Teacher's Edition

PERFECTION LEARNING Spelling 6

WITH INTEGRATED LANGUAGE ARTS

Perfection Learning®

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INTRODUCTION

The Importance of Spelling Instruction

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

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

The Development of Perfection Learning Spelling

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

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

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

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

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WHY PERFECTION LEARNING SPELLING?

Word Lists

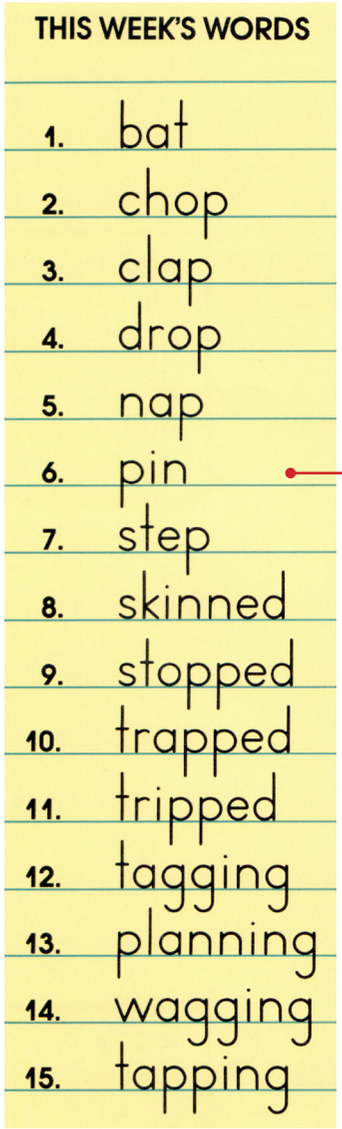
The spelling lists that make up the program were compiled after careful study of words students use in their writing and reading. The word lists were refined and developed over many years of work and research in spelling. A database of words was maintained, which included information from many studies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

Review words feature the same spelling generalization.

The extension list provides challenge words.

Strategies of Instruction

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

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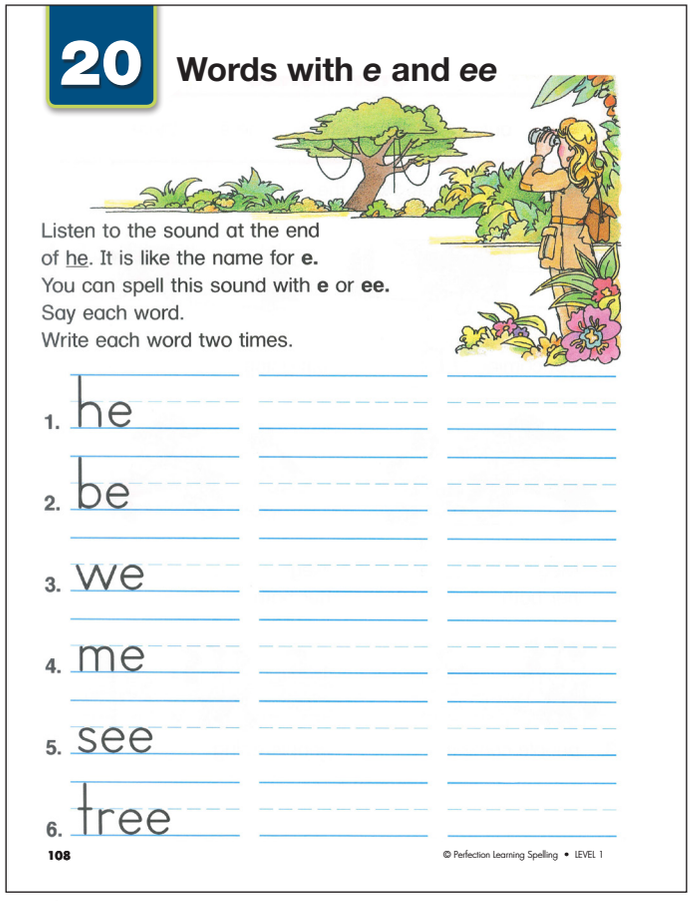
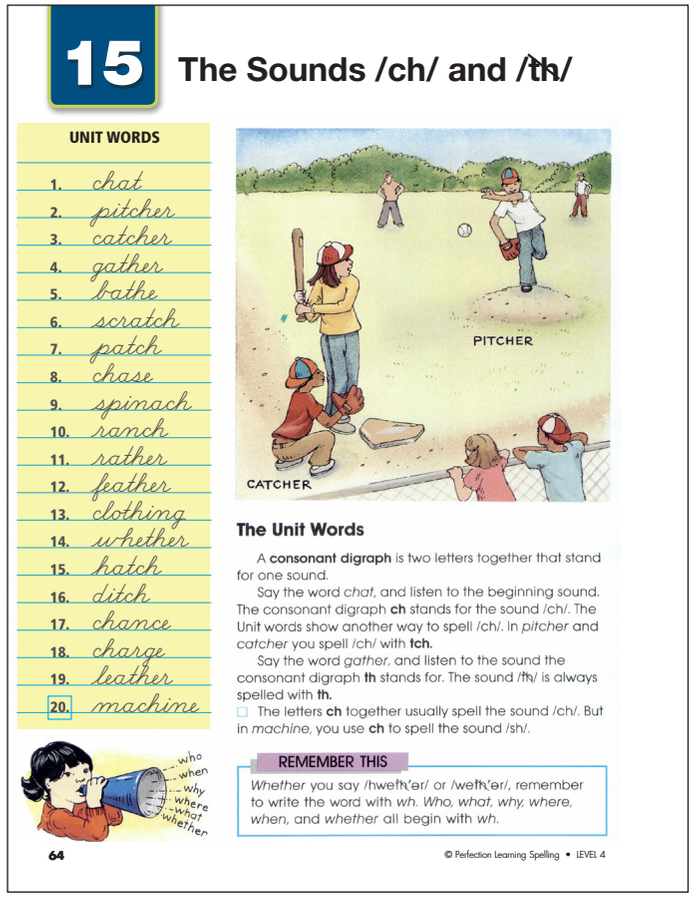
- **Visual memory** is undeniably an important factor in spelling ability. We rely on visual memory to test possible spellings, to recognize correct spellings, and to correct misspellings. Visual cues, for example, are probably the most helpful aid in remembering that *through, although,* and *enough* are all spelled with the letters *ough*. Visual memory is also important in distinguishing between words that have the same pronunciation but different spellings and meanings.

- **Phonics**, the science of sound-letter relationships, is emphasized throughout **Perfection Learning Spelling**, particularly in the primary levels where students are reading high-frequency words with regular and predictable spellings. Systematic, explicit teaching concentrates on the phonemes and other patterns that occur most frequently. For example, while it is true that the long-e sound is spelled *eo* in *people*, that spelling is rare. Therefore, more time and attention are given initially to the common spellings of /e/—final *e*, medial *ee* and *ea*—gradually introducing such other regular spellings as *-y* in *happy* and the *ei* in *receive*.

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



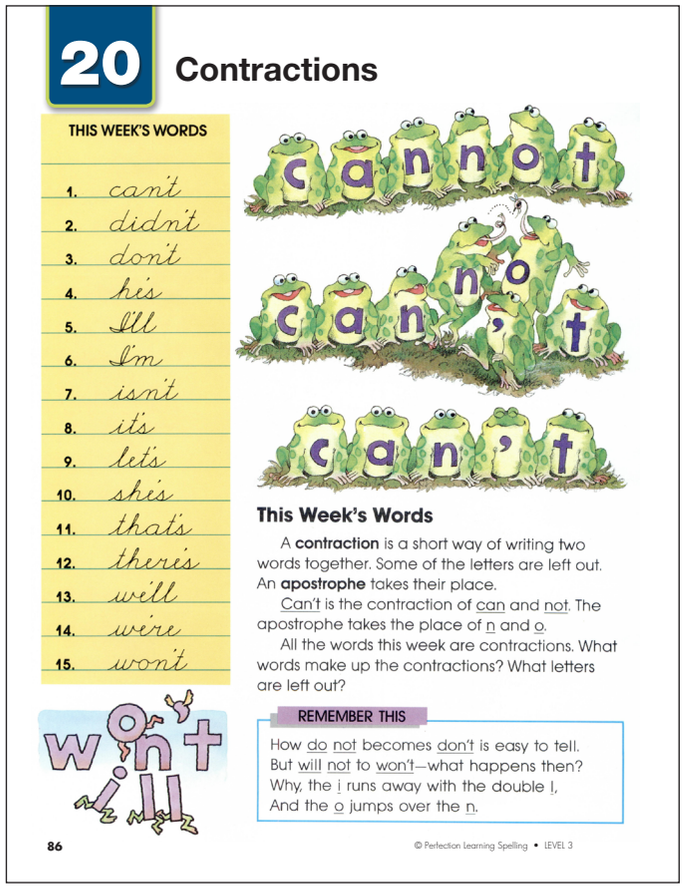
Level 1, Unit 20



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

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?

won't

REMEMBER THIS

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

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Level 3, Unit 20

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

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

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

SPELLING: A DEVELOPMENTAL PROCESS

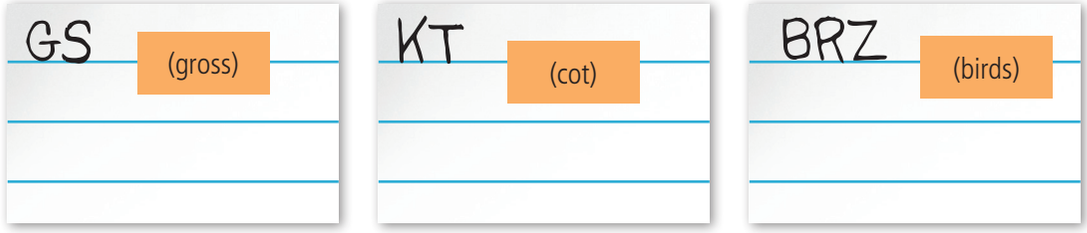
Children progress through certain stages on their way to becoming competent spellers. **Perfection Learning Spelling** was designed with an understanding and appreciation of these stages of development.

Emergent Spellers

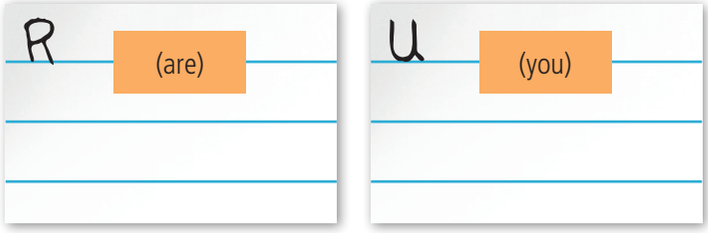
Young children's writing is made up of random strings of letters and sometimes numbers to represent words or a complete message. Children use both lowercase and capital letters in their writing, At this stage, they do not demonstrate a knowledge of letter-sound correspondences.

Semi-Phonetic Spellers

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



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



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

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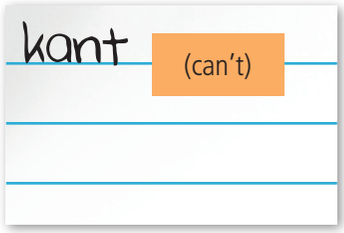
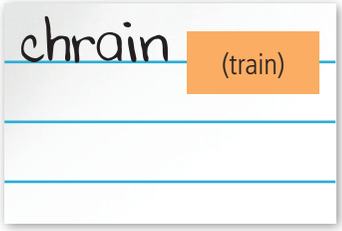
Phonetic Spellers

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

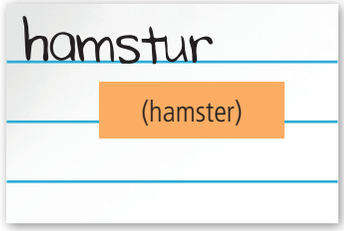


When phonetic spellers are unsure of the correct letter to represent a sound, they often select a letter that represents another sound made in the same part of the mouth.



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*).

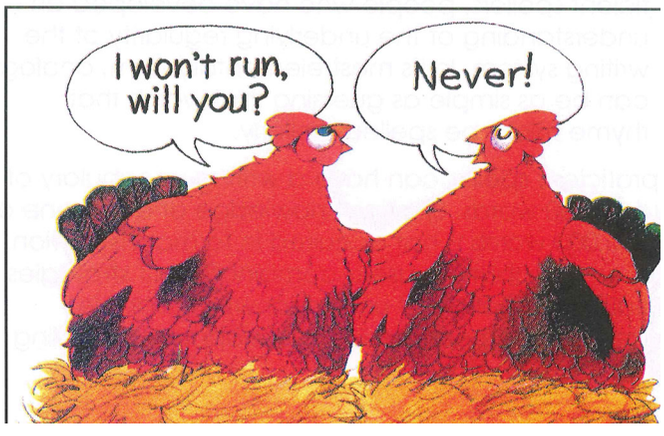
VOWELS

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*



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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*).

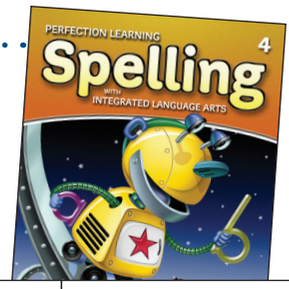
Spelling Possessives

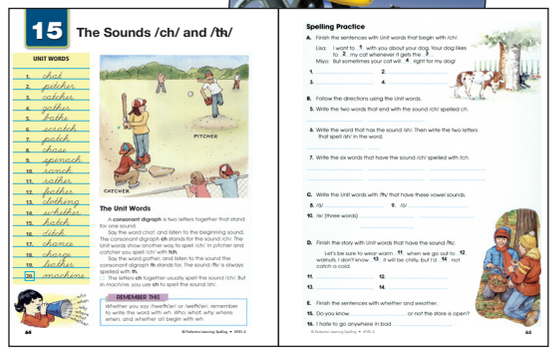
1. To form the singular possessive, add an apostro phe and *s* (*boy—boy's*).
2. To form the plural possessive, add the apostrophe after the *s* (*girls—girls'*).
3. When the plural is formed by a change in spelling, add an apostrophe and *s* (*men—men'*

PROGRAM RESOURCES

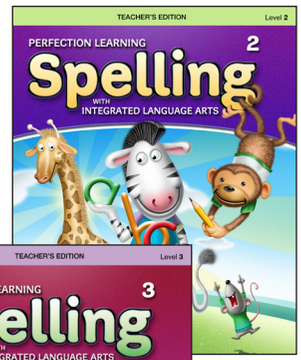
Student Book

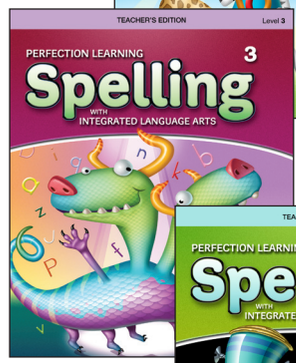
- Complete Spelling Program for Grades 1–6
- Spelling lists reflect words most commonly found in students' reading and writing.
- Lists reflect a common and consistent spelling pattern based on sound-letter relationships (phonics), word structures (affixes, inflections, syllable patterns, common roots,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

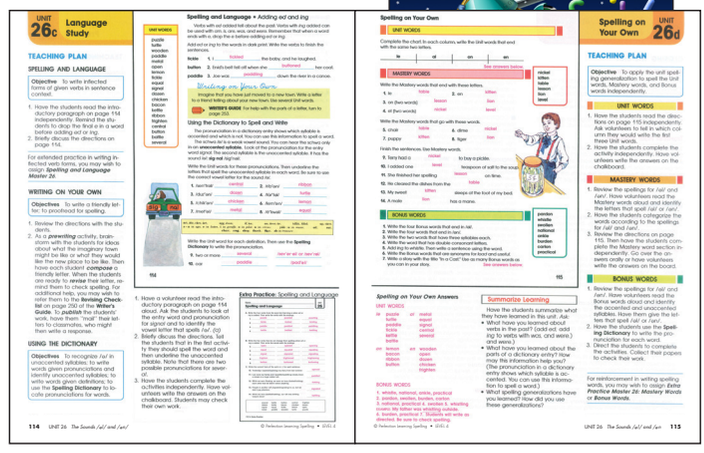




- Integrated language arts makes spelling practice meaningful.
- Review units every six weeks provide review and assessment opportunities.

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



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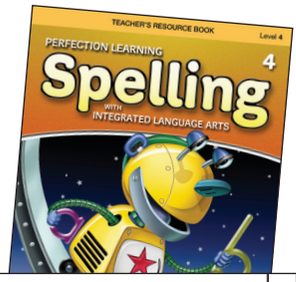
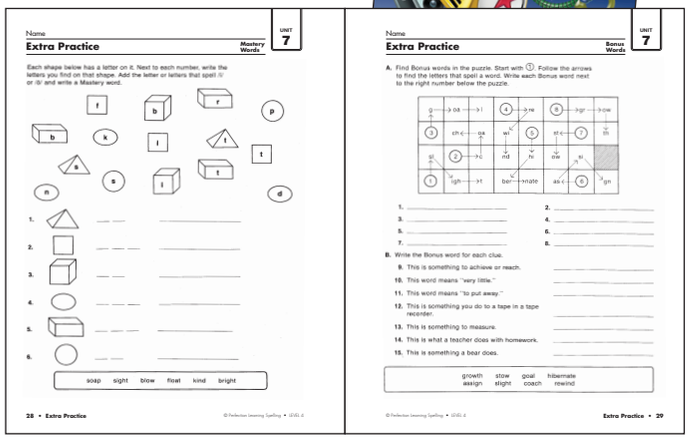
Teacher Resource Book

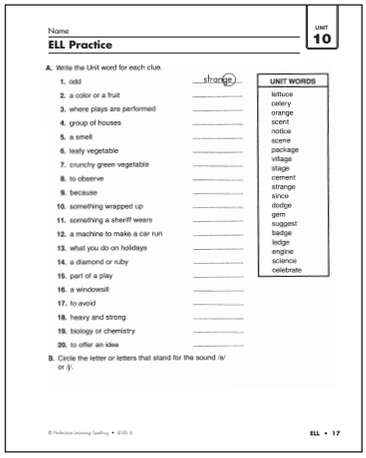
- Extra practice activities for Unit Words, Mastery Words, and Bonus Words
- Additional Language Arts practice activities
- Additional assessment options including Diagnostic Pretests, Mastery Words Tests, Bonus Words Tests, and Writing Sample Tests
- Reteaching Follow-Up activities
- Parent letters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

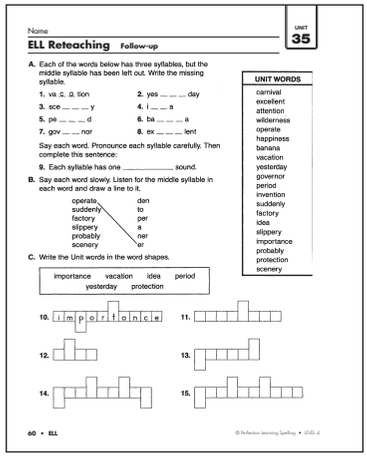




Suggestions and Activities for English Learners

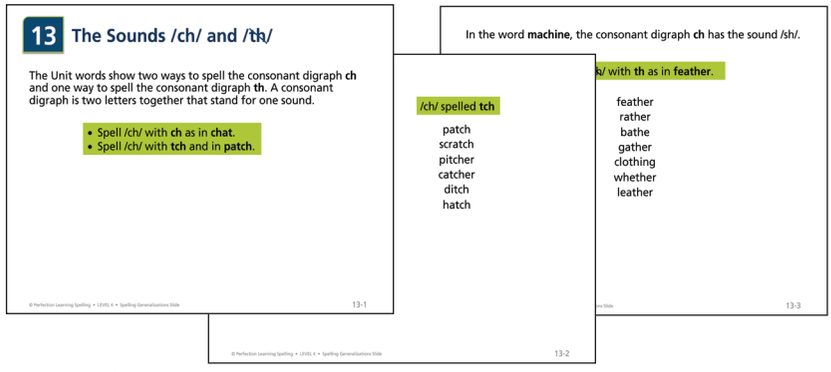
- Unit-specific practice and reteaching activities
- Teaching strategies for all activities
- Answer Key





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

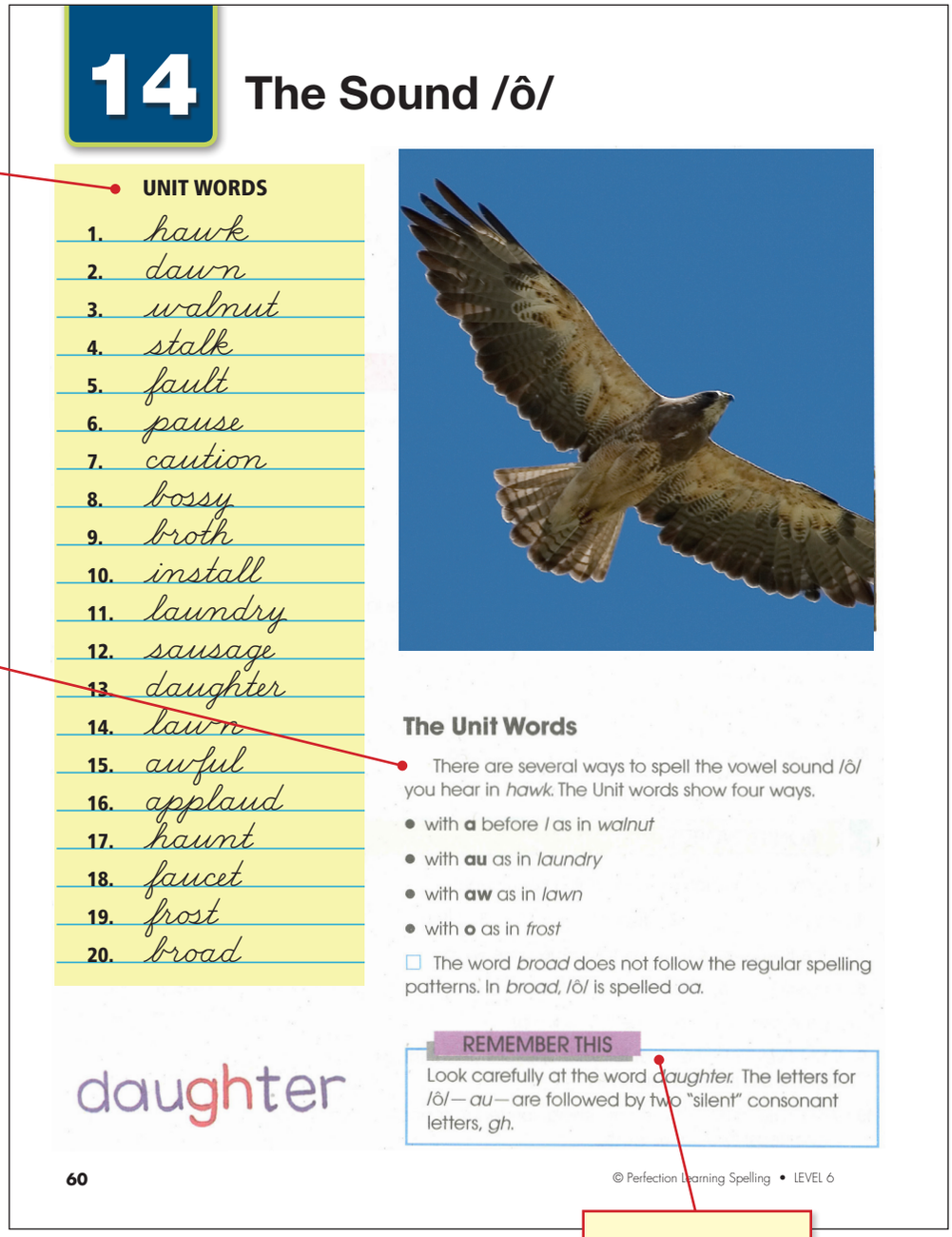
Instructional Unit

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.

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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 three words in which /ô/ is spelled *o*.

2. Write the word that begins with the sound /ô/. _____

3. Now write three more words that have /ô/ spelled the same as in the word you wrote for **2.**

4. Write the three words that have /ô/ spelled with *a* as in *walk*. Circle the word that has a "silent" *l*.

5. Write the word in which /ô/ is spelled *oa* and rhymes with *applaud*.

6. Write the word in which /ô/ is spelled *au* followed by two "silent" letters.

7. Write in alphabetical order the other eight words with /ô/ spelled *au*.

_____ → _____ → _____

→ _____ → _____ → _____

→ _____ → _____

B. Finish each sentence using a Unit word.

8. Ernie ate a _____ of celery.
9. When the temperature is very cold, _____ forms on windows.
10. We began to _____ before the performance was over.
11. A large _____ soared overhead.
12. A yellow traffic sign means "_____."
13. Turn off the _____ while you brush your teeth.
14. My sister just had a baby _____.
15. Please sort the _____ before you do the wash.
16. Workers will _____ the new dryer tomorrow.

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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

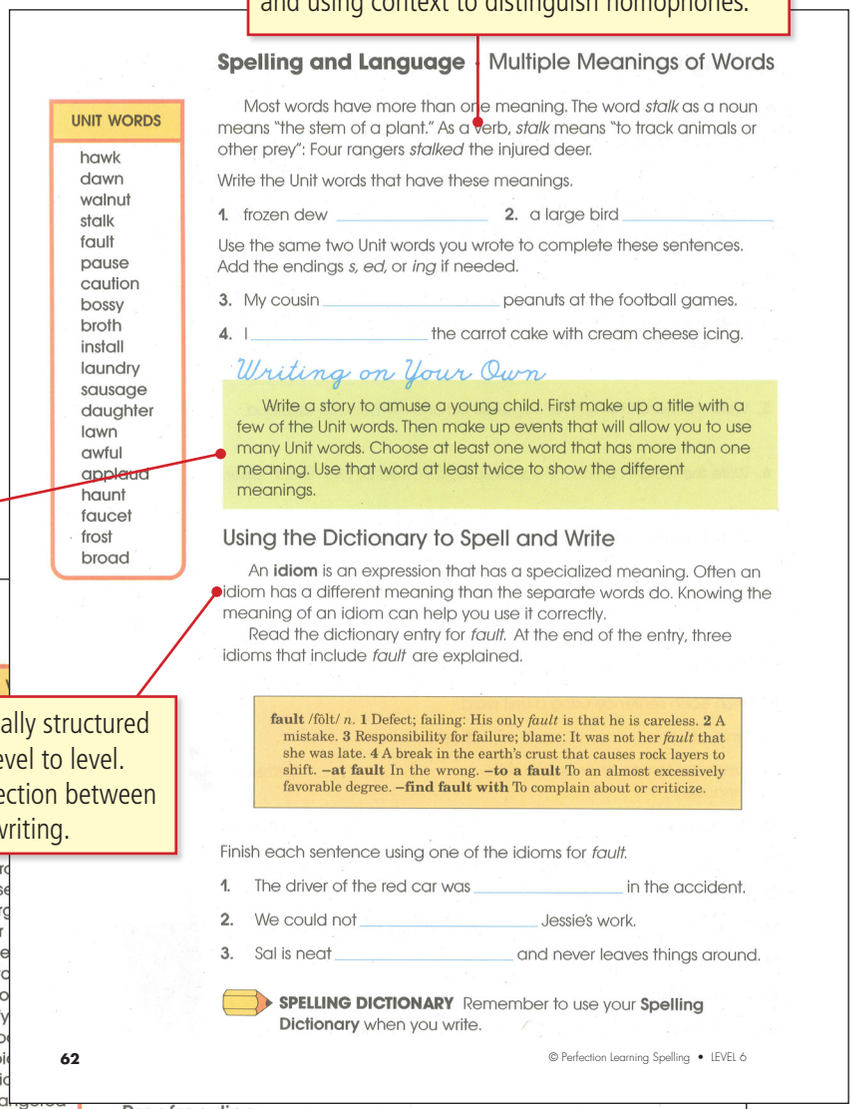
The third page of each instructional unit in the Student Book is devoted to spelling-related language arts skills. In Level 4, this page in each instructional unit is divided into three parts: **Spelling and Language, Writing on Your Own,** and **Using the Dictionary to Spell and Write** or **Proofreading.**

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 • Multiple Meanings of Words

UNIT WORDS
hawk
dawn
walnut
stalk
fault
pause
caution
bossy
broth
install
laundry
sausage
daughter
lawn
awful
applaud
haunt
faucet
frost
broad

Most words have more than one meaning. The word *stalk* as a noun means "the stem of a plant." As a verb, *stalk* means "to track animals or other prey": Four rangers *stalked* the injured deer.

Write the Unit words that have these meanings.

1. frozen dew _____ 2. a large bird _____

Use the same two Unit words you wrote to complete these sentences. Add the endings *s, ed,* or *ing* if needed.

3. My cousin _____ peanuts at the football games.
4. I _____ the carrot cake with cream cheese icing.

Writing on Your Own

Write a story to amuse a young child. First make up a title with a few of the Unit words. Then make up events that will allow you to use many Unit words. Choose at least one word that has more than one meaning. Use that word at least twice to show the different meanings.

Using the Dictionary to Spell and Write

An **idiom** is an expression that has a specialized meaning. Often an idiom has a different meaning than the separate words do. Knowing the meaning of an idiom can help you use it correctly.

Read the dictionary entry for *fault.* At the end of the entry, three idioms that include *fault* are explained.

fault /fôlt/ *n.* **1** Defect; failing: His only *fault* is that he is careless. **2** A mistake. **3** Responsibility for failure; blame: It was not her *fault* that she was late. **4** A break in the earth's crust that causes rock layers to shift. **–at fault** In the wrong. **–to a fault** To an almost excessively favorable degree. **–find fault with** To complain about or criticize.

Finish each sentence using one of the idioms for *fault.*

1. The driver of the red car was _____ in the accident.
2. We could not _____ Jessie's work.
3. Sal is neat _____ and never leaves things around.

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

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UNIT
envir
conse
energ
solar
nucle
recyc
dispo
purify
antip
herbi
pestic
endan
organic

Proofreading

Ross made nine mistakes in the bibliography for his science report.

1. Circle each of the six misspelled words. Draw three lines under the letters that should be capitals.

Adams, Florence. Catch a Sunbeam: A Book of Soler Study and Experiment. New York: Harcourt Brace Jovanovich, Inc., 1978.
Evans, Robert G., and Humphrey, Clifford. what's Ecolagy? Northbrook, IL: Hubbard Scientific. 1972.
Leseem, Don. Life Is No Yuk for the Yak: A Book of Indangered animals. New York: Crane-Russak Co., 1977.
Pringle, Laurence. animals and Their Niches: How Specees Share Resorces. New York: William Morrow & Co., 1977.
Shuttlesworth, Dorothy E. Disappearing Enerjy: Can We End the Crisis? New York: Doubleday, 1974.

