

Apples and Pears BOOK C

TEACHER'S NOTES

Third Edition

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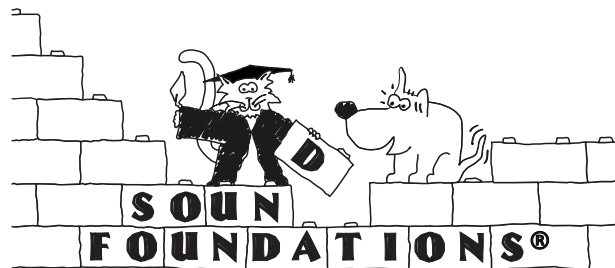
First published 2003, Hilary Burkard
Second Edition (Revised) 2006, Hilary Burkard
Third Edition (Revised) 2011, Hilary Burkard

ISBN: 978-1-905-17428-7

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

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PUBLISHED BY HILARY BURKARD

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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 even a spell checker to be of limited value. Grammar checkers are all but useless if you do not have a basic grasp of punctuation and grammar. *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.

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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).

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.

* 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.

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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 whiteboard 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 work, and dictate each word as the pupil writes it from memory. Intervene and correct as soon as the pupil makes a mistake.
4. Cover 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.**

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—they are usually relieved to be working at the appropriate level.

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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. Morphemes:

A morpheme is the smallest part of a word that has meaning.

- What do we call the smallest part of a word that has meaning? **(A morpheme)** (Repeat until letter perfect.)
- What is the first morpheme in *reporting*? **(re)**
- What is the next morpheme in *reporting*? **(port)**
- And the next? **(ing)**

Now we will do some oral drills.

- What is the first morpheme in *slicer*? **(slice)**
- And the next? **(er)**

(Repeat for the following words:)

relaxing = *re* + *lax* + *ing*

hurrying = *hurry* + *ing*

powerful = *power* + *ful*

helper = *help* + *er*

delightful = *de* + *light* + *ful*

uselessly = *use* + *less* + *ly*

unrewarding = *un* + *re* + *ward* + *ing*

2. Key sentence review:

(Prompt the pupil if necessary when he reads the sentence. He then copies it onto line 1, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original.)

Find Part 2 in your workbook. Read the first sentence.

My uncle got angry because we spent his change.

Copy the sentence onto line 1.

Now cover your work and write it again from dictation on line 2.

(Dictate the sentence.)

* 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:

Read the second sentence.

The Queen has two hundred swans in her front garden.

Copy the sentence onto line 1.

Now cover your work and write it again from dictation on line 2.

3. The vowel letters:

- What are the vowel letters? **(a, e, i, o, u)**

Find Part 3 in your workbook, circle all the vowel letters.

4. The 'e' rule:

When a word ends with 'e' and the next morpheme begins with a vowel, you must drop the 'e'.

Look at Part 4 in your workbook.

- When do you drop the 'e' from a word?

(When the next morpheme begins with a vowel.)

Now cover your workbook.

- When do you drop the 'e' from a word?

(When the next morpheme begins with a vowel.)

(Repeat until letter-perfect.)

5. The 'e' rule—word sums:

Look at Part 5 in your workbook.

The first word-sum is *hope + ing*.

- Does *ing* begin with a vowel? **(Yes.)**
- Do we drop the 'e' when we write *hoping*? **(Yes.)**
- Spell *hoping* aloud. **(h-o-p-i-n-g)**

Now write *hoping*.

The next word-sum is *hope + less*.

- Does *less* begin with a vowel? **(No.)**
- Do we drop the 'e' when we write *hopeless*? **(No.)**
- Spell *hopeless* aloud. **(h-o-p-e-l-e-s-s)**

Now write *hopeless*.

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

driving

lovely

bravest

hopeful

6. Copying the letters in words:

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

Then tell me what words I spelled.

heavy

switch

ground

already

fold

size

tune

stretch

Now cover your work and write these words again on the lines below.

(Dictate the words.)

7. 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.

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

1. 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 1 in your workbook. 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 the word *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*.
- How many vowels are there in *broom*? **(Two)**
- So is *broom* a doubling word? **(No)** Cross out the word *broom*.
- How many vowels are there in *never*? **(Two)**
- So is *never* a doubling word? **(No)** Cross out the word *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)

2. Key sentence review:

Find Part 2 in your workbook. Read the first sentence.

