

CD Materials and Preparation

Optional pages:

- Test forms: Pretest, Practice Test, Final Test
- List 2 Spelling Words and List 2 Review
- Alternate Final Test List 2

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- Word Sort List 2

Day 4

- Syllable Patterns

Day 2

- Word Study
- Word Meaning

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

Day 1

A Closer Look

- ▶ Refer to the Generalizations and Expanded Glossary sections of the Appendix for an explanation of the terms *consonant blend*, *open syllable*, *closed syllable*, and *schwa*.

Long-Vowel Patterns

- ▶ Write in syllables for display: *a•stray*, *re•lease*, *pre•cise*, *mol•ten*.
- ▶ 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 (*a•stray*, *re•lease*, *pre•cise*, *mol•ten*).
What do you notice is the same about the vowel sounds in each stressed syllable? They are long vowel sounds.
What is the spelling of the long *a* sound in *astray*? *ay*
What is the spelling of the long *e* sound in *release*? *ea*
- ▶ Follow a similar procedure with the remaining words.
What do we call the vowel sound that resembles a soft /uh/ sound that is heard in many unstressed syllables? *schwa* How can the schwa sound be spelled? *Schwa* can be spelled with any of the five vowels.
What is the vowel sound in the unstressed syllable in each word? *Astray* and *molten* have the schwa sound. *Release* and *precise* have a short *i* sound.
- ▶ Write in syllables for display: *cu•cum•ber*, *nu•tri•ents*, *per•suade*.
- ▶ Instruct the students to listen for the stressed syllable as you read the words together.

When a group of letters appears in a line of text for the teacher to say or in a student response, it is beneficial to spell rather than to pronounce the group of letters as a unit.

Pattern Words

coastal
release
Savior
ignite
exclude
escape
ocean
disease
resume
astray
cucumber
hygiene
sacred
senior
molten
persuade
nutrients
precise
junior
environment

Review Words

ministry
attitude
privilege
exercise
challenge

The long *a* sound can be spelled *a*, *a_e*, or *ay*.
The long *e* sound can be spelled *e* or *ea*.
The long *i* sound can be spelled *i*, *i_e*, or *y*.
The long *o* sound can be spelled *o* or *oa*.
The long *u* sound can be spelled *u* or *u_e*.

sacred escape astray
senior disease
environment precise hygiene
molten coastal
junior exclude

Word Sort

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

Long *a* sound

<i>a</i>	<i>a_e</i>	<i>ay</i>
<i>Savior</i>	<i>escape</i>	<i>astray</i>
<i>sacred</i>	<i>persuade</i>	

Long *e* sound

<i>e</i>	<i>ea</i>
<i>senior</i>	<i>release</i>
	<i>disease</i>

Long *i* sound

<i>i</i>	<i>i_e</i>	<i>y</i>
<i>environment</i>	<i>ignite</i>	<i>hygiene</i>
	<i>precise</i>	

Long *o* sound

<i>o</i>	<i>oa</i>
<i>ocean</i>	<i>coastal</i>
<i>molten</i>	

Long *u* sound

<i>u</i>	<i>u_e</i>
<i>cucumber</i>	<i>exclude</i>
<i>nutrients</i>	<i>resume</i>
<i>junior</i>	



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- ▶ Select a student to identify and underline the stressed syllable in each word (*cu•cum•ber*, *nu•tri•ents*, *per•suade*).
Does the vowel in the stressed syllable also have a long vowel sound in these words? *yes*
- ▶ Guide the students in identifying the spelling of the vowel sound in each syllable.

Word Sort

- ▶ Instruct the students to turn to Worktext page 6.
- ▶ Display Word Sort List 2. Explain the Word Sort activity and discuss sorting the Pattern Words by the spelling for the long vowel sound in the stressed syllable.
- ▶ Ask a student to read the first word.
Which syllable is stressed in the word *coastal*? *the first*
What is the vowel sound in that syllable? *long o*
Under which heading would we write the word *coastal*? *Long o sound oa*
- ▶ Direct the students to write *coastal* under the correct heading as you write for display.
- ▶ Follow the same procedure with each Pattern Word as you complete the Word Sort.

Word Study

Write the missing stressed syllable to complete each spelling word.

1. coast al 4. pre cise 7. ex clude
 2. dis ease 5. ig nite 8. a stray
 3. hy giene 6. es cape

Write the missing unstressed syllable to complete each spelling word.

