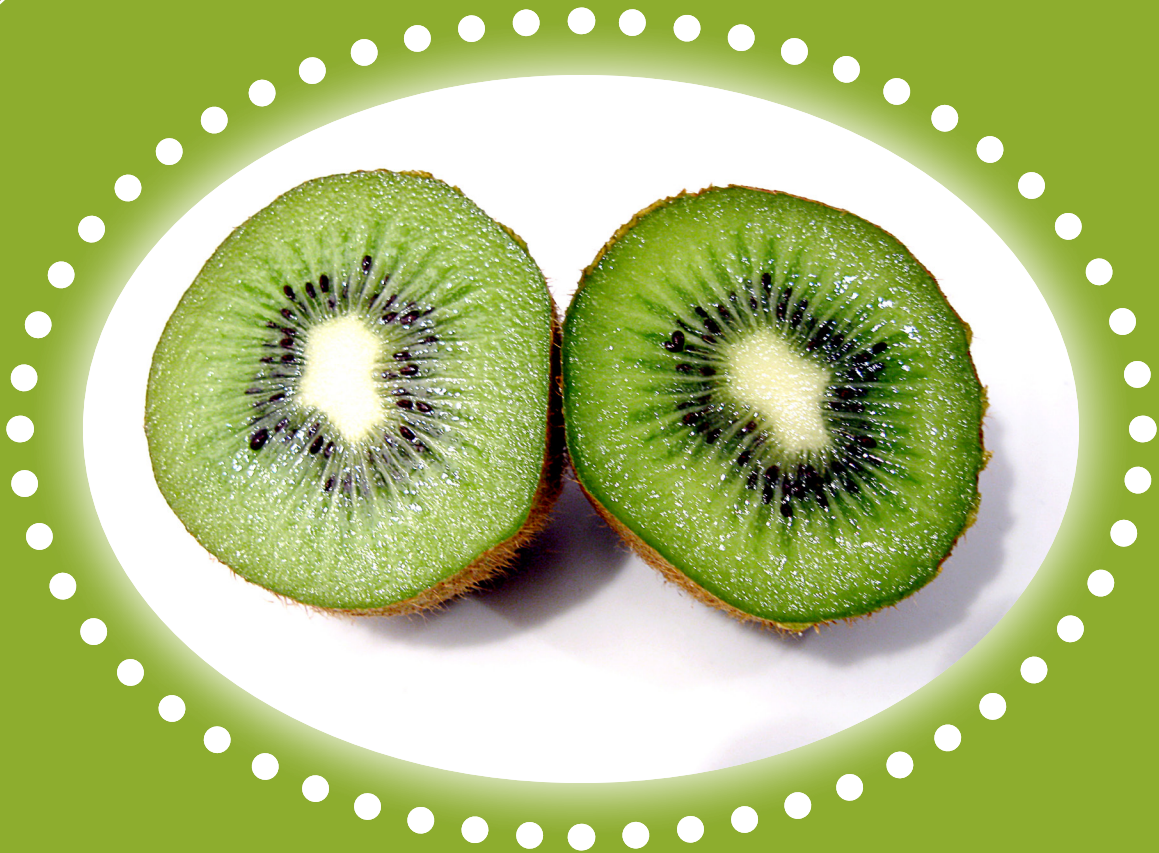


Teacher's Edition

ADVENTURES IN SPELLING®



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Level 4

Dear Teachers,

Welcome to Adventures in Spelling by CherryWood Press. We present an attractive, enjoyable approach to a subject that is, at best, unappreciated by your students, and approached with reluctance at worst. We are confident that your students will eagerly approach their spelling lessons and truly regard this topic as an adventure.

Goals:

1. To present easy-to-follow spelling lessons utilizing frequently used words while enhancing students' vocabulary
2. To increase students' awareness of syllabification of words, and enhance their ability to retain basic spelling rules
3. To enable students to build personal vocabulary lists by stressing the phonetic structure of words
4. To build understanding of the meanings of words through activities and usage of dictionary skills

Format

There are 36 lessons to be covered over the course of the school year, at the rate of one lesson per week. Each lesson consists of a spelling rule and a list of words. For students' convenience, each lesson's spelling words are written on every page of the lesson so that students never have to turn back to find the words. The only exception are the WOW words, which are listed only on the original spelling list page. Over the course of each lesson, students will write the words three times.

