

The Simplest Way to Differentiate Spelling Instruction

Teacher Edition

The **Spelling Connections** Teacher Edition has everything you need to deliver effective, explicit differentiated spelling instruction.

With **Spelling Connections**, all students advance their spelling skills every day with lessons tailored to meet their individual needs and level of spelling proficiency. Differentiated instruction is integrated into every unit through

- ready-made, research-based, differentiated word lists for on, below, and above level students.
- differentiated pattern practice activities.
- differentiated word sorts.
- differentiated assessments.
- interactive and engaging online games.
- literacy center activities.

Unit 20
 Diphthongs:
 oi, oy

Unit 20 Spelling Words

<p>On Level</p> <ul style="list-style-type: none"> boy oil joy coin toy soy boil join toys coins point soil foil voice ahoy soybean noise 	<p>Below Level</p> <p>Above Level</p>
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Planner

Day 1	Day 2	Day 3	Day 4				
Day 1							
<p>Connections to Thinking</p> <p>Student Objectives</p> <ul style="list-style-type: none"> Read, identify spelling patterns, and write words with the diphthong /oi/ spelled oi or oy. <p>Instruction for All Students</p> <ul style="list-style-type: none"> Pretest Sentences, p. T134A Connections to Thinking, p. 134 <p>Differentiated Instruction</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>On Level</p> <ul style="list-style-type: none"> Home/School Spelling Practice Master (Teacher Resource Book, pp. 173–174) </td> <td style="vertical-align: top;"> <p>Below Level</p> <ul style="list-style-type: none"> Home/School Spelling Practice Master (Teacher Resource Book, pp. 175–176) </td> <td style="vertical-align: top;"> <p>Above Level</p> <ul style="list-style-type: none"> Home/School Spelling Practice Master (Teacher Resource Book, pp. 177–178) </td> </tr> </table>	<p>On Level</p> <ul style="list-style-type: none"> Home/School Spelling Practice Master (Teacher Resource Book, pp. 173–174) 	<p>Below Level</p> <ul style="list-style-type: none"> Home/School Spelling Practice Master (Teacher Resource Book, pp. 175–176) 	<p>Above Level</p> <ul style="list-style-type: none"> Home/School Spelling Practice Master (Teacher Resource Book, pp. 177–178) 	<p>Connections to Phonics</p> <p>Student Objectives</p> <ul style="list-style-type: none"> Demonstrate knowledge of diphthong spellings oi and oy to write spelling words. Use dictionary guide words. <p>Instruction for All Students</p> <ul style="list-style-type: none"> Connections to Phonics, p. 135 <p>Differentiated Instruction</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>On Level</p> <ul style="list-style-type: none"> Extra Pattern Practice Master (Teacher Resource Book, p. 179) Buddy Sort (Word Sort Cards) </td> <td style="vertical-align: top;"> <p>Below Level</p> <ul style="list-style-type: none"> Extra Pattern Practice Master (Teacher Resource Book, p. 180) Buddy Sort (Word Sort Cards) </td> <td style="vertical-align: top;"> <p>Above Level</p> <ul style="list-style-type: none"> Extra Pattern Practice Master (Teacher Resource Book, p. 181) Buddy Sort (Word Sort Cards) </td> </tr> </table>	<p>On Level</p> <ul style="list-style-type: none"> Extra Pattern Practice Master (Teacher Resource Book, p. 179) Buddy Sort (Word Sort Cards) 	<p>Below Level</p> <ul style="list-style-type: none"> Extra Pattern Practice Master (Teacher Resource Book, p. 180) Buddy Sort (Word Sort Cards) 	<p>Above Level</p> <ul style="list-style-type: none"> Extra Pattern Practice Master (Teacher Resource Book, p. 181) Buddy Sort (Word Sort Cards)
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Day 2							
