

Level B  
Teacher's Manual Sample

Week 3

Spelling Concepts

Students will learn to spell long a words spelled with silent e.

Students will learn to spell long a words spelled with ay.

Spelling List: shake, hay, came, sale, lake, tape, waste, today, awake, away

Lesson 11

**Look at the words in the pink box. What vowel sound does each of the words have? (long a) What two ways is the long a spelled? (a with silent e and a-y)**

**The first word in the pink box is shake. Let's spell shake. (s-h-a-k-e)**

Continue with the rest of the list. Say and spell the words with the students.

Use the top of workbook page 9. **Write the words that spell the long a sound with a silent e on the lines by the cake. Write the words that spell long a with a-y next to the blue jay.**

Introduce the second activity. Write the word *cape*. **Look at this word. Change one letter in it to make a spelling word.** (came or tape)

Ask students to look at the bottom of page 9. **Change one letter in each word to make spelling words.**

Lesson 12

Begin by having the students look at the list on page 9 and spell each word out loud.

Use the top of page 10. **Look at the boxes on the top of workbook page 10. Find the letter m in the boxes. Find the spelling word that has 4 letters and the third letter is m. Fill in the boxes to write the word. (came) Cross the word off the list. You'll use all the words, but only once. Use the letters you filled in and the other clues to fit the rest of the spelling words into the boxes.**

Introduce the second activity. Write the word with blanks: s\_a\_e. **Fill in the missing letters to make a spelling word.** (shake)

Use the bottom of page 10. **Fill in the missing letters to complete the sentence. The missing letters are in spelling words.**

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### Lesson 13

Begin by saying each of the following words and having the students spell them back to you: hay, sale, tape, today, away.

Use the top of workbook page 11. Students will complete the spelling words using the shape code.

Introduce the second activity. Have students look at the spelling list. **Find the word that means not asleep. Spell it.** (a-w-a-k-e) **What spelling word belongs with these words, yesterday, tomorrow, and \_\_\_\_.** (t-o-d-a-y) **Find the word that can mean the same as shiver.** (s-h-a-k-e)

Use the bottom of workbook page 11. **Write the spelling words that match the clues.**

### Lesson 14

Begin by saying each of the following words and having the students spell them back to you: awake, waste, lake, came, shake.

Write the practice sentence with blanks: You can \_\_\_\_ him \_\_\_\_ \_\_\_\_\_. Write four word choices: today hay awake shake. Have students complete the sentence by replacing the blanks with three of the choices. Do workbook page 12.

### Lesson 15

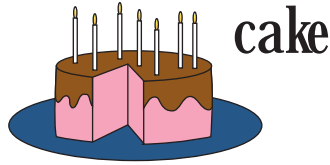
Have students number a piece of paper from 1 to 10.

Say each word and give students time to write before saying the next word:

**1. came, 2. awake, 3. hay, 4. sale, 5. tape, 6. shake, 7. away, 8. lake, 9. waste, 10. today**

Phonics Words	
shake	shake
hay	hay
came	came
sale	sale
lake	lake
tape	tape
waste	waste
today	today
awake	awake
away	away

Write the words that rhyme with the pictures (map, crab).



blue jay



Change one letter in each word to make it a spelling word. Write the spelling words on the lines.

