

A Format That Results in Success

Spelling Workout treats spelling as a developmental process. Students progress in stages, much as they learn to speak and read. In *Spelling Workout*, they move gradually from simple sound/letter relationships to strategies involving more complex word-structure patterns. The use of a sports format motivates and maintains student interest.

Sample Core Lesson

- A **Warm Up** reading selection in each lesson uses spelling words in context.
- **On Your Mark** guides students to take the pretest and self-assess their spelling.

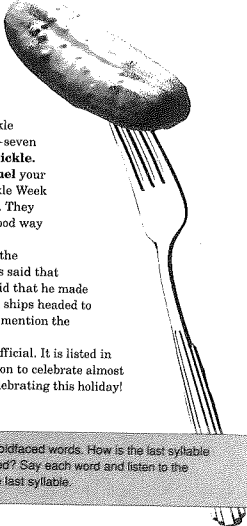
- The “Coach” explains spelling patterns in **Pep Talk**, providing a lesson focus.
- The **List Words** box contains high-frequency spelling words.
- **Game Plan** gives students an opportunity to practice new words.

Name _____

/eI/ and /I/

LESSON
5

Warm Up
Should we devote an entire week to honoring pickles?




Pickle Power
We celebrate Mother's Day, Father's Day, Valentine's Day, and Thanksgiving. We even remember Groundhog Day, but is there a Pickle Day? No, there's a Pickle Week! That's right—seven whole days devoted to honoring the humble pickle.

The idea may **tickle** your funny bone or **fuel** your imagination, but it's a fact. International Pickle Week was started in 1948 by several pickle packers. They claimed that celebrating pickles would be a good way to remind us of our history.

After all, North America was named after the explorer Amerigo Vespucci. The pickle packers said that Vespucci was a pickle peddler himself. It is said that he made sure the spicy, oval-shaped food was on board ships headed to the New World. History books, however, don't mention the explorer's cucumber connection.


In any case, International Pickle Week is official. It is listed in Chase's Calendar of Events, which lists a reason to celebrate almost every day of the year. People really “relish” celebrating this holiday!



Look back at the boldfaced words. How is the last syllable in each word spelled? Say each word and listen to the sound made by the last syllable.

On Your Mark
Take your Warm Up Test. Then check your spelling with the List Words on the next page.

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Pep Talk

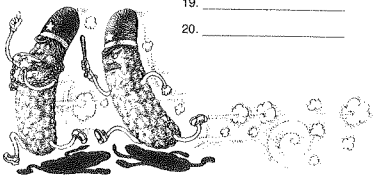
The /eI/ and /I/ sounds can be spelled in different ways. Listen to the sound made by the syllables spelled **le**, **el**, and **al** in the List Words. The letters **le**, **el**, and **al** spell the same sound in the last syllable of words such as **pickle**, **towels**, and **final**.

LIST WORDS

1. final
2. oval
3. fuel
4. equals
5. pickle
6. tickle
7. assemble
8. jungle
9. panel
10. towels
11. cancel
12. plural
13. mammal
14. sparkled
15. whistle
16. aisle
17. assemble
18. channel
19. spiral
20. jungle

Game Plan
Spelling Lineup
Write each List Word under the correct heading.

le spells /I/ or /eI/	el spells /I/ or /eI/
1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	
7. _____	al spells /I/ or /eI/
8. _____	15. _____
9. _____	16. _____
	17. _____
	18. _____
	19. _____
	20. _____



22 Lesson 5 • /eI/ and /I/

Sample Review Lesson


- The **Instant Replay** lesson allows students to review what they've learned.
- **Time Out**, signaled by the "Coach," briefly reviews the spelling patterns used in the previous five lessons.
- **Check Your Word Locker** suggests that students evaluate words they are having trouble with by reviewing the words they've written in their Word Locker. A partner activity provides practice for those words in a variety of learning modalities — kinesthetic, visual, and auditory.
- A variety of activities provide practice and review of selected List Words from the previous lessons.
- **Go for the Goal** encourages self-assessment of students' **Final Replay Test** by encouraging students to record their scores in the Scoreboard.
- **Clean Out Your Word Locker** provides further practice for students' troublesome words by suggesting that students write the words in a **Spelling Notebook**, a student-created word book that students can refer to whenever they need to check their spelling, or when they need a resource for writing.

Name _____

LESSON
6

Instant Replay • Lessons 1–5

Time Out
Take another look at ways to spell the sounds /k/, /kw/, and /n/, at soft and hard sounds for c and g, and at different ways to spell the sounds /f/, /r/, and /l/ or /el/.




