

CD Materials and Preparation

Optional pages:

- Test forms: Pretest, Practice Test, Final Test
- List 1 Spelling Words and List 1 Review
- Alternate Final Test List 1

Day 1

- Word Sort List 1
- *Spelling Introduction*

Day 2

- *Word Meaning*

Day 3

- *Learn to Spell a Word* form

Day 4

- *Guide Words*

Day 1

Unless otherwise noted, the italicized pages may be found under Instructional Aids on the Teacher's Toolkit CD.

Introduction

- ▶ Display *Spelling Introduction*.

What is the person at the surface of the water doing? *snorkeling* What equipment is she using? *mask, snorkel tube, fins*

- ▶ Elicit from the students that having this equipment enables her to put her head beneath the surface slightly and breathe. She can see and hear things near the surface of the water.

What is the second person in the picture doing? *diving* What equipment is he using? *mask, fins, air tank*

- ▶ Elicit from the students that with this equipment the diver can dive into deep water for long periods of time and explore living things and formations.

Would a person who can apply many different spelling patterns and rules as he writes be more like the snorkeler or the diver? *the diver*

Yes, we could call that person a “deep” speller.

- ▶ Explain to the students that a “deep” speller can spell more words that will help make his writing specific and interesting. The “deep” speller will also be equipped to write in different situations and to different people.

- ▶ Ask a student to read Matthew 5:14–16 aloud.

Our ability to use words is a gift from God. Spelling is one piece of the equipment we use to glorify God and to serve others through writing.

Short-Vowel Patterns

- ▶ Write in syllables for display: *puf•fin, chal•lenge, clus•ter, de•fend*.

The stressed syllable in a word is spoken louder or longer. The vowel sound is clear and usually follows regular spelling patterns.

Pattern Words

attitude
difficult
develop
puffin
prompt
challenge
cluster
kelp
defend
continent
manatee
ministry
establish
document
instrument
exercise
prosper
gratitude
liberty
ascend
standard
octopus
algae
astonishment
privilege

A word with two or more syllables will have at least one syllable spoken with more stress or emphasis. Stressed syllables have a clear vowel sound that usually follows regular spelling patterns. Unstressed syllables are spoken with less emphasis. List 1 Pattern Words have a short vowel sound in the syllable that receives the most stress. *stan•dard de•fend min•is•try a•ston•ish•ment puf•fin*

Word Sort

Sort each Pattern Word by the spelling for the short vowel sound in the stressed syllable.

Short a sound

attitude

challenge

manatee

establish

gratitude

standard

algae

Short o sound

prompt

continent

document

prosper

octopus

astonishment

Short e sound

develop

kelp

defend

exercise

ascend

Short u sound

puffin

cluster

Short i sound

difficult

ministry

instrument

liberty

privilege



- ▶ Instruct the students to listen for the stressed syllable as you read the words together.
- ▶ Direct a student to identify and underline the stressed syllable in each word (*puf•fin, chal•lenge, clus•ter, de•fend*).
Does the vowel in the stressed syllable have a long or short sound? *short*
What is the spelling of the /ă/ sound in *challenge*? *a*
What is the spelling of the /ŭ/ sound in *cluster*? *u*
- ▶ Follow a similar procedure with the remaining words.
- ▶ Remind the students that *schwa* is a vowel sound like a soft /uh/ sound that is heard in many unstressed syllables. Schwa can be spelled with any of the five vowels.
What do you notice about the vowel sound in the unstressed syllable in each word? *Puffin* and *defend* have the short *i* sound. *Challenge* and *cluster* have the schwa sound.
- ▶ Write in syllables for display: *dif•fi•cult, con•ti•nent, de•vel•op*.
- ▶ Instruct the students to listen for the stressed syllable as you read the words together.
- ▶ Choose a student to identify and underline the stressed syllable in each word (*dif•fi•cult, con•ti•nent, de•vel•op*).

Word Study

Write the missing stressed syllable to complete each spelling word.

1. as cent
2. dif ficult
3. chal lenge
4. grat itude
5. con tinent

Write the missing unstressed syllable to complete each spelling word.

6. at ti tude
7. es tablish
8. lib er ty
9. man a tee
10. privi lege
11. ex er cise



Write the spelling word or words that complete each sentence.