9. envi ron ment 11. mol ten
 10. jun ior 12. Sav ior

Write the spelling word that matches each clue.

- release 13. to set free
escape 14. to get free; break loose
senior 15. older or oldest
hygiene 16. actions that help in maintaining good health
precise 17. exact
coastal 18. along or near the ocean
nutrients 19. these provide nourishment needed for growth

Write the spelling word that completes each sentence.

- persuade 20. The salesperson attempted to ____ my parents to buy a set of knives.
resume 21. Play practice had to stop temporarily. It will ____ at 1:30 p.m.
disease 22. The effects of the ____ robbed all strength from the formerly healthy man.
cucumber 23. We harvested three tomatoes, two squash, and one ____ from our garden.
ocean 24. The stormy waves of the ____ tossed the small boat about as a toy.
sacred 25. The ____ music echoed throughout the auditorium.

Write one or more sentences that use the spelling words *coastal*, *environment*, and *ocean*.

Spelling 6

List 2 • 7



Differentiated Instruction

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

Day 2

Word Study

- ▶ Display *Word Study*. Review the meaning of stressed and unstressed syllables.
- ▶ Explain that the words will be sorted by the number of syllables in each word. Two-syllable words will also be sorted by the stressed syllable.
- ▶ Choose a student to read the first word.
 How many syllables are in the word *coastal*? two
 Under which heading would we write *coastal*? under the heading Two-syllable words: first syllable stressed
- ▶ Follow a similar procedure with the remaining words as you complete the activity.

Review Words

- ▶ Ask students to write *ministry*, *attitude*, *privilege*, *exercise*, and *challenge* for display.
- ▶ Guide the students in identifying the number of syllables in each word.
- ▶ Choose other students to identify the vowel spelling in each stressed and unstressed syllable.

Word Meaning

- ▶ Guide a discussion of the word *Savior*.
 The name *Jesus* means “Jehovah saves.” Jesus is the promised Messiah, the one who saves people from their sin when they put their trust in Him.
- ▶ Display *Word Meaning*. As you read each question, direct a student to identify and write the spelling word for display.
- ▶ Complete page 7.

Pretest

- ▶ Provide paper or a copy of the Pretest form (Teacher’s Toolkit CD) for an optional self-assessment activity.
- ▶ Administer the assessment using a selection of Pattern Words.

astray	release	exclude	disease
coastal	escape	cucumber	ocean
Savior	ignite	resume	hygiene

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

- ▶ 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.

Day 3

Practice Test

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

1. escape The lizard's camouflage helps it to **escape** its predators.
2. ignite Dad used a match to **ignite** the kindling.
3. hygiene Good **hygiene** is a healthy habit.
4. coastal The **coastal** region of South Carolina is known for its pleasant beaches.
5. Savior Jesus is the **Savior** of the world.
6. ocean The **ocean** is full of colorful fish.
7. exclude We'll not **exclude** anyone from the game.
8. cucumber A dill pickle is made from a **cucumber**.
9. release They will **release** the dove from its cage.
10. resume We will **resume** our cleaning after lunch.
11. astray Sinners are as sheep that have gone **astray**.
12. disease Hand washing helps to prevent **disease**.
13. senior My brother is a **senior** in high school.
14. nutrients Your body needs **nutrients** and rest.
15. sacred Since God is holy, His Word is **sacred**.
16. environment The cactus thrives in a dry **environment**.
17. precise The carpenter made the most **precise** measurement possible.
18. molten The **molten** lava flowed toward the road.
19. persuade Can you **persuade** your friends to come?
20. junior I attended **junior** camp in July.
21. attitude Dylan did his chores with a good **attitude**.
22. challenge I enjoy the **challenge** of water-skiing.
23. exercise I completed the math **exercise** on time.
24. ministry Mom enjoys the **ministry** of teaching.
25. privilege It is a **privilege** to worship God freely.

- Follow the procedure for dictating a sentence (page 4).
God created the octopus to exist in an ocean environment.

Proofreading

- Write Colossians 3:23 for display. Read the verse aloud. [BATs: 2e Work; 5d Communication]

What does this verse tell us about how we should do everything? We should do everything with all of our heart for the Lord.

Suggestions for guiding students in proofreading are available in the Appendix.

Proofreading

Circle each misspelled word. Write the correct spelling.