Check Your Word Locker
Look at the words in your Word Locker. Write your most troublesome words for Lessons 1 through 5.

Practice writing your troublesome words with a partner. Take turns writing each word as the other slowly spells it aloud.

Lesson 1

Listen for the /kw/ sound in quarrel. Notice how the /k/ sound is spelled in speaker, mechanic, jacket, and camp. The /n/ sound can be spelled with kn, as in knowing.

List Words	Write a List Word that belongs in each group.
quiet	1. events, order, _____
aches	2. fast, rapidly, _____
shake	3. shiver, rattle, _____
knocked	4. silent, calm, _____
jacket	5. nickel, dime, _____
quarter	6. plot, setting, _____
quickly	7. pains, sores, _____
kneeling	8. coat, sweater, _____
sequence	9. standing, sitting, _____
character	10. rapped, tapped, _____

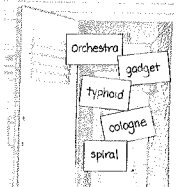


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Lessons 1–5

List Words	Write the List Word that matches each clue.
aches	1. resting on a knee or knees _____
shake	2. one who has finished school _____
kneeling	3. to honor in a special way _____
sequence	4. pains _____
circus	5. matches _____
celebrate	6. to give up one's position _____
graduate	7. a ring of leaves or flowers _____
dangerous	8. as much as needed _____
dolphins	9. succession _____
enough	10. unsafe _____
wreath	11. water animals _____
resign	12. a show with clowns _____
foreign	13. an open way for passing _____
equals	14. outside one's country _____
aisle	15. to tremble _____

Go for the Goal
Take your Final Replay Test. Then fill in your Scoreboard. Send any misspelled words to your Word Locker.



SCOREBOARD

number correct	number wrong
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Clean Out Your Word Locker
Look in your Word Locker. Cross out each word you spelled correctly on your Final Replay Test. Circle the words you're still having trouble with. Add the words you circled to your Spelling Notebook. What do you notice about the words? Watch for those words as you write.

28 Lesson 6 ■ Instant Replay

Spelling Workout in the Classroom

Classroom Management

Spelling Workout is designed as a flexible instructional program. The following plans are two ways the program can be taught.

The 5-day Plan
Day 1 – Warm Up and Warm Up Test
Day 2 and 3 – Game Plan
Day 4 – Flex Your Spelling Muscles
Day 5 – Final Test

The 3-day Plan
Day 1 – Warm Up and Warm Up Test/Game Plan
Day 2 – Game Plan/Flex Your Spelling Muscles
Day 3 – Final Test

Testing

Testing is accomplished in several ways. A pretest is administered after reading the Warm Up selection and a final test at the end of each lesson. Dictation sentences for each pretest and final test are provided.

Research suggests that students benefit from correcting their own pretests. After the pretest has been administered, have students self-correct their tests by checking the words against the List Words. You may also want to guide students by reading each letter of the word, asking students to point to each letter and circle any incorrect letters. Then have students rewrite each word correctly.

Tests for Instant Replay lessons are provided in the Teacher's Edition as reproducibles following each lesson. These tests provide not only an evaluation tool for teachers, but also added practice in taking standardized tests for students.

Individualizing Instruction

All-Star Words are included in every core lesson as a challenge for better spellers and to provide extension and enrichment for all students.

Review pages called Instant Replay lessons reinforce correct spelling of difficult words from previous lessons.

A reproducible sheet called Word Locker allows each student to analyze spelling errors and practice writing troublesome words independently.

A reproducible individual Student Record Chart provided in the Teacher's Edition allows students to record their test scores.

Ideas for meeting the needs of ESL students are provided.

Dictionary

In the back of each student book is a comprehensive dictionary with definitions of all List Words and All-Star Words. Students will have this resource at their fingertips for any assignment.

The Teacher's Edition —Everything You Need!

Lesson 5

Objective

To spell words with the final /el/ and /ll/ sounds spelled *le, el, and al*

Warm Up

Students may be surprised by what they learn in "Pickle Power." After reading, invite students to tell which food they think deserves an official celebration, and why.

Ask volunteers to say each boldfaced word and identify the sound made by *le, el, or al*.

