

Teacher
Edition

1

Spelling Connections

Thinking

Phonics

Reading

Writing

ZB

Teacher Edition

1

Spelling Connections

J. Richard Gentry, Ph.D.

Courtesy of Zaner-Bloser

ZB Zaner-Bloser

Complete the Literacy Puzzle

Provide all your students the missing piece to the literacy puzzle. With **Spelling Connections** ©2016, your students will retain, internalize, and transfer valuable spelling knowledge for improved results in all areas of literacy—in the classroom and beyond.

Proficient spelling is a key foundational skill critical to future academic and vocational success. With **Spelling Connections**, your students gain all the strategies and tools they need to go beyond words—and toward a deeper understanding of language. Today's research proves that successful spellers are better readers, writers, and test-takers. Educators in high-achieving schools have realized that proficient spelling is a critical piece of the literacy puzzle—with strong implications for future academic success.



expand
vocabulary

improve
reading
comprehension

accelerate
writing skills

elevate test
scores

Effective Spelling Instruction Starts with the Right Words, Delivered at the Right Time

The word lists in **Spelling Connections** are differentiated to meet students at their instructional level (on level or challenge), unlike the one-size-fits-all word lists found in many programs. Our word lists are the most carefully researched and crafted lists available. They are based on exhaustive research led by author J. Richard Gentry, Ph.D., a leading authority on spelling development and literacy instruction for over thirty years. Each word list is organized so students can see the relationships among words, visually reinforcing valuable pattern and rule-based instruction.

Why Spelling Connections Makes the Difference

Spelling Connections includes

- A five-day plan with a page-per-day format that fits easily into any lesson plan, eliminating the need for extensive planning and prep work
- Differentiated word lists and activities to promote higher-level skill development in thinking, phonics, vocabulary, reading, and writing
- Diagnostic, formative, and summative assessments to monitor progress
- Standardized test practice with test formats aligned to next generation assessments
- Digital resources for engaging, relevant spelling instruction and practice

Now with . . .

**Spelling
Tutor**



Spelling Tutor is a fun, interactive way to practice, study, and master the weekly spelling words! Scan the QR code in each unit with a mobile device to listen to the spelling words being spelled out loud and used in sentences.

Why Spelling Is Important



From the Author

J. Richard Gentry, Ph.D.

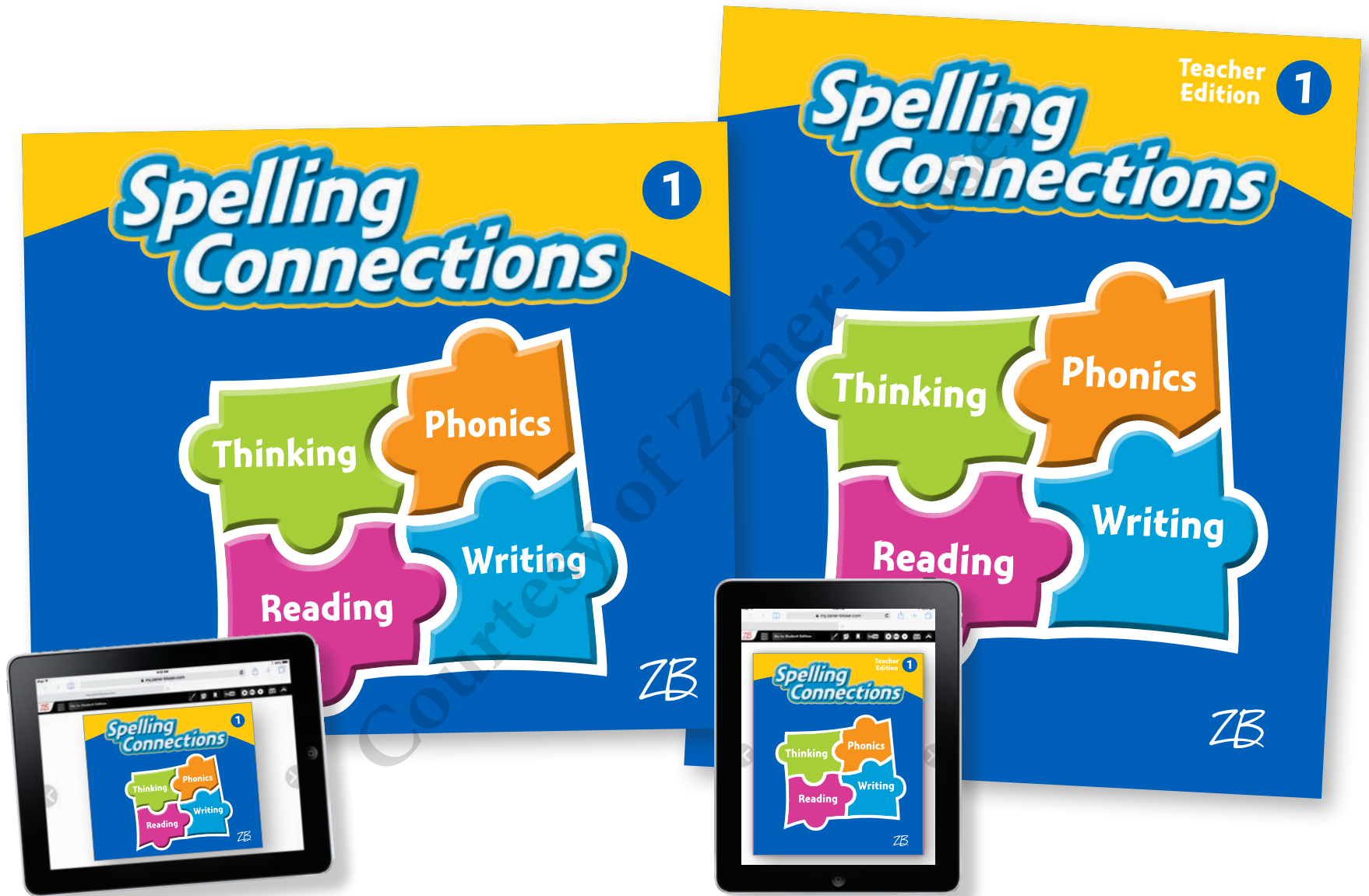
It's no secret—the world is changing. With brain scan studies offering interesting new insights into how the brain operates during reading and writing, the importance of spelling and word knowledge is being recognized more now than at any other time in the history of education. Spelling is critical for twenty-first century literacy—from early phonemic awareness to assimilation of deep knowledge of word histories and the meaning gleaned from chunks of letters.

Spelling Connections builds the deep, word-specific knowledge base all students need for reading, writing, and overall communication success. With **Spelling Connections**, teachers will appreciate the explicit, research- and language-based differentiated instruction that supports the necessary role spelling plays in meaningful communication. Students will appreciate the digital resources for interactive whiteboards, engaging word-sorting activities, and exciting games found in **Spelling Connections Online Games** and **Digital Resources for Spelling Connections**. Our comprehensive, efficient approach to spelling instruction recognizes that spelling is important, brain-based, and validated through exhaustive research.

Give spelling the consideration it deserves and put effective spelling instruction back into your curriculum. With **Spelling Connections**, your students will be prepared for twenty-first century literacy success that translates beyond the classroom.

Your Best Opportunity for Spelling Success

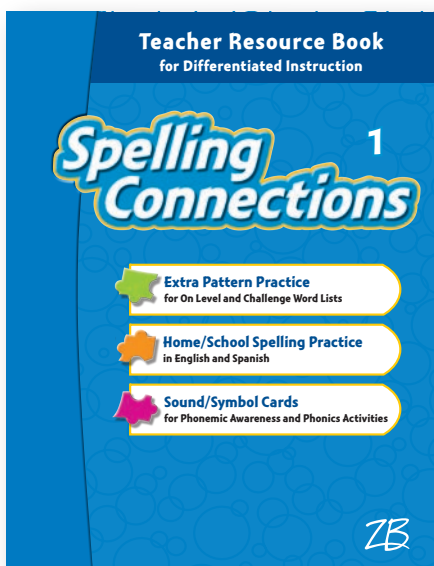
Core Resources



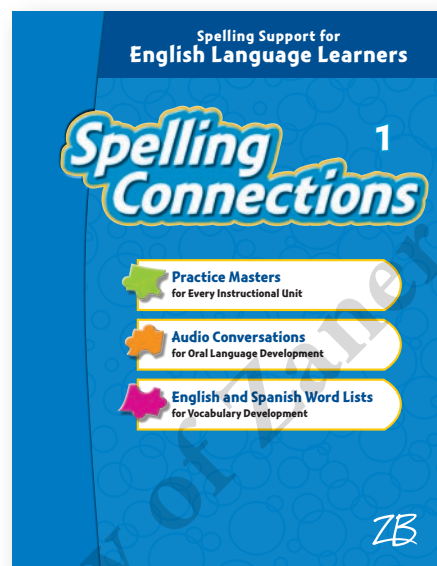
Student Edition and **Student Edition eBook** provide comprehensive daily spelling practice by connecting spelling to thinking, reading, writing, and phonics through engaging exercises and hands-on, minds-on activities.

Teacher Edition and **Teacher Edition eBook** include step-by-step lesson plans with student objectives, English Language Learner support, and activities for daily differentiated instruction—everything you need to develop successful spellers!

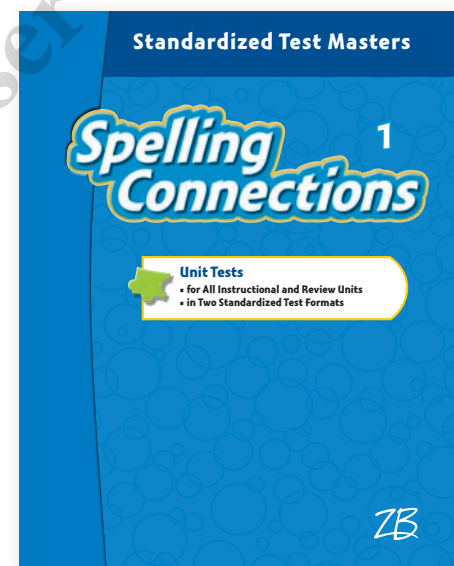
Supporting Resources



Teacher Resource Book for Differentiated Instruction provides convenient, reproducible materials for on, below, and above level students. Includes Home/School Spelling Practice letters in English and Spanish to connect with families.



Spelling Support for English Language Learners offers targeted support masters for vocabulary practice to accelerate English Language Learners' language acquisition and spelling success.



Standardized Test Master Book includes instructional unit tests for on, below, and above level word lists and review unit tests in a variety of standardized test formats, including next generation assessment formats.



Game Mats for Grades 1–6 provide fun, hands-on spelling practice, perfect for partner and center work.

Propel Spelling Instruction Beyond Paper and Pencil

Online Resources for Teachers

Connect students to successful spelling inside and outside the classroom. Interactive resources provide appealing, action-packed instruction and practice that will advance your students' spelling ability beyond the weekly test.



