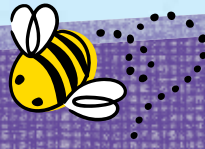


Zaner-Bloser



# SPELLING CONNECTIONS

A Word Study Approach



**PROGRAM  
OVERVIEW**

GRADES 1-6

ZB Zaner-Bloser

# WHAT IF...

every day was an opportunity for students to gain essential knowledge to develop their writing, reading, spelling, and vocabulary abilities?

With ***Spelling Connections: A Word Study Approach***, it can be!



## Start Fresh.

Each week your students embark on their word study journey with a chance to show what they know—and grow from there. Individual assessments gauge familiarity with a particular word pattern and measure existing knowledge. Rather than get slotted into a particular level or static track, ***Spelling Connections: A Word Study Approach*** meets students where they are and provides multiple opportunities to move forward.

Students enrich their word study experience by exploring their knowledge in different ways each day. Cross-discipline work prompts students to apply their new knowledge across a rich selection of content areas.

## Finish Strong.

Students complete the unit by demonstrating their depth of pattern mastery. Their knowledge of spelling concepts compounds over time—extending application across units and eventually grades.

Read on to discover how you can encourage your students to start fresh and finish strong each week with ***Spelling Connections: A Word Study Approach!***

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## Meet the Author

***Spelling Connections*** author Dr. J. Richard Gentry is a nationally acclaimed expert in the field of literacy with a particular focus in the areas of spelling, beginning reading, and dyslexia. With more than 30 years of research and classroom work, he has authored several professional books, including *BrainWords* (Stenhouse © 2019). Dr. Gentry is passionate about the importance of spelling for students' overall literacy development, specifically in the areas of writing and reading success.



# PROVEN PEDAGOGY

**Spelling Connections: A Word Study Approach** instruction—clear, skills-focused, and to-the-point—invites students to participate in manageable lessons that use identifiable patterns and rules to understand the “why” behind spelling constructs.

## Clearly Identified Patterns

**Spelling Connections** teaches students common spelling patterns—the letter and sound combinations they need to know as they learn new words. As students learn how to recognize and anticipate syllable patterns, they can use them to “self-explain” how to apply these learned rules to words at their current grade level as well as to increasingly complex words.

### About the SPELLING PATTERNS

In this unit, students will study words with **soft g** (/j/ sound) and **soft c** (/s/ sound). **Soft g** can be spelled **j** as in **job** or **g** followed by **e** or **y** (**age, gym**). **Soft c** can be spelled **s** (**sit, tense**) or **c** followed by **e, i, or y** (**ice, city, cycle**).

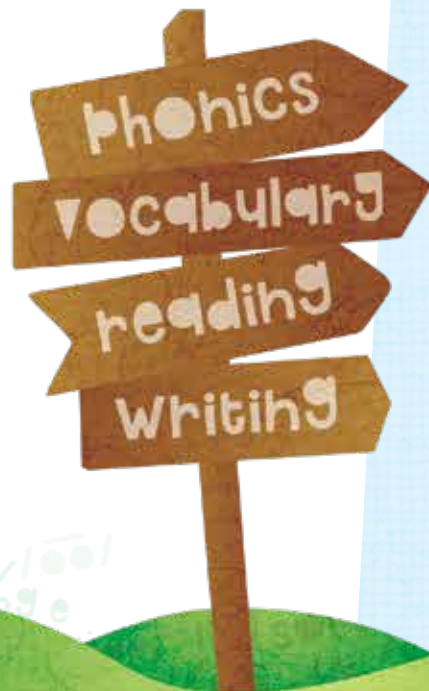


## Right Words, Right Time

Carefully curated word lists are one of the pedagogical highlights that set **Spelling Connections** apart. Words are organized according to principles set forth by **linguistic, cognitive,** and **developmental research** and are introduced at developmentally appropriate times.

### Unit 14 Spelling Words

◆ On Level	● Emerging	■ Challenge
1. change	1. change	1. pounce
2. fence	2. spice	2. fence
3. space	3. race	3. space
4. age	4. age	4. plunge
5. center	5. orange	5. center
6. large	6. large	6. nudge
7. since	7. since	7. cider
8. price	8. nice	8. price
9. page	9. ice	9. page
10. ice	10. dance	10. cedar
11. dance	11. place	11. piece
12. pencil	12. city	12. pencil
13. slice		13. slice
14. place		14. engine
15. city		15. cellar
		16. bridge



## Flexible Instruction

Each **Spelling Connections** unit includes approximately 15 minutes of instruction per day supplemented with student-directed work that can be completed throughout the day. Teachers can choose to follow a 3- or 5-Day Plan according to individual preference and classroom constraints.

