

Lesson 109

Exercise 1

As in Exercise 1 of Lesson 6, students learn a new affix: **sub**. By this point in the program, however, new and previously taught affixes are added to non-word bases, such as **ject** and **mit**. Students no longer refer to rules about morphographs as a means of learning new ones.

Exercise 2

This exercise is the same introduction to new word bases as in Lesson 6.

Exercise 3

Students learn a new non-word base, **vert**, in this exercise. All the other morphographs, such as **con** in **convert**, have been taught and reviewed previously.

Exercise 4

This review is a variation on the exercise students did in Exercise 3 of Lesson 6. By this lesson, students are reviewing words with more than one morphograph, including those that involve the application of any rules that have been taught. Also, in this exercise, students identify words that you spell for them and then write those words themselves. Identifying words spelled aloud is a powerful way to help students attend to the relationship between words and their spellings.

Exercise 5

The core skill of word building is more sophisticated by this lesson, which includes words with non-word bases as well as words involving the application of spelling rules.

Independent Work Completion

Students complete parts **D** through **F** on their worksheets independently. Part **D** is a proofreading activity, in a similar format to that used on many standardized tests. Part **E** is an intricate form of the type of analysis introduced in Exercise 6 of Lesson 6. First, there are no plus signs between blanks, meaning that students don't know in advance how many morphographs are in each word. In addition, students must literally apply rules backward to analyze these words. For example, the morphographs in **families** are **family** and **es**, as opposed to "famili" and **es**. Students must undo the **y-to-i** rule that applies to words such as **families** and **likelihood**. Before the end of the program, students will identify new morphographs that have not been taught in the program, using this advanced spelling analysis skill. Such analysis skill is the principal means by which students can continue to improve their spelling skill, independently, long after they have completed *Spelling Through Morphographs*. In part **F**, students review a rule for doubling final consonants by writing the rule with the prompts provided.

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EXERCISE 1

Affix Introduction

- (Write on the board: **subtract**, **subject**, **submit**, and **subscribe**.)
Each of these words has the morphograph **sub** at the beginning.
What morphograph? (S) *sub*.
- Read these words. (Point to **subtract**.)
What word? (S) *Subtract*.
What is the first morphograph in **subtract**? (S) *sub*.
What is the next morphograph in **subtract**? (S) *tract*.
- (Point to **subject**.)
What word? (S) *Subject*.
What is the first morphograph in **subject**? (S) *sub*.
What is the next morphograph in **subject**? (S) *ject*.
- (Point to **submit**.)
What word? (S) *Submit*.
What is the first morphograph in **submit**? (S) *sub*.
What is the next morphograph in **submit**? (S) *mit*.
- (Point to **subscribe**.)
What word? (S) *Subscribe*.
What is the first morphograph in **subscribe**? (S) *sub*.
What is the next morphograph in **subscribe**? (S) *scribe*.
- (Erase the board.)
Everybody, spell the morphograph **tract**.
Get ready. (S)
Now spell the word **subtract**.
Get ready. (S)
- Everybody, spell the morphograph **ject**.
Get ready. (S)
Now spell the word **subject**. Get ready. (S)
- Everybody, spell the morphograph **mit**.
Get ready. (S)
Now spell the word **submit**. Get ready. (S)

- Everybody, spell the morphograph **scribe**.
Get ready. (S)
Now spell the word **subscribe**.
Get ready. (S)
- (Repeat spelling of **subtract**, **subject**, **submit**, and **subscribe** until firm. Give individual turns.)

EXERCISE 2

Word and Spelling Introduction

- (Write on the board: **pretty**, **share**, **knife**, **strain**, **puff**, and **gulf**.)
These words are made up of only one morphograph.
- (Point to **pretty**.)
What word? (S) *Pretty*.
Spell **pretty**. Get ready. (S)
(Repeat this procedure for each word.)
- (Erase the words.)
Spell the words again.
First word: **strain**. Get ready. (S)
(Repeat until firm.)
- (Repeat step 3 for **knife**, **share**, **puff**, **gulf**, and **pretty**.)
- Find part **A** on your worksheet.
Get ready to write the words you just spelled.
- First word: **knife**.
What word? (S) *Knife*.
Write **knife**.
(Repeat for **pretty**, **gulf**, **puff**, **strain**, and **share**.)
- You'll find the spellings of the words we're going to check in appendix **K**, section **B**.
- (Call on a student.)
Look up the spelling of the word **knife**.
- (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.

