

# Word Analyses

## LEVEL FOUR

### Sample Pages

Vocabulary and Spelling

with

*Johnny Can Spell and Johnny Can Write*

Alice Tabor Nine



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## **Introduction**

The *Johnny Can Spell / Johnny Can Write* approach is based on the understanding that sounds make up words,  
words make up phrases,  
and words and phrases make up sentences.

It recognizes the simplest unit of a word as one of three kinds: phonogram, syllable, or morpheme. It recognizes the simple declarative sentence as the building block of all composition.

### **Twenty-five Review Lessons**

*Word Analyses Level 4* and *Word Analyses Level 5* offer 25 Review Lessons (located at the beginning of the binder). These lessons are designed for the class that has not studied the phonograms and phonogram rules in previous years. Therefore, if students have not been taught the 70 common phonograms and their rules in prior years, fourth and fifth grade instruction should begin with these 25 lessons.

In the course of these 25 review lessons, all 70 common phonograms will be presented, the Spelling Charts will be introduced, and 60 easy-to-spell words will be studied to establish foundational knowledge and practice the word analysis process—Think to Spell®. Procedures for briskly paced reviews and dictations will be established. Also, students will begin a Practice Journal and a Spelling Notebook (see Appendix in this binder for details concerning these items). Upon completion of the 25 review lessons, instruction should immediately move to Lesson 1.

During these 25 Review Lessons, address penmanship and production of oral sounds carefully as they are presented and practiced with the 70 common phonograms. Mastery of the phonograms will not happen during these lessons. The goal is to frontload the phonograms building an awareness and a working knowledge of them. Mastery will be the result of teacher-directed daily application throughout the year to words in spelling, reading, and writing.

### **Lesson 1 - Lesson 120**

If students have been taught the 70 common phonograms and phonogram rules in previous years, then instruction should begin with Lesson 1. The 25 Review Lessons should not be necessary. Students should prepare a Practice Journal and a Spelling Notebook during the first lesson (see Appendix in this binder for details concerning these items).

## Introduction

## Word Analyses -- Level 4

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### *Word Analyses Level 4* and *Word Analyses Level 5*

The overall design of the *Word Analyses Level 4* and *Level 5* uses the spelling words as the central focal point of the lesson. It is from this central point that language instruction expands. The web of knowledge and applied skills that can surround a single word seems almost infinite.

Therefore, the direction and emphasis of the lesson content will be determined by the teacher's ongoing assessment of student knowledge, need, and interest. You, the teacher, must choose what you will use from the reservoir of knowledge presented under the column with each word.

Each book offers 480 spelling words. Words in Level 4 range upward to grade 6.6 in difficulty; Level 5 upward to grade 13.0.

Spelling words were drawn from several word lists.

- *Extend Ayres List* by Leonard Ayres  
The Extended Ayres List, a highly researched list of 1000 high frequency words ordered according to spelling difficulty, was used in school spellers during the first half of the 20th century. In addition to the 1000 high frequency words, another 700 words were added for instructional purposes. Words are grouped into Sections, A through Z, according to spelling difficulty.  
Words from Sections S through U are in *Word Analyses Level 4*, and words from Sections V through Z are in *Word Analyses Level 5*.
- *Instant Word List* by Edward Fry  
Fry's list identifies the 1,000 most commonly occurring words in reading. This list was compared with the Extended Ayres List, and any words occurring in Fry's list that were not in Ayres's list were incorporated in *Word Analysis Level 4* and *Word Analysis Level 5*.
- Commonly misspelled word lists  
Several lists of words most commonly misspelled by middle school students, high school students, and college students were used as the basis for selecting review words presented in the first lessons of *Word Analysis Level 4*.
- Basic core subject vocabulary lists  
Words from core subject vocabulary lists for mathematics, science, and social studies are integrated.
- Words were also selected to support word studies  
Words derivatives, confusing word pairs, and words originating from the same root have been included.

The *Johnny Can Spell* spelling word list, grades K through 5 presents 2000 words including all the words of the Extended Ayres List and Fry's Instant Vocabulary list.

