



McRuffy Spelling and Word Study

Level A Teacher's Manual and Workbook **Samples**

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McRuffy Spelling and Word Study Level A

Introduction

The McRuffy Spelling and Word Study program builds spelling skills and related word study skills. We have used the term *word study* as a catch-all phrase to include phonetic structure, usage in sentences, adding suffixes, semantics (word meaning), and many other skills.

Level A is appropriate for First Grade or advanced Kindergarten. The word lists are based on the list from the McRuffy Phonics and Reading program with some changes, such as doubling the length of the list. It is not necessarily intended to be used with our phonics program. The lists in our phonics series tend to be more advanced than most grade level programs. In the context of the entire phonics program, words are reinforced with reading, phonics, and handwriting activities, so mastery of more difficult words can be attained.

We realized more advanced lists could be a disadvantage in a stand-alone spelling program, so we added flexibility in the titles by labeling the levels with letters instead of numbers. This gives teachers the flexibility to determine which level would be most appropriate for their students. For many students encoding (spelling) is a more advanced skill than decoding. In general, we would recommend Level A for first grade.

Special Formatting in the lesson plans

Words in **bold** print can be read directly to students for instruction.

Answers to questions asked during instruction are in parenthesis. Parenthesis in workbook directions are generally not intended to be read, but can be if students are unsure about a picture or if you need to simplify the exercise.

Hyphens in words such as c-a-t indicate that the words should be spelled rather than pronounced. C-a-t would be read as *see a tee*.

Italics are used to indicate that a word, not its meaning is being emphasized. For example: Use the word *over* in a sentence. The sentence is indicating that the student should make up a sentence that contains the word over, rather than use a word one more time.

Italics are also used to indicate that a letter or blend should be pronounced, rather than named. For example, the short a sound says *a*. You will pronounce the a sound as in cat.

A capitalized and italicized vowel indicates that the long vowel sound should be pronounced. For example, pronounce *A* as the long a sound you hear in the word *cake*.

Spelling Lists in workbooks are presented in *traditional* and *modern* fonts to match common handwriting styles.

Types of activities

Lessons are arranged in weeks. There are four pages of workbook activities per week and the last day is set aside for the spelling test. A variety of exercises are used throughout the curriculum. Below is a partial list with descriptions.

Introduction activities: The first day of each will features workbook activities that will require students to write each word at least once. The main objective is for students to become familiar with the words and the spelling patterns. Students do a variety of activities such as sorting words by word characteristics such as vowel sounds, sorting rhyming words, matching pictures, and unscrambling words.

Adding and using suffixes: Students will learn spelling rules for adding ing and ed. A few other suffixes are covered such as adding s and y. Although the rules are reviewed many times to apply the rules, not necessarily to quote them.

Visual discrimination activities: The program uses a variety of activities where students are asked to find a correctly spelled word among choices that are incorrect.

Proofreading: Students will find and correct misspelled words in sentences and add ending punctuation (periods or question marks).

Change a letter: Some exercises ask students to add, subtract, or change a letter in a given word to make a new word. Sometimes students will change a spelling word. Other times, students will change a word into a spelling word. This helps emphasize similarities among words, the functions of vowels, and the effect of consonants.

Writing questions: Students will rearrange words in sentences to change them into sentences or take a question and turn it into a statement.

Cloze Activities: Students will complete sentences by inserting spelling words in blanks. These exercises emphasize sentences structure, using words in context, and semantics.

Embedded words: Students will look at larger words for common spelling patterns. For example, the word *kit* is a part of the word *kitchen*.

Codes: Students will be given a code key to decode spelling words. For example, a square is a, a circle is b, a triangle is t, so a circle, square, and triangle is decoded as bat. In addition to spelling practice, letter patterns and the symbolic nature of letters are emphasized.

Grid Boxes: This exercise is looks like a crossword puzzle, without semantic clues. This exercise uses logic and emphasizes relationships between words.

Clues: Students will match clues to spelling words. For example: Something made by a spider (web). This exercise emphasizes semantics.