2. Write the six misspelled words correctly.

_____ _____ _____
_____ _____ _____

WRITER'S GUIDE See the editing and proofreading marks on page 268.

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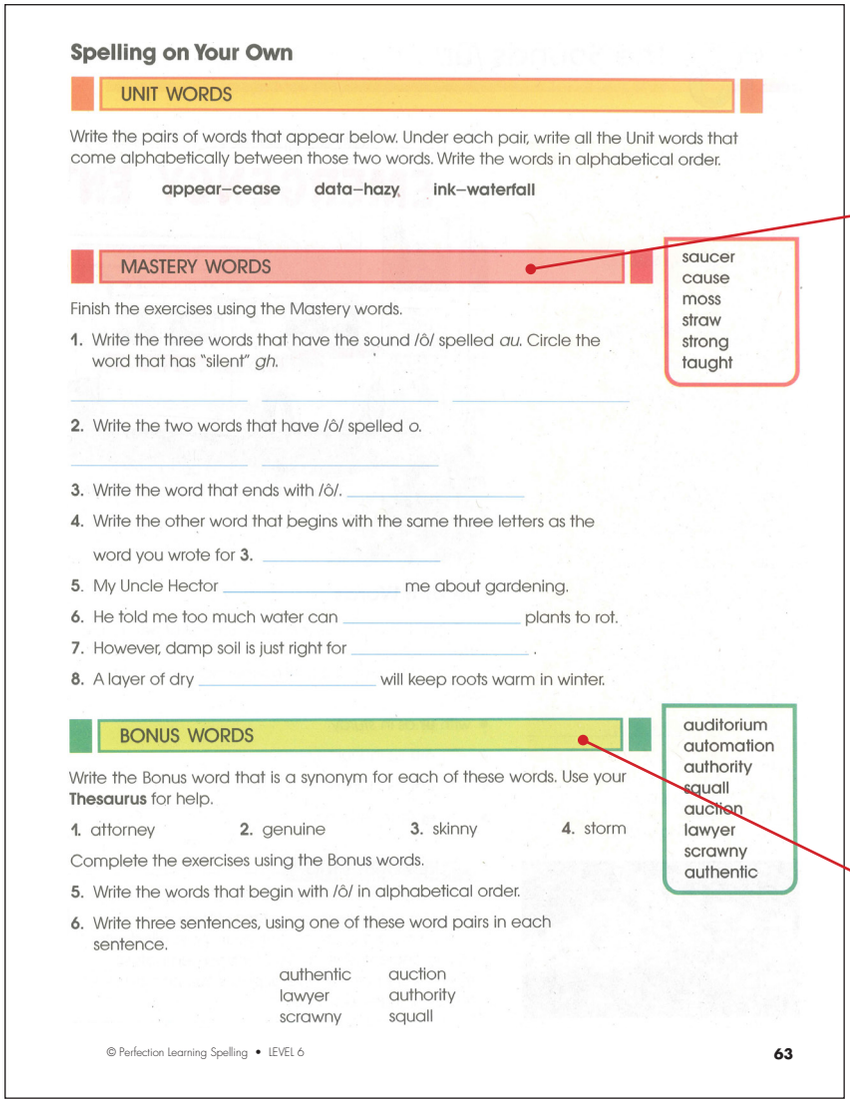
Spelling on Your Own

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



Spelling on Your Own

UNIT WORDS

Write the pairs of words that appear below. Under each pair, write all the Unit words that come alphabetically between those two words. Write the words in alphabetical order.

appear–cease data–hazy ink–waterfall

MASTERY WORDS

saucer
cause
moss
straw
strong
taught

Finish the exercises using the Mastery words.

1. Write the three words that have the sound /ô/ spelled *au*. Circle the word that has "silent" *gh*.

2. Write the two words that have /ô/ spelled *o*.

3. Write the word that ends with /ô/. _____

4. Write the other word that begins with the same three letters as the word you wrote for **3.** _____

5. My Uncle Hector _____ me about gardening.

6. He told me too much water can _____ plants to rot.

7. However, damp soil is just right for _____ .

8. A layer of dry _____ will keep roots warm in winter.

BONUS WORDS

auditorium
automation
authority
squall
auction
lawyer
scrawny
authentic

Write the Bonus word that is a synonym for each of these words. Use your **Thesaurus** for help.

1. attorney 2. genuine 3. skinny 4. storm

Complete the exercises using the Bonus words.

5. Write the words that begin with /ô/ in alphabetical order.

6. Write three sentences, using one of these word pairs in each sentence.

authentic / lawyer / scrawny
auction / authority / squall

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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

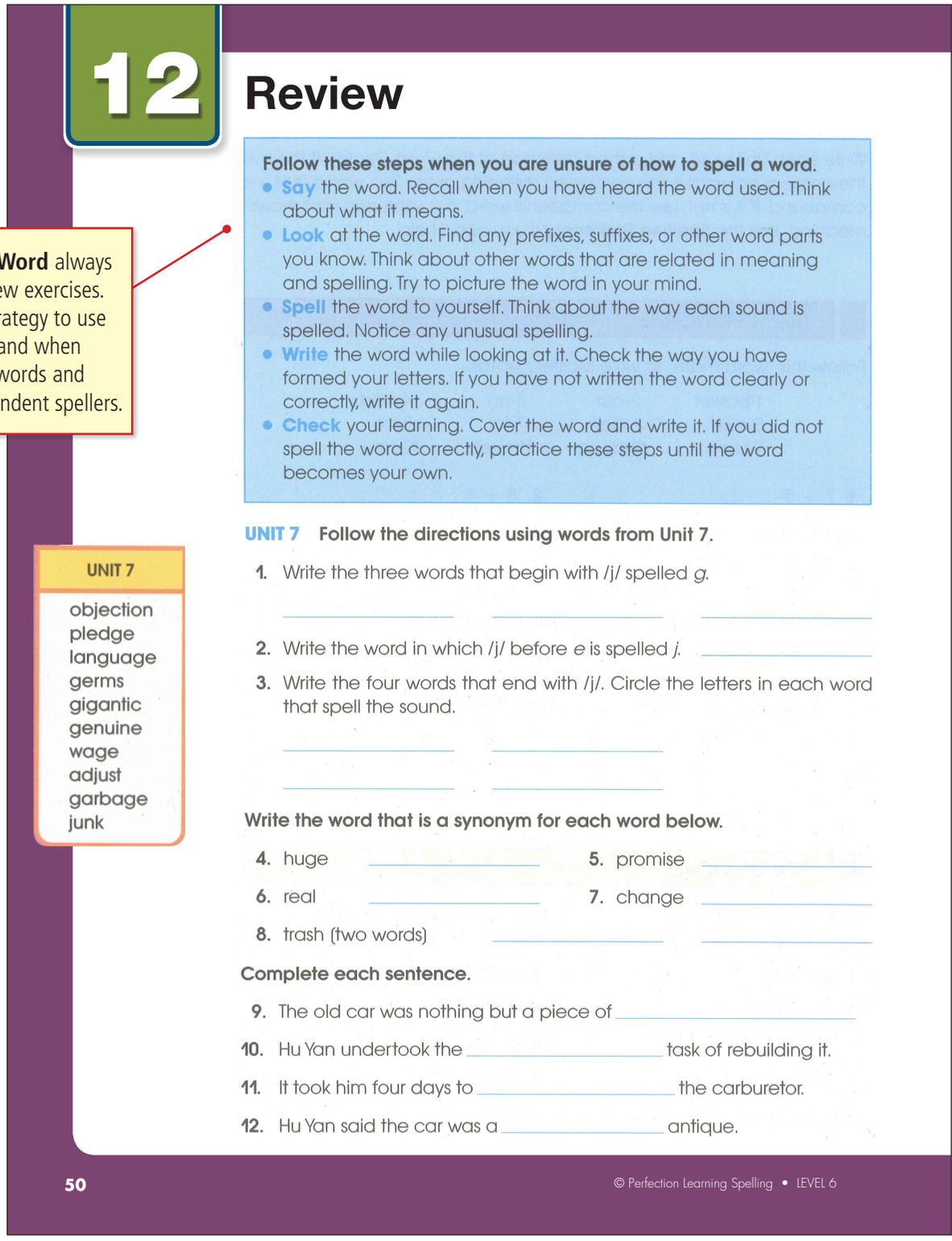
Review Unit

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 of how to spell a word.

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

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

1. Write the three words that begin with /j/ spelled *g*.

2. Write the word in which /j/ before *e* is spelled *j*.

3. Write the four words that end with /j/. Circle the letters in each word that spell the sound.

Write the word that is a synonym for each word below.

4. huge
5. promise
6. real
7. change
8. trash (two words)

Complete each sentence.

9. The old car was nothing but a piece of _____
10. Hu Yan undertook the _____ task of rebuilding it.
11. It took him four days to _____ the carburetor.
12. Hu Yan said the car was a _____ antique.

UNIT 7

objection
pledge
language
germs
gigantic
genuine
wage
adjust
garbage
junk

50

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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.

UNIT 8 **Follow the directions using words from Unit 8.**

13. Write the six words that have /zh/ as in *incision*. Circle the letters that spell the sound in the words.

_____ _____ _____

_____ _____ _____

14. Write the four words that have /sh/ as in *direction*. Circle the letters that spell the sound in the words.

_____ _____

_____ _____

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

15. Write the six words that have /oi/ as in *boy*. Circle the two words in which /oi/ is spelled *oy*.

_____ _____ _____

_____ _____ _____

16. Write the four words that have /ou/ as in *cow*. Circle the letters that spell the sound in the words.

_____ _____

_____ _____

Complete each sentence.

17. The president will _____ a new secretary.
18. It would be _____ not to support our school team.
19. The bite of the common garden snake is not _____.
20. I saw the hungry rabbit _____ a row of lettuce plants.

WORDS IN TIME

Chowder is an American word that goes back a long way. This thick soup is actually named for the pot it was made in. The French word for pot was *chaudiere*. This word came from the even older Latin word *caldaria*. In ancient Rome, the *cauldarium* was the room for hot baths. Our word *cauldron*, a large kettle, comes from the same root.

UNIT 8

usual
division
gracious
measure
correction
decision
situation
vision
condition
equation

UNIT 9

chowder
surround
appoint
poisonous
employer
devour
vow
rejoice
coil
disloyal

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

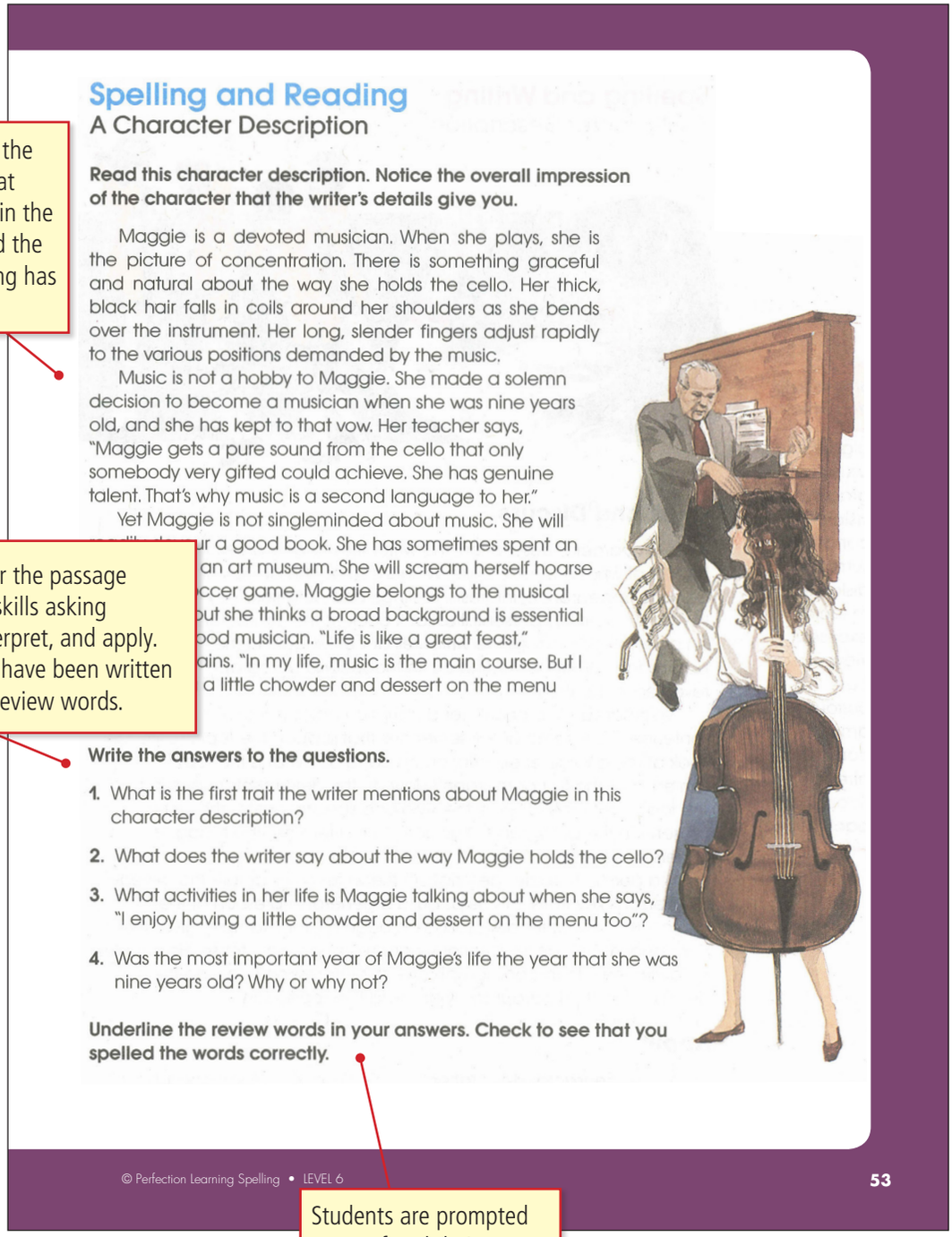
Spelling and Reading

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 Character Description

Read this character description. Notice the overall impression of the character that the writer's details give you.

Maggie is a devoted musician. When she plays, she is the picture of concentration. There is something graceful and natural about the way she holds the cello. Her thick, black hair falls in coils around her shoulders as she bends over the instrument. Her long, slender fingers adjust rapidly to the various positions demanded by the music.

Music is not a hobby to Maggie. She made a solemn decision to become a musician when she was nine years old, and she has kept to that vow. Her teacher says, "Maggie gets a pure sound from the cello that only somebody very gifted could achieve. She has genuine talent. That's why music is a second language to her."

Yet Maggie is not singleminded about music. She will ur a good book. She has sometimes spent an an art museum. She will scream herself hoarse ccer game. Maggie belongs to the musical ut she thinks a broad background is essential od musician. "Life is like a great feast," ains. "In my life, music is the main course. But I a little chowder and dessert on the menu

Write the answers to the questions.

1. What is the first trait the writer mentions about Maggie in this character description?
2. What does the writer say about the way Maggie holds the cello?
3. What activities in her life is Maggie talking about when she says, "I enjoy having a little chowder and dessert on the menu too"?
4. Was the most important year of Maggie's life the year that she was nine years old? Why or why not?

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

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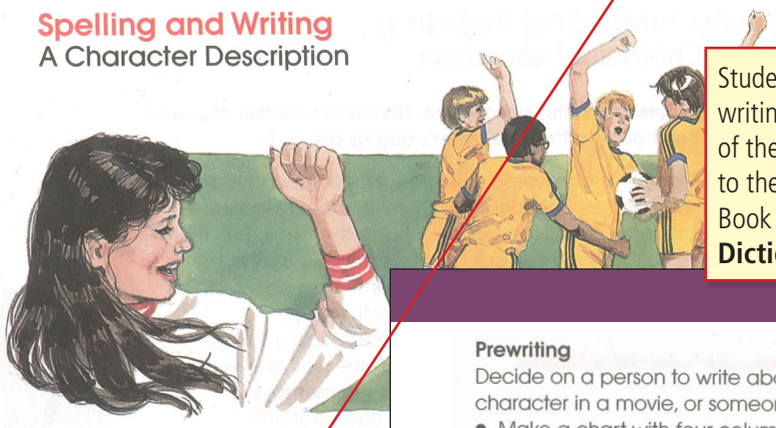
Spelling And Writing

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 Character Description



Words to Help You Write

gigantic
usual
gracious
vision
condition
surround
disloyal
musician
excuse
view
pure
curious
amuse
community
already
throughout
background

Think and Discuss

In a character description, the wr
picture of what a person is like. Write
person's appearance, interests, feelir
key facts about the person's life. Look
on page 53. What does the writer tel
paragraph? What do we find out in t
revealed in the third?

A paragraph in a character desc
sentence. Then come detail sentenc
Look at the character description on
sentence of the first paragraph? Hov
the topic sentence? Notice the vivid
presents in the paragraph. Why does
fingers so carefully?

In a good character description,
the person's key traits. This helps build
person. The character description on
impression that Maggie is serious, ha
details in the second paragraph give
details in the third paragraph help b

Apply

Write a **character description** for
not in your school. Use details to give
person. Follow the writing guidelines

Prewriting

Decide on a person to write about. It could be a friend or relative, a character in a movie, or someone you imagine.

- Make a chart with four columns. Label the columns *Appearance, Personality, Achievements, Goals.*
- List words and phrases in each column that help describe that side of the person's character.

THESAURUS For help finding more describing words, turn to page 205.

Composing

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

- Choose three traits of your character. Write a paragraph describing each one.
- Write a topic sentence for each paragraph that tells what character trait the paragraph will discuss.
- Write detail sentences that help build a consistent impression of your character.
- Look over your prewriting chart. Do you want to add any details?

Revising

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

WRITER'S GUIDE For help revising your work, use the checklist on page 267.

Editing

- Make sure your description of the character is vivid and exact.
- Make sure each paragraph in your description describes a different trait of the character.
- Make sure all your details help to build the same overall impression of the character.

Proofreading

- Check your spelling, capitalization, and punctuation.

Copy your description onto clean paper. Write carefully and neatly.

Publishing

Show your character description to your teacher. Ask him or her to tell you what overall impression your description creates.

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)

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TEACHER'S EDITION

Previewing the Unit

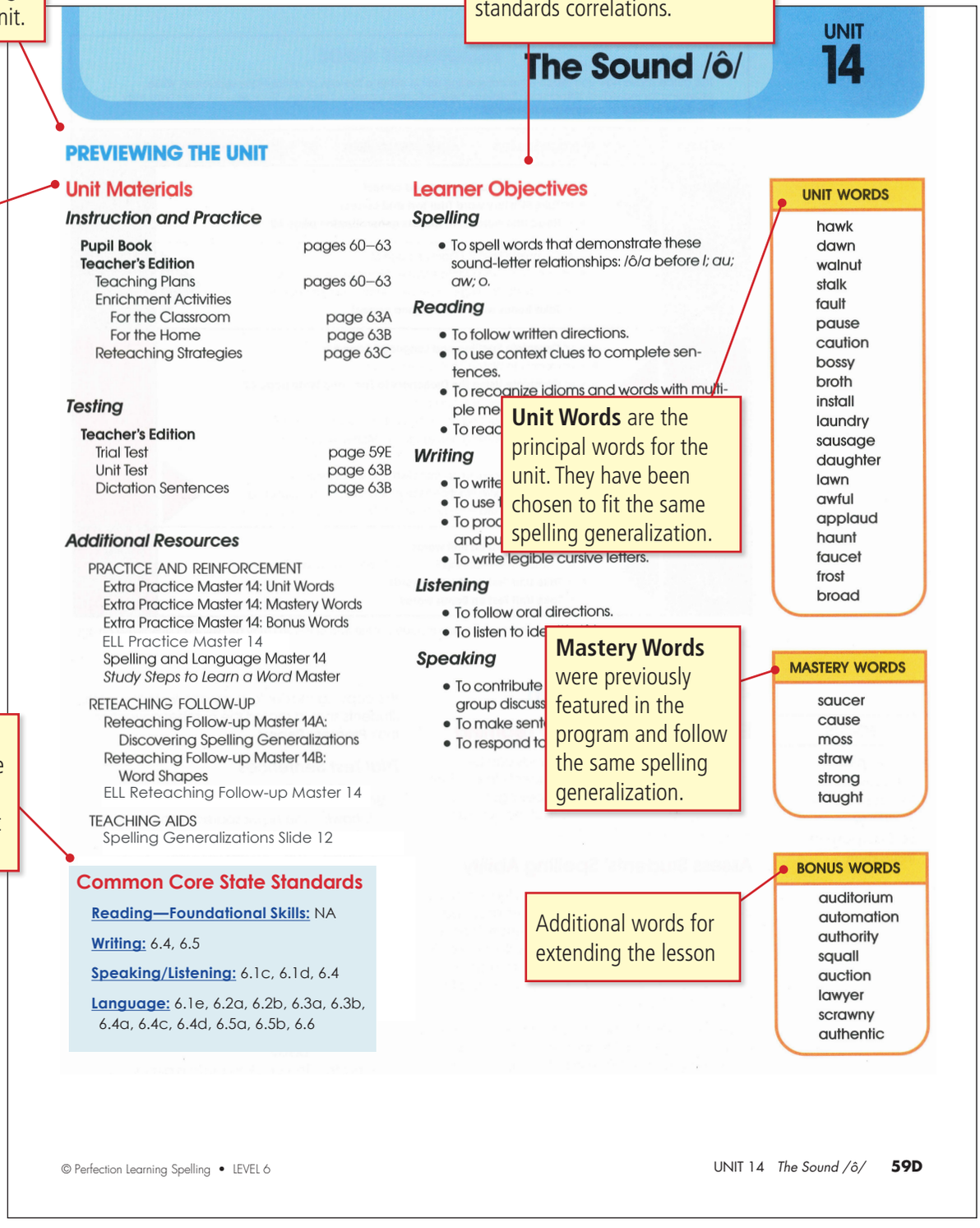
Each unit of **Perfection Learning Spelling** follows a step-by-step plan to teach a spelling principle. This first page of each instructional unit in the Teacher Edition presents an overview of the lesson and the materials needed.

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 14

The Sound /ô/

PREVIEWING THE UNIT

Unit Materials

Instruction and Practice

Pupil Book	pages 60–63
Teacher's Edition	
Teaching Plans	pages 60–63
Enrichment Activities	
For the Classroom	page 63A
For the Home	page 63B
Reteaching Strategies	page 63C

Testing

Teacher's Edition	
Trial Test	page 59E
Unit Test	page 63B
Dictation Sentences	page 63B

Additional Resources

PRACTICE AND REINFORCEMENT
- Extra Practice Master 14: Unit Words
- Extra Practice Master 14: Mastery Words
- Extra Practice Master 14: Bonus Words
- ELL Practice Master 14
- Spelling and Language Master 14
- *Study Steps to Learn a Word* Master

RETEACHING FOLLOW-UP
- Reteaching Follow-up Master 14A: Discovering Spelling Generalizations
- Reteaching Follow-up Master 14B: Word Shapes
- ELL Reteaching Follow-up Master 14

TEACHING AIDS
- Spelling Generalizations Slide 12

Common Core State Standards

Reading—Foundational Skills: NA

Writing: 6.4, 6.5

Speaking/Listening: 6.1c, 6.1d, 6.4

Language: 6.1e, 6.2a, 6.2b, 6.3a, 6.3b, 6.4a, 6.4c, 6.4d, 6.5a, 6.5b, 6.6

Learner Objectives

Spelling
- To spell words that demonstrate these sound-letter relationships: /ô/*a* before *l*; *au*; *aw*; *o*.

Reading
- To follow written directions.
- To use context clues to complete sentences.
- To recognize idioms and words with multiple me
- To read

Writing
- To write
- To use
- To proc and pu
- To write legible cursive letters.

Listening
- To follow oral directions.
- To listen to ide

Speaking
- To contribute group discuss
- To make sent
- To respond to

UNIT WORDS
hawk, dawn, walnut, stalk, fault, pause, caution, bossy, broth, install, laundry, sausage, daughter, lawn, awful, applaud, haunt, faucet, frost, broad

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.

MASTERY WORDS
saucer, cause, moss, straw, strong, taught

BONUS WORDS
auditorium, automation, authority, squall, auction, lawyer, scrawny, authentic

Additional words for extending the lesson

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UNIT 14 *The Sound /ô/* **59D**

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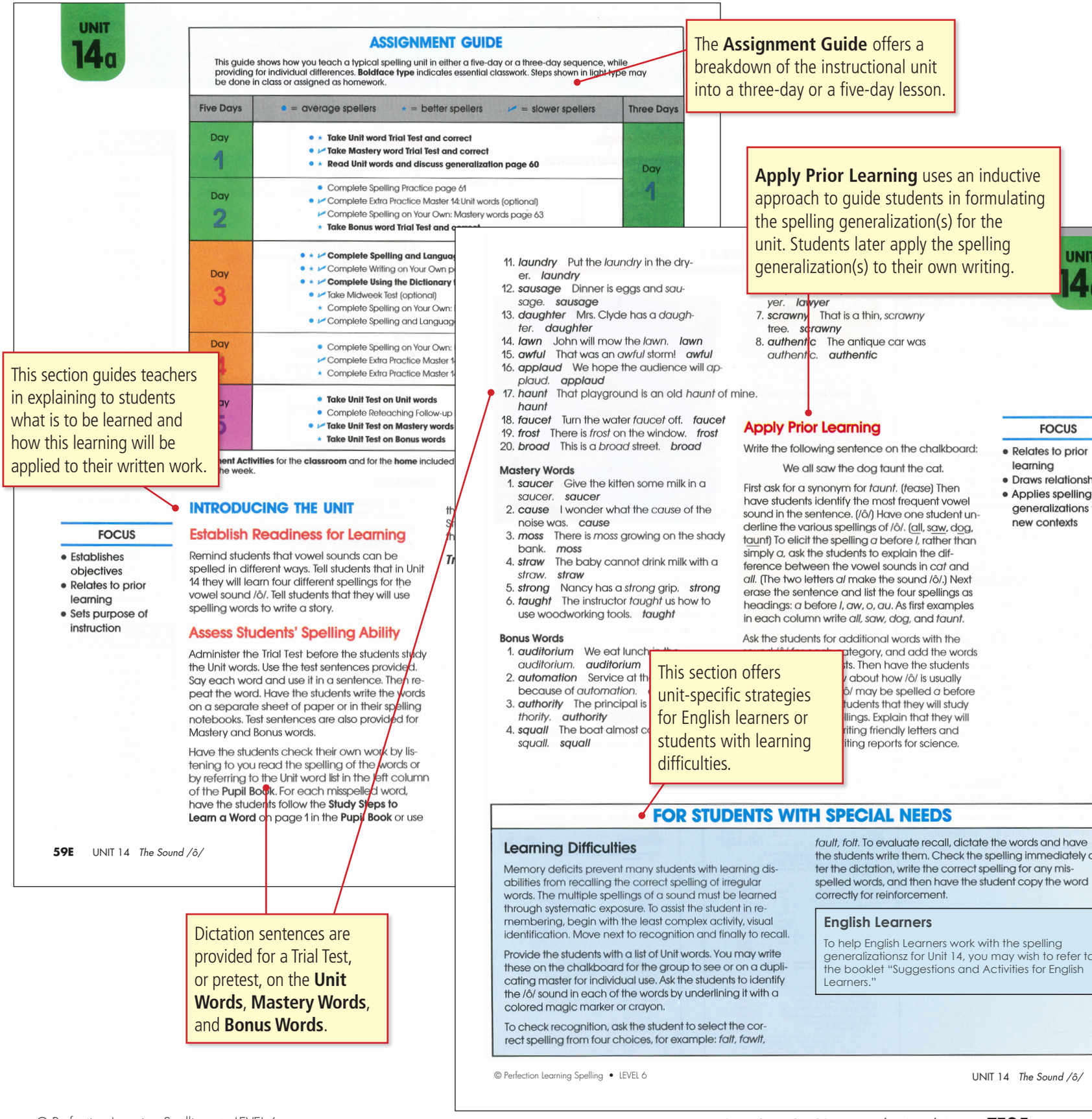
TEACHER'S EDITION

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 14a

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 page 60**	Day 1
Day 2	• Complete Spelling Practice page 61 • ✓ Complete Extra Practice Master 14:Unit words (optional) ✓ Complete Spelling on Your Own: Mastery words page 63 ★ **Take Bonus word Trial Test and**	
Day 3	• ★ ✓ **Complete Spelling and Langua** • ★ ✓ Complete Writing on Your Own p • ★ ✓ **Complete Using the Dictionary** • ✓ Take Midweek Test (optional) ★ Complete Spelling on Your Own: • ✓ Complete Spelling and Languag	
Day 4	• Complete Spelling on Your Own: ✓ Complete Extra Practice Master 1 ★ Complete Extra Practice Master 1	
Day 5	• **Take Unit Test on Unit words** • Complete Reteaching Follow-up • ✓ **Take Unit Test on Mastery words** ★ **Take Unit Test on Bonus words**	

ent Activities for the **classroom** and for the **home** included
he 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

Remind students that vowel sounds can be spelled in different ways. Tell students that in Unit 14 they will learn four different spellings for the vowel sound /ô/. Tell students that they will use spelling words to write a story.

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

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

11. ***laundry*** Put the *laundry* in the dryer. ***laundry***
12. ***sausage*** Dinner is eggs and *sausage*. ***sausage***
13. ***daughter*** Mrs. Clyde has a *daughter*. ***daughter***
14. ***lawn*** John will mow the *lawn*. ***lawn***
15. ***awful*** That was an *awful* storm! ***awful***
16. ***applaud*** We hope the audience will *applaud*. ***applaud***
17. ***haunt*** That playground is an old *haunt* of mine. ***haunt***
18. ***faucet*** Turn the water *faucet* off. ***faucet***
19. ***frost*** There is *frost* on the window. ***frost***
20. ***broad*** This is a *broad* street. ***broad***

Mastery Words

1. ***saucer*** Give the kitten some milk in a *saucer*. ***saucer***
2. ***cause*** I wonder what the *cause* of the noise was. ***cause***
3. ***moss*** There is *moss* growing on the shady bank. ***moss***
4. ***straw*** The baby cannot drink milk with a *straw*. ***straw***
5. ***strong*** Nancy has a *strong* grip. ***strong***
6. ***taught*** The instructor *taught* us how to use woodworking tools. ***taught***

Bonus Words

1. ***auditorium*** We eat lunch in the *auditorium*. ***auditorium***
2. ***automation*** Service at th … because of *automation*.
3. ***authority*** The principal is … *thority*. ***authority***
4. ***squall*** The boat almost c… *squall*. ***squall***

yer. ***lawyer***
7. ***scrawny*** That is a thin, *scrawny* tree. ***scrawny***
8. ***authentic*** The antique car was *authentic*. ***authentic***

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 sentence on the chalkboard:

We all saw the dog taunt the cat.

