

**SRA**  
**Reading  
Mastery**

*Signature Edition*

**Spelling Presentation Book**  
**Grade 3**

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# Guide to *Spelling Presentation Book* Grade 3

## Introduction

Present the spelling component of *Reading Mastery Signature Edition* Grade 3 at a time other than the period for reading. In other words, spelling lessons should not infringe upon the time scheduled for reading. Each spelling lesson takes about ten to fifteen minutes, so you can use these lessons flexibly during the time allotted for language arts instruction. Spelling instruction begins with lesson 1 of the reading program and goes with each reading lesson through 140. (You present spelling lesson 1 on the same day as reading lesson 1.) Remember, reading lessons match with spelling lessons, so under no circumstances should you end up on a spelling lesson beyond the reading lesson you are teaching.

Although these spelling lessons, when taught to mastery, will markedly improve students' spelling ability, their greatest value might be that of reinforcing reading. The ability to *encode* a word strengthens students' ability to decode a word.

## Material

You present lessons from the *Grade 3 Spelling Presentation Book*. Your students will write answers for some activities on their own paper. They will need a red pen on test day.

## What Is Taught?

### *Three Approaches to Teaching Spelling Content*

*Grade 3 Reading Mastery Signature Edition* Spelling uses three approaches to teaching spelling content: whole-word, phonemic, and morphemic. Each approach has advantages and possible disadvantages. *Signature Edition* spelling combines all three approaches and is designed to maximize the advantages of each approach and minimize the disadvantages.

## Whole Word

This approach requires students to memorize the spelling of individual words. Students are taught no rules but to simply memorize information, such as “The word quiet is spelled **Q-U-I-E-T**.”

The advantage of the whole-word approach is that it is the only way to teach words that do not fit generalizations, such as the word **answer**. The disadvantage of whole-word instruction is that it is inefficient. To teach two thousand words, each word must be presented as a separate entity, a rote unit that is essentially unrelated to other words being taught.

## Phonemic

This approach, based on sound-symbol relationships, involves teaching students the letters for various sounds, such as “The sound /n/ is spelled with the letter **N**.” The advantage of this approach is that it provides spellers with generalizations for spelling many words and word parts. This approach is most advantageous when applied to regular spelling words—those composed entirely of predictable, or stable, elements. For example, “The sound /m/ is spelled with the letter **M**, /a/ with the letter **A**, and /n/ with the letter **N**. **Man**, therefore, is spelled **M-A-N**.”

One problem with this approach, as it is traditionally used, is that it confuses reading objectives with spelling objectives. Many spellings produce the sound /ē/ (e-a, e-i, e-e, e, i-e). Reading instruction teaches learners what sound to say when presented with any of these symbols; however, the problem of spelling is different.

Students are presented with a sound in a word and must produce the appropriate spelling. Which spelling is correct? A tricky balance exists. The stable elements in a word like **teen** can be spelled by applying sound-symbol generalizations. At the same time, students must be taught to avoid the overgeneralization of spelling all long-e words with **e-e**.

The phonemic approach is weakest when applied to multisyllabic words, particularly those containing an unstressed vowel that sounds like “uh” and could be spelled with any vowel letter. The “uh” in the word **relative** (rel-uh-tiv) could be spelled with a, e, o, or u.

## Morphemic

The morphemic approach to spelling teaches students to spell units—bases and affixes—of words and to put them together to form words. The term **morphograph** applies to all these units. A morphograph is the smallest word part that has meaning. For example, **water** is made of two syllables but only one morphograph.

The primary advantage of using morphographs is that a small number of them can be combined to form a large number of words. After students have learned some morphographs, spelling words composed of more than one morphograph is relatively easy.

Most morphographs are spelled the same way in every word in which they occur. Others, such as **hope**, change their spelling in some cases. But the change, such as dropping the final e, is predictable and can be taught through reliable spelling rules.

The morphemic approach is most efficient for multisyllabic words. These words typically defy phonemic analysis; however, they can be effectively taught as combinations of morphographs. Five or six hundred morphographs combine to form thousands of words.

One difficulty within a morphemic approach is that learning to spell morphographs may depend on sound-symbol and whole-word analyses.

## Scope and Sequence

### Phonemic

**Sound Correspondences and Patterns** The following is a list of lessons in which the spellings of sounds and sound patterns are introduced in *Signature Edition Spelling, Grade 3*.

| Sound Correspondences and Patterns  |                   |
|-------------------------------------|-------------------|
| Sounds and Patterns                 | Lesson Introduced |
| /ē/ spelled <i>ea</i>               | 1                 |
| /ī/ spelled <i>igh</i>              | 3                 |
| /oo/ (as in moon) spelled <i>oo</i> | 8                 |
| Long vowel in final e words         | 9                 |
| /ōōd/ spelled <i>ould</i>           | 13                |
| /or/ spelled <i>or</i>              | 16                |
| /uf/ spelled <i>ough</i>            | 17                |
| /ē/ spelled <i>ee</i>               | 23                |
| /s/ spelled <i>ss</i> and <i>ce</i> | 44                |
| <i>ength</i>                        | 72                |

**Phonemic Principles and Rules** The following is a list of lessons in which phonemic principles and rules are introduced. Preskills for these principles and rules are taught well in advance of the introduction of the principles and rules themselves.

| <b>Phonemic Principles and Rules</b>  |    |
|---|----|
| /oy/ spelled <i>oi</i> in the middle of a word and <i>oy</i> at the end of a word | 19 |
| /k/ at the end of a word is spelled <i>ck</i> after a short vowel sound           | 26 |
| /j/ at the end of a word is spelled <i>dge</i> after a short vowel sound          | 34 |
| /ch/ at the end of a word is spelled <i>tch</i> after a short vowel sound         | 68 |

## Whole Word

**Sentences** Many irregularly spelled words are introduced in sentences. Students master the spelling of irregular words within the model sentence, and then variations of the sentence are presented so that students apply the spelling of those words to various sentence contexts.

| <b>Whole Words</b>                              |                          |
|---|--------------------------|
| <b>Sentences</b>                                | <b>Lesson Introduced</b> |
| I thought he was through.                       | 1                        |
| Graceful sailboats caught up with the rowboats. | 36                       |
| Eight children left school together.            | 46                       |
| People watched from the other building.         | 61                       |
| The author wrote several different stories.     | 81                       |
| That person often paints pictures.              | 103                      |
| Please answer the question.                     | 116                      |

## Morphemic

**Prefixes and Suffixes** The following is a list of lessons in which prefixes and suffixes are introduced.

| <b>Affixes</b>            |                          |
|---------------------------|--------------------------|
| <b>Prefix or Suffixes</b> | <b>Lesson Introduced</b> |
| -est                      | 18                       |
| -er                       | 18                       |
| -ing                      | 18                       |
| -s                        | 18                       |
| -y                        | 41                       |
| un-                       | 43                       |
| re-                       | 51                       |
| -less                     | 52                       |
| -ful                      | 53                       |
| -ness                     | 54                       |
| -ly                       | 62                       |
| mis-                      | 66                       |
| -able                     | 67                       |
| dis-                      | 71                       |
| -en                       | 74                       |
| -ish                      | 88                       |
| -al                       | 109                      |
| -es                       | 114                      |

**Morphemic Principles and Rules** The following is a list of lessons in which morphemic principles and rules are introduced. Preskills for these principles and rules are taught well in advance of the introduction of the principles and rules themselves.

| <b>Morphemic Principles and Rules</b>   |     |
|---|-----|
| Drop the final <b>e</b> from a word when the next suffix begins with a vowel letter.                              | 71  |
| Double the final consonant in a word that ends <b>C-V-C</b> when the next morphograph begins with a vowel letter. | 91  |
| Add <b>es</b> instead of <b>s</b> if a word ends in <i>s</i> , <i>z</i> , <i>sh</i> , or <i>ch</i> .              | 114 |
| Compounds are one word made from putting two words together without changing the spelling of either word.         | 121 |

## Vocabulary

### Reading Vocabulary

Some reading vocabulary words are taught as spelling words. Generally, reading vocabulary is more advanced than spelling vocabulary. Most students have a reading vocabulary that is more advanced than their spelling vocabulary. Therefore, the program gives students a great deal of practice spelling these reading vocabulary words. By the end of the program, students will be able to accurately decode these words, will know their meanings, and will be able to spell them. Thus your students learn what it means to “own” a word.

| <b>Reading Vocabulary</b> |                          |
|---------------------------|--------------------------|
| <b>Word</b>               | <b>Lesson Introduced</b> |
| immediately               | 41                       |
| display                   | 61                       |
| automatically             | 81                       |
| solution                  | 101                      |
| gravity                   | 116                      |

## Assessment

You will administer a short five-word quiz on lesson 5, and then subsequently a ten-word test on every fifth lesson, beginning with lesson 10 (15, 20, 25, and so on). You might choose to use the ten-word tests as the basis for grading the spelling portion of the language arts block of instruction. Students will need a red pen.

## How the Spelling Is Taught

Follow the same conventions and critical teaching practices for teaching the spelling lessons that you use for teaching the reading lessons. As in a reading lesson, utilize group responses, clear signals, and fast pacing.

## Corrections

You will use a single basic correction procedure for correcting errors in the spelling lessons:

1. (Model.) Tell students the correct answer.
2. (Lead.) Say the response with students. You may need to repeat this step three to five times for all students to be firm.
3. (Test.) Check to make sure students respond correctly.
4. (Delayed test.) After students pass the test, return to the beginning of the exercise to determine if their response is firm.

**Spelling Example** Students misspell a word in step c of the following example exercise.

### SPELLING REVIEW

- a. You're going to spell words.
- b. Word 1 is **thought**. Spell **thought**. Get ready.  
(Signal.) *T-H-O-U-G-H-T*.
- c. Word 2 is **friend**. Spell **friend**. Get ready.  
(Signal.) *F-R-E-N-D*.  
[ Teacher corrects here. ]

### Correction:

(Stop as soon as a mistake occurs.)

1. (Model.) Listen: **F-R-I-E-N-D**.
2. (Lead.) **With me. Spell friend. Get ready.**  
(Signal and respond with students.)  
*F-R-I-E-N-D*.
3. (Test.) **Your turn. Spell friend. Get ready.**  
(Signal.) *F-R-I-E-N-D*.
4. (Delayed test.) **Spell thought. Get ready.**  
(Signal.) *T-H-O-U-G-H-T*.
5. **Spell friend again. Get ready.** (Signal.)  
*F-R-I-E-N-D*.

Homonyms (such as right/write, through/threw) are indicated by an asterisk in the spelling review presentations. Present these words in a context sentence.

**Sentence Repetition Example** Students make an error repeating a sentence exactly.

### SENTENCE

- a. Get ready to write on lined paper.
  - You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **I thought the night was quiet.**
  - Say that sentence. Get ready. (Signal.)  
*I thought that...*

### Correction:

(Stop as soon as a mistake occurs.)

1. (Model.) Listen: **I thought the night was quiet.**
2. (Lead.) **With me. Say that sentence.**  
Get ready. (Signal and respond with students.) *I thought the night was quiet.*
3. (Test.) **Your turn. Say that sentence.**  
Get ready. (Signal.) *I thought the night was quiet.*
4. (Delayed test.) **Again. Say that sentence.**  
Get ready. (Signal.) *I thought the night was quiet.*

If the error seems to be very minor— perhaps due to a lack of attention— use the same correction procedure without the “lead” step, which saves a little time. Note that the “delayed test” yields the most important diagnostic information. If your students have trouble on that step, start the basic correction procedure over and use the “lead” step three or more times. For the most difficult errors, multiple delayed tests are very effective. Use the correction procedure at other times during the lesson, during other lessons, while your students line up for recess, as students put up chairs and leave for the day, or any other time. This shows students that you think it is important for them to learn the difficult word, but it also gives them multiple opportunities, spread over time, to remember the correct spelling.





## EXERCISE 1

## Patterns

**Note:** Pronounce the sound ē like the letter E.

- a. (Write on the board:)

leaf  
cheap  
near  
real  
dream

- Some words are spelled with the letter combination **E-A**. Most of these words make the sound ē.
  - (Call on a student to read the words: *leaf*, *cheap*, *near*, *real*, *dream*.)
- b. (Erase the board.)
- You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- c. Word 1 is **leaf**. What word? (Signal.) *Leaf*.
- Write the word **leaf**. ✓
- d. Word 2 is **cheap**. What word? (Signal.) *Cheap*.
- Write the word **cheap**. ✓
- e. Word 3 is **near**. What word? (Signal.) *Near*.
- Write the word **near**. ✓
- f. Word 4 is **real**. What word? (Signal.) *Real*. Yes, the diamonds are **real**.
- Write the word **real**. ✓
- g. Word 5 is **dream**. What word? (Signal.) *Dream*.
- Write the word **dream**. ✓
- h. Check your work. Make an **X** next to any word you got wrong.
- i. Word 1. Spell **leaf**. Get ready. (Tap for each letter.) *L-E-A-F*.
- (Repeat for: **2. cheap**, **3. near**, **4. real**, **5. dream**.)

## EXERCISE 2

## Homonyms

- a. Here's a sentence: Some people eat **meat**.
- Here's how you spell that **meat**: **M-E-A-T**.
- b. Everybody, spell the word **meat** that refers to something you can eat. Get ready. (Signal.) *M-E-A-T*.
- c. Here's another sentence: The athlete feels **weak**.
- Here's how you spell that **weak**: **W-E-A-K**.
- d. Everybody, spell the word **weak** that means **not strong**. Get ready. (Signal.) *W-E-A-K*.
- e. Here's another sentence: Those flowers look **real**.
- Here's how you spell that **real**: **R-E-A-L**.
- f. Everybody, spell the word **real** that refers to **not fake**. Get ready. (Signal.) *R-E-A-L*.

## EXERCISE 3

## Sentence

- a. (Write on the board:)

**I thought he was through.**

- I'll read the sentence on the board: **I thought he was through.**
- b. Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T*.
- Spell **he**. Get ready. (Signal.) *H-E*.
  - Spell **was**. Get ready. (Signal.) *W-A-S*.
  - Spell **through**. Get ready. (Signal.) *T-H-R-O-U-G-H*.
- c. Copy this sentence on lined paper.
- d. (Pause, then check and correct.)
- Read the sentence you just copied. Get ready. (Signal.) *I thought he was through.*

## EXERCISE 1

## Patterns

- a. (Write on the board:)

seat  
feast  
ear  
each  
please

- You're going to write words. In the words you'll write, the letter combination **E-A** makes the sound **ē**.
  - (Call on a student to read the words: *seat, feast, ear, each, please*.)
- b. (Erase the board.)
- Word 1 is **seat**. What word? (Signal.) *Seat*.
  - Write the word **seat**. ✓
- c. Word 2 is **feast**. What word? (Signal.) *Feast*.
- Write the word **feast**. ✓
- d. Word 3 is **ear**. What word? (Signal.) *Ear*.
- Write the word **ear**. ✓
- e. Word 4 is **each**. What word? (Signal.) *Each*.
- Write the word **each**. ✓
- f. Word 5 is **please**. What word? (Signal.) *Please*.
- Write the word **please**. ✓
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **seat**. Get ready. (Tap for each letter.) *S-E-A-T*.
- (Repeat for: **2. feast**, **3. ear**, **4. each**, **5. please**.)

## EXERCISE 2

## Homonyms

- a. Everybody, spell the word **real** that refers to **not fake**. Get ready. (Signal.) *R-E-A-L*.
- b. Spell the word **meat** that refers to something you can eat. Get ready. (Signal.) *M-E-A-T*.
- c. Spell the word **weak** that means **not strong**. Get ready. (Signal.) *W-E-A-K*.

## EXERCISE 3

## Sentence

- a. (Write on the board:)

I thought he was through.

- I'll read the sentence on the board: **I thought he was through**.
- b. Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T*.
- Spell **he**. Get ready. (Signal.) *H-E*.
  - Spell **was**. Get ready. (Signal.) *W-A-S*.
  - Spell **through**. Get ready. (Signal.) *T-H-R-O-U-G-H*.
- c. (Erase the board.)
- d. Now let's spell the words in that sentence without looking.
- Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T*.
  - Spell **he**. Get ready. (Signal.) *H-E*.
  - Spell **was**. Get ready. (Signal.) *W-A-S*.
  - Spell **through**. Get ready. (Signal.) *T-H-R-O-U-G-H*.

## EXERCISE 1

## Patterns

- a. (Write on the board:)

1. neat
2. reach
3. fear
4. least

- You're going to write words. In the words you'll write, the letter combination **E-A** makes the sound **ē**.
- (Call on a student to read the words: *neat, reach, fear, least*.)
- b. (Erase the board.)
  - Word 1 is **neat**. What word? (Signal.) *Neat*.
  - Write the word **neat**. ✓
- c. Word 2 is **reach**. What word? (Signal.) *Reach*.
  - Write the word **reach**. ✓
- d. Word 3 is **fear**. What word? (Signal.) *Fear*.
  - Write the word **fear**. ✓
- e. Word 4 is **least**. What word? (Signal.) *Least*.
  - Write the word **least**. ✓
- f. Check your work. Make an **X** next to any word you got wrong.
- g. Word 1. Spell **neat**. Get ready. (Tap for each letter.) *N-E-A-T*.
  - (Repeat for: **2. reach, 3. fear, 4. least**.)

## EXERCISE 2

## Patterns

**Note:** Pronounce the sound **ī** like the letter **I**.

- a. (Write on the board:)

1. might
2. high
3. tight
4. bright
5. light

- You're going to write words. In the words you'll write, the letter combination **I-G-H** makes the **ī** sound.

- (Call on a student to read the words: *might, high, tight, bright, light*.)
- b. (Erase the board.)
  - Number your paper from 1 to 5. ✓
- c. Word 1 is **might**. What word? (Signal.) *Might*.
  - Write the word **might**. ✓
- d. Word 2 is **high**. What word? (Signal.) *High*.
  - Write the word **high**. ✓
- e. Word 3 is **tight**. What word? (Signal.) *Tight*.
  - Write the word **tight**. ✓
- f. Word 4 is **bright**. What word? (Signal.) *Bright*.
  - Write the word **bright**. ✓
- g. Word 5 is **light**. What word? (Signal.) *Light*.
  - Write the word **light**. ✓
- h. Check your work. Make an **X** next to any word you got wrong.
- i. Word 1. Spell **might**. Get ready. (Tap for each letter.) *M-I-G-H-T*.
  - (Repeat for: **2. high, 3. tight, 4. bright, 5. light**.)

## EXERCISE 3

## Sentence

- a. (Write on the board:)

\_ \_ \_ough \_ \_e \_a\_ th\_ough.

- The sentence should say: **I thought he was through**.
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
  - Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T*.
  - Spell **he**. Get ready. (Signal.) *H-E*.
  - Spell **was**. Get ready. (Signal.) *W-A-S*.
  - Spell **through**. Get ready. (Signal.) *T-H-R-O-U-G-H*.
- d. (Write to show:)

**I thought he was through.**

- e. Fix any words you missed. ✓

EXERCISE 1

Patterns

a. (Write on the board:)

|       |       |
|-------|-------|
| meal  | peach |
| teach | dream |
| clean |       |

- You're going to write words. In the words you'll write, the letter combination **E-A** makes the sound **ē**.
- (Call on a student to read the words: *meal, teach, clean, peach, dream.*)
- (Erase the board.)
  - Word 1 is **meal**. What word? (Signal.) *Meal.*
  - Write the word **meal**. ✓
- Word 2 is **teach**. What word? (Signal.) *Teach.*
  - Write the word **teach**. ✓
- Word 3 is **clean**. What word? (Signal.) *Clean.*
  - Write the word **clean**. ✓
- Word 4 is **peach**. What word? (Signal.) *Peach.*
  - Write the word **peach**. ✓
- Word 5 is **dream**. What word? (Signal.) *Dream.*
  - Write the word **dream**. ✓
- Check your work. Make an **X** next to any word you got wrong.
- Word 1. Spell **meal**. Get ready. (Tap for each letter.) *M-E-A-L.*
  - (Repeat for: **2. teach, 3. clean, 4. peach, 5. dream.**)

EXERCISE 2

Patterns

**Note:** Pronounce the sound **ī** like the letter **I**.

\* (Use context sentence for **sight**.)

a. (Write on the board:)

|        |
|--------|
| fight  |
| sigh   |
| slight |
| night  |
| sight  |

- You're going to write words. In the words you'll write, the letter combination **I-G-H** makes the **ī** sound.
- (Call on a student to read the words: *fight, sigh, slight, night, sight.*)
- (Erase the board.)
  - Number your paper from 1 to 5. ✓
- Word 1 is **fight**. What word? (Signal.) *Fight.*
  - Write the word **fight**. ✓
- Word 2 is **sigh**. What word? (Signal.) *Sigh.*
  - Write the word **sigh**. ✓
- Word 3 is **slight**. What word? (Signal.) *Slight.*
  - Write the word **slight**. ✓
- Word 4 is **night**. What word? (Signal.) *Night.*
  - Write the word **night**. ✓
- Word 5 is **sight\***. What word? (Signal.) *Sight.*
  - Write the word **sight**. ✓
- Check your work. Make an **X** next to any word you got wrong.
- Word 1. Spell **fight**. Get ready. (Tap for each letter.) *F-I-G-H-T.*
  - (Repeat for: **2. sigh, 3. slight, 4. night, 5. sight.**)

EXERCISE 3

Sentence

a. (Write on the board:)

— \_\_\_ough— \_\_\_ \_\_\_ \_\_\_ough.

- The sentence should say: I thought he was through.
- Write that sentence on lined paper. Fill in the blanks. ✓
- Now let's spell those words without looking.
  - Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T.*
  - Spell **he**. Get ready. (Signal.) *H-E.*
  - Spell **was**. Get ready. (Signal.) *W-A-S.*
  - Spell **through**. Get ready. (Signal.) *T-H-R-O-U-G-H.*
- (Write to show:)

I thought he was through.

e. Fix any words you missed. ✓

## TEST

**Note:** In step e, students will need a red pen (or colored pencil).

\* (Use context sentence for **meat, real, high.**)

- a. Today you have a spelling test. Number your lined paper from 1 through 5. ✓
- b. Word 1 is **meat\***. What word? (Signal.)  
*Meat.*
  - Write the word **meat.** ✓
- c. Word 2 is **real\***. What word? (Signal.) *Real.*
  - Write the word **real.** ✓
- d. (Repeat step c for: **3. high\***, **4. each**, **5. neat.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

1. meat
2. real
3. high
4. each
5. neat

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Word Introduction

- a. (Write on the board:)

friends  
enough  
wonder  
quiet  
listen

- b. Get ready to read these words.
- First word: **friends**. What word? (Signal.)  
*Friends.*
- c. Next word: **enough**. What word? (Signal.)  
*Enough.*
- (Repeat for: **wonder, quiet, listen**.)
- d. Now spell those words.
- Spell **friends**. Get ready. (Signal.)  
*F-R-I-E-N-D-S.*
- e. Spell **enough**. Get ready. (Signal.)  
*E-N-O-U-G-H.*
- (Repeat for: **wonder, quiet, listen**.)
- f. (Erase the board.)
- Spell the words without looking.
- g. Spell **friends**. Get ready. (Signal.)  
*F-R-I-E-N-D-S.*
- h. Spell **enough**. Get ready. (Signal.)  
*E-N-O-U-G-H.*
- (Repeat for: **wonder, quiet, listen**.)

## EXERCISE 2

## Homonyms

- a. Here's a sentence: That's the **right** answer.
- Here's how you spell that **right**: **R-I-G-H-T**.
- b. Everybody, spell the word **right** that means **correct** or **not left**. Get ready. (Signal.)  
*R-I-G-H-T.*
- c. Here's another sentence: The athlete feels **weak**.
- Here's how you spell that **weak**: **W-E-A-K**.
- d. Everybody, spell the word **weak** that means **not strong**. Get ready. (Signal.)  
*W-E-A-K.*
- e. Here's another sentence: Those flowers look **real**.
- Here's how you spell that **real**: **R-E-A-L**.
- f. Everybody, spell the word **real** that refers to **not fake**. Get ready. (Signal.) *R-E-A-L.*

## EXERCISE 3

## Sentence

- a. (Write on the board:)

— \_ \_ \_ u \_ \_ \_ \_ \_ \_ \_ \_ \_ ou \_ \_ .

- The sentence should say: **I thought he was through.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
- Spell **thought**. Get ready. (Signal.)  
*T-H-O-U-G-H-T.*
  - Spell **he**. Get ready. (Signal.) *H-E.*
  - Spell **was**. Get ready. (Signal.) *W-A-S.*
  - Spell **through**. Get ready. (Signal.)  
*T-H-R-O-U-G-H.*
- d. (Write to show:)

I thought he was through .

- e. Fix any words you missed. ✓

## EXERCISE 1

## Patterns

**Note:** Pronounce the sound *ī* like the letter **I**.  
Pronounce the sound *ē* like the letter **E**.

- \* (Use context sentence for **night**.)
- Number your paper from 1 to 8.
    - In some of the words you'll write, the letter combination **I-G-H** makes the *ī* sound.
    - In some of the words, the letter combination **E-A** makes the *ē* sound.
  - Word 1 is **night**\*. What word? (Signal.)  
*Night*.
    - Write the word **night**. ✓
  - Word 2 is **teach**. What word? (Signal.)  
*Teach*.
    - Write the word **teach**. ✓
  - Word 3 is **high**. What word? (Signal.) *High*.
    - Write the word **high**. ✓
  - Word 4 is **each**. What word? (Signal.) *Each*.
    - Write the word **each**. ✓
  - Word 5 is **least**. What word? (Signal.)  
*Least*.
    - Write the word **least**. ✓
  - Word 6 is **dream**. What word? (Signal.)  
*Dream*.
    - Write the word **dream**. ✓
  - Word 7 is **light**. What word? (Signal.) *Light*.
    - Write the word **light**. ✓
  - Word 8 is **please**. What word? (Signal.)  
*Please*.
    - Write the word **please**. ✓
  - Check your work. Make an **X** next to any word you got wrong.
  - Word 1. Spell **night**. Get ready. (Tap for each letter.) *N-I-G-H-T*.
    - (Repeat for: **2. teach**, **3. high**, **4. each**, **5. least**, **6. dream**, **7. light**, **8. please**.)

## EXERCISE 2

## Homonyms

- Everybody, spell the word **meat** that refers to something you eat. Get ready. (Signal.)  
*M-E-A-T*.
- Spell the word **real** that means not fake. Get ready. (Signal.) *R-E-A-L*.
- Spell the word **weak** that means **not strong**. Get ready. (Signal.) *W-E-A-K*.
- Spell the word **right** that refers to the **right** answer. Get ready. (Signal.) *R-I-G-H-T*.

## EXERCISE 3

## Sentence

- (Write on the board:)

— \_ \_ \_ u \_ \_ \_ \_ \_ \_ \_ \_ \_ ou \_ \_ .

- The sentence should say: **I thought he was through**.
- Write that sentence on lined paper. Fill in the blanks. ✓
- Now let's spell those words without looking.
  - Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T*.
  - Spell **he**. Get ready. (Signal.) *H-E*.
  - Spell **was**. Get ready. (Signal.) *W-A-S*.
  - Spell **through**. Get ready. (Signal.) *T-H-R-O-U-G-H*.
- (Write to show:)

I thought he was through.

- Fix any words you missed. ✓



## EXERCISE 1

## Word Introduction

\* (Use context sentence for **where**.)

a. (Write on the board:)

where  
south  
little  
better  
many

- b. Get ready to read these words.
- First word: **where**\*. What word? (Signal.)  
*Where.*  
Yes, **where** were the girls going?
- c. Next word: **south**. What word? (Signal.)  
*South.*
- (Repeat for: **little, better, many**.)
- d. Now spell those words.
- Spell **where**. Get ready. (Signal.)  
*W-H-E-R-E.*
- e. Spell **south**. Get ready. (Signal.)  
*S-O-U-T-H.*
- (Repeat for: **little, better, many**.)
- f. (Erase the board.)
- Spell the words without looking.
- g. Spell **where**. Get ready. (Signal.)  
*W-H-E-R-E.*
- h. Spell **south**. Get ready. (Signal.)  
*S-O-U-T-H.*
- (Repeat for: **little, better, many**.)

## EXERCISE 2

## Patterns

a. (Write on the board:)

oo

- You can hear this sound in the middle of some short words: **tool, moon, food**. The vowel sound in these words is spelled **O-O**. **Tool** is spelled **T-O-O-L**. How do you spell **moon**? (Tap for each letter.)  
*M-O-O-N.*
- Remember, if you hear the sound **oo** in the middle of a short word, it is probably spelled **O-O**.

- b. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- c. Word 1 is **loop**. What word? (Signal.) *Loop.*
- Write the word **loop**. ✓
- d. Word 2 is **tooth**. What word? (Signal.)  
*Tooth.*
- Write the word **tooth**. ✓
- e. Word 3 is **soon**. What word? (Signal.)  
*Soon.*
- Write the word **soon**. ✓
- f. Word 4 is **roof**. What word? (Signal.) *Roof.*
- Write the word **roof**. ✓
- g. Word 5 is **mood**. What word? (Signal.)  
*Mood.*
- Write the word **mood**. ✓
- h. Check your work. Make an **X** next to any word you got wrong.
- i. Word 1. Spell **loop**. Get ready. (Tap for each letter.) *L-O-O-P.*
- (Repeat for: **2. tooth, 3. soon, 4. roof, 5. mood**.)

## EXERCISE 3

## Sentence

- a. You're going to write this sentence:  
**I thought he was through.**
- b. Say the sentence. Get ready. (Signal.)  
*I thought he was through.*
- c. Write the sentence. ✓
- d. (Write on the board:)

I thought he was through.

- e. Check your work. Make an **X** next to any word you got wrong. First word is **I**.
- f. Next word. Spell **thought**. Get ready. (Tap for each letter.) *T-H-O-U-G-H-T.*
- (Repeat for: **he, was, through**.)

**EXERCISE 1**

**Final e Words**

a. (Write on the board:)

|      |      |      |
|------|------|------|
| tape | bike | hope |
|------|------|------|

- These words make a letter-name sound. They all end in the letter **E**.
- b. Listen: **tape**. Spell the word **tape**. Get ready. (Tap for each letter.) *T-A-P-E*.
- c. New word. Spell the word **bike**. Get ready. (Tap for each letter.) *B-I-K-E*.
- d. New word. Spell the word **hope**. Get ready. (Tap for each letter.) *H-O-P-E*.
- e. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- f. Word 1 is **rope**. What word? (Signal.) *Rope*.
  - Write the word **rope**. ✓
- g. Word 2 is **grape**. What word? (Signal.) *Grape*.
  - Write the word **grape**. ✓
- h. Word 3 is **time**. What word? (Signal.) *Time*.
  - Write the word **time**. ✓
- i. Word 4 is **vote**. (Signal.) *Vote*.
  - Write the word **vote**. ✓
- j. Word 5 is **fuse**. (Signal.) *Fuse*.
  - Write the word **fuse**. ✓
- k. Check your work. Make an **X** next to any word you got wrong.
- l. Word 1. Spell **rope**. Get ready. (Tap for each letter.) *R-O-P-E*.
  - (Repeat for: **2. grape, 3. time, 4. vote, 5. fuse**.)

**EXERCISE 2**

**Patterns**

a. (Write on the board:)

|    |
|----|
| oo |
|----|

- You can hear this sound in the middle of some short words: **school, loose, noon**. The vowel sound in these words is spelled **O-O**. **School** is spelled **S-C-H-O-O-L**. How do you spell **loose**? (Tap for each letter.) *L-O-O-S-E*.
- Remember, if you hear the sound **oo** in the middle of a short word, it is probably spelled **O-O**.

- b. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- c. Word 1 is **food**. What word? (Signal.) *Food*.
  - Write the word **food**. ✓
- d. Word 2 is **room**. What word? (Signal.) *Room*.
  - Write the word **room**. ✓
- e. Word 3 is **mood**. What word? (Signal.) *Mood*.
  - Write the word **mood**. ✓
- f. Word 4 is **tool**. What word? (Signal.) *Tool*.
  - Write the word **tool**. ✓
- g. Word 5 is **soon**. What word? (Signal.) *Soon*.
  - Write the word **soon**. ✓
- h. Check your work. Make an **X** next to any word you got wrong.
- i. Word 1. Spell **food**. Get ready. (Tap for each letter.) *F-O-O-D*.
  - (Repeat for: **2. room, 3. mood, 4. tool, 5. soon**.)

**EXERCISE 3**

**Spelling Review**

\* (Use context sentences for **right** and **where**.)

- a. You're going to spell words.
- b. Word 1 is **right\***. Spell **right**. Get ready. (Signal.) *R-I-G-H-T*.
- c. Word 2 is **teach**. Spell **teach**. Get ready. (Signal.) *T-E-A-C-H*.
- d. Word 3 is **high**. Spell **high**. Get ready. (Signal.) *H-I-G-H*.
- e. Word 4 is **friends**. Spell **friends**. Get ready. (Signal.) *F-R-I-E-N-D-S*.
- f. Word 5 is **listen**. Spell **listen**. Get ready. (Signal.) *L-I-S-T-E-N*.
- g. Word 6 is **little**. Spell **little**. Get ready. (Signal.) *L-I-T-T-L-E*.
- h. Word 7 is **where\***. Spell **where**. Get ready. (Signal.) *W-H-E-R-E*.
- i. (Give individual turns on: **1. right, 2. teach, 3. high, 4. friends, 5. listen, 6. little, 7. where**.)

## Test

\* (Use context sentence for **weak**.)

- a. Today you have a spelling test. Number your lined paper from 1 through 7. ✓
- b. Word 1 is **weak**\*. What word? (Signal.)  
*Weak.*
  - Write the word **weak**. ✓
- c. Word 2 is **soon**. What word? (Signal.)  
*Soon.*
  - Write the word **soon**. ✓
- d. Word 3 is **friends**. What word? (Signal.)  
*Friends.*
  - Write the word **friends**. ✓
- e. Word 4 is **each**. What word? (Signal.)  
*Each.*
  - Write the word **each**. ✓
- f. Word 5 is **light**. What word? (Signal.) *Light.*
  - Write the word **light**. ✓

- g. Word 6 is **moon**. What word? (Signal.)  
*Moon.*
  - Write the word **moon**. ✓
- h. Word 7 is **listen**. What word? (Signal.)  
*Listen.*
  - Write the word **listen**. ✓
- i. Pick up your **red** pen. ✓  
Make an **X** next to any word you spelled wrong.
  - (Write on the board:)

|            |           |
|------------|-----------|
| 1. weak    | 5. light  |
| 2. soon    | 6. moon   |
| 3. friends | 7. listen |
| 4. each    |           |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Final e Words

- a. (Write on the board:)

fume      hide      made

- These words make a letter-name sound. They all end in the letter **E**.
- b. Listen: **fume**. Spell the word **fume**. Get ready. (Tap for each letter.) *F-U-M-E*.
- c. New word. Spell the word **hide**. Get ready. (Tap for each letter.) *H-I-D-E*.
- d. New word. Spell the word **made**. Get ready. (Tap for each letter.) *M-A-D-E*.
- e. You're going to write words on lined paper. Number your paper from 1 through 4. ✓
- f. Word 1 is **pole**. What word? (Signal.) *Pole*.
- Write the word **pole**. ✓
- g. Word 2 is **line**. What word? (Signal.) *Line*.
- Write the word **line**. ✓
- h. Word 3 is **joke**. What word? (Signal.) *Joke*.
- Write the word **joke**. ✓
- i. Word 4 is **fake**. What word? (Signal.) *Fake*.
- Write the word **fake**. ✓
- j. Check your work. Make an **X** next to any word you got wrong.
- k. Word 1. Spell **pole**. Get ready. (Tap for each letter.) *P-O-L-E*.
- (Repeat for: **2. line, 3. joke, 4. fake**.)

## EXERCISE 2

## Sentence

- a. You're going to write this sentence: **I thought he was through.**
- b. Say the sentence. Get ready. (Signal.) *I thought he was through.*
- c. Write the sentence. ✓
- d. (Write on the board:)

I thought he was through.

- e. Check your work. Make an **X** next to any word you got wrong.
- f. First word: **I**.
- g. Next word. Spell **thought**. Get ready. (Tap for each letter.) *T-H-O-U-G-H-T*.
- (Repeat for: **he, was, through**.)

## EXERCISE 3

## Spelling Review

- \* (Use context sentence for **where** and **right**.)
- a. You're going to spell words.
- b. Word 1 is **where**.\* Spell **where**. Get ready. (Signal.) *W-H-E-R-E*.
- c. Word 2 is **right**.\* Spell **right**. Get ready. (Signal.) *R-I-G-H-T*.
- d. Word 3 is **reach**. Spell **reach**. Get ready. (Signal.) *R-E-A-C-H*.
- e. Word 4 is **better**. Spell **better**. Get ready. (Signal.) *B-E-T-T-E-R*.
- f. Word 5 is **high**. Spell **high**. Get ready. (Signal.) *H-I-G-H*.
- g. (Give individual turns on: **1. where, 2. right, 3. reach, 4. better, 5. high**.)

## EXERCISE 1

## E Discrimination

a. (Write on the board:)

1. leaf
2. time
3. vote
4. clean
5. real
6. tape
7. fuse
8. please

- Some of these words have the **e** sound. That sound is spelled **E-A** in those words. You can hear other letter names in the rest of the words: **A, I, O, U**. These words end with the letter **E**.
  - Get ready to read these words.
- b. (Point to **leaf**:) What word? (Signal.) *Leaf*.
- Spell **leaf**. Get ready. (Tap for each letter.) L-E-A-F.
- c. (Point to **time**:) What word? (Signal.) *Time*.
- Spell **time**. Get ready. (Tap for each letter.) T-I-M-E.
- d. (Point to **vote**:) What word? (Signal.) *Vote*.
- Spell **vote**. Get ready. (Tap for each letter.) V-O-T-E.
  - (Repeat step d for: **4. clean, 5. real, 6. tape, 7. fuse, 8. please**.)
- e. (Erase the board.)
- Now spell those words without looking. Be careful. If you hear the **e** sound, the spelling is **E-A**.
- f. Word 1 is **leaf**. (Pause.)
- Spell **leaf**. Get ready. (Tap for each letter.) L-E-A-F.
- g. Word 2 is **time**. (Pause.)
- Spell **time**. Get ready. (Tap for each letter.) T-I-M-E.
- h. Word 3 is **vote**. (Pause.)
- Spell **vote**. Get ready. (Tap for each letter.) V-O-T-E.
  - (Repeat step h for: **4. clean, 5. real, 6. tape, 7. fuse, 8. please**.)

## EXERCISE 2

## Phonemic Segmentation

*Note:* The sound combination /or/ is treated as one sound.

- a. Listen: **port**. Say it. (Signal.) *Port*.
- b. What's the first sound in **port**? (Signal.) *p*.
- c. Next sound? (Signal.) *or*.
- d. Next sound? (Signal.) *t*.  
Yes. Those are the sounds in **port**.
- e. (Repeat steps a–d for: **born** [b...or...nnn], **storm** [sss...t...or...mmm], **worn** [www...or...nnn].)
- f. (Call on individual students to say the sounds in: **port, born, storm, worn**.)

## EXERCISE 3

## Spelling Review

\* (Use context sentence for **sight**.)

- a. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- b. Word 1 is **thought**.
- Write the word **thought**. ✓
- c. Word 2 is **fake**.
- Write the word **fake**. ✓
- d. Word 3 is **sight**.\*
- Write the word **sight**. ✓
- e. Word 4 is **quiet**.
- Write the word **quiet**. ✓
- f. Word 5 is **tool**.
- Write the word **tool**. ✓
- g. Check your work. Make an **X** next to any word that is wrong. ✓
- h. Word 1. Spell **thought**. Get ready. (Tap for each letter.) T-H-O-U-G-H-T.
- (Repeat for: **2. fake, 3. sight, 4. quiet, 5. tool**.)

**EXERCISE 1**

**Patterns**

a. (Write on the board:)

would  
should  
could

- The end part of these words is spelled the same way as **would**.
- b. Everybody, read the first word. (Signal.)  
*Would*. Yes, you **would** like that.
- Spell **would**. Get ready. (Signal.)  
*W-O-U-L-D*.
- c. Read the next word. Get ready. (Signal.)  
*Should*.
- Spell **should**. Get ready. (Signal.)  
*S-H-O-U-L-D*.
- d. (Repeat step c for **could**.)
- e. (Erase the board.)
- f. See if you can spell those words without looking.
- g. Spell **should**. Get ready. (Tap for each letter.) *S-H-O-U-L-D*.
- h. Spell **would**. Get ready. (Tap for each letter.) *W-O-U-L-D*.
- (Repeat for **could**.)

**EXERCISE 2**

**E Discrimination**

- a. You're going to spell words and then write them. Some of these words have the **e** sound. That sound is spelled **E-A** in those words. You can hear other letter names in the rest of the words: **A, I, O, U**. Those words end with the letter **E**.
- Be careful. If you hear the **e** sound, the spelling is **E-A**.
- b. Word 1 is **dream**. (Pause.)
- Spell **dream**. Get ready. (Tap for each letter.) *D-R-E-A-M*.
- c. Word 2 is **rope**. (Pause.)
- Spell **rope**. Get ready. (Tap for each letter.) *R-O-P-E*.

- d. Word 3 is **fear**. (Pause.)
- Spell **fear**. Get ready. (Tap for each letter.) *F-E-A-R*.
- (Repeat step d for: **4. least, 5. line, 6. joke, 7. tape, 8. teach**.)
- e. Now you're going to write those words on lined paper. Number your paper from 1 through 8. ✓
- f. Word 1 is **dream**. What word? (Signal.)  
*Dream*.
- Write the word **dream**. ✓
- g. Word 2 is **rope**. What word? (Signal.) *Rope*.
- Write the word **rope**. ✓
- (Repeat for: **3. fear, 4. least, 5. line, 6. joke, 7. tape, 8. teach**.)
- h. (Write on the board:)

1. dream  
2. rope  
3. fear  
4. least  
5. line  
6. joke  
7. tape  
8. teach

- i. Check your work. Make an **X** next to any word you got wrong. ✓

**EXERCISE 3**

**Spelling Review**

- \* (Use context sentence for **through**.)
- a. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- b. Word 1 is **through**\*.
- Write the word **through**. ✓
- c. Word 2 is **loose**.
- Write the word **loose**. ✓
- d. Word 3 is **sigh**.
- Write the word **sigh**. ✓
- e. Word 4 is **feast**.
- Write the word **feast**. ✓
- f. Word 5 is **enough**.
- Write the word **enough**. ✓
- g. Check your work. Make an **X** next to any word that is wrong. ✓
- h. Word 1. Spell **through**. Get ready. (Tap for each letter.) *T-H-R-O-U-G-H*.
- (Repeat for: **2. loose, 3. sigh, 4. feast, 5. enough**.)

