

**Apples and
Pears
BOOK B**

TEACHER'S NOTES

Third Edition

Hilary Burkard
& Tom Burkard

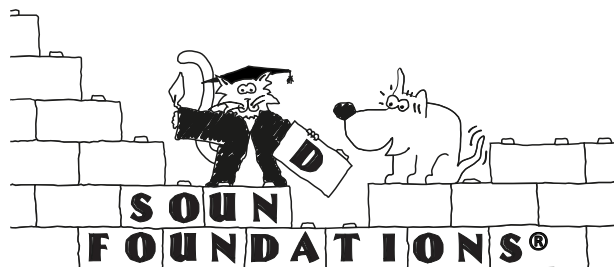
First published 2003, Hilary Burkard
Second Edition (Revised) 2006, Hilary Burkard
Third Edition (Revised) 2011, Hilary Burkard

ISBN: 978-1-905174-26-3

Tracing exercises produced using 'Handwriting For Windows'
available from: www.kber.co.uk

Copyright © Hilary Burkard 2011

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system, without the written permission of the publisher.



PUBLISHED BY HILARY BURKARD

DISTRIBUTED BY
SOUND FOUNDATIONS
www.soundfoundations.co.uk
mckenzie@soundfoundations.co.uk

Apples and Pears

The one stop programme for spelling, punctuation and grammar.
Ideal for group work and individual tutoring.

Getting started:

Which pupils will benefit from *Apples and Pears*?

Apples and Pears can be used with pupils of any age from 4 onward. It can be used with pupils of all abilities, including those with special needs. It can be used for one-on-one teaching, or it can be used with groups of pupils who are well-matched for ability. You should always use the placement tests to determine the appropriate starting point. Any pupil with a spelling age of less than 10 years will almost certainly benefit greatly from the programme.

Does it take any special training to use *Apples and Pears*?

Almost anyone with a bit of common sense can teach a child to spell with *Apples and Pears*. It is designed so that classroom assistants and parents can use it successfully, even with children who have reading problems. However, you must read these notes carefully. We are always happy to give advice by telephone or e-mail.

How does *Apples and Pears* work?

Apples and Pears is a direct instruction programme. The *Teacher's Notes* are scripts which tell the teacher what to say to the pupils. The pupils each have their own workbook. The constant interaction between teacher and pupil ensures a very high percentage of time-on-task, and it enables the teacher to correct mistakes immediately.

Why does *Apples and Pears* work?

Learning to write well puts a considerable load on a pupil's memory. If pupils do not have a firm grasp of spelling, punctuation and grammar, they will have less attention available for the content of their work. At least 35% of all pupils in Britain are very poor at spelling—poor enough for a spell checker to be of limited value.

Apples and Pears works on these principles:

1. Carefully planned structure ensures that material is taught in a logical order.
2. Every task is broken down into the smallest possible steps.
3. Continuous reinforcement ensures that no time is wasted by teaching skills that are eventually forgotten.
4. Pupils are trained to hear each sound in a word—this greatly reduces memory load required to learn to spell.

Apples and Pears

5. Memory load is drastically reduced by a ‘morphemic’ strategy—pupils learn interchangeable building blocks in words. Each morpheme* in the word “except-ion-al-ly” can be used in dozens, if not hundreds, of other words. They also learn the rules for **dropping the ‘e’** (hoping, hopeless); **doubling** (fitting, fitness) and **changing the ‘y’ to ‘i’** (studied, studying).*
6. Irregular words are introduced at a controlled rate. Pupils with learning difficulties find these the most difficult to master.
7. Extensive dictation exercises give pupils an understanding of correct sentence structure and punctuation, and assists transfer of skills to other written work.
8. Multi-sensory techniques work with all pupils, regardless as to their individual strengths and weaknesses.

How often should I use *Apples and Pears*?

Ideally, you should use it every school day. With special needs pupils, this is all but essential. With other pupils, three lessons per week is the minimum. Each lesson will take about 10 to 20 minutes, depending upon the skill of the pupils and the experience of the teacher.

