This is your brain on SPELL-Links.

Biologically Wired for Oral Language

There are no genes and no neurological or biological structures specific to written language. Each brain, in each and every one of us, must “re-purpose” regions of the brain – biologically designed for other purposes – and create new circuits, new connections within the brain to be able to successfully read and write.

Rewired for Written Language

As we learn how to read and write, we develop specialization of neurons within the innate structures of the brain, create new connections between regions of the brain, and develop efficient connections among these structures to achieve automaticity. With Spell-Links, learning to read and write is not just about acquiring knowledge and skills – it’s about establishing functional connectivity and automaticity among regions of the brain involved in effective reading and writing.
Unlike traditional phonics and word study programs which begin with the written letter and teach the student to match the letter to a sound, SPELL-Links to Reading & Writing puts spoken language first. SPELL-Links uses a speech-to-print word study approach to leverage the brain’s innate, biological wiring and organization for oral language. With SPELL-Links, students first learn how to attend to the sound structure of spoken English words and then how to connect and combine sounds, letter patterns, and meanings to read and spell words. This is exactly how the brain works in good readers and writers!

The multi-linguistic word study instruction featured in SPELL-Links to Reading & Writing uses the connectionist word study approach – based on current research including brain-imaging studies – to teach reading and writing. This approach “builds” the reading and writing brain with instructional methods and activities that leverage the biological wiring of the brain for oral language, integrate the different processes and regions of the brain involved in effective reading and writing, and strengthen functional connectivity within the brain for automaticity.

We don’t stop there. If we expect students to apply their understanding of the sounds, letters, and meanings of words to everyday reading and writing, then we must show them how to make this happen. With SPELL-Links, students learn meta-linguistic strategies and develop the executive functioning skills that empower students to become successful, independent readers and writers.

“Across all written languages, reading development involves: a re-arrangement of older structures to make new learning circuits; a capacity for specialization in working groups of neurons within these structures for representing information; and automaticity – the capacity of these neuronal groups and learning circuits to retrieve and connect this information at nearly automatic rates.”

~ Dr. Maryanne Wolf, Proust and the Squid

Visit our website to learn more!
Section 3

Short Vowels
Section 3 teaches spelling of short vowel sounds in stressed syllables (e.g., apple, button).

Important to Know

Segmenting Sounds
The misspelling of short vowel sounds may occur because the student is unable to separate vowel sounds from adjacent consonant sounds. To successfully spell short vowel sounds, a student needs adequate segmentation skills to divide a word into its component sounds. The student also needs to understand that every sound must be represented by at least one letter and that every syllable contains one vowel sound represented by one or more vowel letters.

Short vowel segmentation errors most often occur when any short vowel sound is followed by the consonant sounds / r, l, m, n, ŋ / and when the short vowel u sound is preceded by the consonant sounds / b, p, t, d, g, k, c, j, g / To facilitate learning, begin with words in which the short vowel sound is not followed by the letters ‘r, l, m, n, ng, nk’ and the short vowel u sound is not preceded by the letters ‘b, p, t, d, g, j, hard c, k, ch’.

A student may also struggle with segmenting sounds if she is familiar with the spelling of a particular word and thinks about letters instead of sounds during the segmentation task. In this case, it may be helpful to begin with nonsense words until the student fully understands the concept of segmenting a word into sounds and not into letters.

Discriminating Sounds
Spelling errors of short vowel sounds are common and may occur because the student cannot distinguish between similar vowel sounds. Provide ample practice to firmly establish a student’s ability to discriminate between vowel sounds. The most common perceptual confusions among short vowel sounds are listed below.

- Short vowel a sound vs. short vowel e sound (bat vs. bet)
- Short vowel i sound vs. short vowel e sound (bit vs. bet)
- Short vowel a sound vs. short vowel o sound (cap vs. cop)
- Short vowel o sound vs. short vowel u sound (cop vs. cup)

The particular consonant sound that follows a vowel sound also affects a student’s ability to perceive differences between vowel sounds. Vowel discrimination is most difficult when the vowel sound is followed by the consonant sounds / m, n / and is generally not possible when the vowel sound is followed by the consonant sounds / r, l, ŋ /. To facilitate learning, begin with words in which the vowel sound is not followed by the letters ‘m, n’ and exclude all words in which the vowel sound is followed by the letters ‘r, l, ng, nk’ when working on discrimination of vowel sounds.

Lesson Crossovers
Unstressed vowels (e.g., about, lesson) are covered in Section 12, Lesson 62.

Homophones (e.g., red – read, sun – son) are included in this section and covered more extensively in Section 15, Lesson 73.

Lesson Crossovers
Unstressed vowels (e.g., about, lesson) are covered in Section 12, Lesson 62.

Homophones (e.g., red – read, sun – son) are included in this section and covered more extensively in Section 15, Lesson 73.
Short Vowels

Section 3 teaches spelling of short vowel sounds in stressed syllables (e.g., apple, button).

Letter-Sound Relationships

Short vowel spelling errors may occur due to a reliance on a letter-name strategy. With this strategy, the student correctly hears the vowel sound but relates it to the name of a vowel that most closely resembles that sound. For example, a student correctly hears the short vowel e sound in a word like “pet” but spells the vowel sound with the letter ‘a’ as in “pat.” A student using a letter-name strategy will benefit from explicit instruction in correct letter-sound relationships. Two common letter-name misspellings for short vowels are listed below.

- ‘a’ for the short vowel e sound (‘pet’ as ‘pat’)
- ‘e’ for the short vowel i sound (‘bit’ as ‘bet’)

There are several allowable spellings for each short vowel sound, though some occur more frequently than others. For example, the short vowel e sound is most commonly spelled with the letter ‘e’ (net), but can also be spelled with the letter ‘a’ (many) or the letters ‘ea’ (head), ‘ai’ (said), ‘ie’ (friend), ‘ee’ (been), ‘ei’ (heifer), or ‘eo’ (leopard).

Letter Patterns & Spelling Rules

The short vowel sounds in stressed syllables are usually spelled with their corresponding letters (e.g., cat, net, sit, pot, cup). Discovering and applying this knowledge about spelling patterns can be an effective spelling strategy, especially for the beginning speller.

Vocabulary

Some words containing short vowel sounds are homophone words (e.g., red – read; sun – son). To successfully spell homophone words, a student needs explicit instruction in word meaning coupled with development of mental images of words.

Misspellings of homophone words may occur because the student does not understand the effect of a word’s spelling on its meaning or because he has not established a solid link between the meaning of a word and its printed form. As a result, the student may choose a spelling that does not fit the intended meaning (e.g., “red” for “read” — I red two books last week).

Mental Images of Words

The student must rely upon clear and complete mental images of words to correctly spell the short vowel sound if the sound is not spelled with its corresponding vowel letter (e.g., head not hed); if the word contains a word ending that is pronounced the same but spelled differently from another word ending (e.g., bed and head); and if the short vowel sound is followed by ‘r, l, ng, nk’ because pronunciation of the corresponding consonant sounds distorts the short vowel sound, leaving the student unable to rely on a spell-by-sound strategy.
### Section 3

#### Short Vowels

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<td>2. Smack Jack</td>
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Short Vowels

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1. Lines & Letters

Learning Objective: Develop the ability to segment phonemes and map letters to the short vowel e – /ε/ – sound.

Performance Objectives: The student will segment spoken words into individual sounds and will write the letter or letters that represent the /ε/ vowel sound in the words with 100% accuracy. The student will explain two strategies for spelling the /ε/ sound.

Starter Word List

<table>
<thead>
<tr>
<th>1 syllable</th>
<th>2 syllables</th>
</tr>
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<tr>
<td>bed</td>
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</tr>
<tr>
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<td>exit</td>
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<tr>
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<td>many</td>
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<td>well</td>
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<tr>
<td>then</td>
<td></td>
</tr>
<tr>
<td>when</td>
<td></td>
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<tr>
<td>been</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Preparation

1. Gather the materials.

2. Print each word from the Starter Word List or another word list on an index card. (Remember to use the Starter Word List the first time you present this activity to a student.)