## 3-Day Plan

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

## A Word Study Approach

Backed by years of extensive ongoing research, **Spelling Connections** takes a broader view of spelling as it relates to overall literacy improvement and success. This word study approach provides a structured, systematic look at spelling patterns that teaches spelling in the context of

- expanding vocabulary.
- enhancing comprehension.
- improving writing.

Rather than taught as independent items, phonological awareness, phonics, sight word recognition, morphology, and vocabulary building are introduced as interdependent skills in each unit! Students learn how to consider words from all angles.

## What is WORD STUDY?

Word study is an **active exploration, examination,** and **engagement with words.**

Through **encoding and decoding,** students learn how to **recognize and predict patterns.**

This foundational knowledge allows them to **increase automaticity** and **fluency** as well as develop language over time.

# MEANINGFUL PRACTICE

**Spelling Connections: A Word Study Approach** for grades 1–6 speaks to all learners with a print and digital approach featuring a variety of activities and opportunities to reinforce learning around word knowledge.

## Start Fresh

Every week begins with an opportunity for students to embark on a word study journey! Rather than give the whole class the same words to memorize for the week, **Spelling Connections** offers three levels of word lists (**On Level**, **Emerging**, **Challenge**).

◆ On Level	● Emerging	■ Challenge
1. change	1. change	1. pounce
2. fence	2. spice	2. fence
3. space	3. race	3. space
4. age	4. age	4. plunge

- Lists are assigned based on pretest performance, administered in print or online.
- Students work with **On Level** words in the print Student Edition but get additional **Challenge** and **Emerging** support online and through practice exercises.
- Differentiated word sort activities—available for hands-on and online work—reinforce and extend pattern understanding throughout the week.

### Differentiate

Have students play any of the Unit 14 online games to practice for the unit posttest. The games are differentiated by level (emerging, on level, and challenge).

### Differentiate

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

## Engage Daily

Travel to Greece to meet the mysterious mathematician Euclid. Proofread a recipe for a toasted cheese sandwich. Complete a hands-on Buddy Sort with a classmate...and that's just a week with long e!

## WORD STUDY

Have partners use the Unit 9 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.

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## Connect to WRITING

### Informational Text: Proofread a Recipe

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

- ingredients:** bread, sweat butter, tomato, 1 slice cheeze
1. Have an adult slice the tomato and toast the bread. Be careful of the heel. Put tomato on a slice of buttered toast.
  2. add reel cheese, salt, and pepper.
  3. Put the second slice of buttered toast on top.
- Now enjoy your dream treat in peace. Don't leave the sandwich.

#### Proofreading Marks

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

Unit 9

## Apply to CONTENT Areas

### Informational Text: Math

Read the text. It has lots of words with long e spelled ee or ea. Then answer the questions below the text.

A Greek writer named Euclid is often called the "Father of Geometry." We should know a lot about this man. He wrote some of the most useful math books of all time. We don't know much about his life, though. We know he lived around 300 B.C. At some point, he decided to leave Greece. He went south and east to Egypt. There, he was a math teacher. Those are almost all the facts we have about him.

We do not need to know about Euclid's life to understand what his ideas mean. Euclid wrote about lines, shapes, angles, and other important math concepts. One of his books was so popular that it was studied for more than 2,000 years. Abraham Lincoln said it helped him reason and prove ideas. Did Euclid ever imagine that his books would be so famous? We will never know.

Unit 9



### Spelling Connections: A Word Study Approach

is packed with rich opportunities to extend word study work across phonics (grades 1–3), vocabulary (4–6), reading, and writing.

- Working in different contexts teaches students how to choose the appropriate words to communicate effectively and feel confident when speaking and writing!
- Students learn words have value, meaning, and relevance.

See an annotated print unit lesson (page 8 of this brochure) for a walk-through of instruction.



## Finish Strong

The week ends with differentiated posttests followed by additional opportunities for students to show what they've learned.

- Teachers can use the Posttest Routine and posttest sentences in the Teacher's Edition or have students take the posttest online at **MyZBPortal.com**.
- "Extend Word Study" and "Apply to Content Areas" provide more work with on-level words.

The variety of activities and opportunities to reinforce learning—and topics for study—speak to different types of learners and interests. Students come to realize that words have value, meaning, and relevance for them as budding communicators. It's not just spelling for spelling's sake!