## EXERCISE 1

## Patterns

- a. (Write on the board:)

would  
should  
could

- The end part of these words is spelled the same way as **would**.
- b. Everybody, read the first word. (Signal.)  
*Would.*  
Yes, you **would** like that.
- Spell **would**. Get ready. (Signal.)  
*W-O-U-L-D.*
- c. Read the next word. Get ready. (Signal.)  
*Should.*
- Spell **should**. Get ready. (Signal.)  
*S-H-O-U-L-D.*
- d. (Repeat step c for: **could**.)
- e. (Erase the board.)
- f. Number your paper from 1 to 3. ✓
- Word 1: **would**. Write it. ✓
  - Word 2: **should**. Write it. ✓
  - Word 3: **could**. Write it. ✓
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **would**. Get ready. (Tap for each letter.) *W-O-U-L-D.*
- (Repeat for: **should, could**.)

## EXERCISE 2

## Phonemic Segmentation

*Note:* The sound combination /or/ is treated as one sound.

- \* (Use context sentence for **worn**.)
- a. Listen: **short**. Say it. (Signal.) *Short.*
  - b. What's the first sound in **short**? (Signal.) *shshsh.*
  - c. Next sound? (Signal.) *or.*
  - d. Next sound? (Signal.) *t.*  
Yes. Those are the sounds in **short**.
  - e. (Repeat steps a–d for: **worn**\* [**www...or...nnn**], **form** [**fff...or...mmm**].)
  - f. (Call on individual students to say the sounds in: **short, worn, form**.)

## EXERCISE 3

## Spelling Review

- a. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- b. Word 1 is **could**.
  - Write the word **could**. ✓
- c. Word 2 is **please**.
  - Write the word **please**. ✓
- d. Word 3 is **hope**.
  - Write the word **hope**. ✓
- e. Word 4 is **school**.
  - Write the word **school**. ✓
- f. Word 5 is **thought**.
  - Write the word **thought**. ✓
- g. Check your work. Make an **X** next to any word that is wrong. ✓
- h. Word 1. Spell **could**. Get ready. (Tap for each letter.) *C-O-U-L-D.*
  - (Repeat for: **2. please, 3. hope, 4. school, 5. thought**.)

**Test**

\* (Use context sentence for **night** and **real**.)

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **friends**. What word? (Signal.)  
*Friends.*
  - Write the word **friends**. ✓
- c. Word 2 is **better**. What word? (Signal.)  
*Better.*
  - Write the word **better**. ✓
- d. (Repeat step c for: **3. clean, 4. should, 5. rake, 6. night\***, **7. real\***, **8. wonder, 9. south, 10. tooth**.)
- e. Pick up your **red** pen. ✓
  - Make an **X** next to any word you spelled wrong.
  - (Write on the board:)

|                   |                  |
|-------------------|------------------|
| <b>1. friends</b> | <b>6. night</b>  |
| <b>2. better</b>  | <b>7. real</b>   |
| <b>3. clean</b>   | <b>8. wonder</b> |
| <b>4. should</b>  | <b>9. south</b>  |
| <b>5. rake</b>    | <b>10. tooth</b> |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)



## EXERCISE 1

## Vowel Patterns

- a. (Write on the board:)

or

- If you hear the sound **or** in a word, it's probably spelled with the letters **O-R**.
- b. Listen: **sport**. What word? (Signal.) *Sport*.
- How is the sound **or** spelled? (Signal.) *O-R*.
- c. Spell **sport**. Get ready. (Signal.) *S-P-O-R-T*.
- d. Listen: **born**. What word? (Signal.) *Born*.
- Spell **born**. Get ready. (Signal.) *B-O-R-N*.
- e. (Repeat step d for: **fork, porch**.)
- f. (Call on individual students to spell: **sport, born, fork, porch**.)

## EXERCISE 2

## Sentence Variations

- a. Get ready to write on lined paper.
- You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **I thought he was in school**.
- Say that sentence. Get ready. (Signal.) *I thought he was in school.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.
- e. First word. **I**. Check it. ✓
- f. Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T*.
- Check it. ✓
- g. Spell **he**. Get ready. (Signal.) *H-E*.
- Check it. ✓
  - (Repeat for: **was, in, school**.)
- h. What end mark did you put at the end of the sentence? (Signal.) *A period.*
- Check it. ✓
- i. Fix any words you missed.

## EXERCISE 3

## Spelling Review

- \* (Use context sentence for **through**.)
- a. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- b. Word 1 is **could**.
- Write the word **could**. ✓
- c. Word 2 is **please**.
- Write the word **please**. ✓
- d. Word 3 is **line**.
- Write the word **line**. ✓
- e. Word 4 is **through\***.
- Write the word **through**. ✓
- f. Word 5 is **enough**.
- Write the word **enough**. ✓
- g. Check your work. Make an **X** next to any word that is wrong. ✓
- h. Word 1. Spell **could**. Get ready. (Tap for each letter.) *C-O-U-L-D*.
- (Repeat for: **2. please, 3. line, 4. through, 5. enough**.)

**EXERCISE 1**

**Patterns**

a. (Write on the board:)

**enough**  
**rough**  
**tough**

- The end part of these words is spelled the same way as **enough**.
- b. Everybody, read the first word. (Signal.)  
*Enough.*
- Spell **enough**. Get ready. (Signal.)  
*E-N-O-U-G-H.*
- c. Read the next word. Get ready. (Signal.)  
*Rough.*
- Spell **rough**. Get ready. (Signal.)  
*R-O-U-G-H.*
- d. (Repeat step c for **tough**.)
- e. (Erase the board.)
- f. See if you can spell those words without looking.
- g. Spell **rough**. Get ready. (Tap for each letter.)  
*R-O-U-G-H.*
- h. Spell **enough**. Get ready. (Tap for each letter.) *E-N-O-U-G-H.*
- (Repeat for **tough**.)

**EXERCISE 2**

**Homonyms**

- a. Here's a sentence: Let's **meet** after school.
  - Here's how you spell that **meet**: **M-E-E-T**.
- b. Everybody, spell the word **meet** that refers to getting together with someone. Get ready. (Signal.) *M-E-E-T.*
- c. Here's another sentence: We'll go next **week**.
  - Here's how you spell that **week**: **W-E-E-K**.
- d. Everybody, spell the word **week** that means seven days. Get ready. (Signal.) *W-E-E-K.*

**EXERCISE 3**

**Spelling Review**

- a. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- b. Word 1 is **should**.
  - Write the word **should**. ✓
- c. Word 2 is **better**.
  - Write the word **better**. ✓
- d. Word 3 is **thought**.
  - Write the word **thought**. ✓
- e. Word 4 is **porch**.
  - Write the word **porch**. ✓
- f. Word 5 is **hope**.
  - Write the word **hope**. ✓
- g. Check your work. Make an **X** next to any word that is wrong. ✓
- h. Word 1. Spell **should**. Get ready. (Tap for each letter.) *S-H-O-U-L-D.*
  - (Repeat for: **2. better**, **3. thought**, **4. porch**, **5. hope**.)

## EXERCISE 1

## Affixes

- You're going to write words on lined paper. Number your paper from 1 through 4. ✓
- Word 1 is **clean**. What word? (Signal.)  
*Clean.*
  - Write the word **clean**. ✓
- Word 2 is **light**. What word? (Signal.) *Light.*
  - Write the word **light**. ✓
- Word 3 is **dream**. What word? (Signal.)  
*Dream.*
  - Write the word **dream**. ✓
- Word 4 is **night**. What word? (Signal.)  
*Night.*
  - Write the word **night**. ✓
- (Write on the board:)

- clean + est =**
- light + er =**
- dream + ing =**
- night + s =**

- Now you're going to add suffixes to these words.
- After **clean** write a plus sign. ✓  
After **E-S-T** write an equal sign. ✓
  - Write the plus signs, suffixes, and equal signs shown for the rest of the words. ✓
  - You're going to add the suffixes to make new words.
  - Word 1 is **cleanest**. What word? (Signal.)  
*Cleanest.*
    - Write the word **cleanest** after the equal sign. ✓
    - (Write to show:)

**clean + est = cleanest**

- Here's what you should have: **clean** plus **E-S-T** equals **cleanest**.
- Word 2 is **lighter**. What word? (Signal.)  
*Lighter.*
    - Write the word **lighter** after the equal sign. ✓
  - Word 3 is **dreaming**. What word? (Signal.)  
*Dreaming.*
    - Write the word **dreaming** after the equal sign. ✓

- Word 4 is **nights**. What word? (Signal.)  
*Nights.*
  - Write the word **nights** after the equal sign. ✓
- Check your work. Make an **X** next to any word you got wrong.
- Word 1. Spell **cleanest**. Get ready. (Tap for each letter.) *C-L-E-A-N-E-S-T.*
  - (Repeat for: **2. lighter**, **3. dreaming**, **4. nights**.)

## EXERCISE 2

## Consonant Patterns

- (Write on the board:)

**-ack -eck -ick -ock -uck**

- These are word endings that you need to pronounce correctly.
  - I'll say each ending: **-ack, -eck, -ick, -ock, -uck.**
  - Listen again: **-ack, -eck, -ick, -ock, -uck.**
- Now read the endings one at a time.
  - First ending? (Signal.) *-ack.*
  - Next ending? (Signal.) *-eck.*
  - Next ending? (Signal.) *-ick.*
  - Next ending? (Signal.) *-ock.*
  - Next ending? (Signal.) *-uck.*
- (Call on individual students to read the endings.)

## EXERCISE 3

## Spelling Review

- \* (Use context sentence for **through**.)
- You're going to spell words.
  - Word 1 is **rough**. Spell **rough**. Get ready. (Signal.) *R-O-U-G-H.*
  - Word 2 is **fork**. Spell **fork**. Get ready. (Signal.) *F-O-R-K.*
  - Word 3 is **through**\*. Spell **through**. Get ready. (Signal.) *T-H-R-O-U-G-H.*
  - Word 4 is **dream**. Spell **dream**. Get ready. (Signal.) *D-R-E-A-M.*
  - Word 5 is **quiet**. Spell **quiet**. Get ready. (Signal.) *Q-U-I-E-T.*
  - (Give individual turns on: **1. rough**, **2. fork**, **3. through**, **4. dream**, **5. quiet**.)

**EXERCISE 1**

**Affixes**

- a. You're going to write words on lined paper. Number your paper from 1 through 4. ✓
- b. Word 1 is **ear**. What word? (Signal.) *Ear*.
  - Write the word **ear**. ✓
- c. Word 2 is **light**. What word? (Signal.) *Light*.
  - Write the word **light**. ✓
- d. Word 3 is **teach**. What word? (Signal.) *Teach*.
  - Write the word **teach**. ✓
- e. Word 4 is **fight**. What word? (Signal.) *Fight*.
  - Write the word **fight**. ✓
- f. (Write on the board:)

1. ear + s =
2. light + est =
3. teach + er =
4. fight + ing =

- Now you're going to add suffixes to these words.
- g. After **ear** write a plus sign. ✓  
After **S** write an equal sign. ✓
- h. Write the plus signs, suffixes, and equal signs shown for the rest of the words. ✓
- i. You're going to add the suffixes to make new words.
- j. Word 1 is **ears**. What word? (Signal.) *Ears*.
  - Write the word **ears** after the equal sign. ✓
  - (Write to show:)

1. ear + s = **ears**

- Here's what you should have: **ear** plus **S** equals **ears**.
- k. Word 2 is **lightest**. What word? (Signal.) *Lightest*.
  - Write the word **lightest** after the equal sign. ✓
- l. Word 3 is **teacher**. What word? (Signal.) *Teacher*.
  - Write the word **teacher** after the equal sign. ✓
- m. Word 4 is **fighting**. What word? (Signal.) *Fighting*.
  - Write the word **fighting** after the equal sign. ✓

- n. Check your work. Make an **X** next to any word you got wrong.
- o. Word 1. Spell **ears**. Get ready. (Tap for each letter.) *E-A-R-S*.
  - (Repeat for: **2. lightest**, **3. teacher**, **4. fighting**.)

**EXERCISE 2**

**Patterns**

- a. (Write on the board:)

|    |    |
|----|----|
| oi | oy |
|----|----|

- Some words have the sound **oy**. If you hear that sound at the end of the word, it is probably spelled **O-Y**. If you hear that sound in the middle of the word, it is probably spelled **O-I**.
- b. How do you spell **oy** at the end of a word? (Signal.) *O-Y*.
  - How do you spell **oy** in the middle of a word? (Signal.) *O-I*.
  - (Repeat step b until firm.)
- c. I'll say words that have the sound **oy**. You'll tell me where the **oy** sound is and how to spell it.
- d. Listen: **boy**. What word? (Signal.) *Boy*.
  - Is **oy** in the **middle** or at the **end**? (Signal.) *End*.
  - So how is **oy** spelled? (Signal.) *O-Y*.
- e. Listen: **boil**. What word? (Signal.) *Boil*.
  - Is **oy** in the **middle** or at the **end**? (Signal.) *Middle*.
  - So how is **oy** spelled? (Signal.) *O-I*.
- f. Listen: **moist**. What word? (Signal.) *Moist*.
  - Is **oy** in the **middle** or at the **end**? (Signal.) *Middle*.
  - So how is **oy** spelled? (Signal.) *O-I*.
- g. Listen: **coin**. What word? (Signal.) *Coin*.
  - Is **oy** in the **middle** or at the **end**? (Signal.) *Middle*.
  - So how is **oy** spelled? (Signal.) *O-I*.
- h. Listen: **coy**. When people act shy and cute, they are being **coy**. What word? (Signal.) *Coy*.
  - Is **oy** in the **middle** or at the **end**? (Signal.) *End*.
  - So how is **oy** spelled? (Signal.) *O-Y*.

- i. Listen: **choice**. What word? (Signal.) *Choice*.
- Is **oy** in the **middle** or at the **end**? (Signal.) *Middle*.
- So how is **oy** spelled? (Signal.) *O-I*.
- j. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- k. Word 1 is **soil**. The **soil** was dry. What word? (Signal.) *Soil*.
  - Write the word **soil**. ✓
- l. Word 2 is **joy**. They felt great **joy**. What word? (Signal.) *Joy*.
  - Write the word **joy**. ✓
- m. Word 3 is **moist**. What word? (Signal.) *Moist*.
  - Write the word **moist**. ✓
- n. Word 4 is **join**. What word? (Signal.) *Join*.
  - Write the word **join**. ✓
- o. Word 5 is **toy**. What word? (Signal.) *Toy*.
  - Write the word **toy**. ✓
- p. Check your work. Make an **X** next to any word you got wrong.
- q. Word 1. Spell **soil**. Get ready. (Tap for each letter.) *S-O-I-L*.
  - (Repeat for: **2. joy, 3. moist, 4. join, 5. toy.**)

### EXERCISE 3

#### Spelling Review

\* (Use context sentence for **weak**.)

- a. You're going to spell words.
- b. Word 1 is **weak**\*. Spell **weak**. Get ready. (Signal.) *W-E-A-K*.
- c. Word 2 is **tough**. Spell **tough**. Get ready. (Signal.) *T-O-U-G-H*.
- d. Word 3 is **should**. Spell **should**. Get ready. (Signal.) *S-H-O-U-L-D*.
- e. Word 4 is **line**. Spell **line**. Get ready. (Signal.) *L-I-N-E*.
- f. Word 5 is **food**. Spell **food**. Get ready. (Signal.) *F-O-O-D*.
- g. (Give individual turns on: **1. weak, 2. tough, 3. should, 4. line, 5. food.**)

## Test

\* (Use context sentence for **would**.)

- a. Today you have a spelling test. Number your lined paper from 1 through 9. ✓
- b. Word 1 is **real**. What word? (Signal.) *Real*.
  - Write the word **real**. ✓
- c. Word 2 is **join**. What word? (Signal.) *Join*.
  - Write the word **join**. ✓
- d. (Repeat step c for: **3. lighter, 4. thought, 5. friends, 6. school, 7. please, 8. bright, 9. would**.)
- e. Pick up your **red** pen. ✓  
Make an **X** next to any word you spelled wrong.
  - (Write on the board:)

|            |           |
|------------|-----------|
| 1. real    | 6. school |
| 2. join    | 7. please |
| 3. lighter | 8. bright |
| 4. thought | 9. would  |
| 5. friends |           |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Consonant Patterns

- a. (Write on the board:)

**-ack -eck -ick -ock -uck**

- b. These are word endings that you need to pronounce correctly.
- I'll say each ending: **-ack, -eck, -ick, -ock, -uck.**
  - Listen again: **-ack, -eck, -ick, -ock, -uck.**
- c. Now read the endings one at a time.
- First ending? (Signal.) *-ack.*
  - Next ending? (Signal.) *-eck.*
  - Next ending? (Signal.) *-ick.*
  - Next ending? (Signal.) *-ock.*
  - Next ending? (Signal.) *-uck.*
- d. (Call on individual students to read the endings.)

## EXERCISE 2

## Homonyms

- a. Everybody, spell the word **meet** that refers to getting together with someone. Get ready. (Signal.) *M-E-E-T.*
- b. Spell the word **meat** that refers to something you can eat. Get ready. (Signal.) *M-E-A-T.*
- c. Spell the word **weak** that means **not strong**. Get ready. (Signal.) *W-E-A-K.*
- d. Spell the word **week** that means **seven days**. Get ready. (Signal.) *W-E-E-K.*

## EXERCISE 3

## Spelling Review

\*(Use context sentence for **meat**.)

- a. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- b. Word 1 is **thought**.
- Write the word **thought**. ✓
- c. Word 2 is **meat\***.
- Write the word **meat**. ✓
- d. Word 3 is **lightest**.
- Write the word **lightest**. ✓
- e. Word 4 is **schools**.
- Write the word **schools**. ✓
- f. Word 5 is **tough**.
- Write the word **tough**. ✓
- g. Check your work. Make an **X** next to any word that is wrong. ✓
- h. Word 1. Spell **thought**. Get ready. (Tap for each letter.) *T-H-O-U-G-H-T.*
- (Repeat for: **2. meat, 3. lightest, 4. schools, 5. tough.**)

**EXERCISE 1**

**Consonant Patterns**

a. (Write on the board:)

**-ack -eck -ick -ock -uck**

- b. These are word endings that you need to pronounce correctly.
- I'll say each ending: **-ack, -eck, -ick, -ock, -uck.**
  - Listen again: **-ack, -eck, -ick, -ock, -uck.**
- c. Now read the endings one at a time.
- First ending? (Signal.) *-ack.*
  - Next ending? (Signal.) *-eck.*
  - Next ending? (Signal.) *-ick.*
  - Next ending? (Signal.) *-ock.*
  - Next ending? (Signal.) *-uck.*
- d. (Call on individual students to read the endings.)

**EXERCISE 2**

**Patterns**

a. (Write on the board:)

**seat  
least  
teach  
reach**

- You're going to write words. In the words you'll write, the letter combination **E-A** makes the sound **ē**.
  - (Call on a student to read the words: *seat, least, teach, reach.*)
- b. (Erase the board.)
- **Word 1 is seat.** What word? (Signal.) *Seat.*
  - Write the word **seat.** ✓
- c. **Word 2 is least.** What word? (Signal.) *Least.*
- Write the word **least.** ✓
- d. **Word 3 is teach.** What word? (Signal.) *Teach.*
- Write the word **teach.** ✓

- e. **Word 4 is reach.** What word? (Signal.) *Reach.*
- Write the word **reach.** ✓
- f. Check your work. Make an **X** next to any word you got wrong.
- g. **Word 1. Spell seat.** Get ready. (Tap for each letter.) *S-E-A-T.*
- (Repeat for: **2. least, 3. teach, 4. reach.**)

**EXERCISE 3**

**Spelling Review**

\*(Use context sentence for **through.**)

- a. You're going to spell words.
- b. **Word 1 is brighter.** Spell **brighter.** Get ready. (Signal.) *B-R-I-G-H-T-E-R.*
- c. **Word 2 is little.** Spell **little.** Get ready. (Signal.) *L-I-T-T-L-E.*
- d. **Word 3 is dreamer.** Spell **dreamer.** Get ready. (Signal.) *D-R-E-A-M-E-R.*
- e. **Word 4 is shortest.** Spell **shortest.** Get ready. (Signal.) *S-H-O-R-T-E-S-T.*
- f. **Word 5 is through\*.** Spell **through.** Get ready. (Signal.) *T-H-R-O-U-G-H.*
- g. (Give individual turns on: **1. brighter, 2. little, 3. dreamer, 4. shortest, 5. through.**)



## EXERCISE 1

### Consonant Patterns

- Listen to these word endings: **-ack, -eck, -ick, -ock, -uck**.
- Say those endings with me. Get ready. (Signal.) *-ack, -eck, -ick, -ock, -uck*.
- By yourselves. Say those endings. Get ready. (Signal.) *-ack, -eck, -ick, -ock, -uck*.
  - (Repeat step c until firm.)
- Listen: **oak**. Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) *No*.
- Listen: **back**. Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) *Yes*.
- Listen: **truck**. Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) *Yes*.
- Listen: **fork**. Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) *No*.
- Listen: **thick**. Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) *Yes*.
- Listen: **check**. Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) *Yes*.
- Listen: **bake**. Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) *No*.

## EXERCISE 2

### Patterns

**Note:** Pronounce the sound **ē** like the letter **E**.

- (Write on the board:)

|                       |                 |
|-----------------------|-----------------|
| 1. <b>kne<u>e</u></b> | 5. <b>sleep</b> |
| 2. <b>greet</b>       | 6. <b>seek</b>  |
| 3. <b>teen</b>        | 7. <b>cheek</b> |
| 4. <b>street</b>      | 8. <b>feel</b>  |

- Some words are spelled with the letter combination **E-E**. Most of these words make the sound **ē**.
- (Point to **knee**.) **What word?** (Signal.) *Knee*. Spell **knee**. Get ready. (Signal.) *K-N-E-E*.
  - (Point to **greet**.) **What word?** (Signal.) *Greet*.
    - Spell **greet**. Get ready. (Signal.) *G-R-E-E-T*.
  - (Repeat step c for: **3. teen, 4. street, 5. sleep, 6. seek, 7. cheek, 8. feel**.)
    - (Erase the board.)

- You're going to write those words on lined paper. Number your paper from 1 to 8. ✓
- Word 1 is **knee**. What word? (Signal.) *Knee*.
  - Write the word **knee**. ✓
- Word 2 is **greet**. What word? (Signal.) *Greet*.
  - Write the word **greet**. ✓
- (Repeat step g for: **3. teen, 4. street, 5. sleep, 6. seek, 7. cheek, 8. feel**.)
- Check your work. Make an **X** next to any word you got wrong.
- Word 1. Spell **knee**. Get ready. (Tap for each letter.) *K-N-E-E*.
  - (Repeat for: **2. greet, 3. teen, 4. street, 5. sleep, 6. seek, 7. cheek, 8. feel**.)

## EXERCISE 3

### Spelling Review

\*(Use context sentence for **meet**.)

- You're going to spell words.
- Word 1 is **rough**. Spell **rough**. Get ready. (Signal.) *R-O-U-G-H*.
- Word 2 is **meet\***. Spell **meet**. Get ready. (Signal.) *M-E-E-T*.
- Word 3 is **could**. Spell **could**. Get ready. (Signal.) *C-O-U-L-D*.
- Word 4 is **fighter**. Spell **fighter**. Get ready. (Signal.) *F-I-G-H-T-E-R*.
- Word 5 is **friends**. Spell **friends**. Get ready. (Signal.) *F-R-I-E-N-D-S*.
- (Give individual turns on: **1. rough, 2. meet, 3. could, 4. fighter, 5. friends**.)

**EXERCISE 1**

**Consonant Patterns**

- a. Listen to these word endings: **-ack, -eck, -ick, -ock, -uck.**
- b. Say those endings with me. Get ready. (Signal.) *-ack, -eck, -ick, -ock, -uck.*
- c. By yourselves. Say those endings. Get ready. (Signal.) *-ack, -eck, -ick, -ock, -uck.*
  - (Repeat step c until firm.)
- d. Listen: **rock.** Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) Yes.
- e. Listen: **luck.** Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) Yes.
- f. Listen: **junk.** Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) No.
- g. Listen: **black.** Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) Yes.
- h. Listen: **bank.** Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) No.
- i. Listen: **stick.** Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) Yes.
- j. Listen: **neck.** Is the ending **-ack, -eck, -ick, -ock, or -uck?** (Signal.) Yes.

- c. (Point to **sweet.**) **What word?** (Signal.) *Sweet.*
  - **Spell sweet.** Get ready. (Signal.) *S-W-E-E-T.*
- d. (Repeat step c for: **3. teeth, 4. seem, 5. green, 6. free, 7. screen, 8. keep.**)
  - (Erase the board.)
- e. **You're going to write those words on lined paper. Number your paper from 1 to 8. ✓**
- f. **Word 1 is three.** **What word?** (Signal.) *Three.*
  - **Write the word three. ✓**
- g. **Word 2 is sweet.** **What word?** (Signal.) *Sweet.*
  - **Write the word sweet. ✓**
- h. Repeat step g for: **3. teeth, 4. seem, 5. green, 6. free, 7. screen, 8. keep.**
- i. **Check your work. Make an X next to any word you got wrong.**
- j. **Word 1. Spell three.** Get ready. (Tap for each letter.) *T-H-R-E-E.*
  - (Repeat for: **2. sweet, 3. teeth, 4. seem, 5. green, 6. free, 7. screen, 8. keep.**)

**EXERCISE 2**

**Patterns**

*Note:* Pronounce the sound ē like the letter E.

- a. (Write on the board:)

- |                        |                         |
|------------------------|-------------------------|
| <b>1. <u>three</u></b> | <b>5. <u>green</u></b>  |
| <b>2. <u>sweet</u></b> | <b>6. <u>free</u></b>   |
| <b>3. <u>teeth</u></b> | <b>7. <u>screen</u></b> |
| <b>4. <u>seem</u></b>  | <b>8. <u>keep</u></b>   |

- Some words are spelled with the letter combination **E-E**. Most of these words make the sound ē.
- b. (Point to **three.**) **What word?** (Signal.) *Three.*  
**Spell three.** Get ready. (Signal.) *T-H-R-E-E.*

**EXERCISE 3**

**Spelling Review**

- \*(Use context sentence for **real.**)
- a. **You're going to spell words.**
  - b. **Word 1 is real.** **Spell real.** Get ready. (Signal.) *R-E-A-L.*
  - c. **Word 2 is forming.** **Spell forming.** Get ready. (Signal.) *F-O-R-M-I-N-G.*
  - d. **Word 3 is thickest.** **Spell thickest.** Get ready. (Signal.) *T-H-I-C-K-E-S-T.*
  - e. **Word 4 is teacher.** **Spell teacher.** Get ready. (Signal.) *T-E-A-C-H-E-R.*
  - f. **Word 5 is wonder.** **Spell wonder.** Get ready. (Signal.) *W-O-N-D-E-R.*
  - g. (Give individual turns on: **1. real, 2. forming, 3. thickest, 4. teacher, 5. wonder.**)

## Test

\*(Use context sentence for **meat** and **through**.)

- a. Today you have a spelling test. Number your lined paper from 1 through 9. ✓
- b. Word 1 is **enough**. What word? (Signal.)  
*Enough.*
  - Write the word **enough**. ✓
- c. Word 2 is **boiling**. What word? (Signal.)  
*Boiling.*
  - Write the word **boiling**. ✓
- d. (Repeat step c for: 3. **meat**\*, 4. **should**, 5. **truck**, 6. **through**\*, 7. **school**, 8. **light**, 9. **list**.)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:

|            |            |
|------------|------------|
| 1. enough  | 6. through |
| 2. boiling | 7. school  |
| 3. meat    | 8. light   |
| 4. should  | 9. list    |
| 5. truck   |            |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

**EXERCISE 1**

**Consonant Patterns**

**Note:** Pronounce the sound **k** without a vowel sound: /k/ (not kuh).

- a. Here's the rule about words that end in the sound **k**.
  - If the ending is **-ack, -eck, -ick, -ock, or -uck**, the last part is spelled with **C-K**.
- b. I'll say words. You tell me the ending.
- c. **Sack**. Say the ending. (Signal.) *-ack*.
  - So is **sack** spelled with **C-K**? (Signal.) Yes.
- d. **Look**. Say the ending. (Signal.) *-ook*.
  - Is **look** spelled with **C-K**? (Signal.) No.
- e. **Pick**. Say the ending. (Signal.) *-ick*.
  - Is **pick** spelled with **C-K**? (Signal.) Yes.
  - (Repeat step e for: **back, milk, trick**.)
- f. Get ready to write words that end in **-ack** or **-ick**. Number your paper from 1 to 5. ✓
- g. Word 1 is **sick**. Say the ending. (Signal.) *-ick*.
  - Write **sick**. ✓
- h. Word 2 is **back**. Say the ending. (Signal.) *-ack*.
  - Write **back**. ✓
- i. Word 3 is **track**. Say the ending. (Signal.) *-ack*.
  - Write **track**. ✓
  - (Repeat step i for: **4. pack, 5. pick**.)
- j. Check your work. Make an **X** next to any word you got wrong.
- k. Word 1. Spell **sick**. Get ready. (Tap for each letter.) *S-I-C-K*.
  - (Repeat for: **2. back, 3. track, 4. pack, 5. pick**.)

**EXERCISE 2**

**Patterns**

- a. (Write on the board:)

**oi**

**oy**

- b. If you hear the sound **oy** in the middle of a word, how is it probably spelled? (Signal.) *O-I*.
  - If you hear **oy** at the end of a word, how is it probably spelled? (Signal.) *O-Y*.
  - (Repeat step b until firm.)

- c. Listen: **choice**. What word? (Signal.) *Choice*.
  - Is **oy** in the **middle** or at the **end**? (Signal.) *Middle*.
  - So how is **oy** spelled? (Signal.) *O-I*.
- d. Listen: **boy**. What word? (Signal.) *Boy*.
  - Is **oy** in the **middle** or at the **end**? (Signal.) *End*.
  - So how is **oy** spelled? (Signal.) *O-Y*.
- e. Listen: **toil**. What word? (Signal.) *Toil*.
  - Is **oy** in the **middle** or at the **end**? (Signal.) *Middle*.
  - So how is **oy** spelled? (Signal.) *O-I*.
- f. Listen: **joy**. What word? (Signal.) *Joy*.
  - Is **oy** in the **middle** or at the **end**? (Signal.) *End*.
  - So how is **oy** spelled? (Signal.) *O-Y*.
- g. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- h. Word 1 is **oil**. The engine needed more **oil**. What word? (Signal.) *Oil*.
  - Write the word **oil**. ✓
- i. Word 2 is **toy**. It was a new **toy**. What word? (Signal.) *Toy*.
  - Write the word **toy**. ✓
- j. Word 3 is **boil**. The water will **boil**. What word? (Signal.) *Boil*.
  - Write the word **boil**. ✓
- k. Word 4 is **boy**. We met a **boy**. What word? (Signal.) *Boy*.
  - Write the word **boy**. ✓
- l. Word 5 is **soil**. The **soil** was black. What word? (Signal.) *Soil*.
  - Write the word **soil**. ✓
- m. Check your work. Make an **X** next to any word you got wrong.
- n. Word 1. Spell **oil**. Get ready. (Tap for each letter.) *O-I-L*.
  - (Repeat for: **2. toy, 3. boil, 4. boy, 5. soil**.)

### EXERCISE 3

#### Spelling Review

\*(Use context sentence for **would**.)

- a. You're going to spell words.
- b. Word 1 is **joke**. Spell **joke**. Get ready.  
(Signal.) *J-O-K-E*.
- c. Word 2 is **dreaming**. Spell **dreaming**. Get ready.  
(Signal.) *D-R-E-A-M-I-N-G*.
- d. Word 3 is **sticker**. Spell **sticker**. Get ready.  
(Signal.) *S-T-I-C-K-E-R*.
- e. Word 4 is **coins**. Spell **coins**. Get ready.  
(Signal.) *C-O-I-N-S*.
- f. Word 5 is **would\***. Spell **would**. Get ready.  
(Signal.) *W-O-U-L-D*.
- g. (Give individual turns on: **1. joke, 2. dreaming, 3. sticker, 4. coins, 5. would.**)

**EXERCISE 1**

**Consonant Patterns**

**Note:** Pronounce the sound **k** without a vowel sound: /k/ (not kuh).

- a. Here's the rule about words that end in the sound **k**.
  - If the ending is **-ack**, **-eck**, **-ick**, **-ock**, or **-uck**, the last part is spelled with **C-K**.
- b. I'll say words. You tell me the ending.
- c. **Stuck**. Say the ending. (Signal.) *-uck*.
  - So is **stuck** spelled with **C-K**? (Signal.) Yes.
- d. **Neck**. Say the ending. (Signal.) *-eck*.
  - Is **neck** spelled with **C-K**? (Signal.) Yes.
- e. **Sink**. Say the ending. (Signal.) *-ink*.
  - Is **sink** spelled with **C-K**? (Signal.) No.
  - (Repeat step e for: **joke**, **luck**, **pink**.)
- f. Get ready to write words that end in **-ack**, **-eck**, **-ick**, or **-ock**. Number your paper from 1 to 5. ✓
- g. Word 1 is **shock**. Say the ending. (Signal.) *-ock*.
  - Write **shock**. ✓
- h. Word 2 is **sack**. Say the ending. (Signal.) *-ack*.
  - Write **sack**. ✓
- i. Word 3 is **brick**. Say the ending. (Signal.) *-ick*.
  - Write **brick**. ✓
  - (Repeat step i for: **4. trick**, **5. luck**.)
- j. Check your work. Make an **X** next to any word you got wrong.
- k. Word 1. Spell **shock**. Get ready. (Tap for each letter.) *S-H-O-C-K*.
  - (Repeat for: **2. sack**, **3. brick**, **4. trick**, **5. luck**.)

**EXERCISE 2**

**Patterns**

**Note:** Pronounce the sound **ē** like the letter **E**.

- a. You're going to write words on lined paper. Number your paper from 1 through 6. ✓
  - Some of the words are spelled with the letter combination **E-E**.
- b. Word 1 is **soil**. What word? (Signal.) *Soil*.
  - Write the word **soil**. ✓
- c. Word 2 is **teeth**. What word? (Signal.) *Teeth*.
  - Write the word **teeth**. ✓
- d. (Repeat step c for: **3. light**, **4. street**, **5. free**, **6. many**.)
- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **soil**. Get ready. (Tap for each letter.) *S-O-I-L*.
  - (Repeat for: **2. teeth**, **3. light**, **4. street**, **5. free**, **6. many**.)

**EXERCISE 3**

**Spelling Review**

\*(Use context sentence for **weak**.)

- a. You're going to spell words.
- b. Word 1 is **thought**. Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T*.
- c. Word 2 is **tooth**. Spell **tooth**. Get ready. (Signal.) *T-O-O-T-H*.
- d. Word 3 is **weak**\*. Spell **weak**. Get ready. (Signal.) *W-E-A-K*.
- e. Word 4 is **shortest**. Spell **shortest**. Get ready. (Signal.) *S-H-O-R-T-E-S-T*.
- f. Word 5 is **please**. Spell **please**. Get ready. (Signal.) *P-L-E-A-S-E*.
- g. (Give individual turns on: **1. thought**, **2. tooth**, **3. weak**, **4. shortest**, **5. please**.)

**EXERCISE 1**

**Consonant Patterns**

- a. You're going to write words on lined paper. Number your paper from 1 through 6. ✓
- b. Some words are spelled with **C-K**. Some words are not. Don't get fooled.
- c. Word 1 is **park**. What word? (Signal.) *Park*.
  - Write **park**. ✓
- d. Word 2 is **thick**. What word? (Signal.) *Thick*.
  - Write **thick**. ✓
- e. (Repeat step d for: **3. deck, 4. sank, 5. think, 6. black**.)
- f. Check your work. Make an **X** next to any word you got wrong.
- g. Word 1. Spell **park**. Get ready. (Tap for each letter.) *P-A-R-K*.
  - (Repeat for: **2. thick, 3. deck, 4. sank, 5. think, 6. black**.)

**EXERCISE 2**

**Phonemic Segmentation**

- a. Listen: **born**. Say it. (Signal.) *Born*.
- b. What's the first sound in **born**? (Signal.) *b*.

**To correct:**

- Listen: *b . . . or . . . nnn*.
- (Repeat step b.)

- c. Next sound? (Signal.) *or*.
- d. Next sound? (Signal.) *n*.  
Yes. Those are the sounds in **born**.
- e. (Repeat steps a–d for **green** [*g...rrr...ēēē...nnn*], **bank** [*b...aaa...nnn...k*], **deck** [*d...eee...k*].)
- f. (Call on individual students to say the sounds in: **born, green, bank, deck**.)

**EXERCISE 3**

**Spelling Review**

\*(Use context sentence for **right**.)

- a. You're going to spell words.
- b. Word 1 is **trucking**. Spell **trucking**. Get ready. (Signal.) *T-R-U-C-K-I-N-G*.
- c. Word 2 is **neck**. Spell **neck**. Get ready. (Signal.) *N-E-C-K*.
- d. Word 3 is **right**\*. Spell **right**. Get ready. (Signal.) *R-I-G-H-T*.
- e. Word 4 is **rough**. Spell **rough**. Get ready. (Signal.) *R-O-U-G-H*.
- f. Word 5 is **quietest**. Spell **quietest**. Get ready. (Signal.) *Q-U-I-E-T-E-S-T*.
- g. (Give individual turns on: **1. trucking, 2. neck, 3. right, 4. rough, 5. quietest**.)

**EXERCISE 1**

**Consonant Patterns**

- a. You're going to write words on lined paper. Number your paper from 1 through 6. ✓
- b. Some words are spelled with **C-K**. Some words are not. Don't get fooled.
- c. Word 1 is **check**. What word? (Signal.) *Check.*
  - Write **check**. ✓
- d. Word 2 is **fork**. What word? (Signal.) *Fork.*
  - Write **fork**. ✓
- e. (Repeat step d for: **3. lick, 4. thank, 5. pack, 6. stuck.**)
- f. Check your work. Make an **X** next to any word you got wrong.
- g. Word 1. Spell **check**. Get ready. (Tap for each letter.) *C-H-E-C-K.*
  - (Repeat for: **2. fork, 3. lick, 4. thank, 5. pack, 6. stuck.**)

**EXERCISE 2**

**Patterns**

*Note:* Pronounce the sound **ē** like the letter **E**.

- a. You're going to write words on lined paper. Number your paper from 1 through 6. ✓
  - Some of the words are spelled with the letter combination **E-E**.
- b. Word 1 is **teen**. What word? (Signal.) *Teen.*
  - Write the word **teen**. ✓
- c. Word 2 is **tooth**. What word? (Signal.) *Tooth.*
  - Write the word **tooth**. ✓
- d. (Repeat step c for: **3. keep, 4. enough, 5. need, 6. street.**)
- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **teen**. Get ready. (Tap for each letter.) *T-E-E-N.*
  - (Repeat for: **2. tooth, 3. keep, 4. enough, 5. need, 6. street.**)

**EXERCISE 3**

**Spelling Review**

\*(Use context sentence for **where**.)

- a. You're going to spell words.
- b. Word 1 is **packing**. Spell **packing**. Get ready. (Signal.) *P-A-C-K-I-N-G.*
- c. Word 2 is **green**. Spell **green**. Get ready. (Signal.) *G-R-E-E-N.*
- d. Word 3 is **toy**. Spell **toy**. Get ready. (Signal.) *T-O-Y.*
- e. Word 4 is **should**. Spell **should**. Get ready. (Signal.) *S-H-O-U-L-D.*
- f. Word 5 is **where\***. Spell **where**. Get ready. (Signal.) *W-H-E-R-E.*
- g. (Give individual turns on: **1. packing, 2. green, 3. toy, 4. should, 5. where.**)



## Test

\*(Use context sentence for **week**.)

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **please**. What word? (Signal.)  
*Please.*
  - Write the word **please**. ✓
- c. Word 2 is **might**. What word? (Signal.)  
*Might.*
  - Write the word **might**. ✓
- d. (Repeat step c for: **3. dreamer, 4. week\***, **5. tough, 6. could, 7. rocks, 8. banker, 9. line, 10. better.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:

|            |            |
|------------|------------|
| 1. please  | 6. could   |
| 2. might   | 7. rocks   |
| 3. dreamer | 8. banker  |
| 4. week    | 9. line    |
| 5. tough   | 10. better |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

**EXERCISE 1**

**Patterns**

*Note:* Pronounce the sound ē like the letter E.

a. (Write on the board:)

- |           |          |
|-----------|----------|
| 1. three  | 5. seek  |
| 2. please | 6. teach |
| 3. keep   | 7. free  |
| 4. each   | 8. dream |

- Some words are spelled with the letter combination **E-E**. Some are spelled with the letter combination **E-A**. All of these words make the sound ē.
- b. (Point to **three**.) What word? (Signal.) *Three.*
- Spell **three**. Get ready. (Signal.) *T-H-R-E-E.*
- c. (Point to **please**.) What word? (Signal.) *Please.*
- Spell **please**. Get ready. (Signal.) *P-L-E-A-S-E.*
- d. (Repeat step c for: **3. keep, 4. each, 5. seek, 6. teach, 7. free, 8. dream**.)
- (Erase the board.)
- e. You're going to write those words in a different order on lined paper. Number your paper from 1 through 8. ✓
- f. Word 1 is **free**. What word? (Signal.) *Free.*
- Write the word **free**. ✓
- g. Word 2 is **each**. What word? (Signal.) *Each.*
- Write the word **each**. ✓
- h. (Repeat step g for: **3. dream, 4. three, 5. keep, 6. please, 7. seek, 8. teach**.)
- i. Check your work. Make an **X** next to any word you got wrong.
- j. Word 1. Spell **free**. Get ready. (Tap for each letter.) *F-R-E-E.*
- (Repeat for: **2. each, 3. dream, 4. three, 5. keep, 6. please, 7. seek, 8. teach**.)

**EXERCISE 2**

**Consonant Patterns**

a. (Write on the board:)

**-adge -edge -idge -odge -udge**

- b. These are word endings that you need to pronounce correctly.
- I'll say each ending: **-adge, -edge, -idge, -odge, -udge**.
  - Listen again: **-adge, -edge, -idge, -odge, -udge**.
- c. Now read the endings one at a time. First ending? (Signal.) *-adge.*
- Next ending? (Signal.) *-edge.*
  - Next ending? (Signal.) *-idge.*
  - Next ending? (Signal.) *-odge.*
  - Next ending? (Signal.) *-udge.*
- d. (Call on individual students to read the endings.)

**EXERCISE 3**

**Spelling Review**

\*(Use context sentence for **through**.)

