



# ALL ABOUT<sup>®</sup> Spelling

The program that takes the struggle out of spelling

## Level 7

### Student Packet

*"All About Spelling is that rare product that not only meets but actually exceeds expectations."*

– Heather Schwarzen

ISBN 978-1-93519741-6



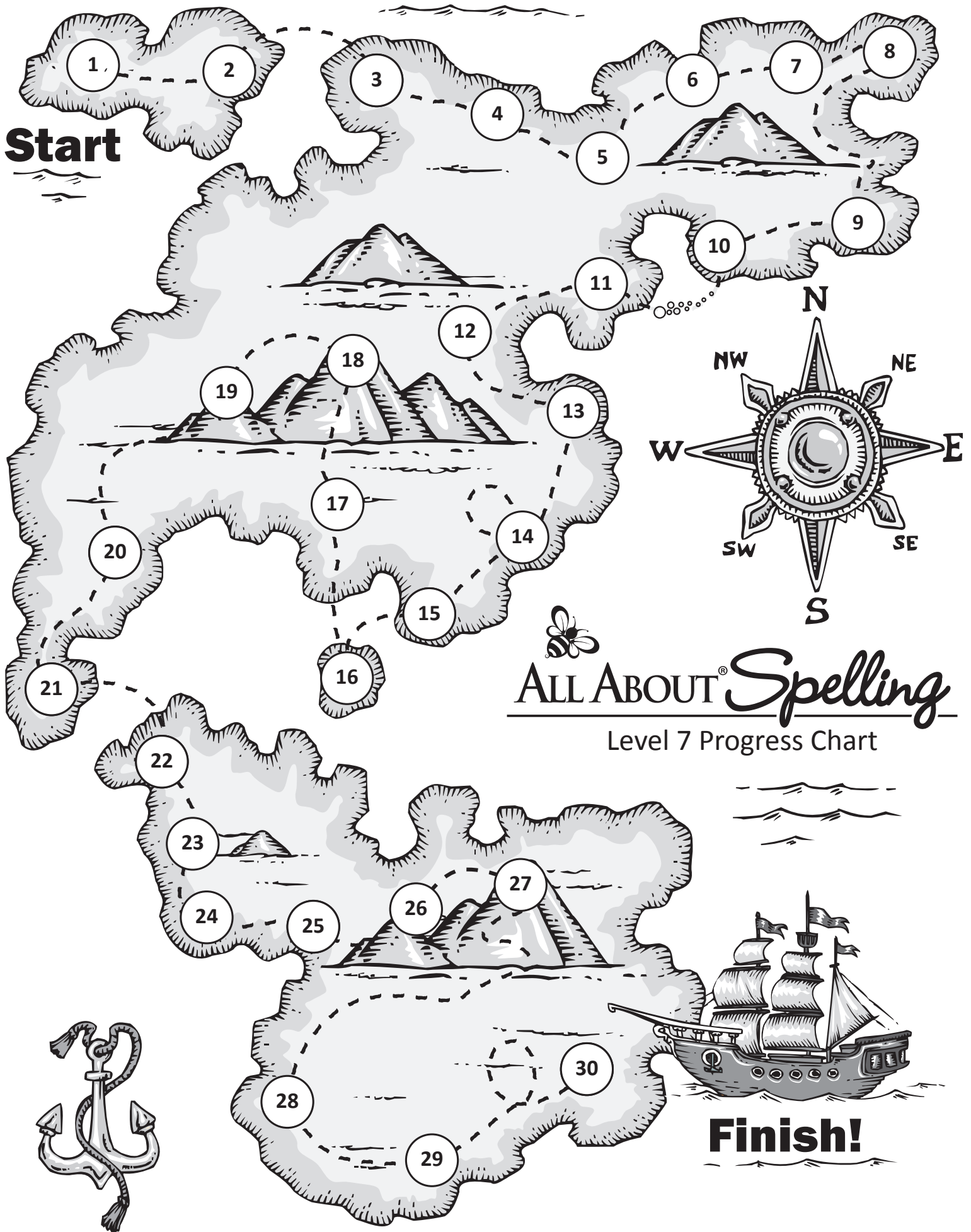
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- Word Cards
- Spelling Strategies Chart
- Syllable Division Rules Chart
- Homophones List
- Suffix Tiles
- Latin Root Tiles
- Greek Word Part Tiles
- Magnets for Tiles
- Writing Station
- Story Starter Cards
- Practice Sheets
- Word Trees
- Word Banks
- Divider Cards
- Progress Chart
- Certificate of Achievement

**Start**



**ALL ABOUT** *Spelling*

Level 7 Progress Chart

**Finish!**

**reporter**

*All About Spelling Level 7 – Step 17*

Word Card 153

**distraction**

*All About Spelling Level 7 – Step 17*

Word Card 154

**contractor**

*All About Spelling Level 7 – Step 17*

Word Card 155

**attractive**

*All About Spelling Level 7 – Step 17*

Word Card 156

**instruction**

*All About Spelling Level 7 – Step 17*

Word Card 157

**destructive**

*All About Spelling Level 7 – Step 17*

Word Card 158

**respectfully**

*All About Spelling Level 7 – Step 17*

Word Card 159

**inspector**

*All About Spelling Level 7 – Step 17*

Word Card 160

# league

*All About Spelling* Level 7 – Step 26

Word Card 241

# technique

*All About Spelling* Level 7 – Step 26

Word Card 242

# unique

*All About Spelling* Level 7 – Step 26

Word Card 243

# critique

*All About Spelling* Level 7 – Step 26

Word Card 244

# antique

*All About Spelling* Level 7 – Step 26

Word Card 245

# machine

*All About Spelling* Level 7 – Step 27

Word Card 246

# parachute

*All About Spelling* Level 7 – Step 27

Word Card 247

# chef

*All About Spelling* Level 7 – Step 27

Word Card 248

## Practice Sheet for Step 13

Add *ance* to words with an a in the last syllable.

