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General Lesson Overview

PRE-LESSON PREP

Prior to each lesson, write the spelling words for display in the classroom. Keep the words visible during the week, removing only during test time. You can write the words in manuscript or cursive. Consider syllabifying them if you feel that would help students with the more difficult words. Also consider using colorful letters if you feel that would help. The main **phonograms** (a general term for any letter or letter team) from the Phonics Focus should be in color: red if a vowel or vowel team, excluding silent *e*; blue if a consonant team or consonant blend. Leave all other letters black. There is a Colorful Letters Key in the Appendix of the *Teacher Manual*. Coloring allows the phonetic chunks to stand out. The chosen colors of red and blue align with the Colorful Letters Key, thus providing consistency within the lessons.

INTRODUCTION

The introduction section of each lesson gives you a brief explanation of what is covered in the Phonics Focus. It also includes what the students have covered in previous levels of *Traditional Spelling* regarding the lesson's concept. See the "Phonics Overview for the Teacher" in the Appendix for a more complete explanation of these phonetic concepts.

Some lessons include information about Latin roots that is applicable to students who are studying Latin. If your students are not studying Latin, do not feel you need to cover this material.

TEACHING OVERVIEW

This section includes tips for teaching the words. A complete breakdown of the phonetic components for the spelling words is included in the corresponding chart in the Appendix of the *Teacher Manual*. The chart also explains any exceptions in the word list. It is recommended this chart be analyzed by the teacher prior to introduction of the words on Day One.

Have students point to the Phonics Focus in their book as you read it aloud. Go through the spelling list using the words displayed in the classroom. Have a student read the word and note how the Phonics Focus applies. Sometimes, there will be a word or two in the lesson that is an exception to the Phonics Focus. These words will be in bold at the end of the list. Discuss why they are exceptions (information provided in the Phonetic Components Charts and the Colorful Letters Key in the Appendix of the *Teacher Manual*).

The Teaching Overview section provides thoughts for helping students remember some spelling words. They are not intended to be the only phonetic elements pointed out during the word introduction, but an additional support. In each introduction, help the students look for smaller words within the spelling word and break the word into smaller chunks by syllabifying or removing the prefix and suffix. A smaller chunk is always easier to spell!

DEFINITIONS

These are concise, level-appropriate definitions of each spelling word. They are found in the *Teacher Manual* and used as part of the Day One lesson. Begin by pointing to the spelling word. Have the class repeat the word. Read the definitions in the *Teacher Manual* as well as the sample sentence using the spelling word. Repeat until all words have been defined.

WORD STUDY QUESTIONS

These questions are designed to guide students through a thorough examination of the list words. This can be done independently but should be gone over with the students to be sure they correctly identified the phonetic components of the words. Review the common phonetic terms (located in the Lesson 1 introduction of the *Teacher Manual*). Terms such as consonant blend, consonant team, vowel team, and **schwa** are reviewed here. Students may use the Word Study Reference located just after the student dictionary at the back of the *Student Workbook* as a quick reminder of phonetic terms when completing the Word Study section of their lesson. For the first few weeks, working through this section as guided classwork may be required. Teachers who don't feel confident about teaching phonetic concepts should rely heavily on the Phonetic Components Charts and Colorful Letters Key in the Appendix.

On the second page of the lesson in the *Student Workbook*, there is a box called Sneaky Schwa Vowels that details the **schwa** vowels and vowel teams within the list words. Be sure to go over the information in this box with students so they won't be tricked by these vowels!

INDEPENDENT WORK

The student should **Say, Spell, Say** the entire spelling list daily. This is an oral activity to be completed as the student looks at each word. Have the student say the word, spell the word, then say it again. E.g., "fox, f-o-x, fox." Say, Spell, Say will be after the introduction of the new spelling words on Day One. Begin each subsequent day with Say, Spell, Say. Then complete the Independent Work.

The Latin & Greek Roots section provides additional information about the spelling words' origin and highlights Latin words the students who use *Latina Christiana*, *First Form Latin*, *Second Form Latin*, and *Third Form Latin* will recognize.

Written work in the *Student Workbook* should be completed in class under the teacher's supervision. For best results, have students complete one section and then go over answers, allowing corrections. Continue in this manner until the page is complete. The crossword puzzle is optional and may be completed as time and interest permit. Students should write the spelling words each day on a separate sheet of paper or in a notebook dedicated to spelling.

DICTATION

This section provides practice using list words in the context of a sentence. The practice can include current lesson words as well as words from previous lists. Teachers may give verbal cues to help students identify the review words. This practice helps to indicate if students are able to encode (write) the spelling words within the context of a sentence. Students complete this portion of the lesson on the third page of the *Student Workbook*.