3. Arrange the cards so that words in which the /ε/ sound is followed by the letters ’r, l, m, n, ng, nk’ will be presented last.

4. Review the directions for the activity.

Directions for the Activity

1. Explain that this activity involves counting the number of sounds the student hears in a word, writing down the letter or letters that spell each sound, and checking the spelling of the word when finished.

2. Read aloud a word from a word card and place it, printed side down, at the top of the student’s writing paper.

3. Instruct the student to repeat the word and then sound it out aloud, drawing one horizontal line on her writing paper as she says each sound. For example, she draws three lines (___ ___ ___) for the word “head”. Make sure the student correctly pronounces each sound as she sounds out the word.

4. Direct the student to flip over the card and sound out the word again, writing the corresponding letter(s) on each line as she says each sound (h ea d). Make sure she says the sounds as she copies the corresponding letters from the word card.

DID YOU KNOW?

Segmentation of short vowel sounds is most difficult when the vowel sound is followed by the consonant sounds / r, l, m, n, η / . To facilitate learning, begin with words in which the vowel sound is not followed by the letters ’r, l, m, n, ng, nk’.

To correctly spell vowel sounds, the student must understand that every syllable contains one vowel sound represented by one or more vowel letters.
1. Lines & Letters (continued)

**Group Adaptation**

For each word in the word list, the teacher prints the word on the board after the students have drawn lines to segment the word into sounds. The students copy the word’s letters onto the appropriate lines of their writing papers and then compare their responses with the correct response displayed on the board. Students earn one point for each word correctly segmented and spelled. Once the students have segmented sounds in each word they then take turns coming to the board to mark the syllables in each word and the vowel letter(s) in each syllable.

**Cross-Curriculum Extension**

The student and the teacher search content-area reading material for words containing the /ɛ/ sound, keeping a list of each word found. They may choose to race against the clock or each other. When finished, the student reads aloud the words, taps out each sound in the words, and sorts the words according to the number of sounds in each word.

5. Repeat steps 2–4 until each word has been segmented and spelled.

6. For each word, ask the student to verify that each syllable has one vowel sound represented by at least one vowel letter. If necessary, direct her to complete the following steps: clap out the syllables in the word; draw lines between the letters to divide the word into syllables as spoken; write the number of syllables next to the word; and highlight the letter or letters that spell the vowel sound in each syllable.

7. Repeat the entire activity until the student achieves performance criterion without assistance.

8. Ask the student to answer the following question. Facilitate the correct responses if necessary, pointing to strategies 1 and 3 on the mouse pad as they are identified.

9. How do the Sound It Out and Catch the Beat strategies help us to correctly spell words?

   1. I can say a word out loud, one sound at a time, and write the letters as I say the sounds. I must remember to pronounce the sounds correctly as I sound out the word and write at least one letter for each sound that I hear.

   3. I can sound out the syllables in a word, one syllable or beat at a time. I need to make sure that I write at least one vowel letter for each syllable in a word.

9. Direct the student to affix the #1 and #3 strategy stickers in her Word Study Journal.
2. Hear Here

Learning Objective: Develop the ability to discriminate between different vowel sounds and to map letters to the short vowel e – /ε/ – sound.

Performance Objectives: The student will recognize the /ε/ vowel sound in spoken words and will identify the letter or letters that represent the /ε/ sound in the words with 100% accuracy. The student will explain one strategy for spelling the /ε/ sound.

Starter Word List

<table>
<thead>
<tr>
<th>Short vowel e – /ε/ – sound</th>
<th>Short vowel a – /æ/ – sound</th>
<th>Short vowel i – /ɪ/ – sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>pat</td>
<td>sit</td>
</tr>
<tr>
<td>set</td>
<td>bad</td>
<td>bit</td>
</tr>
<tr>
<td>head</td>
<td>sat</td>
<td>pin</td>
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<tr>
<td>said</td>
<td>then</td>
<td></td>
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<tr>
<td>when</td>
<td></td>
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</tr>
<tr>
<td>them</td>
<td></td>
<td></td>
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</tbody>
</table>

Teacher Preparation

1. Gather the materials.

2. Print each word from the Starter Word List or another word list on an index card. (Remember to use the Starter Word List the first time you present this activity to a student. If you are using another word list, remember to exclude words in which the vowel sound is followed by the letters ‘r, l, nk, ng’.)

3. Shuffle the cards and then arrange them so that words in which the vowel sound is followed by the letters ‘m, n’ will be presented last.

4. Review the directions for the activity.

Directions for the Activity

1. Explain that this activity involves listening for words that contain the /ε/ vowel sound and then underlining the letter or letters that spell this vowel sound in each word.

2. Model the /ε/ sound, then direct the student to repeat the sound.

3. Tell the student to draw a vertical line down his writing paper to divide it into two columns. Then instruct him to draw a picture of a word containing the /ε/ sound at the top of the left column of his writing paper. (The student may refer to this picture during the activity to help him remember the target sound.)

DID YOU KNOW?

The short vowel e sound is commonly confused with the short vowel a sound and the short vowel i sound.

The consonant sound that follows a vowel sound affects the ability to perceive differences between vowel sounds. To facilitate learning, begin with words in which the vowel sound is not followed by the letters ‘m, n’ and exclude words in which the vowel sound is followed by the letters ‘r, l, nk, ng’ when working on discrimination of vowel sounds.
2. **Hear Here**  (continued)

**Group Adaptation**

The teacher divides the students into teams and draws a picture of a word containing the /ε/ sound on the board. The teacher then reads aloud each word from the word cards and directs students to raise their hands if they hear the /ε/ sound in the words. If a word contains the /ε/ sound, the teacher writes the word on the board underneath the keyword picture. When the teacher has finished going through all of the word cards, representatives from each team take turns underlining the letter or letters that spell the /ε/ sound in each word on the board. Teams earn one point for each word correctly underlined.

**Cross-Curriculum Extension**

The teacher searches content-area reading material for sentences containing words with the /ε/ sound. The teacher then reads the sentences aloud, substituting another vowel sound for the /ε/ sound in the target words. The student raises his hand when he hears a word that does not make sense. The student then repeats the sentence, substituting the correct vowel sound so that the word and the sentence make sense.

4. Read aloud a word from one of the cards. Then give the card, printed side down, to the student.

5. Ask the student if he hears the /ε/ sound in the word. If he answers Yes, direct him to place the word card, printed side down, in the left column of his writing paper. If he answers No, direct him to place the card in the right column. (Do not facilitate responses or provide feedback during this part of the activity.)

6. Repeat steps 4–5 until all of the word cards have been sorted.

7. Direct the student to listen carefully to make sure he hears the /ε/ sound in each word as you read aloud the words from the left column. Then direct him to listen carefully to make sure he does not hear the /ε/ sound in each word as you read aloud the words from the right column. (Provide feedback but do not show the printed words to the student during this step of the activity.)

8. Repeat steps 4–7 until the student achieves performance criterion without assistance. Then set aside the words that do not contain the short vowel e sound.

9. Instruct the student to copy the words from the cards in the left column onto his writing paper. Then direct him to read aloud the words and underline the letter or letters that spell the /ε/ sound in each word.

10. Repeat step 9 until the student achieves performance criterion without assistance.

11. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 4 on the mouse pad as it is identified.

   ¿ How does the Listen Up strategy help us to correctly spell words?

   4. I need to listen very carefully to correctly identify the sounds I hear in a word.

12. Direct the student to affix the #4 strategy sticker in his Word Study Journal.
Lesson 21

Short Vowel e Sound as in bed, head

Sound: Short vowel e sound as in bed, head

There are many ways to spell the short vowel e sound.

<p>| | | | | |</p>
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</thead>
<tbody>
<tr>
<td>e</td>
<td>ea</td>
<td>a</td>
<td>ai</td>
<td>ee</td>
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Strategies and Rules Covered in This Lesson

1. Sound It Out!
2. Check the Order!
3. Catch the Beat!
4. Listen Up!
5. A Little Stress Will Help This Mess!
6. No Foul!(see allowable spellings above)
7. Play by the Rules!
The short vowel e sound is usually spelled with the letter 'e'.
8. Use Rhyme This Time!
9. Spell What You Mean and Mean What You Spell!
10. Be Smart About Word Parts!
11. Build on the Base!
12. Invite the Relatives!
13. Fix the Funny Stuff!
14. Look It Up!