**Unit 14** Extend **WORD STUDY**

**Complex Consonants: Soft g, Soft c**

nice	large	fence	slice	cider
orange	since	space	bridge	nudge
race	ice	center	cellar	plunge
spice	dance	price	engine	pounce
change	place	page	piece	
age	city	pencil	cedar	

**Base Words and Endings**  
Write each spelling word below. Then drop the final e and add -ing to write a new word.

page	1. <u>page</u>	2. <u>paging</u>
slice	3. <u>slice</u>	4. <u>slicing</u>
ice	5. <u>ice</u>	6. <u>icing</u>
price	7. <u>price</u>	8. <u>pricing</u>

**Plurals**  
Write each spelling word. Then, if the word ends with a consonant or e, add s to write the plural. If the word ends with y, change y to i and add es to write the plural.

pencil	9. <u>pencil</u>	10. <u>pencils</u>
city	11. <u>city</u>	12. <u>cities</u>
fence	13. <u>fence</u>	14. <u>fences</u>

### POSTTEST SENTENCES

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

#### On Level

1. What is the **age** of your dog?
2. Can you **change** the shape of the balloon?
3. The church was just outside the **city**.
4. Do you like to **dance**?
5. We will slide on the smooth **ice**.
6. That bed is too small for the **large** dog.
7. Please **place** the book on the desk.

8. We have not had rain **since** last week.
9. A chair stood in the **center** of the room.
10. The dog might jump over the **fence**.
11. We had to tape the last **page** of the book.
12. Will you use a **pencil** to write the note?
13. The **price** of food has gone up.
14. Would you like a **slice** of this orange?
15. We did not find a parking **space**.

#### Emerging

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

1. My aunt is very **nice**.
2. An **orange** contains vitamin C, which is good for you.
3. There was a surprise winner of the **race**.
4. Add **spice** to the food for a different flavor.

#### Challenge

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

1. We need a new **bridge** in our city.
2. Our new house will have a **cellar**.
3. That train **engine** pulled fifteen cars.
4. May I have a **piece** of pie?
5. The box was made of **cedar**.
6. I like to drink apple **cider** in the fall.
7. Did you **nudge** me at the play?
8. We watched her **plunge** into the lake.
9. Watch the cat **pounce** on those bugs.

## Explore Deeply

**MyZBPortal.com** provides a student-driven, online learning experience to reinforce concepts introduced in the print Student Edition.

- Spelling quests are motivating to-do lists that encourage students to return to the portal regularly and consist of instructional videos, activities, scored games, and more.
- Colorful, customizable avatars accompany students on their online spelling quests. Students earn stickers to customize their characters as they progress through lessons.
- Progress is communicated both to the student in real time and sent to the teacher for tracking.
- **MyZBPortal.com** access is web-based so students can hop online at school, at home, or on the go.

Together the print and digital materials provide a holistic learning experience to engage students and support teachers!

See page 16 for a list of print and digital components.

# ELEMENTS OF INSTRUCTION

## Print Teacher Edition Walk-through

Explore a Unit from the grade 3 print Teacher Edition. Brochure annotations call out key elements of instruction for your convenience.

Experience *Spelling Connections: A Word Study Approach* MyZBPortal.com components! Request an online trial at [go.zaner-bloser.com/spellingtrial](http://go.zaner-bloser.com/spellingtrial)

### Unit 14

#### Complex Consonants: Soft g, Soft c

#### Materials

- Student Edition, pp. 76–81
- For Differentiated Practice and EL Support go to MyZBPortal.com for:
  - Teacher Resource Book, pp. 121–130
  - Spelling Support for English Learners, pp. 39–41
  - Unit 14 Online Games & Activities
  - Unit 14 Online Word Sort Activity or Word Sort Cards

#### WORD STUDY

In this unit, students will explore the sounds, structure, and meaning of words with **soft g** and **soft c** 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.

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## INTRODUCTION

### About the ► SPELLING PATTERNS

In this unit, students will study words with **soft g** (/j/ sound) and **soft c** (/s/ sound). **Soft g** can be spelled **j** as in **job** or **g** followed by **e** or **y** (**age, gym**). **Soft c** can be spelled **s** (**sit, tense**) or **c** followed by **e, i, or y** (**ice, city, cycle**).

Pattern(s) for the unit are clearly defined upfront.

Choose to assign pretests online or in print. Performance determines students' word lists for the week.