### ***The Johnny Can Spell - Johnny Can Write Approach***

The *Johnny Can Spell / Johnny Can Write* approach does not advocate long lessons and practice sessions presenting and practicing an isolated segment of information. Instead, it utilizes 60-second micro-lessons or 5-minute mini-lessons to introduce, practice, and rehearse until students “get it firm.” Instruction can move in and out, from one to another of these micro- or mini-lessons so easily that they hardly seem like lessons but like the natural flow of conversation. The instruction is seamless.

For example, the application activities and discussion that follow the analysis of a single spelling word might take 10 minutes but be packed with a dozen micro-lessons. Consider the possibilities for the spelling word *big*.

Antonyms: little, tiny, small

Synonyms: large, huge, gigantic, humongous, enormous

Adjective: *Big* describes the size of something

Inflection: Use of *-er* and *-est*, *bigger*, *biggest*

Then, from student-created oral sentences, address the following:

Sentence classification

Subject / Predicate

Sentence elaboration

(For a sample dialogue springboarding from the spelling word *big*, see page xiii.)

Micro-lessons and mini-lessons are most frequently connected to spelling words and the spelling sentences created by students, but they can also be connected to writing conferences and daily oral language reviews. Workbook practice pages become virtually unnecessary. Soon language instruction, application, and practice begin to permeate the entire day, becoming cross-curricular. It becomes as natural to talk about language content during a science writing assignment as it is during a spelling lesson.

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## Introduction

## Word Analyses -- Level 4

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### ***The Johnny Can Spell - Johnny Can Write Lesson***

In the *Johnny Can Spell and Johnny Can Write* approach, we start with phonics and penmanship applied to spelling and move into activities and content often classified as vocabulary, grammar, and sentence writing.

Each day begins with a **Workout** for review and practice. It consists of several learning routines that provide daily practice-- word dictation, sentence dictation, sentence applications, and charting. The pace should be briskly maintained; whole group participation is encouraged, and students self-check most of their own work.

The **Lesson** begins with the word analysis process Think to Spell® applied to four new spelling words. This process incorporates both the sound-spelling correspondences (phonograms) and the speech impulses (syllables) to write the spoken word.

Appropriate rules of spelling and syllabication are applied. And morphemes, the meaning-bearing units commonly referred to as roots, prefixes, and suffixes, are identified and examined. In addition, as students write the words during Think to Spell®, the practice of good penmanship habits, i.e., correct letter formation, is encouraged and supported with appropriate instruction.

Once a word is written, it serves as a natural springboard and link to other areas of language instruction and practice.

Instruction naturally flows into the semantic language system. Discussion of the meaning(s) of the word often leads to the identification of homophones, homographs, antonyms, and/or synonyms. As these are identified, they serve to further expand vocabulary. Prefixes and/or suffixes are added to create related words.

The spelling word is classified as one or more of the eight parts of speech. Changes in spelling and use are discussed as the word is inflected (e.g., a noun made plural, *-ing* added to a verb, *-er* added to an adjective).

Finally, the natural flow of language takes the spelling word into a sentence. This opens the syntactic language system. We might identify subject and predicate of the student created oral sentence, visually representing them with a basic sentence diagram. We classify the sentence as declarative, interrogative, imperative, or exclamatory and discuss the correct end punctuation mark. Or perhaps, we classify the sentence as simple, compound, or complex. The function of the spelling word as used in the sentence is determined, identifying sentence elements.

For best results, the entire class participates through the use of the strategy *Blab Aloud* throughout much of the lesson. The teacher can write words, sentences, etc. on the board or overhead as she/he deems appropriate to support visual reinforcement and model the written language. The pace should be very brisk. Do not dwell on any one thing very long.

During the **Independent Practice** (seatwork / homework) students practice and apply the concepts, knowledge, and skills that the class has orally worked on during *the Lesson*.

See the Appendix in this binder for an outline of the **Lesson Design**.

## QUICK REFERENCE GUIDE

Throughout the 25 Review Lessons, page numbers are given to cross reference with *Johnny Can Spell Teacher's Guide*. Below is a listing of material commonly requested by teachers.

### Framework for Literacy

The Framework for Literacy identifies the content of instruction; see the Appendix in this binder

### Lesson Design

For a general outline of the lesson, see Lesson Design in the Appendix in this binder

### Practice Journal

Students can write their phonogram practice on a single sheet of paper. Or students can write their practices in a composition book, spiral, or binder, referred to as a Practice Journal.  
See the Appendix in this binder for detailed description of the Practice Journal.

