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### Build Skills and Word Experiences





Use Student Practice Pages 25–26 to follow up instruction for: Activity 1A • Test Ready

FUNCO WORD FIPREVIEW

### Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students. Use Core Words **bright** (541), **sent** (542), **present** (543), **plan** (544), **rather** (545).

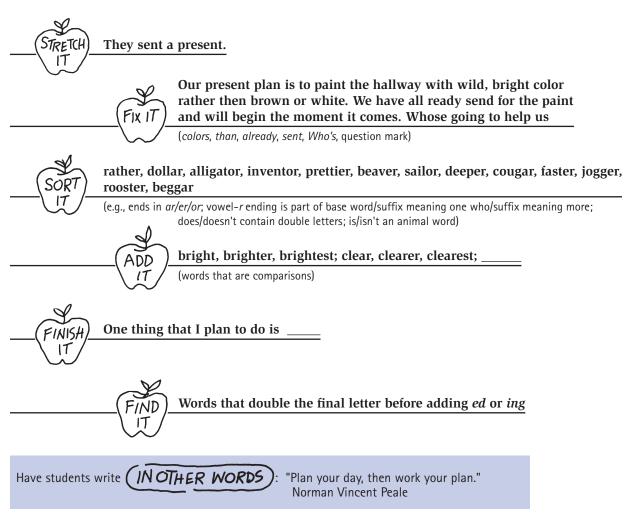
Teaching Notes, page 316



# Build Spelling and Language Skills

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

Teaching Notes, page 319





Teaching Notes, page 325

concept one

for all or selected students.

**Build Basic Concepts** 

Choose from among these skill-building activities to customize instruction

Some words are spelled with consonant digraphs.

phonics, word analysis, more words, sorting words, parts of speech Select students to write on the chalkboard: *camp/champ*, *sort/short*, *ten/then*, *were/where*, *pony/phony*. Note that when *h* follows *c*, *s*, *t*, *w*, or *p* the combination stands for a new sound. Have students brainstorm words that contain each digraph at the beginning, middle, and end of the word. Help students discover that words do not end with *wh*.

ch at the	ch in the	ch at the
<u>beginning</u>	<u>middle</u>	end
chain	teacher	peach
chalk	branches	touch
chair	kitchen	coach
checkers	poncho	porch
chew	purchase	march
choice	rancher	rich
charge	exchange	sandwich
chapter	attached	switch

Challenge some students to sort the words by nouns, verbs, and words that can be both.

**concept two** Some words are spelled with consonant blends.

Review digraphs (Activity 1A) to point out that these adjacent consonants make one sound. But sometimes adjacent consonants make separate sounds that blend together. Write *present* on the chalkboard to point out how the separate sounds *pr* and *nt* are easier to spell when you listen to the sound of each of the letters. Have students write words with consonant blends, write clues for the words, and read the clues for their classmates to identify and write.

Write on the chalkboard: *content, desert, object, present, record*. Have students identify the consonant blends (nt, rt, ct, pr, rd). Help students discover that these words can be pronounced in two ways, and each pronunciation has a different meaning. They are homographs (homographs are one focus of Teaching Poster 5, introduced in Unit 13). Have students use the homographs in oral and written sentences.

Have students write (IN OTHER WORDS

"The present day is the critical day, because each day presents itself with the potential for being significant. Every day is life's present to you." Ralph Waldo Emerson

phonics, writing word clues, reading

phonics, homographs, writing sentences, vocabulary development



### Build Skillful Writers

Use these interrelated language learnings for all or selected students.

Teaching Notes, page 328

Dictionaries show the correct spelling, meaning, and pronunciation of a word. Explore a dictionary pronunciation key, highlighting these word groups—

- Homographs (see Activity 2B, this unit) are words that have more than one pronunciation and meaning (e.g., present).
- Some words have more than one correct pronunciation (e.g., tomato, roof, aunt).
- Some mispronounced words result in their misspelling (e.g., government, library, February, sophomore, chocolate, surprise, pumpkin, probably, literature, asked, hundred, \*candidate). Have students check their pronunciation in a dictionary.
  [\*See Word Mysteries and Histories, page 79.]