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- (Call on the student who looked up **knife**.)
Spell **knife**.
(Write **knife** on the board.)
- (Repeat step 11 for each remaining word.)

EXERCISE 3

Nonword Base

- (Write on the board: **vert**.)
Here is a new morphograph that cannot stand alone.
It is pronounced **vert**.
What morphograph? (S) *vert*.
- Everybody, spell **vert**. Get ready. (S)
(Repeat until firm.)
- Get ready to spell words that have the morphograph **vert**.
First word: **convert**.
What is the first morphograph in **convert**?
(S) *con*.
What is the next morphograph in **convert**?
(S) *vert*.
Spell **convert**. Get ready. (S)
- Next word: **subvert**.
What is the first morphograph in **subvert**?
(S) *sub*.
What is the next morphograph in **subvert**?
(S) *vert*.
Spell **subvert**. Get ready. (S)
- (Repeat step 4 for **revert** and **invert**.)

EXERCISE 4

Spelling Review

- I'll spell some words quickly.
See if you can figure out each word.
- Listen: **f - a - m - i - l - y**.
Everybody, what word? (S) *Family*.
- Listen: **d - r - i - v - e - r**.
What word? (S) *Driver*.
- (Repeat step 3 for **while**, **trouble**, **couple**, **converge**, **hidden**, **tripping**, **insist**, **basically**, **denied**, **become**, **lovely**, **usual**, and **improve**.)
- Find part **B** on your worksheet.
Get ready to write some of those words.

- First word: **while**.
Write it.
- Next word: **usual**.
Write it.
- (Repeat step 7 for **family**, **insist**, **trouble**, **improve**, **become**, and **lovely**.)
- 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.)

EXERCISE 5

Word Building

Get ready to spell some words that have more than one morphograph.
These words are made up of morphographs that cannot stand alone.

- First word: **insisting**.
What is the first morphograph in **insisting**? (S) *in*.
What is the next morphograph in **insisting**? (S) *sist*.
What is the next morphograph in **insisting**? (S) *ing*.
Spell **insisting**. Get ready. (S)
- Next word: **persist**.
What is the first morphograph in **persist**?
(S) *per*.
What is the next morphograph in **persist**?
(S) *sist*.
Spell **persist**. Get ready. (S)
- (For **transmit**, **perfection**, **structuring**, and **recur**, have students identify each morphograph and spell each word.)
- Find part **C** on your worksheet.
You are going to write the words you just spelled.
- First word: **structuring**. Write it.
- Next word: **perfection**. Write it.
- (Repeat step 6 for **recur**, **insisting**, **transmit**, and **persist**.)
- (Check spellings and have students rewrite any missed words.)

EXERCISE 6

Independent Work

1. Complete the rest of the worksheet on your own.
Be sure to read the instructions carefully.
2. (Check and correct all work.)

Answer Key**Part D**

1. fashion
2. athlete
3. chiefly
4. concept
5. madness
6. basically

Part F

1. Double the final **c** in a short word when the word ends **cvc** and the next morphograph begins with **v**.

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Name _____ Date _____

Part A

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Part B

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Part C

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Part D

Circle the misspelled word in each group. Then write it correctly on the line.

- | | | |
|------------|--------------|--------------|
| 1. magic | 2. athalete | 3. statement |
| fashun | thousands | recover |
| shedding | retain | cheifly |
| thieves | instructive | version |
| _____ | _____ | _____ |
| 4. consept | 5. deceptive | 6. winner |
| reduce | various | berries |
| request | heavily | thrown |
| fried | maddness | basicly |
| _____ | _____ | _____ |

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Name _____ Date _____

Part E

Fill in the blanks to show the morphographs in each word.

1. _____ = subject
2. _____ = improvement
3. _____ = families
4. _____ = insisted
5. _____ = became
6. _____ = pretended
7. _____ = around
8. _____ = amusement
9. _____ = music
10. _____ = apartment

Part F

Figure out the rule and write it.

word ends **cvc** and the ... in a short word when the ... next morphograph begins with **v**
... double the final **c**

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