First ask for a synonym for *taunt*. (*tease*) Then have students identify the most frequent vowel sound in the sentence. (/ô/) Have one student underline the various spellings of /ô/. (all, saw, dog, taunt) To elicit the spelling *a* before *l*, rather than simply *a*, ask the students to explain the difference between the vowel sounds in *cat* and *all*. (The two letters *al* make the sound /ô/.) Next erase the sentence and list the four spellings as headings: *a* before *l*, *aw*, *o*, *au*. As first examples in each column write *all*, *saw*, *dog*, and *taunt*.

Ask the students for additional words with the … category, and add the words … ts. Then have the students … about how /ô/ is usually … ô/ may be spelled *a* before … tudents that they will study … llings. Explain that they will … riting friendly letters and … iting reports for science.

FOCUS

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

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

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

Memory deficits prevent many students with learning disabilities from recalling the correct spelling of irregular words. The multiple spellings of a sound must be learned through systematic exposure. To assist the student in remembering, begin with the least complex activity, visual identification. Move next to recognition and finally to recall.

Provide the students with a list of Unit words. You may write these on the chalkboard for the group to see or on a duplicating master for individual use. Ask the students to identify the /ô/ sound in each of the words by underlining it with a colored magic marker or crayon.

To check recognition, ask the student to select the correct spelling from four choices, for example: *falt, fawlt, fault, folt*. To evaluate recall, dictate the words and have the students write them. Check the spelling immediately … ter the dictation, write the correct spelling for any misspelled words, and then have the student copy the word correctly for reinforcement.

English Learners

To help English Learners work with the spelling generalizationsz for Unit 14, you may wish to refer to the booklet "Suggestions and Activities for English Learners."

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 14a The Unit Words

TEACHING PLAN

Objective To spell words that demonstrate these sound-letter relationships: /ô/*a* before *l, au, aw, o.*

1. Write this sentence on the chalkboard:

   Paul saw the dog with the ball.

   Ask the students to identify the vowel sound in each noun and verb; underline the spellings as they do. Remind the students that these four words show the common spellings for /ô/ that they will study in this unit.
2. Have the students read the generalization on page 60 independently.

You may wish to introduce the lesson by using ***Spelling Generalizations Slide 12.***

3. Have volunteers read the Unit words aloud. Have other students identify the letter(s) that spell /ô/ in each word and use the word in a sentence. Three words in the unit list—*bossy, broth,* and *frost*—may be pronounced with /o/, rather than /ô/, in your dialect or that of some students. If that is the case, the spelling task is easier since the o spelling has a distinctive sound. Sharing the information about this dialect variation may be of help to all students.

You may wish to assign ***ELL Practice Master 14*** for reinforcement in writing spelling words.

4. Direct students' attention to **Remember This** at the bottom of the page.

14 The Sound /ô/

UNIT WORDS

1. hawk
2. dawn
3. walnut
4. stalk
5. fault
6. pause
7. caution
8. bossy
9. broth
10. install
11. laundry
12. sausage
13. daughter
14. lawn
15. awful
16. applaud
17. haunt
18. faucet
19. frost
20. broad

The Unit Words

There are several ways to spell the vowel sound /ô/ you hear in *hawk.* The Unit words show four ways.

- with **a** before *l* as in *walnut*
- with **au** as in *laundry*
- with **aw** as in *lawn*
- with **o** as in *frost*

☐ The word *broad* does not follow the regular spelling patterns. In *broad,* /ô/ is spelled *oa.*

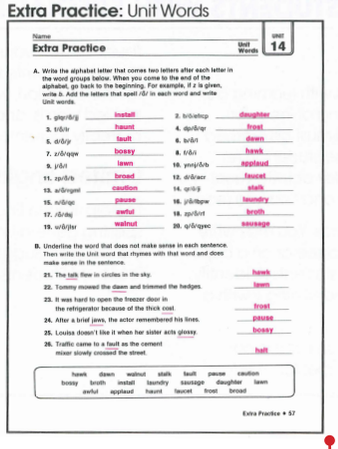
daughter

REMEMBER THIS

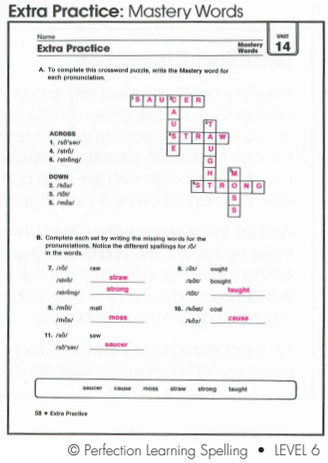
Look carefully at the word *daughter.* The letters for /ô/—*au*—are followed by two "silent" consonant letters, *gh.*

60

Extra Practice: Unit Words



Extra Practice: Mastery Words



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Answers to student exercises are provided.

Spelling Practice

A. Follow the directions using the Unit words.

1. Write the three words in which /ô/ is spelled *o*.
   bossy broth frost
2. Write the word that begins with the sound /ô/. awful
3. Now write three more words that have /ô/ spelled the same as in the word you wrote for **2**.
   hawk dawn lawn
4. Write the three words that have /ô/ spelled with *a* as in *walk*. Circle the word that has a "silent" *l*.
   walnut install stalk
5. Write the word in which /ô/ is spelled *oa* and rhymes with *applaud*.
   broad
6. Write the word in which /ô/ is spelled *au* followed by two "silent" letters.
   daughter
7. Write in alphabetical order the other eight words with /ô/ spelled *au*.
   applaud → caution → faucet → fault → haunt → laundry → pause → sausage

B. Finish each sentence using a Unit word.

8. Ernie ate a stalk of celery.
9. When the temperature is very cold, frost forms on windows.
10. We began to applaud before the performance was over.
11. A large hawk soared overhead.
12. A yellow traffic sign means " caution ."
13. Turn off the faucet while you brush your teeth.
14. My sister just had a baby daughter .
15. Please sort the laundry before you do the wash.
16. Workers will install the new dryer tomorrow.

61

Spelling Practice UNIT 14b

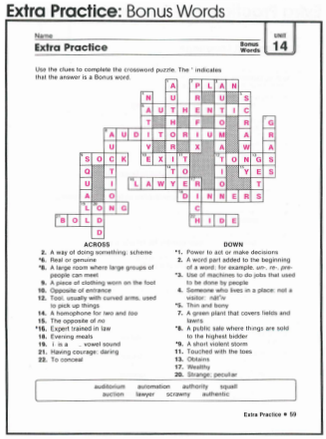
TEACHING PLAN

Objectives To write words given sound-letter clues; to write words in alphabetical order; to write words in sentence context.

1. Direct attention to page 61 and briefly discuss the directions.
2. Have the students complete the exercises independently. Remind them to use legible handwriting. For **Handwriting Models,** refer the students to page 286 in the **Pupil Book.**
3. Let the students check their own work. Have volunteers write the answers on the chalkboard, or check them orally.

For reinforcement in writing spelling words, you may wish to assign ***Extra Practice Master 14: Unit Words***.

Extra Practice: Bonus Words



Name
Extra Practice
Bonus Words
UNIT 14

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

ACROSS
2. A way of doing something; scheme
*6. Real or genuine
*8. A large room where large groups of people can meet
9. A piece of clothing worn on the foot
10. Opposite of entrance
12. Tool, usually with curved arms, used to pick up things
14. A homophone for *two* and *too*
15. The opposite of *no*
*16. Expert trained in law
18. Evening meals
19. i is a ... vowel sound
21. Having courage; daring
22. To conceal

DOWN
*1. Power to act or make decisions
2. A word part added to the beginning of a word; for example, *un-*, *re-*, *pre-*
*3. Use of machines to do jobs that used to be done by people
4. Someone who lives in a place; not a visitor; *nat'ir*
*5. Thin and bony
7. A green plant that covers fields and lawns
*8. A public sale where things are sold to the highest bidder
*9. A short violent storm
11. Touched with the toes
13. Obtains
17. Wealthy
20. Strange; peculiar

auditorium automation authority squall
auction lawyer scrawny authentic

Extra Practice • 59

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Summarize Learning

Have the students summarize what they have learned on pages 60 and 61.
Ask:

- What did you learn about in this lesson? (There are four ways to spell the sound /ô/.)
- How can you spell /ô/? (*a* before *l*, *au*, *aw*, *o*)
- What are examples of words using the different spellings of /ô/? (*stalk*, *caution*, *dawn*, *broth*; 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.

UNIT 14 *The Sound /ô/* 6

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

★ *of special interest*

Murmur, like *mutter*, *grumble*, *rumble*, *mumble*, and many others, is an *onomatopoeic* word, that is, a word that imitates a sound. English contains many such words. Other examples are *smash*, *whack*, *whiz*, *pop*, *snap*, *buzz*, and *thump*, as well as such bird names as *cuckoo*, *whippoorwill*, and *chickadee*.

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 14e The Sound /ô/

CLOSING THE UNIT

Apply New Learning

Tell the students that if they misspell words with the /ô/ sound in their writing, they should use one or more of the following strategies:

- think about the possible spellings for /ô/ and try to picture the word in their minds.
- use a dictionary to ascertain which of the various possible spellings is correct.
- think about whether the spelling of the word could be unusual.

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 the new words in their writing.

ENRICHMENT ACTIVITIES

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

For the Classroom

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

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

1. Language Arts/Building Vocabulary Tell the students to use a dictionary or a thesaurus to find synonyms and antonyms for at least four spelling words. Students should list the words on their papers in the following way:

(synonym) (spelling word) (antonym)

Once students have completed their lists, have them copy the words on another sheet of paper, leaving a blank for the spelling word. Have the students exchange papers with classmates and identify the missing spelling words.

■ COOPERATIVE LEARNING: Have each group create a synonym and antonym list for at least six spelling words. Tell each group to set up their list like the example given earlier. Then have one member of the group choose a spelling word and write it on the line. Using a dictionary or a thesaurus, a second member of the group should write a synonym of the word, and a third member should write an antonym. Have the students take turns choosing spelling words and writing synonyms and antonyms until their lists are completed. All members of the group should check the list for spelling errors. One member should copy the list on another sheet of paper, leaving a blank for each spelling word. Have groups exchange lists and identify each other's missing spelling words.

2. Language Arts/Writing Coded Messages Have each student make up a secret code and use it to write messages that include as many spelling words as possible. For example, a student can assign numbers in sequence to the letters of the alphabet. In such a code *1* would stand for *A* and *26* for *Z*. (The word *hawk* in this code would be *8 1 23 11*.) Shapes, dots, or any other symbols can also be used to make up a secret code. Students should give their coded messages to classmates to decode.

■ COOPERATIVE LEARNING: Have each group make up a code for writing messages. Then have each student use the code to write a message to someone else in the group. Students should use as many spelling words as possible from all three word lists. Have each group choose one of their messages to share with the class and ask the class to try to decode the message.

3. Social Studies/Writing a Business Letter Have each student write a business letter about a defective product using some of the spelling words. As a ***prewriting*** activity, the students should brainstorm for ideas about what the product is, how it is defective, and what kind of action they want from the store or manufacturer. Tell the students to look over their spelling words for ideas. When the students are ready to ***compose,*** remind them that a business letter has six parts, and refer them to page 274 of the **Writer's Guide** for a model of a business letter. Remind students to use as many spelling words as possible. Have students ***revise*** their letters to make sure that their business letters are clear and complete. Have students reread their letters to check for spelling, capitalization, and punctuation errors. Have students ***publish*** their letters by distributing them to classmates to read.

■ COOPERATIVE LEARNING: Have each group write a business letter about a defective product using some of their spelling words. As a ***prewriting*** activity, have the group brainstorm for ideas about the product, the defect, and what kind of action they want from the store or manufacturer. Tell them to look over their spelling words for ideas. One member of the group should record all the group's decisions. When the students are ready to ***compose,*** have one member write the heading, another the inside address, and another the greeting. Together the group should write the body of the letter, each member contributing one or more sentences. When the body of the letter is completed, one member of the group should write the closing, and each member should write his or her signature. To ***revise,*** one member of the group should check to make sure that the letter is clear and another should check to make sure the letter follows the correct form of a business letter. Have other students check for spelling, capitalization, and punctuation errors. Have the groups ***publish*** the revised letters by distributing them to other groups to read.

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For the Home

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

1. **Social Studies/Writing Sentences Using the Word *Authority*** Have the students write five sentences using the spelling word *authority* along with at least one other word from the spelling lists to describe workers in various occupations. For example: A landscape designer is an *authority* on *lawn* care.
2. **Language Arts/Writing Sentences** Have the students write sentences for five of their spelling words. Each sentence should spell out the word. That is, the first letter of the word should begin the first word of the sentence, the second let should begin the second word in the same sentence, and For example, if the spelling word is *stalk,* students might write this sentence: *S*ee *T*om's *a*dorable *l*ittle *k*itten.
3. **Fine Arts/Writing Rebuses** Tell the students to write two sentences using as many spelling words as possible. Then have them replace the words with picture clues and letter for example:

= I

f + = fear

Students might wish to ask friends or relatives to decipher their sentences.

4. **Language Arts/Categorizing** Tell the students to categoriz their spelling words according to the different spellings for the vowel sound /ô/. Have the students divide a poster into four squares and write one heading in each: */ô/a* before *l; /ô/au; /ô/aw; /ô/o.* Have the students write their spelling words in the appropriate boxes. Then have them write as many additional words as they can for each vowel sound-spelling combination. In each box, students should also write a sentence using as many of the words in that box as possible.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. ***hawk*** The *hawk* is an enemy of mice. ***hawk***
2. ***dawn*** We go fishing at *dawn.* ***dawn***
3. ***walnut*** The squirrel buried a *walnut.* ***walnut***
4. ***stalk*** The *stalk* of this plant is long and woody. ***stalk***
5. ***fault*** It was his *fault* that the chair broke. ***fault***
6. ***pause*** During the *pause,* the audience became restless. ***pause***
7. ***caution*** A yellow light means *caution.* ***caution***
8. ***bossy*** Do not be too *bossy* when you are babysitting. ***bossy***
9. ***broth*** This vegetable *broth* is delicious. ***broth***
10. ***install*** The electrician will *install* a new light. ***install***
11. ***laundry*** The *laundry* should be folded now. ***laundr***
12. ***sausage*** Tina likes *sausage* in spaghetti sauce. ***sausage***
13. ***daughter*** Mr. Schwartz asked his *daughter* to help wash the car. ***daughter***
14. ***lawn*** There is crabgrass in the *lawn.* ***lawn***
15. ***awful*** This medicine tastes *awful!* ***awful***
16. ***applaud*** The mayor knew that everyone would *applaud* the speech. ***applaud***
17. ***haunt*** The park is my favorite *haunt.* ***haunt***
18. ***faucet*** Turn on the *faucet* and fill the pan with water. ***faucet***
19. ***frost*** An early *frost* killed the tomato plants. ***frost***
20. ***broad*** Jacob won the *broad* jump. ***broad***

Mastery Words

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

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 14A*** and ***14B*** for additional instruction and practice of the Unit words. (You may wish to assign ***ELL Reteaching Follow-up Master 14*** for reteaching of spelling words.)

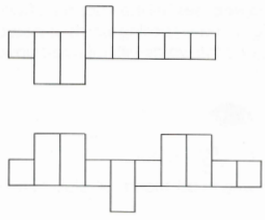
A. Discovering Spelling Generalizations

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

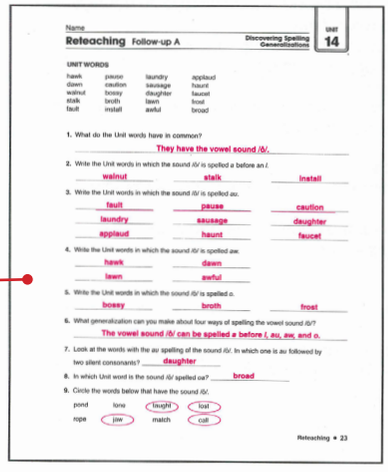
   vault naughty yawn odd all
2. Ask the students what sound these words have in common. (the sound /ô/) Have them identify the letters that make this sound. (*au, aw, o, a*) Then have them identify the silent consonants in *naughty.* (gh)
3. Ask the students which letter precedes *l* in the word *all.* (*a*)
4. Ask the students what they have learned about the spellings for the sound /ô/. (It may be spelled *a* before *l, au, aw,* or *o.*)

B. Word Shapes

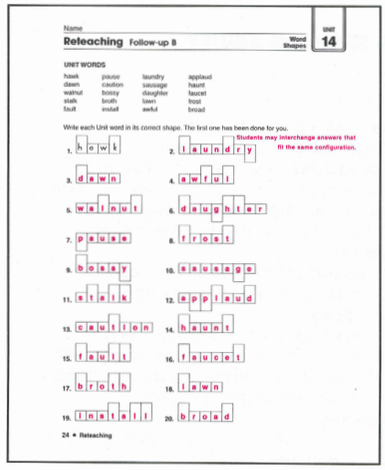
1. Explain to the students that each word has a shape and that remembering the shape of a word can help them spell the word correctly.
2. On the chalkboard, write the words *applause* and *altogether.* Have the students identify "short," "tall," and "tail" letters.
3. Draw the configuration of each word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



Use ***Reteaching Follow-up Master 14A*** to reinforce spelling generalizations taught in Unit 14.



Use ***Reteaching Follow-up Master 14B*** to reinforce spellings of Unit words for Unit 14.



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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 14a

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 page 60**	Day 1
Day 2	● Complete Spelling Practice page 61 ● ✓ Complete Extra Practice Master 14: Unit words (optional) ✓ Complete Spelling on Your Own: Mastery words page 63 ★ **Take Bonus word Trial Test and correct**	
Day 3	● ★ ✓ **Complete Spelling and Language page 62** ● ★ ✓ Complete Writing on Your Own page 62 ● ★ ✓ **Complete Using the Dictionary to Spell and Write page 62** ● ✓ Take Midweek Test (optional) ★ Complete Spelling on Your Own: Bonus words page 63 ● ✓ Complete Spelling and Language Master 14 (optional)	Day 2
Day 4	● Complete Spelling on Your Own: Unit words page 63 ✓ Complete Extra Practice Master 14: Mastery words (optional) ★ Complete Extra Practice Master 14: Bonus words (optional)	
Day 5	● **Take Unit Test on Unit words** ● Complete Reteaching Follow-up Masters 14A and 14B (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

Remind students that vowel sounds can be spelled in different ways. Tell students that in Unit 14 they will learn four different spellings for the vowel sound /ô/. Tell students that they will use spelling words to write a story.

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. ***hawk*** The *hawk* soared high above the forest. ***hawk***
2. ***dawn*** The sun rises at *dawn*. ***dawn***
3. ***walnut*** The *walnut* has a hard shell. ***walnut***
4. ***stalk*** The *stalk* of a plant is its stem. ***stalk***
5. ***fault*** I don't know whose *fault* the argument was. ***fault***
6. ***pause*** A comma indicates a *pause*. ***pause***
7. ***caution*** Walk with *caution* on the icy sidewalk. ***caution***
8. ***bossy*** The director of the pageant is too *bossy*. ***bossy***
9. ***broth*** The chicken *broth* is almost ready. ***broth***
10. ***install*** The company will *install* new pipes. ***install***

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

11. ***laundry*** Put the *laundry* in the dryer. ***laundry***
12. ***sausage*** Dinner is eggs and *sausage*. ***sausage***
13. ***daughter*** Mrs. Clyde has a *daughter*. ***daughter***
14. ***lawn*** John will mow the *lawn*. ***lawn***
15. ***awful*** That was an *awful* storm! ***awful***
16. ***applaud*** We hope the audience will *applaud*. ***applaud***
17. ***haunt*** That playground is an old *haunt* of mine. ***haunt***
18. ***faucet*** Turn the water *faucet* off. ***faucet***
19. ***frost*** There is *frost* on the window. ***frost***
20. ***broad*** This is a *broad* street. ***broad***

Mastery Words

1. ***saucer*** Give the kitten some milk in a *saucer*. ***saucer***
2. ***cause*** I wonder what the *cause* of the noise was. ***cause***
3. ***moss*** There is *moss* growing on the shady bank. ***moss***
4. ***straw*** The baby cannot drink milk with a *straw*. ***straw***
5. ***strong*** Nancy has a *strong* grip. ***strong***
6. ***taught*** The instructor *taught* us how to use woodworking tools. ***taught***

Bonus Words

1. ***auditorium*** We eat lunch in the *auditorium*. ***auditorium***
2. ***automation*** Service at the bank is faster because of *automation*. ***automation***
3. ***authority*** The principal is the final *authority*. ***authority***
4. ***squall*** The boat almost capsized in the *squall*. ***squall***
5. ***auction*** We bought the old desk at an *auction*. ***auction***
6. ***lawyer*** Debby wants to be a *lawyer*. ***lawyer***
7. ***scrawny*** That is a thin, *scrawny* tree. ***scrawny***
8. ***authentic*** The antique car was *authentic*. ***authentic***

UNIT 14a

Apply Prior Learning

Write the following sentence on the chalkboard:

We all saw the dog taunt the cat.

First ask for a synonym for *taunt*. (*tease*) Then have students identify the most frequent vowel sound in the sentence. (/ô/) Have one student underline the various spellings of /ô/. (all, saw, dog, taunt) To elicit the spelling *a* before *l*, rather than simply *a*, ask the students to explain the difference between the vowel sounds in *cat* and *all*. (The two letters *al* make the sound /ô/.) Next erase the sentence and list the four spellings as headings: *a* before *l*, *aw*, *o*, *au*. As first examples in each column write *all*, *saw*, *dog*, and *taunt*.

Ask the students for additional words with the sound /ô/ for each category, and add the words to the appropriate lists. Then have the students state what they know about how /ô/ is usually spelled. (The sound /ô/ may be spelled *a* before *l*, *aw*, *o*, *au*.) Tell the students that they will study words with these spellings. Explain that they will use these words in writing friendly letters and notes as well as in writing reports for science.

FOCUS

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

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

Memory deficits prevent many students with learning disabilities from recalling the correct spelling of irregular words. The multiple spellings of a sound must be learned through systematic exposure. To assist the student in remembering, begin with the least complex activity, visual identification. Move next to recognition and finally to recall.

Provide the students with a list of Unit words. You may write these on the chalkboard for the group to see or on a duplicating master for individual use. Ask the students to identify the /ô/ sound in each of the words by underlining it with a colored magic marker or crayon.

To check recognition, ask the student to select the correct spelling from four choices, for example: *falt, fawlt, fault, folt*. To evaluate recall, dictate the words and have the students write them. Check the spelling immediately after the dictation, write the correct spelling for any misspelled words, and then have the student copy the word correctly for reinforcement.

English Learners

To help English Learners work with the spelling generalizationsz for Unit 14, you may wish to refer to the booklet "Suggestions and Activities for English Learners."

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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. **Social Studies/Writing Sentences Using the Word *Authority*** Have the students write five sentences using the spelling word *authority* along with at least one other word from the spelling lists to describe workers in various occupations. For example: A landscape designer is an *authority* on *lawn* care.
2. **Language Arts/Writing Sentences** Have the students write sentences for five of their spelling words. Each sentence should spell out the word. That is, the first letter of the word should begin the first word of the sentence, the second letter should begin the second word in the same sentence, and so on. For example, if the spelling word is *stalk,* students might write this sentence: *S*ee *T*om's *a*dorable *l*ittle *k*itten.
3. **Fine Arts/Writing Rebuses** Tell the students to write two sentences using as many spelling words as possible. Then have them replace the words with picture clues and letters, for example:

= I

f + = fear

Students might wish to ask friends or relatives to decipher their sentences.

4. **Language Arts/Categorizing** Tell the students to categorize their spelling words according to the different spellings for the vowel sound /ô/. Have the students divide a poster into four squares and write one heading in each: */ô/a* before *l; /ô/au; /ô/aw; /ô/o.* Have the students write their spelling words in the appropriate boxes. Then have them write as many additional words as they can for each vowel sound–spelling combination. In each box, students should also write a sentence using as many of the words in that box as possible.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. ***hawk*** The *hawk* is an enemy of mice. ***hawk***
2. ***dawn*** We go fishing at *dawn.* ***dawn***
3. ***walnut*** The squirrel buried a *walnut.* ***walnut***
4. ***stalk*** The *stalk* of this plant is long and woody. ***stalk***
5. ***fault*** It was his *fault* that the chair broke. ***fault***
6. ***pause*** During the *pause,* the audience became restless. ***pause***
7. ***caution*** A yellow light means *caution.* ***caution***
8. ***bossy*** Do not be too *bossy* when you are babysitting. ***bossy***
9. ***broth*** This vegetable *broth* is delicious. ***broth***
10. ***install*** The electrician will *install* a new light. ***install***
11. ***laundry*** The *laundry* should be folded now. ***laundry***
12. ***sausage*** Tina likes *sausage* in spaghetti sauce. ***sausage***
13. ***daughter*** Mr. Schwartz asked his *daughter* to help wash the car. ***daughter***
14. ***lawn*** There is crabgrass in the *lawn.* ***lawn***
15. ***awful*** This medicine tastes *awful!* ***awful***
16. ***applaud*** The mayor knew that everyone would *applaud* the speech. ***applaud***
17. ***haunt*** The park is my favorite *haunt.* ***haunt***
18. ***faucet*** Turn on the *faucet* and fill the pan with water. ***faucet***
19. ***frost*** An early *frost* killed the tomato plants. ***frost***
20. ***broad*** Jacob won the *broad* jump. ***broad***

Mastery Words

1. ***saucer*** Put the cup on a *saucer.* ***saucer***
2. ***cause*** The *cause* of the fire was uncertain. ***cause***
3. ***moss*** Put some *moss* in the terrarium. ***moss***
4. ***straw*** The *straw* was bent and unusable. ***straw***
5. ***strong*** This is a *strong* glue. ***strong***
6. ***taught*** The dog has been *taught* good manners. ***taught***

Bonus Words

1. ***auditorium*** The play will be staged in the *auditorium.* ***auditorium***
2. ***automation*** The bank is conve *automation.* ***automation***
3. ***authority*** The manager has *au* store. ***authority***
4. ***squall*** The weather forecast pr
5. ***auction*** Everyone enjoyed bid *auction.* ***auction***
6. ***lawyer*** The *lawyer* won her ca
7. ***scrawny*** That stray dog is *scraw*
8. ***authentic*** This rug is an *authe*

Dictation Sentences

Unit Words

1. It was no one's *fault* that the *faucet* in the *laundry* room was broken.
2. Her *daughter* saw *frost* on the *lawn* at *dawn.*
3. The *hawk* had a *broad* view of his favorite *haunt* from high in the *walnut* tree.
4. Adding *sausage* to the *broth* was an *awful* idea.
5. Wendy will *applaud* anyone who can *install* the new *caution* signal.
6. The *bossy* hunter would not allow a single *pause* as they went on to *stalk* the lion.

Mastery Words

1. A *strong* farmer *taught* us how to load *straw* into the barn.
2. The *moss* was the *cause* of the odd color of the *saucer*-shaped rock.

Bonus Words

1. She bought an *authentic* gem at the *auction* in the *au ditorium.*
2. The *lawyer* was an *authority* on *automation.*
3. During the *squall,* several *scrawny* birds took shelter in the barn.

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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.

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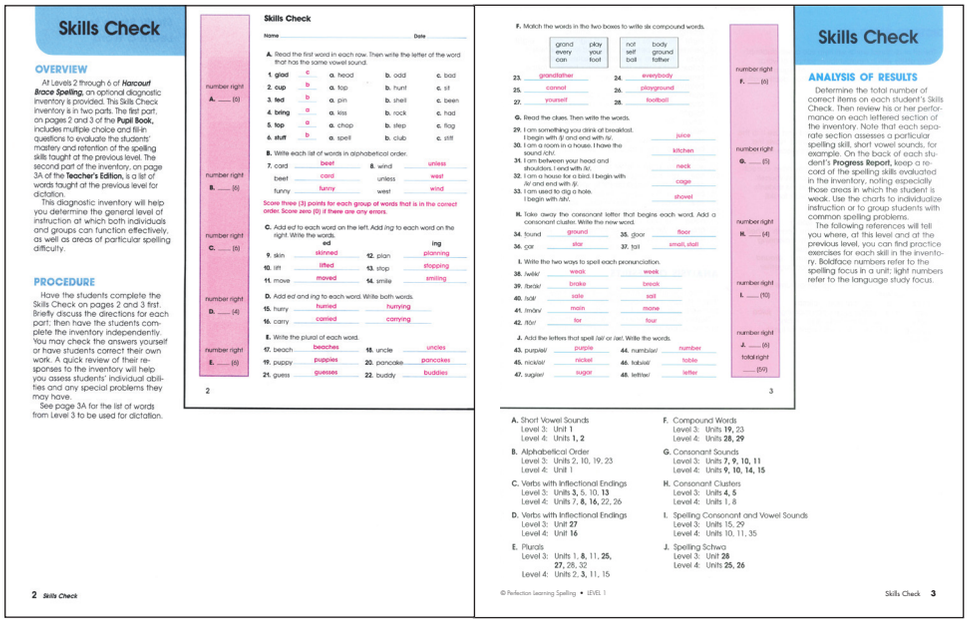
ASSESSMENT AND MANAGEMENT

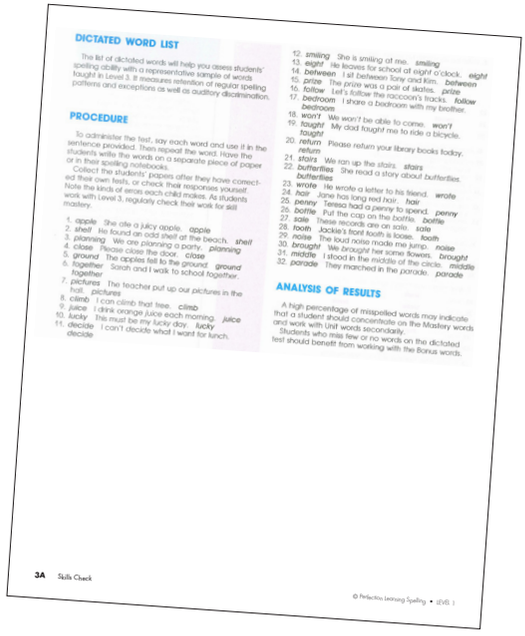
Formative and summative assessment is provided in a variety of formats to diagnose students for placement and monitor students' progress and analyze errors. The core testing is found in the Student Book and Teacher's Edition. Additional testing for diagnosis and evaluation is found in the Teacher's Resource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



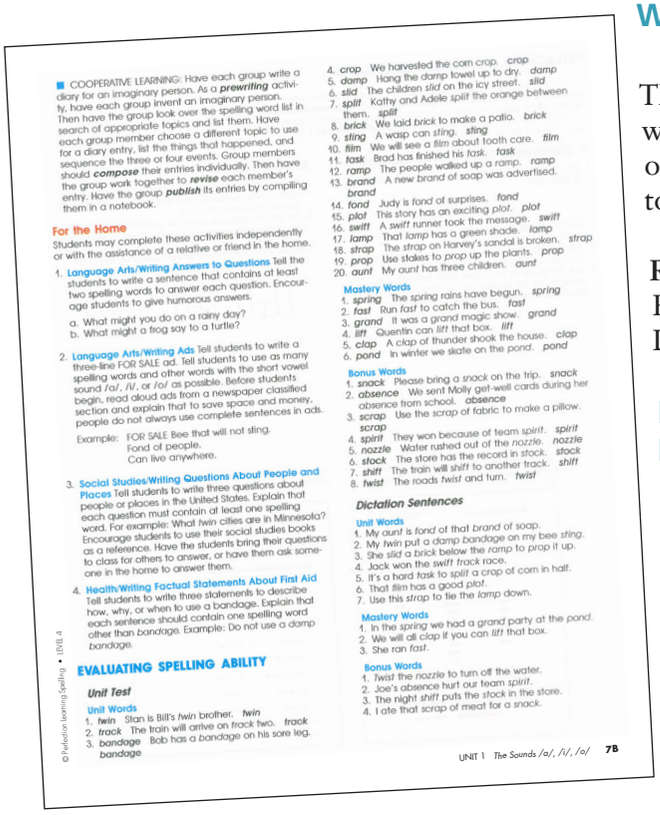
Weekly Unit Trial Test

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. *litt* Quentin can *litt* that box. *litt*
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 *litt* 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*.