- a. You're going to spell words.
- b. Word 1 is **think**. Spell **think**. Get ready. (Signal.) *T-H-I-N-K.*
- c. Word 2 is **tooth**. Spell **tooth**. Get ready. (Signal.) *T-O-O-T-H.*
- d. Word 3 is **through\***. Spell **through**. Get ready. (Signal.) *T-H-R-O-U-G-H.*
- e. Word 4 is **sleep**. Spell **sleep**. Get ready. (Signal.) *S-L-E-E-P.*
- f. Word 5 is **black**. Spell **black**. Get ready. (Signal.) *B-L-A-C-K.*
- g. (Give individual turns on: **1. think, 2. tooth, 3. through, 4. sleep, 5. black**.)

## EXERCISE 1

## Patterns

**Note:** Pronounce the sound ē like the letter E.

a. (Write on the board:)

- |           |          |
|-----------|----------|
| 1. street | 5. feel  |
| 2. least  | 6. real  |
| 3. green  | 7. sweet |
| 4. fear   | 8. seat  |

- Some words are spelled with the letter combination **E-E**. Some are spelled with the letter combination **E-A**. All of these words make the sound ē.
- b. (Point to **street**.) What word? (Signal.) *Street.*
- Spell **street**. Get ready. (Signal.) *S-T-R-E-E-T.*
- c. (Point to **least**.) What word? (Signal.) *Least.*
- Spell **least**. Get ready. (Signal.) *L-E-A-S-T.*
- d. (Repeat step c for: **3. green, 4. fear, 5. feel, 6. real, 7. sweet, 8. seat**.)
- (Erase the board.)
- e. You're going to write those words in a different order on lined paper. Number your paper from 1 through 8. ✓
- f. Word 1 is **sweet**. What word? (Signal.) *Sweet.*
- Write the word **sweet**. ✓
- g. Word 2 is **seat**. What word? (Signal.) *Seat.*
- Write the word **seat**. ✓
- h. (Repeat step g for: **3. feel, 4. fear, 5. green, 6. real, 7. street, 8. least**.)
- i. Check your work. Make an **X** next to any word you got wrong.
- j. Word 1. Spell **sweet**. Get ready. (Tap for each letter.) *S-W-E-E-T.*
- (Repeat for: **2. seat, 3. feel, 4. fear, 5. green, 6. real, 7. street, 8. least**.)

## EXERCISE 2

## Consonant Patterns

a. (Write on the board:)

**-adge -edge -idge -odge -udge**

- b. These are word endings that you need to pronounce correctly.
- I'll say each ending: **-adge, -edge, -idge, -odge, -udge**.
  - Listen again: **-adge, -edge, -idge, -odge, -udge**.
- c. Now read the endings one at a time. First ending? (Signal.) *-adge.*
- Next ending? (Signal.) *-edge.*
  - Next ending? (Signal.) *-idge.*
  - Next ending? (Signal.) *-odge.*
  - Next ending? (Signal.) *-udge.*
- d. (Call on individual students to read the endings.)

## EXERCISE 3

## Spelling Review

\*(Use context sentence for **week**.)

- a. You're going to spell words.
- b. Word 1 is **enough**. Spell **enough**. Get ready. (Signal.) *E-N-O-U-G-H.*
- c. Word 2 is **could**. Spell **could**. Get ready. (Signal.) *C-O-U-L-D.*
- d. Word 3 is **time**. Spell **time**. Get ready. (Signal.) *T-I-M-E.*
- e. Word 4 is **wonder**. Spell **wonder**. Get ready. (Signal.) *W-O-N-D-E-R.*
- f. Word 5 is **week**\*. Spell **week**. Get ready. (Signal.) *W-E-E-K.*
- g. (Give individual turns on: **1. enough, 2. could, 3. time, 4. wonder, 5. week**.)

**EXERCISE 1**

**Patterns**

\*(Use context sentence for **weak**.)

a. (Write on the board:)

- |          |         |
|----------|---------|
| 1. sleep | 5. leaf |
| 2. clean | 6. seem |
| 3. teeth | 7. need |
| 4. free  | 8. weak |

- Some of these words are spelled with the letter combination **E-E**. Some are spelled with the letter combination **E-A**.

All of these words make the sound **ē**.

- b. (Point to **sleep**.) What word? (Signal.) *Sleep.*
- Spell **sleep**. Get ready. (Signal.) *S-L-E-E-P.*
- c. (Point to **clean**.) What word? (Signal.) *Clean.*
- Spell **clean**. Get ready. (Signal.) *C-L-E-A-N.*
- d. (Repeat step c for: **3. teeth, 4. free, 5. leaf, 6. seem, 7. need, 8. weak**.)
- (Erase the board.)
- e. You're going to write some of those words on lined paper. Number your paper from 1 through 8. ✓
- f. Word 1 is **sleep**. What word? (Signal.) *Sleep.*
- Write the word **sleep**. ✓
- g. Word 2 is **clean**. What word? (Signal.) *Clean.*
- Write the word **clean**. ✓
- h. (Repeat step g for: **3. teeth, 4. free, 5. leaf, 6. seem, 7. need, 8. weak**.)
- i. Check your work. Make an **X** next to any word you got wrong.
- j. Word 1. Spell **sleep**. Get ready. (Tap for each letter.) *S-L-E-E-P.*
- (Repeat for: **2. clean, 3. teeth, 4. free, 5. leaf, 6. seem, 7. need, 8. weak**.)

**EXERCISE 2**

**Consonant Patterns**

a. (Write on the board:)

**-adge -edge -idge -odge -udge**

- b. These are word endings that you need to pronounce correctly.
- I'll say each ending: **-adge, -edge, -idge, -odge, -udge**.
  - Listen again: **-adge, -edge, -idge, -odge, -udge**.
- c. Now read the endings one at a time. First ending? (Signal.) *-adge.*
- Next ending? (Signal.) *-edge.*
  - Next ending? (Signal.) *-idge.*
  - Next ending? (Signal.) *-odge.*
  - Next ending? (Signal.) *-udge.*
- d. (Call on individual students to read the endings.)

**EXERCISE 3**

**Spelling Review**

\*(Use context sentences for **where** and **night**.)

- a. You're going to spell words.
- b. Word 1 is **thought**. Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T.*
- c. Word 2 is **where**\*. Spell **where**. Get ready. (Signal.) *W-H-E-R-E.*
- d. Word 3 is **night**\*. Spell **night**. Get ready. (Signal.) *N-I-G-H-T.*
- e. Word 4 is **voice**. Spell **voice**. Get ready. (Signal.) *V-O-I-C-E.*
- f. Word 5 is **thank**. Spell **thank**. Get ready. (Signal.) *T-H-A-N-K.*
- g. (Give individual turns on: **1. thought, 2. where, 3. night, 4. voice, 5. thank**.)

**EXERCISE 1**

**Patterns**

\*(Use context sentence for **meet**.)

a. (Write on the board:)

- |                  |                  |
|------------------|------------------|
| 1. <b>feast</b>  | 5. <b>street</b> |
| 2. <b>cheap</b>  | 6. <b>cheek</b>  |
| 3. <b>preach</b> | 7. <b>meet</b>   |
| 4. <b>reach</b>  | 8. <b>meal</b>   |

- Some of these words are spelled with the letter combination **E-E**. Some are spelled with the letter combination **E-A**.

All of these words make the sound **ē**.

b. (Point to **feast**.) **What word?** (Signal.) *Feast.*

- Spell **feast**. Get ready. (Signal.) *F-E-A-S-T.*

c. (Point to **cheap**.) **What word?**

(Signal.) *Cheap.*

- Spell **cheap**. Get ready. (Signal.) *C-H-E-A-P.*

d. (Repeat step c for: **3. preach**, **4. reach**, **5. street**, **6. cheek**, **7. meet\***, **8. meal**.)

- (Erase the board.)

e. You're going to write some of those words on lined paper. Number your paper from 1 through 6. ✓

f. **Word 1 is feast.** **What word?** (Signal.) *Feast.*

- Write the word **feast**. ✓

g. **Word 2 is meal.** **What word?** (Signal.) *Meal.*

- Write the word **meal**. ✓

h. (Repeat step g for: **3. meet**, **4. street**, **5. cheap**, **6. reach**.)

i. Check your work. Make an **X** next to any word you got wrong.

j. **Word 1. Spell feast.** Get ready. (Tap for each letter.) *F-E-A-S-T.*

- (Repeat for: **2. meal**, **3. meet**, **4. street**, **5. cheap**, **6. reach**.)

**EXERCISE 2**

**D-G-E Rule**

a. Here's the rule about words that end in the sound **j**.

- If the ending is **-adje**, **-edge**, **-idge**, **-odje**, or **-udge**, the last part is spelled with **D-G-E**.

b. I'll say words. You tell me the ending.

c. **Badge.** Say the ending. (Signal.) *-Adje.*

- So is **badge** spelled with **D-G-E**? (Signal.) Yes.

d. **Cage.** Say the ending. (Signal.) *-Age.*

- Is **cage** spelled with **D-G-E**? (Signal.) No.

e. **Judge.** Say the ending. (Signal.) *-Udje.*

- Is **judge** spelled with **D-G-E**? (Signal.) Yes.

- (Repeat step e for: **bridge**, **barge**, **edge**.)

f. (Write on board:)

- |                 |                  |
|-----------------|------------------|
| 1. <b>dodge</b> | 5. <b>ledge</b>  |
| 2. <b>hedge</b> | 6. <b>pledge</b> |
| 3. <b>judge</b> | 7. <b>fudge</b>  |
| 4. <b>ridge</b> |                  |

g. (Point to **dodge**.) **Spell dodge.** Get ready. (Signal.) *D-O-D-G-E.*

h. (Point to **hedge**.) **Spell hedge.** Get ready. (Signal.) *H-E-D-G-E.*

- (Repeat step h for: **3. judge**, **4. ridge**, **5. ledge**, **6. pledge**, **7. fudge**.)

**EXERCISE 3**

**Spelling Review**

\*(Use context sentences for **would**, **right** and **time**.)

a. You're going to spell words.

b. **Word 1 is would\***. Spell **would**. Get ready. (Signal.) *W-O-U-L-D.*

c. **Word 2 is vote**. Spell **vote**. Get ready. (Signal.) *V-O-T-E.*

d. **Word 3 is right\***. Spell **right**. Get ready. (Signal.) *R-I-G-H-T.*

e. **Word 4 is soil**. Spell **soil**. Get ready. (Signal.) *S-O-I-L.*

f. **Word 5 is time\***. Spell **time**. Get ready. (Signal.) *T-I-M-E.*

g. (Give individual turns on: **1. would**, **2. vote**, **3. right**, **4. soil**, **5. time**.)

**Test**

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **thought**. What word? (Signal.)  
*Thought.*
  - Write the word **thought**. ✓
- c. Word 2 is **friends**. What word? (Signal.)  
*Friends.*
  - Write the word **friends**. ✓
- d. (Repeat step c for: **3. tough, 4. joke, 5. light, 6. could, 7. wonder, 8. south, 9. stuck, 10. bake.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                   |                  |
|-------------------|------------------|
| 1. <b>thought</b> | 6. <b>could</b>  |
| 2. <b>friends</b> | 7. <b>wonder</b> |
| 3. <b>tough</b>   | 8. <b>south</b>  |
| 4. <b>joke</b>    | 9. <b>stuck</b>  |
| 5. <b>light</b>   | 10. <b>bake</b>  |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

**EXERCISE 1**

**Sentence**

a. (Write on the board:)

**Graceful sailboats caught up with the rowboats.**

- I'll read the sentence on the board: **Graceful sailboats caught up with the rowboats.**
- b. Spell **Graceful**. Get ready. (Signal.) *G-R-A-C-E-F-U-L.*
- Spell **sailboats**. Get ready. (Signal.) *S-A-I-L-B-O-A-T-S.*
- Spell **caught**. Get ready. (Signal.) *C-A-U-G-H-T.*
- Spell **up**. Get ready. (Signal.) *U-P.*
- Spell **with**. Get ready. (Signal.) *W-I-T-H.*
- Spell **the**. Get ready. (Signal.) *T-H-E.*
- Spell **rowboats**. Get ready. (Signal.) *R-O-W-B-O-A-T-S.*
- c. Copy this sentence on lined paper.
- d. (Pause, then check and correct.)
  - Read the sentence you just copied. Get ready. (Signal.) *Graceful sailboats caught up with the rowboats.*

**EXERCISE 2**

**D-G-E Rule**

- a. Here's the rule about words that end in the sound **j**.
  - If the ending is **-adge**, **-edge**, **-idge**, **-odje**, or **-udje**, the last part is spelled with **D-G-E**.
- b. I'll say words. You tell me the ending.
- c. **Page**. Say the ending. (Signal.) *-age*.
  - So is **page** spelled with **D-G-E**? (Signal.) *No.*
- d. **Huge**. Say the ending. (Signal.) *-uge*.
  - Is **huge** spelled with **D-G-E**? (Signal.) *No.*
- e. **Badge**. Say the ending. (Signal.) *-adge*.
  - Is **badge** spelled with **D-G-E**? (Signal.) *Yes.*
  - (Repeat step e for: **grudge**, **wage**, **forge**.)

f. (Write on board:)

- |                  |                 |
|------------------|-----------------|
| <b>1. pledge</b> | <b>4. ridge</b> |
| <b>2. lodge</b>  | <b>5. ledge</b> |
| <b>3. badge</b>  |                 |

- g. (Point to **pledge**.) Spell **pledge**. Get ready. (Signal.) *P-L-E-D-G-E.*
- h. (Point to **lodge**.) Spell **lodge**. Get ready. (Signal.) *L-O-D-G-E.*
  - (Repeat step h for: **3. badge**, **4. ridge**, **5. ledge**.)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **feast**. Spell **feast**. Get ready. (Signal.) *F-E-A-S-T.*
- c. Word 2 is **heed**. Spell **heed**. Get ready. (Signal.) *H-E-E-D.*
- d. Word 3 is **fate**. Spell **fate**. Get ready. (Signal.) *F-A-T-E.*
- e. Word 4 is **fume**. Spell **fume**. Get ready. (Signal.) *F-U-M-E.*
- f. Word 5 is **boy**. Spell **boy**. Get ready. (Signal.) *B-O-Y.*
- g. (Give individual turns on: **1. feast**, **2. heed**, **3. fate**, **4. fume**, **5. boy**.)

**EXERCISE 1**

**Sentence**

- a. (Write on the board:)

**Graceful sailboats caught up with the rowboats.**

- I'll read the sentence on the board: **Graceful sailboats caught up with the rowboats.**
- b. Spell **Graceful**. Get ready. (Signal.)  
*G-R-A-C-E-F-U-L.*
- Spell **sailboats**. Get ready. (Signal.)  
*S-A-I-L-B-O-A-T-S.*
- Spell **caught**. Get ready. (Signal.)  
*C-A-U-G-H-T.*
- Spell **up**. Get ready. (Signal.) *U-P.*
- Spell **with**. Get ready. (Signal.) *W-I-T-H.*
- Spell **the**. Get ready. (Signal.) *T-H-E.*
- Spell **rowboats**. Get ready. (Signal.)  
*R-O-W-B-O-A-T-S.*
- c. (Erase the board.)
- d. Now let's spell the words in that sentence without looking.
  - Spell **Graceful**. Get ready. (Signal.)  
*G-R-A-C-E-F-U-L.*
  - Spell **sailboats**. Get ready. (Signal.)  
*S-A-I-L-B-O-A-T-S.*
  - Spell **caught**. Get ready. (Signal.)  
*C-A-U-G-H-T.*
  - Spell **up**. Get ready. (Signal.) *U-P.*
  - Spell **with**. Get ready. (Signal.) *W-I-T-H.*
  - Spell **the**. Get ready. (Signal.) *T-H-E.*
  - Spell **rowboats**. Get ready. (Signal.)  
*R-O-W-B-O-A-T-S.*

**EXERCISE 2**

**D-G-E Rule**

- a. You are going to spell words that end with **-adge, -edge, -idge, -odge, or -udge**.
- Remember, the last part is spelled with **D-G-E**.
- b. Spell **budge**. Get ready. (Signal.)  
*B-U-D-G-E.*
- c. Spell **wedge**. Get ready. (Signal.)  
*W-E-D-G-E.*
- (Repeat step c for: **3. bridge, 4. edge, 5. lodge.**)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **quiet**. Spell **quiet**. Get ready. (Signal.) *Q-U-I-E-T.*
- c. Word 2 is **should**. Spell **should**. Get ready. (Signal.) *S-H-O-U-L-D.*
- d. Word 3 is **clean**. Spell **clean**. Get ready. (Signal.) *C-L-E-A-N.*
- e. Word 4 is **meal**. Spell **meal**. Get ready. (Signal.) *M-E-A-L.*
- f. Word 5 is **slight**. Spell **slight**. Get ready. (Signal.) *S-L-I-G-H-T.*
- g. (Give individual turns on: **1. quiet, 2. should, 3. clean, 4. meal, 5. slight.**)



**EXERCISE 1**

**Sentence**

a. (Write on the board:)

\_\_\_ce\_\_\_ ai\_\_\_ oa\_\_\_ aught  
 \_\_\_\_\_ ow\_oats.

- The sentence should say: **Graceful sailboats caught up with the rowboats.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
  - Spell **Graceful**. Get ready. (Signal.) *G-R-A-C-E-F-U-L.*
  - Spell **sailboats**. Get ready. (Signal.) *S-A-I-L-B-O-A-T-S.*
  - Spell **caught**. Get ready. (Signal.) *C-A-U-G-H-T.*
  - Spell **up**. Get ready. (Signal.) *U-P.*
  - Spell **with**. Get ready. (Signal.) *W-I-T-H.*
  - Spell **the**. Get ready. (Signal.) *T-H-E.*
  - Spell **rowboats**. Get ready. (Signal.) *R-O-W-B-O-A-T-S.*
- d. (Write to show:)

**Graceful sailboats caught up with the rowboats.**

e. Fix any words you missed. ✓

**EXERCISE 2**

**Sentence Variations**

- a. Get ready to write on lined paper.
  - You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **I thought the night was quiet.**
  - Say that sentence. Get ready. (Signal.) *I thought the night was quiet.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.
- e. First word. **I**. Check it. ✓
- f. Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T.*
  - Check it. ✓

- g. Spell **the**. Get ready. (Signal.) *T-H-E.*
  - Check it. ✓
  - (Repeat for: **night, was, quiet**.)
- h. What end mark did you put at the end of the sentence? (Signal.) *A period.*
  - Check it. ✓
- i. Fix any words you missed.

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **bridge**. Spell **bridge**. Get ready. (Signal.) *B-R-I-D-G-E.*
- c. Word 2 is **edge**. Spell **edge**. Get ready. (Signal.) *E-D-G-E.*
- d. Word 3 is **listen**. Spell **listen**. Get ready. (Signal.) *L-I-S-T-E-N.*
- e. Word 4 is **street**. Spell **street**. Get ready. (Signal.) *S-T-R-E-E-T.*
- f. Word 5 is **time**. Spell **time**. Get ready. (Signal.) *T-I-M-E.*
- g. (Give individual turns on: **1. bridge, 2. edge, 3. listen, 4. street, 5. time.**)

**EXERCISE 1**

**Sentence**

a. (Write on the board:)

\_\_\_c\_\_\_ a\_\_\_a\_\_\_augh\_\_\_  
 \_\_\_ow\_\_\_at\_\_\_

- The sentence should say: **Graceful sailboats caught up with the rowboats.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
  - Spell **Graceful**. Get ready. (Signal.) G-R-A-C-E-F-U-L.
  - Spell **sailboats**. Get ready. (Signal.) S-A-I-L-B-O-A-T-S.
  - Spell **caught**. Get ready. (Signal.) C-A-U-G-H-T.
  - Spell **up**. Get ready. (Signal.) U-P.
  - Spell **with**. Get ready. (Signal.) W-I-T-H.
  - Spell **the**. Get ready. (Signal.) T-H-E.
  - Spell **rowboats**. Get ready. (Signal.) R-O-W-B-O-A-T-S.
- d. (Write to show:)

**Graceful sailboats caught up with the rowboats.**

e. Fix any words you missed. ✓

**EXERCISE 2**

**Affixes**

- a. You're going to write words on lined paper. Number your paper from 1 through 5. ✓
- b. Word 1 is **thick**. What word? (Signal.) *Thick*.
  - Write the word **thick**. ✓
- c. Word 2 is **check**. What word? (Signal.) *Check*.
  - Write the word **check**. ✓
- d. Word 3 is **fight**. What word? (Signal.) *Fight*.
  - Write the word **fight**. ✓
- e. Word 4 is **join**. What word? (Signal.) *Join*.
  - Write the word **join**. ✓
- f. Word 5 is **teach**. What word? (Signal.) *Teach*.
  - Write the word **teach**. ✓

g. (Write on the board:)

1. **thick + est =**  
 2. **check + ing =**  
 3. **fight + s =**  
 4. **join + ed =**  
 5. **teach + er =**

- Now you're going to add suffixes to these words.
- h. After **thick** write a plus sign. ✓  
 After **E-S-T** write an equal sign. ✓
- i. Write the plus signs, suffixes, and equal signs shown for the rest of the words. ✓
- j. You're going to add the suffixes to make new words.
- k. Word 1 is **thickest**. What word? (Signal.) *Thickest*.
  - Write the word **thickest** after the equal sign. ✓
  - (Write to show:)

1. **thick + est = thickest**

- Here's what you should have: **thick** plus **E-S-T** equals **thickest**.
- l. Word 2 is **checking**. What word? (Signal.) *Checking*.
  - Write the word **checking** after the equal sign. ✓
- m. Word 3 is **fights**. What word? (Signal.) *Fights*.
  - Write the word **fights** after the equal sign. ✓
- n. Word 4 is **joined**. What word? (Signal.) *Joined*.
  - Write the word **joined** after the equal sign. ✓
- o. Word 5 is **teacher**. What word? (Signal.) *Teacher*.
  - Write the word **teacher** after the equal sign. ✓
- p. Check your work. Make an **X** next to any word you got wrong.
- q. Word 1. Spell **thickest**. Get ready. (Tap for each letter.) *T-H-I-C-K-E-S-T*.
  - (Repeat for: 2. **checking**, 3. **fights**, 4. **joined**, 5. **teacher**.)

### EXERCISE 3

#### Spelling Review

\*(Use context sentence for **real**.)

- a. You're going to spell words.
- b. Word 1 is **grudge**. Spell **grudge**. Get ready.  
(Signal.) *G-R-U-D-G-E*.
- c. Word 2 is **lodge**. Spell **lodge**. Get ready.  
(Signal.) *L-O-D-G-E*.
- d. Word 3 is **rough**. Spell **rough**. Get ready.  
(Signal.) *R-O-U-G-H*.
- e. Word 4 is **real**\*. Spell **real**. Get ready.  
(Signal.) *R-E-A-L*.
- f. Word 5 is **green**. Spell **green**. Get ready.  
(Signal.) *G-R-E-E-N*.
- g. (Give individual turns on: **1. grudge, 2. lodge, 3. rough, 4. real, 5. green.**)

## Test

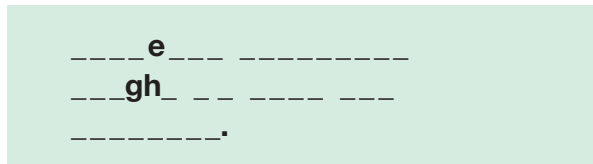
- a. Today you have a spelling test. Number your lined paper from 1 through 9. ✓
  - b. Word 1 is **street**. What word? (Signal.)  
*Street.*
    - Write the word **street**. ✓
  - c. Word 2 is **each**. What word? (Signal.)  
*Each.*
    - Write the word **each**. ✓
  - d. (Repeat step c for: **3. enough, 4. listen, 5. should, 6. thought, 7. choice, 8. through, 9. reach.**)
- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.
    - (Write on the board:)
 

|           |            |
|-----------|------------|
| 1. street | 6. thought |
| 2. each   | 7. choice  |
| 3. enough | 8. through |
| 4. listen | 9. reach   |
| 5. should |            |
    - Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

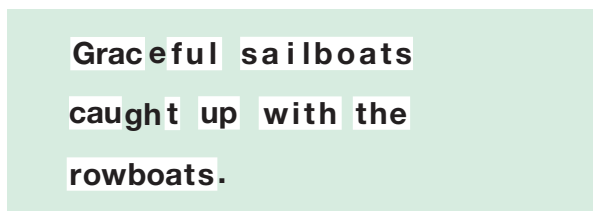
## EXERCISE 1

## Sentence

- a. (Write on the board:)



- The sentence should say: **Graceful sailboats caught up with the rowboats.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
- Spell **Graceful**. Get ready. (Signal.)  
G-R-A-C-E-F-U-L.
  - Spell **sailboats**. Get ready. (Signal.)  
S-A-I-L-B-O-A-T-S.
  - Spell **caught**. Get ready. (Signal.)  
C-A-U-G-H-T.
  - Spell **up**. Get ready. (Signal.) U-P.
  - Spell **with**. Get ready. (Signal.) W-I-T-H.
  - Spell **the**. Get ready. (Signal.) T-H-E.
  - Spell **rowboats**. Get ready. (Signal.)  
R-O-W-B-O-A-T-S.
- d. (Write to show:)



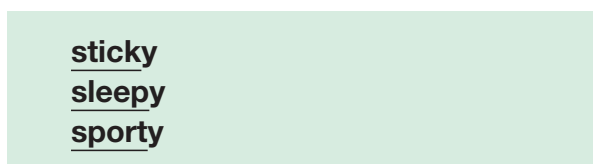
- e. Fix any words you missed. ✓

## EXERCISE 2

## Affixes

**Note:** Pronounce the suffix **y** like the letter **Y**.

- a. (Write on the board:)



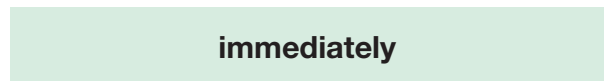
- Each of these words has the suffix **Y** at the end. What suffix? (Signal.) Y.
- b. (Point to **sticky**:) What's the underlined part of the word? (Signal.) *Stick*.
- What's the suffix? (Signal.) Y.

- c. Spell **sticky**. Get ready. (Signal.)  
S-T-I-C-K-Y.
- d. (Point to **sleepy**:) What's the underlined part of the word? (Signal.) *Sleep*.
- What's the suffix? (Signal.) Y.
- e. Spell **sleepy**. Get ready. (Signal.)  
S-L-E-E-P-Y.
- f. (Point to **sporty**:) What's the underlined part of the word? (Signal.) *Sport*.
- What's the suffix? (Signal.) Y.
- g. Spell **sporty**. Get ready. (Signal.)  
S-P-O-R-T-Y.
- h. (Call on individual students to spell: **sticky, sleepy, sporty**.)

## EXERCISE 3

## Reading Vocabulary

- a. (Write on the board:)



- The word **immediately** is one of your vocabulary words.
  - **Immediately** means **right now**.
- b. Everybody, look at **immediately** and spell it. Get ready. (Tap for each letter.)  
I-M-M-E-D-I-A-T-E-L-Y.
- Spell it again. Get ready. (Tap for each letter.) I-M-M-E-D-I-A-T-E-L-Y.
- c. (Erase the board.)
- Spell **immediately** without looking. Get ready. (Signal.) I-M-M-E-D-I-A-T-E-L-Y.
  - Now write **immediately** on your lined paper. ✓
- d. Check your work. Make an **X** if you spelled **immediately** wrong. **Immediately** is spelled (pause)  
I-M-M-E-D-I-A-T-E-L-Y. ✓
- e. Turn your paper over and spell **immediately** again. Get ready. (Signal.)  
I-M-M-E-D-I-A-T-E-L-Y. ✓
- **Immediately** will be in your vocabulary exercises and on some of your spelling tests.

## EXERCISE 1

## Sentence

- You're going to write this sentence:  
**Graceful sailboats caught up with the rowboats.**
- Say the sentence. Get ready. (Signal.)  
*Graceful sailboats caught up with the rowboats.*
- Write the sentence. ✓
- (Write on the board:)

**Graceful sailboats caught up with the rowboats.**

- Check your work. Make an **X** next to any word you got wrong.
- Word 1. Spell **Graceful**. Get ready. (Tap for each letter.) *G-R-A-C-E-F-U-L*.
  - (Repeat for: **sailboats, caught, up, with, the, rowboats.**)

## EXERCISE 2

## Affixes

- (Write on the board:)

1. listen + ing =

2. high + est =

3. clean + er =

4. form + ing =

5. leaf + y =

- Number your paper from 1 to 5. ✓
- Add the suffixes to make new words. Write just the new words. ✓
  - Check your work. Make an **X** next to any word you got wrong.
  - Word 1. Spell **listening**. Get ready. (Tap for each letter.) *L-I-S-T-E-N-I-N-G*.
    - (Repeat for: **2. highest, 3. cleaner, 4. forming, 5. leafy.**)

## EXERCISE 3

## Vocabulary and Spelling Review

\*(Use context sentence for right.)

- What word means **right now**? (Signal.)  
*Immediately.*
- Spell **immediately**. Get ready. (Tap for each letter.) *I-M-M-E-D-I-A-T-E-L-Y*.
  - Spell it again. Get ready. (Tap for each letter.) *I-M-M-E-D-I-A-T-E-L-Y*.
- Now you're going to spell some other words.
- Word 2 is **judge**. Spell **judge**. Get ready. (Tap for each letter.) *J-U-D-G-E*.
- Word 3 is **caught**. Spell **caught**. Get ready. (Tap for each letter.) *C-A-U-G-H-T*.
- Word 4 is **right**\*. Spell **right**. Get ready. (Tap for each letter.) *R-I-G-H-T*.
- Word 5 is **better**. Spell **better**. Get ready. (Tap for each letter.) *B-E-T-T-E-R*.
  - (Give individual turns on: **1. immediately, 2. judge, 3. caught, 4. right, 5. better.**)

## EXERCISE 1

### Sentence Variations

- Get ready to write on lined paper.
  - You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- The sentence is: **The graceful sailboats are sleek and green.**
  - Say that sentence. Get ready. (Signal.) *The graceful sailboats are sleek and green.*
  - (Repeat until firm.)
- Write it. ✓
- Get ready to check your spelling. Put an **X** next to any word you missed.
- Spell **The**. Get ready. (Signal.) *T-H-E*.
  - Check it. ✓
- Spell **graceful**. Get ready. (Signal.) *G-R-A-C-E-F-U-L*.
  - Check it. ✓
  - (Repeat for: **sailboats, are, sleek, and, green.**)
- What end mark did you put at the end of the sentence? (Signal.) *A period.*
  - Check it. ✓
- Fix any words you missed.

## EXERCISE 2

### Prefix Introduction

- (Write on the board:)

1. un + happy =

2. un + lucky =

3. un + kind =

- In these words, the prefix **un** means: **opposite**.
- What does **un** mean? (Signal.) *Opposite.*
  - So what word means **the opposite of happy**? (Signal.) *Unhappy.*
  - What word means **the opposite of lucky**? (Signal.) *Unlucky.*
  - What word means **the opposite of kind**? (Signal.) *Unkind.*

- Number your paper from 1 to 3. ✓
- Add the prefix **un** to make new words. Write just the new words. ✓
  - Check your work. Make an **X** next to any word you got wrong.
  - Word 1. Spell **unhappy**. Get ready. (Tap for each letter.) *U-N-H-A-P-P-Y*.
    - (Repeat for: **2. unlucky, 3. unkind.**)

## EXERCISE 3

### Vocabulary and Spelling Review

- What word means **right now**? (Signal.) *Immediately.*
- Spell **immediately**. Get ready. (Tap for each letter.) *I-M-M-E-D-I-A-T-E-L-Y*.
  - Spell it again. Get ready. (Tap for each letter.) *I-M-M-E-D-I-A-T-E-L-Y*.
- Now you're going to spell some other words.
- Word 2 is **sweeter**. Spell **sweeter**. Get ready. (Tap for each letter.) *S-W-E-E-T-E-R*.
- Word 3 is **unhappy**. Spell **unhappy**. Get ready. (Tap for each letter.) *U-N-H-A-P-P-Y*.
- Word 4 is **choice**. Spell **choice**. Get ready. (Tap for each letter.) *C-H-O-I-C-E*.
- Word 5 is **graceful**. Spell **graceful**. Get ready. (Tap for each letter.) *G-R-A-C-E-F-U-L*.
  - (Give individual turns on: **1. immediately, 2. sweeter, 3. unhappy, 4. choice, 5. graceful.**)

**EXERCISE 1**

**S Words**

a. (Write on the board:)

|       |        |
|-------|--------|
| glass | race   |
| fuss  | voice  |
| press | fence  |
| bliss | nice   |
| boss  | place  |
| dress | choice |

- b. I'll read the words in the first column: **glass, fuss, press, bliss, boss, dress.**
- c. Now I'll read the words in the second column: **race, voice, fence, nice, place, choice.**
- d. You're going to spell those words without looking.
  - (Erase the board.)
- e. **Fence.** What word? (Signal.) *Fence.*
  - Does it end with **S-S?** (Signal.) *No.*
  - Spell **fence.** Get ready. (Signal.) *F-E-N-C-E.*
- f. **Press.** What word? (Signal.) *Press.*
  - Does it end with **S-S?** (Signal.) *Yes.*
  - Spell **press.** Get ready. (Signal.) *P-R-E-S-S.*
- g. **Fuss.** What word? (Signal.) *Fuss.*
  - Does it end with **S-S?** (Signal.) *Yes.*
  - Spell **fuss.** Get ready. (Signal.) *F-U-S-S.*
  - (Repeat step g for: **place, boss, bliss, dress, choice, nice, glass, race, voice.**)

**EXERCISE 2**

**Prefix Introduction**

a. (Write on the board:)

|                 |
|-----------------|
| 1. un + like =  |
| 2. un + clear = |
| 3. un + pack =  |

- In these words, the prefix **un** means: **opposite.**

- b. What does **un** mean? (Signal.) *Opposite.*
- c. So what word means **the opposite of like?** (Signal.) *Unlike.*
- d. What word means **the opposite of clear?** (Signal.) *Unclear.*
  - What word means **the opposite of pack?** (Signal.) *Unpack.*
- e. Number your paper from 1 to 3. ✓
  - Add the prefix **un** to make new words. Write just the new words. ✓
- f. Check your work. Make an **X** next to any word you got wrong.
- g. Word 1. Spell **unlike.** Get ready. (Tap for each letter.) *U-N-L-I-K-E.*
  - (Repeat for: **2. unclear, 3. unpack.**)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **rough.** Spell **rough.** Get ready. (Signal.) *R-O-U-G-H.*
- c. Word 2 is **listen.** Spell **listen.** Get ready. (Signal.) *L-I-S-T-E-N.*
- d. Word 3 is **needy.** Spell **needy.** Get ready. (Signal.) *N-E-E-D-Y.*
- e. Word 4 is **night.** Spell **night.** Get ready. (Signal.) *N-I-G-H-T.*
- f. Word 5 is **cage.** Spell **cage.** Get ready. (Signal.) *C-A-G-E.*
- g. (Give individual turns on: **1. rough, 2. listen, 3. needy, 4. night, 5. cage.**)



## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **immediately**. What word? (Signal.) *Immediately*.
  - Write the word **immediately**. ✓
- c. Word 2 is **thought**. What word? (Signal.) *Thought*.
  - Write the word **thought**. ✓
- d. (Repeat step c for: **3. could, 4. ridge, 5. street, 6. thicker, 7. rough, 8. little, 9. dreams, 10. moist.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                |            |
|----------------|------------|
| 1. immediately | 6. thicker |
| 2. thought     | 7. rough   |
| 3. could       | 8. little  |
| 4. ridge       | 9. dreams  |
| 5. street      | 10. moist  |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Sentence

- You're going to write this sentence: **Eight children left school together.**
- Say the sentence. Get ready. (Signal.) *Eight children left school together.*
- Write the sentence. ✓
- (Write on the board:)

**Eight children left school together.**

- Check your work. Make an **X** next to any word you got wrong.
- Word 1. Spell **Eight**. Get ready. (Tap for each letter.) *E-I-G-H-T.*
  - (Repeat for: **children, left, school, together.**)

## EXERCISE 2

## Affixes

- (Write on the board:)

- dress + y =
- un + even =
- dream + er =
- keep + ing =

- Add the prefixes and suffixes to make new words. Write just the new words. ✓
- Check your work. Make an **X** next to any word you got wrong.
- Word 1. Spell **dressy**. Get ready. (Tap for each letter.) *D-R-E-S-S-Y.*
  - (Repeat for: **2. uneven, 3. dreamer, 4. keeping.**)

## EXERCISE 3

## Spelling Review

- You're going to spell words.
- Word 1 is **bridge**. Spell **bridge**. Get ready. (Signal.) *B-R-I-D-G-E.*
- Word 2 is **friends**. Spell **friends**. Get ready. (Signal.) *F-R-I-E-N-D-S.*
- Word 3 is **please**. Spell **please**. Get ready. (Signal.) *P-L-E-A-S-E.*
- Word 4 is **sleepy**. Spell **sleepy**. Get ready. (Signal.) *S-L-E-E-P-Y.*
- Word 5 is **fence**. Spell **fence**. Get ready. (Signal.) *F-E-N-C-E.*
- (Give individual turns on: **1. bridge, 2. friends, 3. please, 4. sleepy, 5. fence.**)

## EXERCISE 1

## Sentence

- a. (Write on the board:)

Eigh \_ \_ \_ \_ re \_ \_ \_ \_  
sch \_ \_ \_ \_ e \_ e \_ .

- The sentence should say: **Eight children left school together.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
  - Spell **Eight**. Get ready. (Signal.) *E-I-G-H-T.*
  - Spell **children**. Get ready. (Signal.) *C-H-I-L-D-R-E-N.*
  - Spell **left**. Get ready. (Signal.) *L-E-F-T.*
  - Spell **school**. Get ready. (Signal.) *S-C-H-O-O-L.*
  - Spell **together**. Get ready. (Signal.) *T-O-G-E-T-H-E-R.*
- d. (Write to show:)

Eight children left  
school together.

- e. Fix any words you missed. ✓

## EXERCISE 2

## Sentence Variations

- a. Get ready to write on lined paper.
- You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **I thought the sailboats were graceful.**
- Say that sentence. Get ready. (Signal.) *I thought the sailboats were graceful.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.

- e. First word. **I**. Check it. ✓
- f. Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T.*
- Check it. ✓
- g. Spell **the**. Get ready. (Signal.) *T-H-E.*
- Check it. ✓
  - (Repeat for: **sailboats, were, graceful**.)
- h. What end mark did you put at the end of the sentence? (Signal.) *A period.*
- Check it. ✓
- i. Fix any words you missed.

## EXERCISE 3

## Spelling Review

- a. You're going to spell words.
- b. Word 1 is **enough**. Spell **enough**. Get ready. (Signal.) *E-N-O-U-G-H.*
- c. Word 2 is **fright**. Spell **fright**. Get ready. (Signal.) *F-R-I-G-H-T.*
- d. Word 3 is **pledge**. Spell **pledge**. Get ready. (Signal.) *P-L-E-D-G-E.*
- e. Word 4 is **dress**. Spell **dress**. Get ready. (Signal.) *D-R-E-S-S.*
- f. Word 5 is **three**. Spell **three**. Get ready. (Signal.) *T-H-R-E-E.*
- g. (Give individual turns on: **1. enough, 2. fright, 3. pledge, 4. dress, 5. three.**)

## EXERCISE 1

## Sentence

- a. (Write on the board:)

Ei \_\_\_\_\_ e \_\_\_\_\_  
 \_ch \_\_\_\_\_ e \_\_\_\_\_.

- The sentence should say: **Eight children left school together.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
  - Spell **Eight**. Get ready. (Signal.) *E-I-G-H-T.*
  - Spell **children**. Get ready. (Signal.) *C-H-I-L-D-R-E-N.*
  - Spell **left**. Get ready. (Signal.) *L-E-F-T.*
  - Spell **school**. Get ready. (Signal.) *S-C-H-O-O-L.*
  - Spell **together**. Get ready. (Signal.) *T-O-G-E-T-H-E-R.*
- d. (Write to show:)

**Eight children left  
 school together.**

- e. Fix any words you missed. ✓

## EXERCISE 2

## D-G-E Rule

- a. You are going to spell words that end **-adge, -edge, -idge, -odge, or -udge**.
- Remember, the last part is spelled with **D-G-E**.
- b. Spell **judge**. Get ready. (Signal.) *J-U-D-G-E.*
- c. Spell **ridge**. Get ready. (Signal.) *R-I-D-G-E.*
- (Repeat for: **3. lodge, 4. pledge, 5. dodge.**)

## EXERCISE 3

## Spelling Review

\*(Use context sentence for **weak**.)

- a. You're going to spell words.
- b. Word 1 is **caught**. Spell **caught**. Get ready. (Signal.) *C-A-U-G-H-T.*
- c. Word 2 is **should**. Spell **should**. Get ready. (Signal.) *S-H-O-U-L-D.*
- d. Word 3 is **light**. Spell **light**. Get ready. (Signal.) *L-I-G-H-T.*
- e. Word 4 is **voice**. Spell **voice**. Get ready. (Signal.) *V-O-I-C-E.*
- f. Word 5 is **weak**. Spell **weak**. Get ready. (Signal.) *W-E-A-K.*
- g. (Give individual turns on: **1. caught, 2. should, 3. light, 4. voice, 5. weak.**)

## EXERCISE 1

## Sentence

- You're going to write this sentence: **Eight children left school together.**
- Say the sentence. Get ready. (Signal.) *Eight children left school together.*
- Write the sentence. ✓
- (Write on the board:)

**Eight children left school together.**

- Check your work. Make an **X** next to any word you got wrong.
- Word 1. Spell **Eight**. Get ready. (Tap for each letter.) *E-I-G-H-T.*
  - (Repeat for: **children, left, school, together.**)

## EXERCISE 2

## Affixes

- (Write on the board:)

1. sleep + ing =

2. un + kind =

3. press + ed =

4. tough + er =

5. clean + est =

- Number your paper from 1 to 5. ✓
  - Add the prefixes and suffixes to make new words. Write just the new words. ✓
- Check your work. Make an **X** next to any word you got wrong.
- Word 1. Spell **sleeping**. Get ready. (Tap for each letter.) *S-L-E-E-P-I-N-G.*
  - (Repeat for: **2. unkind, 3. pressed, 4. tougher, 5. cleanest.**)

## EXERCISE 3

## Spelling Review

\*(Use context sentence for **through**.)

