

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 met with reluctance at worst. We're confident that your students will eagerly anticipate 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 34 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, and 33 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 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 on all WOW words listed in each lesson, weekly. WOW review lessons are lessons 10, 20, and 34.



Dear Level 8 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:



See the word.

Notice the spelling pattern.



Say the word.

Slowly pronounce each consonant and vowel sound.



Write the word.

Form the letters carefully and correctly.





**final silent e  
words  
and suffixes**



because

## SPELLING WORDS

<u>practice</u>	practical	<u>substitute</u>	substitution
<u>precise</u>	precision	<u>admire</u>	admiration
<u>execute</u>	executive	<u>congratulate</u>	congratulation
<u>resemble</u>	resemblance	<u>impose</u>	imposition
<u>duplicate</u>	duplication	<u>persevere</u>	perseverance

## SPELLING RULE

When you add a suffix that begins with a vowel to a word that ends with silent e, drop the e.

**Part A Write the underlined spelling words, parts of speech and definitions.**

### TEACHING NOTES

1. |
2. | **GOAL:** To introduce silent e words and the concept of dropping the silent e when adding suffixes
3. | ⇨ Point out: All the suffixes begin with a vowel.
4. | **PART A**
5. | Students write the underlined spelling words and look up the parts of speech and definitions in the dictionary at the end of the spelling book. Students may need guidance in dictionary skills.
6. | **PART B**
7. | Introduce the WOW word, its part of speech and its meaning.
8. | Remind students that the WOW word will appear on the test.
9. | **PART C**
10. | #1-10- Students write the two spelling words that match the words given. #11-14- Students write the meanings of the suffixes given.
11. | ⇨ Please note: Definitions of prefixes and suffixes can be found on page 98, in the dictionary.
12. | **PART D**
13. | Students find the spelling words and the parts of speech to match each clue.
14. |

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# LESSON

1

## Part B

Write the WOW word, part of speech and definition.

*because* *conj.* *fits the reason that, since*

## Part C

Write the spelling words that match the word forms below.

1. substituting	<i>substitute</i>	<i>substitution</i>
2. precisely	<i>precise</i>	<i>precision</i>
3. imposing	<i>impose</i>	<i>imposition</i>
4. perseveres	<i>persevere</i>	<i>perseverance</i>
5. admirer	<i>admire</i>	<i>admiration</i>
6. congratulating	<i>congratulate</i>	<i>congratulation</i>
7. executed	<i>execute</i>	<i>executive</i>
8. resembles	<i>resemble</i>	<i>resemblance</i>
9. practices	<i>practice</i>	<i>practical</i>
10. duplicating	<i>duplicate</i>	<i>duplication</i>

A **base word** is a word before any changes are made.

A **suffix** is a group of letters added to the end of a base word to form a new word.

List the four suffixes used in this lesson and then write the definitions.

11. <i>al</i>	<i>relating to</i>
12. <i>ion</i>	<i>1. the act or condition of, 2. the result of</i>
13. <i>ive</i>	<i>tending to</i>
14. <i>ance</i>	<i>state of being</i>

*practice*  
*practical*  
*precise*  
*precision*  
*execute*  
*executive*  
*resemble*  
*resemblance*  
*duplicate*  
*duplication*  
*substitute*  
*substitution*  
*admire*  
*admiration*  
*congratulate*  
*congratulation*  
*impose*  
*imposition*  
*persevere*  
*perseverance*



**Part D** Write a spelling word for each meaning. Then, fill in the part of speech for each word.

1. accuracy	<i>precision</i>	<i>n.</i>
2. to copy	<i>duplicate</i>	<i>v.</i>
3. to stick it out	<i>persevere</i>	<i>v.</i>
4. similar appearance	<i>resemblance</i>	<i>n.</i>
5. to carry out	<i>execute</i>	<i>v.</i>
6. to wish well	<i>congratulate</i>	<i>v.</i>
7. to do over and over	<i>practice</i>	<i>v.</i>
8. in place of	<i>substitution</i>	<i>n.</i>
9. to inflict	<i>impose</i>	<i>v.</i>
10. to look up to	<i>admire</i>	<i>v.</i>

practice  
practical  
precise  
precision  
execute  
executive  
resemble  
resemblance  
duplicate  
duplication  
substitute  
substitution  
admire  
admiration  
congratulate  
congratulation  
impose  
imposition  
persevere  
perseverance



# LESSON 2

long e words  
with ie



because  
beautiful

## SPELLING WORDS

believe	achieve	chandelier
experience	audience	obedient
eerie	calorie	frontier
siege	lenient	chief
niece	hygiene	roisserie

## SPELLING RULE

i before e except after c.

Part A Write the spelling words, parts of speech and definitions.

