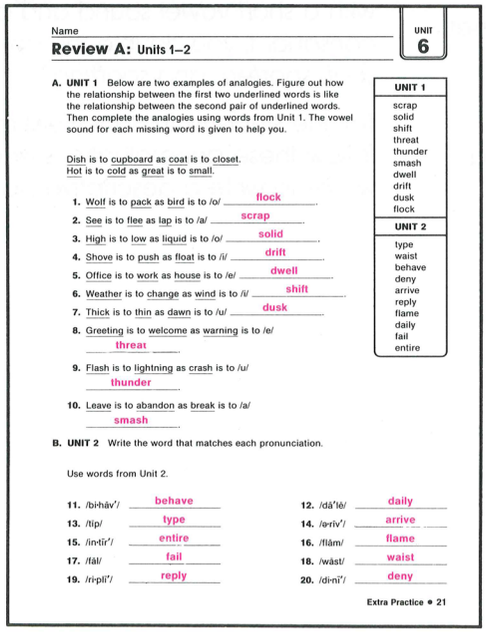
6. Write the three words that have the sound /ī/ spelled *y*. Circle the words that have two syllables.
   type deny reply
7. Write the two words that have /ā/ spelled *a*-consonant-*e*.
   behave flame

Finish these sentences.

8. Caroline, Maria's pen pal, would arrive at 5:00 P.M.
9. Caroline's trip would take an entire day; Maria could not fail to be at the airport on time.

24

Review: Units 1 and 2



Name _____

Review A: Units 1–2 — UNIT 6

A. UNIT 1 Below are two examples of analogies. Figure out how the relationship between the first two underlined words is like the relationship between the second pair of underlined words. Then complete the analogies using words from Unit 1. The vowel sound for each missing word is given to help you.

Dish is to cupboard as coat is to closet.
Hot is to cold as great is to small.

1. Wolf is to pack as bird is to /o/ flock.
2. See is to flee as lap is to /a/ scrap.
3. High is to low as liquid is to /o/ solid.
4. Shove is to push as float is to /i/ drift.
5. Office is to work as house is to /e/ dwell.
6. Weather is to change as wind is to /ī/ shift.
7. Thick is to thin as dawn is to /u/ dusk.
8. Greeting is to welcome as warning is to /e/ threat.
9. Flash is to lightning as crash is to /u/ thunder.
10. Leave is to abandon as break is to /a/ smash.

UNIT 1: scrap, solid, shift, threat, thunder, smash, dwell, drift, dusk, flock

UNIT 2: type, waist, behave, deny, arrive, reply, flame, daily, fail, entire

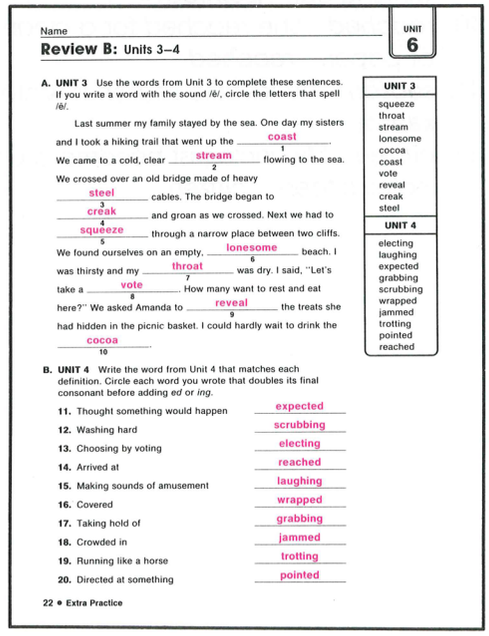
B. UNIT 2 Write the word that matches each pronunciation.

Use words from Unit 2.

11. /bi-hāv'/ behave
12. /dā'lē/ daily
13. /tīp/ type
14. /ə-rīv'/ arrive
15. /in-tīr'/ entire
16. /flām/ flame
17. /fāl/ fail
18. /wāst/ waist
19. /ri-plī'/ reply
20. /di-nī'/ deny

Extra Practice • 21

Review: Units 3 and 4



Name _____

Review B: Units 3–4 — UNIT 6

A. UNIT 3 Use the words from Unit 3 to complete these sentences. If you write a word with the sound /ē/, circle the letters that spell /ē/.

Last summer my family stayed by the sea. One day my sisters and I took a hiking trail that went up the coast (1). We came to a cold, clear stream (2) flowing to the sea. We crossed over an old bridge made of heavy steel (3) cables. The bridge began to creak (4) and groan as we crossed. Next we had to squeeze (5) through a narrow place between two cliffs. We found ourselves on an empty, lonesome (6) beach. I was thirsty and my throat (7) was dry. I said, "Let's take a vote (8). How many want to rest and eat here?" We asked Amanda to reveal (9) the treats she had hidden in the picnic basket. I could hardly wait to drink the cocoa (10).

UNIT 3: squeeze, throat, stream, lonesome, cocoa, coast, vote, reveal, creak, steel

UNIT 4: electing, laughing, expected, grabbing, scrubbing, wrapped, jammed, trotting, pointed, reached

B. UNIT 4 Write the word from Unit 4 that matches each definition. Circle each word you wrote that doubles its final consonant before adding *ed* or *ing*.

