

**Teacher Edition**



# Spelling

Third Edition



**bjupress**  
Greenville, South Carolina

# CONTENTS

## INTRODUCTION

Goals for Spelling Instruction	v
Instructional Materials	vi
Lesson Features	viii
Spelling Instruction	x
Lesson Plan Overview	xiv

## LESSONS

Learn to Spell a Word	1
List 1: Short Vowels and Initial Consonant Blends	2
List 2: Short Vowels and Final Consonant Blends	6
List 3: Short Vowels and Consonant Digraphs	10
List 4: Short Vowels and Final Double Consonants	14
List 5: Short Vowels and Final <i>ck</i> and <i>k</i>	18
List 6: Short Vowels and Final <i>nch</i> and <i>tch</i>	22
List 7: Long <i>a</i> : <i>a_e</i> , <i>ai</i> , and <i>ay</i>	26
List 8: Long <i>e</i> : <i>ee</i> and <i>ea</i>	30
List 9: Long <i>i</i> : <i>i_e</i> , <i>igh</i> , and <i>y</i>	34
List 10: Long <i>o</i> : <i>o_e</i> , <i>oa</i> , and <i>ow</i>	38
List 11: Long <i>u</i> as <i>u_e</i> ; / <i>oo</i> / as <i>u_e</i> or <i>oo</i> ; Plurals with <i>s</i>	42
List 12: Long-Vowel Review	46
List 13: <i>R</i> -Influenced Vowels: <i>are</i> , <i>ire</i> , <i>ore</i> , <i>ure</i>	50
List 14: Soft <i>c</i> ( <i>ce</i> ) and Soft <i>g</i> ( <i>ge</i> ); Open Syllables with <i>e</i> and <i>o</i>	54
List 15: <i>R</i> -Influenced Vowels: <i>ar</i> and <i>or</i>	58
List 16: / <i>oi</i> / Spelled <i>oi</i> or <i>oy</i> ; Compound Words	62
List 17: Suffix <i>-es</i> : Base Words Ending with <i>ch</i> , <i>sh</i> , <i>ss</i> , <i>x</i> , and <i>zz</i>	66
List 18: Suffixes <i>-ed</i> and <i>-ing</i> : No Change to Base Word	70
List 19: / <i>ou</i> / Spelled <i>ou</i> or <i>ow</i>	74
List 20: Suffixes <i>-ed</i> and <i>-ing</i> : Double Final Consonant	78
List 21: Suffixes <i>-ed</i> and <i>-ing</i> : Drop Final <i>e</i>	82
List 22: Long <i>i</i> ( <i>ild</i> , <i>ind</i> ); Long <i>o</i> ( <i>old</i> , <i>oll</i> ); Compound Words	86
List 23: Contractions with <i>am</i> , <i>not</i> , and <i>will</i>	90
List 24: Two Like Consonants with Final <i>er</i> or <i>y</i>	94
List 25: Doubled Consonants Plus <i>le</i>	98
List 26: / <i>ð</i> / Spelled <i>aw</i> , <i>o</i> , or <i>a</i> before <i>l</i>	102
List 27: Long <i>e</i> and Long <i>i</i> Spelled <i>y</i> ; Suffixes: Change <i>y</i> to <i>i</i> before Adding <i>-es</i>	106
List 28: Suffixes <i>-er</i> and <i>-est</i>	110
List 29: / <i>oo</i> / Spelled <i>oo</i> ; Compound Words	114
List 30: Unlike Consonants with Final <i>le</i>	118
List 31: Silent Consonants: <i>kn</i> , <i>mb</i> , and <i>wr</i>	122
List 32: Homophones	126
Dictionary	130
Student Worktext Index	153

## TEACHER EDITION INSTRUCTIONAL AIDS

### LEARN TO SPELL A WORD

The Learn to Spell a Word page and accompanying worksheet assist students in using a five-step multi-sensory study method to strengthen spelling skills.



