

Spelling by Pattern

Spelling by Meaning

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And

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Teaching Sequence for Spelling by Pattern and Meaning

Phonemic/phonetic/orthographic element	2 nd -3 rd grade	4 th grade and older
Prerequisite to moving to Spelling by Pattern Student MUST be able to...	write GFEs for one-syllable words, including blends and digraphs	consistently and independently write GFEs for two and three-syllable unknown words
/k/	Beginning k, c <i>kite, kettle, key, king, kind</i> <i>coat, cat, cut, cute, cot</i>	Beginning k, c, ch <i>kitchen, kettle, kidney, kitten, correct, commission, conscience, consensus, commiserate, camouflage, choir, chaos, chemical, character</i> Ending k, ck, que <i>outlook, bookmark, textbook, birthmark, backpack, paperback, feedback, roadblock, picturesque, physique, antique, unique</i> Middle and ending c <i>fantastic, comic, picnic, attic, magic, electric, maniac, havoc, newscast, vacation, bacon, echo, character, picture</i>

Long /a/	<p>ay <i>today, hay</i></p> <p>ai <i>brain, train</i></p> <p>a_e <i>skate, plate</i></p>	<p>ay <i>day, belay, mayor, crayon</i></p> <p>ai <i>explain, waiter, faithfulness, maintain, bailiff, dainty</i></p> <p>aigh <i>straighten</i></p> <p>eigh <i>weightless, eighteen, neighbor, sleigh</i></p> <p>homonyms</p> <p>sail/sale, <i>mail/male, bear/bare, eight/ate, way/weigh</i></p>
Syllable types: Open and closed	<p>one and two-syllable words</p> <p><i>hi, so, no, be/hit, son, not, bet</i></p> <p><i>basic, writer, apron, program</i></p>	<p>1, 2, and polysyllabic words</p> <p>open <i>relation, vibration, potato, enable</i></p> <p>closed <i>tablet, happen, hopping, apple</i></p>
Inflection (ed)	<p>/ed/ <i>traded, dotted, batted, patted, invited</i></p> <p>/t/ <i>hoped, stopped, picked, chased</i></p> <p>/d/ <i>played, smiled, cared, closed</i></p>	<p>/ed/ <i>counted, reacted, outsmarted, stranded</i></p> <p>/t/ <i>crossed, expressed, jumped, coughed, perished</i></p> <p>/d/ <i>played, raised, glued, chewed</i></p>
Long /a/ Open syllable	<p>One and two-syllable words</p> <p><i>way, weigh, stay, play</i></p> <p><i>bacon, waving, Friday, lazy</i></p>	<p>1, 2, and polysyllabic words</p> <p><i>table, vacation, equator, apron</i></p>
Blends	<p>One, two, and three-letter, beginning and ending</p> <p><i>block, stamp, clap, drop, grow, breath, crowd, flap, front, frost, glow, plant, sleep, trust, scratch, street</i></p>	<p>One, two, and three-letter, beginning and ending</p> <p><i>rest, friend, swamp, break, freak, flap, splendor, alienate, strand, sprite</i></p>
Syllabication (Spot and Dot)		<p>1. If one consonant between vowels, break before the consonant <i>na/tive, bro/ken, ra/ted, vi/sor, fa/ble</i></p> <p>2. If two consonants between vowels, break between the consonants <i>con/fla/te, sum/mit,</i></p>

		<p><i>pep/per, ban/dan/na</i></p> <p>3. Don't break up digraphs and blends <i>hatch/et, smash/ing, smo/ther, ath/lete</i></p>
Consonant doubling	<i>hop/hopping; stop/stopping</i>	Consonant doubling <i>witticism, commoner, cannibal, dropping</i>
Long /i/	<p><i>igh sight, night, flight, knight</i></p> <p><i>y fly, cry, cycle</i></p> <p><i>i_e price, lice, knife, smile, rice</i></p>	<p><i>i_e enticed, polite, confide, invite, ignite, oblige, reptile</i></p> <p><i>igh lightning, highway, brightly, highlight, sightsee, frighten, delight, moonlight</i></p> <p><i>y dynasty, phylum, lyceum, typist, nylon, cycle, hybrid, stylish, skyline, tyrant</i></p> <p><i>ind behind, remind, rewind, unkind, blindfold</i></p> <p><i>ild childish, wildlife, milder, stepchild</i></p>
Long /i/ Open syllable	<i>i bicycle, triangle, spider, minus</i>	<i>i Friday, rival, sinus, slimy, writer, silent</i>
/j/	<p><i>j juggle, jump</i></p> <p><i>g page, stage</i></p> <p><i>dge dodge, judge, fudge</i></p>	<p><i>j jalopy, justice, adjacent, banjo</i></p> <p><i>g giraffe, gentleman, gypsy, stagecoach</i></p> <p><i>dge abridge, acknowledge, begrudge, dredge, hodgepodge, judgment</i></p>
/s/	<p><i>s spider, side, scat, sand, sun</i></p> <p><i>c cent, cell</i></p>	<p><i>s sentence, surfboard, Saturday, syllable</i></p> <p><i>c census, cirrus, circumference</i></p>
Long /o/	<p><i>oa float, boat</i></p> <p><i>ow below, know</i></p> <p><i>o_e vote, remote</i></p>	<p><i>oa approach, throat, boatload, oatmeal</i></p> <p><i>ow stowaway, bowling, tomorrow, owner</i></p> <p><i>o_e homeplate, telephone, awoke, sloped</i></p> <p><i>ough although, dough</i></p> <p><i>old scold, smolder, untold,</i></p>

		<i>foldable</i> <i>ost ghost, posterboard, compost, hostess</i>
Long /o/ Open syllable	<i>o no, also, ago, so, open</i> <i>ow below, throw, know</i>	<i>o cooperate, Bohemian, undergo, produce</i> <i>ow rainbow</i>
Diphthongs	<i>ou flour, sour, town</i> <i>ow flower, tower</i> <i>oi toilet, foil</i> <i>oy deploy, soy</i>	<i>ou mispronounce, crouch</i> <i>ow eyebrow, meow, waterfowl, yowler</i> <i>oi avoidance, boisterous, cloister, anointed, asteroid</i> <i>oy oyster, enjoy, cloying, annoying, sawyer, lawyer</i>
Final-r words	Agent (er, or, ar) <i>actor, character, teacher, doctor</i> Comparative (always er) <i>taller, wetter, smaller</i> Word part (or, ar) <i>lunar, anchor, mirror</i>	Agent (er, or, ar) <i>Reader, lawyer, doctor, reader, trainer, carrier, sorcerer, laborer</i> Comparative (always er) Word part (or, ar) <i>manor, mirror, labor</i>
/shun/		<i>tion imitation, appropriation, incubation, cremation, election,</i> <i>sion possession, commission, compassion, tension</i> <i>cian magician, musician, pediatrician, physician, electrician</i>

Teaching Sequence for Spelling by Meaning

1. Base constancy despite pronunciation changes:

a. Sign, signal, insignia

design/designate, resign/resignation, malign/malignant, mental/mentality/sentimentality, scribe/prescribe/prescription

b. Vowel alternation with schwa (invite, invitation)

recite/recitation, declare/declaration, deprive/deprivation

c. Vowel alternation—long to short (reduce, reduction)

combine/combination, resign/resignation, apply/application, gratify/gratification, unify/unification, specify/specification, describe/description, deduce/deduction, produce/production

2. **Latin roots:** *fido, duce, manus, ject, scribe, vert, dict*

3. *fidelity, confidence, affidavit, diffident, induce, introduction, educate, conductor, deduct, manual, manipulate, manufacture, manuscript, eject, injection, interject, objection,*

4. **Latin prefixes:** *sub, semi, trans, anti, pre, post, re, non, inter, a, dec (ten), mis, micro*

subjugate, substitute, subject, semicircle, semiprecious, transport, antiestablishment

5. **Latin suffixes:** *age, ance, ant, ary,*

6. Vowels, syllabification in Latin-derived words

in-des-truct-ible

7. Greek combining forms

phon, ped

telegram, phonograph, phobia, thermometer, stereotype, photosynthesis, photography, psychology, chromosome, phonological, astronaut, philanthropist

8. Review: Greek spellings for /f/, /k/, /i/

/f/-ph, /k/-ch, /i/-y

photography, phonograph, philanthropist, chronological, chord, chronic, democrat, psychotic, typewriter, biography, microscope, psychiatisis, bicycle, cyclops

9. Comparison of Latin and Greek roots (terra/geo, stell, ast)

polis-Greek & urbs-Latin = city

bio-Greek & vita-Latin = life

pan-Greek & omnis-Latin = all

Template for Developing Spelling Lessons

Phoneme:

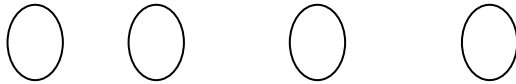
Pattern:

Day One: Sort and Discover the Pattern

Directions:

Words to sort:

Completed sort:



Questions about the pattern:

Day Two: Extending the pattern

Add words:

Find “Ya buts...”

Discuss “Ya buts...”