For each word:

1. Read the word. Notice that the last syllable of each word contains an a.
2. Set the *ance* suffix tile over the gray part of the word and read the resulting word.

distant \_\_\_\_\_

compliant \_\_\_\_\_

abundant \_\_\_\_\_

arrogant \_\_\_\_\_

hesitate \_\_\_\_\_

deviate \_\_\_\_\_

significant \_\_\_\_\_

vibrate \_\_\_\_\_

dominate \_\_\_\_\_

reluctant \_\_\_\_\_

elegant \_\_\_\_\_

tolerate \_\_\_\_\_

defiant \_\_\_\_\_

observant \_\_\_\_\_

vigilant \_\_\_\_\_

extravagant \_\_\_\_\_

radiate \_\_\_\_\_

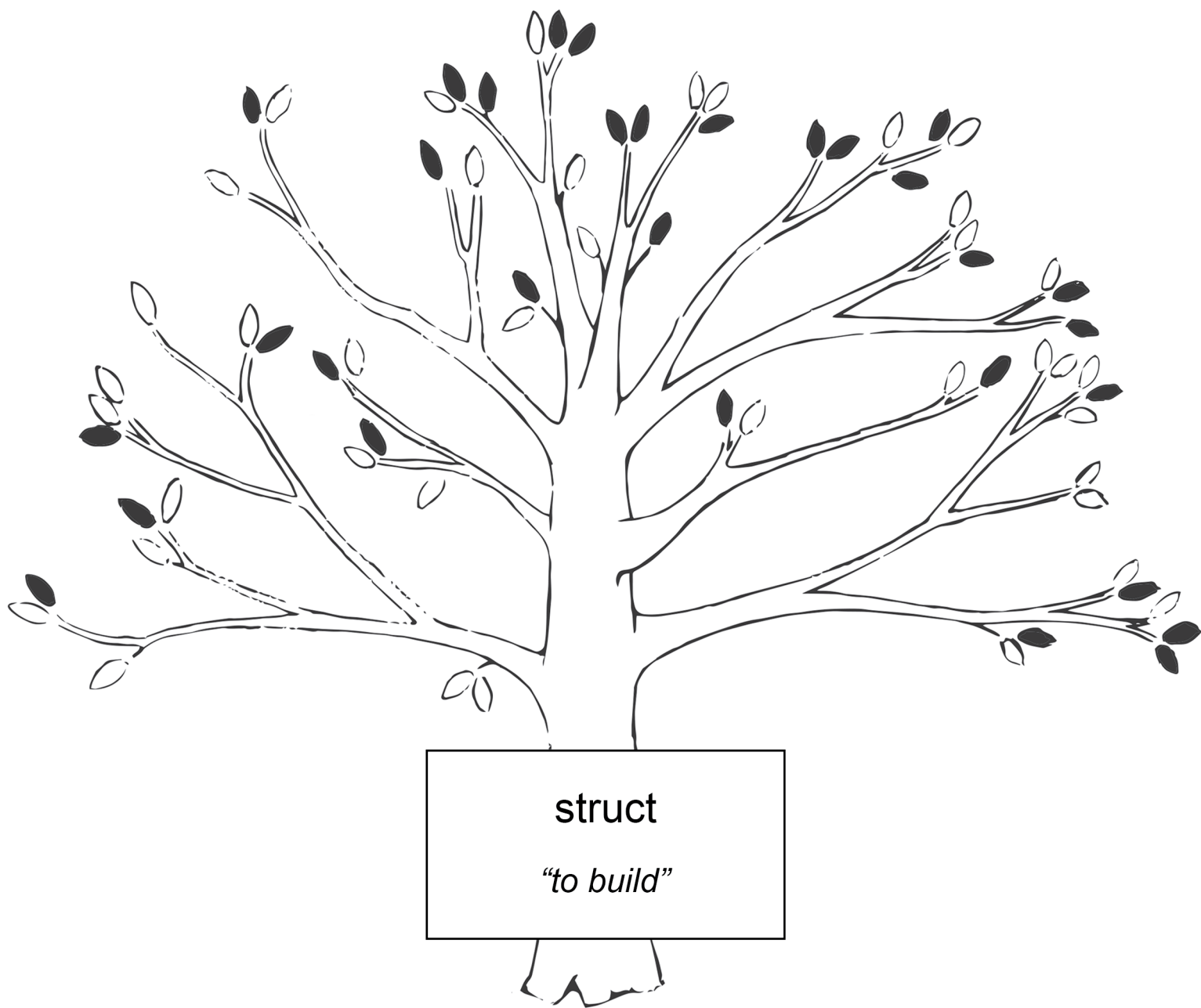
flamboyant \_\_\_\_\_

exorbitant \_\_\_\_\_

instant \_\_\_\_\_

petulant \_\_\_\_\_

fragrant \_\_\_\_\_



re	con	struct	ive
	de		ion
	in		ure
	ob		
	super		

# Word Banks for Level 7

The *All About Spelling* lesson plans will indicate when to introduce each Word Bank.

Have your student read across the page to reinforce proper eye movements. You can use the edge of a sheet of paper under the row as a guide. Read these words at the beginning of each lesson so the student becomes accustomed to seeing the correct spelling.