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UNIT 1 *The Sounds /a/, /i/, /o/* 7B

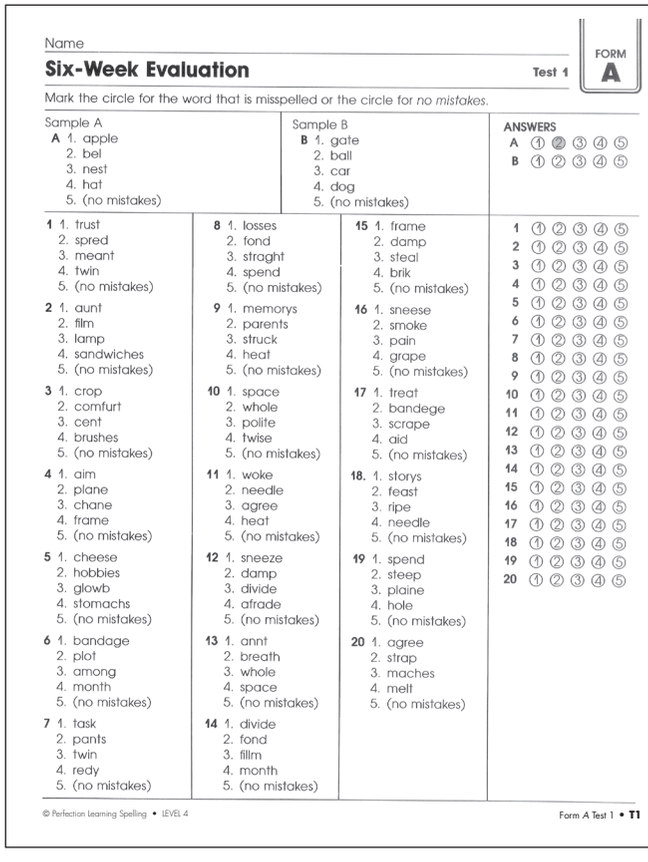
Weekly End-of-Unit Test

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

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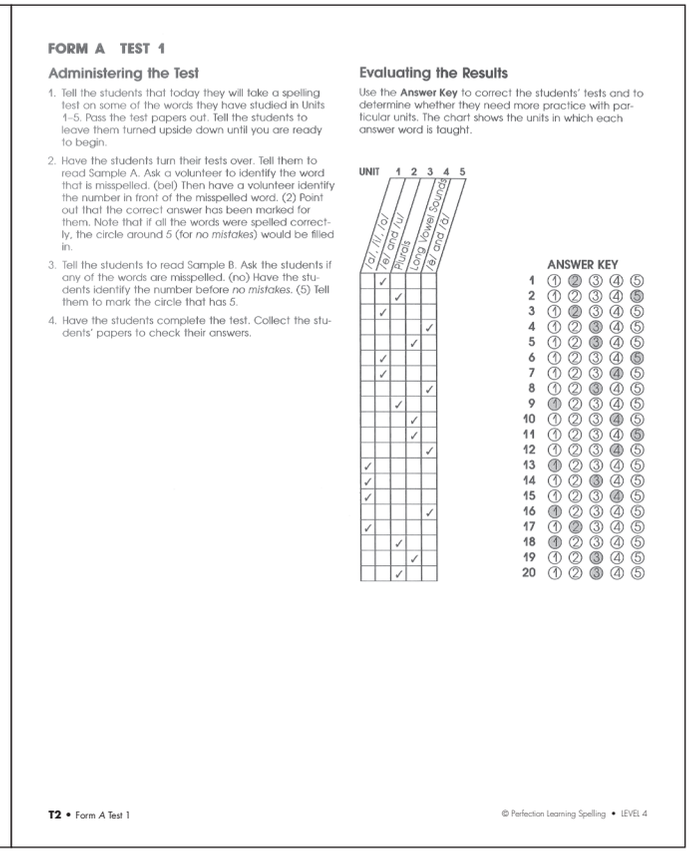
Form A Test 1 • T1



FORM A TEST 1

Administering the Test

1. Tell the students that today they will take a spelling test on some of the words they have studied in Units 1–5. Pass the test papers out. Tell the students to leave them turned upside down until you are ready to begin.
2. Have the students turn their tests over. Tell them to read Sample A. Ask a volunteer to identify the word that is misspelled. (bel) Then have a volunteer identify the number in front of the misspelled word. (2) Point out that the correct answer has been marked for them. Note that if all the words were spelled correctly, the circle around 5 (for *no mistakes*) would be filled in.
3. Tell the students to read Sample B. Ask the students if any of the words are misspelled. (no) Have the students identify the number before *no mistakes*. (5) Tell them to mark the circle that has 5.
4. Have the students complete the test. Collect the students' papers to check their answers.

Evaluating the Results

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

UNIT	1 /o/, /i/, /u/	2 /a/ and /u/	3 Plurals	4 Long Vowel Sounds	5 /ar/ and /or/
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

T2 • Form A Test 1

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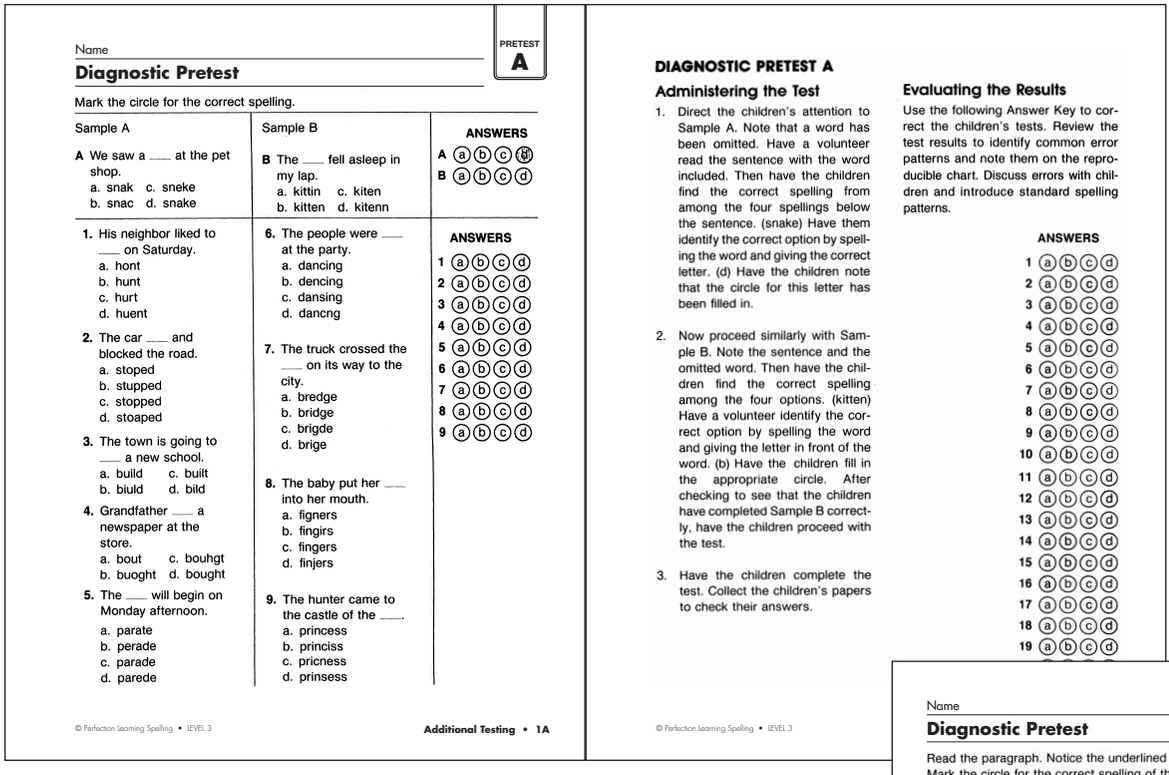
Midyear and End-of-Year Tests

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

Additional Assessment



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 ⓐ ⓑ ⓒ ⓓ

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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 ⓐ ⓑ ⓒ ⓓ

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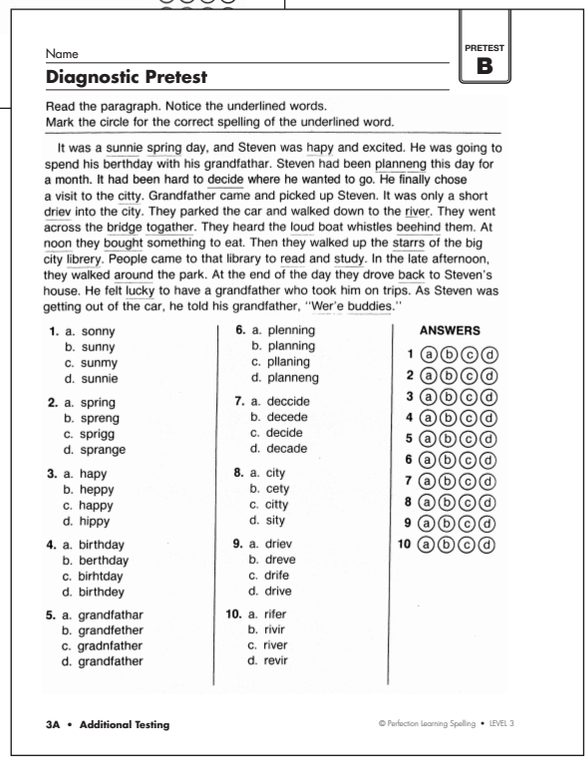

Name

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 ⓐ ⓑ ⓒ ⓓ

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

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

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

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

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

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

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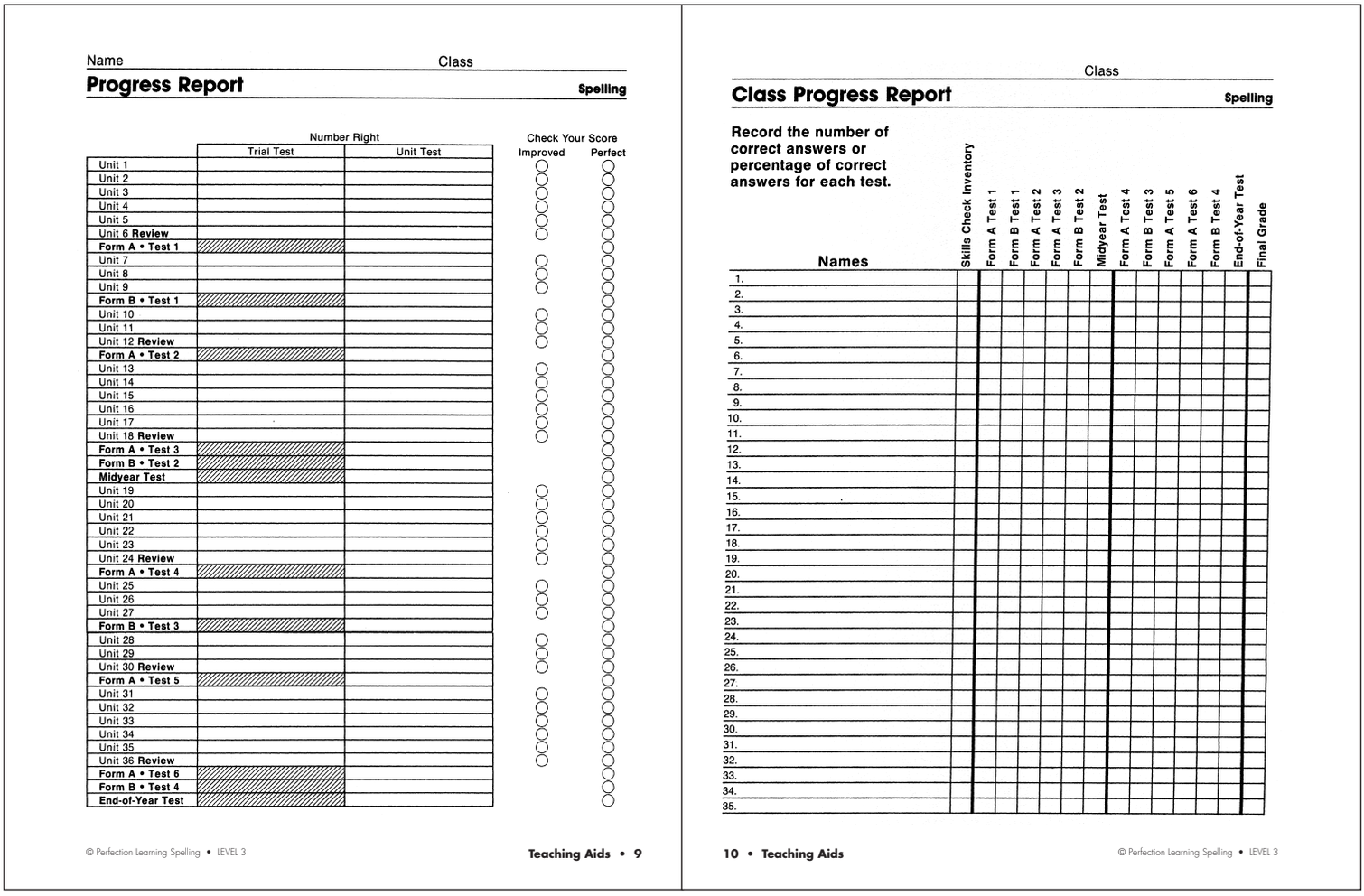
Record Keeping Progress Reports



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				○

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Class _____

Class Progress Report **Spelling**

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

Names	Skills Check Inventory	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.														
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24.														
25.														
26.														
27.														
28.														
29.														
30.														
31.														
32.														
33.														
34.														
35.														

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For Levels 2–6, there are two types of progress reports for recording students' test results. Both progress reports appear in reproducible form in the Teacher's Resource Book at each level.

- The **Pupil Progress Report** is a student's personal record of the results of the Weekly Trial and End-of-Unit Tests, Six-week or Nine-week Evaluation Tests, Midyear Test, and End-of-Year Test.
- The **Class Progress Report** is the teacher's record of students' test results.

MEETING INDIVIDUAL NEEDS

Learning Difficulties

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.

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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*.

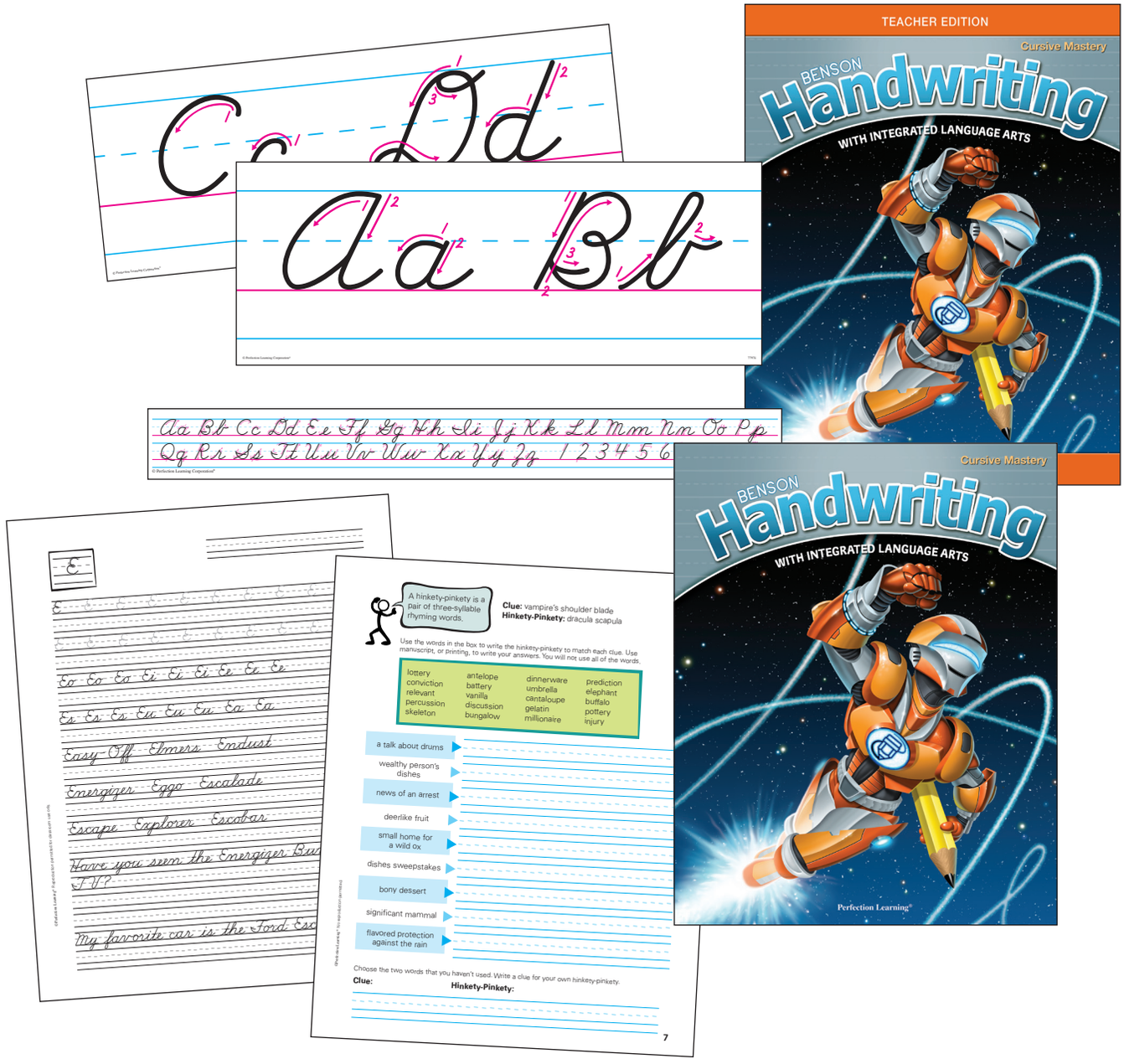
- **Publishing** This involves making students' written compositions public—not necessarily printed and bound for sale in bookstores. Publishing includes reading a composition aloud to an audience of peers, putting it in a class notebook or other periodical, posting it on a school or class Website, or 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 6	COMMON CORE STATE STANDARDS
SOUND-LETTER RELATIONSHIPS		
Spellings for Consonants		L6.2b
/b/	25, 94, 25, *94*	
/d/		
/f/	149, *149*	
/g/	31, *31*	
/h/	85, *85*	
/j/	30–31, 33, 50, *30–31, 33, 50*	
/k/	16–17, 68–69, 76, 83, 85, 154, 156, *16–17, 68–69, 76, 83, 85, 154, 156*	
/kw/	20–21, 23, 26, 119, *20–21, 23, 26, 119*	
/l/		
/m/	83, 94, *83, 94*	
/n/	83, 85, *83, 85*	
/p/	94, *94*	
/r/	25, 85, *25, 85*	
/s/	12, 42, 135, 154, *12, 42, 135, 154*	
/t/		
/th/	20, *20*	
/ŧh/		
/v/		
/w/		
/y/		
/z/	42, 44, 139, *42, 44, 139*	
/ks/	20–21, 23, 26, *20–21, 23, 26*	
/gz/	20–21, 23, 26, *20–21, 23, 26*	
/zh/	34–35, 37, 51, *34–35, 37, 51*	
Consonant Digraphs		L6.2b
ch	20, 65, *20, 65*	
ng		
sh	20, 65, 135, *20, 65, 135*	
th	20, *20*	
wh		
Consonant Clusters		L6.2b
Initial clusters with l	65, 135, *65, 135*	
Initial clusters with r	21, 135, *21, 135*	
Initial clusters with s		
Initial clusters with digraphs		
Final clusters with d		
Final clusters with l		
Final clusters with t	20–21, 135, *20–21, 135*	
Spellings for Short Vowel Sounds		L6.2b
/a/	4–5, 7, 24, 75, *4–5, 7, 24, 75*	
/e/	4–5, 7, 12–13, 24, 31, 75, 135, *4–5, 7, 12–13, 24, 31, 75, 135*	
/i/	4–5, 7, 24, 125, 147, 149, *4–5, 7, 24, 125, 147, 149*	
/o/	4–5, 7, 24, 31, 125, *4–5, 7, 24, 31, 125*	

Italicized numbers refer to the Teacher's Edition

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ELEMENTS OF SPELLING	LEVEL 6	COMMON CORE STATE STANDARDS
/u/	4–5, 7, 24, 31, 125, *4–5, 7, 24, 31, 125*	
Spellings for Long Vowel Sounds		L6.2b
/ā/	8–9, 11, 12–13, 15, 24–25, 75, 125, 151, *8–9, 11, 12–13, 15, 24–25, 75, 125, 151*	
/ē/	8–9, 11, 12–13, 15, 24–25, 121, 124–125, 147, *151, 8–9, 11, 12–13, 15, 24–25, 121, 124–125, 147, 151*	
/ī/	8–9, 12–13, 15, 24–25, 125, 139, *8–9, 12–13, 15, 24–25, 125, 139*	
/ō/	8–9, 11, 24, 125, 135, *8–9, 11, 24, 125, 135*	
Spellings for Other Vowel Sounds		L6.2b
/ô/	60–62, 63, 77, *60–62, 63, 77*	
/oi/	38–41, 51, *38–41, 51*	
/ou/	38–41, 51, *38–41, 51*	
/o͞o/		
/o͞o/	47, 125, *47, 125*	
/yo͞o/	42–45, 52, *42–45, 52*	
/yo͞o/	42–45, *42–45*	
Spellings for r-controlled Vowel Sounds		L6.2b
/är/	42–45, 52, *42–45, 52*	
/âr/		
/ôr/	47, 68–71, 78, *47, 68–71, 78*	
/ûr/	47, 64–66, 67, 77, *47, 64–66, 67, 77*	
Spellings for Schwa		L6.2b
/ər/	64, 90–92, 93, 103, 116–117, 129, 147, *64, 90–92, 93, 103, 116–117, 129, 147*	
/əl/	42, 116–117, 147, *42, 116–117, 147*	
/ən/	34–35, 42, *34–35, 42*	
/ə/	38, 39, 120–123, 125, 129, 151, *38, 39, 120–123, 125, 129, 151*	
Memory Spellings		L6.2b
"Silent" Letters	60, 61, 63, 82–85, 102, *60, 61, 63, 82–85, 102*	
Double Letters	56–59, 76, 86–89, 102–103, 125, 127, 130, *56–59, 76, 86–89, 102–103, 125, 127, 130*	
Other-Language Sound-Letter Relationships	68, *68*	
Other Words	12–13, 15, 20–23, 82–85, *12–13, 15, 20–23, 82–85*	
WORD STRUCTURE		L6.2b
Plural Nouns		
No Base Change	6, 16–19, 25, 33, *6, 16–19, 25, 33*	

Italicized numbers refer to the Teacher's Edition

COMMON CORE STATE STANDARDS CORRELATION

ELEMENTS OF SPELLING	LEVEL 6	COMMON CORE STATE STANDARDS
Change y to i Change f to v		
Possessive Nouns	92, *92*	L6.2b
Verbs with Inflections No Base Change Double Final Consonant Drop Final e Change y to i	 10, 15, 56–59, 76, 126, *10, 15, 56–59, 76, 126* 56–59, 76, *56–59, 76* 32, 136, 145, *32, 136, 145* 145, *145*	L6.2b
Adjectives with Inflections No Base Change Drop Final e Change y to i	 23, 86–89, 102–103, *23, 86–89, 102–103* 86–89, 102–103, *86–89, 102–103* 86–89, 98, 102–103, *86–89, 98, 102–103*	L6.2b
Prefixes	26, 67, 73, 94–97, 100, 103, 109, 112–115, 139, 140, *26, 67, 73, 94–97, 100, 103, 109, 112–115, 139, 140*	L6.2b
Suffixes	14, 26, 45, 73, 75, 96, 98–101, 104, 108–111, 112–115, 117, 128, 138–139, 144, 145, 148, 149, 151–153, *14, 26, 45, 73, 75, 96, 98–101, 104, 108–111, 112–115, 117, 128, 138–139, 144, 145, 148, 149, 151–153*	L6.2b
Root Words	112–115, 138–141, 155, *112–115, 138–141, 155*	L6.4a, L6.4b, L6.4c, L6.4d
Abbreviations		L6.4d
Contractions	9, *9*	L6.4d
WORD ANALYSIS **Syllable Patterns**	92, 124–125, 127, 130, 134–135, 137, 146–149, 150–151, 153, 154, 156, *92, 124–125, 127, 130, 134–135, 137, 146–149, 150–151, 153, 154, 156*	
Letter Patterns	30–31, 34–35, 82–85, 116–119, *30–31, 34–35, 82–85, 116–119*	
Pronunciation Changes	44, 56, 84, 137, *44, 56, 84, 137*	SL6.4, L6.4c
Phonograms		
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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.

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

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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.

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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 not sure how to spell.
- when they misspell words in their writing.
- when they misspell words in other content-area assignments.

PROCEDURE

Before the students begin their work in the **Pupil Book**, you may want to introduce them to ***Study Steps to Learn a Word***. Guide the students through the steps using the word *listen*. To aid them in practicing the steps, you may want to reproduce and distribute the ***Study Steps to Learn a Word*** reproducible.

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 5 to be used for dictation.

number right
A. _____(8)

number right
B. _____(8)

number right
C. _____(9)

Skills Check

Name _____ Date _____

A. Write the letter of the misspelled word.

1.	b	**a.** range	**b.** tishue	**c.** social
2.	b	**a.** twist	**b.** thret	**c.** daily
3.	a	**a.** screan	**b.** twine	**c.** coal
4.	b	**a.** coast	**b.** squeze	**c.** tense
5.	a	**a.** sence	**b.** ticket	**c.** pickle
6.	c	**a.** diaries	**b.** solid	**c.** acke
7.	c	**a.** porch	**b.** slant	**c.** thrif
8.	c	**a.** lied	**b.** scowl	**c.** dout

B. Write the correct spelling for each pronunciation.

9. /kwik/	quick	10. /rēth/	wreath
11. /chōz/	chose	12. /di·rek'shən/	direction
13. /nā'shən/	nation	14. /prōōv/	prove
15. /ois'tər/	oyster	16. /vej'(ə·)tə·bəl/	vegetable

C. The words in each column end with the sounds at the top of the column. Write the correct spelling of the whole word.

/ər/		/ən/	
17. coll	collar	20. cart	carton
18. clev	clever	21. apr	apron
19. may	mayor	22. cert	certain

/əl/

23. whist whistle
24. hospit hospital
25. tunn tunnel

2

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D. Write the plural of each word.

26. bunch	bunches	**27.** tax	taxes
28. tray	trays	**29.** battery	batteries
30. loaf	loaves	**31.** hinge	hinges

number right
D. _____(6)

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

ed		ing	
32. drop	dropped	**35.** deny	denying
33. study	studied	**36.** depend	depending
34. promise	promised	**37.** lie	lying

number right
E. _____(6)

F. Add one of these prefixes to each word. Write the new word.

dis- re- un-

38. usual	unusual	**39.** pleasant	unpleasant
40. agree	disagree	**41.** write	rewrite
42. build	rebuild	**43.** approve	disapprove

number right
F. _____(6)

G. Add one of these suffixes to each word. Write the new word.

-less -ion -ful -ness

44. educate	education	**45.** breath	breathless
46. tardy	tardiness	**47.** force	forceful

number right
G. _____(4)

H. Write a three-syllable word that fits each sentence.

48. Indent the first line of each paragraph you write.

49. Enclose your letter in this envelope.

50. These sweaters come in small, medium and large.

number right
H. _____(3)

total right
_____(50)

3

Skills Check

ANALYSIS OF RESULTS

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

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

A. Spelling Consonants and Vowels
Level 5: Units **1, 2, 3, 5, 7, 9, 10, 11, 14, 15, 16**
Level 6: Units **1, 2, 5, 7, 8, 9, 10**

B. Spelling Consonants and Vowels
Level 5: Units **1, 2, 3, 5, 7, 9, 10, 11, 14, 15, 16**
Level 6: Units **1, 2, 5, 7, 8, 9, 10**

C. Spelling Schwa
Level 5: Units **21, 22**
Level 6: Units **21, 28**

D. Plurals
Level 5: Units **8, 10,** 34
Level 6: Units **4,** 1

E. Verbs with Inflectional Endings
Level 5: Units **4, 13,** 3, 20, 32
Level 6: Units **13,** 2, 31

F. Prefixes
Level 5: Units **27,** 35
Level 6: Units **22,** 23, 32

G. Suffixes
Level 5: Units **28, 29,** 9
Level 6: Units **23, 25,** 22, 26, 33, 34

H. Syllable Patterns
Level 5: Units **32, 33, 34,** 17, 27
Level 6: Units **29, 31, 34, 35,** 21

DICTATED WORD LIST

The list of dictated words will help you assess students' spelling ability with a representative sample of words taught in Level 5. It measures retention of regular spelling patterns and exceptions as well as auditory discrimination.

PROCEDURE

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

Collect the students' papers after they have corrected their own tests, or check their responses yourself. Note the kinds of errors each student makes. As students work with Level 6, regularly check their work for skill mastery.

