

Modern Milestones

Instructor's Handbook | First Three Lessons



A Demme Learning Publication

Philosophy

“Those who set out to remember every letter of every word will never make it. Those who try to spell by sound alone will be defeated. Those who learn how to ‘walk through’ words with sensible expectations, noting sound, pattern, and meaning relationships, will know what to remember, and they will learn to spell English.”

—EDMUND HENDERSON, 1990, p. 70

Teaching spelling can be difficult and frustrating. No matter how hard we work, and regardless of how many rules we learn, we always encounter exceptions. They are inevitable because the English language has evolved from so many different languages. We cannot consistently predict which pattern or rule will apply.

Most spelling programs are based on the premise that if children memorize a certain sequence of letters or words, they will become good spellers. The procedure is to present a word list to the children on Monday, have them study it in various ways all week, take the test on Friday, and expect them to spell each word correctly the next time they write. This approach does not work well because the brain perceives these word lists as item knowledge. Without something meaningful to connect the words to—without linkage—the brain simply reverts to rote memory, storing the words for a few days and then discarding them. The words never make it into long-term memory.

Decades ago a linguist named Charles Read (1971) noticed that preschoolers made consistent and similar assumptions about words when they were trying to figure out how to spell. From that landmark observation, numerous other researchers from the University of Virginia, headed by Edmund Henderson, confirmed and extended Read’s work.

Their various studies suggested that spellers advance through a common progression, starting with sound-to-letter correspondence and moving toward more advanced and complicated spelling structures. Eventually, after years of observations and study, this group of university professors presented a model of developmental spelling based on the consistent, sequential stages through which all students move.

The developmental process of spelling is similar to what children go through when learning to walk. They need to develop the prerequisite skill of crawling before they can move on to walking and then running. In the same way, this program guides your student naturally through the stages in the process of learning to spell.

The Five Developmental Stages of Spelling

All students move through these five stages as they learn to spell:

Stage I: Preliterate

Stage II: Phonetic

Stage III: Skill Development

Stage IV: Word Extension

Stage V: Derivational Constancy

Stage I: Preliterate

Before children can read, write, or spell, they must first acquire some fundamental understandings about language. This process occurs during the preliterate stage. As children experience the printed page, both as a result of watching books being read and of exploring books on their own, they develop concepts of print. For example, they become aware that English words are written from left to right and flow from the top to the bottom of the page. Beginning writing experiences might include “pretend writing” with scribbles or random marks that eventually become more linear. Children then learn to write actual letters, often beginning with their own names, showing words as strings of letters or letter-like symbols. These activities lay the foundation for the language skills that are developed in the next stage.

Stage II: Phonetic

The second developmental stage is auditory. As children are increasingly exposed to language, they develop phonemic awareness—the ability to distinguish the individual sounds that make up spoken words in English. They then relate these sounds to print by understanding that letters represent sounds, letters make up words, and that each word looks different.

In the phonetic stage, most instruction involves helping children match individual sounds in words to their corresponding letters, usually starting with their own names. They often use all capital letters and spell words incorrectly. For example, they may spell *KAT* for *cat*, *MI* for *my*, *LUV* for *love*, and *U* for *you*. Silent letters in words like *bake* or *lamb* may be omitted. Instructors welcome these spellings as an indication that the student is beginning to understand sound-to-letter correspondence. Children arrive at the end of the phonetic stage once they have learned the basic rules of phonics and can actively apply them to both reading and spelling.

Stage III: Skill Development

This third developmental stage is the most difficult, the most critical, and the longest for emerging spellers. It usually begins once children have cracked the basic phonetic code and are progressing rapidly in reading. As students learn the phonics rules needed to develop reading skill, they are able to apply these rules to their spelling. Problems often arise, however, when children become aware of words that are not spelled phonetically, such as *house*, *there*, and *said*. Phonics rules need to be de-emphasized at this stage because they are no longer needed to help the student learn to read. In fact, over-teaching phonics at this stage can actually create unnecessary confusion in spelling. The overriding neurological principle is that, because of the numerous inconsistencies in our language, new and different spellings must be connected to context in order for the new information to be linked correctly and permanently to long-term memory. As students encounter new vocabulary over several grade levels, spelling skill increases as they apply consistent strategies to master more complex spelling patterns and a greater number of irregularly-spelled words.

The critical thing to remember is that this is a stage—a developmental link to the stages that follow. Children are often in the skill-development stage through the fifth grade. It may seem repetitious to practice the same skills over and over again, year after year. However, if students do not master these skills, it is very difficult for them to move ahead in spelling development.

Stage IV: Word Extension

A much more complicated stage—the word-extension stage—focuses on syllables within words, as well as prefixes and suffixes. In the upper elementary or intermediate grades, children often struggle with issues such as doubling consonants when changing the endings (*pot/potting*, but *look/looking*) and dropping the final *e* before adding an ending (*love/loving*, but *excite/excitement*). Other issues arise with words such as *almost*. Why isn't it spelled *allmost*? Often the brightest children become the most confused or exasperated by these inconsistencies, but they eventually learn to master them as they move through this stage of development.

Stage V: Derivational Constancy

This final stage explores related words—those with the same derivation or origin— that usually have a consistent pattern despite changes in pronunciation. These words are often predictable if a student is familiar with word roots. Greek and Latin root study is helpful at this stage as mature spellers gain an understanding of how patterns and meaning are related. Students gain the most benefit from this stage if they begin derivational studies after basic vocabulary has been learned and a strong foundation has been built in the previous stages. They are often ready for this stage around seventh grade.

It is important to note that children must move through these developmental stages sequentially. Each stage builds on the previous one. Because they are developmental in nature, stages in spelling do not necessarily correspond to reading levels. In order to become a good speller in English, one must develop a strong visual memory, and for young children this can be very difficult. Even if a child excels in reading, spelling can lag far behind. It is essential that parents and teachers understand the developmental nature of the spelling process in order to guide the child effectively through the different stages.

About Modern Milestones

Getting Started

Overview

Historians consider the modern era to have begun with invention of the printing press in Europe. This made it possible for new ideas to spread more easily. The focus of *Modern Milestones* is on artists, musicians, scientists, and others who have influenced our world since that time. Many of them overcame difficulties or created new ways of doing things. Each week, students will work with a different nonfiction passage about one of these people and continue to develop spelling skill.

