

Word Analyses

LEVEL FIVE

Sample pages

Vocabulary and Spelling

with

Johnny Can Spell and Johnny Can Write

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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 5

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.

IntroductionWord Analyses -- Level 5

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 5:1 Lesson 6

Words about to retire:

me²ant

ear li est

wheth²er

weath²er

re lief

oc cu py

prob a ble⁴

be gin ning

col o nies^{3 2}

ap pli ca tion

dis tin guish

prob a bly

co lo¹ ni al

re spon si ble⁴

Recently retired words:

NONE

re sponses

sure

for eign^{1 3}

as sure

con sid er a tion

ex penses

Lesson 6

Word Analyses -- Level 5

New Words	Rules & Markings	Classification, Derivation, and More
func<u>ti</u>on Add to Spelling Chart 4, <u>ti</u> .	Rule <u>ti</u> - tall letter /sh/, used at the beginning of any syllable after the first one. Syllable break: Leave space. ti Underline: Two letters work together.	Noun. Plural: functions. Verb. Forms: function, functioning, functioned. Origin: From a Latin verb meaning to perform or execute. Synonyms: duty, office, role. Central meaning of these words (along with function) is actions or activities required or expected of a person. Discussion: The meaning of <i>function</i> in mathematics: a. A variable so related to another that for each value assumed by one there is a value determined for the other. b. A rule of correspondence between two sets such that there is a unique element in the second set assigned to each element in the first set. -American Heritage Dictionary
dif fi cul ty	Rule Two identical consonants are divided when they occur between vowels within the base word. We sound each consonant during Think to Spell®. Rule Vowels i and y may say ī at the end of a syllable, but usually say ĭ. Syllable spaces: Leave spaces.	Noun. Plural: difficulties, change y to <u>ie</u> and add -s. Origin: <i>difficult</i> + -ty (condition) = <i>difficulty</i> Synonyms: annoyance, bother, headache, trial, trouble, hardship, dilemma. We use some words that can be associated with food as synonyms: jam, pickle, soup.
<u>scen<u>e</u></u> Skip a line and enter <i>scene</i> on the next line. On the skipped line, you will enter <i>scenery</i> . <i>sc</i> is an uncommon phonogram, not one of the 70. If you have not already done so, add to Uncommon Phonograms on Spelling Chart 7, see <i>Johnny Can Spell Teacher's Guide</i> , 197-99.	Rule Silent final e, job 1: The silent final e reaches over the consonant to let a single vowel say its name (long sound). sc Underline: Two letters work together. e Double underline: Silent letter; no number needed: job 1. n Underline: Consonant e reaches over. e Underline: Single long vowel.	Noun. Plural: scenes. Meanings: a view, the place an event occurred, the setting of a movie, a theatre stage, sphere of activity. Idiom: "behind the scenes." Meaning, in private. Multiple meaning riddle: What does the word <i>scene</i> mean to ____ 1. a tourist? (a spectacular view) 2. an actor? (the setting of the movie) 3. a policeman? (the location of a crime) 4. a politician? (the activity surrounding an election) 5. a mother of a small child? (disruptive behavior)
<u>scen er y</u> Add to Spelling Chart 2, <u>er</u> . Bracket <i>scene</i> and <i>scenery</i> .	Rule Vowels i and y may say ī at the end of a syllable, but usually say ĭ. Rule Vowel y, not i, is used at the end of an English word. Syllable breaks: Leave spaces. sc Underline: Two letters work together. e Underline: Single long vowel (still under the influence of silent final e). er Underline: Two letters work together.	Noun. Plural: sceneries, change y to <u>ie</u> and add -s. Meanings: the view or view of natural features; the painted backdrops for a stage. Use rule on Spelling Chart 6 to add -ery to <i>scene</i> for <i>scenery</i> . <i>Johnny Can Spell Teacher's Guide</i> , 200-203. -ery: a suffix meaning 1. a place for 2. a collection 3. a state or condition 4. characteristics of

