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General Lesson Overview

PRE-LESSON PREP

Prior to each lesson, write the spelling words for display in the classroom. Print the spelling words rather than using cursive to make syllabication easier to see. 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. Keep the words visible during the week, removing only during test time.

INTRODUCTION

The introduction section of each lesson gives you a brief explanation of what is covered in the Phonics Focus, including dictionary spellings of English sounds, e.g., /ô/. While these dictionary spellings are a good background for the teacher, students should not be expected to master them.

The section 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. For example, if the Phonics Focus was short vowels, the student would read the word *fox*, then say there is a short **o** in *fox*. As you read through the spelling list, point out the exceptions to the Phonics Focus. Discuss why they are exceptions. For example, if the spelling list had *come*, you would say, "Come has a silent **e**, which should make the vowel before it say its long sound. But in *come*, the vowel before the silent **e** is making the sound of short **u**." These are the kinds of tips that can be found in the phonetic components charts.

Each lesson includes a small section of bullet points that supplement the charts by providing 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 syllabication 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. Ask a student to give the meaning of the word, using the definitions in the *Teacher Manual* for assistance. Call upon another student to use the word in a sentence. 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. 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.

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*, and *Second 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 includes current lesson words as well as words from previous lists. It 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.

Dictation will include review of words from any previous lesson. Teachers may give verbal cues to help students identify the review words.

FINAL TEST

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.

The **Sample Lesson Plan** on the following pages will give you further instructions about how to complete each lesson. Pay careful attention in order to teach each lesson thoroughly.

Sample Lesson Plan

Day One

1. Introduce **spelling words**.

- Prior to class, have the spelling words displayed on the board. (See "Pre-Lesson Prep" in the preceding General Lesson Overview.) *Students' books should be closed.*
- Teacher reads through the list first because pronunciation is important.
- Class repeats.

2. Isolate sounds and group like words.

- Go over **phonetic components** and **definitions** of individual words as indicated in the General Lesson Overview.
- Say, Spell, Say entire list together as a group. *Finally, have students open their books.*

3. Complete the **first page** of the lesson in the *Student Workbook*.

- Go through instructions together.
- Immediately review answers as a group, checking and correcting.

4. Homework: Write words on a separate sheet of paper or in a notebook dedicated to spelling.

Day Two

1. Say, Spell, Say words together as a group.

2. Have students complete the Word Study Questions on the **second page** in the *Student Workbook*. Consult the Word Study Reference located just after the student dictionary in the Appendix of the *Student Workbook* when necessary. Check answers immediately. (For the first few weeks, working through this section as guided classwork may be required.)

3. Homework: Write words on a separate sheet of paper or in a notebook dedicated to spelling.

Day Three

1. Say, Spell, Say words together as a group.

2. Discuss Latin and Greek roots if applicable.

3. Complete the other portions of the **third page** in the *Student Workbook*.

4. For Dictation, use the directions in the General Lesson Overview.

- While dictating, make sure to enunciate clearly for the students.
- Afterwards, have students take out red pencils and review answers as a class. Allow students to make corrections. The teacher then checks individual student answers, making observations and notes as to specific study needs prior to the final test.

5. Homework: Write words on a separate sheet of paper or in a notebook dedicated to spelling.

Day Four

1. Say, Spell, Say words together as a group.
2. Have students complete the crossword puzzle on the **fourth page** in the *Student Workbook*.
3. Homework: Write words on a separate sheet of paper or in a notebook dedicated to spelling.

Day Five

1. Say, Spell, Say words together as a group.
2. Play a Spelling Review Game chosen from the Appendix.
3. Administer the test.

LESSON 1

INTRODUCTION

Short vowels are the most challenging to master because these nuanced sounds are so similar. By this level of reading and spelling, students should have this mastery accomplished so that focus can be put on syllabication to aid in spelling. Consonant-vowel-consonant (CVC) and consonant-vowel-consonant-consonant (CVCC) words or syllables usually contain a short vowel, though sometimes these words or syllables contain a long vowel.

A closed syllable contains a short vowel followed by a consonant (or two consonants) to "close" the syllable. This lesson focuses on the three places to divide a closed syllable.