Word Extension

A student using *Modern Milestones* should be able to spell everyday words with ease. This level is designed for a student who is ready for the Word Extension stage of spelling. At this stage, students study the patterns that are used to create alternate word forms and examine how prefixes and suffixes are used to build new words.

Needed Items

To complete the daily lessons, your student will need a regular pencil and colored pencils or highlighters (blue, green, yellow, and orange).

The Core Activities

This spelling program includes two core student activities that will be familiar to students who have previously used Spelling You See: copywork and dictation. The lessons also include a variation of the chunking activity from previous levels. Instead of marking chunks, students will mark base words, prefixes, suffixes, and compound words. This new activity will be explained step by step in the lessons. Each week, students will also complete a Workshop exercise that provides practice in using the various word patterns they are learning.

Marking words, copywork, and dictation all require the brain to pay attention to details in the print within a meaningful context. The Workshop activities are designed to reinforce the patterns being used and to help the student apply these patterns to other words.

Daily Worksheets

Each of the 36 weekly lessons is divided into five parts, A through E. In the Student Workbook, a day's activity consists of two facing pages. Each day, the student reads the

passage aloud. The instructor should help the student with the pronunciation of any unfamiliar words, using the **Index of Names** on page 69 if you need help. The next step is for the student to mark base words, suffixes, and prefixes, as directed on each page. The first two days of each lesson focus on copywork, the third day features a Workshop activity, and the last two days of the lesson provide opportunities to write from dictation.

Workshops

Each lesson in *Modern Milestones* features a Workshop that provides more practice with a concept being taught in that lesson. These pages may include matching, fill in the blank, or other activity that requires the student to apply spelling patterns or choose meaningful suffixes or prefixes. The instructor is encouraged to provide the student with as much help as is needed for these activities.

Tips for Success

This *Handbook* gives detailed instructions for using *Modern Milestones*. Students using this level may be able to work fairly independently; however, you will want to be sure that they have read and understood the explanations on the student pages, particularly for the first few weeks of the course. Skills will build gradually through continued practice and familiarity with the patterns taught here, just as in other levels of Spelling You See.

Resource Guide

The **Weekly Activity Guide** begins on page 23. It has detailed information about marking words, copywork, Workshop activities, and dictation.

The **FAQ** section, beginning on page 27, answers questions that many instructors have.

The **Answer Key** begins on page 43 of this *Instructor's Handbook*.

The **Appendix** that begins on page 59 includes a summary of word patterns and a list of suffixes and prefixes taught in this course.

The **Glossary** that begins on page 63 clarifies the meaning of unfamiliar terms.

The **Index of Names** that begins on page 69 includes a pronunciation guide.

Each level also has an online page with links to additional materials and resources to enhance your instructional program. If you need help accessing your online resources, please contact a Customer Service Representative.

Lesson-by-Lesson Instructions

Before You Begin

- *Modern Milestones* is written for students who can work more independently; therefore, most of the teaching material is included on the *Student Workbook* pages. The lesson-by-lesson instructions in this *Handbook* are designed to supplement those given in the *Student Workbook*. You will want to work closely with your student at first until the new activities are familiar. Be sure the student understands that he will not be marking the same letter patterns as in previous levels of Spelling You See.

Lesson 1: Base Words, Suffixes, and Prefixes

- It is helpful to distinguish between a **base word** and a **word root**. As explained in the *Student Workbook*, a base word has meaning by itself. The meaning can be changed or expanded by adding letters to the beginning (**prefix**) or end (**suffix**) of the word. A word root is part of a word that carries meaning but cannot stand alone. This level of Spelling You See will focus on base words, suffixes, and prefixes. In-depth study of word roots is reserved for the Derivational Constancy stage of spelling.
- On Day 1 (Part A), read the information on the student page with your student. Be sure she understands that some of the activities in this level are a little different than what she has done before in Spelling You See. Have your student read the passage aloud, using the pronunciation guide in the **Index of Names** that begins on page 69, if needed. Help your student underline the listed words with a blue colored pencil. Underline only the words on the list; some words are not marked because they have patterns that will be studied later in the course. (For example, the word *fame* drops the final *e* before the ending is added. The student is not asked to mark *famous* in this lesson because the *e*-drop will be discussed in a later lesson.) Once the words have been underlined, move to Section 2 and have the student copy the portion of the passage given there. Please do not require the student to write for longer than 10 minutes. After the copywork is finished, have the student mark her work in the same way as she did on the left-hand page.
- On Day 2 (Part B), the student is asked to underline the base words and then mark a set of word endings. Notice that the endings to be marked are not limited to the five that were “chunked” in previous levels of Spelling You See.

As he is marking words, your student may find it helpful to point to each one in the list with the opposite hand. Some students may find it helpful to use a note card or ruler under each line in the list of words to be marked. Have your student complete the copywork in the same way that he did on Day 1.

- On Day 3 (Part C), the student is introduced to the terms **suffix** and **prefix**. After underlining base words and marking suffixes, the student will be asked to mark the prefix *un-* in green. (Note that the student should mark only the base words that have prefixes or suffixes.) Instead of copywork, this day's lesson features a Workshop activity. All of the information needed to complete the activity is given on the student page. The **Answer Key** begins on page 43 of this *Handbook*.
- On Day 4 (Part D), you will dictate the passage for your student to write. Cover the left-hand page in the workbook with a piece of paper and read the passage from the **Resources** section in the back of this *Handbook*. Read as slowly as is needed for the student to write without confusion or frustration. Give immediate help if the student can not spell a word, but don't stop the clock. It is important to address misspellings as they occur without worrying about time. You may provide all punctuation and capitalization. After 10 minutes, stop and count the number of words written *correctly*. You can read more important information about dictation on page 24.
- On Day 5 (Part E), your student will have another opportunity to write the passage from dictation. This dictation is a little different, as you will not tell the student how to spell any words. Instead, challenge him to try difficult words until they look right. The time spent on dictation should still be limited to 10 minutes. You may provide correct punctuation and capitalization. Count and record the number of words spelled correctly, but remember that this is not a test. If the first dictation was completed easily and accurately, you may skip this second dictation.

