

Teacher  
Edition

2

Zaner-Bloser



# SPELLING CONNECTIONS

A Word Study Approach



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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# SKILLS

## ► Overview ◀

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>Short-Vowel Spellings</b>						
Short a	•	•	•	•	•	•
Short e	•	•	•	•	•	•
Short i	•	•	•	•	•	•
Short o	•	•	•	•	•	•
Short u	•	•	•	•	•	•
<b>Long-Vowel Spellings</b>						
<b>Long a</b> Patterns in Grade 2: <i>a, ai, ay, a_e</i>	•	•	•	•	•	•
<b>Long e</b> Patterns in Grade 2: <i>ee, ea</i>	•	•	•	•	•	•
<b>Long i</b> Patterns in Grade 2: <i>i, y, i_e</i>	•	•	•	•	•	•
<b>Long o</b> Patterns in Grade 2: <i>o, oa, ow</i>	•	•	•	•	•	•
<b>Long u</b> Pattern in Grade 2: <i>u_e</i>	•	•	•	•	•	•
<b>Vowel Digraph, Diphthong, and Schwa Spellings</b>						
<b>/ô/</b> (as in <i>walk, law</i> ) Pattern in Grade 2: <i>al</i>		•	•	•	•	
<b>/oi/</b> (as in <i>toy, coin</i> )		•	•	•	•	•
<b>/oo/</b> (as in <i>good</i> )		•	•	•	•	•
<b>/oo/</b> (as in <i>moon</i> ) Patterns in Grade 2: <i>oo</i>	•	•	•	•	•	•
<b>/ou/</b> (as in <i>ouch, crowd</i> )		•	•	•	•	



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

# SKILLS OVERVIEW (Continued)

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



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

## Prefixes: un-, re-, dis-

## Materials

- Student Edition, pp. 122–127

For Differentiated Practice and EL Support go to [MyZBPortal.com](http://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 words with **Prefixes: un-, re-, dis-** spelling patterns.

**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 words with the prefixes **un-**, **re-**, and **dis-**. A prefix added to the beginning of a word changes the word's meaning and often its part of speech. A prefix is always treated as a separate syllable; its final letter never replaces the first letter of a base word.



# 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](http://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. Please **unplug** the curling iron after you use it.
2. Crossing the street without looking both ways is very **unsafe**.
3. He needs to **reread** the directions.
4. I will copy the file and **rename** it.
5. I **dislike** peas, but I like broccoli.
6. It is time to **unpack** our suitcases.
7. **Untie** your shoelaces before taking off your shoes.
8. We had to **unload** five boxes from the truck.
9. Please **recheck** your addition.
10. Hit the **refresh** button on your computer.

Pretest Score	Word List to Assign
4/10 or lower	● <b>Emerging</b>
5/10–8/10	◆ <b>On Level</b>
9/10 or higher	■ <b>Challenge</b>



## 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	● Emerging	■ Challenge
1. unplug	1. undo	1. unpack
2. unsafe	2. unlock	2. untie
3. reread	3. repaint	3. unload
4. rename	4. unplug	4. recheck
5. dislike	5. unsafe	5. refresh
6. unpack	6. reread	6. uncover
7. untie	7. rename	7. unhappy
8. unload	8. dislike	8. unlucky
9. recheck		9. rewrite
10. refresh		10. refill
		11. distrust
		12. dishonest

## 6 Syllable Types

Point out that the spelling words **unsafe**, **rename**, and **dislike** have long vowel sounds spelled with one vowel followed by one consonant and a silent **e** in the second syllable. Explain that this is called a **Vowel-Consonant-e syllable**.



## DAY 1

## Student Objectives

Read, identify spelling patterns, and write words with the prefixes **un-**, **re-**, and **dis-**.

## Teach

Write **unplug**, **reread**, and **dislike** on the board. Point out that the prefix **re-**, **un-**, or **dis-** can be added to the beginning of a base word to make a new word that has a different meaning than the base word. Explain that **un-** and **dis-** mean "not" and **re-** means "again."

