

path  
with  
bath  
moth  
this  
that  
then  
them  
than  
thin

.....  
saw

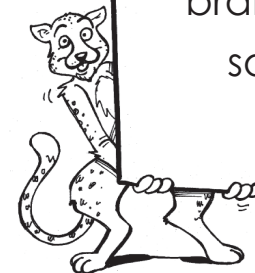
## Wordsmith Words with Consonant Team (th)

1. ((That)/ Than ) man is my dad.
2. I ((then)/ when ) saw the **path**.
3. I had a hot ( bat /((bath))).
4. Can we fish **with** ((this)/ them ) rod?
5. The dog is ((thin)/ then ).
6. I will go with ( that /((them))).
7. His dog is bigger ( then /((than)) my dog.
8. I can see the ((moth)/ them ).



## COVERS

Two consonants  
team together  
to spell one  
brand new  
sound.





Read each word and fill in the chart.

Underline the consonant teams.

How many letters?

How many sounds?

Spell the word with P.A.W.S. 

with

4

3

with

then

4

3

then

bath

4

3

bath

this

4

3

this

that

4

3

that

them

4

3

them



Read the headings and then sort the words.  
Underline the consonant team.

with bath this moth that then them than

**/th/ Beginning**

**/th/ Ending**

<u>th</u> is	<u>th</u> an	bat <u>h</u>
<u>th</u> at	<u>th</u> em	wit <u>h</u>
<u>th</u> en		mo <u>th</u>



Listen to your teacher and then  
write the sentence.

I saw that path.

Edit with **C.O.P.S.**  
**C**apital Letters  
**O**rder  
**P** . ? !  
**S**pelling



Read the word to hear the underlined sound. Then read the four other words in the same box. If the word has the same sound, trace the arrow.

bath

- have
- with
- path
- lash

thin

- fin
- tin
- moth
- thud

fish

- ship
- fuss
- rush
- bus



Pick a box. Use two of the words to write a sentence.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are two sets of these lines provided for writing a sentence.

## Wordsmith Words with Complex Ends

### Wordsmith Words

act  
cent  
felt  
lift  
lost  
milk  
inch  
fact  
rest  
soft

### T.R.I.C.K.y Word

could

### DASH's Q & A

1. How many vowels do you see in each word?

1

2. How many sounds are after the vowel in each word?

1 (2) 3

3. Can you segment the sounds in the word *inch*?

/ ɪ / / n / / ch /

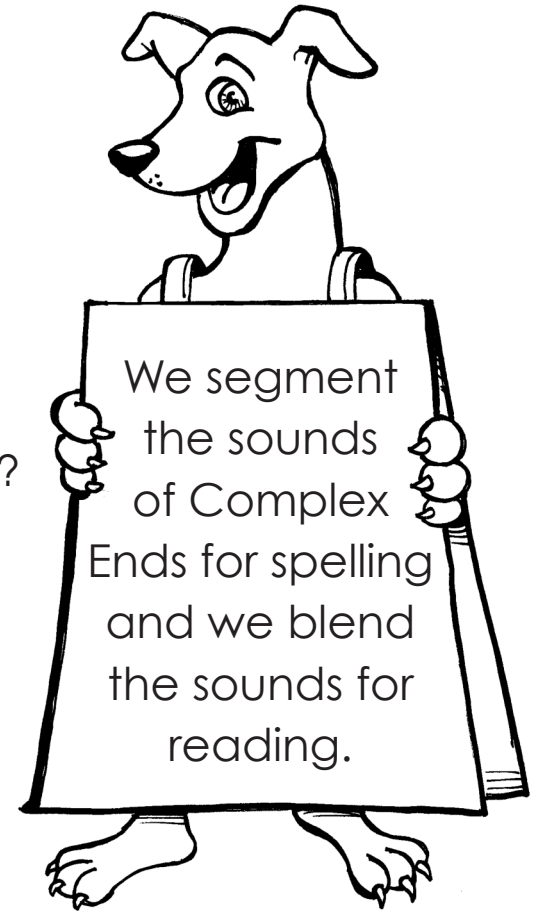
4. Why isn't there a super-sized spelling in *inch*?

The / ɪ / is **not** next to the /ch/.

