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 7 curriculum

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01

Program Introduction

What is Vocabulary & Spelling?

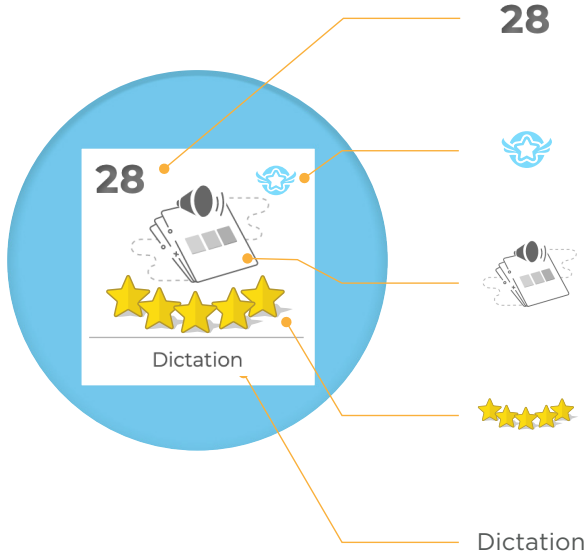
Our Vocabulary & Spelling courses introduce students to a wide range of crucial reading and spelling tools, from syllabification and vowel sounds to sight words and word parts. Each level comprises 40 weeks of self-paced activities that will give your students the opportunity to hone these new skills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

- Week 1: un**
 - 1: Spelling & Vocab Intra... (highlighted with a blue box and a blue arrow pointing to it with the text "Click the lesson to begin")
 - 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



Dictation

Lesson Number

Specifies the number of the lesson

Platinum Star

Earned maximum possible score on the lesson

Lesson Icon

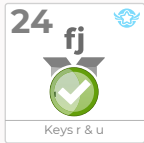
Indicates the type of lesson: practice, game, video, etc.

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.

provoke
vocabulary

TIP

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.









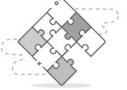
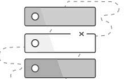

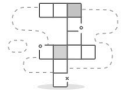
Each “week’s” set of activities is designed to be used sequentially, but can either be implemented all at once or broken up as best suits the needs of your schedule and students.

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. 



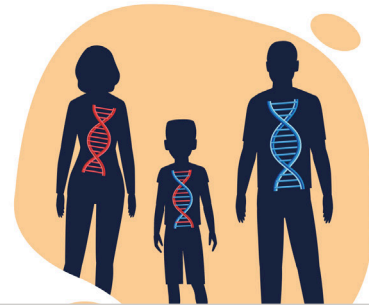
Definitions

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



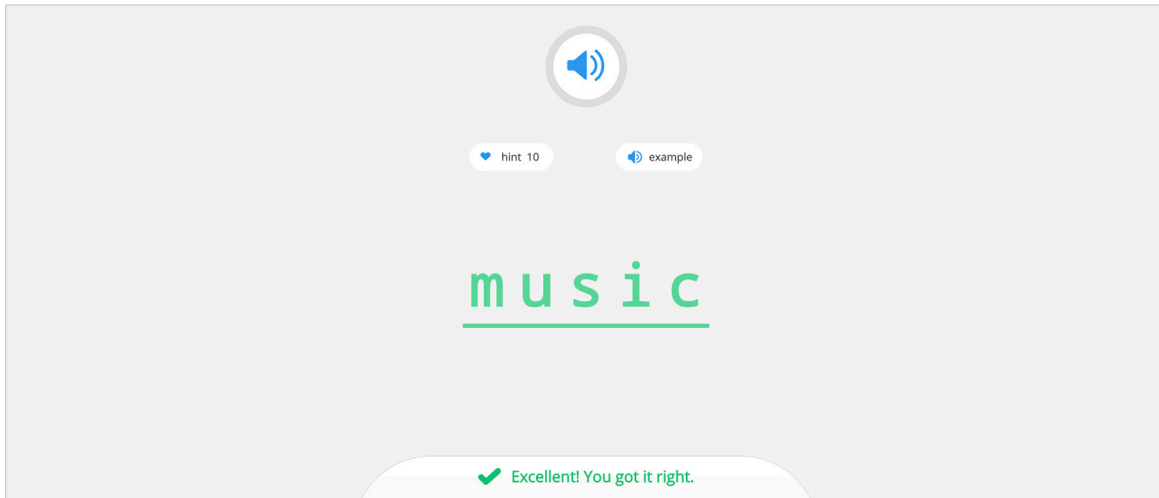
Story

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.