## 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.

## WORD STUDY

Prefixes: **un-**, **re-**, **dis-**

The prefixes **un-**, **re-**, and **dis-** can be added to the beginning of a base word to make a new word, as in **untie**, **reread**, and **dislike**.

Digital Tutor



## READ the spelling words and sentences.

- |             |                |  |
|-------------|----------------|--|
| 1. unplug   | <i>unplug</i>  | Please <b>unplug</b> the fan.              |
| 2. unsafe   | <i>unsafe</i>  | Biking without a helmet is <b>unsafe</b> . |
| 3. reread   | <i>reread</i>  | I will <b>reread</b> the book.             |
| 4. rename   | <i>rename</i>  | Nate had to <b>rename</b> his story.       |
| 5. dislike  | <i>dislike</i> | She has a <b>dislike</b> of iced tea.      |
| 6. unpack   | <i>unpack</i>  | They will <b>unpack</b> after their trip.  |
| 7. untie    | <i>untie</i>   | I cannot <b>untie</b> this knot.           |
| 8. unload   | <i>unload</i>  | Ask Leo to <b>unload</b> the dishwasher.   |
| 9. recheck  | <i>recheck</i> | Let me <b>recheck</b> that answer.         |
| 10. refresh | <i>refresh</i> | A shower will <b>refresh</b> you.          |

## SORT the spelling words on a separate piece of paper.

- 1–5. Write the words with the prefix **un-**.  
 6–9. Write the words with the prefix **re-**.  
 10. Write the word with the prefix **dis-**.



122

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 22

## Word Structure

Add **un-** or **re-** to each base word to make a spelling word. Write each word.1. fresh refresh4. load unload2. pack unpack5. check recheck3. read reread

## Word Analysis

Write the spelling word that fits each clue.

6. It has seven letters and a base word that rhymes with **hike**.dislike7. It begins like **until** and has a base word that rhymes with **by**.untie8. It has six letters and a base word that rhymes with **snug**.unplug9. It begins like **rain** and has a base word that rhymes with **game**.rename

## Dictionary Check

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

10. unrest • unseen

unsafe

123

## DAY 2

## Student Objectives

- Build words with the prefixes **un-**, **re-**, and **dis-**.
- Use dictionary guide words.

## Teach

Explain how to complete the activities on page 123.

To form a spelling word using its base word, tell students there are no spelling changes when the prefix **re-**, **un-**, or **dis-** is added.

## Practice

Have students complete page 123 independently.

## 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.

## 3-Day Plan

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



## DAY 3

## Student Objectives

Use synonyms and context clues to reinforce comprehension of words with the prefixes **un-**, **re-**, and **dis-**.

## Teach

Explain how to complete the activities on page 124.

Tell students that the words that are underlined in each sentence in the first activity mean the same as one of the spelling words.

To reinforce comprehension, have students use context clues to help them choose the missing word for each sentence. Remind students that context clues are hints in a sentence that help a reader understand what word is missing.

## 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**.



Prefixes: **un-**, **re-**, **dis-**

## Word Meanings

Write the spelling word that means the same as the underlined words.

1. I will read those directions again.

**reread**

2. Librarians do not like noise in the library.

**dislike**

3. It is not safe to ride a bike without shoes.

**unsafe**

4. Sasha will check her spelling again.

**recheck**

unplug  
unsafe  
reread  
rename  
dislike  
unpack  
untie  
unload  
recheck  
refresh

## Use Context Clues

Write the spelling word that completes each sentence. The base word is shown in parentheses.

5. **Unplug** the phone charger before you leave. (plug)

6. A short nap should **refresh** you. (fresh)

7. **Unload** the bags from the car. (load)

8. The sailor couldn't **untie** the knot from the rope. (tie)

9. I helped my best friend **unpack** some boxes. (pack)

## 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 22

## Informational Text: Proofread a List

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

## Things to Do This Week

1. Recheck my math homework.
2. Make a list of songs I dislike.
3. Reread my favorite book.
4. Unpack everything from my book bag.
5. Rename my pet fish.