### Spelling Notebook

Students should create a Spelling Notebook, their personal textbook. See pages 175-78, *Johnny Can Spell Teacher's Guide*.

### Spelling Charts

Pages are to *Johnny Can Spell Teacher's Guide*

General information: pp 169-71, 179

Chart 1: pp 80-83; 171, 180-93

Chart 2: pp 86-88, 172, 195

Chart 3: pp 174, 214-217

Chart 4: pp 174, 211-13

Chart 5: pp 173, 204-209, 210

Chart 6: pp 173, 200-203, 210

Chart 7: pp 89-92, 172, 195-99

**Spelling rules:** pp 122-23, *Johnny Can Spell Teacher's Guide*

**Syllabication rules:** pp 127-31, *Johnny Can Spell Teacher's Guide*

**Phonogram markings:** pp 124-26, *Johnny Can Spell Teacher's Guide*

**Pronunciation issues:** pp 131-40, *Johnny Can Spell Teacher's Guide*

**Sounds & phonograms charts:** pp 53-58,  
*Johnny Can Spell Teacher's Guide*

### Curriculum resources for lesson planning

*Word Analyses Level 4* -- spelling words & word dictation

*Word Analyses Level 5* -- spelling words & word dictation

*Sentence Applications* -- sentence dictation, mapping, transforming;

#### ***Sentence Applications***

120 grammar lessons correlate  
with *Word Analyses* series

To be released: June 2007.

## WORD DICTATION

Spelling Queue Think to Spell® or Spell Drill Book 4:1 Lesson 9

Words about to retire:

ever y bod ysomethingal waysthrough

Recently retired words:

everyone

usually

also

usually

where

un til

doestheyhole

went

therethanthoughtwhenwholeherethento gethertheirpe o ple

who / whom

In speech and informal writing *who* is used more than *whom*.Traditional rules governing the use of *who* and *whom* are relatively simple:

- **Who** is the nominative case, used as the subject or to stand for the subject.

*Who is going to the party?*

[who is the subject of the verb]

*The man who sold me the car is waiting.*[who, a relative pronoun, is the subject of the verb *sold*]

- **Whom** is the objective case, used as an object of the verb and as an object of the preposition.

*To whom did you give the gift?*[whom is the object of the preposition *to*]*The girl whom the teacher corrected left.* [whom, a relative pronoun, is the direct object of the verb *corrected* (the teacher corrected whom) ]

- **Who or Whom**

When the pronoun stands for the object of the preposition that ends a sentence, strict rules insist on *whom*. E.g., *Whom did you give it to?* [To whom did you give it?]

However, many grammarians hold that such is excessive formality especially considering the informality of placing a preposition at the end of the sentence.

**Therefore, who is widely accepted**, e.g., *Who did you give it to?*

## Lesson 9

## Word Analyses -- Level 4

New Words	Rules & Markings	Classification, Derivation, and More
<p><u>e</u> <sup>3</sup>nough</p> <p>Note: Seven words have survived an OE dialect with <u>gh</u> carrying /f/ sound: rough, cough, tough, enough, slough, trough, laugh</p>	<p>Rue Vowels a, e, o, u usually say ā, ē, ō, ū at the end of a syllable.</p> <p>Syllable break: Leave space.</p> <p>e Single vowel - long sound (2nd sound, name).</p> <p>ough Underline: Four letters work together; 3 above: 3rd sound.</p>	<p>Adjective. Meaning: sufficient.</p> <p>Adverb. Meaning: sufficiently.</p> <p>Interjection: <i>Enough!</i> Use exclamation mark.</p>
<p><u>who</u> <sup>3</sup></p>	<p>wh Double underline: Two letters work together for uncommon sound (not on card).</p> <p>o 3 above: 3rd sound.</p>	<p>Pronoun. Interrogative. Relative (see page 69, complex sentences). Nominative case: who. Objective case: whom. Possessive case: whose.</p> <p>Compounded with -ever: whoever, whomever.</p> <p>Antecedent: "goes before," the noun that a pronoun stands for, see <i>Johnny Can Write Teacher's Guide</i>, 127-28.</p> <p>Usage: See previous page.</p>
<p><u>whom</u> <sup>3</sup></p>	<p>wh Double underline: Two letters work together an uncommon sound.</p> <p>o 3 above: 3rd sound.</p>	<p>Pronoun. Interrogative. Objective case of <i>who</i>.</p> <p>Compounds: whomsoever, whoever.</p> <p>Usage: See previous page.</p>
<p><u>whose</u> <sup>3 2</sup></p> <p>Bracket <i>who</i>, <i>whom</i>, <i>whose</i>.</p>	<p>Rule Silent final e, job 5: No job e.</p> <p>wh Double underline: Two letters work together an uncommon sound.</p> <p>o 3 above: 3rd sound.</p> <p>s 2 above: 2nd sound.</p> <p>e Double underline: Silent letter; 5 beside underlines: job 5.</p>	<p>Pronoun. Interrogative. Possessive case of <i>who</i> and of <i>which</i>.</p>