Interactive Whiteboard Digital Resources for Spelling Connections

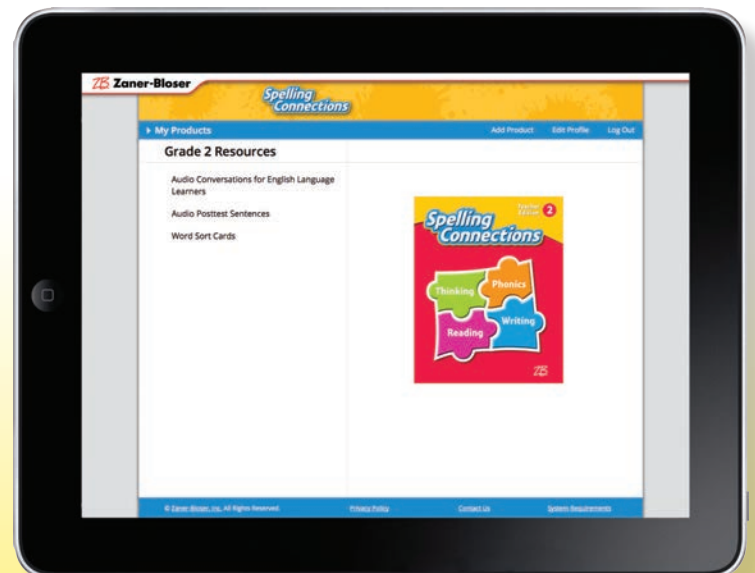
Includes interactive word sorting for modeling and student practice, proofreading exercises, a spelling bee for whole-class test preparation, and a variety of other activities to enhance the teaching and learning of spelling skills.



eResources Center resources.zaner-bloser.com/spcn

Go online to find printables, projectables, and more!

- Word Sort Cards
- Audio Posttest Sentences
- Audio Conversations for English Language Learners
- Additional Resources for Grade 1, including Alphabet and Picture Cards and Phonemic Awareness Activities
- Correlations
- **Spelling Tutor** QR Code Blackline Masters



Online Resources for Students



Spelling Connections Online Games amplifies the instruction in the Student Edition with fun, engaging, and interactive games including:

Connections to THINKING

Word Sorting

Students sort spelling words to form a concrete understanding of the essential similarities and differences between words. This helps students develop into confident spellers.

Connections to PHONICS

Crossword Puzzle

Students expand vocabulary and phonics skills by completing challenging interactive puzzles.

Connections to READING

Sentence Completion

Students complete cloze sentence activities to enhance reading comprehension and vocabulary skills.

Connections to WRITING

Proofreading

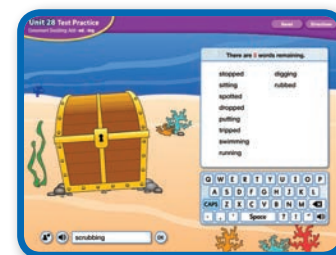
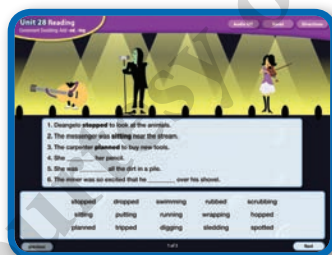
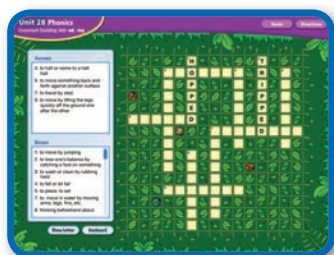
Students read engaging passages and use virtual proofreading symbols to correct spelling errors, punctuation, and capitalization. Provides valuable practice using skills tested on high-stakes assessments.

SPELLING BEE



Spelling Bee

Students listen to spelling words in context sentences and practice spelling each one correctly. Perfect for test preparation, class competitions, and to reinforce retention of spelling words for all students, including English Language Learners.



Classroom Management System for Spelling Connections Online Games includes a classroom management system that allows teachers to

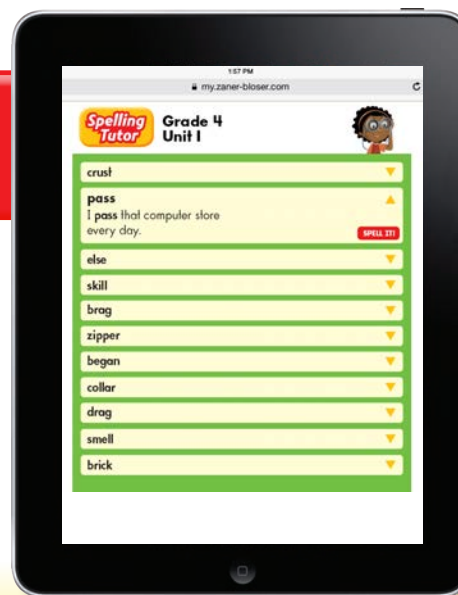
- create differentiated assignments.
- control student access/preferences.
- develop reports.
- generate school-to-home letters.

Spelling Tutor



Spelling Tutor provides students with an integrated, fun, and interactive way to study their weekly spelling words! Students can scan the QR code in each unit to listen to the spelling words being spelled out loud and used in sentences at any time, from any mobile device. QR codes are also available as blackline masters at the Zaner-Bloser eResources Center resources.zaner-bloser.com/spcn. These pages can be copied and sent home with students.

For system requirements, go to www.zaner-bloser.com/system-requirements.



The Simplest Way to Differentiate Spelling Instruction

Teacher Edition

Research-based **word lists** provide targeted instruction for all students regardless of their level of proficiency. Each weekly word list includes **10 spelling words**—six on-level words and four challenge-level words.

Grade 1 Teacher Edition page shown

The **Spelling Connections** Teacher Edition has everything you need to deliver effective, explicit, differentiated spelling instruction.

With **Spelling Connections**, all students advance their spelling skills every day with lessons tailored to meet their individual needs and level of spelling proficiency. Differentiated instruction is integrated into every unit through

- ready-made, research-based, differentiated word lists for on and above level students.
- differentiated pattern practice activities.
- differentiated word sorts.
- differentiated assessments.
- interactive and engaging online games.
- literacy center activities.

The **Unit Planner** includes a pacing guide with a flexible 3–5 day plan and provides a map for teaching students who are on and above level in their spelling skill progress.

Planner

Day 1

Day 2

Day 1

Connections to Thinking

Student Objectives

- Read, spell, and write words with the **long e** sound in the CVCV pattern.
- Identify the **long e** sound.

Instruction for All Students

- Pretest Sentences, p. T143B
- Connections to Thinking, p. 143
- Home/School Spelling Practice Master (Teacher Resource Book, pp. 111–112)

Connections to Phonics

Student Objectives

- Identify and write words with **long e** that rhyme with picture names.
- Write words with **long e** spelled **ee** in the CVCV pattern.

Instruction for All Students

- Connections to Phonics, p. 144

Optional Practice

- Extra Pattern Practice Master (Teacher Resource Book, p. 113)

Differentiated Instruction

- Challenge Words, p. 147

Unit 24

Long e: ee

Spelling Words

- On Level
 - feel
 - deep
 - keep
 - feed
 - seed
 - feet
 - weed
- Challenge Level
 - sweep
 - creek
 - cheek

Day 3

Day 4

Day 5

Day 2

Day 3

Connections to Reading

Student Objectives

- Write words with **long e** spelled **ee** to complete sentences in a paragraph.

Instruction for All Students

- Connections to Reading, p. 145

Differentiated Instruction

- Challenge Words, p. 148

Connections to Writing

Student Objectives

- Identify spelling words in a paragraph.
- Identify rhyming words.
- Use spelling words to write sentences to express an opinion.
- Use a dictionary to check spelling.

Instruction for All Students

- Connections to Writing, p. 146

Differentiated Instruction

- Extra Challenge Practice Master (Teacher Resource Book, p. 114)

Assess

Student Objectives

- Demonstrate mastery of the unit spelling words.

Differentiated Assessment

- On Level
 - ◆ Posttest Sentences, p. T146
 - or
 - ◆ Standardized Test Master Book, p. 28
- Challenge Level
 - Challenge Posttest Sentences, p. T146

Differentiated Instruction is provided for Days 2–4 through Extra Pattern Practice, Challenge Words, Extra Challenge Practice Masters, and **Spelling Connections Online Games**.









On Day 5, two options for **Differentiated Assessment** are offered through either Posttest Sentences or Standardized Test Masters.


T143A

Unit 24

Long e: ee

Unit 24 Materials

- **Student Edition**
pp. 143–148
- **Teacher Edition**
pp. T143A–T148
- **Teacher Resource Book** 
for Differentiated Instruction
Unit 24 Practice Masters, pp. III–III4,
and Sound/Symbol Cards
- **Standardized Test Master Book**
Unit 24 Test Master, p. 28
- **Word Sort Cards** 
Unit 24 Word Sort Cards for Teacher-
Led Sorts and Student Sorts
- **Digital Resources for Spelling Connections** 
- **Spelling Connections Online Games** 
- **Spelling Support for English Language Learners**
Unit 24 Practice Masters
Unit 24 Audio Conversation 
- **Spelling Center Activities**
Spelling Game Mats 
Flip Folder, TRB, p. 155 
- **Audio Posttest Sentences** 

Unit materials for each week are clearly listed and include print and digital resources. Resources available at the Zaner-Bloser eResources Center are labeled with the  symbol.

Assessment

Pretest Sentences (See procedures on p. Z23.)

1. Can you feel the snowflakes on your face?
2. Some animals dig **deep** holes.
3. May we **keep** the kitten?
4. It is time to feed the baby.
5. I will plant this seed.
6. Your **feet** are muddy.
7. Grandma kissed me on the cheek.
8. We saw lots of frogs by the creek.
9. A weed is growing in the flower pot.
10. Who will **sweep** the kitchen floor?

◆
On
Level

■
Challenge
Level

The Science of Spelling

- In English, the only vowels that are commonly doubled are **e** and **o**, as in **beet** and **boot**. Other double vowels are very rare in English and appear in words from other languages, such as **aardvark**, **radii**, and **vacuum**. **Long e** is spelled **ea**, as in **beat**, and **ee**, as in **beet**, about 9% of the time each. **Long e** is spelled **ie**, as in **field**, only about 3% of the time. This spelling, however, is often confused with the **ei** spelling as in **neither** and **ceiling**, which is used only 1% of the time. Hence the mnemonic: **I** before **e** except after **c**, or when sounded like **a** as in **neighbor** or **weigh**.

The Science of Spelling focuses on the week's spelling concept and provides background information for teachers.

T143B



Go Online

Printables, projectables, and more are available at resources.zaner-bloser.com/spcn.

Weekly **pretest sentences** assess each student's spelling skill level. The pretest determines which students will also use the expanded word list that includes the weekly challenge words.

Grade 1 Teacher
Edition page shown

Daily **Teaching Tips** offer valuable suggestions to make the most of your daily spelling instruction, including daily minilessons.

Unit 24

Day 2

Student Objectives

- Identify and write words with long e that rhyme with picture names.
- Write words with long e spelled ee in the CVVC pattern.

Teaching Tips

- Write **fed** on the board and read it aloud. Ask students what vowel sound they hear. (**short e**) Then write **feed** and read it aloud. Ask students what vowel sound they hear. (**long e**) Review that the long e sound in **feed** and the other spelling words is spelled with two e's.
- Remind students that rhyming words have the same ending sounds. Write **feel** on the board. Have students read it aloud. Then erase **f** and write **h**. Have students read the new word and note that **feel** and **heel** have the same ending sounds.
- Have students complete page 144 independently or as a class.
- An Extra Challenge Practice Master is available on page 114 in the TRB.

Extra Pattern Practice

- Use the optional practice master below for extra practice with long e.

Differentiated Instruction

- Use the **Challenge Words** activity on page 147 to extend students' knowledge of the spelling concept with above level words.

Unit 24 Connections to PHONICS

Write the spelling word that rhymes with each picture.