Can you spare enough money to hire their donkey?

Copy the sentence onto line 1.

Now cover your work and write it again from dictation on line 2.

Read the second sentence.

Where shall we hang my friend's pretty picture?

Copy the sentence onto line 1.

Now cover your work and write it again from dictation on line 2.

3. The Doubling Rule:

Find Part 3 in your workbook.

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

Now cover your worksheet.

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

(Repeat until letter perfect.)

4. Doubling exercises:

Look at Part 4 in your workbook.

The first example is *run + er*.

- Is *run* a doubling word? **(Yes)** Circle it.
- Does *er* begin with a vowel? **(Yes)** Circle it.
- Do we double the final *N* in *runner*? **(Yes)**
- So how do you spell *runner*? **(r-u-n-n-e-r)**

Write *runner* on your worksheet.

The second example is *sweep + ing*.

- Is *sweep* a doubling word? **(No)** Cross it out.
- Do we double the final *P* in *sweeping*? **(No)**
- So how do you spell *sweeping*? **(s-w-e-e-p-i-n-g)**

Write *sweeping* on your worksheet.

4. Continued:

The third example is *mad + ness*.

- Is *mad* a doubling word? **(Yes)** Circle it.
- Does *ness* begin with a vowel? **(No)** Cross it out.
- Do we double the final *D* in *madness*? **(No)**
- So how do you spell *madness*? **(m-a-d-n-e-s-s)**

Write *madness* on your worksheet.

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

feeling

really

hidden

scrapped

hopeless

fired

goodness

5. Copying the letters in words:

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

Then tell me what words I spelled.

earth

moist

safe

smoke

watch

argue

circle

gentle

Now cover your work and write these words again on the lines below.

(Dictate the words.)

Test to be used after Level 10:

(See the instructions for Mastery Tests on page 5.)

<i>chance</i>	<i>promise</i>	<i>charge</i>	<i>glue</i>
<i>careful</i>	<i>learning</i>	<i>bigger</i>	<i>madness</i>
<i>children</i>	<i>through</i>	<i>getting</i>	<i>moist</i>
<i>month</i>	<i>broken</i>	<i>dancing</i>	<i>office</i>
<i>safest</i>	<i>study</i>	<i>quite</i>	<i>early</i>
<i>taking</i>	<i>watch</i>	<i>wasn't</i>	<i>bedding</i>

Scoring:

Mastery:	<i>0-4 errors— pass</i>
	<i>5-7 errors— review spelling patterns and retest the following day.</i>
	<i>8+ errors— go back to Level 1.</i>

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

1. Key sentence review:

Write the following sentences:

1. *I never use blue pencils.*
2. *My uncle got angry because we spent his change.*
3. *I promise to study my English next month.*

2. Key sentence:

The sentence should say ‘*Open the door while the young children go through.*’

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.

3. Spelling patterns:

You are going to write words spelled with ‘*ear*’, ‘*-ce*’ and ‘*-ge*’.

When I say each word, point to the spelling pattern you will use and then write the word.

<i>notice</i>	<i>charge</i>	<i>chance</i>	<i>large</i>
<i>heard</i>	<i>office</i>	<i>change</i>	<i>learn</i>
<i>huge</i>	<i>earth</i>	<i>search</i>	<i>since</i>

4. The Doubling Rule:

Circle the doubling words, then add the morphemes together—do not double unless the next morpheme begins with a vowel.

<i>watered</i>	<i>smaller</i>	<i>snapping</i>	<i>badly</i>
<i>skimmed</i>	<i>manly</i>	<i>crisply</i>	<i>shrugged</i>

5. Word sum dictation:

Remember to use your rules.

- What is the first morpheme in *scoreless*? (**score**)

Write *score* in the first blank in Part 5.

- What is the next morpheme in *scoreless*? (**less**)

Write *less* in the next blank.

Now write *scoreless* in the third blank.

(Repeat for the following words:)

tune + ing = tuning

slip + er = slipper

care + ful = careful

mis + take = mistake

spoil + ed = spoiled

dream + ing = dreaming

stretch + able = stretchable

6. Copying the letters in words:

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

Then tell me what words I spelled.

danger

world

trouble

shore

other

rifle

Now turn the page and write these words again.