Lesson 2: Nouns and Plurals

- One common use of suffixes is to form the plurals of nouns. Beginning with this lesson, the student will gradually be introduced to various patterns that occur when endings are added to words. Many of these may be familiar to students from other language-related classes. You can find a summary of these patterns (or rules) beginning on page 59 of this *Handbook*.

- The word patterns that are introduced in the early lessons of this course will frequently reappear in later passages. As your student marks the word elements and completes the Workshop activities, she will have multiple opportunities to practice the patterns.
- If all five parts of a lesson have not been completed by the end of a week, feel free to begin a new lesson the following week. It is more important that a student feel that he is successfully making progress than to ensure that every page is completed. Remember that repeated practice is built into the program.

Lesson 3: More on Plurals

- This lesson introduces nouns that form their plurals by adding *-es*. Be sure to discuss the exceptions mentioned on student page 3A.
- The student should mark only the base words that have prefixes or suffixes.
- Be sure to provide any needed help for the Workshop activity. It is not intended to be a test.

Lesson 4: Plurals of Words Ending in *y*

- This lesson explores the plural forms of words ending in *y*. Your student will learn when to change the *y* to *i* and when simply to add an *s*.
- When the final letter of a base word is changed, the student should include that letter when underlining. Note the example on page 4A.

Lesson 5: Past Tense and *e*-drop

- On page 5A, the student will underline only verbs that add *-ed* without changing the base word. On page 5B, verbs that drop the final *e* are included, and on page 5C, other base words are added to the list.
- Be sure to limit the time spent on copywork or dictation to 10 minutes each day. If the student does not finish the passage, do not worry. Move on to a new page the next day. Your student will have many opportunities to practice the words in other contexts.

Weekly Activity Guide

Reading Aloud

Modern Milestones is written for an established reader, but it is still important for the student to read the passage aloud each day. Reading aloud encourages students to slow down and pay attention to individual words. It also gives the instructor an opportunity to make sure that the words are being pronounced correctly. There is a guide to pronunciation in the **Index of Names** that begins on page 69.

Marking Words

Instead of marking letter patterns in the process called “chunking,” students using this level of Spelling You See will be marking base words, suffixes, and prefixes. Beginning in Lesson 11, they will also mark compound words. The particular word elements to be marked are listed on each student page.

If the final letter of a base word is changed when the suffix is added, underline the new letter along with the base word. For example, underline *studi* in the word *studies*.

If a verb drops the letter *e* and adds *-es* or *-ed*, do not underline the *e*, as it is part of the suffix. For example, underline *continu* in *continued*.

Some nouns ending in *e* add *-s* to form the plural. In this case, the *e* is part of the base word and should be underlined. For example, underline *cake* in *cakes*.

If a word doubles the final consonant before adding a suffix, the added consonant is not considered part of the base word or the ending. In the word *begging*, the base word is *beg* and should be underlined in blue. The suffix is *-ing* and should be marked in yellow; the second *g* should be left as is.

Copywork

On Days 1 and 2 (Parts A and B), the student is asked to copy the passage on the right-hand page. The student should feel free to erase if a word is spelled incorrectly. Allow the student to stop copying after 10 minutes. After the time is up, the student should mark the words as he did in Section 1.

Copywork is very important in helping students become good spellers. Students take words in visually and then copy them kinesthetically. Throughout the process, they also must pay close attention to details in print that might otherwise elude them. Copywork acts as a cognitive structuring device, sorting information visually so it is more easily

organized and processed by the brain. Recopying the same passage leads to familiarity with the ways that words are changed when endings are added.

Workshop

On Day 3 (Part C), a Workshop activity provides more practice with a concept being taught in that lesson or a review of a previous concept. These pages may include matching, fill in the blank, or another activity that requires the student to apply spelling patterns or choose meaningful suffixes or prefixes. Do not treat the Workshops as a test or quiz. Provide the student with as much help as is needed for these activities.

First Dictation

On Day 4 (Part D) the student is asked to write the passage from dictation. This is not a stand-alone activity. Students should always mark the passage in Section 1 first. They are learning how to learn, how to store information, how to create links, and how to remember. This sets them up for success. Neurologically, students have to be relaxed, engaged, and motivated. They should consider dictation a game or a challenge.

Cover the left-hand page in the workbook with a piece of paper and read the story from the **Resources** section in the back of this *Handbook*. Provide all punctuation and capitalization and help with difficult words as needed. Read the passage as slowly as is necessary and have the student continue writing until she struggles with a word. Stop to help, but don't stop the clock. It is important to address misspellings as they occur without worrying about time. After 10 minutes, stop and count the number of words written correctly, not the number spelled incorrectly.

Call the student's attention to patterns that may be challenging and discuss how they relate to the patterns she has been marking in the passages. Reassure the student that there will be many more opportunities to practice these patterns in the context of the passages in future lessons.

If the student spelled all of the words correctly and easily, you may choose to skip the second dictation.

Second Dictation

On Day 5 (Part E) the student is asked to write the passage from dictation a second time. This exercise is a little different than the first dictation. Don't forget to have the student mark the passage first. Then the student should attempt to write the passage from dictation without any assistance other than capitalization and punctuation, if needed.

Even though the student is encouraged to write independently, be very clear that this is not a test. Explain to your student that his paper is “sloppy copy” and that he does not need to erase. Because students sometimes have to write words several ways before they pinpoint the one that looks right, it is critical to let them compare different spellings. You may prompt him by saying, “Try it with and without doubling the final consonant before the ending is added.” Once he is satisfied, have him draw a line through the wrong word and keep going.

After 10 minutes, stop dictating and have the student check his work by comparing it with the original passage. Then count and record the number of words that were spelled correctly. Always be positive and emphasize this number, not the number of words that are incorrect. As time goes on, you should see an improvement in the number of words that are spelled correctly each week.