1. feet

2. deep

3. keep

4. feel

5. feed

6. seed

feel
deep
keep
feed
seed
feet

WORD SORT Cards

- Provide time for students to use a **Buddy Sort** to practice their spelling words with a partner (see p. Z24).

Challenge Words activities are included for Days 2–4 of instruction. These activities extend students' knowledge of the weekly spelling concept with above level words.

Extra Pattern Practice

On Level

Extra Pattern Practice Master,
TRB, p. 113

Extra Pattern Practice

Name _____

keep seed feel feed feel deep

Finish each sentence with a spelling word from the box.

1. The sea is _____.

2. I _____ happy!

3. Please _____ off the grass.

4. Mom will _____ the cat.

5. Sam plants a _____.

6. A duck has two _____.

Teacher Resource Book 113

CVVC Practice

Draw two pots on chart paper. In each pot, draw a long stalk with stems. Label one pot **eed** and the other pot **eep**. Cut leaf shapes from card stock. Write **eep** on half of the leaves and **eed** on the other half. Have students select a leaf and write a letter before **eep** or **eed** to make a word. Then have them tape their leaf to the appropriate plant. (Possible words: **deed, feed, heed, need, reed, seed, weed; beep, deep, Jeep, keep, peep, seep, weep**)

Pattern Practice Games are a fun way for students to familiarize themselves with the unit spelling pattern.

T144



Go Online

Printables, projectables, and more are available at resources.zaner-bloser.com/spcn.

Extra practice targeting the weekly spelling concept is provided through optional **Extra Pattern Practice Masters**.

Grade 1 Teacher
Edition page shown

Meaningful Instruction for English Language Learners

Teacher Edition

Reinforce English language acquisition with **meaningful differentiated instruction for English Language Learners** at all levels—beginning, intermediate, advanced, and advanced high.

Beginning-level activities provide multiple concrete strategies that enable students to illustrate or physically demonstrate the meaning of spelling words.

Intermediate-level activities promote the students' conversational English with activities such as storytelling, writing notes, letters, poetry, and short stories.

ELL Support

Unit
24

Choose from the activities below to reinforce English language acquisition.

Beginning

Word Meanings Use gestures, realia, and photos to introduce a few words at a time. For example, point to your feet and say, *These are my feet*. Have students repeat the sentence. Point to a student's feet and ask, *What are these?* The student should say, *feet* or *These are my feet*. Repeat for other words. For multiple-meaning words, teach only the most common meaning.

Completing Sentences Provide spelling word cards. Say a word and have students hold up the corresponding card. Invite students to use each spelling word in an oral sentence. Write each sentence, leaving out the spelling word. Read the sentence, pausing at the blank. Have students hold up the card with the missing word and say the word. Have a volunteer write the word in the blank. Then read the completed sentence. Students can hear the spelling words in context sentences on the audio recording.

Intermediate

Word Meanings Write the spelling words on the board. Say each word and have students repeat it. Ask a volunteer to choose a word and use it in a sentence or tell something about its meaning. If necessary, clarify and expand the definition. Then have students write the word on a piece of paper. Students may look at the word on the board to be sure they have spelled it correctly.

Long e and Short e Help students discriminate **long e** and **short e** sounds. Write /ē/ and /ĕ/ on the board and pronounce each sound. Have students write each symbol on an index card. Tell students to listen carefully for the vowel sound in words you say. After each word, have students hold up the corresponding vowel sound card. Word suggestions: **feel, fed, bed, feet, seed, red, deep, bell, get, keep.**

Words in Context Write the spelling words on the board. Demonstrate how to use more than one word in a sentence. For example, *How do feet feel in deep water? Don't plant the small seed too deep in the dirt. Feed the cat and keep it quiet.* Have students work with a partner to create their own sentences. Tell them the sentences may be silly, but they have to make sense. Have students write and illustrate their sentences. Display students' work for everyone to enjoy.

Support for Spanish Speakers

Comparing Languages All of the spelling words for Unit 24 come to modern English from its Germanic roots. Spanish and English share many cognates from Latin and Greek, and these words may be easier for Spanish speakers to acquire as new vocabulary. However, it is important to keep in mind that many of the most commonly used words in English are Germanic in origin and do not have Spanish cognates. These words include many that are typically learned by children at home before they come to school. Check in with Spanish-speaking students on a regular basis to make sure they are acquiring English vocabulary related to home, family life, and early childhood experiences.

The consonant **d** is pronounced differently in English and Spanish. The /d/ is softer in Spanish and similar to the English unvoiced /th/ in **thank** and **thought**. The final /d/ in **seed** and **feed** may be difficult for some Spanish speakers to say. Provide opportunities for students to listen closely and watch your mouth and tongue as you pronounce these words.

Students can find Spanish translations of the English spelling words on page 66 of *Spelling Support for English Language Learners*.

T143C

Grade 1 Teacher Edition page shown

Support for Spanish Speakers provides background information and suggestions for activities for teachers of Spanish-speaking students.

Advanced-level activities focus on identifying, contrasting, and categorizing specific phonemic elements of words and word meanings.

Unit 24

Choose from the activities below to reinforce English language acquisition.

Advanced

Word Meanings Make flash cards for the spelling words. Show each card, say the word, and have students repeat it. Provide the following props or similar ones: sandpaper and/or a plush toy; a deep box and/or a picture of a diving pool; a book bag and/or a notebook; a dog bowl and/or a can of pet food; seeds or a picture of seeds; a doll with feet; and a pair of shoes. Invite volunteers to take an item and use the related spelling word in a sentence. To demonstrate, hold up the shoes and say, *I wear shoes on my feet.*

Words and Sentences Provide copies of page 25 of *Spelling Support for English Language Learners*. Have pairs work together to complete the sentences with spelling words. Then have them do the activity at the bottom of the page. Students can hear the spelling words used in context on the audio recording.

Rhyming Words Provide a few words that rhyme with a spelling word. For example, say **feel** and then **peel** and **heel**. Write a spelling word from each word family (**ee**, **eed**, **eel**, **eet**) on a sheet of paper and have students write rhyming words under it. Display the lists in a place where students can add to them at any time.

Advanced High

Word Meanings List the spelling words on the board. Read each word aloud as you point to it. Ask students to identify any words they do not know. Use pantomime and gestures to support explanations of word meaning.

Conversation Practice Provide support for conversational English and listening comprehension by having students listen to and interact with the audio recording. Students can practice the conversations and elaborate on them to improve pronunciations while gaining a better understanding of word meanings. Partners can read the print form of the audio dialogue on page 51 of *Spelling Support for English Language Learners*.

Writing Sentences Have students write cloze sentences from which the spelling words are missing. Tell students to trade papers with a partner and complete each other's sentences by writing the spelling words. As an alternative, students can randomly select one to three spelling words and challenge a partner to write a sentence using all of the words.

Advanced High-level activities challenge students to compare and contrast words, categorize words, and work with analogies and derivatives.

Spelling Support for English Language Learners

Cloze Sentences With Limited Word Choice

Name: _____

seed feed keep deep

Write the word that fits the sentence.

- Plant the _____ in the ground.
- Make a _____ hole.
- Use plant food to _____ the plant.
- Try to _____ the dirt well.

Draw a vegetable or flower garden. Write the names of the plants in the garden on signs.

Practice Master, p. 25

TI43D

Audio Conversation

Name: _____

1. Growing a plant is easy. First you need a _____.

2. I have a _____. How _____ should I plant it?

3. Don't plant the _____ too _____. Then _____ the dirt deep.

4. It looks like rain. That will _____ the dirt deep.

5. You will need to _____ the _____.

6. I will _____ if the plant food I got of the store.

Practice Master, p. 51

Audio Conversation available at resources.zaner-bloser.com/spcn

Word List

English	Spanish
1. feel	sentir
2. deep	profundo(a)
3. keep	guardar
4. feed	dar de comer; alimentar
5. seed	semilla; sembrar
6. feel	pinar; palan

English/Spanish Word List, p. 66



Spelling Connections Online Games

Interactive online spelling activities provide additional ELL support.

Spelling Support for English Language Learners identifies supporting materials and activities including:

- Riddles
- Cloze Sentences With Limited Word Choice
- Cloze Sentences With Rhyme
- Word and Picture Cards
- Audio Conversations
- English-to-Spanish Word Lists
- Interactive Online Spelling Activities

Grade I Teacher Edition page shown

A 5-Day Plan That Leads to Spelling Mastery!

Day 1 Connections to Thinking

On Day 1, introduce your students to the weekly spelling concept with activities that present basic, concrete spelling strategies to help them visually identify spelling patterns and relate them to sound-letter relationships.

A variety of activities are featured to acquaint students with the weekly spelling concept including:

- Spelling Patterns
- Match Words and Pictures
- Replace Letters
- Word Clues
- Word Math

Connections

to

THINKING

Unit
24

Long e: ee

1. feel

2. deep

3. keep

4. feed

5. seed

6. feet

Write the spelling words that end in **eep**.

1.

2.

Write the spelling words that end in **eed**.

3.

4.

Write the spelling word that ends in **l**.

5.

Write the spelling word that ends in **t**.

6.



Spelling
Tutor



Spelling Tutor features scannable QR codes that students can use with a mobile device to study their spelling words for the week.


Day 2

Connections to Phonics


On Day 2, prepare young students for the next step in spelling as they build important sound-symbol awareness, phonics knowledge, and spelling skills with activities that invite them to see, say, hear, and write.

Unit 24 Connections to **PHONICS**


Write the spelling word that rhymes with each picture.




1. ee



2. ee



4. ee



5. ee

3. ee

6. ee

feel
deep
keep
feed
seed
feet

← **Connections to Phonics** helps students learn and apply key sound-symbol relationships included in activities such as:

- Rhyming Words
- Match Words and Pictures
- Initial Sounds
- Complete Words

Grade 1 Student Edition pages shown

Unit 24 **CHALLENGE** Words

7. weed

8. creek

9. sweep

10. cheek

A. Write the spelling words that end in eek.

1. _____


2. _____

B. Write the spelling word that ends in eed.


3. _____

C. Write the spelling word that ends in eep.

4. _____







147

← A **Challenge Words** activity is provided for Day 2. The four challenge words can be used as bonus words for students who are ready to extend their knowledge of the weekly spelling concept to above level words.

Day 3

Connections to Reading

As students become familiar with the weekly word list, skill-building activities on Day 3 help them understand the meanings of words. Students develop comprehension skills through meaningful practice using spelling words in context.








Students practice their weekly spelling words by completing reading activities such as:

- Word Meanings
- Complete the Sentence
- Complete a Story
- Words With Opposite Meanings
- Complete the Spelling Words

Connections to READING

Unit 24

Write spelling words to complete the paragraph.

Do you want to grow a  pumpkin? Start with a pumpkin  1. Then put dirt in a 2.  tub. Is the dirt dry?  You can 3. it to find out. Seeds need  water, so 4. the dirt wet. You can 5. the seed with  plant food. Soon the seed will put down roots. The roots are like 6. The plant will stand on them and grow strong. 

feel
deep
keep
feed
seed
feet

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Unit 24

CHALLENGE Words

weed creek sweep cheek

Write the spelling word that fits each group.

1. dust, , mop, , ?

2. nose, , chin, , ?

3. river, stream, ?  

4. grass, , flower, , ?

148

Grade 1 Student Edition pages shown

145

A second **Challenge Words** activity is provided for Day 3 to give students more practice with the weekly challenge words.

