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, researchbased, 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.

Research-based, differentiated word lists provide target instruction for all students regardless of their level of proficiency.

Day 1

Differentiated Instruction on Days I-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 pacin

guide with a flexible 3-5 day pla

and provides a map for teaching

students who are on, below, and

above level in their spelling skill

Unit materials for each week are

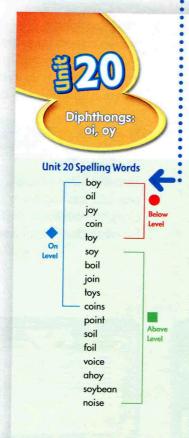
clearly listed and include print an

digital resources. Resources avail

at the Zaner-Bloser eResources Ce

are labeled with the symbol.

progress.



Planner

Day 1

Connections to Thinking

Read, identify spelling patterns, and

Instruction for All Students

pp. 173-174)

pp. 175-176)

pp. 177-178)

1. The young boy played ball.

through Texas.

2. We saw the oil tanks when we drove

3. Aretha and Sara are full of joy because

4. I threw a coin in the fountain and made

of the birth of their new brother.

5. I gave my sister a new toy for her

◆ Home/School Spelling Practice

Home/School Spelling Practice

Home/School Spelling Practice

Master (Teacher Resource Book

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

Master (Teacher Resource Book,

Master (Teacher Resource Book,

• Pretest Sentences, p. TI34A

Differentiated Instruction

Level

· Connections to Thinking, p. 134

write words with the diphthong /oi/

Student Objectives

spelled oi or oy

Day 2

Connections to Phonics

Use dictionary guide words.

Instruction for All Students

Extra Pattern Practice Master

(Teacher Resource Book, p.

Buddy Sort (Word Sort Cards

Extra Pattern Practice Master

■ Buddy Sort (Word Sort Cards)

6. My mother gave us soy milk for lunch

7. It will take three minutes for the wat

8. The first graders will join the second

9. We sold some toys at our yard sale.

to boil.

graders in a game.

Connections to Phonics, p. 135

Demonstrate knowledge of diphthong

spellings oi and oy to write spelling

Student Objectives

Day 3

Day 4

Day 2

Connections to Reading

Student Objectives

 Use categorization and context clues to reinforce comprehension of words with the diphthong /oi/.

Instruction for All Students

Connections to Reading, p. 136

 Word Sort Practice Master (Teacher Resource Book, p. 182)

 Extra Pattern Practice Master Word Sort Practice Maste (Teacher Resource Book p. 18 (Teacher Resource Book, p. 182) Buddy Sort (Word Sort Cards)

> Word Sort Practice Maste (Teacher Resource Book, p. 182)

The Science of Spelling < • •

A diphthong is the sound produced by

gliding from one vowel sound into an

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

and buoyancy

sound is uoy, found in the words buoy

adjacent one in the same syllable. This

Connections to Writing Student Objectives

 Develop proofreading and editing skills by correcting spelling errors. · Use the writing process to write an ad using words with the diphthong /oi/.

Instruction for All Students

• Connections to Writing, p. 137

Differentiated Instruction

 Individual Sort or Speed Sort (Word Sort Cards) 🕟

Individual Sort or Speed Sort (Word Sort Cards) (

■ Individual Sort or Speed Sort (Word Sort Cards)

Student Edition

Teacher Edition

pp. TI34A-TI39

pp. 173-182

for Differentiated Instruction

Standardized Test Master Book

Unit 20 Test Masters, pp. 109-114

Teacher-Led Sorts and Student Sorts

Unit 20 Practice Masters,

Word Sort Cards (8) Unit 20 Word Sort Cards for

pp. 134-139

Day 5

Day 3

Assess, Extend, & Transfer Student Objectives

- · 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

Extension for All Students

. Word Study and Word Hunt (optional activities), pp. 138-139

Differentiated Assessmen ♦ Postlest Sentences, p. TI38 🕟

◆ Standardized Test Master Book Postlest Sentences, p. TI38

 Standardized Test Master Book pp. III-II2

Above Posttest Sentences, p. TI38 Standardized Test Master Book pp. 113-114

Unit 20 Materials

Digital Resources for

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 ®

TI34R

TI34A

Grade 2 Teacher Edition page shown Go Online Printables, projectables, and more are available at resources.zaner-bloser.com/spcn.

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.

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

Grade 2 Teacher Edition page shown

A 5-Day Plan That Leads to Spelling Mastery!

Day 1 Connections to Thinking

On Day I, 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.

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

20_{Diphthongs:}

Connections to THINKING

Read the spelling words and sentences.

