

Level C, Lesson 51

Note By this level of *Spelling Mastery*, students have mastered the most useful phonemic sound-symbol relationships and have learned to spell many irregularly spelled, high-utility words that do not lend themselves to phonemic analysis. Lessons 1–50 review and expand upon words and phonemic concepts introduced earlier in the series. Beginning in Lesson 51, the lessons shift from phonemic strategies that allow students to spell simple, phonetically regular words to new morphemic strategies that will enable them to spell an exceptionally large range of multisyllabic words.

Exercise 1 In this exercise, students learn to spell the word **right**. Students will practice spelling this word in various contexts before being introduced to a homonym, **write**. This strategy for introducing homonyms is followed throughout the remainder of the series.

Exercise 2 Students review a previously taught homonym, **their**.

Exercise 3 Students begin learning a model sentence containing several irregularly spelled words. As in Levels A and B, Level C typically introduces high-utility, irregularly spelled words in a sentence context.

Exercises 4 and 5 Students learn two rules about morphographs. They learn that all words are made of morphographs and that all morphographs have meaning.

Exercise 6 Students are introduced to two affixes, **re** and **ing**. Students learn that these units are morphographs. Two important features of morphographs are emphasized: all morphographs have meaning, and most morphographs are spelled the same way regardless of the word in which they appear. In later lessons, students learn that the spelling

of morphographs may vary when combined with other morphographs. Students will learn the rules that govern these spelling variations.

Exercise 7 In this relatively simple exercise, students learn that base words are also morphographs and that they share the same properties as affixes. The exercise also demonstrates that morphographs are not the same as syllables. Several of the single morphograph examples in the exercise are composed of two syllables.

Exercise 8 Students count the morphographs that compose words. The activity occurs in this lesson and the following lesson only. The objective of the exercise is to reinforce the concept that morphographs are not syllables.

Exercise 9 In this exercise, students begin to apply a simple morphographic strategy of combining bases and affixes introduced earlier to form new words.

Independent Work Completion Students complete Part E in their workbooks independently. The object of word searches is to provide an enjoyable way to practice previously taught base words.

Lesson 51

EXERCISE 1

HOMONYMS

1. Here's a sentence:
The answer is **right**.
2. Here's how you spell that **right**:
r-i-g-h-t.
3. Everybody, spell the word **right** that refers to being correct.
Get ready. (Signal.)
4. (Repeat Step 3 until firm.)

EXERCISE 2

HOMONYMS

1. Here's a sentence:
How do you like **their** home?
2. Spell that form of **their**. Get ready.
(Signal.)
3. (Repeat Step 2 until firm.)

EXERCISE 3

SENTENCES

1. Find Part A on your worksheet.
The sentence should say **Eight children left school together**.
2. Say that sentence. Get ready. (Signal.)
Eight children left school together.
(Repeat until firm.)
3. Fill in the blanks. ✓
4. Now let's spell the words in that sentence without looking.
5. Spell **Eight**. Get ready. (Signal.)
(Repeat until firm.)
6. Spell **children**. Get ready. (Signal.)
(Repeat until firm.)
7. (Repeat Step 6 for **left, school, together**.)
8. (Write on the board
Eight children left school together.)
Fix any words you missed.
Then copy the sentence on the lines below.

EXERCISE 4

WORD RULE

1. You are going to learn about morphographs. When you understand morphographs, spelling is much easier.
2. Listen: All words are made of morphographs.
Some words are made of one morphograph.
Some words are made of more than one morphograph.
3. What are all words made of? (Signal.)
Morphographs.
4. (Repeat Step 3 until firm.)

EXERCISE 5

MORPHOGRAPHIC RULE

1. Now we'll learn a rule about all morphographs in a word.
2. Listen: All morphographs have meaning.
(Repeat the rule.)
3. What's the rule about all morphographs in a word?
(Signal.) *All morphographs have meaning.*
4. Again, what's the rule? (Signal.) *All morphographs have meaning.*
5. (Repeat Step 4 until firm.)

EXERCISE 6

AFFIX INTRODUCTION

1. (Write **rebuild** on the board.)
What word? (Signal.) *Rebuild.*
2. **Rebuild** is a word; so what is it made of? (Signal.) *Morphographs.*
3. All morphographs have meaning.
So what do you know about the morphographs in the word **rebuild**?
(Signal.) *They have meaning.*

4. (Underline **re**.)
Re is a morphograph in the word **rebuild**.
So what do you know about **re**?
(Signal.) *It has meaning.*
5. In the word **rebuild**, **re** means **again**.
What morphograph means **again**?
(Signal.) *re.*
6. **Re** means **again**.
So tell me the word that means **build again**. (Pause.) Get ready.
(Signal.) *Rebuild.*
7. Let's do another word.
What morphograph means **again**?
(Signal.) *re.*
So tell me the word that means **teach again**. (Pause.) Get ready.
(Signal.) *Reteach.*
8. One more word.
What morphograph means **again**?
(Signal.) *re.*
So tell me the word that means **write again**. (Pause.) Get ready.
(Signal.) *Rewrite.*
9. (Write **spending** on the board.)
What word? (Signal.) *Spending.*
10. **Spending** is a word; so what is it made of? (Signal.) *Morphographs.*
11. All morphographs have meaning.
So what do you know about the morphographs in the word **spending**?
(Signal.) *They have meaning.*
12. (Underline **ing**.)
Ing is a morphograph in the word **spending**.
So what do you know about **ing**?
(Signal.) *It has meaning.*
13. In the word **spending**, **ing** means **when you do something**.
What morphograph means **when you do something**? (Signal.) *ing.*
14. **Ing** means **when you do something**.
So tell me the word that means **when you spend**. (Pause.) Get ready.
(Signal.) *Spending.*
15. Let's do another word.
What morphograph means **when you do something**? (Signal.) *ing.*
So tell me the word that means **when you pack**. (Pause.) Get ready.
(Signal.) *Packing.*
16. One more word. What morphograph means **when you do something**?
(Signal.) *ing.*
So tell me the word that means **when you run**. (Pause.) Get ready.
(Signal.) *Running.*
17. You have learned about the morphographs **re** and **ing**.
Everybody, spell the morphograph **re**.
Get ready. (Signal.)
18. Spell the morphograph **ing**.
Get ready. (Signal.)
19. (Repeat Steps 17 and 18 until firm.)