Note: The phonogram wh carries its uncommon sound /h/ in a limited number of common words: *who*, *whom*, *whose*, *whole*, *whoop* and their derivatives.



## WORD DICTATION

**Spelling Queue**    *Think to Spell®* or *Spell Drill*    Book 4:1   Lesson 10

Words about to retire:

when

then

than

does

pe o ple

went

un til

their

where

thought

whom

whole

there

to geth er

Recently retired words:

through

always

something

everybody

they

e nough

hole

whose

here

who

## Lesson 10

## Word Analyses -- Level 4

New Words	Rules & Markings	Classification, Derivation, and More
<p><b>an o<sup>2</sup>th er</b></p> <p>Add to Spelling Chart 2, <u>er</u>.</p>	<p>Note Think to Spell®: Be sure to think the short-o sound in the second syllable even though you say schwa sound.</p> <p>Syllable breaks: Leave spaces.</p> <p>th Underline: Two letters work together; 2 above: 2nd sound.</p> <p>er Underline: Two letters work together.</p>	<p>Adjective.</p> <p>Meaning: one more. the prefix <i>an</i> comes from the same root as <i>one</i>, meaning one.</p> <p>Pronoun.</p>
<p><b>trou<sup>4</sup> ble<sub>4</sub></b></p>	<p>Rule Silent final e, job 4: Every syllable must have a written vowel.</p> <p>Syllable break: Leave space.</p> <p>ou Underline: Two letters work together for one sound in word; 4 above: 4th sound.</p> <p>e Double underline: Silent letter; 4 beside underlines: job 4.</p>	<p>Noun. Plural: troubles.</p> <p>To make this word plural, quickly process the rules for noun plurals, when none apply, simply add -s. <i>See Johnny Can Write Teacher's Guide</i>, 76-81.</p> <p>Verb. Forms: trouble, troubling, troubled; use rule on Spelling Chart 6 to add <i>-ing</i> and <i>-ed</i>.</p> <p>Origin: Fr Latin <i>turbidus</i>; disordered, confused. Also root for turbid, turbulent. Derivatives: troubler, troublingly, troublesome, troublemaker, troubleshoot, trouble spot.</p>
<p><b>some<sub>2</sub> times<sub>2</sub></b></p>	<p>Rule Compound words are divided into the simple words that form them.</p> <p>Rule Silent final e: In <i>some</i>, it is a no job e (job 5). In <i>time</i>, it is a job 1 e.</p> <p>Syllable break: Leave space.</p> <p>e Double underline: Silent letter.</p> <p>i Underline: Single long vowel.</p> <p>e Double underline: Silent letter.</p> <p>s 2 above: 2nd sound.</p>	<p>Adverb.</p> <p>Meaning: at times, now and again.</p>
<p><b>ter<sup>1</sup> ri ble<sub>4</sub></b></p>	<p>Rule Two identical consonants are divided within the base word; sound both.</p> <p>Rule Silent final e, job 4: In English, every syllable must have a written vowel.</p> <p>Syllable breaks: Leave spaces.</p> <p>e 1 above: 1st sound, to clarify, is not <u>er</u>.</p> <p>e Double underline: Silent letter; 4 beside underlines: job 4.</p>	<p>Adjective: Degrees of comparison: use <i>more</i> and <i>most</i>.</p> <p>Origin: Fr a root, meaning to frighten.</p> <p>Word family: terrify, terrific. Use dictionary to assist in discussion of meanings that seem to be at odds.</p>

## Word Analyses -- Level 4

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