### 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. We like to watch the sky **change** colors as the sun goes down.
2. I wrote my name, address, and **age** on the library card.
3. The doll was too **large** to fit into the box.
4. They had not seen their uncle **since** last year.
5. They went skating on smooth **ice**.
6. Ashanta wants to learn to **dance**.
7. Put the toys back in the right **place**.
8. Eva lives in a big **city**.
9. Tom painted the **fence** white.
10. The rocket took off into **space**.
11. Put a mark in the **center** of the circle.
12. The tag showed the **price** of the toy.
13. The best part of the story is on the last **page**.
14. Make sure you have paper and a **pencil**.
15. Please put a **slice** of bread into the toaster.

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

Online tests automatically assign differentiated lists. Teachers evaluate print tests and assign based on performance.

### 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 80–81 in this book) or have students take the posttest online at **MyZBPortal.com**.

#### Unit 14 Spelling Words

◆ On Level	● Emerging	■ Challenge
1. change	1. change	1. pounce
2. fence	2. spice	2. fence
3. space	3. race	3. space
4. age	4. age	4. plunge
5. center	5. orange	5. center
6. large	6. large	6. nudge
7. since	7. since	7. cider
8. price	8. nice	8. price
9. page	9. ice	9. page
10. ice	10. dance	10. cedar
11. dance	11. place	11. piece
12. pencil	12. city	12. pencil
13. slice		13. slice
14. place		14. engine
15. city		15. cellar
		16. bridge

Flexible 3- or 5-Day Plans fit any schedule.

### 6 Syllable Types

Point out that the spelling words **age, ice, place, space, price, page,** and **slice** have a long vowel sound spelled with one vowel followed by a consonant and a silent **e**. Explain that they are examples of **Vowel-Consonant-e syllables**, one of the six common syllable types in English.

**Spelling Connections** teaches the why and the how behind patterns and syllable types

Shapes correlate to lists and practice pages in the **Teacher Resource Book**.

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Online resources available at **MyZBPortal.com** support teachers and provide additional opportunities to enrich and differentiate instruction.

Identify the opportunity! Expectations for the unit are called out.

# Unit 14

## DAY 1

### Student Objectives

Read, identify spelling patterns, and write words with **soft g** and **soft c**.

### Teach

Write **change** and **fence** on the board. Then point out the **soft g** and **soft c** spelling patterns. Have students listen for the /j/ in **change** and show them that it is spelled **g**. Then have them listen for the /s/ in **fence** and show them that it is spelled **c**. Remind students that the same sounds can be spelled **j** as in **jug** or **s** as in **sit**.

## WORD STUDY

Have students sort the spelling words under your direction using the Unit 14 Online Word Sort Activity or the Word Sort Cards.

### Practice

Using page 76, 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.

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Grades 1–3 feature “Connect to Phonics” activities. “Connect to Vocabulary” (grades 4–6) topics include identifying synonyms, antonyms, and multiple-meaning words.

# Unit 14

## Focus on WORD STUDY

### Complex Consonants: Soft g, Soft c

The **soft g** sounds like /j/. The **soft g** in **age** is spelled **g** followed by **e**. The **soft c** sounds like /s/. The **soft c** can be spelled **c** followed by **e** (**ice**) or **c** followed by **i** (**city**).

### READ the spelling words and sentences.

- |            |               |   |
|------------|---------------|---|
| 1. change  | <i>change</i> | I will <b>change</b> into my old clothes.     |
| 2. fence   | <i>fence</i>  | There is a <b>fence</b> around the pool.      |
| 3. space   | <i>space</i>  | We use this <b>space</b> as a gym.            |
| 4. age     | <i>age</i>    | Letifa is now ten years of <b>age</b> .       |
| 5. center  | <i>center</i> | My desk is in the <b>center</b> of the room.  |
| 6. large   | <i>large</i>  | We ordered a <b>large</b> pizza.              |
| 7. since   | <i>since</i>  | I have been swimming <b>since</b> I was five. |
| 8. price   | <i>price</i>  | The <b>price</b> of the book is ten dollars.  |
| 9. page    | <i>page</i>   | Read to the bottom of the <b>page</b> .       |
| 10. ice    | <i>ice</i>    | The <b>ice</b> will melt when it warms up.    |
| 11. dance  | <i>dance</i>  | Mom and Dad <b>dance</b> at the party.        |
| 12. pencil | <i>pencil</i> | This <b>pencil</b> has no eraser.             |
| 13. slice  | <i>slice</i>  | Please cut a <b>slice</b> of bread for me.    |
| 14. place  | <i>place</i>  | This is a nice <b>place</b> to visit.         |
| 15. city   | <i>city</i>   | We take the bus into the <b>city</b> .        |



Digital Tutor activities provide yet another opportunity to engage digital learners.

