



Weekly Routine

Day

1

Pretest

The pretest is given as a part of the learning process. It provides an advance organizer for more permanent learning. The pretest gives the student an opportunity to try to spell the words before being shown how they are spelled or taught why they are spelled as they are. When the student checks his own spelling, he is taking the second step toward learning the spelling permanently.

Students should be told that they might make mistakes and should be encouraged to try to spell the words the way they think they should be spelled. The use of electronic devices or individual erasable boards may help promote a pretest atmosphere that is free of tension.

Pretests for regular spelling lists proceed one word family at a time followed by a discussion of the features of that word family. In the pretest for review lists, the words are given in alphabetical order and the discussion takes place after the pretest is completed.

Teaching Generalizations

The student is introduced to the generalizations that are the focus of the lists through interactive learning. These generalizations include word families, consonant and vowel patterns, and rules for adding suffixes. As the generalizations are taught, the student's attention is directed to particular features of the words, or he is asked questions that lead him to understand patterns and how words are related to each other.

Generalizations for each weekly list are located at the top of the first page of the Teacher Edition lesson.

Memory Words

Memory Words are introduced following the pretest. A Memory Word must be memorized. Students need to have repeated exposure to these words through saying them, writing them, reading them, and using them in the context of their meanings.

Word Families

A page with the spelling list and space to practice writing each word is available in the Word Families section of the Appendix.

Day

2

Word Study

The Day 2 Word Study lesson presents a variety of activities to focus the student's attention on the features of the Pattern Words.

Word study activities that focus on phonics include completing word families, writing rhyming words, and identifying consonant or vowel patterns. Structural pattern practice includes working with base words and suffixes.

The Day 2 lesson also focuses on list words in the context of meaning. The lesson includes activities such as using a spelling word to complete a sentence or matching a word to a picture or a clue.



Day
3

Practice Test

Day 3 begins with the practice test, which is designed to assess the student's understanding midway through the weekly instruction. The words are given in a random order rather than by word families.

The practice test includes one dictation sentence. Dictation activities incorporate visual, auditory, and meaning skills. Including the dictation sentence provides an opportunity for a realistic assessment of the student's ability to retain and apply spelling patterns in the context of writing. This is an essential step toward spelling mastery. Words from the current list as well as words from previous lists are used in dictation sentences.

Day
4

Bible Truth

The weekly Bible truth activity helps the student see that words are important, and that he can use the words he is learning to spell to tell others the truth about God and the Bible.

Dictionary Skills

Dictionary skill instruction for *SPELLING 1* teaches the student basic skills relating to using a dictionary: alphabetical order, location skills, some of the features of a dictionary entry, and guide words.

Day
5

Final Test

The final test is an instructional tool designed to be part of the process that leads to permanent learning of common spelling patterns and irregular words.

The Teacher Edition presents a different dictation sentence for the final test. You may use the Day 3 practice test context sentences for this test. Alternate final tests with different word order and different context sentences are available in the Appendix. See the Assessment and Grading section on page xi of this Teacher Edition for grading guidelines and suggestions.

Word of Encouragement

The Word of Encouragement feature guides the first grader to understand that he can use spelling skills to honor God and to love and serve others.

For a list of age-appropriate sites that encourage interactive learning, visit BJUPressTrove.com.

Lesson Features

Use the Printed Resources list to determine the resources needed to teach the lesson.

Begin each list with a pretest and an introduction to the spelling generalization.

View the generalizations taught in each weekly list.

Provide take-home word lists with List Word Family pages.

Promote understanding of generalizations through phonics, structural, and word meaning activities.

Incorporate irregular words through Memory Words.

Promote higher-level thinking skills through interactive learning strategies.

Assess students' progress using the practice test.

Encourage spelling consciousness through proofreading activities.

Develop basic dictionary skills.

Apply integrated biblical truths and principles.

Encourage a biblical worldview by relating spelling skills to the everyday use of written communication.

Assess students' knowledge using the final test.

Make spelling enjoyable with weekly review activities.

Day 3

Practice Test

1. Write the practice test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.
2. Look: Read aloud at the top of the page with the coach.
3. Glow: Don't leave fingerprints on the glow.
4. Sound: Say each word out loud.
5. Smooth: Telling letters could smooth the bumps.
6. Both: I felt excited when I stepped out of the bath.
7. Bring: Bring your neck back to the picnic table.
8. All: The girl ate the word with one wing of the air.
9. Help: You don't know where Clark will walk.
10. Show: I can't wait to play the new drum.