Day Three: Extending the pattern

Word Walls/bulletin boards:

Personal Dictionaries:

Day Four: Practicing the pattern

Pattern stories:

Partner challenges:

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses

Spelling by Pattern: Weekly Plan

PREPARATION: Choose one sound that has two or more spellings (/j/ = j or g)

- List 10-20 grade-level words that fit that pattern

DAY ONE: Have students sort according to how the SOUND is spelled

- Preferable to have students work with partners
- Ask them to discover the PATTERN
- Suggestion: Make up a mnemonic to remember the pattern, e.g., “Cute cat on a coat” and “kitten in a kettle” for beginning /k/ pattern.

DAY TWO: Ask student pairs to find more words that fit the pattern

- Some sources: reading books, internet
- Add words to the lists
- Encourage “YA BUTS..” Why don’t they fit the pattern?

DAY THREE: Make Word Walls, personal dictionaries, or word boxes of spelling patterns

DAY FOUR: Have students make pattern-based sentences or stories

EXAMPLE: Once there was a boat named Joseph. He floated with smoke blowing from his smokestack. When it snows Joseph has to go solo to tote his cargo.

DAY FIVE: Spelling test: Do not dictate words that they have sorted. Challenge them with above-grade-level words (3-4 grade levels)

- One point for spelling the PATTERN correctly
- two points for spelling the rest of the word by SOUND
- Three points for correct spelling

Dictate pattern-based sentences.

Phoneme: Beginning /k/

Pattern: Words beginning with a k are followed by the letters i or e. Words beginning with a c and make the /k/ are followed by the letters a, o, or u. It does not matter whether the vowel sound is long or short. Words beginning with ch and make a /k/ sound are of Greek origin.

Day One: Sort and Discover the Pattern

Directions: Work with a partner to discover the patterns of how the /k/ sound is spelled.

Words to sort: kingdom, cardboard, kennel, collect, character, curve, kettle, coach, chemist, candle, kiwi

kindle, kernels, keel, kilogram, cabbage, calamity, calculator, collide, cultivate, choreograph, chronological, chlorine, chameleon

Completed sort:

K
kingdom
kennel
kettle
kiwi

C
cardboard
collect
curve
coach
candle

Ch
character
chemist
chrome
chorus

K
kindle
kernels
keel
kilogram

C
cabbage
calamity
calculator
collide
cultivate

Ch
choreograph
chronological
chlorine
chameleon

Question about the pattern: What do you recognize about the letters that follow the initial /k/ sound?

Day Two: Extending the pattern

Add words: kitten, cat, couch, collar, keep, chaotic, Christmas, cup

Find “Ya buts...” kangaroo, koala, kayak, karma

Discuss “Ya buts...” Koala and kangaroo are native Australian words with which they kept their original spelling.

Day Three: Extending the pattern

Word Walls/bulletin boards

Personal Dictionaries

Day Four: Practicing the pattern

Pattern stories: The chaotic character, Kevin, was Greek. Kevin cared for his cuddly kitten, Courtney. Courtney was often caught on the couch. Kevin kept Courtney in her cart.

The coach collected colorful cushions, coins, and kettles. The kettle collection was kept in the kitchen and the coin collection was kept in the cabinet.

Partner challenges:

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
kernels	cern	kern	kernnels
kindle	cam	kidl	kinndel
keel	ceal	ked	keil
kilogram	kat	killgram	killogram
cabbage	kabb	cabge	cabage
calamity	kalmtly	calmtly	callamity
calculator	kalcltr	calcltor	calkultor
collide	kold	colde	colid
cultivate	kult	cultvate	cultivait
Create challenge sentences or stories using these words.			
choreograph			
chronological			
chlorine			
chameleon			

Challenge words	0 point responses	1 point responses	2 point responses
kibitzer	catzer	kibber	kibitser
kinfolk	cinf	kinfk	kinpholk
kidney	cibny	kidey	kidkney

Camelot	Kanlei	Camlit	Camulot
contemplate	canteen	contmscape	contemplait
convenience	cinder	convent	convenyence
catechism	katism	cateskim	catekism
coconut	kokofun	coknut	cokonnut
Create challenge sentences or stories using these words.			
chamomile			
chronicle			
christen			

Phoneme: Ending /k/

Pattern: Words of French origin ending in the /k/ sound are spelled with que. Words ending in ck have the short vowel sound immediately preceding /k/. Words ending in k have a vowel team, consonant, or a long vowel sound.

Day One: Sort and Discover the Pattern

Directions: Work with a partner to discover the patterns of how the /k/ sound is spelled.

Words to sort: smack, trick, lock, fleck, truck, brook, shark, honk, awake, cheek, unique, antique, clique, pique

aftershock, awestruck, diamondback, knack, streak, buttonhook, cashbook, debunk, boutique, critique, oblique, plaque

Completed sort:

ck
smack
trick
lock
fleck
truck

k
brook
shark
honk
awake
cheek

que
unique
antique
clique
pique

ck
aftershock
awestruck
diamondback
knack

k
streak
buttonhook
cashbook
debunk

que
boutique
critique
oblique
plaque

Questions about the pattern: What do you recognize about the vowel pattern before the ending /k/ sound?

Day Two: Extending the pattern

Add words: click, ink, oak, Greek, jack, shock, skunk,

Find “Ya buts...” anorak, amok

Discuss “Ya buts...” Anorak is Greenland Eskimo origin. Amok is from a major language of the Austronesian family.

Day Three: Extending the pattern

Word Walls/bulletin boards

Personal Dictionaries

Day Four: Practicing the pattern

Pattern stories: The awestruck dentist made a critique of the amount of plaque the diamondback had on his teeth. Afterward the snake went to a boutique with his cashbook, to calm the dentist’s aftershock.

Partner challenges:

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
aftershock	aftershok	aftersock	aftrshock
awestruck	ostuc	asruck	austruck
diamondback	dmonbic	dimdnback	dimundback
knack	nak	nack	knack
streak	seack	seek	streek
buttonhook	butnhac	bunhook	butonhook
cashbook	caboc	cachbook	kashbook
debunk	dbinc	debink	deebunk
Create challenge sentences or stories using these words.			
boutique			
critique			
oblique			
plaque			

Challenge words	0 point responses	1 point responses	2 point responses
biofeedback	bifedbac	bifeadback	byofeadback
bloodstock	bludstik	buldstock	bludstock
shamrock	shmrac	shrock	shammrock
tweak	tweke	teek	tweek
skulk	sclick	scilk	sculk

risk	resc	rask	rrisk
Create challenge sentences or stories using these words.			
squeak			
picturesque			
technique			
baroque			

Spelling by Pattern: /k/ in polysyllabic words

Phoneme: /k/

Pattern: The letters ic are used at the end of polysyllabic words and c is used in the middle of most polysyllabic words to make the /k/ sound.

Day One: Sort and Discover the Pattern

Directions: Work with a partner to discover the patterns of how the /k/ sound is spelled.

Words to sort: because, cactus, educate, picture, fiction, lyric, mimic, attic, picnic, comic

coconut, calculator, character, terrific, rustic, rustic, aspic, antic, genetic, traffic, elastic

Completed sort:

middle c
because
cactus
educate
picture
fiction

end c
lyric
mimic
attic
picnic
comic

middle c
coconut
calculator
character

end c
terrific
rustic
aspic
antic
genetic
traffic
elastic

Questions about the pattern: How do you determine that a word is polysyllabic?

Day Two: Extending the pattern

Add words: sarcastic, democratic, hydraulic, acrobatic, acrostic

Find "Ya buts..." apparatchik

Discuss "Ya buts..." Russian word for an official of the communist party.

Day Three: Extending the pattern

Word Walls/bulletin boards

Personal Dictionaries

Day Four: Practicing the pattern

Pattern stories: A terrific cactus stopped traffic and a sarcastic coconut had picnic.

Partner challenges:

Day Five: Testing the pattern

Challenge Words	0 point responses	1 point responses	2 point responses
coconut	conut	cocnut	coconutt
calculator	culator	calcuter	calcu
character	charter	cructer	caractr
terrific	trifk	terrific	tiriffic
rustic	rask	rusic	russtic
aspic	apick	apic	aspic
antic	anteck	anic	anntic
genetic	jnitik	jnetic	jenetic
traffic	chrafik	chraffic	trafic
elastic	elstik	eelstic	ealastic

Day Five: Testing the pattern

Challenge Words	0 point responses	1 point responses	2 point responses
tactile	taktl	tactl	tactyle
bacteria	baktrea	bacteera	bactearia
excavate	xvaet	excate	excuvate
sarcastic	skrastick	sarcatick	sarcasstic
dramatic	drmtik	drmatic	drumatic
democratic	dimakrat	demicrtic	demucratic
automatic	atontik	atematic	awtomatic
polysyllabic	polsilbick	polsylabic	polisilabic
patriotic	petrick	paytreetic	paytreotic
antibiotic	antbotick	antbotic	antiebiotic

Spelling by Pattern: Long a

Phoneme: Long a

Pattern: ay, ai, aigh, eigh

Day One: Sort and Discover the Pattern

Directions:

“Today we are going to study words that have long a sounds. Sort these words according to how they sound.”