5. What is the syllable type? (C) O V E R S

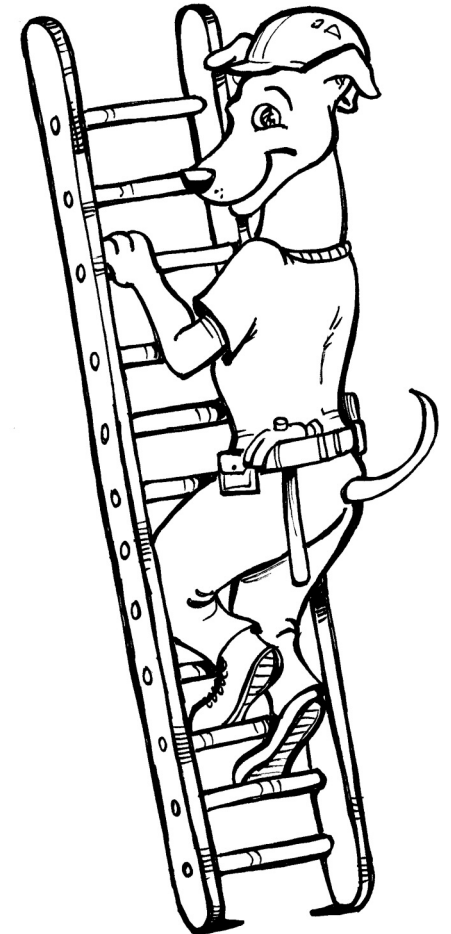
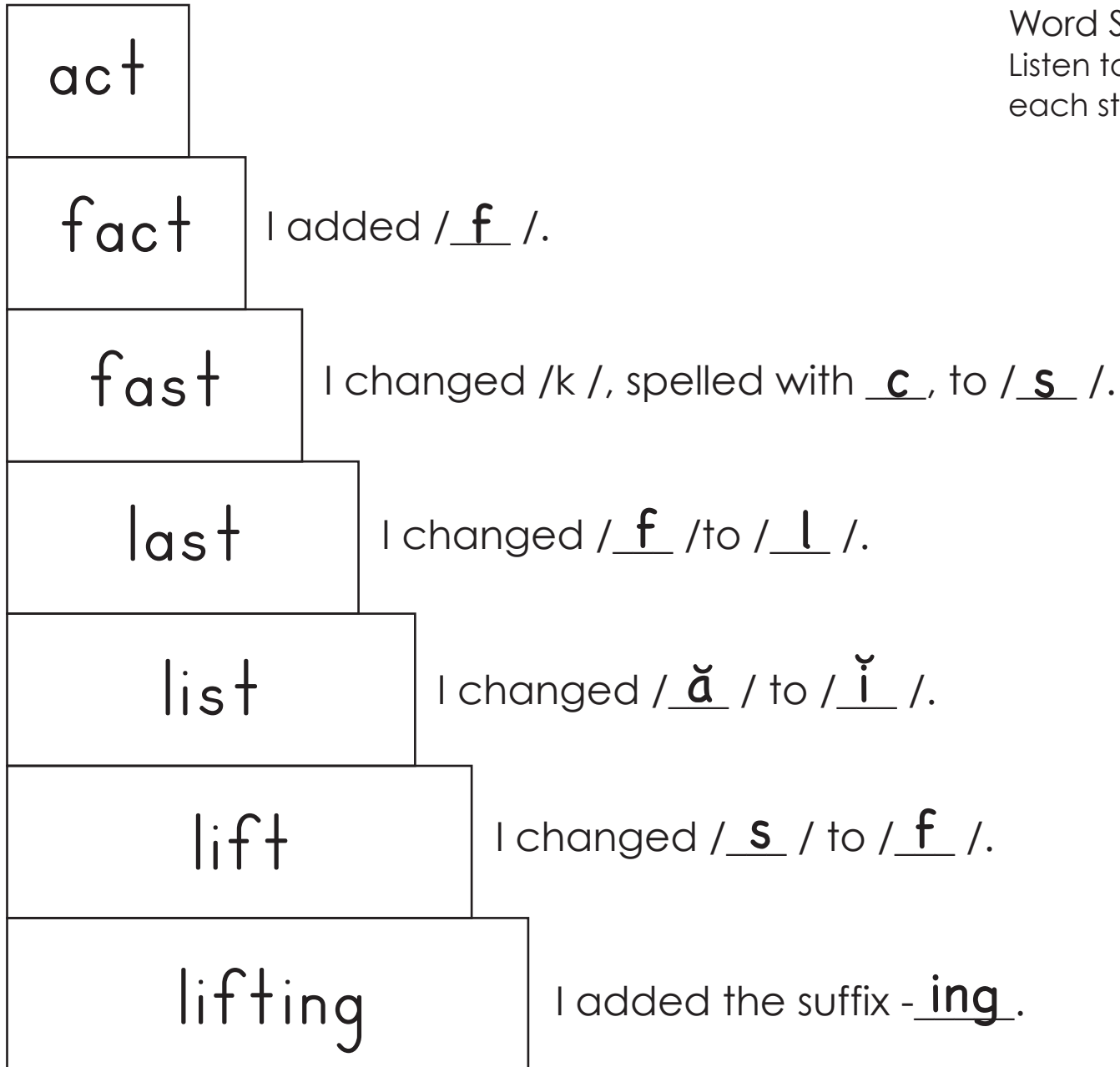
6. What part of the word **could** is tricky?

