The logo features the words "VOCABULARY" and "& SPELLING" in a bold, stylized font. "VOCABULARY" is in white with a blue outline, and "& SPELLING" is in dark blue with a white outline. The text is set against a background of colorful, overlapping paint splashes in shades of blue, pink, orange, red, yellow, and green. Small dots of the same colors are scattered around the splashes.

VOCABULARY & SPELLING

Teacher Handbook

Vocabulary and Spelling

Level 4 curriculum

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01

Program Introduction

What is Vocabulary & Spelling?

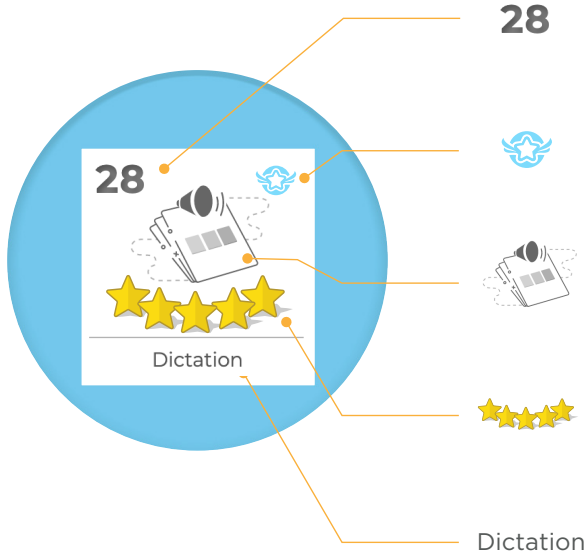
Our Vocabulary & Spelling courses introduce students to a wide range of crucial reading and spelling tools, from syllabification and vowel sounds to sight words and word parts. Each level comprises 40 weeks of self-paced activities that will give your students the opportunity to hone these new skills and expand their vocabulary.

The screenshot shows the EdClub | Spelling interface. At the top, there is a navigation bar with 'Home', 'Stats', 'Badges', and 'Level 3 - Affixes and Sight Words'. Below this, it indicates '0% progress', '0 stars', and '0 points'. The main content is organized into four weeks, each with a set of lesson cards. A blue callout box points to lesson 1, stating 'Click the lesson to begin'.

Week 1: un					
1 Spelling & Vocab In...	2 Video: un	3 Definitions	4 Story	5 Spelling Practice	6 Dictation
7 Drop Quiz	8 Jumble	9 Fill in the Blank	10 Multiple Choice	11 Proofreading	12 Crossword
Week 2: s					
13 Video: s	14 Definitions	15 Story	16 Spelling Practice	17 Dictation	18 Drop Quiz
19 Jumble	20 Fill in the Blank	21 Multiple Choice	22 Proofreading	23 Crossword	
Week 3: re					
24 Video: re	25 Definitions	26 Story	27 Spelling Practice	28 Dictation	29 Drop Quiz
30 Jumble	31 Fill in the Blank	32 Multiple Choice	33 Proofreading	34 Crossword	
Week 4: es & ies					
35 Video: es & ies	36 Definitions	37 Story	38 Spelling Practice	39 Dictation	40 Drop Quiz

Lesson Display

On the main course page, there is a list of lessons to be completed one after another. Each lesson has several features to help you understand the type and purpose of the lesson and to display student performance.



Lesson Number

Specifies the number of the lesson

Platinum Star

Earned maximum possible score on the lesson

Lesson Icon

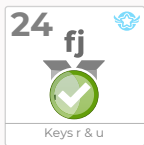
Indicates the type of lesson: practice, game, video, etc.

Stars

Number of stars earned out of 5

Lesson Title

Describes what the lesson is about



Completed

Check marks are earned for completing introductory lessons



Assigned Lessons

Indicates lessons that are assigned to you

02

Program Content

Each level of the program focuses on a different area of word study, with 40 weeks' worth of content exploring that focus. Every week introduces a new set of target words that students will master over a series of activities.