The Teacher’s Notes:

At first glance, these may seem a bit daunting, but they all follow fairly standard patterns. Once you get used to them, you will only need to glance at them occasionally. You do not have to follow them word-for-word, and you should adapt the notes to your own style. **There are three golden rules:**

1. **Keep your eyes on your pupils and their workbooks.** If necessary, use a sheet of paper so you don’t lose your place in the Teacher’s Notes.
2. **Correct all mistakes immediately, if not sooner.**
3. **Keep the pace cracking along.** Don’t let pupils distract you—the others will get bored and lose the thread.

Correcting errors:

The best way to correct an error is to spell the word orally as the pupil writes down the letters. Then have the pupil cover the work and spell it orally, or write it (whichever is easiest).

* A morpheme is the smallest unit of a word that has a meaning. e.g., the morphemes in ‘watering’ are *water + ing*, but its syllables are *wah’ter ing*.

Apples and Pears

When teaching groups, it is usually best to ask a pupil who has spelled the word correctly to spell it aloud, while others correct their work. When correcting their work, pupils should rewrite the whole word, not modify odd letters.

Reviewing problem spellings: individual tutoring

Each time the pupil makes a mistake and is unable to self-correct immediately, underline the word in your Teacher's Notes, and use the correction procedure outlined above. At the end of the lesson—and at the beginning of the next lesson—use the following procedure:

1. Make a list of the problem words. Spell each one out loud, and have the pupil write them down (on a white board or a blank sheet of paper), reading what they have just written.

Example: *Teacher: "Write b-r-o-w-n....what word?"*

Pupil: "brown"

2. Ask the pupil to look at each word, and point to each letter and spell it out loud.

Example: *Teacher: "Spell the word brown. Point to each letter as you say it."*

Pupil: "b-r-o-w-n"

3. Cover the work, and dictate each word as the pupil writes it from memory. Intervene and correct as soon as the pupil makes a mistake.
4. Covert the work, and ask the pupil to spell each word out loud from memory.

With special needs pupils, you should not do more than 3 or 4 words at a time. If you have more words on your list, do it in two goes. Otherwise, they may forget the spellings and make errors. The whole point of this exercise to make sure they **don't** make mistakes.

With very young pupils who have not learned letter names, it will be necessary for them to use letter sounds when spelling orally.

How fast should I go?

Most pupils can do a level each day with very little trouble. However, dyslexic pupils may need to go slower—perhaps half a level a day. **But if a pupil is not getting at least 90% of his spellings right, you are going too fast.**

Apples and Pears

Mastery Tests:

If a pupil fails a Mastery Test, you **must** go back. Do not give the pupil the benefit of the doubt in borderline cases. Otherwise, your pupil will keep making more and more mistakes, and this will destroy confidence and enthusiasm. Children seldom mind having to repeat material—usually, they are relieved to be working at the appropriate level.

Teaching groups:

Teaching groups is a far more efficient use of a teacher's time, and it is more fun. Competitions will keep your pupils keenly engaged. Always have all the pupils seated facing you—you cannot teach the back of a child's head. Ideally, you want to be able to see every worksheet without having to move more than a few steps. Do not be afraid to mix children from different years. Do not include children who are slow writers—the rest of the group will get bored waiting for them.

*(At the beginning of each lesson, write the day and date on the white board. For instance, write **Wednesday, 5 January 2011.***)*

At the beginning of each lesson, you will copy the day and date into your workbook. Write the day and the date in your workbook.

1. Key sentence:

*(On the first line the sentence is partially written in boxes—one box for each **sound**. The pupil traces the sentence, filling in the empty boxes as he goes. Make sure he starts with a capital letter, has the right groups or individual letters in each box and finishes with a full stop. The pupil then copies the sentence onto line 2, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original.)*

The sentence should say 'We saw who came over.'

Trace the sentence, filling in the blanks.

Copy the sentence onto line 2.

Now cover up the sentence and write it from dictation on line 3.

2. Spelling patterns:

(New spelling patterns are introduced and tricky spellings reviewed in this exercise. Make sure the pupil has copied correctly before covering and dictating. As with the Key Sentence; show him the original if he forgets the spelling.)

Read the words in Part 2. *(Prompt if necessary.)*

Copy them onto line 2.

Now cover your work and write them from dictation on line 3.

moon

shoot

broom

pool

choose

smooth

* Make this standard procedure for all written work. This is a simple and virtually fool-proof method of teaching children to spell the days and months. It is also essential training for writing formal letters.