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

- Write the words that have
- 1–4. the /j/ sound spelled with **soft g** + **e**.
  - 5–13. the /s/ sound spelled with **soft c** + **e**.
  - 14–15. the /s/ sound spelled with **soft c** + **i**.



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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.

Reach all students with point-of-use suggestions and support.

Students answer within the context of each question for increased engagement.

# Unit 14

## DAY 2

### Student Objectives

- Identify complex consonants **soft g** and **soft c** and the sounds that precede them.
- Use a dictionary to divide spelling words into syllables.

### Teach

Write on the board and say the following words: **jug**, **age**, **jet**, **page**. Have students circle the letters that spell **soft g**, /j/. Help students discover that /j/ can be spelled **j** (**jug**, **jet**) or **g** (**age**, **page**). Repeat the activity for **soft c**, /s/: **sit**, **ice**, **sun**, **center**. Remind students that **c** can spell /s/.

Point out that the **VCe** and **CVCe** patterns spell the long vowel sound in words with **soft g** and **soft c**; for example, **price**.

When another consonant precedes the **soft c** sound, such as **n** in **prince**, the vowel is short.

### Practice

Have students complete page 77.

## WORD STUDY

Have partners use the Unit 14 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.

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Dictionary or thesaurus prompts appear in each unit.

Real instruction! Teach sustainable skills with patterns and rules—not just lists.

Practice Masters feature four activity types: sentences with rhymes, word and picture cards, riddles, and cloze sentences with limited word choice.

## Connect to PHONICS

### Identify Vowel Sounds

Write the one-syllable spelling words that have **n** followed by /s/ spelled with **soft c**. If the word has a short vowel sound, circle the word.

1. fence
2. since
3. dance

Write the other one-syllable spelling words that have /s/ spelled with **soft c**. If the word has a short vowel sound, circle the word.

4. space
5. price
6. ice
7. slice
8. place

### Use Rhyme

Write the spelling words that rhyme with each word below.

- cage
9. age
  10. page
- barge
11. large
- range
12. change

### Dictionary Check

You can use a dictionary to find out how to divide a word into syllables. Look for the following words in a dictionary. Write each word, and use a slash mark to show where to divide the word.

13. cen/ter
14. cit/y
15. pen/cil



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## 3-Day Plan

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

3-Day Plan tips provide guidance for adapting instruction at point-of-use.



# Unit 14

## DAY 3

### Student Objectives

Make inferences to reinforce comprehension of words with **soft g** and **soft c**.

### Teach

Explain how to complete the activities on page 78.

Reframe the clues as cloze sentences for students who need more support making inferences. For example: *This word can describe an elephant. An elephant is \_\_\_\_\_.*

Explain how to make an inference: combine what you read with what you already know to figure something out.

Point out that the first letter of each riddle answer is given. You may want to hint at the hidden meaning of the answer for item 15 by reminding students that **scent** means "smell."

### Practice

Have students complete page 78 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**.

Create context! Connect to Reading activities help students understand the meanings of words and develop important reading skills.

# Unit 14

## Connect to READING



Complex Consonants: Soft g, Soft c

change	fence	space	age	center
large	since	price	page	ice
dance	pencil	slice	place	city

### Understand Meaning

Write a spelling word that matches each clue.

- This word can describe an elephant. large
- This is where to find the planets and stars. space
- This names one piece of bread. slice
- This can mean "because." since
- This is a small part of a book. page
- This names a very large town. city
- This is in a bar code on a package for sale. price
- This word might be a waltz or a tango. dance
- This can be a noun meaning "location" or a verb meaning "put." place



### Make Inferences

Write a spelling word to answer each riddle.

- What runs all around a field but never moves? a f fence
- What goes up but never comes down? your a age
- What is the hardest thing about learning to skate? the i ice
- What makes a point but never says a word? a p pencil
- Why did the woman have her purse open? She was expecting some c change in the weather.
- Why is a nose always in the middle of a face? It's the c center

Different types of activities encourage students to interact and play with their words!

### Online Practice!

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

Reinforce the day's lesson with online quests.

Practical application! Students are introduced to proofreading marks and learn how to identify and correct errors.

