



*Literacy and Intervention*

## WORD LIST

# MEGAWORDS

2nd Edition

**Direct Instruction for Decoding, Spelling,  
and Understanding Multisyllabic Words**

Grades 4–12



## Megawords 4

<i>-er</i>		<i>-or</i>		<i>-ar</i>	<i>-ard, -ward</i>
announcer	offer*	actor*	investigator	beggar	afterward*
banker	plaster	anchor	janitor	burglar	awkward
barber	power*	assessor	labor*	calendar*	backward
catcher	printer	author	legislator	cedar	blizzard
chapter	rather	calculator*	major*	cellar	buzzard
character	remember*	color*	minor*	circular*	coward
destroyer	sister*	contractor	motor	collar	custard
farmer	stutter	creditor	operator*	dollar*	Edward
father*	summer	dictator	professor*	grammar*	forward*
filter	teacher*	doctor*	radiator	liar	haggard
fluster	temper	editor	refrigerator*	muscular	hazard*
golfer	Walter	educator	scissor	nectar	homeward
hammer	wander	Eleanor	senator	particular	inward
Jennifer	welder	elevator*	splendor	perpendicular	leopard
lumber	writer	error	terror	pillar	lizard
member	yonder	favor*	tractor	popular*	mustard
murder		flavor	translator*	regular*	onward
		honor*	tumor	scholar	orchard
		humor*	valor	similar*	Richard
		illustrator	vapor	singular	standard
		inspector	vigor	solar	steward*
		instructor	visitor*	sugar*	toward*
		inventor		vinegar	upward
				vulgar	

**Note:**

Suggestions for practical spelling words are indicated with an asterisk (\*). Or you may want to decide with students which words they will be responsible for spelling, and have them place an asterisk next to each of those words.

**CONCEPTS COVERED**

- -er, -or, -ar Endings
- -ard Ending
- -ward Ending
- Double Middle Consonant Rule
- Accent Patterns

## STEP

**1 Work with One-Syllable Words and Word Parts****Reading and Spelling**

**OBJECTIVE** Students will correctly pronounce and spell the -er, -or, -ar, -ard, and -ward endings.

**Practice Page 20A**

- Tell students that they will be learning about several unaccented endings.
- Display the endings *-er, -or, -ar, -ard,* and *-ward*. Explain that in single-syllable words, these endings have different *r*-controlled sounds. Then point out that in final syllables of multisyllabic words, these endings all have the schwa sound.
- Point to the displayed **-er, -or,** and **-ar Endings**. Explain that they all say /əɹ/. Say the words *hammer* and *tractor*, emphasizing the /əɹ/ ending. Then display some final /əɹ/ syllables such as *bor, fer,* and *gar,* and have students read them aloud, making sure they say /əɹ/ in each case.
- Draw attention to the displayed **-ard** and **-ward Endings**, and explain that *-ward* is a variation of *-ard*. Tell students that in multisyllabic words, *-ard* usually says /əɹd/ and *-ward* usually says /wəɹd/. Say the words *mustard* and *forward*, emphasizing the /əɹd/ and /wəɹd/ endings.
- Display final /əɹd/ syllables such as *pard, dard,* and *ward,* and have students read them aloud, making sure they say /əɹd/ in each case.
- Tell students that they are going to read some more syllables to practice saying /əɹ/ and /əɹd/. Have students read independently or with you the boxed text on 20A. Then have them complete the activities, making sure they understand the directions.

**DIFFERENTIATING INSTRUCTION** For students who need further practice with final /əɹ/ syllables, provide students with these drill cards: *ber, dar, mer, tor, lor, gar, mar, ter, der, gor, bor, lar, tar,* and *mor*. Have students read the syllables aloud, making sure they say /əɹ/ in each case. Then tell students to group the cards together by sound (e.g., *mer, mar,* and *mor*), and practice reading the syllables in those groups.

## Work with Combined Word Parts

### Reading

**OBJECTIVE** Students will pronounce individual syllables and combine them to read a whole word. They will match syllables to build whole words.

#### Practice Pages 20B–20C

- Tell students that they will practice reading some words with the *-er*, *-ar*, *-or*, *-ard*, and *-ward* endings.
- Using the example below, point out the final *-er* syllable. (*ber*) Pronounce the syllables and combine them to read the word. Then circle the *-er* ending in the whole word. Ask students to say the syllables and the combined word as you point to each.

bar ber                  barber

- Then display the word *tractor*. Point out to students that the ending *-or* often follows the letter *t*. If they hear /tər/ at the end of a word, it is often spelled *tor*.
- Have students complete 20B and 20C, making sure they understand the directions for each activity. If students need help completing Activities 2 and 3 on 20C, you may provide the complete word or have them refer to the word list.
- **VOCABULARY** As students match syllables to read whole words in Activity 1 of 20C, review selected words that students may find difficult. Use the following as models.
  - *Vulgar* describes people who have bad manners or taste; a *vulgar* joke is disgusting.
  - The word *forward* usually describes a position or movement to the front, as in facing forward or a forward pass. In sports, a *forward* is a player who plays a position in the front. A person who is *forward*, on the other hand, is inappropriately bold or open in manners.



#### Review:

Three ways to spell the ending /ər/ are -ar, -er, and -or.

### Spelling

**OBJECTIVE** Students will isolate, pronounce, and spell syllables that are parts of list words. They will choose the correct /ər/ ending and build vocabulary.