3. Word sums:

(This exercise introduces the morphemic principle in spelling. Pupils learn to spell the building blocks of more complex words and to join them together.)

Review morphemes 'mis', 'er' and 'ing'.

Add these morphemes together:

longer

lighted

misspelled

blinker

boxer

misleading

Read the words you have written.

Now turn the page and write the words from dictation.

(Dictate the words.)

4. Filling in the blanks:

(The worksheet has a blank for each missing sound. Dictate each word and make sure the pupil traces the word and fills in each blank correctly as he goes.)

Trace the words, filling in the blanks.

put

brass

wonder

going

bowler

knowing

5. Morpheme analysis:

*(The reciprocal of **Word Sums**. Pupils learn to identify the morphemes in words and to separate them.)*

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

cook + er

real + ly

de + press + ing

mend + ed

kiss + ing

heat + er

6. Writing words:

*(This exercise recycles the words practised in **Filling in the Blanks**. This time the pupil writes the words from dictation.)*

put

brass

wonder

going

bowler

knowing

7. Introduction to commas:

I will read the first sentence in part 7.

If you would like to go now, please stand up.

The little mark between the words 'now' and 'please' is called a comma.

- What do we call this mark? **(A comma.)**

We can use a comma to show a short pause in speech. I will read the sentence again and you will hear a little pause between 'now' and 'please'.

If you would like to go now, please stand up.

Now I will read the second sentence:

Should we have lunch now, or would you like a drink?

I want you to put the comma in the correct place.

Now I will read the sentence again, and you decide where to put the comma.

Should we have lunch now, or would you like a drink?

(Exaggerate the pause slightly and correct if necessary)

8. Spelling test:

(Dictate each word. If the pupil is confused by homophones such as be/bee, put the word in context.)

mean

bosses

some

done

fix

father

about

your

clean

better

3. Continued.

(Repeat for the following words:)

re + serve = reserve

tight + er = tighter

tax + es = taxes

un + clear = unclear

de + lay = delay

fear + less = fearless

mis + spell = misspell

Now turn the page and write these words from dictation.

(Dictate the words)

motherly

reserve

tighter

taxes

unclear

delay

fearless

misspell

4. Copying the letters in words:

I'll spell some words and you write them down.

Then tell me what words I spelled.

took

brink

away

slink

wood

day

Now cover your work and write these words again on the lines below. *(Dictate the words.)*

5. Word search:

(Pupils should read the words in the puzzle before they start. Imposing a time limit prevents the pupil using it to waste time.)

Read the words before you start.

6. Spelling test:

(Dictate each word. If the pupil is confused by homophones such as be/bee, put the word in context.)

<i>were</i>	<i>so</i>	<i>would</i>	<i>father</i>	<i>some</i>
<i>how</i>	<i>what</i>	<i>those</i>	<i>come</i>	<i>bowl</i>
<i>be</i>	<i>could</i>	<i>won</i>	<i>said</i>	<i>sharper</i>
<i>want</i>	<i>heater</i>	<i>thinking</i>	<i>dealer</i>	<i>needless</i>
<i>they</i>	<i>slightly</i>	<i>reborn</i>	<i>coated</i>	<i>wrongly</i>

7. Word sums: *(Optional)*

Make at least eight real words from the following morphemes.
(Teacher may suggest words if necessary.)

un- re- born seat real -ed -ly

Apples and Pears

Placement / Mastery Test:

Test to be used after Level 20:

(See the instructions for Mastery Tests on page 6.)

<i>thankful</i>	<i>summer</i>	<i>belt</i>	<i>store</i>	<i>choose</i>
<i>killing</i>	<i>worry</i>	<i>many</i>	<i>raining</i>	<i>these</i>
<i>powerful</i>	<i>banker</i>	<i>loader</i>	<i>reached</i>	<i>silver</i>
<i>felt</i>	<i>wore</i>	<i>kept</i>	<i>worst</i>	<i>fearless</i>

Scoring:

Mastery: 0-3 errors— *pass*
4-7 errors— *review spelling patterns and*
retest the the following day
8+ errors— *go back to Level 11.*

Placement: 0-2 errors— *pass; start at this level,*
or go on to the next placement test
2+ errors— *start at Level 11,*
or go back to the placement test at
the end of Level 10.