## Connect to WRITING

### Correspondence: Proofread a Letter

Circle eight 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 neighbors,

We can make the playground a better plase for children! Let's chang this larje spase into a great park for the sity. Let's also fix the fens sins it fell down in May. We'll meet in the center of the playground on Sunday.

yours truly,  
Mark Jackson

### Proofreading Marks

- Make uppercase
- Make lowercase
- Add
- Delete
- Add a period
- Indent

### Dear Neighbors,

**We can make the playground a better place for children! Let's change this large space into a great park for the city. Let's also fix the fence since it fell down in May. We'll meet in the center of the playground on Sunday.**

**Yours truly,  
Mark Jackson**

## 3-Day Plan

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

# Unit 14

## DAY 4

### Student Objectives

Reinforce spelling skills by proofreading a letter containing errors in words with **soft g** and **soft c**.

### Teach

Read the directions on page 79 with students. Review proofreading marks as needed.

### Practice

Have students explain what the purpose of a letter is. (to share information or make a request of a person or group) Discuss the similarities and differences between writing and sending letters and using e-mail and social media to communicate.

Have students complete page 79 independently.

## WORD STUDY

Have students use the Unit 14 Word Sort Cards to do an **Individual** or **Speed Sort**.

### Differentiate

Have students play any of the Unit 14 online games to practice for the unit posttest. The games are differentiated by level (emerging, on level, and challenge).

Direct students to complete additional practice with their differentiated word lists at **MyZBPortal.com**.



DAY 5

Student Objectives

- Demonstrate mastery of the unit spelling words.
- Review and generalize the **soft g** and **soft c** 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.

Finish Strong! Students show how they've mastered patterns or concepts for the week.

Print or digital? Yes! Assign differentiated posttests online at **MyZBPortal.com** or print and administer for a whole-class activity.

Extend learning with extra word practice featuring all word levels.

Extend WORD STUDY

Complex Consonants: Soft g, Soft c

nice	large	fence	slice	cider
orange	since	space	bridge	nudge
race	ice	center	cellar	plunge
spice	dance	price	engine	pounce
change	place	page	piece	
age	city	pencil	cedar	

Base Words and Endings

Write each spelling word below. Then drop the final **e** and add **-ing** to write a new word.

- |       |                 |                   |
|-------|-----------------|-------------------|
| page  | 1. <u>page</u>  | 2. <u>paging</u>  |
| slice | 3. <u>slice</u> | 4. <u>slicing</u> |
| ice   | 5. <u>ice</u>   | 6. <u>icing</u>   |
| price | 7. <u>price</u> | 8. <u>pricing</u> |

Plurals

Write each spelling word. Then, if the word ends with a consonant or **e**, add **s** to write the plural. If the word ends with **y**, change **y** to **i** and add **es** to write the plural.

- |        |                  |                    |
|--------|------------------|--------------------|
| pencil | 9. <u>pencil</u> | 10. <u>pencils</u> |
| city   | 11. <u>city</u>  | 12. <u>cities</u>  |
| fence  | 13. <u>fence</u> | 14. <u>fences</u>  |

POSTTEST SENTENCES

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

On Level

1. What is the **age** of your dog?
2. Can you **change** the shape of the balloon?
3. The church was just outside the **city**.
4. Do you like to **dance**?
5. We will slide on the smooth **ice**.
6. That bed is too small for the **large** dog.
7. Please **place** the book on the desk.

8. We have not had rain **since** last week.
9. A chair stood in the **center** of the room.
10. The dog might jump over the **fence**.
11. We had to tape the last **page** of the book.
12. Will you use a **pencil** to write the note?
13. The **price** of food has gone up.
14. Would you like a **slice** of this orange?
15. We did not find a parking **space**.

Wrap up with opportunities to extend learning to discipline areas, including math, social studies, art and more!

Apply to CONTENT Areas

Informational Text: Social Studies

Read the text. It has lots of words with **soft g** or **soft c**. Then answer the questions below the text.

There is a reason to celebrate on May 5th. This day is a holiday called Cinco de Mayo (SEENG-koh da MAH-yoh). It has been popular since 1967. A group of college students started it. They wanted to honor the Battle of Puebla. This battle happened in Mexico on May 5, 1862. Mexican soldiers were fighting the French army. France wanted to rule their country. The French army was huge, but the Mexicans won the fight. They showed great courage. The day is a time to enjoy Mexican culture. People have parties. They wear special clothes. They enjoy food, dance, and music. It is fun for any age group. Everyone likes to eat good food and dance!