Lessons 9, 19, 29, and 35 are review lessons, consisting of sample words from the preceding lessons.

WOW Sections

WOW words are **Words Often Wrong**, and they are cumulative, as a new word is added to each lesson. WOW words are frequently used and often part of our daily vocabulary; however, they are often misspelled when used in writing. It is our hope that by increasing the number of times these words are visually and auditorily practiced, students' accuracy will be strengthened. Students should be tested weekly on all WOW words listed in each lesson. WOW review lessons are lessons 10, 20, 30 and 36.

LESSON 1	1	long a and long o words with silent e
LESSON 2	4	Silent e words with the suffix ing
LESSON 3	7	Soft g in the middle of a word
LESSON 4	10	long i and comparing words
LESSON 5	14	long o at the beginning or at the end of a word
LESSON 6	17	ee words
LESSON 7	20	oi words
LESSON 8	23	y at the end of a word
LESSON 9	26	Review: Lessons 1-8
LESSON 10	28	WOW review
LESSON 11	29	Short a with double consonants
LESSON 12	32	Short e with double consonants
LESSON 13	35	Short i words
LESSON 14	38	Short o words
LESSON 15	41	Short u words
LESSON 16	44	Homophones
LESSON 17	47	More homophones
LESSON 18	50	Contractions
LESSON 19	53	Review: Lessons 11-18
LESSON 20	55	WOW review
LESSON 21	56	ea words
LESSON 22	59	Words ending with ture
LESSON 23	62	Prefix re
LESSON 24	65	Prefix un
LESSON 25	68	Prefix dis
LESSON 26	71	Suffix ful
LESSON 27	74	Suffix less
LESSON 28	77	Words that end with consonant + le
LESSON 29	80	Review: Lessons 21-28
LESSON 30	82	WOW review
LESSON 31	83	Abbreviations
LESSON 32	86	Number words
LESSON 33	89	Compound words
LESSON 34	92	au and augh words
LESSON 35	95	Review: Lessons 31-34
LESSON 36	97	WOW review



Dear Level 4 Student,

Welcome to Adventures in Spelling by CherryWood Press. Each lesson includes a spelling rule, interesting activities and a special feature called "WOW" words. WOW stands for Words Often Wrong. These words are frequently used and often part of our daily vocabulary. You will notice that a new word is added to the word list in each lesson.

Spelling Tips:

-  1. See the word.
Notice the spelling pattern.
-  2. Say the word.
Slowly pronounce each consonant and vowel sound.
-  3. Write the word.
Form the letters carefully and correctly.



long a
and long o
with silent e



anyway

SPELLING WORDS

stale	chase	smoke
awake	plate	froze
state	globe	broke
shape	stone	home

SPELLING RULE

The **a** has a long **a** sound, when it is followed by a consonant and a silent **e**, as in “stale”.

The **o** has a long **o** sound, when it is followed by a consonant and a silent **e**, as in “globe”.

Part A Write the spelling words and their meanings.

TEACHING NOTES:

1. _____
2. _____ **GOAL:** To spell words with long vowels **a** and **o** and remember the silent **e** at the end of each word
3. _____ **PART A:** Students should write the spelling words and look up the definitions in the dictionary at the end of the spelling book. Students
4. _____ may need guidance in dictionary skills for Part A.
5. _____ **PART B:** Introduce the WOW word and its meaning.
6. _____ Students should answer the question.
7. _____ Remind students that they are responsible for the WOW word on the test.
8. _____ **PART C:** Introduce syllabification. It might be helpful to direct students to tap their pencils as they sound out each syllable. The word “awake”
9. _____ would need two taps of the pencil.
10. _____ # 13-15: A consonant cluster is more than one consonant “clustered” or
11. _____ grouped together, as in “state”.
12. _____ **PART D:** Remind your students to read each sentence in its entirety before completing it. Point out the context clues in each sentence. Ask students which word(s) in the sentence hint at the correct answer.