WORD DICTATION

Spelling Queue *Think to Spell®* or *Spell Drill* Book 5:1 Lesson 7

Words about to retire:

dis tin guish

con sid er a tion

col o nies^{3 2}

¹co lo ni al

Recently retired words:

meant
earliest
weather
whether

ap pli ca tion

prob a bly

as sure

func tion

re lief

oc cu py

sure

¹for eign³

dif fi cul ty

scen er y

prob a ble₄

be gin ning

re sponses

ex penses

re spon si bles₄

scene

Lesson 7

Word Analyses -- Level 5

New Words	Rules & Markings	Classification, Derivation, and More
<p><u>scep</u> <u>ter</u></p> <p>Add to Spelling Chart 2, <u>er</u>.</p>	<p>Syllable break: Leave space.</p> <p>sc Underline: Two letters work together.</p> <p>er Underline: Two letters work together.</p>	<p>Noun. Plural: scepters.</p> <p>Meaning: a staff held by a sovereign (king / queen) that signifies authority.</p> <p>Discussion: Students research words for rods that signify authority.</p> <p><i>scepter</i>: used by kings and queens.</p> <p><i>caduceus</i> (kə-dōō'sē-əs): herald's wand, from Greek mythology, Hermes carried the winged staff with two serpents entwined around it; today it is used as the symbol of the medical profession.</p> <p><i>staff</i>: rod or baton carried as symbol of authority, the staff of Moses.</p> <p><i>mace</i>: carried or displayed with a legislative body.</p> <p><i>wand</i>: a slender rod carried in a procession.</p>
<p><u>scis</u>² <u>sors</u>²</p> <p>Note: When <u>or</u> is unstressed, we pronounce it as /er/. Punch out (stress) the syllable and Think to Spell® it as /or/.</p>	<p>Rule Two identical consonants are divided when they occur between vowels within the base word. We sound each consonant during Think to Spell®.</p> <p>Syllable break: Leave space.</p> <p>sc Underline: Two letters work together.</p> <p>s 2 above: 2nd sound.</p> <p>s 2 above: 2nd sound.</p> <p>or Underline: Two letters work together.</p> <p>s 2 above: 2nd sound.</p>	<p>Noun. Plural in construction; can be used with either a singular or plural verb.</p> <p>Meaning: a cutting tool with two pivoted blades.</p> <p><i>scissor</i> is a verb. Forms: scissor, scissoring, scissored.</p> <p>Many years ago, paper clippings were referred to as <i>scissorings</i>.</p> <p>Word history: Scholars believe it to originate from the French word <i>cisoires</i>, which comes from Latin <i>caedere</i>, to cut. The spelling with sc- first appeared in the late 16th century. Early forms of the word were spelled many ways, one was <i>sizars</i>. As late as 1719, in Robinson Crusoe, Daniel Defoe wrote that his hero managed to find 'one Pair of large <i>Sizzers</i>.' -<i>Dictionary of Word Origins</i>, Adrian Room, 1994, page 155.</p>
<p><u>de</u> <u>scend</u></p>	<p>Rule 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 Underline: Single long vowel.</p> <p>sc Underline: Two letters work together.</p>	<p>Verb. Forms: descend, descending, descended.</p> <p>Meanings: to move from higher to lower position; to come from an ancestor; to lower oneself; to arrive or attack in a sudden overwhelming manner.</p> <p>Origin: From Latin <i>scandere</i> (climb) + <i>de-</i> (do opposite of) = <i>descend</i> (to do opposite of climbing).</p>
<p><u>as</u> <u>cend</u></p> <p>Bracket <i>descend</i> and <i>ascend</i>; share same root and are antonyms.</p>	<p>Syllable break: Leave space.</p> <p>Note Do not underline the s and c since they are split with the syllable break. The s goes with the first syllable, keeping the a from being long.</p>	<p>Verb. Forms: ascend, ascending, ascended.</p> <p>Meanings: to move from lower to higher position; to succeed to, occupy.</p> <p>Origin: From Latin <i>scandere</i> (climb) + <i>ad-</i> (to, toward) = <i>ascend</i> (to climb to or toward).</p> <p>Antonyms: descend / ascend.</p> <p>Activity: Create a logogram for this word dyad (descend, ascend).</p>