1. Who started Cinco de Mayo? Why? Circle any words in your answer that have the **soft g** or **soft c** sound.  
A group of students started **Cinco** de Mayo to honor the Battle of Puebla.
2. Do both children and adults like to celebrate Cinco de Mayo? Why?  
Yes; it is fun for any age group.

DAY 5

Student Objectives

- Recognize words with **soft g** and **soft c** spelling patterns in an informational text.
- Answer text-dependent comprehension questions about an informational text.

Optional Extra Practice

Tell students that the text on page 81 includes several words that have the **soft g** or **soft c** spelling patterns studied in this unit. Ask a volunteer to read the first sentence aloud and identify any words that include a **soft g** or **soft c** spelling. (**celebrate**) Point out that this is an informational text because it gives the readers facts and details about why Cinco de Mayo is celebrated.

Have students read the text and answer the comprehension questions. Remind them to circle the words with the **soft g** or **soft c** sound in their answer to the first question.

Activities combine additional pattern work with engaging content to appeal to students with varied interests.

Challenge

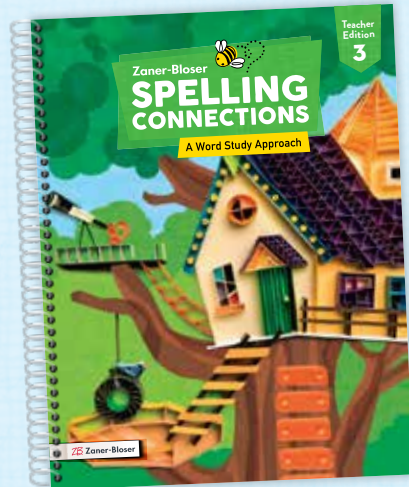
Use **On-Level** sentences 9–15 and the following nine sentences:

1. We need a new **bridge** in our city.
2. Our new house will have a **cellar**.
3. That train **engine** pulled fifteen cars.
4. May I have a **piece** of pie?
5. The box was made of **cedar**.
6. I like to drink apple **cider** in the fall.
7. Did you **nudge** me at the play?
8. We watched her **plunge** into the lake.
9. Watch the cat **pounce** on those bugs.

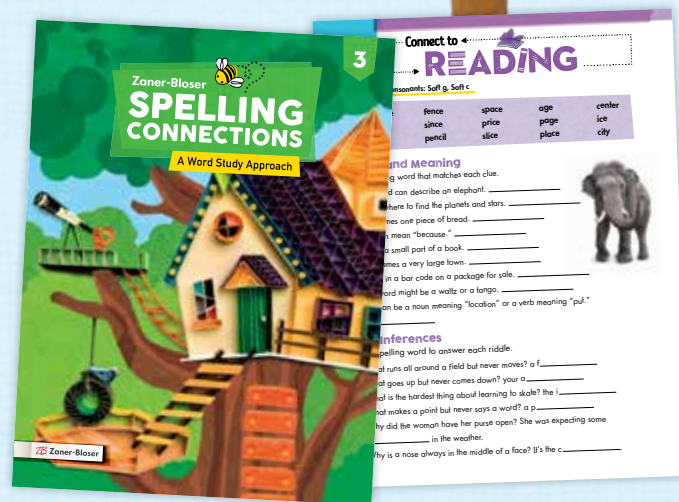
# Program Components

## Grades 1-6 Materials

**Spelling Connections: A Word Study Approach** includes both print and digital components.



Teacher Edition



Student Edition



**MyZBPortal.com** provides additional practice and remediation to reinforce concepts introduced in the print **Student Edition** instruction, plus online support and differentiated resources for teachers.

### Teacher Resources

- Teacher Edition eBook
- Spelling Support for English Learners (PDF)
- Teacher Resource Book for Differentiated Instruction (PDF)
- Game Mats (PDF)
- Flip Folders (PDF)
- Word Sort Cards (PDF)