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Week 8

Spelling Concepts

Students will learn words that begin or end with d.

Spelling List: bad, had, pad, sad, did, hid, dad, dip, dig, sand

Lesson 36

Look at the words in the pink box. They all are alike in some way. How are they alike? (They all have the letter d.) **What sound does d make?** (*d*) **Some of the words begin with d. Some of the words end with d. Two words begin and end with d.**

What is the first word in the pink box? (had) **Let's spell had.** (h-a-d)

What is the next word? (bad) **Spell hit.** (b-a-d) Continue with the rest of the words in the pink box.

Use the top part of workbook page 29. Students will sort words, but not the words in the pink box, only the words in the six words in the yellow box.

Bottom part of workbook page 29: look at the pictures of the cat and pig. Write the vowel from the words cat and pig between the letters on the lines beneath the pictures.

Lesson 37

Begin by having the students look at the list on page 29 and spell each word out loud.

Use the top of workbook page 30. Help students fill in the boxes. Students should cross words off the list as they fill in the boxes. **Find the letter h in the boxes. Find two spelling words that begin with h and have three letters.** (had, hid) **Fill in the boxes to make the two words.** (It doesn't matter which word is horizontal and which word is vertical.) **Now you can fill in words that begin with d and end with d. Fill in the boxes.** (It doesn't matter which word is horizontal and which word is vertical.)

Look at the second set of boxes. Three letters are given as clues. Use the clues to fill in three words. One word begins with b, one word begins with p, and one word ends with g. Fill in the letters. There is space for one word with four letters. Fill in the word with four letters. Now you only have a few missing vowels. Fill in the last letters.

Introduce the next activity. **Many small words can be found in bigger words.** Write the words, crawdad, sandals, and shadow. **If you see parts of words you know in other words, it can help you spell them. Look at the first word. The word is crawdad. A crawdad is an animal that lives in the water. It looks like a tiny lobster. What spelling word do you see in crawdad?** (dad) **The next word is sandals. A sandal is a**

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kind of shoe. What spelling word do you see in sandals? (sand) The last word is shadow. What spelling word do you see in shadow? (had)

Next, use the bottom of workbook page 30. Look at the words. Find the spelling word in each of the larger words. Write the spelling word on the lines.

Lesson 38

Begin by saying each of the following words and having the students spell them back to you: hid, sand, did, sad, dad.

Write each of the words in this sentence on a separate card or piece of paper: The bad dip had sand in it. Mix up the order of the cards and allow the students to put them in the correct order.

Use the top of workbook page 31. Two sentences are scrambled. Students will unscramble the sentences and write them on the lines. If unscrambling is too difficult, modify the activity. One way to modify the activity would be to have the students write the words on cards, like the example and rearrange the cards until the sentence makes sense. Put the ending mark on a separate card. A second way to modify the activity would be to read the sentences correctly to the students and have them write the words on the lines. The sentences are: He digs in the sand. The bad pig hid.

Workbook page 31 bottom section: Students will use the color code to write the spelling words.

Lesson 39

Begin by saying each of the following words and having the students spell them back to you: dip, pad, dig, bad, had.

Review proofreading. Write a sentence with errors: The bid dap hab sadn in it (leave off the period).

Look at this sentence. It has some problems. It is supposed to say: The bad dip has sand in it. When we look for mistakes in sentences what is it called? (proofreading or proofing). Let's proof read this sentence. What is the first thing wrong in the sentence? (bad is misspelled as big). What is the next mistake? (had is misspelled hab) What is the next mistake? (sand is misspelled sadn) The sentence is almost fixed. What else does it need? (A period at the end)

Use the top of workbook page 32. Students will circle the incorrect words and add an ending mark to the sentences. If the exercise is too difficult for students, read the corrected sentences to the students. Sentence 1: Dad had a big pad. Sentence 2: Did the sad pig dig in the sand? Sentence 3: She hid the bad dip.