11. Thought something would happen expected
12. Washing hard scrubbing
13. Choosing by voting electing
14. Arrived at reached
15. Making sounds of amusement laughing
16. Covered wrapped
17. Taking hold of grabbing
18. Crowded in jammed
19. Running like a horse trotting
20. Directed at something pointed

22 • Extra Practice

© Perfection Learning Spelling • LEVEL 5

10. Caroline told Maria that she would wear a white dress with a blue belt around her ___waist___

11. Maria had a schedule of ___daily___ events planned.

UNIT 3 **Follow the directions using words from Unit 3.**

12. Write the three words that have /ō/ spelled as it is in *boat*.

___throat___ ___cocoa___ ___coast___

13. Write the five words that have the sound /ē/. Circle the letters that make the long vowel sound.

___squeeze___ ___stream___ ___reveal___

___creak___ ___steel___

14. Write the two words that have /ō/ spelled o-consonant-*e*.

___vote___ ___lonesome___

UNIT 3

squeeze
throat
stream
lonesome
cocoa
coast
vote
reveal
creak
steel

Finish this story. The long vowel sound of each word is given to help you.

Have you ever spent a vacation camping? Last summer my family camped near a /ē/ ___15___ in the mountains. Every night we drank hot /ō/ ___16___ while we sat around the campfire. I was /ō/ ___17___ for my friends, but I enjoyed that week in the wilderness.

15. ___stream___ 16. ___cocoa___ 17. ___lonesome___

UNIT 4 **Follow the directions using words from Unit 4.**

Add *ing* to these base words. Circle all double consonants.

18. laugh ___laughing___ 19. scrub ___scrubbing___

20. grab ___grabbing___ 21. elect ___electing___

22. trot ___trotting___

UNIT 4

electing
laughing
expected
grabbing
scrubbing
wrapped
jammed
trotting
pointed
reached

Finish these sentences.

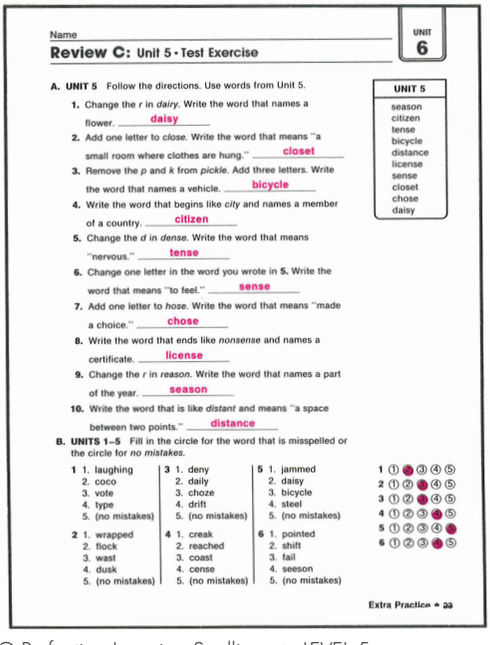
23. We had ___expected___ rain for our morning hike, but the sky was bright blue.

24. At this welcome sight, we all started ___grabbing___ our knapsacks and hiking boots.

25. Kim could not stop ___laughing___ at all the gear I wanted to take.

26. Finally we ___wrapped___ our lunches, packed them, and started off.

Review: Unit 5



Name _____

Review C: Unit 5 • Test Exercise

UNIT 6

A. UNIT 5 Follow the directions. Use words from Unit 5.

1. Change the *r* in *dairy*. Write the word that names a flower. ___daisy___
2. Add one letter to *close*. Write the word that means "a small room where clothes are hung." ___closet___
3. Remove the *p* and *k* from *pickle*. Add three letters. Write the word that names a vehicle. ___bicycle___
4. Write the word that begins like *city* and names a member of a country. ___citizen___
5. Change the *d* in *dense*. Write the word that means "nervous." ___tense___
6. Change one letter in the word you wrote in **5**. Write the word that means "to feel." ___sense___
7. Add one letter to *hose*. Write the word that means "made a choice." ___chose___
8. Write the word that ends like *nonsense* and names a certificate. ___license___
9. Change the *r* in *reason*. Write the word that names a part of the year. ___season___
10. Write the word that is like *distant* and means "a space between two points." ___distance___

UNIT 5
season
citizen
tense
bicycle
distance
license
sense
closet
chose
daisy

B. UNITS 1–5 Fill in the circle for the word that is misspelled or the circle for *no mistakes*.

1	3	5
1. laughing	1. deny	1. jammed
2. coco	2. daily	2. daisy
3. vote	3. choze	3. bicycle
4. type	4. drift	4. steel
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)
2	**4**	**6**
1. wrapped	1. creak	1. pointed
2. flock	2. reached	2. shift
3. wast	3. coast	3. fail
4. dusk	4. cense	4. seeson
5. (no mistakes)	5. (no mistakes)	5. (no mistakes)

1 ① ● ③ ④ ⑤
2 ① ② ● ④ ⑤
3 ① ② ● ④ ⑤
4 ① ② ③ ● ⑤
5 ① ② ③ ④ ●
6 ① ② ③ ● ⑤

Extra Practice • 33

Spelling Review UNIT 6b

TEACHING PLAN

Objectives To review and write words with these long vowel sounds: /ē/*ee, ea*; /ō/*o*-consonant-*e, oa, o*; to review and write inflected forms of verbs.

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 rhyming couplets using review words. Explain that a couplet is two lines of poetry that go together, usually rhymed, and with the same pattern of accented and unaccented syllables. For example:

I watched the soft snow drift,
As the wind began to shift.