- You're going to spell words.
- Word 1 is **through\***. Spell **through**. Get ready. (Signal.) *T-H-R-O-U-G-H.*
- Word 2 is **race**. Spell **race**. Get ready. (Signal.) *R-A-C-E.*
- Word 3 is **bridge**. Spell **bridge**. Get ready. (Signal.) *B-R-I-D-G-E.*
- Word 4 is **cheek**. Spell **cheek**. Get ready. (Signal.) *C-H-E-E-K.*
- Word 5 is **teacher**. Spell **teacher**. Get ready. (Signal.) *T-E-A-C-H-E-R.*
- (Give individual turns on: **1. through, 2. race, 3. bridge, 4. cheek, 5. teacher.**)

**Test**

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **friends**. What word? (Signal.)  
*Friends.*
  - Write the word **friends**. ✓
- c. Word 2 is **school**. What word? (Signal.)  
*School.*
  - Write the word **school**. ✓
- d. (Repeat step c for: **3. judge, 4. immediately, 5. unpack, 6. lightest, 7. dressing, 8. sticky, 9. sailboat, 10. rough.**)

- e. Pick up your **red pen**. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                |             |
|----------------|-------------|
| 1. friends     | 6. lightest |
| 2. school      | 7. dressing |
| 3. judge       | 8. sticky   |
| 4. immediately | 9. sailboat |
| 5. unpack      | 10. rough   |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Morphograph Introduction

a. (Write on the board:)

1. **unclaimed** = un + claim + ed

2. **unpacking** = un + pack + ing

3. **helper** = help + er

b. Prefixes, suffixes, and base words can all be called **morphographs**.

c. What can you call all prefixes, suffixes, and base words? (Signal.) *Morphographs*.

• (Repeat until firm.)

d. The first **morphograph** in **unclaimed** is **un**.

• The next **morphograph** in **unclaimed** is **claim**.

• The next **morphograph** in **unclaimed** is **E-D**.

e. Look at word 2. ✓

• What's the first **morphograph** in **unpacking**? (Signal.) *Un*.

• What's the next **morphograph** in **unpacking**? (Signal.) *Pack*.

• What's the next **morphograph** in **unpacking**? (Signal.) *Ing*.

f. Look at word 3. ✓

• What's the first **morphograph** in **helper**? (Signal.) *Help*.

• What's the next **morphograph** in **helper**? (Signal.) *Er*.

g. (Give individual turns on identifying the morphographs in: **1. unclaimed**, **2. unpacking**, **3. helper**.)

c. So what word means **build again**? (Signal.) *Rebuild*.

• What word means **hire again**? (Signal.) *Rehire*.

• What word means **tell again**? (Signal.) *Retell*.

d. Number your paper from 1 to 3. ✓

e. Add the morphograph **re** to make new words. Write just the new words. ✓

f. Check your work. Make an **X** next to any word you got wrong.

g. Word 1. Spell **rebuild**. Get ready. (Tap for each letter.) *R-E-B-U-I-L-D*.

• (Repeat for: **2. rehire**, **3. retell**.)

## EXERCISE 3

## Spelling Review

a. You're going to write words on lined paper. Number your paper from 1 through 5. ✓

b. Word 1 is **children**.

• Write the word **children**. ✓

c. Word 2 is **dreamer**.

• Write the word **dreamer**. ✓

d. Word 3 is **place**.

• Write the word **place**. ✓

e. Word 4 is **glass**.

• Write the word **glass**. ✓

f. Word 5 is **school**.

• Write the word **school**. ✓

g. Check your work. Make an **X** next to any word that is wrong.

h. Word 1. Spell **children**. Get ready. (Tap for each letter.) *C-H-I-L-D-R-E-N*.

• (Repeat for: **2. dreamer**, **3. place**, **4. glass**, **5. school**.)

## EXERCISE 2

## Affix Introduction

a. (Write on the board:)

1. **re + build** =

2. **re + hire** =

3. **re + tell** =

• In these words, the prefix **re** means: **again**.

b. What does **re** mean? (Signal.) *Again*.

**EXERCISE 1**

**Morphograph Introduction**

a. (Write on the board:)

1. returned = re + turn + ed
2. untouched = un + touch + ed
3. pushy = push + y

- b. Prefixes, suffixes, and base words can all be called **morphographs**.
- c. What can you call all prefixes, suffixes, and base words? (Signal.) *Morphographs*.
- (Repeat until firm.)
- d. The first **morphograph** in **returned** is **re**.
- The next **morphograph** in **returned** is **turn**.
  - The next **morphograph** in **returned** is **E-D**.
- e. Look at word 2. ✓
- What's the first **morphograph** in **untouched**? (Signal.) *Un*.
  - What's the next **morphograph** in **untouched**? (Signal.) *Touch*.
  - What's the next **morphograph** in **untouched**? (Signal.) *Ed*.
- f. Look at word 3. ✓
- What's the first **morphograph** in **pushy**? (Signal.) *Push*.
  - What's the next **morphograph** in **pushy**? (Signal.) *Y*.
- g. (Give individual turns on identifying the morphographs in: **1. returned**, **2. untouched**, **3. pushy**.)

**EXERCISE 2**

**Affix Introduction**

a. (Write on the board:)

1. heart + less =
2. sleep + less =
3. end + less =
4. point + less =

- In these words, the suffix **less** means: **without**.
- b. What does **less** mean? (Signal.) *Without*.
- c. So what word means **without a heart**? (Signal.) *Heartless*.

- What word means **without sleep**? (Signal.) *Sleepless*.
  - What word means **without an end**? (Signal.) *Endless*.
  - What word means **without a point**? (Signal.) *Pointless*.
- d. Number your paper from 1 to 4. ✓
- e. Add the morphograph **less** to make new words. Write just the new words. ✓
- f. Check your work. Make an **X** next to any word you got wrong.
- g. Word 1. Spell **heartless**. Get ready. (Tap for each letter.) *H-E-A-R-T-L-E-S-S*.
- (Repeat for: **2. sleepless**, **3. endless**, **4. pointless**.)

**EXERCISE 3**

**Spelling Review**

\* (Use context sentence for **eight**.)

- a. You're going to spell words.
- b. Word 1 is **immediately**. Spell **immediately**. Get ready. (Signal.) *I-M-M-E-D-I-A-T-E-L-Y*.
- c. Word 2 is **eight\***. Spell **eight**. Get ready. (Signal.) *E-I-G-H-T*.
- d. Word 3 is **graceful**. Spell **graceful**. Get ready. (Signal.) *G-R-A-C-E-F-U-L*.
- e. Word 4 is **sparty**. Spell **sparty**. Get ready. (Signal.) *S-P-O-R-T-Y*.
- f. Word 5 is **together**. Spell **together**. Get ready. (Signal.) *T-O-G-E-T-H-E-R*.
- g. Word 6 is **rebuild**. Spell **rebuild**. Get ready. (Signal.) *R-E-B-U-I-L-D*.
- h. (Give individual turns on: **1. immediately**, **2. eight**, **3. graceful**, **4. sparty**, **5. together**, **6. rebuild**.)



**EXERCISE 1**

**Morphograph Introduction**

a. (Write on the board:)

1. **mindless** = mind + less
2. **researcher** = re + search + er
3. **unchecked** = un + check + ed

- b. Prefixes, suffixes, and base words can all be called **morphographs**.
- c. What can you call all prefixes, suffixes, and base words? (Signal.) *Morphographs*.
- (Repeat until firm.)
- d. The first **morphograph** in **mindless** is **mind**.
- The next **morphograph** in **mindless** is **less**.
- e. Look at word 2. ✓
- What's the first **morphograph** in **researcher**? (Signal.) *Re*.
  - What's the next **morphograph** in **researcher**? (Signal.) *Search*.
  - What's the next **morphograph** in **researcher**? (Signal.) *Er*.
- f. Look at word 3. ✓
- What's the first **morphograph** in **unchecked**? (Signal.) *Un*.
  - What's the next **morphograph** in **unchecked**? (Signal.) *Check*.
  - What's the next **morphograph** in **unchecked**? (Signal.) *Ed*.
- g. (Give individual turns on identifying the morphographs in: **1. mindless**, **2. researcher**, **3. unchecked**.)

**EXERCISE 2**

**Affix Introduction**

a. (Write on the board:)

1. **wish + ful** =
2. **joy + ful** =
3. **help + ful** =
4. **rest + ful** =

- In these words, the suffix **ful** means: **full of**.

- b. What does **ful** mean? (Signal.) *Full of*.
- c. So what word means **full of wishes**? (Signal.) *Wishful*.
- What word means **full of joy**? (Signal.) *Joyful*.
  - What word means **full of help**? (Signal.) *Helpful*.
  - What word means **full of rest**? (Signal.) *Restful*.
- d. Number your paper from 1 to 4. ✓
- e. Add the morphograph **ful** to make new words. Write just the new words. ✓
- f. Check your work. Make an **X** next to any word you got wrong.
- g. **Word 1. Spell wishful.** Get ready. (Tap for each letter.) *W-I-S-H-F-U-L*.
- (Repeat for: **2. joyful**, **3. helpful**, **4. restful**.)

**EXERCISE 3**

**Spelling Review**

\* (Use context sentence for **eight**.)

- a. You're going to spell words.
- b. **Word 1 is sleepless.** Spell **sleepless**. Get ready. (Signal.) *S-L-E-E-P-L-E-S-S*.
- c. **Word 2 is eight\***. Spell **eight**. Get ready. (Signal.) *E-I-G-H-T*.
- d. **Word 3 is unpacking.** Spell **unpacking**. Get ready. (Signal.) *U-N-P-A-C-K-I-N-G*.
- e. **Word 4 is blissful.** Spell **blissful**. Get ready. (Signal.) *B-L-I-S-S-F-U-L*.
- f. **Word 5 is caught.** Spell **caught**. Get ready. (Signal.) *C-A-U-G-H-T*.
- g. **Word 6 is should.** Spell **should**. Get ready. (Signal.) *S-H-O-U-L-D*.
- h. (Give individual turns on: **1. sleepless**, **2. eight**, **3. unpacking**, **4. blissful**, **5. caught**, **6. should**.)

**EXERCISE 1**

**Morphograph Introduction**

a. (Write on the board:)

- 1. **unrestful** = un + rest + ful
- 2. **rebuilding** = re + build + ing
- 3. **returning** = re + turn + ing

- b. What can you call all prefixes, suffixes, and base words? (Signal.) *Morphographs.*
  - (Repeat until firm.)
- c. Look at word 1. ✓
  - What's the first **morphograph** in **unrestful**? (Signal.) *Un.*
  - What's the next **morphograph**? (Signal.) *Rest.*
  - What's the next **morphograph**? (Signal.) *Ful.*
- d. Look at word 2. ✓
  - What's the first **morphograph** in **rebuilding**? (Signal.) *Re.*
  - What's the next **morphograph**? (Signal.) *Build.*
  - What's the next **morphograph**? (Signal.) *Ing.*
- e. (Repeat step d for: **returning**.)

**EXERCISE 2**

**Affix Introduction**

a. (Write on the board:)

- 1. **tough + ness** =
- 2. **sweet + ness** =
- 3. **good + ness** =
- 4. **help + less + ness** =

- All these words have the morphograph **ness**.
- b. Number your paper from 1 to 4. ✓
- c. Add the morphographs together to make new words. Write just the new words. ✓
- d. Check your work. Make an **X** next to any word you got wrong.

- e. Word 1. Spell **toughness**. Get ready. (Tap for each letter.) *T-O-U-G-H-N-E-S-S.*
  - (Repeat for: **2. sweetness**, **3. goodness**, **4. helplessness**.)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **thought**. Spell **thought**. Get ready. (Signal.) *T-H-O-U-G-H-T.*
- c. Word 2 is **school**. Spell **school**. Get ready. (Signal.) *S-C-H-O-O-L.*
- d. Word 3 is **judge**. Spell **judge**. Get ready. (Signal.) *J-U-D-G-E.*
- e. Word 4 is **helpful**. Spell **helpful**. Get ready. (Signal.) *H-E-L-P-F-U-L.*
- f. Word 5 is **graceful**. Spell **graceful**. Get ready. (Signal.) *G-R-A-C-E-F-U-L.*
- g. (Give individual turns on: **1. thought**, **2. school**, **3. judge**, **4. helpful**, **5. graceful**.)

**Test**

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **bridge**. What word? (Signal.)  
*Bridge.*
  - Write the word **bridge**. ✓
- c. Word 2 is **toughest**. What word? (Signal.)  
*Toughest.*
  - Write the word **toughest**. ✓
- d. (Repeat step c for: **3. graceful, 4. blissful, 5. goodness, 6. lightest, 7. immediately, 8. badge, 9. lucky, 10. edge.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

- |                    |                       |
|--------------------|-----------------------|
| <b>1. bridge</b>   | <b>6. lightest</b>    |
| <b>2. toughest</b> | <b>7. immediately</b> |
| <b>3. graceful</b> | <b>8. badge</b>       |
| <b>4. blissful</b> | <b>9. lucky</b>       |
| <b>5. goodness</b> | <b>10. edge</b>       |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Final e Words

- a. (Write on the board:)

-age -ine -oke

- The words you're going to spell have these endings.
  - The words make a letter-name sound and end in the letter **E**.
- b. I'll do the first word.
- **Joke**. You hear the letter name **O**. The ending is spelled **O-K-E**.
- c. **Cage**. What word? (Signal.) *Cage*.
- What letter name do you hear in **cage**? (Signal.) *A*.
- d. Everybody spell **cage**. Get ready. (Signal.) *C-A-G-E*.
- e. **Fine**. What word? (Signal.) *Fine*.
- What letter name do you hear in **fine**? (Signal.) *I*.
  - Everybody, spell **fine**. Get ready. (Signal.) *F-I-N-E*.
- f. **Smoke**. What word? (Signal.) *Smoke*.
- What letter name do you hear in **smoke**? (Signal.) *O*.
  - Everybody, spell **smoke**. Get ready. (Signal.) *S-M-O-K-E*.
- g. (Repeat step f for: **rage, shine, vine, poke, stage, pine, wage**.)

## EXERCISE 2

## Word Building

- a. You're going to write some words made up of more than one morphograph.
- Number your paper from 1 to 6. ✓
- b. Word 1: **endless**.
- What's the first morphograph in **endless**? (Signal.) *End*.
  - Next morphograph? (Signal.) *Less*.
- c. Write **endless**. ✓

- d. Word 2: **unpacking**.
- What's the first morphograph in **unpacking**? (Signal.) *Un*.
  - Next morphograph? (Signal.) *Pack*.
  - Next morphograph? (Signal.) *Ing*.
- e. Write **unpacking**. ✓
- f. (Repeat steps d–e for: **3. restful, rest + ful; 4. rebuilding, re + build + ing; 5. sleepy, sleep + y; 6. teacher, teach + er**.)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **endless**. Get ready. (Tap for each letter.) *E-N-D-L-E-S-S*.
- (Repeat for: **2. unpacking, 3. restful, 4. rebuilding, 5. sleepy, 6. teacher**.)

## EXERCISE 3

## Spelling Review

- a. You're going to spell words.
- b. Word 1 is **children**. Spell **children**. Get ready. (Signal.) *C-H-I-L-D-R-E-N*.
- c. Word 2 is **ridge**. Spell **ridge**. Get ready. (Signal.) *R-I-D-G-E*.
- d. Word 3 is **moonless**. Spell **moonless**. Get ready. (Signal.) *M-O-O-N-L-E-S-S*.
- e. Word 4 is **painful**. Spell **painful**. Get ready. (Signal.) *P-A-I-N-F-U-L*.
- f. Word 5 is **sleepless**. Spell **sleepless**. Get ready. (Signal.) *S-L-E-E-P-L-E-S-S*.
- g. (Give individual turns on: **1. children, 2. ridge, 3. moonless, 4. painful, 5. sleepless**.)

## EXERCISE 1

## Final e Words

a. (Write on the board:)

-ake -ide -obe

- The words you're going to spell have these endings.
  - The words make a letter-name sound and end in the letter **E**.
- b. I'll do the first word.
- **Ride**. You hear the letter name I. The ending is spelled **I-D-E**.
- c. **Make**. What word? (Signal.) *Make*.
- What letter name do you hear in **make**? (Signal.) *A*.
- d. Everybody spell **make**. Get ready. (Signal.) *M-A-K-E*.
- e. **Robe**. What word? (Signal.) *Robe*.
- What letter name do you hear in **robe**? (Signal.) *O*.
  - Everybody, spell **robe**. Get ready. (Signal.) *R-O-B-E*.
- f. **Snake**. What word? (Signal.) *Snake*.
- What letter name do you hear in **snake**? (Signal.) *A*.
  - Everybody, spell **snake**. Get ready. (Signal.) *S-N-A-K-E*.
- g. (Repeat step f for: **wide**, **globe**, **side**.)

## EXERCISE 2

## Word Building

- a. You're going to write some words made up of more than one morphograph.
- Number your paper from 1 to 6. ✓
- b. Word 1: **helplessness**.
- What's the first morphograph in **helplessness**? (Signal.) *Help*.
  - Next morphograph? (Signal.) *Less*.
  - Next morphograph? (Signal.) *Ness*.
- c. Write **helplessness**. ✓

- d. Word 2: **returned**.
- What's the first morphograph in **returned**? (Signal.) *Re*.
  - Next morphograph? (Signal.) *Turn*.
  - Next morphograph? (Signal.) *Ed*.
- e. Write **returned**. ✓
- f. (Repeat steps d–e for: **3. unstuck**, **un + stuck**; **4. freshness**, **fresh + ness**; **5. thankful**, **thank + ful**; **6. greenest**, **green + est**.)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **helplessness**. Get ready. (Tap for each letter.) *H-E-L-P-L-E-S-S-N-E-S-S*.
- (Repeat for: **2. returned**, **3. unstuck**, **4. freshness**, **5. thankful**, **6. greenest**.)

## EXERCISE 3

## Spelling Review

- a. You're going to spell words.
- b. Word 1 is **enough**. Spell **enough**. Get ready. (Signal.) *E-N-O-U-G-H*.
- c. Word 2 is **together**. Spell **together**. Get ready. (Signal.) *T-O-G-E-T-H-E-R*.
- d. Word 3 is **sweetness**. Spell **sweetness**. Get ready. (Signal.) *S-W-E-E-T-N-E-S-S*.
- e. Word 4 is **street**. Spell **street**. Get ready. (Signal.) *S-T-R-E-E-T*.
- f. Word 5 is **dreaming**. Spell **dreaming**. Get ready. (Signal.) *D-R-E-A-M-I-N-G*.
- g. (Give individual turns on: **1. enough**, **2. together**, **3. sweetness**, **4. street**, **5. dreaming**.)

**EXERCISE 1**

**Final e Words**

- a. You're going to spell some words that end with the letter **E**. You hear a letter name in each word.
- b. **Game.** What word? (Signal.) *Game.*
  - What letter name do you hear in **game**? (Signal.) *A.*
  - Spell **game**. Get ready. (Signal.) *G-A-M-E.*
- c. **Joke.** What word? (Signal.) *Joke.* What letter name do you hear in **joke**? (Signal.) *O.*
  - Spell **joke**. Get ready. (Signal.) *J-O-K-E.*
- d. (Repeat step c for: **pipe, hope, lake.**)

**EXERCISE 2**

**Morphographic Analysis**

- a. (Write on the board:)

1. **helpless** = \_\_\_\_\_
2. **unlucky** = \_\_\_\_\_
3. **sleeping** = \_\_\_\_\_
4. **dreamer** = \_\_\_\_\_
5. **building** = \_\_\_\_\_
6. **unpacking** = \_\_\_\_\_

- These words are made up of more than one morphograph. You're going to write the morphographs that go in each word blank.
- b. I'll do the first one.
  - **Helpless.** The first morphograph in **helpless** is **help**.
  - I'll write **help** after the equals sign and then a plus sign, like this: (Write to show:)

1. **helpless** = **help** + \_\_\_\_\_

- c. The next morphograph in **helpless** is **less**.
  - I'll write **less** after the plus sign and then I'm finished with this word. (Write to show:)

1. **helpless** = **help** + **less**

- d. Number your paper from 2 to 6. ✓
  - Item 2. **Unlucky.** What's the first morphograph in **unlucky**? (Signal.) *Un.*
  - Write **un** and a plus sign after the 2. ✓

- e. What's the next morphograph in **unlucky**? (Signal.) *Luck.*
  - Write **luck** and a plus sign. ✓
- f. What's the next morphograph in **unlucky**? (Signal.) *Y.*
  - Write **Y**. ✓
- g. Your paper should look like this: (Write on the board:)

2. **un** + **luck** + **y**

- h. Do the rest of the words on your own. ✓
- i. Check your work. Make an **X** next to any item you got wrong.
  - The morphographs in **sleeping** are **sleep** and **ing**.
  - The morphographs in **dreamer** are **dream** and **E-R**.
  - The morphographs in **building** are **build** and **ing**.
  - The morphographs in **unpacking** are **un**, **pack**, and **ing**.

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **school**. Spell **school**. Get ready. (Signal.) *S-C-H-O-O-L.*
- c. Word 2 is **helpful**. Spell **helpful**. Get ready. (Signal.) *H-E-L-P-F-U-L.*
- d. Word 3 is **darkest**. Spell **darkest**. Get ready. (Signal.) *D-A-R-K-E-S-T.*
- e. (Give individual turns on: **1. school, 2. helpful, 3. darkest.**)

**EXERCISE 1**

**Word Introduction**

a. (Write on the board:)

equal  
serve  
human  
great

- b. Get ready to read these words.
  - First word: **equal**. What word? (Signal.)  
*Equal.*
- c. Next word: **serve**. What word? (Signal.)  
*Serve.*
  - (Repeat for: **human, great**.)
- d. Now spell those words.
  - Spell **equal**. Get ready. (Signal.)  
*E-Q-U-A-L.*
- e. Spell **serve**. Get ready. (Signal.)  
*S-E-R-V-E.*
  - (Repeat for: **human, great**.)
- f. (Erase the board.)
  - Spell the words without looking.
- g. Spell **equal**. Get ready. (Signal.)  
*E-Q-U-A-L.*
- h. Spell **serve**. Get ready. (Signal.)  
*S-E-R-V-E.*
  - (Repeat for: **human, great**.)

**EXERCISE 2**

**Morphographic Analysis**

a. (Write on the board:)

- 1. wishful = \_\_\_\_\_
- 2. helplessness = \_\_\_\_\_
- 3. restful = \_\_\_\_\_
- 4. replace = \_\_\_\_\_
- 5. pointless = \_\_\_\_\_
- 6. unlike = \_\_\_\_\_

- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.

- b. I'll do the first one.
  - **Wishful**. The first morphograph in **wishful** is **wish**.
  - I'll write **wish** after the equal sign and then a plus sign, like this: (Write to show:)

1. wishful = wish + \_\_\_\_\_

- c. The next morphograph in **wishful** is **F-U-L**.
  - I'll write **ful** after the plus sign and then I'm finished with this word. (Write to show:)

1. wishful = wish + ful

- d. Number your paper from 2 to 6. ✓
  - Item 2. **Helplessness**. What's the first morphograph in **helplessness**? (Signal.)  
*Help.*
  - Write **help** and a plus sign after the 2. ✓
- e. What's the next morphograph in **helplessness**? (Signal.) *Less.*
  - Write **less** and a plus sign. ✓
- f. What's the next morphograph in **helplessness**? (Signal.) *Ness.*
  - Write **ness**. ✓
- g. Your paper should look like this: (Write on the board:)

2. help + less + ness

- h. Do the rest of the words on your own. ✓
- i. Check your work. Make an **X** next to any item you got wrong.
  - The morphographs in **restful** are **rest** and **F-U-L**.
  - The morphographs in **replace** are **re** and **place**.
  - The morphographs in **pointless** are **point** and **less**.
  - The morphographs in **unlike** are **un** and **like**.

### EXERCISE 3

#### Spelling Review

\* (Use context sentence for **through**.)

- a. You're going to spell words.
- b. Word 1 is **should**. Spell **should**. Get ready. (Signal.) S-H-O-U-L-D.
- c. Word 2 is **thickness**. Spell **thickness**. Get ready. (Signal.) T-H-I-C-K-N-E-S-S.
- d. Word 3 is **through\***. Spell **through**. Get ready. (Signal.) T-H-R-O-U-G-H.
- e. (Give individual turns on: **1. should**, **2. thickness**, **3. through**.)



## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **stage**. What word? (Signal.) *Stage*.
  - Write the word **stage**. ✓
- c. Word 2 is **joke**. What word? (Signal.) *Joke*.
  - Write the word **joke**. ✓
- d. (Repeat step c for **3. building**, **4. restful**, **5. could**, **6. eight**, **7. side**, **8. poke**, **9. caught**, **10. repack**.)
- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.
  - (Write on the board:)
 

|             |            |
|-------------|------------|
| 1. stage    | 6. eight   |
| 2. joke     | 7. side    |
| 3. building | 8. poke    |
| 4. restful  | 9. caught  |
| 5. could    | 10. repack |
  - Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

**EXERCISE 1**

**Sentence**

- a. (Write on the board:)

People watched from the other building.

- I'll read the sentence on the board: **People watched from the other building.**
- b. Spell **People**. Get ready. (Signal.) *P-E-O-P-L-E.*
- Spell **watched**. Get ready. (Signal.) *W-A-T-C-H-E-D.*
- Spell **from**. Get ready. (Signal.) *F-R-O-M.*
- Spell **the**. Get ready. (Signal.) *T-H-E.*
- Spell **other**. Get ready. (Signal.) *O-T-H-E-R.*
- Spell **building**. Get ready. (Signal.) *B-U-I-L-D-I-N-G.*
- c. Copy this sentence on lined paper.
- d. (Pause, then check and correct.)
- Read the sentence you just copied. Get ready. (Signal.) *People watched from the other building.*

**EXERCISE 2**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
  - Number your paper from 1 to 6. ✓
- b. Word 1: **unskillful**.
  - What's the first morphograph in **unskillful**? (Signal.) *Un.*
  - Next morphograph? (Signal.) *Skill.*
  - Next morphograph? (Signal.) *Ful.*
- c. Write **unskillful**. ✓
- d. Word 2: **unhappy**.
  - What's the first morphograph in **unhappy**? (Signal.) *Un.*
  - Next morphograph? (Signal.) *Happy.*
- e. Write **unhappy**. ✓
- f. (Repeat steps d–e for: **3. helplessness, help + less + ness; 4. unending, un + end + ing; 5. heartless, heart + less; 6. greatness, great + ness.**)
- g. Check your work. Make an **X** next to any word you got wrong.

- h. Word 1. Spell **unskillful**. Get ready. (Tap for each letter.) *U-N-S-K-I-L-L-F-U-L.*
  - (Repeat for: **2. unhappy, 3. helplessness, 4. unending, 5. heartless, 6. greatness.**)

**EXERCISE 3**

**Reading Vocabulary**

- a. (Write on the board:)

display

- The word **display** is one of your vocabulary words.
- **Display** means **show something**.
- b. Everybody, look at **display** and spell it. Get ready. (Tap for each letter.) *D-I-S-P-L-A-Y.*
  - Spell it again. Get ready. (Tap for each letter.) *D-I-S-P-L-A-Y.*
- c. (Erase the board.)
  - Spell **display** without looking. Get ready. (Signal.) *D-I-S-P-L-A-Y.*
  - Now write **display** on your lined paper. ✓
- d. Check your work. Make an **X** if you spelled **display** wrong. **Display** is spelled (pause) *D-I-S-P-L-A-Y.* ✓
- e. Turn your paper over and spell **display** again. Get ready. (Signal.) *D-I-S-P-L-A-Y.*
  - **Display** will be in your vocabulary exercises and on some of your spelling tests.

## EXERCISE 1

## Sentence

a. (Write on the board:)

\_eo\_le \_t\_ \_o\_ \_  
o\_ \_uil\_ .

- The sentence should say: **People watched from the other building.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
  - Spell **People**. Get ready. (Signal.) P-E-O-P-L-E.
  - Spell **watched**. Get ready. (Signal.) W-A-T-C-H-E-D.
  - Spell **from**. Get ready. (Signal.) F-R-O-M.
  - Spell **the**. Get ready. (Signal.) T-H-E.
  - Spell **other**. Get ready. (Signal.) O-T-H-E-R.
  - Spell **building**. Get ready. (Signal.) B-U-I-L-D-I-N-G.
- d. (Write to show:)

People watched from the  
other building.

e. Fix any words you missed. ✓

## EXERCISE 2

## Affix Introduction

a. (Write on the board:)

1. dark + ly =
2. glad + ly =
3. mild + ly =
4. friend + ly =

- All these words have the morphograph **ly**.
- b. Number your paper from 1 to 4. ✓
- c. Add the morphographs together to make new words. Write just the new words. ✓

- d. Check your work. Make an **X** next to any word you got wrong.
- e. **Word 1**. Spell **darkly**. Get ready. (Tap for each letter.) D-A-R-K-L-Y.
  - (Repeat for: **2. gladly**, **3. mildly**, **4. friendly**.)

## EXERCISE 3

## Vocabulary and Spelling Review

\*(Use context sentence for **eight**.)

- a. What word means **show something**? (Signal.) *Display*.
- b. Spell **display**. Get ready. (Signal.) D-I-S-P-L-A-Y.
  - Spell it again. Get ready. (Signal.) D-I-S-P-L-A-Y.
- c. Raise your hand when you know what word means **right now**.
  - What word? (Signal.) *Immediately*.
- d. Spell **immediately**. Get ready. (Signal.) I-M-M-E-D-I-A-T-E-L-Y.
  - Spell it again. Get ready. (Signal.) I-M-M-E-D-I-A-T-E-L-Y.
- e. Now you're going to spell some other words.
- f. **Word 3** is **serve**. Spell **serve**. Get ready. (Signal.) S-E-R-V-E.
- g. **Word 4** is **hope**. Spell **hope**. Get ready. (Signal.) H-O-P-E.
- h. **Word 5** is **eight**\*. Spell **eight**. Get ready. (Signal.) E-I-G-H-T.
- i. (Give individual turns on: **1. display**, **2. immediately**, **3. serve**, **4. hope**, **5. eight**.)

**EXERCISE 1**

**Sentence**

a. (Write on the board:)

\_ \_ o l \_ \_ \_ t \_ \_ \_ \_ \_  
 o \_ \_ \_ \_ u \_ \_ \_ \_ .

- The sentence should say: **People watched from the other building.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
  - Spell **People**. Get ready. (Signal.) *P-E-O-P-L-E.*
  - Spell **watched**. Get ready. (Signal.) *W-A-T-C-H-E-D.*
  - Spell **from**. Get ready. (Signal.) *F-R-O-M.*
  - Spell **the**. Get ready. (Signal.) *T-H-E.*
  - Spell **other**. Get ready. (Signal.) *O-T-H-E-R.*
  - Spell **building**. Get ready. (Signal.) *B-U-I-L-D-I-N-G.*
- d. (Write to show:)

People watched from the  
 other building.

e. Fix any words you missed. ✓

**EXERCISE 2**

**Morphographic Analysis**

a. (Write on the board:)

1. teacher = \_\_\_\_\_  
 2. unhelpful = \_\_\_\_\_  
 3. reaching = \_\_\_\_\_  
 4. helplessly = \_\_\_\_\_  
 5. rebuilding = \_\_\_\_\_  
 6. wildly = \_\_\_\_\_

- Number your paper from 1 to 6. ✓
- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.
- b. **Teacher**. What's the first morphograph in **teacher**? (Signal.) *Teach*.
  - Item 1. Write **teach** and a plus sign after the 1. ✓

- c. What's the next morphograph in **teacher**? (Signal.) *Er*.
  - Write **E-R**. ✓
- d. (Write on the board:)

teach + er

- Raise your hand if you wrote **teach** plus **E-R**. ✓
- e. Do the rest of the words on your own. ✓
- f. (Write to show:)

1. teach + er  
 2. un + help + ful  
 3. reach + ing  
 4. help + less + ly  
 5. re + build + ing  
 6. wild + ly

- Check your work. Make an **X** next to any item you got wrong. ✓

### EXERCISE 3

#### Vocabulary and Spelling Review

- a. What word means **right now**? (Signal.)  
*Immediately.*
- b. Spell **immediately**. Get ready. (Signal.)  
*I-M-M-E-D-I-A-T-E-L-Y.*
  - Spell it again. Get ready. (Signal.)  
*I-M-M-E-D-I-A-T-E-L-Y.*
- c. What word means **show something**? (Signal.) *Display.*
- d. Spell **display**. Get ready. (Signal.)  
*D-I-S-P-L-A-Y.*
  - Spell it again. Get ready. (Signal.)  
*D-I-S-P-L-A-Y.*
- e. Now you're going to spell some other words.
- f. Word 3 is **equal**. Spell **equal**. Get ready. (Signal.) *E-Q-U-A-L.*
- g. Word 4 is **shine**. Spell **shine**. Get ready. (Signal.) *S-H-I-N-E.*
- h. Word 5 is **school**. Spell **school**. Get ready. (Signal.) *S-C-H-O-O-L.*
- i. (Give individual turns on: **1. immediately, 2. display, 3. equal, 4. shine, 5. school.**)

**EXERCISE 1**

**Sentence**

- a. You're going to write this sentence: **People watched from the other building.**
- b. Say the sentence. Get ready. (Signal.)  
*People watched from the other building.*
- c. Write the sentence. ✓
- d. (Write on the board:)

**People watched from the other building.**

- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **People**. Get ready. (Tap for each letter.) *P-E-O-P-L-E*.
  - (Repeat for: **watched, from, the, other, building.**)

**EXERCISE 2**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
  - Number your paper from 1 to 6. ✓
- b. Word 1: **painfully**.
  - What's the first morphograph in **painfully**? (Signal.) *Pain*.
  - Next morphograph? (Signal.) *Ful*.
  - Next morphograph? (Signal.) *ly*.
- c. Write **painfully**. ✓
- d. Word 2: **needless**.
  - What's the first morphograph in **needless**? (Signal.) *Need*.
  - Next morphograph? (Signal.) *Less*.
- e. Write **needless**. ✓
- f. (Repeat steps d–e for: **3. peaceful, peace + ful; 4. blackness, black + ness; 5. blissful, bliss + ful; 6. sweetly, sweet + ly.**)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **painfully**. Get ready. (Tap for each letter.) *P-A-I-N-F-U-L-L-Y*.
  - (Repeat for: **2. needless, 3. peaceful, 4. blackness, 5. blissful, 6. sweetly.**)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **display**. Spell **display**. Get ready. (Signal.) *D-I-S-P-L-A-Y*.
- c. Word 2 is **make**. Spell **make**. Get ready. (Signal.) *M-A-K-E*.
- d. Word 3 is **place**. Spell **place**. Get ready. (Signal.) *P-L-A-C-E*.
- e. Word 4 is **human**. Spell **human**. Get ready. (Signal.) *H-U-M-A-N*.
- f. Word 5 is **pledge**. Spell **pledge**. Get ready. (Signal.) *P-L-E-D-G-E*.
- g. (Give individual turns on: **1. display, 2. make, 3. place, 4. human, 5. pledge.**)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **glass**. What word? (Signal.)  
*Glass.*
  - Write the word **glass**. ✓
- c. Word 2 is **children**. What word? (Signal.)  
*Children.*
  - Write the word **children**. ✓
- d. (Repeat step c for: **3. immediately, 4. great, 5. judge, 6. choice, 7. together, 8. display, 9. caught, 10. reaching.**)

- e. Pick up your **red** pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                       |                     |
|-----------------------|---------------------|
| <b>1. glass</b>       | <b>6. choice</b>    |
| <b>2. children</b>    | <b>7. together</b>  |
| <b>3. immediately</b> | <b>8. display</b>   |
| <b>4. great</b>       | <b>9. caught</b>    |
| <b>5. judge</b>       | <b>10. reaching</b> |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Consonant Patterns

- a. (Write on the board:)

**-atch -etch -itch -otch**

- b. These are word endings that you need to pronounce correctly.
- I'll say each ending: **-atch, -etch, -itch, -otch.**
- c. Listen again: **-atch, -etch, -itch, -otch.**
- d. Now read the endings one at a time. First ending? (Signal.) *-atch.*
- e. Next ending? (Signal.) *-etch.*
- f. Next ending? (Signal.) *-itch.*
- g. Next ending? (Signal.) *-otch.*
- h. (Have individual students read the endings.)

## EXERCISE 2

## Affix Introduction

- a. (Write on the board:)

**1. mis + take =**  
**2. mis + judge =**  
**3. mis + print =**  
**4. mis + use =**

- All these words have the morphograph **mis.**
- b. Number your paper from 1 to 4. ✓
- c. Add the morphographs together to make new words. Write just the new words. ✓
- d. Check your work. Make an **X** next to any word you got wrong.
- e. Word 1. Spell **mistake.** Get ready. (Tap for each letter.) *M-I-S-T-A-K-E.*
- (Repeat for: **2. misjudge, 3. misprint, 4. misuse.**)

## EXERCISE 3

## Spelling Review

\* (Use context sentence for **eight.**)

- a. You're going to spell words.
- b. Word 1 is **people.** Spell **people.** Get ready. (Signal.) *P-E-O-P-L-E.*
- c. Word 2 is **needlessly.** Spell **needlessly.** Get ready. (Signal.) *N-E-E-D-L-E-S-S-L-Y.*
- d. Word 3 is **equal.** Spell **equal.** Get ready. (Signal.) *E-Q-U-A-L.*
- e. Word 4 is **eight\*.** Spell **eight.** Get ready. (Signal.) *E-I-G-H-T.*
- f. Word 5 is **pledge.** Spell **pledge.** Get ready. (Signal.) *P-L-E-D-G-E.*
- g. (Give individual turns on: **1. people, 2. needlessly, 3. equal, 4. eight, 5. pledge.**)



## EXERCISE 1

## Consonant Patterns

- a. (Write on the board:)

-atch -etch -itch -otch

- b. These are word endings that you need to pronounce correctly.
- I'll say each ending: **-atch, -etch, -itch, -otch.**
- c. Listen again: **-atch, -etch, -itch, -otch.**
- d. Now read the endings one at a time. First ending? (Signal.) *-atch.*
- e. Next ending? (Signal.) *-etch.*
- f. Next ending? (Signal.) *-itch.*
- g. Next ending? (Signal.) *-otch.*
- h. (Have individual students read the endings.)

## EXERCISE 2

## Affix Introduction

- a. (Write on the board:)

1. break + able =
2. wash + able =
3. reach + able =
4. port + able =

- All these words have the morphograph **able.**
- b. Number your paper from 1 to 4. ✓
- c. Add the morphographs together to make new words. Write just the new words. ✓
- d. Check your work. Make an **X** next to any word you got wrong.
- e. Word 1. Spell **breakable.** Get ready. (Tap for each letter.) *B-R-E-A-K-A-B-L-E.*
- (Repeat for: **2. washable, 3. reachable, 4. portable.**)

## EXERCISE 3

## Spelling Review

- a. You're going to spell words.
- b. Word 1 is **ridge.** Spell **ridge.** Get ready. (Signal.) *R-I-D-G-E.*
- c. Word 2 is **listen.** Spell **listen.** Get ready. (Signal.) *L-I-S-T-E-N.*
- d. Word 3 is **graceful.** Spell **graceful.** Get ready. (Signal.) *G-R-A-C-E-F-U-L.*
- e. Word 4 is **building.** Spell **building.** Get ready. (Signal.) *B-U-I-L-D-I-N-G.*
- f. Word 5 is **reaching.** Spell **reaching.** Get ready. (Signal.) *R-E-A-C-H-I-N-G.*
- g. (Give individual turns on: **1. ridge, 2. listen, 3. graceful, 4. building, 5. reaching.**)

**EXERCISE 1**

**T-C-H Rule**

- Here's the rule about words that end in the sound **ch**.
  - If the ending is **-atch, -etch, -itch, or -otch**, the last part is spelled with **T-C-H**.
  - If the ending isn't **-atch, -etch, -itch, or -otch**, the last part is spelled with **C-H**.
- I'll say words. You tell me the ending.
- Batch**. Say the ending. (Signal.) *-atch*.
  - So is **batch** spelled with **T-C-H**? (Signal.) Yes.
- Ranch**. Say the ending. (Signal.) *-anch*.
  - Is **ranch** spelled with **T-C-H**? (Signal.) No.
- Pitch**. Say the ending. (Signal.) *-itch*.
  - Is **pitch** spelled with **T-C-H**? (Signal.) Yes.
  - (Repeat step e for: **notch, porch**.)
- (Write on board:)

- |           |            |
|-----------|------------|
| 1. switch | 4. notch   |
| 2. catch  | 5. match   |
| 3. itch   | 6. stretch |

- (Point to **switch**.) Spell **switch**. Get ready. (Signal.) *S-W-I-T-C-H*.
- (Point to **catch**.) Spell **catch**. Get ready. (Signal.) *C-A-T-C-H*.
  - (Repeat step h for: **3. itch, 4. notch, 5. match, 6. stretch**.)

**EXERCISE 2**

**Simple Affixation**

- (Write on the board:)

- greenness
- misspell
- really
- unneeded
- carefully

- What's the first morphograph in **greenness**? (Signal.) *Green*.
  - What's the next morphograph? (Signal.) *Ness*.
- (Point to the first **n**.) What morphograph does this letter belong to? (Signal.) *Green*.

- (Point to the second **n**.) What morphograph does this letter belong to? (Signal.) *Ness*.
  - Now you know why there are two **Ns** in **greenness**.
- What's the first morphograph in **misspell**? (Signal.) *Mis*.
  - What's the next morphograph? (Signal.) *Spell*.
- (Point to the first **s**.) What morphograph does this letter belong to? (Signal.) *Mis*.
- (Point to the second **s**.) What morphograph does this letter belong to? (Signal.) *Spell*.
  - Now you know why there are two **Ss** in **misspell**.
- What's the first morphograph in **really**? (Signal.) *Real*.
  - What's the next morphograph? (Signal.) *Ly*.
- (Point to the first **l**.) What morphograph does this letter belong to? (Signal.) *Real*.
- (Point to the second **l**.) What morphograph does this letter belong to? (Signal.) *Ly*.
  - Now you know why there are two **Ls** in **really**.
- (Repeat steps h-j for: **3. unneeded, 4. carefully**.)
- (Erase the board.)
  - Get ready to spell three of those words.
- First word: **misspell**. Get ready. (Signal.) *M-I-S-S-P-E-L-L*.
- Next word: **really**. Get ready. (Signal.) *R-E-A-L-L-Y*.
- Next word: **unneeded**. Get ready. (Signal.) *U-N-N-E-E-D-E-D*.

**EXERCISE 3**

**Spelling Review**

- You're going to spell words.
- Word 1 is **watched**. Spell **watched**. Get ready. (Signal.) *W-A-T-C-H-E-D*.
- Word 2 is **together**. Spell **together**. Get ready. (Signal.) *T-O-G-E-T-H-E-R*.
- Word 3 is **immediately**. Spell **immediately**. Get ready. (Signal.) *I-M-M-E-D-I-A-T-E-L-Y*.
- Word 4 is **sweetness**. Spell **sweetness**. Get ready. (Signal.) *S-W-E-E-T-N-E-S-S*.
- Word 5 is **pledge**. Spell **pledge**. Get ready. (Signal.) *P-L-E-D-G-E*.
- (Give individual turns on: **1. watched, 2. together, 3. immediately, 4. sweetness, 5. pledge**.)