- 1. boy The boy and the girl played a game.2. toy The baby played with her new toy.
- 2. toy The baby played with her new toy.
 3. joy It was a joy to see Roy today.
- 4. coin Our teacher showed us an old coin.
- 5. oil The car runs on oil and gas.
- 6. soy The farmer grows soy on her farm.
- 7. boil Did you boil the water for eggs?8. join I want to join an art club.
- 9. toys The child played with two toys.
- 10. 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**.





Grade 2 Student Edition page shows

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

PHONICS

Sound and Letter Patterns

Connections to

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

1. c _ _ n 2. t _ _ s

3. j ___ n

Segment Sounds

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

- 4. Change at in bat.
- 5. Change ai in bail.
- 6. Change et in jet.
- 7. Change ip in sip.
- 8. Change ane in canes.

9. Change r in try.



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

10. off • only

On Day 2, Connections to

Phonics prepares young students
for the next step in spelling as
they build important soundsymbol awareness, phonics
knowledge, and spelling skills.

Day 2

Phonics

Connections to

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.



ound and Letter Patterns

Segment Sounds

Grade 2 Student Edition page shows

Day 3
Connections to Reading

On Day 3, best-practice skillbuilding 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

•	IN THE REAL PROPERTY AND THE		and the same of th	10 10
	Word Categoriza	otion.	and had bod h	ne base tand bil
	Write the spelling w		each grou	p.
2.	1. girl, man,			
	2. game, ball,		4	
0.	3. happiness, delig		-	
4.	4. dime, penny, 5. cook, fry,			
	- Cr cook, iry,	_		
5.	_			
Use Context Clues	Use Context	Clues		3)
6.	Write a spelling sentence.		mplete eac	h 8
	6. Farmers offe	en grow	on th	e farm.
7.	7. My mom pu	ut i	n the pan b	efore frying
8.	8. A doll, smo	Il cars, and	blocks are	
	_ \ 9. I want to _			
9.	10. Roy put thr	ee shiny	in his	piggy ban
10.				

Grade 2 Student Edition page shown

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

Day 4
Connections
to Writing

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

∧ Add
Delete

O Add a Period

Indent

Think of three more

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.

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

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.

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 I-5)
- Argument (Grades 6-8)

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

Grade 2 Student Edition page shown

Assess Each Student's Understanding

Student Objectives

patterns to new words.

spelling words.

Review, generalize, and extend spelling

two or three of the spelling words. The

carefully as they pronounce the s in the plural words. Point out that s makes

138 to reinforce their understanding of

word meanings and the unit spelling

Differentiated Assessment

On Level Posttest Sentences 1. We watched the boy in the sandbox.

the /z/ sound in the word tovs. Have students work alone or in pairs to complete the Word Study activity on page

Posttest Assessment Options

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.

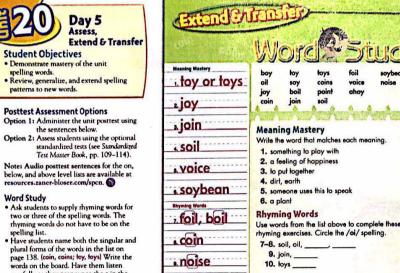
Each week, Differentiated Assessment is provided for all students through on, below, and above level posttest sentences.

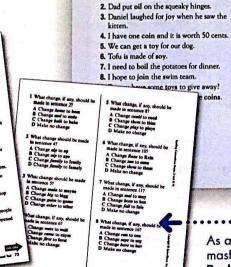
Review Unit exercises and Spelling **Connections Online Games** are available for students who need additional remediation.

Grade 2 Standardized Test

Masler Book pages shown

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.





 Below Level Posttest Sentences Above Level Posttest Sentences Use On Level sentences 6-10 and the 1. You get one point for each correct 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 6. Your soybean plant is growing quickly

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.

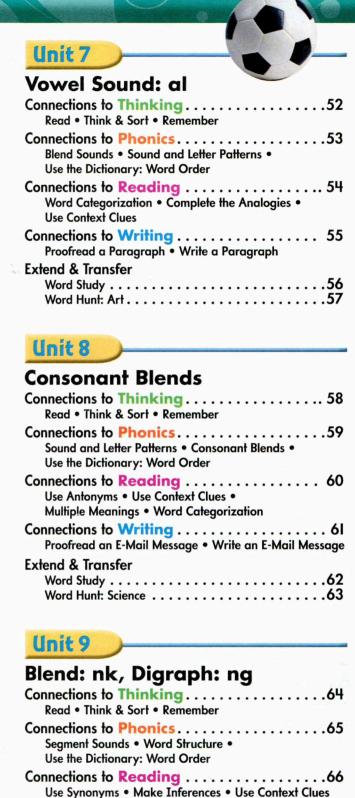
Unit 1

Short a
Connections to Thinking
Read • Think & Sort • Remember
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer Word Study
Unit 2
Short e
Connections to Thinking
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer Word Study
Unit 3
Short i
Connections to Thinking
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer Word Study