Words to sort:

Sort 1: (Gr. 4-6) say, may, way, stay, play, pain, rain, tail, mail, wait, straight, neighbor, sleigh, weight, eight, freight

Sort 2: (Gr. 7-High School) stay, decay, today, slay, player, traitor, maintain, claim, strait, wait, straight, eighty, freight, weight,

Completed sorts:

	Sort 1	(Gr. 4-6)				Sort 2	(Gr. 7- HS)	
ay	ai	aigh	eigh		ay	ai	aigh	eigh
say	pain	straight	neighbor		stay	traitor	straight	eighty
may	rain		sleigh		decay	maintain		freight
way	tail		weigh		today	claim		weight
hay	mail		eight		slay	raisin		
play	wait				player	wait		

Questions about the pattern:

What pattern did you find?

Where is the long a sound located in the sorts?

Day Two: Extending the pattern

Directions: “Now add words to your list. Use resources to help you.”

Add words: nail, fail, paid, maid, braid, snail, quaint, faith, clay, tray, day, neigh

Find “Ya buts...” said, again, captain, bargain, villain, chieftain

Discuss “Ya buts...” These words came from another language: Old Norse. The sound is a cross between the e and i sound.

Day Three: Extending the pattern

Word Walls/bulletin boards: “You will now add words to the word wall.”

Personal Dictionaries: “Add the words you found into your personal dictionary.”

Day Four: Practicing the pattern

Pattern stories: One day May wanted to go outside to play. She had to stay inside and wait since it was raining. May’s neighbor Clay came over to say he could now play with May.

Partner challenges: “Now you and your partner need to create a pattern story. There needs to be at least three words in your story that fit the pattern.”

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
portray	pta	prtay	poartray
astray	asrya	ustray	ustra
terrain	train	terain	terrain
failure	falr	failyour	falyour
exclaim	xklame	xclaim	xclame
neighborhood	nabd	neighboarhood	nayborhood
explain	xpn	ixplain	ixplane
domain	domn	doughmain	doemane
regain	regne	regaine	regane
campaign	kampan	campain	campan

Spelling by Pattern: Open and closed 1, 2, and polysyllabic words.

Pattern: Closed syllables have a single short vowel sound with a consonant at the end. Open syllables have a long vowel sound and is not closed in by a consonant.

Day One: Sort and Discover the Pattern

Directions: Work with a partner to discover the patterns of these words.

Words to sort: unit, puny, demon, zero, he, fuel, iron, ago, cat, net, pen, run, stub, gum, sin, rabbit, contrast, subject

recopy, recycle, cucumber, semifinal, decoration, promotion, uncommon, discomfort, discontent, invalid, nonstandard

Completed sort:

1 and 2 syllable
open

unit
puny
demon
zero
he
fuel
iron
ago

1 and 2 syllable
closed

cat
net
pen
run
stub
gum
sin
rabbit
contrast
subject

Polysyllabic open

recopy
recycle
cucumber
semifinal
decoration
promotion

Polysyllabic closed

uncommon
discomfort
discontent
invalid
nonstandard

Questions about the pattern: What do you notice about the letters after a long or short vowel sound within the syllable?

Day Two: Extending the pattern

Add words: go, cat, fun, alligator, dolphin, topic, dalmatian, cotton

Find “Ya buts...” festival,

Discuss “Ya buts...” fes/ti/val – in the second syllable the i makes the short vowel sound

Day Three: Extending the pattern

Word Walls/bulletin boards

Personal Dictionaries

Day Four: Practicing the pattern

Pattern stories: I’m a dinosaur in a puny net. I was on the run a moment ago, but now I’m stuck.

Partner challenges:

Day Five: Testing the pattern

Challenge	0 points	1 points	2 points
pumpkin	pmkon	pamkun	pumpkinn
rascal	roskl	rascl	rascol
obey	obe	abey	obay
splinter	spiter	splintr	splintir
redo	reddo	reedi	redoo
retie	ret	reetoe	retye
under	ndre	untre	underr
camper	cimpr	comper	campper
preview	pevie	prevoo	prevue
puppet	pu	uppet	pupet
napkin	naki	napkien	napken

Challenge	0 points	1 points	2 points
automobile	tobil	otomobiel	automobiel
antibiotic	ntbioc	antebeotick	antibiotick
stethoscope	steho	stethocope	stethoscoep
dictation	diktion	dictatin	dikteyshun
protective	prectiv	protektie	protecttive
nonprofit	noprofit	nonpropht	nonprophet
unselfish	fish	unsellish	unselphish
misconduct	condct	misconduct	missconduct

accelerate

aclerate

acelirite

axsellerate

Spelling by Pattern: Long o

Phoneme: Long o

Pattern: oa, ow, o_e, ough, old,

Day One: Sort and Discover the Pattern

Directions:

“Today we are going to study words that have long o sounds. Sort these words according to patterns you find.”

Words to sort:

Sort 1: (Gr. 4-6) boat, coat, goat, soap, snow, show, nose, bone, though, cold, sold, most

Sort 2: (Gr. 7-High School) loan, goal, roar, blow, bow, broke, stove, hope, though, told, post

Completed sort:

		Sort 1	Gr. 4-6						Sort 2	Gr. 7- HS		
oa	ow	o_e	ough	old	ost		oa	ow	o_e	ough	old	ost
boat	show	bone	though	cold	most		loan	blow	stove	though	told	host
coat	snow	nose	dough	mold	post		goal	bow	broke	although	scold	
float	slow	close		old			roar	tow	hope		fold	
goat	know	pole		sold			loaf	window	clone			
soap	mow	home		bold			coast	sorrow	owe			

Questions about the pattern:

What pattern did you find?

Where is the long o sound located in the sorts?

Day Two: Extending the pattern

Directions: “Now add words to your list. Use resources to help you.”

Add words: road, toad, load, oat, oak, soak, foam, roam, coal, loaf, moan, groan, coast, roast

Find “Ya buts...” broad

Discuss “Ya buts...” This word is the Dutch word for breed.

Day Three: Extending the pattern

Word Walls/bulletin boards: “You will now add words to the word wall.”

Personal Dictionaries: “Now you and your partner need to create a pattern story. There needs to be at least three words in your story that fit the pattern.”

Day Four: Practicing the pattern

Pattern stories: A boy named Joe was watching a show. The show was called “A Long Road Home.” On the show, there was a goat who tried to get home. His hoof got stuck on a stone and he hoped it would not get broken.

Partner challenges: “Add the words you found into your personal dictionary.”

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
cloak	klok	kloak	clok
approach	uhpoch	aproach	aproch
borrow	brwa	barow	baro
tomorrow	tmro	tomarow	tumaro
prone	prn	pro	prown
shone	shn	shone	shown
dough	dw	doughwuh	doe
furlough	ferlw	firlough	furlo
scold	sclد	skold	skowld
ghost	gst	gost	gost

Spelling by Pattern: Long i

Phoneme: Long / i/

Pattern: /igh/, /y/, /ind/, /ild/,

Day One: Sort and Discover the Pattern

Directions: Have students sort according to how the SOUND is spelled

Words to sort: high, night, light, right, fright, limelight, plight, why, my, sky, fly, cry, hyena, defy, kind, find, mind, blind, grinder, child, wild, mild, wildlife, grandchild

Sort #1 Grades 4-6

Completed Sort:

<u>igh</u>	<u>Y</u>	<u>ind</u>	<u>ild</u>
high	my	find	child
night	why	kind	wild
light	sky	mind	mild
right	fly	wind	
	cry	blind	
limelight	hyena	remind	wildlife
plight	defy	grinder	grandchild

Words to sort: byways, myopic, hybrid, cypress, defy, bygone, phylum, spry, remind, grinder, behind, spellbind, unwind, humankind, mastermind, wildlife, grandchild, godchild, stepchild,

Sort #2 Grades 7- 12

Completed Sort:

<u>igh</u>	<u>y</u>	<u>ind</u>	<u>ild</u>
plight	byways	remind	grandchild
knight	hyena	grinder	godchild
twilight	hybrid	behind	stepchild
candlelight	cypress	spellbind	
hindsight	spry	unwind	
highlighter	bygone		
nightingale	phylum	humankind	wildlife

enlighten

myopic

mastermind

Questions about the pattern:

1. What did you notice about all the different sound patterns that the *long i* makes?
2. Where is the long i-sound located in the words you sorts?

Day Two: Extending the pattern

Add words: Now add words to your list. Remember to use resources to help you figure out the patterns.

Find “Ya buts...”

For –ild

Build, guild, gild, sild, bewilder, mildew wilderness

For –igh

Neigh, weigh, freight

For-ind

Wind (blowing), dwindle, and spindle

Discuss “Ya buts...” What do you notice about these words that are different from the words we sorted yesterday?”