Final Test

1. Pronounce the final test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.

Day 4

Word Study: Worksheet page 21

1. Read the Bible truth about (S&T) to learn.
2. Some words in the diagram are being (S&T) to learn. You had them and learned them. Read the Bible truth about the Bible truth.
3. Read the Bible truth about the Bible truth.
4. Read about the Bible truth at the top of the page.
5. Write the spelling word in the Bible truth.
6. Read the Bible truth about the Bible truth.
7. Read the Bible truth about the Bible truth.
8. Read the Bible truth about the Bible truth.
9. Read the Bible truth about the Bible truth.
10. Read the Bible truth about the Bible truth.

Day 5

Word of Encouragement

1. Explain that when we learn to spell, we can write letters to others to show our gratitude. Write a note to thank someone for something they did for you.

Final Test

1. Pronounce the final test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.

Dictionary Skills

1. Read about the dictionary in the Bible truth (S&T) to learn.
2. Read the Bible truth about the Bible truth (S&T) to learn.
3. Read the Bible truth about the Bible truth (S&T) to learn.
4. Read the Bible truth about the Bible truth (S&T) to learn.
5. Read the Bible truth about the Bible truth (S&T) to learn.
6. Read the Bible truth about the Bible truth (S&T) to learn.
7. Read the Bible truth about the Bible truth (S&T) to learn.
8. Read the Bible truth about the Bible truth (S&T) to learn.
9. Read the Bible truth about the Bible truth (S&T) to learn.
10. Read the Bible truth about the Bible truth (S&T) to learn.

Word of Encouragement

1. Explain that when we learn to spell, we can write letters to others to show our gratitude. Write a note to thank someone for something they did for you.

Final Test

1. Pronounce the final test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.

Day 3

Practice Test

1. Write the practice test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.
2. Look: Read aloud at the top of the page with the coach.
3. Glow: Don't leave fingerprints on the glow.
4. Sound: Say each word out loud.
5. Smooth: Telling letters could smooth the bumps.
6. Both: I felt excited when I stepped out of the bath.
7. Bring: Bring your neck back to the picnic table.
8. All: The girl ate the word with one wing of the air.
9. Help: You don't know where Clark will walk.
10. Show: I can't wait to play the new drum.

Final Test

1. Pronounce the final test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.

Day 4

Word Study: Worksheet page 23

1. Read the Bible truth about (S&T) to learn.
2. Some words in the diagram are being (S&T) to learn. You had them and learned them. Read the Bible truth about the Bible truth.
3. Read the Bible truth about the Bible truth.
4. Read about the Bible truth at the top of the page.
5. Write the spelling word in the Bible truth.
6. Read the Bible truth about the Bible truth.
7. Read the Bible truth about the Bible truth.
8. Read the Bible truth about the Bible truth.
9. Read the Bible truth about the Bible truth.
10. Read the Bible truth about the Bible truth.

Day 5

Word of Encouragement

1. Explain that when we learn to spell, we can write letters to others to show our gratitude. Write a note to thank someone for something they did for you.

Final Test

1. Pronounce the final test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.

Lesson Plan Overview

List	Teacher Edition	Worktext	Content	Dictionary Skills	Biblical Worldview
1	2-3	2-3	short vowels <i>e, i</i> : <i>_et, _in, _it</i> write the missing vowel name a picture write rhyming words		Jesus died for sinners.
2	4-5	4-5	short vowels <i>a, e, i</i> : <i>_ap, _en, _id</i> complete a word family add the final consonant	order letters of the alphabet	God kept Daniel safe.
3	6-7	6-7	short vowels <i>a, i, o</i> : <i>_and, _ill, _ot</i> ; consonant blend <i>nd</i> name a picture complete a crossword puzzle	order letters of the alphabet	God is always with us.
4	8-9	8-9	short vowels <i>a, o</i> : <i>_an, _ock, _ocks</i> ; suffix <i>s</i> make plurals with <i>s</i> name a picture match words to their ending letter	order letters of the alphabet	God is strong and powerful.
5	10-11	10-11	review of short vowels make new words name a picture write a rhyming word	alphabetize two words to the first letter	God wants people to trust Him for salvation. Word of Encouragement: using writing to communicate information
6	12-13	12-13	short vowels <i>a, u</i> : <i>_ab, _ax, _ust</i> ; consonant blends <i>cr, gr, st</i> identify rhyming words complete a word family	recognize entry words	I can tell others about Jesus.
7	14-15	14-15	short vowels <i>a, u</i> : <i>_ap, _ass, _um</i> ; consonant blends <i>cl, dr, fl, gl, gr</i> complete a crossword puzzle write rhyming words	identify and count entry words	God's Word is forever.
8	16-17	16-17	consonant digraphs <i>ch, th, wh</i> match words to clues name a picture	estimate the place of letters in the alphabet	God's Word guides us.
9	18-19	18-19	consonant blends <i>br, mp, sm, sw</i> ; consonant digraphs <i>ng, sh</i> circle spelling words in a word search puzzle name a picture	alphabetize four words to the first letter	Jesus is the King of Kings.
10	20-21	20-21	review of consonant blends and digraphs write a rhyming word write spelling words to match the beginning letter proofread identify the correctly spelled word		Salvation requires childlike faith. Word of Encouragement: communicating love to others
11	22-23	22-23	long <i>i</i> : <i>_ike</i> ; final <i>/k/</i> ; consonant blends <i>br, cl, gr, tr</i> ; consonant digraph <i>ch</i> circle and write spelling words complete a crossword puzzle	estimate the place of words in the dictionary	We should listen to God's Word.