(Dictate the words.)

7. Spelling test:

walk

mind

word

fold

until

tore
ripped

warn
look out

talk

scotch

war
fighting

heavy

worst

skill

paid

almost

warm

stir

ghost

worry

again

skin

lamp

soak

stuff

left

8. Mystery message:

She sells sea shells by the sea shore.

Test to be used after Level 20:

(See the instructions for Mastery Tests on page 5.)

<i>changing</i>	<i>snapping</i>	<i>door</i>	<i>answer</i>
<i>women</i>	<i>police</i>	<i>young</i>	<i>aren't</i>
<i>judge</i>	<i>shaking</i>	<i>he's</i>	<i>widely</i>
<i>several</i>	<i>wreck</i>	<i>lately</i>	<i>voice</i>
<i>sadly</i>	<i>reason</i>	<i>writing</i>	<i>normal</i>
<i>shrugged</i>	<i>spoken</i>	<i>scared</i>	<i>noticed</i>

Scoring:

Mastery:	<i>0-4 errors— pass</i>
	<i>5-7 errors— review spelling patterns and retest the following day.</i>
	<i>8+ errors— go back to Level 11.</i>

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

1. Key Sentence:

The sentence should say *'The second question is too difficult for me.'*

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. Contractions:

In Part 2, you are going to match these contractions to their meanings.

you've—you have

we've—we have

they're—they are

couldn't—could not

wouldn't—would not

they've—they have

3. Substituting contractions:

Rewrite the sentences in Part 3 using contractions.

1. *The new policeman **couldn't** find his badge.*

2. ***They've** found your knife in the hedge.*

3. ***You've** got one more chance to get ready.*

4. *Our teacher **wouldn't** buy enough blue pencils.*

Now cover your work and write the sentences from dictation.

4. Writing contractions:

Write these contractions from dictation.

don't

you'll

I've

doesn't

we'll

aren't

there's

wouldn't

5. Sentence dictation:

1. *You're sure to have enough money for a nice cake.*
2. *You'll be quite safe, hiding in the bike shed.*
3. *I don't think we'll be in time for the dance.*
4. *The gentle donkey wasn't very thirsty.*

6. The Doubling Rule:

Circle the doubling words, then add the morphemes together—do not double unless the next morpheme begins with a vowel.

flattest

spotted

toady

spinal

kissed

trapper

sunless

sprawling

7. Word search:

Read the words before you start.

Test to be used after Level 30:

(See the instructions for Mastery Tests on page 5.)

<i>different</i>	<i>wrist</i>	<i>healthy</i>	<i>growing</i>
<i>crime</i>	<i>begging</i>	<i>person</i>	<i>wrote</i>
<i>bridge</i>	<i>priceless</i>	<i>blamed</i>	<i>certainly</i>
<i>second</i>	<i>hedge</i>	<i>couldn't</i>	<i>formal</i>
<i>shining</i>	<i>scared</i>	<i>difficult</i>	<i>knife</i>
<i>slipper</i>	<i>prevented</i>	<i>hiking</i>	<i>question</i>

Scoring:

Mastery:	<i>0-4 errors— pass</i>
	<i>5-7 errors— review spelling patterns and retest the following day.</i>
	<i>8+ errors— go back to Level 21.</i>

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

1. New word introduction:

(Write these words on a white board.)

chew flew screw threw crew guess

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. Word sum dictation:

What is the first morpheme in *withdraw*? (**with**)

Write *with* in the first blank in Part 2.

- What is the next morpheme in *withdraw*? (**draw**)

Write *draw* in the next blank.

Now write *withdraw* in the third blank.

(Repeat for the following words:)

un + known = unknown

ripe + en = ripen

shine + y = shiny

globe + al = global

de + grade + ing = degrading

Now cover your work and write these words from dictation.

withdraw

unknown

ripen

shiny

global

degrading

3. Sentence dictation using new words:

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

1. *The new crew flew the plane to England.*
2. *Guess who threw the grapes at the rabbit?*
3. *Please fix a screw in the wall so I can hang up this picture.*

4. Copying letters in words:

I'll spell some words and you write them down. Then tell me what words I spelled.

marble

butter

rifle

silver

ruler

trouble

Now cover your work and write these words from dictation on the lines below.

