

## VIII. Sample Lessons

### Lesson 6

**Note:** Students in *Spelling Through Morphographs* should have mastered most of the useful phonemic sound-symbol relationships and learned to spell many of the high-utility words that don't lend themselves to phonemic analysis.

Prior to this lesson, students have learned a few critical fundamentals about the nature of morphographs.

1. Students know all words comprise one or more morphographs.
2. Students know all morphographs have meaning.
3. Students have discriminated between morphographs and syllables by working with single morphographs that have more than one syllable.

Technically, students do not have to know the meanings of specific morphographs to improve their spelling dramatically. Early in the program, however, meaning is emphasized as a means of avoiding confusion with syllables.

#### Exercise 1

In this exercise, students use their rudimentary knowledge of morphographs from Lessons 1 through 5 while learning a new morphograph, **less**. In subsequent lessons, students will affix **less** to a wide variety of words, such as **restless** and **hopelessly**.

#### Exercise 2

This exercise introduces new word bases that students will use frequently thereafter. Students read the new words, spell them orally while looking at them, spell them orally again without looking at them, and then write them, all under teacher direction.

#### Exercise 3

Every word, morphograph, rule, and other generalization introduced in the program is

reviewed frequently throughout the program in a simple exercise such as this. At this early stage of the program, reviews include mostly single morphograph words.

#### Exercise 4

Word Building can be characterized as the heart and soul of a morphemic approach to spelling. Building words through combining morphographs is initially easy and straightforward: students simply add parts together without having to take into account rules, like dropping the final **e** in words such as **hoping** or doubling a consonant in words such as **winner**. As the program progresses, building words becomes increasingly sophisticated.

#### Exercise 5

This is essentially an independent exercise in which students review the meanings of the common prefixes and suffixes taught to this point in the program.

#### Exercise 6

Morphograph analysis is the most advanced skill students learn in the program. It is the opposite of word building. Students start with a whole word comprising two or more morphographs and identify the component parts. At this stage, the analysis is simple. The number of blanks clearly indicates the number of morphographs in each word. Moreover, no rules for changing the spelling of individual morphographs are involved early in the program.

#### Exercises 7 and 8

These optional activities are most important for lower achieving students, especially those with marginal mastery of common sound-symbol correspondences. Both activities focus additional attention on word bases taught in the program.

## Lesson 6

## EXERCISE 1

**Affix Introduction**

- (Write **backless** on the board.)  
What word? (S) *Backless*.
- Backless** is a word, so what is it made of?  
(S) *Morphographs*.
- All morphographs have a meaning.  
So what do you know about the morphographs in the word **backless**? (S)  
*They have a meaning.*
- (Underline **less**.)  
**Less** is a morphograph in the word **backless**.  
So what do you know about **less**? (S)  
*It has a meaning.*
- In the word **backless**, **less** means:  
**without**.  
What morphograph means: **without**?  
(S) *less*.
- Less** means: **without**.  
So tell me the word that means: **without a back**. (Pause.)  
Get ready. (S) *Backless*.
- Let's do another word.  
What morphograph means: **without**?  
(S) *less*.  
So tell me the word that means: **without a brush**. (Pause.)  
Get ready. (S) *Brushless*.
- One more word.  
What morphograph means: **without**?  
(S) *less*.  
So tell me the word that means: **without a match**. (Pause.)  
Get ready. (S) *Matchless*.

## EXERCISE 2

**Word and Spelling Introduction**

- (Write on the board: **take**, **author**, **motor**, and **help**.)  
These words are made up of only one morphograph.

- (Point to **take**.)  
What word? (S) *Take*.  
Spell **take**. Get ready. (S)  
(Repeat this procedure for each word.)
- (Erase the words.)  
Spell the words again.  
First word: **help**. Get ready. (S)  
(Repeat until firm.)
- (Repeat step 3 for **author**, **take**, and **motor**.)
- Find part **A** on your worksheet.  
Get ready to write the words you just spelled.
- First word: **author**.  
What word? (S) *Author*.  
Write **author**.  
(Repeat step 6 for **help**, **motor**, and **take**.)
- You'll find the spellings of the words we're going to check in appendix **A**, section **B**.
- (Call on a student.)  
Look up the spelling of **author**.
- (Assign each of the remaining words to individual students.)
- Get ready to check part **A**.  
Put an **X** next to any word you missed and write that word correctly.
- (Call on the student who looked up **author**.)  
Spell **author**.  
(Write **author** on the board.)
- (Repeat step 11 for each remaining word.)
- Record your errors.

## EXERCISE 3

**Spelling Review**

Find part **B** on your worksheet.  
You are going to write some words you have spelled before.

- First word: **match**.  
What word? (S) *Match*.  
Write **match**.
- Repeat step 1 for **sort**, **thick**, **quiet**, **spell**, **light**, **wonder**, and **spend**.)

- I will spell each word.  
Put an **X** next to any word you missed and write that word correctly.  
(Write each word on the board as you spell it.)
- Record your errors.

**EXERCISE 4****Word Building**

Get ready to spell some words that have more than one morphograph.

