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Summary of the Project

AN ALTERNATIVE APPROACH TO SPELLING INSTRUCTION

Mary E. Nugent, M.A.
California State University, San Bernardino, 1986

Statement of the Problem

The purpose of this project is to provide alternative daily lesson plans for sixth grade students and teachers using the Spelling: Words and Skills text, by Scott, Foresman and Company. This writer feels that spelling instruction should:

- (1) Be interesting for the student.
- (2) Provide for immediate feedback.
- (3) Include words from other curriculum areas.
- (4) Be easily evaluated by classroom teachers.

Procedure

The sixth grade Spelling: Words and Skills text by Scott, Foresman and Company (1981) was examined and alternative daily lesson plans were created. Each unit requires five fifteen minute lessons for completion. Pretesting, sentence development, word meaning, enrichment, and post-testing are the five areas covered in each unit.

Students self grade all spelling assignments and keep them in a spelling notebook for easy reference and evaluation.

This writer does not intend for this project to be a total spelling program. This project is designed to be used as the formal component of the spelling program.

Conclusions and Implications

Spelling words that are learned within the context of

written language are more meaningful to students. Students who know what words mean and how words are used in a sentence will be able to spell words with greater accuracy. When words that have similar structure are studied at the same time, students will be able to draw their own generalizations about the spelling process. Enriching strategies designed to develop skills and to motivate students will also improve spelling ability. This project provides lessons and strategies to make spelling instruction meaningful and interesting to students and teachers.

CALIFORNIA STATE UNIVERSITY

SAN BERNARDINO

AN ALTERNATIVE APPROACH
TO SPELLING INSTRUCTION

A Project Submitted to
The Faculty of the School of Education
In Fulfillment of the Requirements of the Degree of
Master of Arts

in

Education: Reading Option

By

Mary E. Nugent, M.A.

San Bernardino, California

1986

APPROVED BY:


Advisor



Committee Member

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Rationale

At the request of a sixth grade teacher who is using Spelling: Words and Skills (1981) by Scott, Foresman and Company, this writer developed an alternative set of weekly plans. These plans are to be used with the given word lists found in the Scott, Foresman and Company, Spelling: Words and Skills text. It is hoped that other sixth grade teachers will examine these weekly plans and use them as an alternative, or use them to supplement the standard Scott, Foresman and Company sixth grade program.

In an attempt to integrate all areas of the curriculum, three content area words have been added to each basic word list. These content area words were taken from textbooks used by sixth grade students. An attempt has been made to select content area words that correlate with the concept of the week.

These alternative weekly plans are designed for use during formal instruction of spelling. This is not to say that spelling should be limited to formal instruction. Spelling is a language-based activity, the development of which is dependent on many of the same intellectual and linguistic processes as reading, listening, and speaking. (Graham & Miller, 1979) The best way for students to develop spelling competency requires a dual approach. First, students should be given ample opportunities to hypothesize about the spelling system through ongoing writing practice (Ganschaw, 1983). Second, some form of formal

instruction should be presented to point out spelling regularities and to give students a greater spelling vocabulary. It is the belief of this writer that students should understand the meaning of the words they spell in the context of written language. Students in the middle grades should also be able to recognize and produce sentences that model correct usage of these words. Since this project deals with only the formal component of the spelling curriculum, it is assumed that teachers will provide their students with ample time and various opportunities to explore and expand the written language system.

Spelling research dictates the following considerations:

(1) Only fifteen minutes of formal spelling instruction is allotted per day. Time spent beyond seventy-five minutes per week does not improve spelling performance. Less than sixty minutes of spelling instruction per week is associated with lower performance (Johnson, Langford, and Quorn, 1981). (2) Students self grade their own tests and assignments. The self-corrected test has been found to be the most important single factor contributing to achievement in spelling (Allred, 1977).

This project will also provide students with a personal spelling handbook. Students will compile this handbook by keeping a notebook of all tests and assignments. This will give students an excellent reference source.

This project will provide teachers and students with a

structured, integrated spelling program that stresses correct spelling, word meaning, and word usage.

Goals

To provide teachers using the sixth grade Scott, Foresman and Company Spelling: Words and Skills text with alternative weekly lesson plans.

To develop lessons that regard spelling as an integral part of the language system.

To enhance the basic weekly word lists given in the Spelling: Words and Skills text by including related content area words.

Objectives

Students will spell correctly basic list words and content area list words.

Students will understand the meaning of basic list words and content area list words.

Students will be able to recognize and construct quality sentences using basic list words and content area list words.

Students will recognize spelling pattern regularities and will identify spelling pattern irregularities.

Students will use alternate forms of basic list words and of content area list words when appropriate.

Students will independently learn challenge list words when they score 100% on the unit pre-test.

Curriculum Features

This project is intended for use by sixth grade teachers who are using the text, Spelling: Words and Skills, by Scott, Foresman and Company. This writer has provided alternative lesson plans that follow the weekly objectives found in the Spelling text. These alternative daily lesson plans were constructed with the following considerations: 1) Lessons are designed so that list words are learned in the context of written language. 2) Lessons are manageable within the given time frame. Each lesson is designed to be completed in approximately fifteen minutes, including self grading by students. 3) Lessons include spelling words that have been taken from content area texts. Content area words follow the same patterns as the words in the basic list for any given week. 4) Students scoring 100% on the pre-test are encouraged to independently learn challenge list words provided in each unit. 5) Continuous evaluation of spelling progress is available to student and teacher. Each student keeps an orderly journal of weekly units, thereby creating individual spelling handbooks.

With these considerations in mind, the features of this project include: 1) Pre-Test. The first day of each week students are given a pre-test. This includes the basic word list and the content area words. Students are then given the word list and grade their own pre-test. Lesson concept is discussed in large group. 2) Sentence Structure. The second

day of the week is for the purpose of understanding how words are used in a sentence. Students will be given ten sentences that include one of the list words. Depending on the week, students will either complete the sentences by choosing the list word that best fits the sentence or the student will re-write a scrambled sentence that includes a list word. Students grade these lessons upon completion. 3) Word Meaning. The third day of the week is for the purpose of understanding the meaning of the list words. Students are given a list of thirteen sentences which include one of the list words. After reading a sentence, students write a definition of the underlined word. The definition must make sense in the context of the given sentence. Student grade these lessons upon completion. 4) Enrichment. The fourth day of each week is for the purpose of enriching, reinforcing, or expanding the weekly objective. These lessons are designed to be accomplished within the previously stated time frame and are varied from week to week. These lessons provide the teacher with a way of showing students that the study of words can be interesting, useful, and entertaining. 5) Post-Test. The culminating activity for each week consists of the post-test. The post-test includes basic list words, content area list words, and challenge words for those students who scored 100% on the pre-test. Again, students grade their own tests and then turn in entire week's worth of work for teacher examination and recordation.

