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 6 curriculum

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01

Program Introduction

What is Vocabulary & Spelling?

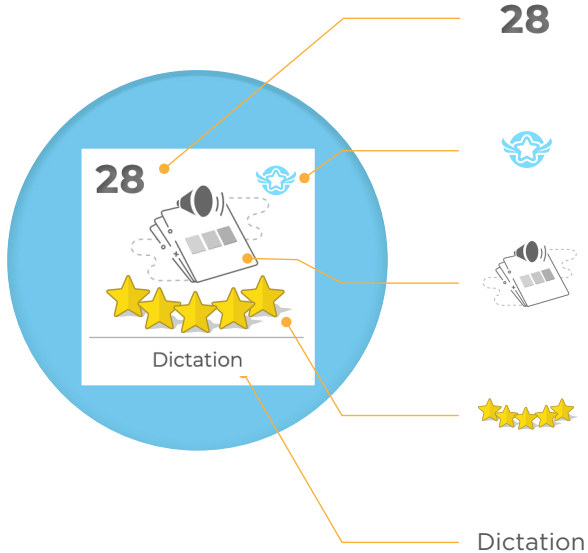
Our Vocabulary & Spelling courses introduce students to a wide range of crucial reading and spelling tools, from syllabification and vowel sounds to sight words and word parts. Each level comprises 40 weeks of self-paced activities that will give your students the opportunity to hone these new skills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

The screenshot shows the EdClub Spelling interface. At the top, it says "EdClub | Spelling" with navigation links for 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, saying "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.



28

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.

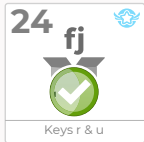


Stars

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.









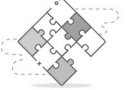
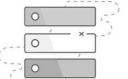

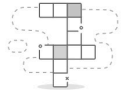
Each “week’s” set of activities is designed to be used sequentially, but can either be implemented all at once or broken up as best suits the needs of your schedule and students.

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. 



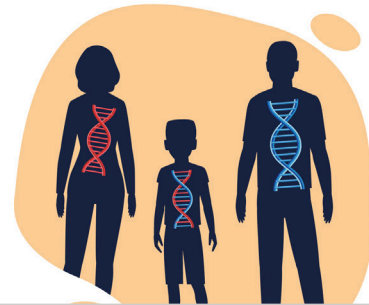
Definitions

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.