Remind the students to proofread their couplets for spelling, capitalization, and punctuation.

© Perfection Learning Spelling • LEVEL 5

UNIT 6b Spelling Review

TEACHING PLAN

Objective To review and write words with these consonant sounds: /s/*s, c, ce, se;* /z/*z, s.*

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. Ask the students how they think the name for the daisy came to be. (The color and shape of the daisy resemble that of the sun.) Tell the students that other names of flowers have interesting word histories. Give the examples, *dandelion* (French *dent de lion,* "tooth of the lion," so named because the jagged leaves of the flower resemble a lion's tooth) and *tulip* (Turkish *tulbend,* "turban," so named because the petals of the flower come together in the shape of a turban.)

As a COOPERATIVE LEARNING activity, have each group research the word history of a flower. Have each student within a group use a different resource material. Students may use the dictionary, the encyclopedia, and books on the origins of names. Each student should record the origin and then share it with the other group members. Together they should compose a word history. One student should revise the word history, checking spelling, capitalization, and punctuation. Each group should read their word history aloud, or display it for the class to read.

UNIT 5

bicycle
daisy
distance
license
sense
citizen
season
tense
closet
chose

27. After a long climb, we reached the top of the mountain.
28. Kim pointed out our starting place far below.
29. That night we all jammed into pup tents and slept at the top of the mountain.

UNIT 5 Follow these directions using words from Unit 5.

30. Write the two words that have /s/ spelled *ce.*
distance license

31. Write the four words in which /z/ is spelled *s.*
daisy closet
chose season

32. Write the two words that have both of these sounds: /s/ and /z/.
season citizen

Finish these sentences.

33. Carlos walked his bicycle uphill.
34. He was a little tense when he reached the hilltop.
35. He pulled on the helmet that he had found in his closet
36. The downhill ride would be three miles in distance
37. "To think I chose this hill myself!" he sighed.
38. During the descent he had a sense of sitting still while houses and trees flew by.
39. "That was fantastic," thought Carlos at the end of the ride. "I can't wait for racing season to begin."

WORDS IN TIME

The word *daisy* comes from two Old English words, *daeges eàge,* meaning "the day's eye," or "the sun." Why do you think people first used the words *daeges eàge* as a name for the daisy?

26

© Perfection Learning Spelling • LEVEL 5

Spelling and Reading
A Description

Read the following story. Notice the vivid words that describe the scene.

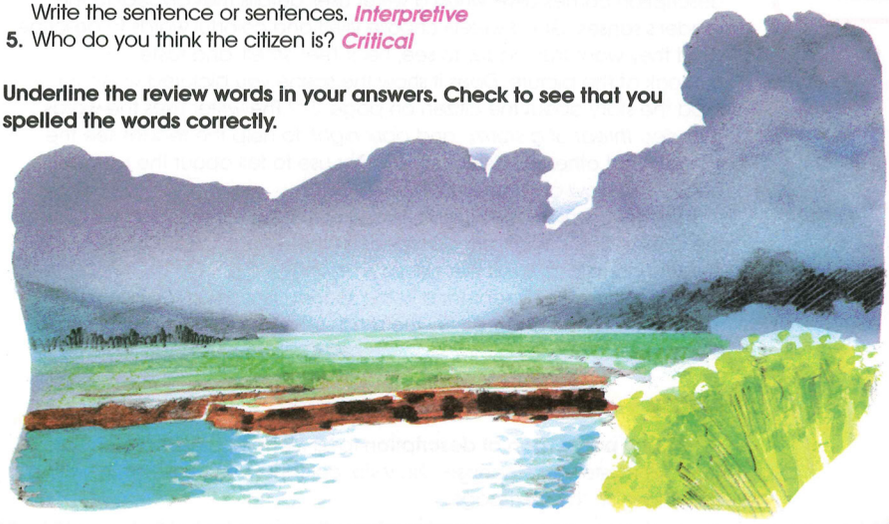
The citizen stood tense and alone by the stream. Her throat was tight and dry. Thunder in the distance and the threat of a storm made waiting on this dark night even harder. "When will they arrive?" she wondered. "I expected them long ago. My people are not the type to behave like this."

Suddenly there was a shift in the wind, and it began grabbing at her clothing. Scraps of paper and leaves swirled around her. She pulled her coat tighter around her waist as she searched the sky. Then a welcome glow appeared high above her. As the light came nearer, the glow took shape, and she could see the ship. Laughing, she waved as the ship touched solid ground. Her lonesome wait was over. With a sigh, she squeezed through the hatch. The ship began to rise. Finally she was going home.

Write the answers to the questions. See answers below.

1. With what picture does the writer begin this description? *Literal*
2. What makes waiting even harder for the citizen? *Literal*
3. Why was the citizen nervous and concerned? *Interpretive*
4. The suspense builds as the event is told. Find one or more sentences in the second paragraph that tell you something is about to happen. Write the sentence or sentences. *Interpretive*
5. Who do you think the citizen is? *Critical*

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



27

Spelling and Reading Answers

1. A *citizen* standing *tense* and alone by a *stream.*
2. *thunder* in the *distance* and the *threat* of a storm
3. Accept any answers students can reasonably support. Possible answers: She *expected* her people long ago; they usually don't keep her waiting.
4. Suddenly there was a *shift* in the wind, and it began *grabbing* at her clothing. She pulled her coat tighter around her *waist* as she searched the sky.
5. Accept any answers students can reasonably support. Possible answers: alien from space; spy; traveler waiting for friend

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.