Some common terms used in the *Traditional Spelling* program that students who have used prior levels will already understand are covered in the next few paragraphs. If students are new to the program, please cover the information thoroughly and review it often to ensure complete understanding as these terms are referenced in almost 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: **bl**, **pr**, **cr**, **sw**. Consonant blends that come at the end of a word or syllable are referred to as final blends. Some common final blends are: **st**, **mp**, **nd**. 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 teams are: **ck**, **th**, **sh**, **ng**, **ea**, **igh**, **qu**, **ar**, **ur**, **er**, **le**, **al**. Double letters at the end of a word or syllable are teams because only one sound is heard.

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



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: **fen-der**
 - » Between double consonants
Ex: **cof-fee**
 - » After the first closed syllable
Ex: **ep-i-sode**

1. accurate	accurate
2. fender	fender
3. lecture	lecture
4. monsoon	monsoon
5. coffee	coffee
6. antique	antique
7. medicine	medicine
8. episode	episode
9. pumpkin	pumpkin
10. opposite	opposite
11. probably	probably
12. volume	volume
13. oxygen	oxygen
14. embellish	embellish
15. banquet	banquet
16. cafeteria	cafeteria
17. general	general
18. vinegar	vinegar
19. modern	modern
20. minimum	minimum

Write the words that are divided between double consonants after the first syllable.

1. accurate
2. coffee
3. opposite

Write the words that are divided between two consonants after the first syllable.

4. fender
5. lecture
6. monsoon
7. antique
8. pumpkin
9. embellish
10. banquet

From words not previously used, write the words that are divided after a closed first syllable.

11. medicine
12. episode
13. probably
14. volume
15. oxygen
16. cafeteria
17. general
18. vinegar
19. modern
20. minimum

NOTE: Did you notice that the first letter after the closed syllable was a vowel in all the words in this last section?

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

- When introducing these words, make a list on the board of all words with double consonants. Be sure to point out the spelling of the **schwa** and **n** at the end of *oxygen* and the **schwa** and **r** at the end of *fender* and *vinegar*.
- Encourage students to break the words into smaller chunks and to look for smaller words within the spelling word to aid in spelling.

DEFINITIONS

1. **accurate** – *adj.* exactly true with no errors
2. **fender** – *n.* a protective device used to cushion something, usually a dock or wheel

REVIEW

- In a consonant blend, you say and hear every letter. **Ex:** probably
- In a consonant team, or digraph, you only hear one sound. **Ex:** embellish
- Consonant blends and teams that come at the end of a word or syllable are called final blends and teams. Some common ones are: **ng, sk, nk, pt, lf, lt, lk, nd, th, ff, ll, ck, st, lp, nt, mp.**

WORD STUDY QUESTIONS

- Which words have short *a* in the first syllable?
 - accurate
 - antique
 - banquet
 - cafeteria
- Which words have short *e* in the first syllable?
 - fender
 - lecture
 - medicine
 - episode
 - embellish
 - general
- Which words have short *i* in the first syllable?
 - vinegar
 - minimum
- Which word ends with a vowel team for /chur/?
 - lecture
- Which words contain consonant teams?
 - antique
 - embellish
 - banquet
- Which words end with silent *e*?
 - accurate
 - antique
 - medicine
 - episode
 - opposite
 - volume
- Which word ends with a suffix?
 - probably
- Which words contain consonant blends?
 - pumpkin
 - probably
- Which word actually has four syllables but sometimes sounds like it has five?
 - cafeteria
- Which words contain an *r*-controlled vowel team?
 - accurate
 - lecture
 - general
 - modern

	en	ar	er	a	e	i	o
	oxygen	vinegar	fender	accurate	banquet	medicine	opposite
				probably	cafeteria	opposite	
				cafeteria		minimum	

- lecture** – *n.* formal, instructional talk; *v.* to reprimand formally or deliver an educational talk
- monsoon** – *n.* a strong wind that brings heavy rainfall, typical to southern Asia and the Indian Ocean
- coffee** – *n.* beverage made from the seeds of the coffee plant
- antique** – *adj.* made in an earlier period; *n.* object with value due to its age
- medicine** – *n.* 1. the science of diagnosing or treating injury or sickness and of maintaining good health; 2. something used to treat the symptoms of an illness or injury
- episode** – *n.* brief period of action within a longer narrative
- pumpkin** – *n.* a typically orange fruit of a plant from the gourd family
- opposite** – *n.* something that is opposed to something else; *adj.* having an opposing position
- probably** – *adv.* with very little doubt
- volume** – *n.* 1. degree of loudness; 2. mass of space occupied by something