Make three accordion class books (see page 394) to highlight each word group. Have students include a page for each word that shows its pronunciation, its meaning, and a sentence that uses the word.





### Build Assessment Readiness

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

Teaching Notes, page 329

**at-school** Review *er*, the most common spelling pattern for the suffix meaning one who or something that (Build Skillful Writers, page 66). Then remind students that *er* can mean more (e.g., bright/brighter). Post Teaching Poster 2 to guide students through the suffix addition process.

Dictate these words for students to add the *er* suffix: *heavy*, *race*, *ship*, *rich*, *present*, *white*, *teach*, *listen*, *travel*, *plan*, *mow*. Later, write the words on the chalkboard, or have a student do so, for self-checking. Then have students sort the words by the meaning of the suffix: one who/something that or more. Next, students find and write more words for each category.

at-home Send home a copy of Take-Home Task 9 Blackline Master, page 76, with each student to encourage parent-child partnerships.

Skill to be tested: er suffix



### Build Proofreading Skills

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

Teaching Notes, page 330

• Send home papers for proofreading and a copy of the IDEAS FOR PROOFREADING BLACKLINE MASTER, page 373.

Skill to be tested: er suffix



## Dear Parents,

Your child's word experiences, vocabulary, and spelling skills expand as your child masters how to add suffixes to words. This activity focuses on the addition of the er suffix, meaning one who (build/builder) or more (bright/brighter). The centerpiece for this practice is another analogy activity, a powerful exercise to help your child learn to think about words and their properties.

Have your child read and explain the directions to you. Then work together to complete the exercise. Take the time to discuss each analogy—ask your child why the answer is appropriate to ensure understanding. In fact, you and your child may wish to write more analogy exercises once you complete this Take-Home Task. The ability to write word analogies demonstrates a thorough understanding of them.

#### Complete the analogies using a word with the er suffix.

cut : scissors :: farm : f
circle : square :: blacker : w
walked : strolled :: shinier : b
starting : stopping :: lower : h
middle : center :: thinner : s
question : answer :: sooner : l
correct : right : instructor : t
furnace : warmer :: sugar : s
simple : easy :: neater : t
schooner : canoe :: runner : j
north : south : older : y
hike : hiker :: employ : e
sweeping : sweeper :: boxing : b
build : construct :: chef : b

Next, have your child write each of the analogy answer words on the back of this paper sorted by meaning: one who or more. Thanks parents—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 27, for proofreading/editing practice.

### Assess Spelling Progress

Give this Cloze Story Word Test of Core Words within the frequencies 1–545 to all students. Words students miss are their Spelling Words.

TEST

Teaching Notes, page 336

WORD

### C

#### THE CLOZE STORY WORD TEST

Students do not prestudy the words. Provide students with a copy of Review 9 BLACKLINE MASTER, page 80. Tell students that this is a story about dams. Dams are built in a unique way for good reason.

Read the entire story aloud, including the test words. Then read it again slowly as students write the missing words.  $\overrightarrow{WORD \leq r}$ 

#### Devising a Dam

Dams have helped (1) <u>people</u> use water as a resource (2) <u>since</u> ancient times. Dams harness water for such things as irrigation, flood control, water storage, conservation, and power. The water power (3) <u>they're</u> able to produce is (4) <u>important</u>. Water is (5) <u>sent</u> through gigantic turbines to generate electrical (6) <u>energy</u>. Grand Coulee Dam on the Columbia (7) <u>River</u> is one of the greatest power producers in the (8) <u>world</u>. (9) <u>It's</u> made of concrete and, like other (10) <u>strong</u> dams, the convex side is by the water source. The dam curves, or bows, in a half (11) <u>circle</u> (12) <u>toward</u> the water. Engineers always (13) <u>plan</u> the construction of a dam in this way for a (14) <u>simple</u> reason. Why does the convex side of the dam need to be next to the water source (15) <u>rather</u> than (16) <u>its</u> concave side? Why don't they (17) <u>build</u> dams (18) <u>straight</u> (19) <u>across</u> the water supply? Please (20) <u>present</u> a (21) <u>bright</u> explanation for why dams are (22) <u>built</u> this way. Explain your answer by drawing a (23) <u>picture</u> to make your idea (24) <u>clear</u>.