(At the beginning of each lesson, write the day and date on the white board. For instance, write **Wednesday, 5 January 2011.***)

At the beginning of each lesson, you will copy the day and date into your workbook. Write the day and the date in your workbook.

1. Key sentence:

(On the first line the sentence is partially written in boxes, one box for each **sound**—from Level 22 this changes to a blank for each missing letter. The pupil traces the sentence, filling in the empty boxes as he goes. Make sure he starts with a capital letter, has the right groups or individual letters in each box and finishes with a full stop. The pupil then copies the sentence onto line 2, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original.)

The sentence should say 'I never use blue pencils.'

Trace the sentence, filling in the blanks.

Copy the sentence onto line 2.

Now cover up the sentence and write it from dictation on line 3.

2. Spelling patterns:

(New spelling patterns are introduced and tricky spellings reviewed in this exercise. Make sure the pupil has traced and copied correctly before covering and dictating. As with the Key Sentence; show him the original if he forgets the spelling.)

Read the words in Part 2. (Prompt if necessary.)

Copy them onto line 2.

Now cover your work and write them from dictation on line 3.

ice

nice

twice

other

brother

slice

* Make this standard procedure for all written work. This is a simple and virtually fool-proof method of teaching children to spell the days and months. It is also essential training for writing formal letters.

3. Word sums—the 'e' rule:

(This exercise introduces the morphemic principle in spelling. Pupils learn to spell the building blocks of more complex words and to join them together.)

Look at Part 3 in your workbook.

The first word-sum is *nice + ly*.

- Does *ly* begin with a vowel? **(No)**
- Do we drop the 'e' when we write *nicely*? **(No)**

Now write *nicely*.

The next word-sum is *love + ed*.

- Does *ed* begin with a vowel? **(Yes)**
- Do we drop the 'e' when we write *loved*? **(Yes)**

Now write *loved*.

Add the morphemes together.

Some of them will follow the rule about dropping the 'e'.

stored

loudest

used

nicest

bravely

worldly

Now turn the page and write these words from dictation.

4. Filling in the blanks:

(The worksheet has a blank for each missing letter. Dictate each word and make sure the pupil traces the word and fills in each blank correctly as he goes.)

Trace the words, filling in the blanks.

nothing

shore

gather

choose

summer

kid

kitchen

again

5. Morpheme analysis:

*(The reciprocal of **Word Sums**. Pupils learn to identify the morphemes in words and to separate them.)*

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

give + ing

come + ing

drive + er

please + ed

teach + er

price + less

6. Writing words:

*(This exercise recycles the words practised in **Filling in the Blanks**. This time the pupil writes the words from dictation.)*

<i>nothing</i>	<i>shore</i>	<i>gather</i>	<i>choose</i>
<i>summer</i>	<i>kid</i>	<i>kitchen</i>	<i>again</i>

7. Spelling test:

(Dictate each word. If the pupil is confused by homophones such as be/bee, put the word in context.)

<i>those</i>	<i>girls</i>	<i>when</i>	<i>mice</i>	<i>these</i>
<i>saw</i>	<i>about</i>	<i>nice</i>	<i>who</i>	<i>coming</i>

8. Sentence dictation:

(Try to get the pupil to remember the whole sentence before he starts writing, as this will help to improve his memory. If he can't, dictate it in chunks—avoid dictating one word at a time.)

*The **Spelling Test** and **Sentence Dictation** should always be done at one sitting, if at all possible, as the spelling test rehearses words used in the dictation, which may be forgotten by the next day.)*

- 1. They say that nice dress is priceless.*
- 2. Our teacher was talking about mice again.*
- 3. Who saw those girls over there?*

The next sentence should have a comma. This time, I will not repeat the sentence after you have written it, so listen carefully.

- 4. After the game, these boys are coming back for dinner.*

9. Word search:

(Pupils should read the words in the puzzle before they start. Imposing a time limit prevents the pupil using it to waste time.)

Read the words before you start.

Apples and Pears

Placement / Mastery Test:

Test to be used after Level 30:

(See the instructions for Mastery Tests on page 6.)

