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# Build Skills and Word Experiences



## Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.  
Use Core Words **another** (121), **came** (122), **come** (123), **work** (124), **three** (125).

Teaching Notes, page 271



## Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction for all or selected students.

Teaching Notes, page 274



He came to work at three.



We woud like you to kome back and see us annother time.  
(*would, come, another*)



came, some, cane, same, come, plane  
(e.g., words that end with *ne/me*, words with short *u*/long *a*)



three, each, me, \_\_\_\_\_, \_\_\_\_\_  
(words with long e)



I looked around. There was another one! Then I saw three more. I \_\_\_\_\_.



Number words



## Build Basic Concepts

Choose from among these skill-building activities to customize instruction for all or selected students.

Teaching Notes, page 280

### concept one

Some sounds are spelled more than one way.

phonics, word analysis,  
predicting spelling, sorting  
words, spelling rules, spelling  
word patterns

**1A** Select a student to write *back* and *work* on the chalkboard. Ask students how these words are alike (e.g., four letters, end in /k/). Then ask students how /k/ is spelled in each word (*k* or *ck*). Review with students that /k/ is usually spelled *ck* when it follows a short vowel, as in *back*. If /k/ does not follow a short vowel, it is usually spelled *k*, as in *work*. Next, have students predict the spelling as you write on the chalkboard: *black*, *neck*, *shook*, *sick*, *rock*, *truck*, *mask*, *ask*, *desk*, *milk*, *duck*, *chick*, *cook*, *clock*. Then have students write the words, sorting them into *k* and *ck* spellings for /k/. Expand the lesson to include a *ke* spelling for /k/, a signal for a long vowel (e.g., *bike*, *lake*).

Present the *\_\_nk* spelling patterns *\_\_ank*, *\_\_ink*, *\_\_unk*, and *\_\_onk*. Have students identify a word for each one (e.g., *thank*, *drink*, *junk*, *honk*). Write the words on the chalkboard. Have students find and write more words for the *nk* spelling pattern.

phonics, word analysis, sorting  
words, spelling rules, more words

**1B** Select a student to write on the chalkboard: *came*, *come*, *cut*. Ask students what is the same about these words (begin with /k/, begin with letter *c*). Write *city* and *center* on the chalkboard. Ask students what is the same about these words (begin with /s/, begin with letter *c*). Then have students brainstorm words that contain a *c* that stands for /k/ or /s/. Write the words on the chalkboard. Next, have students sort the words by the vowel that follows *c*. Help students discover that /k/ words may be spelled with *c* followed by vowels *a*, *o*, or *u*, and that /s/ words may be spelled with *c* followed by *e*, *i*, or *y*. These are reliable rules, because there are few exceptions. Students may also discover that *c* in *cl* and *cr* words spells /k/.



Remind students that most of the time /s/ is spelled with *s* (*c* spelling /s/ occurs in less than 20% of English words). The /s/ may also be spelled *sc* (e.g., *scene*), *ss* (e.g., *class*), and *se* (e.g., *house*). Note that *x* can spell /ks/ (e.g., *box*). Also, remind students that /k/ can be spelled with *c*, but other common spellings are *k/ke* (e.g., *mark*, *kite*) and *ck* (e.g., *back*). Later students learn less frequent spelling patterns for /k/, such as *ch*, and that *qu* spells /kw/.

**IC** Select a student to write *three* on the chalkboard. Have students identify the letters spelling /ē/ (ee). Have students brainstorm more /ē/ words spelled *ee* (e.g., keep, need, feet, between, see, tree, green, week, teeth). Use the /ē/ chart (Activity 2A, page 23) to review the most common spelling patterns for /ē/. Ask students to identify more words to add to their /ē/ chart.