It is hoped that those teachers who do not choose to use

these lessons in full will use some of them to supplement the standard workbook programs.

This alternative set of spelling lessons is not designed to replace the ongoing writing opportunities students need to expand their word knowledge. This project is designed to be used as the formal component of Spelling instruction.

Reading Theories Continuum

This project falls between the skills and whole language models on the continuum. Any spelling program that has pre-determined spelling lists can never be considered fully whole language. However, the fact that the words presented in this project are studied in the context of written language gives the program some whole language influence. The nature of the enrichment activities indicates a skills model influence. Teachers can utilize this project in any setting because they could adapt it to fit their teaching style. Enrichment activities could be altered to include more decoding strategies, if desired.

Adaptation to Other Grade Levels

This program could be adapted for use with students in all grades, K-12, regardless of the spelling text. This adaptation could be accomplished by writing lessons for each word list using the format illustrated in this project. Teachers adapting their spelling program would have to consider the level of language development of their students. At the primary grades, many of the activities would have to be changed from written to oral presentation and from individual to group activities. Self-grading might be difficult for young students.

Many schools do not have a spelling text in grades seven through twelve, but the concept of this program could still be implemented. This would require the development of an appropriate word list.

The enrichment activities provided on the fourth day of each weekly unit are especially adaptable because they are designed for use with any word list.

Teachers choosing to use only part of this program might consider setting up a spelling center in their classroom. Students could then complete activities independently as time permitted.

Time

Teachers choosing to use this project as an alternative spelling program will need fifteen minutes per day to complete each lesson. An appropriate time for spelling instruction might be first thing in the morning. This would provide a structured activity to get the day started. Another possibility might be the first fifteen minutes of the language arts period. Individual teachers will have to determine the best time of day for their own classrooms.

Teachers choosing to use this project as a supplement to the standard spelling program will have to determine their own time adjustments.

Cost

The cost of this alternative spelling program will be minimal. Teachers choosing to use this program in part or full may xerox or mimeograph the pages needed by students. Activities suggested for the fourth day of each week require little or no special preparation. Teachers should require each student to supply a three-ring notebook for the purpose of keeping the spelling program bound as the year progresses.

Reporting and Evaluation

The progress of the student will be reported to students and to parents three times per year through the use of report cards and parent conferences. This reporting occurs in November, March, and June. Teachers may report progress more often, if they deem it necessary. This can be accomplished by writing parents a note or by calling them on the phone. Teachers are urged to take the time to personally commend students on a job well done.

Teachers will evaluate student progress by recording weekly tests and assignments. Teachers will also observe student participation during spelling instruction. When assigning letter grades to students, teachers will have to consider the transfer of correct spelling into other curriculum areas. This might be accomplished by collecting two or three writing samples, of similar length, two or three times per grading period. This aspect of evaluation must be determined by individual teachers. Teachers are encouraged to explain their system of grading to students and to parents at the beginning of the year. This should be done in order to avoid the always asked question, "My son only earned a B in spelling, but he made A's on all his spelling tests."

Research and Evaluation

This project has been designed for use in a sixth grade classroom, at a public elementary school, located in San Bernardino County, California. This school has a population of 735. There are two sixth grade classrooms and one fifth/sixth combination classroom. Sixth grade students are randomly placed in one of these three classrooms. In other words, students are not ability grouped.

The ethnic breakdown of this school is 67% Anglo; 21% Hispanic; 7% Asian; 3% Black; and 2% Other.

Average class size in grades four through six is 35. Each classroom has one full-time teacher.

Description of the N:

The N sample will consist of 35 students from one regular sixth grade classroom. These students are randomly selected. The ratio of number of boys to girls and the range of ability among students is not known at this time.

Data Gathering:

The spelling portion of the ITBS will be used to determine spelling achievement. The data to be gathered will include student raw scores and student percentiles for the spelling portion of the test. This data will be taken from the October 1986 ITBS and from the May 1987 ITBS. Students coming into this

classroom after the October administration and students leaving the classroom before the May administration will be excluded from the evaluation. Based on past mobility rates of this particular school, this should not significantly alter this study. This school is in a very stable area and mobility of students is below average.

A 100 word pre-test and a 100 word post-test will also be used to determine spelling achievement. The same word lists will be given for the pre-test and for the post-test. Words on the list include words from each spelling unit and from the content area word lists. All students who enter this classroom after the beginning of the school year will be given the pre-test. Students leaving the school before the end of the year will also be given the post-test. Only those students taking the pre-test and the post-test will be included in this evaluation. (The pre-test/post-test word list is located at the beginning of the unit lessons.)

Also, writing samples from various content areas will be collected from all students three times per year. These writings should be of similar length. Spelling errors will be totaled on each writing sample.

Data Analysis:

The ITBS spelling portion data will be analyzed by comparing each student's raw scores and percentiles from the October 1986 test with the same scores from the May 1987 test.

This comparison will determine the growth made by the student during the 1986-87 school year. The raw score from the pre-test given at the beginning of the year will be compared with the raw score from the post-test given at the end of the year. Teachers may also wish to consider total class raw scores from both tests to determine total class growth.

Writing samples collected three times a year from each student will evaluate the transfer of correct spelling. A comparison of the number of spelling errors in each writing sample will be completed. Any word misspelled more than once should only be counted as one error. It is important that these three writing samples be similar in nature.

Statement of Treatment:

Comparison of student raw scores and of student percentiles for the spelling portion of the October 1986 and of the May 1987 ITBS will be made. This comparison of ITBS scores will determine individual student growth.

Comparison of pre-test and of post-test raw scores will be made to determine individual growth. Total class raw scores for the pre-test and for the post-test will be used to determine total class growth.

Comparing the decrease or the increase of spelling errors made by students on collected writing samples will determine individual growth.

All three forms of evaluation need to be considered when determining overall student growth in the area of spelling.

Limitations of the Project

This project does not presume to:

- o Provide for individualized instruction.
- o Be a complete spelling curriculum.
- o Replace the language arts curriculum.
- o Replace the teacher's guide.
- o Provide for phonics instruction.