EXERCISE 7

WORD READING

1. Find Part B on your worksheet. ✓
These words are made of only one morphograph.
2. Read Word 1. Get ready. (Signal.) *Ring.*
How many morphographs is **ring**?
(Signal.) *One.*
3. Read Word 2. Get ready. (Signal.)
Wonder.
How many morphographs is **wonder**?
(Signal.) *One.*
4. (Repeat Step 3 for **rent, act, water, pack, fresh, listen**.)

EXERCISE 8

MORPHOGRAPHIC COUNTING

NOTE: Only the teacher responds in Steps 3–5.

1. Find Part C on your worksheet. ✓
2. We're going to figure out how many morphographs are in each word listed in Part C.
3. I'll do the first words.
Word 1 is **ring**.
What's the first part of **ring** that has meaning? (Pause.) **ring**.
So how many morphographs is **ring**? (Pause.) **One**.
Everyone, write **1** in the space.
4. Word 2 is **ringing**.
What's the first part of **ringing** that has meaning? (Pause.) **ring**.
What's the next part that has meaning? (Pause.) **ing**.
So how many morphographs is **ringing**? (Pause.) **Two**.
Write **2** in the space.
5. Word 3 is **wondering**.
What's the first part of **wondering** that has meaning? (Pause.) **wonder**.
What's the next part that has meaning? (Pause.) **ing**.
So how many morphographs is **wondering**? (Pause.) **Two**.
Write **2** in the space.
6. Now it's your turn.
7. Word 4 is **wonder**.
What's the first part of **wonder** that has meaning? (Signal.) *wonder*.
So how many morphographs is **wonder**? (Signal.) *One*.
Write **1** in the space.
8. Word 5 is **renting**. What's the first part of **renting** that has meaning? (Signal.) *rent*.
What's the next part that has meaning? (Signal.) *ing*.
So how many morphographs is **renting**? (Signal.) *Two*.
Write **2** in the space.
9. Word 6 is **react**.
What's the first part of **react** that has meaning? (Signal.) *re*.
What's the next part that has meaning? (Signal.) *act*.
So how many morphographs is **react**? (Signal.) *Two*.
Write **2** in the space.
10. Word 7 is **watering**.
What's the first part of **watering** that has meaning? (Signal.) *water*.
What's the next part that has meaning? (Signal.) *ing*.
So how many morphographs is **watering**? (Signal.) *Two*.
Write **2** in the space.
11. Word 8 is **repacking**.
What's the first part of **repacking** that has meaning? (Signal.) *re*.
What's the next part that has meaning? (Signal.) *pack*.
What's the next part that has meaning? (Signal.) *ing*.
So how many morphographs is **repacking**? (Signal.) *Three*.
Write **3** in the space.

EXERCISE 9

WORD BUILDING

1. Find part D on your worksheet. ✓
Get ready to spell and then write some words that have more than one morphograph.

2. First word: **refresh**.
What's the first morphograph in **refresh**? (Signal.) *re*.
Spell **re**. Get ready. (Signal.)
3. The next morphograph in **refresh** is **fresh**.
Spell **fresh**. Get ready. (Signal.)
4. Now spell **refresh**. Get ready. (Signal.)
Write it.
5. Next word: **wondering**.
The first morphograph in **wondering** is **wonder**.
Spell **wonder**. Get ready. (Signal.)
6. What's the next morphograph in **wondering**? (Signal.) *ing*.
Spell **ing**. Get ready. (Signal.)
7. Now spell **wondering**.
Get ready. (Signal.) Write it.
8. (For **repacking** and **listening**, have students identify each morphograph, spell each morphograph, spell the entire word, and write the word.)
9. (Correct Part D.)

WORK COMPLETION

1. Complete the rest of the worksheet on your own.
2. (Correct all work.)

Answer Key
Part E

s	c	w	r	i	t	e
s	w	o	n	d	e	r
h	s	r	u	e	s	m
a	s	t	o	n	e	a
p	s	h	o	o	t	d
e	v	k	e	p	t	e

END LESSON 51

Lesson 51

A

B

- | | | | |
|-----------|---------|----------|-----------|
| 1. ring | 3. rent | 5. water | 7. fresh |
| 2. wonder | 4. act | 6. pack | 8. listen |

C

- | | |
|-------------------|-------------------|
| 1. ____ ring | 5. ____ renting |
| 2. ____ ringing | 6. ____ react |
| 3. ____ wondering | 7. ____ watering |
| 4. ____ wonder | 8. ____ repacking |

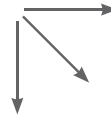
D

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

E

These words are in the word search.
Circle 7 or more of the words.

- | | | |
|--------|-------|-------|
| worth | count | shoot |
| ask | kept | write |
| wonder | stop | stone |
| shape | need | made |



s	c	w	r	i	t	e
s	w	o	n	d	e	r
h	s	r	u	e	s	m
a	s	t	o	n	e	a
p	s	h	o	o	t	d
e	v	k	e	p	t	e