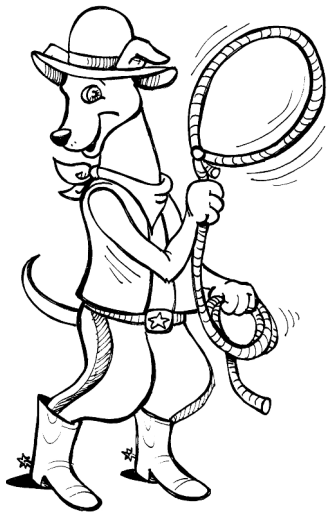
In the word **could**, the OU has the /oʊ/ sound and the l is silent.



## Word Steps

Listen to your teacher. Write the word in each step. Explain the sound change.





## Read and Sort

Work with a partner. Read these phrases to each other. Talk about the meaning of each phrase in italics. Then circle each Wordsmith word.

a class *act*  
 one *cent*  
 he *felt*  
 give you a *lift*  
*lost* and found

*cry over spilled milk*  
*inch* by inch  
 and that's a *fact*  
 sit and *rest*  
 a *soft* bed

Sort the circled words by the short vowel sound.

	/ɪ/	/ɛ/	/ă/	/ɔ/
<b>Wordsmith Words</b>	lift inch milk	felt rest cent	act fact	lost soft
<b>Find your own words</b>				



### Fill in the Story

Listen as your teacher or partner reads the story. Use your Wordsmith words to fill in the blank lines.

## My Lost Wallet

I lost my wallet. It held every cent I had!

I acted as if I did not mind. In fact, I felt sad.

My mom hugged me. She gave me a tall glass of milk.

She said, "Drink this. Then, we will go on a wallet hunt."

We did not rest until we checked each inch of my room. At last, I lifted my soft quilt.

There was my wallet! Mom smiled, "The lost has been found!"



# Discover



# COVERS

Read these words. Highlight the common spelling pattern.



sketch

knock

wreck

judge

luck

bridge

switch

stitch

pledge

check

trudge

clutch



Write a title for this lesson. Base it on the spelling pattern.

Wordsmith Words with Super-Sized Spellings (*tch, ck, dge*)

Look at the table below. Write the headings.

Super-Sized Spelling (Short vowel is next to ending spelling.)	No Super-Sized Spelling (Consonant is between short vowel and ending spelling.)
clutch fridge back	clench fringe bank



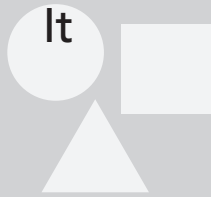
Talk with a partner about the \*T.R.I.C.K.y word and the homophones. What connections do you see?

✦ watch

its

it's

# Sort



- 1 Cut apart the word cards.
- 2 Write your initials on each card.
- 3 Sort the cards at least two ways.



Record a sort here that is different from the one that follows. Include the headings and all the Wordsmith words.

## Possible sorts:

Complex Front, No Complex Front

Silent Letter, No Silent Letter

Words I Know, Words I Don't Know

Short Vowels (/ĩ/, /ě/, /ů/, /ǒ/)

Noun, Verb

Sort the words by the Super-sized Spelling.