- oxygen** – *n.* chemical element in Earth's atmosphere
- embellish** – *v.* 1. to decorate; 2. to exaggerate
- banquet** – *n.* feast; *v.* to eat a feast for a special occasion
- cafeteria** – *n.* lunchroom or restaurant where customers get their food at the counter before sitting down to eat
- general** – *adj.* relating to something common for everyone or everything in a group; *n.* officer in the armed forces
- vinegar** – *n.* liquid used in cooking and cleaning or as a preservative that is known for its sourness
- modern** – *adj.* 1. characteristic of present day or recent past; 2. being up to date
- minimum** – *n.* the smallest amount possible; *adj.* relating to the smallest amount possible

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 with a long vowel sound and will be covered in our next lesson. Closed syllables contain a short vowel and are closed by a consonant. Therefore, if you hear a short vowel sound, the consonant sound 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, as list words become increasingly challenging,

this syllabication rule is sometimes broken due to the origin of the word or prefixes/suffixes added to its original base/root word. Some exceptions are common in English and were covered in *Traditional Spelling IV*. For instance, when **dge** and **st** are in the middle of a word, the syllables usually divide between the two consonants even though we don't typically split teams or blends between syllables.

One rule to which there is no exception is dividing into syllables between double consonants in the middle of a word.

Syllabication Rule #4: The **le** at the end of the word makes a new syllable and usually captures the consonant before it.

The complete list of Syllabication Rules is in the Appendix. Four out of five syllabication rules apply to this first list of words. Be sure to familiarize yourself and your students with the information on syllabication in the Appendix before introducing this first word list.

Schwa vowels are any vowels that make /**ū**/. They are represented in the dictionary by an inverted **e** (**ə**). A **schwa** vowel will often come at the end of a word just before **n** or **r**.

Sometimes a vowel makes the sound of a different vowel. For example, the **i** in *antique* makes /**ē**/. It is **not** a **schwa** vowel sound. The **schwa** sound is always /**ū**/. Student attention must always be drawn to **schwa** vowels because they are not written as they sound.

INDEPENDENT WORK

- 1. Complete the first page of Lesson 1.
- 2. 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.

WORD STUDY

It is often helpful when spelling words with many syllables to look for smaller words within the word. Here are some examples:

accurate
fender
monsoon

coffee
antique
pumpkin, pumpkin

probably
embellish
banquet

vinegar
modern
minimum, minimum

SYNONYMS: Write the list word that is a synonym of the words given.

1. smorgasbord, feast, banquet

2. smallest, slightest, minimum

3. ancient, old, antique

4. contemporary, new, modern

5. rainstorm, deluge, monsoon

6. event, occurrence, episode

7. orate, sermonize, lecture

8. quantity, capacity, volume

9. prescription, remedy, medicine

10. exaggerate, overstate, embellish

11. universal, overall, general

12. contradictory, dissimilar, opposite

13. bumper, shield, fender

14. precise, correct, accurate

15. maybe, possibly, probably

DICTATION

1. _____

2. _____

3. _____

6

Lesson 1 • Day 3

Day Three

INDEPENDENT WORK

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

DICTATION

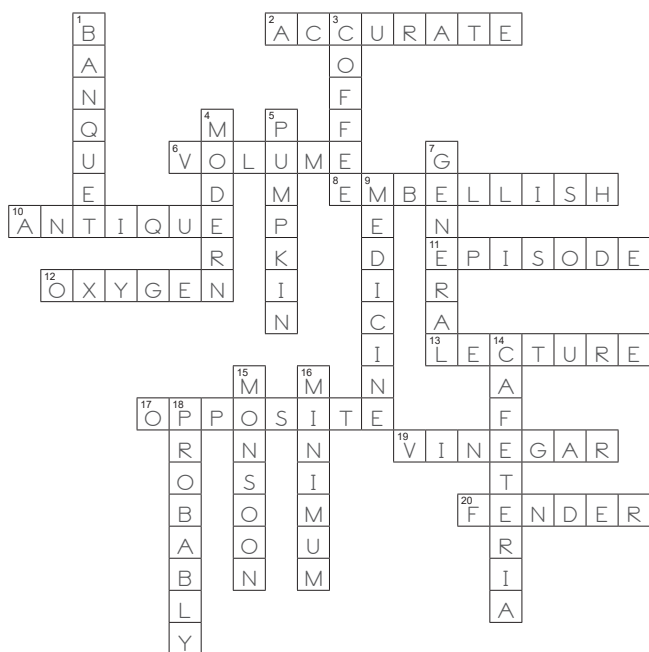
1. The **volume** is **probably** too loud when the walls begin to shake.