1. Did you know that the cucumber is related to a gourd, squash, and melon? It adds a fresh taste to a tossed salad, is low in calories, and contains nutreints.

cucumber

nutrients

2. Proper higene contributes to overall good health.

Good dental care and personal cleanliness help

prevent bacteria that cause disease.

hygiene

disease

3. Have you ever wished that you lived by the sea? There are clustres of beach homes along coastel areas. The residents enjoy swimming and boating in the ocean.

clusters

coastal

4. Keeping a parakeet in a cage can be a chalenge. When the cage door is open, the bird may try to escape. It could be difficult to perswade it to return to its cage.

challenge

persuade



Word Study

Write the Review Word that completes each sentence.

- privilege 5. The student considered it a _____ to play a solo in the school program.
- challenge 6. The five-kilometer race was more of a _____ than I had expected.
- exercise 7. The teen chose to _____ regularly at the gym.
- ministry 8. Zac considered it his _____ to help his grandparents with weekly chores.
- attitude 9. Betsy's beaming smile and positive _____ are quite contagious.

coastal
release
Savior
ignite
exclude
escape
ocean
disease
resume
astray
cucumber
hygiene
sacred
senior
molten
persuade
nutrients
precise
junior
environment
ministry
attitude
privilege
exercise
challenge

How can we apply this verse to spelling? We can do our best for the Lord by learning to spell and write words correctly.

You will practice proofreading skills, which will strengthen your ability to identify and correct your own misspelled words.

- Write for display: *Bananas grow well in a tropical environmant.* As you read the sentence aloud, instruct the students to look at each word carefully.

Is each word spelled correctly? no What word is misspelled? environment What change needs to be made? The *a* should be changed to an *e*.

- Direct a student to circle the misspelled word and write it correctly.
► Complete page 8.

List 2 Review

- List 2 Review (Teacher's Toolkit CD) may be completed anytime after this lesson.

Dictionary Skills

Guide Words

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
	coastal	establish
disease	disease	
exclude		exclude

Syllables and Syllable Division

Write each spelling word under the correct heading.

ministry	attitude	Savior	junior	environment
instrument	nutrients	precise	cucumber	release

Two-syllable words

Savior precise

junior release

Three-syllable words

ministry nutrient

attitude cucumber

instrument

Four-syllable word

environment



molten lava

Write each word in syllables under the correct syllable pattern. Place a dot between the syllables.

Letter patterns	VCV	VCCV	VCCV	VCCCV
Syllable patterns	V-CV	VC-CV	V-CCV	VC-CCV

escape	exclude	V-CV	V-CCV	VC-CV
hygiene	ignite	hy-giene	sa-cred	es-cape
molten	ocean	o-cean	VC-CCV	ig-nite
persuade	sacred		ex-clude	mol-ten
				per-suade

Spelling 6

List 2 • 9

- ▶ Invite a student to place a dot to divide the syllable pattern and the word.
- ▶ Draw attention to number 2. Read the word together.
What is the letter pattern in *sacred*? VCCV
- ▶ Ask a student to label the letter pattern below the word and mark the vowel sound.
Where would we divide this word? after the long *a* Why? We divide after an open syllable.
- ▶ Select a student to place a dot to divide the syllable pattern and the word.
- ▶ Reveal the third word. Read the word together.
What letter pattern do you see in *ignite*? VCCV
- ▶ Direct a student to label the letter pattern and mark the vowel sound.
Where would we divide *ignite*? between the middle consonants Is the first syllable open or closed? closed
- ▶ Direct a student to write the syllable pattern and place a dot to show the syllable division.
- ▶ Ask another student to divide the word.
- ▶ Draw attention to number 4. Read the word together.
Beginning with the first vowel, what letter pattern do you see in *exclude*? VCCCV
- ▶ Ask a student to write the letter pattern and mark the vowel sound.
What is the consonant blend in this word? *cl* Where would we divide this word? after the first consonant Why? Because the first syllable is closed, we divide the word after the single consonant; the blend stays together.
- ▶ Invite another student to divide the syllable pattern and the word.
- ▶ Complete page 9.

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

- ▶ Display *Syllable Patterns*. Draw attention to the letter and syllable patterns.
- ▶ Read the word *ocean*.

Starting with the first vowel in the word, which letter pattern do you see? VCV Does the *o* in *ocean* say its long or short sound? long

- ▶ Direct a student to label the letter pattern below the word and mark the vowel sound.

Does the consonant stay with the *o* or go with the second syllable? It goes with the second syllable. Why? We divide after an open syllable.

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. Practice good hygiene and eat foods rich in nutrients.
 2. The research team went to a coastal area to release the sea turtle.

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