

## Lesson 25, Week 5

- 'e n t r â n c e e, Noun; SyR 39 "When a word has an affix, it is divided between the root and the affix" SpR 20, Job 3; prefix *en* means "in" or "into." There is another word with the same spelling, but since you are teaching nouns this week, emphasize the noun, not the verb which has a different accent.
- ô 'b l i g e e, Verb; SyR 43. This word may not be in the vocabulary of the average Grade 2 student, but is offered here as a contrast to the more commonly used /dge/ phonogram. Words with this spelling pattern are almost always of French derivation instead of the /dge/ Anglo-Saxon spelling.
- 'f u r t h e r Noun, transitive verb, adjective; put on 'er' page; SyR38.
- 'm i d , n i g h t Noun; SyR 38 or 37; an antonym of noon.
- l ô s s Noun; 4 over 'aw'; SpR 4. Antonym: gain
- 's q u i r r ê l Noun and transitive verb; SyR 38; sound both r's for spelling; the last one is silent in pronunciation so double-underline. Assign sentences using the verb form to your more advanced students; add to 'er' chart.

## Lesson 27, Week 6, Spelling List 15

- 'm a y o r Noun; we pronounce 'er' so double underline /or/. /Ay/ may also be used within a word, but is more normally used at the end.
- y o l k Noun. SpR 14. From Middle English *yolke*. If you pronounce it with the -l (an option), you would take off the double underline.
- k n e e Noun or transitive verb; underline each phonogram.
- 'l e <sup>2</sup> a t h e r Noun; 2 over 'ě' and voiced 'th.' SyR 38. Pronunciation of this, and many other words are not necessarily the same as they are syllabicated for spelling; we pronounce 'lea ther,' but syllabicate for spelling.
- e v e e, Noun; short form of evening.
- '<sup>2</sup>e y e n i n g Noun or adjective. Have students bracket the paronyms.

## Lesson 28, Week 6

- w a i t Verb.
- d ê 'g r e e Noun; SyR 39; we pronounce 'ĭ.'
- c u b e e, / c ũ b e ĕ <sup>2</sup> Noun, adjective, transitive verb; SpRs 20, Job 1; PR 29.
- 'p r i s <sup>2</sup> ô n Noun; SyR 40; 2 over 'z'; schwa 'uh,' but think to spell 'ah'; 'z' moves to second syllable for pronunciation.
- 'e n g i n e e, Noun; SyR 38; SpR 20; Job 5. We think short -i and say 'uh.'
- 'n o i s <sup>2</sup> y <sup>3</sup> Adjective; noise is a noun and a silent final e word. We are adding a vowel suffix which asks us to drop the silent e. SvR 39 SnR 25

Lesson 29, Week 6

rê 'cord

Verb; SyR 41; we pronounce with short -i, but still 'think to write and spell' long -e; the caret ^ mark ties the difference in pronunciation to the correct spelling pattern, and establishes phonemic and graphemic awareness simultaneously. Have students bracket these two words.

'rec ord

Noun or adjective; SyR 40; note the change in accent and syllabication; 'k' moves to second syllable for pronunciation.

'for tune,

Noun and verb; -t says 'ch' so gets a double underline; SpR 20, no job e. The -u carries the legitimate 'uh' sound.

'gas line,

Noun; SyR 43; SpRs 13 and 20, Job 5. Think to spell long -o.

'ker sene, or 'ker sine, Noun with two acceptable spellings. Has Greek and English origins.

'e mpire,

Noun; SyR 38; SpR 20, Job 1.

Lesson 30, Week 6

'co'ok y / 'co'ok ie Noun; SyR 39. Both spellings are shown; i-e and y are both the same suffix, and it is what we really are doing when we change the -y to -i and add e-s.

'co'ok ies

Plural noun; SyR 39. We simply add the -s. Bracket and add to the /ie/ page.

't ip ,t oe

Noun, adjective, adverb and intransitive verb; compound word; R 37.

'm is tle , t oe

Noun; SyRs 40, 44, and 37; -t is silent and the 's' moves to the second syllable for pronunciation. SpR 20, Job 4.

g u e s t

Noun; the vowel -u is always silent when it comes between -g and an e, i or y; without the silent -u after -g, this word would say 'j e s t.' In English, the vowels -u and -e are the only silent vowel sounds. These get a double underline because they are silent.

g u e s s

Verb or noun; -u is used in the orthography of these words to keep the -g from saying 'j'; these are French spelling patterns; bracket these words. SpR. 4.