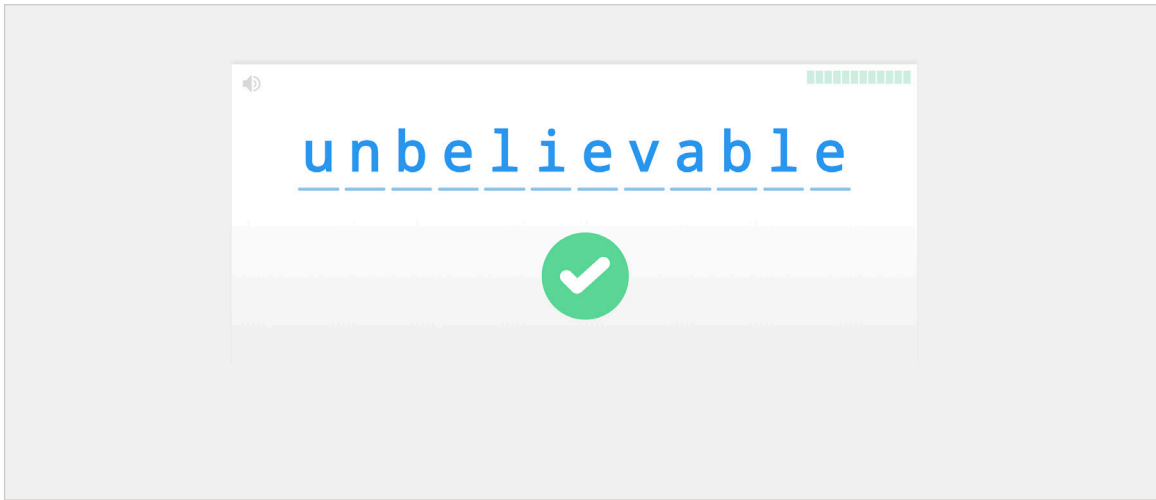
genes

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



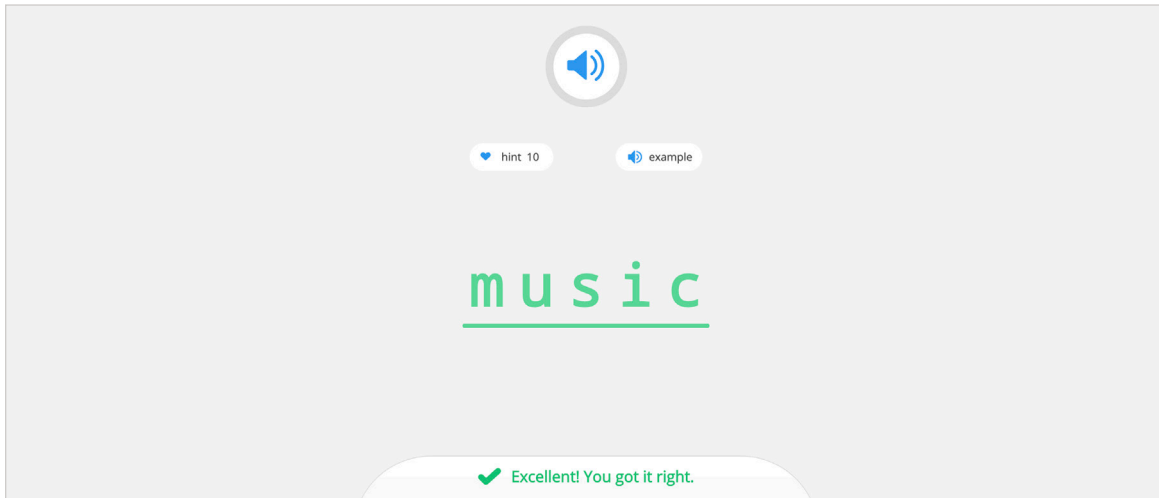
Story

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.

a quality such as red, blue, green, yellow, etc., that you see when you look at something

body unhelpful stand unbelievable sun unable music unscrew unlock color

10

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.

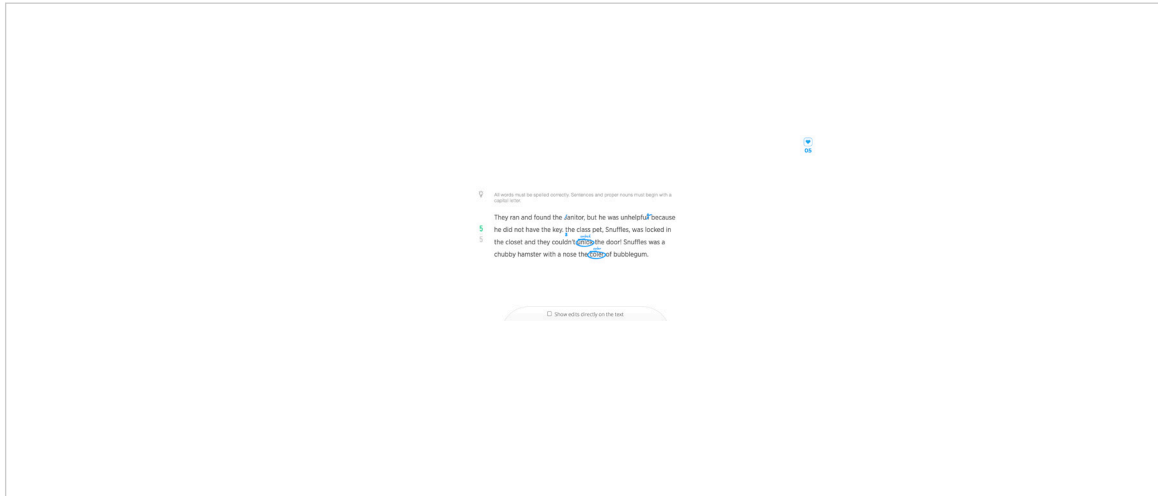
find the correct definition

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'. 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 stuck out of bubblegum.

At the bottom of the interface, there is a button with 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, paint-splatter-like shapes in blue, pink, orange, red, yellow, and green. Small colored dots are scattered around the splatters.

VOCABULARY & SPELLING

6

Level 6 focuses on affix families, groups of affixes with related meanings. It has 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: in-/il-/im-/ir-	Week 2: -er/-or/-ian	Week 3: sub-/suf-/sup-/ sur-/suc-	Week 4: -ible/-able	Week 5: peri-/circum-
insecure	magician	suburban	laughable	circumnavigate
inefficient	performer	surreal	implausible	circumstances
impractical	helper	surrender	deplorable	circumnavigator
irreversible	weightlifter	subscribe	legible	circumference
irrational	manipulator	succinct	expendable	circumscribed
incompetent	manager	sufficient	readable	circumvent
illiterate	reporter	substandard	peaceable	periscope
immature	aviator	supplement	credible	periphery
irresponsible	producer	supplanted	tangible	perimeter
illegal	collectors	succeed	comparable	periodic