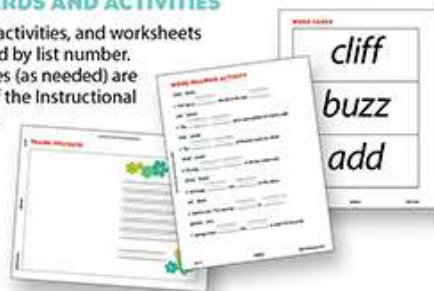
### LIST WORD FAMILIES

On List Word Families pages, Pattern Words are sorted by spelling patterns, such as word families or suffix rules.



### WORD CARDS AND ACTIVITIES

Word cards, activities, and worksheets are organized by list number. Answer pages (as needed) are at the end of the Instructional Aids section.



### WEEKLY FORMS

Forms are available for the self-assessments, practice tests, and final tests.



## TEACHER EDITION APPENDICES

### SCOPE AND SEQUENCE

The Scope and Sequence identifies phonics and structural generalizations, vocabulary skills, proofreading skills, writing activities, and dictionary skills presented in *SPELLING 1* and *SPELLING 2*.



### EXPANDED LISTS

The Expanded Lists section offers suggestions for differentiated instruction for the student who would benefit from an expanded spelling list. This includes suggestions for assessment, bonus words, and enrichment activities.



### ACTIVITIES AND GAMES

Activities and games reinforce or review spelling patterns and list words.



### REDUCED LISTS

This section offers suggestions for differentiated instruction for struggling spellers and for students learning English as a second language. Assessment suggestions, a method for reducing the number of words on weekly lists, and multisensory activities are included.



The following resources also appear in the Appendixes of the Teacher Edition: Bible Action Truths, Bible Promises, Generalizations, Glossary, Alphabetical List of Spelling Words, Index, and Explaining the Gospel.

All Instructional Aids and Appendixes, as well as additional teaching resources, are available in digital format in BJU Press Trove and Homeschool Hub.

**BJUPressTrove.com** may be accessed by schools that purchase annual access.

**HomeschoolHub.com** offers access to homeschoolers using BJU Press materials.



**LIST 21** Worksheet pages 82-84

**DAY 3**

**PRACTICE IT!**

1. **visit** Advise me the year for visit. Pronounce the word, read it to a partner, and then sign it.
2. **visit** The teacher has just visited for her class.
3. **visit** All the children were visiting for the Christmas play.
4. **visit** You have a beautiful visit. Make sure you have a good time.
5. **visit** It is a visit to see in the hallway. Please help for a year visit.
6. **visit** All the children were visiting in the Christmas play.
7. **visit** You are visiting for my family.
8. **visit** We are taking a visit to the museum.
9. **visit** My grandmother stopped visiting me at the end.
10. **visit** We are visiting after a little present. We will be visiting people on the way.
11. **visit** There are people visiting in a new park.
12. **visit** I believe, why are you visiting in the park?
13. **visit** Can't you please visit me at my home?
14. **visit** The children will visit for eight weeks.
15. **visit** Do you like to visit your family?
16. **visit** The football game was on 11 to 7.
17. **visit** Do you like to visit your family?
18. **visit** I hope to visit for my family.
19. **visit** I hope to visit for my family.
20. **visit** I hope to visit for my family.

**PROOFREADING**

Write the following sentences for Dexter City and I read your school code. Read the sentence aloud. We need to decide which word is spelled correctly. Ask a student to identify the word that is spelled correctly.

1. **visit** I hope to visit for my family.
2. **visit** I hope to visit for my family.
3. **visit** I hope to visit for my family.
4. **visit** I hope to visit for my family.

**REVIEW**

Let 21 Review may be completed anytime after this lesson.

**DAY 4**

**REVIEW**

1. **visit** I hope to visit for my family.
2. **visit** I hope to visit for my family.
3. **visit** I hope to visit for my family.
4. **visit** I hope to visit for my family.

Assess students' progress using Practice It!

Encourage spelling consciousness through proofreading activities.

Develop basic dictionary skills.

**LIST 23**

**DICTIONARY SKILLS**

Write the definition of each word in your own words. Ask a partner to give the meaning of the word and explain that a meaning of a word is called its definition. Write one word and its definition in the space provided.

