



Try a unit of work in your classroom!

## Unit 5

**Spelling Focus:** Initial consonant **m**; initial vowel **i**; high frequency/sight words: **it, is, a**

- Word list of four words for this unit focuses on words starting with 'm' and 'i'.
- Teaching notes elaborate on this and use activities including kinaesthetic exercises to highlight these letters.
- Other activities are suggested to build on previous words charts.

**Spelling Focus:** Initial consonant **m**; initial vowel **i**; high frequency/sight words: **it, is, a**

Student Book Foundation **Unit 5**

Point out the monster at the top of the page and the letter *m* on its back. Paint pictures of monsters and write *m* to display with the pictures.

Make a map to the monster's hideaway.

Look at the letter frames for the tall, long and short letters (page 13). Make sure students understand the differences. Do some with the whole class on the board first.

Write *map* and *mat* on the board. Ask students, 'What's the difference?'

Make the letter *m* in the air with students.

Read pirate stories. Practise talking in pirate voices. Make treasure maps for pirates. List all the things that could be in the treasure chest.

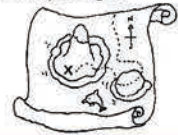
Show students how to draw a treasure map, then let them create their own maps and pictures of treasure. Have them copy the word *map* onto their paper.

Students capable of doing so should be encouraged to copy the word *treasure* and to sound out the word and look at the spelling pattern. They can also have a go at the word *pirate*.

Discuss the initial *i* in the words *it* and *is*. Point out that in the word *is* the *s* makes the *z* sound. Brainstorm a list of words that start with *i*.

Revisit all word charts and lists around the room. Ask students if they remember how to spell any of the words written on the lists.

Place plastic letter shapes *c, g, s, t, p, i, a* inside a bag such as a pillowcase. Have students take turns to place their hand inside the bag and choose a letter, name it and bring it out of the bag to see if they are right.



Extract from Teacher Resource Book F-2, p46

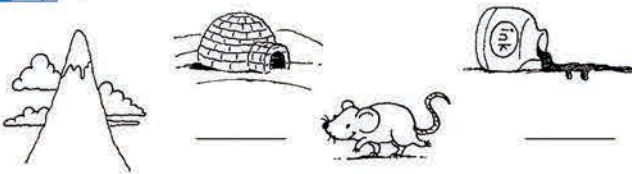
### Unit 5

Find a hidden *m*.

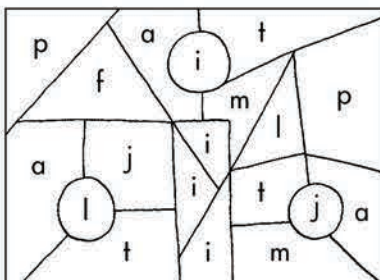


mat	map	it	is
sip	pit	in	a

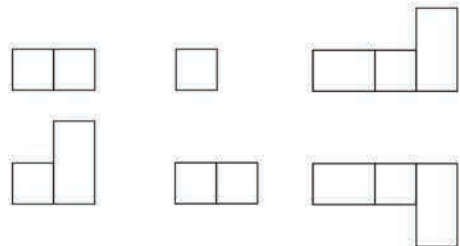
**1** Say the words. Write *i* or *m* for the first sound.



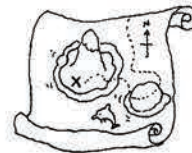
**2** Colour the shapes with *i*. What do you see?



**3** Write list words.



**4** Write list words.



What is it?

It is a \_\_\_\_\_.



What is it?

It is a \_\_\_\_\_.

My own words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Initial consonant **m**; initial vowel **i**; high frequency/sight words: **it, is, a**  
Spelling Rules! Student Book F (ISBN 9781420236484) © Helen Pearson, Janelle Ho/Macmillan Education Australia



## Unit 19

**Spelling Focus:** Consonant blend **nt**; confusing words **of/off**

- Word list of 10 words for this unit focuses on words ending in '-nt'.
- Teaching notes elaborate on each word with suggested activities such as adding the suffix '-ed'.
- Confusing words of and off are explored.

**Spelling Focus:** Consonant blend **nt**; confusing words **of/off**

Question 7 asks students to add the suffix *-ed* to the word *hunt*. Explain that adding *-ed* to the end of a word lets everyone know that the activity occurred in the past. Give students examples such as *walked*, *jumped*.

