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Six Syllable Types

Spelling Connections highlights the six syllable types within and across grade levels to teach students six reliable syllable patterns. Color-coded example words above identify the syllable types within each unit.

Open

Closed

VCe

**Vowel Team** 

Vowel-r

Consonant-le

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### Six Syllable Types

Spelling Connections highlights the six syllable types within and across grade levels to teach students six reliable syllable patterns. Color-coded example words above identify the syllable types within each unit.

Open Closed VCe Vowel Team Vowel-r Consonant-le

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	Grade	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Short-Vowel Spellings						
Short a	•		•	•	•	•
Short e	•	•	•	•	•	•
Short i			•	•	•	•
Short o	•	•	9	•	•	•
Short u	•				•	•
Long-Vowel Spellings		0				
<b>Long a</b> Patterns in Grade 4: <i>a, ai, ay, a_e</i>		•		•	•	
Long e Patterns in Grade 4: ea, ee, ie, e_e		•	•	•	•	
Long i Patterns in Grade 4: i, i-C-e, y, igh, ey, uy	<b>6</b>	•	•	•	•	•
Long o Patterns in Grade 4: o, oa, ow, o_e		•	•	•	•	
<b>Long u</b> Pattern in Grade 4: <i>u</i> _e	•	•	•	•	•	•
Vowel Digraph, Diphthong, and Sch	wa Spellii	ngs				
<b>/ô/</b> (as in <i>walk, law</i> ) Patterns in Grade 4: <i>au, augh, ough</i>		•	•	•	•	
/oi/ (as in toy, coin)			•	•	•	•
/ <b>ŏo</b> / (as in <i>good</i> )		•	•	•		•
/oo/ (as in moon) Patterns in Grade 4: oo, o, u, ui, u_e	•	•	•	•	•	•
/ou/ (as in ouch, crowd)			•	•	•	

	Grade	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Vowel Digraph, Diphthong, and Sch Schwa (as in <u>about, loyal</u> ) Patterns in Grade 4: -le, -en, -er, -or	wa Spelli	ings (conti	nued)	•	•	•
r-Controlled Vowel Spellings						
<b>/är/</b> (as in <i>star</i> )	•			•	•	•
<b>/âr/</b> (as in <i>fair</i> ) Pattern in Grade 4: <i>are</i>			•	•	•	•
/îr/ (as in deer) Pattern in Grade 4: <i>ear, eer</i>				•	•	
<b>/ôr/</b> (as in for) Pattern in Grade 4: or	•	6	•	•	•	•
<b>/ûr/</b> (as in <i>hurt</i> ) Patterns in Grade 4: er, ear	•		6	•	•	•
Complex Consonant Spellings						
blends, initial			•			
blends, final						
digraphs, trigraphs Patterns in Grade 4: sh	2.		•	•		
/k/ (as in jacket, chorus)	•		•		•	
/kw/,/skw/ (as in quick, squid)				•		
<b>/f/</b> (as in offer, phrase)						•
soft g /j/ (as in giant)			•	•	•	
soft c /s/ (as in <i>city</i> )			•		•	
/sh/ (as in action)				•		

## SKILLS OVERVIEW (Continued)

	Grade	Grade 2	Grade 3	Grade <b>4</b>	Grade <b>5</b>	Grade 6
Complex Consonant Spellings (cont	inued)					
/z/ (as in <i>arise, scissors</i> )						•
/zh/ (as in vision)				•		•
silent consonants (as in knife, gnat)		•	•			•
Dictionary and Thesaurus Skills						
alphabetizing	•	•	5	•		•
using a dictionary	•		•	•	•	•
using a thesaurus	25	•		•	•	•
word roots/origins, etymologies				•	•	•
High-Frequency Words						
correcting spelling of high-frequency words	6		•	•	•	
spelling high-frequency words from a research-based list	•					
Word Structure Spelling Rules						
abbreviations		•	•			
compound words			•	•	•	•
consonant-sound changes with suffixes (as in select, selection)					•	
contractions		•	•			
inflectional endings Endings in Grade 4: -er, -est	•		•	•	•	