## Exercise 4

### Vowels and Consonants

a. (Write on the board:)

a e i o u

- For some of the work you'll do in reading and spelling, you have to know some rules about vowels and consonants.
  - Here's one rule: The vowel letters are **A, E, I, O, U**.
- b. Listen again: **A, E, I, O, U**.
- Name the vowel letters. Get ready. (Signal.) *A, E, I, O, U.*
  - (Repeat until firm.)
- c. All the other letters are consonants. What do we call the other letters? (Signal.) *Consonants.*
- Say the vowel letters again. Get ready. (Signal.) *A, E, I, O, U.*
- d. (Write on the board:)

1. bend      4. tub  
2. land      5. pin  
3. tent

- Each word has one vowel letter. Copy the words. Be sure to spell them correctly. Raise your hand when you're finished. (Observe students and give feedback.)

- e. Underline the vowel letter in the words you copied. Raise your hand when you're finished.
- (Observe students and give feedback.)
- f. Check your work. Make an **X** next to any item you got wrong.
- g. Word 1 is **bend**. What is the vowel letter? (Signal.) *E.*  
(Underline **e** to show: **1. bend.**)
- Word 2 is **land**. What is the vowel letter? (Signal.) *A.*  
(Underline **a** to show: **2. land.**)
  - Word 3 is **tent**. What is the vowel letter? (Signal.) *E.*  
(Underline **e** to show: **3. tent.**)
  - Word 4 is **tub**. What is the vowel letter? (Signal.) *U.*  
(Underline **u** to show: **4. tub.**)
  - Word 5 is **pin**. What is the vowel letter? (Signal.) *I.*  
(Underline **i** to show: **5. pin.**)

**EXERCISE 1**

**T-C-H Rule**

- a. Here's the rule about words that end in the sound **ch**.
  - If the ending is **-atch, -etch, -itch, or -otch**, the last part is spelled with **T-C-H**.
  - If the ending isn't **-atch, -etch, -itch, or -otch**, the last part is spelled with **C-H**.
- b. I'll say words. You tell me the ending.
- c. **Hitch**. Say the ending. (Signal.) *-itch*.
  - So is **hitch** spelled with **T-C-H?** (Signal.) Yes.
- d. **Beach**. Say the ending. (Signal.) *-each*.
  - Is **beach** spelled with **T-C-H?** (Signal.) No.
- e. **Fetch**. Say the ending. (Signal.) *-etch*.
  - Is **fetch** spelled with **T-C-H?** (Signal.) Yes.
  - (Repeat step e for: **notch, torch**.)
- f. (Write on board:)

|           |            |
|-----------|------------|
| 1. sketch | 4. batch   |
| 2. pitch  | 5. latch   |
| 3. stitch | 6. stretch |

- g. (Point to **sketch**.) Spell **sketch**. Get ready. (Signal.) *S-K-E-T-C-H*.
- h. (Point to **pitch**.) Spell **pitch**. Get ready. (Signal.) *P-I-T-C-H*.
  - (Repeat step h for: **3. stitch, 4. batch, 5. latch, 6. stretch**.)

**EXERCISE 2**

**Vowels and Consonants**

- a. (Write on the board:)

|         |        |        |
|---------|--------|--------|
| 1. ing  | 3. est | 5. ful |
| 2. ness | 4. er  | 6. ly  |

- Copy the suffixes. Skip a line between each one. Raise your hand when you're finished. (Observe students and give feedback.)
- You're going to write **C** or **V** above the first letter of each suffix. You'll write **C** above the first letter of the suffixes that begin with a consonant, and **V** above the first letter of the suffixes that begin with a vowel.

- b. Suffix 1 is **ing**. Write **C** or **V** above the first letter. Raise your hand when you're finished. (Observe students and give feedback.)
  - (Write to show:)

|         |        |        |
|---------|--------|--------|
| V       |        |        |
| 1. ing  | 3. est | 5. ful |
| 2. ness | 4. er  | 6. ly  |

- Check your work. Here's what you should have. Make an **X** next to the suffix if you got it wrong. ✓
- c. Suffix 2 is **ness**. Write **C** or **V** above the first letter. Raise your hand when you're finished. ✓
  - d. (Write to show:)

|         |        |        |
|---------|--------|--------|
| V       |        |        |
| 1. ing  | 3. est | 5. ful |
| C       |        |        |
| 2. ness | 4. er  | 6. ly  |

- Check your work. Here's what you should have. Make an **X** next to the suffix if you got it wrong. ✓
- e. Do the rest of the suffixes. Write **C** or **V** above the first letter of each suffix. Raise your hand when you're finished. (Observe students and give feedback.)
  - f. (Write to show:)

|         |        |        |
|---------|--------|--------|
| V       | V      | C      |
| 1. ing  | 3. est | 5. ful |
| C       | V      | C      |
| 2. ness | 4. er  | 6. ly  |

- Check your work. Here's what you should have. Make an **X** next to any suffix you got wrong. ✓

### EXERCISE 3

#### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **display**. Spell **display**. Get ready. (Signal.) *D-I-S-P-L-A-Y*.
- c. Word 2 is **misspell**. Spell **misspell**. Get ready. (Signal.) *M-I-S-S-P-E-L-L*.
- d. Word 3 is **worthless**. Spell **worthless**. Get ready. (Signal.) *W-O-R-T-H-L-E-S-S*.
- e. Word 4 is **thankful**. Spell **thankful**. Get ready. (Signal.) *T-H-A-N-K-F-U-L*.
- f. Word 5 is **other**. Spell **other**. Get ready. (Signal.) *O-T-H-E-R*.
- g. (Give individual turns on: **1. display**, **2. misspell**, **3. worthless**, **4. thankful**, **5. other**.)

## Test

\*(Use context sentence for **right**.)

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **sickest**. What word? (Signal.)  
*Sickest.*
  - Write the word **sickest**. ✓
- c. Word 2 is **parking**. What word? (Signal.)  
*Parking.*
  - Write the word **parking**. ✓
- d. (Repeat step c for: **3. batch, 4. really, 5. fearful, 6. people, 7. mistake, 8. other, 9. thought, 10. right**\*)

- e. Pick up your **red** pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|            |            |
|------------|------------|
| 1. sickest | 6. people  |
| 2. parking | 7. mistake |
| 3. batch   | 8. other   |
| 4. really  | 9. thought |
| 5. fearful | 10. right  |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Final e Words

- a. (Write on the board:)

blame + ing =

blame + less =

- b. When we add a suffix to a word that ends with **E**, we sometimes have to change the spelling of that word.
- Here is the rule: Drop the **E** from the word when the suffix begins with a vowel letter.
- c. My turn: When do you drop the **E** from a word? When the suffix begins with a vowel letter.
- d. Your turn: When do you drop the **E** from a word? (Signal.) *When the suffix begins with a vowel letter.*
- e. (Repeat steps c and d until firm.)
- f. That's right: When the suffix begins with a vowel letter.
- g. (Point to **ing** on the board:)  
Does this suffix begin with a vowel letter or a consonant letter? (Signal.) *A vowel letter.*
- (Write to show:)

v

blame + ing =

blame + less =

- h. The suffix **ing** begins with a vowel letter, so we have to drop the **E** from **blame** when we add **ing**.
- (Write to show:)

v

blame + ing = **blaming**

blame + less =

- i. (Point to **less** on the board:)  
Does this suffix begin with a vowel letter or a consonant letter? (Signal.) *A consonant letter.*
- (Write to show:)

v

blame + ing = **blaming**

c

blame + less =

- j. The suffix **less** does not begin with a vowel letter, so we don't have to drop the **E** from **blame** when we add **less**.
- (Write to show:)

v

blame + ing = **blaming**

c

blame + less = **blameless**

- k. Everyone, spell **blaming**. Get ready. (Signal.) *B-L-A-M-I-N-G.*
- l. Now spell **blameless**. Get ready. (Signal.) *B-L-A-M-E-L-E-S-S.*

## EXERCISE 2

## Affix Introduction

- a. (Write on the board:)

1. dis + charge =

2. dis + trust =

3. dis + like =

4. dis + grace =

- All these words have the morphograph **dis**.
- b. Number your paper from 1 to 4. ✓
- c. Add the morphographs together to make new words. Write just the new words. ✓
- d. Check your work. Make an **X** next to any word you got wrong.
- e. Word 1. Spell **discharge**. Get ready. (Tap for each letter.) *D-I-S-C-H-A-R-G-E.*
- (Repeat for: 2. **distrust**, 3. **dislike**, 4. **disgrace**.)

### EXERCISE 3

#### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **unneded**. Spell **unneded**. Get ready. (Signal.) *U-N-N-E-E-D-E-D*.
- c. Word 2 is **risky**. Spell **risky**. Get ready. (Signal.) *R-I-S-K-Y*.
- d. Word 3 is **unfriendly**. Spell **unfriendly**. Get ready. (Signal.) *U-N-F-R-I-E-N-D-L-Y*.
- e. Word 4 is **shine**. Spell **shine**. Get ready. (Signal.) *S-H-I-N-E*.
- f. Word 5 is **catch**. Spell **catch**. Get ready. (Signal.) *C-A-T-C-H*.
- g. (Give individual turns on: **1. unneded, 2. risky, 3. unfriendly, 4. shine, 5. catch.**)



## EXERCISE 1

## Final e Words

- a. (Write on the board:)

rude + est =

rude + ness =

- b. When we add a suffix to a word that ends with **E**, we sometimes have to change the spelling of that word.
- Here is the rule: Drop the **E** from the word when the suffix begins with a vowel letter.
- c. My turn: When do you drop the **E** from a word? When the suffix begins with a vowel letter.
- d. Your turn: When do you drop the **E** from a word? (Signal.) *When the suffix begins with a vowel letter.*
- e. (Repeat steps c and d until firm.)
- f. That's right: When the suffix begins with a vowel letter.
- g. (Point to **est** on the board:)  
Does this suffix begin with a vowel letter or a consonant letter? (Signal.) *A vowel letter.*
- (Write to show:)

v  
rude + est =

rude + ness =

- h. The suffix **est** begins with a vowel letter, so we have to drop the **E** from **rude** when we add **est**.

- (Write to show:)

v  
rude + est = rudest

rude + ness =

- i. (Point to **ness** on the board:)  
Does this suffix begin with a vowel letter or a consonant letter? (Signal.) *A consonant letter.*

- (Write to show:)

v  
rude + est = rudest

c  
rude + ness =

- j. The suffix **ness** does not begin with a vowel letter, so we don't have to drop the **E** from **rude** when we add **ness**.

- (Write to show:)

v  
rude + est = rudest

c  
rude + ness = rudeness

- k. Everyone, spell **rudest**. Get ready. (Signal.)  
*R-U-D-E-S-T.*
- l. Now spell **rudeness**. Get ready. (Signal.)  
*R-U-D-E-N-E-S-S.*

## EXERCISE 2

### Patterns

- a. (Write on the board:)

|             |           |
|-------------|-----------|
| 1. strength | 2. length |
|-------------|-----------|

- The ending of these words is spelled **E-N-G-T-H**.
- b. Word 1 is **strength**. What word? (Signal.)  
*Strength*.
- Spell **strength**. Get ready. (Signal.)  
*S-T-R-E-N-G-T-H*.
- c. Word 2 is **length**. What word? (Signal.)  
*Length*.
- Spell **length**. Get ready. (Signal.)  
*L-E-N-G-T-H*.
- d. (Erase the board.)
- Now spell those words without looking.
- e. Word 1 is **strength**. What word? (Signal.)  
*Strength*.
- Spell **strength**. Get ready. (Signal.)  
*S-T-R-E-N-G-T-H*.
- f. Word 2 is **length**. What word? (Signal.)  
*Length*.
- Spell **length**. Get ready. (Signal.)  
*L-E-N-G-T-H*.
- g. Now write those words on your lined paper.
- Write the word **strength**. ✓
  - Write the word **length**. ✓
- h. Check your work. Make an **X** next to any word you got wrong.
- Spell **strength**. Get ready. (Signal.)  
*S-T-R-E-N-G-T-H*.
  - Spell **length**. Get ready. (Signal.)  
*L-E-N-G-T-H*.
- i. (Give individual turns on **strength, length**.)

## EXERCISE 3

### Spelling Review

\*(Use context sentence for **through**.)

- a. You're going to spell words.
- b. Word 1 is **display**. Spell **display**. Get ready.  
(Signal.) *D-I-S-P-L-A-Y*.
- c. Word 2 is **greenness**. Spell **greenness**.  
Get ready. (Signal.) *G-R-E-E-N-N-E-S-S*.
- d. Word 3 is **through\***. Spell **through**. Get  
ready. (Signal.) *T-H-R-O-U-G-H*.
- e. Word 4 is **toughest**. Spell **toughest**. Get  
ready. (Signal.) *T-O-U-G-H-E-S-T*.
- f. Word 5 is **could**. Spell **could**. Get ready.  
(Signal.) *C-O-U-L-D*.
- g. (Give individual turns on: **1. display, 2. greenness, 3. through, 4. toughest, 5. could**.)

**EXERCISE 1**

**Final e Words**

a. (Write on the board:)

1. hope + less =
2. race + ing =
3. please + ing =
4. lone + ly =
5. like + ness =

- b. Number your paper from 1 through 5. ✓
- Write these words and suffixes on your paper with the plus and equal signs. ✓
- c. Remember, when we add a suffix to a word that ends with **E**, we sometimes have to change the spelling of that word.
- d. Here is the rule: Drop the **E** from the word when the suffix begins with a vowel letter.
- e. When do you drop the **E** from a word? (Signal.) *When the suffix begins with a vowel letter.*
- That's right: When the suffix begins with a vowel letter.
- f. (Point to **less** on the board:) Does this suffix begin with a vowel letter or a consonant letter? (Signal.) *A consonant letter.*
- g. The suffix **-less** begins with a consonant letter, so we don't have to drop the **E** from **hope** when we add **-less**.
- h. Write **hopeless** after the equal sign for word 1. ✓
- i. Finish the words on your own. ✓
- j. Check your work. Make an **X** next to any word you got wrong.
- k. Word 1. Spell **hopeless**. Get ready. (Tap for each letter.) *H-O-P-E-L-E-S-S.*
- (Repeat for: **2. racing, 3. pleasing, 4. lonely, 5. likeness.**)

**EXERCISE 2**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
- Number your paper from 1 to 3. ✓
- b. Word 1: **unbreakable**.
- What's the first morphograph in **unbreakable**? (Signal.) *Un.*
  - Next morphograph? (Signal.) *Break.*
  - Next morphograph? (Signal.) *Able.*
- c. Write **unbreakable**. ✓
- d. Word 2: **restfully**.
- What's the first morphograph in **restfully**? (Signal.) *Rest.*
  - Next morphograph? (Signal.) *Ful.* Yes, **F-U-L.**
  - Next morphograph? (Signal.) *Ly.*
- e. Write **restfully**. ✓
- f. (Repeat steps d–e for: **misprinted**)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **unbreakable**. Get ready. (Tap for each letter.) *U-N-B-R-E-A-K-A-B-L-E.*
- (Repeat for: **2. restfully, 3. misprinted.**)

**EXERCISE 3**

**Prompted Review**

a. (Write on the board:)

- |             |            |
|-------------|------------|
| 1. listen   | 4. length  |
| 2. strength | 5. equal   |
| 3. other    | 6. stretch |

- b. Word 1 is **listen**. Spell **listen**. Get ready. (Signal.) *L-I-S-T-E-N.*
- c. Word 2 is **strength**. Spell **strength**. Get ready. (Signal.) *S-T-R-E-N-G-T-H.*
- d. (Repeat step c for: **3. other, 4. length, 5. equal, 6. stretch.**)
- e. (Erase the board.)
- Now spell those words without looking.
- f. Word 1 is **listen**. Spell **listen**. Get ready. (Signal.) *L-I-S-T-E-N.*
- g. Word 2 is **strength**. Spell **strength**. Get ready. (Signal.) *S-T-R-E-N-G-T-H.*
- h. (Repeat step g for: **3. other, 4. length, 5. equal, 6. stretch.**)
- i. (Give individual turns on: **1. listen, 2. strength, 3. other, 4. length, 5. equal, 6. stretch.**)

**EXERCISE 1**

**Final e Words**

a. (Write on the board:)

1. shine + ing =

2. wide + er =

3. hope + ful =

4. joke + er =

5. cure + able =

- b. Number your paper from 1 through 5. ✓
  - Write these words and suffixes on your paper with the plus and equal signs. ✓
- c. Remember, when we add a suffix to a word that ends with **E**, we sometimes have to change the spelling of that word.
- d. Here is the rule: Drop the **E** from the word when the suffix begins with a vowel letter.
- e. When do you drop the **E** from a word? (Signal.) *When the suffix begins with a vowel letter.*
  - That's right: When the suffix begins with a vowel letter.
- f. (Point to **ing** on the board:) Does this suffix begin with a vowel letter or a consonant letter? (Signal.) *A vowel letter.*
- g. The suffix **-ing** begins with a vowel letter, so we have to drop the **E** from **shine** when we add **-ing**.
- h. Write **shining** after the equal sign for word 1. ✓
- i. Finish the words on your own. ✓
- j. Check your work. Make an **X** next to any word you got wrong.
- k. Word 1. Spell **shining**. Get ready. (Tap for each letter.) *S-H-I-N-I-N-G.*
  - (Repeat for: **2. wider**, **3. hopeful**, **4. joker**, **5. curable**.)

**EXERCISE 2**

**Affix Introduction**

a. (Write on the board:)

1. tight + en =

2. length + en =

3. dark + en =

4. short + en =

- All these words have the morphograph **en**.
- b. Number your paper from 1 to 4. ✓
- c. Add the morphographs together to make new words. Write just the new words. ✓
- d. Check your work. Make an **X** next to any word you got wrong.
- e. Word 1. Spell **tighten**. Get ready. (Tap for each letter.) *T-I-G-H-T-E-N.*
  - (Repeat for: **2. lengthen**, **3. darken**, **4. shorten**.)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **darken**. What word? (Signal.)  
*Darken.*
  - Write the word **darken**. ✓
- c. Word 2 is **length**. What word? (Signal.)  
*Length.*
  - Write the word **length**. ✓
- d. (Repeat step c for: **3. dislike, 4. washable, 5. friendly, 6. match, 7. building, 8. caught, 9. misprinted, 10. unending.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                    |                      |
|--------------------|----------------------|
| <b>1. darken</b>   | <b>6. match</b>      |
| <b>2. length</b>   | <b>7. building</b>   |
| <b>3. dislike</b>  | <b>8. caught</b>     |
| <b>4. washable</b> | <b>9. misprinted</b> |
| <b>5. friendly</b> | <b>10. unending</b>  |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

**EXERCISE 1**

**Final e Rule**

a. (Write on the board:)

1. **blame + less =**

2. **use + able =**

3. **pile + ing =**

4. **safe + ly =**

5. **fine + est =**

- b. Number your paper from 1 through 5. ✓  
Write these words and suffixes on your paper with the plus and equal signs. ✓
- c. When do you drop the **E** from a word? (Signal.) *When the suffix begins with a vowel letter.*
- d. (Point to **less** on the board:)  
Does this suffix begin with a vowel letter or a consonant letter? (Signal.)  
*A consonant letter.*
- e. The suffix **less** begins with a consonant letter, so we don't have to drop the **E** from **blame** when we add **less**.
- f. Write **blameless** after the plus sign for word 1. ✓
- g. Finish the words on your own. ✓
- h. Check your work. Make an **X** next to any word you got wrong.
- i. Word 1. Spell **blameless**. Get ready. (Tap for each letter.) *B-L-A-M-E-L-E-S-S.*
  - (Repeat for: 2. **usable**, 3. **piling**, 4. **safely**, 5. **finest**.)

**EXERCISE 2**

**Morphographic Analysis**

a. (Write on the board:)

1. **misprinted =** \_\_\_\_\_

2. **breakable =** \_\_\_\_\_

3. **unhappy =** \_\_\_\_\_

4. **strengthen =** \_\_\_\_\_

5. **helpfully =** \_\_\_\_\_

- Number your paper from 1 to 5. ✓
- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.
- b. **Misprinted**. What's the first morphograph in **misprinted**? (Signal.) *Mis*.
  - Item 1. Write **mis** and a plus sign. ✓
- c. What's the next morphograph in **misprinted**? (Signal.) *Print*.
  - Write **print**. ✓
- d. What's the next morphograph in **misprinted**? (Signal.) *Ed*.
  - Write **E-D**. ✓
- e. (Write on the board:)

1. **mis + print + ed**

- Raise your hand if you wrote **mis** plus **print** plus **E-D**. ✓
- f. Do the rest of the words on your own. ✓
- g. (Write to show:)

1. **mis + print + ed**

2. **break + able**

3. **un + happy**

4. **strength + en**

5. **help + ful + ly**

- Check your work. Make an **X** next to any item you got wrong. ✓

### EXERCISE 3

#### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **stretch**. Spell **stretch**. Get ready.  
(Signal.) *S-T-R-E-T-C-H*.
- c. Word 2 is **listen**. Spell **listen**. Get ready.  
(Signal.) *L-I-S-T-E-N*.
- d. Word 3 is **itching**. Spell **itching**. Get ready.  
(Signal.) *I-T-C-H-I-N-G*.
- e. Word 4 is **lighten**. Spell **lighten**. Get ready.  
(Signal.) *L-I-G-H-T-E-N*.
- f. Word 5 is **greatness**. Spell **greatness**. Get ready.  
(Signal.) *G-R-E-A-T-N-E-S-S*.
- g. (Give individual turns on: **1. stretch, 2. listen, 3. itching, 4. lighten, 5. greatness.**)

**EXERCISE 1**

**Final e Rule**

a. (Write on the board:)

- 1. nice + est =
- 2. like + able =
- 3. grace + ful =
- 4. shame + less =
- 5. wide + er =

- b. Number your paper from 1 through 5. ✓  
Write these words and suffixes on your paper with the plus and equal signs. ✓
- c. When do you drop the **E** from a word? (Signal.) *When the suffix begins with a vowel letter.*
- d. (Point to **est** on the board:)  
*Does this suffix begin with a vowel letter or a consonant letter? (Signal.) A vowel letter.*
- e. The suffix **est** begins with a vowel letter, so we have to drop the **E** from **nice** when we add **est**.
- f. Write **nicest** after the equal sign for word 1. ✓
- g. Finish the words on your own. ✓
- h. Check your work. Make an **X** next to any word you got wrong.
- i. Word 1. Spell **nicest**. Get ready. (Tap for each letter.) *N-I-C-E-S-T.*
  - (Repeat for: **2. likable**, **3. graceful**, **4. shameless**, **5. wider**.)

**EXERCISE 2**

**Word Introduction**

a. (Write on the board:)

- source
- straight
- prove
- search
- view
- cover

- b. Get ready to read these words.
  - First word: **source**. What word? (Signal.) *Source.*
- c. Next word: **straight**. What word? (Signal.) *Straight.*
  - (Repeat for: **prove**, **search**, **view**, **cover**.)
- d. Now spell those words.
  - Spell **source**. Get ready. (Signal.) *S-O-U-R-C-E.*
- e. Spell **straight**. Get ready. (Signal.) *S-T-R-A-I-G-H-T.*
  - (Repeat for: **prove**, **search**, **view**, **cover**.)
- f. (Erase the board.)
  - Spell the words without looking.
- g. Spell **source**. Get ready. (Signal.) *S-O-U-R-C-E.*
- h. Spell **straight**. Get ready. (Signal.) *S-T-R-A-I-G-H-T.*
  - (Repeat for: **prove**, **search**, **view**, **cover**.)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **shorten**. Spell **shorten**. Get ready. (Signal.) *S-H-O-R-T-E-N.*
- c. Word 2 is **enough**. Spell **enough**. Get ready. (Signal.) *E-N-O-U-G-H.*
- d. Word 3 is **unfriendly**. Spell **unfriendly**. Get ready. (Signal.) *U-N-F-R-I-E-N-D-L-Y.*
- e. Word 4 is **cleaner**. Spell **cleaner**. Get ready. (Signal.) *C-L-E-A-N-E-R.*
- f. Word 5 is **sweetly**. Spell **sweetly**. Get ready. (Signal.) *S-W-E-E-T-L-Y.*
- g. (Give individual turns on: **1. shorten**, **2. enough**, **3. unfriendly**, **4. cleaner**, **5. sweetly**.)



## EXERCISE 1

## Final e Rule

- a. (Write on the board:)

1. time + ing =

2. safe + ly =

3. proud + ly =

4. like + able =

5. loud + ness =

- b. Number your paper from 1 through 5. ✓  
Write these words and suffixes on your paper with the plus and equal signs. ✓
- c. When do you drop the **E** from a word? (Signal.) *When the suffix begins with a vowel letter.*
- d. Do these words on your own. Some of these words follow the final **E** rule. ✓
- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **timing**. Get ready. (Tap for each letter.) *T-I-M-I-N-G*.  
• (Repeat for: **2. safely**, **3. proudly**, **4. likable**, **5. loudness**.)

## EXERCISE 2

## Word Building

- a. You're going to write some words made up of more than one morphograph.  
• Number your paper from 1 to 5. ✓
- b. Word 1: **shortening**.  
• What's the first morphograph in **shortening**? (Signal.) *Short*.  
• Next morphograph? (Signal.) *En*.  
• Next morphograph? (Signal.) *Ing*.
- c. Write **shortening**. ✓

- d. Word 2: **senselessly**.  
• What's the first morphograph in **senselessly**? (Signal.) *Sense*.  
• Next morphograph? (Signal.) *Less*.  
• Next morphograph? (Signal.) *Ly*.
- e. Write **senselessly**. ✓
- f. (Repeat steps d–e for: **3. remarkable**, **re + mark + able**; **4. undressing**, **un + dress + ing**; **5. discovered**, **dis + cover + ed**.)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **shortening**. Get ready. (Tap for each letter.) *S-H-O-R-T-E-N-I-N-G*.  
• (Repeat for: **2. senselessly**, **3. remarkable**, **4. undressing**, **5. discovered**.)

## EXERCISE 3

## Prompted Review

- a. (Write on the board:)

1. straight  
2. strength  
3. search  
4. people  
5. great

- b. Word 1 is **straight**. Spell **straight**. Get ready. (Signal.) *S-T-R-A-I-G-H-T*.
- c. Word 2 is **strength**. Spell **strength**. Get ready. (Signal.) *S-T-R-E-N-G-T-H*.
- d. (Repeat step c for: **3. search**, **4. people**, **5. great**.)
- e. (Erase the board.)  
• Now spell those words without looking.
- f. Word 1 is **straight**. Spell **straight**. Get ready. (Signal.) *S-T-R-A-I-G-H-T*.
- g. Word 2 is **strength**. Spell **strength**. Get ready. (Signal.) *S-T-R-E-N-G-T-H*.
- h. (Repeat step g for: **3. search**, **4. people**, **5. great**.)
- i. (Give individual turns on **1. straight**, **2. strength**, **3. search**, **4. people**, **5. great**.)

**EXERCISE 1**

**Final e Rule**

a. (Write on the board:)

1. heart + less =

2. grace + ed =

3. wake + ing =

4. move + able =

5. taste + ful =

- b. Number your paper from 1 through 5. ✓  
Write these words and suffixes on your paper with the plus and equal signs. ✓
- c. When do you drop the **E** from a word? (Signal.) *When the suffix begins with a vowel letter.*
- d. Do these words on your own. Some of these words follow the final **E** rule. ✓
- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **heartless**. Get ready. (Tap for each letter.) *H-E-A-R-T-L-E-S-S.*
- (Repeat for: **2. graced**, **3. waking**, **4. movable**, **5. tasteful**.)

**EXERCISE 2**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
- Number your paper from 1 to 5. ✓
- b. Word 1: **rusty**.
- What's the first morphograph in **rusty**? (Signal.) *Rust.*
  - Next morphograph? (Signal.) *Y.*
- c. Write **rusty**. ✓
- d. Word 2: **unlocked**.
- What's the first morphograph in **unlocked**? (Signal.) *Un.*
  - Next morphograph? (Signal.) *Lock.*
  - Next morphograph? (Signal.) *Ed.*
- e. Write **unlocked**. ✓
- f. (Repeat steps d–e for: **3. reporter**, **re + port + er**; **4. wildness**, **wild + ness**; **5. reviewed**, **re + view + ed**.)

- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **rusty**. Get ready. (Tap for each letter.) *R-U-S-T-Y.*
- (Repeat for: **2. unlocked**, **3. reporter**, **4. wildness**, **5. reviewed**.)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **brighten**. Spell **brighten**. Get ready. (Signal.) *B-R-I-G-H-T-E-N.*
- c. Word 2 is **disgrace**. Spell **disgrace**. Get ready. (Signal.) *D-I-S-G-R-A-C-E.*
- d. Word 3 is **drinkable**. Spell **drinkable**. Get ready. (Signal.) *D-R-I-N-K-A-B-L-E.*
- e. Word 4 is **display**. Spell **display**. Get ready. (Signal.) *D-I-S-P-L-A-Y.*
- f. Word 5 is **misspelled**. Spell **misspelled**. Get ready. (Signal.) *M-I-S-S-P-E-L-L-E-D.*
- g. (Give individual turns on: **1. brighten**, **2. disgrace**, **3. drinkable**, **4. display**, **5. misspelled**.)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **cleaner**. What word? (Signal.)  
*Cleaner.*
  - Write the word **cleaner**. ✓
- c. Word 2 is **catching**. What word? (Signal.)  
*Catching.*
  - Write the word **catching**. ✓
- d. (Repeat step c for: **3. roughest, 4. quietly, 5. sticker, 6. streets, 7. edge, 8. unpacking, 9. light, 10. people.**)

- e. Pick up your **red** pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                    |                     |
|--------------------|---------------------|
| <b>1. cleaner</b>  | <b>6. streets</b>   |
| <b>2. catching</b> | <b>7. edge</b>      |
| <b>3. roughest</b> | <b>8. unpacking</b> |
| <b>4. quietly</b>  | <b>9. light</b>     |
| <b>5. sticker</b>  | <b>10. people</b>   |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

**EXERCISE 1**

**Sentence**

a. (Write on the board:)

The author wrote several different stories.

- I'll read the sentence on the board: **The author wrote several different stories.**
- b. Spell **author**. Get ready. (Signal.)  
A-U-T-H-O-R.
- Spell **wrote**. Get ready. (Signal.)  
W-R-O-T-E.
- Spell **several**. Get ready. (Signal.)  
S-E-V-E-R-A-L.
- Spell **different**. Get ready. (Signal.)  
D-I-F-F-E-R-E-N-T.
- Spell **stories**. Get ready. (Signal.)  
S-T-O-R-I-E-S.
- c. Copy this sentence on lined paper.
- d. (Pause, then check and correct.)
- Read the sentence you just copied. Get ready. (Signal.) *The author wrote several different stories.*

**EXERCISE 2**

**Vowels and Consonants**

a. (Write on the board:)

1. flash      3. brag  
2. rub        4. wet

- Copy the words. Skip a line between each word. Raise your hand when you're finished. (Observe students and give feedback.)
- You're going to write **C** or **V** above each letter of the words. You'll write **C** above the consonants and **V** above the vowels.

- b. Word 1 is **flash**. Write **C** or **V** above each letter. Raise your hand when you're finished. (Observe students and give feedback.)
- (Write to show:)

ccvcc  
1. flash

- Check your work. Here's what you should have. Make an **X** next to the word if you got it wrong.
- c. Word 2 is **rub**. Write **C** or **V** above each letter. Raise your hand when you're finished. (Observe students and give feedback.)
- (Write to show:)

cvc  
2. rub

- Check your work. Here's what you should have. Make an **X** next to the word if you got it wrong.
- d. Do the rest of the words. Write **C** or **V** above each letter. Raise your hand when you're finished. (Observe students and give feedback.)
- e. (Write to show:)

ccvcc      ccvcc  
1. flash    3. brag  
cvc        cvc  
2. rub      4. wet

- Check your work. Here's what you should have. Make an **X** next to any word you got wrong.

### EXERCISE 3

#### Reading Vocabulary

a. (Write on the board:)

**automatically**

- The word **automatically** is one of your vocabulary words.
  - **Automatically** means **without thinking**.
- b. Everybody, look at **automatically** and spell it. Get ready. (Tap for each letter.)  
*A-U-T-O-M-A-T-I-C-A-L-L-Y.*
- Spell it again. Get ready. (Tap for each letter.) *A-U-T-O-M-A-T-I-C-A-L-L-Y.*
- c. (Erase the board.)
- Spell **automatically** without looking. Get ready. (Signal.) *A-U-T-O-M-A-T-I-C-A-L-L-Y.*
  - Now write **automatically** on your lined paper. ✓
- d. Check your work. Make an **X** if you spelled **automatically** wrong. **Automatically** is spelled (pause)  
*A-U-T-O-M-A-T-I-C-A-L-L-Y.* ✓
- e. Turn your paper over and spell **automatically** again. Get ready. (Signal.)  
*A-U-T-O-M-A-T-I-C-A-L-L-Y.*
- **Automatically** will be in your vocabulary exercises and on some of your spelling tests.

**EXERCISE 1**

**Sentence**

a. (Write on the board:)

\_ \_ \_ \_ \_ u \_ \_ o \_ \_ w \_ o \_ \_  
 \_ e \_ e \_ a \_ \_ \_ \_ fere \_ \_  
 \_ \_ \_ \_ \_ ies.

- The sentence should say: **The author wrote several different stories.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
  - Spell **The**. Get ready. (Signal.) T-H-E.
  - Spell **author**. Get ready. (Signal.) A-U-T-H-O-R.
  - Spell **wrote**. Get ready. (Signal.) W-R-O-T-E.
  - Spell **several**. Get ready. (Signal.) S-E-V-E-R-A-L.
  - Spell **different**. Get ready. (Signal.) D-I-F-F-E-R-E-N-T.
  - Spell **stories**. Get ready. (Signal.) S-T-O-R-I-E-S.
- d. (Write to show:)

**The** **author** **wrote**  
**several** **different**  
**stories.**

e. Fix any words you missed. ✓

**EXERCISE 2**

**Vowels and Consonants**

a. (Write on the board:)

**Words that end cvc**

- Later, you are going to learn about words that end **CVC**. **C** stands for consonant. **V** stands for vowel.

b. (Write to show:)

**shop**

- Look at the last three letters of this word.
- c. (Point to **h**.) Is this a vowel letter or a consonant letter? (Signal.) A *consonant letter*.
- It's a consonant letter, so I'll write a small **C** above it.
- (Write a **C** above the **h**:)

**c**  
**shop**

- d. (Point to **o**.) Is this a vowel letter or a consonant letter? (Signal.) A *vowel letter*.
- (Write a **V** above the **o**:)

**cv**  
**shop**

- e. (Point to **p**.) Is this a vowel letter or a consonant letter? (Signal.) A *consonant letter*.
- (Write a **C** above the **p**:)

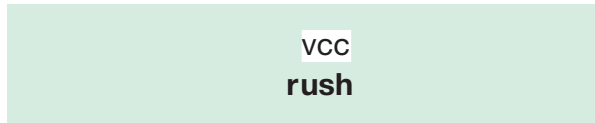
**cvc**  
**shop**

- f. Does the word **shop** end **CVC**? (Signal.) Yes.
- Yes. **Shop** ends **CVC**.
- g. (Write to show:)

**rush**

- Look at the last three letters in this word.
- h. (Point to **u**.) Is this a vowel letter or a consonant letter? (Signal.) A *vowel letter*.
- (Write a **V** above the **u**.)
- i. (Point to **s**.) Is this a vowel letter or a consonant letter? (Signal.) A *consonant letter*.
- (Write a **C** above the **s**.)

- j. (Point to **h**.) Is this a vowel letter or a consonant letter? (Signal.) A consonant letter.
- (Write a **C** above the **h**.)



- k. Does the word **rush** end **CVC**? (Signal.) No.
- That's right. **Rush** does not end **CVC**. It's not a **CVC** word.

- e. Now you're going to spell some other words.
- f. Word 3 is **lengthen**. Spell **lengthen**. Get ready. (Tap for each letter.) L-E-N-G-T-H-E-N.
- (Repeat for: 4. **rudely**, 5. **discharge**, 6. **likable**.)
- g. (Give individual turns on: 1. **automatically**, 2. **display**, 3. **lengthen**, 4. **rudely**, 5. **discharge**, 6. **likable**.)

### EXERCISE 3

#### Vocabulary and Spelling Review

- a. What word means **without thinking**? (Signal.) *Automatically*.
- b. Spell **automatically**. Get ready. (Tap for each letter.) A-U-T-O-M-A-T-I-C-A-L-L-Y.
- Spell it again. Get ready. (Tap for each letter.) A-U-T-O-M-A-T-I-C-A-L-L-Y.
- c. Raise your hand when you know what word means **show something**. ✓
- What word? (Signal.) *Display*.
- d. Spell **display**. Get ready. (Tap for each letter.) D-I-S-P-L-A-Y.
- Spell it again. Get ready. (Tap for each letter.) D-I-S-P-L-A-Y.

**EXERCISE 1**

**Sentence**

a. (Write on the board:)

\_ \_ \_ \_ \_ or w \_ \_ \_ \_  
 \_ e a \_ \_ \_ \_ e e \_ \_  
 \_ \_ \_ \_ i \_ \_ .

- The sentence should say: **The author wrote several different stories.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
  - Spell **The**. Get ready. (Signal.) *T-H-E.*
  - Spell **author**. Get ready. (Signal.) *A-U-T-H-O-R.*
  - Spell **wrote**. Get ready. (Signal.) *W-R-O-T-E.*
  - Spell **several**. Get ready. (Signal.) *S-E-V-E-R-A-L.*
  - Spell **different**. Get ready. (Signal.) *D-I-F-F-E-R-E-N-T.*
  - Spell **stories**. Get ready. (Signal.) *S-T-O-R-I-E-S.*
- d. (Write to show:)

**The author wrote  
 several different  
 stories.**

e. Fix any words you missed. ✓

**EXERCISE 2**

**Morphographic Analysis**

a. (Write on the board:)

1. usable = \_\_\_\_\_
2. careless = \_\_\_\_\_
3. pleasing = \_\_\_\_\_
4. liked = \_\_\_\_\_
5. removable = \_\_\_\_\_
6. building = \_\_\_\_\_

- Number your paper from 1 to 6. ✓
- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.
- b. **Usable**. What's the first morphograph in **usable**? (Signal.) *Use*.
- c. Item 1. Write **use** and a plus sign. Don't forget to write the **e** at the end of **use**. ✓
- d. What's the next morphograph in **usable**? (Signal.) *Able*.
- e. Write **able**. ✓
- f. Your paper should look like this:
  - (Write on the board:)

**1. use + able**

- g. Do the rest of the words on your own. You have to write an **e** at the end of some of the morphographs. ✓  
(Write to show:)

2. careless = **care + less**
3. pleasing = **please + ing**
4. liked = **like + ed**
5. removable = **re + move + able**
6. building = **build + ing**

- h. Check your work. Make an **X** next to any item you got wrong. ✓



### EXERCISE 3

#### Vocabulary and Spelling Review

- a. What word means **without thinking**? (Signal.) *Automatically*.
- b. Spell **automatically**. Get ready. (Tap for each letter.) *A-U-T-O-M-A-T-I-C-A-L-L-Y*.
  - Spell it again. Get ready. (Tap for each letter.) *A-U-T-O-M-A-T-I-C-A-L-L-Y*.
- c. Raise your hand when you know what word means **right now**. ✓
  - What word? (Signal.) *Immediately*.
- d. Spell **immediately**. Get ready. (Tap for each letter.) *I-M-M-E-D-I-A-T-E-L-Y*.
  - Spell it again. Get ready. (Tap for each letter.) *I-M-M-E-D-I-A-T-E-L-Y*.
- e. Now you're going to spell some other words.
- f. Word 3 is **people**. Spell **people**. Get ready. (Tap for each letter.) *P-E-O-P-L-E*.
- g. Word 4 is **equal**. Spell **equal**. Get ready. (Tap for each letter.) *E-Q-U-A-L*.
- h. Word 5 is **unkindest**. Spell **unkindest**. Get ready. (Tap for each letter.) *U-N-K-I-N-D-E-S-T*.
  - (Give individual turns on: **1. automatically, 2. immediately, 3. people, 4. equal, 5. unkindest.**)

**EXERCISE 1**

**Sentence**

- a. You're going to write this sentence: **The author wrote several different stories.**
- b. Say the sentence. Get ready. (Signal.) *The author wrote several different stories.*
- c. Write the sentence. ✓
- d. (Write on the board:)

**The author wrote several different stories.**

- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **The**. Get ready. (Tap for each letter.) *T-H-E*.
  - (Repeat for: **author, wrote, several, different, stories.**)

**EXERCISE 2**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
  - Number your paper from 1 to 5. ✓
  - You have to drop a final **E** from some of these words.
- b. Word 1: **removable**.
  - What's the first morphograph in **removable**? (Signal.) *Re*.
  - Next morphograph? (Signal.) *Move*.
  - Next morphograph? (Signal.) *Able*.
- c. Write **removable**. ✓
- d. Word 2: **tightening**.
  - What's the first morphograph in **tightening**? (Signal.) *Tight*.
  - Next morphograph? (Signal.) *En*. Yes, **E-N**.
  - Next morphograph? (Signal.) *Ing*.
- e. Write **tightening**. ✓
- f. (Repeat steps d-e for:
  - 3. disliked, dis + liked;**
  - 4. unprintable, un + print + able;**
  - 5. greatly, great + ly.**
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **removable**. Get ready. (Tap for each letter.) *R-E-M-O-V-A-B-L-E*.
  - (Repeat for: **2. tightening, 3. disliked, 4. unprintable, 5. greatly.**)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **shameful**. Spell **shameful**. Get ready. (Signal.) *S-H-A-M-E-F-U-L*.
- c. Word 2 is **blaming**. Spell **blaming**. Get ready. (Signal.) *B-L-A-M-I-N-G*.
- d. Word 3 is **research**. Spell **research**. Get ready. (Signal.) *R-E-S-E-A-R-C-H*.
- e. Word 4 is **refillable**. Spell **refillable**. Get ready. (Signal.) *R-E-F-I-L-L-A-B-L-E*.
- f. Word 5 is **distasteful**. Spell **distasteful**. Get ready. (Signal.) *D-I-S-T-A-S-T-E-F-U-L*.
- g. (Give individual turns on: **1. shameful, 2. blaming, 3. research, 4. refillable, 5. distasteful.**)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **straight**. What word? (Signal.) *Straight*.
  - Write the word **straight**. ✓
- c. Word 2 is **view**. What word? (Signal.) *View*.
  - Write the word **view**. ✓
- d. (Repeat step c for: **3. automatically, 4. watched, 5. sleepy, 6. disgrace, 7. unreachable, 8. children, 9. teacher, 10. likable.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                         |                       |
|-------------------------|-----------------------|
| <b>1. straight</b>      | <b>6. disgrace</b>    |
| <b>2. view</b>          | <b>7. unreachable</b> |
| <b>3. automatically</b> | <b>8. children</b>    |
| <b>4. watched</b>       | <b>9. teacher</b>     |
| <b>5. sleepy</b>        | <b>10. likable</b>    |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Morphographic Analysis

a. (Write on the board:)

1. racing = \_\_\_\_\_

2. unrestful = \_\_\_\_\_

3. displaced = \_\_\_\_\_

4. shamelessly = \_\_\_\_\_

5. reported = \_\_\_\_\_

- Number your paper from 1 to 5. ✓
- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.
- b. **Racing.** What's the first morphograph in **racing**? (Signal.) *Race.*
- c. Item 1. Write **race** and a plus sign. Don't forget to write the **e** at the end of **race**. ✓
- d. What's the next morphograph in **racing**? (Signal.) *Ing.*
- e. Write **ing**. ✓
- f. Your paper should look like this:
  - (Write on the board:)

1. race + ing =

- g. Do the rest of the words on your own. You have to write an **e** at the end of some of the morphographs.
- (Write to show:)

2. unrestful = un + rest + ful

3. displaced = dis + place + ed

4. shamelessly = shame + less + ly

5. reported = re + port + ed

- h. Check your work. Make an **X** next to any item you got wrong. ✓

## EXERCISE 2

## Vowels and Consonants

a. (Write on the board:)

1. s l e e p

3. r u n

2. a c t

4. s t o p

- Copy the words. Skip a line between each word. Raise your hand when you're finished. (Observe students and give feedback.)
- You're going to write **C** or **V** above the last three letters of the words. You'll write **C** above the consonants and **V** above the vowels.
- b. Word 1 is **sleep**. Look at the last three letters of this word.
  - What are the last three letters? (Signal.) *E-E-P.*
  - Will you start writing above **S**, **L**, or **E**? (Signal.) *E.*
  - What will you write above **E**? (Signal.) *V.*
  - Write **V** above **E**, then write **C** or **V** above each of the last two letters. Raise your hand when you're finished. (Observe students and give feedback.)

c. (Write to show:)

v v c  
1. s l e e p

- Here's what you should have.
- d. Do the rest of the words. Write **C** or **V** above the last three letters of each word. Raise your hand when you're finished. (Observe students and give feedback.)
- e. (Write to show:)

v v c                      c v c  
1. s l e e p                3. r u n  
v c c                      c v c  
2. a c t                    4. s t o p

- Check your work. Here's what you should have. Make an **X** next to any word you got wrong. ✓
- f. Everybody, is **sleep** a **CVC** word? (Signal.)  
*No.*
- Is **act** a **CVC** word? (Signal.) *No.*
- Is **run** a **CVC** word? (Signal.) *Yes.*
- Is **stop** a **CVC** word? (Signal.) *Yes.*

### EXERCISE 3

#### Spelling Review

- You're going to spell words.
- Word 1 is **movable**. Spell **movable**. Get ready. (Signal.) *M-O-V-A-B-L-E.*
- Word 2 is **stories**. Spell **stories**. Get ready. (Signal.) *S-T-O-R-I-E-S.*
- Word 3 is **restoring**. Spell **restoring**. Get ready. (Signal.) *R-E-S-T-O-R-I-N-G.*
- Word 4 is **unlucky**. Spell **unlucky**. Get ready. (Signal.) *U-N-L-U-C-K-Y.*
- Word 5 is **misspelling**. Spell **misspelling**. Get ready. (Signal.)  
*M-I-S-S-P-E-L-L-I-N-G.*
- (Give individual turns on: **1. movable**, **2. stories**, **3. restoring**, **4. unlucky**, **5. misspelling**.)