<p>Connections to Reading</p> <p>Student Objectives</p> <ul style="list-style-type: none"> Use categorization and context clues to reinforce comprehension of words with the diphthong /oi/. <p>Instruction for All Students</p> <ul style="list-style-type: none"> Connections to Reading, p. 136 <p>Differentiated Instruction</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>On Level</p> <ul style="list-style-type: none"> Word Sort Practice Master (Teacher Resource Book, p. 182) </td> <td style="vertical-align: top;"> <p>Below Level</p> <ul style="list-style-type: none"> Word Sort Practice Master (Teacher Resource Book, p. 182) </td> <td style="vertical-align: top;"> <p>Above Level</p> <ul style="list-style-type: none"> Word Sort Practice Master (Teacher Resource Book, p. 182) </td> </tr> </table>	<p>On Level</p> <ul style="list-style-type: none"> Word Sort Practice Master (Teacher Resource Book, p. 182) 	<p>Below Level</p> <ul style="list-style-type: none"> Word Sort Practice Master (Teacher Resource Book, p. 182) 	<p>Above Level</p> <ul style="list-style-type: none"> Word Sort Practice Master (Teacher Resource Book, p. 182) 	<p>Connections to Writing</p> <p>Student Objectives</p> <ul style="list-style-type: none"> Develop proofreading and editing skills by correcting spelling errors. Use the writing process to write an ad using words with the diphthong /oi/. <p>Instruction for All Students</p> <ul style="list-style-type: none"> Connections to Writing, p. 137 <p>Differentiated Instruction</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>On Level</p> <ul style="list-style-type: none"> Individual Sort or Speed Sort (Word Sort Cards) </td> <td style="vertical-align: top;"> <p>Below Level</p> <ul style="list-style-type: none"> Individual Sort or Speed Sort (Word Sort Cards) </td> <td style="vertical-align: top;"> <p>Above Level</p> <ul style="list-style-type: none"> Individual Sort or Speed Sort (Word Sort Cards) </td> </tr> </table>	<p>On Level</p> <ul style="list-style-type: none"> Individual Sort or Speed Sort (Word Sort Cards) 	<p>Below Level</p> <ul style="list-style-type: none"> Individual Sort or Speed Sort (Word Sort Cards) 	<p>Above Level</p> <ul style="list-style-type: none"> Individual Sort or Speed Sort (Word Sort Cards)
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Day 3							
<p>Assess, Extend, & Transfer</p> <p>Student Objectives</p> <ul style="list-style-type: none"> Demonstrate mastery of the unit spelling words. Review, generalize, and extend spelling patterns to new words. Recognize words with the /oi/ sound in a math story. <p>Extension for All Students</p> <ul style="list-style-type: none"> Word Study and Word Hunt (optional activities), pp. 138–139 <p>Differentiated Assessment</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>On Level</p> <ul style="list-style-type: none"> Posttest Sentences, p. T138 Standardized Test Master Book, pp. 109–110 </td> <td style="vertical-align: top;"> <p>Below Level</p> <ul style="list-style-type: none"> Posttest Sentences, p. T138 Standardized Test Master Book, pp. 111–112 </td> <td style="vertical-align: top;"> <p>Above Level</p> <ul style="list-style-type: none"> Posttest Sentences, p. T138 Standardized Test Master Book, pp. 113–114 </td> </tr> </table>				<p>On Level</p> <ul style="list-style-type: none"> Posttest Sentences, p. T138 Standardized Test Master Book, pp. 109–110 	<p>Below Level</p> <ul style="list-style-type: none"> Posttest Sentences, p. T138 Standardized Test Master Book, pp. 111–112 	<p>Above Level</p> <ul style="list-style-type: none"> Posttest Sentences, p. T138 Standardized Test Master Book, pp. 113–114 	
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Assessment

Pretest Sentences (On Level Words) (See procedures on p. Z23.)