Spelling and Reading UNIT 6c

TEACHING PLAN

Objectives To analyze and respond to a description; to identify sensory details; 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 description paints a picture with words. Tell them that writers carefully select the words they use to make the story seem real to the reader. Explain that the story will serve as a model for their own writing.
2. Have the students read the description to find out how the citizen's feeling changed over time. Tell them to look for colorful words that describe feelings.
3. Have the students read the description and answer the questions independently. Tell them to underline the review words in their answers and to proofread their answers for spelling.
4. Spot-check students' answers as they work. Review answers orally.

© Perfection Learning Spelling • LEVEL 5

UNIT 6d Spelling and Writing

TEACHING PLAN

Objectives To identify sensory details used in a description; to evaluate an illustration for a description.

1. Have the students read the first paragraph of **Think and Discuss** on page 28. Ask them to recall stories they have read that were descriptive and give examples of sensory details. Ask the students if the paragraphs on page 27 fit the definition of a good description.
2. Have the students study the illustration on page 28. Ask them if the illustration matches the scene they pictured as they read the description. Ask them if they would have illustrated the description differently.
3. Have the students read the rest of **Think and Discuss** independently and answer the questions. Ask them to give examples of other vivid and colorful words the writer could have used to describe the scene and the character's feelings.
4. Have the students read **Apply** at the bottom of page 28. Tell them that they will write a descriptive paragraph about a mysterious or suspenseful event using some of their spelling words. Discuss with them the importance of keeping their audience in mind as they write. Explain that whoever will read their paragraphs may not be familiar with their subject. Tell the students to take particular care to use vivid and colorful words and phrases.

Spelling and Writing
A Description

Words to Help You Write

smash
dusk
behave
arrive
reply
entire
reveal
creak
steel
wrapped
pointed
reached
sense
chose
season

Think and Discuss

A good description creates a vivid picture for the reader. It helps the reader to see, hear, feel, smell, and taste what is being described. A description comes alive when a writer uses details that appeal to the reader's senses. Good writers choose vivid and colorful words to describe what they want the reader to see, hear, feel, smell, and taste.

Look at the picture. Does it show the scene you pictured when you read the story about the citizen on page 27? The writer uses the words *thunder, threat of a storm,* and *dark night* to help the reader see the scene. What other words does the writer use to tell about the scene before the glow appeared in the sky? A

What two words does the writer use in the first sentence to tell how the citizen feels? B What other words does the writer use to help the reader understand what the citizen is feeling? C

Look at the fourth sentence in the second paragraph. What one word does the writer use to tell the reader that the citizen is glad to see the glow in the sky? D

Apply

Write a **paragraph of description** for a friend or classmate. Create a sense of mystery or suspense. Use vivid, colorful words. Follow the writing guidelines on the next page.

28

Summarize Learning

Have the students identify the characteristics of a good description. (use of vivid and colorful words that appeal to the senses; details that make the story come alive for the reader)

Think and Discuss Answers

A. Possible responses: stream; shift in the wind; grabbing at her clothing; scraps of paper and leaves swirled
B. tense, alone
C. Possible responses: throat was tight and dry; harder; pulled her coat tighter; searched; laughing; sigh
D. welcome

© Perfection Learning Spelling • LEVEL 5

Prewriting

Think of some scenes that could be mysterious and choose one.

- Make a chart with five columns labeled *see, hear, touch, smell,* and *taste.* List words in each column that describe the scene.

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

Composing

Use your chart to write the first draft of your descriptive paragraph.

- Write a topic sentence that clearly tells what your subject is.
- Write detail sentences that describe the scene. Use words that are as vivid and colorful as possible.
- Keep your audience in mind. Use words to make your description mysterious or suspenseful.
- Look back at your prewriting chart. Are there more detail words or sentences you would like to add to your draft?

Revising

Read your paragraph 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.

Editing

- Make sure your paragraph describes a mysterious or suspenseful scene.
- Check your details. Add words or phrases that will make the word picture more vivid for your reader.

Proofreading

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

WRITER'S GUIDE If you need help with capitalization or punctuation, turn to pages 280 and 281.

Copy your paragraph onto a clean sheet of paper. Write carefully and neatly.

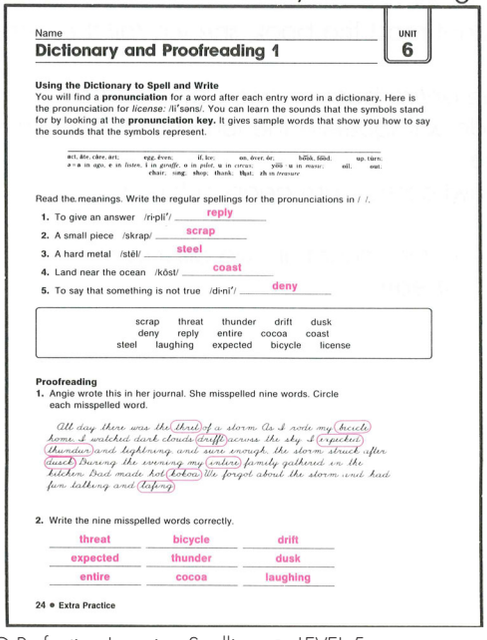
Publishing

Ask a classmate to read your paragraph and draw the scene you described. Did your words help the reader "see" the scene?