Three readings of the sentence are instructed, but you may repeat the sentence as often as needed for the first several weeks. As the year progresses, you should be able to repeat fewer and fewer times.

Correct all dictation immediately, allowing students to write corrections in red pencil on the line next to the error. Do not erase the original. These errors will be valuable for the parent or teacher who studies with the student before the test.

FINAL TEST

If you wish, play a Spelling Review Game chosen from the Appendix.

Before the test, make copies of the Spelling Test Form in the Appendix and give each student a copy. Dictate the spelling words and the sentence in the Day Five Final Test. Model the dictation of sentences exactly as you did the Day Three Dictation.

After you have corrected the tests, review mistakes individually with students. If more than three mistakes are made, review of the lesson may be beneficial. If one or two words are missed, add these to the next week's Dictation and Final Test.

LESSON 1

INTRODUCTION

Any lesson on syllabication must include a study of the short vowel sounds. By this level of *Traditional Spelling*, short vowels have been practiced at each stage due to the complexity of these nuanced sounds. The focus is now upon syllables, using the general rule that a closed first syllable contains a short vowel followed by a consonant. This CVC (consonant-vowel-consonant) or CVCC (consonant-vowel-consonant-consonant) pattern has been included in every level when studying the short vowel sounds. In this lesson, we review the three places to divide a closed syllable.

The following paragraphs include some terms commonly used in the *Traditional Spelling* program that students who have used prior levels will already understand. If your student is new to the program, please cover the information thoroughly and review it often to ensure complete understanding since the terms are referenced in every lesson.

A consonant **blend** consists of two or three consonants next to each other in a word; every letter sound is heard. Some common consonant blends are: l-blends (**bl, cl, fl, gl, pl, sl**), r-blends (**br, cr, dr, fr, gr, pr, tr**), s-blends (**sc, sk, sm, sn, sp, st**), w-blends (**sw, tw**), and final consonant blends (**nd, nt, st, mp, ft, pt, xt, lt, lf, lk, lp**).

A consonant **team** or vowel **team** consists of two or more letters next to each other in a word; these letters work together to make one sound, so you cannot hear each letter individually. Some common consonant teams are the h-teams (**ch, sh, th, wh**) and **ck, ng, qu**. Some common vowel teams are: **ai, ay, ee, ea, igh, ie, oa, oe, ow, ou, ough, oy, ui, ew, le, and al**. The r-controlled vowel teams all include an r. The most common are: **ar, er, ir, or, ur**. Lessons 17-19 are devoted to r-controlled vowels; if they are new to you, use these lessons to become familiar with them.

Double letters at the end of a word are considered a team because they make one sound. Note that sometimes a consonant team will contain a vowel and sometimes a vowel team will contain a consonant, so try to consider the main sound of the team to help categorize it as a consonant team or vowel team. There are other examples of blends and teams listed in the Appendix of this manual in a section called: Phonics Overview for the Teacher. Please read through this supplement before starting the course.

By this level of spelling, students have been introduced to all the phonograms in the English language and are able to decode. Any words that break the decoding rules or spellings will be labeled as an exception to the rule. Exceptions within the lists will be found at the bottom in bold. Not all lists include an exception.

Day One

.....

TEACHING OVERVIEW

- Remember to review the short vowel sounds at the beginning of the lesson to ensure students recall those individual sounds correctly. (**ă** as in *apple*, **ĕ** as in *egg*, **ĭ** as in *igloo*, **ŏ** as in *octopus*, **ŭ** as in *umbrella*)
- Breaking a word into syllables is the best way to help students spell longer, multisyllabic words. Every syllable must contain a vowel, so the number of vowels or vowel teams you see or hear in a word is usually equal to the number of syllables the word has. **Syllabication Rule #1:** There are as many syllables as vowel sounds. Silent **e**, of course, does not make a new syllable.
- Two common guidelines for syllabication are covered in these first two lessons on open and closed syllables. Open syllables refer to syllables ending with a long vowel sound (we will cover these in Lesson 2), and closed syllables contain a short vowel and are closed off by a consonant. Therefore, if you hear a short vowel sound, the consonant following it will close it off to complete the syllable. **Syllabication Rule #2:** A short vowel syllable is closed with a consonant. A long vowel syllable is open, not closed by a consonant.
- **Syllabication Rule #3:** Divide words between consonants and double consonants, but not between consonant blends and teams. However, this rule is sometimes broken in *Traditional Spelling VI* due to the origin of the word or the prefixes/suffixes (also called affixes) added to the original base word/root. You will see consonant blends and teams split between syllables beginning in Lesson 8 (e.g., **dge** and **sc**).