The list words *ant*, *went*, *tent*, *bent*, *sent*, *spent* and *hunt* contain short vowels and the blend *nt*. Have students work in groups to create lists of rhyming words that end in *ant* and *ent*.

The word *want* contains an *a* that makes the *o* sound. Other words with this sound and spelling include *was*, *swat*, *swamp*, *wash* and *wand*. Write this list for students and have them read the words and practise the spellings.

Have students write *ant* and *uncle*. Point out to students that both words have a *u* and that they need to remember that. Another memory clue can be the sentence *My aunts eat ants*. *Aunts* is *ants* with a *u* – the *u* that's in *uncle*.

Teach students when to use *a* or *an* in a sentence. Tell them that, usually, they need to use *a* if the next letter in the sentence is a consonant and *an* if the next letter is a vowel.

When trying to help students remember the spelling for *of*, tell students that this *f* thinks it's a *v*. When they pronounce *off*, students should exaggerate the *f* sound so that they remember to write two *fs*.



Extract from Teacher Resource Book F-2, p75

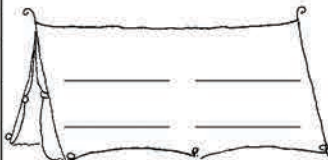
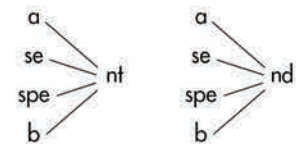
Unit  
**19**



Say Listen Look Understand Remember Practise

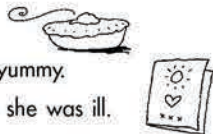
ant	_____
want	_____
went	_____
sent	_____
spent	_____
tent	_____
bent	_____
hunt	_____
aunt	_____
unde	_____
My own words	_____
	_____
	_____

**1** Write the **nt** words in the tent.  
Write the **nd** words in the pond.



**2** Say both words. Colour the correct one.

I  spend  spent \$3.00 on a pie. It was yummy.  
Mum  send  sent Auntie Lin a card when she was ill.



**3** Read the story and fill in **nd** or **nt**.

I felt the wi\_\_\_ a\_\_\_ we\_\_\_ to fi\_\_\_ my kite. Aunt Min se\_\_\_ it to me. She is ki\_\_\_ and seems to know just what I always wa\_\_\_. Last year she gave me a te\_\_\_ but I have be\_\_\_ one of the poles. Dad needs to me\_\_\_ it for me.

My dog Binty and I ran on the sa\_\_\_. I watched my kite be\_\_\_ and loop in the breeze. When it fell to la\_\_\_, we had to hu\_\_\_ for it. Binty fou\_\_\_ it. He began to bark a\_\_\_ pa\_\_\_. It was on the rocks with its tail waving like a long pla\_\_\_.

**★ Spelling Rule!** Use **a** before a consonant.  
Use **an** before a vowel.



**4** Write the five vowels: \_\_\_\_\_

**5** Write **a** or **an**.

\_\_\_ ant      \_\_\_ tent      \_\_\_ aunt      \_\_\_ uncle

**6** Do not mix up **of** and **off**.  
Write **of** or **off** in each sentence.

My uncle is the brother \_\_\_\_\_ my father.  
Take \_\_\_\_\_ your wet socks!

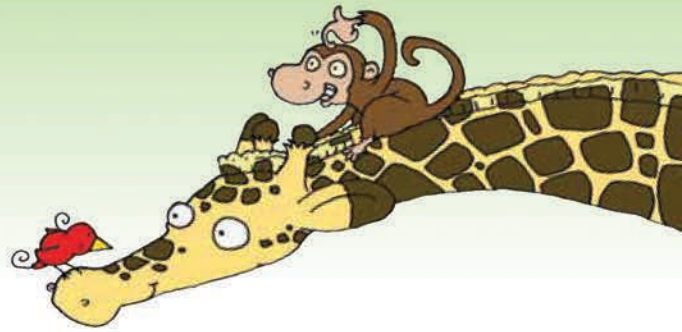


**7** Add **ed** to this word. Use it in a sentence.

hunt \_\_\_ \_\_\_\_\_

**Reflection**

- I can do this.
- I am not sure.
- I need help.