On Day 4, students transfer the spelling skills they have learned during the week to their own writing through activities that prompt them to

- practice writing the weekly spelling words in context.
- proofread these words in the featured texts in Units 26–34.

Unit
24

Connections to **WRITING**

A. Underline the spelling words in the paragraph.

Some people say that a plant has feelings. They dig a deep hole for a seed. They talk to the plant as it grows. They feed the plant. They keep the plant warm. They do not step on the plant with their feet. They want the plant to feel good.



feel
deep
keep
feed
seed
feet

B. Write the spelling words. Draw lines to connect words that rhyme.

1.

2.

3.

4.

5.

6.

C. Do plants have feelings? Use spelling words to write what you think. Check your spelling in a dictionary.

← Promote students' transfer of spelling skills to writing with visual prompts included in activities such as:

- Complete a Tongue Twister
- Complete a Story
- Complete a Poem
- Complete a Letter
- Use the Spelling Words in Original Writing

Assess Each Student's Understanding

Day 5 Differentiated Assessment

On Day 5, all students can prove mastery of the unit spelling concept on the weekly posttest.

For the weekly posttest, **Differentiated Assessment** is provided through **Challenge Level Posttest Sentences**.

Unit
24

Day 4

Student Objectives

- Identify spelling words in a paragraph.
- Identify rhyming words.
- Use spelling words to write sentences to express an opinion.
- Use a dictionary to check spelling.

Teaching Tips

- Have partners take turns reading the sentences in Part A to each other. The listener should identify any spelling words. Both partners should underline the words.
- Have students complete Part B independently. Have students read the rhyming words aloud.
- Have students complete Part C independently. Remind them to write complete sentences. Tell students to review their work to make sure they have spelled all spelling words correctly. Have students circle at least one word they are not sure about. Have them check the spelling in a dictionary.
- An Extra **Challenge** Practice Master is available on page 114 in the TRB.

WORD SORT Cards

- Invite students to practice for the weekly test by doing an **Individual Sort** or a **Speed Sort** (see p. Z24).

Day 5

Student Objectives

- Demonstrate mastery of the unit spelling words.

Posttest Assessment Options

- Option 1:** Administer the unit posttest using the sentences at right.
- Option 2:** Assess students using the standardized test. See the *Standardized Test Master Book*, p. 28.

Note: Audio posttest sentences for the on, below, and above level lists are available at resources.zaner-bloser.com/spcn.

T146

Unit
24

Connections to WRITING

A. Underline the spelling words in the paragraph.

Some people say that a plant has feelings. They dig a deep hole for a seed. They talk to the plant as it grows. They feed the plant. They keep the plant warm. They do not step on the plant with their feet. They want the plant to feel good.



feel
deep
keep
feed
seed
feet

B. Write the spelling words. Draw lines to connect words that rhyme.

1. deep 2. seed
3. feed 4. keep
5. feet 6. feel

C. Do plants have feelings? Use spelling words to write what you think. Check your spelling in a dictionary.

146

1-Minute Handwriting Hint

The lowercase **f** begins with a curve back stroke. The letter is crossed at the midline.



On Level Posttest Sentences

- You may keep this book.
- My feet are tired.
- How deep is that hole?
- I feel happy today.
- Have you ever eaten a sunflower seed?
- Do not feed your dog too much.

Challenge Level Posttest Sentences

- Pull that weed out of the garden.
- May I sweep the floor?
- We can wade in the creek.
- The baby patted my cheek.

Standardized Test Master Book, p. 28

Standardized test

Name: _____

Directions: Read each sentence. Look for spelling mistakes in the underlined words. Circle the answer that shows the correct spelling. Mark Correct as C if all the underlined words are written correctly.

<p><input type="radio"/> The water in the pond is <u>deap</u>.</p> <p>A. deep B. pond C. is D. Correct as is</p>	<p><input type="radio"/> The seed <u>will</u> grow <u>fast</u> in the sun.</p> <p>A. will B. grow C. seed D. Correct as is</p>
<p><input type="radio"/> It is my turn to <u>feed</u> the <u>feet</u>.</p> <p>A. fe B. feed C. feet D. Correct as is</p>	<p><input type="radio"/> My <u>feet</u> need some rest.</p> <p>A. feet B. rest C. feet D. Correct as is</p>
<p><input type="radio"/> Kevn will <u>keep</u> the <u>ke</u>.</p> <p>A. ke B. kee C. keep D. Correct as is</p>	<p><input type="radio"/> I <u>fe</u> feel that <u>seed</u> <u>is</u> <u>is</u> your book.</p> <p>A. feel B. seed C. is D. Correct as is</p>

Go Online Printables, projectables, and more are available at resources.zaner-bloser.com/spcn.

Grade 1 Teacher Edition page shown

As an option, you can use the reproducible test masters in the **Standardized Test Master Book** to provide next generation assessment practice for your students.

Extend Spelling Practice

Review

Because rote memorization is not enough, **Review Units** (every fifth unit in Grade I **Spelling Connections**) revisit the words featured during the previous four units to test how well students can apply the spelling concepts they have learned.

Review

1. came

2. name

3. same

4. game

5. gate

6. gave

Unit 21: Long a: CVCe

A. Fill in each blank to write a different spelling word.

1. _ _ t _

2. _ _ v _

B. Write the words that end with **ame**.

3.

4.

5.

6.

Unit
25
Review Units
21-24



Review activities for each unit are provided for students who need additional practice or reteaching of spelling skills.

Unit 21
Long a: CVCe

Rhyme with save

Rhyme with frame

Rhyme with ate

gave same name game came gate



149

Grade 1 Student
Edition page shown

Spelling Connections Online Games are available for students who need additional practice and remediation.

Assessment Procedures

Spelling assessment often utilizes a general screening inventory and specific feature inventories. **Spelling Connections** provides both, including two general screening inventories at each grade level (Start-of-Year and End-of-Year) and unit pretests each week (specific feature inventories).

Start-of-Year and End-of-Year Tests

Two survey tests (Form A and Form B) are included at the back of this Teacher Edition. The words on these tests were chosen from the on level word lists in each **Spelling Connections** Student Edition. A context sentence for each word is also provided. Administer either Form A or Form B at the beginning of the year and the other form at the end of the year. A comparison of these scores will help measure each student's annual spelling progress.

Instructional Unit Tests

Weekly Pretest The pretest is a valuable part of spelling instruction and helps students target spelling words they do not know. To administer the pretest each week, use the **Pretest Sentences** in the Teacher Edition. Follow this procedure for each word:

1. Say the spelling word.
2. Read the context sentence aloud.
3. Say the word again.
4. Remind students to write the word to the best of their ability.

It is important that each student self-check his or her pretest. Page I2 in the Student Edition details the steps for taking and checking a pretest. Use this page as the basis for a minilesson. You may wish to introduce students to the Circle/Dot self-correction technique at right.

Differentiated Instruction Use the pretest results to determine individual word lists and differentiated instruction.

Percentage Correct	Instructional Plan for Differentiation
50–100%	Assign the on level and challenge level word lists, Practice Masters, and Word Sorts.
<50% *	Assign the on level word list, Practice Masters, and Word Sorts.

* For any student who scores below 50%, you may assign all words including Challenge Words or differentiate instruction by assigning only the on level word list (six words), Practice Masters, and Word Sorts.

Weekly Posttest Two posttest options provide differentiated assessment each week.

Option 1: Administer the unit posttest using the on or challenge level posttest sentences provided on Day 5 in the Teacher Edition. Administer this option in the same way as the pretest. Audio posttest sentences are available at resources.zaner-bloser.com/spcn.

Option 2: Assess students using the reproducible standardized tests (see **Standardized Test Master Book**). This option tests students' ability to identify correct or incorrect spellings within a standardized test format.

Review Unit Tests

Developmental Spelling Checks You can learn a great deal about a student's progress toward correct spelling by asking him or her to attempt to spell specifically selected words, such as **eagle**, that are not on a Grade I spelling list. For example, when a young student produces **EGL** for **eagle**, he or she is demonstrating a great deal of knowledge. This knowledge includes

- full phonemic awareness. This writer has realized that **eagle** is composed of three sounds: /e/—/g/—/l/.

- an understanding of sound-symbol relationships. This writer realizes that /e/ is often represented by **e**, /g/ by **g**, and /l/ by **l**.

To help you measure this progress, **Spelling Connections** author J. Richard Gentry has included a Developmental Spelling Check in the planner pages of each Review Unit (every fifth unit) in the Teacher Edition. Each Developmental Spelling Check includes a list of words specifically chosen by Dr. Gentry to measure spelling growth throughout the first grade year. Dr. Gentry has also included the kinds of spellings students who are progressing normally in their spelling growth might generate for each word. Unlike a weekly spelling test, these checks should not be corrected by the student. They are a tool for you to use in assessing overall literacy growth.

Circle/Dot Self-Correction Technique

Self-correction on a pretest or study test is a research-validated technique that leads to improved learning. Use these steps for the Circle/Dot self-correction technique.

- Spell the word aloud, one letter at a time. Tell students to listen as you call out each letter. Remind them to place a dot below each correct letter, circle each incorrect letter, and draw a circle for a missing letter.
- Tell students to use the circles to see the part of the word that gave them trouble.
- Have students rewrite the word correctly.

Spelling Study Techniques

The Science of Word Sorting

Word sorting, one of the core instructional strategies in **Spelling Connections**, is a research-based method to develop automatic control of spelling patterns. The activity is based on the fact that the brain learns to do tasks automatically by firing neurons over and over. Sorting words in particular patterns through various sorting options is an effective technique for focusing students' attention on the spelling patterns and on variations among those patterns within the English spelling system. Understanding the similarities and differences between and among words will help students inspect words successfully, internalize the spelling system, and develop into independent spellers.

Types of Word Sorts

Teacher-Led Sorts A teacher-led sort, often following the pretest, is an opportunity for you to teach the pattern, show how the pattern might contrast with another pattern, and model how the word sort is done. Once you point out the patterns highlighted in the unit lesson explicitly, students share in sorting the words under your direction so that they recognize and understand the important pattern elements.

Individual Sorts Students sort words independently for individual practice. Once students have mastered the sort, they should write the sorted words in columns. This aids in learning the pattern and serves as a record of which word sorts a student has mastered.

Buddy Sorts Buddy sorts take advantage of the social context of learning and allow for repetition and practice under highly motivational circumstances. For example, below level spellers might work with above level spellers and benefit from recognizing the pattern and reading the words sorted, even though they may not be able to spell the challenging words.

Speed Sorts Speed sorting leads to automatic recognition and production of the

targeted spelling patterns. Students may speed sort individually, trying to improve upon the number of seconds it takes to sort a stack of word cards representing the targeted patterns. They may also compete with buddies or in teams to see who can complete a sort in the shortest time and with the greatest accuracy.

Blind Sorts For a blind word sort, a student reads a word card to a partner, asking the partner to identify in which of the defined spelling pattern categories the word fits. If the partner identifies the correct category, he or she then places the word card in that category.

Open Word Sorts In an open word sort, individuals secretly decide on the criteria for the word sort and then sort the words according to those criteria. The other students attempt to define the criteria after examining the completed word sort.

Multi-Unit Word Sorts Combine word sort cards from two or more units to contrast various patterns. Multi-unit word sorts are useful in the review units.