<i>loudly</i>	<i>nicest</i>	<i>priced</i>	<i>counting</i>	<i>about</i>
<i>does</i>	<i>south</i>	<i>kindly</i>	<i>moan</i>	<i>always</i>
<i>pager</i>	<i>mostly</i>	<i>people</i>	<i>first</i>	<i>damp</i>
<i>very</i>	<i>hopeless</i>	<i>giving</i>	<i>loafer</i>	<i>hanger</i>

Scoring:

Mastery: 0-3 errors— *pass*
4-7 errors— *review spelling patterns and*
retest the following day
8+ errors— *go back to Level 21.*

Placement: 0-2 errors— *pass; start at this level,*
or go on to the next placement test
2+ errors— *start at Level 21,*
or go back to the placement test at
the end of Level 20.

(At the beginning of each lesson, write the day and date on the white board. For instance, write **Wednesday, 5 January 2011.***)

At the beginning of each lesson, you will copy the day and date into your workbook. Write the day and the date in your workbook.

1. Contractions—*can't*:

You are going to learn how to spell contractions.

Look at Part 1 in your workbook.

The words *can* and *not* can be shortened to *can't*.

The word *can't* is a contraction.

The little squiggle between the *n* and the *t* is called an apostrophe.

- What is it called? (**An apostrophe**)

(If the pupil has problems pronouncing 'apostrophe', break it down into a/pos/troh/fee.)

Now I am going to spell *can't*—c-a-n apostrophe t.

- Spell *can't* aloud. (**c-a-n apostrophe t**)

Copy *can't* onto the line next to the word.

Cover up your work and write *can't* on the line below.

2. Contractions—*don't*:

Look at Part 2 in your workbook.

The words *do* and *not* can be shortened to *don't*.

- Spell *don't* aloud. (**d-o-n apostrophe t**)

Copy *don't* onto the line next to the word.

Cover your work and write *don't* on the line below.

3. Contractions—*it's*:

Look at Part 3 in your workbook.

The words *it* and *is* can be shortened to *it's*.

- Spell *it's* aloud. (**i-t apostrophe s**)

Copy *it's* onto the line next to the word.

Cover your work and write *it's* on the line below.

* Make this standard procedure for all written work. This is a simple and virtually fool-proof method of teaching children to spell the days and months. It is also essential training for writing formal letters.

4. Contractions—*I've*:

Look at Part 4 in your workbook.

The words *I* and *have* can be shortened to *I've*.

- Spell *I've* aloud. (**I apostrophe v-e**)

Copy *I've* onto the line next to the word.

Cover your work and write *I've* on the line below.

5. Dictation sentences:

Write these sentences in Part 5.

1. *I can't go out tonight.*
2. *Don't be a fool!*
3. *It's a nice day.*
4. *I've got a lot of work to do.*

Apples and Pears

Placement / Mastery Test:

Test to be used after Level 40:

(See the instructions for Mastery Tests on page 6.)

<i>mouse</i>	<i>coldest</i>	<i>hoping</i>	<i>homeless</i>	<i>which</i>
<i>gamely</i>	<i>enjoy</i>	<i>driving</i>	<i>worrying</i>	<i>blue</i>
<i>round</i>	<i>rider</i>	<i>junk</i>	<i>nicely</i>	<i>plainly</i>
<i>warmer</i>	<i>pencil</i>	<i>placed</i>	<i>unloaded</i>	<i>taking</i>

Scoring:

Mastery: 0-3 errors— *pass*
4-7 errors— *review spelling patterns and*
retest the following day
8+ errors— *go back to Level 31.*

Placement: 0-2 errors— *pass; start at this level,*
or go on to the next placement test
2+ errors— *start at Level 31,*
or go back to the placement test at
the end of Level 30

(At the beginning of each lesson, write the day and date on the white board.
For instance, write **Wednesday, 5 January 2011.***)

At the beginning of each lesson, you will copy the day and date into your workbook. Write the day and the date in your workbook.

1. Contractions:

In Part 1 you are going to match these contractions to their meanings.

he's—he is *what's—what is* *there's—there is*

let's—let us *it's—it is* *she's—she is*

2. Substituting contractions:

Rewrite the sentences in Part 2 using the contractions above:

1. **Let's** see why **he's** jumping up and down.
2. **It's** time to see **what's** going on over there.
3. **There's** a good game on today.
4. **She's** just in time to go out riding.

Now cover the sentences and write them from dictation.
(Dictate the sentences.)