My Word Gallery

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<table>
<thead>
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<th>again</th>
<th>head</th>
<th>dead</th>
<th>fell</th>
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<tr>
<td>bell</td>
<td>friend</td>
<td>many</td>
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</tr>
<tr>
<td>any</td>
<td>been</td>
<td></td>
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</table>
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Important to Know

Segmenting Sounds

The misspelling of a double consonant letter pattern within a base word may occur because the student is unable to separate a consonant sound from an adjacent sound in a word. To successfully spell double consonant letter patterns, a student needs adequate segmentation skills to divide a word into its component sounds; needs to understand that every sound must be represented by at least one letter; and needs to understand that a single consonant sound can be represented by more than one letter, including double consonant letters.

To successfully spell double consonant letter patterns, a student must correctly pronounce the corresponding consonant sounds and must not insert a vowel sound when segmenting consonant sounds. For example, the letters ‘mm’ are pronounced /m/ not /mə/ and the letters ‘zz’ are pronounced /z/ not /zə/.

A student may struggle with segmenting sounds if she is familiar with the spelling of a particular word and thinks about letters instead of sounds during the segmentation task. In this case, it may be helpful to begin with nonsense words until the student fully understands the concept of segmenting a word into sounds and not into letters.

Letter-Sound Relationships

Consonant sounds associated with double consonant letter patterns can be spelled several ways. For example, the /s/ sound can be spelled with the letters ‘ss’ (class), ‘s’ (sun), ‘c’ (cent), ‘se’ (geese), ‘ce’ (peace), ‘sc’ (scene), ‘st’ (listen), ‘ps’ (psychic), ‘sw’ (sword), or ‘z’ (waltz).

The pronunciation of the double consonant letters ‘tt’ and ‘dd’ in the middle of a word is usually flapped. The flapped consonant sound is very similar to the /d/ sound, except it is shorter in duration. In this phonetic context, the /d/ sound can be spelled with the letters ‘tt’ (pretty), ‘dd’ (paddle), ‘t’ (later), or ‘d’ (lady).

The pronunciation of the letters ‘tt’ and ‘dd’ in the middle of a word is flapped when these letters immediately follow a stressed vowel sound and immediately precede an unstressed vowel sound (e.g., kitty, peddle). The pronunciation of the letters ‘tt, dd’ is not flapped, however, in the following scenarios: when these letters follow an unstressed syllable (e.g., attack) or when they precede an unstressed syllable containing the /n/ sound (e.g., kitten, sudden).
**Letter Patterns & Spelling Rules**

Double consonant letter patterns almost never occur after a long vowel sound (exceptions: braille, bass drum, gross). Double consonant letter patterns don’t occur at the beginning of words with one exception: llama. At the end of a one-syllable word following a short vowel sound, the / f, l, s, z / sounds are almost always spelled with their corresponding double letters. However, vowel sounds may be distorted, or hard to hear, when followed by / l /, making application of this spelling rule unreliable for the double consonant letter pattern ‘ll’.

**Vocabulary**

Many words pronounced with the flapped ‘tt’ or ‘dd’ are homophone words (e.g., utter – udder; peddle – petal – pedal). To successfully spell base word homophones, a student needs explicit instruction in word meanings coupled with development of mental images of words.

Misspellings of homophone words may occur because the student does not understand the effect of a word’s spelling on its meaning or because he has not established a solid link between the meaning of a word and its printed form. As a result, the student may choose a spelling that does not fit the intended meaning (e.g., “madder” for “matter” – The earth is formed from organic madder).

**Mental Images of Words**

The student must rely upon clear and complete mental images of words to correctly spell double consonant letter patterns in the middle of base words and the end of base words in which the correct spelling is not predicted by letter patterns and spelling rules or words in which the preceding vowel sound may be distorted, making application of a spelling rule unreliable.
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<td>3. What’s the Pattern?</td>
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<td>4. Playing by the Rules</td>
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<tr>
<td>Letter-Sound Relationships</td>
<td>OK</td>
</tr>
<tr>
<td>3. What’s the Pattern?</td>
<td>6–23</td>
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<tr>
<td>Letter Patterns &amp; Spelling Rules</td>
<td>OK</td>
</tr>
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<td>4. Goof Proof</td>
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<td>MOI</td>
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<td>Reading Activities</td>
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<table>
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<th></th>
</tr>
</thead>
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<td>6–28</td>
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<td>Segmenting Sounds</td>
<td>PA</td>
</tr>
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<td>2. Sort It Out</td>
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<tr>
<td>Letter-Sound Relationships</td>
<td>OK</td>
</tr>
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<td>3. What’s the Pattern?</td>
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</tr>
<tr>
<td>Letter Patterns &amp; Spelling Rules</td>
<td>OK</td>
</tr>
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<tr>
<td>Mental Images of Words</td>
<td>MOI</td>
</tr>
<tr>
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</tr>
<tr>
<td>Writing Activities</td>
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<tr>
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## Contents

### Within-Word Consonant Doubling

#### Lesson 47

Flapped 'tt, dd' as in *kitty, ladder*

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<td>6–46 SEM MOS</td>
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<tr>
<td>Vocabulary; Mental Images of Words</td>
<td></td>
</tr>
</tbody>
</table>

**Annotated Journal Page** 6–48

**Writing Activities** 16–1

**Reading Activities** 17–1
2. Sort It Out

Learning Objective: Develop knowledge of letter-sound relationships for the consonant / f, s, z, l / sounds.

Performance Objectives: The student will identify letters that represent the consonant / f, s, z, l / sounds in words and will sort the words according to different spellings of these consonant sounds with 100% accuracy. The student will identify letter-sound relationships for the / f, s, z, l / sounds and explain a related spelling strategy.

Starter Word List

<table>
<thead>
<tr>
<th>/ f</th>
<th>‘ff’</th>
<th>‘f’</th>
<th>‘ph’</th>
<th>‘gh’</th>
<th>‘lf’</th>
<th>‘ft’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>off</td>
<td>if</td>
<td>tough</td>
<td>calf</td>
<td></td>
<td>often</td>
</tr>
<tr>
<td>/ s</td>
<td>‘ss’</td>
<td>‘s’</td>
<td>‘c’</td>
<td>‘se’</td>
<td>‘ce’</td>
<td>‘sc’</td>
</tr>
<tr>
<td></td>
<td>kiss</td>
<td>bus</td>
<td>decide</td>
<td>house</td>
<td>juice</td>
<td>muscle</td>
</tr>
<tr>
<td></td>
<td>‘sw’</td>
<td>‘ps’</td>
<td>‘z’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sword</td>
<td>psych</td>
<td>waltz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ z</td>
<td>‘zz’</td>
<td>‘z’</td>
<td>‘s’</td>
<td>‘ze’</td>
<td>‘se’</td>
<td>‘st’</td>
</tr>
<tr>
<td></td>
<td>dizzy</td>
<td>crazy</td>
<td>music</td>
<td>sneeze</td>
<td>choose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘ss’</td>
<td>‘cz’</td>
<td>‘x’</td>
<td>‘sth’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dessert</td>
<td>czar</td>
<td>xylophone</td>
<td>asthma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ l</td>
<td>‘ll’</td>
<td>‘l’</td>
<td>‘sl’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pillow</td>
<td>alone</td>
<td>island</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Preparation
1. Gather the materials.
2. Print each word from the Starter Word List or another word list on an index card, then shuffle the cards. (Remember to use the Starter Word List the first time you present this activity to a student.)
3. Review the directions for the activity.

Directions for the Activity
1. Explain that this activity involves discovering different ways to spell the consonant / f, s, z, l / sounds.

DID YOU KNOW?
The / f / sound is spelled with the letter ‘f’ in 78% of words and with the letters ‘ph’ in 12% of words.