Level 1: Vowels & Sight Words (coming soon)

Level 2: Vowels, Syllables & Sight Words (coming soon)

Level 3: Affixes & Sight Words

Level 4: Word Parts & Sight Words

Level 5: Base Words & Sight Words

Level 6: Affix Families

Level 7: Greek & Latin Roots

Level 8: Focus Words

03

Program Theory

By learning to apply the knowledge contained in our program to the world around them, your students will become faster, more accurate, and more independent readers.



04

Student Experience

Students are introduced to each word set with a video. After that, they review the illustrated definition slides before moving on to a story that uses all of the vocabulary words in context. From there, they work on building their understanding of the definitions as well as solidifying the spelling of each word by working through a set of eight games and activities to reinforce their learning.









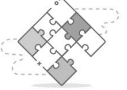
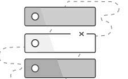

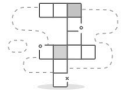
Each “week’s” set of activities is designed to be used sequentially, but can either be implemented all at once or broken up as best suits the needs of your schedule and students.

05

Icons

Different types of lessons are represented by different icons. Becoming familiar with these icons will help students navigate Vocabulary and Spelling, and instantly understand the nature of each lesson.

1. Introduction Video
2. Video
3. Definitions
4. Story
5. Spelling Practice
6. Dictation
7. Drop Quiz
8. Jumble
9. Fill in the Blank
10. Multiple Choice
11. Proofreading
12. Crossword

1  Spelling & Vocab Intr...	2  Video: un	3  Definitions	4  Story	5  Spelling Practice	6  Dictation
7  Drop Quiz	8  Jumble	9  Fill in the Blank	10  Multiple Choice	11  Proofreading	12  Crossword

06

Lesson Types

Videos

Students explore the week's topic with a short educational video that dives into the meaning of a word part, how it has changed over time, and how to spot it in unfamiliar words.



un·lock 

verb
to undo the lock of

I can't unlock the door without the key. 

Please unlock the car door. 



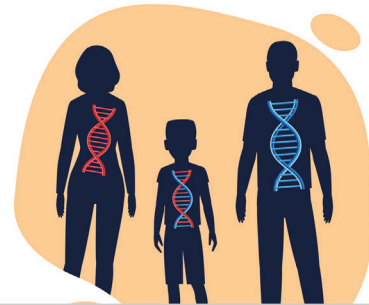
Definitions

Illustrated definition slides introduce each vocabulary word and provide example sentences to familiarize students with the words' use.

▶ **Genes** determine a lot about what you look like and who you are. Your DNA is the microscopic **genetic** material found inside all of your cells that is passed down from one **generation** to the next. Each parent passes their DNA on to their **progeny**, so that a child gets half of their **genetic** material from each parent. The unique mix of the two sets of DNA helps **generate** the hair and eye color of the child, as well as determine how tall they might grow, and how likely they are to get certain diseases.

genes

genes (n): parts of a cell that control or influence the appearance, growth, or other traits of a living thing