taste 

lace 

had 

shame 

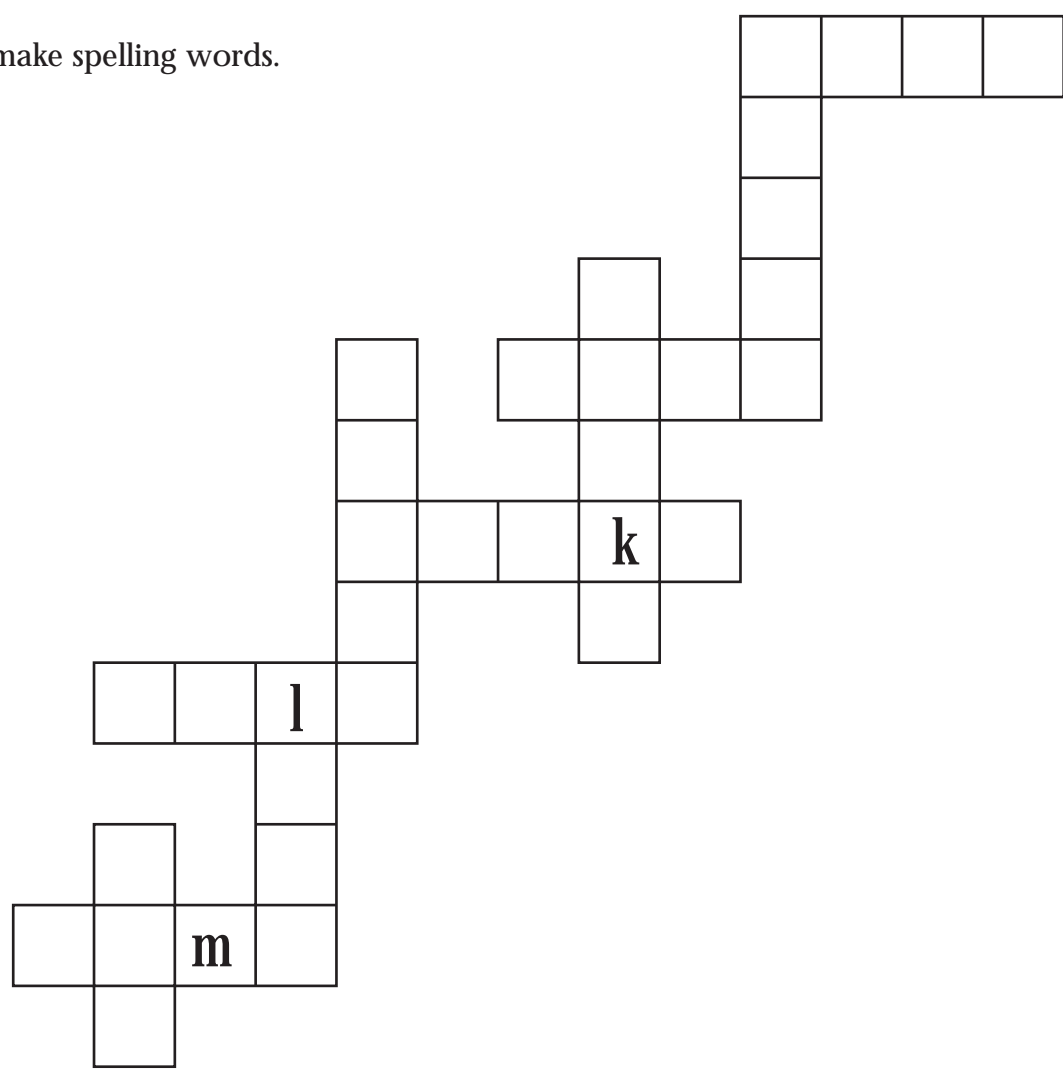
salt 

come 

Lesson 12

Fill in the boxes to make spelling words.

- shake
- hay
- came
- sale
- lake
- tape
- waste
- today
- awake
- away



Fill in the missing letters in the sentences to make spelling words.

We c\_m\_ to get the h\_\_ by the l\_k\_.

The t\_p\_ is on s\_l\_ t\_d\_\_.

Did you sh\_k\_ him \_w\_k\_?

Will she toss the w\_st\_ \_w\_\_?





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Week 23

Spelling Concepts

Students will learn to spell words containing the long oo digraph.

Spelling List: scoop, stool, kangaroo, food, tooth, raccoon, balloon, room, baboon, rooster, goose, moose

Lesson 111

Use workbook page 89. **Look at the words in the pink box. How are all the words in the box alike?** (They all have the letters oo) **The letters oo make the vowel sound you hear in the word *moon*. The letters oo also make the vowel sound you hear in the word *book*. We'll spell those words in a different week.**

Have the students spell and say all the words in the pink box.

Top of workbook page 89: **Alphabetize the word lists in each box. Look at the word list in the bottom box. Two words begin with r. Alphabetize the other words until you're ready for r. To decide which r word comes first, look at the second letter in each word.**

Bottom of workbook page 89: **Fill in the missing vowels.**

Lesson 112

Begin by having the students look at the list on page 89 and spell each word out loud.

Use the top of workbook page 90. **Read the sentences. Fill in the missing words for each sentence using a word that rhymes with the underlined word.**

Use the bottom of workbook page 90. **Find the spelling word that is a part of each word. Write the spelling words on the lines.**

Lesson 113

Begin by saying each of the following words and having the students spell them back to you: balloon, room, baboon, rooster, goose, moose.