This project is limited to:

- o Sixth grade students using the Scott, Foresman and Company Spelling: Words and Skills text.

Unit Plans

(Introduction)

The following pages contain weekly lesson plans for Units 1-18 for the grade six, Spelling: Words and Skills text by Scott, Foresman and Company.

The classroom teacher choosing to use these plans will find basic word lists in their Teacher's Guide. The activities planned for the second, third, and fourth day are ready for xeroxing.

This writer intends to provide similar lessons for Units 19-36. They will follow the same format as the first 18 Units. Beginning with Unit 19, the activities planned for the fourth day of each Unit will be selected from those described in Units 1-18. This repetition will provide reinforcement of strategies for students.

Teachers planning to use this project should request that students provide a three ring binder during the first week of school. This will help the students keep their spelling program organized, right from the start.

Teachers might also explain the spelling program to their students before beginning Unit 1. Also, teachers may wish to develop some type of motivating strategy for students who learn the challenge words each week. This might simply be stars on a chart, a new book mark after three weeks of successfully spelling challenge words, or any other strategy that seems appropriate.

Word List for Pre-Test and Post-Test

- | | | |
|----------------|-----------------|-----------------|
| 1. camera | 34. hymn | 67. geologist |
| 2. mysterious | 35. rhyme | 68. geranium |
| 3. budget | 36. Greek | 69. budgeted |
| 4. behavior | 37. Hebrew | 70. education |
| 5. museum | 38. pastrami | 71. committee |
| 6. private | 39. ukulele | 72. connect |
| 7. bologna | 40. hamburger | 73. coincidence |
| 8. precise | 41. bilingual | 74. condominium |
| 9. approach | 42. legislator | 75. declaration |
| 10. freedom | 43. settle | 76. disastrous |
| 11. driveway | 44. popular | 77. substitute |
| 12. embarrass | 45. vinegar | 78. surface |
| 13. necessary | 46. aftershock | 79. eight |
| 14. commune | 47. oatmeal | 80. weight |
| 15. alliance | 48. soap opera | 81. appreciated |
| 16. virus | 49. marshmallow | 82. worried |
| 17. icicle | 50. they've | 83. mystifying |
| 18. horizon | 51. neighbors' | 84. enormous |
| 19. dessert | 52. sister's | 85. immediately |
| 20. zoologist | 53. decibel | 86. excellent |
| 21. shrine | 54. decade | 87. guitar |
| 22. empire | 55. centimeter | 88. margarine |
| 23. paralyze | 56. kilometer | 89. trivia |
| 24. automobile | 57. milligram | 90. gentlemen |
| 25. magazine | 58. furlong | 91. balance |
| 26. molecule | 59. linear | 92. distance |
| 27. immune | 60. reign | 93. terrible |
| 28. stewardess | 61. ceiling | 94. effective |
| 29. nephew | 62. leisure | 95. creature |
| 30. whom | 63. wiener | 96. ancient |
| 31. ghetto | 64. deceive | 97. message |
| 32. knowledge | 65. pieces | 98. adventure |
| 33. wrinkle | 66. foreign | 99. vanilla |
| | | 100. Wisconsin |

LESSON 1

Instructions and Answer Guide

1. See page 4 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) ancestor 2) budget 3) ethnic
3. Challenge words are found on page 7 of the Teacher's Guide.

Key to Scrambled Sentences:

1. David is stronger than his little brother.
2. The football player passed the ball to his teammate.
3. I took a picture with my new camera.
4. There is plenty of food in the refrigerator.
5. Smiley is an elementary school.
6. Pink is my favorite color.
7. Have you ever seen a crystal ball?
8. My friend lives on the next block.
9. I enjoy watching comedy shows.
10. Sandy had ten minutes to finish the test.

LESSON 1

Scrambled Sentences

Directions: Unscramble and re-write the following sentences.

Remember to ask yourself the following questions: 1) "Does this sentence sound right?" and 2) "Does this sentence make sense?" Use correct punctuation.

1. his little brother stronger than David is.
2. passed the ball the football player to his teammate.
3. new camera picture with my I took a.
4. the refrigerator there is plenty in of food.
5. elementary school an is Smiley.
6. color pink favorite is my.
7. a crystal ball ever seen have you ?
8. lives on my friend the next block.
9. shows watching enjoy I comedy.
10. ten minutes Sandy to finish had the test.

LESSON 1

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. Shall we begin the test now?

Shall:

2. Grandma hasn't felt well all week.

Well:

3. The children were sitting on the bench.

Bench:

4. I like to drink milk with my dinner.

Milk:

5. My brother loves all areas of science, but physics is his favorite.

Physics:

6. Our car makes a very mysterious noise.

Mysterious:

7. The science fiction movie was about two evil monsters.

Monsters:

8. John and Steven combined their funds so they could afford to go to the movies.

Funds:

9. Anne's leg was injured, and she must use crutches for the next two weeks.

Crutches:

10. I try not to interrupt my teacher when she is talking.

Interrupt:

11. I have an ancestor who came to America on the Mayflower.

Ancestor:

12. Our club had to buy less expensive posters in order to stay within our budget.

Budget:

13. Our classroom has students from many ethnic backgrounds.

Ethnic:

LESSON 1

Enrichment

Hangman:

A hangman's noose is drawn on the board. A spelling word is chosen by the teacher (or another student) who puts the appropriate number of blanks on the board. If a student gives a letter that fits one of the blanks, the letter is put in its position in the word. If a child says a letter that does not fit one of the blanks, a head is drawn at the end of the noose, since that is not a letter in the word. The game continues until the word is spelled or the head, body, legs, arms, hands, and feet of the man to be hanged are completed.

This game may be played in a large group or in groups of 3-4 students. Students should be encouraged to use alternate forms of their spelling list words.

LESSON 2

Instructions and Answer Guide

1. See page 8 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) behavior 2) mold 3) proton
3. Challenge words are found on page 11 of the Teacher's Guide.

Key to Sentence Completion:

1. bacon
2. equal
3. patriot
4. museum
5. private
6. hotel
7. control
8. python
9. cycle
10. obey

LESSON 2

Sentence Completion

Directions: Choose the list word that best completes each of the following sentences:

1. My favorite breakfast includes juice, toast, and _____.
2. All men are created _____.
3. George Washington was a true _____.
4. The _____ had several Indian relics for us to examine.
5. John's teacher had a _____ conversation with him.
6. My family stays at the same _____ every time we visit San Diego.
7. The girls could not _____ their laughter and were asked to leave the theater.
8. The _____ is one of the largest snakes in the world.
9. The washing machine was in its final rinse _____.
10. All drivers must _____ the rules of the road.