Resources

Passages for Dictation

- 1** Jan van Eyck is considered the father of oil painting. He was not the first to use oils, but he was unusually skillful with them. The way that he painted showed the true richness of colors and the effects of light. He painted mostly religious pictures and portraits. He was a serious painter, but some people think he had a humorous side. At times, he hid tiny self-portraits in his work. In the middle of one famous painting, he wrote, “Jan van Eyck was here.” (*Word Count: 85*)
- 2** Books had been printed in China for hundreds of years. In Europe, books were still carefully made by hand. Around 1439, Johann Gutenberg began to build a new kind of printing press. He made separate letters from wood or metal. The letters were put in a wooden form that held them tightly. Then ink was rolled over the letters. The form was pressed against a sheet of paper. Many sheets were printed. Then the letters were repositioned, and a different page was printed. As books became less costly, ideas could be passed from one person to another more quickly. (*Word Count: 99*)
- 3** It is thought that Botticelli first worked for a goldsmith. Then he went to work for a famous artist. He did tasks such as washing brushes and readying canvases. The artist also gave him classes in painting. Botticelli became a successful painter while still quite young. Many of his pictures had themes from Greek and Roman myths. Other paintings showed scenes from the Bible. He was renowned for his subtle colors and graceful figures. Later, his fame was overshadowed by other artists. More than 400 years after his death, his work began to be honored again. Now his reputation matches that of many other artists. (*Word Count: 105*)

Answer Key

1A:

Jan van Eyck is considered the father of oil painting. He was not the first to use oils, but he was unusually skillful with them. The way that he painted showed the true richness of colors and the effects of light. He painted mostly religious pictures and portraits. He was a serious painter, but some people think he had a humorous side. At times, he hid tiny self-portraits in his work. In the middle of one famous painting, he wrote, “Jan van Eyck was here.”

1B:

Jan van Eyck is considered the father of oil painting. He was not the first to use oils, but he was unusually skillful with them. The way that he painted showed the true richness of colors and the effects of light. He painted mostly religious pictures and portraits. He was a serious painter, but some people think he had a humorous side. At times, he hid tiny self-portraits in his work. In the middle of one famous painting, he wrote, “Jan van Eyck was here.”

1C–E:

Jan van Eyck is considered the father of oil painting. He was not the first to use oils, but he was unusually skillful with them. The way that he painted showed the true richness of colors and the effects of light. He painted mostly religious pictures and portraits. He was a serious painter, but some people think he had a humorous side. At times, he hid tiny self-portraits in his work. In the middle of one famous painting, he wrote, “Jan van Eyck was here.”

Workshop 1C: 1. done 2. un + skillful = unskillful 3. un + true = untrue
4. unknown 5. unpleasant 6. unhappy 7. unable unlock 8. unpack 9. unsafe

2A–E:

Books had been printed in China for hundreds of years. In Europe, books were still carefully made by hand. Around 1439, Johann Gutenberg began to build a new kind of printing press. He made separate letters from wood or metal. The letters were put in a wooden form that held them tightly. Then ink was rolled over the letters. The form was pressed against a sheet of paper. Many sheets were printed. Then the letters were repositioned, and a different page was printed. As books became less costly, ideas could be passed from one person to another more quickly.

Workshop 2C: 1. reprinted 2. reprinting 3. rebuild 4. remake
5. repositioned 6. redirected 7. reacquainted 8. regain

3A–E:

It is thought that Botticelli first worked for a goldsmith. Then he went to work for a famous artist. He did tasks such as washing brushes and readying canvases. The artist also gave him classes in painting. Botticelli became a successful painter while still quite young. Many of his pictures had themes from Greek and Roman myths. Other paintings showed scenes from the Bible. He was renowned for his subtle colors and graceful figures. Later, his fame was overshadowed by other artists. More than 400 years after his death, his work began to be honored again. Now his reputation matches that of many other artists.

Workshop 3C: 1. dishes 2. arches 3. wishes 4. compasses 5. foxes
6. benches 7. marches 8. grasses 9. patches 10. taxes

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Student Workbook | First Three Lessons



A Demme Learning Publication

To the Instructor

This innovative program is designed to help your student become a confident and successful speller. The program is not difficult, but it is different. Your *Instructor's Handbook* is essential in order to teach this program effectively.

Modern Milestones is designed to be used in the Word Extension stage of spelling. There are several differences between this level and the previous levels of Spelling You See. First of all, the student will be using a different marking scheme to call attention to base words, prefixes, and suffixes. More instruction is included in the *Student Workbook* in order to encourage independent learning; however, instructor involvement is essential to the success of the program. Please read **Getting Started** in the *Handbook*, as well as the detailed directions for the first few lessons. There is an **Answer Key** in the back of the *Handbook* that shows exactly how each passage in this workbook should be marked. The key also includes answers for the Workshop activities featured in each lesson.

For a more in-depth understanding of the program, read the sections about the philosophy and the developmental stages of spelling. You may also find the **Weekly Activity Guide** and the answers to **Frequently Asked Questions** helpful.

Welcome to *Modern Milestones*. If you are using this course, you should already be able to spell many everyday English words accurately. In previous levels of Spelling You See, the activities were designed to help you develop a strong visual memory for common words. Now you are ready for a new stage of spelling development. In this stage, you will learn how word additions can change the meaning and sometimes the spelling of familiar words.

The first step is to recognize **base words**. A base word is a word that has meaning by itself. You can change or expand the meaning of a base word by adding letters to the beginning or end of the word. For example, the word *considered* in the passage below has an *-ed* ending. Take away the ending, and you have the base word *consider*. In the passage below, *consider* has a blue underline to show that it is a base word.

1. Read the passage aloud. Ask for help if you are not sure how to pronounce any unfamiliar words.
2. Look for the following base words in the passage: *paint, oil, usual, skill, show, rich, color, effect, most, picture, portrait, humor, and time*. Underline each one that has an ending added. Use a blue colored pencil or marker. (Some words may occur more than once.)
3. Ask your instructor if you need help finding any of the base words.

Jan van Eyck is considered the father of oil painting. He was not the first to use oils, but he was unusually skillful with them. The way that he painted showed the true richness of colors and the effects of light. He painted mostly religious pictures and portraits. He was a serious painter, but some people think he had a humorous side. At times, he hid tiny self-portraits in his work. In the middle of one famous painting, he wrote, “Jan van Eyck was here.”



Section 2: Copywork

Copy the passage and underline the base words in blue.