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Next, use the bottom of workbook page 32. Students will circle the misspelled words and write them correctly on the lines. Students will add an ending mark (question mark or period).

Workbook page 32 bottom section: Each row shows seven choices. Circle the correctly spelled spelling word.

Lesson 40

Use the spelling test form or have students number a piece of paper from 1 to 10.

Say each word and give students time to write before saying the next word:

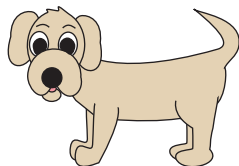
1. dip, 2. had, 3. sand, 4. dad, 5. dig, 6. hid, 7. sad, 8. did, 9. pad, 10. bad

Word List	
had	<i>had</i>
bad	<i>bad</i>
dig	<i>dig</i>
pad	<i>pad</i>
dip	<i>dip</i>
dad	<i>dad</i>
sad	<i>sad</i>
did	<i>did</i>
sand	<i>sand</i>
hid	<i>hid</i>

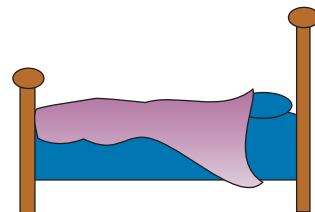
Sort the words in the yellow box.

bad sand dig pad dip sad

Write the words that begin with the same sound as dog.



Write the words that end with the same ending sound of bed.

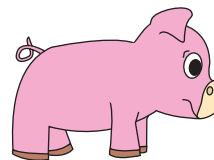


Fill in the missing vowels (a or i). Fill in the letter a under the cat to make words with the same vowel sound as cat. Fill in the letter i under the pig to make words with the same vowel sound as pig.



h d

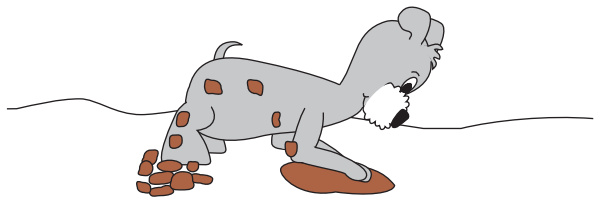
 a a



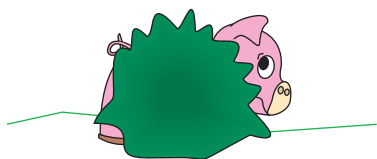
h d

 i i

Unscramble the sentences and write them on the lines.






digs He the sand in.










pig The hid bad.




Use the color code to write the correct spelling words.










		




		




			





		

Lesson 39

Proofreading: Find the mistakes in the sentences. Circle them. Write the misspelled words correctly on the lines. Fill in missing periods or question marks.

Did hab a big paq

_____	_____	_____
-----	-----	-----
_____	_____	_____

Did the sid pig big in the sadn

_____	_____	_____
-----	-----	-----
_____	_____	_____

She hig the bid dap

_____	_____	_____
-----	-----	-----
_____	_____	_____

Circle the spelling word in each row.

big	bog	dig	dog	dag	dog	dag
nad	hod	hab	hed	had	dah	hob
sad	sab	sod	sab	sadd	sid	sib
bud	bed	bud	bid	dab	bad	dib
dod	did	dib	dim	ded	bid	dadd
dap	pod	pid	pag	ped	pab	pad
bop	dap	dip	bip	bap	diq	dag
hib	dih	bih	hid	bah	hab	hip
samd	sanb	saud	send	sind	samb	sand
dud	dab	bab	bib	dad	bid	dib

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Week 19

Spelling Concepts

Students will learn to spell words containing the long a sound ending with silent e.

Spelling List: bake, face, made, late, name, cave, race, cake, game, gave

Lesson 91

Use workbook page 73. **Look at the first word in the pink box. How many vowels does it have? (2) What are the vowels? (a and e) Look at all the words in the pink box. What do all the words end with? (e) In these words, the e doesn't make a sound. It's there to let you know the first vowel makes its long sound. What is the first vowel in the words? (a) The silent e lets you know that the a says its name. (A)**

Look at the second word. The c is followed by an e. Even a silent e will make the c say the s sound. What is the second word? (face)

Have the students spell and say all the words in the pink box.