Day Three: Extending the pattern

Word Walls/bulletin boards: You will now add the words to the classroom word wall

Personal Dictionaries: Add the words you found from your guided reading groups

Day Four: Practicing the pattern

Pattern stories: In the *light* of the moon up *high* in the *sky*, were three *bright* stars. Oh *my* said the *child* how many shapes can I *find*? *Behind* the door he heard a frightening sound, *grinding* teeth and *wild* green eyes staring back at him. “These eyes were *spellbinding*, he started *cry* and thought wish I had *my nightlight* on.”

Partner challenges: “Add the words you found into your personal dictionary.”

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
hyena	hina	hyna	Hyeena
defy	defie	dfy	deefy
bye	bie	by	buy
grandchild	grnchl	grnchild	granchild
remind	remnd	rmind	reemind
grinder	grnr	gind	ginder
limelight	limlite	lymligh	limlight
plight	plyt	plyighig	plyight
enlighten	inlyt	enlighn	inlightin
phylum	plm	phym	phylm
myopic	miopik	mypik	myopick

Spelling by Pattern: Long vowels i, a, o

Day One: Sort and Discover the Pattern

Phoneme: Long / i/, /a/, /o/

Pattern: Open Syllable long Vowels/ polysyllabic words

Directions: Have students sort according to how the SOUND is spelled

Words to sort: raven, fable, flavor, ladle, vacant, provide, clover, iron, liar, vital, riot, enable, vacation, potatoes, temptation, November, volcano, library, iodine, silence, diagnostic.

Completed Sort:

	<u>2-syllable</u>	<u>polysyllabic</u>
Long a	raven	enable
	fable	vacation
	flavor	potatoes
	ladle	temptation
	vacant	
Long o	provide	November
	clover	volcano
Long i	iron	library
	liar	iodine
	vital	silence
	riot	diagnostic

Questions about the pattern:

1. What did you notice about all the different sound patterns that the open syllables and polysyllabic words make with the long vowel sounds we've studied?
 2. Where do you hear the open vowel sound?
 3. What does the word polysyllabic mean?
-

Day Two: Extending the pattern

Add words: Now add words to your list. Remember to use resources to help you figure out the patterns.

Find “Ya buts...”

Find “ya-buts for the open-syllable pattern:

Find ya-butts for the polysyllabic pattern: “modification”

Discuss “Ya buts...” What do you notice about these words that are different from the words we sorted yesterday?”

Day Three: Extending the pattern

Word Walls/bulletin boards: You will now add the words to the classroom word wall

Personal Dictionaries: Add the words you found from your guided reading groups

Day Four: Practicing the pattern

Pattern stories: Today you and your partner need to create stories or sentences. You have to use at least 7 words in your stories or sentences,

Partner challenges: “Add the words you found into your personal dictionary, while reading today”

Day Five: Testing the pattern

Challenge words		0 point responses		1 point responses		2 point responses	
long /a/							
contempla tion	apron	coeption	aron	coetplati on	aprun	continplas hun	aperon
combinat ion	Asia	cumaton	aea	comebat ion	asa	combenati on	asyia
long /o/							
vocal	tomato	vokal	tomao	vocol	tomateo	voecal	tomatoe
Long /i/							
migrate	hippopota mus	mygate	hipapotam ute	mygrat	hippopto mt	migreate	hippoptumus t
vibration	hibernate	vibion	hibnert	vieration	hiberate	viberation	hibrnate

Spelling by Pattern /j/

Phoneme: /j/

Pattern: j, g, dge

Day One: Sort and Discover the Pattern

Directions: Please work with a partner to sort the words into three groups to discover the pattern.

Words to sort:

Grades 4-5

pledge, joy, gym, gem, jump, jam, bridge, germ, fudge

Upper Level

journey, gentle, giant, jewel, juggler, jockey, knowledge, ginger, grudge, sludge

Completed sort:

j

g

dge

Questions about the pattern:

What vowels are you noticing that follow the beginning sound?

Can you list the vowels that follow the letters g, and j?

In the words with dge, where are you hearing the /j/ sound?

Day Two: Extending the pattern

Add words:

Grades 4-5

Japan, edge, ginger, dodge, badge

Upper Level

aging, jaguar, origin, jungle, algebra, gadget, partridge

Find "Ya buts..."

begin, giddy, foggy

Discuss “Ya buts...”

The “Ya buts” are words that seem to follow the pattern, but they have the hard /g/ sound even though the letters y or i follow the /j/ sound.

Day Three: Extending the pattern**Pattern Binders:**

Every student will have a pattern binder that will be used throughout the school year. There is one page every spelling pattern that will be taught throughout the year. Every pattern page will have room for an activity to be added into the binder. Students will be asked to find the three spelling patterns g, j, and edg in their binder. Students will be assigned into groups where each group will be focusing on both patterns. Each group will be assigned a location around the room to find additional words that follow the patterns. Ex: One group will look through textbooks; one group will use environmental print around the room, ect.

For upper levels, make this activity into a scavenger hunt that goes outside of the classroom into their environment and around the school.

Day Four: Practicing the pattern**Directions:**

Grades 4-5 will extend the pattern by creating sentences using the patterns for the week.

Upper Levels will extend the pattern by creating stories using the patterns for the week.

Pattern stories:

My jaguar that use to live in the jungle loves gadgets and algebra.

I was standing on the edge of Japan when I had to dodge a gentle giant.

Partner challenges:**Day Five: Testing the pattern****Grades 4-5**

Challenge Words	0 point responses	1 point responses	2 point responses
knowledge	nolege	nwledge	nowledge
jaguar	gagr	jagirer	jaguir
jungle	gugl	junggl	jungl
algebra	alljbrra	algebr	allgebra
gadget	gadgt	gajet	gaget
partridge	partdg	partidge	partrridge
origin	orjin	oregin	origin

giant	jint	gint	giantt
grudge	guj	grug	gudge
journey	gurny	jurney	jorney

Upper Level

Challenge words	0 point responses	1 point responses	2 point responses
genius	jeanyes	geenyas	geenyus
genuine	jenyoun	genyoon	genyoon
gypsy	jipse	gypess	gipsy
ledge	ledj	lidje	ludge
joyful	joifl	joyfl	joyfull
geranium	graineum	geranem	geraineum
wedge	wej	whudge	whedge
fidget	fijet	fided	phidget
smudge	smuj	smedge	smuudge
generous	jenrus	generuss	generus

Spelling by Pattern: Consonant Doubling

Phoneme: /ed/, /ing/

Pattern: Consonant Doubling

Day One: Sort and Discover the Pattern

Directions: Please work with a partner to sort the words into two groups to discover the pattern.

Words to sort:

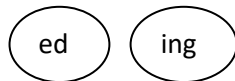
Grades 4-5

getting, planned, swimming, running, grabbed, stepped, sitting, dropped, nodded, putting

Upper Level

unwrapping, admitted, snubbed, quipping, skimmed, dialed, transferred, kidnapping, peddling, skidding

Completed sort:



Questions about the pattern:

What are the two word endings?

Do you notice anything that comes before the ed/ing?

What happens if you don't close in the syllable with an extra consonant before adding "ed" or "ing"?

Day Two: Extending the pattern

Add words:

Grades 4-5

gargling, saved, closed, closing, writing, lived

Upper Level

gargling, eliminated, escaped, replicating, fractured, puncturing

Find “Ya buts...”

Meeting, dreaming, moaning, mailing, sleeping

Discuss “Ya buts...”

When the word ends with a VC pattern, you double the consonant before adding ed or ing. When the word ends with VCe pattern, you drop the e and do not double the consonant, but add ed or ing. “Ya but” words are words that have a VVC pattern, these you do not double the consonant; you just add ed or ing.

Day Three: Extending the pattern**Pattern Binders:**

Every student will have a pattern binder that will be used throughout the school year. There is one page for every spelling pattern that will be taught throughout the year. Every pattern page will have room for an activity to be added into the binder. Students will be asked to find the two spelling patterns ed and ing in their binder. Students will be assigned into groups where each group will be focusing on both patterns. Each group will be assigned a location around the room to find additional words that follow the patterns. Ex: One group will look through textbooks; one group will use environmental print around the room, ect.

For upper levels, make this activity into a scavenger hunt that goes outside of the classroom into their environment and around the school.

Day Four: Practicing the pattern**Pattern stories:**

My Dad when swimming using his lifejacket and saved a hummingbird that was dropped from a tree.

I planned on unwrapping my swimming suit while I was kidnapping my brother that just fractured his leg.