Less common spellings:
‘ff’ (off)
‘gh’ (tough)
‘lf’ (calf)
‘ft’ (often)\(^1\)

The / s / sound is spelled with the letter ‘s’ in 73% of words and with the letter ‘c’ in 17% of words.

Less common spellings:
‘ss’ (class)‘sw’ (sword)
‘se’ (nurse)‘ce’ (voice)
‘sc’ (scene)‘ps’ (psych)
‘st’ (listen)‘z’ (waltz)

The / z / sound is spelled with the letter ‘s’ in 64% of words and with the letter ‘c’ in 23% of words.

Less common spellings:
‘zz’ (puzzle)‘cz’ (czar)
‘ss’ (scissors)‘x’ (xylophone)
‘ze’ (wheeze)‘st’ (asthma)
‘se’ (noise)

The / l / sound is spelled with the letter ‘l’ in 95% of words.

Less common spellings:
‘ll’ (allow)
‘sll’ (island)

\(^1\)This word is pronounced with a silent ‘t’ in most American dialects.
2. Sort It Out

Group Adaptation

The teacher divides the students into teams and draws a keyword picture for each of the target sounds on the board. The teacher then reads aloud each word and asks students which target consonant sound they hear in each word. The teacher writes the words on the board underneath the corresponding keyword pictures. When the teacher has finished going through all of the word cards, representatives from each team take turns underlining the letter or letters that spell the target sound in each word on the board. Team members consult one another before a spokesperson gives the team's answers to each question. The teams earn one point for each question correctly answered.

Cross-Curriculum Extension

The student searches content-area reading material and tries to find one base word for each spelling of the /f, s, z, l/ sounds, keeping a list of each word found. When finished, the student underlines the letter or letters that spell the /f, s, z, l/ sound in each word.

2. Divide the student’s writing paper into four columns. One by one, say the target consonant sounds aloud and draw a keyword picture for each sound at the top of a column. (If possible, use pictures of words containing a double consonant letter pattern.)

3. Tell the student to listen carefully as you read aloud a list of words to determine which of the four target consonant sounds she hears in each word.

4. For each word card, read aloud the word and give the card, printed side down, to the student. Direct her to match each word with a picture, placing the cards in the appropriate columns on her writing paper. (When necessary, direct the student’s attention to the position of a target sound in a word.)

5. Direct the student to flip over the cards. One by one, read aloud each word and tell her to underline the letter or letters that spell the target sound in each word. (Keep the word cards for each target sound in separate piles.)

6. Instruct the student to pick up each pile of word cards, read aloud the words, and sort the cards into piles, one pile for each different spelling of the target sound.

7. Repeat the activity until the student achieves performance criterion without assistance.

8. Ask the student to examine the marked and sorted word cards and to respond to the following questions, facilitating the correct answers if necessary.

   9. What letters can be used to spell the /f/ sound?
      *This consonant sound can be spelled with the letters ‘ff, f, ph, gh, hf, fl’.

   10. What letters can be used to spell the /s/ sound?
        *This consonant sound can be spelled with the letters ‘ss, s, c, se, ce, sc, st, sw, ps, z’.

   11. What letters can be used to spell the /z/ sound?
        *This consonant sound can be spelled with the letters ‘zz, z, s, ze, se, ss, cz, x, sth’.

   12. What letters can be used to spell the /l/ sound?
        *This consonant sound can be spelled with the letters ‘ll, l, sl’.

   13. What do the consonant /f, s, z, l/ sounds have in common?
        *Each of these consonant sounds can be spelled with double consonant letters.

9. Direct the student to write the allowable spellings for the consonant /f, s, z, l/ sounds in her Word Study Journal.

10. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 6 on the mouse pad as it is identified.

   4. How does the No Fouls strategy help us to correctly spell words?
      *I must use an allowable spelling when spelling the /f, s, z, l/ sounds in words.

11. Direct the student to affix the #6 strategy sticker in her Word Study Journal.
3. What’s the Pattern?

Learning Objective: Develop knowledge of letter patterns and spelling rules for the double consonant letters ‘ff, ss, zz, ll’.

Performance Objectives: The student will identify the letters that represent the consonant / f, s, z, l / sounds, will sort words according to the position of the double consonant letter pattern in each word, will identify the phonetic context of the double consonant letter pattern in each word, and will spell these consonant sounds in words with 100% accuracy. The student will identify two rules and explain a related strategy for spelling the / f, s, z, l / sounds.

Starter Word List

<table>
<thead>
<tr>
<th>‘ff, ss, zz, ll’ in middle of word</th>
<th>‘ff, ss, zz, ll’ at end of word</th>
</tr>
</thead>
<tbody>
<tr>
<td>muffin</td>
<td>puff</td>
</tr>
<tr>
<td>lesson</td>
<td>kiss</td>
</tr>
<tr>
<td>dizzy</td>
<td>buzz</td>
</tr>
<tr>
<td>follow</td>
<td>will</td>
</tr>
</tbody>
</table>

Teacher Preparation

1. Gather the materials.
2. Print each word from the Starter Word List or another word list on an index card, then shuffle the cards. (Remember to use the Starter Word List the first time you present this activity to a student.)
3. Review the directions for the activity.

Directions for the Activity

1. Remind the student that there are many ways to spell the consonant / f, s, z, l / sounds. Explain that this activity involves investigating words to discover two rules and a related spelling strategy to help spell these sounds correctly.
2. One by one, place the word cards face up in front of the student and read aloud the words. For each word, instruct the student to underline the double consonant letters that represent the / f, s, z, l / sound; to highlight the letter or letters that represent the vowel sound preceding the / f, s, z, l / sound; and to mark the preceding vowel sound as short or long. (If he has difficulty discriminating between short vowel and long vowel sounds when the vowel sound is followed by the / l / sound, you may assist him with marking the preceding vowel sound.)
3. Instruct the student to divide his writing paper into three columns, labeling them as follows: beginning, middle, end. Then tell him to shuffle the cards.

DID YOU KNOW?

Double consonant letter patterns almost never follow long vowel sounds (exceptions: braille, gross, bass drum).

Double consonant letter patterns don’t occur at the beginning of words with one exception: llama.
3. What’s the Pattern? (continued)

**Group Adaptation**

The teacher divides the students into teams, each with its own set of word cards. For each word, students take turns underlining the double consonant letters; highlighting the letter or letters that represent the vowel sound preceding the double consonant letters; and marking the preceding vowel sound as short or long. The teacher then writes “beginning”, “middle”, “end” on the board and students take turns copying the words from the word cards underneath the appropriate headings on the board. Teams are challenged to find words containing the double consonant letters ‘ff, ss, zz, ll’ in content-area reading material; teams earn one point for each new word correctly added to the lists on the board. A spokesperson from each team gives the team’s answer to each question; teams earn one point for each question correctly answered and for each nonsense word correctly spelled.

**Cross-Curriculum Extension**

The teacher and the student search content-area reading material for words containing the double consonant letters ‘ff, ss, zz, ll’, keeping a list of each word found. They may choose to race against the clock or each other to see who can be the first to find six words. When finished, the student underlines the double consonant letters ‘ff, ss, zz, ll’ in each word and confirms the strategies discovered in this activity.

4. Inform the student that he should focus on the position of the double consonant letter pattern in each word. Then direct him to read aloud each word and to copy the words from the cards into the appropriate columns on his writing paper. For each word, instruct the student to underline the double consonant letters ‘ff, ss, zz, ll’; to highlight the letter or letters that represent the vowel sound preceding the / f, s, z, l / sound; and to mark the preceding vowel sound as short or long.

5. Instruct the student to search content-area reading material for several more words that contain the double consonant letters ‘ff, ss, zz, ll’, writing each word he finds in the appropriate column on his writing paper. For each word, tell him to underline the double consonant letters ‘ff, ss, zz, ll’; to highlight the letter or letters that represent the vowel sound preceding the / f, s, z, l / sound; and to mark the preceding vowel sound as short or long. Challenge the student to think of a word that contains the double consonant letters ‘ff, ss, zz, ll’ at the beginning of a word or after a long vowel sound.