Use workbook page 91 to review syllables. **Words have parts called syllables. Every syllable has one vowel sound. If double consonants are in the words, divide the words between the double consonants. Look at the word *puppet*. It is divided between the two p's.**

**If two consonants are in the middle of a word each make a sound, divide the words between the two letters. See the example word, *igloo*. The syllables divide between g and l. Write the word *mother*. Would you divide this word between the t and the h?**

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(no) **The t and h must stay together because they only make one sound. The syllables would divide between the h and the e.**

**Draw lines between the syllables in the words raccoon, rooster, and balloon.**

Workbook page 91 bottom section: **Read the clues and write the matching spelling word.**

Lesson 114

Begin by saying each of the following words and having the students spell them back to you: scoop, stool, kangaroo, food, tooth, raccoon.

Use the workbook page 92. **Proofread the sentences. Write the misspelled words correctly on the lines. Add the ending punctuation mark.**

Lesson 115

Have students number a piece of paper from 1 to 12.

Say each word and give students time to write before saying the next word:

**1. food, 2. kangaroo, 3. scoop, 4. rooster, 5. raccoon, 6. baboon, 7. moose, 8. goose, 9. balloon, 10. stool, 11. room, 12. tooth**





Words have parts called syllables. Every syllable has one vowel sound. If double consonants are in the words, divide the words between the double consonants.

\pup/pet\  
/

If two consonants are in the middle of a word each make a sound, divide the words between the two letters.

\ig/loo\  
/

Draw a / to show where the words are divided into syllables.

r a c c o o n      r o o s t e r      b a l l o o n

Use the clues to find the spelling words. A list is in the orange box.

scoop stool kangaroo food tooth raccoon balloon room baboon rooster goose moose

It looks like an ape.



It can float in the sky.



It hops.



It looks like it has a mask.



Use these to bite.



It is made to sit on.



A big spoon



It is like an elk.



A part of a house



It can lay eggs.



Beef, apples, chips

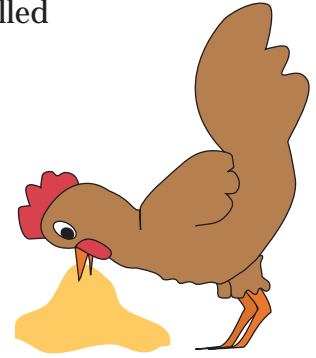


A hen's dad

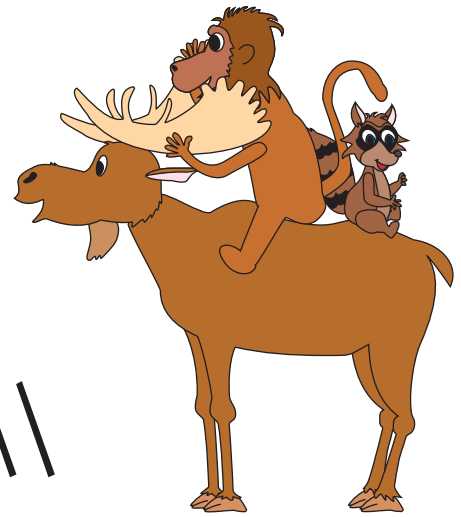


Proofreading: Find the mistakes in the sentences. Circle them. Write the misspelled words correctly on the lines. Fill in missing periods or question marks.

The roster pecked a skoop of foob



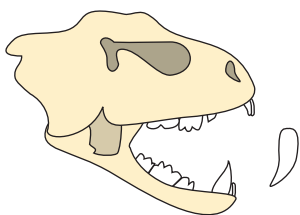
Did the goos stood on the stooll



The babbon and the rackon rode a mooce



The kagnaroo hopped in a roon full of bulloons



Will the big toothth fit in the skull



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Week 35

Spelling Concepts

Students will review spelling concepts from weeks 28 to 34.

**Spelling List:** fiddle, wool, right, comb, write, knob, crowd, splice, scream, shred, sprinkle, string, square, join, enjoy, jaw

Lesson 171

The spelling list is made up of new words that review spelling concepts used in weeks 21 to 26. You may give the students a pre-test before opening to the workbook page. Use the same process as the test.

**Look at the words in the pink box on workbook page 137. These are all words that are spelled like words from the last six weeks.**

Have the students spell and say all the words in the pink box.

Top of workbook page 137: **Alphabetize the words in each box. Each box has some words that begin with the same letter.**

Lesson 172

Begin by having the students look at the list on page 137 and spell each word out loud.

Use workbook page 138. **Solve the crossword puzzle. Don't confuse the clues for word going down with the clues for words going across.**

Lesson 173

Begin by saying each of the following words and having the students spell them back to you: comb, write, knob, crowd, splice, scream, shred, sprinkle.