5. Spelling patterns:

You are going to write words spelled with 'wr', 'kn' and '-tch'. When I say each word, point to the spelling pattern you will use and then write the word.

knife

wrong

wrote

scotch

knew

stretch

Now write these sentences.

1. *My dad likes to stretch out with a drink of scotch.*
2. *I knew he had a knife.*
3. *You just wrote down the wrong word.*

Test to be used after Level 40:

(See the instructions for Mastery Tests on page 5.)

<i>lower</i>	<i>drawing</i>	<i>dodge</i>
<i>strapping</i>	<i>replied</i>	<i>yawning</i>
<i>they've</i>	<i>studied</i>	<i>knock</i>
<i>fudge</i>	<i>chasing</i>	<i>player</i>
<i>wealthy</i>	<i>guesses</i>	<i>shiny</i>
<i>happiness</i>	<i>writer</i>	<i>express</i>
<i>graded</i>	<i>chewed</i>	<i>explain</i>
<i>knee</i>	<i>pretending</i>	<i>doesn't</i>

Scoring:

Mastery:	0-4 errors— <i>pass</i>
	5-7 errors— <i>review spelling patterns and retest the following day.</i>
	8+ errors— <i>go back to Level 31.</i>

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

1. Morpheme sums:

Add the morphemes together. Don't forget your rules.

station

action

question

Read the words you have just written.

2. Meanings:

Fill in the blank in each sentence using one of the words from Part 1.

1. Please answer the **question**.
2. We will miss our train if we don't hurry to the **station**.
3. This match is boring—I want to see some **action**!

Read the sentences.

3. Morpheme analysis:

Read the words in Part 3.

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

re + act + ion

quest + ion + able

state + ment

re + quest + ed

4. Writing words:

station

action

question

5. Homophones:

Choose the right homophones for each sentence.

1. It's not **right** to **steal** things.
2. Can we **meet** at **your** house?

Now cover your work and write these sentences from dictation on the lines below.

6. y-to-i review:

- When do you change the 'y' to 'i' in a word?

(When the word ends with consonant plus y)

(Repeat until letter-perfect.)

Look at the first word-sum in Part 6.

The first part of the word-sum is *mud + y*.

- What word does *mud + y* make? **(muddy)**
- Spell *muddy* aloud. **(m-u-d-d-y)**

Does *muddy* end with consonant plus y? **(Yes)** Circle it.

The whole word-sum is *mud + y + est*.

- So do we change the 'y' to 'i' when we write *muddiest*? **(Yes)**
- Let's spell *muddiest* aloud: **(m-u-d-d-i-e-s-t)**

Now write *muddiest* on your worksheet.

Look at the next word-sum.

The first part is *em + ploy*.

- What word does *em + ploy* make? **(employ)**
- Does *employ* end with consonant plus y? **(No)**

The whole word-sum is *em + ploy + ed*.

- So do we change the 'y' to 'i' when we write *employed*? **(No)**
Cross it out.
- Let's spell *employed* aloud: **(e-m-p-l-o-y-e-d)**

Now write *employed* on your worksheet.

Look at the next word-sum.

The first part is *ease + y*.

- What word does *ease + y* make? **(easy)**
- Spell *easy* aloud: **(e-a-s-y)**
- Does *easy* end with consonant plus y? **(Yes)** Circle it.

The whole word-sum is *ease + y + est*.

- So do we change the 'y' to 'i' when we write *easiest*? **(Yes)**
- Let's spell *easiest* aloud: **(e-a-s-i-e-s-t)**

Now write *easiest* on your worksheet.

Add the rest of the word-sums together.

hurried

buyer

relied

Test to be used after Level 50:

(See the instructions for Mastery Tests on page 5.)