LIST

1

Worktext pages 2–3

Short Vowels e, i: _et, _in, _it

Generalization

- When a short vowel sound is followed by a consonant sound, it is usually represented by one vowel and one consonant. This is called a closed syllable.

Printed Resources

- List 1 Word Families
- Letter to Parents
- Learn to Spell a Word Chart
- Forms: Pretest, Practice Test, Final Test (optional)
- Alternate Final Test List 1 (optional for teacher)

Day

1

Pretest

- You may direct students to write on paper, an electronic device, or an erasable board.

Begin Spelling instruction after Lesson 15 of BJU Press *PHONICS & ENGLISH 1*.

List and Context Sentences

Word Family 1

- bit He **bit** the ripe red apple.
- hit I hope he will **hit** the ball.
- sit Dan will **sit** in the back seat.

Word Family 2

- fin I could see the dolphin's **fin** above the waves.
- sin God calls the wrong things that we do **sin**.
- win I hope our team will **win** the game today.

Word Family 3

- net He hit the ball over the **net**.
- set Ashley will **set** the table for dinner.
- wet The wet dog shook water on me.

Memory Word

- here Come over **here** to get your ice cream.

Procedure

- Begin the pretest by telling the students that the first three words are from the same word family. Pronounce the first word and ask the students to listen carefully to its beginning, middle, and ending sounds.
- Use the word in a sentence, repeat the word, and then instruct the students to write it.
- Write the word for display, pronouncing it distinctly.
- Ask each student to compare his spelling of the word with the spelling on display. If he made mistakes, ask him to write the word again correctly.
- Lead the students in saying the word aloud. Explain that each of the next two words ends the same way but has a different beginning letter.

2 List 1

LIST 1 Words to Master

Add a vowel to complete each spelling word pictured.



w e t



n e t



w i n



s i t



h i t



b i t

Word Families

bit fin net
hit sin set
sit win wet

>>>>>>

Memory Word

here

Memory Word

Use the Memory Word to complete the sentence.

Buddy sat **here**.

List 1



Spelling 1

This worktext is designed to be completed with teacher guidance. Pages are not intended to be removed.

- Proceed with the second and third words. After the entire word family is given and corrected, allow volunteers to tell again how the words are alike. (Example: They all belong to the _it family or end with it.)
- Follow the same procedure with the other two word families.

Memory Word: here

Each spelling list has a Memory Word. A Memory Word can be hard to remember because it is not spelled the way it sounds. You must memorize it.

- Write the word *here* for display. The word *here* means "in this place."
- Point to each letter.
- Write the letter *r* here in this place between the two e's.
- Direct the students to write the Memory Word on their pretests.
- Ask the students to trace the word in the air or with their fingers or pencils on their pretests.
- Send home Letter to Parents, Learn to Spell a Word Chart, and List 1 Word Families.

Day

2


Word Study: Worktext page 2

- Allow volunteers to read each word family on List 1.
- Direct the students to point to the words as you lead them in reading the words aloud.


Spelling 1

Sin brings death,
but God's gift is eternal life.
1st John 3:16


Write the spelling words that rhyme with the word below each picture.



kit



pin





jet

bit	fin	net
hit	sin	set
sit	win	wet

Draw a line from each sentence to the correct picture.

Its fin is big.

Sit here.

Spelling 1 List 1

8. set James will **set** up the game on the floor.
 9. here I will wait **here** for you.
 10. sin It is a **sin** to disobey God.
- ▶ Follow the steps for dictating a sentence to help the students visualize the dictation sentence and improve concentration skills. **Ed is here.**

Dictating a Sentence

1. Instruct the students to put their pencils down and to listen carefully to remember exactly what you say.
2. Tell the students that you will say the sentence two times. Say the sentence twice, slowly.
3. Ask the students to say the sentence with you one time.
4. Direct the students to write the sentence.
5. Repeat the sentence again about halfway through the writing time. Pause again until all students have finished writing.
6. Direct the students to read their sentences carefully as you repeat the sentence one more time. For the first few lessons, give tips about checking for capitals and end punctuation.