## Word Bank for ANCE (Part 1)

### Begin in Step 12

clearance	annoyance	deliverance	resistance	absorbance
expectance	importance	acceptance	conveyance	allowance
inheritance	repentance	performance	avoidance	appearance
utterance	accordance	assistance	conformance	acquaintance
attendance				

## Word Bank for ANCE (Part 2)

### Begin in Step 13

vibrance	elegance	extravagance	compliance	distance
flamboyance	arrogance	defiance	fragrance	tolerance
sustenance	admittance	precipitance	hesitance	perseverance
petulance	remembrance	instance	guidance	maintenance
abundance	radiance	appliance	allegiance	significance
circumstance	hindrance	observance	deviance	reluctance
entrance	observance	ambulance	balance	insurance
exorbitance	finance	vigilance	abundance	nuisance
riddance	dominance	advance	ignorance	endurance
resemblance				

# CERTIFICATE OF ACHIEVEMENT



**awarded to**

---

for successfully completing Level 7

---

Teacher's Signature

---

Date





# ALL ABOUT<sup>®</sup> Spelling

The program that takes the struggle out of spelling

## Level 7

### Teacher's Manual

- Multisensory Program
- Step-by-Step Lesson Plans
- Customizable for Every Student
- Built-in Daily Review

"An outstanding method for teaching spelling.  
I recommend this program enthusiastically."

– Adam Robinson, author  
*What Smart Students Know*

*by Marie Rippel*



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For more books in this series, go to [www.AllAboutSpelling.com](http://www.AllAboutSpelling.com).

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# Gather the Materials

**Following is the list of materials you will need for teaching Level 7:**

- ☐ Student Packet for Level 7
- ☐ Set of *All About Spelling* Letter Tiles
- ☐ Prefix and suffix tiles from previous levels
- ☐ Spelling Review Box or index card box
- ☐ Lined notebook paper

**You will also need these items from your student's Level 6 Spelling Review Box:**

- ☐ Phonogram Cards 1-72
- ☐ Sound Cards 1-90
- ☐ Key Cards 1-25

**The following items are optional:**

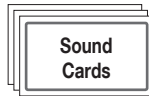
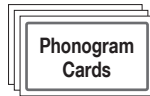
- ☐ Stickers or colored pencils for the Progress Chart
- ☐ 2' x 3' Magnetic white board

## Step 6 - /djoo/ Spelled DU

In this lesson, your student will learn to spell words with /djoo/ spelled du.

You will need: Word Cards 41-50

### Review



### New Teaching

### Teach Words Containing /djoo/ Spelled DU

“Repeat these words after me and listen for the /djoo / sound: *educate, schedule, gradual, graduate, individual.*” *Student listens and repeats the words.*

“In each of these words, the /djoo/ sound is spelled d-u.”

Pull down the letter tiles. **d u**

Build the word *educate*. **e d u c a t e**

“Divide this word into syllables.” *Student divides the word.*

**e d      u      c a t e**

“What does the first syllable say?” *Ed.*

“The second syllable says...?” *U.*

“The last syllable says...?” *Cate.*

“Good. When we say *ed-u-cate* at normal speed, the sounds of the d and u blend together, and the combination sounds like /djoo/.”

## New Teaching

(continued)

Take out Word Cards 41-47.

“Each of these words contains d-u. Read these words.” *Student reads the words.*

Have your student practice spelling these words using whichever spelling strategies he finds helpful.

## Teach Additional Words

The letter u acts like a consonant in the words *penguin*, *extinguish*, and *language*.



“Now we’re going to study three more words in which the consonant and vowel blend together to make a slightly different sound when we speak quickly.

Build the word *penguin*. 

p	e	n	g	u	i	n
---	---	---	---	---	---	---

“In the word *penguin*, the g and the u blend together to say /gw/.”

“Read the word, and pay attention to the g-u combination.” *Student reads the word.*

Take out Word Cards 48-50.

“Each of these words contains the g-u combination. Read these words.” *Student reads the words.*

Have your student practice spelling these words using whichever spelling strategies he finds helpful.

## New Teaching

(continued)

## Word Cards 41-50: Spell on Paper

Dictate the words and have your student spell them on paper.



- 41. individual**
- 42. gradual**
- 43. residual**
- 44. schedule**
- 45. educate**
- 46. graduate**
- 47. module**
- 48. penguin**
- 49. extinguish**
- 50. language**

File the Word Cards behind the Review divider.

## Reinforcement

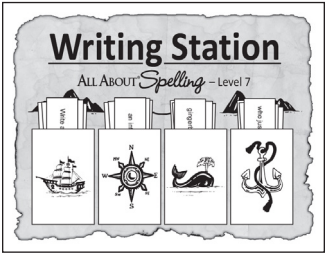
### Dictate Sentences

Dictate several sentences each day.

- Please extinguish the fire before you go to bed!**
- The actor received residual payments for his television show.**
- The cycling cats are on the circus schedule.**
- The farmer reported a gradual rise in his goat population.**
- Which module of the craft was she in charge of?**
- The practical penguin prefers fishing with a rod and line.**
- Keith plans to graduate a year earlier than his friends.**
- The individual apple pies were a big hit at the party.**
- She speaks a language we have never heard before.**
- Trying to educate the turkeys was a bad idea.**

# Reinforcement

(continued)



# Writing Station

Have your student use the Writing Station to generate an interesting writing prompt. Your student should write at least one paragraph and use at least one of the new spelling words.