<i>weren't</i>	<i>returned</i>	<i>bomber</i>
<i>builder</i>	<i>crew</i>	<i>eighty</i>
<i>ought</i>	<i>thoughtful</i>	<i>dismayed</i>
<i>contained</i>	<i>dried</i>	<i>unstoppable</i>
<i>throwing</i>	<i>betrayed</i>	<i>shakiest</i>
<i>subtraction</i>	<i>skinny</i>	<i>lawful</i>
<i>reaction</i>	<i>construction</i>	<i>attractive</i>
<i>thumb</i>	<i>objection</i>	<i>dawned</i>

Scoring:

Mastery:	<i>0-4 errors— pass</i>
	<i>5-7 errors— review spelling patterns and retest the following day.</i>
	<i>8+ errors— go back to Level 41.</i>

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

1. Morpheme sums:

Add the morphemes together.

unreliable *busiest* *hurrying*

Now cover your work and write these words from dictation on the lines below.

2. New word introduction:

(Write these words on a white board.)

hurry *busy* *copy* *rely* *deny* *pity*

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 2.

(Dictate the words in a different order.)

3. Definitions:

Insert one morpheme in each blank.

The new word must match the definition.

deceptive *prevent* *constructive*

4. Morpheme dictation:

- What is the first morpheme in *thoughtless*? **(thought)**

Write *thought* in the first blank in Part 4.

- What is the next morpheme in *thoughtless*? **(less)**

Write *less* in the next blank.

Now write *thoughtless* in the last blank.

- Did you need to use a rule? **(No)**

(Repeat for the following words:)

re + build + ing = rebuilding (no rules)

de + serve + ing = deserving (dropping the 'e')

5. Writing words:

deceptive *prevent* *constuctive*
thoughtless *rebuilding* *deserving*

6. Rules practice:

Add these morphemes together, remembering your rules.

matted *weightlessness*
copied *writing* *anything*
spaceship *easier* *footballer*
unreliable *fitting*

Now read the words you have just written.

7. Spelling test:

uncle *because* *it's* *moves*
it is
bought *doesn't* *builder* *climbed*
London *thumb* *guess* *fought*
had a fight

8. Sentence dictation:

1. *My uncle's old car is too unreliable to take to London.*
2. *Keep your mouth shut if you can't say anything constructive.*
3. *A good footballer should have a lot of deceptive moves.*
4. *It's easier to lift things on a spaceship because of the weightlessness.*

Apples and Pears

Level 59:

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

1. Morpheme sums:

Add the morphemes together.

division

television

supervisor

Now read the words you have written.

2. Meanings:

Fill in the blank in each sentence using one of the words from Part 1.

1. *Most people watch far too much **television**.*
2. *Our **supervisor** told us to get on with our work.*
3. *Some schools don't teach long **division** because they think it is too difficult.*

Read the sentences.

3. Morpheme analysis:

Read the words in Part 3.

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

tele + scope

di + vise + ion

tele + phone

pro + pose + al

un + rely + able

re + cept + ion

ob + struct + ive

in + con + ceive + able

Now cover your work and write these words from dictation.

4. Homophones:

Choose the correct words for each sentence in Part 4.

1. It takes **two hours** to drive **to** London.
2. Our teacher is very strict, but she is **fair**.
3. When was the last time you flew in a jet **plane**?

Now cover your work and write these sentences from dictation.

5. Writing words:

division

television

supervisor

6. Rules practice:

Add these morphemes together, remembering your rules.

unhurried

attention

supervision

reliable

tried

division

telephone

splitting

Now read the words you have just written.

7. Spelling test:

mobile

learn

someone

steal
what thieves do

eighty

building

deny

thumb

busy

thought

climb

guess

8. Sentence dictation:

1. If you are reliable, you can work without supervision.
2. Someone tried to steal my mobile telephone.
3. If you pay attention in your maths class, you will learn division.

Test to be used after Level 59:

(See the instructions for Mastery Tests on page 5.)

<i>objective</i>	<i>combed</i>	<i>exposed</i>
<i>mobile</i>	<i>imposing</i>	<i>projection</i>
<i>bought</i>	<i>photograph</i>	<i>statement</i>
<i>dropping</i>	<i>reception</i>	<i>destructive</i>
<i>drugged</i>	<i>reliable</i>	<i>weight</i>
<i>television</i>	<i>heaviest</i>	<i>hurried</i>
<i>detained</i>	<i>exception</i>	<i>physical</i>
<i>supposed</i>	<i>business</i>	<i>receive</i>

Scoring:

Mastery:	<i>0-4 errors— pass</i>
	<i>5-7 errors— review spelling patterns and retest the following day.</i>
	<i>8+ errors— go back to Level 51.</i>