2. Sue will **embellish** the **antique** garment to make a more **modern** one.

3. There is a **minimum** charge to have the **banquet** in our **cafeteria**.

6 Lesson 1

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.



LESSON 14

INTRODUCTION

A consonant team is two or more letters working together to make a new sound. The term *digraph* is the official phonetic term. But for instructional purposes, we use *consonant team* because it is a better, more precise descriptor. There are always silent letters in consonant teams. The teams **mb**, **mn**, **kn**, and **wr** can be called "consonant teams with silent letters." Students have had practice with all the teams in this list in previous *Traditional Spelling* levels.

Day One

TEACHING OVERVIEW

- None of the words in this lesson begin with **r**. So if you hear /r/, it is spelled **wr**.
- Have the students highlight the double **c**'s in the word *succumbed*.

DEFINITIONS

1. **wretched** – *adj.* 1. miserable state of distress, woe, or misfortune; 2. of poor or mean character
2. **autumns** – *n.* 1. seasons after summer that include the months September, October, and November; 2. periods of maturity on the verge of decline
3. **wrongfulness** – *n.* state or quality of being incorrect, unjust, or unlawful
4. **knuckles** – *n.* joints in the fingers
5. **scriptwriters** – *n.* ones who do the writing used by actors or directors in a broadcast or film
6. **knockout** – *n.* 1. condition of being knocked out or act of knocking out; 2. end of a boxing match when one boxer has been knocked down and cannot get up within the time limit
7. **numbness** – *n.* state of being unable to feel anything in a certain area of the body
8. **columns** – *n.* 1. vertical arrangements of something; 2. supporting pillars; 3. things resembling a cylinder or tube in form or position



LESSON 14

PHONICS FOCUS

- In a consonant team (digraph), you do NOT say and blend every letter.
- Teams in this lesson are sometimes called "silent letter teams" because you only hear the sound of one of the letters.
- Silent letter teams include **kn** = **n**, **mb** = **m**, **wr** = **r**, **mn** = **m**.

1. wretched	wretched
2. autumns	autumns
3. wrongfulness	wrongfulness
4. knuckles	knuckles
5. scriptwriters	scriptwriters
6. knockout	knockout
7. numbness	numbness
8. columns	columns
9. condemning	condemning
10. honeycomb	honeycomb
11. knickers	knickers
12. succumbed	succumbed
13. wristwatch	wristwatch
14. knighthood	knighthood
15. knothole	knothole
16. crumbly	crumbly
17. kneecap	kneecap
18. thumbtack	thumbtack
19. knotty	knotty
20. tombstone	tombstone

Write the words that have the **kn** consonant team.

1. knuckles
2. knockout
3. knickers
4. knighthood
5. knothole
6. kneecap
7. knotty

Write the words that have the **mb** consonant team.

8. numbness
9. honeycomb
10. succumbed
11. thumbtack
12. tombstone

Write the words that have the **wr** consonant team.

13. wretched
14. wrongfulness
15. scriptwriters
16. wristwatch

Write the words that have the **mn** consonant team.

17. autumns
18. columns
19. condemning

Write the word that has a silent letter team but you hear both sounds of the team in this form of the word.

20. crumbly

REVIEW

- **Spelling Rule #3:** The suffix **-ful** has one **l**.
- **ck** is the spelling for /k/, usually following a short vowel and at the end of a word or syllable.
- **tch** is a spelling for /ch/.
- Remember that **th**, **tch**, **ng**, and **ck** are consonant teams also found in words of this lesson.