**EXERCISE 1**

**Word Introduction**

a. (Write on the board:)

style  
tickle  
sign  
quote  
courage  
avoid

- b. Get ready to read these words.
- First word: **style**. What word? (Signal.) *Style*.
- c. Next word: **tickle**. What word? (Signal.) *Tickle*.
- (Repeat for: **sign, quote, courage, avoid**.)
- d. Now spell those words.
- Spell **style**. Get ready. (Signal.) *S-T-Y-L-E*.
- e. Spell **tickle**. Get ready. (Signal.) *T-I-C-K-L-E*.
- (Repeat for: **sign, quote, courage, avoid**.)
- f. (Erase the board.)
- Spell the words without looking.
- g. Spell **style**. Get ready. (Signal.) *S-T-Y-L-E*.
- h. Spell **tickle**. Get ready. (Signal.) *T-I-C-K-L-E*.
- (Repeat for: **sign, quote, courage, avoid**.)

**EXERCISE 2**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
- Number your paper from 1 to 5. ✓
- b. Word 1: **leaky**.
- What's the first morphograph in **leaky**? (Signal.) *Leak*.
  - Next morphograph? (Signal.) *Y*.
- c. Write **leaky**. ✓

- d. Word 2: **unripened**.
- What's the first morphograph in **unripened**? (Signal.) *Un*.
  - Next morphograph? (Signal.) *Ripe*.
  - Next morphograph? (Signal.) *En*. Yes, **E-N**.
  - Next morphograph? (Signal.) *Ed*.
- e. Write **unripened**. ✓
- f. (Repeat steps d–e for:
- 3. reporter, re + port + er;**  
**4. raking, rake + ing;**  
**5. unlovable, un + love + able.**)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **leaky**. Get ready. (Tap for each letter.) *L-E-A-K-Y*.
- (Repeat for: **2. unripened, 3. reporter, 4. raking, 5. unlovable**.)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **strengthen**. Spell **strengthen**. Get ready. (Signal.) *S-T-R-E-N-G-T-H-E-N*.
- c. Word 2 is **disliked**. Spell **disliked**. Get ready. (Signal.) *D-I-S-L-I-K-E-D*.
- d. Word 3 is **school**. Spell **school**. Get ready. (Signal.) *S-C-H-O-O-L*.
- e. Word 4 is **tricky**. Spell **tricky**. Get ready. (Signal.) *T-R-I-C-K-Y*.
- f. Word 5 is **should**. Spell **should**. Get ready. (Signal.) *S-H-O-U-L-D*.
- g. (Give individual turns on: **1. strengthen, 2. disliked, 3. school, 4. tricky, 5. should**.)

**EXERCISE 1**

**Sentence Variations**

- a. Get ready to write on lined paper.
  - You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **People watched many different displays.**
  - Say that sentence. Get ready. (Signal.) *People watched many different displays.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.
- e. Spell **People**. Get ready. (Signal.) *P-E-O-P-L-E.*
  - Check it. ✓
- f. Spell **watched**. Get ready. (Signal.) *W-A-T-C-H-E-D.*
  - Check it. ✓
  - (Repeat for: **many, different, displays.**)
- g. What end mark did you put at the end of the sentence? (Signal.) *A period.*
  - Check it. ✓
- h. Fix any words you missed.

**EXERCISE 2**

**Affix Introduction**

- a. (Write on the board:)

1. pink + ish =
2. style + ish =
3. fool + ish =
4. book + ish =

- All these words have the morphograph **ish**.
- b. Number your paper from 1 to 4. ✓
  - c. Add the morphographs together to make new words. Write just the new words. ✓
  - d. Check your work. Make an **X** next to any word you got wrong.
  - e. Word 1. Spell **pinkish**. Get ready. (Tap for each letter.) *P-I-N-K-I-S-H.*
    - (Repeat for: **2. stylish, 3. foolish, 4. bookish.**)

**EXERCISE 3**

**Prompted Review**

- a. (Write on the board:)

1. straight
2. different
3. tickle
4. style
5. search

- b. Word 1 is **straight**. Spell **straight**. Get ready. (Signal.) *S-T-R-A-I-G-H-T.*
- c. Word 2 is **different**. Spell **different**. Get ready. (Signal.) *D-I-F-F-E-R-E-N-T.*
- d. (Repeat step c for: **3. tickle, 4. style, 5. search.**)
- e. (Erase the board.)
  - Now spell those words without looking.
- f. Word 1 is **straight**. Spell **straight**. Get ready. (Signal.) *S-T-R-A-I-G-H-T.*
- g. Word 2 is **different**. Spell **different**. Get ready. (Signal.) *D-I-F-F-E-R-E-N-T.*
- h. (Repeat step g for: **3. tickle, 4. style, 5. search.**)
- i. (Give individual turns on: **1. straight, 2. different, 3. tickle, 4. style, 5. search.**)

**EXERCISE 1**

**Morphographic Analysis**

a. (Write on the board:)

- 1. **stylishly** = \_\_\_\_\_
- 2. **tightening** = \_\_\_\_\_
- 3. **disgraceful** = \_\_\_\_\_
- 4. **differently** = \_\_\_\_\_

- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.
- b. I'll do the first one.
- **Stylishly**. The first morphograph in **stylishly** is **style**.
  - I'll write **style** after the equal sign and then a plus sign, like this: (Write to show:)

1. **stylishly** = **style** +

- c. The next morphograph in **stylishly** is **ish**.
- I'll write **ish** after the plus sign. (Write to show:)

1. **stylishly** = **style** + **ish**

- d. The next morphograph in **stylishly** is **ly**.
- I'll write **ly** after the plus sign and then I'm finished with this word. (Write to show:)

1. **stylishly** = **style** + **ish** + **ly**

- e. Number your paper from 2 to 4. ✓
- Item 2. **Tightening**. What's the first morphograph in **tightening**? (Signal.) *Tight*.
  - Write **tight** and a plus sign after the 2. ✓
- f. What's the next morphograph in **tightening**? (Signal.) *En*.
- Write **E-N** and a plus sign. ✓
- g. What's the next morphograph in **tightening**? (Signal.) *Ing*.
- Write **ing**. ✓

h. Your paper should look like this:  
(Write on the board:)

2. **tight** + **en** + **ing**

- i. Do the rest of the words on your own. ✓
- j. Check your work. Make an **X** next to any item you got wrong.
- The morphographs in **disgraceful** are **dis** and **grace** and **F-U-L**.
- The morphographs in **differently** are **different** and **ly**.

**EXERCISE 2**

**Vowels and Consonants**

a. (Write on the board:)

- 1. **s n a p**      3. **d e e p**
- 2. **s p l i t**      4. **s u n**

- Copy the words. Skip a line between each word. Raise your hand when you're finished. (Observe students and give feedback.)
  - You're going to write **C** or **V** above the last three letters of the words. You'll write **C** above the consonants and **V** above the vowels.
- b. Word 1 is **snap**. Look at the last three letters of this word.
- What are the last three letters? (Signal.) *N-A-P*.
  - Will you start writing above **N**, **A**, or **P**? (Signal.) *N*.
  - What will you write above **N**? (Signal.) *C*.
  - Write **C** above **N**, then write **C** or **V** above each of the last two letters. Raise your hand when you're finished. (Observe students and give feedback.)



c. (Write to show:)

c v c  
1. s n a p

- Here's what you should have.
- d. Do the rest of the words. Write **C** or **V** above the last three letters of each word. Raise your hand when you're finished. (Observe students and give feedback.)
- e. (Write to show:)

c v c                      v v c  
1. s n a p                3. d e e p  
c v c                      c v c  
2. s p l i t                4. s u n

- Check your work. Here's what you should have. Make an **X** next to any word you got wrong. ✓
- f. Everybody, is **snap** a **CVC** word? (Signal.) Yes.
- Is **split** a **CVC** word? (Signal.) Yes.
- Is **deep** a **CVC** word? (Signal.) No.
- Is **sun** a **CVC** word? (Signal.) Yes.

### EXERCISE 3

#### Spelling Review

- You're going to spell words.
- Word 1 is **different**. Spell **different**. Get ready. (Signal.) *D-I-F-F-E-R-E-N-T*.
- Word 2 is **style**. Spell **style**. Get ready. (Signal.) *S-T-Y-L-E*.
- Word 3 is **straight**. Spell **straight**. Get ready. (Signal.) *S-T-R-A-I-G-H-T*.
- Word 4 is **enough**. Spell **enough**. Get ready. (Signal.) *E-N-O-U-G-H*.
- Word 5 is **printable**. Spell **printable**. Get ready. (Signal.) *P-R-I-N-T-A-B-L-E*.
- (Give individual turns on: **1. different, 2. style, 3. straight, 4. enough, 5. printable.**)

# LESSON 90

## Test

\*(Use context sentence for **eight**.)

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **thought**. What word? (Signal.)  
*Thought.*
  - Write the word **thought**. ✓
- c. Word 2 is **eight**\*. What word? (Signal.) *Eight.*
  - Write the word **eight**. ✓
- d. (Repeat step c for: **3. different, 4. tickle, 5. several, 6. display, 7. shamefully, 8. people, 9. breakable, 10. enough.**)

- e. Pick up your **red** pen. ✓  
Make an **X** next to any word you spelled wrong.
- (Write on the board:)

|                     |                      |
|---------------------|----------------------|
| 1. <b>thought</b>   | 6. <b>display</b>    |
| 2. <b>eight</b>     | 7. <b>shamefully</b> |
| 3. <b>different</b> | 8. <b>people</b>     |
| 4. <b>tickle</b>    | 9. <b>breakable</b>  |
| 5. <b>several</b>   | 10. <b>enough</b>    |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Doubling Rule

- a. (Write on the board:)

spot + ing =

spot + less =

- b. When we add a morphograph to a word that ends with **CVC**, we sometimes have to change the spelling of that word.
- Here is the rule: Double the final consonant when the next morphograph begins with a vowel letter.
- c. My turn: When do you double the final consonant? When the next morphograph begins with a vowel letter.
- Your turn: When do you double the final consonant? (Signal.) *When the next morphograph begins with a vowel letter.*
- d. That's right: When the next morphograph begins with a vowel letter.
- e. (Point to **ing** on the board.)
- Does **ing** begin with a vowel letter or a consonant letter? (Signal.) *A vowel letter.*
  - (Write to show:)

v  
spot + ing =

spot + less =

- f. The morphograph **ing** begins with a vowel letter, so we have to double the final consonant in **spot** when we add **ing**.
- (Write to show:)

v      ↓  
spot + ing = **spotting**

spot + less =

- g. (Point to **less** on the board.)
- Does **less** begin with a vowel letter or a consonant letter? (Signal.) *A consonant letter.*
  - (Write to show:)

v      ↓  
spot + ing = **spotting**  
c  
spot + less =

- h. The morphograph **less** does not begin with a vowel letter, so we don't have to double the final consonant in **spot** when we add **less**.
- (Write to show:)

v      ↓  
spot + ing = **spotting**  
c  
spot + less = **spotless**

- i. Everyone, spell **spotting**. Get ready. (Tap for each letter.) *S-P-O-T-T-I-N-G.*
- j. Now spell **spotless**. Get ready. (Tap for each letter.) *S-P-O-T-L-E-S-S.*

## EXERCISE 2

## Sentence Variations

- a. Get ready to write on lined paper.
- You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **The author wrote many different books.**
- Say that sentence. Get ready. (Signal.) *The author wrote many different books.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.

- e. Spell **The**. Get ready. (Signal.) *T-H-E*.
  - Check it. ✓
- f. Spell **author**. Get ready. (Signal.) *A-U-T-H-O-R*.
  - Check it. ✓
- g. Spell **wrote**. Get ready. (Signal.) *W-R-O-T-E*.
  - Check it. ✓
  - (Repeat for: **many, different, books**.)
- h. What end mark did you put at the end of the sentence? (Signal.) *A period*.
  - Check it. ✓
- i. Fix any words you missed.

### EXERCISE 3

#### Prompted Review

- a. (Write on the board:)

1. different
2. automatically
3. strength
4. straight
5. wrote

- b. Word 1 is **different**. Spell **different**. Get ready. (Signal.) *D-I-F-F-E-R-E-N-T*.
- c. Word 2 is **automatically**. Spell **automatically**. Get ready. (Signal.) *A-U-T-O-M-A-T-I-C-A-L-L-Y*.
- d. (Repeat step c for: **3. strength, 4. straight, 5. wrote**.)
- e. (Erase the board.)
  - Now spell those words without looking.
- f. Word 1 is **different**. Spell **different**. Get ready. (Signal.) *D-I-F-F-E-R-E-N-T*.
- g. Word 2 is **automatically**. Spell **automatically**. Get ready. (Signal.) *A-U-T-O-M-A-T-I-C-A-L-L-Y*.
- h. (Repeat step g for: **3. strength, 4. straight, 5. wrote**.)
- i. (Give individual turns on: **1. different, 2. automatically, 3. strength, 4. straight, 5. wrote**.)

**EXERCISE 1**

**Doubling Rule**

a. (Write on the board:)

sad + est =  
sad + ness =

- b. When we add a morphograph to a word that ends with **CVC**, we sometimes have to change the spelling of that word.
  - Here is the rule: Double the final consonant when the next morphograph begins with a vowel letter.
- c. My turn: When do you double the final consonant? When the next morphograph begins with a vowel letter.
  - Your turn: When do you double the final consonant? (Signal.) *When the next morphograph begins with a vowel letter.*
- d. That's right: When the next morphograph begins with a vowel letter.
- e. (Point to **est** on the board.) Does **est** begin with a vowel letter or a consonant letter? (Signal.) *A vowel letter.*
  - (Write to show:)

v  
sad + est =  
sad + ness =

- f. The morphograph **est** begins with a vowel letter, so we have to double the final consonant in **sad** when we add **est**.
  - (Write to show:)

v      ↓  
sad + est = **saddest**  
sad + ness =

- g. (Point to **ness** on the board.)
  - Does **ness** begin with a vowel letter or a consonant letter? (Signal.) *A consonant letter.*
  - (Write to show:)

v      ↓  
sad + est = **saddest**  
c  
sad + ness =

- h. The morphograph **ness** does not begin with a vowel letter, so we don't have to double the final consonant in **sad** when we add **ness**.
  - (Write to show:)

v      ↓  
sad + est = **saddest**  
c  
sad + ness = **sadness**

- i. Everyone, spell **saddest**. Get ready. (Tap for each letter.) *S-A-D-D-E-S-T.*
- j. Now spell **sadness**. Get ready. (Tap for each letter.) *S-A-D-N-E-S-S.*

**EXERCISE 2**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
  - Number your paper from 1 to 5. ✓
- b. Word 1: **foolish**.
  - What's the first morphograph in **foolish**? (Signal.) *Fool.*
  - Next morphograph? (Signal.) *Ish.*
- c. Write **foolish**. ✓
- d. Word 2: **tightening**.
  - What's the first morphograph in **tightening**? (Signal.) *Tight.*
  - Next morphograph? (Signal.) *En.*
  - Next morphograph? (Signal.) *Ing.*
- e. Write **tightening**. ✓
- f. (Repeat steps d–e for: **3. curable**, **cure + able**; **4. avoiding**, **avoid + ing** or **a + void + ing**; **5. formally**, **form + al + ly**.)

- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **foolish**. Get ready. (Tap for each letter.) *F-O-O-L-I-S-H*.
  - (Repeat for: **2. tightening**, **3. curable**, **4. avoiding**, **5. formally**.)

### EXERCISE 3

#### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **hopeless**. Spell **hopeless**. Get ready. (Signal.) *H-O-P-E-L-E-S-S*.
- c. Word 2 is **mistaken**. Spell **mistaken**. Get ready. (Signal.) *M-I-S-T-A-K-E-N*.
- d. Word 3 is **disgraceful**. Spell **disgraceful**. Get ready. (Signal.) *D-I-S-G-R-A-C-E-F-U-L*.
- e. Word 4 is **straighten**. Spell **straighten**. Get ready. (Signal.) *S-T-R-A-I-G-H-T-E-N*.
- f. Word 5 is **greenness**. Spell **greenness**. Get ready. (Signal.) *G-R-E-E-N-N-E-S-S*.
- g. (Give individual turns on: **1. hopeless**, **2. mistaken**, **3. disgraceful**, **4. straighten**, **5. greenness**.)

**EXERCISE 1**

**Doubling Rule**

a. (Write on the board:)

- 1. run + ing =
- 2. drip + less =
- 3. fad + ish =
- 4. grab + ed =
- 5. fret + ful =

- b. Number your paper from 1 through 5. ✓  
Copy the board on your paper with the plus and equal signs. ✓
- c. Remember, when we add a morphograph to a word that ends **CVC**, we sometimes have to change the spelling of that word.
- Here is the rule: Double the final consonant when the next morphograph begins with a vowel letter.
- d. When do you double the final consonant? (Signal.) *When the next morphograph begins with a vowel letter.*
- e. That's right: When the next morphograph begins with a vowel letter.
- f. (Point to **ing** on the board.)
- Does this suffix begin with a vowel letter or a consonant letter? (Signal.) *A vowel letter.*
- g. The morphograph **ing** begins with a vowel letter, so we have to double the final consonant in **run** when we add **ing**.
- h. Write **running** after the equal sign for word 1. ✓
- i. Finish the words on your own. ✓
- j. Check your work. Make an **X** next to any word you got wrong.
- k. Word 1. Spell **running**. Get ready. (Tap for each letter.) *R-U-N-N-I-N-G.*
- (Repeat for: **2. driplless**, **3. faddish**, **4. grabbed**, **5. fretful**.)

**EXERCISE 2**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
- Number your paper from 1 to 5. ✓
- b. Word 1: **disgraceful**.
- What's the first morphograph in **disgraceful**? (Signal.) *Dis.*
  - Next morphograph? (Signal.) *Grace.*
  - Next morphograph? (Signal.) *Ful.*
- c. Write **disgraceful**. ✓
- d. Word 2: **mistaken**.
- What's the first morphograph in **mistaken**? (Signal.) *Mis.*
  - Next morphograph? (Signal.) *Take.*
  - Next morphograph? (Signal.) *En.*
- e. Write **mistaken**. ✓
- f. (Repeat steps d–e for: **3. foolishness**, **fool + ish + ness**; **4. helpfully**, **help + ful + ly**; **5. misspending**, **mis + spend + ing**.)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **disgraceful**. Get ready. (Tap for each letter.) *D-I-S-G-R-A-C-E-F-U-L.*
- (Repeat for: **2. mistaken**, **3. foolishness**, **4. helpfully**, **5. misspending**.)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **people**. Spell **people**. Get ready. (Signal.) *P-E-O-P-L-E.*
- c. Word 2 is **avoided**. Spell **avoided**. Get ready. (Signal.) *A-V-O-I-D-E-D.*
- d. Word 3 is **watchful**. Spell **watchful**. Get ready. (Signal.) *W-A-T-C-H-F-U-L.*
- e. Word 4 is **dressy**. Spell **dressy**. Get ready. (Signal.) *D-R-E-S-S-Y.*
- f. Word 5 is **replace**. Spell **replace**. Get ready. (Signal.) *R-E-P-L-A-C-E.*
- g. (Give individual turns on: **1. people**, **2. avoided**, **3. watchful**, **4. dressy**, **5. replace**.)

**EXERCISE 1**

**Doubling Rule**

a. (Write on the board:)

- 1. slug + ish =
- 2. mad + ness =
- 3. sun + less =
- 4. swim + ing =
- 5. snap + ed =

- b. Number your paper from 1 through 5. ✓  
Copy the board on your paper with the plus and equal signs. ✓
- c. Remember, when we add a morphograph to a word that ends **CVC**, we sometimes have to change the spelling of that word.
- Here is the rule: Double the final consonant when the next morphograph begins with a vowel letter.
- d. When do you double the final consonant? (Signal.) *When the next morphograph begins with a vowel letter.*
- e. That's right: When the next morphograph begins with a vowel letter.
- f. (Point to **ish** on the board.)
- Does this suffix begin with a vowel letter or a consonant letter? (Signal.) *A vowel letter.*
- g. The morphograph **ish** begins with a vowel letter, so we have to double the final consonant in **slug** when we add **ish**.
- h. Write **sluggish** after the equal sign for word 1. ✓
- i. Finish the words on your own. ✓
- j. Check your work. Make an **X** next to any word you got wrong.
- k. Word 1. Spell **sluggish**. Get ready. (Tap for each letter.) *S-L-U-G-G-I-S-H*.
- (Repeat for: **2. madness**, **3. sunless**, **4. swimming**, **5. snapped**.)

**EXERCISE 2**

**Morphographic Analysis**

a. (Write on the board:)

- 1. hoping =
- 2. disliked = \_\_\_\_\_
- 3. unpleasing = \_\_\_\_\_
- 4. retracing = \_\_\_\_\_

- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.
- b. I'll do the first one.
- **Hoping**. The first morphograph in **hoping** is **hope**.
  - I'll write **hope** after the equal sign and then a plus sign, like this: (Write to show:)

1. hoping = hope +

- c. The next morphograph in **hoping** is **ing**.
- I'll write **ing** after the plus sign and then I'm finished with this word. (Write to show:)

1. hoping = hope + ing

- d. Number your paper from 2 to 4. ✓
- Item 2. **Disliked**. What's the first morphograph in **disliked**? (Signal.) *Dis*.
  - Write **dis** and a plus sign after the 2. ✓
- e. What's the next morphograph in **disliked**? (Signal.) *Like*.
- Write **like** and a plus sign. ✓
- f. What's the next morphograph in **disliked**? (Signal.) *Ed*.
- Write **E-D**. ✓
- g. Your paper should look like this: (Write on the board:)

2. dis + like + ed

- h. Do the rest of the words on your own. ✓



- i. Check your work. Make an **X** next to any item you got wrong.
- The morphographs in **unpleasing** are **un** and **please** and **ing**.
- The morphographs in **retracing** are **re** and **trace** and **ing**.

### EXERCISE 3

#### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **foolishness**. Spell **foolishness**.  
Get ready. (Signal.)  
*F-O-O-L-I-S-H-N-E-S-S.*
- c. Word 2 is **children**. Spell **children**. Get ready. (Signal.) *C-H-I-L-D-R-E-N.*
- d. Word 3 is **thoughtless**. Spell **thoughtless**.  
Get ready. (Signal.)  
*T-H-O-U-G-H-T-L-E-S-S.*
- e. Word 4 is **caught**. Spell **caught**. Get ready. (Signal.) *C-A-U-G-H-T.*
- f. Word 5 is **author**. Spell **author**. Get ready. (Signal.) *A-U-T-H-O-R.*
- g. (Give individual turns on: **1. foolishness, 2. children, 3. thoughtless, 4. caught, 5. author.**)

## Test

\*(Use context sentence for **eight**.)

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **author**. What word? (Signal.)  
*Author.*
  - Write the word **author**. ✓
- c. Word 2 is **messy**. What word? (Signal.)  
*Messy.*
  - Write the word **messy**. ✓
- d. (Repeat step c for: **3. eight\***, **4. foolishly**, **5. lighten**, **6. other**, **7. likable**, **8. disgrace**, **9. counted**, **10. different**.)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|              |               |
|--------------|---------------|
| 1. author    | 6. other      |
| 2. messy     | 7. likable    |
| 3. eight     | 8. disgrace   |
| 4. foolishly | 9. counted    |
| 5. lighten   | 10. different |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Doubling Rule

- a. (Write on the board:)

1. star + less =
2. glad + ness =
3. rob + er =
4. pin + ing =
5. hot + ly =

- b. Number your paper from 1 through 5. ✓  
Copy the board on your paper with the plus and equal signs. ✓
- c. Remember, when we add a morphograph to a word that ends **CVC**, we sometimes have to change the spelling of that word.
- Here is the rule: Double the final consonant when the next morphograph begins with a vowel letter.
- d. When do you double the final consonant? (Signal.) *When the next morphograph begins with a vowel letter.*
- e. That's right: When the next morphograph begins with a vowel letter.
- f. (Point to **less** on the board.)
- Does this suffix begin with a vowel letter or a consonant letter? (Signal.) *A consonant letter.*
- g. The morphograph **less** begins with a consonant letter, so we don't have to double the final consonant in **star** when we add **less**.
- h. Write **starless** after the equal sign for word 1. ✓
- i. Finish the words on your own. ✓
- j. Check your work. Make an **X** next to any word you got wrong.
- k. Word 1. Spell **starless**. Get ready. (Tap for each letter.) *S-T-A-R-L-E-S-S.*
- (Repeat for: **2. gladness**, **3. robber**, **4. pinning**, **5. hotly**)

## EXERCISE 2

## Sentence Variations

- a. Get ready to write on lined paper.
- You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **Eight school children watched from the street.**
- Say that sentence. Get ready. (Signal.) *Eight school children watched from the street.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.
- e. Spell **Eight**. Get ready. (Signal.) *E-I-G-H-T.*
- Check it. ✓
- f. Spell **school**. Get ready. (Signal.) *S-C-H-O-O-L.*
- Check it. ✓
  - (Repeat for: **children**, **watched**, **from**, **the**, **street**.)
- g. What end mark did you put at the end of the sentence? (Signal.) *A period.*
- Check it. ✓
- h. Fix any words you missed.

## EXERCISE 3

## Spelling Review

\*(Use context sentence for **through**.)

- a. You're going to spell words.
- b. Word 1 is **together**. Spell **together**. Get ready. (Signal.) *T-O-G-E-T-H-E-R.*
- c. Word 2 is **through\***. Spell **through**. Get ready. (Signal.) *T-H-R-O-U-G-H.*
- d. Word 3 is **should**. Spell **should**. Get ready. (Signal.) *S-H-O-U-L-D.*
- e. Word 4 is **joking**. Spell **joking**. Get ready. (Signal.) *J-O-K-I-N-G.*
- f. Word 5 is **refillable**. Spell **refillable**. Get ready. (Signal.) *R-E-F-I-L-L-A-B-L-E.*
- g. (Give individual turns on: **1. together**, **2. through**, **3. should**, **4. joking**, **5. refillable**.)

**EXERCISE 1**

**Doubling Rule**

a. (Write on the board:)

- 1. hop + ing =
- 2. wish + ful =
- 3. start + ing =
- 4. trap + ed =
- 5. sad + ness =

- b. Number your paper from 1 through 5. ✓  
Copy the board on your paper with the plus and equal signs. ✓
- c. When do you double the final consonant?  
(Call on a student.) *When a word ends CVC and the next morphograph begins with a vowel letter.*
  - Yes, when a word ends **CVC** and the next morphograph begins with a vowel letter.
- d. Everyone, when do you double the final consonant? (Signal.) *When a word ends CVC and the next morphograph begins with a vowel letter.*
  - (Repeat step d until firm.)
- e. Some of these words follow the rule about doubling the final consonant of words that end **CVC**. Do all these words on your own. ✓
- f. Check your work. Make an **X** next to any word you got wrong.
- g. Word 1. Spell **hopping**. Get ready. (Tap for each letter.) *H-O-P-P-I-N-G*.
  - (Repeat for: **2. wishful**, **3. starting**, **4. trapped**, **5. sadness**.)

**EXERCISE 2**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
  - Number your paper from 1 to 5. ✓
- b. Word 1: **lightened**.
  - What's the first morphograph in **lightened**? (Signal.) *Light*.
  - Next morphograph? (Signal.) *En*.
  - Next morphograph? (Signal.) *Ed*.
- c. Write **lightened**. ✓
- d. Word 2: **foolishly**.
  - What's the first morphograph in **foolishly**? (Signal.) *Fool*.
  - Next morphograph? (Signal.) *Ish*.
  - Next morphograph? (Signal.) *Ly*.
- e. Write **foolishly**. ✓
- f. (Repeat steps d–e for:
  - 3. reserved**, re + serve + ed;
  - 4. rehiring**, re + hire + ing;
  - 5. displayed**, dis + play + ed.)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **lightened**. Get ready. (Tap for each letter.) *L-I-G-H-T-E-N-E-D*.
  - (Repeat for: **2. foolishly**, **3. reserved**, **4. rehiring**, **5. displayed**.)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **school**. Spell **school**. Get ready. (Signal.) *S-C-H-O-O-L*.
- c. Word 2 is **several**. Spell **several**. Get ready. (Signal.) *S-E-V-E-R-A-L*.
- d. Word 3 is **sticky**. Spell **sticky**. Get ready. (Signal.) *S-T-I-C-K-Y*.
- e. Word 4 is **building**. Spell **building**. Get ready. (Signal.) *B-U-I-L-D-I-N-G*.
- f. Word 5 is **disjointed**. Spell **disjointed**. Get ready. (Signal.) *D-I-S-J-O-I-N-T-E-D*.
- g. (Give individual turns on: **1. school**, **2. several**, **3. sticky**, **4. building**, **5. disjointed**.)

**EXERCISE 1**

**Doubling Rule**

a. (Write on the board:)

- 1. swim + er =
- 2. tug + ed =
- 3. deep + est =
- 4. glad + ness =
- 5. tap + ing =

- b. Number your paper from 1 through 5. ✓  
Copy the board on your paper with the plus and equal signs. ✓
- c. When do you double the final consonant? (Signal.) *When a word ends CVC and the next morphograph begins with a vowel letter.*
- d. (Repeat until firm.)
- e. Some of these words follow the rule about doubling the final consonant of words that end **CVC**. Do all these words on your own. ✓
- f. Check your work. Make an **X** next to any word you got wrong.
- g. Word 1. Spell **swimmer**. Get ready. (Tap for each letter.) *S-W-I-M-M-E-R*.  
• (Repeat for: **2. tugged**, **3. deepest**, **4. gladness**, **5. tapping**.)

**EXERCISE 2**

**Affixes**

a. (Write on the board:)

- sun + y =
- flop + y =
- gum + y =

- b. Remember: Double the final consonant when the next morphograph begins with a vowel letter.
- c. (Point to **sun + y =** on the board:)  
When **Y** is a suffix, it is a vowel letter.  
• When **Y** is a suffix, is it a vowel letter or a consonant letter? (Signal.) *A vowel letter.*

- d. The suffix **Y** is a vowel letter, so we have to double the **N** in **sun** when we add **Y**.  
Spell **sunny**. Get ready. (Tap for each letter.) *S-U-N-N-Y*.
- e. (Point to **flop + y =** on the board:)  
The suffix **Y** is a vowel letter, so we have to double the **P** in **flop** when we add **Y**.  
• Spell **floppy**. Get ready. (Tap for each letter.) *F-L-O-P-P-Y*.
- f. (Point to **gum + y =** on the board:)  
The suffix **Y** is a vowel letter, so we have to double the **M** in **gum** when we add **Y**.  
• Spell **gummy**. Get ready. (Tap for each letter.) *G-U-M-M-Y*.
- g. (Repeat steps d–f until firm.)
- h. **Everyone, spell sunny**. Get ready. (Tap for each letter.) *S-U-N-N-Y*.  
• (Write to show:)

**sun + y = sunny**

i. (Repeat step h with **floppy**, **gummy**.)

**EXERCISE 3**

**Prompted Review**

a. (Write on the board:)

- 1. sign
- 2. tickle
- 3. immediately
- 4. courage
- 5. search

- b. Word 1 is **sign**. Spell **sign**. Get ready. (Signal.) *S-I-G-N*.
- c. Word 2 is **tickle**. Spell **tickle**. Get ready. (Signal.) *T-I-C-K-L-E*.
- d. (Repeat step c for: **3. immediately**, **4. courage**, **5. search**.)
- e. (Erase the board.)  
• Now spell those words without looking.
- f. Word 1 is **sign**. Spell **sign**. Get ready. (Signal.) *S-I-G-N*.
- g. Word 2 is **tickle**. Spell **tickle**. Get ready. (Signal.) *T-I-C-K-L-E*.
- h. (Repeat step g for: **3. immediately**, **4. courage**, **5. search**.)
- i. (Give individual turns on: **1. sign**, **2. tickle**, **3. immediately**, **4. courage**, **5. search**.)

**EXERCISE 1**

**Doubling Rule**

a. (Write on the board:)

- 1. crab + y =
- 2. sad + ly =
- 3. sign + s =
- 4. run + er =
- 5. job + less =

b. Number your paper from 1 through 5. ✓  
Copy the board on your paper with the plus and equal signs. ✓

c. When do you double the final consonant?  
(Signal.) *When a word ends CVC and the next morphograph begins with a vowel letter.*

d. (Repeat until firm.)

e. Some of these words follow the rule about doubling the final consonant of words that end **CVC**. Do all these words on your own. ✓

f. Check your work. Make an **X** next to any word you got wrong.

g. Word 1. Spell **crabby**. Get ready. (Tap for each letter.) *C-R-A-B-B-Y*.

- (Repeat for: 2. **sadly**, 3. **signs**, 4. **runner**, 5. **jobless**.)

**EXERCISE 2**

**Morphographic Analysis**

a. (Write on the board:)

- 1. needlessly = \_\_\_\_\_
- 2. curable = \_\_\_\_\_
- 3. undressed = \_\_\_\_\_
- 4. choicest = \_\_\_\_\_

- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.

b. I'll do the first one.

- **Needlessly**. The first morphograph in **needlessly** is **need**.
- I'll write **need** after the equal sign and then a plus sign, like this: (Write to show:)

1. needlessly = need +

c. The next morphograph in **needlessly** is **less**.

- I'll write **less** after the plus sign. (Write to show:)

1. needlessly = need + less

d. The next morphograph in **needlessly** is **ly**.

- I'll write **ly** after the plus sign and then I'm finished with this word. (Write to show:)

1. needlessly = need + less + ly

e. Number your paper from 2 to 4. ✓

- Item 2. **Curable**. What's the first morphograph in **curable**? (Signal.) *Cure*.
- Write **cure** and a plus sign after the 2. ✓
- f. What's the next morphograph in **curable**? (Signal.) *Able*.
- Write **able**. ✓

g. Your paper should look like this: (Write:)

2. cure + able

h. Do the rest of the words on your own. ✓

- i. Check your work. Make an **X** next to any item you got wrong.
- The morphographs in **undressed** are **un** and **dress** and **E-D**.
- The morphographs in **choicest** are **choice** and **est**.

### EXERCISE 3

#### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **unusable**. Spell **unusable**. Get ready. (Signal.) *U-N-U-S-A-B-L-E*.
- c. Word 2 is **misspelling**. Spell **misspelling**. Get ready. (Signal.) *M-I-S-S-P-E-L-L-I-N-G*.
- d. Word 3 is **cleanness**. Spell **cleanness**. Get ready. (Signal.) *C-L-E-A-N-N-E-S-S*.
- e. Word 4 is **thickly**. Spell **thickly**. Get ready. (Signal.) *T-H-I-C-K-L-Y*.
- f. Word 5 is **display**. Spell **display**. Get ready. (Signal.) *D-I-S-P-L-A-Y*.
- g. (Give individual turns on: **1. unusable, 2. misspelling, 3. cleanness, 4. thickly, 5. display.**)

## Test

\*(Use context sentence for **meet**.)

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **meet**\*. What word? (Signal.)  
*Meet.*
  - Write the word **meet**. ✓
- c. Word 2 is **friendly**. What word? (Signal.)  
*Friendly.*
  - Write the word **friendly**. ✓
- d. (Repeat step c for: **3. greenish, 4. discount, 5. stretchable, 6. thoughtful, 7. immediately, 8. sign, 9. reporter, 10. catching.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

- |                |                |
|----------------|----------------|
| 1. meet        | 6. thoughtful  |
| 2. friendly    | 7. immediately |
| 3. greenish    | 8. sign        |
| 4. discount    | 9. reporter    |
| 5. stretchable | 10. catching   |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)



**EXERCISE 1**

**Rule Discrimination**

- a. You're going to write words on lined paper. Number your paper from 1 through 5. Skip a line between each number.
- b. (Write on the board:)

1. **stop** + **ing** =

2. **bike** + **ing** =

3. **hope** + **ing** =

4. **spin** + **ing** =

5. **plan** + **ing** =

- Copy the board. Raise your hand when you're finished. ✓
- c. Some of these words end in **CVC**.
  - Draw a line under those words. Raise your hand when you're finished. (Observe students and give feedback.)
- d. Some of these words end with the letter **E**.
  - Circle those words. Raise your hand when you're finished. (Observe students and give feedback.)
- e. The morphograph you'll add to these words is **ing**.
  - Does **ing** begin with a vowel letter or a consonant letter? (Signal.) *A vowel letter.*
  - Add the morphographs. You'll either have to drop an **E** or double a final consonant. Raise your hand when you're finished. ✓
- f. (Write to show:)

1. stop + ing = **stopping**

2. bike + ing = **biking**

3. hope + ing = **hoping**

4. spin + ing = **spinning**

5. plan + ing = **planning**

- Check your work. Here's what you should have. Make an **X** next to the word if you got it wrong.

- g. Word 1 is **stopping**. Did you use the doubling rule or the final **e** rule? (Signal.) *The doubling rule.*
- h. Word 2 is **biking**. Did you use the doubling rule or the final **e** rule? (Signal.) *The final e rule.*
- i. Word 3 is **hoping**. Did you use the doubling rule or the final **e** rule? (Signal.) *The final e rule.*
- j. Word 4 is **spinning**. Did you use the doubling rule or the final **e** rule? (Signal.) *The doubling rule.*
- k. Word 5 is **planning**. Did you use the doubling rule or the final **e** rule? (Signal.) *The doubling rule.*

**EXERCISE 2**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
  - Number your paper from 1 to 5. ✓
- b. Word 1: **classic**.
  - What's the first morphograph in **classic**? (Signal.) *Class.*
  - Next morphograph? (Signal.) *Ic.*
- c. Write **classic**. ✓
- d. Word 2: **avoidable**.
  - What's the first morphograph in **avoidable**? (Signal.) *Avoid.*
  - Next morphograph? (Signal.) *Able.*
- e. Write **avoidable**. ✓
- f. (Repeat steps d–e for: **3. misty, mist + y; 4. reviewer, re + view + er; 5. misreported, mis + re + port + ed.**)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **classic**. Get ready. (Tap for each letter.) *C-L-A-S-S-I-C.*
  - (Repeat for: **2. avoidable, 3. misty, 4. reviewer, 5. misreported.**)

### EXERCISE 3

#### Reading Vocabulary

a. (Write on the board:)

**solution**

- The word **solution** is one of your vocabulary words.
  - **Solution** refers to **solving a problem**.
- b. Everybody, look at **solution** and spell it. Get ready. (Tap for each letter.)  
S-O-L-U-T-I-O-N.
- Spell it again. Get ready. (Tap for each letter.) S-O-L-U-T-I-O-N.

- c. (Erase the board.)
- Spell **solution** without looking. Get ready. (Signal.) S-O-L-U-T-I-O-N.
  - Now write **solution** on your lined paper. ✓
- d. Check your work. Make an **X** if you spelled **solution** wrong. **Solution** is spelled (pause) S-O-L-U-T-I-O-N. ✓
- e. Turn your paper over and spell **solution** again. Get ready. (Signal.)  
S-O-L-U-T-I-O-N.
- **Solution** will be in your vocabulary exercises and on some of your spelling tests.

## EXERCISE 1

### Rule Discrimination

- You're going to write words on lined paper. Number your paper from 1 through 5. Skip a line between each number.
- (Write on the board:)

1. sun + y =

2. shine + y =

3. noise + y =

4. run + y =

5. ease + y =

- Copy the board. Raise your hand when you're finished. ✓
- Some of these words end in **CVC**.
  - Draw a line under those words. Raise your hand when you're finished. (Observe students and give feedback.)
- Some of these words end with the letter **E**.
  - Circle those words. Raise your hand when you're finished. (Observe students and give feedback.)
- The morphograph you'll add to these words is **Y**.
  - Remember, the morphograph **Y** is a vowel letter.
  - Add the suffixes. You'll either have to drop an **E** or double a final consonant. Raise your hand when you're finished. ✓
- (Write to show:)

1. sun + y = sunny

2. shine + y = shiny

3. noise + y = noisy

4. run + y = runny

5. ease + y = easy

- Check your work. Here's what you should have. Make an **X** next to the word if you got it wrong.

