

Teacher's Edition

A separate section in the front of the Teacher's Edition shows consecutive lesson plans. These three lesson plans are shown together to conserve space in this booklet.

Lesson 9

Introducing Part A

As you pronounce the spelling words on page 20, be careful not to make the mistake of adding an /u/ sound after every consonant digraph. The pupils should look at the word list in their books and pronounce each word after you.

For more oral practice with the spelling words, let the pupils use each word in a sentence.

Assign Part A.

Introducing Part B

Do the pupils recall that in Lesson 8 they studied words that began with consonant digraphs? Let the pupils volunteer the four digraphs /ch/, /sh/, /th/, and /th/ spelled *ch*, *sh*, and *th*. Do the spelling words in Lesson 9 *begin* with

these sounds? No, they *end* with digraphs.

Discuss the illustration at the top of page 20. What spelling word does the first picture make them think of? (*wash*) What word names the second picture? (*watch*) Be sure the pupils can hear the difference in these ending sounds.

Explain that the two letters *sh* spell the last sound in *wash* and that the three letters *tch* spell the last sound in *watch*. The pupils will notice as they study this lesson that the ending /ch/ sound is spelled *ch* in some words and *tch* in other words.

Say aloud with the pupils the spelling words on page 20. Assign Part B on page 21.

Lesson 19

Introducing Part A

If you think that any words might be unfamiliar to your pupils, discuss their meanings with the class.

The pupils should follow along in the word list on page 40 and say each word aloud after you. Try to accent *asleep* and *afraid* on the second syllable, as we do in normal sentence speaking.

To give the pupils more practice in saying the words, help them to use each word in an oral sentence.

Assign Part A.

Introducing Part B

As the class turns to page 40 in their books, have them recite together the long vowel sounds: /ā/, /ē/, /ī/, /ō/, /ū/. Mention that in this lesson we will study the /ā/ and /ē/ sounds.

What spelling words does the picture at the top of the page make them think of? The pupils should mention at least these four: *gate*, *leaf*, *asleep*, *mail*.

Some words sound alike except for the /ā/ and /ē/ sounds. Have everyone say *hay* and *he* with you. Write the two words on the board. Underline the *h* in both words. Circle *ay* and *e*, the letters that spell the /ā/ and /ē/ sounds. Do the same with *laid* and *lead*, underlining the *l* and *d* in both words and circling *ai* and *ea*.

Write *me* on the board. Ask which spelling word sounds like *me* except that it has the /ā/ sound instead of the /ē/ sound. (*may*) Ask which two spelling words are alike except for the vowel sounds. (*meal*, *mail*)

Say with the pupils the spelling words on page 40.

Assign Part B on page 41.

Additional Activity:

Write three sentences about the picture at the top of page 40.

In the first sentence tell something about the dog.

In the second sentence tell something about the gate.

In the third sentence tell something about the mailbox.

Lesson 29

Introducing Part A

While the pupils look at the spelling words on page 60, pronounce the words for them and have them say each word after you. See that the pupils end *across* with the /s/ sound and do not add an erroneous /t/ sound to it.

To give more practice in saying the spelling words, help the pupils to use each word in a sentence. As an additional challenge, see if they can use the first two words in one sentence, the next two in another sentence, and so forth.

Assign Part A.

Introducing Part B

Say together the spelling words on page 60.

As the pupils observe the picture at the top of the page, let them tell which spelling words the picture makes them

think of.

Write *sell* and *mitten* on the board. Mention that in today's lesson we will think about double consonants. Point out the *ll* in *sell* and the *tt* in *mitten*. Have the class think of more words they know that have double consonants. Write them on the board, too. When we learn to spell words, we must watch for double consonants.

Assign Part B on page 61.

Additional Activity:

Write three sentences about the picture at the top of page 60.

In the first sentence tell about the tree.

In the second sentence tell about the apples.

In the third sentence tell how apples can be used.