Sound-Symbol Awareness

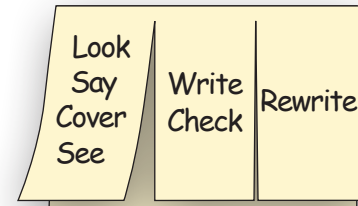
Two types of cards in Grade 1 **Spelling Connections** help students develop sound-symbol awareness. A set of 124 **Sound/Symbol Cards** is included in the **Teacher Resource Book**. Duplicate these so that each student has a set of cards. Suggestions for using the Sound/Symbol Cards appear throughout this Teacher Edition. A set of 26 **Alphabet and Picture Cards** with suggested activities is available at resources.zaner-bloser.com/spcn.

Flip Folder Study Technique

This research-proven study technique provides a systematic way for students to learn the correct spelling of words using a combination of visual, auditory, kinesthetic, and tactile procedures. The activity provides immediate feedback—vital for correcting mistakes and retaining correct spellings.

Making and Using the Flip Folder

- Cut three flaps in a manila folder and label the flaps as shown below.



- Duplicate the Flip Folder practice master (**Teacher Resource Book**, p. 323). Have students write the targeted spelling words in column one and insert the sheet into the Flip Folder. (Make sure the words are spelled correctly.)
- Open Flap 1: **Look** at the first word. **Say** the first word.
- Close Flap 1: **See** (visualize) the word in your mind's eye.
- Open Flap 2: **Write** the word in the middle column.
- Open Flaps 1 and 2: **Check** your spelling.
- Close Flaps 1 and 2; open Flap 3: **Rewrite** the word in the third column from memory. Then check your spelling.



Students can use **Spelling Tutor** to study their spelling words anytime, anywhere, from a mobile device. Have students follow these steps to use **Spelling Tutor**:

- **Scan** the QR code below the weekly word list.
- **Tap** on a spelling word. Listen to the word read aloud and used in a sentence.
- **Tap** on **Spell It!** to hear the word spelled aloud.
- **Cover** the screen and say the word.
- **Try** to see the word in your mind.
- **Write** the word.
- **Uncover** the screen and check your spelling.

For system requirements, go to www.zaner-bloser.com/system-requirements.

Current Research: A Conversation



By J. Richard Gentry, Ph.D.

Dr. Gentry, a nationally acclaimed expert in literacy with particular research focus in spelling and beginning reading development, began his career as a classroom teacher. He earned his Ph.D. in reading education from the University of Virginia and served as professor of elementary education and reading at Western Carolina University. Dr. Gentry's research, writing, and extensive work with students and teachers for over thirty years have had a powerful impact for promoting literacy.

*In addition to writing popular books such as *The Science of Spelling*, *Spel...Is a Four-Letter Word*, *Teaching Kids to Spell*, *My Kid Can't Spell!*, and *Breakthrough in Beginning Reading and Writing*, Dr. Gentry conducts workshops that have helped thousands of school districts adopt better practices for spelling instruction.*

Spelling Connections provides the curriculum and resources you need to deliver effective, explicit, research-based instruction in spelling. More than 30 years of spelling research and research synthesis have contributed to the success and effectiveness of **Spelling Connections**. No other program offers the extensive research perspective outlined below.

What does the latest research say about teaching spelling in the 21st century?

Technology, such as in brain scanning studies, and advancements in educational research have shown that spelling is critical for proficiency in both reading and writing. After decades of receiving instructional short shrift—and disastrous results from its neglect—the importance of teaching spelling is being rediscovered, revitalized in schools that are succeeding, and reasserted by the research community (Joshi, Treiman, Carreker, & Moats, 2009).

The twenty-first century view is that English spelling is complex and requires a specialized memory system that draws from deep levels of language-based knowledge rather than a reliance on memorizing words. We've learned that teaching spelling is a brain-building boon for effective reading and writing, creating a "dictionary in the brain" for every reader and writer (Gentry, 2004; Paulesu, 2001).

What specific new research developments are reflected in the new **Spelling Connections**?

There is a new "overlapping wave" perspective that disputes the claim that spelling can be taught with one strategy such as memorizing high-use words or word sorting—two popular single-strategy approaches (Sharp, Sinatra, & Reynolds, 2008). **Spelling Connections** recognizes the complexity of spelling and teaches from a multistrategic perspective. Teachers who use **Spelling Connections** actually teach spelling—they don't just assign it. We incorporate enough word sorting so that key words and patterns are committed to memory.

Automatically knowing a word's correct spelling and activating that knowledge becomes a strategy that replaces less accurate strategies such as sounding the word out or guessing. Children are adaptive and will move to more effective strategies if we teach those strategies. Knowing how to spell a word because of gained understanding of the structure of English spelling is a great strategy!

What new trends should be avoided?

Replacing research-based, stand-alone spelling books with the inferior spelling component of a reading program is neither research-based nor effective. Spelling components of reading programs were developed to sell reading programs, not to teach spelling. They greatly reduce the spelling curriculum. Their most egregious flaw is that they pull words from reading stories and do not necessarily follow the research-based principle of focusing on words and patterns that children need for writing. They ignore the basic research finding that it's harder to spell a word correctly than it is to read a word correctly (Bosman & Van Orden, 1997).

Substituting a reading program's weak spelling component for a strong, research-based, spelling curriculum is shortchanging students. Stories selected for a reading program should not drive the spelling curriculum; rather, a good spelling curriculum is organized around the words and patterns children at a particular grade level need for their writing (Gentry, 2004; Graham, 1983).

I have analyzed many spelling components of reading programs and found a multiplicity of problems ranging from arbitrary memorize-and-test word lists to worksheets that waste time and do not teach spelling concepts.

A recent development in some reading programs is that the spelling component attempts to “look like” research-based spelling programs by including patterns. However, these programs may tend to collapse too many patterns into too few lessons resulting in a truncated and confusing curriculum. In many of these spelling components, there is no explanation for how words were chosen and no evidence of a spiraling curriculum in which lessons build upon what students know.

What’s the difference between “teaching spelling” and “assigning spelling”?

Spelling Connections gives teachers the resources and options they need to teach spelling. Teachers who simply give students the spelling pages from the reading program or give out a word list and test on Friday aren’t teaching; they are assigning. Good spelling teachers use pretest results to determine how much focus particular students need and which connections need to be addressed. Good spelling teachers make instructional decisions regarding how to present material with options for focus, intensity, and differentiation.

For example, if most students show weakness on a particular pretest, the teacher might plan a whole-class teacher-led word sort to help students grasp the unit concept followed by an interactive word sort or buddy sort. If only a small group showed difficulty with the pattern, the teacher might pull those students for a teacher-led sort.

How does this comprehensive, research-based program differ from other methods of teaching spelling?

Comprehensive is the key word. **Spelling Connections** is based on a comprehensive synthesis of research underscoring the fact that learning to spell is complex. Other methods often focus on a single research-based principle, or a gimmick that is not research-based. The deep research base for **Spelling Connections** covers a spectrum of spelling issues and practices. It reflects the complexity of spelling and the important connection of spelling to reading and writing (Gentry, 2004). Research clearly documents that knowledge of spelling is connected to reading, writing, and vocabulary development because they all depend upon the same underlying language abilities (Snow, Griffin, & Burns, 2005).

Is it necessary to teach spelling explicitly, or is there a more effective way for children to learn word-specific knowledge?

There are two theories regarding instructional approaches for spelling acquisition (Allal, 1997). The first calls for specific instruction in spelling, and **Spelling Connections** fits into this category. The other calls for integrating spelling into writing and reading instruction. There is little or no empirical research base for the latter theory (Allal, 1997). While the aim of that approach might seem desirable, research has not come forth to

- support abandoning explicit, stand-alone spelling instruction.
- integrate spelling into reading instruction.

- support abandoning a research-based curriculum for an inquiry-based word sorting program.
- validate nonsystematic spelling instruction in the context of “writer’s workshop” or writing lessons (Joshi et al., 2009; Allal, 1997).

Spelling Connections recognizes the functional, social, and contextual advantages to **CONNECTING** spelling to writing and reading and helps teachers make these powerful connections to reading and writing in every unit.

Can’t I just pull a grade-level word list from the Internet or use the one from my reading program?

Spelling researcher Linda Allal writes, “Study of word lists is very widespread in elementary schools, but many teachers do not apply the principles that assure instructional effectiveness” (1997, p. 136).

Practices that lead to problems include no individualization, badly designed exercises, developmentally inappropriate words, words irrelevant to writing, too many worksheets, and testing words without teaching spelling. We follow the research-based practice of anchoring our program with a unit pretest/posttest word list, which is very different from assigning a list to be memorized and giving a test on Friday.

For example, **Spelling Connections** provides options for differentiating instruction via the word list. Our word list is thoroughly researched, and all words were carefully selected with the developmental appropriateness of the type and timing of instruction in mind. We provide research-based study strategies and activities and have carefully designed relevant exercises that connect

to writing and reading to insure that the skills learned will be reinvested in reading and writing situations.

We have made sure you avoid the pitfalls of bad practice and given you the tools to teach spelling, not just assign it.

How were words chosen for the word lists?

The spelling words and their organization for study are vital to a good spelling program. Research demonstrates that a spelling program must teach the words that students use in writing (E. Horn, 1960; Hollingsworth, 1965; T.D. Horn, 1969; Graves, 1981; Smith & Ingersoll, 1984). A good spelling program will identify these words by using both studies of children's writings (Rinsland, 1945; Smith & Ingersoll, 1984) and studies that note how often particular words appear in print (Thorndike & Lorge, 1944; Kucera & Francis, 1967; Carroll et al., 1971; Fry et al., 1985).

Other considerations should include the word's degree of difficulty, universality, permanence, and application to other areas of the curriculum.

We conducted the most thorough word analysis ever accomplished to develop the word lists in **Spelling Connections**. In all, 22 published word lists and vocabulary studies were analyzed.

The result was a list of more than 7,800 words organized in these word categories: On Level, Above Level, Below Level, Review, and Assessment. Word selection criteria include words most frequently used at specific grade levels for writing (writing level), words most frequently used for reading (reading level), difficulty level for students at particular grade levels (proficiency level), and other criteria such as frequently misspelled words in each grade.

How can I be sure words are presented at the appropriate grade level?

Research provides clear evidence that spelling should be taught systematically (T.D. Horn, 1969; Joshi et al., 2009). The right words and patterns must be presented at the right time. Because spelling growth is a developmental process, the organization of words and their placement make a difference in how easily students learn to spell them. New information is built upon previous lessons and what children already know (Bear et al., 2000; Ganske, 2000).

The **Spelling Connections** word list is organized according to principles set forth by linguistic, cognitive, and developmental theory research. We have incorporated the massive research evidence for teaching letter recognition, the alphabetic principle, and phonics (Adams, 1990; National Reading Council, 1998; National Reading Panel, 2000).

Our curriculum is informed by phase observation and developmental research on the development of sound, pattern, and meaning (Ehri, 1997; Gentry, 1982, 2007; Templeton & Morris, 2000). It includes morphological development for prefixes and suffixes, Greek and Latin bases or roots, and word histories or origins (Venezky, 1999).

Which works best—the pretest/posttest word list, word sorting, teaching spelling rules, or other exercises?