**DAY 5**

**KNOW IT!**

Advise me the year for visit. Pronounce the word, read it to a partner, and then sign it.

1. **visit** Advise me the year for visit.
2. **visit** Advise me the year for visit.
3. **visit** Advise me the year for visit.
4. **visit** Advise me the year for visit.
5. **visit** Advise me the year for visit.
6. **visit** Advise me the year for visit.
7. **visit** Advise me the year for visit.
8. **visit** Advise me the year for visit.
9. **visit** Advise me the year for visit.
10. **visit** Advise me the year for visit.
11. **visit** Advise me the year for visit.
12. **visit** Advise me the year for visit.
13. **visit** Advise me the year for visit.
14. **visit** Advise me the year for visit.
15. **visit** Advise me the year for visit.
16. **visit** Advise me the year for visit.
17. **visit** Advise me the year for visit.
18. **visit** Advise me the year for visit.
19. **visit** Advise me the year for visit.
20. **visit** Advise me the year for visit.

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

Make spelling enjoyable with weekly review activities.

Encourage students to apply spelling skills to writing activities.

Assess students' knowledge using Know It!

**LIST 16**

**DAY 5**

**KNOW IT!**

Advise me the year for visit. Pronounce the word, read it to a partner, and then sign it.

1. **visit** Advise me the year for visit.
2. **visit** Advise me the year for visit.
3. **visit** Advise me the year for visit.
4. **visit** Advise me the year for visit.
5. **visit** Advise me the year for visit.
6. **visit** Advise me the year for visit.
7. **visit** Advise me the year for visit.
8. **visit** Advise me the year for visit.
9. **visit** Advise me the year for visit.
10. **visit** Advise me the year for visit.
11. **visit** Advise me the year for visit.
12. **visit** Advise me the year for visit.
13. **visit** Advise me the year for visit.
14. **visit** Advise me the year for visit.
15. **visit** Advise me the year for visit.
16. **visit** Advise me the year for visit.
17. **visit** Advise me the year for visit.
18. **visit** Advise me the year for visit.
19. **visit** Advise me the year for visit.
20. **visit** Advise me the year for visit.

Apply integrated biblical truths and principles.

# SPELLING INSTRUCTION

## OVERVIEW

God's gift of language enables us to communicate thoughts, ideas, information, and feelings. We express these by speaking and by writing. Spelling is one of the tools needed for effective written communication.

The purpose of spelling instruction is to equip the student to communicate effectively and efficiently to bring honor to God. This includes learning experiences that lead the student to acquire a bank of known words that can be spelled correctly. The student also learns strategies for applying spelling skills to unknown words.

*SPELLING 2* promotes interactive learning that leads the student to understand, retain, and apply spelling skills. Interactive learning occurs when the student makes knowledge and skill connections through his experiences with the information and activities presented by the teacher. This instruction leads the student to understand, retain, and apply spelling skills. Answering questions in a way that shows understanding is an example of interactive learning.

*SPELLING 2* also promotes the development of the student's spelling consciousness. An effective speller has a desire to spell correctly as well as an awareness of his own spelling that leads him to detect his own errors.

The teacher guides the instruction of generalizations and rules as well as the application of skills and strategies in the Worktext activities. Worktext pages are not designed to be completed independently by the student.

## BIBLICAL WORLDVIEW

God created mankind to declare His glory through being like Him. God made each of us in His image (Gen. 1:26–27) and has called us to imitate His deeds (Gen. 1:28). One way we imitate God is in the use of language. God created language. His attributes are reflected in the characteristics and usefulness of language. With His Word, the Bible, God communicates His truth and love through written language.

God has created us with two types of language skills: receptive language (listening and reading) and expressive language (speaking and writing). Spelling is one of the skills needed for effective writing. A biblical worldview sees spelling as a vital tool in the production of God-honoring written communication.