9. **condemning** – *v.* expressing judgment or strong disapproval against
10. **honeycomb** – *n.* structure made by bees of hexagonal cells used to hold honey and larvae
11. **knickers** – *n.* 1. long loose pants gathered around the ankles that were worn by women under their skirts; 2. pants gathered and banded under the knee
12. **succumbed** – *v.* 1. yielded to a superior strength, force, or desire; 2. died from injury, disease, or destructive forces
13. **wristwatch** – *n.* small timepiece attached to a strap or bracelet and worn on the wrist
14. **knighthood** – *n.* 1. rank or profession of a knight; 2. qualities of a knight; chivalry
15. **knothole** – *n.* a hole in a tree trunk or board where a branch or knot has been removed or dropped out
16. **crumbly** – *adj.* easily broken into small pieces

WORD STUDY QUESTIONS

1. Which words have one suffix?

wretched
autumns
knuckles
numbness
columns
condemning
knickers
succumbed
knighthood
crumbly
knotty

2. Which words have two suffixes?

wrongfulness
scriptwriters

3. Which words end with silent *e*?

knothole
tombstone

4. Which words have double consonants not part of a suffix?

succumbed
knotty

5. Which word has a three-letter blend?

scriptwriters

6. Which words have a consonant team not listed in the Phonics Focus? Highlight the teams. One word has two!

wretched
wrongfulness
knuckles
knockout
knickers
wristwatch
thumbtack

7. Which words have a vowel team that is not an *le* syllable? Highlight the teams. Remember, we do not mark suffixes.

autumns
knockout
honeycomb
knighthood
kneecap

8. Which word has an *le* syllable?

knuckles

9. Which words end in *y* that makes /ē/?

crumbly
knotty

10. Which word has an *o* that makes /ōō/?

tombstone

	er	o
	knickers	condemning honeycomb

Day Two

INDEPENDENT WORK

1. Complete the second page of Lesson 14.
2. Corporately check work for neatness and accuracy.

17. **kneecap** – *n.* the patella; the flat moveable bone on the front of the knee joint

18. **thumbtack** – *n.* tack with a broad flat head that the thumb can press into a surface

19. **knotty** – *adj.* full of knots

20. **tombstone** – *n.* a burial monument or gravestone

INDEPENDENT WORK

1. Complete the first page of Lesson 14.
2. Corporately check work for neatness and accuracy.

Day Three

INDEPENDENT WORK

- 1. Complete the third page of Lesson 14.
- 2. Corporately check work for neatness and accuracy.

DICTATION

- 1. The playwright loved all the humorous and quotable lines on **knighthood** used by the **scriptwriters**.
- 2. The **tombstone** said he had been the purveyor of **columns** for Caesar.
- 3. Genuine wood can be **knotty** or have a **knothole**.
- 4. The **crumbly** **honeycomb** left a **wretched** sticky spot on my woven skirt.

Did you know there are no contractions in Latin? The Romans didn't use them!



WORD STUDY

Think About This: When working with silent letter teams, you will notice that if you look at the base word in another form, both letters of the team can sometimes be heard. Ex: **crumbly**. When this word is just the base word, **crumb**, you have a true silent letter in the **mb** team. This is why it is often helpful to think of variations of these words because in some forms, you can hear those silent letters.

crumb – crumbly autumn – autumnal column – columnist condemn – condemnation

I HAVE THE BASE WORD: Write the spelling word from the base word listed. For compound words, the first word or second word may be listed.

- | | |
|---|-------------------------------|
| 1. knight <u>knighthood</u> | 8. comb <u>honeycomb</u> |
| 2. knee <u>kneecap</u> | 9. succumb <u>succumbed</u> |
| 3. knot <u>knothole</u> and <u>knotty</u> | 10. watch <u>wristwatch</u> |
| 4. crumb <u>crumbly</u> | 11. stone <u>tombstone</u> |
| 5. column <u>columns</u> | 12. numb <u>numbness</u> |
| 6. knock <u>knockout</u> | 13. wretch <u>wretched</u> |
| 7. write <u>scriptwriters</u> | 14. wrong <u>wrongfulness</u> |
| | 15. tack <u>thumbtack</u> |