6. Ask the student to examine the marked word lists and to answer the following questions, facilitating the correct responses if necessary.

- Do the double consonant letters ‘ff, ss, zz, ll’ occur at the beginning of words?
  
  No, these double consonant letters don’t occur at the beginning of words, with one exception: llama.

- Does a double consonant letter pattern follow a long vowel sound?
  
  No, double consonant letter patterns almost never follow long vowel sounds.

7. Direct the student to highlight these spelling rules in his Word Study Journal.

8. Prepare a list of three nonsense words containing the / f, s, z, l / sounds at the beginning or following a long vowel sound (e.g., _eem, ma_il, pi_e).

9. One word at a time, dictate a nonsense word and instruct the student to write this word in the appropriate column on his writing paper. Encourage him to use a “think-aloud” strategy as he writes each word (e.g., pise – I hear the / s / sound at the end of the word following a long vowel sound. The / s / sound is almost never spelled with double consonant letters when it follows a long vowel sound.).

10. Repeat steps 2–9 until the student achieves performance criterion.*

11. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 7 on the mouse pad as it is identified.

  How does the Play by the Rules strategy help us to correctly spell the / f, s, z, l / sounds?

  If I’m not sure how to spell the / f, s, z, l / sounds, I can use spelling rules to help me correctly spell these consonant sounds.

12. Direct the student to affix the #7 strategy sticker in his Word Study Journal.

*without assistance
4. Playing by the Rules

Learning Objective: Develop knowledge of letter patterns and spelling rules for the double consonant letters ff, ss, zz, ll'.

Performance Objective: The student will identify the letter or letters that represent the consonant / f, s, z, l / sounds, will sort words according to position and phonetic context of the / f, s, z, l / sounds in each word, and will spell the / f, s, z, l / sounds in words with 100% accuracy. The student will identify one rule and explain a related strategy for spelling the / f, s, z, l / sounds.

Starter Word List

<table>
<thead>
<tr>
<th>/ f /</th>
<th>/ s /</th>
<th>/ z /</th>
<th>/ l /</th>
<th>Foil Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>puff</td>
<td>mess</td>
<td>buzz</td>
<td>fill</td>
<td>knife</td>
</tr>
<tr>
<td>sniff</td>
<td>dress</td>
<td>fuzz</td>
<td>shell</td>
<td>rose</td>
</tr>
<tr>
<td>chaff</td>
<td>pass</td>
<td>fizz</td>
<td>tell</td>
<td></td>
</tr>
<tr>
<td>huff</td>
<td>kiss</td>
<td>jazz</td>
<td>doll</td>
<td></td>
</tr>
<tr>
<td>if</td>
<td>gas</td>
<td>wiz</td>
<td>pal</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Preparation

1. Gather the materials.
2. Print each word from the Starter Word List or another word list on an index card, then shuffle the cards. (Remember to use the Starter Word List the first time you present this activity to a student.)
3. Review the directions for the activity.

Directions for the Activity

1. Remind the student that there are several ways to spell the consonant / f, s, z, l / sounds. Then explain that this activity involves investigating words to discover one spelling rule and a related strategy to help spell the / f, s, z, l / consonant sounds correctly.

2. One by one, read aloud the words from the word cards and instruct the student to indicate if he hears a short or a long vowel sound before the last consonant sound in each word. (Do not show him the printed words during this step of the activity.) Once the student has correctly identified the words that do not contain a short vowel sound (i.e., the foil words), set aside these foil word cards. (If he has difficulty discriminating between short vowel and long vowel sounds when the vowel sound is followed by the / l / sound, you may assist him with identifying the preceding vowel sound.)

3. One by one, place each of the remaining word cards face up in front of the student and read aloud each word. Direct him to underline the letter or letters that spell the / f, s, z, l / sound at the end of each word, to count the number of syllables in the word, and to write the number next to the word.

DID YOU KNOW?

At the end of a one-syllable word, the / f, s, z, l / sounds are usually spelled with their corresponding double letters after a short vowel sound.

Materials Needed

- Word list
- Index cards
- Pencil and eraser
- Highlighter pen
- Writing paper
- SPELL-Links 14 Strategies for Spelling Success
- Student’s Word Study Journal

Lesson 44

‘ff, ss, zz, ll’

‘ff, ss, zz, ll’

Materials Needed

- Word list
- Index cards
- Pencil and eraser
- Highlighter pen
- Writing paper
- SPELL-Links 14 Strategies for Spelling Success
- Student’s Word Study Journal

Lesson 44

‘ff, ss, zz, ll’

Materials Needed

- Word list
- Index cards
- Pencil and eraser
- Highlighter pen
- Writing paper
- SPELL-Links 14 Strategies for Spelling Success
- Student’s Word Study Journal
4. **Playing by the Rules** (continued)

**Group Adaptation**

Students take turns indicating whether they hear a short or long vowel sound in words read aloud by the teacher. The teacher then writes non-foil words on the board and students take turns underlining letters and counting the number of syllables. Students are challenged to think of one-syllable words containing the / f, s, z, l / sound at the end of a word after a short vowel sound and to spell nonsense words dictated by the teacher. Students earn one point for each word correctly spelled and for each question correctly answered.

**Cross-Curriculum Extension**

The teacher and the student search content-area reading material for one-syllable words containing a short vowel sound followed by the / f, s, z, l / sound, keeping a list of each word found. They may choose to race against the clock or each other. When finished, the student underlines the letters that spell the / f, s, z, l / sound in each word and confirms the rule discovered in this activity.

4. Tell the student to pick up the word cards. Instruct him to read aloud the words and to sort the cards into two piles: one pile for words in which the / f, s, z, l / sound at the end of the word is spelled with double consonant letters and one pile for words in which the / f, s, z, l / sound at the end of the word is spelled with a single consonant letter.

5. Challenge the student to think of three or four words that contain the / f, s, z, l / sounds following a short vowel sound at the end of a one-syllable word. When he gives a response, write the word on his writing paper. Tell the student to underline the letter or letters that spell the / f, s, z, l / sound at the end of each word.

6. Ask the student to examine the marked and sorted words and to respond to the following question, facilitating the correct answer if necessary.

   How do you spell the / f, s, z, l / sound when it is the last sound in a one-syllable word after a short vowel sound? At the end of a one-syllable word after a short vowel sound, the / f, s, z, l / sounds are usually spelled with the double consonant letters 'ff, ss, zz, ll'.

7. Direct the student to highlight this spelling rule in his Word Study Journal.

8. Next, prepare a list of three one-syllable nonsense words with the / f, s, z, l / sounds at the end of each word following a short vowel sound (e.g., niff, jass, wuzz, zell).

9. One word at a time, dictate a nonsense word and instruct the student to write this word on his writing paper. Encourage him to use a “think-aloud” strategy as he writes each word (e.g., niff – I hear the / f / sound after a short vowel sound at the end of a one-syllable word. At the end of a one-syllable word, this consonant sound is usually spelled with double consonant letters when it follows a short vowel sound.).

10. Repeat the entire activity until the student achieves performance criterion without assistance.

11. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 7 on the mouse pad as it is identified.

   How does the Play by the Rules strategy help us to correctly spell the / f, s, z, l / sounds?

   At the end of a one-syllable word after a short vowel sound, the / f, s, z, l / sounds are usually spelled with the double consonant letters 'ff, ss, zz, ll'. If I'm not sure how to spell the consonant / f, s, z, l / sound in a word, I can use this spelling rule to help me correctly spell the sounds.

12. Direct the student to affix the #7 strategy sticker in his Word Study Journal.
5. Take Time to Inspect the Rime

Learning Objective: Develop clear and complete mental images of words containing the double consonant letters ‘ff, ss, zz, ll’.

Performance Objective: The student will sort words according to word ending and will correctly spell the consonant / f, s, z, l / sounds in the words with 100% accuracy. The student will explain one strategy for spelling the double consonant letters ‘ff, ss, zz, ll’.