Proofreading and writing activities portray real-life situations in which students use writing. Whether using writing to participate in worship, to minister to the needs of others, to provide information, or to complete routine tasks, a biblical worldview recognizes that accurate spelling is essential for clear written communication.

Bible Action Truths (BATs) focus on goals for Christian attitudes and conduct. A listing of BATs and Bible Promises with Scripture references is available in the Appendixes (pages A2–A4). Explaining the Gospel (page A24) includes helpful suggestions as you discuss salvation with a student.

## WORD LISTS

*SPELLING 2* word lists incorporate high-frequency words drawn from reliable patterns or generalizations, words students have already encountered in reading, words with irregular spellings, and words students frequently use when writing. The weekly lists are divided into three categories: Pattern Words, Review Words, and Memory Words.

- ▶ Lists 1–4 contain Pattern Words and Memory Words. Review Words are introduced in List 5.
- ▶ Lists 5–31 generally include fifteen Pattern Words, two Review Words, and three Memory Words.
- ▶ List 32 focuses on homophones and does not have any Review Words or Memory Words.

## PATTERN WORDS

The Pattern Words use reliable phonics and structural generalizations. Lists progress from short vowels to long vowels and then to special vowel patterns. Consonant blends and digraphs appear throughout the Pattern Word lists.

Words with inflectional endings (suffixes *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*) are also included. Learning rules and strategies for adding these suffixes to base words equips the student to spell a large number of words in their various forms.

## REVIEW WORDS

Beginning with List 5, each weekly list includes two Review Words. These two words sample the pattern or rules from the previous list. For example, List 5 includes two Pattern Words from List 4.

Some Pattern Words from *SPELLING 1* and *SPELLING 2* lists are repeated as base words on lists that focus on suffix rules. This helps the student make the connection that suffixes and other structural generalizations can be used with words they already know as well as with new words.

## MEMORY WORDS

A Memory Word, also known as a sight word or an irregular word, is a word that is difficult to spell either because it does not follow a specific generalization or because it reflects a less-reliable or less-frequent generalization. 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 STUDY

*SPELLING 2* uses an interactive approach to spelling instruction known as *word study*. Word study incorporates phonics, word recognition, word meaning, and spelling. It is used to gain word knowledge and develop critical thinking skills.

Word study activities allow the student to understand and apply patterns in words. The student investigates and makes decisions about sounds, patterns, and word meanings. Word study activities also build word knowledge that can be applied to reading, spelling, and writing. The student learns to spell pattern-by-pattern rather than simply memorizing the letter sequences of individual words.

The elements of word study used in *SPELLING 2* are word sorting, phonics skills, making new words, and using words in the context of their meaning.

## MEETING SPECIFIC NEEDS

The Expanded and Reduced Lists sections in the Teacher Edition Appendixes provide suggestions for modifying spelling instruction to meet the needs of individual students. The Expanded Lists section (pages A17–A19) contains suggestions for challenging the students with advanced spelling skills. Bonus words and activities are included. The Reduced Lists section (pages A20–A21) includes options for reducing the number of words used on a weekly list as well as study helps and activities for students who have difficulty acquiring and using spelling skills.

## MAKING SPELLING ENJOYABLE

The *SPELLING 2* animal theme is incorporated into activities and illustrations.

- ▶ Colorful Worktext pages provide a variety of interesting activities that strengthen spelling skills.
- ▶ Interactive lessons provide opportunities for the student to actively participate during instruction.
- ▶ Teacher-guided instruction supports student success and encourages a desire to spell correctly.
- ▶ Review activities and games stimulate interest while providing enjoyable practice.
- ▶ Stories about seven-year-olds Brianna and Robbie help the student learn about ways Christians use spelling in everyday life.
- ▶ Proofreading and writing activities increase the student's awareness of his own spelling, strengthening his ability to identify his own misspellings.

## REVIEW

Review with activities and games.

- ▶ Day 4 lessons include a review activity or game.
- ▶ Additional review ideas are available in the Activities and Games section in the Appendixes (pages A15–A16). Some items refer to a specific list or spelling pattern. Others may be adapted for use with a variety of lists.

Review with List Review pages.

