

# Spelling

Grade 6

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2.1

Common Misspellings



**Teaching Tip:**

The vocabulary in this unit is selected from words most commonly misspelled by students at this grade level. Many of these words have irregular spellings, such as eo in people, ough in through, oe in doesn't, and the single 'l' in always and until. By focusing on these, in addition to students' personal spelling demons, the teacher is able to provide an excellent context in which to introduce classification of spelling patterns, error analysis and effective strategies for mastering problem areas as outlined in Sections 1 and 4.



**Word List:**

Core Word List		Challenge Words	
* another	* listened	* government	thoughts
* people	* doesn't	* second	cousins
* holiday	* always	autumn	* supper
* upon	* through	February	* around
* heard	* strange	* hospital	
* should	* until	eighth	
<b>*high frequency vocabulary</b>			



**Introducing the Skill:**

- Syllabication:** Present each word orally without visual cues. Tap and count each syllable in sequence as you say the words together.
- Student Dictated Spelling:** Students dictate the spelling they would expect to see for each word. Examine and list the regular and irregular spellings, such as eo, ay, ear, ould, ough (see Teaching Tip). Note the use of the apostrophe in doesn't.
- Categories - Open Word Sort:** Ask students to identify possible categories for sorting the list words. These **categories may include:** vowel in first syllable, silent consonants; number of syllables; 2 consonants together; vowel pairs; silent e; begin/end with consonant/consonant blend/cluster (thr, str)/consonant digraph (sh, th); nouns; verbs and adjectives. Record their suggestions as category headings in chart form. Students are to complete each category by listing the spelling words under the appropriate heading and **adding three other examples** they locate in dictionaries or literature resources.

**Example:**

Silent Consonants	Consonant Cluster	Vowel Pairs	Three Syllables
should	strange	heard	holiday



**Applying the Skill:**

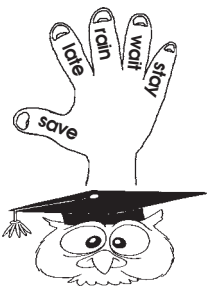
- Memory Strategies - Cue Cards:** Review the cue cards provided in Section 7. Brainstorm and list possible ways to remember the letter sequences using meaning, structure, visual pattern or function (grammar) as memory hooks.
- Error Analysis and Spelling Journal:** Students are to complete both the Student Error Analysis and Self-Correcting Errors forms in Section 1 based on the results of their pre-test. A spelling journal may be used to record words posing difficulty, their key features and the memory aid or strategy they will use to master the spelling (see page 6).

Example:

Words to Learn	Key Features	Memory Aid
through	3 consonants - thr Silent letters - ough	Highlight silent consonants. List further words with ough. Do word shapes and triangles (section 4).

3. **Idioms:** The expression ‘food for thought’ began in the 1800’s and compares the mind to a mouth that digests or chews ideas instead of food. A ‘penny for your thoughts’ originated in the 1500s when offering someone a penny to know what they were thinking was worth something. To play ‘second fiddle’ is based on the roles of musicians in an orchestra in the 1700’s, when ‘playing the second fiddle’ meant a less important role. These idioms are to be listed alongside an explanation of their meaning and then used in a sentence. **Example:**

Expression	Meaning	Sentence
------------	---------	----------



**Independent Practice Exercises:**

1. Question and Answer (page 77)
2. Isosceles Triangle (page 76)

**Challenge Words Activity:**

(page 5)



**Review Activity:**

**Visualization** (page 83)

## 2.2

## Compound Words



**Teaching Tip:**

Compound words offer several levels of instructional value: 1) the combination of different words in the **formation of new ones** 2) recognition of **syllable boundaries**, as often each smaller word represents one syllable. Looking for familiar smaller words within a compound aids in identifying the **pronunciation** and sometimes the **meaning** of multisyllable words 3) reinforcement of **high frequency words**, which make up a large proportion of compounds. Note that although the pronunciation of each little word in a compound may remain the same, the meaning may not always be clear. **Example:** rainbow vs lighthearted. Common errors occur when students make compounds of the phrases all right, a lot, no one and ice cream, which need to be recorded as separate words.



**Word List:**

Core Word List		Challenge Words	
sidewalk	backpack	headache	backbreaking
teenager	* myself	cardboard	quarterback
carefree	carload	headlight	lighthearted
ballpark	fireworks	touchdown	grapefruit
aircraft	thunderstorm	lightweight	
sailboat	background	Newfoundland	
<b>*high frequency vocabulary</b>			



**Introducing the Skill:**

- Oral Language:** Present each word orally to students and ask them to identify the common spelling structure they hear. Discuss how the two smaller words contribute or do not contribute to the overall meaning.
- Syllabication:** Ask students to tap the syllables and state the number in each word.
- Student Dictated Spelling:** Students dictate each word, giving the letters they would expect to see in sequence.
- Categories - Closed Word Sort:** Sort the list words under the following headings using student input:

Compound	Word 1	Word 2	Meaning
----------	--------	--------	---------

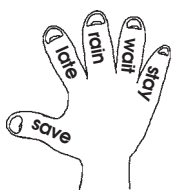


**Applying the Skill:**

- Word Building:** Write the words: **fire, air, ball, light** and **back** on the board. Students are to copy these down the center of their page. By adding a word before or after each spelling word they can build as many compound words as possible within a timed period. Dictionaries and other reference tools may be used. Compare individual or group lists generated during this activity. **Examples:** firewood, fireworks, firearm, airport, airmail, airline, airlift, airtight, airsick, backyard, backfire, backache, backbone, halfback, lighthouse, lightyear, flashlight, nightlight, moonlight.
- Independent Word Sort:** Compound words generated by the word building activity and others are to be recorded under the category headings:

Foods	Sports	Places	Adjectives
-------	--------	--------	------------

- Literally Speaking:** A literal interpretation of a compound word is to be illustrated and labeled. Example: lightheaded, handspring, touchdown.
- Idioms:** The expression ‘in the limelight’ means being the center of attention. It began in the mid 1800’s when spotlights on performers were created by heating lime until it produced a brilliant light. To ‘make a mountain out of a molehill’ is derived from the Ancient Greek expression ‘making an elephant out of a fly’. To ‘jump on the bandwagon’ means to join in the latest activity because others are. Politicians would go from town to town in wagons many years ago and people would show their support by jumping up onto their wagons. These three idioms are to be explained in writing and then used in sentences that illustrate their meaning.
- Thinking Skills:** Students are to consider positive and negative factors of life in the Australian Outback by listing these under the headings: **Plus, Minus** and **Interesting**.



**Independent Practice Exercises:**

- Build and Sort** (page 76)
- Types of Sentences** (page 77)



**Challenge Words Activity:**

(page 5)



**Review Activity:**

**Picture It!** (page 84)

# 2.3

## More Compound Words and Hyphens



**Teaching Tip:**

Compound words can be used to demonstrate the use of hyphens. Many number words between twenty-one and ninety-eight are spelled with hyphens.



**Word List:**

Core Word List		Challenge Words	
* halfway	countdown	self-control	self-defence
outdoors	part-time	old-fashioned	motorcycle
underwater	thirty-four	absent-minded	barefoot
somehow	ninety-eight	fingemail	non-stop
forever	nobody	well-behaved	
* anyway	* whatever	throughout	
<b>*high frequency vocabulary</b>			



**Introducing the Skill:**

- Oral Language:** Present each word orally to students and ask them to identify the common spelling structure they hear. Discuss how the two smaller words contribute or do not contribute to the overall meaning.
- Syllabication:** Ask students to tap the syllables and state the number in each word.
- Student Dictated Spelling:** Students dictate each word, giving the letters they would expect to see in sequence. Model the use of hyphens.
- Categories - Closed Word Sort:** Sort the list words under the following headings using student input:

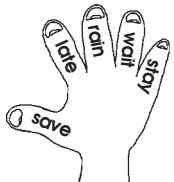
Compound	Word 1	Word 2	Meaning
----------	--------	--------	---------



**Applying the Skill:**

- Color Code:** The list words are to be copied using a different color for each word in the compound.
- Word Building:** Write the words: **ever, where, any, some, body** and **every** on the board. Students are to copy these down the center of their page. By adding a word before or after each spelling word they can build as many compound words as possible within a timed period. Dictionaries and other reference tools may be used. Record student input on a chart. Compare how many compounds can be made from each word. Which one made the most?  
**Examples:** whoever, anyhow, someplace, wherever, everyone, somebody.
- Idioms:** The following idioms are to be listed and explained under the headings **Expression** and **Meaning:** off-the-wall, two-faced, true-blue, down-to-earth, down-to-the-wire. Students are to choose one of these expressions and compose a possible origin.  
**Example:**

Expression	Meaning
true-blue	very loyal, dependable, faithful



**Independent Practice Exercises:** 1. **Something in Common** (page 73)  
2. **Movie Review** (page 78)



**Challenge Words Activity:** (page 5)



**Review Activity:** **Proofreading** (page 83)

2.4

Vowel Suffixes ing, ed



**Teaching Tip:**

**Double consonant or 1-1-1 rule:** If a base word has one syllable, ends in one consonant and has one vowel, double the consonant before adding a vowel suffix, such as ing or ed. **Example:** plan - planning. Model the confusions in meaning that may result if the consonant is not doubled with the examples: plan - planed, planned; star - stared, starred, tap - taped, tapped, hop - hoped, hopped. When there are **two consonants at the end** of a word **do not double** the consonant. **Example:** wreck - wrecked. **Syllable stress:** When the stress is on the first syllable there is no doubling. **Example:** listen - listened. When the stress is on the second syllable we often double the consonant. **Example:** regret - regretted. **Silent e rule:** When a word ends in a **silent e**, drop the e before adding a vowel suffix, such as ing or ed. **Example:** care - caring. The purpose of dropping the e is to avoid double vowel patterns that are hard to read and spell. If a word ends in **consonant + y**, change the y to i before adding ed or es, but not ing. **Example:** hurry - hurried, hurries, hurrying. Only a few verbs **end in ie**. These must change the ie to y before adding ing. **Example:** lie - lying, die - dying, tie, tying.



**Word List:**

Core Word List		Challenge Words	
* laughed	hurrying	* surprising	* causing
wrecked	lying	complaining	regretted
owned	* included	ignored	* controlling
* climbing	promising	satisfied	* canceled
studied	* decided	argued	
	* planning	deserved	
<b>*high frequency vocabulary</b>			



**Introducing the Skill:**

- Oral Language:** Present each word orally in three forms. **Example:** plan, planning, planned. Ask students how the sound and meaning changes in each form. Discuss present and past verb tense.
- Student Dictated Spelling:** Students dictate each word, giving the letters they would expect to see in sequence. Model the application of the double the consonant, syllable stress, drop the e and change y to i rules.