On Your Mark/Warm Up Test

1. What was your **final** grade in the class?
2. An egg has an **oval** shape.
3. More **fuel** is used during a cold winter.
4. Four quarts **equals** one gallon.
5. This **pickle** is so sour it makes my lips pucker.
6. Don't **tickle** the baby!
7. Ben can **double** his money if he runs errands.
8. A **jungle** is a tropical land overgrown with plants.
9. They will **panel** the walls on Saturday.
10. We grabbed our **towels** and ran to the beach.
11. If it rains, we'll **cancel** the picnic.
12. A **plural** noun refers to more than one item.
13. A horse is a **mammal**, but a horsify is not.
14. Stars **sparkled** in the dark-blue sky.
15. Will your dog come when you **whistle**?
16. Denuta found an empty seat next to the **aisle**.
17. Let's **scramble** some eggs for breakfast.
18. On what **channel** is today's baseball game?
19. The football flew through the air in a **spiral**.
20. The sleigh bells **jingle** when the horse moves.

For Talk/Classroom Pages

Pages 22–23

Introduce the spelling rule and have students read the List Words aloud. Encourage students to look back at their Warm Up Tests and apply the spelling rule to any misspelled words.

As students work through the Spelling Lineup, Classification, and Definitions exercises, remind them to look back at their List Words or in their dictionaries if they need help. For the Definitions exercise, you may want to point out that *pickle puss* is a play on the word *sourpuss*, which means a "grumpy person."

See Letter Cards, page 15

26

Name _____

Class _____

Write the words that belong in each group.

1. wacky, path _____

2. slip, cut, off _____

3. same, after _____

4. about, forest _____

5. hat, enclosing _____

6. night, spin _____

7. number, singular _____

8. round, again _____

9. course, passage _____

10. best, fish _____

Definition: Write a list word to match each definition clue. Find the answer to the clues by reading down the letters on the shaded box.

1. to cover a surface with wood _____

2. more than one _____

3. in a circle _____

4. an egg _____

5. a way to make someone laugh _____

6. to spread an egg _____

7. used for drying _____

8. a prepared container _____

9. used to supply heat or power _____

10. a substitute _____

11. ground _____

Reader: Which do you get when you press a hot and a cold pick? _____

Answer: _____

Lesson 5, page 22

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Answer: _____

Lesson 5, page 22

Spelling Strategy Students can work with a partner to practice the List Words. After one student says a List Word, the other can hold up a sign labeled with the appropriate letter pair (*al, el, or le*) contained in the word.

Final Your Spelling Exercises Page 24

As students complete the Writing activity, encourage them to brainstorm ideas, write a first draft, revise, and proofread their work. The Proofreading exercise will help them prepare to proofread their paragraphs. To publish their writing, students may want to make a persuasive speech.

Writer's Corner

To learn more about pickles, the class can write a letter requesting information from International Pickle Week, c/o Myers CommuniCounsel, 510 Thornall Street, Suite 380, Edison, NJ 08837. Encourage groups of students to use the information to create a poster that tells the most fascinating facts about pickles.

Go for the Goal/Final Test

1. The **spiral** staircase led to a sunny loft.
2. Will we **panel** the walls in the dining room?
3. Turn the cards over and then **scramble** them.
4. Did you enjoy the **final** chapter of the book?
5. Does the tall grass **tickle** your legs?
6. Coal, oil, and gas are kinds of **fuel**.
7. If you **double** your money, you'll be lucky.
8. Jon wants to sit on the seat next to the **aisle**.
9. The weather **channel** gave the forecast.
10. Most **plural** nouns end in the letter **s**.
11. A whale is a **mammal** that lives in the water.
12. Five times five **equals** twenty-five.
13. Oh, that **pickle** is sour!
14. Tigers can be found in the **jungle** in India.
15. Please hang the wet **towels** on the clothesline.
16. When it's time to come home, just **whistle**.
17. José is sick, so we decided to **cancel** the party.
18. When I move, the bells on my bracelet **jingle**.
19. The diamonds in the shop **sparkled** brilliantly.
20. The infant has a beautiful, tiny **oval** face.

Remind students to complete the Scoreboard and write any misspelled words in their Word Locker.

All-Star Words You may want to point out that the All-Star Words follow the spelling rule and model writing a question using one of the words.

Name _____

LESSON
6

Instant Replay Test

Side A

Read each set of words. Fill in the circle next to the word that is spelled correctly.