List Review pages are available in BJU Press Trove. These pages include activities using selected words from two weekly lists—the current list and the previous week's list. For example, List 2 Review uses words from Lists 1 and 2. These pages may be used to provide practice during the week of the current list or as a cumulative review at a later time.

## HOMEWORK

Effective homework is homework designed to strengthen understanding and make progress toward mastery of list words. This practice should include repeated exposure to the words, drawing attention to the spelling generalizations, and using the words in the context of meaning.

Writing words multiple times, spelling words orally, and unscrambling words are among the activities that are less effective in moving the student toward long-term mastery.

The Worktext does not contain any pages or activities specifically designed for use as homework. The Worktext pages are to be completed under the teacher's guidance.

- ▶ Three items are available for use as worksheets for homework.
  - *Learn to Spell a Word* study method
  - List Practice pages (available in Trove)
  - List Review pages (available in Trove)

## ASSESSMENT AND GRADING

The overall assessment of spelling should focus on learning and applying spelling patterns and rules as well as memorizing words with irregular spellings.

- ▶ The practice test provides a teacher assessment of the student's progress midway through the weekly routine. Completing this assessment with 100 percent accuracy does not mean the student has mastered the skills related to the list. He should be expected to continue to participate in meaningful activities and to prepare for the final test.
- ▶ All students complete the final test. This is another important step in the process that leads to making each word part of the student's long-term memory.
- ▶ When checking the spelling tests, circle each misspelled word and instruct the student to write the correct spelling. This helps the student learn the correct spelling and reinforces spelling goals. Misspelled words can be added to the next spelling list as bonus words.
- ▶ The primary purpose for grading spelling is the assessment of the student's progress in applying spelling patterns, rules, and strategies. A secondary purpose is to assign a grade for report cards.
- ▶ If a student's spelling list has been modified or if accommodations have been made for instruction and/or grading, follow your school's policies for calculating and recording grades.

## GRADING PROCEDURE RECOMMENDATIONS

- ▶ Determine the point value for the list words.
- ▶ The number of bonus words assigned can be added to the list word totals. If bonus words are graded as a separate category, adjust the grading proportions to reflect the desired weights.

- ▶ Determine a total point value for each dictation sentence. Break down that total value into values for spelling, punctuation, capitalization, and the omission or addition of words. The spelling of current list words may be worth more than other words. Determine the maximum number of points the student can be penalized for.
- ▶ An example of point values for dictation sentences is given below. The student would not be penalized more than five points.

Spelling list word misspelled	2 points
Other word misspelled	1 point
Punctuation or capitalization error	½ point
Inserted or omitted word	½ point

- ▶ When determining the spelling grades for report cards, weights can be assigned to the different aspects of the grade. Adjust category weights further if an applied spelling grade will be included.

#### POSSIBLE GRADING PROPORTIONS

List Words	Dictation Sentences	Applied Spelling
80%	20%	
75%	25%	
75%	15%	10%
70%	20%	10%

## WEEKLY ROUTINE

### DAY 1

#### Spell It!

The ten words in *Spell It!* sample the Pattern Words in each list. List 1 *Spell It!* gives detailed instructions for the process.

*Spell It!* is a self-corrected activity. The student may check his own paper from a copy of the list displayed by the teacher. The teacher may ask the student to check his spelling after each word is written or after all ten words have been written. Use the information gained from this activity to guide the planning of instruction.

There are two options for the use of this activity.

- ▶ **Pretest**  
*Spell It!* may be used as a pretest. This gives the student an opportunity to apply prior learning and make predictions about how words are spelled. Complete the activity at the beginning of Day 1.
- ▶ **Assessment**  
*Spell It!* may be used to assess the student's understanding following the Day 1 lesson. When used at this time, it provides insight into the student's short-term recall of the spelling patterns presented in the lesson.

#### 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, rules for adding suffixes, and common patterns used in two-syllable words. As the generalizations are taught, the student is asked questions that lead him to understand patterns and how words are related to each other.

