

HIGH NOON

Spelling

LEVEL A



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Table of Contents

Program Description	4
Using This Program	5
Determining student entry point	5
Weekly schedule	5
Using the Lessons	6
Core Activities	6
Independent Activities	6
Lesson 1 Short <i>a</i>	8
Lesson 2 Short <i>i</i>	12
Lesson 3 Short <i>o</i>	16
Lesson 4 Short <i>e</i>	20
Lesson 5 Short <i>u</i>	24
Lesson 6 Review	28
Lesson 7 Short vowel words with plurals	32
Lesson 8 Long <i>cv</i> words: <i>-e, -o, -i</i>	36
Lesson 9 Contrasting short <i>a</i> , long <i>a</i> (<i>a_e</i>)	40
Lesson 10 Contrasting short <i>i</i> , long <i>i</i> (<i>i_e</i>)	44
Lesson 11 Contrasting short <i>o</i> , long <i>o</i> (<i>o_e</i>)	48
Lesson 12 Review	52
Lesson 13 Contrasting short <i>u</i> , long <i>u</i> (<i>u_e</i>)	56
Lesson 14 Long <i>e</i> vowel pairs	60
Lesson 15 Long <i>a</i> vowel pairs	64
Lesson 16 Long <i>ie, i-e</i>	68
Lesson 17 Long <i>oa, o-e</i>	72
Lesson 18 Review	76
Lesson 19 Hard & soft <i>c</i>	80
Lesson 20 Hard & soft <i>g</i>	84
Lesson 21 Initial consonant blends: <i>cl-, fl-, pl-</i>	88
Lesson 22 Initial consonant blends: <i>bt-, dr-, gr-</i>	92
Lesson 23 Initial consonant blends: <i>sl-, st-, tr-</i>	96
Lesson 24 Review	100
Lesson 25 Final consonant blends: <i>-ft</i>	104
Lesson 26 Final consonant blends: <i>-nd</i>	108
Lesson 27 Final consonant blends: <i>-ft</i> and <i>-nd</i>	112
Lesson 28 Final consonant blends: <i>-mp, -nt</i>	116
Lesson 29 Final consonant blends: <i>-sk, -st</i>	120
Lesson 30 Review	124
Lesson 31 Initial consonant blends: <i>scr-, sc-</i>	128
Lesson 32 Initial consonant blends: <i>str-, st-</i>	132
Lesson 33 Initial consonant blends: <i>scr-, spl-</i>	136
Lesson 34 Initial consonant blends: <i>squ-, spr-</i>	140
Lesson 35 <i>y</i> as <i>i</i> in <i>-ie</i> words	144
Lesson 36 Review	148
Answer Key	152
Appendix A	
Posttest	158
Word Sort	159
Appendix B	
Stimulus Sentences	160
Appendix C	
Games	168

To the Teacher

High Noon Spelling is designed to give your students multiple opportunities for practice in spelling and writing. The ability to write the letters of words in proper phonetic sequence forms the foundation for communicating in writing as well as for decoding familiar and new words while reading. A student's familiarity with the ordered patterns and rules of the English language also supports the building and expansion of vocabulary, thus broadening the scope of all language opportunities.

Program Description

High Noon Spelling consists of four levels that each can be used as a complete one-year on-level spelling program for students in grades 2 to 5 or as a remedial spelling program for older students who need carefully sequenced spelling instruction.

Each level of *High Noon Spelling* includes 36 lessons, each with four reproducible pages:

Page 1—PRETEST
Lists 15 spelling words along with space for five challenge words. Students fold the page to take the pretest and space is provided for students to write corrections.

22 Pretest Name _____
Fold the first column under. Take the Pretest and write your answers in the second column. Unfold and check your answers. Copy the words and write corrections in the third column.

Spelling Words	Take the Pretest	Write corrections
1. drum	1.	1.
2. drip	2.	2.
3. grin	3.	3.
4. heat	4.	4.
5. drop	5.	5.
6. grin	6.	6.
7. drag	7.	7.
8. bran	8.	8.
9. grip	9.	9.
10. heat	10.	10.
11. grid	11.	11.
12. bran	12.	12.
13. could	13.	13.
14. should	14.	14.
15. would	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.
19.	19.	19.
20.	20.	20.

► try to spell for me in bran.
► try to spell for me in drag.
► try to spell for me in grab.

Page 2—WORD SORT
Students sort words into categories that focus their attention on phonics concepts that lead to better spelling. On this page they also read sight words in sentences and practice sight word spelling.

22 Word Sort Name _____
Pattern Words: Use the key words below to help you sort each pattern word by the indicated pattern.