phonics, spelling word patterns, more words, word analysis

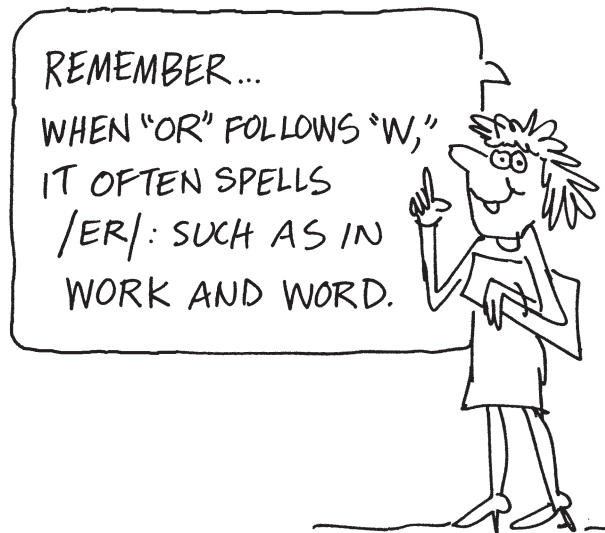
**ID** Select a student to write *came* on the chalkboard. Ask students if *came* is an expected spelling (yes). Ask students to explain why. Repeat the activity with *come*, but conclude that *come* is not an expected spelling. Then have students identify the antonym for *came* (went) and *come* (go). Next, write on the chalkboard or dictate these words for students to write the word with its antonym: *play* (work), *wrong* (right), *different* (same), *bad* (good), *old* (new), *theirs* (ours), *big* (little), *before* (after), *up* (down), *last* (first).

phonics, word analysis, antonyms, writing words, vocabulary development

**IE** Select a student to write *work* and *word* on the chalkboard. Remind students that *er*, *ir*, and *ur* are the most frequent spelling patterns for this sound. Ask students what they can tell you about the vowel sound in *work* and *word* (it is spelled *or* instead of *er*, *ir*, or *ur*). Review with students that when *or* follows *w*, it often spells /er/.

Provide students with paper/pencil or chalkboard/chalk. Tell students that they will be writing words that use *or* to spell /er/.

Then ask students to write: *worm*, *world*, *worth*, *working*, *words*, *worst*, *worry*. Next, write the words on the chalkboard for students to self-check. Have students write the words they missed in sentences. Challenge students to find more *or* spellings for /er/.



phonics, word analysis, writing words, proofreading, writing sentences

## concept two

When *h* follows *c*, *s*, *t*, or *w*, the combination stands for a new sound.

**2A** Ask students to raise a hand when they hear /th/. Say these words: *this*, *the*, *other*, *step*, *another*, *work*, *three*, *with*, *took*, *that*, *them*, *these*, *trees*. Write the /th/ words on the chalkboard as students identify them. Ask students to predict the spelling as you write. Provide students with paper/pencil or chalkboard/chalk. Dictate these /th/ words in context sentences for students to write: *another*, *something*, *than*, *their*, *then*, *there*, *they*, *think*, *thought*, *three*, *through*, *with*. Then write the words on the chalkboard for students to self-check. You may wish to point out that /th/ has two sounds, one voiced, as in *the*, and one unvoiced, as in *think*.

phonics, writing words, predicting spelling, proofreading

phonics

**2B** Provide students with four small papers or cards. Have them label the cards *ch*, *sh*, *th*, and *wh*. Review the four sounds. Tell students to hold up the card with the letters that spell the sound they hear when you say these words: *brother*, *where*, *champion*, *finish*, *chipmunk*, *Washington*, *crash*, *English*, *she*, *mouth*, *show*, *something*, *teacher*, *cheetah*, *these*, *touch*, *math*, *what*, *whistle*.

At another time, have students play this game in pairs. First, each student finds and writes *ch*, *sh*, *th*, and *wh* words. Then students say the words as their partner responds with the appropriate word card. Challenge some students to spell the words.

compound words, writing words,  
more words, visual skills

**2C** This lesson provides an ongoing use for your Ten-Box Reusable Chart (see page 353) to fill students' free time productively. Write these compound words on large sticky notes: *another*, *something*, *threesome*, *without*, *workshop*. Discuss the words. Point out the digraphs. Attach the words in the boxes at the top of the chart. Then have students use the letters in each word to make more words. Have students write the new words on small sticky notes and attach them in the box under the word from which the letters were derived. Guide students initially, but then let students add words over time. Routinely check the chart with students to assess progress. When sufficient words have been made, change the words in the top boxes and begin again.