1. ***garden*** We planted a *garden* last spring. ***garden***
2. ***powder*** The snow is like fine *powder*. ***powder***
3. ***blanket*** Take a *blanket* to sit on at the game. ***blanket***
4. ***dropped*** The pitcher *dropped* the ball. ***dropped***
5. ***peach*** There is a *peach* orchard behind the farmhouse. ***peach***
6. ***general*** All the classes attended a *general* assembly. ***general***
7. ***dessert*** We brought fruit and cheese for *dessert*. ***dessert***
8. ***woolen*** The sweater is made of *woolen* yarn. ***woolen***
9. ***handle*** Hold the *handle* when you close the door. ***handle***
10. ***curve*** Tom slowed his bike to go around the *curve*. ***curve***
11. ***serious*** Carol has a *serious* look on her face. ***serious***
12. ***laughing*** Everyone was *laughing* at the show. ***laughing***
13. ***arrive*** They plan to *arrive* at five o'clock. ***arrive***
14. ***total*** We added the prices to get the *total* amount due. ***total***
15. ***addresses*** The witnesses wrote their *addresses* on the form. ***addresses***
16. ***ticket*** Hand in your *ticket* at the door. ***ticket***
17. ***stamp*** This envelope needs another *stamp*. ***stamp***
18. ***movies*** We watched two *movies* on television. ***movies***
19. ***season*** Al likes to *season* the stew with basil. ***season***
20. ***honest*** Gina gave us her *honest* opinion of the play. ***honest***
21. ***nature*** There will be three *nature* walks at the shore. ***nature***
22. ***married*** My parents were *married* twenty years ago. ***married***
23. ***increase*** Rachel tried to *increase* her running time. ***increase***
24. ***knowledge*** A *knowledge* of first aid is helpful in emergencies. ***knowledge***
25. ***bicycle*** There is a *bicycle* rack outside the building. ***bicycle***
26. ***thunder*** The sound of *thunder* echoed in the distance. ***thunder***
27. ***everywhere*** Eric's dog follows him *everywhere*. ***everywhere***
28. ***noun*** A *noun* is a naming word. ***noun***
29. ***question*** The speaker will answer your *question* now. ***question***
30. ***special*** Grandpa is on a *special* diet. ***special***
31. ***pajamas*** Erin received new *pajamas* for her birthday. ***pajamas***
32. ***business*** The Maloney family is in the plumbing *business*. ***business***

ANALYSIS OF RESULTS

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

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

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Short Vowel Sounds

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 page 7A
For the Home page 7A
Reteaching Strategies page 7C

Testing

Teacher's Edition
Trial Test page 3C
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: NA

Writing: 6.2a, 6.4, 6.5

Speaking/Listening: 6.1c, 6.1d, 6.4

Language: 6.1e, 6.2a, 6.2b, 6.3a, 6.3b, 6.4a, 6.4c, 6.4d, 6.6

Learner Objectives

Spelling

- To spell words that demonstrate these sound-letter relationships: /a/*a*; /e/*e*, *ai*; /i/*i*, *y*; /o/*o*; /u/*u*, *o*.
- To spell plural forms of nouns.

Reading

- To locate words in the dictionary.
- To follow written directions.

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 listen to identify short vowel sounds.
- To use pronunciation clues to spell words.
- To follow a series of oral directions.

Speaking

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

UNIT WORDS

chess
snack
glimpse
dock
crumpled
album
drenched
plastic
bristle
rapid
bronze
nozzle
publish
pulse
solve
absence
depth
against
system
oven

MASTERY WORDS

winner
among
damp
spend
bulb
solid

BONUS WORDS

bewilder
mystify
adopt
abrupt
conduct
remedy
atlas
modify

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 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 in Unit 1 they will study words with short vowel sounds. Explain that they will learn to spell words with short vowel sounds and use these words in writing a 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 **Pupil Book** or on **Spelling Poster 1**. 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. ***chess*** We played *chess*. ***chess***
2. ***snack*** Nuts make a good *snack*. ***snack***
3. ***glimpse*** Grandpa caught a *glimpse* of the geese. ***glimpse***
4. ***dock*** The boat tied up at the *dock*. ***dock***
5. ***crumpled*** Allen *crumpled* the wrapping paper. ***crumpled***
6. ***album*** Marti looked at the pictures in the family *album*. ***album***
7. ***drenched*** The grass was *drenched* with dew. ***drenched***
8. ***plastic*** A *plastic* cup is by the sink. ***plastic***
9. ***bristle*** A bristle from the brush is caught in your hair. ***bristle***
10. ***rapid*** The subway is often more *rapid* than driving. ***rapid***
11. ***bronze*** The plaque is made of *bronze*. ***bronze***

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12. ***nozzle*** He adjusted the *nozzle* of the hose. ***nozzle***
13. ***publish*** Someday you may *publish* your memoirs. ***publish***
14. ***pulse*** The nurse felt my *pulse*. ***pulse***
15. ***solve*** Help me *solve* this puzzle. ***solve***
16. ***absence*** Each *absence* is recorded in the roll book. ***absence***
17. ***depth*** We tested the *depth* of the water. ***depth***
18. ***against*** Murray leaned the ladder *against* the garage. ***against***
19. ***system*** The telephone *system* is very complex. ***system***
20. ***oven*** Turn on the *oven*. ***oven***

Mastery Words

1. ***winner*** The *winner* received a trophy. ***winner***
2. ***among*** You and I were *among* the finalists. ***among***
3. ***damp*** The grass is *damp*. ***damp***
4. ***spend*** You must *spend* time practicing each day. ***spend***
5. ***bulb*** The *bulb* burned out. ***bulb***
6. ***solid*** Cars should not cross the *solid* line on the road. ***solid***

Bonus Words

1. ***bewilder*** The new regulations *bewilder* me. ***bewilder***
2. ***mystify*** The new laws need not *mystify* you. ***mystify***
3. ***adopt*** My uncle and aunt want to *adopt* two children. ***adopt***
4. ***abrupt*** The train came to an *abrupt* stop. ***abrupt***
5. ***conduct*** Your conduct is fine. ***conduct***
6. ***remedy*** Anna gave Charles a *remedy* for the problem. ***remedy***
7. ***atlas*** There are maps in an *atlas*. ***atlas***
8. ***modify*** I can *modify* the radio to fit in the dashboard. ***modify***

Apply Prior Learning

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

Write these words across the top of the chalkboard: *patch, fence, lift, job, must.* Have students supply other words that have the same vowel sound as each word, and list them under that word. (Examples: *match, cat; den, send; gift, lip; hop, copy; dust, much*) Note separately any words students give that are exceptions to the rule. Have the students examine the lists. Ask them to identify the common element in the first list. (All the words have the short vowel sound /a/.) Have them do the same for the other lists. (The other lists have the short vowel sounds /e/, /i/, /o/, /u/.) Ask the students what general statement they can make about the spelling of each of these short vowels. (/a/ may be spelled *a*; /e/, *e*; /i/, *i*; /o/, *o*; /u/, *u*.)

Now write the following words on the chalkboard: *syllable, brother, again.* Underline the *y* in *syllable*, the *o* in *brother*, and the *ai* in *again.* Ask the students what letter or letters spell the short vowel sound in each of these words. (/i/ is spelled *y*; /u/, *o*; /e/, *ai*.) Have the students place each word in the appropriate list. Follow the same procedure with any of the words given earlier that are exceptions to the rule. Help the students add to their generalization about short vowel sounds. (Short vowels are usually spelled in one way, but some short vowels may have different spellings.) Tell the students that they will study words that have short vowel spellings. Explain that many of these are words they can use in writing friendly letters, stories for language arts classes, and answers to questions in science and social studies.

UNIT 1a

FOCUS

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

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

For many students with special needs, spelling presents difficulties because of its high demand on both visual and auditory memory.

It is suggested that over the year each student use a spelling notebook, which will contain generalizations and activities taken from the Special Needs features for each of the units in this **Teacher's Edition.** A three-ring loose-leaf notebook and lined three-hole paper can be used for the spelling notebook. Some activities require crayons or colored markers.

Begin the notebook with Units 1 and 2. Please see the Special Needs feature in Unit 2 for suggested teaching strategies.

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

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

The **Trial Test** may be given before or after the students have studied this page.

1. Tell the students that the Unit words all contain short vowel sounds, such as the /e/ in *chess*.
2. Have the students read the generalization on page 4 independently. Review with the students that the symbols / / indicate that the letter(s) within them represent sounds, not spellings. Ask volunteers to read aloud the eight sound-spelling rules that are given. Draw the students' attention to the fact that a sound is not always spelled with the same letter(s) used to represent the sound. Give other examples of this by writing these words on the chalkboard:

   mother been any

   Ask volunteers to tell what letters spell the sounds /u/ (*o* in *mother*), /i/ (*ee* in *been*), and /e/ (*a* in *any*), respectively, in the words.

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

3. Have volunteers read the Unit words aloud and identify the short vowel sound(s) in each word. Ask other students to tell what letter or letters represent each of the short vowel sounds. Remind the students that in the unaccented syllables, they may hear a schwa sound.

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

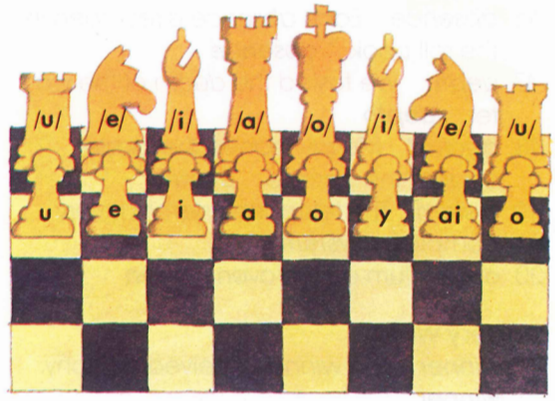
4. Have the students read the first word, *chess,* to themselves. Ask them to notice each letter and to sound out the word as they do so. Then have the students write the word in their spelling notebooks. Have the students follow the same procedure for the remaining words.

1 Short Vowel Sounds

UNIT WORDS

1. *chess*
2. *snack*
3. *glimpse*
4. *dock*
5. *crumpled*
6. *album*
7. *drenched*
8. *plastic*
9. *bristle*
10. *rapid*
11. *bronze*
12. *nozzle*
13. *publish*
14. *pulse*
15. *solve*
16. *absence*
17. *depth*
18. *against*
19. *system*
20. *oven*

glimpse
/i/
system



The Unit Words

All the words in this unit have short vowel sounds. These are the symbols for those sounds: /a/, /e/, /i/, /o/, /u/. Letters that come between two slanted lines show sounds.

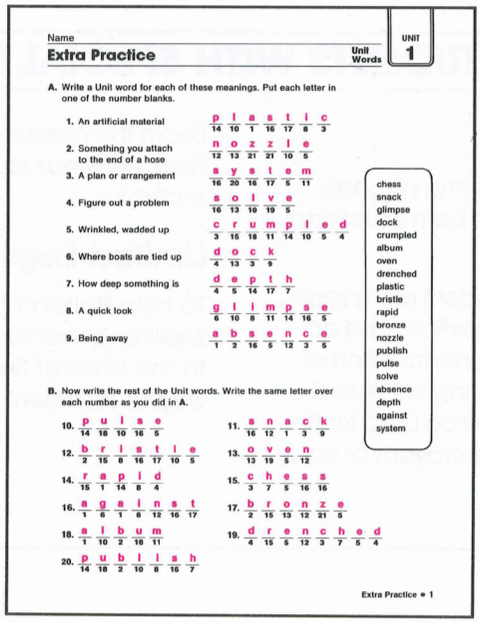
Short vowel sounds are usually spelled with one vowel letter.

- The sound /a/ is spelled with **a.** *snack*
- The sound /e/ is spelled with **e.** *chess*
- The sound /i/ is spelled with **i.** *glimpse*
- The sound /o/ is spelled with **o.** *dock*
- The sound /u/ is spelled with **u.** *crumpled*

Sometimes short vowel sounds are spelled with other letters.

- The sound /e/ is spelled with **ai** in *against.*
- The sound /i/ is spelled with **y** in *system.*
- The sound /u/ is spelled with **o** in *oven.*

Extra Practice: Unit Words



Name
Extra Practice — Unit Words — UNIT 1

A. Write a Unit word for each of these meanings. Put each letter in one of the number blanks.

1. An artificial material — p l a s t i c (14 10 1 16 17 8 3)
2. Something you attach to the end of a hose — n o z z l e (12 13 21 21 10 5)
3. A plan or arrangement — s y s t e m (16 20 16 17 5 11)
4. Figure out a problem — s o l v e (16 13 10 19 5)
5. Wrinkled, wadded up — c r u m p l e d (3 15 18 11 14 10 5 4)
6. Where boats are tied up — d o c k (4 13 3 9)
7. How deep something is — d e p t h (4 5 14 17 7)
8. A quick look — g l i m p s e (6 10 8 11 14 16 5)
9. Being away — a b s e n c e (1 2 16 5 12 3 5)

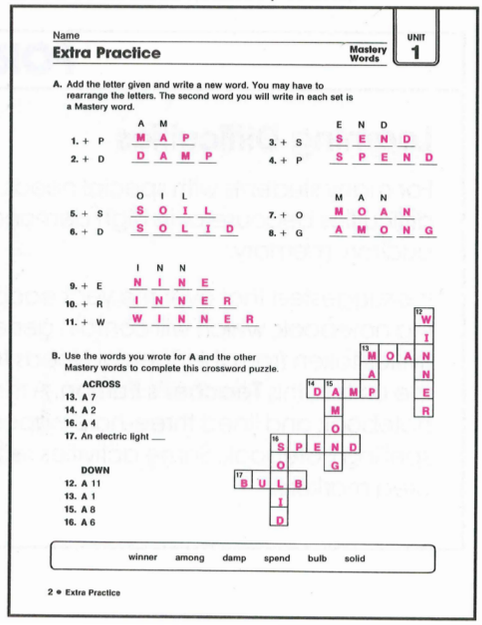
chess, snack, glimpse, dock, crumpled, album, oven, drenched, plastic, bristle, rapid, bronze, nozzle, publish, pulse, solve, absence, depth, against, system

B. Now write the rest of the Unit words. Write the same letter over each number as you did in A.

10. p u l s e (14 18 10 16 5)
11. s n a c k (16 12 1 3 9)
12. b r i s t l e (2 15 8 16 17 10 5)
13. o v e n (13 19 5 12)
14. r a p i d (15 1 14 8 4)
15. c h e s s (3 7 5 16 16)
16. a g a i n s t (1 6 1 8 12 16 17)
17. b r o n z e (2 15 13 12 21 5)
18. a l b u m (1 10 2 18 11)
19. d r e n c h e d (4 15 5 12 3 7 5 4)
20. p u b l i s h (14 18 2 10 8 16 7)

Extra Practice • 1

Extra Practice: Mastery Words



Name
Extra Practice — Mastery Words — UNIT 1

A. Add the letter given and write a new word. You may have to rearrange the letters. The second word you will write in each set is a Mastery word.

1. + P — A M → M A P
2. + D — D A M P
3. + S — E N D → S E N D
4. + P — S P E N D
5. + S — O I L → S O I L
6. + D — S O L I D
7. + O — M A N → M O A N
8. + G — A M O N G
9. + E — I N N → N I N E
10. + R — I N N E R
11. + W — W I N N E R

B. Use the words you wrote for A and the other Mastery words to complete this crossword puzzle.

ACROSS
13. A 7
14. A 2
16. A 4
17. An electric light ___

DOWN
12. A 11
13. A 1
15. A 8
16. A 6

winner, among, damp, spend, bulb, solid

2 • Extra Practice

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Spelling Practice

A. Follow the directions using the Unit words.

1. Write the three words in which /e/ is spelled with *e*.

chess | drenched | depth

2. Write the word in which /e/ is not spelled with *e*. against

3. Write the five words in which /a/ is spelled with *a*. Circle the two words that also have /i/ spelled *i*.

snack | album | plastic

rapid | absence

4. Write the three other words in which /i/ is spelled *i*.

glimpse | bristle | publish

5. Write the word in which /i/ is not spelled with *i*. system

6. Write the four words in which /o/ is spelled *o*.

dock | bronze

nozzle | solve

7. Write the word in which *o* does not spell /o/. oven

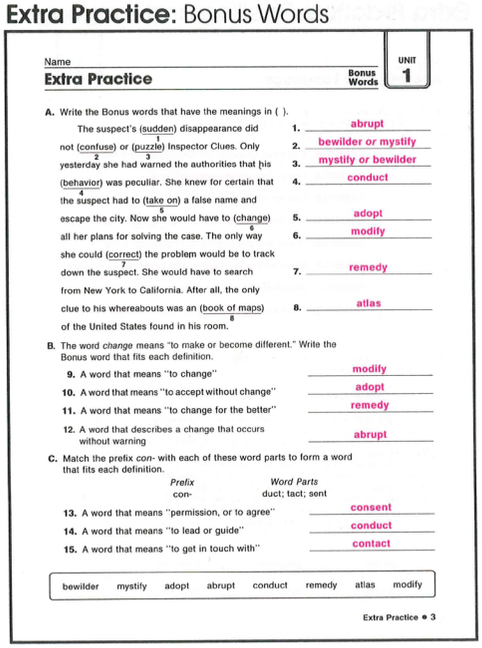
B. Write the correct spelling for each of these pronunciations. Circle the word in which *u* does not spell /u/.

8. /puls/ pulse
9. /al'bəm/ album
10. /pub'lish/ publish
11. /krum'pəld/ crumpled

C. Complete each sentence using one of the Unit words. The short vowel sound in / / will help you.

12. My cat likes to chase balls of /u/ crumpled paper.
13. Luis baked an eggplant dish in the /u/ oven
14. The small statue is made of /o/ bronze
15. The lake has an average /e/ depth of 100 meters.
16. I had to explain the reason for my /a/ absence from school.
17. The earth is part of the solar /i/ system
18. Are you for or /e/ against building a new stadium?

Extra Practice: Bonus Words



Name

Extra Practice — Bonus Words — UNIT 1

A. Write the Bonus words that have the meanings in ( ).

The suspect's (sudden) disappearance did not (confuse) or (puzzle) Inspector Clues. Only yesterday she had warned the authorities that his (behavior) was peculiar. She knew for certain that the suspect had to (take on) a false name and escape the city. Now she would have to (change) all her plans for solving the case. The only way she could (correct) the problem would be to track down the suspect. She would have to search from New York to California. After all, the only clue to his whereabouts was an (book of maps) of the United States found in his room.

1. abrupt
2. bewilder *or* mystify
3. mystify *or* bewilder
4. conduct
5. adopt
6. modify
7. remedy
8. atlas

B. The word *change* means "to make or become different." Write the Bonus word that fits each definition.

9. A word that means "to change" modify
10. A word that means "to accept without change" adopt
11. A word that means "to change for the better" remedy
12. A word that describes a change that occurs without warning abrupt

C. Match the prefix *con-* with each of these word parts to form a word that fits each definition.

Prefix: con- — *Word Parts*: duct; tact; sent

13. A word that means "permission, or to agree" consent
14. A word that means "to lead or guide" conduct
15. A word that means "to get in touch with" contact

bewilder mystify adopt abrupt conduct remedy atlas modify

Extra Practice • 3

Summarize Learning

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

- What are two ways to spell the short vowel sound /e/? (*e, ai*)
- What are two ways to spell the short vowel sound /i/? (*i, y*)
- What are examples of words using the different spellings of the short vowel /u/? (*oven, publish*; accept other examples)

Spelling Practice — UNIT 1b

TEACHING PLAN

Objectives To write words given spelling or pronunciation clues; to write words given sentence contexts.

1. Direct attention to page 5 and briefly discuss the directions.
2. Have the students complete Exercises **A** and **B** independently. Have volunteers write the answers on the chalkboard and underline the letter(s) that stand for the short vowel sound(s) in each word. Remind students to use legible handwriting. For **Handwriting Models,** refer the students to page 286 in the **Pupil Book.**
3. Go over the answers to Exercise **C** by having volunteers suggest the word that completes each sentence before the students write the answers. Let the students check their own work as volunteers give correct spellings.

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

EXTENDING THE LESSON

Have the students make up sentence clues similar to those in Exercise **C,** with the short vowel sound indicated. Tell the students they may choose any five words other than the ones used in Exercise **C** for their sentences. Allow time for the students to exchange sentence clues and complete each other's sentences. Remind them to proofread their sentences for spelling.

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UNIT 1c Language Study

TEACHING PLAN

SPELLING AND LANGUAGE

Objective To form the plural of nouns by adding *s*.

1. Have the students read the introductory paragraph independently. Briefly discuss the system of adding *s* to form the plural of most nouns.
2. Have the students complete the exercise independently.
3. To correct the students' answers, have volunteers write the answers on the chalkboard while the other students check their own work.

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

WRITING ON YOUR OWN

Objectives To describe a picture using some Unit words; to proofread for spelling, capitalization, and punctuation.

1. Review the directions with students.
2. As a ***prewriting*** activity, the students should discuss the experience of riding through a car wash. They should brainstorm words and list a sequence of events. Write the words and the list on the chalkboard. The students can refer to these as they make their drawings. Then have the students ***compose*** their paragraphs. Next have the students ***revise*** their paragraphs. For additional help, you may wish to refer them to the **Revising Checklist** on page 267 of the **Writer's Guide.** ***Publish*** the students' work by hanging the drawings and paragraphs on the bulletin board.

USING THE DICTIONARY

Objectives To locate entry words in the spelling dictionary; to write words in alphabetical order.

1. Introduce this lesson by having the students turn to the **Spelling Dictionary** in the back of their books. Have the students review the format of the dictionary.
2. Have the students read the introductory material in the lesson and briefly discuss the directions.
3. Have the students complete the activity independently.

EXTENDING THE LESSON

Have the students alphabetize the unit list and then use the **Spelling Dictionary** to locate each word. Have them write the entry word that follows each Unit word in the dictionary.

UNIT WORDS

chess
snack
glimpse
dock
crumpled
album
drenched
plastic
bristle
rapid
bronze
nozzle
publish
pulse
solve
absence
depth
against
system
oven

Spelling and Language • Plurals

A noun is plural when it names more than one person or thing. You add *s* to most nouns to form the plural.

system systems nozzle nozzles

Complete each sentence by writing the plural form of a Unit word.

1. We like apples for after-school ___snacks___.
2. My uncle has many new record ___albums___ of country music.
3. The three ___docks___ in the harbor are made of wood.
4. The ___bristles___ on the brush are plastic.
5. The attendance officer recorded Cindy's two ___absences___.
6. The restaurant has four ___ovens___ for baking pizza.

Writing on Your Own

Draw a picture of what you might see if you were to ride through an automatic car wash. Then write a paragraph for your classmates describing the picture. Use these and other Unit words: *nozzle, bristle,* and *glimpse.* Use as many plurals as you can.

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

Using the Dictionary to Spell and Write

Each word given in a dictionary is called an **entry word.** Entry words are listed in alphabetical order. This will help you find a word quickly if you need to check its spelling or meaning.

Find each of these words in the **Spelling Dictionary.** Then write the entry word that comes right after each word.

1. doubtful ___drench___
2. sweet ___system___
3. glacier ___glimpse___
4. public ___publish___
5. division ___dock___
6. northwest ___nozzle___
7. deposit ___depth___
8. pivot ___plastic___

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

6

Extra Practice: Spelling and Language

Name _____ UNIT 1

Spelling and Language

A. Write a complete sentence using the plural form for each of the following words. Circle the word that you made plural.

1. system — EXAMPLE: The pilot checked all the (systems) in his plane.
2. album — EXAMPLE: I have two photograph (albums).
3. snack — EXAMPLE: I never eat (snacks) before dinner.
4. nozzle — EXAMPLE: The firefighters closed the (nozzles) of the hoses.
5. dock — EXAMPLE: There are two (docks) at Thompson Lake.
6. bristle — EXAMPLE: Many of the (bristles) on the brush were broken.
7. oven — EXAMPLE: Both (ovens) were turned on.
8. absence — EXAMPLE: Tim had no (absences) during the school year.

B. Complete the paragraph, using the plural form of Unit words. Write your answers below.

Mario walked down to the 9 to meet his father, who owned a small fishing boat. From the path above the harbor, Mario could catch a few 10 of his father. His father had been at sea for more than a week, and Mario was anxious to see him. His father's 11 always made Mario feel a little lonely. By the time Mario reached the boat, his father had finished unloading the fish he had caught. He and his one crew member were hosing down the deck. Water gushed from the 12 of their hoses. Mario climbed aboard the boat and gave his father a hug. Mario's father was a tall man with a beard that felt like the plastic 13 of a hairbrush. Mario and his father started home, each carrying a pail full of shrimp. Mario could almost taste the 14 his mother would make with them. Boiled shrimp was his favorite seafood.

9. docks 10. glimpses 11. absences
12. nozzles 13. bristles 14. snacks

chess, crumpled, rapid, pulse, absence, snack, album, bristle, publish, oven, glimpse, drenched, bronze, solve, system, dock, plastic, nozzle, depth, against

4 • Extra Practice

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Spelling on Your Own

UNIT WORDS

pl/a/st/i/c

Copy and complete this chart using the Unit words. Write each word under the symbol for the first short sound you hear in the word. See answers below.

/a/	/e/	/i/	/o/	/u/

MASTERY WORDS

winner
among
damp
spend
bulb
solid

Complete each sentence using a Mastery word for each missing word. The short vowel sound for each word is given.

1. Bill grew a flower from a /u/ _____ bulb _____ .
2. The flower was a /i/ _____ solid _____ first-place /i/ _____ winner _____ at the fair.
3. Bill will /e/ _____ spend _____ his prize money for more bulbs.

Finish these sentences with Mastery words.

4. I planted a tulip _____ bulb _____ in the garden.
5. The ground felt _____ damp _____ after yesterday's rain.
6. I like to work _____ among _____ growing things.
7. I _____ spend _____ most Saturdays working in the garden.

BONUS WORDS

bewilder
mystify
adopt
abrupt
conduct
remedy
atlas
modify

1. Write one Bonus word that has each of these short vowel sounds: /a/, /e/.
2. Write two Bonus words that have each of these short vowel sounds: /i/, /u/.
3. Write three Bonus words with the short vowel sound /o/. Circle the word that has two pronunciations.
4. Rewrite this sentence. Replace the underlined words with Bonus words. Then add more sentences to write a mystery story.

Harry's quick changes in behavior puzzle me. See answers below.

Spelling on Your Own Answers

UNIT WORDS

/a/	/e/	/o/
snack	chess	dock
album	drenched	bronze
plastic	depth	nozzle
rapid	against	solve
absence		

/i/	/u/
glimpse	crumpled
bristle	publish
system	pulse
	oven

BONUS WORDS

1. /a/ atlas; /e/ remedy
2. /i/ bewilder, mystify; /u/ abrupt, conduct
3. /o/ adopt, conduct, modify
4. Harry's *abrupt* changes in *conduct bewilder* (or *mystify*) me.

Summarize Learning

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

- What have you learned about making most nouns plural? (You must add *s*.)
- What have you learned about dictionary entry words? (They help you find words quickly and are arranged in alphabetical order.)
- What spelling generalizations have you learned? How did you use these generalizations?

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. Briefly review the directions on page 7. Be sure the students understand that they are to sort the words according to their first short vowel sound. Remind them that /ə/ is not a short vowel sound.
2. Have the students complete the activity independently on a separate piece of paper or in their spelling notebooks.
3. To correct the students' work, have volunteers complete the chart at the chalkboard.

MASTERY WORDS

1. Review the unit generalization on page 4. Have volunteers read the Mastery words aloud and identify the short vowel sounds and the letters that spell them. Have other students use each word in a sentence.
2. Most students will be able to complete the Mastery word section independently. For some students, it may be helpful to work each exercise aloud.

BONUS WORDS

1. Have volunteers read the Bonus words aloud and identify the short vowel sounds and the letters that spell those sounds. Note the two pronunciations of *conduct*: /kon'dukt/ and /kən•dukt'/.
2. Briefly discuss the directions on page 7. Then have the students complete the exercises independently on a separate piece of paper.
3. Check answers orally.

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

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CLOSING THE UNIT

Apply New Learning

Tell the students that if they misspell a word with a short vowel sound in their writing, they should use one or more of the following strategies:

- think about alternative spellings associated with the vowel sound.
- think about the effects of stress, remembering that the schwa is not a short vowel.
- try to mentally picture the word.
- use the dictionary to find the correct spelling.

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 the new words 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 Synonyms** Have each student write synonyms for at least four spelling words. Then have them use all eight words to make a matching exercise for another student to complete. Students who need help may use a dictionary, or you may refer them to the **Thesaurus** on page 205.

   ■ COOPERATIVE LEARNING: Have each group create a matching exercise with synonyms. Each student within a group should write a synonym for three of the spelling words. Have the group check each pair of synonyms to be sure they are accurate. Together, group members should create a matching exercise using the spelling words and their synonyms. In cases where students chose different synonyms for a spelling word, the group may decide which synonym is best. Once the matching exercise is completed, have the students distribute it to other students to complete.

2. **Science/Writing Science Facts** Have students write four statement-of-fact sentences about science topics. Each sentence should include a spelling word. For example: The brain is part of the nervous *system*. Students may use a dictionary, an encyclopedia, or science books to help them. Have the students copy their sentences on another piece of paper, leaving a blank space in place of the spelling word. Then have them ask other students to supply the spelling word in each sentence.

   ■ COOPERATIVE LEARNING: Have each group write statement-of-fact sentences about science topics. Each student should write two sentences, using one of the spelling words in each. Then have the students use a dictionary, an encyclopedia, or science books to check each other's sentences to be sure the science facts are accurate. The group should then choose up to ten of the sentences and copy them, leaving the spelling word blank for other students to complete.

3. **Language Arts/Writing a Friendly Letter** Have each student write a friendly letter using some of the spelling words. As a ***prewriting*** activity, direct the students to look over the spelling word list to find and record possible ideas for a letter. For example, students may wish to write to a friend about a new record *album*. To ***compose*** the letter, have the students use their ideas as paragraph topics and write a main idea sentence and detail sentences for each paragraph. Remind the students to use as many of their spelling words as possible. Then have the students ***revise*** the letter to be sure they have included all of the parts and proofread it for capitalization, punctuation, and spelling. Students may refer to page 273 in the **Writer's Guide** for a model of a friendly letter. The students can ***publish*** the letters by reading them aloud.

   ■ COOPERATIVE LEARNING: Have each group write a friendly letter using some of the spelling words. As a ***prewriting*** activity, each student should search the spelling word list for possible ideas for a letter and record them. Have group members share their ideas and decide which they will use in their letter. To ***compose*** the letter, one student in the group should write a topic sentence for each paragraph, and other students should write detail sentences to support the topic. Students should use as many spelling words as possible from all three word lists. To ***revise*** the letter, one member of the group should check to be sure all of the parts of a letter were included, and another should proofread the letter for spelling, capitalization, and punctuation. Tell the group to refer to page 273 in the **Writer's Guide** for a model of a friendly letter. Have the group ***publish*** its letter by selecting one member to read it aloud.