	18.4b	
Short o		
Connections to Thinking	• • • • •	.32
Connections to Phonics Sound Matching • Word Structure • Use the A-B-C Order	Dictiona	ry:
Connections to Reading Word Categorization • Use Context Clues		
Connections to Writing Proofread a Poem • Write a Poem		.35
Extend & Transfer Word Study		.36 .37
Unit 5		
Short u		
Connections to Thinking		
Connections to Phonics	ra structi	ıre •
Use the Dictionary: Word Meanings Connections to Reading Use Synonyms • Complete the Analogies • Use Context Clues		
Connections to Writing	•••••	
Word Study		.42 .43
Unit 6		
Assessment and Review		
Assess for Iransfer		77
Review Units I-2		73
Review Units 3–4	•••••	46 uz
Review Unit 5	•••••	Ч /
spelling study strategy		7/

Standardized Test Practice......48 Grammar, Usage, and Mechanics: What Is a Sentence?

The Writing Process: Narrative



Connections to Writing 67

Word Hunt: Social Studies 69

Proofread an Ad • Write an Ad

Extend & Transfer

Unit 10
Short Vowel Sounds
Connections to Thinking
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer Word Study
Unit 11
Vowel-Consonant-e
Connections to Thinking
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer
Word Study
Unit 12
Assessment and Review
Assess for Transfer
Review Units 7–8
Review Units 9–1084
Review Unit II
Spelling Study Strategy85 Sorting by Sounds and Spellings
Standardized Test Practice86
Writer's Workshop
Grammar, Usage, and Mechanics: Declarative Sentences and Interrogative Sentences
The Writing Process: Narrative
40E VIII

it	13	
_		a-Consonai

Extend & Transfer

Extend & Transfer

AND
Long a: a-Consonant-e, ai, ay Connections to Thinking
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer Word Study
word num: social studies
Unit 14
Long e: ee, ea

Proofread a Paragraph • Write a Paragraph to Inform

Segmentation • Word Structure • Word Math •

Long i: y, i-Consonant-e

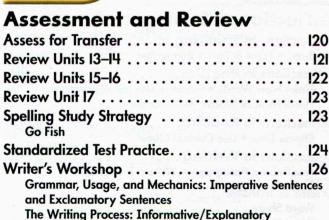
Read • Think & Sort • Remember

Use the Dictionary: Word Order

Use Synonyms • Use Context Clues









Long o: o, oa, ow
Connections to Thinking
Connections to Phonics
Blend Sounds • Use the Dictionary: A-B-C Order
Connections to Reading
Use Antonyms • Use Context Clues
Connections to Writing
Extend & Transfer
Word Study
Word Hunt: Technology
Unit 17
/k/ Spelled c, k, ck
Connections to Thinking
Read • Think & Sort • Remember
Connections to Phonics
Word Structure • Sound Blending •
Use the Dictionary: Word Order
Connections to Reading
Connections to Writing
Proofread a Diary Entry • Write a Diary Entry
Extend & Transfer
Word Study
Word Hunt: MathII9
Unit 18
Assessment and Review
Assess for Transfer
Review Units I3-I4
Review Units 15–16
Review Unit 17
Spelling Study Strategy
Go Fish

Unit 19
Consonant Blends: I and r
Connections to Thinking
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer Word Study
Unit 20
Diphthongs: oi, oy
Connections to Thinking
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer
Word Study
Unit 21
Inflectional Endings: -s, -es
Connections to Thinking
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer Word Study
Word Hunt: Art

Unit 22
Inflectional Endings: -ed, -ing Connections to Thinking
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer Word Study
Unit 23
Vowel Digraphs: Long and
Short oo
Connections to Thinking
Connections to Phonics
Connections to Reading
Connections to Writing
Extend & Transfer Word Study
Unit 24
Assessment and Review
Assess for Transfer
Review Units 19–20
Review Units 2I–22
Review Unit 23
Spelling Study Strategy
Standardized Test Practice
Writer's Workshop
Grammar, Usage, and Mechanics: Nouns The Writing Process: Informative/Explanatory

