**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 /ə/ 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 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.
7. Check it.
9. Check it.
10. (Repeat Steps 6–9 for do, you, want.)
11. What end mark did you put at the end of the sentence? (Signal.) A question mark.
12. Check it.
13. 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.
Lesson 106

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. _____________________________________________

2. _____________________________________________

3. _____________________________________________

4. _____________________________________________

5. _____________________________________________

6. _____________________________________________

D

Spelling Mastery Series Guide Sample Lesson, Level B