- Word 1 is **sunny**. Did you use the doubling rule or the final **e** rule? (Signal.) *The doubling rule.*
- Word 2 is **shiny**. Did you use the doubling rule or the final **e** rule? (Signal.) *The final e rule.*
- Word 3 is **noisy**. Did you use the doubling rule or the final **e** rule? (Signal.) *The final e rule.*
- Word 4 is **runny**. Did you use the doubling rule or the final **e** rule? (Signal.) *The doubling rule.*
- Word 5 is **easy**. Did you use the doubling rule or the final **e** rule? (Signal.) *The final e rule.*

## EXERCISE 2

### Morphographic Analysis

- (Write on the board:)

1. foolishly = \_\_\_\_\_

2. helpfully = \_\_\_\_\_

3. shameless = \_\_\_\_\_

4. misspelling = \_\_\_\_\_

5. strengthen = \_\_\_\_\_

- Number your paper from 1 to 5. ✓
  - Write the morphographs that go in each blank. Put plus signs between the morphographs. ✓
- (Write to show:)

1. foolishly = fool + ish + ly

2. helpfully = help + ful + ly

3. shameless = shame + less

4. misspelling = mis + spell + ing

5. strengthen = strength + en

- Check your work. Make an **X** next to any item you got wrong. ✓

### EXERCISE 3

#### Vocabulary and Spelling Review

- a. What word refers to **solving a problem**?  
(Signal.) *Solution.*
- b. Spell **solution**. Get ready. (Signal.)  
*S-O-L-U-T-I-O-N.*
  - Spell it again. Get ready. (Signal.)  
*S-O-L-U-T-I-O-N.*
- c. Raise your hand when you know what word means **show something**. ✓
  - What word? (Signal.) *Display.*
- d. Spell **display**. Get ready. (Signal.)  
*D-I-S-P-L-A-Y.*
  - Spell it again. Get ready. (Signal.)  
*D-I-S-P-L-A-Y.*
- e. Now you're going to spell some other words.
- f. Word 3 is **children**. Spell **children**.
  - Get ready. (Signal.) *C-H-I-L-D-R-E-N.*
- g. Word 4 is **search**. Spell **search**. Get ready. (Signal.) *S-E-A-R-C-H.*
- h. Word 5 is **foolish**. Spell **foolish**. Get ready. (Signal.) *F-O-O-L-I-S-H.*
- i. (Give individual turns on: **1. solution, 2. display, 3. children, 4. search, 5. foolish.**)

## EXERCISE 1

### Rule Discrimination

- You're going to write words on lined paper. Number your paper from 1 through 5. Skip a line between each number. ✓
- (Write on the board:)

1. **safe** + er =

2. **hop** + ing =

3. **chop** + y =

4. **dine** + ing =

5. **lace** + y =

- Copy the board. Raise your hand when you're finished. ✓
- Some of these words end in **CVC**.
  - Draw a line under those words. Raise your hand when you're finished. (Observe students and give feedback.)
- Some of these words end with the letter **E**.
  - Circle those words. Raise your hand when you're finished. (Observe students and give feedback.)
- The suffixes begin with vowel letters.
  - The suffix **Y** is a vowel letter.
  - Add the suffixes. You'll either have to drop an **E** or double a final consonant. Raise your hand when you're finished. ✓
- (Write to show:)

1. **safe** + er = **safer**

2. **hop** + ing = **hopping**

3. **chop** + y = **choppy**

4. **dine** + ing = **dining**

5. **lace** + y = **lacy**

- Check your work. Here's what you should have. Make an **X** next to the word if you got it wrong.

- Word 1 is **safer**. Did you use the doubling rule or the final **e** rule? (Signal.) *The final e rule.*
- Word 2 is **hopping**. Did you use the doubling rule or the final **e** rule? (Signal.) *The doubling rule.*
- Word 3 is **choppy**. Did you use the doubling rule or the final **e** rule? (Signal.) *The doubling rule.*
- Word 4 is **dining**. Did you use the doubling rule or the final **e** rule? (Signal.) *The final e rule.*
- Word 5 is **lacy**. Did you use the doubling rule or the final **e** rule? (Signal.) *The final e rule.*

## EXERCISE 2

### Sentence

- (Write on the board:)

**That person often paints pictures.**

- I'll read the sentence on the board: **That person often paints pictures.**
- Spell **That**. Get ready. (Signal.) *T-H-A-T.*
  - Spell **person**. Get ready. (Signal.) *P-E-R-S-O-N.*
  - Spell **often**. Get ready. (Signal.) *O-F-T-E-N.*
  - Spell **paints**. Get ready. (Signal.) *P-A-I-N-T-S.*
  - Spell **pictures**. Get ready. (Signal.) *P-I-C-T-U-R-E-S.*
- Copy this sentence on lined paper.
- (Pause, then check and correct.)
  - Read the sentence you just copied. Get ready. (Signal.) *That person often paints pictures.*

### EXERCISE 3

#### Vocabulary and Spelling Review

- a. What word refers to **solving a problem**? (Signal.) *Solution.*
- b. Spell **solution**. Get ready. (Signal.)  
S-O-L-U-T-I-O-N.
  - Spell it again. Get ready. (Signal.)  
S-O-L-U-T-I-O-N.
- c. Raise your hand when you know what word means **without thinking**. ✓
  - What word? (Signal.) *Automatically.*
- d. Spell **automatically**. Get ready. (Signal.)  
A-U-T-O-M-A-T-I-C-A-L-L-Y.
  - Spell it again. Get ready. (Signal.)  
A-U-T-O-M-A-T-I-C-A-L-L-Y.
- e. Now you're going to spell some other words.
- f. Word 3 is **sign**. Spell **sign**. Get ready. (Tap for each letter.) S-I-G-N.
- g. Word 4 is **choicest**. Spell **choicest**. Get ready. (Tap for each letter.)  
C-H-O-I-C-E-S-T.
- h. Word 5 is **strengthen**. Spell **strengthen**. Get ready. (Tap for each letter.)  
S-T-R-E-N-G-T-H-E-N.
  - (Give individual turns on: **1. solution, 2. automatically, 3. sign, 4. choicest, 5. strengthen.**)

## EXERCISE 1

### Rule Discrimination

- You're going to write words on lined paper. Number your paper from 1 through 5. Skip a line between each number. ✓
- (Write on the board:)

1. mad + ness =

2. hug + ing =

3. race + ing =

4. safe + ly =

5. luck + y =

- Copy the board. Raise your hand when you're finished. ✓
- Some of these words end in **CVC**.
    - Draw a line under those words. Raise your hand when you're finished. (Observe students and give feedback.)
  - Some of these words end with the letter **E**.
    - Circle those words. Raise your hand when you're finished. (Observe students and give feedback.)
  - Add the morphographs. You don't change the spelling of the word if the next morphograph begins with a consonant letter. Raise your hand when you're finished. ✓
  - (Write to show:)

1. mad + ness = madness

2. hug + ing = hugging

3. race + ing = racing

4. safe + ly = safely

5. luck + y = lucky

- Check your work. Here's what you should have. Make an **X** next to the word if you got it wrong. ✓

## EXERCISE 2

### Sentence

- (Write on the board:)

\_\_\_\_\_ e \_ o \_ f \_ e \_  
 \_ ai \_ \_ \_ \_ tu \_ \_ .

- The sentence should say: **That person often paints pictures.**
- Write that sentence on lined paper. Fill in the blanks. ✓
  - Now let's spell those words without looking.
    - Spell **That**. Get ready. (Signal.) T-H-A-T.
    - Spell **person**. Get ready. (Signal.) P-E-R-S-O-N.
    - Spell **often**. Get ready. (Signal.) O-F-T-E-N.
    - Spell **paints**. Get ready. (Signal.) P-A-I-N-T-S.
    - Spell **pictures**. Get ready. (Signal.) P-I-C-T-U-R-E-S.
  - (Write to show:)

**That person often  
 paints pictures.**

- Fix any words you missed. ✓

## EXERCISE 3

\*(Use context sentence for **eight**.)

### Spelling Review

- You're going to spell words.
- Word 1 is **classic**. Spell **classic**. Get ready. (Signal.) C-L-A-S-S-I-C.
- Word 2 is **sign**. Spell **sign**. Get ready. (Signal.) S-I-G-N.
- Word 3 is **watchful**. Spell **watchful**. Get ready. (Signal.) W-A-T-C-H-F-U-L.
- Word 4 is **different**. Spell **different**. Get ready. (Signal.) D-I-F-F-E-R-E-N-T.
- Word 5 is **eight\***. Spell **eight**. Get ready. (Signal.) E-I-G-H-T.
- (Give individual turns on: **1. classic, 2. sign, 3. watchful, 4. different, 5. eight**.)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
  - b. Word 1 is **reviewer**. What word? (Signal.)  
*Reviewer.*
    - Write the word **reviewer**. ✓
  - c. Word 2 is **lightness**. What word? (Signal.)  
*Lightness.*
    - Write the word **lightness**. ✓
  - d. (Repeat step c for: **3. stylish, 4. people, 5. misspell, 6. pleasing, 7. needless, 8. stretcher, 9. shining, 10. distasteful.**)
- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.
    - (Write on the board:)
 

|              |                 |
|--------------|-----------------|
| 1. reviewer  | 6. pleasing     |
| 2. lightness | 7. needless     |
| 3. stylish   | 8. stretcher    |
| 4. people    | 9. shining      |
| 5. misspell  | 10. distasteful |
    - Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)



## EXERCISE 1

### Rule Discrimination

- You're going to write words on lined paper. Number your paper from 1 through 5. Skip a line between each number. ✓
- (Write on the board:)

1. like + ly =

2. spot + ed =

3. tease + ing =

4. run + er =

5. gold + en =

- Copy the board. Raise your hand when you're finished. (Observe students and give feedback.)
- Some of these words end in **CVC**.
- Some of these words end with the letter **E**.
- Add the morphographs. ✓
- (Write to show:)

1. like + ly = likely

2. spot + ed = spotted

3. tease + ing = teasing

4. run + er = runner

5. gold + en = golden

- Check your work. Here's what you should have. Make an **X** next to the word if you got it wrong. ✓

## EXERCISE 2

### Sentence

- (Write on the board:)

\_\_\_\_\_ e \_\_\_\_\_ f \_\_\_\_\_  
 \_\_\_\_\_ i \_\_\_\_\_ t \_\_\_\_\_ .

- The sentence should say: **That person often paints pictures.**

- Write that sentence on lined paper. Fill in the blanks. ✓
- Now let's spell those words again without looking.
  - Spell **That**. Get ready. (Signal.) T-H-A-T.
  - Spell **person**. Get ready. (Signal.) P-E-R-S-O-N.
  - Spell **often**. Get ready. (Signal.) O-F-T-E-N.
  - Spell **paints**. Get ready. (Signal.) P-A-I-N-T-S.
  - Spell **pictures**. Get ready. (Signal.) P-I-C-T-U-R-E-S.
- (Write to show:)

That person often  
 paints pictures.

- Fix any words you missed. ✓

## EXERCISE 3

### Spelling Review

- You're going to spell words.
- Word 1 is **solution**. Spell **solution**. Get ready. (Signal.) S-O-L-U-T-I-O-N.
- Word 2 is **rehiring**. Spell **rehiring**. Get ready. (Signal.) R-E-H-I-R-I-N-G.
- Word 3 is **undrinkable**. Spell **undrinkable**. Get ready. (Signal.) U-N-D-R-I-N-K-A-B-L-E.
- Word 4 is **needy**. Spell **needy**. Get ready. (Signal.) N-E-E-D-Y.
- Word 5 is **person**. Spell **person**. Get ready. (Signal.) P-E-R-S-O-N.
- (Give individual turns on: **1. solution, 2. rehiring, 3. undrinkable, 4. needy, 5. person.**)

**EXERCISE 1**

**Rule Discrimination**

- a. You're going to write words on lined paper. Number your paper from 1 through 5. Skip a line between each number. ✓
- b. (Write on the board:)

1. big + est =

2. love + able =

3. noise + y =

4. sense + less =

5. port + able =

- Copy the board. Raise your hand when you're finished. ✓
- c. Some of these words end in **CVC**.
- Some of these words end with the letter **E**.
- Add the morphographs. ✓
- d. (Write to show:)

1. big + est = **biggest**

2. love + able = **lovable**

3. noise + y = **noisy**

4. sense + less = **senseless**

5. port + able = **portable**

- Check your work. Here's what you should have. Make an **X** next to the word if you got it wrong. ✓

**EXERCISE 2**

**Sentence**

- a. You're going to write this sentence: **That person often paints pictures.**
- b. Say the sentence. Get ready. (Signal.) *That person often paints pictures.*
- c. Write the sentence. ✓
- d. (Write on the board:)

**That person often paints pictures.**

- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **That**. Get ready. (Tap for each letter.) *T-H-A-T*.
  - (Repeat for: **person, often, paints, pictures.**)

**EXERCISE 3**

**Prompted Review**

- a. (Write on the board:)

1. **immediately**

2. **tickle**

3. **sign**

4. **pictures**

5. **searching**

- b. Word 1 is **immediately**. Spell **immediately**. Get ready. (Signal.) *I-M-M-E-D-I-A-T-E-L-Y*.
- c. Word 2 is **tickle**. Spell **tickle**. Get ready. (Signal.) *T-I-C-K-L-E*.
- d. (Repeat step c for: **3. sign, 4. pictures, 5. searching.**)
- e. (Erase the board.)
  - Now spell those words without looking.
- f. Word 1 is **immediately**. Spell **immediately**. Get ready. (Signal.) *I-M-M-E-D-I-A-T-E-L-Y*.
- g. Word 2 is **tickle**. Spell **tickle**. Get ready. (Signal.) *T-I-C-K-L-E*.
- h. (Repeat step g for: **3. sign, 4. pictures, 5. searching.**)
- i. (Give individual turns on: **1. immediately, 2. tickle, 3. sign, 4. pictures, 5. searching.**)

**EXERCISE 1**

**Word Introduction**

a. (Write on the board:)

medic  
magic  
muse  
critic  
scribe

b. Get ready to read these words.

- First word: **medic**. What word? (Signal.) *Medic.*

c. Next word: **magic**. What word? (Signal.) *Magic.*

- (Repeat for: **muse**, **critic**, **scribe**.)

d. Now spell those words.

- Spell **medic**. Get ready. (Signal.) *M-E-D-I-C.*

e. Spell **magic**. Get ready. (Signal.) *M-A-G-I-C.*

- (Repeat for: **muse**, **critic**, **scribe**.)

f. (Erase the board.)

- Spell the words without looking.

g. Spell **medic**. Get ready. (Signal.) *M-E-D-I-C.*

h. Spell **magic**. Get ready. (Signal.) *M-A-G-I-C.*

- (Repeat for: **muse**, **critic**, **scribe**.)

**EXERCISE 2**

**Word Building**

a. You're going to write some words made up of more than one morphograph.

- Number your paper from 1 to 5. ✓

b. Word 1: **floppy**.

- What's the first morphograph in **floppy**? (Signal.) *Flop.*

- Next morphograph? (Signal.) *Y.*

c. Write **floppy**. ✓

d. Word 2: **shamefully**.

- What's the first morphograph in **shamefully**? (Signal.) *Shame.*

- Next morphograph? (Signal.) *Ful.*

- Next morphograph? (Signal.) *Ly.*

e. Write **shamefully**. ✓

f. (Repeat steps d–e for: **3. unusable**, **un + use + able**; **4. roughly**, **rough + ly**; **5. strengthen**, **strength + en**.)

g. Check your work. Make an **X** next to any word you got wrong.

h. Word 1. Spell **floppy**. Get ready. (Tap for each letter.) *F-L-O-P-P-Y.*

- (Repeat for: **2. shamefully**, **3. unusable**, **4. roughly**, **5. strengthen**.)

**EXERCISE 3**

**Spelling Review**

a. You're going to spell words.

b. Word 1 is **paints**. Spell **paints**. Get ready. (Signal.) *P-A-I-N-T-S.*

c. Word 2 is **research**. Spell **research**. Get ready. (Signal.) *R-E-S-E-A-R-C-H.*

d. Word 3 is **endlessly**. Spell **endlessly**. Get ready. (Signal.) *E-N-D-L-E-S-S-L-Y.*

e. Word 4 is **friendly**. Spell **friendly**. Get ready. (Signal.) *F-R-I-E-N-D-L-Y.*

f. Word 5 is **bridge**. Spell **bridge**. Get ready. (Signal.) *B-R-I-D-G-E.*

g. (Give individual turns on: **1. paints**, **2. research**, **3. endlessly**, **4. friendly**, **5. bridge**.)

## EXERCISE 1

### Sentence Variations

- a. Get ready to write on lined paper.
  - You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **That person is often running.**
  - Say that sentence. Get ready. (Signal.) *That person is often running.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.
- e. Spell **That**. Get ready. (Signal.) *T-H-A-T.*
  - Check it. ✓
- f. Spell **person**. Get ready. (Signal.) *P-E-R-S-O-N.*
  - Check it. ✓
  - (Repeat for: **is, often, running**.)
- g. What end mark did you put at the end of the sentence? (Signal.) *A period.*
  - Check it. ✓
- h. Fix any words you missed.

## EXERCISE 2

### Affixes

- a. You're going to write words on lined paper. Number your paper from 1 through 4. ✓
- b. Word 1 is **form**. What word? (Signal.) *Form.*
  - Write the word **form**. ✓
- c. Word 2 is **medic**. What word? (Signal.) *Medic.*
  - Write the word **medic**. ✓
- d. Word 3 is **rent**. What word? (Signal.) *Rent.*
  - Write the word **rent**. ✓
- e. Word 4 is **globe**. What word? (Signal.) *Globe.*
  - Write the word **globe**. ✓

- f. (Write on the board:)

**form + al =**  
**medic + al =**  
**rent + al =**  
**globe + al =**

- Now you're going to add suffixes to these words.
- g. After **form** write a plus sign. ✓  
After **A-L** write an equal sign. ✓
- h. Write the plus signs, suffixes, and equal signs shown for the rest of the words. ✓
- i. You're going to add the suffixes to make new words.
- j. Word 1 is **formal**. What word? (Signal.) *Formal.*
  - Write the word **formal** after the equal sign. ✓
- k. Word 2 is **medical**. What word? (Signal.) *Medical.*
  - Write the word **medical** after the equal sign. ✓
- l. Word 3 is **rental**. What word? (Signal.) *Rental.*
  - Write the word **rental** after the equal sign. ✓
- m. Word 4 is **global**. What word? (Signal.) *Global.*
  - Write the word **global** after the equal sign. ✓
- n. Check your work. Make an **X** next to any word you got wrong.
- o. Word 1. Spell **formal**. Get ready. (Tap for each letter.) *F-O-R-M-A-L.*
  - (Repeat for: **2. medical, 3. rental, 4. global.**)

### EXERCISE 3

#### Prompted Review

a. (Write on the board:)

1. magic
2. courage
3. straight
4. solution
5. often

b. Word 1 is **magic**. Spell **magic**. Get ready.  
(Signal.) *M-A-G-I-C*.

c. Word 2 is **courage**. Spell **courage**. Get ready.  
(Signal.) *C-O-U-R-A-G-E*.

d. (Repeat step c for: **3. straight**, **4. solution**, **5. often**.)

e. (Erase the board.)

- Now spell those words without looking.

f. Word 1 is **magic**. Spell **magic**. Get ready.  
(Signal.) *M-A-G-I-C*.

g. Word 2 is **courage**. Spell **courage**. Get ready.  
(Signal.) *C-O-U-R-A-G-E*.

h. (Repeat step g for: **3. straight**, **4. solution**, **5. often**.)

i. (Give individual turns on: **1. magic**, **2. courage**, **3. straight**, **4. solution**, **5. often**.)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 9. ✓
  - b. Word 1 is **noisy**. What word? (Signal.)  
*Noisy.*
    - Write the word **noisy**. ✓
  - c. Word 2 is **research**. What word? (Signal.)  
*Research.*
    - Write the word **research**. ✓
  - d. (Repeat step c for: **3. straighten, 4. hugging, 5. jobless, 6. hoping, 7. children, 8. solution, 9. funny.**)
- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.
    - (Write on the board:)
 

|               |             |
|---------------|-------------|
| 1. noisy      | 6. hoping   |
| 2. research   | 7. children |
| 3. straighten | 8. solution |
| 4. hugging    | 9. funny    |
| 5. jobless    |             |
    - Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

## Affix Introduction

a. (Write on the board:)

1. arm + s =
2. help + er + s =
3. friend + s =
4. shop + s =
5. night + s =

- In these words, the morphograph **S** means: **more than one**.
  - All these words end with the sound **sss** or **zzz**.
- b. Copy the morphographs from the board on lined paper. ✓
  - c. Add the morphograph **S** to make new words. ✓
  - d. Check your work. Make an **X** next to any word you got wrong.
- e. Word 1. Spell **arms**. Get ready. (Tap for each letter.) *A-R-M-S*.
- (Repeat for: **2. helpers**, **3. friends**, **4. shops**, **5. nights**.)

## EXERCISE 2

## Word Building

- a. You're going to write some words made up of more than one morphograph.
  - Number your paper from 1 to 5. ✓
- b. Word 1: **stretchable**.
  - What's the first morphograph in **stretchable**? (Signal.) *Stretch*.
  - Next morphograph? (Signal.) *Able*.
- c. Write **stretchable**. ✓
- d. Word 2: **formally**.
  - What's the first morphograph in **formally**? (Signal.) *Form*.
  - Next morphograph? (Signal.) *Al*.
  - Next morphograph? (Signal.) *Ly*.
- e. Write **formally**. ✓
- f. (Repeat steps d–e for: **3. funny**, **fun + y**; **4. unlikely**, **un + like + ly**; **5. likable**, **like + able**.)
- g. Check your work. Make an **X** next to any word you got wrong.

- h. Word 1. Spell **stretchable**. Get ready. (Tap for each letter.) *S-T-R-E-T-C-H-A-B-L-E*.
- (Repeat for: **2. formally**, **3. funny**, **4. unlikely**, **5. likable**.)

## EXERCISE 3

## Prompted Review

a. (Write on the board:)

1. magic
2. critic
3. scribe
4. sign
5. source

- b. Word 1 is **magic**. Spell **magic**. Get ready. (Signal.) *M-A-G-I-C*.
- c. Word 2 is **critic**. Spell **critic**. Get ready. (Signal.) *C-R-I-T-I-C*.
- d. (Repeat step c for: **3. scribe**, **4. sign**, **5. source**.)
- e. (Erase the board.)
  - Now spell those words without looking.
- f. Word 1 is **magic**. Spell **magic**. Get ready. (Signal.) *M-A-G-I-C*.
- g. Word 2 is **critic**. Spell **critic**. Get ready. (Signal.) *C-R-I-T-I-C*.
- h. (Repeat step g for: **3. scribe**, **4. sign**, **5. source**.)
- i. (Give individual turns on: **1. magic**, **2. critic**, **3. scribe**, **4. sign**, **5. source**.)

**EXERCISE 1**

**Affix Introduction**

- a. (Write on the board:)

1. **build + s =**  
 2. **sleep + s =**  
 3. **clean + s =**  
 4. **think + s =**

- In these words, the morphograph **S** means: **more than one.**
  - All these words end with the sound **sss** or **zzz.**
- b. Copy the morphographs from the board on lined paper. ✓
- c. Add the morphograph **S** to make new words. ✓
- d. Check your work. Make an **X** next to any word you got wrong.
- e. Word 1. Spell **builds**. Get ready. (Tap for each letter.) *B-U-I-L-D-S.*
- (Repeat for: **2. sleeps, 3. cleans, 4. thinks.**)

**EXERCISE 2**

**Sentence Variations**

- a. Get ready to write on lined paper.
- You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **The girls often paint pictures.**
- Say that sentence. Get ready. (Signal.) *The girls often paint pictures.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.
- e. Spell **The**. Get ready. (Signal.) *T-H-E.*
- Check it. ✓
- f. Spell **girls**. Get ready. (Signal.) *G-I-R-L-S.*
- Check it. ✓
  - (Repeat for: **often, paint, pictures.**)
- g. What end mark did you put at the end of the sentence? (Signal.) *A period.*
- Check it. ✓
- h. Fix any words you missed.

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **swimmer**. Spell **swimmer**. Get ready. (Signal.) *S-W-I-M-M-E-R.*
- c. Word 2 is **teasing**. Spell **teasing**. Get ready. (Signal.) *T-E-A-S-I-N-G.*
- d. Word 3 is **curable**. Spell **curable**. Get ready. (Signal.) *C-U-R-A-B-L-E.*
- e. Word 4 is **tasteless**. Spell **tasteless**. Get ready. (Signal.) *T-A-S-T-E-L-E-S-S.*
- f. Word 5 is **solution**. Spell **solution**. Get ready. (Signal.) *S-O-L-U-T-I-O-N.*
- g. (Give individual turns on: **1. swimmer, 2. teasing, 3. curable, 4. tasteless, 5. solution.**)



**EXERCISE 1**

**Word Introduction**

a. (Write on the board:)

**buzz**  
**rich**  
**class**  
**leash**  
**crunch**  
**guess**

b. These words end with the letters **S, Z, S-H,** or **C-H.** Get ready to read these words.

- First word: **buzz.** What word? (Signal.) *Buzz.*

c. Next word: **rich.** What word? (Signal.) *Rich.*

- (Repeat for: **class, leash, crunch, guess.**)

d. Now spell those words.

- Spell **buzz.** Get ready. (Tap for each letter.) *B-U-Z-Z.*

e. Spell **rich.** Get ready. (Tap for each letter.) *R-I-C-H.*

- (Repeat for: **class, leash, crunch, guess.**)

f. (Erase the board.)

- Spell the words without looking.
- g. Spell **leash.** Get ready. (Tap for each letter.) *L-E-A-S-H.*

h. Spell **guess.** Get ready. (Tap for each letter.) *G-U-E-S-S.*

- (Repeat for: **buzz, crunch, rich, class.**)

**EXERCISE 2**

**Morphographic Analysis**

a. (Write on the board:)

1. noisy = \_\_\_\_\_  
2. disjointed = \_\_\_\_\_  
3. lengthening = \_\_\_\_\_  
4. rental = \_\_\_\_\_  
5. misplaced = \_\_\_\_\_

- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.

b. I'll do the first one.

- **Noisy.** The first morphograph in **noisy** is **noise.**
- I'll write **noise** after the equal sign and then a plus sign, like this: (Write to show:)

1. noisy = noise +

c. The next morphograph in **noisy** is **Y.**

- I'll write **y** after the plus sign and then I'm finished with this word. (Write to show:)

1. noisy = noise + y

d. Number your paper from 2 to 5. ✓

- Item 2. **Disjointed.** What's the first morphograph in **disjointed?** (Signal.) *Dis.*

- Write **dis** and a plus sign after the 2. ✓

e. What's the next morphograph in **disjointed?** (Signal.) *Joint.*

- Write **joint** and a plus sign. ✓

f. What's the next morphograph in **disjointed?** (Signal.) *Ed.*

- Write **E-D.** ✓

g. Your paper should look like this: (Write on the board:)

2. dis + joint + ed

h. Do the rest of the words on your own. ✓

i. Check your work. Make an **X** next to any item you got wrong.

- The morphographs in **lengthening** are **length** and **E-N** and **ing.**
- The morphographs in **rental** are **rent** and **al.**
- The morphographs in **misplaced** are **mis** and **place** and **E-D.**

### EXERCISE 3

#### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **pictures**. Spell **pictures**. Get ready. (Signal.) *P-I-C-T-U-R-E-S*.
- c. Word 2 is **often**. Spell **often**. Get ready. (Signal.) *O-F-T-E-N*.
- d. Word 3 is **judge**. Spell **judge**. Get ready. (Signal.) *J-U-D-G-E*.
- e. Word 4 is **lovable**. Spell **lovable**. Get ready. (Signal.) *L-O-V-A-B-L-E*.
- f. Word 5 is **graceful**. Spell **graceful**. Get ready. (Signal.) *G-R-A-C-E-F-U-L*.
- g. (Give individual turns on: **1. pictures, 2. often, 3. judge, 4. lovable, 5. graceful.**)

**EXERCISE 1**

**S and ES**

a. (Write on board:)

**s z sh ch**

- If words end in any of these letters or letter combinations, you add **E-S** instead of **S**.
- b. Listen: **catch**. What letters does it end in? (Signal.) *C-H*.
  - So do you add **S** or **E-S**? (Signal.) *E-S*.
  - Yes, the word is **catches**. You can hear the **E-S**.
- c. Listen: **buzz**. What letter does it end in? (Signal.) *Z*.
  - So do you add **S** or **E-S**? (Signal.) *E-S*.
  - Yes, the word is **buzzes**. You can hear the **E-S**.
- d. Listen: **hat**. What letter does it end in? (Signal.) *T*.
  - So do you add **S** or **E-S**? (Signal.) *S*.
  - Yes, the word is **hats**. There is no **E-S** sound at the end.
- e. Listen: **dress**. What letter does it end in? (Signal.) *S*.
  - So do you add **S** or **E-S**? (Signal.) *E-S*.
  - Yes, the word is **dresses**. You can hear the **E-S**.
- f. Listen: **star**. What letter does it end in? (Signal.) *R*.
  - So do you add **S** or **E-S**? (Signal.) *S*.
  - Yes, the word is **stars**. There is no **E-S** sound at the end.
- g. Listen: **push**. What letters does it end in? (Signal.) *S-H*.
  - So do you add **S** or **E-S**? (Signal.) *E-S*.
  - Yes, the word is **pushes**. You can hear the **E-S**.

**EXERCISE 2**

**Sentence Variations**

- a. Get ready to write on lined paper.
  - You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **Several people watched the runners**.
  - Say that sentence. Get ready. (Signal.) *Several people watched the runners.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.
- e. Spell **Several**. Get ready. (Signal.) *S-E-V-E-R-A-L*.
  - Check it. ✓
- f. Spell **people**. Get ready. (Signal.) *P-E-O-P-L-E*.
  - Check it. ✓
  - (Repeat for: **watched, the, runners**.)
- g. What end mark did you put at the end of the sentence? (Signal.) *A period.*
  - Check it. ✓
- h. Fix any words you missed.

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **guess**. Spell **guess**. Get ready. (Signal.) *G-U-E-S-S*.
- c. Word 2 is **stretcher**. Spell **stretcher**. Get ready. (Signal.) *S-T-R-E-T-C-H-E-R*.
- d. Word 3 is **global**. Spell **global**. Get ready. (Signal.) *G-L-O-B-A-L*.
- e. Word 4 is **hopping**. Spell **hopping**. Get ready. (Signal.) *H-O-P-P-I-N-G*.
- f. Word 5 is **critic**. Spell **critic**. Get ready. (Signal.) *C-R-I-T-I-C*.
- g. (Give individual turns on: **1. guess, 2. stretcher, 3. global, 4. hopping, 5. critic.**)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **fretful**. What word? (Signal.) *Fretful*.
  - Write the word **fretful**. ✓
- c. Word 2 is **immediately**. What word? (Signal.) *Immediately*.
  - Write the word **immediately**. ✓
- d. (Repeat step c for: **3. children, 4. lengthening, 5. runner, 6. different, 7. ticklish, 8. thought, 9. pictures, 10. snapped.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                |              |
|----------------|--------------|
| 1. fretful     | 6. different |
| 2. immediately | 7. ticklish  |
| 3. children    | 8. thought   |
| 4. lengthening | 9. pictures  |
| 5. runner      | 10. snapped  |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

**EXERCISE 1**

**S and ES**

- a. I will say some words. Tell me if each word ends in the morphograph **S** or the morphograph **E-S**.
- b. Listen: **crashes**.
  - What morphograph does it end in? (Signal.) *E-S*.
- c. Listen: **lights**.
  - What morphograph does it end in? (Signal.) *S*.
- d. Listen: **shops**.
  - What morphograph does it end in? (Signal.) *S*.
- e. (Repeat step d for: **washes**, **deals**, **presses**, **bars**, **forms**.)
- f. Let's spell some of those words.
- g. First word: **lights**. What word? (Signal.) *Lights*.
  - Spell **lights**. Get ready. (Tap for each letter.) *L-I-G-H-T-S*.
- h. (Repeat step g for: **washes**, **presses**, **deals**.)

**EXERCISE 2**

**Sentence**

- a. (Write on the board:)

Please answer the question.

- I'll read the sentence on the board: **Please answer the question**.
- b. Spell **Please**. Get ready. (Signal.) *P-L-E-A-S-E*.
    - Spell **answer**. Get ready. (Signal.) *A-N-S-W-E-R*.
    - Spell **the**. Get ready. (Signal.) *T-H-E*.
    - Spell **question**. Get ready. (Signal.) *Q-U-E-S-T-I-O-N*.
  - c. Copy this sentence on lined paper.
  - d. (Pause, then check and correct.)
    - Read the sentence you just copied. Get ready. (Signal.) *Please answer the question*.

**EXERCISE 3**

**Reading Vocabulary**

- a. (Write on the board:)

gravity

- The word **gravity** is one of your vocabulary words.
  - **Gravity** names the force that **pulls things back** to earth.
- b. Everybody, look at **gravity** and spell it. Get ready. (Tap for each letter.) *G-R-A-V-I-T-Y*.
    - Spell it again. Get ready. (Tap for each letter.) *G-R-A-V-I-T-Y*.
  - c. (Erase the board.)
    - Spell **gravity** without looking. Get ready. (Signal.) *G-R-A-V-I-T-Y*.
    - Now write **gravity** on your lined paper. ✓
  - d. Check your work. Make an **X** if you spelled **gravity** wrong. **Gravity** is spelled (pause) *G-R-A-V-I-T-Y*. ✓
  - e. Turn your paper over and spell **gravity** again. Get ready. (Signal.) *G-R-A-V-I-T-Y*.
    - **Gravity** will be in your vocabulary exercises and on some of your spelling tests.

**EXERCISE 1**

**S and ES**

- a. You're going to spell words that end with **S** or **E-S**.
- b. First word: **dishes**.
  - What word? (Signal.) *Dishes*.
  - Spell **dishes**. Get ready. (Signal.) *D-I-S-H-E-S*.
- c. (Repeat step b for: **kisses, seats, notches, friends, stars, streets, whizzes**.)

**EXERCISE 2**

**Sentence**

- a. (Write on the board:)

\_ \_ \_ eas \_ \_ \_ swe \_ \_ \_ \_ qu \_ \_ \_ tio \_ .

- The sentence should say: **Please answer the question**.
- b. Write that sentence on lined paper. Fill in the blanks. ✓
  - c. Now let's spell those words without looking.
    - Spell **Please**. Get ready. (Signal.) *P-L-E-A-S-E*.
    - Spell **answer**. Get ready. (Signal.) *A-N-S-W-E-R*.
    - Spell **the**. Get ready. (Signal.) *T-H-E*.
    - Spell **question**. Get ready. (Signal.) *Q-U-E-S-T-I-O-N*.
  - d. (Write to show:)

**Please answer the question.**

- e. Fix any words you missed. ✓

**EXERCISE 3**

**Vocabulary and Spelling Review**

- a. What word names the force that pulls things back to earth? (Signal.) *Gravity*.
- b. Spell **gravity**. Get ready. (Tap for each letter.) *G-R-A-V-I-T-Y*.
  - Spell it again. Get ready. (Tap for each letter.) *G-R-A-V-I-T-Y*.
- c. Raise your hand when you know what word refers to **solving a problem**. ✓
  - What word? (Signal.) *Solution*.
- d. Spell **solution**. Get ready. (Tap for each letter.) *S-O-L-U-T-I-O-N*.
  - Spell it again. Get ready. (Tap for each letter.) *S-O-L-U-T-I-O-N*.
- e. Now you're going to spell some other words.
- f. Word 3 is **together**. Spell **together**. Get ready. (Tap for each letter.) *T-O-G-E-T-H-E-R*.
- g. Word 4 is **sadness**. Spell **sadness**. Get ready. (Tap for each letter.) *S-A-D-N-E-S-S*.
- h. Word 5 is **thinking**. Spell **thinking**. Get ready. (Tap for each letter.) *T-H-I-N-K-I-N-G*.
- i. Word 6 is **also**. Spell **also**. Get ready. (Tap for each letter.) *A-L-S-O*.
  - (Give individual turns on: **1. gravity, 2. solution, 3. together, 4. sadness, 5. thinking, 6. also**.)

**EXERCISE 1**

**S and ES**

- a. You're going to spell words that end with **S** or **E-S**.
- b. First word: **dreams**.
  - What word? (Signal.) *Dreams*.
  - Spell **dreams**. Get ready. (Signal.) *D-R-E-A-M-S*.
- c. (Repeat step b for: **fears, messes, patches, ashes, hearts**.)

**EXERCISE 2**

**Sentence**

- a. (Write on the board:)

\_\_\_as\_ \_\_\_sw\_ \_\_\_  
 \_\_\_tio\_

- The sentence should say: **Please answer the question**.
- b. Write that sentence on lined paper. Fill in the blanks. ✓
- c. Now let's spell those words without looking.
  - Spell **Please**. Get ready. (Signal.) *P-L-E-A-S-E*.
  - Spell **answer**. Get ready. (Signal.) *A-N-S-W-E-R*.
  - Spell **the**. Get ready. (Signal.) *T-H-E*.
  - Spell **question**. Get ready. (Signal.) *Q-U-E-S-T-I-O-N*.
- d. (Write to show:)

**P** **l** **e** **a** **s** **e** **a** **n** **s** **w** **e** **r** **t** **h** **e**  
**q** **u** **e** **s** **t** **i** **o** **n** **.**

- e. Fix any words you missed. ✓

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **wonderful**. Spell **wonderful**. Get ready. (Signal.) *W-O-N-D-E-R-F-U-L*.
- c. Word 2 is **stylish**. Spell **stylish**. Get ready. (Signal.) *S-T-Y-L-I-S-H*.
- d. Word 3 is **medical**. Spell **medical**. Get ready. (Signal.) *M-E-D-I-C-A-L*.
- e. Word 4 is **roughest**. Spell **roughest**. Get ready. (Signal.) *R-O-U-G-H-E-S-T*.
- f. Word 5 is **straighter**. Spell **straighter**. Get ready. (Signal.) *S-T-R-A-I-G-H-T-E-R*.
- g. (Give individual turns on: **1. wonderful, 2. stylish, 3. medical, 4. roughest, 5. straighter**.)

**EXERCISE 1**

**Word Building**

- a. You're going to write some words made up of more than one morphograph.
  - Number your paper from 1 through 6. ✓
  - You have to drop a final **E** from some of these words.
- b. Word 1: **patches**.
  - What's the first morphograph in **patches**? (Signal.) *Patch*.
  - Next morphograph? (Signal.) *Es. Yes, E-S.*
- c. Write **patches**. ✓
- d. Word 2: **medical**. The first morphograph is **medic**.
  - What's the first morphograph in **medical**? (Signal.) *Medic*.
  - Next morphograph? (Signal.) *Al*.
- e. Write **medical**. ✓
- f. (Repeat steps d–e for: **2. medic + al**; **3. frightening, fright + en + ing**; **4. blissfully, bliss + ful + ly**; **5. lengths, length + s**; **6. disliked, dis + like + ed**.)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **patches**. Get ready. (Tap for each letter.) *P-A-T-C-H-E-S*.
  - (Repeat for: **3. medical, 4. blissfully, 5. lengths, 6. disliked**.)

**EXERCISE 2**

**Sentence**

- a. (Write on the board:)

\_ \_ \_ a \_ \_ \_ w \_ \_ \_  
\_ \_ \_ ti \_ \_ .

- The sentence should say: **Please answer the question.**
- b. Write that sentence on lined paper. Fill in the blanks. ✓
  - c. Now let's spell those words without looking.
    - Spell **Please**. Get ready. (Signal.) *P-L-E-A-S-E.*
    - Spell **answer**. Get ready. (Signal.) *A-N-S-W-E-R.*
    - Spell **the**. Get ready. (Signal.) *T-H-E.*
    - Spell **question**. Get ready. (Signal.) *Q-U-E-S-T-I-O-N.*
  - d. (Write to show:)

P l e a s e a n s w e r t h e  
q u e s t i o n .

- e. Fix any words you missed. ✓

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **graceful**. Spell **graceful**. Get ready. (Signal.) *G-R-A-C-E-F-U-L.*
- c. Word 2 is **misquoting**. Spell **misquoting**. Get ready. (Signal.) *M-I-S-Q-U-O-T-I-N-G.*
- d. Word 3 is **could**. Spell **could**. Get ready. (Signal.) *C-O-U-L-D.*
- e. Word 4 is **disliked**. Spell **disliked**. Get ready. (Signal.) *D-I-S-L-I-K-E-D.*
- f. Word 5 is **deepening**. Spell **deepening**. Get ready. (Signal.) *D-E-E-P-E-N-I-N-G.*
- g. (Give individual turns on: **1. graceful, 2. misquoting, 3. could, 4. disliked, 5. deepening**.)