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
- transpose (tr)

Extra Practice: Dictionary/Proofreading



Name _____ UNIT 6

Dictionary and Proofreading 1

Using the Dictionary to Spell and Write

You will find a **pronunciation** for a word after each entry word in a dictionary. Here is the pronunciation for *license:* /lī'səns/. You can learn the sounds that the symbols stand for by looking at the **pronunciation key.** It gives sample words that show you how to say the sounds that the symbols represent.

act, āte, cāre, ärt; egg, ēven; if, īce; on, ōver, ôr; hŏŏk, fōōd; up, tûrn; ə = a in ago, e in listen, i in gentle, o in pilot, u in circus; yōō = u in music; oil, out; chair, song, shop, thank, that, zh in treasure

Read the meanings. Write the regular spellings for the pronunciations in / /.

1. To give an answer /ri-plī'/ reply
2. A small piece /skrap/ scrap
3. A hard metal /stēl/ steel
4. Land near the ocean /kōst/ coast
5. To say that something is not true /di-nī'/ deny

scrap threat thunder drift dusk
deny reply entire cocoa coast
steel laughing expected bicycle license

Proofreading

1. Angie wrote this in her journal. She misspelled nine words. Circle each misspelled word.

All day there was the (threat) of a storm. As I rode my (bicicle) home, I watched dark clouds (draft) across the sky. I (expected) thunder and lightning, and sure enough, the storm struck after (dusck). During the evening my (intire) family gathered in the kitchen. Dad made hot (kokoa). We forgot about the storm and had fun talking and (lafing).

2. Write the nine misspelled words correctly.

threat	bicycle	drift
expected	thunder	dusk
entire	cocoa	laughing

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 Practice Master 1.***

TEACHING PLAN

Objectives To write a descriptive paragraph using sensory details; to edit for content, style, tone; to proofread for spelling, capitalization, punctuation.

1. **Prewriting** Have the students list some possible scenes that could be suspenseful or mysterious. Have them select a scene and then close their eyes to picture it. Tell them to complete word charts of vivid, colorful words that appeal to the senses. Explain that listing sensory details about a scene will help them to organize their ideas before they write their paragraphs.
2. **Composing** Before the students begin composing, remind them that a paragraph must contain a topic sentence that tells the main idea. Explain that the detail sentences in a paragraph tell about the topic. Have the students write their first drafts. They may use some spelling words listed on page 29 or other review words in their paragraphs.
3. **Revising (Editing and Proofreading)** Have the students ask a classmate to read their paragraphs to see if they can picture what was 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 **Writer's Guide** on page 265 for a definition and a model of a descriptive paragraph. Remind them to use the **Spelling Dictionary** to check their spelling.
4. **Publishing** Have the students share their descriptive paragraphs with the class.

© Perfection Learning Spelling • LEVEL 5

UNIT 6e Review

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/Making Up Word Categories** Have the students make up word categories using some of their spelling words. Tell them to form categories by looking for particular features that certain words share. For example, *Food: fruits, vegetables, meat; Sounds: beep, snap, roar.* Have the students add other words to their categories. Tell them to check their spelling.
2. **Language Arts/Writing a Thank-You Note** Tell the students to write a thank-you note to a friend or relative for a gift they received, or for something someone has done for them recently. Remind them to use some spelling words in their notes. Tell them to proofread their notes for spelling, capitalization, and punctuation.
3. **Social Studies/Writing a Biographical Sketch** Have the students write a brief biographical sketch about an important figure in American history. Students may gather information about the person they choose from an encyclopedia or other book. Students may refer to page 274 in the **Writer's Guide** for a model and definition of a biography. Tell the students to list some of the person's achievements and then write one or more paragraphs using some of their spelling words. Have the students proofread their paragraphs.
4. **Fine Arts/Writing a Song Lyric** Tell the students to scan the spelling list for a group of words that they could use to express a feeling in a song. For example: *dusk, drift, lonesome* or *thunder, distance, threat.* Have them write a four-line song to fit a tune they know. Tell students that their lines need not rhyme, but will need to fit the rhythm of the music. They may wish to share their songs with their families, or contribute them to a class songbook.

EVALUATION

Unit Test

1. ***scrap*** I had a small *scrap* of material left after I made this shirt. ***scrap***
2. ***solid*** When water freezes it becomes *solid.* ***solid***
3. ***shift*** The truck had to *shift* into low gear to drive up the steep hill. ***shift***
4. ***threat*** The weather report said that the *threat* of a hurricane seemed to be over. ***threat***
5. ***thunder*** The sound of *thunder* shook the whole house. ***thunder***
6. ***smash*** The firemen used their axes to *smash* the windows of the burning house. ***smash***
7. ***dwell*** If I were a king, I would *dwell* in a beautiful castle. ***dwell***
8. ***drift*** The sled flew straight down the hill and into a snow *drift.* ***drift***
9. ***dusk*** The birds sang a goodnight song as *dusk* fell. ***dusk***
10. ***flock*** The shepherds slept in a small cabin while the *flock* of sheep grazed. ***flock***
11. ***type*** I will learn to *type* very fast on the computer. ***type***
12. ***waist*** My father put the new belt around his *waist.* ***waist***
13. ***behave*** My little brother promised to *behave* at the movie. ***behave***
14. ***deny*** Lorenzo and Jaime *deny* putting a snake in Laura's shoe. ***deny***
15. ***arrive*** The plane will *arrive* at the airport in one hour. ***arrive***
16. ***reply*** We are waiting for a *reply* to our request. ***reply***
17. ***flame*** The *flame* burned a brilliant orange. ***flame***
18. ***daily*** We receive our *daily* newspaper every morning. ***daily***
19. ***fail*** If Gail does not read the book, she will *fail* the test. ***fail***
20. ***entire*** I read the *entire* book in one day. ***entire***
21. ***squeeze*** Eduardo will *squeeze* the lemons for the lemonade. ***squeeze***
22. ***throat*** A soft growl came from deep in the dog's *throat.* ***throat***
23. ***stream*** High up on the mountain, we discovered a sparkling *stream.* ***stream***