- The young boy played ball.
- We saw the oil tanks when we drove through Texas.
- Aretha and Sara are full of joy because of the birth of their new brother.
- I threw a coin in the fountain and made a wish.
- I gave my sister a new toy for her birthday.
- My mother gave us soy milk for lunch.
- It will take three minutes for the water to boil.
- The first graders will join the second graders in a game.
- We sold some toys at our yard sale.
- My uncle collects old coins.

The Science of Spelling

A diphthong is the sound produced by gliding from one vowel sound into an adjacent one in the same syllable. This unit concentrates on the two major spellings for the /oi/ diphthong. The /oi/ sound is spelled **oi** as in **boil** 63% of the time and **oy** as in **toy** 35% of the time. The only other spelling for this sound is **uo**y, found in the words **buoy** and **buoyancy**.

Unit 20 Materials

<ul style="list-style-type: none"> Student Edition pp. 134–139 Teacher Edition pp. T134A–T139 Teacher Resource Book for Differentiated Instruction Unit 20 Practice Masters, pp. 173–182 Standardized Test Master Book Unit 20 Test Masters, pp. 109–114 Word Sort Cards Unit 20 Word Sort Cards for Teacher-Led Sorts and Student Sorts 	<ul style="list-style-type: none"> Digital Resources for Spelling Connections Spelling Connections Online Games Spelling Support for English Language Learners Unit 20 Practice Masters Unit 20 Audio Conversation Spelling Center Activities Spelling Game Mats Flip Folder, TRB, p. 323 Audio Posttest Sentences
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T134A

Go Online Printables, projectables, and more are available at resources.zaner-bloser.com/spn.

T134B

Grade 2 Teacher Edition page shown

Weekly **pretest sentences** assess each student's spelling skill level. Teachers may use the weekly pretest to determine which word list students will use throughout the unit to master the weekly spelling concept.

Differentiated Instruction on Days 1–4 features

- differentiated word lists.
- extra pattern practice masters.
- differentiated word sorts.
- school/home practice activities.

On Day 5, two options for **Differentiated Assessment** are offered through either Posttest Sentences or Standardized Test Masters.

The **Unit Planner** includes a pacing guide with a flexible 3–5 day plan and provides a map for teaching students who are on, below, and above level in their spelling skill progress.

The Science of Spelling focuses on the week's spelling concept and provides background information for teachers.

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Grade 2 Teacher Edition page shown

A 5-Day Plan That Leads to Spelling Mastery!

Day 1 Connections to Thinking

On Day 1, introduce your students to the weekly spelling concept with activities that prompt them to **read** the spelling words in context for real-world application, **sort** the words to recognize the similarities among them, and **remember** the weekly spelling concept with tips for future success.

Each unit focuses on a **key spelling concept**.

Think & Sort provides a word sort activity to familiarize students with the weekly spelling concept.

Remember reinforces the week's spelling concept for increased retention.

Spelling Tutor features scannable QR codes that students can use with a mobile device to study their spelling words for the week.

Unit 20 Diphthongs: oi, oy

oi

1. _____

2. _____

3. _____

4. _____

5. _____

oy

6. _____

7. _____

8. _____

9. _____

10. _____

Read features each spelling word written in manuscript, as well as in the context of a sentence.

Connections to THINKING

Read the spelling words and sentences.

- boy The boy and the girl played a game.
- toy The baby played with her new toy.
- joy It was a joy to see Roy today.
- coin Our teacher showed us an old coin.
- oil The car runs on oil and gas.
- soy The farmer grows soy on her farm.
- boil Did you boil the water for eggs?
- join I want to join an art club.
- toys The child played with two toys.
- coins We found ten coins on the beach.

Think & Sort the spelling words.

- 1–5. Write the words that spell the /oi/ sound **oi**.
6–10. Write the words that spell the /oi/ sound **oy**.

Remember

The vowel sound you hear in **boil** is /oi/ spelled **oi**. The vowel sound you hear in **boy** is /oi/ spelled **oy**.