Partner challenges:**Day Five: Testing the pattern****Grades 4-5**

Challenge Words	0 point response	1 point response	2 point response
unwrapping	inrpin	enripping	unrapping
quipping	kipin	kweping	kwipping
kidnapping	kidapin	kidnpping	kidnaepping
peddling	pedlin	peddulling	pedulling
skidding	skidn	scedding	scidding
admitted	admitd	addmetted	admitted
snubbed	snubd	snobbed	snuubbed
skimmed	scimd	scemmed	scimmed
puncturing	pnctrng	puktring	punctring
transferred	tranfrd	trunferred	truanferred

Upper Level

Challenge words	0 point responses	1 point responses	2 point responses
transmitted	tanmitid	tanmitted	tranzmitted
squatted	skotid	sotted	skwuttred
permitted	prmitd	prmetted	prmitted
evaporated	eevaprted	eevapurated	eevaperated
parachuted	pearushooted	parachuted	pairushooted
activated	aktivatd	aktivated	aktivaited
hibernating	hiburnaitin	hibrnating	hibrnaiting
scavenging	scavgin	skavinging	scavinging
groveling	grolin	graveling	grovuling
patrolling	parolin	patrling	patolling

Spelling by Pattern--Diphthongs

4th Grade

Phoneme: /oi/

Pattern: oi and oy

Day One: Sort and Discover the Pattern

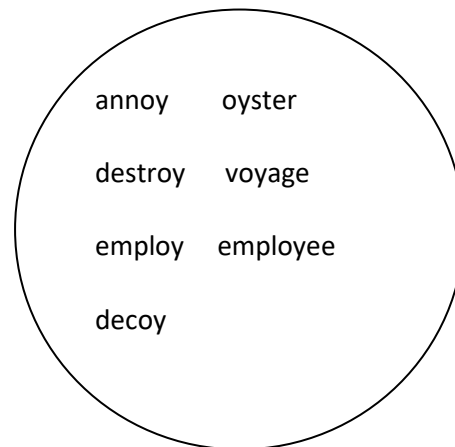
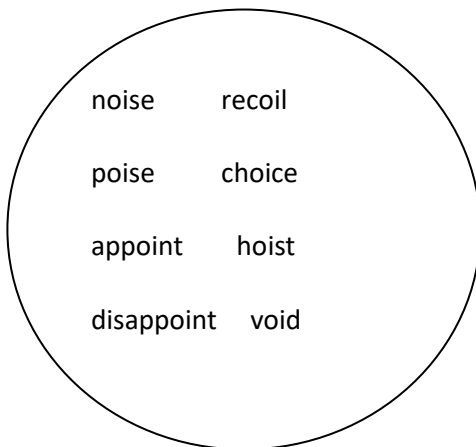
Directions: Sort the words based on the spelling of /oi/.

Words to sort:

noise annoy destroy poise appoint employ decoy disappoint

oyster voyage recoil choice employee hoist void

Completed sort:



Questions about the pattern: What do you notice about where the location of /oi/ is in relation to its spelling? (oy is used at the end of a syllable to represent the /oi/ sound)

Day Two: Extending the pattern

Add words: tabloid, overjoy, paperboy, ointment, ahoy, doily

Find “Ya buts...” loyal, royal, gargoye, hoi polloi

Discuss “Ya buts...” loyal and royal would have too many vowels with oi

Day Three: Extending the pattern

Word Walls/bulletin boards:

Personal Dictionaries:

Day Four: Practicing the pattern

Pattern stories:

Example: Sally went on a **voyage** across the ocean. She had to **hoist** her heavy gear onto her boat. A sudden **noise** made her **recoil**. A giant **oyster** had a plan to **destroy** her boat. She kept her **poise** and used a **decoy** to distract the **oyster** as she sailed away.

Partner challenges:

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
typhoid	tifoyd	tifoid	tyfoid
celluloid	celuloyd	ciluloid	celuloid
sirloin	srloyn	srloin	serloin
cloying	cloing	cloyng	kloying
hoyden	hoidn	hoydn	hoydin
asteroid	astroyd	astroid	astiroid
boycott	boicot	boykot	boykott
exploit	exployt	ecsplait	ixplait
convoy	convoi	kunvoy	konvoy
foyer	foir	foyr	phoyer

Spelling by Pattern: Diphthong /oi/

High School

Phoneme: /oi/

Pattern: oi and oy

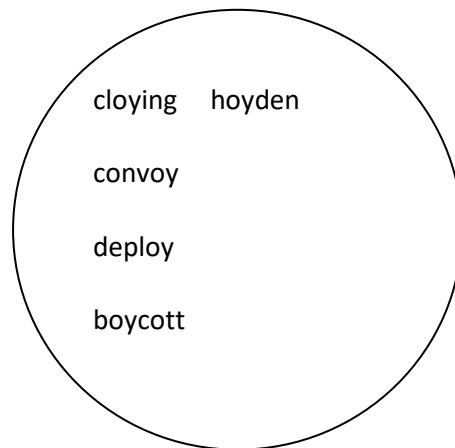
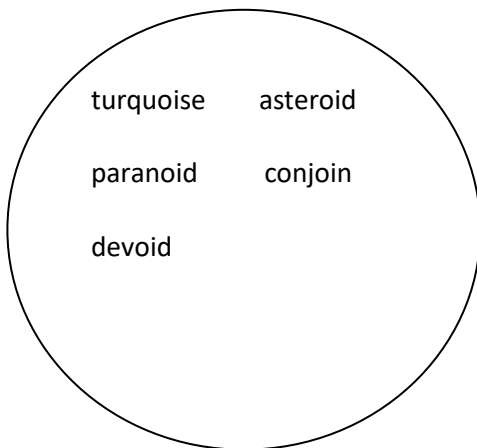
Day One: Sort and Discover the Pattern

Directions: Sort the words based on the spelling of /oi/.

Words to sort:

turquoise asteroid cloying convoy paranoid deploy boycott conjoin devoid hoyden

Completed sort:



Questions about the pattern: What do you notice about where the location of /oi/ is in relation to its spelling? (oy is used at the end of a syllable to represent the /oi/ sound)

Day Two: Extending the pattern

Add words: Des Moines, sirloin, clairvoyant, boysenberry, corduroy

Find “Ya buts...” loyal, royal, gargoyle, hoi polloi

Discuss “Ya buts...” loyal and royal would have too many vowels with oi

Day Three: Extending the pattern

Word Walls/bulletin boards:

Personal Dictionaries:

Day Four: Practicing the pattern

Pattern stories:

Example: Sam took a ride on an **asteroid** in outer space. He met **turquoise** aliens that were **conjoined** twins. Sam became **paranoid** that their **convoy** would **deploy** onto his **asteroid**. He wasn't **disappointed** that they **avoided** his **asteroid**.

Partner challenges:

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
typhoid	tifoyd	tifoid	tyfoid
celluloid	celuloyd	ciluloid	celuloid
disappoint	disapoynt	disupoint	disapoint
maladroit	maldroyt	maldroit	malidroit
oyster	oistr	oyctr	oystr
employee	emploie	employe	employea
carboy	crboi	crboy	karboy
exploit	exployt	ecsploit	ixploit
voyage	voig	voyag	voyaje
foyer	foir	foyr	phoyer

Spelling by Pattern: Diphthong /ow/

Phoneme: /ow/

Pattern: ou and ow

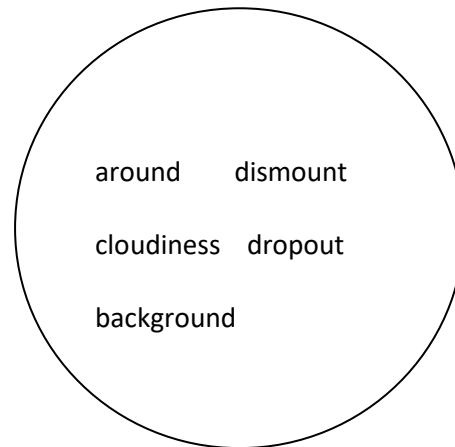
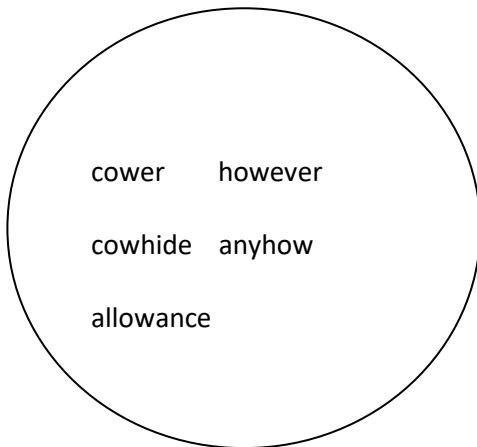
Day One: Sort and Discover the Pattern

Directions: Sort the words based on the spelling of /ow/.

Words to sort:

cover however around allowance cloudiness background cowhide dismount dropout anyhow

Completed sort:



Questions about the pattern: What do you notice about where the location of /ow/ is in relation to its spelling? (ow is used at the end of a syllable to represent the /ow/ sound)

Day Two: Extending the pattern

Add words: compound, glower, fountain, denounce

Find "Ya buts..." downside, scowl, cowl, owl, clown

Discuss "Ya buts..." if a word ends in l or n it often will retain the ow spelling

Day Three: Extending the pattern

Word Walls/bulletin boards:

Personal Dictionaries:

Day Four: Practicing the pattern

Pattern stories:

Example: Becca was a gymnast who liked to jump **around**. She was a pro at the balance beam and her specialty was fancy **dismounts**. However she tumbled off the beam, the crowd in the **background** would cheer **loudly**.