Other word choices may include:

*another*—*then*, *than*,  
*net*, *hot*, *hat*, *rat*, *ton*,  
*rot*, *ran*, *tan*, *heat*,  
*neat*, *tea*, *ten*, *hen*

*something*—*set*, *site*,  
*get*, *gets*, *might*, *sight*,  
*night*, *time*, *stem*, *sting*,  
*home*, *those*, *most*, *ten*,  
*this*, *him*, *mist*

*threesome*—*more*, *term*,  
*sort*, *theme*, *most*,  
*mesh*, *moth*, *meet*, *the*,  
*so*, *set*, *met*, *he*, *sheet*,  
*shot*, *rest*

*without*—*with*, *it*, *thou*,  
*out*, *tow*, *tout*, *oh*, *tot*

*workshop*—*pow*, *sow*,  
*sop*, *whoop*, *show*, *so*,  
*pork*, *oh*, *how*, *row*,  
*hops*, *hook*, *shook*, *who*,  
*rows*, *hoops*

another	something	threesome	without	workshop
a	some	three	hit	work
an	me	threes	hut	works
not	met	some	hot	or
note	thin	me	to	shop
other	thing	see	who	hop
the	the	tree	two	hoop
he	then	trees	how	poor
her	them	seem	wit	posh

**2D** Review the definition of a compound word: A word made up of two or more words that are put together to make a new word. Tell students to identify these compound words that contain *ch*, *sh*, *th*, or *wh* as you provide the clues:

- the day a person was born (birthday)
- a player's position on a baseball team (shortstop)
- a small towel for cleaning your face or body (washcloth)
- a big, noisy storm (thunderstorm)
- one way to score in a football game (touchdown)
- a movable chair you might find in a hospital (wheelchair)



compound words, phonics, predicting spelling, writing sentences, vocabulary development, art, class book

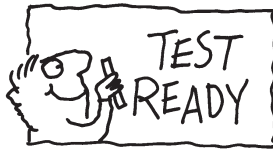
After each compound word is identified, write it on the chalkboard as students predict the spelling. Then have students select compounds from the lesson to further your class book project on compounds (initiated in Activity 1A, page 22).



**2E** Review number words *one* to *ten*. Then write on the chalkboard: *first*, *second*. Have students take turns at the chalkboard writing the next words in the sequence (third, fourth, fifth, sixth, seventh, eighth, ninth, tenth). Underline *th*. Next, have students write and illustrate: *My birthday is the \_\_\_\_\_ of \_\_\_\_\_. I am \_\_\_\_\_ years old.* Have stu-

dents use My Spell Check (see page 359) for spelling assistance. Compile the results into a class book, perhaps using format 4 on page 350.

number words, guided writing, art, creating a book



## Build Assessment Readiness

Use these at-school and at-home exercises to prepare all students for the Skill Test.

Teaching Notes, page 283

### at-school

Divide students into four cooperative groups. Each group's task is to write words for their letter assignment: *ch*, *sh*, *th*, or *wh*. Time the session (about five minutes). Then have the class choose four words from each group. Write the sixteen words on the chalkboard as students predict the spelling. Underline the digraphs. Then have students create a bingo board (see Activity 3B, page 164) using the sixteen words. Now you're ready to play bingo!

Skill to be tested:  
digraphs *ch*, *sh*, *th*, *wh*

### at-home

Send home a copy of TAKE-HOME TASK 18 BLACKLINE MASTER, page 176, with each student to encourage parent-child partnerships.

Skill to be tested:  
digraphs *ch*, *sh*, *th*, *wh*



## Build Proofreading Skills

Provide spelling application opportunities for all students.

Teaching Notes, page 285

Track students' ability to meet a minimum competency for spelling and proofreading within selected samples of their everyday writing.

- Send home papers for proofreading and, if necessary, a copy of the IDEAS FOR PROOFREADING BLACKLINE MASTER, page 331.



## Dear Parents,

Your child has been learning to use phonics in spelling. For example, when *h* follows *c*, *s*, *t*, or *w*, the combination stands for a new sound. Here is an activity that you and your child can do together that provides word experiences using *ch*, *sh*, *th*, and *wh*. Each of the answer words is spelled with one of these letter combinations. Discuss the directions with your child. Then guide your child through the activity, letting your child do as much as possible without your help. Assist with spellings only as needed. Next, check the answers together.