1. ascend
 2. prompt
 3. defend
 4. document
 5. kelp
 6. instrument
 7. Gratitude
 8. liberty
 9. attitude
 10. privilege
 11. standard
 12. astonishment
 13. puffin
 14. octopus
 15. develop
 16. cluster
12. The daring climber, using only a pickax, will ____ to the top of the peak.
 13. The piano teacher expects her students to be ____ for their scheduled lessons.
 14. The soldier was willing to give his life to ____ his country.
 15. The pages of the old ____ appeared tattered and worn.
 16. A form of large brown seaweed called ____ washed ashore in abundance.
 17. The musician unpacked the large ____ from the rolling case.
 18. ____ is the proper response to an act of kindness.
 19. Patrick Henry's famous proclamation says, "Give me ____ or give me death."
 20. I asked my brother to forgive me for my unkind ____ toward him.
 21. It is a ____ to live in a country where people are free to worship God.
 22. The Bible is a Christian's ____ in matters of faith and practice.
 23. The scientists were full of ____ when they saw the results of the experiment.
 24. The ____ is a bird with a large brightly colored beak.
 25. The ____ has only one hard part on its body, its beak.
 26. Each vine began to ____ a bunch of small green grapes where a ____ of blooms had once been.

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Spelling 6

List 1 • 3

Pretest

The pretest may be administered before or after teaching this lesson.

- Provide paper or a copy of the Pretest form for an optional self-assessment activity.
- Administer the assessment using a selection of Pattern Words.

defend	difficult	cluster	ministry
prompt	kelp	attitude	continent
develop	manatee	puffin	challenge
- Pronounce the word. Use it in a sentence. Repeat the word.
- Guide the students in self-correcting the list.
 1. Write the word for display.
 2. Pronounce each word and emphasize the spelling patterns.
 3. Demonstrate checking each word letter by letter.
 4. Direct the students to circle each misspelled word and write it correctly.
- Evaluate the assessments. Adapt instructions and activities to meet the specific needs of your students.

Differentiated Instruction

Suggestions for meeting the needs of individual students through enrichment or intervention appear in the Appendix.

Day 2

Is the vowel sound in the stressed syllable in each of these words also short? **yes**

- Draw attention to the spelling of the vowel sound in the unstressed syllables since some do not have a regular spelling.

Word Sort

- Instruct the students to turn to Worktext page 2.
- Display Word Sort List 1. Explain the Word Sort activity and discuss sorting the Pattern Words by the short vowel sound in the stressed syllable.
- Ask a student to read the first word.

Which syllable is stressed in the word *attitude*? **the first**

What is the vowel sound in that syllable? **short a**

Under which heading would we write the word *attitude*? **Short a sound**

- Direct the students to write *attitude* under the correct heading as you write for display.
- Follow the same procedure with each word as you complete the Word Sort.

Word Study

- Write *oc•to•pus* and *man•a•tee* for display. Read the words together.
- How many syllables are in each of these words? **three**
- Select a student to underline the stressed syllable in each word (first syllable).
- Ask a student to identify the vowel sound in each stressed syllable (/ɒ/ in *octopus*; /ă/ in *manatee*).
- Discuss the vowel sounds and spellings in the unstressed syllables (schwas in *octopus* spelled *o* and *u*; schwa and /ē/ spelled *a* and *e-e* in *manatee*).

Word Meaning

- Display *Word Meaning*. As you read each sentence, direct a student to identify and write the correct spelling word for display.
- Complete page 3.

Day 3

Practice Test

- Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word.

1. prompt To be **prompt** is to be on time.
2. ministry Our church has a **ministry** for nursing home residents.
3. attitude Colby has an unselfish **attitude**.
4. puffin The **puffin** has a unique bill.
5. kelp We watched a crab feed on **kelp**.
6. continent Asia is the largest **continent**.
7. difficult I can now learn more **difficult** subjects.
8. challenge The steep ledge provided an extra **challenge** for the climber.
9. cluster She picked a **cluster** of wildflowers.
10. develop The teacher tried to help her students **develop** good study skills.
11. manatee The **manatee** swam in the ocean.
12. defend The armed forces of the United States **defend** our country's freedoms.
13. instrument She practices her **instrument** daily.
14. establish The new country would **establish** three branches of government.
15. prosper The rain helped the garden **prosper**.
16. liberty Patrick Henry said, "Give me **liberty** or give me death!"
17. document The Constitution is an important U.S. **document**.
18. gratitude Anna showed her **gratitude** for the gift.
19. exercise Daily **exercise** is important to good health.
20. ascend We **ascend** several steps to the house.
21. octopus The **octopus** is known for its speed.
22. astonishment When we saw the dolphins' tricks, we were filled with **astonishment**.
23. privilege It is a **privilege** to serve others in need.
24. algae The green on the pond's surface is from **algae**.
25. standard The gallon is a **standard** measure of capacity.

Learn to Spell a Word

Number the steps in correct order.

- 3 Think about the word.
- 5 Check your spelling.
- 1 Look at the word.
- 2 Say the word.
- 4 Write the word as you say it again.



Word Study

Write the spelling word that matches each clue.