Spelling Connections includes all of the above with correct balance. In a comprehensive review of spelling research, Steve Graham (1983) validated the use of the language-based, stand-alone program with the pretest/posttest word lists (Graham, 1983, p. 563, reported in

Allal, 1997, p. 135). Graham outlined five research-based principles in his synthesis:

1. Use word lists but not arbitrary lists. Construct lists to reflect words and patterns likely to be used by writers at developmentally appropriate grade levels and teach a few key rules.
2. Pretest and have students self-correct.
3. Teach students to use a research-based word study technique. Our look-say-see-write-check technique is directly based on a method Ernest Horn validated (Horn, 1954).
4. Use the "test-study-test" cycle.
5. Use spelling games and other alternative activities to increase motivation and to take advantage of the social context of learning.

Each of these research-based strategies has been built into **Spelling Connections**.

Spelling Connections enables students to build a deep and wide word-specific knowledge base to support the reading, writing, and communication skills needed for language proficiency. ●

Complete research, word studies consulted for compiling word lists, and bibliography can be found at www.zaner-bloser.com.

Spelling Connections

1

J. Richard Gentry, Ph.D.

Courtesy of Zaner-Bloser

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Table of Contents

Word Sorting 10
Spelling Study Strategies 11
Spelling Test-Taking Strategy ... 12

Unit 1

Short a: VC, CVC
 Connections to **Thinking** 13
 Spelling Patterns
 Connections to **Phonics** 14
 Match Words and Pictures • Initial Sounds
 Connections to **Reading** 15
 Complete the Sentences
 Connections to **Writing** 16
 Complete a Story
Challenge Words 17

Unit 2

Short a: VC, CVC
 Connections to **Thinking** 19
 Spelling Patterns
 Connections to **Phonics** 20
 Spelling Patterns • A-B-C Order
 Connections to **Reading** 21
 Complete the Sentences
 Connections to **Writing** 22
 Complete a Poem
Challenge Words 23



Unit 3

Short e: CVC
 Connections to **Thinking** 25
 Spelling Patterns
 Connections to **Phonics** 26
 Rhyming Words
 Connections to **Reading** 27
 Complete the Sentences
 Connections to **Writing** 28
 Complete a Story
Challenge Words 29

Unit 4

Short e: CVC
 Connections to **Thinking** 31
 Spelling Patterns • Matching Words and Pictures
 Connections to **Phonics** 32
 Initial Sounds
 Connections to **Reading** 33
 Word Meanings
 Connections to **Writing** 34
 Complete Tongue Twisters
Challenge Words 35

Unit 5

Review
 Unit 1: Short a: VC, CVC 37
 Unit 2: Short a: VC, CVC 38
 Unit 3 Short e: CVC 39
 Unit 4: Short e: CVC 40

Unit 6

Short i: VC, CVC

Connections to Thinking	41
Spelling Patterns	
Connections to Phonics	42
Initial Sounds • Blend Letters	
Connections to Reading	43
Complete the Sentences	
Connections to Writing	44
Complete a Story	
Challenge Words	45

Unit 7

Short i: VC, CVC

Connections to Thinking	47
Initial Sounds • Replace Letters	
Connections to Phonics	48
Rhyming Words	
Connections to Reading	49
Complete a Story	
Connections to Writing	50
Complete a Story	
Challenge Words	51



Unit 8

Short o: VC, CVC

Connections to Thinking	53
Spelling Patterns	
Connections to Phonics	54
Match Sounds and Letters	
Connections to Reading	55
Words With Opposite Meanings • Complete the Word Groups	
Connections to Writing	56
Complete the Sentences	
Challenge Words	57

Unit 9

Short o: VC, CVC

Connections to Thinking	59
Spelling Patterns • Word Clues	
Connections to Phonics	60
Initial Sounds	
Connections to Reading	61
Words With Opposite Meanings • Word Meanings	
Connections to Writing	62
Complete a Story	
Challenge Words	63



Unit 10

Review

Unit 6: Short i: VC, CVC	65
Unit 7: Short i: VC, CVC	66
Unit 8 Short o: VC, CVC	67
Unit 9: Short o: VC, CVC	68

Unit 11

Short u: VC, CVC

Connections to Thinking	69
Spelling Patterns	
Connections to Phonics	70
Initial Sounds	
Connections to Reading	71
Complete the Sentences	
Connections to Writing	72
Complete the Sentences • Write a Story	
Challenge Words	73

Unit 12

Short u: CVC

Connections to Thinking	75
Spelling Patterns	
Connections to Phonics	76
Replace Letters	
Connections to Reading	77
Word Meanings	
Connections to Writing	78
Complete the Sentences • Write a Story	
Challenge Words	79



Unit 13

Short Vowel Review: CVC

Connections to Thinking	81
Letter Clues	
Connections to Phonics	82
Match Sounds and Letters	
Connections to Reading	83
Complete the Sentences	
Connections to Writing	84
Complete a Letter • Write a Letter	
Challenge Words	85

Unit 14

Words Writers Use

Connections to Thinking	87
Word Clues	
Connections to Phonics	88
Word Clues	
Connections to Reading	89
Word Meanings • Complete the Sentences	
Connections to Writing	90
Complete a Poem • Write a Poem	
Challenge Words	91

Unit 15

Review

Unit 11: Short u: VC, CVC	93
Unit 12: Short u: CVC	94
Unit 13 Short Vowel Review: CVC	95
Unit 14: Words Writers Use	96

Unit 16

Initial Consonant Blends

Connections to Thinking	97
Spelling Patterns	
Connections to Phonics	98
Match Sounds and Letters	
Connections to Reading	99
Complete the Sentences	
Connections to Writing	100
Complete a Story • Write About a Story	
Challenge Words	101

Unit 17

Consonant Blends: st

Connections to Thinking	103
Spelling Patterns	
Connections to Phonics	104
Blend Letters • Replace Letters	
Connections to Reading	105
Complete the Spelling Words	
Connections to Writing	106
Complete a Story • Write About a Story	
Challenge Words	107

Unit 18

Inflectional Endings: -s

Connections to Thinking	109
Word Math	
Connections to Phonics	110
Complete the Words	
Connections to Reading	111
Complete the Sentences	
Connections to Writing	112
Complete a Story • Write About the Story	
Challenge Words	113

Unit 19

Inflectional Endings: -ing

Connections to Thinking	115
Add Inflectional Ending -ing	
Connections to Phonics	116
Sound and Letter Patterns	
Connections to Reading	117
Complete the Sentences	
Connections to Writing	118
Complete a Poem • Write a Poem	
Challenge Words	119

Unit 20

Review

Unit 16: Initial Consonant Blends	121
Unit 17: Consonant Blends st	122
Unit 18 Inflectional Endings -s	123
Unit 19: Inflectional Endings -ing	124





Unit 21

Long a: CVCe

Connections to Thinking	125
Letter Clues	
Connections to Phonics	126
Identify Sound Patterns • Rhyming Words	
Connections to Reading	127
Complete the Sentences	
Connections to Writing	128
Identify Spelling Words • Write Using the Spelling Words	
Challenge Words	129

Unit 22

Long a: CVCe

Connections to Thinking	131
Letter Clues	
Connections to Phonics	132
Identify Sound Patterns • Word Math	
Connections to Reading	133
Word Groups • Complete the Sentences	
Connections to Writing	134
Identify Spelling Words • Write Using the Spelling Words	
Challenge Words	135



Unit 23

Long e: e, ee

Connections to Thinking	137
Letter Clues	
Connections to Phonics	138
Word Clues • Sound and Letter Patterns	
Connections to Reading	139
Complete a Rhyme	
Connections to Writing	140
Identify Spelling Words • Write Using the Spelling Words	
Challenge Words	141

Unit 24

Long e: ee

Connections to Thinking	143
Spelling Patterns	
Connections to Phonics	144
Rhyming Words	
Connections to Reading	145
Complete a Paragraph	
Connections to Writing	146
Identify Spelling Words • Write Using the Spelling Words	
Challenge Words	147

Unit 25

Review

Unit 21: Long a: CVCe	149
Unit 22: Long a: CVCe	150
Unit 23: Long e: e, ee	151
Unit 24: Long e: ee	152



Unit 26

Long i: CVCe

Connections to Thinking	153
Spelling Patterns • Letter Clues	
Connections to Phonics	154
Sound and Letter Patterns	
Connections to Reading	155
Word Groups • Complete the Sentences	
Connections to Writing	156
Identify Spelling Words • Proofread a Letter • Write a Letter Using the Spelling Words	
Challenge Words	157

Unit 27

Long i: CVCe

Connections to Thinking	159
Letter Clues	
Connections to Phonics	160
Word Math	
Connections to Reading	161
Complete the Sentences	
Connections to Writing	162
Identify Spelling Words • Proofread a Poem • Write a Poem Using the Spelling Words	
Challenge Words	163

Unit 28

Long o: o, CVCe

Connections to Thinking	165
Letter Clues • Spelling Patterns	
Connections to Phonics	166
Word Clues • A-B-C Order	
Connections to Reading	167
Complete a Letter • Use the Dictionary	
Connections to Writing	168
Identify Spelling Words • Proofread a Paragraph • Write a Paragraph Using the Spelling Words	
Challenge Words	169

Unit 29

Long o: CVCe

Connections to Thinking	171
Letter Clues	
Connections to Phonics	172
Replace Letters • Word Clues	
Connections to Reading	173
Matching Words and Pictures • Write Sentences	
Connections to Writing	174
Identify Spelling Words • Proofread a Paragraph • Write a Paragraph Using the Spelling Words	
Challenge Words	175

Unit 30

Review

Unit 26: Long i: CVCe	177
Unit 27: Long i: CVCe	178
Unit 28 Long o: o, CVCe	179
Unit 29: Long o: CVCe	180

Unit 31

Long u: $\bar{o}o$, $\bar{y}oo$

Connections to Thinking	181
Spelling Patterns	
Connections to Phonics	182
Word Clues	
Connections to Reading	183
Complete the Sentences	
Connections to Writing	184
Identify Spelling Words • Proofread a Letter • Write a Letter Using the Spelling Words	
Challenge Words	185

Unit 32

Final ck

Connections to Thinking	187
Match Pictures and Words	
Connections to Phonics	188
Letter Clues • Word Math	
Connections to Reading	189
Complete the Sentences	
Connections to Writing	190
Identify Spelling Words • Proofread a Paragraph • Write a Paragraph Using the Spelling Words	
Challenge Words	191

Unit 33

Digraph: sh

Connections to Thinking	193
Word Meanings	
Connections to Phonics	194
Rhyming Words • Replace Letters	
Connections to Reading	195
Complete the Sentences • Use the Dictionary	
Connections to Writing	196
Identify Spelling Words • Proofread a Poem • Write a Poem Using the Spelling Words	
Challenge Words	197

Unit 34

Digraph: th

Connections to Thinking	199
Word Clues • Letter Patterns	
Connections to Phonics	200
Word Math • Word Clues	
Connections to Reading	201
Complete the Sentences	
Connections to Writing	202
Identify Spelling Words • Proofread a Paragraph • Write a Paragraph Using the Spelling Words	
Challenge Words	203

Unit 35

Review

Unit 31: Long u: $\bar{o}o$, $\bar{y}oo$	205
Unit 32: Final ck	206
Unit 33: Digraph: sh	207
Unit 34: Digraph: th	208

Spell Check	209
------------------------------	-----

Using the Dictionary

A-B-C Order	210
Guide Words	211
Entries	212
Sample Sentences	214

Spelling Dictionary	215
--------------------------------------	-----

Index	239
------------------------	-----

Word Sorting

A word sort helps you see how words are the same. The words **hat**, **sat**, and **mat** go together in a word sort. They all have the letters **at**. Word sorting can help you remember how to spell words.

There are different kinds of word sorts you can use with your spelling words.