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 Sentences** Tell the students to write four sentences using their spelling words. For each, they should identify the short vowel sound in the spelling

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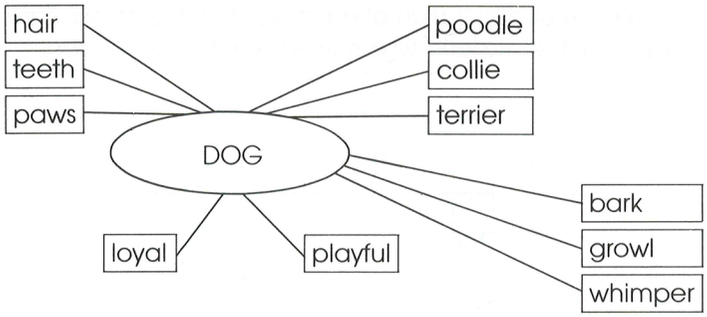
word and then write a sentence using as many other words with the same vowel sound as possible. For example: *Pat had a snack of apple juice and crackers.* Have the students check their sentences for spelling.

2. **Science/Building Vocabulary** Tell the students to make a word map to illustrate a science concept, using as many of their spelling words as possible. To make a word map, write the concept word in the center of a page and circle it. Then write words related to it around the word, draw boxes around the words, and draw lines from the concept word to the other words to show how they are related. You may wish to provide the following as a model of a word map.



3. **Language Arts/Writing Directions** Tell the students to write a how-to set of directions for doing or making something. Students should incorporate some of their spelling words. For example, students may write a set of directions for how to play chess. Have students work with a family member to test the directions, and then write them in sequential order. Have students proofread their directions for spelling.

4. **Language Arts/Building Vocabulary: Word Families** Tell the students to choose four spelling words and write as many words as they can think of that are in the same word family. For example: *snack, snacks, snacking, snacked, snacker.* Have them check a dictionary to be sure they have written real words and that the words are spelled correctly. Then have students write a paragraph using all the words from one word family.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. ***chess*** Herman carved his own *chess* set. ***chess***
2. ***snack*** You may eat your *snack* after school. ***snack***
3. ***glimpse*** The rabbit moved so fast we could hardly get a *glimpse* of it. ***glimpse***
4. ***dock*** We sat on the *dock* to fish. ***dock***
5. ***crumpled*** The wastebasket was full of *crumpled* papers. ***crumpled***
6. ***album*** Please sign my autograph *album.* ***album***
7. ***drenched*** The sudden rain shower *drenched* us. ***drenched***
8. ***plastic*** This notebook has a *plastic* cover. ***plastic***
9. ***bristle*** Hogs' hair makes a good natural *bristle* brush. ***bristle***
10. ***rapid*** When the bell rang, we made a *rapid* exit. ***rapid***
11. ***bronze*** The general was awarded a *bronze* star. ***bronze***
12. ***nozzle*** This shower *nozzle* saves water. ***nozzle***
13. ***publish*** You can *publish* your own book if you like. ***publish***
14. ***pulse*** The accident victim had a weak *pulse.* ***pulse***
15. ***solve*** We must try to *solve* the problem before noon. ***solve***
16. ***absence*** In Althea's *absence,* Maja took the lead. ***absence***
17. ***depth*** What is the *depth* of this pond? ***depth***
18. ***against*** The tree fell *against* the house in the storm. ***against***
19. ***system*** We have a new *system* for recording music. ***system***
20. ***oven*** The potatoes are in the *oven.* ***oven***

Mastery Words

1. ***winner*** Your drawing should be a *winner* in the contest. ***winner***
2. ***among*** Divide the money *among* the winners. ***among***
3. ***damp*** Wipe the chairs with a *damp* cloth. ***damp***
4. ***spend*** You could earn some money to *spend.* ***spend***
5. ***bulb*** A tulip grows from a *bulb.* ***bulb***
6. ***solid*** The ground is so dry it is like *solid* rock. ***solid***

Bonus Words

1. ***bewilder*** Visitors may *bewilder* the baby. ***bewilder***
2. ***mystify*** Those strange sounds *mystify* me. ***mystify***
3. ***adopt*** Newcomers gradually *adopt* a local accent. ***adopt***
4. ***abrupt*** The guard spoke in an *abrupt* manner. ***abrupt***
5. ***conduct*** She will *conduct* the orchestra. ***conduct***
6. ***remedy*** Soup is an old *remedy* for colds. ***remedy***
7. ***atlas*** We located a map of China in the *atlas.* ***atlas***
8. ***modify*** I will not *modify* my opinion. ***modify***

Dictation Sentences

Unit Words

1. In your *absence* we put in an alarm *system.*
2. The *plastic* in the *album* was old and *crumpled.*
3. In *chess,* the *rapid* move is not always wise.
4. The *nozzle* was made of *bronze.*
5. Spray *drenched* us as the boat bumped *against* the *dock.*
6. We got a *glimpse* of the *snack* in the oven.
7. You should *publish* a book about how to *solve* problems.
8. The cold water at this *depth* may slow a diver's *pulse.*
9. A *bristle* fell from the brush.

Mastery Words

1. The *winner* will *spend* time *among* the crowd.
2. We planted the tulip *bulb* in *damp, solid* earth.

Bonus Words

1. You *bewilder* me with your *abrupt* changes in *conduct.*
2. The names in the *atlas* still *mystify* me.
3. We might *adopt* more donkeys.
4. We will *remedy* the problem if we *modify* the plans.

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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 1A*** and ***1B*** for additional instruction and practice of the Unit words. (You may wish to assign ***ELL Reteaching Follow-up Master 1*** for reteaching of spelling words.)

A. Discovering Spelling Generalizations

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

   cabin rigid unless
   sense comic

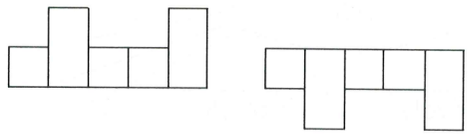
2. Ask the students to identify the vowel sounds in each word and the letters that make those sounds. (*cabin*: /a/, /i/; sense: /e/; *rigid*: /i/; *comic*: /o/, /i/; *unless*: /u/, /e/)
3. Have the students pronounce these words as you write them.

   myth synonym love month

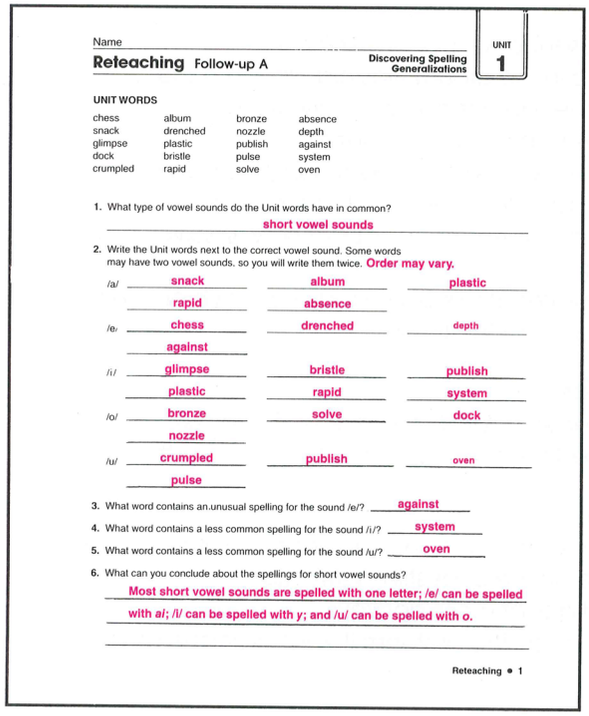
   Then have them identify the short vowel sounds and the letters that make these sounds. (/i/ is spelled *y;* /u/ is spelled *o.*)
4. Ask the students what they have learned about spelling short vowel sounds. (/a/ is spelled *a;* /e/ is spelled *e;* /i/ is spelled *i* or *y;* /o/ is spelled *o;* and /u/ is spelled *u* or *o.*)

B. Word Shapes

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

chess	album	bronze	absence
snack	drenched	nozzle	depth
glimpse	plastic	publish	against
dock	bristle	pulse	system
crumpled	rapid	solve	oven

1. What type of vowel sounds do the Unit words have in common?
   short vowel sounds

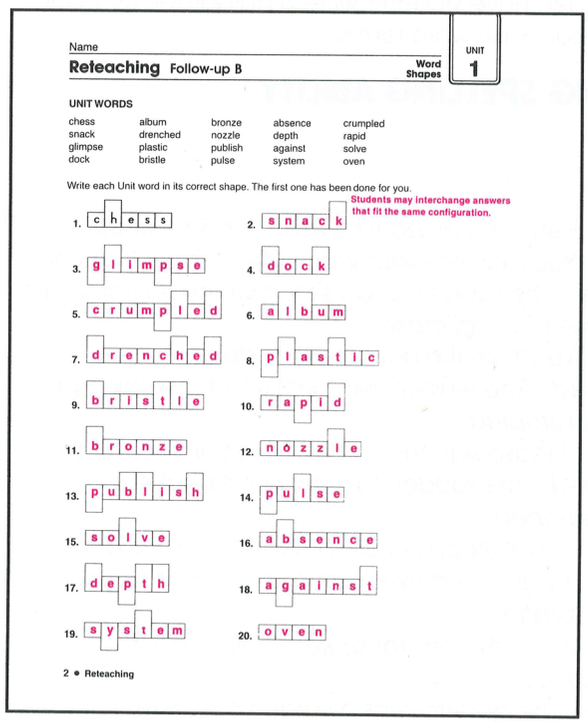
2. Write the Unit words next to the correct vowel sound. Some words may have two vowel sounds, so you will write them twice. Order may vary.

/a/	snack	album	plastic
	rapid	absence	
/e/	chess	drenched	depth
	against		
/i/	glimpse	bristle	publish
	plastic	rapid	system
/o/	bronze	solve	dock
	nozzle		
/u/	crumpled	publish	oven
	pulse		

3. What word contains an unusual spelling for the sound /e/? against
4. What word contains a less common spelling for the sound /i/? system
5. What word contains a less common spelling for the sound /u/? oven
6. What can you conclude about the spellings for short vowel sounds?
   Most short vowel sounds are spelled with one letter; /e/ can be spelled with *ai*; /i/ can be spelled with *y*; and /u/ can be spelled with *o*.

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

chess	album	bronze	absence	crumpled
snack	drenched	nozzle	depth	rapid
glimpse	plastic	publish	against	solve
dock	bristle	pulse	system	oven

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. chess
2. snack
3. glimpse
4. dock
5. crumpled
6. album
7. drenched
8. plastic
9. bristle
10. rapid
11. bronze
12. nozzle
13. publish
14. pulse
15. solve
16. absence
17. depth
18. against
19. system
20. oven

2 • Reteaching

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Long Vowel Sounds

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	page 7E
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: NA

Writing: 6.3a, 6.3b, 6.4, 6.5

Speaking/Listening: 6.1c, 6.1d, 6.4

Language: 6.1e, 6.2a, 6.2b, 6.3a, 6.3b, 6.4a, 6.4c, 6.4d, 6.6

Learner Objectives

Spelling

- To spell words that demonstrate these sound-letter relationships: /ā/*ai*; /ē/*ea*; /ō/ *oa, ow, ou.*
- To spell inflected verbs.
- To use guide words in the dictionary.

Reading

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

Writing

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

Listening

- To listen to identify words with long vowel sounds /ā/, /ē/, and /ō/.
- To listen to recognize and produce rhyming words.
- To follow a series of oral directions.

Speaking

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

UNIT WORDS

coach
shoulder
complain
ailment
detailed
breathe
squeak
disease
borrow
blown
failure
cease
release
growth
stow
grain
claim
brain
foam
aisle

MASTERY WORDS

heat
pain
throw
goal
steam
glow

BONUS WORDS

available
mellow
bowling
revealed
sustain
poach
ordeal
traits

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 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 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 2 they will study words with three long vowel sounds. The words they will study have spellings for the vowel sounds /ā/, /ē/, and /ō/. Tell the students they will apply the spelling generalizations to Unit words. They will also use the Unit words to write a story for a family scrapbook.

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. ***coach*** The *coach* advised the team on strategy. ***coach***
2. ***shoulder*** The quarterback had a pain in his *shoulder*. ***shoulder***
3. ***complain*** He tried not to *complain* about it. ***complain***
4. ***ailment*** She has recovered from her *ailment*. ***ailment***
5. ***detailed*** We prepared a *detailed* explanation of our plan. ***detailed***
6. ***breathe*** Some people *breathe* through their mouths. ***breathe***
7. ***squeak*** The mouse gave a *squeak*. ***squeak***

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8. ***disease*** Mumps is a *disease*. ***disease***
9. ***borrow*** You may *borrow* my pencil. ***borrow***
10. ***blown*** The wind has *blown* all day. ***blown***
11. ***failure*** I'm a *failure* at farming. ***failure***
12. ***cease*** The noise of the siren did not *cease* until after midnight. ***cease***
13. ***release*** The mayor may decide to *release* the employees early. ***release***
14. ***growth*** The census records the *growth* of the country over the years. ***growth***
15. ***stow*** You may *stow* your belongings on this shelf. ***stow***
16. ***grain*** Rice is a kind of *grain*. ***grain***
17. ***claim*** The parking attendant gave us a *claim* check. ***claim***
18. ***brain*** The *brain* contains millions of cells. ***brain***
19. ***foam*** Soap makes *foam*. ***foam***
20. ***aisle*** There is an *aisle* between the desks. ***aisle***

Mastery Words

1. ***heat*** We *heat* our house with wood. ***heat***
2. ***pain*** Paul had a *pain* in his knee. ***pain***
3. ***throw*** It hurts him to *throw* a ball. ***throw***
4. ***goal*** The player scored a *goal*. ***goal***
5. ***steam*** We heated our old house with *steam*. ***steam***
6. ***glow*** The exercise has made your cheeks *glow*. ***glow***

Bonus Words

1. ***available*** There is an apartment *available* in this building. ***available***
2. ***mellow*** These *mellow* colors look nice in this room. ***mellow***
3. ***bowling*** Let's go *bowling*. ***bowling***
4. ***revealed*** The light of dawn *revealed* a heavy snowfall. ***revealed***
5. ***sustain*** These sandwiches should *sustain* us until dinner. ***sustain***
6. ***poach*** I will *poach* an egg. ***poach***
7. ***ordeal*** The hostages endured a lengthy *ordeal*. ***ordeal***
8. ***traits*** You have some fine *traits*. ***traits***

Apply Prior Learning

Tell the students that they can discover spelling generalizations about long vowel sounds by applying what they already know. Use the following activity.

Write *rain* and *train* on the chalkboard. Have students identify the vowel sound in these words (/ā/) and the letters that spell it (*ai*). Ask students to supply some words similar to those on the chalkboard. (Examples: *pain, drain, plain, stain*) Write the examples on the board and ask students what generalization they can make from the listed words. (/ā/ may be spelled *ai*)

Repeat the activity with the words *team* and *neat*. Lead the students to make the generalization that /ē/ may be spelled *ea*.

Write *boat* and *glow* on the chalkboard, and ask students to identify the vowel sound /ō/ and its two spellings. (*oa* and *ow*)

Tell them that in this unit they will learn words that have these long vowel spellings and some exceptions to the generalizations they have just made.

FOCUS

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

FOR STUDENTS WITH SPECIAL NEEDS

Learning Difficulties

For students with deficient memory abilities, recalling the correct spelling for a given sound may require additional practice.

To reinforce the spellings of long vowel sounds, have the students write the Unit words on 3 × 5 index cards, using one color for each of the long vowel spellings *ai, ea, oa, ow,* and *ou*. Over the course of the week, have the students add word cards on a daily basis, adding only as many new words as you judge the student can learn in one week. As a general rule, four words of each spelling can be mastered per day with the test-practice-test paradigm. Have students practice spelling their words in peer pairs. One student selects a word card at random, reads the word aloud, and asks the partner to spell the word aloud. The cards of words spelled correctly should be placed in one pile. Words that are misspelled should be spelled correctly aloud so that the correct spelling is emphasized.

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."

UNIT 2a **The Unit Words**

TEACHING PLAN

Objective To spell words that demonstrate these sound-letter relationships: /ā/*ai*; /ē/*ea*; /ō/*oa, ow, ou*; /ī/*ai*.

1. Write *breath* and *breathe* on the chalkboard. Have the students identify the short *e* sound in *breath*. Contrast it with the long *e* sound in *breathe*. Explain that the words in this unit will have the long vowel sound /ā/, /ē/, /ī/, or /ō/.
2. Have the students read the generalization on page 8 independently.

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

3. Have volunteers read the Unit words aloud and identify the long vowel sound in each word. Other students may identify the letter(s) that spell the long vowel sound in each word. Point out that the box ☐ around the numeral 20 indicates that the spelling of the word *aisle* does not follow the unit generalization. Although *aisle* is spelled with *ai,* the letters represent /ī/, not /ā/. Students will need to memorize the spelling of *aisle*.

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

4. Direct the students' attention to **Remember This** at the bottom of the page. This feature will often suggest a different way to remember a difficult spelling. Ask volunteers to tell the part of speech of *breath*. (noun)

2 Long Vowel Sounds

UNIT WORDS

1. coach
2. shoulder
3. complain
4. ailment
5. detailed
6. breathe
7. squeak
8. disease
9. borrow
10. blown
11. failure
12. cease
13. release
14. growth
15. stow
16. grain
17. claim
18. brain
19. foam
20. aisle

/brēth ēzē/

The Unit Words

In this unit you will study words with three long vowel sounds: /ā/, /ē/, and /ō/. In the Unit words each of these long vowel sounds is spelled with two vowel letters. The name of the first letter in the spelling sounds the same as the vowel sound it helps to spell. When you say *a*, the sound you make is /ā/.

The Unit words show these spellings for the long vowel sounds.

- The sound /ā/ is spelled with **ai** as in *grain*.
- The sound /ē/ is spelled with **ea** as in *squeak*.
- The sound /ō/ is spelled with **oa** as in *foam*.
- The sound /ō/ is spelled with **ow** as in *stow*.
- The sound /ō/ is spelled with **ou** as in *shoulder*.

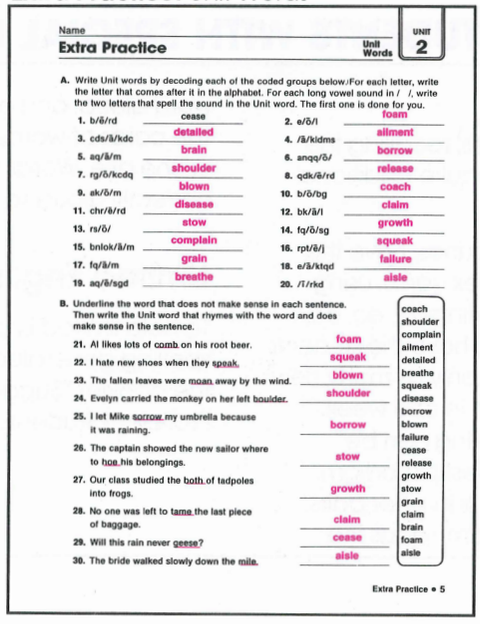
☐ The word *aisle* does not follow the usual pattern. In *aisle* the letters *ai* don't spell /ā/, but another long vowel sound: /ī/.

REMEMBER THIS

The word *breathe* is a verb. Memorize the sentence "Breathe easy" to help you remember that breathe has a long *e* sound and ends with *e*.

8

Extra Practice: Unit Words



Name

Extra Practice Unit Words — UNIT 2

A. Write Unit words by decoding each of the coded groups below. For each letter, write the letter that comes after it in the alphabet. For each long vowel sound in / /, write the two letters that spell the sound in the Unit word. The first one is done for you.

1. b/ē/rd	cease	2. e/ō/l	foam
3. cds/ā/kdc	detailed	4. /ā/kldms	ailment
5. aq/ā/m	brain	6. anqq/ō/	borrow
7. rg/ō/kcdq	shoulder	8. qdk/ē/rd	release
9. ak/ō/m	blown	10. b/ō/bg	coach
11. chr/ē/rd	disease	12. bk/ā/l	claim
13. rs/ō/	stow	14. fq/ō/sg	growth
15. bnlok/ā/m	complain	16. rpt/ē/j	squeak
17. fq/ā/m	grain	18. e/ā/ktqd	failure
19. aq/ē/sgd	breathe	20. /ī/rkd	aisle

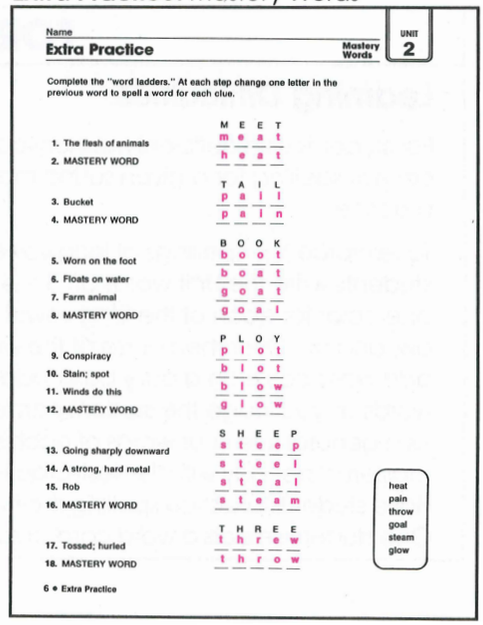
B. Underline the word that does not make sense in each sentence. Then write the Unit word that rhymes with the word and does make sense in the sentence.

21. Al likes lots of comb on his root beer.	foam
22. I hate new shoes when they speak.	squeak
23. The fallen leaves were moan away by the wind.	blown
24. Evelyn carried the monkey on her left boulder.	shoulder
25. I let Mike sorrow my umbrella because it was raining.	borrow
26. The captain showed the new sailor where to hoe his belongings.	stow
27. Our class studied the both of tadpoles into frogs.	growth
28. No one was left to tame the last piece of baggage.	claim
29. Will this rain never geese?	cease
30. The bride walked slowly down the mile.	aisle

coach, shoulder, complain, ailment, detailed, breathe, squeak, disease, borrow, blown, failure, cease, release, growth, stow, grain, claim, brain, foam, aisle

Extra Practice • 5

Extra Practice: Mastery Words



Name

Extra Practice Mastery Words — UNIT 2

Complete the "word ladders." At each step change one letter in the previous word to spell a word for each clue.

1. The flesh of animals	M E E T m e a t
2. MASTERY WORD	h e a t
3. Bucket	T A I L p a i l
4. MASTERY WORD	p a i n
5. Worn on the foot	B O O K b o o t
6. Floats on water	b o a t
7. Farm animal	g o a t
8. MASTERY WORD	g o a l
9. Conspiracy	P L O Y p l o t
10. Stain; spot	b l o t
11. Winds do this	b l o w
12. MASTERY WORD	g l o w
13. Going sharply downward	S H E E P s t e e p
14. A strong, hard metal	s t e e l
15. Rob	s t e a l
16. MASTERY WORD	s t e a m
17. Tossed; hurled	T H R E W t h r e w
18. MASTERY WORD	t h r o w

heat, pain, throw, goal, steam, glow

6 • Extra Practice

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Spelling Practice

A. Follow the directions using the Unit words.

1. Write the two words in which /ō/ is spelled *oa*.

coach foam

2. Write the four words in which /ō/ is spelled *ow*.

borrow blown

growth stow

3. Write another word with the sound /ō/. Underline the letters for /ō/.

shoulder

4. Write three words with /ā/ that rhyme. Underline the letters for /ā/.

complain grain brain

5. Write four more words with the sound /ā/. Underline the letters for /ā/.

ailment detailed

failure claim

6. Write the word that sounds like *I'll*. aisle

7. Write the five words in which /ē/ is spelled *ea*.

breathe squeak disease

cease release

B. Write a Unit word that rhymes with each of these words.

8. sorrow borrow
9. both growth
10. speak squeak
11. frame claim

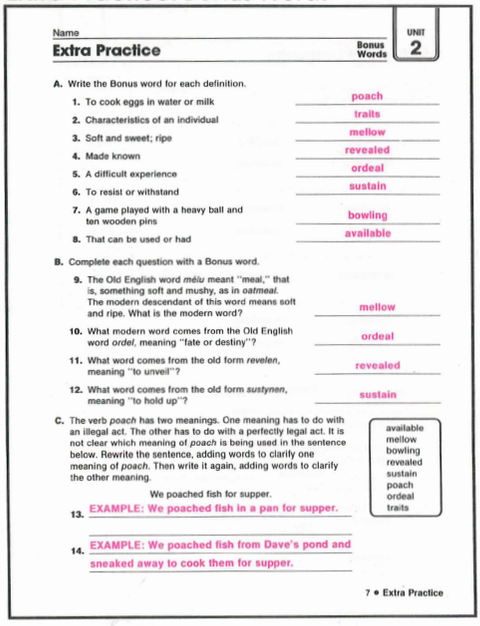
C. Finish the story with Unit words. The vowel sound will help you.

The whistle had just /ō/ 12 . We were behind 50–49 as we ran back onto the basketball court with two minutes left in the game. I looked over to the bench. The /ō/ 13 raised her left hand for the last play. As Mei passed me the ball, I felt a sharp pain in my /ō/ 14 . I could hardly /ē/ 15 as I ran down the court. I couldn't be a /ā/ 16 now! I raised my arms to /ē/ 17 the ball and watched it curve toward the basket.

12. blown
13. coach
14. shoulder
15. breathe
16. failure
17. release

9

Extra Practice: Bonus Words



Name

Extra Practice Bonus Words — UNIT 2

A. Write the Bonus word for each definition.

1. To cook eggs in water or milk — poach
2. Characteristics of an individual — traits
3. Soft and sweet; ripe — mellow
4. Made known — revealed
5. A difficult experience — ordeal
6. To resist or withstand — sustain
7. A game played with a heavy ball and ten wooden pins — bowling
8. That can be used or had — available

B. Complete each question with a Bonus word.

9. The Old English word *mélu* meant "meal," that is, something soft and mushy, as in *oatmeal*. The modern descendant of this word means soft and ripe. What is the modern word? — mellow
10. What modern word comes from the Old English word *ordel*, meaning "fate or destiny"? — ordeal
11. What word comes from the old form *revelen*, meaning "to unveil"? — revealed
12. What word comes from the old form *sustynen*, meaning "to hold up"? — sustain

C. The verb *poach* has two meanings. One meaning has to do with an illegal act. The other has to do with a perfectly legal act. It is not clear which meaning of *poach* is being used in the sentence below. Rewrite the sentence, adding words to clarify one meaning of *poach*. Then write it again, adding words to clarify the other meaning.

available, mellow, bowling, revealed, sustain, poach, ordeal, traits

We poached fish for supper.

13. EXAMPLE: We poached fish in a pan for supper.
14. EXAMPLE: We poached fish from Dave's pond and sneaked away to cook them for supper.

7 • Extra Practice

Summarize Learning

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

- What are three ways to spell the long vowel sound /ō/? (*oa, ow, ou*)
- What long vowel sound does the spelling *ai* usually represent? What other long vowel sound can it represent? (/ā/; /ī/)
- What are examples of words in which the long vowel sound /ē/ is spelled with two different vowels? (*squeak, release, breathe;* accept other examples)

Spelling Practice — UNIT 2b

TEACHING PLAN

Objectives To write words given sound or spelling clues; to write rhyming words; to write a word given its homophone; to write words that complete a story.

1. Direct attention to page 9 and briefly discuss the directions. You might ask volunteers to read the story aloud and supply the word that fits each blank.
2. Have the students complete the activities independently. Remind them to use legible handwriting. For **Handwriting Models,** refer the students to page 286 in the **Pupil Book.**
3. Let the students check their own work. Have volunteers write the answers on the chalkboard.
4. Ask the students to suggest a third homophone for *aisle* and use it in a sentence. (*isle*)

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

EXTENDING THE LESSON

Have the students write two sentences, one using *breath* and one using *breathe*. Then have volunteers read their sentences aloud. Ask other students to tell which word, *breath* or *breathe,* is in each sentence as it is read and to spell the word aloud. Remind them to proofread their sentences for spelling.

of special interest

Aisle comes from the Old French word *ele,* which comes from the Latin word *ala* ("wing"); *ele* meant "a wing of a church" in both French and English. The French and English spellings changed first to *aelle* and then to *aile*. The pronunciation of *ai* as /ī/ and the addition of *s* came as a result of a confusion with the word *isle,* presumably because a church aisle was set off from the church as an island is from the land.

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UNIT 2c Language Study

TEACHING PLAN

SPELLING AND LANGUAGE

Objective To complete a story by writing given verbs with *ed* or *ing*.

1. Have the students read the introductory paragraphs on page 10 independently. Write these words on the chalkboard:

   coach shoulder show

   Have volunteers write the *ed* and *ing* forms of each word and then use each word in a sentence. Point out that a form of the verb *be* is usually used before the *ing* form of a verb.
2. Have the students complete the activity independently.
3. Check the students' answers by having volunteers write the words on the chalkboard.

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

WRITING ON YOUR OWN

Objectives To write a narrative using spelling words; to write using inflected verb forms; to proofread for spelling, capitalization, and punctuation.

1. Review the directions with the students.
2. As a ***prewriting*** activity, the students should brainstorm events that could be used in stories about Jay. Then have each student ***compose*** a story. Next have the students ***revise*** their stories. For additional help, you may wish to refer them to the **Revising Checklist** on page 267 of the **Writer's Guide.** Have the students ***publish*** their stories by compiling them in a class notebook.

USING THE DICTIONARY

Objective To write words that would fall between given guide words.

1. Have the students read the introductory paragraph on page 10 independently. Ask the students to refer to the **Spelling Dictionary** at the back of the text and locate the guide words on a given page. Emphasize that every word on the page falls between the two guide words alphabetically.
2. Have the students complete the activity independently.
3. Check the students' answers by having volunteers read their answers aloud.

EXTENDING THE LESSON

To extend the lesson, have the students write the guide words from the **Spelling Dictionary** for any five Unit words.

UNIT WORDS

coach
shoulder
complain
ailment
detailed
breathe
squeak
disease
borrow
blown
failure
cease
release
growth
stow
grain
claim
brain
foam
aisle

Spelling and Language · Verb Endings

You add *ed* to most verbs to talk about what already happened: *squeaked.* You add *ing* to make a word you can use with a form of *be*: were *squeaking.*

Complete the paragraph by writing the verb in ( ) with *ed* or *ing*. Remember that when you add *ed* or *ing* to a verb that ends with *e*, you must drop the final *e*.

The neighbors were (complain) 1 about my brother again. Soap suds were (foam) 2 out of the washing machine. Jay (claim) 3 it wasn't his fault. The machine was (release) 4 too much soap. He (borrow) 5 a wrench to fix it. Now it is completely useless. We all (breathe) 6 a sigh of relief when Jay finally went back to school.