LESSON 2

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. There was a halo around the angel's head.

Angel's:

2. I have been practicing some basic dance steps.

Basic:

3. In six years, I will be a senior in high school.

Senior:

4. Mother forgot to tell me the amount of each ingredient in the cake.

Ingredient:

5. The dog's diet consisted of dry dog food and table scraps.

Diet:

6. The man was on trial for failing to follow the traffic rules.

Trial:

7. Our house is heated by solar energy.

Solar:

8. The dynamite destroyed the cave.

Dynamite:

9. Some compound words are written with a hyphen.

Hyphen:

10. Bologna is good hot or cold.

Bologna:

11. John's behavior has improved since his teacher changed his seat.

Behavior:

12. Mother forgot to throw out the bread, and it began to mold.

Mold:

13. Atoms are made of protons, neutrons, and electrons.

Protons:

LESSON 2

Enrichment

Alternate Forms:

Write the following list words on the board. As a group, think of all the alternate forms of these words. Encourage students to use the dictionary for assistance.

angel:

basic:

patriot:

senior:

equal:

diet:

private:

control:

hyphen:

cycle:

Discuss how the meaning of the word changes.

LESSON 3

Instructions and Answer Guide

1. See page 12 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) detect 2) leaf 3) precise
3. Challenge words are found on page 15 of Teacher's Guide.

Key to Scrambled Sentences

1. The coal was not hot enough to cook the meat.
2. Be careful when you approach a stray animal.
3. The young bear was following his mother.
4. The puppy has gained five pounds this month.
5. The students complained about their homework.
6. The coach will delay the game if it rains.
7. The mountain was very steep, and we could not climb it.
8. The slave worked hard for his freedom.
9. Meanwhile, I was answering the phone.
10. I have nowhere to park my bike.

LESSON 3

Scrambled Sentences

Directions: Unscramble and re-write the following sentences.

Remember to ask yourself the following questions: 1)

"Does this sentence sound right?" and 2) "Does this

sentence make sense?" Use correct punctuation.

1. to cook not hot the coal was enough the meat.
2. when you careful be stray animal a approach.
3. bear following mother young the was his.
4. five pounds the puppy has this month gained.
5. the complained their students about homework.
6. rains if the will the coach delay game it.
7. could not climb it and was very steep we mountain the.
8. slave hard his freedom for worked the.
9. the phone I was answering meanwhile.
10. to park my bike I have nowhere.

LESSON 3

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. Is a toad the same thing as a frog?

Toad:

2. The fellow sitting next to me is my brother.

Fellow:

3. The skunk was hiding in a hollow log.

Hollow:

4. The young boy was anxious to get acquainted with the new neighbor.

Acquainted:

5. My dad is going to spray the garden to get rid of the bugs.

Spray:

6. I like to ride my skateboard in the driveway.

Driveway:

7. The needle broke when I tried to repair my blue jeans.

Needle:

8. My Grandma uses cream in her coffee.

Cream:

9. The sweater was underneath my bed.

Underneath:

10. I'll eat now, though I'd rather wait for you.

Though:

11. The doctor was able to detect the cause of the man's back pain.

Detect:

12. The leaf began to curl at the edges.

Leaf:

13. Many experiments require precise measurements.

Precise:

LESSON 3

Enrichment

Dictionary Search:

Divide the class into four teams. Give each team one dictionary. (All four dictionaries should be the same edition.) One member from each team will be given the same list word by the teacher. Before the teacher gives the word, she will ask a question, such as "What entry word comes before (give list word)?", "What entry word comes after (give list word)?", "What is the guide word at the top of the page that (give list word) is found on?", or "Give the dictionary definition of (give list word)." Teachers can develop other search questions as desired. Once the answer is given, that team gets a point. Dictionaries are then given to the next team member and the game continues. The team with the most points wins the game.

LESSON 4

Instructions and Answer Guide

1. See page 16 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) alliance 2) commune 3) passport
3. Challenge words are found on page 19 of the Teacher's Guide.

Key to Sentence Completion:

1. schedule
2. necessary
3. soccer
4. cliff
5. different
6. embarrassed
7. screen
8. scrooge
9. splinter
10. splash

LESSON 4

Sentence Completion

Directions: Choose the list word that best completes the following sentences:

1. Our dentist tries to _____ my appointments after school.
2. Sometimes it is _____ to ask for help.
3. My favorite sport is _____.
4. The seagull was sitting on the edge of the _____.
5. My teacher showed me a _____ way to complete the math problem.
6. The girl was _____ when she fell out of the chair.
7. The _____ keeps the flies out.
8. I called my brother a _____ because he wouldn't give me any lunch money.
9. The _____ pierced my skin.
10. Most small children love to _____ in the bath tub.

LESSON 4

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. My dad is a business man.

Business:

2. Mrs. Glass accused the gardener of cutting down her favorite tree.

Accused:

3. He had a desk, a chair, and a trash can in his office.

Office:

4. The missile destroyed the entire building.

Missile:

5. I will not be able to go to the movies unless I finish my homework.

Unless:

6. David received a large scrape on his leg when he fell off his bike.

Scrape:

7. The baby was screaming because he was hungry.

Screaming:

8. Dad split the candy bar in half.

Split:

9. Jason received a college scholarship because he had earned excellent grades.

Scholarship:

10. I invited my favorite schoolmate to go to Disneyland.

Schoolmate:

11. The two countries formed an alliance to protect their mutual interests.

Alliance:

12. The members of the commune were not allowed to talk to strangers.

Commune:

13. We needed to pick up our passports before going to England.

Passports:

LESSON 4

Enrichment

Alphabetical Order:

Discuss the importance of knowing how to alphabetize. Ask students to think of times when this would be an important skill. Make a list of these suggestions on the board. This should be done on an individual basis. Allow 10-12 minutes for completion. Grade in class.

LESSON 5

Instructions and Answer Guide

1. See page 20 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the basic word list: 1) virus 2) sample 3) zoologist
3. Challenge words are found on page 23 of the Teacher's Guide.

Key to Scrambled Sentences:

1. Mother served ice cream for dessert.
2. Mr. Douglas gave us a quiz today.
3. I had to come in from the snow because my feet were frozen.
4. The blaze took several hours to extinguish.
5. The man was sentenced to five years in prison.
6. My family goes to the same resort each summer.
7. John saw the play once, but Dave saw it twice.
8. She had a peanut butter sandwich.
9. The purpose of driving carefully is to avoid injury.
10. It had been a century since a stagecoach had traveled this trail.