- **Individual Sort**—Sort your words by yourself.
- **Buddy Sort**—Sort with a partner.
- **Speed Sorts on Your Own**—Time yourself as you sort your words. Then start over and try to get faster!
- **Speed Sorts With a Team**—See which team can sort the fastest and with the most right answers.



Buddy Sort using the word sort cards



Word sort on an interactive whiteboard

Spelling Study Strategies

Look, Say

- 1 **Look** at the word.
- 2 **Say** the letters. Think about how each sound is spelled.



Cover, See

- 3 **Cover** the word with your hand or close your eyes.
- 4 **See** the word in your mind. Spell the word to yourself.



Write, Check

- 5 **Write** the word.
- 6 **Check** your spelling.



**Spelling
Tutor**



Use **Spelling Tutor** to Study Your Spelling Words

- **Scan** the QR code below the weekly word list.
- **Tap** on a spelling word. Listen to the word read aloud and used in a sentence.
- **Tap** on **Spell It!** to hear the word spelled aloud.
- **Cover** the screen and say the word.
- **Try** to see the word in your mind.
- **Write** the word.
- **Uncover** the screen and check your spelling.

Spelling Test-Taking Strategy



- 1 Get** ready for the test. Have your paper and pencil ready.
- 2 Listen** to your teacher say the word and use it in a sentence.
- 3 Write** the word. Use your best handwriting.
- 4 Check** your words with your teacher. Listen to your teacher say the word. Say the word aloud.
- 5 Listen** to your teacher spell the word.
- 6 Put** a check above each correct letter. Circle a letter that is not correct.
- 7 Write** each misspelled word correctly. Say the word. Say each letter out loud.

Planner

Day 1

Day 2

Day 1

Connections to Thinking

Student Objectives

- Read, spell, and write words with **short a** in the initial and medial position.

Instruction for All Students

- Pretest Sentences, p. T13B
- Connections to Thinking, p. 13
- Home/School Spelling Practice Master (*Teacher Resource Book*, p. 27)

Connections to Phonics

Student Objectives

- Match the initial sounds in picture names and spelling words.
- Blend the initial sounds of picture names to spell and write **short a** VC and CVC words.

Instruction for All Students

- Connections to Phonics, p. 14

Optional Practice

- Extra Pattern Practice Master (*Teacher Resource Book*, p. 29)

Differentiated Instruction

- Challenge Words, p. 17

Spelling Words

◆ On Level	an
	can
	man
	ran
	had
■ Challenge Level	dad
	ant
	tag
	lap
	pants

Day 3

Day 4

Day 5

Day 2

Day 3

Connections to Reading

Student Objectives

- Spell and write **short a** VC and CVC words to complete sentences.

Instruction for All Students

- Connections to Reading, p. 15

Differentiated Instruction

- Challenge Words, p. 18

Connections to Writing

Student Objectives

- Spell and write **short a** VC and CVC words to complete a story.

Instruction for All Students

- Connections to Writing, p. 16

Differentiated Instruction


- Extra Challenge Practice Master (*Teacher Resource Book*, p. 30)

Assess

Student Objectives

- Demonstrate mastery of the unit spelling words.









Differentiated Assessment

◆ On Level	◆ Posttest Sentences, p. T18 
	or
	◆ <i>Standardized Test Master Book</i> , p. 5
■ Challenge Level	■ Challenge Posttest Sentences, p. T18

Unit 1

Short a:
VC, CVC

Unit 1 Materials

- **Student Edition**
pp. I3–I8
- **Teacher Edition**
pp. TI3A–TI8
- **Teacher Resource Book** 
for Differentiated Instruction
Unit I Practice Masters, pp. 27–30,
and Sound/Symbol Cards
- **Standardized Test Master Book**
Unit I Test Master, p. 5
- **Word Sort Cards** 
Unit I Word Sort Cards for Teacher-
Led Sorts and Student Sorts
- **Digital Resources for Spelling Connections** 
- **Spelling Connections Online Games** 
- **Spelling Support for English Language Learners**
Unit I Practice Masters
Unit I Audio Conversation 
- **Spelling Center Activities**
Spelling Game Mats 
Flip Folder, TRB, p. 155 
- **Audio Posttest Sentences** 

Assessment

Pretest Sentences (See procedures on p. Z30.)

1. Would you like **an** apple?
2. We **can** go to the party.
3. That **man** helped me.
4. Mary **ran** in the race.
5. We **had** fun at the park.
6. Is your **dad** at home?
7. The price is written on a **tag**.
8. Our dog likes to jump onto my **lap**.
9. My **pants** are in the washing machine.
10. I see an **ant** on the picnic table.


On
Level


Challenge
Level

The Science of Spelling

- Short vowel spellings are highly consistent and dependable. The **short a** sound is spelled **a** 97% of the time in the initial (**an**) and medial (**man**) positions.
- Short vowels are usually found singly or in syllables in which the vowel is immediately preceded and followed by a consonant (CVC: **can**), consonant blend (CVCC: **cast**), or consonant digraph (CVCC: **cash**). Each of these patterns functions the same way.



Choose from the activities below to reinforce English language acquisition.

Beginning

Letter Identification If students cannot yet identify or write all letters of the English alphabet, have them work with alphabet flash cards. Students can take turns with a partner, drawing a card, pronouncing the letter name, and writing the letter on a sheet of paper.

Word Sort Write each spelling word on a card. Demonstrate the **short a** sound in isolation. Have students repeat it several times. Say each word and have students repeat it. Next, segment each word into its component sounds, and then blend the sounds to say the word. Have students sort the words into word families (**an, ad**). Point to each group of cards and ask, *Which letters are the same in these words?* Students can point to or say **an** or **ad**. Say each word and have students repeat.

Word Meaning Make flash cards for the spelling words. Hold up each card and say the word. Introduce the words **man, can, ran,** and **dad** with picture support. Display all the flash cards and pictures and have students match them. Encourage students to practice saying all the words.

Making Words List the spelling words on the board. Then write each word on a card and cut the letters apart. Mix the letters. Have students select letters to reconstruct the words. As they build each word, have students say the sound of each letter and then blend the sounds to say the word.

Intermediate

Letter Substitution Write **a** and say /ă/. Say each spelling word and have students repeat after you, individually and in chorus. Then write **an** on the board. Have students say the word. Add **c** and have students say **can**. Erase **c** and add **m**, and then erase **m** and add **r**. Invite students to suggest other beginning letters.

Picture Sentences On the board, write several sentences that include spelling words. Prompt students to help you create these. Read each sentence aloud and have students repeat. Then have students choose a sentence and illustrate it. Encourage students to make up their own sentences and illustrate them.

Rhyming Words Say a few words that rhyme with a spelling word. For example, say **man** and then **can, van,** and **ran**. Write a spelling word from each word family on a piece of paper and have students write rhyming words under it. Display the lists where students can add to them at any time. Have partners find the rhyming word that completes each sentence on page 6 in *Spelling Support for English Language Learners*.

Support for Spanish Speakers

Comparing Languages Some Spanish speakers may have difficulty hearing and pronouncing the /ă/ sound. In Spanish, the letter **a** stands for a sound that is similar to **short o** in English.

Because **h** is silent in Spanish, some Spanish speakers may have trouble pronouncing the /h/ sound. For example, they may say **ad** instead of **had**. Provide many opportunities for students to practice listening to and pronouncing words that include the /h/ sound.

Pronunciation Practice Beginning students may need brief, ongoing practice sessions to learn to pronounce **short a** words. To help students practice /ă/, model pronunciation of the spelling words and have students repeat them. Segment the sounds with emphasis on /ă/. Teach students to segment the sounds in **short a** CVC words and then blend them. Have students brainstorm other words with /ă/, using word families such as **at, an, and, ack,** and **ag**. Learning to produce the sounds of a new language is challenging. Encourage students by praising effort and approximations as they learn first to hear and then to produce new sounds.

Choose from the activities below to reinforce English language acquisition.

Advanced

Word Meaning List the spelling words on the board. Then ask questions that can be answered with the words. For example, *Which word means "one"?* (**an**) *Which word says you moved fast?* (**ran**) *Which word names a male parent?* (**dad**)

Making Sentences Write a sentence using a spelling word, such as *I **can** sing.* Work with students to create other sentences with **can**. Then have partners work together to write sentences that correctly use each spelling word. Explain that the word **can** has two meanings: "to know how or be able to" and "a metal container." Have students choose a picture in a book and describe it in two or three sentences. Write or have students write sentences and underline the spelling words they used.

Rhyming Words Have students create a list of words that rhyme with each spelling word. Students can add to the lists at any time and refer to them for writing assignments. Have students work with a partner to find the rhyming word that completes each sentence on page 6 in *Spelling Support for English Language Learners*.

Advanced High

Words and Sentences Provide large index cards. Have partners take turns writing a spelling word on one side of a card and a sentence using the word on the reverse side. Then have students read their words and sentences together.

Story Pictures Have students draw pictures that illustrate three spelling words and that tell a story in sequence. Then have them write a sentence for each picture. Ask students to read their stories aloud.

Making Sentences Have students write as many three-letter **short a** words as they can. Then have them use as many of the words as possible in a story. Partners can take turns saying a sentence while the other partner writes it on paper.

Riddles Encourage students to think of riddles using the spelling words. Partners can share riddles and challenge each other to figure out the words. For example, *I begin with c. You can find me in a store. I am made of metal.* (**can**)

Spelling Support for English Language Learners

Close Sentences With Rhyme Unit 1

Name _____

dad ran can man

Write the word from the box that fits the sentence. The word you write will rhyme with the underlined word.

1. Dan will open the tin _____
2. Stan is a tall _____
3. Jan _____ home fast!
4. My mom and _____ are not sad.

Draw a picture of a word from the box. Write the word under the picture.

6 English Language Learners

Practice Master, p. 6

Audio Conversation Unit 1

Name _____

Speaker 1: Is that your dad?

Speaker 2: Yes, that's my dad.

Speaker 1: He is a big man!

Speaker 2: He can pick me up.

Speaker 1: Can he run fast?

Speaker 2: Yes. My dad ran fast to get to the bus.

Practice Master, p. 42

Audio Conversation available at resources.zaner-bloser.com/spcn

Word List Unit 1

English	Spanish
1. an	un; una
2. can	puede
3. man	hombre
4. ran	corrió
5. had	tuvo
6. dad	papá

English/Spanish Word List, p. 57



Spelling Connections Online Games

Interactive online spelling activities provide additional ELL support.

1. an
2. can
3. man
4. ran
5. had
6. dad

A. Write the spelling words that end with **ad**.

1. had 2. dad

B. Write the spelling words that end with **an**.

3. an 4. can

5. man 6. ran



Spelling Tutor



Student Objectives

- Read, spell, and write words with short a in the initial and medial position.

Unit Pretest

- Administer the pretest on page T13B.

Teaching Tips

- Have students read each spelling word aloud, emphasizing and listening to /ă/.

WORD SORT Cards

- Conduct a **Teacher-Led Sort** (see p. Z31) to introduce the **an** and **ad** word families.
- Show the Sound/Symbol Card for **bag**. Have students say **bag** and tell the vowel sound they hear. Write **bag** on the board and circle the **a**.
- Show the cards for **ax**, **cab**, **calf**, **last**, **path**, and **rash**. Have students name each picture, emphasizing the **short a** sound. Write the picture names. Ask a volunteer to circle **a** in each word. Explain that when a word has only one vowel, the vowel sound is usually short.
- Write **an** on the board. Add **c** and **m** and have volunteers read the new words. (**can**, **man**) Repeat with **h**, **d**, and **ad**. (**had**, **dad**)
- Have students complete page 13 as a class.