Starter Word List

<table>
<thead>
<tr>
<th>-ell</th>
<th>-all</th>
<th>-ill</th>
<th>-ull</th>
<th>-oss</th>
</tr>
</thead>
<tbody>
<tr>
<td>bell</td>
<td>ball</td>
<td>pill</td>
<td>pull</td>
<td>loss</td>
</tr>
<tr>
<td>tell</td>
<td>call</td>
<td>will</td>
<td>full</td>
<td>toss</td>
</tr>
<tr>
<td>yell</td>
<td>fall</td>
<td>fill</td>
<td>bull</td>
<td>moss</td>
</tr>
</tbody>
</table>

Teacher Preparation

1. Gather the materials.
2. Print each word from the Starter Word List or another word list on an index card, then shuffle the cards. (Remember to use the Starter Word List the first time you present this activity to a student.)
3. Review the directions for the activity.

Directions for the Activity

1. Remind the student that the / f, s, z, l / sounds are usually spelled with their corresponding double letters at the end of a one-syllable word following a short vowel sound. Explain that in some words the double consonant letters may follow a different vowel sound. Then explain that in words ending with the / l / sound, the short vowel sound may be distorted, or hard to hear.

2. Advise the student that he must learn to use a strategy that will help to correctly spell these words. Then explain that the first part of this activity involves looking closely at the spellings of words and grouping words according to word endings.

3. As you give each word card to the student, read aloud the word and use it in a sentence that clearly communicates the meaning of the word (e.g. ball – Baseball is played with a bat and a ball). Tell him to underline the vowel letter and all the letters that follow the vowel letter in each word (e.g., bell, will, loss).

4. Instruct the student to examine the set of marked word cards and to sort the words into piles according to common word ending (i.e., phonogram), one pile for each different word ending.

5. Direct the student to divide his writing paper into columns. Tell him to write one different word ending at the top of each column. (The student may refer to this list of word endings during the remaining part of the activity.) Then take back the word cards and shuffle them.
5. Take Time to Inspect the Rime (continued)

Group Adaptation

The teacher divides the students into teams, each with its own set of word cards. Students take turns underlining the word ending in each word. The teacher sets a time limit for the teams to complete the sorting task. When completed, the teacher collects the cards and shuffles them and then writes each of the different word endings on the board. The teacher reads aloud each word and uses it in a sentence and the students write each word on their papers. The teacher then writes each word on the board and the students check their spellings, correcting mistakes when necessary. Each team earns one point for each word correctly spelled by all members of the team.

Cross-Curriculum Extension

The student searches content-area reading material to find one word for each word ending studied in this activity. Alternatively, the student may think of one word for each word ending. The student adds each word to the appropriate column on his writing paper. Next, the student uses each word in a spoken sentence. Then the student writes each word in the Word Gallery of his Word Study Journal.

6. Select a card and read aloud the word. Then use the word in a sentence that clearly communicates the meaning of the word and place the card, printed side down, in front of the student.

7. Instruct the student to spell the word, writing it in the appropriate column on his paper. Once he has finished writing the word, direct him to flip over the word card to verify the correct spelling.

8. Repeat steps 6–7 for each of the remaining word cards.

9. Challenge the student to think of several familiar rhyming words (real words) and to add these words to the list, using the spellings of the listed words to correctly spell the new words.

10. Repeat the entire activity until the student achieves performance criterion without assistance.

11. Prepare a list of nonsense words, one word for each word ending (e.g., vall, yill, goss). Dictate a nonsense word and instruct the student to write this word next to a rhyming word (e.g., ball – vall) in the appropriate column on his writing paper. Repeat with each word from your list.

12. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 8 on the mouse pad as it is identified.

How does the Use Rhyme This Time strategy help us to correctly spell words?

If I don't know how to spell a word, I can think of a rhyming word. I can use the spelling of the rhyming word to help me spell the word I don't know how to spell.

13. Direct the student to affix the #8 strategy sticker in his Word Study Journal and to write each word in the Word Gallery, grouping words with the same phonogram and underlining the letters that spell the rime in each word.
Lesson 44
‘ff, ss, zz, ll’

Within-Word Consonant Doubling

Sound Study Journal Page

Sounds: / f / muffin, / s / kiss, / z / buzz, / l / pillow

There are many ways to spell each of these consonant sounds.

\[ \begin{array}{cccc}
\text{ff} & \text{f} & \text{ph} & \text{gh} \\
\text{ss} & \text{s} & \text{c} & \text{se} \\
\text{zz} & \text{z} & \text{s} & \text{ze} \\
\text{ll} & \text{l} & \text{s} & \\
\end{array} \]

Strategies and Rules Covered in This Lesson

1. Sound It Out!
2. Check the Order!
3. Catch the Beat!
4. Listen Up!
5. A Little Stress Will Help This Mess!
6. No Fouls
(See allowable spellings above)
7. Play by the Rules!
   These double consonant letters don't occur at the beginning of words, with one exception: llama.
   Double consonant letter patterns almost never follow long vowel sounds.
   At the end of a one-syllable word after a short vowel sound, the / f, s, z, l /
   sounds are usually spelled with the double consonant letters ‘ff, ss, zz, ll’.

8. Use Rhyme This Time!
9. Spell What You Mean and Mean What You Spell!
10. Be Smart About Word Parts!
11. Build on the Base!
12. Invite the Relatives!
13. Fix the Funny Stuff!
14. Look It Up!

My Word Gallery

off lesson pillow follow
Volume 3

‘l, r’ Clusters
Lessons 50–55

‘m, n, ng’ Clusters
Lessons 56–58

Silent Consonants
Lesson 59

Syllabic-r, Syllabic-l

Vowel Sounds
Lessons 60–61

Unstressed Vowels
Lesson 62

Inflected Words
Lessons 63–64

Derived Words
Lessons 65–68

Other Spelling Patterns
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Writing Activities

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Jan Wasowicz, PhD • Kenn Apel, PhD • Julie J. Masterson, PhD • Anne Whitney, EdD

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Making A Difference in K-12 Education
Derived Words

Section 14 teaches spelling of words containing prefixes and suffixes that change the meaning and sometimes the class of words (e.g., untie, teacher, motion).

Important to Know

Segmenting Sounds
Derivational prefixes and suffixes (i.e., affixes) consist of one or more syllables; most one-syllable affixes are unstressed syllables and all multisyllabic affixes contain at least one unstressed syllable. The omission of one or more syllables of derivational prefixes and suffixes is not common, but omissions may occur because the student does not attend to low saliency unstressed syllables.

More commonly, a student may misspell a derivational prefix or suffix because she is unable to segment adjacent sounds within the affix or because she is not attending to the sequence of phonemes within the affix and, consequently, reverses the order of the letters.

To successfully spell derived words, a student needs adequate segmentation skills to divide a word into its component sounds and syllables; must habitually map each sound to the corresponding letter(s) as she sounds out a word; and must understand that every syllable contains one vowel sound represented by one or more vowel letters.

Discriminating Sounds
The misspelling of derivational prefixes and suffixes commonly occurs due to a reliance on a spell-by-sound strategy. With this strategy, the student attempts to use knowledge of letter-sound relationships to spell unstressed vowel sounds in the derivational affixes. This strategy results in misspellings because vowel sounds usually lose their true identity and take on the schwa vowel – /ə/ – sound in an unstressed syllable.

The student must be able to distinguish between stressed and unstressed syllables and understand that most prefixes and suffixes contain unstressed vowel sounds; this knowledge will help her to understand that it is not possible to rely solely on a spell-by-sound strategy to spell affixes and that she will need to use other strategies to spell derived words.

Letter-Meaning Relationships
A base word is a free morpheme (it can stand alone as a word). A word root is a bound morpheme, or group of letters that has meaning but cannot stand alone as a word (e.g., spect, cred, ject). Affixes are bound morphemes that attach to base words and word roots.

To successfully spell multi-morphemic words, the student must develop and learn to use knowledge of letter-meaning relationships. Letter-meaning relationships remain constant even when pronunciation of a morpheme changes (e.g., visible, vision, vista). The student also can use knowledge of letter-meaning relationships to identify the meanings of words.
 Derivational affixes change the meaning and sometimes the class of words to which they are attached. For example, the prefix un– indicates “not” and changes the meaning of a word (happy → unhappy); the suffix –er can indicate a person who does something and changes the meaning and class of a word (teach → teacher – noun). Derivational affixes can also attach to word roots to form a word. For example, the prefix in– indicates “in, into” can attach to the word root “spect” and form the word “inspect.”