LESSON 1 REPRODUCIBLES: PAGE 112

LESSON

1

stale
awake
state
shape
chase
plate
globe
stone
smoke
froze
broke
home

Part B

Write the new WOW word and its meaning.

anyway

in any case (MORE IN DICTIONARY)

How many words do you see in the WOW word?

2

A syllable is a part of a word that contains a vowel sound. Some words have only one syllable.

Part C

Write the spelling words that have one syllable.

1. *stale*

7. *stone*

2. *state*

8. *smoke*

3. *shape*

9. *froze*

4. *chase*

10. *broke*

5. *plate*

11. *home*

6. *globe*

Write the spelling word that has two syllables.

12. *awake*

Write the spelling words that begin with the consonant cluster **st**.

13. *stale*

14. *state*

15. *stone*

Part D Complete the sentences using the spelling words.

1. It was so cold outside that the lake froze over.
2. The bread was very hard because it was stale.
3. We live in the state of New Jersey.
4. When the alarm clock rang, I was wide awake.
5. The little girl was very sad when her doll fell and broke.
6. We watched the dog chase the cat.
7. The teacher showed her class the seven continents on the globe.
8. She formed the shape of a star with her clay.
9. In the winter, my breath looks like smoke in the cold air.
10. The house was made of stone.
11. I ran all the way home.
12. When you are done with your meal, please clean your plate.

stale

awake

state

shape

chase

plate

globe

stone

smoke

froze

broke

home



LESSON

2

silent e words
with the
suffix **ing**



anyway
before

SPELLING WORDS

<u>shake</u>	shaking	<u>save</u>	saving
<u>live</u>	living	<u>taste</u>	tasting
<u>score</u>	scoring	<u>declare</u>	declaring
<u>smile</u>	smiling	<u>advise</u>	advising
<u>change</u>	changing	<u>handle</u>	handling
<u>slide</u>	sliding	<u>surprise</u>	surprising

SPELLING RULE

When a base word ends with silent **e**, drop the **e** when you add a suffix that begins with a vowel, as in “declare, declaring”.

A suffix is a letter or letters added to the end of a word to form a new word.

Part A

Write the underlined spelling words and their meanings.

TEACHING NOTES:

1. |
2. | **GOAL:** To introduce base words and the concept of dropping the silent **e** when adding the suffix **ing**
3. | Remind students what a suffix is.
4. | **PART A:** Students should write the underlined spelling words (or base words) and look up the definitions in the dictionary at the end of the spelling book.
5. | Point out to the students how adding **ing** changes the tense of the word and how it can be used in writing.
6. | **PART B:** Introduce the new WOW word and its meaning. Students should answer the question.
7. | Remind students that they are responsible for both WOW words on the test.
8. | **PART C:**
9. | # 1-12- Students should unscramble the base words. Point out that the first letter of each word has been done for them. After they unscramble the base word, students should write the **ing** form. It might be helpful to write a few base words on the board to illustrate what happens when we add **ing**. For example: shake - **e** + **ing** = shaking , live - **e** + **ing** = living.
10. | # 13-16- Students should write the underlined words (or base words) that have two syllables. Try the pencil-tapping activity to sound out the syllables for students.
11. | **PART D:** Some guidance may be needed for this activity, as students need to use their definitions and/or their vocabulary skills to answer the questions.
12. | For this week's spelling test, students should be told that some of the words will be in base form and some will be using the **ing** suffix.

LESSON 2 REPRODUCIBLES: PAGE 113

Part B Write the new WOW word and its meaning.

before earlier than somebody/something (MORE IN DICTIONARY)

What is the opposite of the WOW word?

after

Part C Unscramble the base word and then write the ing form.