### Student Spelling Quests

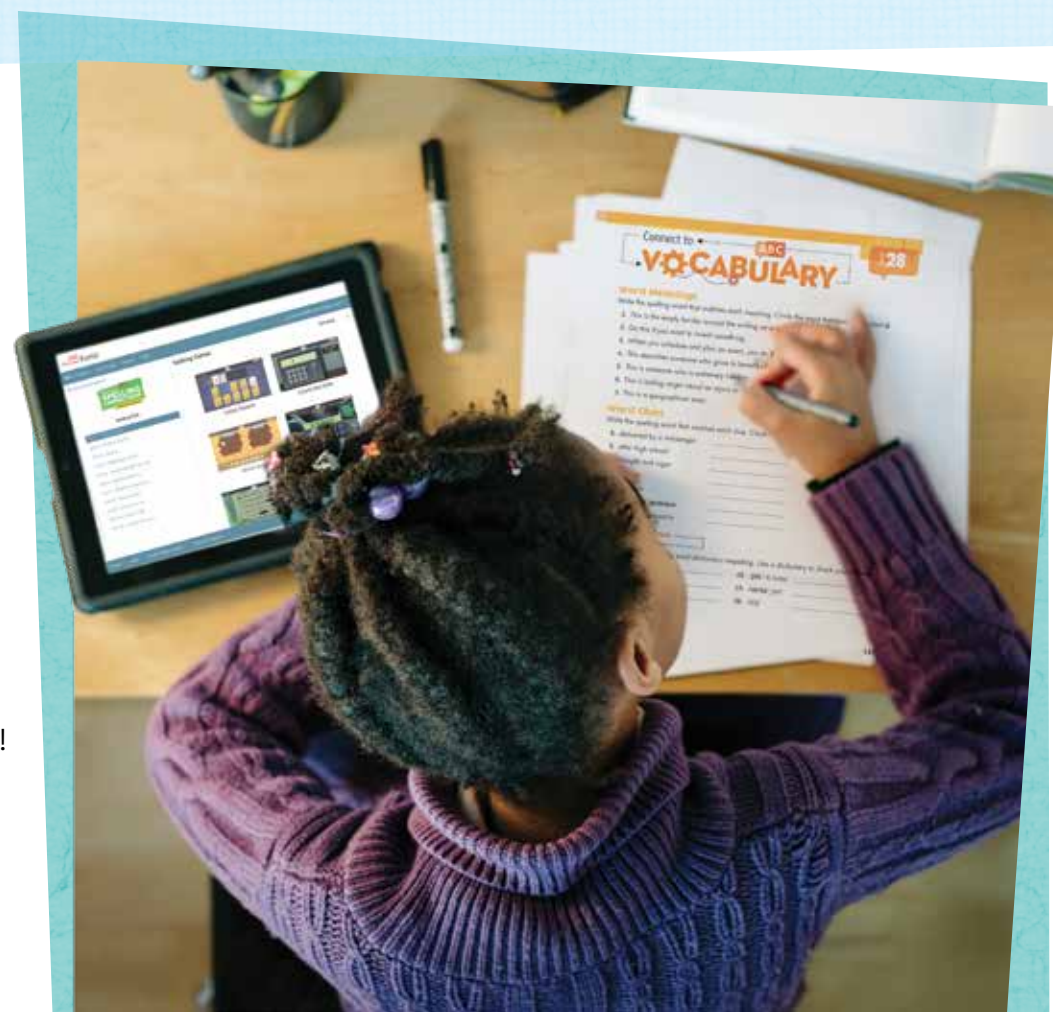
- Pretests
- Spelling pattern videos
- Spelling pattern activities
- Interactive word lists with audio support
- Word Sorts
- Activities for differentiation
- Practice games
- Writing activities
- Posttests

## A Hands-On and Online Approach

At Zaner-Bloser, we believe fundamental literacy skills, such as word study, are best developed as a balance between

- explicit instruction and independent practice.
- teacher-led and self-directed learning.
- hands-on and digital resources.

Choose **Spelling Connections: A Word Study Approach** print and digital components for the best learning experience for your students!



# WHAT'S NEW for © 2022!

## Checklist of New Features

Print

- Streamlined design
- Updated word lists

MyZBPortal.com

- All digital elements available at one convenient portal
- Includes teacher support and enhanced practice items
- Scored student performance on pre- and posttests delivered to teachers
- Optional leaderboard feature to promote student performance
- Spelling quests provide interactive instruction, practice, and remediation
- Customizable avatars encourage students to tackle quests and reward progress

Request a **MyZBPortal.com** trial at [go.zaner-bloser.com/spellingtrial](https://go.zaner-bloser.com/spellingtrial)



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# SPELLING CONNECTIONS

A Word Study Approach

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***Spelling Connections: A Word Study Approach***

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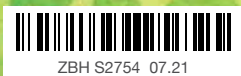
Request an online trial to explore the digital components available at **MyZBPortal.com**

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