- **Syllabication Rule #4:** The **le** at the end of the word makes a new syllable and usually captures the consonant before it.
- Review the basic Syllabication Rules in the Appendix. Think of syllabication as a tool to help with reading and spelling rather than a skill to be taught.
- Always encourage students to break large words into smaller chunks or syllables when spelling.
- Another helpful technique is to look for smaller words within the larger word.
- **Schwa** vowels are any vowels that make /ǘ/. They are represented in the dictionary by an inverted **e** (ə). A **schwa** vowel will often come at the end of a word before **n** or **r**.
- The dictionary will often list **u** making /ǘ/ with a **schwa** symbol. For our program, we always list short **u** as **ǘ**.
- Sometimes a vowel makes the sound of a different vowel. For example, the **a** in *beverage* makes /ǘ/. This is not a **schwa** vowel sound. The **schwa** sound is always /ǘ/. Student attention must always be drawn to the **schwa** vowels because they are not written as they sound.
- In the words *acquire* and *vanilla*, the first syllable contains a **schwa** vowel. In *acquire*, the first syllable with the **schwa** **a** is closed off with a consonant; in *vanilla*, the first syllable with the **schwa** **a** is left open.
- In *vanilla*, the second syllable is the closed syllable, while all other list words have a closed first syllable.
- Throughout the Colorful Letters Key, we will indicate the components of a multisyllabic prefix or suffix in color only in the lesson it is introduced. Afterward, the affix will be in black like all affixes that are one syllable. For example, see the suffix **-ity** in *pub·li·ci·ty* in this lesson.



LESSON 1



PHONICS FOCUS

- A closed syllable ends with a consonant, and the vowel is normally short.
- Words with closed syllables can be divided in one of the following ways:
 - » Between two consonants. **Ex: ab-sence**
 - » Between double consonants. **Ex: dif-fer-ent**
 - » After the first closed syllable. **Ex: am-a-teur**
- **Note:** In most cases, we apply these rules to the first syllable, though many of them apply to other syllables as well. **Ex: va-nil-la**
It is syllabicated between double consonants toward the end of the word.

1. different	<i>different</i>
2. amateur	<i>amateur</i>
3. canceled	<i>canceled</i>
4. absence	<i>absence</i>
5. separate	<i>separate</i>
6. privilege	<i>privilege</i>
7. hesitate	<i>hesitate</i>
8. diction	<i>diction</i>
9. sanguine	<i>sanguine</i>
10. manufacture	<i>manufacture</i>
11. contents	<i>contents</i>
12. vegetable	<i>vegetable</i>
13. octave	<i>octave</i>
14. salary	<i>salary</i>
15. tolerant	<i>tolerant</i>
16. volatile	<i>volatile</i>
17. publicity	<i>publicity</i>
18. beverage	<i>beverage</i>
19. vanilla	<i>vanilla</i>
20. acquire	<i>acquire</i>

Write the words in which the closed first syllable contains the vowel: short **a**.

1. amateur
2. canceled
3. absence
4. sanguine
5. manufacture
6. salary

Write the words in which the closed first syllable contains the vowel: short **e**.

7. separate
8. hesitate
9. vegetable
10. beverage

Write the words in which the closed first syllable contains the vowel: short **i**.

11. different
12. privilege
13. diction

Write the words in which the closed first syllable contains the vowel: short **o**.

14. contents
15. octave
16. tolerant
17. volatile

Write the word in which the closed first syllable contains the vowel: short **u**.

18. publicity

Write the words with a **schwa** vowel in the first syllable.

19. vanilla
20. acquire

4

Lesson 1 • Day 1

DEFINITIONS

1. **different** – *adj.* not the same as others; distinct
» *The store has many **different** kinds of toys.*
2. **amateur** – *n.* one who engages in or pursues something but isn't a professional
» *He could not play in the professional league because he was only an **amateur**.*
3. **canceled** – *v.* 1. invalidated; 2. called off; 3. equalized
» *Inclement weather caused the game to be **canceled**.*
4. **absence** – *n.* 1. state or condition in which something is not present; 2. failure to be where expected or the period of time absent
» *Your **absence** from school was excused since you had a fever.*
5. **separate** – *v.* 1. to keep apart; 2. to distinguish between; 3. to isolate
» *Please **separate** the shells from the nuts.*

REVIEW

- Every syllable must have a vowel. Sometimes the only letter in a syllable is a vowel and sometimes that vowel is y.
- At this advanced level, we can no longer put all the focus on the first syllable alone. When studying open and closed syllables, we will still focus on the first syllable, but you should notice how other syllables can also be closed.
- The syllabication rule that is never broken is dividing into syllables between double consonants. We always divide between double consonants.
- When a vowel makes the **schwa** sound similar to /ū/, it sometimes affects the syllabication rules. We need to note any vowel making /ə/. In **acquire**, the **schwa** does not affect syllabication and the first syllable is closed.
- We usually syllabicate right after a prefix and just before a suffix. **Ex: dic-tion**