LESSON 5

Scrambled Sentences

Directions: Unscramble and re-write the following sentences.

Remember to ask yourself the following questions:

1) "Does this sentence sound right?" and 2) "Does this sentence make sense?" Use correct punctuation.

1. ice cream Mother served dessert for.
2. today quiz a us gave Douglas Mr.
3. feet were frozen to come in from I had the snow because my.
4. took several hours the blaze to extinguish.
5. man sentenced five in the was to years prison.
6. each summer same resort my family to goes the.
7. John Dave once, saw the play but saw it twice.
8. she peanut had butter a sandwich.
9. driving carefully avoid injury is to the purpose of.
10. it been had since had a traveled century a this stagecoach trail.

LESSON 5

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. We have the same kind of cereal every morning.

Same:

2. We located a beautiful oasis on our trip through the desert.

Oasis:

3. People should only make promises that they can keep.

Promises:

4. The icicle began to melt as the day grew hotter.

icicle:

5. I have baseball practice twice a week.

Practice:

6. Krysta is using my paint brush.

Using:

7. More than a thousand boys attended summer camp.

Thousand:

8. A bulldozer was used to knock down the building.

Bulldozer:

9. The horizon was covered with clouds.

Horizon:

10. The ladies' club collected three hundred dollars at the church bazaar.

Bazaar:

11. The virus prevented me from attending the meeting.

Virus:

12. The scientist took a sample of all the plants.

Sample:

LESSON 5

Enrichment

Trash-Can Spelling:

Divide class into two teams. Each team makes a basketball out of a wad of paper. Use a waste basket for the basket. (Center of room makes it more difficult; next to a wall gives the opportunity for bank shots.) A line is drawn where students stand when trying to make a basket. Each team captain has a list of the current spelling words, as well as those from previous weeks. The first player goes to the line and tries to toss the paper ball into the basket. If he is successful, his team captain gets to choose the word he must spell. If he misses, the opposing team captain gets to choose the word he must spell. If he spells the word correctly, his team receives a point; if he misses, the other team receives the point. Repeat, using the first player from the next team. The game continues until a certain number of points are scored or a time limit may be set.

LESSON 6

Instructions and Answer Guide

1. See page 24 of Teacher's Guide for Unit objective, word list, and test sentences.
2. Include all content area words from Units 1-5.
3. The lessons in this Unit may need to be graded by the teacher.

LESSON 6

Sentence Structure

Directions: Write an original sentence for each word listed in the basic review word list. (There are 25 words.)

LESSON 6

Word Meaning

Directions: Write a definition for each of the content area review list words. Try to do this without looking the word up. After completing the fifteen definitions, check answers by using spelling handbook or by using a dictionary. Remember that words can have more than one meaning, depending upon how they are used!

LESSON 6

Enrichment

Spelling Baseball:

Divide the class into two teams. Flip a coin to decide which team goes first. Choose places in the room for first base, second base, third base, and home plate. The teacher gives the words and keeps score. The teacher gives a word to the first player on the team that is up. The player writes the word on the board. If the spelling is correct, the player goes to first base. If the player misspells the word, the team gets one out. The players proceed around the bases as words are spelled correctly. When a player reaches home plate, their team gets a point. When a team has three outs, the other team is up. Game continues as long as desired. Be sure both teams are "up to bat" the same number of times.

LESSON 7

Instructions and Answer Guide

1. See page 28 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) empire 2) tube 3) shrine
3. Challenge words are found on page 31 of the Teacher's Guide.

Key to Sentence Completion:

1. furnace
2. style
3. automobile
4. advice
5. envelope
6. twice
7. postpone
8. analyze
9. pace
10. brave

LESSON 7

Sentence Completion

Directions: Choose the list word that best completes the following sentences:

1. The _____ was not working, and we had to wear our coats in the classroom.
2. Everyone has their own _____ of story writing.
3. My grandfather never owned his own _____, he always rode a horse.
4. My mother took the doctor's _____ and stayed in bed for three days.
5. The _____ was sealed and we had to wait to open it.
6. Sue called Ann _____ to discuss the science project.
7. Lynn had to _____ her birthday party because she had a cold.
8. The doctor will _____ the blood test before sending the patient home.
9. Mountain climbers must climb at a steady _____ to avoid becoming overtired.
10. The young boy was very _____ when he rescued his younger sister.

LESSON 7

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. After months of practice, Dale became an excellent runner.

Became:

2. It is wise to tell your parents the truth.

Wise:

3. The meteorite left a huge hole in our yard.

Meteorite:

4. What type of pen do you prefer to use?

Type:

5. He felt paralyzed when he saw the snake.

Paralyzed:

6. Dad used a long pole to reach the ball that was stuck in the tree.

Pole:

7. We used a telescope to view the comet.

Telescope:

8. Our car stalled because we forgot to get more gasoline.

Gasoline:

9. We subscribe to one newspaper and three magazines.

Magazines:

10. The snow skis were purchased at the sporting goods store.

Skis:

11. France added Guinea to its empire.

Empire:

12. The tribe wore unusual decorations in their hair.

Tribe:

13. There are many shrines located in Japan.

Shrines:

LESSON 7

Enrichment

Jumbled Words:

Scramble each of this week's spelling words on the board.
Have students number from 1-23 and try to unscramble as many of
the words as possible.

LESSON 8

Instructions and Answer Guide

1. See page 32 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the list words:
1) immune 2) molecule 3) mutation
3. Challenge words are found on page 35 of Teacher's Guide.

Key to Scrambled Sentences:

1. Haiku is a special kind of poetry.
2. I need to iron my uniform before going to work.
3. My teacher told stories in a humorous way.
4. Mike is my nephew.
5. The tube of toothpaste was mint flavored.
6. Sometimes people say things that make them feel stupid.
7. Which route do you take when you come to school?
8. Jay can shoot a basket from twenty feet.
9. It took Dad ten minutes to maneuver the car into the garage.
10. The flight crew asked the passengers to buckle their seat belts.

LESSON 8

Scrambled Sentences

Directions: Unscramble and rewrite the following sentences.

Remember to ask yourself the following questions:

1) "Does this sentence sound right?" 2) "Does this sentence make sense?" Use correct punctuation.