## Unit 15

### Spelling Focus: Irregular plurals; homophones: deer/dear

- Word list of 10 words for this unit focuses on words with irregular plurals.
- Teaching notes elaborate on each word explaining that some nouns do not change when they become plural. Others have irregular plurals and suggested activities support the learning.
- Confusing words deer and dear are explored.

#### Spelling Focus: Irregular plurals; homophones: deer/dear

Student Book 2  
**Unit 15**

Tell students that some nouns do not change when they become plural. These nouns include list words *fish, sheep* and *deer*. Use the words in sentences for students and make sure you demonstrate one of each animal and then a number of each animal. For example:

*The sheep ate its food.*

*The sheep ate their food.*

Write the rest of the list words and alongside them write their singular form (*mouse, foot, tooth, goose, ox, child, woman*).

Questions 2 and 3 ask for singular and plural forms of words such as *ox, foot* and *woman*. Remind students about adding *-s* and *-es* to words, or changing the words to make them plural or singular.

Have students play spelling bingo with the list words so that the spelling patterns are reinforced. Distribute copies of the bingo word card on **Reproducible 9**, and tell students to select six words each and copy them onto the card. They must copy the spelling correctly because if any words are wrong they will be disqualified from the game. Have one student call and spell the list words in random order. Players tick off the spelling words they have written as they are called. The first student with six words ticked calls out 'Bingo!', and is the winner. A variation is to have students spell all their words correctly before they can claim to be the winner. Each winner takes their turn calling words to the class.

Point out to students the spelling and pronunciation of the words *deer/dear*. Remind students that these sorts of words are called homophones. Use the words in sentences for students.



Extract from Teacher Resource Book F-2, p97

Unit  
**15**

What's the best thing to put into a pie?

Your teeth.

**★ Spelling Tip!**  
Some nouns do not change when they are plural.

**1** Write the singular or plural.

	one _____	two fish
	one deer	two _____
	one sheep	two _____

**★ Spelling Tip!**  
Some nouns change when they are plural. *tooth* → *teeth*

Say	Listen	Look	Understand	Remember	Practise
fish					
deer					
sheep					
mice					
feet					
teeth					
geese					
oxen					
children					
women					
My own words					

**2** Fill in the missing letters to show the plural word.

ox\_ \_n    m\_ \_ce    f\_ \_t    wom\_ \_n    child\_ \_n

**3** Fill in the missing letters to show the singular word.

g\_ \_se    m\_ \_se    t\_ \_th    f\_ \_t    wom\_ \_n

**4** Use a list word in each space.

Cats chase rats and \_\_\_\_\_ whenever they see them.

At the farm I saw \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

\_\_\_\_\_ pay half price for movie tickets.

**5** Fill in the missing vowels.

Ther\_ \_ wer\_ \_ tw\_ \_ w\_ \_ m\_ \_ n, thre\_ \_ m\_ \_ n and four ch\_ \_ldre\_ \_ n on the b\_ \_ s. H\_ \_ w m\_ \_ ny f\_ \_ t are th\_ \_ re? (D\_ \_ n't forg\_ \_ t the driv\_ \_ r!)

Answer \_\_\_\_\_

**6** Draw a line to show the meaning of each homophone.

deer	a shy animal
dear	special or not cheap

**7** Choose the correct homophone.

Only male \_\_\_\_\_ have antlers.

Mohan drank water because the other drinks were too \_\_\_\_\_.

\_\_\_\_\_ Mr Chan,  
Mike was away yesterday because he was sick.  
From Sue Lee

**Reflection**

- I can do this.
- I am not sure.
- I need help.



# Unit 19

## Spelling Focus: Letter patterns igh, eigh

- Word list of 12 words focuses on 'igh' and 'eigh' words.
- Teaching notes elaborate on each word and explain that many of these words are homophone words. Compound words are also explored in the word list.

## Spelling Focus: Letter patterns igh, eigh

Student Book 3  
Unit 19

Display the words and read them with students. Ask students what sounds and spelling patterns they notice. Discuss students' suggestions. They might notice homophone words. For example, *knight* and *night*, *sleigh* and *slay*, *weight* and *wait*, *eight* and *ate*. Ask students for suggestions about how they will remember particular spelling patterns.

Ask students for further examples of words that can act as verbs or nouns (for example, *smell*, *sigh*, *light*, *jump*, *saw*, *fight*).

Add the compound words at question 3 to the class collection of compound words.



