



Goal One: Learning High-Frequency, Commonly Misspelled Words

Word Wall

It is a new month and time to root out and replace ten more “pesky” words! These are the words for this month:

about	except	knew	new	know
no	myself	then	usually	what

1 Add the words to your display. When adding words that begin with the same letter, use different colors. Use different colors for **knew**, **new**, **know**, and **no**. Attach cards saying “old” and “yes” to **new** and **no**. If you are also using the Portable Word Walls, give students a new sheet to which the new words (and clues) have been added to the previous words (reproducible, page 137).

2 Focus student attention on each word and have students chant it, cheerleader style, emphasizing the “illogical” letters as they chant. Before cheering for each word, help students see what is illogical about it:

about	This is another word, like again , in which the beginning syllable is spelled with an a .
except	This word starts with ex like excited and then rhymes with and is spelled like kept and slept .
knew, new, know, no	Here are two more pairs of words pronounced the same but with different meanings. A few other words in English, such as knock , knee , knit , and knuckle , begin with kn .
myself	Students may recognize this compound word with my and self . Other compounds with self include yourself and himself .
then	Then is spelled logically but often misspelled as t-h-i-n or t-h-a-n , particularly if pronounced like those words.



usually

This is **usual** with **ly** added at end like **really**.

what

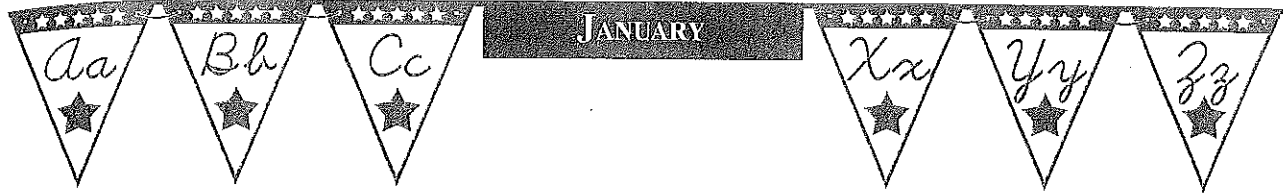
Other words spelled like this rhyme with **at**, **cat**, and **that**.

③ Use writing clues to have students write each word. Make sure that your clues distinguish these words from each other and from last month's words. Here are some possibilities:

1. Number 1 is a five-letter word that starts with **a** and ends with **t**.
2. Number 2 is the four-letter word that starts with **wh** and ends with **t**.
3. For number 3, write the opposite of **yes**.
4. For number 4, write the other word that is pronounced just like the word you wrote for number 3.
5. For number 5, write the opposite of **old**.
6. For number 6, write the other word that is pronounced just like the word you wrote for number 5.
7. For number 7, write the seven-letter word that ends in **ly**.
8. Write the compound word that ends in **self**.
9. Write the six-letter word that begins with **ex**.
10. Write the **th** word that rhymes with **ten** and **men**.

After students write the ten words, have them check their papers by once more chanting the letters aloud, underlining each letter as they say it.

Continue to practice words by cheering and writing when you have time. Hold students accountable in their writing for all **Word Wall** words. If you have been resolute, you should be seeing consistent improvement in the spelling of these high-frequency words in their writing.



Be a Mind Reader

Here are a few **Be a Mind Reader** possibilities for this month. (Refer to directions for **Be a Mind Reader** on page 50):

Lesson One

1. It's one of our **Word Wall** words.
2. It begins with **th**.
3. It is not a contraction.
4. It has four letters.
5. It rhymes with **pay** and **say** but is not spelled like they are.

(they)

Lesson Two

1. It's one of our **Word Wall** words.
2. It is a contraction.
3. It has four letters.
4. It is not **won't**.
5. It is the opposite of **can**.

(can't)

Lesson Three

1. It's one of our **Word Wall** words.
2. It begins with an **e**.
3. It is not a compound word.
4. It begins with **ex**.
5. It fits in this sentence: I like every vegetable _____ spinach.

(except)