1. kind Haiku special is a poetry of.
2. iron I to need uniform my going before work to.
3. my stories teacher a told in way humorous.
4. nephew Mike is my.
5. was the mint tube of toothpaste flavored.
6. people sometimes things say make that feel them stupid.
7. route you when you come take to school do which?
8. can a Jay a shoot basket feet from twenty.
9. minutes to the into car maneuver Dad took it twenty garage the.
10. asked the passengers the flight crew their seat belts to buckle.

LESSON 8

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. To whom did you wish to speak?

Whom:

2. They managed to rescue the climbers before dark.

Rescue:

3. Next year we will attend junior high school.

Junior:

4. The principal wanted to interview each team member about the game.

Interview:

5. Grandma gave each of us few antiques when we saw her last summer.

Few:

6. Sometimes it is difficult to tell the truth.

Truth:

7. The rumor was stopped as soon as Joe heard it.

Rumor:

8. My cat's fur is very smooth.

Smooth:

9. Officer Jones has been a lieutenant in the Navy for two years.

Lieutenant:

10. The stewardess served us lunch after the plane took off.

Stewardess:

11. Once a person has the measles, they are immune to them.

Immune:

12. Water is made up of tiny particles called molecules.

Molecules:

13. The scientists investigated the cause of the mutations they observed among the oranges.

Mutations:

LESSON 8

Enrichment

Describe a Word:

Choose a student to come in front of the class. Give them a card with one of this week's list words on it. Ask the student to describe the word without saying what it is. Have other students try to guess what word is being defined. The student who guesses the word then gets to come in front of the class.

LESSON 9

Instructions and Answer Guide

1. See page 36 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) writing 2) rhetoric 3) ghetto
3. Challenge words are found on page 39 of Teacher's Guide.

Key to Sentence Completion:

1. kneel
2. knuckle
3. rhythm
4. palm
5. autumn
6. bomb
7. ghastly
8. doubt
9. wrestle
10. wrinkle

LESSON 9

Sentence Completion

Directions: Choose the list word that best completes each of the following sentences.

1. Sean had to _____ so that the people behind him could see the circus.
2. The basketball player jammed his _____ during the game.
3. The music group played a song that had a beautiful _____.
4. The man could hold the kitten in the _____ of his hand.
5. Another name for _____ is fall.
6. The police were able to locate the _____ before it exploded.
7. The girl's bedroom was a _____ sight.
8. I _____ that we will have time to eat before the movie begins.
9. My brothers like to _____ on the front lawn.
10. Mother was surprised that the shirt did not _____.

LESSON 9

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. The man needed a wrench to unscrew the pipe.

Wrench:

2. We are in debt to the man who fixed our flat tire.

Debt:

3. John dressed up like a ghost for the Halloween party.

Ghost:

4. Spaghetti comes in different lengths.

Spaghetti:

5. The explorers found an ancient tomb in the cave.

Tomb:

6. Most young children like songs that have rhyming words.

Rhyming:

7. The class remained calm even though the storm caused the lights to go out.

Calm:

8. My favorite hymn was sung at the recital.

Hymn:

9. Allen had a great deal of knowledge about the space shuttle.

Knowledge:

10. We called the plumber to repair our drain.

Plumber:

11. Writing directions takes skill and practice.

Writing:

12. Our teacher exhibited excellent rhetoric during the assembly.

Rhetoric:

13. Many cities have a segment of the population who live in a ghetto.

Ghetto:

LESSON 9

Enrichment

Rhyming Words:

Have students try to come up with as many rhyming words as possible for each list word. Have students do this individually and compare lists once everyone is finished. Some words may not rhyme with any other words. Point out that some rhyming words have different spelling patterns.

LESSON 10

Instructions and Answer Guide

1. See page 40 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) French 2) Hebrew 3) Greek
3. Challenge words are found on page 43 of the Teacher's Guide.

Key to Scrambled Sentences:

1. The cider tasted bitter.
2. I prefer caraway bread when I have salami.
3. I ordered a salad and a steak for dinner.
4. The taco was filled with meat sauce and fresh vegetables.
5. We were seated at a corner booth in the restaurant.
6. My brother was an excellent polo player when he was in high school.
7. The ukulele is a small guitar.
8. The macrame plant holder was easy to make.
9. I like to put a lot of ketchup on my hamburger.
10. The mustard was too spicy to eat.

LESSON 10

Scrambled Sentences

Directions: Unscramble and rewrite the following sentences.

Remember to ask yourself the following questions:

1) "Does this sentence sound right?" 2) Does this sentence make sense?" Use correct punctuation.

1. bitter the cider tasted.
2. bread when I prefer caraway salami have I.
3. salad and I a ordered a for dinner steak.
4. with the taco filled was meat sauce fresh and vegetables.
5. were a we at seated booth restaurant corner in the.
6. an polo my excellent brother was player high school in.
7. is a small guitar the ukulele.
8. the macrame was easy plant holder to make.
9. put a I lot of like to ketchup my on hamburger.
10. mustard the too was spicy eat to.

LESSON 10

Word Meaning

1. Use Part B, number 1 (a-1) on page 41 of the text.

2. Define each of the following content area words:

French:

Hebrew:

Greek:

LESSON 10

Enrichment

Words From Other Languages:

As a group, have students think of 5-7 words they think come from other languages. Write these on the board and then look them up in the dictionary to find out from where they did originate.

LESSON 11

Instructions and Answer Guide

1. See page 44 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) bilingual 2) capital 3) legislator
3. Challenge words are found on page 47 of the Teacher's Guide.

Key to Sentence Completion:

1. horror
2. vinegar
3. panther
4. honor
5. sulfur
6. popular
7. carnival
8. pistol
9. model
10. handle

LESSON 11

Sentence Completion

Directions: Choose the list word that best completes the following sentences.

1. The _____ movie kept me awake all night.
2. _____ is used in many salad dressings.
3. The hunter was unable to capture the _____.
4. It was an _____ to meet the President of the United States.
5. The burning _____ filled the air with a terrible odor.
6. Bill Cosby is a _____ entertainer.
7. Each classroom had a booth at the annual _____.
8. The police officer carried a _____ but seldom used it.
9. The young girl took good care of her skin because she hoped to be a _____ someday.
10. The telephone operator was not able to _____ all the calls she received.

LESSON 11

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. The two boys were unable to settle their dispute, so they asked their teacher to decide who was right.