I'll say some words. Find the words in the list that rhymes with them. Gate (late), paid (made).

Top workbook page 73: Students will sort the words by the rhyming words. Write two words that rhyme with each of the words in the box.

Bottom part of workbook page 73: Students will use the letters in the letter blender to make three spelling words. All the letters will be used.

Lesson 92

Begin by having the students look at the list on page 73 and spell each word out loud.

Use the top of workbook page 74. Students will fill in the boxes to make spelling words. **Look at the letter clues in the puzzle. Start with the letter f. Fill in the letters to make the spelling word that begins with f. Don't forget to cross the word off the list. One letter in the word is shared. Fill in the missing letters going across. Find where the rest of the spelling words fit in the puzzle. Fill in all the missing letters.**

Write the words carve, grace, and slate. **Look at the words. They're almost spelling words, but they have one letter added. The first word is carve. What spelling word can you make by removing one letter? (cave) Repeat with grace (race) and slate (late).**

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Lesson 93

Begin by saying each of the following words and having the students spell them back to you: cave, gave, cake, game, race.

Use workbook page 75. Write the word wave. **Can you read this word? (wave) If we add the suffix i-n-g to this word, we need to change it first. We take off the e. Then we add the suffix i-n-g. Write waving. The new word is *waving*.**

Add the suffix i-n-g to the words bake, face, and name. Write the words on the first row of lines.

The same rule applies when we add the suffix e-d. We only use one e. So, we take off the silent e and add e-d. Add e-d to the words cave, race, and cake.

Workbook page 75 bottom section: **Three sentences are at the bottom of the workbook page. A word is above each set of lines. Add a suffix to the word and write it in the sentence. Add e-d, or i-n-g. Don't forget to drop the silent e.**

Lesson 94

Begin by saying each of the following words and having the students spell them back to you: name, late, made, face, bake.

Have students look at the spelling word list on page 73. **I will give you clues about a spelling word. Find the spelling word in the list and spell it. Here is the clue for the first word: The opposite of early (l-a-t-e)** Repeat with the other clues.

A way to cook (b-a-k-e) The opposite of took (g-a-v-e) Something that you did with a present (g-a-v-e)

Workbook page 76 bottom section: Six words are in the orange box. Students will choose one of the words to match the clues. Write the words on the lines.

Students will proofread. Write a sentence with errors: **Is it too leta to bak (leave the question mark.) There are mistakes in this sentence. Can you find them? What words are spelled incorrectly? (late and back) Spell them correctly. What else is missing? (a question mark)**

Use the bottom of workbook page 76. **Look at the top of page 76 in the workbook. There are mistakes in the sentences. Spelling words are misspelled. Correct the words and add either a period or question mark at the end of the sentence.**

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Lesson 95

Use the spelling test form or have students number a piece of paper from 1 to 10.

Say each word and give students time to write before saying the next word:

**1. made, 2. cake, 3. game, 4. late, 5. name, 6. race, 7. gave, 8. face, 9. bake,
10. cave**

Word List	
bake	<i>bake</i>
face	<i>face</i>
made	<i>made</i>
late	<i>late</i>
name	<i>name</i>
cave	<i>cave</i>
gave	<i>gave</i>
cake	<i>cake</i>
game	<i>game</i>
race	<i>race</i>

Write the spelling words that rhyme with the word in each box.

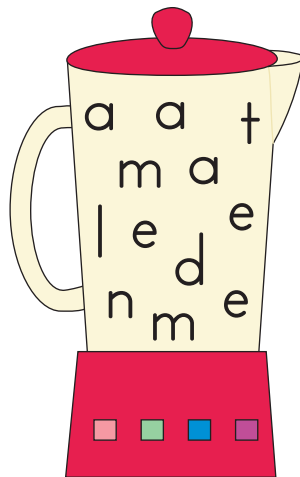
same

take

case

pave

Use the letters in the letter blender to make three spelling words.