- | | | | |
|-----|-----------------|-------------------|-----------------------------|
| 1. | s a v i d e | a <u>d</u> vise | <u>a</u> dvis <u>i</u> ng |
| 2. | g h e c a n | c <u>h</u> ange | <u>c</u> hanging |
| 3. | l r e d a c e | d <u>e</u> clare | <u>d</u> ec <u>a</u> ring |
| 4. | e d l n a h | h <u>a</u> ndle | <u>h</u> and <u>l</u> ing |
| 5. | e v l i | l <u>i</u> ve | <u>l</u> iving |
| 6. | v e a s | s <u>a</u> ve | <u>s</u> aving |
| 7. | r c o e s | s <u>c</u> ore | <u>s</u> coring |
| 8. | k e h a s | s <u>h</u> ake | <u>s</u> haking |
| 9. | e d l i s | s <u>l</u> ide | <u>s</u> liding |
| 10. | m i s e l | s <u>m</u> ile | <u>s</u> mil <u>i</u> ng |
| 11. | p r u s s i e r | s <u>u</u> rprise | <u>s</u> urpr <u>i</u> sing |
| 12. | s a e t t | t <u>a</u> ste | <u>t</u> asting |

Write the base spelling words that have two syllables.

13. declare
14. advise
15. handle
16. surprise



shake
shaking
live
living
score
scoring
smile
smiling
change
changing
slide
sliding
save
saving
taste
tasting
declare
declaring
advise
advising
handle
handling
surprise
surprising

LESSON 2

shake
shaking
live
living
score
scoring
smile
smiling
change
changing
slide
sliding
save
saving
taste
tasting
declare
declaring
advise
advising
handle
handling
surprise
surprising

Part D What am I?

1. I'm made with milk and ice cream.
2. I'm a happy symbol.
3. I'm a number in a game.
4. I'm found on a playground.
5. I'm the coins in your pocket.
6. I'm on the side of a pitcher.
7. I'm a small amount on the tongue.
8. I'm a strong way of saying something.
9. I'm the opposite of waste.
10. I'm a kind of party.
11. I'm a way to give helpful hints.
12. I'm the opposite of dying.

shake

smile

score

slide

change

handle

taste

declare

save

surprise

advise

living



LESSON

1

RAPID REVIEW

RAPID REVIEW

1

long a and
long o
with silent e

WOW
Words Often Wrong

anyway

Level 4

SEE IT

SAY IT

WRITE IT

- | | | |
|------------------|--------|-------|
| 1. <i>stale</i> | stale | _____ |
| 2. <i>awake</i> | a-wake | _____ |
| 3. <i>state</i> | state | _____ |
| 4. <i>shape</i> | shape | _____ |
| 5. <i>chase</i> | chase | _____ |
| 6. <i>plate</i> | plate | _____ |
| 7. <i>globe</i> | globe | _____ |
| 8. <i>stone</i> | stone | _____ |
| 9. <i>smoke</i> | smoke | _____ |
| 10. <i>froze</i> | froze | _____ |
| 11. <i>broke</i> | broke | _____ |
| 12. <i>home</i> | home | _____ |

CHALLENGE WORDS

- behave
- close
- escape
- alone

WEEKLY TEST

Name: _____

Date: _____

Teacher: _____

Spelling Test

LESSON 1

- _____
- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____
- _____

Sentences

- _____
- _____
- _____
- _____
- _____

WOW
Words Often Wrong

Challenge Words

- _____

- _____
- _____
- _____
- _____



WRITING ACTIVITY

WRITING

1

Name: _____

WOW
Words Often Wrong

anyway

stale *shape* *globe* *froze*
awake *chase* *stone* *broke*
state *plate* *smoke* *home*

Many years ago, people were not able to cook their food on stoves or in ovens that are available for use today. Write a paragraph describing how food was cooked long ago. Use at least five spelling words.

Bonus: Include the WOW word in the paragraph.