# LESSON 120

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **straightly**. What word? (Signal.)  
*Straightly.*
  - Write the word **straightly**. ✓
- c. Word 2 is **strengthen**. What word? (Signal.)  
*Strengthen.*
  - Write the word **strengthen**. ✓
- d. (Repeat step c for: **3. gravity, 4. solution, 5. people, 6. disheartened, 7. hopefully, 8. sunny, 9. pleasing, 10. sailboats.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                      |                        |
|----------------------|------------------------|
| <b>1. straightly</b> | <b>6. disheartened</b> |
| <b>2. strengthen</b> | <b>7. hopefully</b>    |
| <b>3. gravity</b>    | <b>8. sunny</b>        |
| <b>4. solution</b>   | <b>9. pleasing</b>     |
| <b>5. people</b>     | <b>10. sailboats</b>   |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

**EXERCISE 1**

**Sentence**

- a. You're going to write this sentence: **Please answer the question.**
- b. Say the sentence. Get ready. (Signal.)  
*Please answer the question.*
- c. Write the sentence. ✓
- d. (Write on the board:)

**Please answer the question.**

- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **Please**. Get ready. (Tap for each letter.) *P-L-E-A-S-E.*
  - (Repeat for: **answer, the, question.**)

**EXERCISE 2**

**Compounds**

- a. (Write on board:)

1. where
2. one
3. body
4. some
5. every
6. any

- b. You're going to spell some words, and then write words that are made up of two words stuck together. Those words are called **compound words**.
  - Everybody, what are they called? (Signal.)  
*Compound words.*
- c. Get ready to read and spell each word.
- d. Word 1: What word? (Signal.) *Where.*
  - Spell **where**. Get ready. (Tap for each letter.) *W-H-E-R-E.*
- e. Word 2: What word? (Signal.) *One.*
  - Spell **one**. Get ready. (Tap for each letter.) *O-N-E.*
- f. Word 3: What word? (Signal.) *Body.*
  - Spell **body**. Get ready. (Tap for each letter.) *B-O-D-Y.*
- g. Word 4: What word? (Signal.) *Some.*
  - Spell **some**. Get ready. (Tap for each letter.) *S-O-M-E.*

- h. Word 5: What word? (Signal.) *Every.*
  - Spell **every**. Get ready. (Tap for each letter.) *E-V-E-R-Y.*
- i. Word 6: What word? (Signal.) *Any.*
  - Spell **any**. Get ready. (Tap for each letter.) *A-N-Y.*
- j. Number your lined paper from 1 through 4. ✓
  - Now you're going to write compound words. Some of these words are made up of words you just spelled.
- k. Word 1 is **nobody**. What word? (Signal.) *Nobody.*
  - That's **no** and **body** stuck together. Write the word **nobody**. ✓
- l. Word 2 is **everyone**. What word? (Signal.) *Everyone.*
  - Write the word **everyone**. ✓
- m. Word 3 is **somebody**. What word? (Signal.) *Somebody.*
  - Write the word **somebody**. ✓
- n. Word 4 is **anyone**. What word? (Signal.) *Anyone.*
  - Write the word **anyone**. ✓
- o. Check your work. Make an X next to any word you got wrong.
- p. Word 1. Spell **nobody**. Get ready. (Tap for each letter.) *N-O-B-O-D-Y.*
  - (Repeat for: **2. everyone, 3. somebody, 4. anyone.**)
- q. Remember, compounds are one word made from putting two words together without changing the spelling of either word.

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **gravity**. Spell **gravity**. Get ready. (Signal.) *G-R-A-V-I-T-Y.*
- c. Word 2 is **several**. Spell **several**. Get ready. (Signal.) *S-E-V-E-R-A-L.*
- d. Word 3 is **scribe**. Spell **scribe**. Get ready. (Signal.) *S-C-R-I-B-E.*
- e. Word 4 is **author**. Spell **author**. Get ready. (Signal.) *A-U-T-H-O-R.*
- f. Word 5 is **likable**. Spell **likable**. Get ready. (Signal.) *L-I-K-A-B-L-E.*
- g. (Give individual turns on: **1. gravity, 2. several, 3. scribe, 4. author, 5. likable.**)

## EXERCISE 1

### Word Building

- a. You're going to write some words made up of more than one morphograph.
  - Number your paper from 1 through 5. ✓
  - You have to drop a final **E** from some of these words.
- b. Word 1: **ashes**.
  - What's the first morphograph in **ashes**? (Signal.) *Ash*.
  - Next morphograph? (Signal.) *Es*. Yes, **E-S**.
- c. Write **ashes**. ✓
- d. Word 2: **rerunning**.
  - What's the first morphograph in **rerunning**? (Signal.) *Re*.
  - Next morphograph? (Signal.) *Run*.
  - Next morphograph? (Signal.) *Ing*.
- e. Write **rerunning**. ✓
- f. (Repeat steps d–e for: **3. uncritical**, **un + critic + al**; **4. loosening**, **loose + en + ing**; **5. distrustful**, **dis + trust + ful**.)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **ashes**. Get ready. (Tap for each letter.) *A-S-H-E-S*.
  - (Repeat for: **2. rerunning**, **3. uncritical**, **4. loosening**, **5. distrustful**.)

## EXERCISE 2

### Compounds

- a. (Write on board:)

1. thing
2. body
3. where
4. every
5. any
6. some

- b. You're going to write compound words. Remember, those are two words stuck together.
- c. Get ready to read and spell each word.

- d. Word 1: What word? (Signal.) *Thing*.
  - Spell **thing**. Get ready. (Tap for each letter.) *T-H-I-N-G*.
- e. Word 2: What word? (Signal.) *Body*.
  - Spell **body**. Get ready. (Tap for each letter.) *B-O-D-Y*.
- f. Word 3: What word? (Signal.) *Where*.
  - Spell **where**. Get ready. (Tap for each letter.) *W-H-E-R-E*.
- g. Word 4: What word? (Signal.) *Every*.
  - Spell **every**. Get ready. (Tap for each letter.) *E-V-E-R-Y*.
- h. Word 5: What word? (Signal.) *Any*.
  - Spell **any**. Get ready. (Tap for each letter.) *A-N-Y*.
- i. Word 6: What word? (Signal.) *Some*.
  - Spell **some**. Get ready. (Tap for each letter.) *S-O-M-E*.
- j. Number your lined paper from 1 through 4. ✓
  - Now you're going to write compound words. Some of these words are made up of words you just spelled.
- k. Word 1 is **everything**. What word? (Signal.) *Everything*.
  - That's **every** and **thing** stuck together. Write the word **everything**. ✓
- l. Word 2 is **anywhere**. What word? (Signal.) *Anywhere*.
  - Write the word **anywhere**. ✓
- m. Word 3 is **anybody**. What word? (Signal.) *Anybody*.
  - Write the word **anybody**. ✓
- n. Word 4 is **something**. What word? (Signal.) *Something*.
  - Write the word **something**. ✓
- o. Check your work. Make an **X** next to any word you got wrong.
- p. Word 1. Spell **everything**. Get ready. (Tap for each letter.) *E-V-E-R-Y-T-H-I-N-G*.
  - (Repeat for: **2. anywhere**, **3. anybody**, **4. something**.)

### EXERCISE 3

#### Prompted Review

a. (Write on the board:)

1. south
2. wonder
3. children
4. many
5. different

b. Word 1 is **south**. Spell **south**. Get ready.  
(Signal.) *S-O-U-T-H*.

c. Word 2 is **wonder**. Spell **wonder**. Get ready.  
(Signal.) *W-O-N-D-E-R*.

d. (Repeat step c for: **3. children, 4. many, 5. different.**)

e. (Erase the board.)

- Now spell those words without looking.

f. Word 1 is **south**. Spell **south**. Get ready.  
(Signal.) *S-O-U-T-H*.

g. Word 2 is **wonder**. Spell **wonder**. Get ready.  
(Signal.) *W-O-N-D-E-R*.

h. (Repeat step g for: **3. children, 4. many, 5. different.**)

i. (Give individual turns on: **1. south, 2. wonder, 3. children, 4. many, 5. different.**)

## EXERCISE 1

### Spelling Contest

- a. Today we're going to have a spelling contest.
- b. We'll make up two teams.
  - (Assign students to each team.)
- c. (Make a scoreboard on the board.)

| Team A | Team B |
|--------|--------|
|        |        |

- d. Here are all the rules for the contest.
  1. I'll dictate words to the teams.
  2. Every time a team spells a word correctly, that team gets a point.
  3. If a team misses a word, the other team gets to try that word.
  4. The first team to get 20 points wins the spelling contest.
- e. (Praise correct spellings and mark them on the scoreboard.)

#### To correct misspellings:

1. That's not how the word \_\_\_\_ is spelled.
2. (Call on a member of the other team to spell that word.)

- (Call on teams alternately to spell words from the following list. Words may be used more than once.)

\*(Use context sentence for **through**.)

|             |               |             |
|-------------|---------------|-------------|
| rowboats    | author        | together    |
| straightest | automatically | unequal     |
| winner      | strengthen    | unlikely    |
| movable     | unfriendly    | children    |
| gravity     | people        | teachers    |
| question    | immediately   | lucky       |
| through*    | magical       | disbanded   |
| personable  | pushes        | misspending |
| dining      | restlessness  | hoping      |
| trapped     | toughest      | pictures    |

**EXERCISE 1**

**S and ES**

a. (Write on the board:)

- 1. place + es = places
- 2. place + s = places
- 3. vote + s = votes
- 4. vote + es = votes

- b. You can add either **S** or **E-S** to words that end with **E**.
- c. Word 1: **place + es = places**.
- You drop the **E** from **place** because **E-S** begins with a vowel letter.
- d. Word 2: Do you drop the **E** from **place** when you add **S**? (Signal.) *No*.
- (Call on a student.) *Why? Because S doesn't begin with a vowel letter.*
- e. Word 3: Everybody, do you drop the **E** from **vote** when you add **S**? (Signal.) *No*.
- (Call on a student.) *Why? Because S doesn't begin with a vowel letter.*
- f. Word 4: Everybody, do you drop the **E** from **vote** when you add **E-S**? (Signal.) *Yes*.
- (Call on a student.) *Why? Because E-S begins with a vowel letter.*
- g. Remember, when a word ends with the letter **E**, you can add **S** or **E-S**. You'll get the right spelling if you use the final **E** rule with **E-S**.

**EXERCISE 2**

**Compounds**

- a. You're going to write compound words. Remember, those are two words stuck together.
- b. Part of some compound words is the word **thing**. What word? (Signal.) *Thing*.
- Spell the word **thing**. Get ready. (Tap for each letter.) *T-H-I-N-G*.
- c. Number your lined paper from 1 through 5. ✓
- d. Word 1 is **everything**. What word? (Signal.) *Everything*.
- Write the word **everything**. ✓
- e. Word 2 is **anybody**. What word? (Signal.) *Anybody*.
- Write the word **anybody**. ✓

- f. Word 3 is **something**. What word? (Signal.) *Something*.
- Write the word **something**. ✓
- g. Word 4 is **nobody**. What word? (Signal.) *Nobody*.
- Write the word **nobody**. ✓
- h. Word 5 is **anything**. What word? (Signal.) *Anything*.
- Write the word **anything**. ✓
- i. Check your work. Make an **X** next to any word you got wrong.
- j. Word 1. Spell **everything**. Get ready. (Tap for each letter.) *E-V-E-R-Y-T-H-I-N-G*.
- (Repeat for: **2. anybody**, **3. something**, **4. nobody**, **5. anything**.)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **question**. Spell **question**. Get ready. (Signal.) *Q-U-E-S-T-I-O-N*.
- c. Word 2 is **friendly**. Spell **friendly**. Get ready. (Signal.) *F-R-I-E-N-D-L-Y*.
- d. Word 3 is **dreamer**. Spell **dreamer**. Get ready. (Signal.) *D-R-E-A-M-E-R*.
- e. Word 4 is **stretching**. Spell **stretching**. Get ready. (Signal.) *S-T-R-E-T-C-H-I-N-G*.
- f. Word 5 is **different**. Spell **different**. Get ready. (Signal.) *D-I-F-F-E-R-E-N-T*.
- g. (Give individual turns on: **1. question**, **2. friendly**, **3. dreamer**, **4. stretching**, **5. different**.)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **different**. What word? (Signal.)  
*Different.*
  - Write the word **different**. ✓
- c. Word 2 is **funny**. What word? (Signal.)  
*Funny.*
  - Write the word **funny**. ✓
- d. (Repeat step c for: **3. question, 4. disheartening, 5. pictures, 6. gravity, 7. guesses, 8. personal, 9. automatically, 10. equally.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                         |                         |
|-------------------------|-------------------------|
| <b>1. different</b>     | <b>6. gravity</b>       |
| <b>2. funny</b>         | <b>7. guesses</b>       |
| <b>3. question</b>      | <b>8. personal</b>      |
| <b>4. disheartening</b> | <b>9. automatically</b> |
| <b>5. pictures</b>      | <b>10. equally</b>      |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

**EXERCISE 1**

**Morphographic Analysis**

a. (Write on the board:)

- 1. hopping =
- 2. sadness =
- 3. swimmer =
- 4. skinny =
- 5. shopper =
- 6. madly =

- Copy the board. ✓
- b. These words are made up of more than one morphograph. You're going to write the morphographs in each word, after the equal sign.
- c. **Hopping.** What's the first morphograph in **hopping**? (Signal.) *Hop*.
- d. Write **hop** and a plus sign after the equal sign. Don't forget to write **hop** with just one **P**. ✓
- e. What's the next morphograph in **hopping**? (Signal.) *Ing*.
- f. Write **ing**. ✓
- g. Your paper should look like this: (Write to show:)

1. hopping = hop + ing

- h. Do the rest of the words on your own. You have to "undouble" the final consonant of some of the morphographs. ✓
- i. (Write to show:)

- 1. hopping = hop + ing
- 2. sadness = sad + ness
- 3. swimmer = swim + er
- 4. skinny = skin + y
- 5. shopper = shop + er
- 6. madly = mad + ly

- j. Check your work. Make an **X** next to any item you got wrong.

**EXERCISE 2**

**Compounds**

- a. You're going to write compound words. Remember, those are two words stuck together.
- b. Part of some compound words is the word **body**. What word? (Signal.) *Body*.
  - Spell the word **body**. Get ready. (Tap for each letter.) *B-O-D-Y*.
- c. Number your lined paper from 1 through 5. ✓
- d. Word 1 is **somebody**. What word? (Signal.) *Somebody*.
  - Write the word **somebody**. ✓
- e. Word 2 is **something**. What word? (Signal.) *Something*.
  - Write the word **something**. ✓
- f. Word 3 **nobody**. What word? (Signal.) *Nobody*.
  - Write the word **nobody**. ✓
- g. Word 4 is **anything**. What word? (Signal.) *Anything*.
  - Write the word **anything**. ✓
- h. Word 5 is **anybody**. What word? (Signal.) *Anybody*.
  - Write the word **anybody**. ✓
- i. Check your work. Make an **X** next to any word you got wrong.
- j. Word 1. Spell **somebody**. Get ready. (Tap for each letter.) *S-O-M-E-B-O-D-Y*.
  - (Repeat for: **2. something**, **3. nobody**, **4. anything**, **5. anybody**.)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **please**. Spell **please**. Get ready. (Signal.) *P-L-E-A-S-E*.
- c. Word 2 is **something**. Spell **something**. Get ready. (Signal.) *S-O-M-E-T-H-I-N-G*.
- d. Word 3 is **harmless**. Spell **harmless**. Get ready. (Signal.) *H-A-R-M-L-E-S-S*.
- e. Word 4 is **gracefully**. Spell **gracefully**. Get ready. (Signal.) *G-R-A-C-E-F-U-L-L-Y*.
- f. Word 5 is **classes**. Spell **classes**. Get ready. (Signal.) *C-L-A-S-S-E-S*.
- g. (Give individual turns on: **1. please**, **2. something**, **3. harmless**, **4. gracefully**, **5. classes**.)



## EXERCISE 1

### Word Building

- a. You're going to write some words made up of more than one morphograph.
  - Number your paper from 1 through 5. ✓
  - You have to drop a final **E** from some of these words.
- b. Word 1: **wonderful**.
  - What's the first morphograph in **wonderful**? (Signal.) *Wonder*.
  - Next morphograph? (Signal.) *Ful*.
- c. Write **wonderful**. ✓
- d. Word 2: **thankfully**.
  - What's the first morphograph in **thankfully**? (Signal.) *Thank*.
  - Next morphograph? (Signal.) *Ful*.
  - Next morphograph? (Signal.) *Ly*.
- e. Write **thankfully**. ✓
- f. (Repeat steps d–e for: **3. replaces, re + place + es; 4. lovable, love + able; 5. golden, gold + en**.)
- g. Check your work. Make an **X** next to any word you got wrong.
- h. Word 1. Spell **wonderful**. Get ready. (Tap for each letter.) *W-O-N-D-E-R-F-U-L*.
  - (Repeat for: **2. thankfully, 3. replaces, 4. lovable, 5. golden**.)

## EXERCISE 2

### Compounds

- a. Number your paper from 1 through 5. ✓
  - You're going to write compound words. Remember, figure out the spelling of the first word and write it. Then write the second word.
- b. Word 1 is **everything**. What word? (Signal.) *Everything*.
  - Write the word **everything**. ✓
- c. Word 2 is **anyone**. What word? (Signal.) *Anyone*.
  - Write the word **anyone**. ✓
- d. Word 3 is **everyone**. What word? (Signal.) *Everyone*.
  - Write the word **everyone**. ✓
- e. Word 4 is **anything**. What word? (Signal.) *Anything*.
  - Write the word **anything**. ✓

- f. Word 5 is **anybody**. What word? (Signal.) *Anybody*.
  - Write the word **anybody**. ✓
- g. Check your work. Make an **X** next to any word you spelled wrong.
  - (Write on board: **1. everything, 2. anyone, 3. everyone, 4. anything, 5. anybody**.)

## EXERCISE 3

### Prompted Review

- a. (Write on the board:)

1. question  
2. answer  
3. guess  
4. person  
5. gravity

- b. Word 1 is **question**. Spell **question**. Get ready. (Signal.) *Q-U-E-S-T-I-O-N*.
- c. Word 2 is **answer**. Spell **answer**. Get ready. (Signal.) *A-N-S-W-E-R*.
- d. (Repeat step c for: **3. guess, 4. person, 5. gravity**.)
- e. (Erase the board.)
  - Now spell those words without looking.
- f. Word 1 is **question**. Spell **question**. Get ready. (Signal.) *Q-U-E-S-T-I-O-N*.
- g. Word 2 is **answer**. Spell **answer**. Get ready. (Signal.) *A-N-S-W-E-R*.
- h. (Repeat step g for: **3. guess, 4. person, 5. gravity**.)
- i. (Give individual turns on: **1. question, 2. answer, 3. guess, 4. person, 5. gravity**.)

**Exercise 1**

**Spelling Contest**

- a. Today we're going to have a spelling contest.
- b. We'll make up two teams.
  - (Assign students to each team.)
- c. (Make a scoreboard on the board.)

| Team A | Team B |
|--------|--------|
|        |        |

- d. Here are all the rules for the contest.
  1. I'll dictate words to the teams.
  2. Every time a team spells a word correctly, that team gets a point.
  3. If a team misses a word, the other team gets to try that word.
  4. The first team to get 20 points wins the spelling contest.
- e. (Praise correct spellings and mark them on the scoreboard.)

**To correct misspellings:**

1. That's not how the word \_\_\_\_ is spelled.
2. (Call on a member of the other team to spell that word.)

- (Call on teams alternately to spell words from the following list. Words may be used more than once.)

\*(Use context sentence for **through**.)

- |             |              |             |
|-------------|--------------|-------------|
| catches     | everything   | display     |
| untrustful  | magical      | judge       |
| running     | somebody     | blissfully  |
| curable     | children     | automatic   |
| paints      | thoughtful   | should      |
| roughest    | people       | catcher     |
| ripen       | different    | darkness    |
| distasteful | straighten   | immediately |
| through*    | questionable | teeth       |
| sailboats   | guesses      | caught      |

**EXERCISE 1**

**Word Introduction**

a. (Write on the board:)

parent  
mother  
father  
fire

- b. Get ready to read these words.
- First word: **parent**. What word? (Signal.)  
*Parent.*
- c. Next word: **mother**. What word? (Signal.)  
*Mother.*
- (Repeat for: **father, fire**.)
- d. Now spell those words.
- Spell **parent**. Get ready. (Signal.)  
*P-A-R-E-N-T.*
- e. Spell **mother**. Get ready. (Signal.)  
*M-O-T-H-E-R.*
- (Repeat for: **father, fire**.)
- f. (Erase the board.)
- Spell the words without looking.
- g. Spell **parent**. Get ready. (Signal.)  
*P-A-R-E-N-T.*
- h. Spell **mother**. Get ready. (Signal.)  
*M-O-T-H-E-R.*
- (Repeat for: **father, fire**.)

**EXERCISE 2**

**Morphographic Analysis**

a. (Write on the board:)

1. madness =  
2. sadly =  
3. hugging =  
4. faddish =  
5. dripped =  
6. hotly =

- Copy the board. ✓
- b. These words are made up of more than one morphograph. You're going to write the morphographs in each word, after the equal sign.
- c. **Madness**. What's the first morphograph in **madness**? (Signal.) *Mad.*

- d. Write **mad** and a plus sign after the equal sign. Don't forget to write **mad** with just one **d**. ✓
- e. What's the next morphograph in **madness**? (Signal.) *Ness.*
- f. Write **ness**. ✓
- g. Your paper should look like this: (Write to show:)

1. madness = mad + ness

- h. Do the rest of the words on your own. You have to "undouble" the final consonant of some of the morphographs. ✓
- i. (Write to show:)

1. madness = mad + ness

2. sadly = sad + ly

3. hugging = hug + ing

4. faddish = fad + ish

5. dripped = drip + ed

6. hotly = hot + ly

- j. Check your work. Make an **X** next to any item you got wrong.

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **hopping**. Spell **hopping**. Get ready. (Signal.) *H-O-P-P-I-N-G.*
- c. Word 2 is **pleasing**. Spell **pleasing**. Get ready. (Signal.) *P-L-E-A-S-I-N-G.*
- d. Word 3 is **sunny**. Spell **sunny**. Get ready. (Signal.) *S-U-N-N-Y.*
- e. Word 4 is **everything**. Spell **everything**. Get ready. (Signal.)  
*E-V-E-R-Y-T-H-I-N-G.*
- f. Word 5 is **question**. Spell **question**. Get ready. (Signal.) *Q-U-E-S-T-I-O-N.*
- g. (Give individual turns on: **1. hopping, 2. pleasing, 3. sunny, 4. everything, 5. question.**)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
  - b. Word 1 is **question**. What word? (Signal.)  
*Question.*
    - Write the word **question**. ✓
  - c. Word 2 is **hoping**. What word? (Signal.)  
*Hoping.*
    - Write the word **hoping**. ✓
  - d. (Repeat step c for: **3. magic, 4. something, 5. guesses, 6. pleased, 7. lovable, 8. snapped, 9. answer, 10. immediately.**)
- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.
    - (Write on the board:)
 

|              |                 |
|--------------|-----------------|
| 1. question  | 6. pleased      |
| 2. hoping    | 7. lovable      |
| 3. magic     | 8. snapped      |
| 4. something | 9. answer       |
| 5. guesses   | 10. immediately |
    - Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

### Sound Changes

a. (Write on the board:)

1. finish

2. signal

3. reserve

4. resign

5. reside

- Get ready to read these words.
- b. Number 1: What word? (Signal.) *Finish.*
- Number 2: What word? (Signal.) *Signal.*
  - Number 3: What word? (Signal.) *Reserve.*
  - Number 4: What word? (Signal.) *Resign.*
  - Number 5: What word? (Signal.) *Reside.*
- c. (Write to show:)

1. finish = fine + ish

2. signal = sign + al

3. reserve = re + serve

- d. The sounds in these words aren't the same as the sounds in the morphographs.
- e. Word 1: **finish**.
- What's the first morphograph? (Signal.) *Fine.*
  - Yes, **fine**, not **fin**.
- f. Word 2: **signal**.
- What's the first morphograph? (Signal.) *Sign.*
  - Yes, **sign**, not "sig-n."
- g. Word 3: **reserve**.
- The first morphograph is **re**.
  - What's the next morphograph? (Signal.) *Serve.*
  - Yes, **serve**, not "zerve."
- h. (Repeat step g for 4. **resign**, 5. **reside**.)
- (Erase the board.)
- i. Get ready to write some of those words. Number your paper from 1 to 3. ✓
- j. Word 1 is **fine + ish**. What word? (Signal.) *Finish.*
- Write **finish**. ✓

- k. Word 2 is **sign + A-L**. What word? (Signal.) *Signal.*
- Write **signal**. ✓
- l. Word 3 is **re + serve**. What word? (Signal.) *Reserve.*
- Write **reserve**. ✓
- m. (Check and correct.)

## EXERCISE 2

### Compounds

- a. Number your paper from 1 through 5. ✓
- You're going to write compound words.
- b. Word 1 is **grandfather**. What word? (Signal.) *Grandfather.*
- Write the word **grandfather**. ✓
- c. Word 2 is **fireplace**. What word? (Signal.) *Fireplace.*
- Write the word **fireplace**. ✓
- d. Word 3 is **flashlight**. What word? (Signal.) *Flashlight.*
- Write the word **flashlight**. ✓
- e. Word 4 is **grandchildren**. What word? (Signal.) *Grandchildren.*
- Write the word **grandchildren**. ✓
- f. Word 5 is **inside**. What word? (Signal.) *Inside.*
- Write the word **inside**. ✓
- g. Check your work. Make an **X** next to any word you spelled wrong.
- (Write on the board: **1. grandfather, 2. fireplace, 3. flashlight, 4. grandchildren, 5. inside.**)

## EXERCISE 3

### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **different**. Spell **different**. Get ready. (Signal.) *D-I-F-F-E-R-E-N-T.*
- c. Word 2 is **searches**. Spell **searches**. Get ready. (Signal.) *S-E-A-R-C-H-E-S.*
- d. Word 3 is **strength**. Spell **strength**. Get ready. (Signal.) *S-T-R-E-N-G-T-H.*
- e. Word 4 is **spotless**. Spell **spotless**. Get ready. (Signal.) *S-P-O-T-L-E-S-S.*
- f. Word 5 is **listening**. Spell **listening**. Get ready. (Signal.) *L-I-S-T-E-N-I-N-G.*
- g. (Give individual turns on: **1. different, 2. searches, 3. strength, 4. spotless, 5. listening.**)

## EXERCISE 1

### Word Building

a. (Write on the board:)

1. un + avoid + able = \_\_\_\_\_
2. grab + ed = \_\_\_\_\_
3. length + en + ing = \_\_\_\_\_
4. dream + er + s = \_\_\_\_\_
5. cheap + est = \_\_\_\_\_

b. You're going to write the words that go in the blanks.

- Number your paper from 1 through 5. ✓

c. Word 1. Write **unavoidable** on your paper. ✓

d. Do the rest of the words on your own. ✓

e. Check your work. Make an **X** next to any word you got wrong.

f. Word 1. Spell **unavoidable**. Get ready. (Tap for each letter.) *U-N-A-V-O-I-D-A-B-L-E*.

- (Repeat for: **2. grabbed**, **3. lengthening**, **4. dreamers**, **5. cheapest**.)

## EXERCISE 2

### Compounds

a. Number your paper from 1 through 5. ✓

- You're going to write compound words.

b. Word 1 is **firefighter**. What word? (Signal.) *Firefighter*.

- Write the word **firefighter**. ✓

c. Word 2 is **flashback**. What word? (Signal.) *Flashback*.

- Write the word **flashback**. ✓

d. Word 3 is **anytime**. What word? (Signal.) *Anytime*.

- Write the word **anytime**. ✓

e. Word 4 is **fireside**. What word? (Signal.) *Fireside*.

- Write the word **fireside**. ✓

f. Word 5 is **grandmother**. What word? (Signal.) *Grandmother*.

- Write the word **grandmother**. ✓

g. Check your work. Make an **X** next to any word you spelled wrong.

• (Write on the board:)

- |                |                |
|----------------|----------------|
| 1. firefighter | 4. fireside    |
| 2. flashback   | 5. grandmother |
| 3. anytime     |                |

## EXERCISE 3

### Spelling Review

a. You're going to spell words.

b. Word 1 is **schools**. Spell **schools**. Get ready. (Signal.) *S-C-H-O-O-L-S*.

c. Word 2 is **together**. Spell **together**. Get ready. (Signal.) *T-O-G-E-T-H-E-R*.

d. Word 3 is **sweetest**. Spell **sweetest**. Get ready. (Signal.) *S-W-E-E-T-E-S-T*.

e. Word 4 is **stories**. Spell **stories**. Get ready. (Signal.) *S-T-O-R-I-E-S*.

f. Word 5 is **lodging**. Spell **lodging**. Get ready. (Signal.) *L-O-D-G-I-N-G*.

g. (Give individual turns on: **1. schools**, **2. together**, **3. sweetest**, **4. stories**, **5. lodging**.)

## Exercise 1

### Spelling Contest

- Today we're going to have a spelling contest.
- We'll make up two teams.
  - (Assign students to each team.)
- (Make a scoreboard on the board.)

| Team A | Team B |
|--------|--------|
|        |        |

- Here are all the rules for the contest.
  - I'll dictate words to the teams.
  - Every time a team spells a word correctly, that team gets a point.
  - If a team misses a word, the other team gets to try that word.
  - The first team to get 20 points wins the spelling contest.
- (Praise correct spellings and mark them on the scoreboard.)

#### To correct misspellings:

- That's not how the word \_\_\_\_ is spelled.
- (Call on a member of the other team to spell that word.)

- (Call on teams alternately to spell words from the following list. Words may be used more than once.)

\*(Use context sentence for **eight**.)

|             |            |           |
|-------------|------------|-----------|
| grandparent | funny      | itches    |
| spinning    | firelight  | south     |
| often       | builder    | joker     |
| replacing   | children   | equally   |
| school      | researcher | listening |
| pages       | nighttime  | courage   |
| unlikable   | eight*     | ticklish  |
| beaches     | medical    | solution  |
| disgraceful | planning   | reusable  |
| wonderful   | flashlight | reporter  |

**EXERCISE 1**

**Morphographic Analysis**

a. (Write on the board:)

- 1. pinned =
- 2. biking =
- 3. hottest =
- 4. sadly =
- 5. judging =

- Copy the board. ✓
- b. You're going to write the morphographs in each word, after the equal sign.
- c. **Pinned.** What's the first morphograph in **pinned**? (Signal.) *Pin.*
- d. Write **pin** and a plus sign after the equal sign. Don't forget to write **pin** with just one **N**. ✓
- e. What's the next morphograph in **pinned**? (Signal.) *Ed.*
- f. Write **E-D**. ✓
- g. Your paper should look like this: (Write to show:)

1. pinned = pin + ed

- h. **Biking.** What's the first morphograph in **biking**? (Signal.) *Bike.*
- i. Write **bike** and a plus sign after the equal sign. Don't forget to write **bike** with an **E** on the end. ✓
- j. What's the next morphograph in **biking**? (Signal.) *Ing.*
- k. Write **ing**. ✓
- l. Your paper should look like this: (Write to show:)

1. pinned = pin + ed  
2. biking = bike + ing

- m. Do the rest of the words on your own. ✓
- n. (Write to show:)

- 1. pinned = pin + ed
- 2. biking = bike + ing
- 3. hottest = hot + est
- 4. sadly = sad + ly
- 5. judging = judge + ing

- o. Check your work. Make an **X** next to any word you got wrong. ✓

**EXERCISE 2**

**Word Building**

a. (Write on the board:)

- 1. dis + courage + ed = \_\_\_\_\_
- 2. fool + ish + ly = \_\_\_\_\_
- 3. un + break + able = \_\_\_\_\_
- 4. style + ish + ly = \_\_\_\_\_
- 5. un + kind + est = \_\_\_\_\_
- 6. re + fine + ing = \_\_\_\_\_

- b. You're going to write the words that go in the blanks.
  - Number your paper from 1 through 6. ✓
- c. Word 1. Write **discouraged** on your paper. ✓
- d. Do the rest of the words on your own. ✓
- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **discouraged**. Get ready. (Tap for each letter.) *D-I-S-C-O-U-R-A-G-E-D.*
  - (Repeat for: 2. **foolishly**, 3. **unbreakable**, 4. **stylishly**, 5. **unkindest**, 6. **refining**.)



### EXERCISE 3

#### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **easy**. Spell **easy**. Get ready.  
(Signal.) *E-A-S-Y*.
- c. Word 2 is **grandmother**. Spell **grandmother**. Get ready. (Signal.)  
*G-R-A-N-D-M-O-T-H-E-R*.
- d. Word 3 is **together**. Spell **together**. Get ready. (Signal.) *T-O-G-E-T-H-E-R*.
- e. Word 4 is **critical**. Spell **critical**. Get ready.  
(Signal.) *C-R-I-T-I-C-A-L*.
- f. Word 5 is **resign**. Spell **resign**. Get ready.  
(Signal.) *R-E-S-I-G-N*.
- g. (Give individual turns on: **1. easy**,  
**2. grandmother**, **3. together**, **4. critical**,  
**5. resign**.)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **children**. What word? (Signal.)  
*Children.*
  - Write the word **children**. ✓
- c. Word 2 is **people**. What word? (Signal.)  
*People.*
  - Write the word **people**. ✓
- d. (Repeat step c for: **3. misspending, 4. thoughtful, 5. distrustful, 6. questions, 7. medical, 8. together, 9. spinner, 10. usable.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                |              |
|----------------|--------------|
| 1. children    | 6. questions |
| 2. people      | 7. medical   |
| 3. misspending | 8. together  |
| 4. thoughtful  | 9. spinner   |
| 5. distrustful | 10. usable   |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)

## EXERCISE 1

### Morphographic Analysis

a. (Write on the board:)

1. shiny = \_\_\_\_\_
2. loving = \_\_\_\_\_
3. loosen = \_\_\_\_\_
4. sadly = \_\_\_\_\_
5. tasteful = \_\_\_\_\_
6. swimmer = \_\_\_\_\_

- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.
- b. I'll do the first one.
- **Shiny.** The first morphograph in **shiny** is **shine**.
- I'll write **shine** after the equal sign and then a plus sign, like this: (Write to show:)

1. shiny = shine +

- c. The next morphograph in **shiny** is **Y**.
- I'll write **y** after the plus sign and then I'm finished with this word. (Write to show:)

1. shiny = shine + y

- d. Number your paper from 2 to 6. ✓
- Item 2. **Loving.** What's the first morphograph in **loving**? (Signal.) *Love*.
- Write **love** and a plus sign after the equal sign. ✓
- e. What's the next morphograph in **loving**? (Signal.) *Ing*.
- Write **ing** and a plus sign. ✓
- f. Your paper should look like this: (Write on the board:)

2. love + ing

- g. Do the rest of the words on your own. ✓
- h. Check your work. Make an **X** next to any item you got wrong.
  - The morphographs in **loosen** are **L-O-O-S-E** and **E-N**.
  - The morphographs in **sadly** are **sad** and **ly**.
  - The morphographs in **tasteful** are **T-A-S-T-E** and **F-U-L**.
  - The morphographs in **swimmer** are **S-W-I-M** and **E-R**.

## EXERCISE 2

### Word Building

a. (Write on the board:)

1. critic + al = \_\_\_\_\_
2. muse + ic + al = \_\_\_\_\_
3. re + view + er = \_\_\_\_\_
4. strength + en + ing = \_\_\_\_\_
5. un + friend + ly = \_\_\_\_\_

- b. You're going to write the words that go in the blanks.
  - Number your paper from 1 to 5. ✓
- c. Word 1. Write **critical** on your paper. ✓
- d. Do the rest of the words on your own. ✓
- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **critical**. Get ready. (Tap for each letter.) *C-R-I-T-I-C-A-L*.
  - (Repeat for: 2. **musical**, 3. **reviewer**, 4. **strengthening**, 5. **unfriendly**.)

## EXERCISE 3

### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **skinned**. Spell **skinned**. Get ready. (Signal.) *S-K-I-N-N-E-D*.
- c. Word 2 is **smoky**. Spell **smoky**. Get ready. (Signal.) *S-M-O-K-Y*.
- d. Word 3 is **unlucky**. Spell **unlucky**. Get ready. (Signal.) *U-N-L-U-C-K-Y*.
- e. Word 4 is **solution**. Spell **solution**. Get ready. (Signal.) *S-O-L-U-T-I-O-N*.
- f. Word 5 is **firefighter**. Spell **firefighter**. Get ready. (Signal.) *F-I-R-E-F-I-G-H-T-E-R*.
- g. (Give individual turns on: 1. **skinned**, 2. **smoky**, 3. **unlucky**, 4. **solution**, 5. **firefighter**.)

**EXERCISE 1**

**Sentence Variations**

- a. Get ready to write on lined paper.
  - You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **Eight boys left school today.**
  - Say that sentence. Get ready. (Signal.) *Eight boys left school today.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.
- e. Spell **Eight**. Get ready. (Signal.) *E-I-G-H-T.*
  - Check it. ✓
- f. Spell **boys**. Get ready. (Signal.) *B-O-Y-S.*
  - Check it. ✓
  - (Repeat for: **left, school, today**.)
- g. What end mark did you put at the end of the sentence? (Signal.) *A period.*
  - Check it. ✓
- h. Fix any words you missed.

**EXERCISE 2**

**Word Building**

- a. (Write on the board:)

1. sign + al = \_\_\_\_\_
2. re + serve + ing = \_\_\_\_\_
3. globe + al = \_\_\_\_\_
4. cure + able = \_\_\_\_\_
5. class + ic + al = \_\_\_\_\_

- b. You're going to write the words that go in the blanks.
  - Number your paper from 1 through 5. ✓
- c. Word 1. Write **signal** on your paper. ✓
- d. Do the rest of the words on your own. ✓
- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **signal**. Get ready. (Tap for each letter.) *S-I-G-N-A-L.*
  - (Repeat for: **2. reserving, 3. global, 4. curable, 5. classical.**)

**EXERCISE 3**

**Spelling Review**

- a. You're going to spell words.
- b. Word 1 is **answer**. Spell **answer**. Get ready. (Signal.) *A-N-S-W-E-R.*
- c. Word 2 is **automatically**. Spell **automatically**. Get ready. (Signal.) *A-U-T-O-M-A-T-I-C-A-L-L-Y.*
- d. Word 3 is **watched**. Spell **watched**. Get ready. (Signal.) *W-A-T-C-H-E-D.*
- e. Word 4 is **children**. Spell **children**. Get ready. (Signal.) *C-H-I-L-D-R-E-N.*
- f. Word 5 is **spinner**. Spell **spinner**. Get ready. (Signal.) *S-P-I-N-N-E-R.*
- g. (Give individual turns on: **1. answer, 2. automatically, 3. watched, 4. children, 5. spinner.**)

## EXERCISE 1

### Spelling Contest

- a. Today we're going to have a spelling contest.
- b. We'll make up two teams.
  - (Assign students to each team.)
- c. (Make a scoreboard on the board.)

| Team A | Team B |
|--------|--------|
|        |        |

- d. Here are all the rules for the contest.
  1. I'll dictate words to the teams.
  2. Every time a team spells a word correctly, that team gets a point.
  3. If a team misses a word, the other team gets to try that word.
  4. The first team to get 20 points wins the spelling contest.
- e. (Praise correct spellings and mark them on the scoreboard.)

#### To correct misspellings:

1. That's not how the word \_\_\_\_ is spelled.
2. (Call on a member of the other team to spell that word.)

- (Call on teams alternately to spell words from the following list. Words may be used more than once.)

|             |            |             |
|-------------|------------|-------------|
| lighten     | snappy     | people      |
| listening   | lodging    | greatly     |
| dreamer     | unlikable  | mistaken    |
| thoughtless | equally    | wedge       |
| friendly    | stretcher  | switching   |
| pleasing    | shameless  | speeder     |
| rethinking  | remarkable | watchful    |
| choices     | courage    | immediately |
| wonderful   | sleepy     | bunches     |
| sailboat    | stylish    | trashy      |

**EXERCISE 1**

**Sentence Variations**

- a. Get ready to write on lined paper.
  - You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **Please catch the robber.**
  - Say that sentence. Get ready. (Signal.)  
*Please catch the robber.*
  - (Repeat until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.
- e. Spell **Please**. Get ready. (Signal.)  
*P-L-E-A-S-E.*
  - Check it. ✓
- f. Spell **catch**. Get ready. (Signal.)  
*C-A-T-C-H.*
  - Check it. ✓
  - (Repeat for: **the, robber**.)
- g. What end mark did you put at the end of the sentence? (Signal.) *A period.*
  - Check it. ✓
- h. Fix any words you missed.

**EXERCISE 2**

**Morphographic Analysis**

- a. (Write on the board:)

- 1. **frightening** = \_\_\_\_\_
- 2. **stretchable** = \_\_\_\_\_
- 3. **unusable** = \_\_\_\_\_
- 4. **unskinned** = \_\_\_\_\_
- 5. **reformed** = \_\_\_\_\_

- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.
- b. I'll do the first one.
  - **Frightening**. The first morphograph in **frightening** is **fright**.
  - I'll write **fright** after the equal sign and then a plus sign, like this: (Write to show:)

1. **frightening** = **fright** +

- c. The next morphograph in **frightening** is **E-N**.
  - I'll write **en** after the plus sign like this: (Write to show:)

1. **frightening** = **fright** + **en**

- d. The next morphograph in **frightening** is **ing**. I'll write a plus sign and **ing**, and then I'm finished with this word. (Write to show:)

1. **frightening** = **fright** + **en** + **ing**

- e. Number your paper from 2 to 5. ✓
  - Item 2. **Stretchable**. What's the first morphograph in **stretchable**? (Signal.)  
*Stretch.*
  - Write **stretch** and a plus sign after the 2. ✓
- f. What's the next morphograph in **stretchable**? (Signal.) *Able.*
  - Write **able** after the plus sign. ✓
- g. Your paper should look like this: (Write on the board:)

2. **stretch** + **able**

- h. Do the rest of the words on your own. ✓
- i. Check your work. Make an **X** next to any item you got wrong.
  - The morphographs in **unusable** are **un** and **U-S-E** and **able**.
  - The morphographs in **unskinned** are **un** and **skin** and **E-D**.
  - The morphographs in **reformed** are **re** and **form** and **E-D**.

### Exercise 3

#### Spelling Review

- a. You're going to spell words.
- b. Word 1 is **question**. Spell **question**. Get ready. (Signal.) Q-U-E-S-T-I-O-N.
- c. Word 2 is **classical**. Spell **classical**. Get ready. (Signal.) C-L-A-S-S-I-C-A-L.
- d. Word 3 is **signal**. Spell **signal**. Get ready. (Signal.) S-I-G-N-A-L.
- e. Word 4 is **immediately**. Spell **immediately**. Get ready. (Signal.) I-M-M-E-D-I-A-T-E-L-Y.
- f. Word 5 is **shameful**. Spell **shameful**. Get ready. (Signal.) S-H-A-M-E-F-U-L.
- g. (Give individual turns on: **1. question, 2. classical, 3. signal, 4. immediately, 5. shameful.**)

## Test

- a. Today you have a spelling test. Number your lined paper from 1 through 10. ✓
- b. Word 1 is **signal**. What word? (Signal.)  
*Signal.*
  - Write the word **signal**. ✓
- c. Word 2 is **friendly**. What word? (Signal.)  
*Friendly.*
  - Write the word **friendly**. ✓
- d. (Repeat step c for: **3. thoughtful, 4. carelessly, 5. highest, 6. daytime, 7. schooling, 8. toughest, 9. judge, 10. tightening.**)

- e. Pick up your red pen. ✓  
Make an **X** next to any word you spelled wrong.

- (Write on the board:)

|                      |                       |
|----------------------|-----------------------|
| 1. <b>signal</b>     | 6. <b>daytime</b>     |
| 2. <b>friendly</b>   | 7. <b>schooling</b>   |
| 3. <b>thoughtful</b> | 8. <b>toughest</b>    |
| 4. <b>carelessly</b> | 9. <b>judge</b>       |
| 5. <b>highest</b>    | 10. <b>tightening</b> |

- Write the correct spelling next to any word you spelled wrong.  
(Observe students and give feedback.)