Unit 25	
Words Writers Use	
Connections to Thinking	
Read • Think & Sort • Remember	
Connections to Phonics	
Word Analysis • Sound and Lette	r Patterns •
Use the Dictionary: Words With N	
Connections to Reading Complete the Analogies • Use Co	ntext Clues
Connections to Writing	
Proofread a Poster • Write a Post	ter
Extend & Transfer	
Word Study	
Word Hunt: Social Studies	
Unit 26	
Diphthongs: ow, ou	Karaman da karaman
Connections to Thinking	
Read • Think & Sort • Remember	
Connections to Phonics	
Sound and Letter Patterns • Matc	
Use the Dictionary: Word Meanin	_
Connections to Reading Use Synonyms • Complete the Ar	nalogies •
Use Context Clues	.a.og.co
Connections to Writing	
Proofread a Realistic Story • Wri	te a Realistic Story
Extend & Transfer Word Study	Carlo de Carlo
Word Study	
Word Halli. Science	
11-11-27	
Unit 27	
Contractions	
Connections to Thinking	
Read • Think & Sort • Remember	
Connections to Phonics Word Structure • Vowel Sounds	• • • • • • • • • • • • • • • • • • • •
Use the Dictionary: A-B-C Order	mto in given gold
Connections to Reading	
Complete the Sentences • Complete	ete the Analogies
Connections to Writing	
Proofread a Postcard • Write a P	ostcard
Extend & Transfer Word Study	
Word Hunt: Math	
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Unit 28	
r-Controlled Vowel /är/	
Connections to Thinking	184
Read • Think & Sort • Remember	10.5
Connections to Phonics	185 onary:
Connections to Reading	
Connections to Writing	
Extend & Transfer	
Word Study	188
Unit 29	
Digraphs: ch, wh	
Connections to Thinking	190
Connections to Phonics	191
Connections to Reading	192
Connections to Writing	193 w
Extend & Transfer Word Study	. 194 . 195
Unit 30	
Assessment and Review	
Assess for Transfer	196
Review Units 25–26	
Review Units 27–28	198
Review Unit 29	199
Spelling Study Strategy Word Swap	
Standardized Test Practice	
Writer's Workshop	202

Unit 31 r-Controlled Vowel ôr: or, ore, oor Read • Think & Sort • Remember Word Structure • Word Analysis • Use the Thesaurus Word Categorization • Use Context Clues Connections to Writing207 Proofread a Book Report • Write a Book Report **Extend & Transfer** Unit 32 Digraph: sh Connections to Thinking 210 Read • Think & Sort • Remember Connections to Phonics2II Word Analysis • Sound and Letter Patterns • Use the Thesaurus Connections to Reading 212 Word Categorization • Name the Category • **Use Context Clues** Connections to Writing 213 Proofread a Paragraph • Write a Narrative Paragraph **Extend & Transfer** Word Hunt: Social Studies 215 Unit 33 Digraph: th Connections to Thinking 216 Read • Think & Sort • Remember Connections to Phonics 217 Sound and Letter Patterns • Missing Letters • Use the Dictionary: A-B-C Order Connections to Reading 218 **Use Context Clues** Connections to Writing 219 Proofread a Thank-You Note • Write a Thank-You Note **Extend & Transfer**

Homophones	
Connections to Thinking	
Read • Think & Sort • Remember	
Connections to Phonics	
Connections to Reading	
Word Categorization • Use Analogies • Use Context Clues	
Connections to Writing225	
Proofread a Diary Entry • Write a Diary Entry	
Extend & Transfer	
Word Study	
/	
Unit 35	
Compound Words	
Connections to Thinking	
Read • Think & Sort • Remember	
Connections to Phonics	
Vowel Sounds • Use the Dictionary: Word Order	
Connections to Reading	
Word Categorization • Replace the Words • Use Context Clues	
Connections to Writing	
Proofread an E-Mail • Write an E-Mail	
Extend & Transfer	
Word Study	
word nulli: Main	
Unit 36	
Assessment and Review	
Assess for Transfer 234	
Review Units 3I–32235	
Review Units 33–34	
Review Unit 35237	
Spelling Study Strategy	
Sorting by Spelling Patterns	
Standardized Test Practice	
Writer's Workshop 240	
Grammar, Usage, and Mechanics: Adjectives The Writing Process: Informative/Explanatory	



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

On Level

Home/School Spelling

Practice Master*, TRB, p. 7

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

Differentiated Word Lists

Short a Word order may vary. ı. ask 2. **QS** Short a betw 3. **SQ** 4. fan 5. Map 6. hand 7. Cap 8. Sad 9. fat 10. **ba**

THINKIN Connections, to

Read) the spelling words and sentences.

