

CLOSING THE UNIT

Apply New Learning

Tell the students that if they misspell words with consonant sounds /ch/ and /th/ in their writing, they should use one or more of the following strategies:

- try to find patterns and causes of their errors.
- say the word to themselves and check to see if letters have been left out.
- pronounce the word very carefully to themselves and check to see if the correct letter or letters have been used to spell the sounds in the word.

Transfer New Learning

Tell the students that when they encounter new words in their personal reading and in other content areas, they should learn the meaning of those words and then apply the generalizations they have studied to the spelling of those words. Tell them that once the words are familiar in both meaning and spelling, they should use 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 Riddles** Have the students write riddles for three spelling words. Each riddle should give at least two clues. The clues may be about the word's meaning, spelling, or sounds.

Example: I am a green vegetable.
I have the same ending sound as ranch.
What am I? (Spinach)

■ **COOPERATIVE LEARNING:** Have the group create a booklet of riddles for some of the spelling words. Each group member will write riddles for three spelling words. Students should try out their riddles on other group members, and together the group should revise them for clarity.

2. **Language Arts/Using Words as Nouns and Verbs** Tell the students to write pairs of sentences that use a spelling word as a noun and as a verb. Have the students write two sentences for each of the following words: *patch*, *scratch*, *charge*, *chase*, and *ditch*. One sentence should use the word as a noun; the other, as a verb.

■ **COOPERATIVE LEARNING:** Have the group write pairs of sentences that use a spelling word as a noun and as a verb. Have the group work together to write two sentences for each of the following words: *patch*, *scratch*, *charge*, *chase*, and *ditch*. One sentence should use the word as a noun; the other, as a verb. Have the group compile their posters in a collection to display in the classroom.

3. **Language Arts/Writing Lantern Poems** Have the students use some of their spelling words to write lantern poems. Explain that a lantern poem is a five-line poem written in the shape of a Japanese lantern. The poem contains eleven syllables in a one-two-three-four-one pattern. Examples:

Syllables

| | | |
|---|-----------------|------------------|
| 1 | It's | My |
| 2 | Fun to | Kitten |
| 3 | Chase the waves | Gray and black |
| 4 | And gather sea | Sweet and cuddly |
| 1 | Shells. | Mine. |

Have each student choose a topic for a poem. As a **prewriting** activity, have the students list words and phrases that describe their topic in a clustering format. Suggest that the students look at the spelling list for ideas. Have the students use their clusters to **compose** their poems. To **revise** their poems, have the students check the number of syllables in each line and read the poem to see if it communicates a clear message. Have them proofread the poems for spelling, capitalization, and punctuation. Then have the students recopy their poems in a lantern shape on construction paper. To **publish** the students' poems, mount the poems on lantern-shaped cardboard and post them on the bulletin board.

■ **COOPERATIVE LEARNING:** Have the group use some of their spelling words to write a collection of lantern poems. Explain how to write a lantern poem and illustrate with the examples above. Tell the members of the group that they will each write a lantern poem on the same topic. Have each group choose a general topic for a poem. Tell them to think of things they like to do or something or someone they want to describe. As a **prewriting** activity, have the group list words and phrases that describe their topic in a clustering format. Suggest that the students look at the spelling list for ideas. Have each group member use