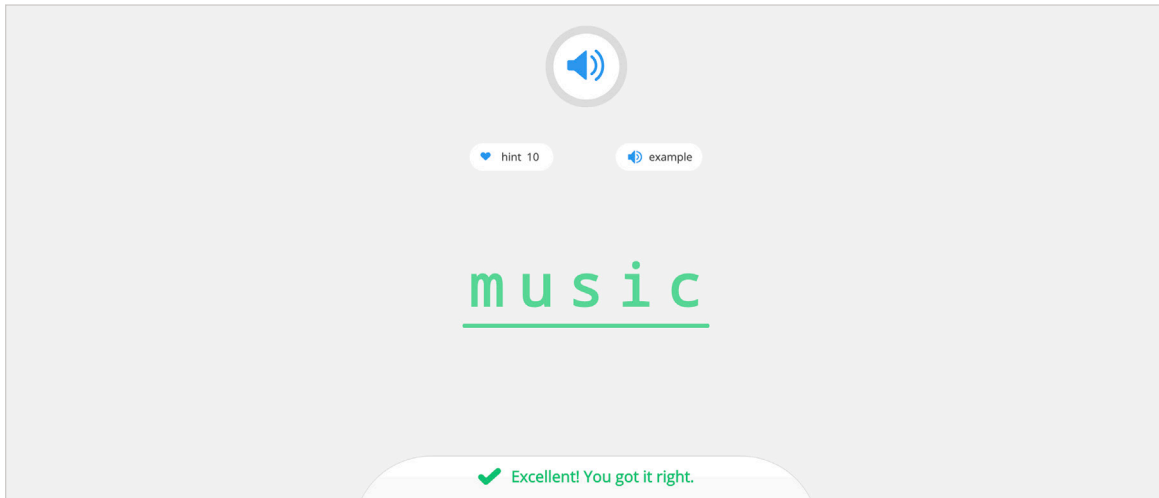
Story

Students see the new vocabulary words in context as they read through each week's original story. Students must type each target word they see in order to progress through the text.



Spelling Practice

Students type each new vocabulary word twice, once with a spelling guide and once by memory.



Dictation

Students must type each vocabulary word they hear correctly, using the number of spaces representing letters as a clue. If a word is misspelled, it must be typed again three times before the student can proceed.



Drop Quiz

After matching a word with the definition at the top of the screen, students drag their answer to the vortex in the center to see if they're correct. The vortex will accept the right answers and reject the wrong ones.



Jumble

Students are asked to unscramble and rearrange the letters on the screen in order to form the week's vocabulary words.

We got lost after following the _____ directions.

Red is the _____ of blood.

Please _____ the latch so it can be removed.

The human _____ is made up of around 60% water.

I like to study while listening to classical _____.

10

- body
- color
- music
- stand
- sun
- unable
- unbelievable
- unhelpful
- unlock
- unscrew

Fill in the Blank

Drawing on their vocabulary knowledge, students must read each incomplete sentence and select the appropriate words from the word bank to fill in the blanks.

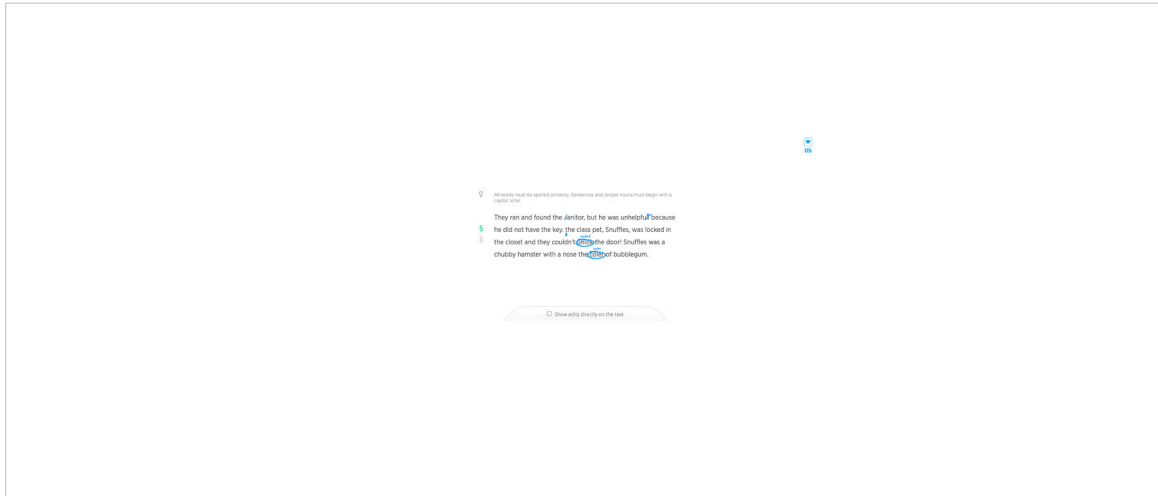
find the correct definition

stand

- the star that the Earth moves around and that gives the Earth heat and light
- to undo the lock of
- a small structure (as a rack or table) on or in which something may be placed
- a quality such as red, blue, green, yellow, etc., that you see when you look at something

Multiple Choice Quiz

Students synthesize their vocabulary and spelling knowledge to answer each question correctly. Students must match words with images, definitions, and audio as they work their way through this quiz.