## Additional Words

The following words have the same phenomenon where the consonants d and g blend with a vowel to make a slightly different sound:

<b>anguish</b>	<b>languish</b>	<b>region</b>
<b>cordial</b>	<b>linguist</b>	<b>religion</b>
<b>cordially</b>	<b>pendulum</b>	<b>sanguine</b>
<b>distinguish</b>	<b>procedure</b>	<b>soldier</b>
<b>languid</b>		

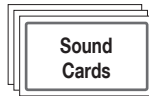
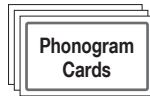


## Step 12 - Words Ending in ANCE (Part 1)

In this lesson, your student will learn to spell words that end with the suffix *ance*.

You will need: suffix tiles *ance* and *ence*, Word Bank for ANCE, Practice Sheet for Step 12, Word Cards 101-110

### Review



### New Teaching

#### Teach the First Clue for Words Ending in ANCE

Set out suffix tiles *ance* and *ence*.

ance

ence

Build the words *resistance* and *silence* with tiles.

r e s i s t **ance**

s i l **ence**

“Listen to the last part of these two words: *resistance*, *silence*. They both end in /ěnts/.”

“How do you spell /ěnts/ in the word *resistance*?” A-n-c-e.

“How do you spell /ěnts/ in the word *silence*?” E-n-c-e.

“There are a few clues to help you decide whether to use suffix *ance* or *ence*.

“Today you will learn one of the clues for spelling words that end in *ance*.”

Build the word *allow* with tiles.

a l l o w

“I want to change the word *allow* to *allowance*. I just add the suffix *ance*.”

Add the suffix tile.

a l l o w **ance**

## New Teaching

(continued)

Build the word *clear* with tiles. 

c	l	ea	r
---	---	----	---

“I want to change the word *clear* to *clearance*. I just add the suffix *ance*.”

Add the suffix tile. 

c	l	ea	r	ance
---	---	----	---	------

“This is the first clue for spelling words with suffix *ance*. If we have a whole word, and we want to add /ents/ to the end, we usually use *ance*.”

“When you start with a whole word, this method works most of the time. There are a few cases in which this doesn’t work, though. Here’s an example.”

Build the word *differ* with tiles. 

d	i	f	f	er
---	---	---	---	----

“To change *differ* to *difference*, we add suffix *ence*.”

d	i	f	f	er	ence
---	---	---	---	----	------

“If you can’t figure out whether to use *ance* or *ence*, you’ll need to use spell check or the dictionary. But the more you work with these words, the easier it will become to recognize the correct spelling.”

“Now, let’s work with some words for which we can add *ance* to a whole word.”

Take out the Practice Sheet for Step 12 and follow the instructions on both sides of the sheet.

Most of the time, if you can identify a whole word, you can add the suffix *ance*. However, this trick does not work for the following words:

<b>conference</b>	<b>dependence</b>	<b>existence</b>	<b>preference</b>
<b>correspondence</b>	<b>difference</b>	<b>insistence</b>	<b>reference</b>

These words are spelled with suffix *ence* even though they start with a whole word. The practice sheets and Word Banks will help your student develop visual memory for these words. But when in doubt, look it up!


## New Teaching

(continued)

## Introduce the Word Bank for ANCE

Have your student read through the Word Bank for ANCE to improve visual memory. There are several ways to spell the sound of /ěnts/, and we want students to become very familiar with the words in this Word Bank. This will enable the student to correctly choose between *ance* and *ence* when he needs to spell one of these words.

## Word Cards 101-110: Spell on Paper

Take out Word Cards 101-110. Have your student practice spelling these words using whichever spelling strategies he finds helpful. 

- 101. importance**
- 102. performance**
- 103. attendance**
- 104. allowance**
- 105. annoyance**
- 106. inheritance**
- 107. acceptance**
- 108. appearance**
- 109. resistance**
- 110. avoidance**

File the Word Cards behind the Review divider.

## Reinforcement

## Dictate Sentences

Dictate several sentences each day.

**The graduates understand the importance of studying.**

**The musician's performance brought the guests to their feet.**

**He used his inheritance to construct an animal hospital.**

**The appearance of the monkeys caused great confusion.**

**I spent my whole allowance at the rodeo.**

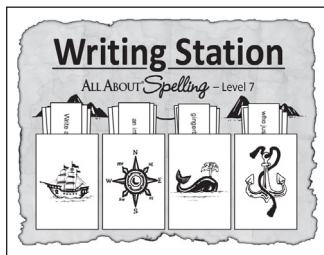
**The invasion of snails in the rose garden is a real annoyance!**

**Keith's acceptance address was met with an explosion of giggles.**

**Her avoidance of the problem is driving me mad!**

**We were surprised by the bear's resistance to the bathtub.**

**There were at least a dozen clowns in attendance.**



## Writing Station

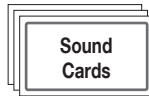
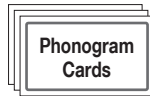
Have your student use the Writing Station to generate an interesting writing prompt. Your student should write at least one paragraph and use at least one of the new spelling words.

## Step 13 - Words Ending in ANCE (Part 2)

In this lesson, your student will learn to spell more words that end with the suffix *ance*.

You will need: suffix tiles *ance* and *ence*, Word Bank for ANCE, Practice Sheet for Step 13, Word Cards 111-120

### Review



### New Teaching

#### Teach the Second Clue for Words Ending in ANCE

Build the word *perform*, with the suffix tiles *ance* and *ence* off to the side.



“Choose the correct suffix tile to change the word *perform* to *performance*.”  
*Student adds the suffix tile* *ance*.

“Good! When we have a whole word, most of the time we use suffix *ance*.”

“Here’s another situation where we use suffix *ance*.”

Build the word *radiate* with tiles.

“I want to change *radiate* to *radiance*. I notice that there is an a in the last syllable of the word, so I choose the *ance* suffix, which also contains an a.”



Build the word *instant* with tiles.