-ck	-dge	-tch
knock	judge	<u>s</u> ket <u>ch</u>
luck	<u>t</u> rud <u>g</u> e	<u>s</u> wi <u>ch</u>
wreck	<u>b</u> ri <u>d</u> g <u>e</u>	<u>cl</u> ut <u>ch</u>
check	<u>p</u> l <u>e</u> d <u>g</u> e	<u>st</u> it <u>ch</u>

1. Draw a line through the silent letters in *knock* and *wreck*.
2. Underline the Complex Fronts.

# Think

## About It...



Thinking about the meaning of a word will help you remember its spelling. Replace the underlined word or phrase with one of the Wordsmith words. You may need to add a suffix to some of the words. Rewrite and finish any incomplete sentences.

1. I made a quick drawing of my dog.

sketch

2. I saw a crash on the street.

wreck

3. It was bad chance to be in the accident.

luck

4. I quickly changed my clothes.

switched

5. I will rap on the door.

knock

6. The doctor did a quick test of my reflexes.

check

7. I will hold tightly to my bag on the bus.

clutch

8. I promise to...

I pledge to...

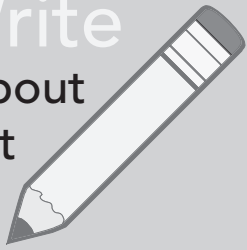
9. Don't criticize someone because...

Don't judge someone because...



# Write

## About It



Adverbs can add interest to your sentences. Choose a sentence and then add an adverb or adverbial phrase that fits the verb. Read the sentence several times to decide where to place the adverb or phrase. Write down 3 or 4 of the sentences.

Sentences	Adverbs	
	Where	When
He crossed the bridge.	inside the house	after he finished
The judge decided the case.	outside the house	before he left
He clutched the handrail.	down the path	never
He wrecked his car.	here	daily
He made a quick sketch of his pets.	there	today
He knocked on the door.	everywhere	yesterday
He checked his work.	anywhere	tomorrow
He trudged his way.	away	

He checked his work before he left.

Before he left, he checked his work.



# Study It

homophones

exceptions

silent letters

tricky word parts

Homophones: **it's** **its**

It's time for the dog to have its dinner.

## Word Map

Sort the Wordsmith words by the super-sized spellings. Listen as your teacher dictates each word. Spell the word in the correct column. Do not look back at your word list!

-ck	-dge	-tch
knock	judge	sketch
luck	trudge	switch
wreck	bridge	clutch
check	pledge	stitch

## Memory Triggers

Look at your results on the Word Map. Were there difficult words? How will you remember to spell these words? Use the chart below to help you. Don't forget the T.R.I.C.K.y word!

Word	What was hard about it?	How will I remember it?

# Expand

It

**un** (not) + **luck** + **y** (full of)  
prefix                      base word                      suffix

New Word: **unlucky**

Basic Definition: not full of luck

## Use Your Dictionary

lacking good luck

## Use Your Thesaurus

Synonyms

unsuccessful      unfortunate

unhappy

hapless

Antonyms

lucky

happy

fortunate

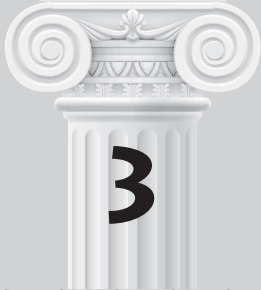
Part of Speech

- noun
- verb
- adjective
- other

Write a Complete Sentence

My unlucky dog ran into a skunk.

# SCRIPT



The English language uses roots that are Latin or Greek in origin.