Extract from Teacher Resource Book 3–6, p51

Unit  
**19**

Your **weight** on the moon is six times less than your weight on Earth.

**1** How many words can you make with ight?

**2** Make words ending in igh.

s

h

th

}

igh

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3** Choose one syllable from each box to make a word with two syllables.

to de neigh

twi mid high

in al light

night sight house

light bour right

weight

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4** Say Listen Look Understand Remember Practise

sigh	_____
sight	_____
might	_____
bright	_____
midnight	_____
frighten	_____
knight	_____
eight	_____
neigh	_____
weight	_____
sleigh	_____
neighbour	_____

★  
Tip!

**Nouns** name people, places, animals, things, senses and feelings.  
*neighbour, sleigh, joy*

**Verbs** describe an action or a state. *weigh, frighten, is, feel*

Some words can be both nouns and verbs.  
It all depends on their meaning in the sentence.

**4** Complete the tables.

noun	verb
weight	see

noun	verb
fright	fly

**5** Is the circled word a noun or a verb?

The horse **neighed** loudly as I approached. \_\_\_\_\_

The first visitors to the South Pole used **sleighs** pulled by husky dogs. \_\_\_\_\_

It's time to **light** the barbecue for lunch. \_\_\_\_\_

**6** Write a sentence using each word.

smell (noun) \_\_\_\_\_

smell (verb) \_\_\_\_\_

sigh (noun) \_\_\_\_\_

sigh (verb) \_\_\_\_\_

**7** Colour the correct homophone.

Do **nights** **knights** take their armour off at **night** **knight**?

In English we **right** **write** our words from left to **right** **write**.

The **sight** **site** of the storm was a terrible **sight** **site**.

**Re-flection**

I can do this.

I am not sure.

I need help.

42

Spelling Rules! Student Book 3 (ISBN 9781420236514) © Helen Pearson, Janelle Ho/Macmillan Education Australia

43

Spelling Rules! Student Book 3 (ISBN 9781420236514) © Helen Pearson, Janelle Ho/Macmillan Education Australia

Student Workbook 3, pp42–43

8 Spelling Rules! Student Book 3 (ISBN 9781420236514) © Helen Pearson, Janelle Ho/Macmillan Education Australia



## Unit 8

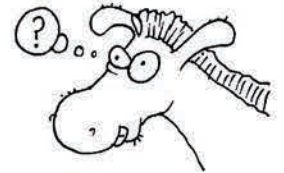
### Spelling Focus: Adding noun suffixes **-ion, -ness**

- Word list of 12 words focuses on words ending in '-ion' and '-ness'.
- Teaching notes elaborate on each word, working on the base word.
- Words that have more than one suffix are explored.

### Spelling Focus: Adding noun suffixes **-ion, -ness**

Write the base word for each list word on the board. Ask students to suggest sentences for each base word. Do this activity orally, as a whole class. After each sentence, ask students whether the base word was used as a verb. Ask volunteers to add the suffix **-ion** to the base words that are verbs.

Discuss the fact that some words can have two suffixes, for example *forgetfulness* = *forget* + *ful* + *ness*. Ask students to find other words that have more than one suffix and write them on the board.



Extract from Teacher Resource Book 3–6, p65

## Unit 8

Before the compass was invented, explorers worked out the directions using the sun during the day and the stars at night.



Say Listen Look Understand Remember Practise

direction	_____
suggestion	_____
location	_____
separation	_____
confusion	_____
decision	_____
conclusion	_____
greatness	_____
selfishness	_____
stubbornness	_____
cleanliness	_____
forgetfulness	_____

**Rule!** Some verbs can be changed into nouns by adding **ion**.  
*act* → *action*  
If the verb ends in silent **e**, drop the **e** before adding **ion**.  
*create* → *creation*

**1** Complete the table.

verb	noun
complete	
direct	
perfect	confusion
	separation
	prevention
locate	
relate	

**Rule!** If the verb ends in **de**, change **de** to **s** before adding **ion**.  
*divide* → *division*

**2** Write the noun to complete each sentence.

- In most sports, the referee's \_\_\_\_\_ is final. (decide)  
Olga wrote an exciting \_\_\_\_\_ to her story. (conclude)  
The \_\_\_\_\_ of Sammi probably helped us win the Spelling Bee. (include)  
There was a loud \_\_\_\_\_, but luckily no one was hurt. (explode)