“Now I want to change *instant* to *instance*. Again, I notice that there is an a in the last syllable of the word, so I choose the *ance* suffix.”



## New Teaching

(continued)

“This is the second clue for spelling words with suffix *ance*. If we want to add /ənts/ to the end of a word, and that word has an a in the last syllable, we choose suffix *ance*.”

“Let’s practice using that clue for adding *ance*.”


Take out the Practice Sheet for Step 13 and follow the instructions.

### Read the Word Bank for ANCE

“You’ve learned two clues that help you choose when to add suffix *ance* instead of *ence*, but some words don’t follow either of these two patterns. Sometimes, there just isn’t a good way to figure out whether a word ends in *ance* or *ence*. For those words, you either need to look them up in a dictionary, or you need to develop a visual memory of what the words should look like.”

Have your student read through the Word Bank for ANCE.

### Word Cards 111-120: Spell on Paper

Take out Word Cards 111-120. Have your student practice spelling these words using whichever spelling strategies he finds helpful. 

**111. distance**

**112. fragrance**

**113. reluctance**

**114. tolerance**

**115. significance**

**116. insurance**

**117. resemblance**

**118. guidance**

**119. ambulance**

**120. entrance**

File the Word Cards behind the Review divider.

## Reinforcement

## Dictate Sentences

Dictate several sentences each day.

**I have a very low tolerance for bad grammar.**

**You have an incredible resemblance to my cousin Chris.**

**The entrance to the thief's cave was covered by thorns.**

**We called the ambulance when Mr. Pile fell off his horse.**

**The fragrance of cherry pies led us right to the kitchen.**

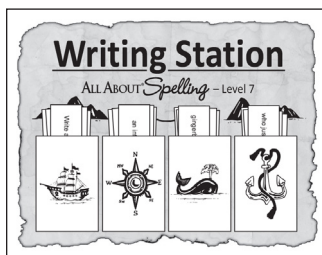
**I would not ask for guidance from that guy!**

**Those tourists had to travel a great distance to reach the sea.**

**Does the color of your eyes have any real significance?**

**Our insurance doesn't cover damage by bears.**

**The spy's reluctance to speak made us fear the worst.**



## Writing Station

Have your student use the Writing Station to generate an interesting writing prompt. Your student should write at least one paragraph and use at least one of the new spelling words.

## Additional Words

Some words that end in suffix *ance* go through internal changes before adding the *ance*. Here are a few examples:

**abound → abundance**

**admit → admittance**

**endure → endurance**

**enter → entrance**

**guide → guidance**

**hinder → hindrance**

**ignore → ignorance**

**insure → insurance**

**maintain → maintenance**

**observe → observance**

**persevere → perseverance**

**remember → remembrance**

**resemble → resemblance**

**rid → riddance**

**sustain → sustenance**

## Step 17 - Latin Roots 1

In this lesson, your student will learn to spell words with the Latin roots *port*, *tract*, *struct*, and *spect*.

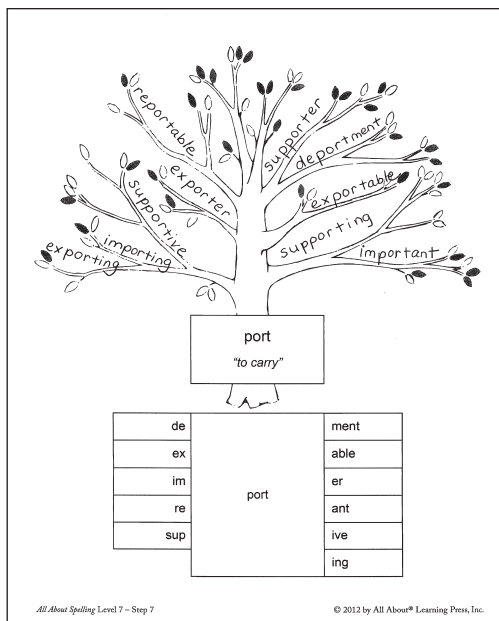
You will need: prefix tiles, suffix tiles, Latin root tiles for *port*, *tract*, *struct*, and *spect*, Word Trees 1-4, Word Cards 151-160

### Before You Begin

### Introducing Word Trees

In the next three Steps, we will cover Latin roots. Just as we previously learned groups of words that shared a phonogram, we will now learn groups of words that share a Latin root.

Word Trees will be used as an interesting and memorable hands-on activity. Here is a completed Word Tree.



**Under each Word Tree is a chart.** The chart is like a “cheat sheet” for your student, designed to generate words that include the Latin root. Prefixes, roots, and suffixes can be combined in multiple ways. If it is helpful to your student, you can cut apart the word parts so they can be manipulated.



## Before You Begin

(continued)

**After your student thinks of a word containing the Latin root, he will write the word on one of the tree branches.**

Your student may think of words that can't be formed using the given prefixes and suffixes. If so, that's great! The prefixes and suffixes are provided to act as clues, but should not limit your student.

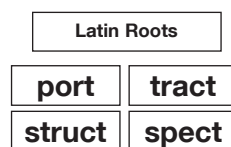
- Each Step will include four Word Trees. After all four Word Trees have been built, your student will be responsible for spelling ten words derived from those Word Trees.
- While students don't have to memorize the meaning of the root word or be able to recite it back, they should become familiar with it. Doing so will enable them to recognize the root in other words, and spelling will become easier.
- It's important to keep in mind that we can't take the meanings of the Latin root words too literally. In many cases, the meaning of the root is just a clue to the meaning of the word, so keep an open mind.

For example, the word *introspection* comes from the prefix *intro* (meaning *inward*) and the root *spect* (meaning *to look*). We can't literally translate the word to *inward look*, but we can get the gist of the real meaning, which is *an examination of thoughts and feelings*.