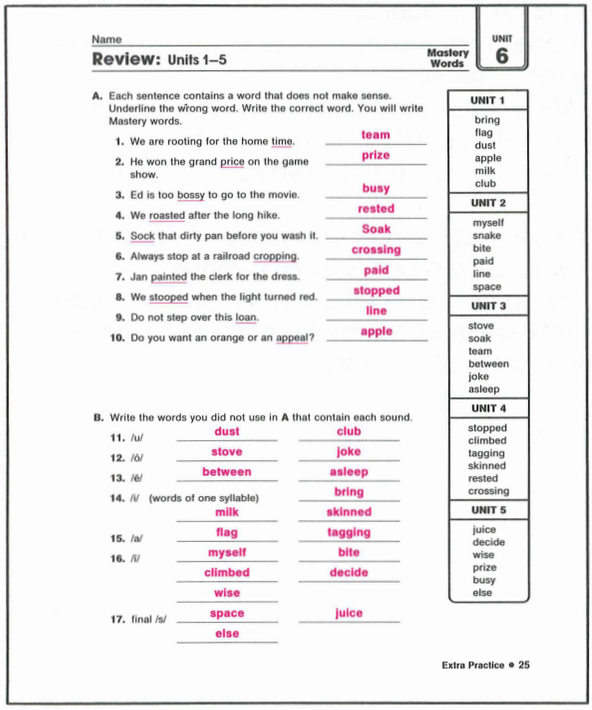
© Perfection Learning Spelling • LEVEL 5

24. ***lonesome*** The puppy cried because he was *lonesome* for his family. ***lonesome.***
25. ***cocoa*** When we came back from ice skating, we had cookies and hot *cocoa.* ***cocoa***
26. ***coast*** In the 19th century, many merchant ships sailed up and down the *coast.* ***coast***
27. ***vote*** I will *vote* for Judy for class president. ***vote***
28. ***reveal*** The ending of the mystery story will *reveal* who stole the jewels. ***reveal***
29. ***creak*** The rusty old gate gave a loud, protesting *creak* when we opened it. ***creak***
30. ***steel*** The skeleton of *steel* beams rose high into the sky. ***steel***
31. ***electing*** We will be *electing* class officers in the spring. ***electing***
32. ***laughing*** We couldn't stop *laughing* at Jean's silly joke. ***laughing***
33. ***expected*** Everyone *expected* to see Alicia, but she did not come to the party. ***expected***
34. ***grabbing*** I like to hold the baby, but she keeps *grabbing* my glasses. ***grabbing***
35. ***scrubbing*** On School Clean-Up Day, some students help by *scrubbing* their desks. ***scrubbing***
36. ***wrapped*** We *wrapped* Tracy's birthday present in silver paper. ***wrapped***
37. ***jammed*** At rush hour, people were *jammed* into the subway car. ***jammed***
38. ***trotting*** We saw the little dog *trotting* along as if he were in a hurry to get home. ***trotting***
39. ***pointed*** The teacher *pointed* out where we had made the mistakes. ***pointed***
40. ***reached*** When we *reached* the top of the mountain, we stopped to rest and look at the view. ***reached***
41. ***bicycle*** I rode my *bicycle* along the path beside the canal. ***bicycle***
42. ***daisy*** A fat bumblebee settled on the yellow center of the *daisy.* ***daisy***
43. ***distance*** She had traveled a great *distance,* and now she was very tired. ***distance***
44. ***license*** We need to apply for a fishing *license* in order to fish in this area. ***license***
45. ***sense*** It doesn't make *sense* to plan a picnic when it looks like rain. ***sense***
46. ***citizen*** My parents were born in another country, but I am a *citizen* of the United States. ***citizen***
47. ***season*** Every *season* has its own special feeling. ***season.***
48. ***tense*** We were all *tense* because we knew the championship was just two points away. ***tense***
49. ***closet*** I hung the new clothes in my *closet.* ***closet***
50. ***chose*** After we tried out for the play, the director *chose* the main parts. ***chose***

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

Review: Units 1–5 — Mastery Words — UNIT 6

A. Each sentence contains a word that does not make sense. Underline the wrong word. Write the correct word. You will write Mastery words.