Fill in the boxes to make spelling words.

bake face made late name
cave gave cake game race



Subtract a letter from each word to make a spelling word.

trace _____

grave _____

brake _____

farce _____

plate _____

crave _____

When we add **ing** to words that end with silent **e**, take the **e** off the word.

wave waving

Add **ing** to these words. Take off the **e** first.

bake face name

When we add **ed** to words that end with silent **e**, only write one **e**.

wave waved

Add **ed** to these words. Only write one **e**.

cave race cake

Add **ed** or **ing** to the words above the lines to make the best sentences. Don't forget to take off the silent **e**.

ed or ing

bake

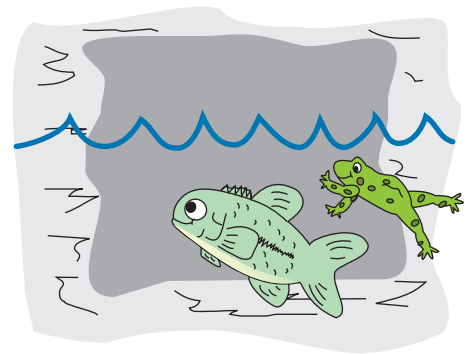
Mom is _____ a cake.

name

The boy is _____ Gabe.

race

The frog and fish _____ to the cave.



Use the clues to find the spelling words. A list is in the orange box.

cave cake face name race game

It sits on a neck.

Toss a ball.

It is made of rocks.

Dave

You can run in it.

You bake it.

Proofreading: Find the mistakes in the sentences. Circle them. Write the misspelled words correctly on the lines. Fill in missing periods or question marks.

Is white cacke on her fase



I mad up a fun gane



He gove the pup a nam

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Week 32

Spelling Concepts

Students will spell words that contain the long a sound spelled with the letters ay.

Spelling List: day, pay, stay, way, may, ray, say, jay, lay, play

Lesson 156

Look at the words in the pink box. How are all the words alike? (They all end with the letters a-y.) **The letters a-y in these words spell the long a sound. Look at the last word. The p and l blend in the word. The word is play. Look at the next to last word. Spell it. (a-w-a-y) The word is *away*.**

Have the students spell and say all the words in the pink box.

Top of workbook page 125: Students will alphabetize the words in each box. If students need to review alphabetizing, make a list of five words and have students put them in alphabetical order. Words can also be written on cards so they can be arranged in alphabetical order.

Bottom part of workbook page 125: **Read the sentences. Circle the spelling words in the sentences. Find nine spelling words in the two sentences.**

Lesson 157

Begin by having the students look at the list on page 125 and spell each word out loud.

Use the top of workbook page 126. **Find the spelling words in each of the words. Write the spelling word on the lines.**

Workbook page 126 bottom section: Write or point out the examples: t + ray = tray, s + lay = slay. **Last week we took letters away from spelling words. This week we'll add letters to spelling words. Make new words by adding letters to the spelling words on the bottom half of the workbook page. Write the new words on the lines.**

Lesson 158

Begin by saying each of the following words and having the students spell them back to you: play, day, way, stay, pay.

Students will add suffixes to words ending with ay. Introduce the rules. **When i-n-g is added to words that end with a-y, you do not need to change the word first. Look at the example. Pay becomes paying. Write the words laying, playing, and staying.**

When adding e-d, most words do not change before adding the suffix. See the word gray. It becomes grayed. Write the words played and stayed.

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The past tenses of some words that end with a-y are not written by adding e-d. In some words the y is dropped and i-d is added. Look at the example. Lay becomes laid. Write the past tense form of the words pay and say. When the word say is changed, the ai will make a short e sound.

Students will complete the sentences at the bottom of workbook page 127 by changing the tense of the words above the blank lines.

Lesson 159

Begin by saying each of the following words and having the students spell them back to you: away, jay, say, ray, may.