Jan van Eyck is considered the father of oil

Jan

painting. He was not the first to use oils, but

he was unusually skillful with them. The way

that he painted showed the true richness

of colors and the effects of light. He painted

mostly religious pictures and portraits. He

was a serious painter, but some people think

he had a humorous side. At times, he hid

tiny self-portraits in his work. In the middle

of one famous painting, he wrote, "Jan van

Eyck was here."

If you have used other levels of Spelling You See, you marked only five specific endings. In this course, more endings will be marked. Since the emphasis is now on meaning, rather than letter patterns alone, the color used to mark endings has been changed.

When you mark endings in this book, be sure that the ending is attached to a base word and is not a part of the base word itself. For example, the *-er* in *painter* is an ending because it is added to the base word *paint*. A *painter* is someone who paints. However, the *-er* in *father* is not marked as an ending because the letters *fath* do not spell a word in English. The word *father* is a base word in itself, not a base word with an ending.

1. Read the passage aloud.
2. Look for the following base words in the passage: *consider*, *paint*, *oil*, *usual*, *skill*, *show*, *rich*, *color*, *effect*, *most*, *picture*, *portrait*, *humor*, and *time*. Underline each one that has an ending added. Use a blue colored pencil or marker.
3. Look for the following endings in the passage: *-ed*, *-ing*, *-s*, *-ly*, *-ful*, *-ness*, *-er*, and *-ous*. Mark each one using a yellow colored pencil or marker. Notice that each ending is attached to a base word.

Jan van Eyck is considered the father of oil painting. He was not the first to use oils, but he was unusually skillful with them. The way that he painted showed the true richness of colors and the effects of light. He painted mostly religious pictures and portraits. He was a serious painter, but some people think he had a humorous side. At times, he hid tiny self-portraits in his work. In the middle of one famous painting, he wrote, “Jan van Eyck was here.”



Section 2: Copywork

Copy and mark the passage. Look at the opposite page if you need help.

Jan van Eyck is considered the father of oil

Jan

painting. He was not the first to use oils, but

he was unusually skillful with them. The way

that he painted showed the true richness

of colors and the effects of light. He painted

mostly religious pictures and portraits. He

was a serious painter, but some people think

he had a humorous side. At times, he hid

tiny self-portraits in his work. In the middle

of one famous painting, he wrote, "Jan van

Eyck was here."

Another name for an ending is a **suffix**. A group of letters at the beginning of a word that change the meaning of that word is a **prefix**.

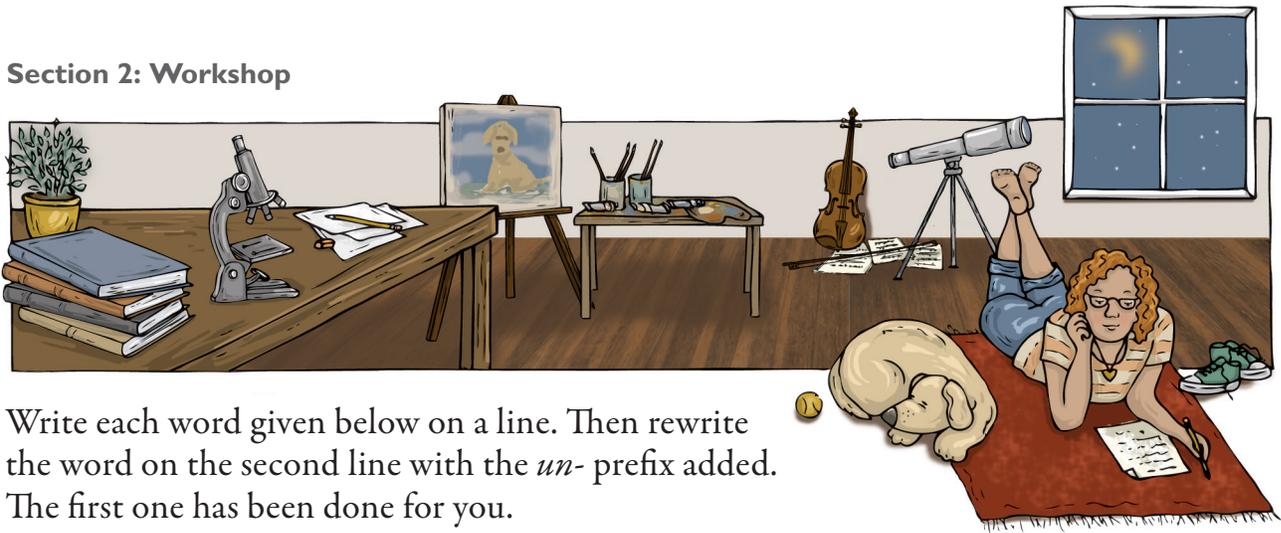
You have already marked the base word *usual* in the passage, as well as the ending, or suffix, *-ly*. This word also has the prefix *un-*. The prefix *un-* is very powerful because it can change the meaning of a word to its opposite. Notice that the meaning of *unusual* is the exact opposite of *usual*.

1. Read the passage aloud.
2. Look for the following base words in the passage: *consider, paint, oil, usual, skill, show, rich, color, effect, most, picture, portrait, humor, and time*. Underline each one that has an ending added. Use a blue colored pencil or marker. Only underline the base words that have prefixes or suffixes added.
3. Look for the following suffixes in the passage: *-ed, -ing, -s, -ly, -ful, -ness, -er, and -ous*. Mark each one in yellow.
4. Look for the prefix *un-* in the passage. Mark it in green.

Jan van Eyck is considered the father of oil painting. He was not the first to use oils, but he was unusually skillful with them. The way that he painted showed the true richness of colors and the effects of light. He painted mostly religious pictures and portraits. He was a serious painter, but some people think he had a humorous side. At times, he hid tiny self-portraits in his work. In the middle of one famous painting, he wrote, “Jan van Eyck was here.”



Section 2: Workshop



Write each word given below on a line. Then rewrite the word on the second line with the *un-* prefix added. The first one has been done for you.

usually skillful true

1. un + usually = unusually
2. un + _____ = _____
3. un + _____ = _____

Here are some other words that can take the *un-* prefix.

able safe happy known lock pack pleasant

For each of the sentences, choose a word that will fit the meaning when the prefix *un-* is added. Add the prefix and write the new word in the blank.