- Take as much time as you need on a Step. Some students can complete all four Word Trees in a single session, while others will need a week or more.

## Add Latin Root Tiles to the Magnet Board

In Steps 17-19, you'll be using the Latin root tiles. For easy access, place them in your letter tile setup under the "Latin Roots" label.



## Review



## Word Bank for ENCE

## New Teaching

### Build a Word Tree with the Latin Root *Port*

“English comes from many different languages, including Latin, Greek, French, Spanish, and Italian, just to name a few.”

“You already know how to spell lots of words that come from Latin.”  
Build the word *exported*, using the prefix, suffix, and Latin root tiles.



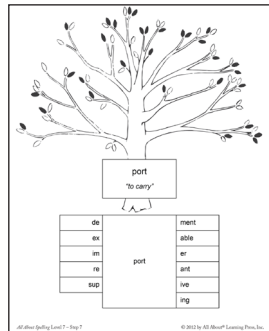
“When we remove the prefix and suffix, we are left with the root *port*.”



Turn the tile over to reveal the meaning. “*Port* means *to carry*. If we *export* something, we send it out of the country. A truck or train or plane *carries* it out of the country.”

“We can use this same root to build many other words.”

Take out the Word Tree for *port*.



“Let see how many words we can create with *port*. When you create a word, add it to one of the tree branches.”

Guide your student in using the prefixes and suffixes under the Word Tree to create at least ten words. Discuss the meanings of the words, if necessary. Then have your student write the words on the branches of the Word Tree.

## New Teaching

(continued)

### Words containing the root *port* include:

airport	import	passport	support
carport	importable	portable	supportable
deport	important	portal	supported
deportation	importance	porthole	supporter
department	importer	report	supportive
export	insupportable	reportable	transport
exportable	opportune	reporter	transportation
exporter	opportunity	reporting	unimportant

## Build a Word Tree with the Latin Root *Tract*

Build the word *distracts*.

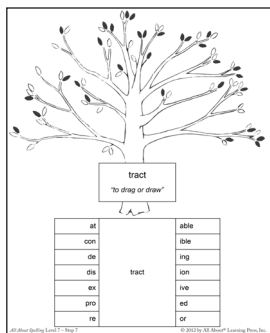


“Remove the prefix and suffix and see what root word we are left with.”  
*Tract.*

“*Tract* means *to pull*. If something *distracts* you, it *pulls* your attention away.”

“We can use this same root to build many other words.”

Guide your student in completing the Word Tree for *tract*, discussing the meanings of the words as necessary.



### Words containing the root *tract* include:

abstract	attractiveness	distractible	retract
attract	contract	extract	retraction
attractable	contracted	extraction	subtract
attractor	contraction	intractible	subtraction
attracting	contractor	protract	tractable
attraction	detract	protracted	traction
attractive	detractor	protractor	tractor
attractively	distract		

## New Teaching

(continued)

## Build a Word Tree with the Latin Root *Struct*

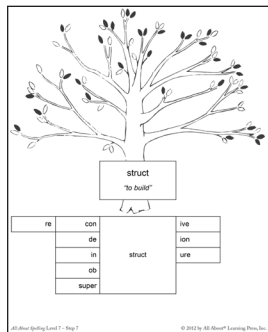
Build the word *instructing*. in struct ing

“Remove the prefix and suffix and see what root word we are left with.”  
*Struct.*

“*Struct* means *to build*. When someone *instructs* you, he *builds* your knowledge.”

“We can use this same root to build many other words.”

Guide your student in completing the Word Tree for *struct*, discussing the meanings of the words as necessary.



### Words containing the root *struct* include:

construct	indestructible	instructor	reconstructive
constructive	infrastructure	obstruct	structure
destruct	instruct	obstruction	structural
destruction	instruction	reconstruct	superstructure
destructive	instructional	reconstruction	

## New Teaching

(continued)

## Build a Word Tree with the Latin Root *Spect*

Build the word *inspector*.

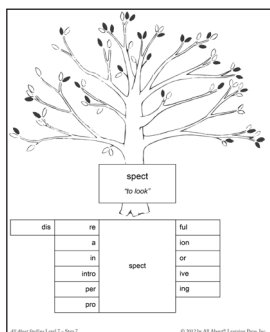
in spect or

“Remove the prefix and suffix and see what root word we are left with.”  
*Spect.*

“*Spect* means *to look*. An *inspector* is someone who *looks* at things.”

“We can use this same root to build many other words.”

Guide your student in completing the Word Tree for *spect*, discussing the meanings of the words as necessary.



### Words containing the root *spect* include:

aspect	introspection	respectfully	spectacular
circumspect	introspective	respectfulness	spectator
disrespect	perspective	respecting	spectrum
disrespectful	prospect	respective	speculate
disrespectfulness	prospective	retrospective	speculation
inspect	prospector	specimen	speculator
inspection	respect	spectacle	suspect
inspector	respectful		

## New Teaching

(continued)

## Word Cards 151-160: Spell on Paper

Dictate the words and have your student spell them on paper.



- 151. important**
- 152. supportive**
- 153. reporter**
- 154. distraction**
- 155. contractor**
- 156. attractive**
- 157. instruction**
- 158. destructive**
- 159. respectfully**
- 160. inspector**

File the Word Cards behind the Review divider.

## Reinforcement

### Dictate Sentences

Dictate several sentences each day.