Word Analyses -- Level 5

Word Index

abyss	113	artillery	32	circulate	10	described	20
accommodate	78	ascend	7	circumference	10	desert	79
accommodations	78	ascent	8	circumstance	10	desirable	33
accuracy	79	assure	3	citizen	15	desire	33
achieve	16	athlete	48	coffee	57	dessert	79
achieves	16	athletic	48	colander	59	develop	9
acquaintance	95	attitude	87	colonel	65	development	65
acquire	17	attorney	18	colonial	2	difficulty	6
agree	13	barrier	36	colonies	2	digest	80
agreement	14	basic	44	column	39	digest	80
allege	95	basically	44	columns	34	digestible	80
allegiance	95	beginning	5	combustible	111	dilemma	77
almanac	17	beneficial	64	committee	59	disappear	20
altitude	87	benefit	64	concealed	19	disappoint	54
ample	76	bicycle	58	confectionery	64	discern	118
ancient	17	billionaire	81	conscience	117	discernible	118
annoy	56	boundaries	89	conscientious	117	disciple	100
annoyance	56	boundary	89	consequence	59	discipline	100
annual	55	bouquet	18	consideration	2	discussion	28
antiquated	57	brilliance	88	contagious	65	disease	60
antique	57	brilliant	88	convenient	54	dispensary	100
antiquity	57	bureau	16	cordial	52	dispensation	100
apiece	17	calculation	18	cordially	52	dissension	118
apologize	99	calendar	59	corner	77	dissent	118
apparent	31	campaign	32	coroner	77	distinguish	2
appendicitis	114	cantaloupe	113	corridor	69	dropped	20
application	5	career	31	counterfeit	79	earliest	1
appreciate	47	cauliflower	99	crease	60	elaborate	15
appreciation	47	cemetery	95	criticism	78	elegant	20
approaches	18	cereal	32	criticize	78	eliminate	94
appropriate	99	ceremony	19	cycle	58	elimination	94
appropriate	99	chalet	119	delicious	19	embarrass	113
architect	63	chandelier	119	depend	35	embarrassment	113
architecture	63	character	52	dependent	35	emerge	49
arrange	29	chauffeur	119	descend	7	emigrant	50
arrangement	29	choice	42	descent	8	emigrate	50
artificial	64	circuit	9	describe	19	emit	49

Word Index

Word Analyses -- Level 5

emitting	49	finally	8	identify	45	lieutenant	115
emperor	21	flamboyant	73	identifying	45	lightning	41
employee	56	flammable	120	ignorance	23	loftier	108
employer	56	fluorescent	46	ignorant	23	lofty	108
endeavor	96	foreign	4	ignore	23	magnificent	36
enthusiasm	96	foreigners	51	image	92	major	14
enthusiastic	96	former	110	imaginary	92	majority	14
envelop	9	function	6	imagination	92	maneuver	114
envelope	9	furniture	42	imagine	92	marine	109
equal	71	futile	70	immediate	53	mariner	109
equality	71	futility	70	immediately	101	marmalade	81
equitable	71	future	42	immense	80	material	11
equivalent	71	futuristic	42	immigrant	51	meant	1
especially	55	general	44	immigrate	51	menagerie	102
essence	90	generally	44	immigration	51	mere	11
essential	90	generosity	29	incessant	111	merge	49
establish	43	generous	29	independent	35	message	43
establishment	43	grateful	21	individual	35	messenger	43
European	115	grease	61	inherit	22	microscope	106
eventual	90	guarantee	111	inheritance	22	migrate	50
eventually	90	guardedly	91	inlet	61	migration	50
everywhere	74	guardhouse	91	innocent	34	millionaire	81
evidence	30	harmony	34	inseparable	53	minor	87
excel	21	heavier	41	intelligent	66	minority	87
excellent	21	heaviest	41	interfere	24	mirth	120
expense	4	heavily	41	interference	24	miscellaneous	115
experience	30	height	31	isle	61	mischievous	102
exquisite	66	heir	22	issue	10	mischief	102
extraordinary	96	hoarse	22	isthmus	62	mistletoe	67
extreme	33	hominid	34	judge	94	monopoly	77
extremist	33	horizontal	116	judgment	94	monstrous	91
falsified	60	humor	120	kernel	65	mortgage	97
falsify	60	humorous	120	kerosene	101	municipal	102
fatigue	101	hundreds	38	leisure	36	muscle	74
fatiguing	101	icicle	23	leopard	81	muscular	74
February	53	identification	45	library	53	music	24
final	8	identified	45	license	36	musician	24