4. A stranger is a person who is _____ to you.
5. Food that is left out of the refrigerator may develop an _____ odor.
6. Cameron was _____ when the game was cancelled.
7. Do not lose the key, or you will be _____ to _____ the door.
8. When Mary arrived home, she was too excited to _____ her suitcase.
9. Speeding and other _____ driving habits may cause you to have an accident.

1. Read the passage aloud.
2. Look for the following base words in the passage: *consider*, *paint*, *oil*, *usual*, *skill*, *show*, *rich*, *color*, *effect*, *most*, *picture*, *portrait*, *humor*, and *time*. Underline each one that has an ending added. Use a blue colored pencil or marker. Only underline the base words that have prefixes or suffixes added.
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Section 2: First Dictation

Write this week's passage from dictation. Ask for help if you need it.

Jan

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Section 2: Second Dictation

See if you can write this week's passage from dictation without asking for help.

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In English, words are classified according to how they are used in a sentence. For example, a **noun** is the name of a person, place, thing, or idea. A noun that refers to one person, place, thing, or idea is **singular**. A noun that refers to more than one of anything is the **plural**. For example, there can be one *elephant* (singular) or fifty *elephants* (plural).

One common way to form the plural is to add an *-s* to the end of the word. In the previous example, *-s* was added to the base word *elephant* to form the plural *elephants*.

1. Read the passage aloud.
2. Look for the following base words in the passage: *book, print, hundred, year, care, letter, wood, tight, roll, press, sheet, position, cost, idea, pass, and quick*. Underline each one that has a prefix or suffix added. Use a blue colored pencil or marker. (Some words may occur more than once.)
3. Look for the following suffixes in the passage: *-s, -ed, -ful, -ly, -ing, and -en*. Mark each one using a yellow colored pencil or marker.
4. Look for the following prefix in the passage: *re-*. Mark it in green. There is more about this prefix on page 2C.

Books had been printed in China for hundreds of years. In Europe, books were still carefully made by hand. Around 1439, Johann Gutenberg began to build a new kind of printing press. He made separate letters from wood or metal. The letters were put in a wooden form that held them tightly. Then ink was rolled over the letters. The form was pressed against a sheet of paper. Many sheets were printed. Then the letters were repositioned, and a different page was printed. As books became less costly, ideas could be passed from one person to another more quickly.



Section 2: Copywork

Copy and mark the passage. Look at the opposite page if you need help.

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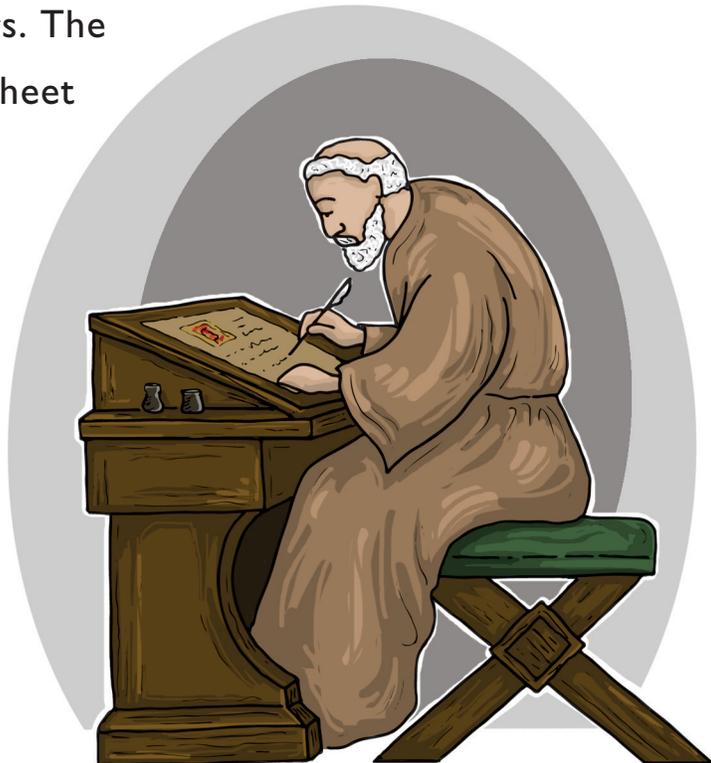
Many sheets were printed. Then the letters

were repositioned.

All of the plurals in the passage below were formed by simply adding an *-s* to the base. We will explore other ways of forming plurals in future lessons.

1. Read the passage aloud.
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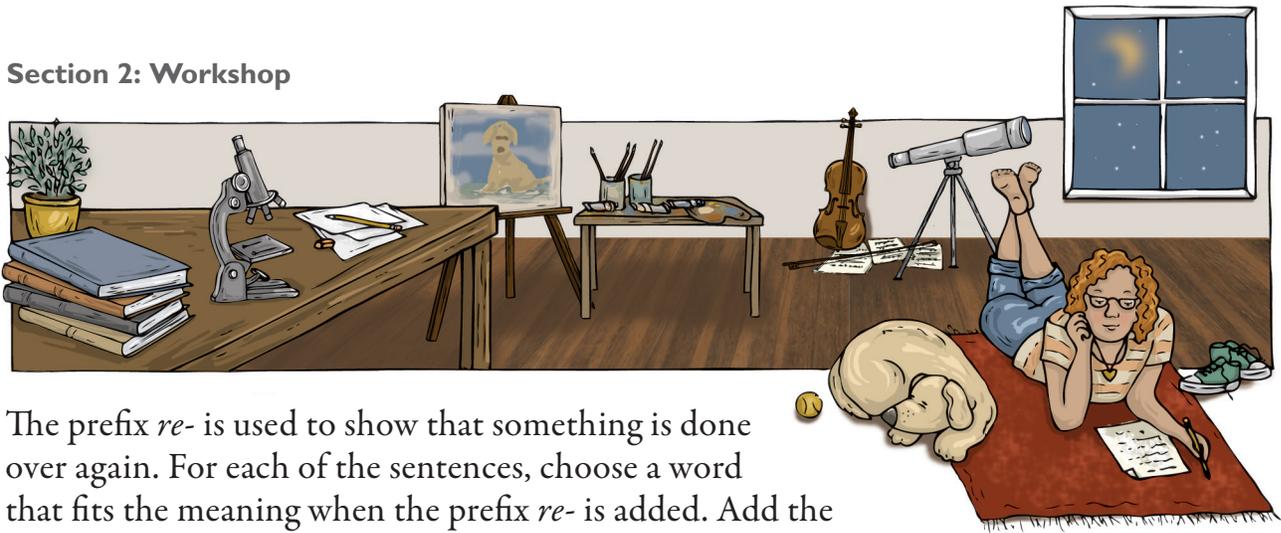
The prefix *re-* means *back* or *again*. In the passage, the letters were positioned the first time, and then they were removed and positioned again. In other words, the letters were *repositioned* in the press.

