

Teacher
Edition

3

Zaner-Bloser



SPELLING CONNECTIONS

A Word Study Approach

ZB Zaner-Bloser

Zaner-Bloser
SAMPLE

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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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■ total ■ zipper

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SKILLS

► Overview

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
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Short a	•	•	•	•	•	•
Short e	•	•	•	•	•	•
Short i	•	•	•	•	•	•
Short o	•	•	•	•	•	•
Short u	•	•	•	•	•	•
Long-Vowel Spellings						
Long a Patterns in Grade 3: <i>ai, ay, a_e</i>	•	•	•	•	•	•
Long e Patterns in Grade 3: <i>ee, ea</i>	•	•	•	•	•	•
Long i Patterns in Grade 3: <i>i, igh, i_e</i>	•	•	•	•	•	•
Long o Patterns in Grade 3: <i>ow, oa, o, o_e</i>	•	•	•	•	•	•
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/ô/ (as in <i>walk, law</i>) Patterns in Grade 3: <i>aw, o</i>		•	•	•	•	
/oi/ (as in <i>toy, coin</i>)		•	•	•	•	•
/ö/ (as in <i>good</i>)		•	•	•	•	•
/oo/ (as in <i>moon</i>) Patterns in Grade 3: <i>oo, ew</i>	•	•	•	•	•	•
/ou/ (as in <i>ouch, crowd</i>)		•	•	•	•	

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Vowel Digraph, Diphthong, and Schwa Spellings (continued)						
Schwa (as in <i>about</i> , <i>loyal</i>) Patterns in Grade 3: <i>a</i> , <i>e</i> , <i>u</i> , <i>-le</i>		●	●	●	●	●
r-Controlled Vowel Spellings						
/är/ (as in <i>star</i>)	●	●		●	●	●
/âir/ (as in <i>fair</i>) Pattern in Grade 3: <i>air</i> , <i>ear</i> , <i>are</i> , <i>ere</i> , <i>eir</i>			●	●	●	●
/îr/ (as in <i>deer</i>)				●	●	
/ôr/ (as in <i>for</i>) Pattern in Grade 3: <i>ar</i> , <i>oar</i> , <i>or</i> , <i>ore</i>	●	●	●	●	●	●
/ûr/ (as in <i>hurt</i>) Patterns in Grade 3: <i>ir</i> , <i>ur</i>	●	●	●	●	●	●
Complex Consonant Spellings						
blends, initial	●	●	●			
blends, final	●	●				
digraphs, trigraphs Patterns in Grade 3: <i>ch</i> , <i>tch</i> , <i>ng</i> , <i>sh</i> , <i>th</i>	●	●	●	●		
/k/ (as in <i>jacket</i> , <i>chorus</i>) Pattern in Grade 3: <i>ck</i>	●	●	●		●	
/kw/, /skw/ (as in <i>quick</i> , <i>squid</i>)				●		
/f/ (as in <i>offer</i> , <i>phrase</i>)						●
soft g /j/ (as in <i>giant</i>)			●	●	●	
soft c /s/ (as in <i>city</i>)			●		●	
/sh/ (as in <i>action</i>)				●	●	

SKILLS OVERVIEW (Continued)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Complex Consonant Spellings (continued)						
/z/ (as in <i>arise</i> , <i>scissors</i>)						●
/zh/ (as in <i>vision</i>)				●		●
silent consonants (as in <i>knife</i> , <i>gnat</i>)		●	●	●		●
Dictionary and Thesaurus Skills						
alphabetizing	●	●	●	●	●	●
using a dictionary	●	●	●	●	●	●
using a thesaurus		●	●	●	●	●
word roots/origins, etymologies				●	●	●
High-Frequency Words						
correcting spelling of high-frequency words	●	●	●	●	●	
spelling high-frequency words from a research-based list	●					
Word Structure Spelling Rules						
abbreviations		●	●			
compound words		●	●	●	●	●
consonant-sound changes with suffixes (as in <i>select</i> , <i>selection</i>)					●	
contractions		●	●			
inflectional endings Endings in Grade 3: -er, -es, -est, -s	●	●	●	●	●	

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Word Structure Spelling Rules (continued)						
inflectional endings with spelling changes (change y to i, double final letters, drop e)		●	●	●	●	●
irregular plurals				●	●	
prefixes Prefixes in Grade 3: <i>pre-, re-, un-</i>		●	●	●	●	●
possessives				●		
suffixes Suffixes in Grade 3: <i>-er, -est, -ly</i>			●	●	●	●
Greek roots and suffixes					●	●
Latin roots and suffixes					●	●
syllable division patterns Patterns in Grade 3: VCV, VCCV, VCCC		●	●	●	●	
syllable types (closed, open, VCe, vowel team, vowel-r, consonant-le)	●	●	●	●	●	●
vowel-sound changes with suffixes (as in <i>define, definition</i>)					●	
Types of Words Frequently Misspelled						
commonly misspelled words					●	●
commonly confused terms					●	●
homographs						●
homophones			●	●		
more letters than sounds (as in <i>ready, build</i>)				●		

