

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.

Lesson 92

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.)

9. Next word: **shopper**.
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.
So does the doubling rule apply?
(Signal.) No.
Why not? (Call on a student.)
L-y does not begin with **v**.
Spell **sadly**. Get ready. (Signal.)

EXERCISE 4

NONWORD BASE

- (Write on the board **lieve**.)
Here's a new morphograph that does not stand alone.
What morphograph? (Signal.) *lieve*.
- Everybody, spell **lieve**. Get ready. (Signal.)
- Get ready to spell words that have the morphograph **lieve**.
- 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

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

WORK COMPLETION

- Complete the rest of the worksheet on your own.
- (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

A

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. |

D

These words are in the puzzle.
Circle six or more of the words.

today draw duty
tough false agree
over grief after
style

t	o	u	g	h	s
a	o	v	e	r	t
f	g	d	u	t	y
t	r	r	a	l	l
e	i	a	e	y	e
r	e	w	g	e	e
d	f	a	l	s	e

E

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. _____