1. Read the passage aloud.
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Section 2: Workshop



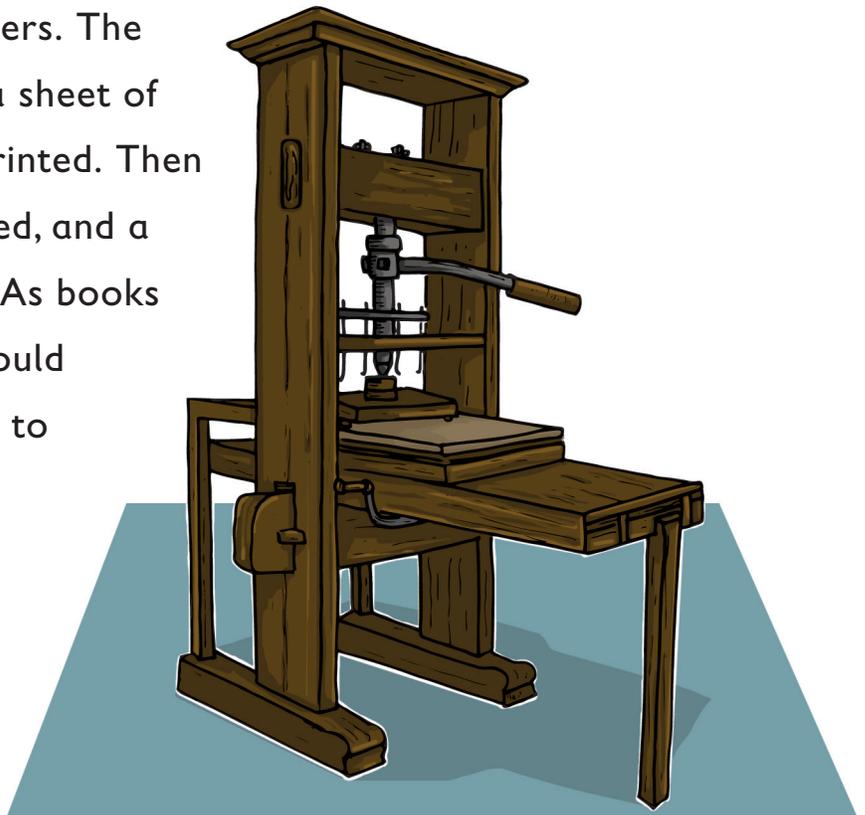
The prefix *re-* is used to show that something is done over again. For each of the sentences, choose a word that fits the meaning when the prefix *re-* is added. Add the prefix and write the new word in the blank.

acquainted build directed gain made positioned printed printing

1. Sam's book was so popular that it was _____ several times.
2. Each _____ of Sam's book sold out quickly.
3. After the fire, neighbors came together to help the farmer _____ his barn.
4. Mom _____ the bed after the baby's nap.
5. After the chessboard was knocked on the floor, each piece had to be _____.
6. The flagman _____ us around the road construction area.
7. The reunion was a chance to get _____ with cousins who lived far away.
8. After getting up from his fall, the runner was able to _____ the distance he had lost.

1. Read the passage aloud.
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Section 2: First Dictation

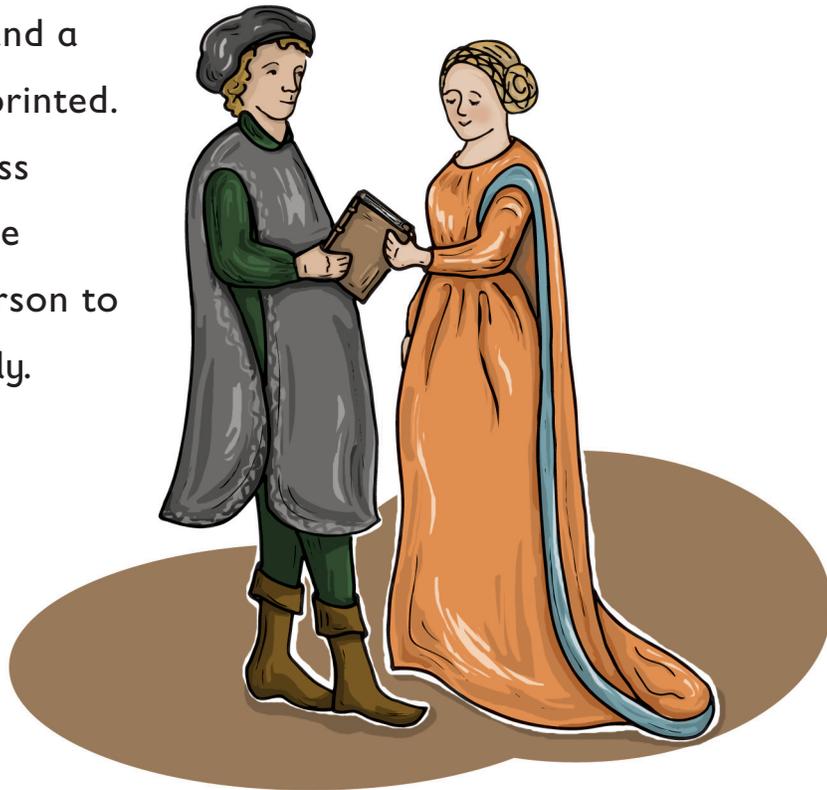
Write this week's passage from dictation. Ask for help if you need it.