WORD STUDY QUESTIONS

- Which words end with a suffix? Highlight the suffix.

canceled	contents
absence	dic-tion
publicity	
- Which words have an *r*-controlled vowel team (including *schwa* and *r* endings)? Highlight the team.

different
amateur
tolerant
beverage
- Which words end with silent *e* not part of a suffix or team?

separate	octave
hesitate	volatile
sanguine	acquire
- Which word has a *qu* consonant team?

acquire

- Which word has an *s* that makes /z/?

hesitate

- What sound do the *a* in *beverage* and *octave* and the first *e* in *privilege* make?

/ɪ/

- Which word has a silent syllable?

vegetable

- Which words have double consonants?

different
vanilla
- Which word has an unusual spelling for /ch/?

amateur



SNEAKY
SCHWA
VOWELS

a	e	on	el
amateur	absent	diction	canceled
separate	different	er	le
vegetable	i	different	vegetable
salary	privilege	tolerant	
	volatile	beverage	

- privilege** – *n.* a special right, benefit, or favor usually associated with a rank or position
 » If you would like a **privilege**, you must demonstrate maturity.
- hesitate** – *v.* to be slow or pause due to uncertainty
 » The young child may **hesitate** before going down the slide.
- diction** – *n.* 1. enunciation; 2. word choice with regard to clarity or accuracy
 » She concentrated on her **diction** as she recited the poem.
- sanguine** – *adj.* 1. cheerfully optimistic and accepting; 2. the color of blood; ruddy
 » He was a joy to be around because of his **sanguine** personality.
- manufacture** – *v.* to create a product; *n.* act or process of producing something
 » Do you **manufacture** all the parts at this factory?
- contents** – *n.* things contained or held within a receptacle
 » She emptied the **contents** of her backpack in her room.

12. vegetable – *n.* edible plant

- » A tomato is technically a fruit and not a **vegetable**.

13. octave – *n.* 1. in music, an interval of eight degrees; 2. in poetry, a stanza of eight lines

- » The pianist played the melody an **octave** lower during the rehearsal.

14. salary – *n.* money regularly paid to a person for services

- » His promotion at work included an increase in **salary**.

15. tolerant – *adj.* 1. willing to accept something as legitimate when it differs from your own belief; 2. accepting or permitting something that you do not like

- » Be **tolerant** when your little sister wants to help but makes a mess.

16. volatile – *adj.* 1. subject to rapid change; 2. explosive

- » The meeting was **volatile** until the two sides reached a compromise.

17. publicity – *n.* information or news that attracts the public's interest

- » We were hoping for some **publicity** for the open house.

18. beverage – *n.* a liquid for drinking

- » The waiter asked which **beverage** I would like.

19. vanilla – *n.* 1. tropical vine in the orchid family with seedpods used for flavoring; 2. flavoring extract from the vanilla plant; 3. plain or ordinary; *adj.* flavored with vanilla

- » **Vanilla** is a popular ice cream flavor because it pairs well with other flavors.

20. acquire – *v.* 1. to gain possession; 2. to obtain through effort or experience

- » You must **acquire** tokens from each person to win the game.

INDEPENDENT WORK

- Complete the first page of Lesson 1.
- Corporately check work for neatness and accuracy.

Day Two

INDEPENDENT WORK

1. Complete the second page of Lesson 1.
2. Corporately check work for neatness and accuracy.

Day Three

INDEPENDENT WORK

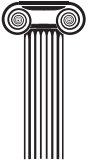
1. Complete the third page of Lesson 1.
2. Corporately check work for neatness and accuracy.

DICTATION

1. The **contents** of the document were **volatile** and caused unwanted **publicity**.
2. It is a **privilege** to have a job with a **salary**.
3. The company will sell a **beverage** made from one kind of **vegetable** and **vanilla**.

LATIN ROOTS

1. *amo, amare, amavi, amatus* (to love) amateur
2. *volo, volare, volavi, volatus* (to fly) volatile
3. *teneo, tenere, tenui, tentus* (to hold) contents
4. *dico, dicere, dixi, dictus* (to say) diction
5. *paro, parare, paravi, paratus* (to prepare) separate
6. *manus, manus, f. (hand) and facio, facere, feci, factus* (to make) manufacture
7. *lex, legis, f. (law)* privilege
8. *octavus, octava, octavum* (eighth) octave



WORD STUDY

Syllables: Breaking words into small chunks or syllables is helpful for spelling. Write the first syllable of each spelling word. Remember that all but two will have a short vowel and closed first syllable.