**3** Write the number of syllables in each word. Underline the base word.  
*carelessness* ③

suggestion  sweetness  adoption  kindness

**4** Each word has one or two suffixes. Circle each suffix.  
*carelessness*

greatness thoughtlessness stubbornness forgetfulness

**5** Add either **ion** or **ness** to make a noun. Use a dictionary if you need help.

lazy \_\_\_\_\_ promote \_\_\_\_\_ awkward \_\_\_\_\_  
infect \_\_\_\_\_ careless \_\_\_\_\_ desperate \_\_\_\_\_  
discuss \_\_\_\_\_ cheerful \_\_\_\_\_ extend \_\_\_\_\_



**6** These sentences are too long. Rewrite them using a list word. The underlined words in the first two sentences are hints.

Can you tell me in what street or building I would find the cinema?

Writing our project was hard because Eng refused to change his mind about some things.

I often ask my family for their thoughts and ideas for my writing.

Grandad is showing signs of not remembering a lot of things.

All cafés receive a rating based on how clean they are.

### Reflection

- I can do this.  
 I am not sure.  
 I need help.



## Unit 8

**Spelling Focus:** Suffixes **-al**, **-ic**; adding suffix **-ally** to words ending in **ic**; topic words: adverbs of frequency

- Word list of 15 words focuses on words ending in '-al' and '-ic'.
- Teaching notes elaborate on each word, and the sounds of some letters are pointed out and explored. Words with the suffix '-ally' are discussed.
- Further activities are suggested for students to create depictions to develop understanding of the vocabulary in this unit.

**Spelling Focus:** Suffixes **-al**, **-ic**; adding suffix **-ally** to words ending in **ic**; topic words: adverbs of frequency

Student Book 5  
**Unit 8**

Display the list words for students and read them with the class. Point out the *eks* sound spelt *ex* in *exceptional*. Find other words that begin with this sound (*excite*, *excellent*, *except*, *excursion*, *exclude*) and display these for students.

Allocate a list word to each group, or have each group work with the same word and compare their depictions. A depiction is a frozen scene or tableau. Allow students in their groups to discuss their word and what sort of scene will depict that word. Have one group at a time present their depiction.

Point out that words with the suffix *-ally* are adverbs. Discuss adverbs with students and point out that they usually tell *how* something happens.

To develop students' understanding of the vocabulary in this unit, have students create depictions. Divide the class into groups of three or four.



Extract from Teacher Resource Book 3–6, p83

**Unit 8** Which event is popular with the local people of Pamplona in Spain?  
**a** running with the bulls  
**b** skipping with the chickens  
**c** swimming with the cows.

**Say Listen Look Understand Remember Practise**

local	_____
equal	_____
logical	_____
usual	_____
medical	_____
occasional	_____
official	_____
hysterical	_____
historical	_____
artificial	_____
identical	_____
exceptional	_____
eventual	_____
tragic	_____
automatic	_____

**1** Make words ending in **ical**. Group them according to the number of syllables you hear.

**3** syllable words  
 \_\_\_\_\_  
 \_\_\_\_\_

**4** syllable words  
 \_\_\_\_\_  
 \_\_\_\_\_

**2** Complete the tables.

noun	adjective
medicine	
	tropical
history	
	exceptional

noun	adjective
	logical
occasion	
	tragic
hysteria	

**3** Circle the words when **al** is a suffix and not part of the base word.

metal	electrical	magical	hospital	principal
alphabetical	interval	optical	actual	political

**★ Rule!** If a word ends in **ic**, add **ally** to form the adverb. *magic* → *magically*  
 Exception: *public* → *publicly*

**4** Change each adjective to an adverb.

tragic	_____	historic	_____
heroic	_____	automatic	_____
sarcastic	_____	public	_____

**5** These adverbs show frequency. Write them in order from most to least frequent.

usually   never   rarely   always   occasionally   often

most frequent \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 least frequent

**6** Complete each sentence using an antonym of the word in brackets.

The flowers looked beautiful but a sign said they were \_\_\_\_\_. (real)  
 The gymnasts each had an \_\_\_\_\_ length of time to warm up. (different)  
 I had to rewrite my story as the ending was \_\_\_\_\_. (logical)

**7** These words are sometimes confused. Use each word in a sentence.

hysterical	_____
historical	_____
vertical	_____
horizontal	_____
identical	_____
identifiable	_____