Use the top of the workbook page 139. **Add the suffixes to each word. Remember the spelling rules for adding suffixes. Some of the words need to change before adding suffixes and others don't.**

Answers going across: crowded, shredding, squarest, writer, splicing, knobby, screamed, rightly, fiddler, wooly, combed, sprinkler, joining, enjoyment, stringy

Workbook page 139 bottom section: **Proofread the sentences. Write the misspelled words correctly on the lines. Add the correct ending punctuation mark.**

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Lesson 174

Begin by saying each of the following words and having the students spell them back to you: fiddle, wool, right, string, square, join, enjoy, jaw.

Use the top of workbook page 140. **Write the spelling word that is a part of the larger word. Write the answers on the lines.**

Use the bottom of workbook page 140. **Complete the analogies. The analogies in black are based on the spelling of the words. The analogies in red are based on the meanings of the words.** Answers column 1: knob, shred, scream. Answers column 2: splice, wool, square.

Lesson 175

Have students number a piece of paper from 1 to 16.

Say each word and give students time to write before saying the next word:

**1. write, 2. sprinkle, 3. fiddle, 4. shred, 5. comb, 6. string, 7. right, 8. crowd, 9. knob, 10. square 11. scream, 12. wool, 13. join, 14. enjoy, 15. jaw, 16. splice**

Review List

fiddle	fiddle
wool	wool
right	right
comb	comb
write	write
knob	knob
crowd	crowd
splice	splice
scream	scream
shred	shred
sprinkle	sprinkle
string	string
square	square
join	join
enjoy	enjoy
jaw	jaw

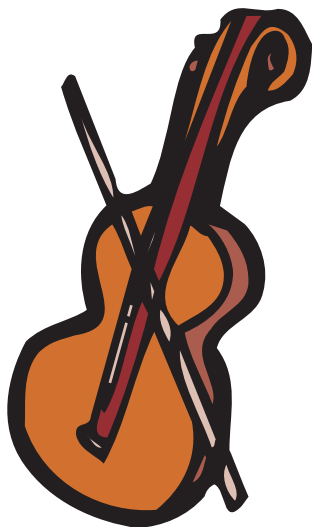
Write the words in each box in alphabetical order.

fiddle sprinkle join string right square enjoy jaw

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16

wool comb knob crowd splice scream write shred

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16



Read the clues to complete the crossword puzzle.

12		13			
----	--	----	--	--	--

- |        |        |          |        |
|--------|--------|----------|--------|
| fiddle | write  | scream   | square |
| wool   | knob   | shred    | join   |
| right  | crowd  | sprinkle | enjoy  |
| comb   | splice | string   | jaw    |

The crossword puzzle grid consists of several numbered squares. The numbers are: 1 (top row, 2nd square), 2 (middle row, 1st square), 3 (middle row, 6th square), 4 (middle row, 4th square), 5 (bottom row, 3rd square), 6 (bottom row, 1st square), 7 (bottom row, 4th square), 8 (bottom row, 1st square), 9 (middle row, 1st square), 10 (middle row, 4th square), 11 (middle row, 3rd square), 12 (top row, 1st square), 13 (top row, 2nd square), and 14 (middle row, 1st square).

**Down**

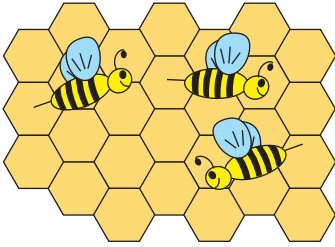
1. A shape with 4 sides
2. To rip into parts
3. Use it to open a door
5. A bone in the face
10. To make letters
11. To connect
13. Not left and not wrong
14. To join

**Across**

1. A thin rope
2. A light rain
4. Use it to fix hair
6. Have fun
7. Sheep fur
8. It has 4 strings
9. Lots of kids
12. A shrieking yell



Write the spelling word that is a part of these words:



enjoyable



jawbreaker



honeycomb



doorknob



overcrowded



foursquare



fiddlestick



copyright



disjointed



typewriter



drawstring



Write spelling words on the lines to make analogies. The analogies in black are related to the spellings of words. The analogies in red relate the meanings of words.

com is to comb as nob is to



cut is to slice as join is to



ring is to string as red is to



dog is to fur as sheep is to



crunch is to scrunch as cream is to



color is to blue as shape is to