The screenshot shows a digital proofreading interface. At the top right, there is a blue circular icon with a white 'B' inside. Below it, a list of instructions is displayed:

- Always write the correct spelling. Sentences and proper nouns must begin with a capital letter.
- They ran and found the amitor, but he was unhelpful because
- he did not have the key. The class pet, Snuffles, was locked in
- the closet and they couldn't open the door! Snuffles was a
- chubby hamster with a nose that smell of bubblegum.

At the bottom of the interface, there is a button with a small square icon and the text "Show exits directly on the text".

Proofreading

Spelling skills are put to the test while also reinforcing basic capitalization and punctuation rules. Students must hunt for mistakes in the text and correct them, choosing from a variety of handwritten proofreading marks or editing the text directly.

ACROSS

2 Bedside table, for example

3 Seems impossible

6 Nearest star to Earth

7 **Lacking ability**

8 Red, blue, or white, for example

9 Loosen by turning

DOWN

1 Providing no assistance

4 **Arms, legs, and head are parts of this**

5 Dance to this

7 Open with a key

hint 10

Crossword

Students must combine everything they've learned to solve this challenging crossword puzzle. Using the clues, they must identify and correctly spell each vocabulary word.

07

Motivation

Hints

Throughout the activities, students have the option to utilize hints that will guide them to the correct answers. Students have the opportunity to earn even more points by completing lessons without using any hints.

Scoring

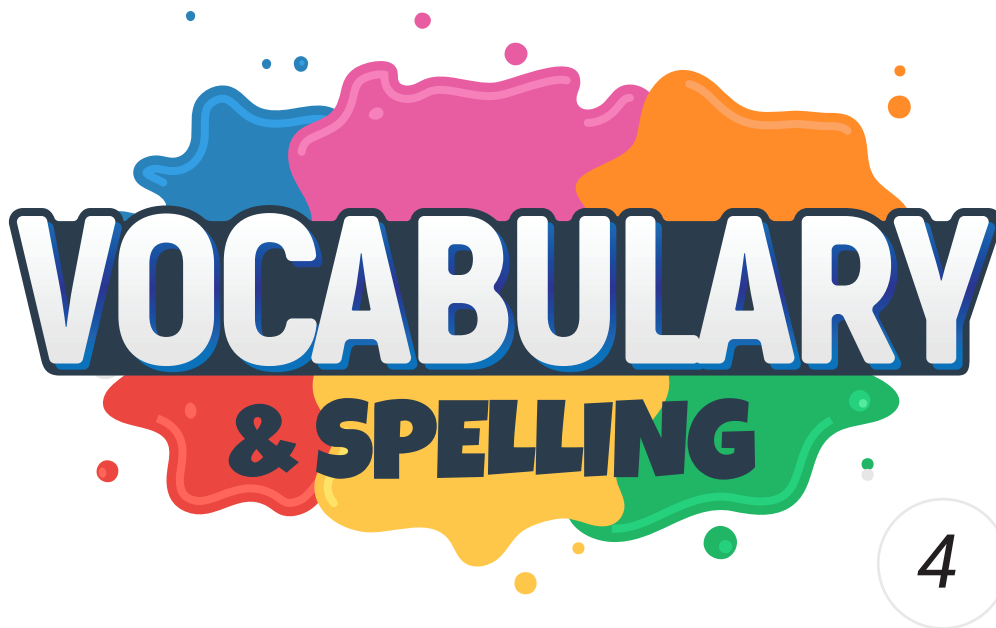
After completing a lesson, students are awarded points and stars. A perfect score can be achieved by completing each lesson without mistakes and without using hints. Teachers should encourage students to earn a perfect score on every lesson. Repeating lessons until a perfect score is achieved allows students to reinforce their spelling skills and vocabulary knowledge.

Scoreboard

If you believe that healthy competition is beneficial to your students, you can turn on an optional scoreboard. The scoreboard ranks all students enrolled in a class, while the leaderboard shows only the top performers.

08

Word Lists

The graphic features the words "VOCABULARY" and "& SPELLING" in a bold, stylized font. "VOCABULARY" is in white with a blue outline, and "& SPELLING" is in dark blue with a white outline. The text is set against a background of colorful, splattered paint in shades of blue, pink, orange, red, yellow, and green. To the right of the main text, the number "4" is enclosed in a white circle with a thin grey border.