Spelling Tutor



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Day 2 Connections to Phonics

Connections to Phonics helps students learn and apply key sound-symbol relationships.

Connections to PHONICS

Sound and Letter Patterns

Use **oi** or **oy** to finish each spelling word with the same vowel sound as in **boy**.

- c ___ n
- t ___ s
- j ___ n



Segment Sounds

Use **oi** or **oy** to make spelling words. Write the words.

- Change **at** in **bat**.
- Change **ai** in **bail**.
- Change **et** in **jet**.
- Change **ip** in **sip**.
- Change **ane** in **canes**.
- Change **r** in **try**.

Use the Dictionary

Write the spelling word that would be on the same page as this pair of **guide words** in a dictionary.

10. off • only

Unit 20

Sound and Letter Patterns

1. _____

2. _____

3. _____

Segment Sounds

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Use the Dictionary

10. _____

On Day 2, **Connections to Phonics** prepares young students for the next step in spelling as they build important sound-symbol awareness, phonics knowledge, and spelling skills.

Develop students' proficiency in using important reference tools with the integrated **Dictionary activities** found in every unit of **Spelling Connections**. Students can refer to the built-in dictionary at the back of the Student Edition. The Spelling Dictionary is also available online.

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Grade 2 Student Edition page shown

Day 3 Connections to Reading

On Day 3, best-practice skill-building activities help students understand the meanings of words and develop important reading skills. As students' vocabulary and reading comprehension skills improve, so does their spelling mastery.

Students practice their weekly spelling words while completing a variety of reading comprehension activities, including:

- Use Synonyms
- Make Inferences
- Use Context Clues
- Complete the Analogies
- Understand Idioms

Unit 20


Connections to READING

boy	joy	toy	boil	toys
oil	coin	soy	join	coins

Word Categorization

Write the spelling word that fits each group.

- girl, man, _____
- game, ball, _____
- happiness, delight, _____
- dime, penny, _____
- cook, fry, _____



Use Context Clues

Write a spelling word to complete each sentence.

- Farmers often grow _____ on the farm.
- My mom put _____ in the pan before frying the meat.
- A doll, small cars, and blocks are _____.
- I want to _____ a 4-H Club.
- Roy put three shiny _____ in his piggy bank.

Word Categorization

1. _____

2. _____

3. _____

4. _____

5. _____

Use Context Clues

6. _____

7. _____

8. _____

9. _____

10. _____

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Day 4 Connections to Writing

A weekly proofreading exercise develops proofreading and editing skills. Authentic proofreading marks prompt students to correct spelling errors found in the featured text.

Connections to WRITING

→ Proofread an Ad

Proofread the ad below for eight misspelled words. Then rewrite the ad. Write the spelling words correctly and make the corrections shown by the proofreading marks.

What's for Sale?

¶ What a joi! There are tois for sale cheap.
One girl had six cions. she got a game.
A boi had just one cone. He got a an oyl
truck. Call Victor at 555-4537. Joyn the
fun. Come and get a toi!

Proofreading Marks

- ≡ Make Uppercase
- / Make Lowercase
- ^ Add
- ~ Delete
- ⊙ Add a Period
- ¶ Indent

← Opinion Writing

Write an Ad

What might you sell? Write an ad that will make people want to buy it. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Tell what you are selling and how much it costs.
- Tell why someone would want to buy it.
- Give your name and how you can be reached.
- Write complete sentences with correct capitalization, punctuation, grammar, and spelling.
- Circle two words that may be misspelled. Use a dictionary to check the spelling.

Transfer

Think of three more words that contain the /oi/ sound that you hear in the word **toy**. These can be new words you used in your paragraph. Write the words in your **Spelling Journal**. Circle the spelling pattern **oy** or **oi** in each word.

On Day 4, students begin to think about their writing in a critical and reflective way. The spelling skills students have learned during the week are transferred to their writing through activities that prompt them to

- proofread the weekly spelling words in the featured text.
- practice writing these words in the context of a paragraph.