Week 6: -ture/-sure	Week 7: uni-/bi-/tri-	Week 8: -ward/-wise	Week 9: ambi-/ amphi-/omni-	Week 10: -tion/-sion
creatures	universe	awkward	ambivalent	distinction
capture	biped	wayward	omnipresent	selection
cultures	binoculars	afterward	amphitheaters	extinction
exposure	unique	crosswise	ambitious	discussion
mixture	triad	lengthwise	amphibian	profession
texture	trio	backward	omniscient	excavation
leisure	uniform	downward	omnivorous	impression
treasure	tripod	onward	ambidextrous	division
composure	unicorn	likewise	ambiguous	predictions
closure	biweekly	otherwise		inscriptions

Week 11: mal-/dys-/caco-	Week 12: -ness/-tude	Week 13: under-/over-	Week 14: -ist/-ology/-ism	Week 15: dia-/trans-
dystopian	illness	oversized	cardiology	dialects
maltreated	wellness	undergrowth	archaeology	dialogue
malnourished	aptitude	overfarming	cardiologist	translator
dysfunctional	altitude	undercurrent	archaeologist	diagram
malformed	latitudes	undercover	journalist	diagonally
malicious	fondness	overpower	activism	transaction
malady	magnitude	overused	activist	transparent
cacophony	fairness	overdoing	journalism	transgression
malware	attitude	undergoing	realist	transmit
malfunction	solitude	overcome	feminist	transcend

Week 16: -ive/-ish	Week 17: pro-/pre-	Week 18: -ling/-let	Week 19: con-/com-/co-	Week 20: -ize/-ise
peckish	preoccupied	hamlet	committees	advertising
innovative	provisions	piglets	cooperate	hypothesized
supportive	progressing	inlet	concert	summarize
oafish	prepared	droplets	companions	emphasize
peevish	proactive	booklet	cohabit	devise
foolish	propel	seedlings	coincidence	antagonize
nightmarish	predicted	saplings	complying	criticizing
impish	prevent	goslings	coexist	improvise
appreciative	prohibit	hatchlings	conspiring	comprised
dismissive	precaution	fledglings	community	advised

Week 21: inter-/intra-	Week 22: -ar/-ary	Week 23: ex-/e-	Week 24: -some/-ful/-ous	Week 25: re-/un
intramural	solar	emigrate	wonderful	unafraid
intermission	rectangle	expansion	hilarious	uninviting
internet	interstellar	elimination	bothersome	refreshing
interpersonal	boundary	eradication	resourceful	unknown
intrapersonal	stationary	expanded	advantageous	reworked
intravenous	lunar	exhaling	mysterious	unintelligible
interfere	solitary	excursions	fearsome	reversed
intrastate	globular	excerpt	cautiously	redeem
international	nuclear	ejected	troublesome	renewed
interlocked	extraordinary	explosion	awesome	regretted

Week 26: -arium/-orium/-ary/-ory	Week 27: ob-/of-/op-/oc-	Week 28: -ial/-al	Week 29: epi-/ep-	Week 30: -age/-ic
library	opponent	crucial	epidemic	poetic
terrariums	occasion	torrential	epoch	nostalgic
observatory	obligation	mathematical	epitome	idyllic
aviary	obliterate	financial	epidermis	enthusiastic
conservatory	occurred	behavioral	episode	generic
aquarium	offensive	bacterial	epoxy	atomic
penitentiary	objection	biomedical	epilogue	charismatic
emporium	obstinate	agricultural	epitaph	shortage
laboratory	oppressive	original	epistles	coverage
auditorium	officious	phenomenal	epiphany	rhythmic

Week 31: ante-/fore-	Week 32: -th/-t	Week 33: mono-/poly-	Week 34: -ity/-ty	Week 35: dif-/dis-
antebellum	wrath	monorail	capability	disaster
foremost	warmth	monologue	complexity	disguise
foresight	strength	polymath	feasibility	discern
foreground	drought	monocle	advisability	distrust
foreboding	sloth	polysyllabic	compatibility	disappointed
antecedents	width	polymer	radioactivity	disarm
forestall	height	monochrome	utility	disorient
foreshadow	growth	polygon	uncertainty	disarray
forethought	depth	monotone	plausibility	disseminate
forewarn	sleight	polytheism	safety	different

Week 36: -en/-ify	Week 37: at-/ad-	Week 38: -ent/-ence	Week 39: ec-/ef-	Week 40: -ant/-ance
mystify	attention	innocent	ecstatic	important
golden	adjoining	patience	eclipse	exuberance
hasten	admire	diligence	effect	relevant
exemplify	adjacent	resilience	eccentric	vigilant
beautify	attune	diligent	eclectic	abundance
soften	attractive	expedient	efficient	significance
sweeten	attitude	expedience	effusive	abundant
horrify	attain	patient	ecstasy	reluctant
sicken	adhesive	resilient	effervescent	vigilance
personify	admit	lenient	efface	exuberant

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 affixes 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 affixes 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 affixes are word parts in English that go on the beginning or end of a word and help form its meaning. Each week, we will be focusing on a family of related affixes so we can figure out the meanings of a lot of words that use those affixes, which will help us become better readers and writers.