VOCABULARY & SPELLING

4

Level 4 focuses on sight words and Greek and Latin word parts, with 40 weeks' worth of content exploring that focus. Every week introduces a new set of target words that students will master over a series of games and activities. The routines, handouts, and word lists are formatted to be easily printable.

Week 1: im- (not)	Week 2: -ic	Week 3: il-	Week 4: -ous	Week 5: ir-
impatient	energetic	illogical	dangerous	irresolute
imperfect	acrobatic	illicit	nervous	irrelevant
improper	artistic	illegitimate	mountainous	irresistible
impossible	systematic	illegible	joyous	irregular
can't	felt	ready	Europe	members
matter	suddenly	anything	moon	picked
square	test	divided	region	simple
syllables	direction	general	return	cells
perhaps	center	energy	believe	paint
bill	farmers	subject	dance	mind

Week 6: -eous	Week 7: em-	Week 8: -ious	Week 9: in-	Week 10: -ment
gorgeous	embellishments	glorious	included	amazement
spontaneous	embarrassed	curious	inhabited	assignment
instantaneous	embark	serious	intrude	enjoyment
erroneous	empowered	superstitious	indulged	development
love	blue	anxious	forest	wide
cause	wish	distant	probably	written
rain	drop	sit	legs	length
exercise	developed	sum	sat	reason
eggs	window	summer	main	kept
train	difference	wall	winter	interest

Week 11: im- (in or on)	Week 12: en-	Week 13: trans-	Week 14: -er	Week 15: super-
impressive	enchanted	transit	easier	superstar
impulse	enrobed	transfixed	bigger	superimposed
implored	enamored	transformed	later	superb
imprint	enjoyed	transfer	faster	superficial
arms	job	discovered	glass	instruments
brother	edge	wild	million	meet
race	past	huge	west	third
present	sign	beside	lay	months
beautiful	record	gone	weather	paragraph
store	finished	sky	root	raised

Week 16: -tive	Week 17: anti-	Week 18: -est	Week 19: centi	Week 20: chron
intuitive	antidote	tallest	Centigrade	chronically
destructive	antiseptic	purest	centimeters	chronological
active	antibacterial	coldest	cents	chronic
positive	antibiotic	lowest	century	chronicle
represent	teacher	solve	sleep	ride
soft	held	appear	village	care
whether	describe	metal	factors	floor
clothes	drive	son	result	hill
flowers	cross	either	jumped	pushed
shall	speak	ice	snow	baby

Week 21: equi	Week 22: meter	Week 23: fract	Week 24: ology	Week 25: junct
equinox	thermometer	fraction	Egyptology	junction
equilibrium	perimeter	fracture	genealogy	junction
equivalent	centimeters	infraction	gemology	disjunction
equitable	diameter	refraction	technology	adjunct
buy	instead	hope	type	method
entire	phrase	spring	themselves	section
outside	soil	case	temperature	lake
everything	bed	laughed	bright	consonant
tall	copy	nation	lead	within
already	free	quite	everyone	dictionary

Week 26: auto	Week 27: migr	Week 28: graph	Week 29: ped	Week 30: hydr
autonomy	migrate	graphite	pedal	hydroponic
automobile	migration	graphic	pedicure	dehydrate
automatically	migratory	autograph	pedestrian	rehydrate
autopilot	migrant	biography	quadruped	hydrate
hair	per	milk	build	sail
age	broken	quiet	middle	rolled
amount	moment	natural	speed	bear
scale	tiny	lot	count	wonder
pounds	possible	stone	cat	smiled
although	gold	act	someone	angle

Week 31: pop	Week 32: mech	Week 33: port	Week 34: opt	Week 35: spect
populous	mechanical	passport	optometrist	spectacle
population	mechanic	portable	optometry	spectator
popular	mechanize	porter	optic	respect
popularity	mechanism	transport	optical	spectacular
heart	hole	view	couldn't	wrote
Africa	poor	beat	fingers	shouted
rose	let's	exactly	row	continued
melody	fight	remain	least	itself
bottom	surprise	dress	catch	else
trip	French	iron	climbed	plains