The **Writing Prompt** provides students with practice writing the weekly spelling words in context and accelerates writing proficiency. Writing prompts are included for all text types:

- Narrative
- Informative/Explanatory
- Opinion (Grades 1–5)
- Argument (Grades 6–8)

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A **Transfer** activity provides an additional opportunity for students to practice and transfer valuable spelling knowledge.

Assess Each Student's Understanding

Day 5 Differentiated Assessment

Assessment Options on Day 5 allow all students to prove mastery of the unit spelling concept on the weekly posttest, no matter which list of words they practiced for the week.

Each week, **Differentiated Assessment** is provided for all students through on, below, and above level posttest sentences.

Review Unit exercises and Spelling Connections Online Games are available for students who need additional remediation.

Optional **Extend and Transfer** enrichment activities extend the learning of spelling into other subject areas and deepen students' understanding of and exposure to new words.

Unit 20 Day 5 Assess, Extend & Transfer

Student Objectives

- Demonstrate mastery of the unit spelling words.
- Review, generalize, and extend spelling patterns to new words.

Posttest Assessment Options

Option 1: Administer the unit posttest using the sentences below.

Option 2: Assess students using the optional standardized tests (see *Standardized Test Master Book*, pp. 109–114).

Note: Audio posttest sentences for the on, below, and above level lists are available at resources.zaner-bloser.com/spcn.

Word Study

- Ask students to supply rhyming words for two or three of the spelling words. The rhyming words do not have to be on the spelling list.
- Have students name both the singular and plural forms of the words in the list on page 138. (coin, coins; toy, toys) Write the words on the board. Have them listen carefully as they pronounce the *s* in the plural words. Point out that *s* makes the /z/ sound in the word toys.
- Have students work alone or in pairs to complete the Word Study activity on page 138 to reinforce their understanding of word meanings and the unit spelling patterns.

Extend & Transfer

Word Study

boy	toy	toys	foil	soybean
oil	soy	coins	voice	noise
joy	boil	point	ahoy	
coin	join	soil		

Meaning Mastery

Write the word that matches each meaning.

1. something to play with
2. a feeling of happiness
3. to put together
4. dirt, earth
5. someone uses this to speak
6. a plant

Rhyming Words

Use words from the list above to complete these rhyming exercises. Circle the /oi/ spelling.

7. oil, boil

8. coin

9. noise

Differentiated Assessment

On Level Posttest Sentences

1. We watched the boy in the sandbox.
2. Dad put oil on the squeaky hinges.
3. Daniel laughed for joy when he saw the kitten.
4. I have one coin and it is worth 50 cents.
5. We can get a toy for our dog.
6. Tofu is made of soy.
7. I need to boil the potatoes for dinner.
8. I hope to join the swim team.

Below Level Posttest Sentences

Use On Level sentences 1–5.

Above Level Posttest Sentences

- Use On Level sentences 6–10 and the following seven sentences:
1. You get one point for each correct answer.
 2. We need new soil for the flower box.
 3. Wrap the potatoes in foil before you bake them.
 4. That child has a very loud voice.
 5. The captain shouted "ahoy" as we passed another ship.
 6. Your soybean plant is growing quickly.
 7. Some motorcycles make a lot of noise.

Go Online Printables, projectables, and more are available at resources.zaner-bloser.com/spcn.

Grade 2 Teacher Edition page shown

As an option, you can use the reproducible test masters included in the **Standardized Test Master Book** to conduct the differentiated weekly spelling test and provide next generation assessment practice for your students.

Standardized Test

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on your answer sheet.

Disseminate this paper about a person she really admires. She wants you to read her paper. As you read, think about ways Dianne can make her paper better.

Diane Foamy and Her Life with Gorillas

(1) I just read a great book about Dianne Foamy. (2) She was not the kind of person to stay home and bail. (3) She spent her life working with gorillas in Africa.