Settle:

2. The doctor told his patient to double the amount of medicine he was taking.

Double:

3. We needed a shovel to move the snow from our driveway.

Shovel:

4. The senator had a meeting at the Capitol.

Capitol:

5. Mr. Jacobs is a member of the school council.

Council:

6. We ate dinner later than usual because we had to attend a meeting.

Later:

7. Dave's house is on the corner of the block.

Corner:

8. The ship was anchored in the harbor.

Harbor:

9. The unconscious man began to murmur his name.

Murmur:

10. The teacher read a fairy tale about an ogre.

Ogre:

11. Some students in my classroom are bilingual.

Bilingual:

12. Sacramento is the capital of California.

Capital:

13. Mr. Davis is the legislator who represents our city.

Legislator:

LESSON 11

Enrichment

Synonym Fun:

Divide the class into groups of 3-4. Give each group a thesaurus and explain how synonyms can be located. Have each group look up synonyms for 2-3 of this week's words. Once all groups have finished, have students share their findings.

LESSON 12

Instructions and Answer Guide

1. See page 48 of Teacher's Guide for Unit objective, word list, and test sentences.
2. Include all content area words from Units 7-11.
3. The lessons in this Unit may need to be graded by the teacher.

LESSON 12

Sentence Structure

Directions: Write an original sentence for each word listed in the basic review word list. (There are 25 words.)

LESSON 12

Word Meaning

Directions: Write a definition for each of the content area review list words. Try to do this without looking the word up. After completing the 15 definitions, check answers by using spelling handbook or by using a dictionary. Remember that words can have more than one meaning, depending upon how they are used!

LESSON 12

Enrichment

Spelling Baseball:

See Lesson 6 for instructions.

LESSON 13

Instructions and Answer Guide

1. See page 52 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list
1) light-year 2) cross-pollinate 3) aftershock
3. Challenge words are found on page 55.

Key to Scrambled Sentences:

1. We are getting new furniture for our living room.
2. Kay snagged her shirt on the barbed wire fence.
3. The suitcase is upstairs.
4. Were you by yourself when it began to rain?
5. Mother served oatmeal for breakfast.
6. His sleeping bag kept him warm.
7. My brother-in-law taught me how to play baseball.
8. Our team participated in the play-offs this year.
9. Grandma gave me an old fashioned sewing machine.
10. There was nothing to eat in the refrigerator.

LESSON 13

Scrambled Sentences

Directions: Unscramble and rewrite the following sentences.

Remember to ask yourself the following questions:

1) "Does this sentence sound right?" 2) "Does this sentence make sense?" Use correct punctuation.

1. we new are furniture getting our living room.
2. snagged shirt barbed wire Kay her on the fence.
3. upstairs is the suitcase.
4. by yourself were began you when to it rain?
5. served oatmeal mother breakfast for.
6. bag kept his sleeping him warm.
7. me how play baseball to taught brother-in-law my.
8. team in our participated play-offs the year this.
9. an sewing grandma gave me old fashioned machine.
10. was in refrigerator nothing there eat to the.

LESSON 13

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. The marshmallow tasted sweet.

Marshmallow:

2. There were twenty-one people at the birthday party.

Twenty-one:

3. My favorite coat is worn out.

Worn out:

4. I have two brothers and two sisters-in-law.

Sisters-in-law:

5. The same blue jay flew into our yard every day.

Blue jay:

6. The string beans were served with ham and potatoes.

String beans:

7. Have you ever watched a soap opera on television?

Soap opera:

8. I had to go downstairs to answer the phone.

Downstairs:

9. There is a hospital nearby.

Nearby:

10. Have some more ice cream because we can't eat it all any-
way.

Anyway:

11. The unit of measurement in space is the light-year.

Light-year:

12. Insects can cross-pollinate.

Cross-pollinate:

13. The earthquake caused an aftershock of great proportions.

Aftershock:

LESSON 13

Enrichment

Newspaper Search:

Divide the class into groups of 3-4 students. Give each group a page from a newspaper. Have each group circle as many compound words as they can find. Have each group share their list with the rest of the class. If desired, groups may trade newspaper pages and check to make sure all compounds were circled.

LESSON 14

Instructions and Answer Guide

1. See page 56 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) president's 2) country's 3) nation's
3. Challenge words are found on page 57 of Teacher's Guide.

Key to Sentence Completion:

1. hasn't
2. he'd
3. we'd
4. they'd
5. they've
6. they'll
7. you'd
8. she'd
9. haven't
10. hadn't

Note: Be sure students understand the difference in a contraction and a possessive. Also, the difference between singular possessive and plural possessive.

LESSON 14

Sentence Completion

Directions: Choose the list word that best completes each of the following sentences:

1. Bill _____ finished painting the fence.
2. _____ rather go to his scout meeting than to the ball game.
3. _____ better finish our homework before dinner.
4. The team said _____ already practice for an hour.
5. _____ already turned in their tests.
6. _____ be late if they don't leave for the airport right away.
7. I hoped _____ have time to help mow the yard.
8. _____ like to go to summer camp if her mom would let her.
9. I _____ seen your library book.
10. She _____ finished the test when the bell rang.

LESSON 14

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. Where are the children's books located?

Children's:

2. The chef's favorite recipe was published in our local newspaper.

Chef's:

3. John washed the neighbor's car.

Neighbor's:

4. Jay washed three neighbors' cars over the weekend.

Neighbors':

5. I like to look at my grandfather's pocket watch.

Grandfather's:

6. My sister's hair is longer than mine.

Sister's:

7. My sisters' coats are all the same color.

Sisters':

8. She could not find her daughter's coat.

Daughter's:

9. I ordered a cheeseburger at McDonalds.

Cheeseburger:

10. The smog made it difficult to see the mountains.

Smog:

11. The president's speech was televised last night.

President's:

12. Our country's security was threatened during the war.

Country's:

13. The nation's food shortage was blamed on poor weather conditions.

Nation's:

LESSON 14

Enrichment

Contractions and Possessives:

1. List all contracted words from word list on the board. Ask for a volunteer to write the two words in that contraction on the board. Have a different student complete each one.
2. Write sentences on the board for words 11-18 on spelling list and for content area words. Leave out the apostrophes and ask for volunteers to put them in the correct place. Discuss placement of the apostrophes when completed.

LESSON 15

Instructions and Answer Guide

1. See page 60 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the list:
1) decibel 2) decade 3) kilowatt-hour
3. Challenge words are found on page 63 of Teacher's Guide.
4. The section under "Notes" on page 61 of Teacher's Guide may be helpful when introducing words.