**Script (scrib)** is a Latin root.

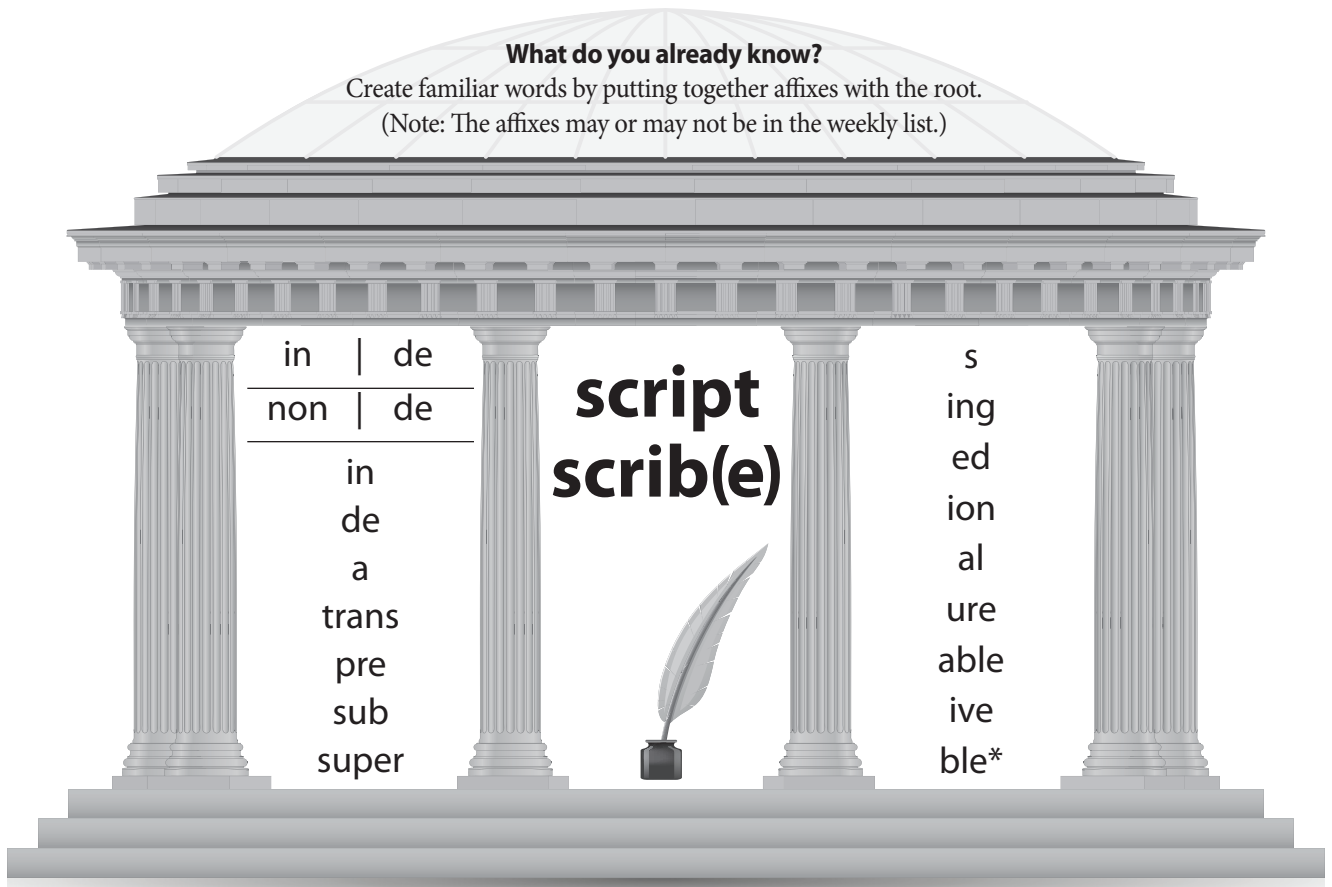
**Script (scrib)** means write.

**Script (scrib)** is a Closed Syllable.

## What do you already know?

Create familiar words by putting together affixes with the root.

(Note: The affixes may or may not be in the weekly list.)



\* A syllable that is not an affix.

**Word Equations** using the root *scribe* or *script*, the prefixes *trans-*, *de-*, *a-*, *super-*, *pre-* and the suffixes and *-ion*, *-ive*.

1 across + write (script) = trans + script = transcript

2 down + write (script) + quality of = de + script + ive = descriptive

3 toward + write (scribe) = a + scribe = ascribe

4 over + write (script) = super + script = superscript

5 before + write (script) + act of = pre + script ion = prescription

transcript	describe	transcribe
scribe	prescription	scribble
superscript	subscription	inscription
script	descriptive	ascribe

**SORT IT OUT**

As your teacher introduces each word, copy it into the chart below in the appropriate column.

<p><b>NEW</b> (never heard it)</p>	<p><b>KNOWN</b> (sounds familiar)</p>	<p><b>OWN</b> (I can tell you what it means and use it in a sentence)</p>
	<p>Answers will vary.</p>	

- 1 Find the root in each word above and circle it.
- 2 Draw a line under the prefixes.
- 3 Box around the suffixes.



# WHAT DOES IT MEAN?



Originally, the words were given their meanings in the most basic terms through their prefix/root/suffix definitions. As our language evolves, the meaning of words change! The dictionary will give a deeper meaning to the word as we have come to use it now.

Look up each word in the dictionary and add that definition to the chart.