(4) Gorillas belong to the ape family. (5) Foamy's main goal was to save them from big game hunters and other dangers. (6) She had to wait until she came to know them first.

(7) First, she made a place in the wild where she could stay with them. (8) There she could watch them play. (9) She tried to act as they did so they would trust her. (10) Raise or own, she was out with them.

(11) She has been afraid she would fall. (12) That did not stop her. (13) One day, a gorilla reached out to touch her hand.

(14) Foamy became a good friend to gorillas. (15) She showed people that they should be saved. (16) Who can say what would have happened to them without her?

Grade 2 Standardized Test Master Book pages shown

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/k/ Spelled c, k, ck

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Connections to Phonics	135
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Contractions

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Complete the Sentences • Complete the Analogies	
Connections to Writing	181
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Unit 28

r-Controlled Vowel /är/

Connections to Thinking	184
Read • Think & Sort • Remember	
Connections to Phonics	185
Word Structure • Word Analysis • Use the Dictionary: Word Order	
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Unit 29

Digraphs: ch, wh

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Connections to Phonics	191
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Connections to Reading	192
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Unit 31

r-Controlled Vowel ôr: or, ore, oor

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Connections to Phonics	205
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Connections to Reading	206
Word Categorization • Use Context Clues	
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Digraph: sh

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Digraph: th

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Connections to Phonics	217
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Connections to Reading	218
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Extend & Transfer	
Word Study	220
Word Hunt: Science	221

Unit 34

Homophones

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Read • Think & Sort • Remember	
Connections to Phonics	223
Word Analysis • Rhyming Words • Use the Thesaurus	
Connections to Reading	224
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Compound Words

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Connections to Phonics	229
Vowel Sounds • Use the Dictionary: Word Order	
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Grammar, Usage, and Mechanics: Adjectives	
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Unit 1 Day 1

Student Objectives

- Read, identify spelling patterns, and write words with short a.

Unit Pretest

- Administer the pretest on page T14A.
- To differentiate instruction, use pretest results to assign students to the appropriate list and daily activities (see p. Z23).

Teaching Tips

WORD SORT Cards

- Conduct a **Teacher-Led Sort** (see p. Z24).
- To introduce the pattern, point out that the **short a** sound is spelled **a** and can be found in the middle of a word (CVC), **sat**, (CVCC), **hand**, or at the beginning of a word (VC), **as**.
- Slowly segment the sounds in each word. Ask students to name the vowel sound they hear.

Read, Think, Sort, & Remember

- Have students listen carefully as they read each spelling word and context sentence to a partner.
- Tell students to complete the page independently.

Spelling Tutor

Have students use **Spelling Tutor** to study the spelling words. QR codes are also available at resources.zaner-bloser.com/spcn.

Unit 1 Short a

Word order may vary.

Begin with short a

- ask
- as

Short a between consonants

- sat
- fan
- map
- hand
- cap
- sad
- fat
- bat

14

Connections to THINKING

Read the spelling words and sentences.

- ask I ask Pat for help.
- sat Mom sat on the sofa.
- fan The fan keeps us cool.
- map The map shows our town.
- hand I use my hand to wave.
- cap Take the cap off your head!
- sad The bad news made us sad.
- fat We love our old fat dog.
- bat I hit the ball with the bat.
- as Hop and jump as I do.


Think & Sort the spelling words.

- 1–2. Write the words that begin with the short a sound.
- 3–10. Write the words that have the short a sound between two consonants.

Remember

The short a sound can be spelled a: bat.

Spelling Tutor



Connections to PHONICS

Ending Sounds

1–3. Write the rhyming words that end with t.

Word Structure


Replace the underlined letters to write a spelling word.

- cat
- sand

Rhyming Words

Write a spelling word for each set of clues.