Word Analyses -- Level 5

Word Index

mussel	74	plentiful	76	resemblance	84	senatorial	12
mysterious	37	porcelain	97	resemble	84	sense	38
narrow	73	possess	83	residence	46	sensible	38
narrowly	73	possessions	83	resident	46	separate	52
narrowness	73	practical	48	residential	46	serial	32
necessary	15	prairie	37	resource	62	session	30
necessity	15	precedent	28	resources	62	siege	85
negative	106	precipice	83	respect	13	significant	76
neutral	114	precipitous	83	respectful	13	signify	76
nonsense	62	preliminary	54	respectfully	13	simple	107
occasion	37	president	28	response	5	simplicity	107
occupy	3	previous	110	responsible	5	simplified	107
occurrence	112	prior	110	restaurant	85	simplify	107
opponent	72	privilege	103	revere	26	sincere	47
opportune	66	probable	4	reverence	26	sincerely	47
opportunity	66	probably	4	reverent	26	solemn	39
oppose	72	proceed	48	rhapsody	117	souvenir	116
opposite	72	proficiency	112	rheumatic	117	sovereign	114
opposition	72	proficient	112	rinse	68	spaghetti	54
orchestra	82	quadrilateral	75	rinsed	68	special	55
parallel	97	quality	106	rustle	91	squad	75
parliament	82	quantity	105	sacrifice	38	square	75
patience	25	radiance	88	sauce	26	squarely	75
peninsula	61	radiant	88	saucy	27	subsequent	110
penitentiary	116	receive	12	scarce	109	suffice	105
perceive	82	recipe	98	scarcely	109	sufficient	105
perceived	82	recommend	84	scene	6	sufficiently	105
perennial	55	recommendation	84	scenery	6	suggest	11
perimeter	89	rehearsal	25	scepter	7	superficial	86
periphery	89	rehearse	25	scissors	7	superintendent	86
permanent	103	relief	3	secrecy	70	sure	3
persevere	67	relieve	37	secret	70	surgeon	86
persist	103	relieve	115	secretary	30	syllable	98
persistence	103	rendezvous	119	seize	85	syllables	98
physician	97	reproached	67	seized	85	telescope	106
pigeons	25	research	108	senate	12	terrain	69
plateau	16	researcher	108	senator	12	testimony	28

Word Index**Word Analyses -- Level 5**

Index for Words in Review Lessons 1-25

thoroughly	86	a	11	no	14
tie	40	ago	19	not	18
tissue	11	all	21	now	14
tongue	67	am	18	of	20
tortoise	98	an	17	old	20
tranquil	104	and	10	on	11
tranquillity	104	are	24	out	22
treacherous	68	at	11	over	25
treachery	68	bad	19	red	20
tremble	69	be	20	run	13
tremendous	69	bed	15	see	12
tricycle	58	book	24	she	12
tripod	58	boy	23	so	13
tying	40	but	21	tan	14
unfortunate	14	by	24	ten	15
vague	104	can	12	the	13
vaguely	104	do	10	this	21
veal	27	go	10	time	22
vegetable	27	good	19	tin	15
vehicle	63	have	24	today	23
vertical	116	he	16	ton	15
vicinity	63	in	13	top	16
villain	112	into	22	up	17
visual	93	is	12	us	18
visualization	93	it	11	we	17
visualize	93	last	18	will	16
visually	93	like	23	you	16
volunteer	39	little	19	your	21
warranty	111	look	23		
weather	1	mace	25		
weight	31	make	25		
welfare	40	man	14		
whether	1	may	22		
whimper	39	me	10		
wretch	27	must	25		
yacht	40	my	17		