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.

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/item 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 part?

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

Homework:

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

10

Handouts

Level 6 - Handout 1

2 pages

Level 6 - handout 2

2 pages

Level 6 - handout 3

2 pages

Level 6 - Handout 1

Name _____ Class _____ Date _____

Copy this week's practice words. Underline the target affix in each word.

Write the week's affixes and what they mean below.

Affixes: _____ Definition: _____

Choose two of the week's practice words, and draw a quick picture of each:

Practice word 1:	Practice word 2:

6

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 practice words. Challenge yourself by seeing how many you can use together in the same sentence or the same paragraph. Circle the practice words that you've used.

Level 6 - Handout 2

Name _____ Class _____ Date _____

Copy this week's practice words. Underline the target affix in each word.

Write the week's affixes and what they mean below.

Affixes: _____ Definition: _____

Choose two of the week's practice words and do your best to explain what they mean in your own words:

Practice word: _____ Definition: _____

Practice word: _____ Definition: _____

6

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 6 - Handout 3

Name _____ Class _____ Date _____

Copy this week's practice words. Underline the target affix in each word.

Write the week's affixes and what they mean below.

Affixes: _____ Definition: _____

Choose two practice words and come up with a hint or clue for each word as if a classmate were trying to guess it:

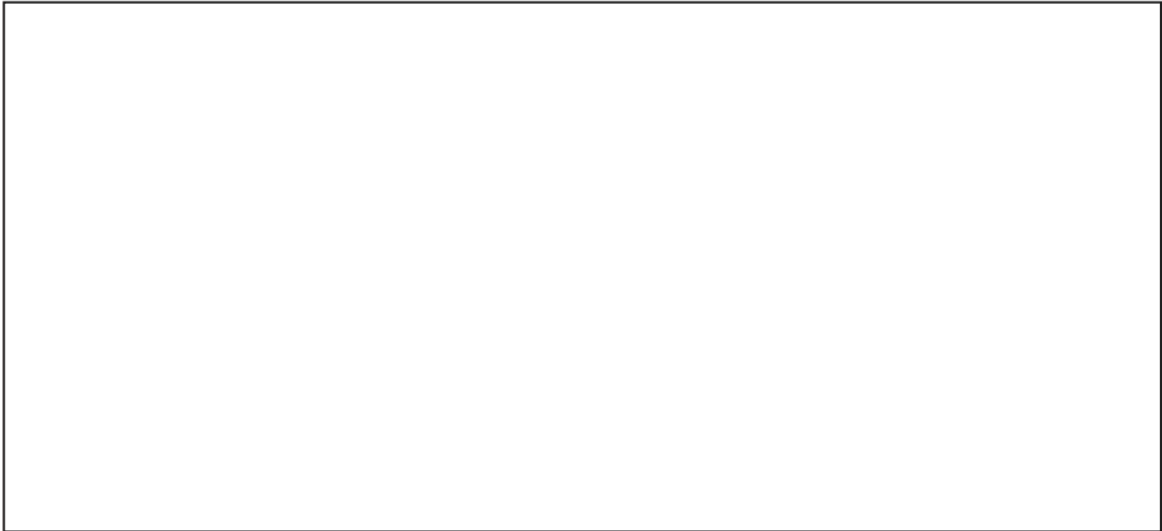
Practice word: _____ Clue: _____

Practice word: _____ Clue: _____

6

Can you think of any more words with this week's affixes? 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

Language

CCSS.ELA-LITERACY.L.6.2

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

CCSS.ELA-LITERACY.L.6.2.B - Spell correctly.

Language**CCSS.ELA-LITERACY.L.6.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.6.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.6.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCSS.ELA-LITERACY.L.6.4.C - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-LITERACY.L.6.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred).

Language

CCSS.ELA-LITERACY.L.6.5

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

CCSS.ELA-LITERACY.L.6.5.B - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

CCSS.ELA-LITERACY.L.6.5.C - Distinguish among the connotations (associations) of words with similar denotations (definitions).

Language

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.