

Level B, Lesson 106

Note Although many Level B activities are similar to those found in Level A, students using Level B work on more advanced skills and learn to spell more difficult words than those taught in Level A.

Exercise 1 When identifying the sounds that compose words, students now work with long-vowel sounds and a variety of consonant blends.

Exercise 2 In this exercise, students review a previously taught phonemic generalization—the sound /ā/ is usually spelled **ay** when it occurs at the end of a word. Students then spell words that follow this generalization. After considerable practice, students will spell these words automatically, without conscious reference to the generalization.

Exercise 3 Students write two sentences from dictation. Both sentences are made of words students have spelled many times before. This activity, which occurs almost daily, serves both as a spelling review and as a model for how common words are used.

Exercise 4 Students are introduced to a new model sentence, one that includes words that are significantly more difficult than those introduced in Level A model sentence exercises. A pair of commonly confused words, **thought** and **through**, are taught in the same sentence. The context of the sentence prevents students from confusing the two words.

Exercise 5 Students write a series of words from dictation. This exercise is a straightforward review of words taught earlier in the lesson.

Exercise 6 Students refer to the picture and write a sentence that tells what the girl could be saying. The purpose of cartoon exercises is to facilitate the transition from spelling words in isolation to spelling them in sentence writing. Students are prompted to use words they have learned in previous lessons to compose the sentences.

Lesson 106

EXERCISE 1

SEGMENTATION

1. Listen: **stray**.
Say it. (Signal.) *Stray*.
2. What's the first sound? (Signal.) /ss/.
3. Next sound? (Signal.) /t/.
4. Next sound? (Signal.) /rr/.
5. Next sound? (Signal.) /ā/.
6. Listen: **day**.
Say it. (Signal.) *Day*.
7. What's the first sound? (Signal.) /d/.
8. Next sound? (Signal.) /ā/.
9. (Repeat Steps 6–8 for **grate, tray**.)
10. (Call on individual students to say the sounds in **day, grate, tray, stray**.)

EXERCISE 2

VOWEL PATTERNS

1. Some words end in the sound /ā/.
Tell me how that sound is usually spelled at the end of a word.
Get ready. (Signal.) *a-y*.
2. Listen: **day**. What word? (Signal.) *Day*.
3. Say the end sound in **day**. Get ready. (Signal.) /ā/.
4. Spell /ā/. Get ready. (Signal.) *a-y*.
5. Spell **day**. Get ready. (Signal.) *D-a-y*.
6. Listen: **spray**. What word? (Signal.)
Spray.
7. Say the end sound in **spray**.
Get ready. (Signal.) /ā/.
8. Spell /ā/. Get ready. (Signal.) *a-y*.
9. Spell **spray**. Get ready. (Signal.)
S-p-r-a-y.
10. (Repeat Steps 6–9 for **play, stray**.)
11. (Call on individual students to spell **spray, day, stray, play**.)

EXERCISE 3

SENTENCE VARIATIONS

1. Find Part A on your worksheet. ✓
2. You are going to write sentences made of words you know how to spell. Remember to put the right end mark at the end of each sentence.
3. Sentence 1: **Which bunk do you want?**
Say that sentence. Get ready. (Signal.)
Which bunk do you want?
(Repeat until firm.)
4. Write it on Line 1.
5. Get ready to check your spelling.
Put an **X** next to any word you missed.
6. Spell **Which**. Get ready. (Signal.)
W-h-i-c-h.
(Write **Which**.)
Check it.
7. Spell **bunk**. Get ready. (Signal.)
B-u-n-k.
(Write **bunk**.)
Check it.
8. (Repeat Step 7 for **do, you, want**.)
9. What end mark did you put at the end of the sentence? (Signal.) *A question mark*.
(Write a question mark.)
Check it.
10. Fix any words you missed.
(Repeat Steps 3–9 for the remaining sentence: **Why is the sky blue?**)

EXERCISE 4

SENTENCES

1. Find Part B on your worksheet. ✓
I'll read the sentence in Part B:
I thought he was through.
2. Spell **I**. Get ready. (Signal.) *I*.
3. Spell **thought**. Get ready. (Signal.)
T-h-o-u-g-h-t.