## Proofreading Marks

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

1. Recheck my math homework.

2. Make a list of songs I dislike.

3. Reread my favorite book.

4. Unpack everything from my book bag.

5. Rename my pet fish.

## DAY 4

## Student Objectives

Reinforce spelling skills by proofreading a list that contains errors in words with the prefixes **un-**, **re-**, and **dis-**.

## Teach

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

## Practice

Have students explain what the purpose of a list is. (to help you remember things that you need to do)

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 posttest. The games are differentiated by level (emerging, on level, and challenge).

## 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 to new words.

## 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



Prefixes: un-, re-, dis-

unplug  
unload  
refresh  
repaint

dislike  
unlock  
distrust  
undo

uncover  
unsafe  
untie  
rewrite

unlucky  
unhappy  
rename  
reread

unpack  
recheck  
dishonest  
refill

## Word Building

Add a prefix to each base word to make a word from the list above.

- trust distrust
- happy unhappy
- cover uncover
- write rewrite
- lucky unlucky

## Meaning Mastery

Remove the ending from each word and write the word from the list.

- unpacked unpack
- refilling refill
- undoing undo
- rereading reread
- disliked dislike

## POSTTEST SENTENCES

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

## ◆ On Level

- It's a good idea to **unplug** your computer during a storm.
- It is **unsafe** to swim with headphones on.
- Kate will **reread** her paragraph next.
- Let's **rename** our story since we changed it.
- Nick and I **dislike** soccer.
- The camp leader told us to **unpack** before dinner.
- I cannot **untie** the sash on this dress.
- The postal carrier had to **unload** a big package.
- Use the calculator to **recheck** your division.
- You can take a warm bath to **refresh** yourself.



Apply to

## CONTENT

Areas

Unit 22

## Literary Text: Social Studies

Read the story. It has lots of words with the prefixes **un-**, **re-**, and **dis-**. Then answer the questions below the story.

I was unhappy. My baseball team had just lost the playoffs because of an unlucky play. Dad left me a note that said, "We're going on a trip to the Grand Canyon in Arizona! It will be a fun way to refresh ourselves!"

I had to reread the note because I was filled with distrust. My dad was not dishonest, but I was surprised. Before we left we had to unplug the appliances and refill the gas tank. Then we were off.

After a very long drive, we finally arrived at a cabin. We had to unlock the door, unload the car, and unpack our bags. The next day, we saw an amazing waterfall, went hiking, and crossed a glass bridge. There was nothing to dislike!



1. Why did Dad think they should go on the trip?

to refresh themselves

2. Write the sentence from the story that tells what they did when they arrived at the cabin. Circle the words that have prefixes.

We had to unlock the door, unload the car, and unpack our bags.

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## DAY 5

## Student Objectives

- Recognize words with prefixes **un-**, **re-**, and **dis-** in a literary text.
- Answer text-dependent comprehension questions about a literary text.

## Optional Extra Practice

Tell students that the text on page 127 includes words with the prefixes **un-**, **re-**, and **dis-**. Ask a volunteer to read the first sentence aloud and identify the word that includes the prefix **un-**, **re-**, or **dis-**. (**unhappy**) Explain that this is a literary text because it tells a story. Point out that it has dialogue and a beginning, middle, and end.

Have students read the text and answer the comprehension questions. Remind them to circle the words that have the prefix **un-**, **re-**, or **dis-** in their answer to the second question.

## Emerging

Use **On-Level** sentences 1–5 and the following three sentences:

1. Linda will **undo** the button.
2. I can **unlock** the door.
3. Let's **repaint** the table.

## Challenge

Use **On-Level** sentences 6–10 and the following seven sentences:

1. If you **uncover** the soup, it will get cold quickly.
2. The boys were **unhappy** because they lost the game.
3. Ann felt **unlucky** at the arcade.
4. Marcus had to **rewrite** his final draft.
5. Please **refill** the pitcher with lemonade.
6. There was a **distrust** of the mayor in the community.
7. Sam was **dishonest** with his teacher.



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# SPELLING CONNECTIONS

A Word Study Approach

**ZB Zaner-Bloser**

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