

## Unit Twenty Six Sitton Spelling

they

there

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its

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own

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animals

above

country

picture

since

group

true

half

red

fish

plants

# Assess Words and Skills



- Spelling Words (words missed on tests) are recorded in the Spelling Notebook.
- Use Proof It, Practice Page 78, for proofreading/editing practice.



## Assess Spelling Progress

Give this Cloze Story Word Test of Core Words within the frequencies 1–300 to all students. Words students miss are their Spelling Words.

Teaching Notes, page 350



### BEFORE THE CLOZE STORY WORD TEST

Students do not prestudy the words. Provide students with a copy of REVIEW 26 BLACKLINE MASTER, page 260. Tell students this story will have them thinking about flags in a new way.



### THE CLOZE STORY WORD TEST

Read the entire story aloud, including the test words. Then read it again slowly as students write the missing words.



#### Flags

Flags have been waving (1) through history (2) since ancient times all over the (3) world. (4) They fly high (5) above buildings, wave on top of ships, and lead every parade (6) there ever was! Every (7) country and state creates (8) its flag. Almost (9) half of them use a (10) true (11) red color in the design. Some (12) picture the body or head of (13) animals, birds, or (14) fish. Often flags show (15) plants or trees, or (16) their leaves or fruit. (17) Many feature the sun, moon, or stars. How (18) would a (19) group create a flag to represent them? Divide into student sets of two or three, design your (20) own flag, and write why you know it's a good one.

Words tested:

they (19), there (37), their (42), many (55), would (59), its (76), through (102), own (163), world (191), animal(s) (207), above (213), country (228), picture (232), since (238), group (295), true (296), half (297), red (298), fish (299), plants (300)



### AFTER THE CLOZE STORY WORD TEST

1. Ask students to divide into groups to develop a process for creating a flag. Then have students use the process to design one. Have students share their process for deciding what would be a fitting flag for their group, and then show and tell what they created.

developing a process, art, public speaking

2. Have students record the words they missed on the test

- in their Spelling Notebook (see page 353) for at-school study, and
- on a copy of the WORDS TO LEARN BLACKLINE MASTER, page 392, for at-home study.

recording words for personal study list

Send home the completed WORDS TO LEARN personal study list and, if necessary, a copy of the IDEAS FOR WORD STUDY BLACKLINE MASTER, page 391.

Name \_\_\_\_\_

# REVIEW 26



## Word Test

### Flags

Flags have been waving (1) \_\_\_\_\_ history (2) \_\_\_\_\_ ancient times all over the (3) \_\_\_\_\_. (4) \_\_\_\_\_ fly high (5) \_\_\_\_\_ buildings, wave on top of ships, and lead every parade (6) \_\_\_\_\_ ever was! Every (7) \_\_\_\_\_ and state creates (8) \_\_\_\_\_ flag. Almost (9) \_\_\_\_\_ of them use a (10) \_\_\_\_\_ (11) \_\_\_\_\_ color in the design. Some (12) \_\_\_\_\_ the body or head of (13) \_\_\_\_\_, birds, or (14) \_\_\_\_\_. Often flags show (15) \_\_\_\_\_ or trees, or (16) \_\_\_\_\_ leaves or fruit. (17) \_\_\_\_\_ feature the sun, moon, or stars. How (18) \_\_\_\_\_ a (19) \_\_\_\_\_ create a flag to represent them? Divide into student sets of two or three, design your (20) \_\_\_\_\_ flag, and write why you know it's a good one.

## Skill Test

Write story words that are spelled with silent letters.

silent gh \_\_\_\_\_ silent w \_\_\_\_\_

final silent e \_\_\_\_\_ silent t \_\_\_\_\_

silent l \_\_\_\_\_ silent k \_\_\_\_\_

Write more words with silent letters on the back of this paper.