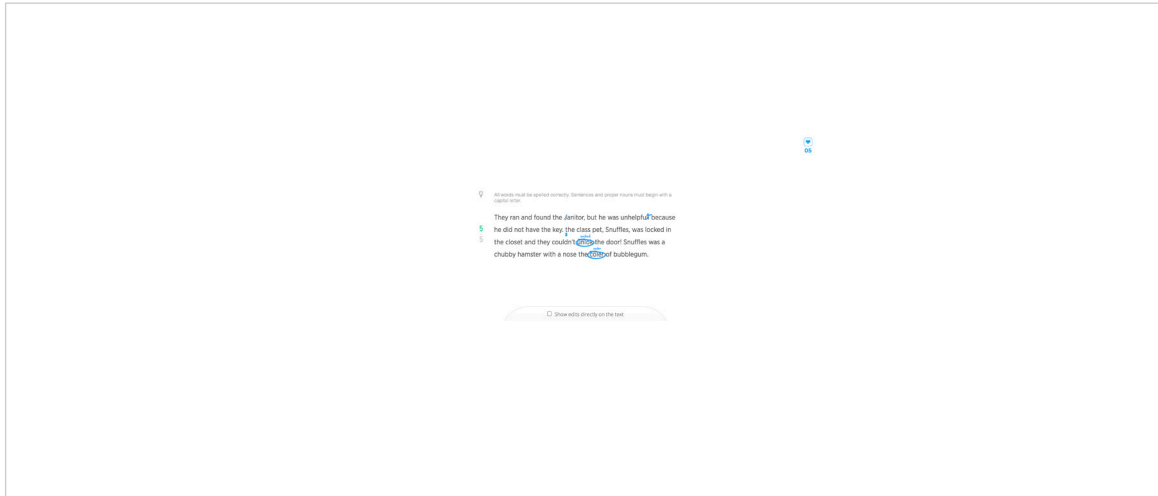
find the correct definition

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'. 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

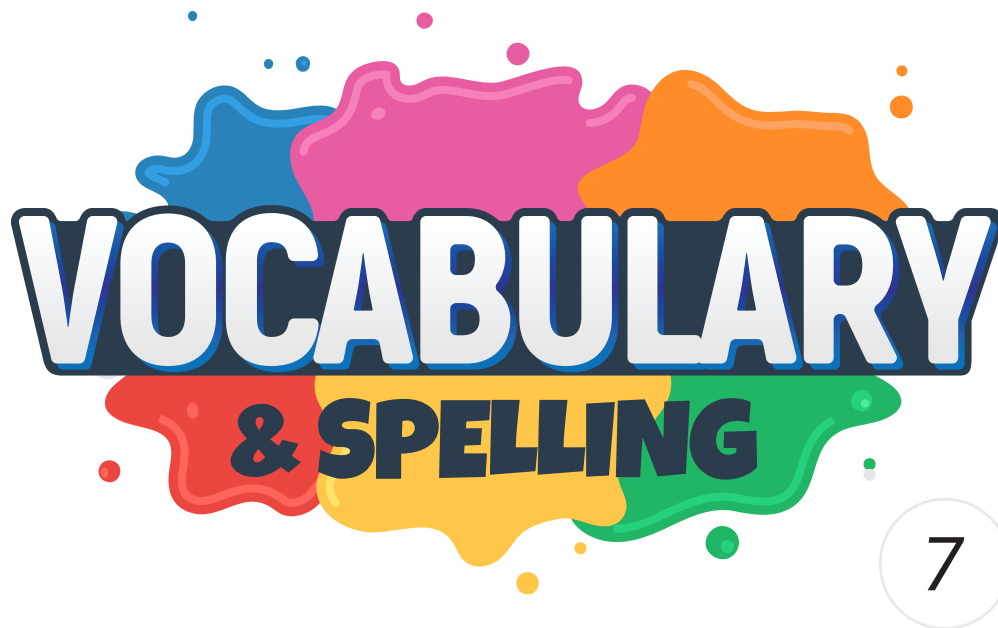
After completing a lesson, students are awarded points and stars. A perfect score can be achieved by completing each lesson without mistakes and without using hints. Teachers should encourage students to earn a perfect score on every lesson. Repeating lessons until a perfect score is achieved allows 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, splattered paint in shades of blue, pink, orange, red, yellow, and green. To the right of the main text is a white circle containing the number "7".

VOCABULARY & SPELLING

7

Level 7 focuses on Greek and Latin roots, 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: gen	Week 2: dem/pop	Week 3: bene/beni/bon	Week 4: cred	Week 5: log/loqu
genes	democracy	benevolence	credentials	ventriloquist
genetic	demagogue	benign	credence	colloquial
generation	democratic	benevolent	discredit	eloquent
progeny	pandemic	benefactor	accredited	loquacious
generate	populace	benefit	incredulous	logical
generous	demographic	benedictions	credibility	soliloquy
genial	endemic	bonanza	miscredit	apology
genius	epidemiology	bonus	credit	analogy
generated	unpopular	beneficiaries	credo	logic
generally	popularization	beneficial	incredulity	logistics