- | | | | |
|--------------------------|---------------------------|-------------------------|--------------------------|
| 1. hesitate <u>hes</u> | 6. manufacture <u>man</u> | 11. contents <u>con</u> | 16. tolerant <u>tol</u> |
| 2. privilege <u>priv</u> | 7. sanguine <u>san</u> | 12. beverage <u>bev</u> | 17. vegetable <u>veg</u> |
| 3. publicity <u>pub</u> | 8. absence <u>ab</u> | 13. amateur <u>am</u> | 18. salary <u>sal</u> |
| 4. octave <u>oc</u> | 9. canceled <u>can</u> | 14. volatile <u>vol</u> | 19. acquire <u>ac</u> |
| 5. diction <u>dic</u> | 10. different <u>dif</u> | 15. separate <u>sep</u> | 20. vanilla <u>va</u> |

WORD WITHIN A WORD: One of the best ways to help spell a long or unfamiliar word is to look for smaller words you know within that long word. Write **one** word that you find within the list word.

- | | |
|--------------------------------------|--|
| 1. manufacture <u>man, fact, act</u> | 4. amateur <u>mat, mate, ate</u> |
| 2. contents <u>con, ten, tent(s)</u> | 5. vanilla <u>van, nil, ill</u> |
| 3. volatile <u>tile</u> | 6. tolerant <u>era, ran, rant, ant</u> |

Note: Answers may vary. We will only list words that have three letters or more.

DICTATION

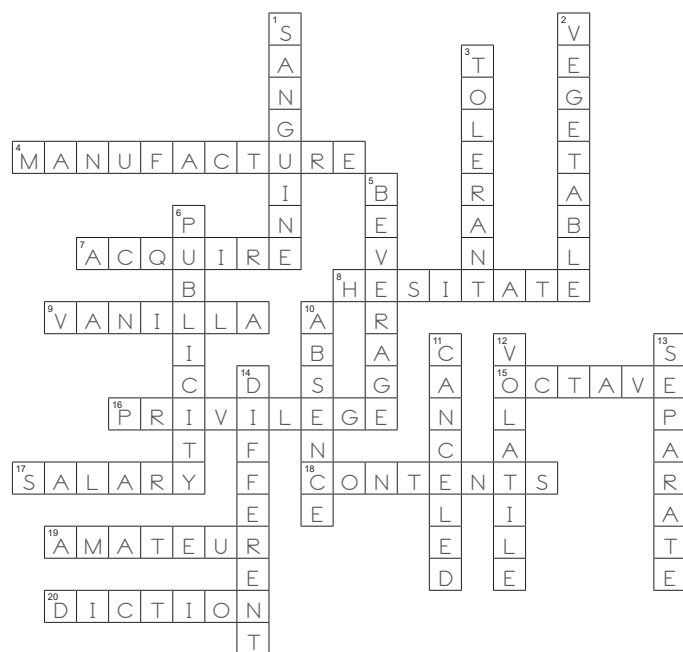
1. _____
2. _____
3. _____

Day Four

INDEPENDENT WORK

1. Complete the fourth page of Lesson 1.
2. Corporately check work for neatness and accuracy.

CROSSWORD: Complete the crossword puzzle by writing a list word for each definition clue. You can check your answers by looking up the definitions of the words in the dictionary at the back of your spelling book.



DOWN

1. cheerfully optimistic and accepting
2. edible plant
3. willing to accept something as legitimate when it differs from your own belief
5. a liquid for drinking
6. information or news that attracts the public's interest
10. state or condition in which something is not present
11. invalidated
12. subject to rapid change
13. to keep apart
14. not the same as others

ACROSS

4. to create a product
7. to gain possession
8. to be slow or pause due to uncertainty
9. tropical vine in the orchid family with seedpods used for flavoring
15. in music, an interval of eight degrees
16. a special right, benefit, or favor usually associated with a rank or position
17. money regularly paid to a person for services
18. things contained or held within a receptacle
19. one who engages in or pursues something but isn't a professional
20. enunciation

Day Five

FINAL TEST

Spelling Words

1. We add **vanilla** pudding to our cake mix.
2. Her **sanguine** personality helped her make friends easily.
3. Water is the only **beverage** you may have in the theater.
4. How did you **acquire** all those pencils?
5. Our class will use the lunchroom at a **different** time from the primary grades.
6. With all the **publicity**, we expect to make a nice profit.
7. Our city is known for the **manufacture** of automobiles.
8. The **volatile** nature of those chemicals requires them to have a hazardous label when shipping.