Week 36: scope	Week 37: rupt	Week 38: sphere	Week 39: sign	Week 40: syn
scope	interrupt	hemisphere	significant	synapse
stethoscope	disrupt	spherical	design	synonym
microscope	erupt	atmosphere	designated	synthesize
telescope	rupture	sphere	signature	sync
gas	law	valley	cool	bad
England	ears	stretched	cloud	save
burning	grass	key	lost	experiment
create	you're	president	sent	engine
joined	grew	brown	symbols	alone
foot	skin	trouble	wear	drawing

09

Routines

We suggest the following classroom routine: opening discussion, instruction, offline group activity, online independent practice, offline closing activity, and extra practice. Options are provided to choose the offline group activity, closing activities, and extra practice assignment that best suit the needs of your students, or that you may feel best suit that week's particular content. The regularity of the routine allows students to become familiar with the format quickly and just focus on learning the new content, while participating in engaging discussions and activities together.

Opening Discussion:

1. Have students brainstorm a list of words that begin with the affix/root of the week (teacher can make a list at the front of the room as students share). Ask students if they can figure out what they think the word part might mean, based on the list of words they have come up with.
2. Watch the lesson intro video as a class.

Instruction:

1. For the first few lessons, and as needed, review that many word parts such as affixes and roots have been borrowed from other languages like Greek and Latin. These word parts help form the meaning of many English words. Each week, we will be focusing on a group of word parts so we can figure out the meanings of a lot of words that use them, which will help us become better readers and writers.

2. For the first few lessons, and as needed, remind students that another important part of becoming a strong reader and writer in English is sight words. Review or introduce that sight words are words that come up very often and don't always "play by the rules" of sounding out. It's very useful to study them because it'll make reading and writing faster, so we'll be working on a few sight words every week too. them because it'll make reading and writing faster, so we'll be working on a few sight words every week too.

Offline Group Activity (choose 1 per lesson):

Guess My Word

- Students take turns choosing a vocabulary word for other students to guess. Teacher may ask to know the student's word in case the student needs support.
- Students who are guessing take turns asking questions about the word. Clues should elicit only a yes or no response from the student in the chair. Teacher should model this, unless the class has practiced. (eg. Does your word have the prefix hexa? Is your word plural? Does your word mean 'make again'?)
- Student calls on three classmates to guess the word.
- Teacher may want to assign points to the audience for each word they guess correctly.

Draw a Word

- Students choose or are given a word to draw on paper. Students should do a “quick sketch.” Teacher will first model drawing simply or using stick figures, emphasize that this is not art class, and set a timer for 3-5 minutes.
- Students share illustrations in whole group, small groups, or pairs.
- Teacher may have students compare and contrast how students drew the same word or have students guess each others’ words based on the illustrations.

Vocabulary Charades

- Teacher writes vocabulary words on scraps of paper and puts the scraps in a bag.
- Students blindly choose a word from a bag.
- Students take turns acting out the word on their paper for audience members to guess, or can be played in pairs or small groups.

Headbands

- Teacher has prepared vocabulary word cards on index cards or sentence strips. Teacher passes out one word to each student. Students should not look at their word.
- Without looking, each student takes vocabulary word and holds it up on his or her forehead so that classmates may see the word.
- Students walk around the classroom, holding their card to their head, and ask each other about their word to figure it out. Students may only ask questions that elicit a yes or no response. Teacher will want to model good questions (eg. Does my word have the prefix hexa? Is my word plural? Does my word mean 'make again'?)

Four Corners

- Teacher selects four (or more) vocabulary words and writes them, one word per paper. Teacher posts words in the corners of the classroom (or far enough away from each other for students to need to move between).
- Teacher has students begin in the middle of the room and orients students to where the words are located in the classroom.
- Teacher gives students clues. Students listen to the clue and move to the word that matches the clue. Teacher might use the sentence frames, “Move to the word that means _____; Move to the word that is the opposite of _____; Move to the word with the prefix/suffix _____.” Clues do not need to have only one correct answer.
- For variety or to make the game more fun, teacher may ask students to do different movements (eg. hop, dance, swim) to move to the next word.