- First word: **backless**.  
What is the first morphograph in **backless**? (S) *back*.  
What is the next morphograph in **backless**? (S) *less*.  
Spell **backless**. Get ready. (S)
- Next word: **rematch**.  
What is the first morphograph in **rematch**? (S) *re*.  
What is the next morphograph in **rematch**? (S) *match*.  
Spell **rematch**. Get ready. (S)
- (For **sorting**, **matchless**, **refreshing**, and **packing**, have students identify each morphograph and spell each entire word.)
- Find part **C** on your worksheet.  
You are going to write the words you just spelled.
- First word: **matchless**. Write it.
- Next word: **refreshing**. Write it.
- (Repeat step 6 for **rematch**, **backless**, **sorting**, and **packing**.)
- (Check spellings and have students rewrite any missed words.)
- Record your errors.

**EXERCISE 5****Affix Review**

**Note:** If students have difficulty remembering the affix meanings, allow them to refer to the list of affix meanings in the back of their workbooks.

Find part **D** on your worksheet.

- Complete part **D** on your own.
- (Check and correct.)

**EXERCISE 6****Morphograph Analysis**

Find part **E** on your worksheet.

- Fill in the blanks to show the morphographs in each word.
- (Check and correct.)

**EXERCISE 7****Word Discrimination**

**Note:** Exercises 7 and 8 are optional. If you choose to skip these exercises, award points according to the procedure in steps 3–6, exercise 8.

Find part **F** on your worksheet.

- Circle the words in the lines.
- (Pause while students complete the exercise.)
- Get ready to check part **F**.  
You should have **three** circles for number 1.
- You should have **three** circles for number 2.
- (Repeat step 4 for number 3: **four** circles, and number 4: **three** circles.)
- Record your errors.

Lesson **6**  
continued

**EXERCISE 8**

**Fill In**

Find the **Bonus Exercise** on your worksheet.

1. You'll do this exercise on your own.
2. Remember to spell each word yourself when you're filling in the blanks.  
(It is not necessary to check and correct this exercise.)
3. (Award a bonus point to students who complete the exercise.)
4. Record your errors and add them up. Figure out how many points you earned for your worksheet.
5. (Award oral points.)
6. Add up your points. (Pause. Instruct students to record their points on the Five-Lesson Point Summary.)

**Supplemental Blackline Masters 1–5**

Supplemental blackline masters on pages 206–207 provide additional practice on material covered in Lessons 1 through 5. You may assign any or all of the activities, and you may award bonus points.

**Answer Key**

**Part D**

- |         |                       |
|---------|-----------------------|
| 1. est  | the most              |
| 2. re   | again                 |
| 3. un   | not                   |
| 4. ing  | when you do something |
| 5. less | without               |

# Lesson 6

Name \_\_\_\_\_ Date \_\_\_\_\_

## Part A

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## Part B

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

## Part C

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

## Part D

Draw a line from each morphograph to its meaning.

- |        |                         |
|--------|-------------------------|
| est •  | • when you do something |
| re •   | • without               |
| un •   | • the most              |
| ing •  | • again                 |
| less • | • not                   |

Lesson **6**  
continued

Name \_\_\_\_\_ Date \_\_\_\_\_

**Part E**

1. \_\_\_\_\_ + \_\_\_\_\_ = helpless
2. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = unpacking
3. \_\_\_\_\_ + \_\_\_\_\_ = motoring
4. \_\_\_\_\_ + \_\_\_\_\_ = matchless
5. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = resorting

**Part F**

Circle the words in the lines.

1. author      autherauthorathorautherauthorauauthoranther
2. matchless      matchlesmatchlessmacthlessmatchlessmatchmatchless
3. motor      motormotromotermotormotormoturmctormotor
4. brush      drushburshbruchbrushbrurshdrushbrushbrbrush

**Bonus Exercise**

1. **author**    auth \_ r    aut \_ \_ \_    au \_ \_ \_ \_    a \_ \_ \_ \_ \_
2. **light**    l \_ ght    l \_ \_ ht    l \_ \_ \_ t    l \_ \_ \_ \_ \_
3. **spend**    sp \_ nd    sp \_ \_ d    s \_ \_ \_ d    \_ \_ \_ \_ d    \_ \_ \_ \_ \_
4. **quiet**    qui \_ t    qu \_ \_ t    q \_ \_ \_ t    \_ \_ \_ \_ t    \_ \_ \_ \_ \_
5. **wonder**    won \_ \_ r    w \_ n \_ \_ \_    w \_ \_ \_ \_ \_    \_ \_ \_ \_ \_
6. **motor**    m \_ tor    m \_ \_ or    m \_ \_ \_ r    \_ \_ \_ \_ r    \_ \_ \_ \_ \_

| PART | A | B | C | D | E | F | G | Worksheet Errors | Worksheet Points | Oral Points | Bonus Points | Total Points |
|------|---|---|---|---|---|---|---|------------------|------------------|-------------|--------------|--------------|
|      |   |   |   |   |   |   |   |                  | +                | +           | =            |              |