1. complaining 2. foaming 3. claimed
4. releasing 5. borrowed 6. breathed

Writing on Your Own

Pretend you are Jay's sister or brother. Write a story for the family scrapbook about another time Jay got in trouble. Use as many of the Unit words as you can. Add *ed* and *ing* to some verbs.

WRITER'S GUIDE For help editing and proofreading your story, use the marks on page 268.

Using the Dictionary to Spell and Write

Suppose you want to make sure you used a word correctly in your writing. You can find the word quickly in the dictionary by using guide words. **Guide words** are the two words at the top of each dictionary page. The word on the left is the first entry word on the page, and the word on the right is the last word. The rest of the words on the page are in alphabetical order between the guide words.

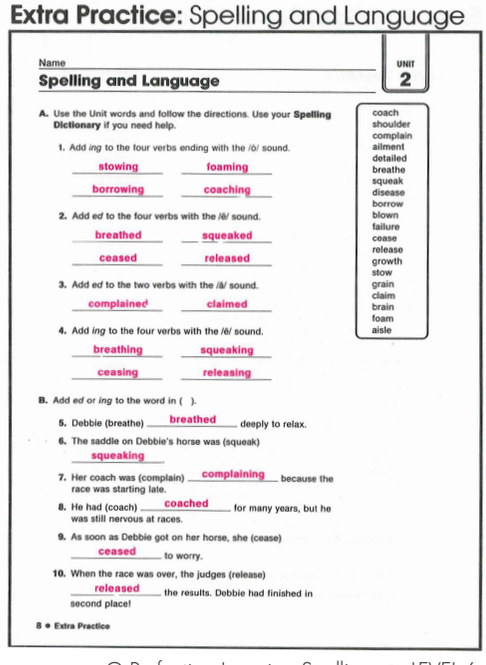
Write the three Unit words that would appear on a dictionary page with each pair of guide words. Write the words in alphabetical order.

1. ship straw	2. blue brush	3. catch coin
shoulder	borrow	cease
squeak	brain	claim
stow	breathe	coach

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

10

Extra Practice: Spelling and Language



Name _____ UNIT 2

Spelling and Language

A. Use the Unit words and follow the directions. Use your **Spelling Dictionary** if you need help.

1. Add *ing* to the four verbs ending with the /ō/ sound.
   stowing foaming
   borrowing coaching
2. Add *ed* to the four verbs with the /ē/ sound.
   breathed squeaked
   ceased released
3. Add *ed* to the two verbs with the /ā/ sound.
   complained claimed
4. Add *ing* to the four verbs with the /ē/ sound.
   breathing squeaking
   ceasing releasing

coach, shoulder, complain, ailment, detailed, breathe, squeak, disease, borrow, blown, failure, cease, release, growth, stow, grain, claim, brain, foam, aisle

B. Add *ed* or *ing* to the word in ( ).

5. Debbie (breathe) breathed deeply to relax.
6. The saddle on Debbie's horse was (squeak) squeaking
7. Her coach was (complain) complaining because the race was starting late.
8. He had (coach) coached for many years, but he was still nervous at races.
9. As soon as Debbie got on her horse, she (cease) ceased to worry.
10. When the race was over, the judges (release) released the results. Debbie had finished in second place!

8 • Extra Practice

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Spelling on Your Own

UNIT WORDS

Write the Unit word that would follow each word below in alphabetical order.

1. aid	2. aim	3. blame	4. bone	5. brag
6. breakfast	7. cart	8. city	9. clown	10. compete
11. deliver	12. diet	13. fade	14. fly	15. grab
16. ground	17. read	18. short	19. speech	20. sting

See answers below.

MASTERY WORDS

heat
pain
throw
goal
steam
glow

Follow the directions using the Mastery words.

1. Write the two words in which /ē/ is spelled *ea*.

heat _____ steam _____

2. Write the two words in which /ō/ is spelled *ow*.

throw _____ glow _____

Finish each sentence with a Mastery word. The long vowel sound is given to help you.

3. Tom scored the first /ō/ goal in the soccer game.
4. But the /ō/ glow of success quickly faded.
5. A sharp /ā/ pain shot through Tom's leg.
6. Tom had managed to /ō/ throw out his knee.
7. The coach sent Tom to the /ē/ steam bath.

BONUS WORDS

available
mellow
bowling
revealed
sustain
poach
ordeal
traits

Write a Bonus word to complete each sentence. The vowel for each word is given.

1. When will you be /ā/ to baby-sit?
2. We want to go /ō/ tonight.
3. Jamie is in a /ō/ mood today.
4. The chef will /ō/ the fish in milk.
5. How did the Austins survive the /ē/ ?
6. Angie's strongest /ā/ are honesty and courage.
7. At last the masked man /ē/ his identity.
8. I can't /ā/ this jogging pace much longer.

See answers below.

Spelling on Your Own Answers

UNIT WORDS

1. ailment	11. detailed	
2. aisle	12. disease	
3. blown	13. failure	
4. borrow	14. foam	
5. brain	15. grain	
6. breathe	16. growth	
7. cease	17. release	
8. claim	18. shoulder	
9. coach	19. squeak	
10. complain	20. stow	

BONUS WORDS

1. available
2. bowling
3. mellow
4. poach
5. ordeal
6. traits
7. revealed
8. sustain

Summarize Learning

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

- What have you learned about how to use verbs that will help you to talk about something that has already happened? (*ed* is added to most verbs)
- What have you learned about making verbs go with *be*? (You add *ing*.)
- What spelling generalizations have you learned? How did you use these generalizations?

Spelling on Your Own — UNIT 2d

TEACHING PLAN

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

UNIT WORDS

1. Have the students read the directions on page 11 independently. Work the first two or three examples as a group.
2. Have the students complete the activity independently on a separate piece of paper. Check the students' answers orally.

MASTERY WORDS

1. Review the unit generalization on page 8. Have volunteers read the Mastery words aloud. As each word is read, have the students identify the long vowel sound and the letters that spell that sound.
2. Most students will be able to complete the Mastery words section independently. For some students, it may be helpful to work each exercise aloud and have volunteers write the answers on the chalkboard.

BONUS WORDS

1. Have volunteers read the Bonus words aloud and identify the long vowel sound and the letters that spell that sound in each word.
2. Have the students complete the activity independently on a separate piece of paper.
3. Check the students' answers by having volunteers read each sentence aloud and then write the answer word on the chalkboard.
4. For more practice, have students use the Bonus words in sentences.

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

CLOSING THE UNIT

Apply New Learning

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

- think about the possible spellings associated with the long vowel and try to picture the word in their minds.
- think of a known word that is related in spelling.
- think about whether an unusual spelling might be involved (*ai* for /ī/ in *aisle*).

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 the new words in their writing.

ENRICHMENT ACTIVITIES

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

For the Classroom

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

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

1. **Language Arts/Building Vocabulary** Have the students write two phrases for at least three spelling words, using the spelling words as both nouns and verbs, if possible. They should write one phrase using each word as a noun and another phrase using the word as a verb. For example: *a football coach; to coach a swim team.* Then have the students read their phrases to classmates and ask them to identify what part of speech the word is.

   ■ COOPERATIVE LEARNING: Have each group write phrases, using the spelling words as both nouns and verbs, if possible. Each group member should write phrases for at least three spelling words. Students should check each other's phrases to be sure they have used the words accurately. Together, group members should review the phrases and eliminate any duplicates. Students should consider a phrase a duplicate only if the phrase uses the word in the same context. For example, the phrases *a football coach* and *a horse-drawn coach* use different meanings of the word *coach,* so they would not be considered duplicates. Have the students read their phrases to the class and ask them to identify the list word by part of speech.

2. **Language Arts/Creating Mnemonic Devices** Have the students create mnemonic devices for at least four spelling words. Each mnemonic device should be written as a sentence. For example: He caught the *disease* with *ease.* Have each student share one device orally with the class. You may wish to record the mnemonic devices in alphabetical order and compile them into a class reference booklet.

   ■ COOPERATIVE LEARNING: Have each group create mnemonic devices to be used in a class reference booklet. Each student within a group should write a mnemonic device for at least three spelling words. Each mnemonic device should be written as a complete sentence. Group members should review each other's devices for accuracy and usefulness. Then have the group start a page for each letter of the alphabet and record the mnemonic devices on the appropriate pages. Ask each group to share three or four mnemonic devices orally with the class.

3. **Health/Writing a News Story About Sports** Have the students write a news story about a real or imaginary sports event, using as many spelling words as possible. Use the following ***prewriting*** activities. First, have the students brainstorm for ideas using the spelling word list. Then, after the students have decided what their news stories will be about, 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 under the appropriate heading. When the students have finished the prewriting activities, have them use the chart to ***compose*** the story. Remind the students to use as many spelling words as possible and to write a headline for their news stories. Then have the students ***revise*** their stories, making sure all of the questions are answered. Remind students to proofread for spelling, punctuation, and capitalization errors. Refer the students to page 278 in the **Writer's Guide** for a definition and model of a news story. Finally, have the students ***publish*** their news stories by reading them aloud or by distributing them to the class to read.

   ■ COOPERATIVE LEARNING: Have each group write a news story about a sports event. As a ***prewriting*** activity, the group should brainstorm for ideas using all three spelling word lists. Together, group members should decide what event they will write about. Then have each member of the group contribute details for a chart with the headings *Who? What? When? Where? Why?* and *How?* 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.

   Remind the students to use as many spelling words as possible from all three word lists. Together, group members should decide on a headline for their news story. To ***revise*** the story, the group should select one student to make sure all of the questions are answered. Other students should proofread for spelling, punctuation, and capitalization errors. Each group should ***publish*** its news story by reading it aloud or by distributing it to the class to read.

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For the Home

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

1. **Language Arts/Categorizing** Tell the students to categorize their spelling words according to these long vowel sounds and their spellings: /ā/*ai;* /ē/*ea;* /ō/*oa;* /ō/*ow;* /ō/*ou.* Then have them list as many additional words as they can for each vowel sound–spelling combination. Students should use the dictionary when they are not sure of a spelling. Have the students write three sentences using the words on their lists. Each sentence should include a spelling word and another word from each category.
2. **Health/Writing a Health Tip** Have the students write a health tip that would be suitable for a young people's magazine, such as a home remedy for sore *shoulder* muscles. Students should write at least four sentences and use as many spelling words as possible.
3. **Language Arts/Writing a First-Person Narrative** Tell the students to write a first-person narrative about something humorous that happened to them, or could happen to them, in their home. Remind the students to use pronouns such as *I, my, me.* Tell the students to use as many spelling words as possible and to proofread their narratives.
4. **Social Studies/Writing Sentences About Workers** Ask the students to write sentences about workers in various careers suggested by the spelling words. Point out that they may be able to combine several words in sentences about some fields of work. Invite them to share sentences about interesting or unusual careers.

EVALUATING SPELLING ABILITY

Unit Test

Unit Words

1. ***coach*** Cinderella rode in a gold *coach.* ***coach***
2. ***shoulder*** Mrs. Betz looked over Frannie's *shoulder.* ***shoulder***
3. ***complain*** You *complain* too much. ***complain***
4. ***ailment*** Our cat has a strange *ailment.* ***ailment***
5. ***detailed*** The vet gave us a *detailed* list of foods to give our pet. ***detailed***
6. ***breathe*** It is hard for the cat to *breathe.* ***breathe.***
7. ***squeak*** Sometimes the air comes out with a *squeak.* ***squeak***
8. ***disease*** The vet says there is no name for the *disease.* ***disease***
9. ***borrow*** Tom wants to *borrow* our lawn mower. ***borrow***
10. ***blown*** The wind has *blown* the snow into drifts. ***blown***
11. ***failure*** There was a power *failure* this morning. ***failure***
12. ***cease*** When the bells *cease* ringing, we will begin working. ***cease***
13. ***release*** Your parents must sign this *release* form. ***release***
14. ***growth*** I am amazed at the *growth* of this tree. ***growth***
15. ***stow*** Where did you *stow* the sails? ***stow***
16. ***grain*** We visited a *grain* storage warehouse. ***grain***
17. ***claim*** You may *claim* your prize at the door. ***claim***
18. ***brain*** The *brain* has two hemispheres. ***brain***
19. ***foam*** We used a *foam* cleaner on the carpet. ***foam***
20. ***aisle*** Please keep the *aisle* clear. ***aisle***

Mastery Words

1. ***heat*** The sun will *heat* the stones. ***heat***
2. ***pain*** Marcella did not feel any *pain.* ***pain***
3. ***throw*** Please *throw* the ball to me. ***throw***
4. ***goal*** Let's call the tree the *goal.* ***goal***
5. ***steam*** The *steam* burned his hand. ***steam***
6. ***glow*** The *glow* from the fireplace lighted the room. ***glow***

Bonus Words

1. ***available*** We have used all the *available* space. ***available***
2. ***mellow*** Mom likes *mellow* music. ***mellow***
3. ***bowling*** We need you on our *bowling* team. ***bowling***
4. ***revealed*** The judges have not *revealed* the name of the winner yet. ***revealed***
5. ***sustain*** Marathon runners must be able to *sustain* their speed. ***sustain***
6. ***poach*** You *poach* food by boiling it gently. ***poach***
7. ***ordeal*** Coming home during rush hour can be an *ordeal.* ***ordeal.***
8. ***traits*** Honesty and kindness are good *traits.* ***traits***

Dictation Sentences

Unit Words

1. The *disease* did not spread.
2. Walk down the *aisle* and *claim* your prize.
3. He did not *complain* about the *ailment* in his *shoulder.*
4. Can I *borrow* these *detailed* game plans for my *coach*?
5. The fish cannot *breathe* until we *release* it.
6. The *grain* was *blown* across the waves of ocean *foam.*
7. We *stow* many memories in the *brain.*
8. The *squeak* did not *cease* because the grease was a *failure.*
9. A baby's *growth* is quite fast.

Mastery Words

1. His *goal* was to stop the *pain* by using *steam heat.*
2. The *glow* of the fire will *throw* shadows across the room.

Bonus Words

1. The girl's long *ordeal revealed* many of her better *traits.*
2. You must *sustain* the water at a boil for several minutes to *poach* the fish.
3. The *bowling* team felt *mellow* after winning every *available* prize.

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

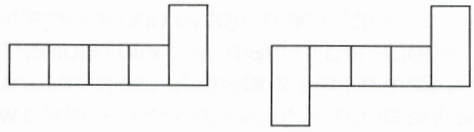
1. Say the following words as you write them on the chalkboard.

claim	beast	toad	glow	thorough
frail	speak	float	lower	boulder

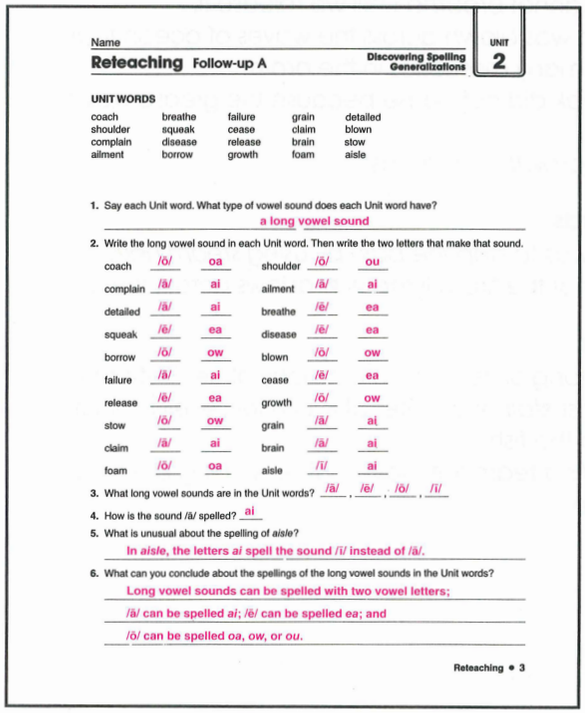
2. Ask the students to identify the long vowel sound in each word. (/ā/, /ē/, and /ō/)
3. Ask the students to identify the letters that spell the long vowel sounds /ā/, /ē/, and /ō/. (*ai, ea, oa, ow,* and *ou*)
4. Ask the students what they have learned about the spellings for the long vowel sounds /ā/, /ē/, and /ō/. (/ā/ may be spelled *ai;* /ē/ may be spelled *ea;* and /ō/ may be spelled *oa, ow,* or *ou.*)

B. Word Shapes

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



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



Name

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

UNIT WORDS

coach	breathe	failure	grain	detailed
shoulder	squeak	cease	claim	blown
complain	disease	release	brain	stow
ailment	borrow	growth	foam	aisle

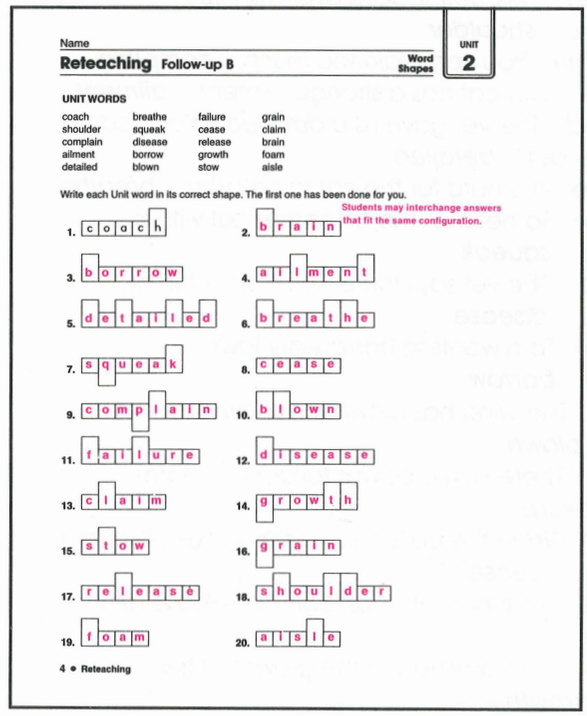
1. Say each Unit word. What type of vowel sound does each Unit word have?
   a long vowel sound
2. Write the long vowel sound in each Unit word. Then write the two letters that make that sound.

coach	/ō/	oa	shoulder	/ō/	ou
complain	/ā/	ai	ailment	/ā/	ai
detailed	/ā/	ai	breathe	/ē/	ea
squeak	/ē/	ea	disease	/ē/	ea
borrow	/ō/	ow	blown	/ō/	ow
failure	/ā/	ai	cease	/ē/	ea
release	/ē/	ea	growth	/ō/	ow
stow	/ō/	ow	grain	/ā/	ai
claim	/ā/	ai	brain	/ā/	ai
foam	/ō/	oa	aisle	/ī/	ai

3. What long vowel sounds are in the Unit words? /ā/, /ē/, /ō/, /ī/
4. How is the sound /ā/ spelled? ai
5. What is unusual about the spelling of *aisle*?
   In *aisle*, the letters *ai* spell the sound /ī/ instead of /ā/.
6. What can you conclude about the spellings of the long vowel sounds in the Unit words?
   Long vowel sounds can be spelled with two vowel letters;
   /ā/ can be spelled *ai*; /ē/ can be spelled *ea*; and
   /ō/ can be spelled *oa, ow,* or *ou*.

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

coach	breathe	failure	grain
shoulder	squeak	cease	claim
complain	disease	release	brain
ailment	borrow	growth	foam
detailed	blown	stow	aisle

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. coach
2. brain
3. borrow
4. ailment
5. detailed
6. breathe
7. squeak
8. cease
9. complain
10. blown
11. failure
12. disease
13. claim
14. growth
15. stow
16. grain
17. release
18. shoulder
19. foam
20. aisle

4 • Reteaching

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Review

UNIT 6

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	page 23E
Unit Test	page 29A
Form *A** Test 1	page T1

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

Additional Resources

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

TEACHING AIDS
- Home Letter 2

Learner Objectives

Spelling

- To review words that demonstrate these sound-letter relationships: /a/*a;* /e/*e;* /i/*i, y;* /o/*o,* /u/*u, o.*
- To review words that demonstrate these sound-letter relationships: /ā/*ai;* /ē/*ea;* /ō/*oa, ow, ou;* /ī/*ai.*
- To review words that demonstrate these sound-letter relationships: /ā/*ei, eigh;* /ē/*ei, ie;* /ī/*eigh;*
- To review the plurals of words ending with a sibilant sound or o.
- To review words with irregular plurals.
- To review words that demonstrate these sound-letter relationships: /kw/*qu;* /ks/*x;* /gz/*x.*

Reading

- To analyze and respond to a report.
- To identify facts and opinions in a report.
- To proofread written answers for spelling.

Writing

- To write a research report.
- To use the writing process.
- To edit for content and form.
- To revise using editing and proofreading marks.
- To proofread for spelling, capitalization, and punctuation.
- To write legible cursive letters.

Listening

- To listen to discuss a report.
- To listen to gather ideas to improve a report.

Speaking

- To contribute ideas and information in group discussions.
- To read a report to the class.
- To ask questions about a report.

REVIEW WORDS

UNIT 1
oven
solve
rapid
depth
against
plastic
publish
absence
system
snack

UNIT 2
breathe
shoulder
growth
grain
borrow
aisle
coach
complain
release
brain

UNIT 3
receive
neighbor
believe
height
vein
weigh
field
ceiling
achieve
niece

UNIT 4
radios
heroes
radishes
mice
tomatoes
batches
cargoes
stereos
lenses
autos

UNIT 5
equator
expert
exact
example
quarrel
suffix
mixture
quiz
prefix
request

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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
• plurals
• words with /kw/, /ks/, and /gz/
Tell the students they will use some of the review words to write a report.

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 correct on their **Progress Report**.

Trial Test Sentences

Unit Words

1. ***oven*** Put the muffins in the *oven*. ***oven***
2. ***solve*** I don't know how to *solve* this problem. ***solve***
3. ***rapid*** We watched the *rapid* movement of traffic. ***rapid***
4. ***depth*** The *depth* of the baking pan is two inches. ***depth***
5. ***against*** The two teams played *against* each other. ***against***
6. ***plastic*** The toys were made of *plastic*. ***plastic***
7. ***publish*** This company will *publish* your book. ***publish***
8. ***absence*** The teacher excused our *absence*. ***absence***
9. ***system*** The water *system* keeps the fire danger down. ***system***
10. ***snack*** We ate a *snack* of peaches and milk. ***snack***
11. ***breathe*** Try not to *breathe* this air. ***breathe***
12. ***shoulder*** The pitcher hurt her *shoulder*. ***shoulder***
13. ***growth*** The light green is new *growth*. ***growth***

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14. ***grain*** The bread was made from *grain.* ***grain***
15. ***borrow*** You may *borrow* my saw. ***borrow***
16. ***aisle*** The *aisle* was crowded with boxes. ***aisle***
17. ***coach*** The *coach* was quite stern. ***coach***
18. ***complain*** I can't *complain* about the food. ***complain***
19. ***release*** We will *release* the adult owls. ***release***
20. ***brain*** The *brain* is a complicated organ. ***brain***
21. ***receive*** I did not *receive* any mail. ***receive***
22. ***neighbor*** Our *neighbor* cared for our dog last weekend. ***neighbor***
23. ***believe*** I *believe* they are away for a few days. ***believe***
24. ***height*** My brother's *height* has increased by three inches. ***height***
25. ***vein*** The nurse drew a sample of blood from a *vein* in my arm. ***vein***
26. ***weigh*** The seal must *weigh* nearly a ton. ***weigh***
27. ***field*** We will mow the *field* today. ***field***
28. ***ceiling*** The shelves go to the *ceiling.* ***ceiling***
29. ***achieve*** Only a few *achieve* greatness. ***achieve***
30. ***niece*** Uncle Thomas brought his *niece* along. ***niece***
31. ***radios*** This store sells different types of *radios.* ***radios***
32. ***heroes*** Emerson and Poe are two of my *heroes.* ***heroes***
33. ***radishes*** I put crisp *radishes* in the salad. ***radishes***
34. ***mice*** Two *mice* got in the shed. ***mice***
35. ***tomatoes*** Rita used *tomatoes* to make sauce. ***tomatoes***
36. ***batches*** They mixed *batches* of paint. ***batches***
37. ***cargoes*** The workers unloaded the *cargoes.* ***cargoes***
38. ***stereos*** They tested the sound of several *stereos.* ***stereos***
39. ***lenses*** Clean the *lenses* with tissue. ***lenses***
40. ***autos*** The club washed and waxed *autos.* ***autos***
41. ***equator*** It is very hot and humid around the *equator.* ***equator***
42. ***expert*** Mr. Gould is an *expert* on antiques. ***expert***
43. ***exact*** This clock keeps *exact* time. ***exact***
44. ***example*** Show me an *example* of your writing. ***example***
45. ***quarrel*** The referee settled the *quarrel.* ***quarrel***
46. ***suffix*** The added *suffix* changed the word's meaning. ***suffix***
47. ***mixture*** The meal was a *mixture* of several different recipes. ***mixture***
48. ***quiz*** Mr. Martin surprised us with a pop *quiz.* ***quiz***
49. ***prefix*** That word begins with a *prefix.* ***prefix***
50. ***request*** We will *request* a meeting. ***request***

Apply Prior Learning

Have the students apply what they know about the generalizations for Units 1–5. Use the following activities.

Write the following words on the chalkboard: *team, shove, stamp, rain, stow, ten.* Ask the students to identify the vowel sound in each word. Have the students group words with long vowels in one list and words with short vowels in another list. Have them underline the letters that represent the vowel sound in each word. (team, rain, stow; shove, stamp, ten). Ask them to state a generalization about the words in each list. (the short vowel sound may be represented by a single letter; the long vowel sound may be spelled in these ways: /ā/, *ai;* /ē/, *ea;* /ō/, *ow*)

Next write this word on the chalkboard: *potato.* Have the students write the plural form of the word. (*potatoes*) Have them state a generalization about forming plurals of words ending in *o.* (To form the plural of a word ending in *o*, add *es.*) Then write these words on the chalkboard: *class, catch, wish, buzz.* Have the students write the plural form of each word. (*classes, catches, wishes, buzzes*) Have the students state the generalization for forming plurals of these words. (Words ending in *s, tch, sh,* or *zz* add *es* to form their plurals.)

Then write these words on the chalkboard: *examine, fix.* Ask the students to underline the *x* in each word. Have them pronounce the sound of *x* in each word. (e /gz/ amine, fi /ks/) Ask them to state a generalization about the sound of *x*. (Between vowels, *x* has a /gz/ sound; at the end of a word or before a consonant, it has a /ks/ sound.)

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

FOCUS

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

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UNIT 6b Spelling Review

TEACHING PLAN

Objectives To review words with the sound-letter relationships /a/*a*; /e/*e*; /i/*i, y*; /o/*o*; /u/*u, o*; to review words with the sound-letter relationships /ā/*ai*; /ē/*ea*; /ō/*oa, ow, ou*; /ī/*ai*.

1. Review the directions to the exercises on page 24. Remind the students that the answers to the exercises are to be found only among the twenty review words on page 24.
2. Have the students complete the exercises independently. You may refer them to the **Writer's Guide** at the back of the book for a review of the spelling generalizations for Units 1 and 2.

6 Review

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

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

UNIT 1

oven
solve
rapid
depth
against
plastic
publish
absence
system
snack

UNIT 2

breathe
shoulder
growth
grain
borrow
aisle
coach
complain
release
brain

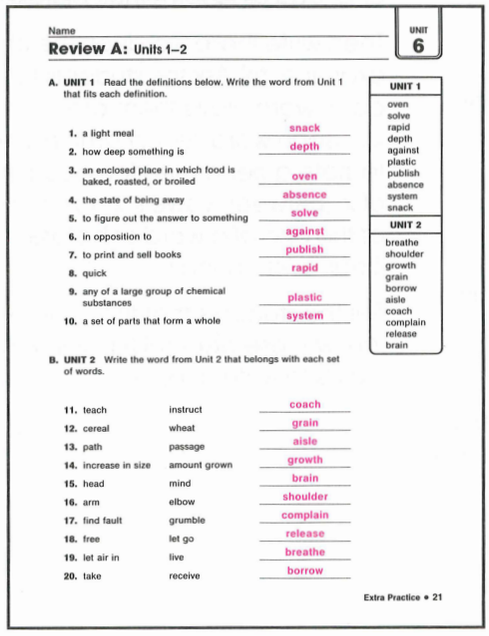
UNIT 1 **Follow the directions using words from Unit 1.**
Write the words that have the same vowel sounds as the words below.

1. bronze — solve
2. other (2 words) — oven, publish
3. bristle (4 words) — plastic, rapid, publish, system
4. chess (2 words) — against, depth
5. pass (4 words) — rapid, plastic, absence, snack
6. stump (2 words) — publish, oven

UNIT 2 **Write words from Unit 2 that have these long vowel sounds.**

7. /ē/ (2 words) — breathe, release
8. /ī/ — aisle
9. /ā/ (3 words) — complain, brain, grain
10. /ō/ (4 words) — shoulder, growth, borrow, coach

Review: Units 1 and 2



Name

Review A: Units 1–2 — UNIT 6

A. UNIT 1 Read the definitions below. Write the word from Unit 1 that fits each definition.

1. a light meal — snack
2. how deep something is — depth
3. an enclosed place in which food is baked, roasted, or broiled — oven
4. the state of being away — absence
5. to figure out the answer to something — solve
6. in opposition to — against
7. to print and sell books — publish
8. quick — rapid
9. any of a large group of chemical substances — plastic
10. a set of parts that form a whole — system

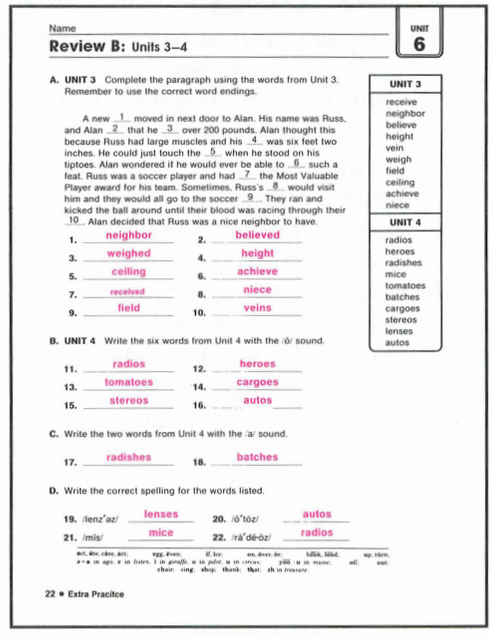
UNIT 1: oven, solve, rapid, depth, against, plastic, publish, absence, system, snack
UNIT 2: breathe, shoulder, growth, grain, borrow, aisle, coach, complain, release, brain

B. UNIT 2 Write the word from Unit 2 that belongs with each set of words.

11. teach	instruct	coach
12. cereal	wheat	grain
13. path	passage	aisle
14. increase in size	amount grown	growth
15. head	mind	brain
16. arm	elbow	shoulder
17. find fault	grumble	complain
18. free	let go	release
19. let air in	live	breathe
20. take	receive	borrow

Extra Practice • 21

Review: Units 3 and 4



Name

Review B: Units 3–4 — UNIT 6

A. UNIT 3 Complete the paragraph using the words from Unit 3. Remember to use the correct word endings.

A new 1 moved in next door to Alan. His name was Russ, and Alan 2 that he 3 over 200 pounds. Alan thought this because Russ had large muscles and his 4 was six feet two inches. He could just touch the 5 when he stood on his tiptoes. Alan wondered if he would ever be able to 6 such a feat. Russ was a soccer player and had 7 the Most Valuable Player award for his team. Sometimes, Russ's 8 would visit him and they would all go to the soccer 9. They ran and kicked the ball around until their blood was racing through their 10. Alan decided that Russ was a nice neighbor to have.