**The destructive prince broke all the windows in the castle.**

**Frank's relatives are supportive of his dream to write novels.**

**Did the inspector find any more clues in the woods?**

**The forgetful contractor left the chimney on the lawn.**

**We respectfully asked her to take off her huge hat at the opera.**

**Those gnus in the living room are a real distraction!**

**That purple dress I bought is not very attractive.**

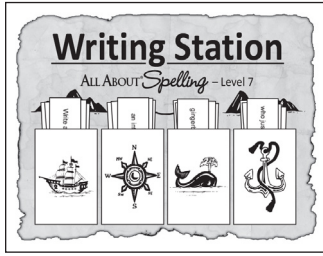
**Jane is studying to become a weather reporter.**

**This instruction sheet shows you how to build a bridge.**

**These turtles are very important to me.**

## Reinforcement

(continued)



## Writing Station

Have your student use the Writing Station to generate an interesting writing prompt. Your student should write at least one paragraph and use at least one of the new spelling words.

## Step 21 - Greek Word Parts 1

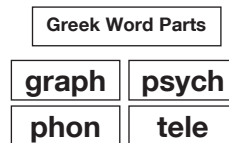
In this lesson, your student will learn to spell words with the Greek word parts *phon, photo, tele, graph, bio, and micro*.

You will need: Greek word part tiles for *phon, photo, tele, graph, bio, and micro*,  
Word Cards 191-195

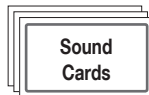
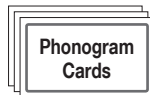
### Before You Begin

### Add Greek Word Part Tiles to the Magnet Board

In Steps 21-23, you'll be using the Greek word part tiles. For easy access, place them in your letter tile setup under the "Greek Word Parts" label.



### Review



### Word Bank for ENCE

### New Teaching

### Introduce Six Greek Word Parts

Set out the six Greek word part tiles for today's lesson.



"We've been studying Latin roots, and now we are going to switch to Greek word parts."

"Here are six Greek word parts: *phon, photo, tele, graph, bio, and micro*."

Point to *graph*. **graph**

"Some Greek word parts are words all on their own, such as *graph*."

Add an e to *phon*. **phon e**

"Other times, we can add an e to form an English word, as in *phone*."



## New Teaching

(continued)

Build the word *telephone*.

tele

phon

e

“Often, we combine Greek word parts to form longer words, as in *telephone*.”

“Each word part has a meaning. *Tele* means *far off*, and *phon* means *sound*. So literally, *telephone* means *far off sound*.”

“*Phon* can either be the first part of the word or the last part of the word. In *telephone*, it is the last part of the word. But in the word *phonograph*...”

Build the word *phonograph*.

phon

o

graph

“...*phon* is the first part of the word. Some Greek word parts are only used in the first or last position, while others can be used in either position.”

Point to the letter o.

“The letter o is often used as a connector between two word parts.”

## Discuss Meanings of Greek Word Parts

“Each Greek word part has a meaning.”

Flip over *bio* and *graph*.

bio

graph



“life”



“write” or “record”

“*Bio* means *life*, and *graph* means *write* or *record*.”

Build the word *biography*.

bio

graph

y

“So literally, *biography* means *life writing* or *life record*. The common definition of *biography* is a written history of a person’s life. The meanings of the Greek word parts give us clues, but keep an open mind, because the translations aren’t always literal.”

Have your student read the meaning on the back of each word part.

## New Teaching

(continued)

## Build Words from Greek Word Parts

“Let’s build some more words from these Greek word parts.” Guide your student in building some of the following words.

<b>biography</b>	<b>phonograph</b>	<b>photography</b>	<b>telephone</b>
<b>microphone</b>	<b>photograph</b>	<b>telegraph</b>	<b>telephoto</b>

In the next lesson, your student will learn additional letter-sound correspondences that are commonly used in Greek words.

## Discuss Phonogram PH

Point to the six word parts.

“Three of these word parts have the sound of /f/. Which ones are they?” *Graph, phon, and photo.*

“How is the /f/ sound spelled in these words?” *Ph.*

“This is a common way to spell /f/ in Greek words. When you see ph in a word, that’s a clue that it is probably from Greek origins.”

## Dictate Greek Word Parts

Gather the Greek word part tiles so they are out of your student’s view.

“I will dictate a Greek word part, and you will spell it.”

Dictate all the word parts except for *bio*. If your student misspells one, show him the tile and have him retry.

**phon** as in *phonograph*

**photo** as in *photograph*

**tele** as in *telegraph*

**graph** as in *photograph*

**micro** as in *microphone*

Show your student the word part tile for *bio*.

**bio**

“When we read this word part by itself, we say /bī-ō/. But when it is part of a word, it is usually read /bī-ah/ as in *biology*. Spell *bio*.” *Student writes bio.*

## New Teaching

(continued)

## Word Cards 191-195: Spell on Paper

Dictate the words and have your student spell them on paper.



- 191. biography**
- 192. telegraph**
- 193. photography**
- 194. microphone**
- 195. telephoto**

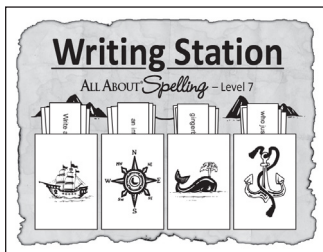
File the Word Cards behind the Review divider.

## Reinforcement

### Dictate Sentences

Dictate several sentences each day.

- You will need a telephoto lens to get a good picture of that bird.**
- I can't decide if I like painting or photography better.**
- The first electrical telegraph was a great invention.**
- The weird scent in the air made the sheep nervous.**
- Amy has an important question to ask the electrician.**
- She saw the ants march up the column and into the house.**
- We hung the microphone by a wire from the ceiling.**
- Mrs. Grant will teach us the French language.**
- Did you read this biography of the famous inventor?**
- The explosion sent pickles flying in all directions.**



### Writing Station

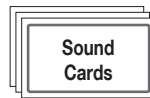
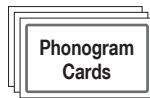
Have your student use the Writing Station to generate an interesting writing prompt. Your student should write at least one paragraph and use at least one of the new spelling words.