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Word Structure Spelling Rules (cont	inued)			· · · · · · · · · · · · · · · · · · ·	<b>电影电影图图</b> 图图	110715 SE02
inflectional endings with spelling changes (change y to i, double final letters, drop e)		•	•	•	•	•
irregular plurals				•	•	
prefixes Prefixes in Grade 4: dis-, im-, in-, non-, un-		•		•		•
possessives				•		
suffixes Suffixes in Grade 4: -en, -er, -est, -ful, -less, -ment, -ness, -tion		O	<b>,</b>			
Greek roots and suffixes					•	•
Latin roots and suffixes					•	•
syllable division patterns Patterns in Grade 4: VCV, VCCV, VCCV			•	•	•	
syllable types (closed, open, VCe, vowel team, vowel-r, consonant-le)	<b>)•</b>	•	•	•	•	•
vowel-sound changes with suffixes (as in define, definition)					•	
Types of Words Frequently Misspell	ed					
commonly misspelled words					•	•
commonly confused terms					•	•
homographs						•
homophones			•	•		
more letters than sounds (as in ready, build)	i i i			•		

## **Homophones**

#### **Materials**

• Student Edition, pp. 122-127

#### For Differentiated Practice and EL Support go to MyZBPortal.com for:

- Teacher Resource Book, pp. 193-202
- Spelling Support for English Learners, pp. 62-64
- Unit 22 Online Games & Activities
- Unit 22 Online Word Sort Activity or Word Sort Cards

## WORD STUDY

In this unit, students will explore the sounds, structure, and meaning of homophones.

#### **Hands-on Practice on** MyZBPortal.com

- Have partners or small groups use the Spelling Game Mats for fun practice with the spelling patterns and words.
- Create flip folders for students to use when studying the spelling patterns and words.

Pretest Score	Word List to Assign				
9/20 or lower	Emerging				
10/20–1 <i>7</i> /20	On Level				
18/20 or higher	Challenge				

## INTRODUCTION

# .... About the SPELLING PATTERNS

In this unit, students will study homophones. A homophone is a word that sounds like another word but is spelled differently and has a different meaning. Some homophones are also multiplemeaning words. For example, roll and role are homophones, and roll can mean both "to turn" and "a type of bread."



## **Give the Pretest**

Begin the unit by giving the pretest to all students. Use the Pretest Routine or have students take the pretest online at MyZBPortal.com. After all students have completed the pretest, determine the appropriate word list to assign to each student based on the pretest results.

#### **Pretest Sentences**

**Pretest Routine:** Say the spelling word, read the sentence aloud, and say the word again. Have students self-check their pretests.

- 1. The glass jar will **break** if you drop it.
- 2. The man wore a belt around his waist.
- 3. After you have **passed** fourth grade, you will go into fifth grade.
- 4. A ball will roll down a hill.
- **5.** I drove **past** the zoo.
- **6.** Shanelle took the **role** of the big bad wolf in the school play.
- **7.** The frame of that building is made of **steel**.
- 8. How will you stop if your bike has no **brake**?
- **9.** A crow will **steal** shiny objects.
- 10. We try not to waste water.
- 11. In our front yard stood a **lone** pine tree.
- **12.** After I ran, my muscles were **sore**.
- **13.** These potatoes can be stored in the **cellar** all winter.
- 14. The plant **died** from lack of water.
- 15. Aretha would rather eat chicken than steak.
- **16.** Will you please **loan** your pencil to me?
- 17. He **dyed** his white shirt blue.
- **18.** That children's magazine is a good **seller**.
- 19. The eagle was able to **soar** above the treetops.
- **20.** The surveyor will mark the property line with a **stake**.

## **2** Teach, Practice, & Differentiate

Consult the tabbed unit planner for 3-day and 5-day plans and choose the plan that fits best with your literacy block, or determine your own daily plan. Students at all levels of proficiency should complete the pages in the **Student Book**, regardless of which word list they have been assigned. Differentiated practice is provided in the **Teacher Resource Book** and online spelling games on **MyZBPortal.com**.

**EL Support:** Activities to support English Learners are available on **MyZBPortal.com**.

## **3** Assess

Give the unit posttest at the end of the unit. The posttest is differentiated by level so students are assessed only on the words that appear on their assigned word list (on level, emerging, or challenge). Use the **Posttest Routine** and posttest sentences (see pages 126–127 in this book) or have students take the posttest online at **MyZBPortal.com**.