1. (a) sequense (c) sequents
(b) sequence (d) seequence
2. (a) danegerous (c) dangreros
(b) dngerus (d) dangrous
3. (a) triumff (c) triumph
(b) truiugh (d) triumf
4. (a) forign (c) foureign
(b) foreign (d) fureign
5. (a) knealing (c) neeling
(b) kneeing (d) neeing
6. (a) campaign (c) campagne
(b) campane (d) campain
7. (a) coupple (c) couple
(b) cupple (d) coupel
8. (a) atmofseer (c) atmospheer
(b) atmospere (d) atmospfere
9. (a) asle (c) istle
(b) aistle (d) ais/o
10. (a) hyphen (c) hyfen
(b) hiphen (d) hyphan
11. (a) lisenze (c) liscenze
(b) lisence (d) liscense
12. (a) plurral (c) plural
(b) plurall (d) plurale

Instant Replay lessons review spelling objectives, give guidance for further practice of List Words, and provide dictation sentences for a **Final Replay Test**. Reproducible two-page standardized tests to help prepare students for test-taking are supplied for assessment purposes after each Instant Replay lesson.

6 TAKE IT HOME

Your child has learned to spell many new words and would enjoy sharing them with you and your family. You can use the ideas below to help your child review the words in Lessons 31-35 and to have some family fun, too!

Shopping for Spelling
Have your child "go shopping" for spelling words the next time you have errands to run. Encourage your child to keep an eye open for labels and signs that contain spelling words, make a list of the words, and share them at home.

112 Take It Home Master ■ Lessons 31-35

Reproducible **Take It Home Masters** that also follow each **Instant Replay** lesson strengthen the school-home connection by providing ideas for parents and students for additional practice at home.

Suggested games and group activities make spelling more fun.

Spelling Enrichment

Bulletin-Board Suggestion
Shoot For the Stars in Spelling Prepare a large rocket ship out of tagboard. Display it on the lower corner of a bulletin board so that it looks as if it is blasting off into space. Then cut large stars out of brightly colored construction paper. Encourage students to write spelling hints on the stars and add them to the bulletin board. The hint might be a spelling rule such as "i before e except after c..." or it might suggest a funny pronunciation for one of the List Words that will help students with an unusual spelling. You might want to hand out an adhesive star to students for each spelling hint posted.

Group Practice
Fill-In Write spelling words on the board. Omit some of the letters and replace them with dashes. Have the first student in Row One come to the board to fill in any of the missing letters in any of the words. Then have the first student in Row Two continue the procedure. Continue having students in each row take turns coming up to the board to fill in letters until all the words are completed. Any student who is able to correctly fill in a word earns a point for his or her row. The row with the most points at the end of the game wins.

Erase Write List Words on the board. Then ask the class to put their heads down while you call on a student to come to the board and erase one of the words. This student then calls on a class member to identify the erased word. The identified word is then restored and the student who correctly identified the erasure can be the person who erases next.

Crossword Relay First draw a large grid on the board. Then, divide the class into several teams. Teams compete against each other to form separate crossword puzzles on the board. Individuals on each team take turns racing against members of the other teams to join List Words until all possibilities have been exhausted. A List Word may appear on each crossword puzzle only once. The winning team is the team whose crossword puzzle contains the greatest number of correctly spelled List Words or the team who finishes first.

Scramble Prepare letter cards sufficient to spell all the List Words. Distribute letter cards to all students. Some students may be given more than one letter card. The teacher then calls out a List Word. Students holding the letters contained in the word race to the front of the class to form the word by standing in the appropriate sequence with their letter cards.

Proofreading Relay Write two columns of misspelled List Words on the board. Although the errors can differ, be sure that each list has the same number of errors. Divide the class into two teams and assign each team to a different column. Teams then compete against each other to correct their assigned lists by team members taking turns erasing and replacing an appropriate letter. Each member may correct only one letter per turn. The team that corrects its entire word list first wins.

Detective Call on a student to be a detective. The detective must choose a spelling word from the list and think of a structural clue, definition, or synonym that will help classmates identify it. The detective then states the clue using the format, "I spy a word that..." Students are called on to guess and spell the mystery word. Whoever answers correctly gets to take a turn being the detective.

Spelling Tic-Tac-Toe Draw a tic-tac-toe squares on the board. Divide the class into X and O teams. Take turns dictating spelling words to members of each team. If the word is spelled correctly, allow the team member to place an X or O on the square. The first team to place three X's or O's in a row wins.

Words of Fortune Have students put their heads down while you write a spelling word on the board in large letters. Then cover each letter with a sheet of sturdy paper. The paper can be fastened to the board with magnets. Call on a student to guess any letter of the alphabet they think may be hidden. If that particular letter is hidden, then reveal the letter in every place where it appears in the word by removing the paper.

The student continues to guess letters until an incorrect guess is made or the word is revealed. In the event that an incorrect guess is made, a different student continues the game. Continue the game until every List Word has been hidden and then revealed.