1. neighbor
2. believed
3. weighed
4. height
5. ceiling
6. achieve
7. received
8. niece
9. field
10. veins

UNIT 3: receive, neighbor, believe, height, vein, weigh, field, ceiling, achieve, niece
UNIT 4: radios, heroes, radishes, mice, tomatoes, batches, cargoes, stereos, lenses, autos

B. UNIT 4 Write the six words from Unit 4 with the /ō/ sound.

11. radios
12. heroes
13. tomatoes
14. cargoes
15. stereos
16. autos

C. Write the two words from Unit 4 with the /a/ sound.

17. radishes
18. batches

D. Write the correct spelling for the words listed.

19. /lenz'əz/ lenses
20. /ô'tōz/ autos
21. /mīs/ mice
22. /rā'dē-ōz/ radios

22 • Extra Practice

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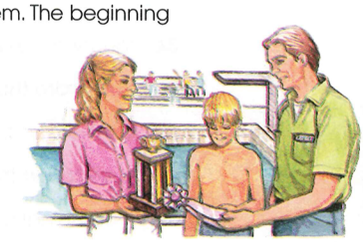
UNIT 3 **Follow the directions using words from Unit 3.**
Add *ei* or *ie* to complete each word below.

11. rec__ve receive
12. v__n vein
13. h__ght height
14. bel__ve believe
15. n__ghbor neighbor
16. f__ld field
17. w__gh weigh
18. n__ce niece

Write the correct spelling for each underlined word.

19. The ceeling was at least eight feet high. ceiling
20. She set out to acheeve her goal. achieve
21. Use words with the sound /ē/ to complete the poem. The beginning sound for each word is given to help you.
    Judge how generously you give
    by how worthily you /r/ receive
    Judge how truthfully you speak
    by how honestly you /b/ believe
    Judge how bravely you fail
    by how grandly you /ə/ achieve



UNIT 3
receive
neighbor
believe
height
vein
weigh
field
ceiling
achieve
niece

UNIT 4 **Follow the directions using words from Unit 4.**
Write the plural form of each of these words.

22. hero heroes
23. mouse mice
24. tomato tomatoes
25. radish radishes
26. batch batches
27. cargo cargoes
28. lens lenses
29. auto autos
30. Use the plural form of each of these words in a sentence.
    radio EXAMPLE: Radios make nice gifts.
    stereo EXAMPLE: These stereos are on sale.

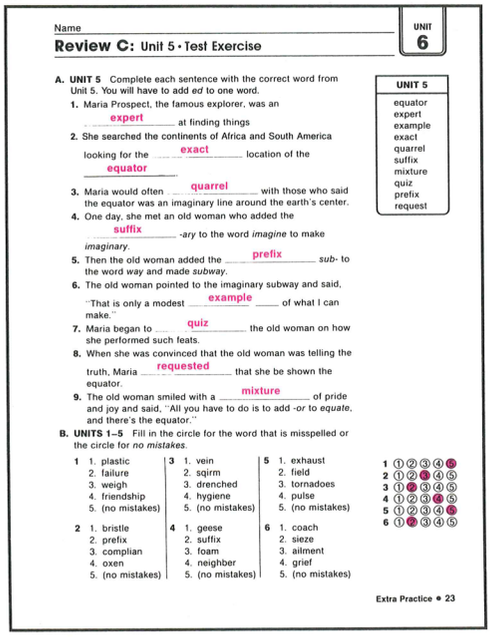
UNIT 4
radios
heroes
radishes
mice
tomatoes
batches
cargoes
stereos
lenses
autos

WORDS IN TIME

The word *tomato* came from the Nahuatl language of Mexico and Central America. This familiar garden plant is actually a South American fruit. The early Spanish explorers took the plant, along with the word *tomatl,* back with them to Europe. In Spain, they called the plant *tomate.* Before long the word began to appear in English as *tomato.*

25

Review: Unit 5



Name _____
Review C: Unit 5 • Test Exercise
UNIT 6

A. UNIT 5 Complete each sentence with the correct word from Unit 5. You will have to add *ed* to one word.

1. Maria Prospect, the famous explorer, was an expert at finding things
2. She searched the continents of Africa and South America looking for the exact location of the equator.
3. Maria would often quarrel with those who said the equator was an imaginary line around the earth's center.
4. One day, she met an old woman who added the suffix *-ary* to the word *imagine* to make *imaginary.*
5. Then the old woman added the prefix *sub-* to the word *way* and made *subway.*
6. The old woman pointed to the imaginary subway and said, "That is only a modest example of what I can make."
7. Maria began to quiz the old woman on how she performed such feats.
8. When she was convinced that the old woman was telling the truth, Maria requested that she be shown the equator.
9. The old woman smiled with a mixture of pride and joy and said, "All you have to do is to add *-or* to *equate,* and there's the equator."

UNIT 5
equator
expert
example
exact
quarrel
suffix
mixture
quiz
prefix
request

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

1	1. plastic 2. failure 3. weigh 4. friendship 5. (no mistakes)	3	1. vein 2. sqirm 3. drenched 4. hygiene 5. (no mistakes)
5	1. exhaust 2. field 3. tornadoes 4. pulse 5. (no mistakes)	2	1. bristle 2. prefix 3. complian 4. oxen 5. (no mistakes)
4	1. geese 2. suffix 3. foam 4. neighber 5. (no mistakes)	6	1. coach 2. sieze 3. ailment 4. grief 5. (no mistakes)

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

Extra Practice • 23

Spelling Review

UNIT 6b

TEACHING PLAN

Objectives To review words with the sound-letter relationships */ā/ei, eigh; /ē/ei, ie; /ī/eigh;* to review the plurals of words ending with a sibilant sound or *o.*

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.

WORDS IN TIME

Have a volunteer read **Words in Time** aloud. Tell the students that many fruits and vegetables have interesting word histories.

EXTENDING THE LESSON

Have the students use review words to write a note explaining why they did not do some task. The excuse may be ordinary ("I hurt my shoulder, so I couldn't carry out the garbage") or extraordinary ("A strange creature with two heads refused to release me from its control"). Remind the students to proofread their notes for spelling, capitalization, and punctuation.

UNIT 6b Spelling Review

TEACHING PLAN

Objective To review and write words with these sound-letter relationships: /kw/*qu;* /ks/*x;* /gz/*x.*

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. Tell the students there are many words in British English that have different meanings in American English.

UNIT 5

equator
expert
exact
example
quarrel
suffix
mixture
quiz
prefix
request

UNIT 5 Follow the directions using words from Unit 5.

31. Write four words that would appear on a dictionary page with the guide words *equal* and *export.*

equator exact example expert

Write the words that have these sounds.

32. /kw/ (four words) quarrel equator quiz request
33. /ks/ (four words) mixture prefix suffix expert
34. /gz/ (two words) example exact

Write the word that fits each definition.

35. a word part that goes at the end of a word suffix
36. a word part that goes at the beginning of a word prefix
37. a combination of things all together mixture

Complete the story.

One day, Marta overheard two students studying for a 38 on South America. Suddenly the students began to 39 . One student said Ecuador was near the South Pole. The other said it was next to Brazil. Finally Marta said, "You could go to the library and 40 a map of South America to find the 41 location, but that shouldn't be necessary. I'm no 42 in geography, but isn't *Ecuador* the Spanish word for 43 ?"

38. quiz
39. quarrel
40. request
41. exact
42. expert
43. equator

WORDS IN TIME

No one is sure how the word *quiz* originated. It seems to have just popped into British English sometime in the eighteenth century. Originally it meant "an odd person." The verb form, "to quiz," meant "to play a joke on someone." Then, in the late nineteenth century, the word appeared in American English with a different meaning: "to seek out an answer." Some dictionaries say the American word *quiz* is probably a form of *inquisitive.*

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Spelling and Reading
A Research Report

Read the following research report on the South American rain forest. Notice how the information is organized.

The Amazing Amazon Rain Forest

The Amazon rain forest in South America is one of the most surprising places on earth. It stretches 3,000 miles along the equator, and through its heart flows the mighty Amazon River. It is the largest and wettest tropical forest in the world. In fact, about 100 inches of rain fall in this rain forest each year.

The hot, wet climate of the rain forest encourages rapid growth. Trees shoot up to great heights, forming a leafy ceiling that shuts out the sunlight. As a result, few plants grow along the forest floor. In some places, where people have cut down the trees, you may find large farms, or plantations. From these plantations, rich cargoes of tropical fruits are shipped all over the world.

The rain forest is far from quiet. High in the trees, monkeys quarrel and complain. More than 1,500 types of brightly feathered birds cackle and call. Fantastic insects, some as large as baseballs, buzz and click and whir.

How many life forms live in the Amazon rain forest? No one knows. Until more of this great green world is explored, we can only guess what secrets lie hidden in its depths.

Write the answers to the questions. See answers below.

1. In this report, where does the writer say the Amazon rain forest is located? *Literal*
2. What does the hot, wet climate of the rain forest encourage? *Literal*
3. Why can plants grow where people have cut down trees? *Interpretive*
4. Does the writer feel that the monkeys make a pleasant or an unpleasant sound? Why do you think as you do? *Critical*

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

27

Spelling and Reading UNIT 6c

TEACHING PLAN

Objectives To read and respond to a research report; to proofread written answers for spelling.

1. Tell the students that they will read a research report that includes a number of spelling words from Units 1–5. Explain that a good research report is well organized and presents facts in an interesting way. Tell the students that the report will serve as a model for their own writing.
2. Have a volunteer read the title of the report. *(The Amazing Amazon Rain Forest)* Ask the students to speculate on the kinds of information the report contains. Have the students read the report to find out about the Amazon rain forest.
3. Have the students answer the questions independently. Tell them to underline the review words in their answers and to proofread their answers for spelling.
4. Spot-check students' answers. Review the answers orally.

Spelling and Reading Answers

1. in South America, along the equator
2. rapid growth
3. When trees are cut down, plants get the sunlight that they need in order to grow.
4. The writer feels the monkeys make an unpleasant sound because the words quarrel and complain are used to describe their sounds.

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.

UNIT 6d Spelling and Writing

TEACHING PLAN

Objectives To read and respond to a research report; to identify the kinds of information in a research report; to recognize the form and function of an outline.

1. Have the students read the first two paragraphs of **Think and Discuss** on page 28. Ask them to look over the report again and decide if it fits the definition of a good research report and to explain why it does or does not.
2. Have the students read the next paragraph and the sample outline that follows. Discuss with the students the importance of making an outline before writing a report so that information can be organized into main ideas and supporting details.
3. Have the students read the rest of **Think and Discuss** independently and answer the questions.
4. Have the students read **Apply** at the bottom of page 28. Tell them that they will write a research report on a topic that interests them, using some of their spelling words. Tell the students to keep in mind that their classmates will be their audience.

Summarize Learning

Have the students identify the characteristics of a good research report. (well organized; presents facts in an interesting way) Have them describe the steps writers take before writing a research report. (gather information, take notes, make an outline)

Spelling and Writing
A Research Report

Words to Help You Write

solve
rapid
depth
against
system
release
receive
believe
achieve
expert
example
exact

Think and Discuss

A research report is a form of writing that gives facts about a single topic. A good research report is well organized and presents facts in an interesting way.

Writers usually begin a report with an introduction that states the topic. In this first paragraph, they also give one or two striking details to hook the reader's interest. The body of a report is organized around several main ideas. Each of the main ideas is developed in a separate paragraph.

When writing a research report, most writers start by gathering information about the subject, taking notes, and then making an outline. In the outline, each Roman numeral stands for the main idea of a paragraph. Each capital letter stands for a detail that supports the main idea. Here, for example, is how an outline for the research report on page 27 might begin:

Title: *The Amazing Amazon Rain Forest*

I. Introduction
  A. Size and location
    1. 3,000 miles long
    2. Located on the equator and Amazon River
  B. Climate
    1. Wettest, hottest place on earth
    2. 100 inches of rain per year

Look over the introduction of the report on page 27. What striking details does the writer give in the first paragraph[A]? How do these details work to catch the reader's interest[B]? Now reread the rest of the report. What main ideas are covered in the second, third, and fourth paragraphs[C]?

Apply

Now write a **research report** on a topic that interests you. Use the library to find out more about your topic. You will share your report with your classmates. Follow the writing guidelines on the next page.

28

Think and Discuss Answers

A. that the Amazon rain forest stretches for 3,000 miles, has a mighty river running through it, and receives 100 inches of rain a year
B. The forest sounds so vast and hot and wet that the reader wants to know what other curiosities such a strange and unusual place might hold.
C. second paragraph, plant life in the forest; third paragraph, noises in the forest; fourth paragraph, the fact that much remains unknown about the forest.

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Prewriting
Think of a topic about which you would like to write a report.
- Go to the library and research your topic. Take notes.
- Make an outline by arranging your notes into main ideas and supporting details.
- Choose some striking details to use in your introduction.

THESAURUS For help finding words to make your details more striking, turn to page 205.

Composing
Use your outline to write a first draft of your report.
- Write your title.
- Write an introduction in which you state your topic and give a few details that will catch the reader's interest.
- Write a paragraph about each main idea in your outline.
- Look over your outline. Have you left out any details?

Revising
Read your report and show it to a classmate. Then follow these guidelines to improve your work. Use the editing and proofreading marks on this page to indicate corrections.

WRITER'S GUIDE For help revising your report, use the checklist on page 267.

Editing
- Make sure your report is well organized and interesting.
- Make sure your introduction states the topic and you have included striking details to catch the reader's interest.
- Make sure that you have written a paragraph for each main idea in your outline.
- Make sure you have written detail sentences to support each of your main ideas.
- Check that your title fits your report.

Proofreading
- Check your spelling, capitalization, and punctuation.

Copy your report onto clean paper. Write carefully and neatly.

Publishing
Share your report with your class. Ask what facts about your topic interested them the most. Then have students suggest other main ideas you might use to expand your report.

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

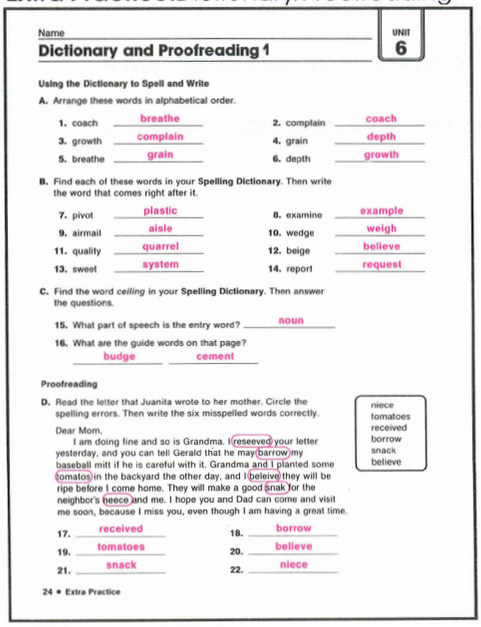
Spelling and Writing UNIT 6d

TEACHING PLAN

Objectives To write an outline for a research report; to write a research report; to edit for content and form; to proofread for spelling, capitalization, and punctuation.

1. **Prewriting** Have the students decide on a topic for their research report after consulting their science or social studies books for ideas. Then have them research their topic in the library. Remind students to take notes. Have them make an outline by arranging their notes into main ideas and supporting details. Suggest to students that they look over their spelling review words for additional words to use and that they use the **Spelling Thesaurus** to help them select words to make their details more striking.
2. **Composing** Have the students use their outlines and the guidelines on page 29 to write the first draft of their reports. Remind the students to state their topic and provide striking details in their introductory paragraphs. Tell the students to use some of the spelling words listed on page 28 or other review words in their reports.
3. **Revising (Editing and Proofreading)** Have the students ask a classmate to read their research report to see if it is well organized and interesting. Students should consider their classmates' comments and follow the guidelines on page 29 to revise their reports. Students may refer to page 279 of the **Writer's Guide** for a definition and a model of a research report. Remind the students to give their reports a title and to use the **Spelling Dictionary** to check their spelling.
4. **Publishing** Have the students read their reports to their classmates and ask what facts interested them most.

Extra Practice: Dictionary/Proofreading


Name
Dictionary and Proofreading 1 UNIT 6

Using the Dictionary to Spell and Write

A. Arrange these words in alphabetical order.

1. coach breathe
2. complain coach
3. growth complain
4. grain depth
5. breathe grain
6. depth growth

B. Find each of these words in your **Spelling Dictionary**. Then write the word that comes right after it.

7. pivot plastic
8. examine example
9. airmail aisle
10. wedge weigh
11. quality quarrel
12. beige believe
13. sweet system
14. report request

C. Find the word *ceiling* in your **Spelling Dictionary**. Then answer the questions.

15. What part of speech is the entry word? noun
16. What are the guide words on that page? budge cement

Proofreading

D. Read the letter that Juanita wrote to her mother. Circle the spelling errors. Then write the six misspelled words correctly.

Dear Mom,
I am doing fine and so is Grandma. I reseeved your letter yesterday, and you can tell Gerald that he may barrow my baseball mitt if he is careful with it. Grandma and I planted some tomatos in the backyard the other day, and I beleive they will be ripe before I come home. They will make a good snak for the neighbor's neece and me. I hope you and Dad can come and visit me soon, because I miss you, even though I am having a great time.

niece
tomatoes
received
borrow
snack
believe

17. received
18. borrow
19. tomatoes
20. believe
21. snack
22. niece

24 • Extra Practice

For additional practice in using the dictionary to spell and write and in proofreading, you may wish to assign ***Dictionary and Proofreading Master 1.***

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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. **Fine Arts/Illustrating a Report** Tell the students to draw illustrations for the research reports they wrote in this unit. Suggest that students draw an illustration for each main topic described in their reports. Have the students write a caption for each illustration, using some of their spelling words. Have them bring their illustrations to class to share.

2. **Language Arts/Writing Mnemonic Devices** Have the students write a mnemonic device for each word they misspelled on the Trial Test or Unit Test. Suggest that they create mnemonic devices by using a smaller word contained within a spelling word. For example: Lots of rain will help you grow grain. Have the students bring their mnemonic devices to class to add to their class reference booklets.

3. **Language Arts/Writing Figurative Language** Have the students write similes, metaphors, and idioms using some of their spelling words. Remind the students that similes and metaphors compare two unlike things. A simile uses the words *like* or *as* to make a comparison; a metaphor is a comparison made without the use of *like* or *as*. Tell the students that an idiom is an expression that has a different meaning from the individual words that make it up. Provide the following examples.

   Simile: Jane grew like a wildflower this year.
   Metaphor: Mark is a walking encyclopedia.
   Idiom: Rosa brought down the house with her performance.

4. **Science and Health/Writing Questions** Tell the students to write five questions about science or health topics. Explain that each question must contain at least one spelling word. For example: What part of the *brain* controls speech? Encourage the students to use their science and health books as a reference.

EVALUATION

Unit Test

1. ***oven*** Betsy baked the pies in the *oven*. ***oven***
2. ***solve*** We worked for a long time to *solve* the math problem. ***solve.***
3. ***rapid*** Alfredo did some *rapid* figuring in his head. ***rapid***
4. ***depth*** Research submarines explore the ocean *depth*. ***depth***
5. ***against*** The team will play *against* Brookwood School. ***against***
6. ***plastic*** We need some *plastic* spoons. ***plastic***
7. ***publish*** The writer will *publish* a novel. ***publish***
8. ***absence*** Polly explained her *absence* from school. ***absence***
9. ***system*** The heating *system* is broken again. ***system***
10. ***snack*** Raisins and nuts make a good *snack*, don't they? ***snack***
11. ***breathe*** Fish *breathe* through their gills. ***breathe***
12. ***shoulder*** The camera hung from her *shoulder*. ***shoulder***
13. ***growth*** The company has shown tremendous *growth*. ***growth***
14. ***grain*** This country exports a great deal of *grain* abroad. ***grain***
15. ***borrow*** Kenny needs to *borrow* a Latin book from someone. ***borrow***
16. ***aisle*** The usher led us down the *aisle* to our seats. ***aisle***
17. ***coach*** The basketball *coach* encouraged the team. ***coach***
18. ***complain*** I will *complain* about the service. ***complain***
19. ***release*** We'll *release* the bird when its wing is healed. ***release***
20. ***brain*** Scientists study the *brain* to find out how it works. ***brain***
21. ***receive*** You'll *receive* your package in tomorrow's mail. ***receive***

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22. ***neighbor*** We invited our new *neighbor* to our house for dinner. ***neighbor***
23. ***believe*** I do not *believe* in ghosts. ***believe***
24. ***height*** The nurse will measure your *height.* ***height***
25. ***vein*** There is a difference between a *vein* and an artery. ***vein***
26. ***weigh*** My dogs each *weigh* sixty-five pounds. ***weigh***
27. ***field*** The visiting team ran out on the *field.* ***field***
28. ***ceiling*** The old kitchen has a tin *ceiling.* ***ceiling***
29. ***achieve*** If you work hard, you can *achieve* your goal. ***achieve***
30. ***niece*** I have a six-year-old *niece.* ***niece***
31. ***radios*** We listen to our *radios* with earphones. ***radios***
32. ***heroes*** Stories about mythical Greek *heroes* are fun to read. ***heroes***
33. ***radishes*** The cook at the restaurant cut *radishes* to look like roses. ***radishes***
34. ***mice*** The tiny *mice* crept into the warm house. ***mice***
35. ***tomatoes*** Our *tomatoes* won first prize at the fair. ***tomatoes***
36. ***batches*** The children made three *batches* of oatmeal cookies. ***batches***
37. ***cargoes*** The ships were laden with *cargoes* of grain, medicine, and clothing. ***cargoes***
38. ***stereos*** The higher priced *stereos* usually have better sound. ***stereos***
39. ***lenses*** Contact *lenses* need a great deal of care. ***lenses***
40. ***autos*** The junkyard was packed with old *autos.* ***autos***
41. ***equator*** The belt that circles the earth around its middle is called the *equator.* ***equator***
42. ***expert*** Val's father is an *expert* diver. ***expert***
43. ***exact*** I remember the *exact* location of the accident. ***exact***
44. ***example*** This piece of quartz is a good *example* of a crystal. ***example***
45. ***quarrel*** The two had a *quarrel* and left the restaurant. ***quarrel***
46. ***suffix*** The meaning of a word may depend on its *suffix.* ***suffix***
47. ***mixture*** The right *mixture* of hydrogen and oxygen produces water. ***mixture***
48. ***quiz*** We hear there is a surprise *quiz* coming in history class. ***quiz***
49. ***prefix*** A special word part that begins a word is called a *prefix.* ***prefix***
50. ***request*** The disk jockey played Loren's special *request.* ***request***

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. Write the Mastery word that means the opposite of the word given.

1. pleasure — pain
2. loud — quiet
3. catch — throw
4. dry — damp
5. whole — piece
6. cold — heat
7. disagree — agree
8. save — spend
9. slowly — quickly
10. loser — winner

B. Add the missing vowels to form a Mastery word. Then unscramble the boxed letters to form words that answer the riddles.

11. ddrsss — a d d r e s s e s
12. sld — s o l i d
13. nthr — n e i t h e r
14. rp — r i p e
15. mng — a m o n g
16. stm — s t e a m
17. brnchs — b r a n c h e s
18. blb — b u l b
19. xcllnt — e x c e l l e n t
20. lsss — l o s s e s
21. sqr — s q u a r e
22. wmn — w o m e n
23. pchs — p e a c h e s
24. wst — w a i s t
25. tx — t a x
26. xcpt — e x c e p t
27. glw — g l o w
28. shp — s h e e p
29. gl — g o a l
30. grp — g r a p e
31. What word is in *addressed, undressed,* and *redress*? dress
32. What word is in *slightly, flight,* and *lightly*? light
33. What word is in *nationalize, nationalism,* and *nationality*? national

UNIT 1: winner, among, damp, spend, bulb, solid
UNIT 2: heat, pain, throw, goal, steam, glow
UNIT 3: piece, neither, grape, ripe, agree, waist
UNIT 4: addresses, branches, losses, sheep, peaches, women
UNIT 5: quiet, quickly, tax, excellent, square, except

Extra Practice • 25

Bonus Words Review

Name

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

Write the correct spelling for each Bonus word that matches the pronunciation.

1. /kon′dukt/ — conduct
2. /trāts/ — traits
3. /ə-kwâr′ē-əm/ — aquarium
4. /eg′zīl/ — exile
5. /bi-wil′dər/ — bewilder
6. /mel′ō/ — mellow
7. /mis′tə-fī/ — mystify
8. /ri-sēt′/ — receipt
9. /bō′ling/ — bowling
10. /sēj/ — siege
11. /pweb′lōz/ — pueblos
12. /eg′zit/ — exit
13. /brong′kōz/ — broncos
14. /shrēk/ — shriek
15. /mod′ə-fī/ — modify
16. /shēld/ — shield
17. /bûr′ōz/ — burros
18. /ôr-dēl′/ — ordeal
19. /mes-kē′tōz/ — mosquitoes
20. /rō′dē-ōz/ — rodeos
21. /bang′kwit/ — banquet
22. /ə-dopt′/ — adopt
23. /kən-sē′tid/ — conceited
24. /ə-kwānt′/ — acquaint
25. /ri-vēld′/ — revealed
26. /kwol′ə-fī/ — qualify
27. /rem′ə-dē/ — remedy
28. /yēld/ — yield
29. /sə-stān′/ — sustain
30. /las′ōz/ — lassos
31. /pat′ē-ōz/ — patios
32. /ik-stingt′/ — extinct

UNIT 1: bewilder, mystify, adopt, conduct, remedy, modify
UNIT 2: mellow, bowling, revealed, sustain, ordeal, traits
UNIT 3: shriek, receipt, siege, yield, shield, conceited
UNIT 4: pueblos, lassos, rodeos, mosquitoes, patios, broncos, burros
UNIT 5: banquet, acquaint, exile, extinct, exit, aquarium, qualify

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. adresses 2. grape 3. square 4. geese 5. (no mistakes)
2. 1. peice 2. branches 3. heat 4. radios 5. (no mistakes)
3. 1. disease 2. gloe 3. pain 4. waist 5. (no mistakes)
4. 1. rype 2. volcanoes 3. ceiling 4. neither 5. (no mistakes)
5. 1. foam 2. stereos 3. sleigh 4. shepe 5. (no mistakes)
6. 1. mixture 2. losses 3. solid 4. vein 5. (no mistakes)
7. 1. except 2. neighbor 3. wynner 4. bulb 5. (no mistakes)
8. 1. quickly 2. ailment 3. niether 4. quiz 5. (no mistakes)
9. 1. batches 2. graip 3. quake 4. request 5. (no mistakes)
10. 1. amung 2. goal 3. failure 4. wristwatches 5. (no mistakes)
11. 1. height 2. potatoes 3. ripe 4. payn 5. (no mistakes)
12. 1. masses 2. steam 3. quicklie 4. hygiene 5. (no mistakes)
13. 1. example 2. veil 3. echoes 4. complain 5. (no mistakes)
14. 1. peachs 2. spend 3. grain 4. believe 5. (no mistakes)
15. 1. quiet 2. branchs 3. exhaust 4. tax 5. (no mistakes)
16. 1. goal 2. exellent 3. glow 4. radishes 5. (no mistakes)
17. 1. damp 2. examine 3. aggree 4. addresses 5. (no mistakes)
18. 1. sollid 2. sheep 3. quiet 4. except 5. (no mistakes)
19. 1. winner 2. square 3. among 4. heet 5. (no mistakes)
20. 1. tax 2. bolb 3. women 4. weight 5. (no mistakes)
21. 1. neither 2. oxen 3. starches 4. weist 5. (no mistakes)

ANSWERS: 1 ① 2 ③ 4 ⑤ | 2 ① 2 ③ 4 ⑤ | 3 ① 2 ③ 4 ⑤ | 4 ① 2 ③ 4 ⑤ | 5 ① 2 ③ 4 ⑤ | 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 | 21 ① 2 ③ 4 ⑤

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. available 2. broncos 3. mistify 4. siege 5. (no mistakes)
2. 1. acquaint 2. puebloes 3. aquarium 4. exile 5. (no mistakes)
3. 1. lenses 2. banquit 3. squirm 4. patios 5. (no mistakes)
4. 1. aisle 2. existence 3. reindeer 4. abrubt 5. (no mistakes)
5. 1. equator 2. coach 3. diceive 4. borrow 5. (no mistakes)
6. 1. atlas 2. ordeal 3. shreek 4. revealed 5. (no mistakes)
7. 1. condukt 2. extinct 3. conceited 4. qualify 5. (no mistakes)
8. 1. mice 2. seige 3. patios 4. receipt 5. (no mistakes)
9. 1. acquaint 2. modify 3. burros 4. quarrel 5. (no mistakes)
10. 1. squad 2. friendship 3. abrupt 4. moskitoes 5. (no mistakes)
11. 1. ordeal 2. mellow 3. availible 4. exit 5. (no mistakes)
12. 1. bewilder 2. yield 3. brain 4. extingt 5. (no mistakes)
13. 1. sustain 2. shoulder 3. adopt 4. blown 5. (no mistakes)
14. 1. qualefy 2. shield 3. remedy 4. growth 5. (no mistakes)
15. 1. broncoes 2. beige 3. squeak 4. stow 5. (no mistakes)
16. 1. cease 2. acquarium 3. pueblos 4. bowling 5. (no mistakes)
17. 1. exile 2. conceted 3. banquet 4. poach 5. (no mistakes)
18. 1. conduct 2. modefy 3. mystify 4. traits 5. (no mistakes)
19. 1. bewilder 2. expert 3. deceive 4. patyos 5. (no mistakes)
20. 1. prefix 2. atlas 3. shriek 4. ordeall 5. (no mistakes)
21. 1. mosquitoes 2. axle 3. revealed 4. lassos 5. (no mistakes)

ANSWERS: 1 ① 2 ③ 4 ⑤ | 2 ① 2 ③ 4 ⑤ | 3 ① 2 ③ 4 ⑤ | 4 ① 2 ③ 4 ⑤ | 5 ① 2 ③ 4 ⑤ | 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 | 21 ① 2 ③ 4 ⑤

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