#### AFTER THE CLOZE STORY WORD TEST

1. Have students locate Grand Coulee Dam on a map. Discuss convex/concave. Have students write and draw their explanation. Conclude that concrete dams are built with the convex side toward the water to make them stronger. Concrete may crack. If this happened, the concrete could break if the dam's construction had its concave side against the water source, and the concrete would be forced outward. With convex construction, the water source would force the concrete inward through compression, averting a break.

2. Have students record the words they missed on the test in their Spelling Notebook (see page 338) for at-school study, and on a copy of the Words to Learn Blackline Master, page 375, for at-home study. Send home the completed Words to Learn personal study list with a copy of the Ideas for Word Study Blackline Master, page 374.

#### Words tested:

its (76), people (79), always (183), world (191), important (195), picture (232), since (238), across (247), it's (253), toward (275), built (360), strong (381), river (394), simple (455), build (487), clear (510), energy (511), circle (519), straight (524), bright (541), sent (542), present (543), plan (544), rather (545), \*they're (1010)

\*The testing of they're (1010) is included to help students differentiate among the there/ their/they're homophones.

reasoning, writing, art

recording words for personal study list





### Assess Skill Application

Give this assessment of spelling and related skills to all students. The Review 9 BlackLine Master is on page 81.

Teaching Notes, page 339

THE SKILL TEST

Skill tested: er suffix

plan	ffix. Then write <u>planner</u> listener	e the meaning of <u>one who</u> <u>one who</u>	the suffix. catch blue		one who more
·	1				
listen	listener	one who	blue	bluer	more
bright	<u>brighter</u>	more	clear	clearer	more
buy	buyer	one who	run	runner	one who
write	writer	one who	happy	<u>happier</u>	more
fly	flier	one who	farm	farmer	one who
straight _s	traighter	more	friendly	friendlier	more
box	boxer	one who	teach	teacher	one who

Note the ability of each student to write words with the *er* suffix and to identify the meaning of the suffix.



Teaching Notes, page 341

Assess Proofreading Application

Give this assessment of spelling and related skills to all students. The REVIEW 9 BLACKLINE MASTER is on page 81.

#### THE PROOFREADING TEST

If any underlined word or words in each line are incorrect, write the correction(s) in the space.

We know about shapes, such as <u>circles and squares</u>, and we know about <u>the different</u> angles and curves of the lines that make these shapes. Have you ever <u>thougt about</u> a melody <u>having a shape</u>? Melodies have shapes made of lines going up and down that <u>you can pickture</u>. The shape of "Row, Row, Row Your Boat" begins with a <u>straght line</u>. <u>then it goes</u> up and comes back down. In longer songs, if you <u>listen carfully</u>, you may hear a melody repeat itself. Sometimes when it repeats, the <u>melody is a littel</u> higher or lower. The Star-Spangled Banner <u>has a very</u> dramatic shape that suits <u>its' grand mesage</u>. The lines of its melody go up high, bursting into the sky, <u>and than</u> swoop down <u>agin like a soaring</u> eagle.



again

2001

Think of a song you know, write the song's words, and then under the words draw the lines formed by its melody.

Note the ability of each student to proofread for spelling and/or capitalization errors.



## Extend Spelling Assessment

Give this in-context assessment of Core Words within the frequencies 1–545 to students who need more practice or challenge.

Teaching Notes, page 342

#### THE SENTENCE DICTATION TEST

Students do not prestudy the words. Provide students with writing paper and pencil. Have students write the sentences as they are dictated.