### **Unit 22 Spelling Words**

On Level	<ul><li>Emerging</li></ul>	Challenge
1. lone	1. they're	1. lone
2. break	2. break	2. guessed
3. waist	3. waist	3. guest
4. passed	4. passed	4. sore
5. sore	5. their	5. cellar
6. cellar	6. there	6. missed
7. roll	7. roll	7. died
8. died	8. il's	8. mist
9. past	9. past	9. steak
10. steak	10. its	10. vein
11. role	11. role	11. vane
12. steel	12. steel	12. loan
13. loan	13. brake	13. dyed
14. dyed	14. steal	14. seller
15. seller	15. waste	15. vain
16. brake		16. soar
17. soar		17. capitol
18. steal		18. stake
19. stake		19. capital
20. waste		

## Syllable Types

Point out that the spelling words break, waist, steel, steal, steak, and loan contain vowel teams that stand for long vowels.

Explain that these are examples of vowel team syllables because they use two letters to spell a single vowel sound.

# **522**

## DAY 1

#### **Student Objectives**

Read, identify, and write words that are homophones.

#### Teach

Write **lone** and **loan** on the board. Explain that words that sound the same but are spelled differently are called **homophones**. Tell students that the word **homophone** comes from the Latin roots **homo**, meaning "same," and **phone**, meaning "sound."

## WORD STUDY

Have students sort the spelling words under your direction using the Unit 22 Online Word Sort Activity or the Word Sort Cards.

#### **Practice**

Using page 122, have students read each spelling word and context sentence to a partner. Then have them complete the page independently.

#### **Differentiate**

Give each student the appropriate differentiated word list from the **Teacher Resource Book**. Have students take one list home and keep the other at school.

**½ 22** 

# Focus on WORD SUDY



Homophones

**Homophones** are words that sound the same but have different spellings and meanings.

#### READ the spelling words and sentences.

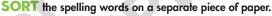
,

Lift but do not break the cover Around his waist he wore a belt. We passed a school crossing. I hiked until my feet were sore. In the cellar was an old chest. Would you like a muffin or a roll? The flower died from lack of water. My father drove past your house. He likes his steak well done. What role did he play in the movie? Aluminum is lighter than steel. They needed a loan to buy the house. The feather had been dyed yellow. The buyer gave the seller money. Step on the brake to stop. Eagles soar across the sky. Do not steal or damage goods. A stake supports each plant.

Recycling does not waste material.

There was a lone clerk in the store.





stake

**1–20.** Write each homophone and its partner. Think about how the spelling affects meaning.



122

**19.** stake

20. waste



### Go Digital!

Throughout the week, students can scan the QR codes with a mobile device to study their spelling words.

## **EL Support**

EL activities are available on MyZBPortal.com.
 They can be used anytime during the unit to reinforce and deepen English Learners' understanding of the spelling patterns.

#### **Word Meanings**

Write the spelling word that goes with each meaning. Check your answers in a dictionary.

1.	without	company;	bν	itself or	oneself	lone	

steak 2. a slice of beef

waist 3. the middle part of the body

4. colored with dye \_

role 5. the part played by an actor

past 6. earlier than the present time

7. to come apart \_



#### **Word Categorization**

Write the spelling word that belongs in each group of words below.

brake 8. car, stop, \_ roll 9. spin, turn, \_

loan 10. lend, banker,

passed 11. outraced, left behind,

died 12. failed, broke down,

stake 13. marker, post, \_

14. garbage, litter, \_



#### Dictionary Check · · · · · · · · : **4**.....

Write two spelling words for each dictionary respelling. Check the respellings in a dictionary.

soar 15. /sôr/\_ steal 16. /stēl/\_

seller cellar **17.** /sěl´ ər/ \_

123

## -Day Plan

If you are using the 3-day plan, teach the lessons for Days 1 and 2 on the first day.

## DAY 2

#### **Student Objectives**

- Identify the meanings of spelling words.
- Categorize spelling words based on meaning.
- Use a dictionary to find respellings.

#### Teach

Explain how to complete the activities on page 123.

For items 1-7, ask students to think of oral sentences using the homophone of the defined spelling word. Then challenge students to come up with a sentence that uses both homophones.

#### **Practice**

Have students complete page 123.

## WORD STUDY

Have partners use the Unit 22 Word Sort Cards to do a **Buddy Sort**.

#### **Differentiate**

Have students complete the Extra Pattern Practice Masters from the **Teacher Resource Book** for differentiated practice with their spelling words.

# **522**

## DAY 3

#### **Student Objectives**

- Make inferences to identify and write the correct spelling words.
- Use context clues to complete sentences with spelling words.

#### **Teach**

Explain how to complete the activities on page 124.

In the "Use Context Clues" section, tell students to use context to determine the first homophone and then read the second part of the sentence to decide if the remaining homophone makes sense.

#### **Practice**

Have students complete page 124 independently.