LESSON 15

Complete the Metric Chart

For this lesson have students complete Part B, number 1 and 2 on page 61 of text. If texts are not available to students, duplicate chart on chalkboard and complete assignment together.

LESSON 15

Word Meaning

For this assignment copy Part B, section 3, on the chalk-board. Complete this assignment together.

Write the following directions and sentences on the board. Have students copy sentences and complete assignment as usual.

Directions: Read each sentence and write a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. The average pain level is about 130 decibels.

Decibels:

2. Music has changed over the last decade.

Decade:

3. One kilowatt equals 1,000 watts.

Kilowatt-hour:

LESSON 15

Enrichment

Metric System Measurement:

Divide a notebook-size piece of paper into 24 equal parts. In each section or square write the definition of one of the 23 list words. On the back write the word that goes with the definition. Xerox enough of these for half of the class. Ask students to pair up. Have students cut apart the sections to form a set of flash cards. Ask a student from each pair to show the other student the list word. The student then defines the word. Students take turns. The game may be extended by having students spell the words once they have defined them.

LESSON 16

Instructions and Answer Guide

1. See page 64 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) reign 2) disbelief 3) receiver
3. Challenge words are found on page 67 of the Teacher's Guide.

Key to Sentence Completion:

1. ceiling
2. leisure
3. prairie
4. receive
5. seize
6. pieces
7. siege
8. altogether
9. chalk
10. frontier

LESSON 16

Sentence Completion

Directions: Choose the list word that best completes each of the following sentences:

1. Dad needed a ladder to paint the living room
_____.
2. Dan spends his _____ time reading magazines.
3. We built our cabin on a beautiful _____.
4. She will _____ ten dollars when she's finished cleaning the house.
5. The police tried to _____ the escaping prisoner.
6. The game included twenty _____ and a game board.
7. There was a serious shortage of medicine during the _____.
8. We were not _____ convinced that the storm was over.
9. The teacher used colored _____ when she drew on the chalkboard.
10. Outer space is an unexplored _____.

LESSON 16

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. Visiting a foreign country can be exciting if you understand the language.

Foreign:

2. The hot coffee will scald your hand if you spill it.

Scald:

3. The children were already eating when their father came home from work.

Already:

4. My niece likes to go swimming with my daughter.

Niece:

5. Do you believe everything you read in the newspaper?

Believe:

6. Robin tried to deceive his mother when he pretended to be sick.

Deceive:

7. Hours of study will yield good grades.

Yield:

8. The scout troop was having a wiener roast.

Wiener:

9. The girls had an eerie feeling when they watched the scary movie.

Eerie:

10. Eggs are a good source of protein.

Protein:

11. The family was in a state of disbelief when they learned they had won a million dollars.

Disbelief:

12. Queen Victoria's reign lasted 64 years.

Reign:

13. There was a lot of static in the receiver so I called the phone company for repair service.

Receiver:

LESSON 16

Enrichment

Partner Practice:

Many of the words in this week's list are difficult to spell. Have students pair up and take turns spelling the words. Have each student spell each word at least once. Have student mark the words they misspell for further practice. Ask students to share tips on how to remember the spelling of difficult words.

LESSON 17

Instructions and Answer Guide

1. See page 68 of Teacher's Guide for Unit objective, basic word list, and test sentences.
2. Add the following content area words to the word list:
1) geneticist 2) geologist 3) germ
3. Challenge words are found on page 71 of Teacher's Guide.

Key to Scrambled Sentences:

1. The geranium needed to be watered.
2. Doug had an original idea for completing the picture.
3. Aunt Kay lived at the junction of highway 10 and Main Street.
4. My jobs include making my bed and doing the evening dishes.
5. We had to stick to our budget in order to save money for our vacation.
6. Mom has a special gadget for slicing tomatos.
7. The policeman showed the children his badge.
8. The bridge could hold only one car at a time.
9. The judge found the man to be guilty.
10. A good education makes life much easier.

LESSON 17

Scrambled Sentences

Directions: Unscramble and rewrite the following sentences.

Remember to ask yourself the following questions:

1) "Does this sentence sound right" 2) Does this sentence make sense?" Use correct punctuation.

1. needed the to be geranium watered.
2. idea for Doug an had completing the original picture.
3. junction of Aunt Kay lived at the highway 10 and Main Street.
4. jobs include my making my and doing bed the evening dishes.
5. stick to our we had to budget in order for our trip to save money.
6. slicing tomatos mom has a special gadget for.
7. showed the the policeman children badge his.
8. hold only the bridge could one car at a time.
9. found the the judge be guilty man to.
10. easier much life makes education good a.

LESSON 17

Word Meaning

Directions: Read each sentence and give a short definition for each underlined word. The definition must make sense in the context of the sentence.

1. Most people appreciate acknowledgement for doing a good job.

Acknowledgement:

2. The boy was able to dodge the speeding car.

Dodge:

3. Our home was located on the edge of town.

Edge:

4. The midget car was able to fit in very small parking places.

Midget:

5. The fledgling was trying to return to his nest.

Fledgling:

6. Los Angeles is a major city in our state.

Major:

7. There was a jazz band entertaining at our school fund raiser.

Jazz:

8. Our teacher suggested that we wear our coats to recess.

Suggested:

9. The gigantic pizza was more than we could eat.

Gigantic:

10. Nicole gently brushed her sister's tangled hair.

Gently:

11. The geneticist was unable to determine what caused the mutation.

Geneticist:

12. The geologist found an unusual rock during his search.

Geologist:

13. An unknown germ was responsible for my infection.

Germ:

LESSON 17

Enrichment

Build a Sentence:

Call on one student to come to the board. Write a list word on the board and ask them to write part of a sentence. Ask a second student to come and finish the sentence. Tell students the finished sentence must make sense. Repeat procedure using all of the list words.

LESSON 18

Instructions and Answer Guide

1. See page 72 of Teacher's Guide for Unit objective, word list, and test sentences.
2. Include all content area words from Units 13-17.
3. The lessons in this Unit may need to be graded by the teacher.

LESSON 18

Sentence Structure

Directions: Write an original sentence for each word listed in the basic review word list. (There are 25 words.)

LESSON 18

Word Meaning

Directions: Write a definition for each of the content area review list words. Try to do this without looking the word up. After completing the fifteen definitions, check answers by using spelling handbook or by using a dictionary. Remember that words can have more than one meaning, depending upon how they are used!

LESSON 18

Enrichment

Spelling Baseball:

See Lesson 6 for instructions.

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