4. Spell **he**. Get ready. (Signal.) *H-e*.
5. (Repeat Step 4 for **was**, **through**.)
6. (Repeat Steps 2–5 until firm.)
7. Copy the sentence on the line below.
(Pause; then check, and correct.)
8. Read the sentence you copied.
Get ready. (Signal.) *I thought he was through.*
9. See if you can spell the words without looking.
10. Spell **I**. Get ready. (Signal.) *I*.
11. Spell **thought**. Get ready. (Signal.)
T-h-o-u-g-h-t.
12. (Repeat Step 11 for **he**, **was**, **through**.)
13. (Repeat Steps 10–12 until firm.)
14. (Call on individual students to spell the words **I**, **thought**, **he**, **was**, **through**.)

EXERCISE 5

SPELLING REVIEW

1. Find Part C on your worksheet. ✓
2. Get ready to write some words.
3. Word 1 is **tray**.
What word? (Signal.) *Tray*.
Write it.
4. Word 2 is **clay**.
What word? (Signal.) *Clay*.
Write it.
5. (Repeat Step 4 for **stray**, **play**, **spray**, **day**.)
6. I'll spell each word.
Put an **X** next to any word you missed, and write that word correctly.
(Spell each word as you write it on the board. Then spell the word again.)

EXERCISE 6

CARTOONS

1. Look at the picture in Part D. ✓
You're going to write a sentence that tells what the girl is saying.
The girl could be saying, "Fly away, little bird," or "The bird must fly away."
The sentence you write must contain these words: **fly** and **bird**.
What words? (Signal.) *Fly and bird*.
2. Write the sentence on the lines.
Try to spell all the words correctly. ✓
3. (Praise appropriate sentences.)
4. Your sentence should contain the words **fly** and **bird**.
Underline those words in your sentence. ✓
5. Spell the word **fly**. Get ready. (Signal.)
F-l-y.
(Write **fly** on the board as the students spell it.)
6. Put an **X** next to the word if you missed it, and write it correctly.
7. Spell the word **bird**. Get ready. (Signal.)
B-i-r-d.
(Write **bird** on the board as the students spell it.)
8. Put an **X** next to the word if you missed it, and write it correctly.
9. (Call on a student.)
Read your sentence.
(Praise the student for an appropriate sentence.)
10. (Repeat Step 9 with other students.)

END LESSON 106

Lesson 106

A

1.

2.

B

I thought he was through.

C

1.

3.

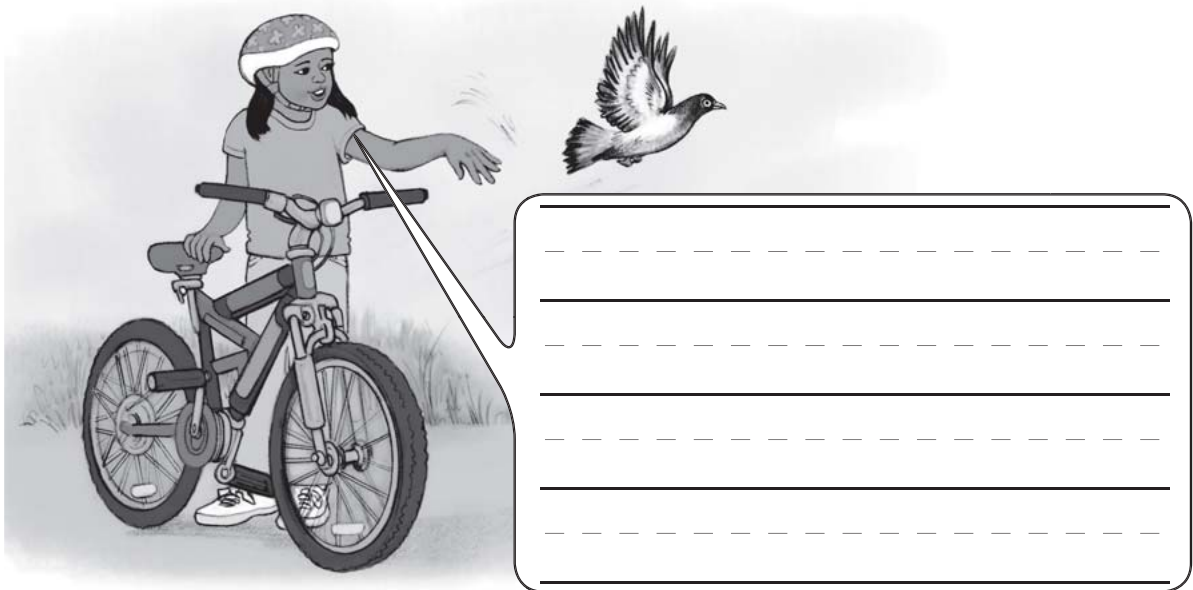
5.

2.

4.

6.

D



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