#### **Differentiate**

Have students do a written word sort using their word lists from Day 1 (My School Word List) and the Word Sort Practice Master from the *Teacher Resource Book*.

READING Homophones **Choose the Homophones** lone Choose the correct homophone for each sentence. break 1. Please pass me a (roll, role) to eat. waist passed 2. When I go sledding, I use my foot sore as a (break, brake). \_ cellar waste roll 3. We try not to (waist, waste) the paper. died stake 4. We need one more (steak, stake) to secure this tent. past steak 5. She is playing the (roll, role) of the princess in role the school play. \_\_\_ steel loan 6. These paintings are on (lone, loan) from dyed loan the museum. \_ seller brake sore 7. Pele's knee was (sore, soar) after he fell. soar steak 8. He ate the soup before the (steak, stake). steal lone stake 9. A (lone, loan) horse stood in the field. waste break 10. Please (brake, break) the seal to open the jar. 11. The dress with the black belt at the (waste, waist) waist looks nice. 12. Look at those seagulls (soar, sore) over the waves. soar **Use Context Clues** Write a homophone pair to complete each sentence. past 13. I remember that on our that farmhouse. steal steel a truckload of 14. Why would anyone want to cellar showed us what was for sale in her **15**. The \_\_\_ died 16. The flower when the florist. it green.

### Online Practice!

124

Online games and activities that give students more practice with this unit's spelling words are available on **MyZBPortal.com**.

# Connect to WRITING

#### Correspondence: Proofread a Postcard

Circle eight words that are not spelled correctly in the postcard below. Then rewrite the postcard on the lines using correct spelling. Make the corrections shown by the proofreading marks, too.

Hi, Folks

Greetings from the passed of I'm in historic Williamstown, where a plate of stake and eggs once cost a few cents. We pay more than that Today for a buttered role. I'm having fun, although my feet are soar from walking. I bought you a steal horseshoe. The cellar said it should bring you luck. I'm trying not to waist Money on things for myself. This was a great brake from my studies. See you soon.

love, = Ted

#### **Proofreading Marks**

Make uppercase

Make lowercase

^ Add

✓ Naa
✓ Delete

Add a period

¶ Indent

Hi, Folks,

Greetings from the past. I'm in historic Williamstown, where a plate of steak and eggs once cost a few cents. We pay more than that today for a buttered roll. I'm having fun, although my feet are sore from walking. I bought you a steel horseshoe. The seller said it should bring you luck. I'm trying not to waste money on things for myself. This was a great break from my studies. See you soon.

Love, Ted

125

## Z-Day Plan

If you are using the 3-day plan, teach the lessons for Days 3 and 4 on the second day.

## DAY 4

#### **Student Objectives**

Reinforce spelling skills by proofreading a postcard containing errors in words that are homophones.

#### **Teach**

Read the directions on page 125 with students. Review proofreading marks as needed.

#### **Practice**

Discuss with students why people still send postcards. Ask them whether a postcard likely contains formal or informal language and why. (It contains informal language because the recipient is a friend or relative of the sender and it is a short, friendly note.)

Have students complete page 125 independently.

## WORD STUDY

Have students use the Unit 22 Word Sort Cards to do an **Individual** or **Speed Sort**.

#### **Differentiate**

Have students play any of the Unit 22 online games to practice for the unit postlest. The games are differentiated by level (emerging, on level, and challenge).

## DAY 5

#### Student Objectives

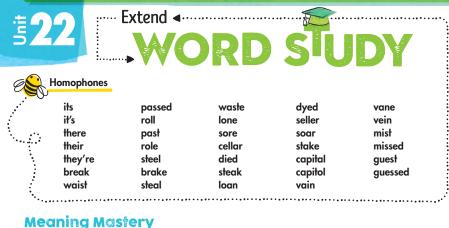
- Demonstrate mastery of the unit spelling words.
- Review and generalize spelling patterns.

#### **Assess**

Use the **Posttest Routine** below to give the unit postlest or have students take the posttest online at MyZBPortal.com. Posttests are differentiated by level.

#### **Optional Extra Practice**

The Extend Word Study activities give students practice with the emerging, on-level, and challenge words in this unit.



Check your answers in a dictionary or thesaurus.

