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INTRODUCTION

Spelling Steps teaches students to spell the words they need for life situations. The vocabulary is drawn largely from a list developed from an analysis of adult reading materials including newspapers, magazines, novels, scientific journals, and other media.

The four-binder spelling program is based on a careful plan for teaching spelling skills. It ensures that students not only learn to spell the vocabulary words presented, but also master the skills needed to learn to spell new words in the future.

Each student progresses through the program at his or her own rate. Students may grade their own lesson tests and record their scores. This method is recommended for older students and independent study.

Each unit concludes with a review lesson and a unit test. The format for unit tests is left open so that teachers may adapt the test to the needs of each student. The teacher may select which words to include and may determine the length and style of the unit test.

Spelling Steps includes a wide variety of learning activities designed to reinforce and extend spelling skills. Attention is given to providing learning activities that are of interest to middle, secondary, and adult students.

About Checking and Recording

Teachers are encouraged to have students check their answers after completing each lesson. Students may record their scores on the Record of Progress chart for each unit review, beginning with Unit 3, Book 1. To allow students to check their own work, the answer keys may be reproduced and distributed.

A completed progress chart can be helpful for diagnosing a student's strengths and weaknesses. Parents might also like to see how progress is monitored. The process of self-checking, scoring, and monitoring is for analysis by both student and teacher to determine which skills need greater reinforcement.

Following the answer keys and individual student progress chart, a class progress chart is provided to help track up to 30 students' progress through the book. Finally, there is a reproducible certificate of achievement that can be awarded to students when a book is completed.

SPELLING STEPS CHECKLIST

- 1. Look at the word.**
- 2. Say the word out loud.**
- 3. Close your eyes and "see" the word in your mind. Spell the word out loud.**
- 4. Open your eyes. Look at the word to see if you spelled it correctly.**
- 5. Cover the word and write it.**
- 6. Check your spelling. If you made a mistake, start over with step 1.**
- 7. Cover the word and write it again.**

LESSON • 1

Greek and Latin Roots: *man, uni, mort, bio, cycl*

► Read the **Everyday Spelling Words** about weather.

EVERYDAY SPELLING WORDS

precipitation	temperature	tropical	coastal	overcast
meteorologist	humidity	climate	frost	temperate
thermometer	frigid	gusty	smog	drought

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words** for you to write on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

- Underline each Everyday Spelling Word in the following sentences.
 - A long period of weather with little or no rain is called a *drought*.
 - An overcast sky is cloudy and rather dark.
 - Gusty winds are strong and sudden.
 - You can ice skate outdoors on a frigid winter day.

2. Write the Everyday Spelling Word that has *six* syllables. _____

3. Write the Everyday Spelling Word that has *five* syllables. _____

4. Write the Everyday Spelling Words that have *four* syllables.

5. Write seven Everyday Spelling Words that begin with a consonant blend.

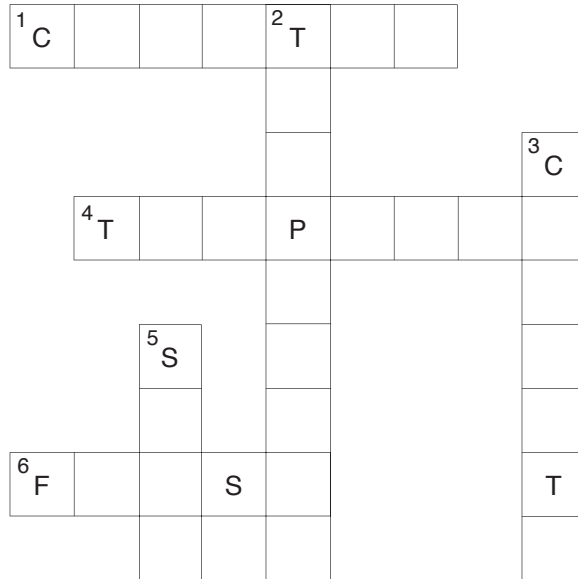
6. Use the clues to help you complete the crossword puzzle.
 Answers are Everyday Spelling Words.

ACROSS

- 1. describes land along the seashore
- 4. describes a hot, damp climate
- 6. white crystals of frozen dew or vapor

DOWN

- 2. climate that is neither very hot nor very cold
- 3. the usual weather conditions in a certain area
- 5. air condition caused by combination of smoke and fog



7. Write the Everyday Spelling Words in alphabetical order.

- | | |
|----------|----------|
| a. _____ | i. _____ |
| b. _____ | j. _____ |
| c. _____ | k. _____ |
| d. _____ | l. _____ |
| e. _____ | m. _____ |
| f. _____ | n. _____ |
| g. _____ | o. _____ |
| h. _____ | |