Write answer words that are spelled with *ch*, *sh*, *th*, or *wh*.

not a little lamb, but a big \_\_\_\_\_

not black, but \_\_\_\_\_

not one or two, but \_\_\_\_\_

not the sister, but the \_\_\_\_\_

not grown-ups, but \_\_\_\_\_

not tall, but \_\_\_\_\_

not south, but \_\_\_\_\_

not dull, but \_\_\_\_\_

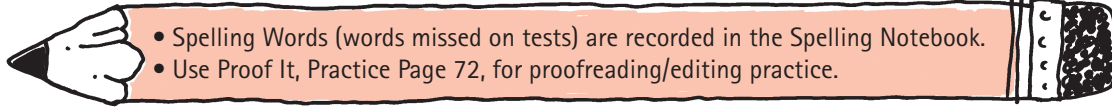
There's more you can do:

- Have your child identify words on your current grocery list that contain *ch*, *sh*, *th*, or *wh*.
- Have your child cut out *ch*, *sh*, *th*, and *wh* words from newspapers, magazines, or brochures. Then read the words together.
- Ask your child to list *ch*, *sh*, *th*, and *wh* words that s/he can find in a book, such as your child's library book. Then ask your child to sort the words in some way.
- When driving or riding with your child, look for signs that feature words containing *ch*, *sh*, *th*, or *wh*.

Thank you for your help! Every child a speller!



# Assess Words and Skills



- Spelling Words (words missed on tests) are recorded in the Spelling Notebook.
- Use Proof It, Practice Page 72, for proofreading/editing practice.



## Assess Spelling Progress

Teaching Notes, page 291

Give this Cloze Story Word Test of Core Words within the frequencies 1–125 to all students. Words students miss are their Spelling Words.



### BEFORE THE CLOZE STORY WORD TEST

Students do not prestudy the words. Provide students with a copy of REVIEW 18 BLACKLINE MASTER, page 180. Tell students that this is a story about three familiar animals and their enemy, the sly wolf.



### THE CLOZE STORY WORD TEST

Read the entire story aloud, including the test words. Then read it again slowly as students write the missing words.



#### *Three Pigs and a Wolf*

The (1) first pig did not (2) work a long (3) time to build his straw house. It would (4) come down with a huff and a puff. (5) There was (6) another pig who used (7) little sticks to make his place.

The third pig took (8) many days to construct his (9) new home of strong bricks. (10) Then along (11) came a hungry wolf. He was looking (12) around for food. He saw the (13) three homes. (14) What do you suppose this wolf was thinking?

Words tested:

what (32), there (37), then (53), many (55), time (69), first (74), little (92), new (107), around (120), another (121), came (122), come (123), work (124), three (125)



### AFTER THE CLOZE STORY WORD TEST

1. Have students write, then share, their answer to the story question. Ask students to take turns retelling a part of this familiar tale. Discuss the moral of the story.

writing

2. Have students record the words they missed on the test

- in their Spelling Notebook (see page 293) for at-school study, and
- on a copy of the WORDS TO LEARN BLACKLINE MASTER, page 333, for at-home study.

recording words for personal study list

Send home the completed WORDS TO LEARN personal study list and, if necessary, a copy of the IDEAS FOR WORD STUDY BLACKLINE MASTER, page 332.

**CLOZE STORY SKILL-BUILDING EXTENSIONS**

visual skill building, writing words, synonyms, vocabulary development

1. Have students find the story word *build*. Then have students find and write two words that are used in the story as synonyms for *build* (construct, make). Repeat the activity with *house* (place, home).

visual skill building, making words

2. Have students circle and write the story words *come* and *came*. Note that all but one of the letters are the same. Then have them circle and write the story words *his*, *would*, *down*, *strong*, and *home*. Have students write a new word by changing just one letter in each of these words.

rhyiming awareness, writing words

3. Have students circle the story words *huff* and *puff*. Then have them find and write more story words that rhyme, such as *long/strong*, *you/to/who/do*, *he/three*, *sticks/bricks*.

writing story titles

4. Have students work in pairs to write story titles for tales that feature an animal that talks. These are make-believe stories. Award one point for each title that is spelled correctly.

vocabulary development, usage, writing sentences

5. Have students identify the story words *along* and *a long*. Discuss the difference in meaning. Expand the activity to *away/a way*, *across/a cross*, and *ahead/a head*. Have students write the words in sentences.

**Assess Skill Application**

Give this assessment of spelling and related skills to all students.