A. Write a spelling word from the list that goes with each meaning.

1.	part of a car that makes it stop
2.	fall apart break
3.	stopped living died
	gave color to something dyed
5.	something borrowed
6.	single lone
7.	pointy stickstake
8.	a slice of meatsteak
9.	strong metalsteel
	take without permissionsteal
11.	place to wear a belt
12.	use up carelessly waste
<b>B.</b> V	Write a spelling word from the list that is a synonym for each word. ontain double consonants in the middle.
17	basement cellar 17 transferred DOSS

- Circle the words that
- seller past 14. merchant 18. earlier role soar **15.** fly 19. character roll sore 16. painful 20. spin .

126

### **POSTTEST SENTENCES**

Posttest Routine: Say the word, read the sentence aloud, and say the word again.

#### On Level

- 1. Do not let the ball **roll** into the street.
- 2. You will have to pay for that if you break it.
- **3.** I will play the main **role** in the school show.
- 4. Step on the **brake** if you want the car to stop.
- 5. Do not try to **steal** second base if there is not time.
- 6. The skydiver has a harness around her waist.
- 7. The teacher smiled at me as I walked past him.
- 8. The **steel** pipe is very heavy.
- 9. You will waste the food if you throw it away.

- 10. Lucy **passed** me the ball.
- 11. I can take a ride while I have the **loan** of her bike.
- **12.** The eagle can **soar** higher than most other birds.
- 13. We were stranded when the car engine **died**.
- 14. That meat tastes like **steak**.
- **15.** A **lone** animal walked through the forest that night.
- 16. His leg became **sore** after he fell on it.
- 17. This shirt is another color because I dyed it.
- 18. Push the **stake** into the ground so it holds down
- 19. The **cellar** in our home is dug out of dirt.
- 20. Will the seller reduce the price of the house?

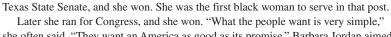
## **\$22**

#### **Informational Text: Social Studies**

The text below has a lot of words that are **homophones**. Read the text and then answer the guestions.

Barbara Jordan was the first African American woman from the South elected to Congress. In 1972, that was a historic feat. Much has changed since then, but let's look back at the past.

Barbara Jordan was born in Houston, Texas, in 1936. She was a top student in high school and college. Jordan worked for the election of President John F. Kennedy. His election moved her to run for



she often said. "They want an America as good as its promise." Barbara Jordan aimed to keep that promise. She fought for fair treatment for all.

In 1979, Jordan left Congress to teach. She said, "The world is not a playground, but a schoolroom." She taught at the University of Texas, a university she was once banned from attending. America had changed, however. Barbara Jordan helped the country heal past injustices.

1. What historic feat did Barbara Jordon accomplish in 1972?

She was the first African American woman from the South elected to Congress.

Write the sentence from the end of the text that describes how Barbara Jordan helped the country. Circle any words that are homophones in your answer.

Barbara Jordan helped the country heal past injustices.

3. What did Barbara Jordan fight for?

fair treatment for all



## DAY 5

#### **Student Objectives**

- Recognize words that are homophones in an informational text.
- Answer text-dependent comprehension questions about an informational text.

#### **Optional Extra Practice**

Tell students that the text on page 127 includes several words that are homophones studied in this unit. Ask a volunteer to read the first paragraph aloud and identify any words that are homophones. (past, feat) Point out that this an informational text because it gives information about a real person, Barbara Jordan.

Have students read the text and answer the comprehension questions. Remind them to circle any words that are homophones in their answer to the second question.

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### Emerging

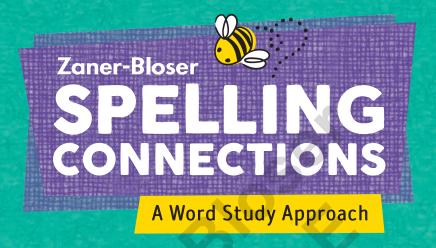
Use **On-Level** sentences 1–10 and the following five sentences:

- 1. The bird is cleaning its feathers.
- 2. I think it's going to be a sunny day.
- **3.** Look over **there** on the table and see if you can find your book.
- 4. Joe and Sue will take a gift to **their** grandparents.
- 5. If **they're** late, they will miss the funny part of the show.

### ■ Challenge

Use **On-Level** sentences 11–20 and the following nine sentences:

- 1. Use a **capital** letter to start each sentence.
- 2. The capitol building is in the next block.
- **3.** He was so **vain** he combed his hair every few minutes.
- 4. There is a weather vane on our roof.
- The nurse found a good vein in my arm for the medication.
- 6. A fine **mist** fell softly on the still lake.
- 7. She **missed** the train for the third time this month.
- 8. Mother will invite a guest to dinner.
- **9.** He **guessed** the right answer on the first try.



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