

ASSIGNMENT GUIDE

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

Five Days	• = average spellers • = better spellers ✓ = slower spellers	Three Days
Day 1	<ul style="list-style-type: none"> • • Take Unit word Trial Test and correct • ✓ Take Mastery word Trial Test and correct • • Read Unit words and discuss generalization page 64 	Day 1
Day 2	<ul style="list-style-type: none"> • Complete Spelling Practice page 65 • ✓ Complete Extra Practice Master 15: Unit words (optional) ✓ Complete Spelling on Your Own: Mastery words page 67 • Take Bonus word Trial Test and correct 	Day 2
Day 3	<ul style="list-style-type: none"> • • ✓ Complete Spelling and Language page 66 • • ✓ Complete Writing on Your Own page 66 • • ✓ Complete Using the Dictionary to Spell and Write page 66 • ✓ Take Midweek Test (optional) • Complete Spelling on Your Own: Bonus words page 67 • ✓ Complete Spelling and Language Master 15 (optional) 	Day 2
Day 4	<ul style="list-style-type: none"> • Complete Spelling on Your Own: Unit words page 67 ✓ Complete Extra Practice Master 15: Mastery words (optional) • Complete Extra Practice Master 15: Bonus words (optional) 	Day 3
Day 5	<ul style="list-style-type: none"> • Take Unit Test on Unit words • Complete Reteaching Follow-up Masters 15A and 15B (optional) • ✓ Take Unit Test on Mastery words • Take Unit Test on Bonus words 	Day 3

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

INTRODUCING THE UNIT

Establish Readiness for Learning

Tell the students that this week they will continue to study words with consonant digraphs. In Unit 15 they will study the consonant sounds /ch/ and /th/. Tell the students that they will apply the spelling generalizations to Unit words and use those words to write about an exciting sports event.

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 fol-

low 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. *chat* Teresa likes to *chat* with me. **chat**
2. *pitcher* Marvin is the team's *pitcher*.
pitcher
3. *catcher* Henrietta is the *catcher*.
catcher
4. *gather* Help me *gather* the newspapers and tie them up with string. **gather**
5. *bathe* Please *bathe* the baby. **bathe**
6. *scratch* There is a big *scratch* on your arm. **scratch**
7. *patch* Lenny sewed a *patch* on his jacket. **patch**
8. *chase* The cat likes to *chase* her tail.
chase
9. *spinach* Molly ate the *spinach*.
spinach
10. *ranch* The Lees raise sheep on a *ranch*.
ranch

FOCUS

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