Level E, Lesson 92

Note Levels D and E are similar except for two major differences. First, in Level E, the number of structural rules taught increases to include the y-to-i rule and other generalizations that account for the spelling of difficult words such as critically, shown, and shelves. The second and most notable change is the introduction of nonword bases, such as ceive, fect, and sume. Nonword bases cannot stand alone, but they share the same spelling characteristics as other morphographs. Nonword bases are introduced carefully because most students are not familiar with them. As a result of the increased number of structural rules and the addition of nonword bases, there are more words and more difficult words taught in Level E than in Level D.

Exercise 1 Students practice spelling a new homonym, week. In later lessons, they will discriminate between the words week and weak.

Exercise 2 In this exercise, students are introduced to a new affix, e. They learn to combine this affix with previously taught morphographs to spell a variety of new words.

Exercise 3 Students practice discriminating between words that require the application of the doubling rule and words that do not. This is an important activity because knowing a spelling rule does not ensure that students will apply the rule correctly. Students generally need teacher-directed practice to determine when applying a rule is appropriate.

Exercise 4 Students learn to spell a new nonword base, lieve. Then they combine lieve with previously taught morphographs to spell new words. Notice that nonword bases are introduced one at a time rather than in groups, as are other morphographs.

Exercise 5 Students begin learning a new model sentence. By this point in the series, model sentences are composed of difficult words, such as adequately and challenge.

Independent Work Completion In Part B, the first independent activity, students combine morphographs to form words and decide whether or not to apply the final-e and doubling rules.

In Part C, students match each word with its clue.

In Part D, students locate and circle specific words in a word search.

Finally, in Part E, students identify the misspelled word in each sentence and write it correctly on the line provided.
EXERCISE 1

HOMONYMS

1. Here’s a sentence:
   I haven’t seen them for a week.
2. Spell that week. Get ready. (Signal.)
3. (Repeat Step 2 until firm.)

EXERCISE 2

AFFIX INTRODUCTION

1. (Write on the board emerge, eject, event.)
   Each of these words has the morphograph e at the beginning.
   What morphograph? (Signal.) e.
2. (Point to emerge.)
   What word? (Signal.) Emerge.
   What’s the first morphograph in emerge? (Signal.) e.
3. Next morphograph? (Signal.) merge.
   Spell emerge. Get ready. (Signal.)
4. (Point to eject.)
   What word? (Signal.) Eject.
   What’s the first morphograph in eject? (Signal.) e.
5. Next morphograph? (Signal.) ject.
   Spell eject. Get ready. (Signal.)
6. (Point to event.)
   What word? (Signal.) Event.
   What’s the first morphograph in event? (Signal.) e.
7. Next morphograph? (Signal.) vent.
   Spell event. Get ready. (Signal.)
8. (Call on individual students to spell emerge, eject, event.)

EXERCISE 3

RULE DISCRIMINATION

1. I’ll say some words.
   Let’s figure out whether the rule about doubling letters applies to each word.
2. Remember you double the final c in a short word when the word ends cvc and
   the next morphograph begins with v.
3. First word: madness.
   Spell the first morphograph in madness. Get ready. (Signal.)
4. Does mad end cvc? (Signal.) Yes.
   Is mad a short word? (Signal.) Yes.
   So maybe madness follows the doubling rule.
   Does ness begin with v or c? (Signal.) c.
   So does the doubling rule apply?
   (Signal.) No.
   Why not? (Call on a student.)
   Ness does not begin with v.
   Spell madness. Get ready. (Signal.)
5. Next word: running.
   Spell the first morphograph in running.
   Get ready. (Signal.)
6. Does run end cvc? (Signal.) Yes.
   Is run a short word? (Signal.) Yes.
   So maybe running follows the doubling rule.
   Does ing begin with v or c? (Signal.) v.
   So does the doubling rule apply?
   (Signal.) Yes.
   Spell running. Get ready. (Signal.)
7. Next word: spiritual.
   Spell the first morphograph in spiritual.
   Get ready. (Signal.)
8. Does spirit end cvc? (Signal.) Yes.
   Is spirit a short word? (Signal.) No.
   So does the doubling rule apply?
   (Signal.) No.
   Why not? (Call on a student.)
   Spirit is not a short cvc word.
   Spell spiritual. Get ready. (Signal.)
   Spell the first morphograph in shopper.
   Get ready. (Signal.)
10. Does shop end cvc? (Signal.) Yes.
    Is shop a short word? (Signal.) Yes.
    So maybe shopper follows the doubling rule.
    Does er begin with v or c? (Signal.) v.
    So does the doubling rule apply? (Signal.) Yes.
    Spell shopper. Get ready. (Signal.)
11. Next word: sadly.
    Spell the first morphograph in sadly.
    Get ready. (Signal.)
12. Does sad end cvc? (Signal.) Yes.
    Is sad a short word? (Signal.) Yes.
    So maybe sadly follows the doubling rule.
    Does l-y begin with v or c? (Signal.) c.
    Why not? (Call on a student.)
    L-y does not begin with v.
    Spell sadly. Get ready. (Signal.)