The student cannot rely solely on letter-sound relationships to spell prefixes and suffixes because most affixes contain unstressed vowel sounds. Correct spelling of the prefix or suffix in a derived word requires knowledge of letter-meaning relationships (e.g., ‘ous’ is an adjective suffix that indicates “full of, characterized by, being, or having”). The student must think about the meaning of a word to correctly spell a prefix or suffix. For example, the suffix –ist indicates “a person who practices or specializes in a skill” (e.g., journalist) and –est indicates “the superlative degree” (e.g., fastest).

When teaching letter-meaning relationships for affixes, it is helpful to teach affixes that have the same meaning or affixes that have contrasting meanings at the same time. For example, learning can be facilitated by teaching the suffixes that mean “a person or thing that does or is associated with something” (–er, –ar, and –or) and by teaching the prefixes that mean “before” (pre–) and “after” (post–) at the same time.

When teaching letter-meaning relationships for word roots, it is helpful to begin with the most common word roots and later introduce less common word roots. However, learning can be facilitated by teaching a specific word root or set of word roots at the same time these word roots are introduced in content-area vocabulary. For example, teach the word root “cycl”, if it has not already been taught, if the student is learning about cyclones in science or about recycling in social studies.

Rules for Modifying Words
Correct spelling of derived words requires knowledge and application of rules for modifying base words when adding prefixes and suffixes to indicate a change in the meaning and sometimes the class of a word. There are several rules that govern the modification of base words when adding suffixes. The spelling of a base word is never modified when adding a prefix.
Derived Words

Section 14 teaches spelling of words containing prefixes and suffixes that change the meaning and sometimes the class of words (e.g., untie, teacher, motion).

Semantic Relationships & Base Word or Word Root Spelling

Correct spelling of the base or root part of a derived word is facilitated when the student understands the semantic relationship between a base word or word root and the corresponding derived word. The student also needs to understand that all or part of a base word is used and all of a word root is used to spell the derived word. The student then must use his knowledge of the base word or word root spelling to correctly spell the base or root part of a derived word. Some students will automatically discover this strategy as they study letter-meaning relationships and rules for modifying base words. Many students, however, will require explicit instruction and practice to learn and use this strategy.

Transparency, or the degree to which a base word or word root remains intact when a prefix or suffix is added, affects the ease or difficulty of spelling a derived word. Transparent words are words in which all of the letters and sounds of a base word or word root remain the same when an affix is added (e.g., step – misstep; spect – inspect). Semi-transparent words are words in which either one or more sounds or one or more letters of a base word or word root change when an affix is added (e.g., advantage – advantageous; inspect – inspection; grime – grimy). Opaque words are words in which one or more sounds and one or more letters of a base word or word root change when an affix is added (e.g., mischief – mischievous; claim – exclamation).

Mental Images of Words

The student must rely upon clear and complete mental images of words to correctly spell suffixes that have the same pronunciation and the same meaning (teacher, actor, beggar); to correctly spell words containing suffixes for which there is more than one possible modification to the base word (e.g., attention, extension); and to correctly spell words containing suffixes that do not follow expected spelling rules. On very rare occasions, the student will need to rely upon mental images of words to correctly spell a word root (e.g., claim – exclamation).
## Derived Words

### Lesson 65

**Prefix + Word**

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### Lesson 66

**Word + Suffix**

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3. It’s Like This

Learning Objective: Develop vocabulary and semantic relationship knowledge and understanding of letter-meaning relationships for suffixes.

Performance Objectives: The student will identify the letter or letters that are added to the end of words to change the meaning and often the class of the words with 100% accuracy. The student will describe the letter-meaning relationships for the target suffixes and explain a related strategy for spelling words containing suffixes.

Starter Word List

Target suffixes –ful, –ous, –y

<table>
<thead>
<tr>
<th>Set A</th>
<th>Set B</th>
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</thead>
<tbody>
<tr>
<td>play</td>
<td>playful</td>
</tr>
<tr>
<td>care</td>
<td>careful</td>
</tr>
<tr>
<td>help</td>
<td>helpful</td>
</tr>
<tr>
<td>rain</td>
<td>rainy</td>
</tr>
<tr>
<td>dirt</td>
<td>dirty</td>
</tr>
<tr>
<td>cheer</td>
<td>cheery</td>
</tr>
<tr>
<td>color</td>
<td>colorful</td>
</tr>
<tr>
<td>danger</td>
<td>dangerous</td>
</tr>
<tr>
<td>humor</td>
<td>humorous</td>
</tr>
<tr>
<td>mountain</td>
<td>mountainous</td>
</tr>
</tbody>
</table>

Teacher Preparation

1. Gather the materials.

2. Print each word from the Starter Word List or another word list on an index card, keeping the cards from each list separate. (Remember to use the Starter Word List the first time you present this activity to a student; refer to Appendix M to select other target suffixes and corresponding word lists. If you are using a word list of your own creation, exclude words that involve a modification to the spelling of the base word when adding a suffix if possible.) When you have finished, shuffle each set of cards.

3. Review the directions for the activity.

Directions for the Activity

1. Remind the student that a suffix consists of one or more letters added to the end of a word and that suffixes contain one or more unstressed vowel sounds. Inform him that he cannot rely on a spell-by-sound strategy to correctly spell unstressed vowel sounds in suffixes.

2. Tell the student that this activity involves discovering the meaning of one or more suffixes, the way in which these suffixes change the meaning and often the class of the words to which they are attached, and one strategy for correctly spelling suffixes.
3. **It’s Like This** (continued)

3. One by one, read aloud the words from Set B and use them in sentences that clearly communicate the meaning of the words (e.g., *mountainous*—The land in the western part of Colorado is very mountainous.). Ask the student to think about the meaning of each sentence and to tell you the meaning of each target word. Facilitate responses, as needed (e.g., The land in the western part of Colorado has many mountains; “mountainous” means full of mountains.).

4. Shuffle the word cards from Set B with the word cards from Set A.

5. Lay out all of the word cards, printed side up, in front of the student. As you place each word card on the table, read aloud the word.

6. Instruct the student to pick up two cards that match based on meaning (e.g., mountain – mountainous), to read aloud the words, and to use both in the same spoken sentence (e.g., We set up our camp at the bottom of one mountain in a very mountainous area.).

7. Direct the student to position one card below the other, to examine the spelling of each word, to highlight the extra letter or letters that appear in one of the words, and to underline the word that precedes the extra letters.

8. Use the marked (i.e., derived) word in a sentence and ask the student to identify the class of the word (i.e., noun, verb, adjective, or adverb) by writing ‘N’, ‘V’, ‘Adj.’, or ‘Adv.’ above the word.

9. Use the unmarked word in a sentence. Ask the student to identify the word class by writing ‘N’, ‘V’, ‘Adj.’, or ‘Adv.’ above the word. Then ask him to explain how the addition of the suffix changed the class of the base word, the meaning of the base word, or both (e.g., A mountain is a thing and mountainous describes a characteristic of a place. Adding the suffix -ous changed the noun “mountain” into the adjective “mountainous”).

10. Repeat steps 6–9 for each of the remaining word card matches.

11. Shuffle the remaining word cards and give them to the student. Ask him to read aloud the words and to sort the cards into piles, one pile for each different suffix.

12. Repeat steps 3–11 until the student achieves performance criterion without assistance.

13. Ask the student to examine the marked and sorted word cards and to respond to the following questions, facilitating the correct answers if necessary.

   ✎ What is a suffix?
   
   *A suffix consists of one or more letters added to the end of a word; suffixes are letters that have meaning and change the meaning and often the class of a base word.*

   ✎ What suffixes did you discover in this activity?
   
   I discovered the suffixes -ful, -ous, -y.
What is the type and meaning of this group of suffixes?

The suffixes -ful, -ous, -y are adjective suffixes that mean “full of, characterized by, being, or having”.