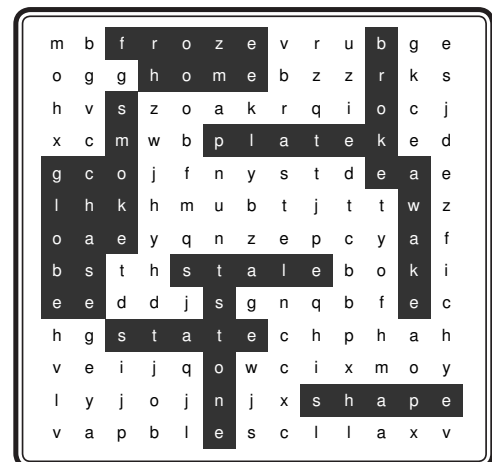


Level 4

WORD SEARCH

Name: _____

LESSON 1



- | | | |
|-------|-------|-------|
| stale | chase | smoke |
| awake | plate | froze |
| state | globe | broke |
| shape | stone | home |

Level 4

RAPID REVIEW

RAPID REVIEW 2

silent e words
with the
suffixing



anyway
before

SEE IT

SAY IT

WRITE IT

- | | | |
|-----------------------|--------------|-------|
| 1. <i>shaking</i> | shak-ing | _____ |
| 2. <i>living</i> | liv-ing | _____ |
| 3. <i>scoring</i> | scor-ing | _____ |
| 4. <i>smiling</i> | smil-ing | _____ |
| 5. <i>changing</i> | chang-ing | _____ |
| 6. <i>sliding</i> | slid-ing | _____ |
| 7. <i>saving</i> | sav-ing | _____ |
| 8. <i>tasting</i> | tast-ing | _____ |
| 9. <i>declaring</i> | de-clar-ing | _____ |
| 10. <i>advising</i> | ad-vis-ing | _____ |
| 11. <i>handling</i> | han-dling | _____ |
| 12. <i>surprising</i> | sur-pris-ing | _____ |

CHALLENGE WORDS

- prepare
- preparing
- lose
- losing

Level 4

WEEKLY TEST

Name: _____
Teacher: _____

Date: _____
Spelling Test

LESSON 2

- | | |
|----------|-----------|
| 1) _____ | 7) _____ |
| 2) _____ | 8) _____ |
| 3) _____ | 9) _____ |
| 4) _____ | 10) _____ |
| 5) _____ | 11) _____ |
| 6) _____ | 12) _____ |

Sentences

- | |
|----------|
| 1) _____ |
| 2) _____ |
| 3) _____ |
| 4) _____ |
| 5) _____ |



Challenge Words

- | | |
|----------|----------|
| 1) _____ | 1) _____ |
| 2) _____ | 2) _____ |
| 3) _____ | 3) _____ |
| 4) _____ | 4) _____ |



WRITING ACTIVITY

WRITING 2

Name: _____



anyway
before

shaking *smiling* *saving* *advising*
living *changing* *tasting* *handling*
scoring *sliding* *declaring* *surprising*

Suppose you were able to fly like a bird or a plane in the sky. Write a paragraph describing what it is like to fly. Use eight spelling words.

Bonus: Include the WOW words in the paragraph.

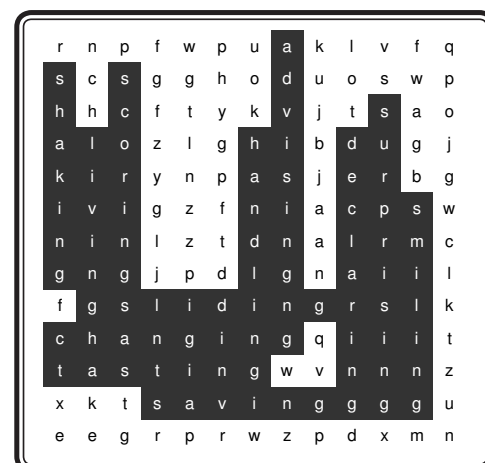


Level 4

WORD SEARCH

Name: _____

LESSON 2



- | | | |
|---------|----------|------------|
| shaking | changing | declaring |
| living | sliding | advising |
| scoring | saving | handling |
| smiling | tasting | surprising |

Level 4