Pattern Words	Ar Words	bracr	gr Words	drug	gr Words	grab
drum	drag					
drip	bran					
grin	grip					
heat	brag					
drop	grid					
grin	brim					

High Frequency Words Read each high frequency word out loud. Touch under each letter in each word, spell the word out loud, and read the word again. Then read the sentence. Circle each high frequency word used in the sentence and write it twice in the boxes next to the sentence.

Read, Spell, Read!
Read the sentence and circle the word. Write the word twice.

could	I could eat two cakes!		
should	I should cut the grass.		
would	Would you play the drum, please?		

Page 3—READING, WRITING & SPELLING
Here students are offered a variety of related activities. Students proofread words, sentences, and paragraphs; write sentences; and use sentence context to identify words.

22 Reading, Writing & Spelling Name _____

Spelling Words
drum drip grin bran drop
grin drag bran brim brag
grid grip could should would

Sentences Create sentences using each group of spelling words below. Circle the spelling words in the sentences.

drip 1. _____
drum _____
drip 2. _____
could _____
grip 3. _____
brim _____
should 4. _____
drag _____
would 5. _____
bran _____

Choose two words from the list above and create a sentence with your choices.

Page 4—WORD PLAY
These pages offer a range of fun activities that reinforce spelling skills: alphabetizing, word search, mixed-up letters, crossword puzzles, and coding activities.

22 Word Play Name _____

Spelling Words
drum drip grin heat drop
grim drag bran brim brag
grid grip could should would

Check the Code Use the code below to spell and read the hidden words and messages.

a b c d e f g h i j k l m
1 ! C - \$ f % & I J K = ♥
n o p q r s t u v w x y z
+ * , Q R S T : ; + 6 # (z

1 % R I - 5 ! R I T 9 % R I,
2 % R I ♥ 6 ! R I ◀ 10 - R I %
3 C O : - 7 ! R I % 11 ! R I ♥
4 % R I ◀ 8 - R I, 12 6 O : -

Use the code to read the sentence below.
{ O : S A O : - + O T - R O, T & S - R : ♥ }

Review Lessons

Skills are reviewed every sixth lesson.

Page 1—PRETEST

The pattern words on the Review lists are new words using the same spelling patterns from the previous five lessons. Eight sight words have been chosen from the previous five lessons.

6 Pretest (Lesson 6) REVIEW

Name _____

Write the five columns under: Take the Pretest and write your answers in the second column. Circle and underline your answers. Study the words and write corrections in the third column.

Spelling Words	Take the Pretest	Write corrections
1. nap	1.	1.
2. web	2.	2.
3. mad	3.	3.
4. pit	4.	4.
5. hi	5.	5.
6. yes	6.	6.
7. pup	7.	7.
8. cub	8.	8.
9. on	9.	9.
10. hop	10.	10.
11. bud	11.	11.
12. win	12.	12.
13. was	13.	13.
14. you	14.	14.
15. have	15.	15.
16. rise	16.	16.
17. they	17.	17.
18. do	18.	18.
19. for	19.	19.
20. what	20.	20.

→ In a correct the short a stand in usually spelled a. the short o stand in usually spelled o. the short e stand in usually spelled e. the short i stand in usually spelled i.

Page 2—WORD SORT

Eighteen pattern words have been included for the Review sort. To help students further internalize spelling patterns, the words chosen are taken from the pretest page and include additional pattern words.

6 Word Sort (Lesson 6) REVIEW

Name _____

Use the key words below to help you sort each pattern word by the indicated pattern.

More Patterns Words

man sit got ran sun let
ten can him red cut not
nap pit web win on cub

Short a Words	Short e Words	Short i Words	Short o Words	Short u Words

High Frequency Words Read each high frequency word one loud. Touch under each letter in each word, spell the word one loud, and read the word again. Then read the sentence. Circle each high frequency word used in the sentence and write it twice in the boxes next to the sentence.

Read, Spell, Read!

	Read the sentence and circle the word.	Write the word twice.
for	She ran for the dog.	
they	Can they get the mug?	
you	I cut the fan for you.	

Using this Program

Determining student entry point

For below-level small groups and individuals, use an informal assessment to place students at appropriate starting level and lesson. It may be helpful to determine an appropriate entry point for students by referring to the table of contents of this book for skills you know have not been mastered.

Weekly Schedule

Each lesson in High Noon Spelling can be taught over the course of five days.

Day 1	Pretest for the week
Day 2	Word Sort activity
Day 3	Reading, Writing & Spelling activity
Day 4	Word Play activity
Day 5	Posttest for the week

Lessons can be accelerated by teaching only the *Pretest*, *Word Sort*, and *Post-test* pages. Additional options for days 3 and 4 are to use the games or sort grid to repeat the sort found in Appendix A. If these are used as options, the *Reading, Writing & Spelling* or *Word Play* activities can be used as homework.