## DICTIONARY CHART

WORD	PART OF SPEECH	ORIGINAL MEANING	DICTIONARY DEFINITION
describe	verb	to write down	to set forth in words (written and spoken)
prescription	noun	the act of writing before	a written order for medicine
subscription	noun	the act of writing under	a payment; the act of prepaying for a series of magazines, etc.
transcribe	verb	to write across	to copy writing; to record by writing
inscription	noun	the act of writing into something	a record written on stone, brick, metal, or other hard surface

Rewrite the underlined phrases, using one of this week's Wordsmith words.

1. I will draw random marks on my journal page.

I will scribble on my journal page.

2. The actor will study the written text of the play.

The actor will study the script of the play.

3. The judge requested a written record of the witness' testimony.

The judge requested a transcript of the witness' testimony.



Consider what Abraham Lincoln is saying in this quote:

*The meaning of tact:  
 “the ability to describe others  
 as they see themselves.”*

In response to today’s quote, consider that a tactful person doesn’t hurt people’s feelings. Tactful people have the ability to put themselves in other peoples’ shoes. Write a tactful response to each question below.



1 Your mom just tried out a new recipe for dinner. Let’s just say it wasn’t your favorite meal. What do you tell your mom?

Thanks, Mom, for doing a new dish for us. I know it was a lot of special work for us and that you took extra time to do it.

2 Your friend just had you listen to their new favorite song. You didn’t like it at all. What do you say?

I can tell you really like the strong emotion in this song. What a voice she has!

3 The principal just asked you to be a friend to a new student on the bus ride home. You usually sit with your best friend. What will you say to the principal?

Thank you for thinking of me and for thinking I could help someone. I will definitely help the new student and introduce her to my friends. I’d be glad to sit with her/him the first few days, but I know my best friend might feel left out after that.

4 Your teacher gave the wrong answer when she was having you correct your test. What will you say to your teacher?

Mr. \_\_\_\_, would you repeat the answer to question #7? I’m not sure I heard it correctly.



rain      reign      rein

The mighty king, who reigns over a vast kingdom, reined in his horse when the rain began to fall.

**Rain** means water droplets falling from the clouds.

**Reign** means to rule a country.

**Rein** means to control something, a strap.



## MY TOP TWO SPELLING PATTERNS

descriptive    transcription    inscription    subscription    prescription

Spelling Pattern	Explanation	Word Examples
Adding suffix <i>-ion</i>	<p>The root <i>script</i> is used.</p> <p>The suffix <i>-ion</i> changes the word from a verb to a noun.</p> <p>When reading, the vowel suffix <i>-ion</i> uses the /t/ from the root to make the syllable /shən/</p>	<p>The first one is done for you:</p> <p>To <b>inscribe</b> is to make an <u>inscription</u>.</p> <p>To <b>transcribe</b> is to record a <u>transcription</u>.</p> <p>To <b>subscribe</b> is to purchase a <u>subscription</u>.</p> <p>To <b>prescribe</b> is to write a <u>prescription</u>.</p>
Adding suffix <i>-ive</i>	<p>The root <i>script</i> is used.</p> <p>The suffix <i>-ive</i> changes the word from a verb to an adjective.</p> <p>Does this vowel suffix use a sound from the root for the last syllable?</p> <p><u>Yes, the t.</u></p>	<p>Writing that <b>describes</b> is called <u>descriptive</u> writing.</p>



YOUR NEW WORD IS  
**nondescript**

Using your knowledge of the prefix (*non*), the prefix (*de*), and the root (*script*), what do you think the word means?

Non - not, de - down, script - written. This words means not being able to write down, to describe.

What is the dictionary definition of *nondescript*?

Lacking distinction; not being able to be described in a memorable way.

Part of speech:

**adjective**

What are synonyms for *nondescript*?

unremarkable  
ordinary  
dull  
uninteresting  
common  
plain

The comedian Patton Oswalt said:

*"I look pretty nondescript. I don't express my personality with my clothes, with my car or my, you know, house. I express myself with my personality."*

What value or belief is Mr. Oswalt expressing in this quote? Do you agree with him? Explain why or why not.

Mr. Oswalt is saying that it is more important to be remarkable in your personality than in your possessions. I do think that it is one's personality that distinguishes a person.

Create a sentence using the word *nondescript*.

He was so nondescript that people often forgot he was even there.