9. The performance was clearly given by an **amateur**.
10. The farm grows only one type of **vegetable**.
11. My mother **canceled** her order for a new coffee maker.
12. Can you sing this high, or do we need to go down an **octave**?
13. Your **absence** from the birthday party will be noticed.
14. A person's **salary** is a private matter between him and his employer.
15. Please do not **hesitate** to ask for help if you do not understand.
16. It will be a **privilege** to teach you this year.
17. When speaking in public, be sure to use proper **diction**.
18. Airport security searched the **contents** of her suitcase.
19. He was not **tolerant** of the salesman's aggressiveness.
20. Mom insists I **separate** my laundry rather than washing everything in one load.

Sentence

Note: Dictation sentences may contain review words from previous lessons, which are underlined. Current list words are bolded.

Say: Put your pencils down. I will now dictate a sentence, so listen closely. It will include one or more spelling words.

- *Emphasize the bold words:*
Can you **acquire** **publicity** in a less **volatile** manner? *Pause.*
- Now I will say the sentence again and you will repeat it after me.
Say the sentence. Students repeat.
- Now, pick up your pencils. I will repeat the sentence one more time and you will write this sentence. *Say the sentence.*

LESSON 16

INTRODUCTION

In English, we have one letter for /f/, but the Latin spelling for that sound is **ph**. The Greek team for /f/ is **gh** if it comes at the end of a word.

Day One

DEFINITIONS

1. **cacophony** – *n.* harsh combination of sounds
» *We knew the starlings were migrating when we walked outside to a **cacophony** of birdsong.*
2. **euphoria** – *n.* feeling of elation or well-being
» *I awakened with a sense of **euphoria** on Christmas morning.*
3. **photosynthesis** – *n.* process by which plants make food by means of sunlight and water
» *Leaves produce food for the rest of the plant through **photosynthesis**.*
4. **demographic** – *n.* a specific group of the population with associated statistical characteristics
» *We were focused on the **demographic** of elderly men and women.*
5. **sapphire** – *n.* gem that is typically a deep blue color
» *He gave his wife a necklace with a **sapphire** for her birthday.*
6. **epiphany** – *n.* a sudden insight or understanding
» *While struggling for the correct answer, he had an **epiphany** that there was more than one answer.*
7. **symphonic** – *adj.* suggestive of a symphony in character
» *The concert hall was the ideal place to hear **symphonic** music performed.*
8. **claustrophobic** – *adj.* having a fear of enclosed spaces
» *He felt **claustrophobic** every time the elevator doors closed.*



LESSON 16

PHONICS FOCUS

- The sound of /f/ is usually spelled with the letter **f**, but the consonant teams **gh** and **ph** also make this sound.
- Sometimes these teams are part of a vowel team: **ough**, **ough**.
Ex: laughing, roughneck

- | | |
|-------------------|----------------|
| 1. cacophony | cacophony |
| 2. euphoria | euphoria |
| 3. photosynthesis | photosynthesis |
| 4. demographic | demographic |
| 5. sapphire | sapphire |
| 6. epiphany | epiphany |
| 7. symphonic | symphonic |
| 8. claustrophobic | claustrophobic |
| 9. topographer | topographer |
| 10. roughneck | roughneck |
| 11. peripheral | peripheral |
| 12. emphatically | emphatically |
| 13. phantom | phantom |
| 14. sarcophagus | sarcophagus |
| 15. laughing | laughing |
| 16. metaphor | metaphor |
| 17. paraphrase | paraphrase |
| 18. calligraphy | calligraphy |
| 19. hyphenate | hyphenate |
| 20. metamorphosis | metamorphosis |

Write the words with /f/ spelled **gh**.

1. roughneck
2. laughing

Write the words with /f/ spelled **ph**.

3. cacophony
4. euphoria
5. photosynthesis
6. demographic
7. sapphire
8. epiphany
9. symphonic
10. claustrophobic
11. topographer
12. peripheral
13. emphatically
14. phantom
15. sarcophagus
16. metaphor
17. paraphrase
18. calligraphy
19. hyphenate
20. metamorphosis

REVIEW

- Sometimes a consonant team is followed by **r**, making a three-letter consonant blend.
Ex: **paraphrase**
- Both **er** and **or** are spellings for the **schwa** and **r** endings, but not every word that ends in **or** is a **schwa** and **r** ending.
Ex: **topographer** - **schwa** and **r** ending, **metaphor** - NOT a **schwa** and **r** ending
- The vowel before **ck** is always short.
Ex: **roughneck**