- continent 1. a large land mass
- challenge 2. an invitation to take part in a contest
- ministry 3. the act of serving
- establish 4. to begin or start; set up; create
- exercise 5. physical activity
- prosper 6. to be successful
- difficult/challenge 7. hard to do or understand

Write the spelling word or words that complete each sentence.

8. Develop and defend have the same spelling in the unstressed first syllable.
9. The pronunciation respelling of the word continent is (kōn'tə-nənt).
10. A vowel pair makes the long e sound in the words manatee and algae.
11. The word establish has a short i sound in its first and third syllables and a short a sound in its stressed second syllable.
12. The word astonishment has four syllables.

attitude
difficult
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puffin
prompt
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cluster
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defend
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manatee
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prosper
gratitude
liberty
ascend
standard
octopus
algae
astonishment
privilege

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Dictating a Sentence

- Instruct the students to put their pencils down and to listen carefully to remember what you say.
- Read the dictation sentence slowly and distinctly two times.
Always show gratitude to those who defend our liberty.
- Direct the students to say the sentence with you one time and then write the sentence.
- Repeat the sentence about halfway through the writing time. Pause again until the students have finished writing.
- Direct the students to proofread their sentences carefully as you repeat the sentence one more time. Remind the students to check the spelling of each word. For the first few lessons, give tips about checking for capitals and end punctuation.

Learn to Spell a Word

- Instruct the students to turn to the Learn to Spell a Word visual on Work-text page 1. Explain that this is a study process to use all year.
- Read each step and discuss the statements and questions under each step.
- Display the *Learn to Spell a Word* form. Distribute a copy of the form to each student.

Dictionary Skills

Guide Words

Guide words appear at the top of each dictionary page. They are the first and last entry words on the page. All the entry words on a page are listed alphabetically between the guide words.

Circle five words that would come between the guide words. Write the circled words in alphabetical order.

document ascend defend
exercise difficult continent
develop challenge

cluster establish

- continent
- defend
- develop
- difficult
- document



Circle five words that would come between the guide words. Write the circled words in alphabetical order.

puffin prosper octopus
liberty ministry prompt
privilege manatee

master public

- ministry
- octopus
- privilege
- prompt
- prosper

Write each entry word in the proper column to show where it would be located: before, between, or after the guide words.

	Before	Between	After
		altar	attention
1. attitude			attitude
2. astonishment		astonishment	
3. algae	algae		
4. challenge			challenge
5. ascend		ascend	

Spelling 6

List 1 • 5

- ▶ Draw the students' attention to the center column.
- ▶ Instruct the students to write *attitude* on the first line.
- ▶ Refer to the questions or statements under each step as you guide the students through the five steps.
- ▶ Follow the same procedure using the word *difficult*.
- ▶ Complete the activities on page 4.

List 1 Review

- ▶ List 1 Review (Teacher's Toolkit CD) may be completed anytime after this lesson.

Day 4

Review

- ▶ Review activities help the students to progress toward long-term memory of the spelling words as well as the generalizations that can be applied to those words.
- ▶ Select a review activity from the Activities and Games section of the

Teacher's Toolkit CD to reinforce this week's spelling skills.

Dictionary Skills

- ▶ Instruct the students to turn to any page in the Spelling Dictionary.

What do we call the two words at the top of each dictionary page? **guide words**

- ▶ Elicit from the students that entry words are listed in alphabetical order between the guide words.
- ▶ Display *Guide Words*. Point out the words in the first box and the guide words *ascend* and *establish* in part A.

What letter does each guide word begin with? *Ascend* begins with **a**, and *establish* begins with **e**.

Five of these words come between the guide words. Does *algae* come between *ascend* and *establish* in alphabetical order? **no** Why? The letters **a-l** come before **a-s**.

Does *astonishment* come between *ascend* and *establish* in alphabetical order? **yes** Why? The letters **a-s-t** come after **a-s-c** and before *establish*.

- ▶ Direct a student to circle *astonishment*.
- ▶ Follow a similar procedure with the remaining words. After *astonishment*, *attitude*, *cluster*, *defend*, and *develop* have been circled, guide in alphabetizing the words.
- ▶ Draw attention to the first word in part B. Would the entry word *instrument* come before, between, or after the guide words *gratitude* and *liberty*? **between** Why? The letter **i** comes after **g** and before **l**.
- ▶ Write *instrument* on the blank in the Between column.
- ▶ Use a similar procedure with *manatee*, *kelp*, and *exercise*.
- ▶ Complete page 5.

Day 5

Final Test

- ▶ Administer the final test. Pronounce each word, use it in a sentence, and then repeat the word.
- ▶ Follow the procedure for sentence dictation.

1. I saw a puffin on the beach next to a cluster of kelp.
2. He faced the difficult challenge with a good attitude.

Alternate final tests with different word order and context sentences are available on the Teacher's Toolkit CD.