**EXERCISE 4**

**NONWORD BASE**

1. (Write on the board lieve.)
   Here’s a new morphograph that does not stand alone.
   What morphograph? (Signal.) lieve.
2. Everybody, spell lieve. Get ready.
   (Signal.)
3. Get ready to spell words that have the morphograph lieve.
4. First word: relieve.
   What’s the first morphograph in relieve? (Signal.) re.
   Next morphograph? (Signal.) lieve.
   Spell relieve. Get ready. (Signal.)
5. Next word: believe.
   What’s the first morphograph in believe? (Signal.) be.
   Next morphograph? (Signal.) lieve.
   Spell believe. Get ready. (Signal.)

**EXERCISE 5**

**SENTENCES**

1. Find Part A on your worksheet. ✔
   I’ll read the sentence in Part A:
   Adequately protecting the environment is a challenge.
2. Get ready to spell some of the words in that sentence.
3. Spell Adequately. Get ready. (Signal.)
4. Spell protecting. Get ready. (Signal.)
5. (Repeat Step 4 for environment, challenge.)
6. (Repeat Steps 3–5 until firm.)
7. Copy the sentence on the lines below.
   (Correct the copied sentence.)
8. Read the sentence you copied.
   Get ready. (Signal.)
   Adequately protecting the environment is a challenge.
9. See if you can spell some of those words without looking.
10. Spell adequately. Get ready. (Signal.)
    (Repeat until firm.)
11. Spell protecting. Get ready. (Signal.)
    (Repeat until firm.)
12. (Repeat Step 11 for environment, challenge.)

**WORK COMPLETION**

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

Part B
1. verify . . . A
2. likelihood . . . C
3. marriage . . . C
4. complying . . . O
5. denied . . . C
6. justifiable . . . C
7. agonize . . . A
8. categories . . . C

Part C
1. aisle
2. stationary
3. principles
4. isle
5. principal
6. stationery

Part D
1. committed, terrible
2. historian, busy
3. morphographs, meanings
4. magician, unique

Part E
1. animal
2. unanimous
3. superfluous
4. judicious
5. fluently
6. reunion

END LESSON 92
Lesson 92

Adequately protecting the environment is a challenge.

B

Add the morphographs together.
1. im + prove + ment = __________________________
2. e + value + ate = __________________________
3. be + lief + s = __________________________
4. ob + serve + ate + ion = __________________________
5. de + com + press + ion = __________________________
6. e + vent + ual = __________________________
7. con + vert + ed = __________________________
8. sign + ate + ure = __________________________

C

Draw a line from each word to its clue.

bare • • what you wear
close • • not covered
bear • • Have you _______ my gloves?
clothes • • I lost _______ by exercising.
seen • • You must push the door hard to _______ it.
scene • • Let’s _______ for the others before we leave.
wait • • an animal
weight • • The peaceful _______ was interrupted by noisy campers.
Each sentence has one misspelled word. Write each word correctly on the blank.

1. Scientists proclame that the new medication will improve the condition.  

2. The childhood belief in elves still fasinates many writers.  

3. The endless search for my beautiful bracelet was depresing.