Partner challenges:

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
compound	cumpownd	cumpound	komponent
safflower	saflour	saflowr	saflower
glower	glour	glowr	glowur
denounce	dnowns	dnounce	denounse
expound	hoidn	hoydn	hoydin
trowel	troul	chrowl	trowl
scow	scou	sckow	skow
impound	impownd	inpound	impounded
countermand	cowntrmand	countmand	countirmand
dowry	doure	dowrey	dowery

Spelling by Pattern: Diphthong /ow/

Phoneme: /ow/

Pattern: ou and ow

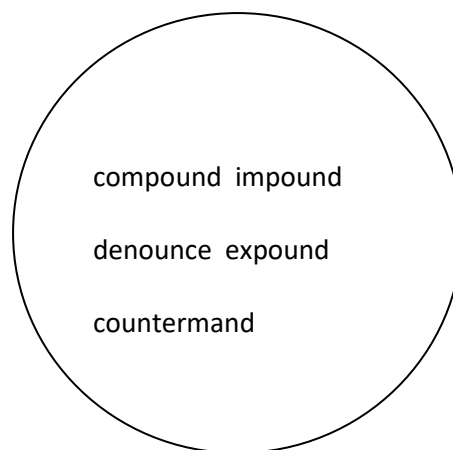
Day One: Sort and Discover the Pattern

Directions: Sort the words based on the spelling of /ow/.

Words to sort:

compound safflower glower denounce expound trowel scow impound countermand dowry

Completed sort:



Questions about the pattern: What do you notice about where the location of /ow/ is in relation to its spelling? (ow is used at the end of a syllable to represent the /ow/ sound)

Day Two: Extending the pattern

Add words: abound, drought, jounce, bowsprit, prowess

Find "Ya buts..." downside, scowl, cowl, owl, clown

Discuss “Ya buts...” if a word ends in l or n it often will retain the ow spelling

Day Three: Extending the pattern

Word Walls/bulletin boards:

Personal Dictionaries:

Day Four: Practicing the pattern

Pattern stories:

Example: Mike used a **trowel** to spread the **compound** to repair the **scow** on his boat. He had ordered a new one but **countermanded** it when he was informed that his boat was being **impounded**.

Partner challenges:

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
counteract	cowtract	countract	countiract
flounder	flowndr	floundr	floundir
thousand	thowsnd	thousnd	thousind
frowsy	froyse	frowse	frowsee
proress	prouis	prowis	prowes
powerful	pourful	powerful	powerfull
towering	touring	towring	towiring
coward	courd	cowrd	cowerd
drought	drowt	droust	drouht
bountiful	bowntful	bountful	bounteful

Spelling by Pattern: /s/

Phoneme: /s/

Pattern: s and c

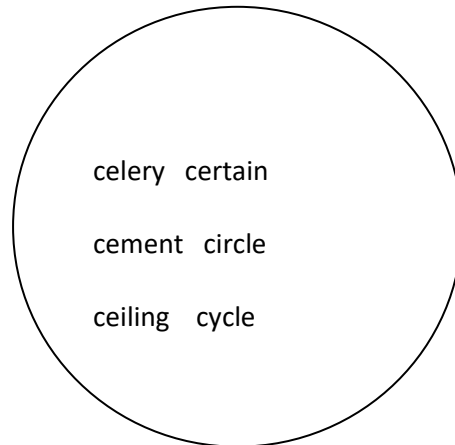
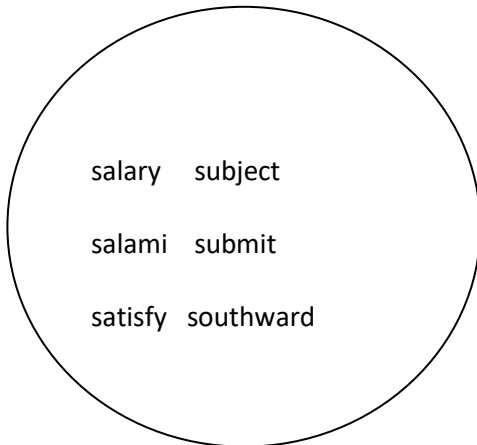
Day One: Sort and Discover the Pattern

Directions: Sort the words based on the spelling of /s/.

Words to sort:

salary celery cement salami ceiling certain satisfy subject circle submit southward cycle

Completed sort:



Questions about the pattern: What do you notice about the pattern of words that begin with s compared to the words that begin with c? (c is often followed by e, i, or y and s is often followed by a, o and u)

Day Two: Extending the pattern

Add words: sourball, sandwich, cymbal, celebrate

Find “Ya buts...” symbol, sent, September, serpent

Discuss “Ya buts...” Often times due to a homophone and you see more ya buts in words that begin with s

Day Three: Extending the pattern

Word Walls/bulletin boards:

Personal Dictionaries:

Day Four: Practicing the pattern

Pattern stories:

Example: Stevie ate a **salami sandwich** with **celery** to **satisfy** his hunger. He was **certain** to keep up his healthy habits by driving **southward** on his **cycle**. To **celebrate** his **success**, Stevie made plans to attend the **cinema**.

Partner challenges:

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
subscribe	sebscrib	subscrib	subscrieb
subtle	sitl	sutl	subtl
civilian	sivln	civlan	civilan
circumference	sircumfrnc	circumfrenc	circumfirence
sacrifice	cakrifis	sacrific	sacrifyce
cyclone	siclou	ciclou	ciclone
cicada	sikada	cykada	cikada
census	sensis	cencus	censis
subordinate	cubordinit	subordinit	subordinite
sound	cownd	sownd	sounde

Spelling by Pattern: /s/

Phoneme: /s/

Pattern: s and c

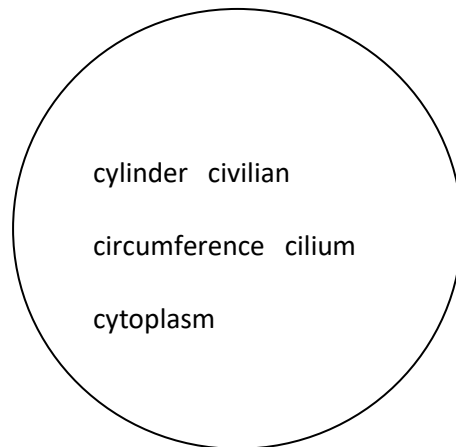
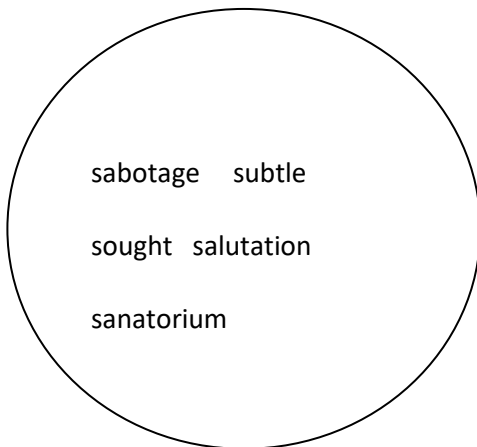
Day One: Sort and Discover the Pattern

Directions: Sort the words based on the spelling of /s/.

Words to sort:

sabotage subtle sought cylinder circumference civilian sanatorium salutation cilium cytoplasm

Completed sort:



Questions about the pattern: What do you notice about the pattern of words that begin with s compared to the words that begin with c? (c is often followed by e, i, or y and s is often followed by a, o and u)

Day Two: Extending the pattern

Add words: cynical, cellular, sophisticated, synopsis

Find “Ya buts...” symbol, sent, September, serpent

Discuss “Ya buts...” Often times due to a homophone and you see more ya buts in words that begin with s

Day Three: Extending the pattern

Word Walls/bulletin boards:

Personal Dictionaries:

Day Four: Practicing the pattern

Pattern stories:

Example: **Sara** needed to find the **circumference** of a **circle**, which was a face of a **cylinder**. She **sought** the help from a **civilian** named **Cindy** who gave her **subtle** hints to find the answer. The last thing **Cindy** would do is **sabotage** her friend.

Partner challenges:

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
subscribe	sebscrib	subscrib	subscrieb
cemetery	semetry	cematery	cematary
civilian	sivln	civlan	civilan
circumference	sircumfrnc	circumfrenc	circumfirence
sacrifice	cakrifis	sacrific	sacrifyce
cyclone	siclou	ciclou	ciclone
cicada	sikada	cykada	cikada
cinnamon	sensis	cencus	censis
subordinate	cubordinit	subordinit	subordinite
celestial	cownd	sownd	sounde

Spelling by Pattern—final /r/

Phoneme: /er/

Pattern: Final -R words (ar, er, or)

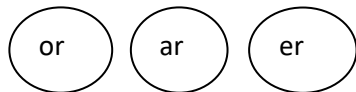
Day One: Sort and Discover the Pattern

Directions: Sort the following words into appropriate pattern column, according to the ending pattern. Be ready to justify your reasons for sorting.

Words to sort:

Cashier	noisier	bother	doctor	cellar	amplifier
Crazier	chapter	motor	pillar	calculator	dirtier
Corner	major	sugar	customer	easier	feather
Harbor	regular				

Completed sort: by word part



Questions about the pattern:

What do you notice? (3 ways to spell the /r/ sound)

Teacher explanation of Agent, comparative, Word part.