- TEACHING NOTES
- GOAL:** To reinforce the rule of i before e except after c  
► **WORD ALERT:** eerie, roisserie
- PART A**  
Students write the spelling words and look up the parts of speech and definitions in the dictionary at the end of the spelling book.
- PART B**  
Introduce the WOW word, its part of speech and its meaning.  
Remind students that both WOW words will appear on the test.
- PART C**  
#1-15- Students alphabetize the spelling words according to the guide words given.  
#16-17- Students write the spelling words that may be used as verbs.
- PART D**  
Students complete the story using the spelling words.  
⇒ Please note: The spelling words **audience** and **chief** will be used twice.
- #1-5- Students complete the sentences using the spelling words.
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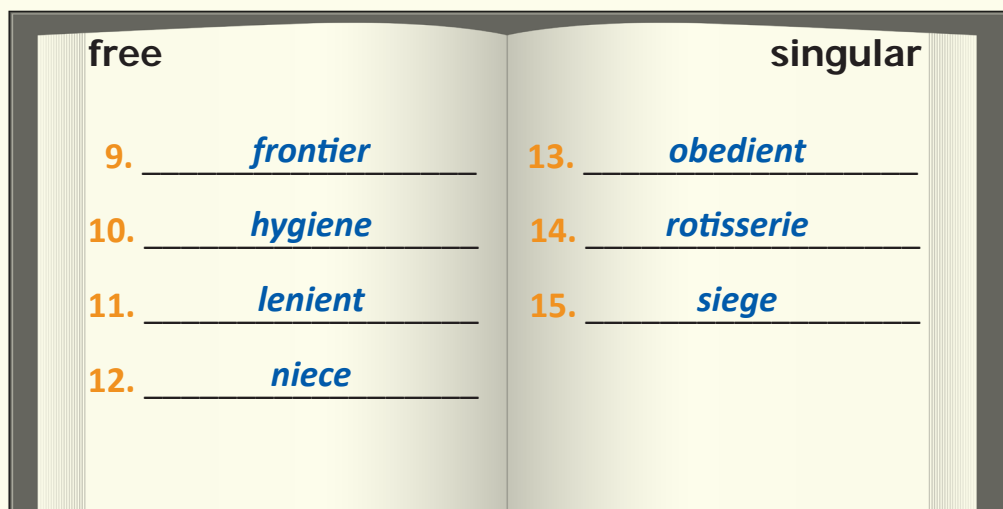
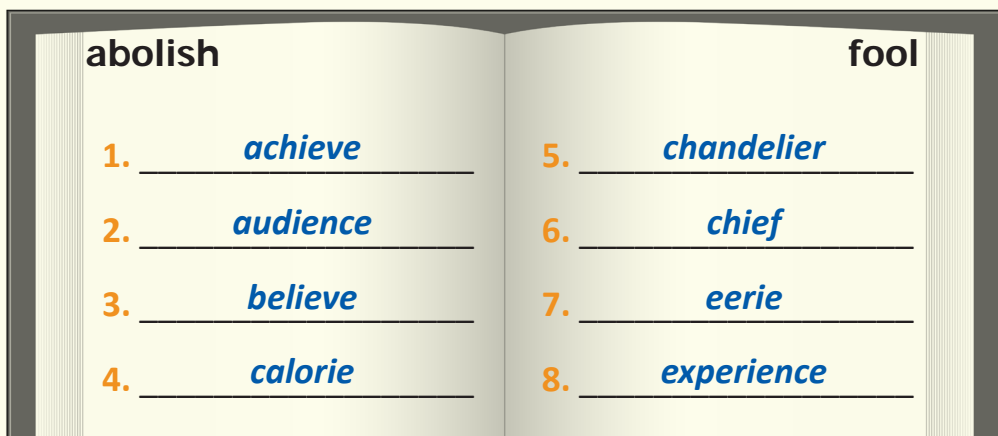


# LESSON 2

Part B Write the new WOW word, part of speech and definition.

*beautiful* *adj.* *delightful to look at*

Part C Alphabetize the spelling words that would be listed between each pair of guide words on a dictionary page.



List the spelling words that can be used as verbs.

16. *achieve*

17. *experience*

*believe*  
*experience*  
*eerie*  
*siege*  
*niece*  
*achieve*  
*audience*  
*calorie*  
*lenient*  
*hygiene*  
*chandelier*  
*obedient*  
*frontier*  
*chief*  
*rotisserie*

# LESSON 2

believe  
experience  
eerie  
siege  
niece  
achieve  
audience  
calorie  
lenient  
hygiene  
chandelier  
obedient  
frontier  
chief  
rotisserie

## Part D

Fill in the blanks with the proper spelling word. You may change the form of a word to best complete the sentence. Some spelling words may be used more than once.



As the audience settled into their seats for the long-awaited performance, the lights in the chandelier began to dim. The music started, and everyone settled into their seats for what they believed would be an enjoyable experience.

Suddenly, the orchestra stopped playing and the authoritative voice of the fire chief was heard over the microphone. Everyone was ordered out of the auditorium. The crowd was very obedient as they quietly filed out into the lobby. The firefighters completed their search in eerie silence. They were relieved when they discovered a rotisserie left on in one of the dressing rooms backstage. The audience was permitted to return.



When the fire chief explained that he was being lenient in allowing the performance to continue because his niece was the star of the show, he received a standing ovation.

1. Most people regard space exploration as a new frontier.
2. It is important to be careful about personal hygiene.
3. The fort was under siege during the Revolutionary War.
4. How many calories are in an apple?
5. If you reach for the stars, you will surely achieve your goal.