Begin the second exercise on the page by first having students turn to the word list on page 125. **I will give you clues about spelling words. Find the words in the list. 1. Leave or go ____ (away) 2. A beam of sunlight (ray) 3. To speak (say) 4. Drive a long ____ (way)**

Workbook page 128 top section: Six words are in the orange box. Students will choose one of the words to match the clues. Write the words on the lines.

Write the sentence: She may pay today. **Read the sentence. We can turn this sentence into a question by moving a word. What word will we move? (may) What is the question? (May she play today?)**

Use the bottom of workbook page 128. Students will move a word in each sentence to turn them into questions.

Lesson 160

Use the spelling test form or have students number a piece of paper from 1 to 10.

Say each word and give students time to write before saying the next word:

1. jay, 2. stay, 3. way, 4. play, 5. ray, 6. day, 7. away, 8. say, 9. pay, 10. may

Word List	
day	<i>day</i>
pay	<i>pay</i>
stay	<i>stay</i>
way	<i>way</i>
may	<i>may</i>
ray	<i>ray</i>
say	<i>say</i>
jay	<i>jay</i>
lay	<i>lay</i>
play	<i>play</i>

Write the words in each box in alphabetical order.

stay may way	3
day pay	
1	4
2	5

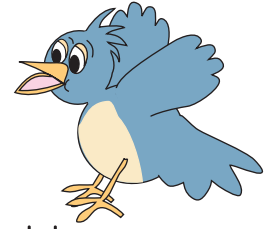
ray say lay	3
jay play	
1	4
2	5

Circle the spelling words in the sentences.

May Ray stay to play all day?

Did Jay say he will pay his way?

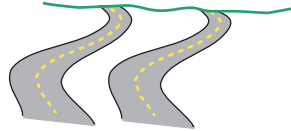
Write the spelling word that is a part of these words:



bluejay

layers

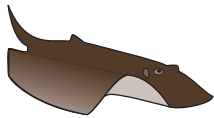
playground



highway

dismay

hearsay



stingray

payment

daylight

Change the words. The changes are written like math problems. Add the letters.
Write the new words.

Examples: $t + ray = \overline{tray}$ $s + lay = \overline{slay}$

$g + ray =$ _____

$s + way =$ _____

$c + lay =$ _____

$p + ray =$ _____

$to + day =$ _____

$re + play =$ _____

The words in the spelling list end with ay. The words do not need to change before adding ing.

pay paying

Add ing to each of the words.

lay

play

stay

You can also simply add ed to some words that end with ay. The words do not need to change before adding ed.

gray grayed

Add ing to each of the words.

play

stay

You can't add ed to some ay words. You must change the words in other ways to use them like you use ed words. Drop the y and add id, not ed.

lay laid

Change these words the same way as lay changed to laid.

pay

say

Put an ending on the words in red to make them fit the sentences. Write the new words on the lines.

_____ **pay** _____

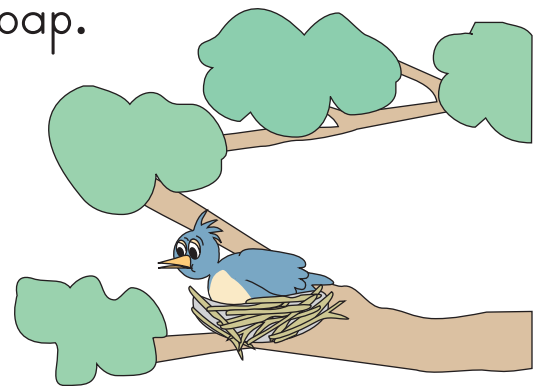
Ray _____ cash for the soap.

_____ **play** _____

The boys _____ all day.

_____ **lay** _____

The jay is _____ on the nest.



Use the clues to find the spelling words. A list is in the orange box.

stay jay pay may day play

A time

It makes a nest.

Do not go.

Give cash for a job

Yes, you ____.

Toss a ball

Make the sentences into questions by moving a word to the beginning of the sentence. Add a question mark.

A jay is in the way.

We may stay to play.

Ray will pay today.