DICTATION

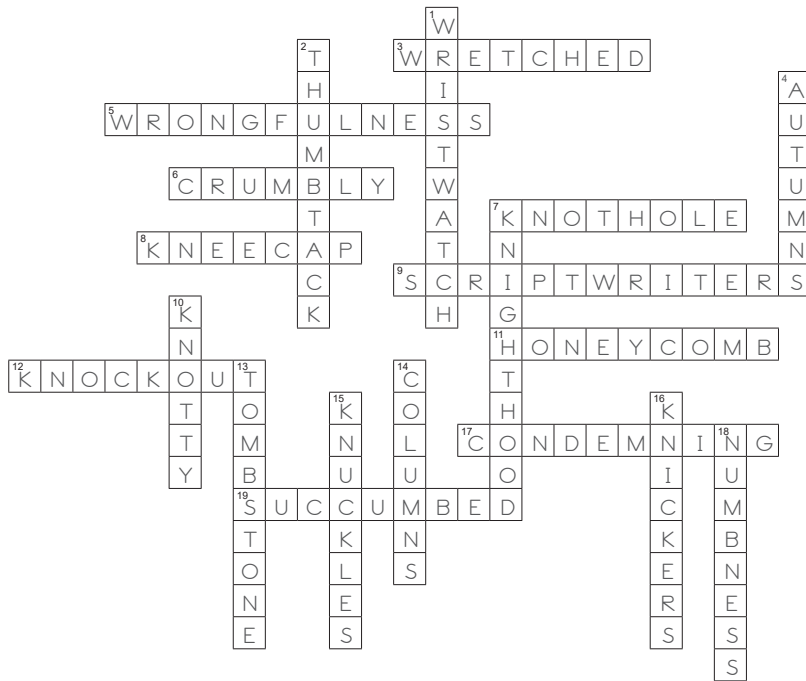
- 1. _____
- 2. _____
- 3. _____
- 4. _____

Day Four

INDEPENDENT WORK

- 1. Complete the fourth page of Lesson 14.
- 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. small timepiece attached to a strap or bracelet and worn on the wrist
2. tack with a broad flat head that the thumb can press into a surface
4. seasons after summer that include the months September, October, and November
7. rank or profession of a knight
10. full of knots
13. a burial monument or gravestone
14. vertical arrangements of something
15. joints in the fingers
16. long loose pants gathered around the ankles that were worn by women under their skirts
18. state of being unable to feel anything in a certain area of the body

ACROSS

3. miserable state of distress, woe, or misfortune
5. state or quality of being incorrect, unjust, or unlawful
6. easily broken into small pieces
7. a hole in a tree trunk or board where a branch or knot has been removed or dropped out
8. the patella; the flat moveable bone on the front of the knee joint
9. ones who do the writing used by actors or directors in a broadcast or film
11. structure made by bees of hexagonal cells used to hold honey and larvae
12. condition of being knocked out or act of knocking out
17. expressing judgment or strong disapproval against
19. yielded to a superior strength, force, or desire

Day Five

FINAL TEST

Spelling Words

1. Boys used to wear **knickers** to school, while girls wore dresses.
2. It is interesting to read the epitaph on an old **tombstone**.
3. The **wretched** state of the homeless camp caused many to petition the government for aid.
4. During the plague in the Middle Ages, millions across Europe **succumbed** to the illness.
5. The **autumns** in New England are glorious due to the colors of the sugar maples.

6. Place all the **knotty** boards in one pile to return to the store.
7. Those who raise bees know you can only harvest part of the **honeycomb** because the bees need honey for their food too.
8. The child understood the **wrongfulness** of his action and apologized.
9. Please save a **thumbtack** for me to add a picture to the board.
10. He scraped his **knuckles** as he fell.
11. You could tell by her tone of voice that she was **condemning** the action.
12. Do you wear a **wristwatch** or just check your cell phone for the time?
13. How many **scriptwriters** will they hire for the film?
14. Her right **kneecap** was terribly bruised when she fell from the chair.
15. He won the boxing match with a **knockout** in the first round!
16. Please don't eat that **crumbly** snack anywhere but at the table!
17. His doctor asked if there was any **numbness** in his fingers when he woke up.
18. The **knighthood** of Sir Gawain was well-deserved.
19. Please arrange the information into neat **columns** on your paper.
20. Let's hang a picture directly over that **knothole**.

Sentence: I am not **condemning** Alaska, but the **autumns** are just as **wretched** and cold as the winters!