1. We are rooting for the home time. — team
2. He won the grand price on the game show. — prize
3. Ed is too bossy to go to the movie. — busy
4. We roasted after the long hike. — rested
5. Sock that dirty pan before you wash it. — Soak
6. Always stop at a railroad cropping. — crossing
7. Jan painted the clerk for the dress. — paid
8. We stooped when the light turned red. — stopped
9. Do not step over this loan. — line
10. Do you want an orange or an appeal? — apple

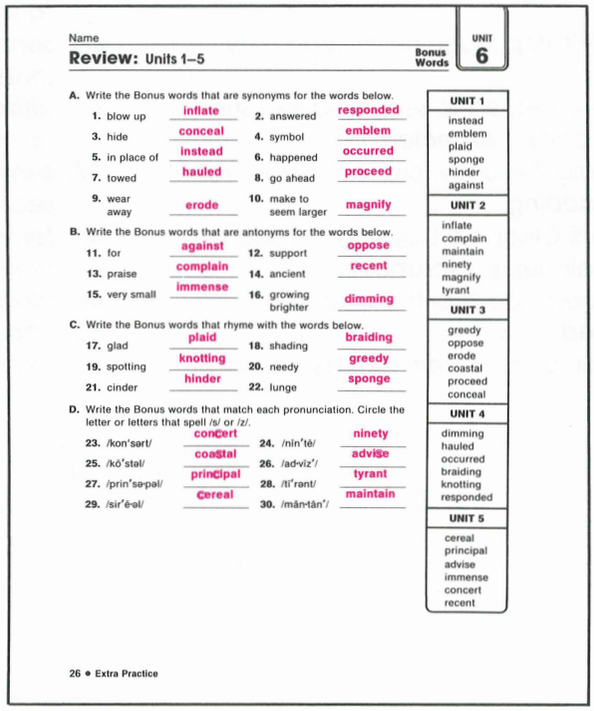
B. Write the words you did not use in **A** that contain each sound.

11. /u/	dust	club
12. /ō/	stove	joke
13. /ē/	between	asleep
14. /i/ (words of one syllable)	milk	bring skinned
15. /a/	flag	tagging
16. /ī/	myself	bite
	climbed	decide
	wise	
17. final /s/	space	juice
	else	

UNIT 1: bring, flag, dust, apple, milk, club
UNIT 2: myself, snake, bite, paid, line, space
UNIT 3: stove, soak, team, between, joke, asleep
UNIT 4: stopped, climbed, tagging, skinned, rested, crossing
UNIT 5: juice, decide, wise, prize, busy, else

Extra Practice • 25

Bonus Words Review



Name

Review: Units 1–5 — Bonus Words — UNIT 6

A. Write the Bonus words that are synonyms for the words below.

1. blow up	inflate	2. answered	responded
3. hide	conceal	4. symbol	emblem
5. in place of	instead	6. happened	occurred
7. towed	hauled	8. go ahead	proceed
9. wear away	erode	10. make to seem larger	magnify

B. Write the Bonus words that are antonyms for the words below.

11. for	against	12. support	oppose
13. praise	complain	14. ancient	recent
15. very small	immense	16. growing brighter	dimming

C. Write the Bonus words that rhyme with the words below.

17. glad	plaid	18. shading	braiding
19. spotting	knotting	20. needy	greedy
21. cinder	hinder	22. lunge	sponge

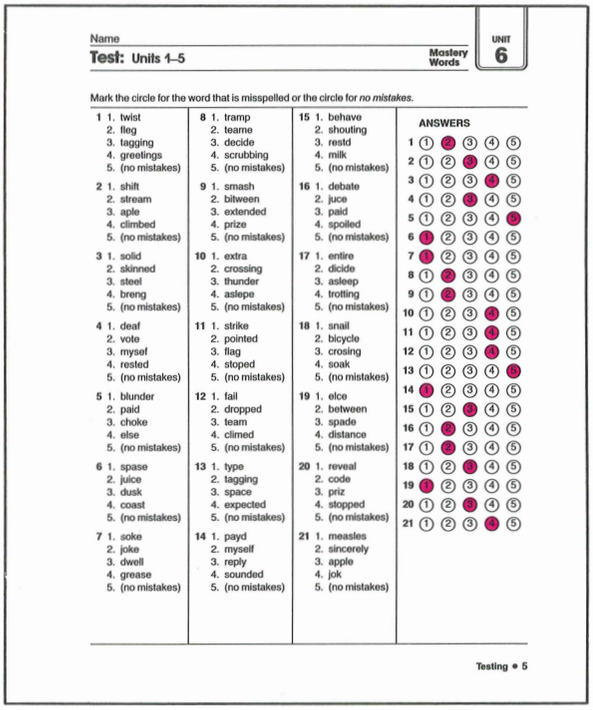
D. Write the Bonus words that match each pronunciation. Circle the letter or letters that spell /s/ or /z/.

23. /kon'sərt/	concert	24. /nin'tē/	ninety
25. /kō'stəl/	coastal	26. /ad·vīz'/	advise
27. /prin'sə·pəl/	principal	28. /tī'rənt/	tyrant
29. /sir'ē·əl/	cereal	30. /mān·tān'/	maintain

UNIT 1: instead, emblem, plaid, sponge, hinder, against
UNIT 2: inflate, complain, maintain, ninety, magnify, tyrant
UNIT 3: greedy, oppose, erode, coastal, proceed, conceal
UNIT 4: dimming, hauled, occurred, braiding, knotting, responded
UNIT 5: cereal, principal, advise, immense, concert, recent