# STRUCT



## DISCOVER THE ROOT

If **instruct** means 'to teach or train by building knowledge'

And **obstructions** means 'barriers built to block'

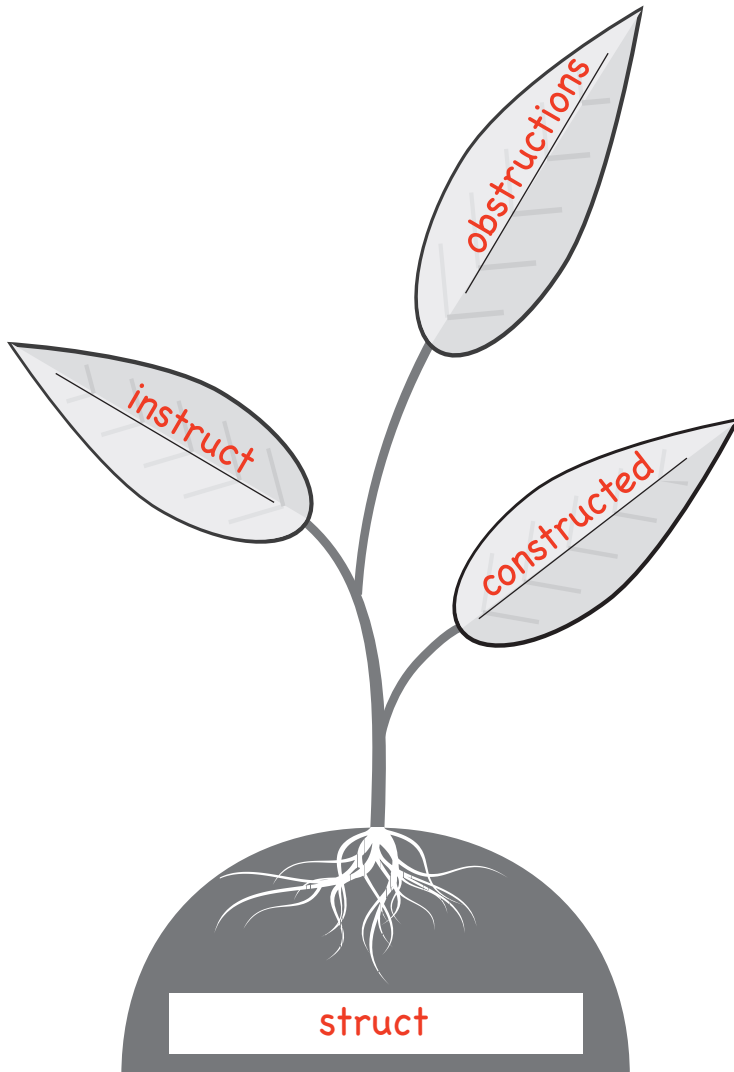
And **constructed** means 'to have built something'

Then, *struct* means build. It is a Latin root.



## VISUALIZE THE ROOT

Label the root. On each leaf, write one of the bolded words from the box above.



## DETECT THE ROOT

Circle the words that include the root and cross out the words that do not.

structure      ~~struck~~  
infrastructure      ~~stucco~~  
~~struggle~~      destructive



## ILLUSTRATE THE ROOT

Possible suggestions:  
stack of bricks,  
building  
crane



**MORPHEME FOCUS**

**Affixes**

- infra- beneath
- ure act of; state of
- al relating to; noun-forming



**MORPHEME PRACTICE**

Write a definition for each morpheme using the appendix.

- de- down, off, away
- con- with, together
- ob- toward, against
- in- in, into; not
- ion state of
- ive quality of; power to
- ment state of
- ible able, can be done



**DECONSTRUCT EACH WORD**

WORD	MORPHEMES	DEFINITION BASED ON MORPHEMES	MODERN MEANING
destructive	de + struct + ive	quality of building down	quality of destroying
structure	struct + ure	something built	building
infrastructure	infra + struct + ure	framework that is built beneath a system	organization
constructed	con + struct + ed	to have built together	to have built
reconstruction	re + con + struct + ion	state of building back	1. Time period in US history following Civil War 2. The act of reconstructing
obstructions	ob + struct + ion + s	more than one state of building against	obstacles
instrumental	in + s tru + ment + al	relating to the state of building into	helpful, involved
constructive	con + struct + ive	the quality of building together	positive, useful
instructed	in + struct + ed	to have built in	to have trained or taught
indestructible	in + de + struct + ible	not able to build down	impossible to destroy



**1,2,3!** Rate your understanding of each word.

destructive	<b>Answers</b>	instructed
structure	<b>will</b>	obstructions
infrastructure	<b>vary</b>	instrumental
constructed		constructive
reconstruction		indestructible

*To know what you know and what you do not know, that is true knowledge.*  
—Confucius



**NEGATIVE OR POSITIVE?**

It's important to understand that some words have a negative or positive connotation. Find two examples of each from the list above.