Online Independent Practice:

1. Students work individually on Vocabulary and Spelling activities on a computer or device.

Offline Closing Activity (choose 1 activity per lesson):

Group story

- Going around the room in order, each student contributes 1-2 words to a story.
- The story can be about anything, but it must make sense.
- Students try to work in the week's practice words as often as possible (points may be awarded).
- A talking stick/stuffed animal may be passed around to mark whose turn it is to speak.
- Try to keep the pace somewhat quick!

Practice something new

- Teacher asks for student volunteers to identify one of the practice words that was new to them.
- Challenge the class to give examples of that word in a sentence.

Which one's our word?

- Teacher/students write words on the board and the rest of the class tries to identify which words use the affix/root with the meaning taught (ex: untie, undo) vs. those that don't (ex: uncle, unicycle).

Finger-writing challenge

- Teacher challenges students to check the spelling of one of the practice words, then, covering the word up, students use their index finger to write the word in "air letters."
- Students should watch their finger as they write
- Students may check the spelling again if they forget.
- For variety/to make it more fun, teacher may ask the students to finger-write on the desk/seat, something red, etc.

Homework:

- Handouts may be assigned for extra practice using one of the available templates.

10

Handouts

Level 4 - Handout 1

2 pages

Level 4 - handout 2

2 pages

Level 4 - handout 3

2 pages

Level 4 - Handout 1

Name _____ Class _____ Date _____

Copy this week's practice words. Then circle the sight words and underline the affix or root words.

Write the week's affix or root and what it means below.

Affix or Root: _____ Definition: _____

Choose one affix or root word and one sight word, and draw a quick picture of each:

Affix or Root word:	Sight word:

4

A synonym is a word that means the same thing as another word. For example, couch and sofa are synonyms. So are big and huge, or car and automobile. How many of this week's practice words can you think of synonyms for?

Practice word	Synonym

Write a sentence or short paragraph using at least two of this week's affix or root words and one of this week's sight words. Challenge yourself by seeing how many you can use together in the same sentence or the same paragraph! Circle the affix and sight words that you've used.

Level 4 - Handout 2

Name _____ Class _____ Date _____

Copy this week's practice words. Then circle the sight words and underline the affix or root words.

Write the week's affix or root and what it means below.

Affix or Root: _____ Definition: _____

Choose an affix or root word and a sight word and do your best to explain what they mean in your own words:

Affix or Root word: _____ Definition: _____

Sight word: _____ Definition: _____

4

Find the opposite of as many of this week's practice words as you can:

Practice word	Opposite

Write this week's practice words one by one.

1. Check the word on the front of the page, then turn back here.
2. See if you can write the word with your finger in the air or on the desk in front of you.
3. Write it in the list below.

If you can't remember how to spell it, it's ok, just check again!

Level 4 - Handout 3

Name _____ Class _____ Date _____

Copy this week's practice words. Then circle the sight words and underline the affix or root words.

Write the week's affix or root and what it means below.

Affix or Root: _____ Definition: _____

Choose an affix or root word and a sight word and come up with a hint or clue for the word as if a classmate were trying to guess it:

Affix or Root word: _____ Clue: _____

Sight word: _____ Clue: _____

4

Can you think of any more words with this week's word part?
List as many as you can!

Make a quick drawing of a scene that includes as many of this week's practice words as possible. Label the parts that show the practice words when you're done:



11

Common Core Alignment

**Reading
Foundational
Skills**

CCSS.ELA-LITERACY.RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.4.3.A - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Reading
Foundational
Skills**

CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.4.4.A - Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.RF.4.4.C - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A - Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.D - Spell grade-appropriate words correctly, consulting references as needed.

Language

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A - Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.B - Choose punctuation for effect.

Language

CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.4.4.A - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.4.4.B - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

CCSS.ELA-LITERACY.L.4.4.C - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Language

CCSS.ELA-LITERACY.L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.4.5.C - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Language

CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).