Generalizations are found at the top of the first page of most weekly lists in both the Teacher Edition and the Worktext. A list of generalizations is available in the Appendixes (pages A9–A10).

#### Word Sort

Word sorting is the process of classifying words according to shared features, different spellings for the same sound, spelling patterns,

structural patterns, suffix rules, syllables, or meaning. The teacher guides the completion of the Word Sort, modeling the appropriate thinking process. The student sorts the Pattern Words, writing each word under the correct heading on the Worktext page.

#### Memory Words

The Memory Words are introduced following the Word Sort. Because these words have irregular spellings, the student will benefit from saying, seeing, and writing these words.

### DAY 2

#### Word Study

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

The student may be asked to make or build new words by adding or omitting letters or by changing the spelling of a sound or pattern. By manipulating words in this way, the student gains greater ability to apply spelling patterns to a wider range of words. Other activities include rhyming, making word families, and identifying consonant or vowel patterns. Structural pattern practice may include forming compound words or contractions as well as 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, working with synonyms and antonyms, completing analogies, putting words into categories, and showing how suffixes change the meaning or use of base words. These activities help the student use words and parts of words to learn spellings. The teacher discusses word meanings, drawing attention to ways words relate to each other.

#### Review and Memory Words

The teacher guides a review of generalizations from the previous week's list as represented in the two Review Words. The teacher also reviews the Memory Words.

## DAY 3

### **Practice It!**

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 different order from what is presented on the student's list.

If desired, the practice test can be shortened to fifteen words to allow more time for the proofreading lesson. The first fifteen words include a sampling of the Pattern Words as well as all Review and Memory Words.

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.

Dictation sentences incorporate current list words and words from previous lists and previous grades.

### **Proofreading**

The purpose of instruction in proofreading strategies is to transfer the responsibility for correct spelling to the student and to encourage him to develop the habit of checking his own spelling.

The proofreading lessons demonstrate the connection between word study activities and spelling in the context of writing. The teacher models the thinking process of checking words letter by letter and pattern by pattern. The student is asked to verbalize why a spelling is correct or incorrect.

In the initial activities, the student proofreads individual words. In later lessons the student is asked to identify correctly or incorrectly spelled words in sentences or paragraphs.

Beginning with List 2, proofreading activities appear on the third Worktext page of each weekly list. Some of these pages also have a brief review activity.

Proofreading activities in Lists 2–16 include words from the current spelling list. Activities in Lists 17–32 use words from the current list and previous lists.

### **Proofreading Review**

Proofreading review pages are designed to prepare the student for standardized testing. These pages are found in every fourth list

beginning with List 6. The student identifies the correct spelling of a word, the word spelled incorrectly, or the misspelled word in a phrase or sentence.

For a list of age-appropriate sites that encourage interactive learning, visit BJU Press Trove.

### **Learn to Spell a Word**

Spelling skills are best strengthened with the use of consistent study habits. List 1 introduces the *Learn to Spell a Word* study method. This method is based on the principles of multisensory instruction. This type of instruction provides learning experiences that incorporate the simultaneous use of the senses. This includes visual (seeing and perceiving), auditory (hearing and speaking), and tactile-kinesthetic (touching and moving) activities.

## DAY 4

### **Dictionary Skills**

Competent use of a dictionary is an important language skill. Dictionary Skills lessons incorporate interactive learning and guided practice to teach basic dictionary skills. The student learns location skills and alphabetical order. The features of a dictionary page taught in *SPELLING 2* include entry words, guide words, definitions, and word forms. Students also learn to divide words into syllables.

### **Writing**

Writing activities are scheduled every fourth list and begin with List 4. Follow-up writing activities are included as Instructional Aids. Each of these activities is designed with an audience in mind, such as a family member or neighbor. Use of these activities promotes the connection between learning spelling skills and using those skills in ways that can impact the lives of others. Optional Journal Activities are available in BJU Press Trove.

## DAY 5

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 test includes all the list words, presented in the same order they appear in the Worktext. Two dictation sentences are provided. See the Assessment and Grading section for grading guidelines and suggestions.