Day
4

Word Study: Worktext page 3

- ▶ Read the Bible truth aloud. [Romans 6:23]
- All the bad things we do are called sin. Jesus died on the cross to pay the price of our sins so that we can live forever with the Lord.
- ▶ Point out the purple spelling word in the Bible truth.
- ▶ Read aloud the directions at the top of the page.
- Which spelling words rhyme with *kit*? *bit*, *hit*, *sit*
- ▶ Direct the students to write the words in the first column.
- ▶ Follow a similar procedure with the remaining word families.
- ▶ Guide completion of the worktext page.

Guided Study Time

- ▶ Select a review activity from the Activities and Games section of the Appendix to reinforce spelling skills.

Day
5

Final Test

- ▶ Administer the final test. Pronounce the word, use it in a sentence, and then repeat the word. Allow time to proofread.
- ▶ Follow the procedure for dictating a sentence. **Ed is here.**

The same dictation sentence is used in List 1 for the practice and final tests.

- ▶ Draw attention to the directions as you read them aloud.
- Which vowel would complete the spelling of *wet*? *e*
- ▶ Direct the students to complete the spelling.
- ▶ Follow a similar procedure with the remaining words.
- ▶ Call attention to the Memory Word as you review its meaning and spelling.

Guided Study Time

- ▶ Introduce the students to the Learn to Spell a Word study method located on Worktext page 1. A reproducible version is available in the Appendix.

Day
3

Practice Test

- ▶ Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.
1. wet My umbrella is **wet**.
 2. win We can **win** this game.
 3. bit Liam **bit** the red strawberry.
 4. sit My dog learned to **sit**.
 5. net I caught the fish in the **net**.
 6. hit Did you **hit** the piñata?
 7. fin That fish has a blue **fin**.

Worktext pages 4–5

Generalization

- When a short vowel sound is followed by a consonant sound, it is usually represented by one vowel and one consonant. This is called a closed syllable.

Printed Resources

- List 2 Word Families
- Forms: Pretest, Practice Test, Final Test (optional)
- Alternate Final Test List 2 (optional for teacher)
- Alphabet cards *i, g, m, y* or those letters written for display

Day

1

Pretest

- You may direct students to write on paper, an electronic device, or an erasable board.

List and Context Sentences

Word Family 1

- did What **did** you eat for breakfast?
- hid He **hid** the gift from his sister.
- kid A baby goat is called a **kid**.

Word Family 2

- cap He wore his **cap** to the game.
- nap It is time for the baby to take a **nap**.
- tap That music makes me want to **tap** my feet.

Word Family 3

- den The bear hibernates in a **den** all winter.
- hen The **hen** taught her chicks to scratch for food.
- pen He wrote his name with a **pen**.

Memory Word

- the She took the bread out of the oven.

Procedure

- Begin the pretest by telling the students that the first three words are from the same word family. Pronounce the first word and ask the students to listen carefully to its beginning, middle, and ending sounds.
- Use the word in a sentence, repeat the word, and then instruct the students to write it.
- Write the word for display, pronouncing it distinctly.
- Ask each student to compare his spelling of the word with the spelling on display. If he made mistakes, ask him to write the word again correctly.
- Lead the students in saying the word aloud. Explain that each of the next two words ends the same way but has a different beginning letter.

LIST 2 Words to Master

Write the spelling words under the correct vowel.



did



cap



den

hid

nap

hen

kid

tap

pen

Word Families

did cap den
hid nap hen
kid tap pen

>>>>>>

Memory Word
the

Memory Word

Use the Memory Word to complete the sentence.

Pick up **the** hat.

- Proceed with the second and third words. After the entire word family is given and corrected, allow volunteers to tell again how the words are alike (*Example: They all have the short vowel sound spelled with the letter i and end with the consonant d.*)
- Follow the same procedure with the other two word families.

Memory Word: the

- Write the Memory Word *the* for display.
We use the word the before a word that names a particular person or thing.
- Write the phrase *the hat* for display and ask a volunteer to read it.
- Direct the students to write the Memory Word on their pretests.
- Ask the students to trace the word in the air or with their fingers or pencils on their pretests.
- Send home List 2 Word Families.

Day

2

Word Study: Worktext page 4

- Allow volunteers to read each word family on List 2.
- Direct the students to point to the words as you lead them in reading the words aloud.
- Call attention to the baseballs with the vowels at the top of the page. Read the directions aloud.
Which spelling words have the vowel i? did, hid, kid
- Direct the students to write the words in the correct column.