Compound Words

Materials

- Student Edition, pp. 128–133
- For Differentiated Practice and EL Support go to MyZBPortal.com for:
 - Teacher Resource Book, pp. 203–212
 - Spelling Support for English Learners, pp. 65–67
 - Unit 23 Online Games & Activities
 - Unit 23 Online Word Sort Activity or Word Sort Cards

WORD STUDY

In this unit, students will explore the sounds, structure, and meaning of **compound words**.

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.

INTRODUCTION

About the
► **SPELLING PATTERNS**

In this unit, students will study **compound words**. A compound word is made up of two smaller words (**everything**). While the smaller words may help students understand the meaning of the compound word, the compound word can also have a new meaning that cannot be directly inferred from the smaller words (**grandfather**).



1 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. I am sure that she can do it **herself**.
2. So much rain had fallen that **nobody** could get through.
3. I got a call from my **grandfather**.
4. The award was given to **someone** else.
5. Iris would do **anything** for her friends.
6. I bought **everything** I would need for the picnic.
7. Emilio worked almost all **afternoon**.
8. You can enjoy yourself **without** acting silly.
9. That was her first trip on an **airplane**.
10. After the rain, a beautiful **rainbow** appeared.
11. The sweater was made by my **grandmother**.
12. He played volleyball in the warm **sunshine**.
13. He planted the wheat all by **himself**.
14. The ring does not belong to **anybody** here.
15. We can do **something** to prevent pollution.

Pretest Score	Word List to Assign
7/15 or lower	● Emerging
8/15–13/15	◆ On Level
14/15 or higher	■ Challenge

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 132–133 in this book) or have students take the posttest online at **MyZBPortal.com**.

Unit 23 Spelling Words

◆ On Level	● Emerging	■ Challenge
1. herself	1. herself	1. washcloth
2. nobody	2. nobody	2. paintbrush
3. airplane	3. shoelace	3. airplane
4. grandfather	4. grandfather	4. everywhere
5. someone	5. someone	5. bathroom
6. rainbow	6. notebook	6. rainbow
7. anything	7. anything	7. anyone
8. grandmother	8. downtown	8. grandmother
9. everything	9. everything	9. seat belt
10. afternoon	10. afternoon	10. newspaper
11. sunshine	11. baseball	11. sunshine
12. himself	12. without	12. himself
13. anybody		13. anybody
14. something		14. something
15. without		15. everyday
		16. basketball

6 Syllable Types

Point out that the spelling words **afternoon**, **without**, and **rainbow** contain syllables with vowel teams that stand for long vowels and diphthongs. Remind students that these are examples of **vowel team syllables**. Note that a vowel team can include consonants as well as vowels.

DAY 1

Student Objectives

Read, identify spelling patterns, and write **compound words**.

Teach

Write **rainbow** and **sunshine** on the board. Point out that a **compound word** is formed from two or more words: **rain** + **bow**, **sun** + **shine**.

Write **down** on the board. Have students brainstorm **compound words** containing the word; for example, **downpour**, **downspout**, **downstairs**. Repeat for **up**, **thing**, **rain**, and **house**. Discuss how the meanings of the component words are related to the meaning of the **compound word**.

WORD STUDY

Have students sort the spelling words under your direction using the Unit 23 Online Word Sort Activity or the Word Sort Cards.

Practice

Using page 128, 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.

WORD STUDY



Compound Words

A **compound word** is made up of two smaller words. **Rainbow** and **sunshine** are compound words.

READ the spelling words and sentences.

- | | | |
|----------------|--------------------|---------------------------------------|
| 1. herself | <i>herself</i> | Li made a cake by herself . |
| 2. nobody | <i>nobody</i> | There's nobody home now. |
| 3. airplane | <i>airplane</i> | The airplane flies overhead. |
| 4. grandfather | <i>grandfather</i> | Our grandfather visited us. |
| 5. someone | <i>someone</i> | Did you see someone run by? |
| 6. rainbow | <i>rainbow</i> | We saw a colorful rainbow . |
| 7. anything | <i>anything</i> | Is there anything in the box? |
| 8. grandmother | <i>grandmother</i> | My grandmother lives here. |
| 9. everything | <i>everything</i> | I put everything away. |
| 10. afternoon | <i>afternoon</i> | I eat lunch in the afternoon . |
| 11. sunshine | <i>sunshine</i> | The sunshine feels warm. |
| 12. himself | <i>himself</i> | He drew that by himself . |
| 13. anybody | <i>anybody</i> | Has anybody seen my cat? |
| 14. something | <i>something</i> | Tell me something about him. |
| 15. without | <i>without</i> | Don't go out without a hat. |

SORT the spelling words on a separate piece of paper.