Agent: Something who or something that

Comparative: _____ compared to _____

Word part: word ending, what is left

*Comparative to notice: EVERY comparative is ER, not ALL er's are comparative

Put all the comparative in one column. Now put those to the side.

Next, find all the Agent – someone who....words

What do you notice about the remaining?

Day Two: Extending the pattern

Add words: Have students discover words in their books. Also add some of the following;

Minister	laser	anger	consider	monster	auger
Conquer	clamber	leather	helicopter	surrender	numerator
Minor	equator	carrier	author	guitar	ponder
Mentor	moderator	instigator	initiator	inner	miner
Tremor	spectator	solar	stellar	tsar	czar
Vinegar	muscular	circular	singular	spectacular	

Find “Ya buts...” Have students find any words that match the pattern, but not the categories.

Discuss “Ya buts...” Class discussion. Write words on board to figure out where they fit or why they don't.

Day Three: Extending the pattern

Word Walls/bulletin boards: Sort by Agent, Comparative, and word part. Class discussion with whole group. Keep them on display.

Personal Dictionaries: have students add the class list to their own, also bring up words throughout the week that fit the patterns.

Day Four: Practicing the pattern

Pattern stories/sentences:

1. The tailor was nastier to the grumpy customer than he was to the nicer one.
2. The camper woke up earlier than the rooster and went to discuss the matter with his lawyer.

Partner challenges: Using words from the word wall/pattern sheet, come up with 4 structurally correct sentences. Sentences must have a subject and a verb and have at least 6 words.

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
senator	snitr	Sintor	senetor
scissor	sisr	sisor	sissor
funnier	funir	funyer	funier
hangar	hagr	hanar	hayngar
scholar	skalr	skalar	scollar
instigator	nstagtr	nstagator	instigaetor
vinegar	vingr	vingar	vinagar
surrender	sirendr	sirender	sirrender
vapor	vapr	vepor	vaepor
oceanographer	oshngpr	oshngrfer	oshanografer

Spelling by Pattern--/shun/

Phoneme: /shun/

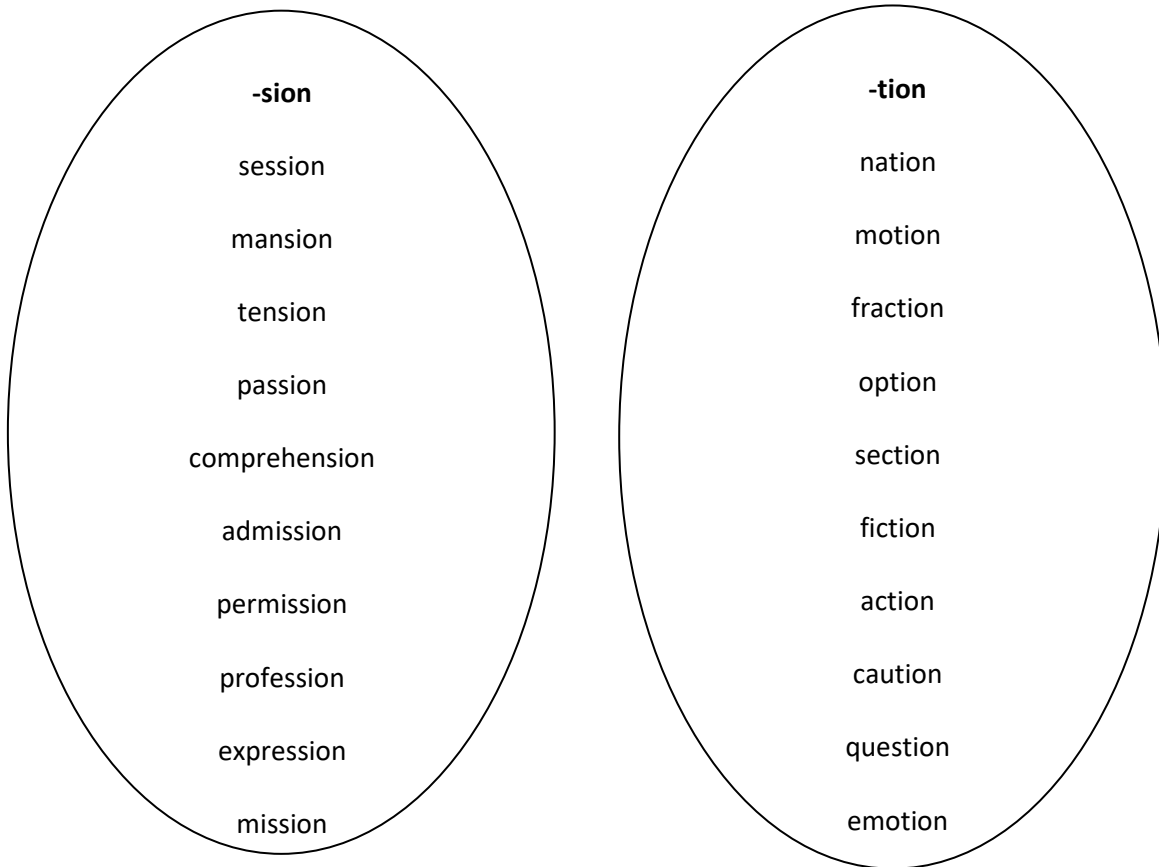
Pattern: tion, sion

Day One: Sort and Discover the Pattern

Directions: Here is a list of 20 words, all containing the /shun/ sound. Let's read them together. (read list together) Now I would like you to cut them apart and sort them into two groups according to their spellings. Once you have them sorted, we will discuss why you sorted them in that way.

Words to sort: session, nation, motion, mansion, tension, fraction, option, passion, mission, section, fiction, admission, permission, action, caution, emotion, question, expression, comprehension

Completed sort:



Questions about the pattern: Does it make a difference as to what vowel or consonant comes before the -tion? How about the -sion?

Day Two: Extending the pattern

Add words: Please search through your reading book and see if you can find more words that fit this pattern or come up with your own.

Find “Ya buts...” Here are some: attention, mention, convention, fashion. Can you find more?

Discuss “Ya buts...”

attention, mention, and convention do not fit the pattern because there is an –n- before a –tion , when the pattern says that –n- comes before –sion.

Fashion doesn't fit either pattern because /shun/ is spelled –shion.

Day Three: Extending the pattern

Word Walls/bulletin boards: Chart paper with each pattern will be hung in places such as the door for students to add words that are not already on there.

Personal Dictionaries: Kids will have a spelling pattern dictionary/notebook. Students should add the new pattern and words to their book.

Day Four: Practicing the pattern

Pattern stories: Try to write sentences or a story using the pattern /shun/.

Example:

Nick is remodeling the bathroom of his mansion. There is tension with his workers for not taking caution in their work. Nick is on a mission to get the job done. He takes action and gives the workers and option to either get the work done or leave. The workers chose the correct option and their intention is to get the bathroom done on time. It is their ambition and passion to complete the job well. Nick's emotions change when he sees the condition of completed bathroom. He now has a good impression of the workers.

Partner challenges: Challenge your partner to come up with a sentence or story that includes more /shun/ words.

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
dimension	dmnshun	dmension	duhmension
omission	omsn	omsion	ommision

pension	pnshn	pinsion	pennsion
compression	cmprshun	cumprission	cumpression
procession	prsesun	pruseession	prosession
ration	rshun	rasstion	rashtion
salutation	salutshun	sulation	salutaetion
destination	dstnashun	distenation	destenation
disposition	dsposisshun	dispuhzition	dispoesition
stimulation	stmulashin	stemulation	stimulaetion

Spelling by Meaning—Base Constancy

Phoneme:

Pattern: Base constancy despite pronunciation changes

****This sort needs to be a throw-away copy as students will highlight on their papers****

Day One: Sort and Discover the Pattern

Directions: match the following words by word pairs, then highlight where the vowel sound changes.

Words to sort:

Reduce, reduction televise, television ignite, ignition provide, provision

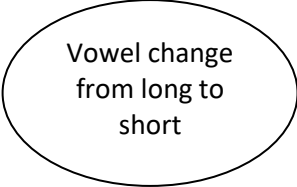
Nation, national produce, production parasite, parasitic extreme, extremity

Athlete, athletic volcano, volcanic

Questions about the pattern: what did you notice about the vowel sounds? Students should come up with: some changed from long to short.

Day Two: Extending the pattern

Completed sort:



Vowel change
from long to
short

Add words:

Nature, natural number, numerous supervise, supervision organize, organization

Crime, criminal humane, humanity

Find “Ya buts...”

Discuss “Ya buts...”

Day Three: Extending the pattern

Word Walls/bulletin boards: Have students, in pair groups, look for other words that fit the pattern in written form. Talk about adding these to the classroom list on the word wall.

Give them the following words to come up with the matching pair;

Reptile (reptilian) compete (competition) mine (mineral) flame (flammable)
Reside (residence) confide (confidence) relate (relative) compose (composition)
Serene (serenity)

Personal Dictionaries/vocabulary book: Add as Frayer model with illustrations

Day Four: Practicing the pattern

Pattern stories:

The officer provided provisions for the troop.

I tried to ignite the grill by using the ignition button.

