Spelling and Handwriting in myView Literacy and miVisión Lectura

THE PEARSON ADVANTAGE

- Spelling and Handwriting are comprehensively planned and covered in one program.
- Spelling and handwriting are connected to and integrated with the reading and writing workshops (in the Reading-Writing Bridge).

SPELLING

Spelling instruction is based on a developmental continuum. Instruction first focuses on sound-spelling relationships, word structure study (word endings, compound words, contractions), spelling-meaning relationships (such as Greek and Latin roots, homophones, and affixes).

Spelling **instructional emphasis** is built on the following principles. Sound-spelling, word structure, and spelling-meaning relationships are taught at all grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sound-Spelling</th>
<th>Phonics</th>
<th>Word Structure</th>
<th>Spelling-Meaning Relationships</th>
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<td>K</td>
<td>Emphasized (Units 4-5 only)</td>
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**Spelling Spell Plurals**

**FLEXIBLE OPTION**

**LESSON 1**

**Assess Prior Knowledge**

Use the Spelling Sentence from the **5 to assess students’ prior knowledge of plurals.**

For students who are unfamiliar with how to add singular nouns into plural nouns, include the following challenge words with the spelling list:

**Challenge Words**

- outfits
- endearments
- invitations

**SPELLING WORDS**

- services
- leases
- primaries
- classes
- consumers
- games
- holidays
- visions
- loses
- spectacles
- chairs
- sandwiches
- shingles
- berries
- colors
- counties
- galaxies
- taxes
- victories

**ILL Targeted Support**

Phonics: Tell students that adding an **-s** can help them tell if the word is singular or plural. Write words with the **-s** and add **-es** to them.

- My sister only has three classes after lunch.
- Our ____ can support life.

- Read each word and have students repeat after you.
- Have the above activity. Then have students sort with the memory spelling words.

- Have students work in pairs and find as many words as they can with **-s** and **-es**.

- Have students write the vocabulary words aloud, and also write the appropriate form for each word.

**LESSON 2**

**Teach**

**Focus on Strategies**

Tell students that singular nouns can be made plural by adding **-s** or **-es**. Remind students that in some cases, the spelling of the word must change. For example, a singular noun ends in **y** following a consonant. It is made plural by changing the **y** to **i** and adding **-es**.

**Model and Practice**

Write or display the words *services, consumers, classes, counties* and give the following sentences. Have students fill in the blanks.

1. Our ____ can support life.

2. There are many other ____.

- **FLEXIBLE OPTION**

- Have students complete the activity on p. 165.

**MORE PRACTICE**

- Write a sentence using the plural form of each noun. Spell correctly.

**FLEXIBLE OPTION**

**LESSON 3**

**Focus on Strategies**

Review the spelling rule from the previous week. Ask students to create a volunteer to correct the misspelled words. Point out that if students know how to spell the prefix, they can correctly spell words that use it.

**Model and Practice**

Display the following with the above activity:

- My sunglasses need new lenses.
- Our track and field team had several victories at the meet.
- My sister only has three classes after lunch.
- My ____ can support life.

- Ask for a volunteer to correct the misspelled words. Point out that it is important to **check the spelling** of words that come after a prefix.

**LESSON 4**

**More Practice**

- Have students complete the activity on p. 166.

**Spiral Reviews: Prefixes: mini-, bi-, -s**

Review the following sentences for a spelling test:

- The thunderstorms knocked out many of the town’s services.
- Below the main election, we have primaries for the candidates.
- Containers spend a lot of money during the holiday season.
- My sunglasses need new lenses.
- We picked sandwiches to take on our picnic.
- The monkeys ran around the jungle.
- My bananas are in our backyard this summer.
- My favorite classes are English, art, and science.
- My answer was a lot of victories this season.

- Write a sentence using the plural form of each noun. Spell correctly.

**LESSON 5**

**Assess Understanding**

Use the following sentences for a spelling test:

- The thunderstorms knocked out many of the town’s services.
- Below the main election, we have primaries for the candidates.
- Containers spend a lot of money during the holiday season.
- My sunglasses need new lenses.
- We picked sandwiches to take on our picnic.
- The monkeys ran around the jungle.
- My bananas are in our backyard this summer.
- My favorite classes are English, art, and science.
- My answer was a lot of victories this season.

- Write a sentence using the plural form of each noun. Spell correctly.

**FLEXIBLE OPTION**

Flexible options allow teachers to make their spelling lessons flexible for the needs of their students.

- Spiral reviews are included to ensure students retain skills previously taught.
- Additional practice pages are available as a download from Resource Download Center on Realize.
Handwriting

Handwriting minilessons are found in the Reading-Writing Bridge Teacher’s Edition pages.

Practice pages are available on the Resource Download Center on Realize.

Visit us at PearsonSchool.com/myViewLiteracy for more information.

Contact your representative for questions and personal assistance.

Handwriting

Letters f and k

OBJECTIVE
Develop handwriting by accuracy in forming cursive letters  and forming loops and connecting letters.

FOCUS: Display the cursive letters f and k.

MODEL: Tell students to think of a roller coaster that loops up and travels back down. Have students begin to form the letter f with the pencil on the bottom line, slide it up at a slight slant and curve around to form a loop. Like a roller coaster, their pencil will curve down. Tell them to do the same below the bottom line, forming another loop. Remind students that they do not lift the pencil off the paper. Model doing similar movements to form the letter k, with a loop in the top of the letter.

PRACTICE: Have students use Handwriting p. 137 from the Resource Download Center to practice writing cursive letters f and k.

Handwriting

Cursive Letters f, k

Look at the lowercase cursive f in the box. What kind of strokes are used? Where do you start a lowercase cursive f? What do you do next? How do you finish it?

MY TURN: Trace the cursive letters. Then write the lowercase cursive letter f.

Look at the lowercase cursive k in the box. What kind of strokes are used? Where do you start a lowercase cursive k? What do you do next? How do you finish it?

MY TURN: Trace the cursive letters. Then write the lowercase cursive letter k.

Practice pages are available on the Resource Download Center on Realize.

Visit us at PearsonSchool.com/myViewLiteracy for more information.

Contact your representative for questions and personal assistance.

Handwriting

Comprehensive solution for teaching and practice handwriting is included in myView Literacy and miVisión Lectura.

- Grades K-1: Script/letter formation connected to the sight words and foundational skills sound patterns.
- Grade 2: Is the transition to cursive year- units 1 and 2 are focused on manuscript and slope development. Unit 3 begins cursive writing all leading to mastery of cursive.
- Grades 3-5: Students are expected to write using cursive.