- Wave this to keep cool. Its name rhymes with man.
- Use this to find your way. Its name rhymes with tap.
- If you feel this way, you are not glad. Its name rhymes with glad.



Use the Dictionary

9–10. A dictionary lists words in a-b-c order. Write the two spelling words that begin with the letter a in a-b-c order.

Dictionary Check Check a-b-c order in your Spelling Dictionary.

Ending Sounds

- sat
- fat
- bat

Word Structure

- cap
- hand

Rhyming Words

- fan
- map
- sad

Use the Dictionary

- as
- ask

15

Unit 1 Day 2

Student Objectives

- Match consonant and short a sounds to their spellings to write words.
- Use a dictionary to locate and write words with short a in alphabetical order.

Teaching Tips

- Remind students that words rhyme when they have the same ending sounds. Say words aloud will help identify rhyme.
- To form a spelling word for items 4 and 5, tell students they will substitute the underlined letters with different letters.
- Have students use both clues for items 6–8.
- Review a-b-c, or alphabetical, order. Have students find two spelling words on page 250 of the **Spelling Dictionary** and write them in alphabetical order. Explain why as comes before ask.
- Have students complete page 15 independently.

Differentiated Pattern Practice

- Use the optional practice masters for extra practice with the spelling words.

WORD SORT Cards

- Provide time for students to use a **Budding Sort** to practice their spelling words with a partner (see p. Z24).

Differentiated Word Lists

On Level

Home/School Spelling Practice Master*, TRB, p. 7

Home/School Spelling Practice

My Home Word List

- ask
- sat
- fan
- map
- hand
- cap
- sad
- fat
- bat
- as

Teacher Resource Book 7

Below Level

Home/School Spelling Practice Master*, TRB, p. 9

Home/School Spelling Practice

My Home Word List

- ask
- can
- fan
- map
- hand
- dad
- man
- as

Teacher Resource Book 9

Above Level

Home/School Spelling Practice Master*, TRB, p. 11

Home/School Spelling Practice

My Home Word List

- cabin
- sat
- fancy
- hatch
- basket
- cap
- sad
- fat
- bat
- napkins
- salad
- wagon

Teacher Resource Book 11

Differentiated Pattern Practice

On Level

Extra Pattern Practice Master, TRB, p. 13

Extra Pattern Practice

ask map as cap fat
fan hand sat sad bat

Use spelling words to answer the questions.

- Write the word that best completes each sentence.
This _____ will show us how to get to the library.
I got a new red _____ to wear on my head.
- Write the words sat, fat, and bat in a-b-c order.
- Write the spelling word or words you see in each of these words.
task _____ fast _____
- Unscramble the letters. Write the spelling word.
4. d e s
5. a n f
6. a h d n

Teacher Resource Book 13

Below Level

Extra Pattern Practice Master, TRB, p. 14

Extra Pattern Practice

can man fan hand
dad ask map as

A. Read the clues. Write the spelling word.

- begins like **had** and rhymes with **sand**
- begins like **did** and rhymes with **sad**
- begins like **mad** and rhymes with **nap**
- begins like **map** and rhymes with **fan**

B. Find a spelling word inside each underlined word. Write the spelling word.

- I gave Mom a box of candy.
- What mask will you wear to the party?
- How fast can you run?
- A tiger has sharp fangs.

Teacher Resource Book 14

Above Level

Extra Pattern Practice Master, TRB, p. 15

Extra Pattern Practice

sat fat fancy napkins
cap bat hatch salad
sad cabin basket wagon

A. Match the two syllables to form a word. Write the word.

1. nap + kins
2. cab + in
3. fan + cy
4. sal + ad
5. bas + kel
6. wag + on

B. Use the spelling words to answer the questions below.

sat cap sad fat bat hatch

- Which four spelling words name a thing?
- Which three spelling words name an action?
- Which spelling word describes a feeling?
- Which spelling word describes a size?

Teacher Resource Book 15