9. **topographer** – *n.* specialist who records the natural and man-made features of a place on maps or charts
» *The city hired a **topographer** to work on the proposal for a new neighborhood.*
10. **roughneck** – *n.* 1. an uncouth or rowdy person; 2. a worker on an oil-drilling crew
» *I don't recommend befriending a **roughneck**.*
11. **peripheral** – *adj.* 1. relating to the outer part of the field of vision; 2. relating to an outer boundary
» *The optometrist checked his **peripheral** vision during the eye exam.*
12. **emphatically** – *adv.* expressed in a forceful and definite way
» *Once Father **emphatically** says "no," don't ask again or there will be consequences.*
13. **phantom** – *n.* apparition or ghost; *adj.* appearing like a phantom
» *The musical features a mysterious man in an opera house who disguises himself as a **phantom**.*

WORD STUDY QUESTIONS

1. Which word has a prefix?
demographic
2. Which words have a suffix?
photosynthesis
demographic
symphonic
claustrophobic
topographer
peripheral
emphatically
laughing
hyphenate
metamorphosis
3. Which words end with silent *e* not part of a suffix?
sapphire
paraphrase
4. Which words contain *y* that makes /i/?
photosynthesis
symphonic
5. Which word is a compound word?
roughneck
6. Which words have double consonants?
sapphire
emphatically
calligraphy
7. Which words contain a vowel team with *u*? Highlight the team.
euphoria
claustrophobic
roughneck
laughing
8. Which words have an *r*-controlled vowel team (including *schwa* and *r* endings)? Highlight the team.
euphoria
topographer
peripheral
sarcophagus
metaphor
paraphrase
metamorphosis

20. **metamorphosis** – *n.* 1. transformation of an animal's form; 2. marked change in appearance or character
» *A caterpillar undergoes **metamorphosis** before becoming a butterfly.*

INDEPENDENT WORK

1. Complete the first page of Lesson 16.
2. Corporately check work for neatness and accuracy.

Day Two

INDEPENDENT WORK

1. Complete the second page of Lesson 16.
2. Corporately check work for neatness and accuracy.

SNEAKY SCHWA VOWELS	a		e	o	en
	cacophony	metaphor	photosynthesis	cacophony	hyphenate
	euphoria	paraphrase	peripheral	demographic	er
	epiphany	calligraphy		claustrophobic	topographer
	topographer	metamorphosis	i	topographer	al
	sarcophagus		photosynthesis	phantom	peripheral
				metamorphosis	emphatically

14. **sarcophagus** – *n.* a coffin made of stone and often decorated or inscribed
» *The **sarcophagus** is on display at the museum.*
15. **laughing** – *v.* expressing delight or amusement with sounds
» *My friends were **laughing** so hard they could barely catch their breath.*
16. **metaphor** – *n.* a figure of speech in which you refer to one thing in terms of another
» *My teacher said I was a peach, but that was just a **metaphor** meaning she was pleased with me.*
17. **paraphrase** – *n.* a restatement of text in another way; *v.* to restate using different words
» *The **paraphrase** is shorter than the original story.*
18. **calligraphy** – *n.* decorative handwriting
» *Aunt Melanie used **calligraphy** to address her wedding invitations.*
19. **hyphenate** – *v.* to connect words with a hyphen
» *Always **hyphenate** numbers like twenty-one and ninety-nine.*

Day Three

INDEPENDENT WORK

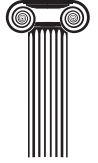
1. Complete the third page of Lesson 16.
2. Corporately check work for neatness and accuracy.

DICTATION

1. I wonder if caribou eat wholesome sorghum.
2. Do you dispute the punctuality of the surgeon?
3. Fascination with a pendulum can cause drowsiness.

GREEK ROOTS

1. *topos* (place) and *graphein* (to write) topographer
2. *epiphaneia* (appearance) epiphany
3. *kalligraphia* (beautiful writing) calligraphy
4. *peri-* (around) and *pherein* (to carry, bear) peripheral
5. *eu-* (well) and *pherein* (to carry, bear) euphoria
6. *kakos* (bad) and *phōnē* (sound) cacophony



Note: *Metaphor* and *metamorphosis* are borrowed directly from the Greek!

WORD STUDY

Think About This: The word **graph** has to do with a drawn or written representation of something. Knowing this, see how this correlates with the meaning of the following list words:

topographer

calligraphy

demographic

WORD WITHIN A WORD: One of the best ways to help spell a long or unfamiliar word is to look for smaller words you know within that long word. Write **one** word that you find within the list word.

- | | |
|---------------------------------------|---|
| 1. sarcophagus <u>arc, cop</u> | 6. calligraphy <u>call, all, graph, rap</u> |
| 2. phantom <u>ant</u> | 7. emphatically <u>hat, tic, call, all</u> |
| 3. metaphor <u>met, tap</u> | 8. sapphire <u>sap, ire</u> |
| 4. hyphenate <u>hyphen, hen, ate</u> | 9. epiphany <u>any</u> |
| 5. paraphrase <u>par, rap, phrase</u> | 10. cacophony <u>cop, phony</u> |

Note: Answers may vary. We will only list words that have three letters or more.