- 1. Tomorrow I'll present my written book report to my English teacher.
- 2. There's a chance I'll write it on bright blue paper rather than plain white.
- 3. Mrs. Brown plans to carefully check my work and listen as I explain it to her.
- 4. If it's in good form, then it will be sent to the library for other children to read.

#### AFTER THE SENTENCE DICTATION TEST

1. Have students write a brief book report on a recent fictional reading. Have them suggest another ending to the story in their report.

2. Have students record the words they missed on the test in their Spelling Notebook (see page 345) for at-school study, and on a copy of the Words to Learn BlackLine Master, page 375, for at-home study. Send home the completed Words to Learn personal study list with a copy of the Ideas for Word Study BlackLine Master, page 374.

Dictate this tongue-twister for students to write and say: There's no need to light a nightlight on a slightly light night like tonight's night.

• Challenge students to write more sentences for dictation to twist their classmates' tongues.

### WORD MYSTERIES AND HISTORIES



Long ago, Romans running for a public office wanted to make a good impression on the voters. To do so, they wore spotless, white robes when they gave speeches. The Latin word *candidatus* means "one who dresses in white," thus they became known as candidates. *Candidate* is often mispronounced and, as a result, often misspelled. (See Build Skillful Writers, page 75). the (1), and (3), a (4), to (5), in (6), it (10), for (12), on (14), as (16), be (21), I (24), there('s) (37), if (44), will (46), then (53), other (60), her (64), than (73), my (80), good (106), write (108), work (124), read (165), form (197), children (200), white (239), paper (241), it's (253), book (307), I'll (325), English (350), blue (407), carefully (427), check (493), listen (507), explain (513), teacher (539), bright (541), sent (542), present (543), plan(s) (544), rather (545)

Words tested:

Extra words: Brown, chance, library, Mrs., plain, report, tomorrow, written

writing a book report

recording words for personal study list

Name	REVIEW 9
	Word Test
Devising a Dam	
Dams have helped (1)	_ use water as a resource (2)
ancient times. Dams harness water f	or such things as irrigation, flood control,
water storage, conservation, and pov	ver. The water power (3)
able to produce is (4)	Water is (5) through
gigantic turbines to generate electric	al (6) Grand Coulee Dam
on the Columbia (7)	_ is one of the greatest power producers in
the (8) (9)	made of concrete and, like other
(10) dams, the cor	vex side is by the water source. The dam
curves, or bows, in a half (11)	(12) the water.
Engineers always (13)	the construction of a dam in this way for
a (14) reason. Why	does the convex side of the dam need to be
next to the water source (15)	than (16)
concave side? Why don't they (17)	dams (18)
(19) the water sup	ply? Please (20) a
(21) explanation fo	r why dams are (22) this
way. Explain your answer by drawing a	a (23) to make your idea

. .

(24) \_

•

•

Ν	am	e
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	Skill Test			
Add the er suffix. Then write the m plan	eaning of the suffix.    catch			
	Proofreading Test			
If any underlined word or word incorrect, write the correction	ds in each line are			
We know about shapes, su	ch as <u>circles and squares</u> , and			
we know about <u>the different</u> angles and curves of the lines				
that make these shapes. Have you ever <u>thougt about</u> a				
melody <u>having a shape</u> ? M	melody <u>having a shape</u> ? Melodies have shapes made of			
lines going up and down th	nat <u>you can pickture</u> . The shape			
of "Row, Row, Row Your Bo	at" begins with a <u>straght line</u> .			
<u>then it goes</u> up and comes	back down. In longer songs,			
if you <u>listen carfully</u> , you m	ay hear a melody repeat			
itself. Sometimes when it	repeats, the <u>melody is a littel</u>			
higher or lower. The Star-S	pangled Banner <u>has a very</u>			
dramatic shape that suite	s <u>its' grand mesage</u> . The lines			
of its melody go up high, b	ursting into the sky, <u>and than</u>			
swoop down <u>agin like a soa</u>	aring eagle.			
•	rite the song's words, and then under the words draw the lir			

**REVIEW 9** 

•