3. Writing contractions:

Write these contractions from dictation in Part 3:

don't *let's* *can't* *there's*
what's *it's* *I've* *he's*

* Make this standard procedure for all written work. This is a simple and virtually fool-proof method of teaching children to spell the days and months. It is also essential training for writing formal letters.

4. Key sentence:

(On the first line the sentence is partially written with one blank for each missing letter. The pupil traces the sentence, filling in the blanks as he goes. Make sure he starts with a capital letter and finishes with a full stop. The pupil then copies the sentence onto line 2, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original.)

The sentence should say *'The Queen has two hundred swans in her front garden.'*

Trace the sentence, filling in the blanks.

Copy the sentence onto line 2.

Now cover up the sentence and write it from dictation on line 3.

5. Sentence dictation:

(Try to get the pupil to remember the whole sentence before he starts writing, as this will help to improve his memory. If he can't, dictate it in chunks—avoid dictating one word at a time.)

All brand names begin with a capital letter.

- What do all brand names begin with? **(A capital letter)**

Coke is a brand name.

- What should *Coke* begin with? **(A capital letter)**

Write these sentences.

1. *If you can wait, there's a nice cold can of Coke at home.*
2. *I can't stand that tune any more.*
3. *Let's find out why she's afraid of mice.*
4. *I don't know what's wrong with her rabbits.*

6. Crossword:

(Pupils should read the words in the puzzle before they start. Imposing a time limit prevents the pupil using it to waste time.)

Read the words before you start.

Apples and Pears

Placement / Mastery Test:

Test to be used after Level 49:

(See the instructions for Mastery Tests on page 6.)

<i>hundred</i>	<i>jumper</i>	<i>catches</i>	<i>water</i>	<i>I've</i>
<i>joker</i>	<i>uncle</i>	<i>front</i>	<i>hiding</i>	<i>sure</i>
<i>pounded</i>	<i>kettle</i>	<i>notable</i>	<i>head</i>	<i>simple</i>
<i>lifeless</i>	<i>swan</i>	<i>can't</i>	<i>likeness</i>	<i>switch</i>

Scoring:

- Mastery:** 0-3 errors— pass
4-7 errors— review spelling patterns and
retest the following day
8+ errors— go back to Level 41.
- Placement:** 0-2 errors— pass; start at this level,
or go on to the next placement test
2+ errors— start at Level 41,
or go back to the placement test at
the end of Level 40

(At the beginning of each lesson, write the day and date on the white board. For instance, write **Wednesday, 5 January 2011.***)

At the beginning of each lesson, you will copy the day and date into your workbook. Write the day and the date in your workbook.

1. The Doubling Rule:

When you add a morpheme to a word, sometimes you have to double the final consonant.

Look at Part 1 in your workbook.

- How many *M*'s are there in *swim*? **(One)**
(Say the letter name of *M*)
- How many *M*'s are there in *swimming*? **(Two)**
- How many *D*'s are there in *shred*? **(One)**
- How many *D*'s are there in *shredding*? **(Two)**

2. Doubling Words:

This is the rule about Doubling Words:

Doubling Words have only one vowel.

- How many vowels do Doubling Words have? **(One)**

That vowel must be second from the end.

- Where is the vowel in a Doubling Word? **(Second from the end)**
(Repeat until letter perfect.)

Find Part 2 on your worksheet. Circle every vowel in each word.

- How many vowels are there in *lost*? **(One)**
- Is the vowel second from the end. **(No)**
- So is *lost* a Doubling Word? **(No)**

Cross out *lost*.

- How many vowels are there in *strip*? **(One)**
- Is the vowel second from the end. **(Yes)**
- So is *strip* a Doubling Word? **(Yes)**

Circle the word *strip*.

* Make this standard procedure for all written work. This is a simple and virtually fool-proof method of teaching children to spell the days and months. It is also essential training for writing formal letters.

2. Continued:

- How many vowels are there in *broom*? **(Two)**
- So is *broom* a Doubling Word? **(No)**

Cross out *broom*.

- How many vowels are there in *never*? **(Two)**
- So is *never* a Doubling Word? **(No)**

Cross out *never*.

- How many vowels are there in *sad*? **(One)**
- Is the vowel second from the end. **(Yes)**
- So is *sad* a Doubling Word? **(Yes)**

Circle the word *sad*.