DICTATION

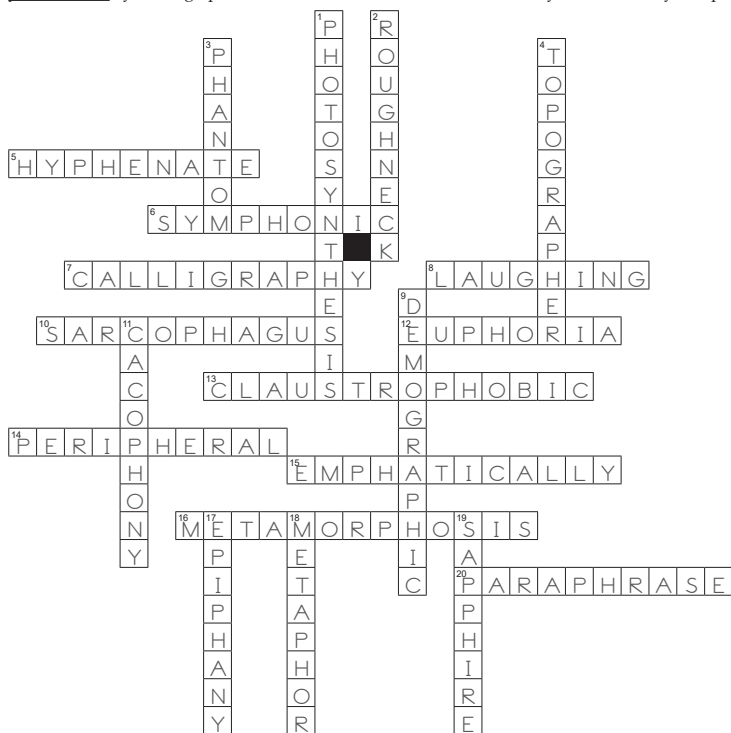
1. _____
2. _____
3. _____

Day Four

INDEPENDENT WORK

1. Complete the fourth page of Lesson 16.
2. Corporately check work for neatness and accuracy.

CROSSWORD: Complete the crossword puzzle by writing a list word for each definition clue. You can check your answers by looking up the definitions of the words in the dictionary at the back of your spelling book.



DOWN

1. process by which plants make food by means of sunlight and water
2. an uncouth or rowdy person
3. apparition or ghost
4. specialist who records the natural and man-made features of a place on maps or charts
9. a specific group of the population with associated statistical characteristics
11. harsh combination of sounds
17. a sudden insight or understanding
18. a figure of speech in which you refer to one thing in terms of another
19. gem that is typically a deep blue color

ACROSS

5. to connect words with a hyphen
6. suggestive of a symphony in character
7. decorative handwriting
8. expressing delight or amusement with sounds
10. a coffin made of stone and often decorated or inscribed
12. feeling of elation or well-being
13. having a fear of enclosed spaces
14. relating to the outer part of the field of vision
15. expressed in a forceful and definite way
16. transformation of an animal's form
20. a restatement of text in another way

Day Five

FINAL TEST

Spelling Words

1. The **roughneck** was always causing trouble in town.
2. During **metamorphosis**, the tadpole became a frog.
3. She could still see using her **peripheral** vision.
4. Do you understand how to **hyphenate** correctly?
5. Only one team would experience the **euphoria** of winning the game.
6. I am interested in taking lessons in **calligraphy**.
7. Principal Jones stated **emphatically** that no high-heeled shoes were allowed on the new gym floor.
8. We learned about **photosynthesis** during our study of trees in science class.

9. The novel was about pirates and a **phantom** ship that sailed the seas.
 10. Does a career as a **topographer** sound interesting to you?
 11. She would prefer a **sapphire** rather than an emerald or ruby.
 12. Why did Mom use the **metaphor** "disaster area" when describing my bedroom?
 13. You can see King Tut's **sarcophagus** if you visit Egypt.
 14. Just before bed, I had an **epiphany** that changed the way I viewed the whole day.
 15. Dad began **laughing** as I told the story.
 16. Please **paraphrase** the section we read today in class.
 17. The **symphonic** music was heard by all who entered the building.
 18. What is the target **demographic** for this commercial?
 19. My uncle starts sweating and trembling when he feels **claustrophobic**.
 20. I heard a **cacophony** of loud voices coming from the unsupervised classroom.
- Sentence:** Their **laughing** was not a **symphonic** sound but more like a **cacophony** of noise.