NEGATIVE	POSITIVE
destructive	constructive
obstructions	instrumental

**Also: indestructible, reconstruction**



**CONNECTIONS**

Fill in the chart below to describe a context for each word. Think about who would use the word in their job or interests and/or where it might be used.

WORD	WHO? WHERE?	SENTENCE
infrastructure	city planners    developers transportation	Answers will vary
instruct	teachers    professors trainers	Answers will vary
destructive	military    weathermen journalists	Answers will vary



**FIND AN OUTLIER**

Which word do you think you would never use?

Answers will vary



Suffixes and Syllables

H.F.W. nation, future

☛ The /shən/ syllable is often spelled tion

☛ The /chər/ syllable is often spelled ture



SPELLING WITH WEBSTER'S WAY

Use the pattern described above to spell each word.

- 1. construct + ion = construction
- 2. destruct + ion = destruction
- 3. reconstruct + ion = reconstruction
- 4. struc + ure = structure
- 5. instruct + ion = instruction



CONSTRUCT EACH WORD

See the morphemes	Tear into syllables	Do you hear the root?	Put it back together
in+stru+ment+al	in stru men tal	Yes	instrumental
re+con+struct+ion	re con struct ion	Yes	reconstruction
de+struct+ive	de struc tive	Yes	destructive
in+struct+ed	in struct ed	Yes	instructed

Challenge

Give a morphemic definition for the word *misconstrue*

It means to wrongly build together.



Commonly Misspelled Word

When you spell separate, remember this to help you with the spelling: You will see a rate in \_\_\_\_\_.





### COMPLETE THE ANALOGY

If fallen tree limbs obstruct the road, there are obstructions which are, *more than one state of building against*.



### ANALYZE

After considering the analogy above, complete the following sentences.

The prefix / suffix, ion, was added deleted. *-s was also added*

This changed the meaning / part of speech ( verb to noun ).



Construct is to constructed as obstruct is to obstructed.

Reconstruction is to reconstruct as affection is to affect.

Destruct is to destructive as attract is to attractive.



### APPLY

Read each sentence by replacing the italicized part with a Wordsmith Word. Then, complete each sentence in a meaningful way.

The building was *not able to be built down* because...

The building was indestructible because...

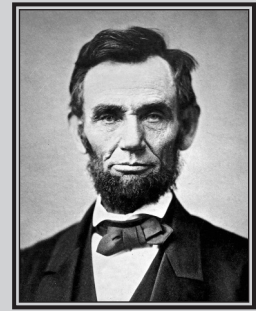
The *framework built beneath* of the city's transportation system was damaged when...

The infrastructure of the city's transportation system was damaged when...

She *built in* her class to...

She instructed her class to...

## THE PLAN TO BUILD AGAIN



1861-1865	March 4, 1865	April 9, 1865	April 14, 1865
American Civil War between North and South	Lincoln speaks about acting "with charity for all"	Civil War ends	Lincoln is assassinated

 Listen as your teacher reads the story; fill in the blanks using words with the root *struct*.


The Civil War was the most destructive war in American history. The war caused the country to separate\* into the northern states (the Union) and the southern states (the Confederacy). It lasted for four years, from 1861-1865. The structure of the United States was torn apart.

When the Confederacy surrendered on April 9, 1865, much of the infrastructure in the South had been destroyed. Roads had to be repaired and new buildings constructed. The plan to do this was called the Reconstruction.

The sadness and anger between the people of the South and North created many obstructions to this rebuilding.

President Abraham Lincoln was instrumental in planning a peaceful Reconstruction. He had a constructive approach of forgiveness rather than punishment. He wanted to make it easy for the South to join the Union. In one of his last speeches, he instructed the people to have "charity for all."

Sadly, President Lincoln was killed five days after the end of the war. But the words of peace and compassion that he wrote and said were indestructible. They stay with us to this day.

 **EXTRA CREDIT**  
Read a speech by Abraham Lincoln, such as the Gettysburg Address or his last State of the Union speech. Why do you think his words were **indestructible**?

**President Lincoln is still regarded as one of our greatest presidents.**