

Bonus Words are provided for **advanced students**. The three lists in each unit illustrate the same spelling rule.

Cross-curricular home activities may be individualized by word list.

### For the Home

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

- Mathematics/Writing a How-to Paragraph** Have the students use some of their spelling words to write a how-to paragraph that gives directions for measuring a desk or table top. Tell the students to do the measuring activity themselves first. As they do the activity, they should list the materials they need and the steps they take. Students will then use their lists to compose their paragraphs. Tell the students that they are to use the spelling words *width* and *length*, as well as any others they can. Refer students to page 253 in the **Writer's Guide** for a model of a how-to paragraph.
- Science/Making a Cluster About the Ocean** Tell the students to make a word cluster of the term *ocean*. Students will include as many spelling words as possible. To make a cluster, write *ocean* in the center of the page and circle it. Then write related category titles around the word and circle them. Think of all the words and phrases that come to mind and list them under the appropriate category titles. Students may add new categories as they think of more ideas that fit together. Tell the students to look over their spelling words and add as many as they can to their clusters. Have them share their clusters with their parents and ask them to add additional ideas.
- Language Arts/Creating a Mnemonic Device** Tell the students to create a mnemonic device for what they think is the most difficult word on the spelling list. Explain that one type of device to help remember the spelling of a word is to make up a sentence that uses the spelling word as an acronym. For example, *thin*: *The house is now*. Tell the students to create a mnemonic device that uses the acronym link to memory. *Neither*: *Neither in a*. Mnemonic devices with the never or students that use generalizations to spelling definitions, sentences, or work.

- thin* We found a *thin* strip of wire.
- width* The *width* of the beach is 50 feet.
- sling* Cliff's injured arm is in a *sling*.
- shone* The moon *shone* on the white clouds.
- crush* Machines can *crush* huge rocks.
- bath* I took a hot *bath* when I got home.
- cloth* We need yards of *cloth*.
- shown* John has *shown* me his new toy.
- splash* The porpoise made a *splash*.
- shade* Please pull down the window *shade*.
- during* There was a storm *during* the night.
- health* You need sleep for good *health*.
- wrong* She took the *wrong* turn.
- thread* A *thread* is hanging from your shirt.
- length* We ran the *length* of the field.
- fresh* The *fresh* bread smelled wonderful.
- sharp* This needle isn't *sharp* enough.
- ocean* We crossed the *ocean* in a boat.

#### Mastery Words

- think* We *think* we'll stay home.
- string* Robin bought a ball of *string*.
- hang* You can *hang* your coat on the wall.
- feeth* The baby has three new *feeth*.
- shine* We could *shine* shoes to go to school.
- finish* Bella will be over after we *finish*.

#### Bonus Words

- selfish* Sometimes Ryan is very *selfish*.
- fashion* Vests were not in *fashion* until the 1950s.
- thoughtful* He looked *thoughtful* when he saw the old man.
- ashamed* He is *ashamed* of his actions.
- truthful* That is not a *truthful* statement.
- slang* "Cool!" is a *slang* expression.
- strength* Test your *strength* at the gym.
- meaningful* Her gift was *meaningful*.

#### Dictation Sentences

#### Unit Words

#### UNIT WORDS

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

#### MASTERY WORDS

them  
chin  
these  
watch  
cheek  
which

#### BONUS WORDS

smother  
scorch  
neither  
batch  
grouchy  
breathe  
slither  
chowder

## FOR STUDENTS WITH SPECIAL NEEDS

### Learning Difficulties

Sustaining motivation is important if the students are to continue trying to learn spelling skills which present ongoing problems. Students with dyslexia and other learning disabilities become easily discouraged and may require external motivators such as a tangible reward system.

Follow the suggested strategy described in the Students with Learning Difficulties feature in Unit 14 for matching words with consonant digraph tiles.

A variation of this activity might include matching word cards with missing consonant digraphs to the correct consonant digraph tile.

Design a chart for each student which shows the number of words spelled correctly. Make a bar graph with the name of the Unit generalization and date of activity at the bottom. Write numbers, equally spaced along the left side of the page. Draw the top

of the bar to represent the maximum possible correct for a given activity. Count the number of correctly spelled words at the conclusion of the activity and color in that number.

For example, in this Unit there are 19 words that exemplify the generalization. Draw a horizontal line at 19. If the student has matched 12 digraphs with missing-letter words 12 times, color in the space up to line 12. In this way the student and family have visible evidence of learning activities.

### English Learners

To help English Learners work with the spelling generalizations for Unit 15, you may wish to refer to the booklet "Suggestions and Activities for English Learners."

Strategies for teaching spelling to **struggling students** emphasize a multisensory approach.