Spelling Tutor

Have students use **Spelling Tutor** to study the spelling words. QR codes are also available at resources.zaner-bloser.com/spcn.

Home/School Practice TRB

On Level

Home/School Spelling Practice Master, TRB, p. 27

Home/School Spelling Practice Unit 1

Name _____

1. an
2. can
3. man
4. ran
5. had
6. dad

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Spelling Practice Activity

Dear Family: Ask your child to write the spelling words correctly on the blank lines. Your support, encouragement, and involvement are vital to your child's education. Therefore, your help in reinforcing the skills taught in school will greatly enhance your child's success in spelling. Throughout the school year you will receive lists of the words your child will be learning, as well as some suggestions for spelling and writing activities that you and your child can do together.

Teacher Resource Book 27

English

Home/School Spelling Practice Master, TRB, p. 28

Práctica de ortografía para el hogar o la escuela Unit 1

Nombre _____

1. an
2. can
3. man
4. ran
5. had
6. dad

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Actividad de ortografía

Querida familia: Pídele a su hijo(a) que escriba correctamente las palabras de ortografía en las regiones en blanco. Su apoyo, entusiasmo y comprensión son vitales para la educación de su hijo(a). Por lo tanto, su participación en el reforzamiento de las destrezas que su hijo(a) aprende en la escuela, contribuirá grandemente a que él o ella mejore su ortografía. A lo largo del año escolar, usted recibirá unas listas con las palabras que su hijo(a) ha ido aprendiendo, así como actividades de escritura y ortografía que sugerimos para que las realice junto con su hijo(a).

Teacher Resource Book 28

Spanish

Student Objectives

- Match the initial sounds in picture names and spelling words.
- Blend the initial sounds of picture names to spell and write **short a** VC and CVC words.

Teaching Tips

- Write the spelling words on the board. Have students read each word aloud and identify the letter that spells /ă/. Circle the **a** in each word.
- Display pictures of a cat, an apple, and a net. Have students say the beginning sound of each picture name. Write the corresponding letter for each sound. Then blend the sounds to say **can**.
- Ask, *Is the /ă/ spelling at the beginning, middle, or end of the word?* (**middle**) Have students note that it comes between two consonants. Tell them this is a common spelling pattern for short vowel sounds.
- Have students complete page 14 independently or as a class.

Extra Pattern Practice



- Use the optional practice master below for extra practice with **short a**.

Differentiated Instruction


- Use the **Challenge Words** activity on page 17 to extend students' knowledge of the spelling concept with above level words.

Unit 1


Connections to

PHONICS

A. Draw a line to match each spelling word with the picture name that begins with the same sound.




1. an 2. had



3. man 4. ran


B. Name each picture. Write the first letter of each picture name to make a spelling word.

5.




dad

6.




had

7.




ran

8.




man

9.



an

10.



can

an

can

man

ran

had

dad

14

WORD SORT Cards

- Provide time for students to use a **Buddy Sort** to practice their spelling words with a partner (see p. Z31).

Extra Pattern Practice


On Level

Extra Pattern Practice Master,
TRB, p. 29


Extra Pattern Practice Unit 1

Name _____


The letters in each bowl spell a word.
Unscramble the letters. Write each word.
The first one is done.




1. can




2. _____




3. _____



4. _____



5. _____



6. _____

Teacher Resource Book 29

Pattern Practice Game: /ă/

To reinforce the **short a** spelling pattern, remind students that /ă/ is the **short a** sound they hear in **dad**. Display letter cards **b, c, d, f, h, l, m, p, r, s,** and **t**. Write **an** and **ad** on the board. Have students select a letter card and place it next to **an** or **ad** to make a word. Ask students to pronounce the word they make. Possible words are **ban, can, fan, man, pan, ran, tan, bad, dad, fad, had, lad, mad, pad,** and **sad**. List students' words on the board. Ask what short vowel spelling pattern they see in all the words. (**one vowel between two consonants**)



Write a spelling word to complete each sentence.

an can dad

1. My dad is a teacher.



2. I have an apple.



3. You can paint with me.



had man ran

4. We ran to your house.



5. A man is on the swing.



6. The worm had a hat.



an
can
man
ran
had
dad

Student Objectives

- Spell and write **short a** VC and CVC words to complete sentences.

Teaching Tips

- Read the spelling words and identify /ă/ in each word.
- Read the directions and explain that each spelling word has meaning. Students are to select the word that makes sense in each sentence.
- Complete the first item together. Model how to read the sentence three times with each different word in the blank and decide which word makes sense (**dad**). Have students write the word.
- Remind students that we use **a** before naming words that begin with a consonant sound and **an** before words that begin with a vowel sound.
- Have students complete page 15 independently or continue to do the activity as a class.

Differentiated Instruction

- Use the **Challenge Words** activity on page 18 for more practice with the challenge words.

More Fun With Spelling for Differentiation



Digital Resources for Spelling Connections

Use these whole- or small-group interactive whiteboard activities to introduce the spelling concept and guide practice. Invite students to the interactive whiteboard to participate in exciting games and activities. On level and challenge level word lists and activities are included (see p. Z32).



Spelling Connections Online Games

Assign these games to individual students to extend the five-day plan into a digital learning environment. Games include word sorting, sentence completion, crossword puzzles, proofreading, and spelling bees. Reports detailing student progress may be viewed or printed (see p. Z32).



Spelling Center Activities

- **Spelling Game Mats** Place one of the spelling games in a learning center to provide a fun way for students to practice their spelling words (see p. Z26).
- **Flip Folder** Students can use a Flip Folder to practice spelling words independently (see p. Z32).
- **Word Sort Cards** Printable, unit-specific word sort cards for on, below, and above level words can be used for Teacher-Led, Individual, Buddy, and Speed Sorts (see p. Z31).

Student Objectives

- Spell and write **short a** VC and CVC words to complete a story.

Teaching Tips

- Read the directions with students.
- Point out that a story has a beginning, a middle, and an end. Have students identify the three parts of a familiar story.
- Have students complete the story independently or as a class. After they finish, read all the sentences aloud. Help students identify the story's beginning, middle, and end.

Differentiated Instruction

- An Extra **Challenge** Practice Master is available on page 30 in the *TRB*.

WORD SORT Cards

- Invite students to practice for the weekly test by doing an **Individual Sort** or a **Speed Sort** (see p. Z31).

Look at the picture. Use your spelling words to complete a story about the picture.



1. The man was on the bike.



2. He had a bag of apples.



3. He waved to my dad.



4. Then an apple fell.



5. My dad ran.



6. My dad can help.



an
can
man
ran
had
dad

1-Minute Handwriting Hint

The backward circle in the lowercase **a** begins below the midline. Be sure that the vertical stroke touches the circle.



Day 5

Student Objectives

- Demonstrate mastery of the unit spelling words.

Posttest Assessment Options

- Option 1:** Administer the unit posttest using the sentences at right.
- Option 2:** Assess students using the standardized test. See the *Standardized Test Master Book*, p. 5.

Note: Audio posttest sentences for the on, below, and above level lists are available at resources.zaner-bloser.com/spcn.

On Level Posttest Sentences

1. Did that **man** make the toys?
2. I had **an** egg for breakfast.
3. Your **dad** is tall.
4. Judy **can** help you.
5. Tuffy **ran** up a tree!
6. Have you **had** a good day?

Challenge Level Posttest Sentences

7. An **ant** is on your leg.
8. What is on the **tag**?
9. The kitten slept on my **lap**.
10. I have a new pair of **pants**.

Standardized Test Master Book, p. 5

Standardized Test		Unit 1
Name _____		
Directions: Read each sentence. Look for spelling mistakes in the underlined words. Mark the answer that shows the correct spelling. Mark Correct as is if all the underlined words are written correctly.		
1. My <u>daad</u> <u>can</u> <u>run</u> fast.	2. The man <u>hit</u> the <u>ball</u> .	
A kan B dad C runn D Correct as is	A hitt B bal C aan D Correct as is	
3. May <u>hhad</u> a <u>red</u> <u>hat</u> .	4. I will <u>eat</u> <u>aan</u> apple.	
A had B reed C hatt D Correct as is	A eet B wil C an D Correct as is	
5. Jack <u>ran</u> to <u>get</u> the <u>pen</u> .	6. Pai <u>kan</u> <u>hop</u> and <u>jump</u> .	
A ran B geet C penn D Correct as is	A happ B can C ind D Correct as is	



CHALLENGE Words

Unit
1


7. ant

8. lap

9. tag

10. pants

A. Write the letter to finish each spelling word.

1. tag 

2. ant

3. pants

4. lap

B. Write the spelling words that share three letters.

5. ant

6. pants

Spelling
Tutor

17

Differentiated
Instruction
Challenge Words


Student Objectives

- Read, spell, and write words with short a in the initial and medial position.

Teaching Tips

- Write the spelling words on the board. Have students read each word aloud, emphasizing and listening to /ă/. Ask students to identify the letter that spells /ă/. Circle the a in each word.
- Write **lap** on the board and have students read it aloud. Erase the l and write c in its place. Ask students to read the new word. Challenge students to make more words by substituting the first letter (e.g., **gap**, **map**, **nap**, **rap**, **sap**, **tap**).
- Point out the letters **nt** at the end of **ant**. Slide your hand under the letters as you segment and pronounce the word. Tell students that the sounds of two consonants can slide together and each letter sound can still be heard.
- Have students complete page 17 independently or as a class.

Spelling Tutor

Have students use **Spelling Tutor** to study the spelling words. QR codes are also available at resources.zaner-bloser.com/spcn. 

Using the CHALLENGE Words to Differentiate Instruction

Each unit features ten spelling words—six core, on-level words and four **Challenge Words**. The on-level words are used with all students to introduce and practice the spelling concept. The **Challenge Words** can be used as bonus words to extend students' knowledge of the spelling concept with above level words.

Student Objectives

- Read, spell, and write new words with **short a** in the initial and medial position.
- Write **short a** words to complete sentences.

Teaching Tips

- Remind students that rhyming words have the same end sounds. For example: **man, ran**. Ask students to suggest additional words that rhyme with **man** and **ran**. (**ban, can, fan, pan, tan**)
- Write the challenge words on the board. Point to each word and read it aloud. Ask students what sound they hear at the beginning of **ant**. (/ă/) Ask what sound they hear in the middle of **lap, tag, and pants**. (/ă/)
- Segment the letter sounds at the end of **ant** and **pants**. Read the words again and have students repeat them.
- Read the directions on page 18. Have students complete the page independently or as a class.


Unit 1

CHALLENGE


Words

ant lap tag pants


A. Write the word from the box that rhymes with the picture name.

1.  The ants have on _____

pants

2.  The cap is on her _____

lap


3.  Grant sat on an _____

ant

4.  This bag has a _____


tag

B. Complete the sentence.



5-6. The _____ is on my _____

ant pants



Optional Practice

Challenge Level

Extra Challenge Practice Master,
TRB, p. 30


Extra Challenge Practice Unit 1

Name _____


ant tag lap pants

A. Write the spelling word that . . .


1. begins with p.




2. ends with p.



3. begins with t.



4. ends with t.



B. Imagine that an ant is shopping for a pair of pants. Use one or more of the spelling words to tell about it. Write or draw your story on a separate sheet of paper.