Write a compound word that is built from each word below.

- | | | | |
|--------|-----------|-----------|-----------|
| 1. her | 5. any | 9. body | 13. one |
| 2. bow | 6. him | 10. with | 14. noon |
| 3. sun | 7. plane | 11. grand | 15. thing |
| 4. no | 8. mother | 12. every | |



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Spelling Practice at Home



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.

Connect to

ABC

PHONICS

Unit 23

Match Beginning and Ending Sounds

Write spelling words that match the clues. Write each word only once. Circle the smaller words in each compound.

The first syllable rhymes with **come**.

1. someone 2. something

The first word rhymes with **many**.

3. anything 4. anybody

5. The last syllable rhymes with **shout**. without

6. The first syllable rhymes with **fair**. airplane

7. The last syllable rhymes with **soon**. afternoon

Segment Words

Write the spelling words that begin with:

8. a short vowel followed by /v/. everything
 9. the blend /gr/. grandfather 10. grandmother
 11. the /h/ sound. herself 12. himself
 13. the /n/ sound. nobody



Dictionary Check

Write the spelling words that you would find between each pair of guide words in a dictionary. Be sure to check your answer in a dictionary.

14. rabbit • resource rainbow
 15. strong • switches sunshine



DAY 2

Student Objectives

- Identify rhymes and segment sounds to write **compound words**.
- Identify words that fall between certain guide words in a dictionary.

Teach

Tell students how to complete the activities on page 129.

For the first activity, remind students that rhyming sounds sometimes, though not always, have the same spelling patterns. Give examples of each: **so/no**, **sun/one**.

With the class, practice segmenting the beginning consonant sound of spelling words such as **r-ainbow** and **s-unshine**.

Practice

Have students complete page 129.

WORD STUDY

Have partners use the Unit 23 Word Sort Cards to do a **Buddy Sort**.

3-Day Plan

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

Differentiate

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

DAY 3

Student Objectives

Use analogies and context clues to reinforce comprehension of **compound words**.

Teach

Explain how to complete the activities on page 130.

For the analogies activity, remind students to think about the relationship between the first pair of things in an analogy to find the missing word.

For the context clues activity, tell students to notice the placement of the blanks in the context sentences. If the blank follows a word part, the missing part is the second word in the **compound word**. If the blank is before a word part, the missing part is the first word in the **compound word**.

Practice

Have students complete page 130 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**.



Compound Words

herself	afternoon	someone	something	everything
grandfather	anybody	grandmother	airplane	himself
anything	nobody	sunshine	rainbow	without

Solve the Analogies

Write a spelling word to complete each analogy.

1. All is to **everybody** as **none** is to nobody.
2. **Every** is to **everyone** as **some** is to someone.
3. **Everyone** is to **everybody** as **anyone** is to anybody.
4. **Present** is to **absent** as **with** is to without.
5. **Whole** is to **part** as **everything** is to something.

Use Context Clues

Part of a spelling word is missing from one word in each sentence. Identify the missing part and write the spelling word.

6. I would give any _____ to visit England. anything
7. The _____ plane was an hour late. airplane
8. My _____ father will be sixty-five years old tomorrow. grandfather
9. Judy's grand _____ was the first female doctor in our town. grandmother
10. Pam decided to make the dress by _____ self. herself
11. Jack looks at _____ self in the mirror. himself
12. The sun _____ always follows the rain. sunshine
13. Can you work this _____ noon? afternoon
14. A rain _____ hung in the clouds for several minutes. rainbow
15. Some people lost _____ thing in the fire. everything

Online Practice!

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

Connect to

WRITING

Unit 23

Correspondence: Proofread a Letter

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

Dear Luella,

If anebody had told me evrything I would do at the fair, i would not have believed it. First my granfather and I took an airplain ride. I have never done anythinng so fun before! In the afternon, we saw prize-winning pies and animals and played games. Grandpa enjoyed hisself, too!

Jess

Proofreading Marks

- ≡ Make uppercase
- / Make lowercase
- ^ Add
- ✂ Delete
- ⌚ Add a period
- ≡ Indent

Dear Luella,

If anybody had told me everything I would do at the fair, I would not have believed it. First my grandfather and I took an airplane ride. I have never done anything so fun before! In the afternoon, we saw prize-winning pies and animals and played games. Grandpa enjoyed himself, too!