- **1.** ask I ask Pat for help.
- 2. sat Mom sat on the sofa.
- The map shows our town. **4.** map 5. hand
- **7.** sad 8. fat We love our old fat dog.
- 9. bat I hit the ball with the bat. **10.** as

Think & Sort) the spelling words.

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

6. cap

The short a sound can be spelled a: bat.







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.

4. cat

5. sand

Rhyming Words

Write a spelling word for each set of clues.

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



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.

Spelling Dictionary.



Day 2

Student Objectives

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

Teaching Tips

- · Remind students that words rhyme who they have the same ending sounds. Say words aloud will help identify rhyme.
- To form a spelling word for items 4 and 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. Ha students find two spelling words on page 250 of the Spelling Dictionary and write them in alphabetical order. Explai why as comes before ask.
- Have students complete page 15 independently.

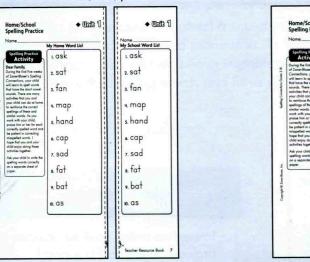
Differentiated Pattern Practice

• Use the optional practice masters for e practice with the spelling words.

WORD SORT Cards

• Provide time for students to use a Budo Sort to practice their spelling words wi a partner (see p. Z24).

Below Level



*Available in English and Spanish



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

Name	My Home Word List	Name My School Word List
Spelling Prac		Lask
During the first five of Zoner-Bloser's S Connections, your will learn to spell v	peling child 2. CON	2 can
that have the short sounds. There are activities that you	many a. fan	a fan
your child can do. to reinforce the co spellings of these similar words. As	med 4 map	. map
work with your chi praise him or her i correctly spelled w	to each ord and s. hand	s hand
be patient in corre misspelled words. hope that you and child enjoy doing activities together.	your 6. dad	€ dad
Ask your child to vispelling words cor on a separate she	rile he recty 7, man	7. man
poper.	a. ds	a. GS
Copyright		

Above Level Home/School Spelling Practice Master*, TRB, p. II

	Home/School Spelling Practice	■ Claf		I I Nome	
	Name	My Home Word List		My S	
	Spelling Practice Activity	ı cabin	1	L	
unde 2 AL	During the first five weeks of Zoner-Bloser's Spelling Connections, your child will learn to spell words	2 sat		1 2.5	s
oreston G	that have the short vowel sounds. There are many activities that you and your child can do all home.	a fancy		1 2	ļ
Spelling	to reinforce the correct spellings of these and similar words. As you	« hatch		1	1
	work with your child, proise him or her for each correctly spelled word and be patient in correcting	s. basket		5.	0
	misspelled words. I hope that you and your child enjoy doing these activities together.	« cap		1 6.0	
	Ask your child to write the spelling words correctly on a separate sheel of	7. sad		7.5	5
base, Inc.	bober.	a. fat		a.f	
N D Zone B		e, bat		9.1	0
Cappel		n. napkins		10.1	1
		ıı salad		i n. s	5
		z. waqon		1 12 \	,

fancy hatch basket sad fat

fferentiated Pattern Practice

On Level

Extra Pattern Practice Master, TRB, p. 13



Below Level

Extra Pattern Practice Master, TRB, p. 14

lame.					
	can dad	man ask	fan map	hand	
Rea	d the clues.	Write the spellin	g word.		
L	oegins like h	at and rhymes v	with sand		- 1
2. 1	pegins like d	lid and rhymes v	vith sad		
3. l	pegins like n	nad and rhymes	with nap		
4. 6	pegins like n	nap and rhymes	with fan		
	a spelling v	word inside each	underlined wo	rd.	
5. I	gave Mom	a box of candy.			
6. \	What mask	will you wear to	the party?		_
7. H	low fast car	you run?	- =		*
		harp fangs.			

Above Level Extra Pattern Practice Master, TRB, p. 15

Name			
sat cap sad	fat bat cabin	fancy hatch basket	napkins salad wagon
A. Match the two s	yllables to form	a word. Write	the word.
I. nap• •kins		2. cab•	•in
3. fan• •cy		4. sal*	•od
5. bas• •ket			•on
B. Use the spelling			
Which four spell			at hatch
7.	8		9.
Which three spe		ne an action?	
II	12		3.
14. Which spelling	ng word describ	bes a feeling?	********
15 1400 to 10	g word describ		

3. fan

The fan keeps us cool.

I use my hand to wave.

Take the cap off your head! The bad news made us sad.

Hop and jump as I do.

Dictionary

Dictionary Check Check a-b-c order in your