Partner challenges: Come up with 5 sentences that have at LEAST 7 words in each sentence.

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses

Give students the extension word, then have them come up with the base word. Example: write the extension words on the board, they come up with the base that matches. Both words should be written by student on their sheet. Board would have _____, natural, student should write "Nature, natural".

Mark the long and short vowels in both words.

Compare, comparison define, definition admire, admiration
Custody, custodian generalize, generalization combine, combination
Suffice, sufficient intervene, intervention

Spelling by Meaning: Latin roots, prefixes, suffixes

Latin roots, Prefixes and Suffixes

Step One: Introduce root/prefix/suffix

Directions: Here is a root/prefix/suffix. Write the root/prefix/suffix on the board for the students. Discuss whether it is a root, a prefix, or a suffix. Assign partners to come up with a list of words that contain the specific root/prefix/suffix. Students may use dictionaries, Franklin Spellers, or online resources to help them find words.

Completed Word Lists:

-ful	pre-	form
sorrowful	prefix	uniform
helpful	prehistoric	transform
wishful	preapprove	form
thankful	preheat	format
thoughtful	predict	formal
joyful	prepare	formula
careful	pretest	formation

Step Two: Discover the Meaning

Directions: Class joins back together as a whole to combine words found in pairs. By looking at the words, are students able to determine the meaning of the root/prefix/suffix?

Questions about root/prefix/suffix: What do the meanings of each of the words on the board have in common?

Actual Meanings

-ful	pre-	form
full of	before	shape

Step Three: Practicing the Root/Prefix/Suffix

Word Walls/bulletin boards: Chart paper with each root, prefix, and/or suffix (including definition) will be hung in places such as the door for students to add words that are not already on there.

Frequency Tally: The children will be encouraged to use the words in daily conversation. Somewhere on each chart paper will be a tally box in which root/prefix/suffix use will be recorded.

Step Four: Apply the Words

Stories: Try to write sentences or a story using the root/prefix/suffix learned.

Example:

Nick has a **pretest** in math tomorrow. He is very **careful** and **thoughtful** in studying the **formula** for solving the equations that will be on the test. He takes great **precaution** in **preparing** for the test in hopes that he will receive a high score.

Partner challenges: Challenge your partner to come up with a sentence or story that includes more words.

Step Five: Testing the root, prefix, and suffix

Directions: Give students a list of the words below. Read through them together for clarity. Student comes up with a meaning for the word based on their knowledge of the root, prefix, or suffix. If the student gets the root, prefix, and suffix meaning part correct; one point is awarded; however, if the entire meaning of the word is correct, they receive two points. If the student has does not have any part of the meaning correct, zero points are given.

Test words	1 point response	2 point response
beautiful	full of beaut	full of beauty
careful	full of cars	full of care
delightful	full of light	full of delight
respectful	full of recipes	full of respect
precaution	before safety	taking caution before
prenatal	before bed	before birth
preadolescence	before scenes	before adolescence/teenage years
conform	shape	give or have the same shape
deformed	away from the shape	without shape/no shape
reform	in shape	shape again

Spelling by Meaning: Latin absorbed prefixes

Phoneme: Latin Absorbed prefixes

Pattern: in- “not,” changes to “ir” and “il” and still means “not”

Day One: Sort and Discover the Pattern

Directions: “Sort these words according to how “in” is spelled.”

Words to sort: incompetent, insane, indecent, irrational, irresponsible, irresistible, illogical, illegal, illiterate, impolite, immortal, immature

Completed sort:

in-	ir-	ill-	imm-
incompetent	irrational	illogical	impolite
insane	irresponsible	illegal	immortal
indecent	irresistible	illiterate	immature

Questions about the pattern:

“What do you notice about these base words?”

“When would you use in, ir, im, or il to mean not?”

(When looking at the first letter of the base word, that will help determine which prefix of “not” -ir, il, im to use).

Day Two: Extending the pattern

Directions: “Now add words to your list. Use resources to help you.”

Add words: invisible, inflexible, irrelevant, irradiate, illegitimate

Find “Ya buts...” illuminate

Discuss “Ya buts...” This is not a word that follows the pattern based on meaning.

Day Three: Extending the pattern

Word Walls/bulletin boards: “You will now add words to the classroom word wall.”

Personal Dictionaries: “Add the words you found into your personal dictionary.”

Day Four: Practicing the pattern

Pattern stories: The *immature* boy lost his bike. His mother told him he was *irresponsible* and he needed to find the bike. He thought it was *impossible* to find his bike, but he later realized he left it at his friend's house.

Partner challenges: "Now you and your partner need to create a pattern story. There needs to be at least three words in your story that fit the pattern."

Day Five: Testing the pattern

Challenge words	0 point responses	1 point responses	2 point responses
inorganic	ing	inorganick	inorganik
infinite	inft	infiknit	infinif
illegible	ilg	illegbl	ilejabl
impatient	imt	impashunt	impashent
irrevocable	irvc	irrivokabl	iravokabl
irreversible	irsbe	irrivorsabl	irivirsabl
illicit	ilt	illicit	ilisit
intolerant	int	intallrant	intallerant
impartial	iml	imparshl	imparshal
immobile	ibl	imobyle	imobl

Looking at all of the words, what do you think each root means?

Cardio means...

Gram means...

*We will share as a class.

Day Five: Assessment: Test for Greek roots and meanings. (Attachment.)

Comparing Latin and Greek Roots

Objective: To teach students that there are Latin and Greek roots that are spelled differently but mean the same thing AND to help them recognize the difference between Latin and Greek word structures.

Day 1 will be done in pairs. Day 2 will be a full class lesson. Days 3-4 will be done in pairs. Day 5 will be an independent assessment.

Day One: (in pairs)

Sort the root cards so that you are pairing a Latin root with a Greek root with the same meaning. (Hint: Think of words you know that have the root to help decide upon the meaning of the root.)

*Sort cards are attached.

Day Two: (as a whole class lesson)

Review word structures:

Latin words=prefix+root+suffix (Note: Sometimes the Latin word will only have a root+ suffix or will only have a prefix+root.)

Greek words=root+letter+root (Sometimes the letter is “absorbed” if the same letter ends the first root or begins the second root.)

Latin word examples: reaction, dislocate, transportation

Greek word examples: photograph, geology, population

Now, let’s divide the words by their structures so you can see the structure of each word.

Review: How can you tell if the word is Latin? Greek? Give one example of each.

Day Three: (in pairs)

Word list: Using the roots from the sort on Day 1, create a list of 10 words. Try to use as many different roots as possible. You will not use all roots.

Look up the words to verify that each is indeed a real word and to check spelling.

Day Four: (in pairs)

Using your lists of words from Day 3, divide each word into its parts. (Either prefix/root/suffix, prefix/root, root/suffix, or root/letter/root.)

Then, decide (based on the structure) if the word is Latin or Greek and label each word.

Day Five: Assessment (independently done)

Using the list of words, do the following:

1. Divide them by their parts using a / line. (1 point)
2. Decide and label each word as Latin or Greek. (1 point)
3. The final two words are challenge words. Extra credit for getting them correct.

Word List:

1. Multiple
2. Microscope
3. Calorie
4. Biology
5. Stellar
6. Prescription
7. Vitamin
8. Autograph
9. Polygon
10. Arithmetic
11. Metamorphoses
12. Inquisitive

What do the roots mean? What do the words mean? How do you use each word in a sentence?

Meanings to choose from (you will not use all of them)

people	time	rule, government	heat
study of	write	the heart	measure
life	foot	one	two

Example:

The word: **biography**

What does the word mean?

root	bio	+ o	graph (y)	The written story of someone's life.
meaning	life		write	

Sentence: *I read President Obama's bibliography, it told the story of his life until he was elected President of the United States.*

1. The word: **democracy**

What does the word mean?

root		+		
meaning				

Sentence:

2. The word: **thermometer**

What does the word mean?

root		+		
meaning				

Sentence:

3. The word: **cardiogram**

What does the word mean?

root		+		
meaning				

Sentence:

4. The word: **chronology**

What does the word mean?

root		+		
meaning				

Sentence:

Can you mix and match the roots to make two new words?

5. New word:

What does the word mean?

root		+		
meaning				

Sentence:

6. New word:

What does the word mean?

root		+		
meaning				

Sentence:

Word sort: sort by meaning to find words with common meaning characteristics.

Greek pattern (root + o +root) or (root+root)

Latin pattern (prefix+root+suffix)

ob

anti

multi

poly

numer

arith

vita

bio

script

graph	vis	tele
tempor	chron	dem
ethn	min	micro

Latin Greek
more

source: <http://www.prefixsuffix.com/>

enter *meaning* to search for *roots.....* and

Word sort: sort by meaning to find words with common meaning characteristics.

Greek pattern (root + o +root) or (root+root)

Latin pattern (prefix+root+suffix)

obj ection	anti war	multi lingual
poly gamist	enum erate	arith metic
vit amin	bio logy	manu scri pt

autograph

vision

telescope

temporary

chronological

epidemic

ethnicity

miniature

microscope

Latin Greek source: <http://www.prefixsuffix.com/>