#### Practice Pages 20D–20E

- Explain that it can be difficult to know how to spell final /ər/ syllables because there are three possible spellings. Tell students to remember the following hints:
  1. The ending *-er* is used to spell /ər/ in most words. When in doubt, use *-er*.
  2. The ending *-or* is often used after *t* as in *janitor*.
  3. The ending *-ar* is often used after *l* as in *burglar*.
- Display the examples below. Tell students they will be adding the appropriate /ər/ ending to each word. Guide students to correctly spell *teacher*, *actor*, and *solar*, and ask them to explain their reasoning.

teach\_\_\_\_\_                  act\_\_\_\_\_                  sol\_\_\_\_\_

- Then introduce the **Double Middle Consonant Rule**.  
**SAY:** In some words, the middle consonant is doubled to make the vowel in the first syllable short.
- Display the word *pillar* and underline the double *l*. Explain that if *pillar* had just one middle consonant, it might be pronounced with a long-*i* sound: /pī lər/.
- Have students read independently or with you the boxed text on 20D and 20E. Then have them complete these pages, making sure they understand the directions.
- **VOCABULARY** As students complete and write whole words on 20D, review selected words that students may find difficult. Use the following as models.
  - *Lumber* refers to wood or logs; as an adjective, it describes a slow, heavy movement.
  - If you owe money, the company that lends you the money is called a *creditor*.
- For Activity 1 on 20E, dictate the following words. Make sure students say each word, isolate the missing syllable(s), and say the whole word as they write it.  
**DICTATION:** 1. power; 2. doctor; 3. solar; 4. barber; 5. motor; 6. mustard; 7. standard; 8. awkward; 9. remember; 10. popular; 11. inventor; 12. calendar; 13. particular

**DIFFERENTIATING INSTRUCTION** It may be appropriate to give some students practice in building words. Make cards with the final syllables *-er* and *-or*. Make other cards with the base words *teach*, *visit*, *act*, *weld*, *farm*, *catch*, *instruct*, and *golf*. Tell students to match each base word with the correct ending, and have them write the words. Students can then test one another on spelling and reading the words.

STEP

3

## Work with the Whole Word

### Reading

**OBJECTIVE** Students will apply accent patterns to read list words correctly.

#### Practice Page 20F

- Introduce **Accent Patterns** for words that end with *-er*, *-or*, *-ar*, *-ard*, and *-ward*. You may wish to refer to **Summary of Accent Patterns** on page 121 (Student Book page 101).  
**SAY:** The *-er*, *-or*, *-ar*, *-ard*, and *-ward* endings are unaccented. The accent falls on another syllable in the word.
- Point out that all List 20 endings have the schwa sound. Ask students to explain how they know the endings are unaccented. (*The schwa is heard only in unaccented syllables.*)
- Display the words *standard*, *sister*, *visitor*, and *character*. Say the words aloud, and have students repeat them with you. Ask them to identify each accented syllable.  
**SAY:** In most two- and three-syllable words, the accent is on the first syllable.
- Then display the words *destroyer* and *inventor*. Point out that each word has a prefix, root, and suffix. Say the words aloud, and have students repeat them with you. Ask them to identify the accented syllable in each word. (*the second syllable*)  
**SAY:** In three-syllable words that have a prefix, root, and suffix, the accent is usually on the second syllable.
- Display the word *motor*, having students listen for the accented syllable as you read it aloud. Have a volunteer write the word syllable by syllable and draw a box around the accented syllable. Have students repeat the whole word. If students need additional

practice before working independently, follow this same procedure with other examples from the page.

- Have students complete 20F, making sure they understand the directions. Have them read the words after they write the syllables, noting the accented syllable in each word.

## Spelling

**OBJECTIVE** *Students will spell list words with special attention to schwa endings and parts of speech.*

### Practice Pages 20G–20H

- Tell students that they will be sorting words by their endings. Then have students complete 20G and 20H, making sure they understand the directions for each activity.
- If students need help completing 20G, encourage them to circle the ending to help them decide which heading is correct. They can then draw lines between the syllables to help them determine the number of syllables.

### Practice Page 20I

- Tell students they can add *-or* to some verbs to create nouns. Explain that for verbs that end in *-ate*, you need to drop the final *e* because the ending *-or* begins with a vowel.
- Use these examples to show students how *visit* and *educate* become nouns.

visit + or = visitor

educat~~e~~ + or = educator

- Have students read independently or with you the boxed text on 20I. Then have them complete the page, making sure they understand the directions for each activity.
- **VOCABULARY** As students read and write the words in 20I, review selected words that students may find difficult. Use the following as models.
  - *Educator* and *instructor* are both synonyms for *teacher*.
  - A *translator* is a person or a machine that takes information given in one language and provides the same information in another language.

### Practice Page 20J

- Discuss with students that words that end with /ər/ can be difficult to spell. Review the three ways to spell /ər/ at the end of words: *-ar*, *-er*, and *-or*.
- Point out to students that when they are not sure of a spelling, they should look for the spelling that “looks right.” Draw their attention to Activity 1 on 20J and the two possible spellings for *favor*. Guide them to recognize that *favor* is the correct spelling.
- Point out the answer key at the bottom of the page, and ask a volunteer to model using it to check the spelling of the first example. (*favor*)
- For students with severe visual memory problems, have them cross out the incorrect spelling of each word. You may also wish to have them write the correct spellings of the words several times and read them aloud. Tell students that as they become familiar with List 20 words, they will be better able to notice a misspelled word.
- Have students complete 20J, making sure they understand the directions.