14. Direct the student to write the suffixes studied in this activity in his Word Study Journal.

15. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 10 on the mouse pad as it is identified.

How does the Be Smart About Word Parts strategy help us to correctly spell words?

To correctly spell a word with a suffix, I need to think about the meaning of each word part. The meaning of the suffix will determine its spelling.

16. Direct the student to affix the #10 strategy sticker in his Word Study Journal.

Group Adaptation

Together, all students complete step 3. The students then take turns matching word cards, using the words in sentences, marking the words on the cards, and sorting the word cards. The teacher monitors and facilitates the students’ responses. Students earn one point for each word pair correctly marked and sorted and one point for each question correctly answered.

Cross-Curriculum Extension

The student searches content-area reading material for sentences containing words spelled with the target suffixes. The student writes down each sentence and underlines the target suffixes. The student then rewrites each sentence, replacing each word containing a suffix with the word or words that represent the meaning of the suffix plus the word to which the suffix is attached. The student then underlines the word or words that represent the meaning of the suffix. For example, the student rewrites “The lake is dangerous” as “The lake is full of danger.”
Word Study Journal Page

Suffixes: -ful, -ous, -y

These adjective suffixes are added to the end of a word to mean “full of, characterized by, being, or having”.

Strategies and Rules Covered in This Lesson

1. Sound It Out!
2. Check the Order!
3. Catch the Beat!
4. Listen Up!
5. A Little Stress Will Help This Mess!
6. No Foul! (see allowable spellings above)
7. Play by the Rules!
8. Use Rhyme This Time!
9. Spell What You Mean and Mean What You Spell!
10. Be Smart About Word Parts!
11. Build on the Base!
12. Invite the Relatives!
13. Fix the Funny Stuff!
14. Look It Up!

1-1-1 Doubling (Rule 1): If a one-syllable base word contains a single vowel letter followed by a single consonant letter, double the final consonant letter before adding a suffix that begins with a vowel letter.

2-1-1 Doubling (Rule 2): If a two-syllable base word ends with a stressed syllable containing a single vowel letter followed by a single consonant letter, double the final consonant letter before adding a suffix that begins with a vowel letter if the stressed syllable remains stressed in the related word.

Drop the Final ‘e’ (Rule 3): If a base word ends with the letter ‘e’, drop the final ‘e’ before adding a suffix that begins with a vowel letter unless the ‘e’ is needed to soften the pronunciation of the consonant sound at the end of the base part of the word.
Change ‘y’ to ‘i’ for Consonant + ‘y’ (Rule 4): If a base word ends with the letter ‘y’ following a consonant letter, change ‘y’ to ‘i’ when adding a suffix (except -ing).

Change ‘c’ to ‘ck’ for ‘e, i, y’ (Rule 5): If a base word ends with a /k/ sound spelled with the letter ‘c’, change ‘c’ to ‘ck’ before adding a suffix that begins with ‘e, i, y’.

No Change (Rule 6): If no other rule applies, simply add the suffix to the end of the base word.

**Suffix-Specific Patterns & Rules**

**Suffix-Specific Rule:** If a base word ends with the letter ‘f’, change ‘f’ to ‘v’ before adding -ous.

**Suffix-Specific Pattern:** When a base word ends with the letter ‘y’ following a consonant letter, the ‘y’ frequently changes to ‘e’ instead of ‘i’ when adding -ous.

**My Word Gallery**

mysterious  furious  piteous  beauteous

disastrous  gaseous  wondrous  rebellious
3. Super Smart About the Parts

**Learning Objective:** Develop vocabulary knowledge and knowledge of letter-meaning relationships for word roots.

**Performance Objectives:** The student will identify the letters that form a word root with 100% accuracy. The student will describe the letter-meaning relationships for the target word roots, define words, and explain a related strategy for spelling words containing word roots and affixes.

**Starter Word List**

- Target roots: dict, spect, aud
  - auditory
  - auditorium
  - audibly
  - dictator
  - dictionary
  - verdict
  - respect
  - spectacular
  - aspect

**Teacher Preparation**

1. Gather the materials.

2. Print each word from the Starter Word List or another word list on the top half of an index card and draw six rectangular boxes—two short, one long, three short—on the bottom half, then shuffle the cards.

   Example:

   ![dictator](image)

   (Remember to use the Starter Word List the first time you present this activity to a student; refer to Appendix N to select other target word roots and corresponding word lists, adjusting the numbers of boxes drawn for prefixes and suffixes as needed.)

3. Review the directions for the activity.

**Directions for the Activity**

1. Write the target word roots at the top of the student’s writing paper. Point to the word roots as you remind him that a word root is a group of letters that has meaning and combines with a prefix, suffix, or both to form a word. Inform the student that this activity involves taking apart words and identifying the meaning of each word part.

2. Place a word card in front of the student and direct him to highlight the word root. Tell him to copy the word root letters into the large middle box and to copy the letter(s) of the prefixes, suffixes, or both into the adjacent boxes. Discuss the meaning of the word root and challenge the student to define the meaning of the word root using one word. Once he correctly defines the word root, tell him to write the definition above the middle box (see Figure 67-1).

---

**DID YOU KNOW?**

A word root is a bound morpheme, or group of letters that has meaning but cannot stand alone as a word (e.g., spect, cred, ject).

The student must understand the letter-meaning relationships of word roots, must think about the meanings of words, and must use knowledge of word root spelling to correctly spell the root part of a derived word. The student also can use knowledge of letter-meaning relationships to identify the meanings of words.

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1 The student will rarely need to rely upon mental images of words to correctly spell word roots.
3. **Super Smart About the Parts** (continued)

**Group Adaptation**

The teacher writes the words on the board and students take turns marking the words and drawing boxes around the word root and the prefix(es), suffix(es), or both. Teams then compete to be the first to correctly define each word part and to correctly define the target word. Team members consult one another before a spokesperson gives the team’s responses. The teams earn one point for each word part and word correctly defined.

**Cross-Curriculum Extension**

The teacher searches the Internet for an article related to a topic the student is currently studying and prints a copy of the text. The student searches the article to find all the words containing the target word root. The student then identifies the meaning of each word part and writes a definition for the words.

3. Discuss the possible meanings of the prefix(es), suffix(es), or both. Tell the student to write the meaning of each above the corresponding boxes (see Figure 67-2).

4. Ask the student to examine the definitions of each word part and to define the target word using the definition words (e.g., *A dictator is a person who performs the action of saying what to do.*). Then ask him to restate the definition in a less structured way (e.g., *A dictator is a person who commands how a country should operate.*). Use a dictionary when needed and discuss how the meaning of each word part relates to the definition.

5. Repeat steps 2–4 for each of the remaining word cards.

6. Repeat the entire activity until the student achieves performance criterion without assistance.

7. Ask the student to answer the following question, facilitating the correct responses if necessary.

   **What are the meanings of the word roots dict, spect, and aud?**

   *The root dict means “speak.”
   
   *The root spect means “see, look.”
   
   *The root aud means “hear.”

8. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 10 on the mouse pad as it is identified.

   **How does the Be Smart About Word Parts strategy help us to correctly spell and determine the meaning of words with word roots?**

   *A word’s meaning determines the spelling of its word parts and the word parts help me identify the meaning of a word.*

9. Direct the student to affix the #10 strategy sticker in his Word Study Journal.

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Figure 67-1  

Figure 67-2
Lesson 67

Word Roots

Roots: dict, spect, aud

- dict
  - This word root means “speak.”
- spect
  - This word root means “see, look.”
- aud
  - This word root means “hear.”

Strategies and Rules Covered in This Lesson

1. Sound It Out!
2. Check the Order!
3. Catch the Beat!
4. Listen Up!
5. A Little Stress Will Help This Mess!
6. No Foul! (see allowable spellings above)
7. Play by the Rules!
8. Use Rhyme This Time!
9. Spell What You Mean and Mean What You Spell!
10. Be Smart About Word Parts!
11. Build on the Base!
12. Invite the Relatives!
13. Fix the Funny Stuff!
14. Look It Up!