Week 6: crit	Week 7: grad/gress	Week 8: ject	Week 9: grac/grat	Week 10: tort/torq
critique	progress	conjecture	ingrate	torture
critical	graduate	subjective	gracious	tort
criticism	congress	reject	ungrateful	contortionists
critically	gradual	trajectory	grateful	torque
hypocrite	downgrade	injection	gratitude	distort
critic	regression	dejected	grace	tortuous
hypocritical	gradient	abject	gratuity	contort
criteria	aggressive	inject	gratify	distortion
criterion	regress	projectile	ingratiate	contortion
hypocrisy	degraded	projector	congratulate	

Week 11: struct	Week 12: tain/ten	Week 13: prim/princ	Week 14: mat/pat	Week 15: scrib/script
construction	entertain	primordial	patriarchy	scribe
obstruction	tenacious	primary	paternal	transcribe
construct	obtain	principles	patron	transcript
obstruct	retain	primitive	paternity	manuscript
destruction	pertain	primeval	expatriate	inscribe
instructive	extenuate	primates	patronage	scribble
instructors	detention	prince	matriarchal	descriptive
instruct	attend	princess	matriarch	indescribable
instruction	content	principal	matrimony	nondescript
reconstruction	intensify	primal	matrilineal	subscribe

Week 16: dic/dict	Week 17: pos/posit	Week 18: lit	Week 19: flex/flect	Week 20: sta
dictator	disposition	litany	flexible	station
edict	imposition	obliteration	flexibility	stature
verdict	exposition	literalist	inflexible	statues
indict	expose	literacy	flex	obstacle
contradict	posit	literary	reflective	constant
dedicate	composite	alliteration	reflection	stance
dictation	deposit	literate	reflect	stable
diction	opposition	literally	inflection	stasis
dictate	positivity	literal	genuflect	thermostat
jurisdiction	juxtaposition	literature	deflect	static

Week 21: viv/mors/mort	Week 22: cycl	Week 23: lev	Week 24: pol	Week 25: vers/vert
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: capt/cept/cip	Week 27: arch	Week 28: it	Week 29: roga/quer/quisit	Week 30: dur
captive	monarch	initiate	prerogative	endurance
intercept	monarchy	initiative	arrogant	durability
participate	hierarchy	exit	derogatory	endure
captivate	archaic	reiterate	quest	duration
reception	archetype	ambitions	interrogate	durable
anticipate	architecture	sedition	inquire	obdurate
except	architect	sedition	interrogative	obduracy
recipient	anarchy	initial	inquisitive	unendurable
captivity	oligarchy	circuitous	inquiry	dour
accept	archives	uninitiated	acquire	duress

Week 31: pens/pend	Week 32: aer	Week 33: fid/fed	Week 34: sequ	Week 35: mem/memor
pendant	aeration	fidelity	consequential	memory
suspended	aerospace	confidence	subsequent	memorandums
expensive	aerodynamic	confidant	sequence	memorable
suspense	aerate	diffident	sequential	memorial
appendage	aerialist	confide	consequence	memorize
dispense	aerator	Confederate	sequentially	memorabilia
impending	aerial	affidavit	sequester	memento
pendulum	aerobic	federation	sequel	commemorate
compensate	anaerobic	federal	inconsequential	remembrance
depend	aeronautics	perfidy	sequacious	memoir

Week 36: phon/son	Week 37: voc/vok	Week 38: anim	Week 39: path	Week 40: miss/mit
sonic	vocations	animation	sympathy	intermittent
dissonance	provoke	animator	empathy	permit
resonate	evoke	animated	sympathize	transmission
phonetic	vocal	inanimate	sympathetic	permission
symphony	advocate	animosity	empathetic	remiss
unison	vocabulary	animalistic	empathize	commitment
megaphone	invoke	animus	apathetic	submit
homophones	equivocal	magnanimity	apathy	mission
telephone	revoke	unanimous	pathetic	emissary
saxophone	vociferous	equanimous	pathos	omit

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 root(s) 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 root(s) 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 root or set of roots so we can figure out the meanings of a lot of words that use them, 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 7 - Handout 1

2 pages

Level 7 - handout 2

2 pages

Level 7 - handout 3

2 pages

Level 7 - Handout 1

Name _____ Class _____ Date _____

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

Write the week's root(s) and what they mean below.

Root(s): _____ Definition: _____

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

Practice word 1:	Practice word 2:

7

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 7 - Handout 2

Name _____ Class _____ Date _____

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

Write the week's root(s) and what they mean below.

Root(s): _____ 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: _____

7

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 7 - Handout 3

Name _____ Class _____ Date _____

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

Write the week's root(s) and what they mean below.

Root(s): _____ 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: _____

7

Can you think of any more words with this week's root(s)? 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.7.2

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

CCSS.ELA-LITERACY.L.7.2.B - Spell correctly.

Language**CCSS.ELA-LITERACY.L.7.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.7.4.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.7.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

CCSS.ELA-LITERACY.L.7.4.C - Consult general and specialized 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.7.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred).

Language

CCSS.ELA-LITERACY.L.7.5

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

CCSS.ELA-LITERACY.L.7.5.B - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

CCSS.ELA-LITERACY.L.7.5.C - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Language

CCSS.ELA-LITERACY.L.7.6

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.