## Step 26 - French Loan Words Ending in GUE and QUE

In this lesson, your student will learn to spell French words that end in gue and que.

You will need: Word Cards 236-245

### Review



### New Teaching

#### Teach Words Ending in GUE

Build the word *fatigue* with letter tiles.

f a t i g u e



Point to the g. “What sound does the letter g make in *fatigue*?” /g/.

“Right. Many words of French origin end in g-u-e, but we only pronounce the g. The u and the e are silent.”

Take out Word Cards 236-241. “Each of these French words ends in g-u-e pronounced /g/.”

Read the Word Cards with your student.

Have your student practice spelling these words using whichever spelling strategies he finds helpful.

## New Teaching

(continued)

## Teach Words Ending in QUE

Build the word *unique* with letter tiles.



Point to the q. “What sound does the letter q make in *unique*?” /k/.

“In words of French origin, q-u-e is pronounced /k/.”

Take out Word Cards 242-245 and read them with your student. “Each of these French words ends in q-u-e pronounced /k/.”

Have your student practice spelling these words using whichever spelling strategies he finds helpful.

## Word Cards 236-245: Spell on Paper

Dictate the words and have your student spell them on paper.



**236. fatigue**

**237. dialogue**

**238. intrigue**

**239. vague**

**240. colleague**

**241. league**

**242. technique**

**243. unique**

**244. critique**

**245. antique**

File the Word Cards behind the Review divider.

## Reinforcement

## Dictate Sentences

Dictate several sentences each day.

**Tom was vague about why he hid the scissors and glue.**

**Ten cups of coffee were not enough to fight the queen's fatigue.**

**We bought these antique lamps for pennies at the yard sale!**

**My colleague is knowledgeable about marine biology.**

**I brought you this unique telephone to add to your collection.**

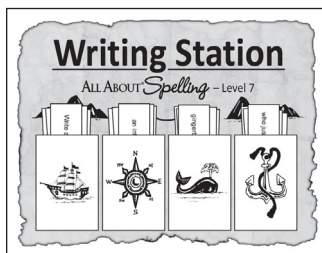
**Amy is having trouble with the dialogue in her novel.**

**The detective lives a life of adventure and intrigue.**

**What are the advantages of this painting technique?**

**The teacher's critique of my story was very helpful.**

**A photo of our Little League team was in a magazine!**



## Writing Station

Have your student use the Writing Station to generate an interesting writing prompt. Your student should write at least one paragraph and use at least one of the new spelling words.

## Additional Words

The following words also contain the French ending g-u-e:

**epilogue**

**monologue**

**synagogue**

**league**

**prologue**

**vogue**

**meringue**

Words of non-French origin include:

**plague**

**rogue**

The following words also contain the French ending q-u-e:

**baroque**

**opaque**

**pique**

**boutique**

**physique**

**plaque**

**grotesque**

**picturesque**

## APPENDIX C

### Scope and Sequence of Level 7

Your Student Will:	Step
Review concepts taught in previous levels	1
Spell words with /s/ spelled <u>sc</u>	2
Spell words with /zh/ spelled <u>si</u>	3
Spell words with /cŭm/ spelled <u>com</u>	4
Spell words with /zh/ spelled <u>s</u>	5
Spell words with /djoō/ spelled <u>du</u>	6
Spell words with /y/ spelled <u>i</u> and /m/ spelled <u>mn</u>	7
Learn when to drop Silent E before adding a consonant suffix	8
Learn when to keep Silent E before adding a vowel suffix	9
Spell words with /sh/ spelled <u>ci</u>	10
Spell words with the <u>e</u> -consonant- <u>e</u> pattern	11
Learn the first clue for spelling words that end with the suffix <i>ance</i>	12
Learn the second clue for spelling words that end with the suffix <i>ance</i>	13
Spell words that end with suffix <i>ence</i>	14
Spell words ending in <i>ize</i>	15
Spell words with /sh/ spelled <u>si</u> or <u>ssi</u>	16
Spell words containing Latin roots <u>port</u> , <u>tract</u> , <u>struct</u> , and <u>spect</u>	17
Spell words containing Latin roots <u>form</u> , <u>scrib</u> , <u>rupt</u> , and <u>duct</u>	18
Spell words containing Latin roots <u>ject</u> , <u>script</u> , <u>dict</u> , and <u>act</u>	19
Spell plural Latin words	20
Spell words containing Greek word parts <u>phon</u> , <u>photo</u> , <u>tele</u> , <u>graph</u> , <u>bio</u> , and <u>micro</u>	21
Spell words containing Greek word parts <u>meter</u> , <u>therm</u> , <u>logy</u> , <u>psych</u> , <u>hydro</u> , and <u>scope</u>	22
Spell words containing Greek word parts <u>biblio</u> , <u>spher</u> , <u>phobia</u> , <u>techn</u> , <u>geo</u> , and <u>auto</u>	23
Spell French words ending in <u>ine</u> and containing a silent <u>h</u>	24
Spell French words ending in <u>age</u> and silent <u>t</u>	25
Spell French words ending in <u>gue</u> and <u>que</u>	26
Spell words with French <u>ch</u> and silent <u>s</u>	27
Spell Spanish loan words	28
Spell Italian loan words	29
Learn a strategy for learning new spelling words in the future	30