The lessons in *High Noon Spelling* are flexible and allow opportunities for differentiated instruction based on the needs of individual students. The following chart shows methods for providing extra support, or extra challenge, in the activity types in the *Reading, Writing & Spelling* and *Word Play* pages.

Activity type	Lesson page	Extra Support	Challenge
Sentences	<i>Reading, Writing & Spelling</i>	Ask students to choose only one word to use in each sentence instead of two.	Encourage students to write paragraphs or stories instead of sentences.
Compare Spellings	<i>Reading, Writing & Spelling</i>	Guide students through activity, focusing on particular sound-spelling in each set of words.	Give students pairs of challenge words to compare.
Proofreading Sentences	<i>Reading, Writing & Spelling</i>	Guide students through activity, reading sentences and helping students with errors and corrections. You may want to write sentences on the board or on an overhead.	Ask students to write the sentence correctly. Then they can expand each sentence by adding information such as WHO, WHAT, WHEN, WHY, or HOW.
Fill in the Blank	<i>Reading, Writing & Spelling</i>	Guide students through activity, helping them read sentences and give correct responses. Model using context when choosing the correct words.	Ask students to write the correct answers, encourage them to add describing words that fit with the words in the sentence.
Alphabetize	<i>Word Play</i>	Only ask students to alphabetize within the small groupings of words.	Ask students to include their challenge words in the alphabetizing list.
Word Find	<i>Word Play</i>	Guide students through activity, giving clues to help them find words. You may want to give this assignment to pairs of students.	Have students create their own <i>Word Finds</i> .
Mixed-up Letters	<i>Word Play</i>	Guide students through activity, helping them find and circle the words by giving clues to the location and length of the words.	Encourage students to create their own <i>Mixed Up Letter</i> sentences. Have them switch puzzles with a partner.
Crossword	<i>Word Play</i>	Give additional letter clues before students start the crossword.	Encourage students to create their own <i>Crossword</i> puzzles using the words from their spelling lists.
Crack the Code	<i>Word Play</i>	Guide students through activity, helping them find the words to crack the code.	Encourage students to create their own <i>Coded</i> puzzles using the words from their spelling lists.

Name _____

Fold the first column under. Take the Pretest and write your answers in the second column. Unfold and self-check your answers. Study the words and write corrections in the third column.

Spelling Words	
1.	drum
2.	drip
3.	grin
4.	brat
5.	drop
6.	grim
7.	drag
8.	bran
9.	grip
10.	brag
11.	grid
12.	brim
13.	could
14.	should
15.	would
16.	
17.	
18.	
19.	
20.	

Take the Pretest	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Write corrections	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Challenge Words

- /br/ is spelled *br* as in *bran*.
- /dr/ is spelled *dr* as in *drug*.
- /gr/ is spelled *gr* as in *grab*.



Word Sort

Name _____

Pattern Words Use the key words below to help you sort each pattern word by the indicated pattern.

Pattern Words		<i>br</i> Words	brad	<i>dr</i> Words	drug	<i>gr</i> Words	grab
drum	drag						
drip	bran						
grin	grip						
brat	brag						
drop	grid						
grim	brim						



High Frequency Words Read each high frequency word out loud. Touch under each letter in each word, spell the word out loud, and read the word again. Then read the sentence. Circle each high frequency word used in the sentence and write it twice in the boxes next to the sentence.

Read, Spell, Read!

	Read the sentence and circle the word.	Write the word twice.	
could	I could eat two cakes!		
should	I should cut the grass.		
would	Would you play the drum, please?		



Reading, Writing & Spelling

Name _____

Spelling Words

drum drip grin brim drop
grim frag bran brim brag
grid grip could should would

Sentences

Create sentences using each group of spelling words below.
Circle the spelling words in the sentences.

drop
drum

1.

drip
could

2.

grip
brim

3.

should
drag

4.

would
bran

5.

Choose two words from the list above and create a sentence with your choices.

6.



Word Play

Name _____

Spelling Words

drum	drip	grin	brat	drop
grim	drag	bran	brim	brag
grid	grip	could	should	would

Crack the Code

Use the code below to spell and read the hidden words and messages.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	!	C	-	\$	f	%	&	I	J	K	=	♥
n	o	p	q	r	s	t	u	v	w	x	y	z
«	O	,	Q	R	S	T	:	+	6	#	(z

1. % R I -

5. ! R 1 T

9. % R I ,

2. % R I ♥

6. ! R 1 «

10. - R 1 %

3. C O : = -

7. ! R 1 %

11. ! R I ♥

4. % R I «

8. - R I ,

12. 6 O : = -

Use the code to read the sentence below.

(O : S & O : = - « O T - R O , T & \$ - R : ♥ .

_____ .