26 • Extra Practice

Mastery Words Test



Name

Test: Units 1–5 — Mastery Words — UNIT 6

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

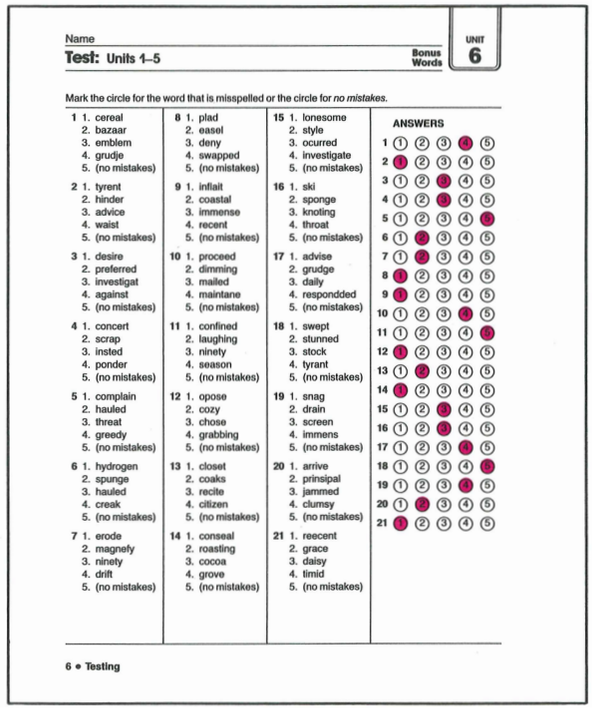
1 1. twist 2. fleg 3. tagging 4. greetings 5. (no mistakes)	8 1. tramp 2. teame 3. decide 4. scrubbing 5. (no mistakes)	15 1. behave 2. shouting 3. restd 4. milk 5. (no mistakes)
2 1. shift 2. stream 3. aple 4. climbed 5. (no mistakes)	9 1. smash 2. bitween 3. extended 4. prize 5. (no mistakes)	16 1. debate 2. juce 3. paid 4. spoiled 5. (no mistakes)
3 1. solid 2. skinned 3. steel 4. breng 5. (no mistakes)	10 1. extra 2. crossing 3. thunder 4. aslepe 5. (no mistakes)	17 1. entire 2. dicide 3. asleep 4. trotting 5. (no mistakes)
4 1. deaf 2. vote 3. mysef 4. rested 5. (no mistakes)	11 1. strike 2. pointed 3. flag 4. stoped 5. (no mistakes)	18 1. snail 2. bicycle 3. crosing 4. soak 5. (no mistakes)
5 1. blunder 2. paid 3. choke 4. else 5. (no mistakes)	12 1. fail 2. dropped 3. team 4. climed 5. (no mistakes)	19 1. elce 2. between 3. spade 4. distance 5. (no mistakes)
6 1. spase 2. juice 3. dusk 4. coast 5. (no mistakes)	13 1. type 2. tagging 3. space 4. expected 5. (no mistakes)	20 1. reveal 2. code 3. priz 4. stopped 5. (no mistakes)
7 1. soke 2. joke 3. dwell 4. grease 5. (no mistakes)	14 1. payd 2. myself 3. reply 4. sounded 5. (no mistakes)	21 1. measles 2. sincerely 3. apple 4. jok 5. (no mistakes)

ANSWERS

1	②
2	③
3	④
4	③
5	⑤
6	①
7	①
8	②
9	②
10	④
11	④
12	④
13	⑤
14	①
15	③
16	②
17	②
18	③
19	①
20	③
21	④

Testing • 5

Bonus Words Test



Name

Test: Units 1–5 — Bonus Words — UNIT 6

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

1 1. cereal 2. bazaar 3. emblem 4. grudje 5. (no mistakes)	8 1. plad 2. easel 3. deny 4. swapped 5. (no mistakes)	15 1. lonesome 2. style 3. ocurred 4. investigate 5. (no mistakes)
2 1. tyrent 2. hinder 3. advice 4. waist 5. (no mistakes)	9 1. inflait 2. coastal 3. immense 4. recent 5. (no mistakes)	16 1. ski 2. sponge 3. knoting 4. throat 5. (no mistakes)
3 1. desire 2. preferred 3. investigat 4. against 5. (no mistakes)	10 1. proceed 2. dimming 3. mailed 4. maintane 5. (no mistakes)	17 1. advise 2. grudge 3. daily 4. respondded 5. (no mistakes)
4 1. concert 2. scrap 3. insted 4. ponder 5. (no mistakes)	11 1. confined 2. laughing 3. ninety 4. season 5. (no mistakes)	18 1. swept 2. stunned 3. stock 4. tyrant 5. (no mistakes)
5 1. complain 2. hauled 3. threat 4. greedy 5. (no mistakes)	12 1. opose 2. cozy 3. chose 4. grabbing 5. (no mistakes)	19 1. snag 2. drain 3. screen 4. immens 5. (no mistakes)
6 1. hydrogen 2. spunge 3. hauled 4. creak 5. (no mistakes)	13 1. closet 2. coaks 3. recite 4. citizen 5. (no mistakes)	20 1. arrive 2. prinsipal 3. jammed 4. clumsy 5. (no mistakes)
7 1. erode 2. magnefy 3. ninety 4. drift 5. (no mistakes)	14 1. conseal 2. roasting 3. cocoa 4. grove 5. (no mistakes)	21 1. reecent 2. grace 3. daisy 4. timid 5. (no mistakes)

ANSWERS

1	④
2	①
3	③
4	③
5	⑤
6	②
7	②
8	①
9	①
10	④
11	⑤
12	①
13	②
14	①
15	④
16	③
17	④
18	⑤
19	⑤
20	②
21	①

6 • Testing

© Perfection Learning Spelling • LEVEL 5