~~lost~~ strip ~~broom~~ ~~never~~ sad

3. Doubling Words—practice.

Look at Part 3 on your worksheet.

Circle every vowel in each word.

Circle all the Doubling Words and cross out all the rest.

(If pupils are making mistakes, go back and use the drill in Part 2.)

~~little~~ ~~mest~~ spin fog ~~three~~
~~lamp~~ mad ~~time~~ clip win
scrap flog ~~old~~ ~~even~~ ~~want~~

(Write the day and the date on the white board—be sure to do this every day.)

Copy the day and date into your workbook.

1. New word introduction:

(Write these words on a white board.)

chance since fence force notice office

Read each word and then spell it out loud.

(Prompt if necessary—then erase the words.)

Now spell the words out loud again.

(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.)

Now write the words in Part 1.

(Dictate the words in a different order.)

2. Morpheme analysis:

Read the words in Part 2.

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

un + safe + ly

de + fine + ing

smoke + er

smile + ing

un + sure

white + est

Now cover your work and write these words from dictation.

unsafely

defining

smoker

smiling

unsure

whitest

3. Sentence dictation using new words:

Now you will write some sentences using the words you learned in Part 1.

1. *I've worked for two days since I handed in my notice.*

2. *Please don't force me to go to the office.*

3. *Is there any chance of a lift into town?*

4. Key sentence:

The sentence should say *'Where shall we hang my friend's pretty picture?'*

Trace the sentence, filling in the blanks.

Copy the sentence onto line 2.

Now cover up the sentence and write it from dictation on line 3.

5. Copying the letters in words:

I'll spell some words and you write them down.

Then tell me what words I spelled.

spare

wait

donkey

two

south

hundred

Now cover your work and write these words again on the lines below. (*Dictate the words.*)

6. Spelling patterns:

You are going to write words spelled with *'ai'*, *'wa'* and *'ou'*. When I say each word, point to the spelling pattern you will use and then write the word.

train

bound

wash

again

watch

counted

Now write these sentences.

1. *I want to watch him wash the dog again.*
2. *You will have a long wait for the south-bound train.*
3. *I counted about two hundred donkeys.*

7. The Doubling Rule:

- When do you double the last letter in a Doubling Word?
(When the next morpheme begins with a vowel.)

(Repeat until letter perfect.)

Look at Part 7 on your worksheet.

The first example is *in + er*.

- Is *in* a Doubling Word? **(Yes)** Circle it.
- Does *er* begin with a vowel? **(Yes)** Circle it.
- Do we double the *N* in *inner*? **(Yes)**
- Spell *inner* aloud. **(i-n-n-e-r)**

Write *inner* on your worksheet.

The second example is *arm + ed*.

- Is *arm* a Doubling Word? **(No)**
- Do we double the *M* in *armed*? **(No)**
- Spell *armed* aloud. **(a-r-m-e-d)**

Write *armed* on your worksheet.

The third example is *grim + ly*.

- Is *grim* a Doubling Word? **(Yes)** Circle it.
- Does *ly* begin with a vowel? **(No)**
- Do we double the *M* in *grimly*? **(No)**
- Spell *grimly* aloud. **(g-r-i-m-l-y)**

Write *grimly* on your worksheet.

Do the rest of the word-sums on your own.

fencing

learned

knitting

topless

bigger

tugged

shipment

8. Word search:

Read the words before you start.

Apples and Pears

Placement / Mastery Test:

Test to be used after Level 59:

(See the instructions for Mastery Tests on page 6.)

<i>glue</i>	<i>spare</i>	<i>washing</i>	<i>circle</i>	<i>joiner</i>
<i>argued</i>	<i>third</i>	<i>quite</i>	<i>enough</i>	<i>June</i>
<i>pretty</i>	<i>biting</i>	<i>unsafe</i>	<i>watched</i>	<i>thirsty</i>
<i>money</i>	<i>spoiling</i>	<i>friend</i>	<i>shopping</i>	<i>hired</i>

Scoring:

Mastery:

0-3 errors— pass.

*4-7 errors— review spelling patterns and
retest the following day.*

8+ errors— go back to Level 50.

Placement:

0-2 errors— pass; start at level 1 in Book C.

2+ errors— start at Level 50,

*or go back to the placement test at
the end of Level 49.*