Jess

DAY 4

Student Objectives

Reinforce spelling skills by proofreading a letter containing errors in **compound words**.

Teach

Read the directions on page 131 with students. Review proofreading marks as needed.

Practice

Have students explain what the purpose of a friendly letter is. (to share personal news or thoughts in writing with a family member or close friend) Discuss the use of informal language in a friendly letter. Have students explain how this language differs from the formal language of a business letter.

Have students complete page 131 independently.

WORD STUDY

Have students use the Unit 23 Word Sort Cards to do an **Individual** or **Speed Sort**.

3-Day Plan

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

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 posttest 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.

WORD STUDY



Compound Words

baseball	grandfather	airplane	something	bathroom
downtown	someone	rainbow	basketball	everywhere
notebook	anything	grandmother	everyday	paintbrush
shoelace	everything	sunshine	newspaper	washcloth
herself	afternoon	himself	seat belt	
nobody	without	anybody	anyone	

Base Words

Write the words from the list that have one of the same word parts as the given word.

somebody

1. someone
2. something
3. anybody
4. nobody

myself

5. himself
6. herself

everyday

7. everything
8. everywhere

grandson

9. grandmother
10. grandfather

Word Categories

Write words that fit in each word family.

11. clouds, rain, sun, rainbow
12. helicopter, jet, airplane
13. magazine, television, newspaper
14. baseball, volleyball, basketball
15. sunbeams, sunlight, sunshine

POSTTEST SENTENCES

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

◆ On Level

1. Do you need **anything** from the store?
2. She made **everything** in her room neat and clean.
3. His **grandfather** went to town.
4. She went to the football game by **herself**.
5. If her friend went with them, **nobody** would care.
6. He gave the ring to **someone** he loved.
7. You cannot play baseball **without** a ball.
8. The girls worked almost all **afternoon**.
9. She went by **airplane** to see her uncle.
10. The car does not belong to **anybody** here.
11. My **grandmother** made a new dress.
12. Maybe he can milk the goat by **himself**.
13. The pretty **rainbow** came out after the storm.
14. Sleep is **something** we all need.
15. She took a walk in the warm **sunshine**.

Apply to

CONTENT

Areas

Unit 23

Informational Text: Technology

Read the text. It has lots of **compound words**. Then answer the questions below the text.

While working on your family tree one afternoon, you start to e-mail some questions to your grandmother. You think Uncle Pete might be able to help you, too. However, where should you put his e-mail address? You could add it in the "To" list, or you could add it in the "cc" list. Did you ever wonder what those letters really mean?

The letters cc stand for "carbon copy." Years ago, people used typewriters. Carbon paper made the copies. It had ink on one side. Anybody could put a sheet of carbon paper between blank pieces of paper. They put the stack into the typewriter. Then they started typing. Each keystroke made a key hit the stack of paper. Ink from the carbon paper pressed onto the paper beneath. Stroke by stroke, a copy was made. If someone placed the carbon paper backward in the typewriter, no copy would be made.



1. Into what device did people put carbon paper?

typewriters

2. Why did people have to be careful when using carbon paper? Circle any **compound** words in your answer.

If someone placed the carbon paper backward in the

typewriter, no copy would be made.

DAY 5

Student Objectives

- Recognize **compound words** in an informational text.
- Answer text-dependent comprehension questions about an informational text.

Optional Extra Practice

Tell students that the text on page 133 includes several compound words studied in this unit. Ask a volunteer to read the first sentence aloud and identify the compound words. (**afternoon, grandmother**) Point out that this is an informational text because it gives the reader information about the history of technology.

Have students read the text and answer the comprehension questions. Remind them to circle the compound words in their answer to the second question.

133

Emerging

Use **On-Level** sentences 1–8 and the following four sentences:

1. Tom is the catcher on the **baseball** team.
2. My mother will go **downtown** on Saturday.
3. Please take your **notebook** to the meeting.
4. Tie your **shoelace** so you will not fall.

Challenge

Use **On-Level** sentences 9–15 and the following nine sentences:

1. Our **basketball** team has won every game this season.
2. The **everyday** assembly begins our morning at school.
3. You should read the **newspaper** for the daily news.
4. Always wear your **seat belt** when you are in a car.
5. Does **anyone** know what time it is?
6. The light in the **bathroom** was brighter.
7. Wild deer could be seen **everywhere**.
8. He left his **paintbrush** on my desk.
9. She will use a **washcloth** to clean her face.

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