Books

A series of horizontal lines for writing, alternating between light green and light blue colors. The lines are spaced evenly down the page, providing a guide for letter height and placement.

1. Read the passage aloud.
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Section 2: Second Dictation

See if you can write this week's passage from dictation without asking for help.

A series of horizontal lines for writing, alternating between light green and light blue colors. The lines are spaced evenly down the page, providing a guide for handwriting practice.

In Lesson 2, you studied plurals that were formed by adding *-s* to the word. For example, one *book* became many *books*. There are some words for which this simple pattern does not work very well. How would you form the plural of *brush*? Try writing it with an *-s* added, and then try pronouncing the word you wrote. The word *brushs* looks strange and is awkward to pronounce.

This is why most words that end in *sh*, *ch*, or *x* form the plural by adding *-es*. The correct plural for *brush* is *brushes*. Singular words that already end in *s*, such as *class*, also add *-es* to form the plural. The plural of *class* is *classes*.

1. Read the passage aloud.
2. Look for the following base words in the passage: *work*, *task*, *wash*, *brush*, *ready*, *canvas*, *class*, *paint*, *success*, *picture*, *theme*, *myth*, *show*, *scene*, *renown*, *color*, *grace*, *figure*, *shadow*, *artist*, *year*, *honor*, and *match*. Underline each one in blue. (Some words may occur more than once.)
3. Look for the following suffixes in the passage: *-ed*, *-s*, *-ing*, *-es*, *-ful*, and *-er*. Mark each one in yellow.
4. Look for the following prefix in the passage: *over-*. Mark it in green.

It is thought that Botticelli first worked for a goldsmith. Then he went to work for a famous artist. He did tasks such as washing brushes and readying canvases. The artist also gave him classes in painting. Botticelli became a successful painter while still quite young. Many of his pictures had themes from Greek and Roman myths. Other paintings showed scenes from the Bible. He was renowned for his subtle colors and graceful figures. Later, his fame was overshadowed by other artists. More than 400 years after his death, his work began to be honored again. Now his reputation matches that of many other artists.



Section 2: Copywork

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The prefix *over* can mean *too much*, *more*, or *above*. If you *overeate*, you have eaten *too much*. If you *overtake* someone, you catch up to them, probably because you were moving *more* quickly. If the water in the tub *overflows*, it has gone *above* the edge of the tub.

1. Read the passage aloud.
2. Look for the following base words in the passage: *work*, *task*, *wash*, *brush*, *ready*, *canvas*, *class*, *paint*, *success*, *picture*, *theme*, *myth*, *show*, *scene*, *renown*, *color*, *grace*, *figure*, *shadow*, *artist*, *year*, *honor*, and *match*. Underline each one in blue. (Some words may occur more than once.)
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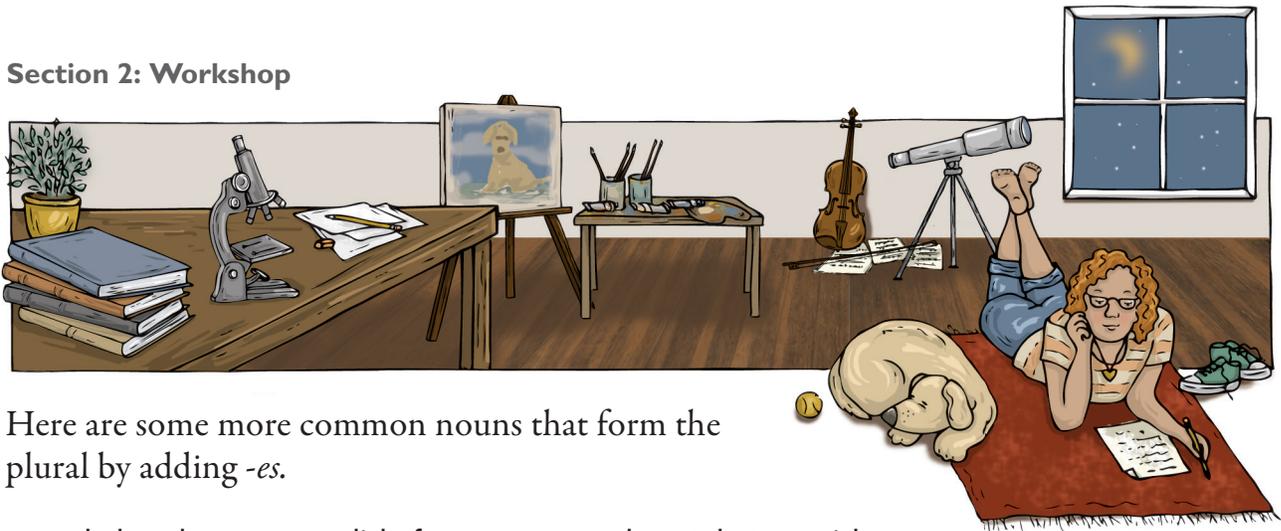
In this lesson, you learned that most words that end in *s*, *sh*, *ch*, or *x* form the plural by adding *-es*. There are a few exceptions to this pattern. Two common ones are *axis/axes* and *ox/oxen*. The word *axis* is often used in math and science and has kept its Latin plural form. The word *oxen* is one of very few words that has kept its Old English form. It was probably passed down from father to son by the people who were using the oxen to plow their fields.

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Section 2: Workshop



Here are some more common nouns that form the plural by adding *-es*.

arch bench compass dish fox grass march patch tax wish

For each of these sentences, choose the word from the list that best fits the meaning and write its plural in the blank.

1. Sam's mother asked him to wash the _____.
2. The bridge was supported by concrete _____.
3. What would it be like if all your _____ came true?
4. Did you know that there are two kinds of _____? One tells direction, and one is used to draw circles.
5. I was excited to see two _____ run across the road.
6. We invited so many people for dinner that we had to use _____ for seats.
7. The band played several _____ by John Philip Sousa.
8. It is sometimes recommended to plant several kinds of _____ for a healthy lawn.
9. At one time, it was the style to sew leather _____ on the elbows of sweaters.
10. After the storm, some people thought that more of their local _____ should have been budgeted for snow removal.

1. Read the passage aloud.
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Section 2: First Dictation

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Section 2: Second Dictation

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