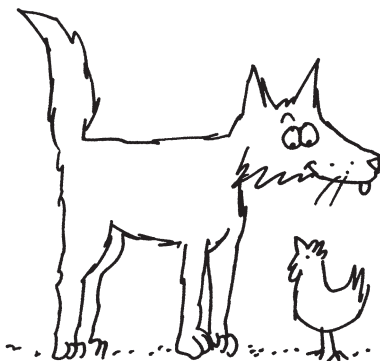
Teaching Notes, page 295

**BEFORE THE SKILL TEST**

Direct students' attention to the Skill Test at the bottom of REVIEW 18 BLACKLINE MASTER, page 180. Read the directions as students follow along.

**THE SKILL TEST**

Skill tested:  
digraphs *ch*, *sh*, *th*, *wh*



Use **ch**, **sh**, **th**, or **wh** to make the words.  
Then write your answer.

This hungry wolf has sharp teeth and long whiskers. What will he eat? Will he eat a sheep or a chicken or a fresh pig? That's the question. What's your answer? pigs

**AFTER THE SKILL TEST**

Note the ability of each student to use *ch*, *sh*, *th*, and *wh* to make known words within the context of a sentence.

Select a student to write the Skill Test answer, *pigs*, on the chalkboard. Then introduce Dick King-Smith's informational books to students. In *All Pigs Are Beautiful*, students compare and contrast people and pigs, while in *I Love Guinea Pigs*, students learn that these animals aren't pigs at all. Follow up with students telling in writing something they learned from the readings.

relating to literature, writing

**Extend Spelling Assessment**

Give this in-context assessment of Core Words within the frequencies 1–125 to students who need more practice or challenge.

Teaching Notes, page 296

**BEFORE THE SENTENCE DICTATION TEST**

Students do not prestudy the words. Provide students with writing paper and pencil. Remind students to capitalize the first letter in each sentence.

**THE SENTENCE DICTATION TEST**

Have students write the sentences as they are dictated. Provide assistance with the comma in the second sentence.



1. My friend came over to our house.
2. Another friend wanted to come, too.
3. All three of us did most of our school work.
4. There was very little left to do when it was time for them to go home.

Words tested:

of (2), to (5), it (10), for (12), was (13), all (33), when (35), there (37), do (45), them (52), time (69), my (80), over (82), did (83), little (92), very (93), most (99), go (105), our (109), too (112), another (121), came (122), come (123), work (124), three (125)

Extra words (see page 297):  
friend, home, house, left, school, us, wanted

**AFTER THE SENTENCE DICTATION TEST**

1. Ask students to write three good things and three bad things about doing homework with a group of friends.

writing

2. Have students record the words they missed on the test

- in their Spelling Notebook (see page 299) for at-school study, and
- on a copy of the WORDS TO LEARN BLACKLINE MASTER, page 333, for at-home study.

recording words for  
personal study list

Send home the completed WORDS TO LEARN personal study list and, if necessary, a copy of the IDEAS FOR WORD STUDY BLACKLINE MASTER, page 332.



## Word Test

Three Pigs and a Wolf

The \_\_\_\_\_<sub>1</sub> pig did not \_\_\_\_\_<sub>2</sub> a  
 long \_\_\_\_\_<sub>3</sub> to build his straw house. It would  
 \_\_\_\_\_<sub>4</sub> down with a huff and a puff. \_\_\_\_\_<sub>5</sub>  
 was \_\_\_\_\_<sub>6</sub> pig who used \_\_\_\_\_<sub>7</sub> sticks  
 to make his place. The third pig took \_\_\_\_\_<sub>8</sub> days to  
 construct his \_\_\_\_\_<sub>9</sub> home of strong bricks. \_\_\_\_\_<sub>10</sub>  
 along \_\_\_\_\_<sub>11</sub> a hungry wolf. He was looking  
 \_\_\_\_\_<sub>12</sub> for food. He saw the \_\_\_\_\_<sub>13</sub>  
 homes. \_\_\_\_\_<sub>14</sub> do you suppose this wolf was thinking?

## Skill Test

Use ch, sh, th, or wh to make the words.  
 Then write your answer.

\_\_\_\_\_ is hungry wolf has \_\_\_\_\_ arp tee \_\_\_\_\_ and long \_\_\_\_\_ iskers.

\_\_\_\_\_ at will he eat? Will he eat a \_\_\_\_\_ eep or a \_\_\_\_\_ icken or a

fre \_\_\_\_\_ pig? \_\_\_\_\_ at's \_\_\_\_\_ e question. \_\_\_\_\_ at's your answer?

\_\_\_\_\_