

Teacher Edition



Spelling

Third Edition



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LEARN TO SPELL A WORD

Students will be introduced to the *Learn to Spell a Word* study method in List 1. Use of this study method provides multisensory practice of spelling words. Students use visual and auditory information to focus on the sound-letter relationships. Tactile-kinesthetic (writing) steps provide an avenue for connecting what is seen and heard with what is written. Good study habits support the learning of spelling skills and provide an effective means of establishing spellings in long-term memory.

The activity can be completed on the *Learn to Spell a Word* form or on handwriting paper. Select the words to be practiced. Guide the students in copying the words to be practiced or duplicate a prepared list. Instruct the students in the procedure for each step.

LEARN TO SPELL A WORD

- ▶ **Look** at the word.
Trace and say each letter.
Do you see any spelling patterns?
- ▶ **Say** the word.
Listen to the vowel sounds.
Listen to the consonant sounds.
- ▶ **Think** about the word.
Cover the word and picture how it looks.
How is each sound spelled?
- ▶ **Write** the word as you say it again.
Think about the sounds.
Think about the spelling patterns.
- ▶ **Check** your spelling.
Does your spelling match the correct spelling?
Do you need to write the word again?



Guide the students through the following steps.

1. Look at the first word. Then trace and say each letter. Look for spelling patterns.
2. Say the word, listening for vowel and consonant sounds. Focus on how each sound is spelled.
3. Fold over the right side of the page to cover the word. Think about the sounds in the word and picture how it looks.
4. Say the word as you write it in the left column. Recall the spelling pattern for each sound.
5. Unfold the paper and check the spelling. If the spelling is incorrect, review the word and write it again in the third column.

Short Vowels and Initial Consonant Blends

MATERIALS AND PREPARATION

Day 1

- *Spell It!* form
- List 1 Practice
- List 1 Word Families
- Word Sort List 1

Italicized materials are located in the Instructional Aids section of this Teacher Edition and in BJU Press Trove. Other materials are available only in BJU Press Trove.

Day 3

- *Practice It!* form
- List 1 Review
- *Learn to Spell a Word*

Day 4

- *Alphabet Cards*, laminated and cut apart

Day 5

- *Know It!* form

DAY 1

INTRODUCTION

- ▶ Invite the students to define *spelling*. Elicit that spelling is putting the letters of a word in the right order. **We spell words when we write. Writing well should be important to every Christian. Why should it be important? Christians can use writing to tell others about God.**

SHORT VOWELS

- ▶ Choose volunteers to identify the five vowel letters. Write *a, e, i, o, and u* for display. **What do we call the letters of the alphabet that are not vowels? consonants**
- ▶ Write for display: *man, ten, dig, hot, cut*. Read aloud the words together. Identify the short vowel sound in each word. Circle the letter. **Are these short vowels followed by a vowel or a consonant? a consonant**
- ▶ **A vowel that says its short sound is followed by one or two consonants.**

CONSONANT BLENDS

- ▶ Write for display: *plan, trip, stop*. Circle *pl, tr, and st*. **What do you notice about how these words begin? They each begin with two consonants.**
- ▶ Read the words together, emphasizing and pointing to the blends. **Each of these groups of letters is called a consonant blend. A consonant blend is formed when two or three consonant sounds are spoken together quickly. We still hear the sound of each consonant. Consonant blends are found at the beginnings of these words.**
- ▶ Write for display: *flip, drop, spot, glad*.

Pattern Words

ten
drop
man
cut
big
men
stop
plan
nut
dig
skip
him
hot
trip
swim
spot


Memory Words

are
said

A vowel that says its short sound can be followed by one or two consonants. **nut**
A consonant blend is spelled with two or three consonants. A blend may be found at the beginning of a word. **stop**

WORD SORT

Sort the Pattern Words by the short vowel sound.

short i	short e		
<i>big</i> _____	<i>ten</i> _____	 <p>ten nuts</p>	
<i>dig</i> _____	<i>men</i> _____		
<i>skip</i> _____	short o		
<i>him</i> _____	<i>drop</i> _____		short u
<i>trip</i> _____	<i>stop</i> _____		<i>cut</i> _____
<i>swim</i> _____	<i>hot</i> _____		<i>nut</i> _____
	<i>spot</i> _____		short a
			<i>man</i> _____
			<i>plan</i> _____



MEMORY WORDS

Write the correct Memory Word to complete each sentence.

1. She said _____ that she was going to the zoo.
2. These are _____ the best books.

- ▶ Choose volunteers to read each word and then circle and say the blend.

WORD SORT

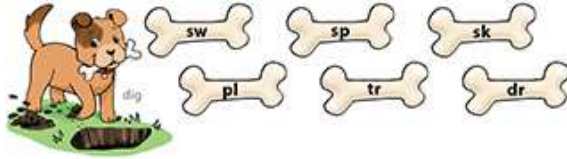
- ▶ Draw attention to the Pattern Words on page 2. Pronounce each word distinctly and instruct the students to read the words aloud after you.
- ▶ Display Word Sort List 1. Point out the Word Sort activity and the headings. Explain sorting the words according to the short vowel sound.
- ▶ Pronounce the first word in the list, emphasizing the short vowel. Direct the students to say it after you. **What vowel sound do you hear in the word *ten*? short e**
- ▶ Direct the students to write *ten* under the “short e” heading on page 2 as you display it.
- ▶ Follow the same procedure with each word.

MEMORY WORDS

- ▶ Write for display: *are, said*. Lead the students in reading each word after you.
- ▶ Spell *are* together as you point to each letter. Ask a volunteer to use the word in a sentence.
- ▶ Follow the same procedure with *said*.
- ▶ Complete the Memory Word sentences on page 2.

WORD STUDY

Add a blend to complete the words. Use the clue above each word.



to let go of a hop and a step to move in water
 dr__op sk__ip sw__im

to think of what to do a large dot to almost fall
 pl__an sp__ot tr__ip

Circle the word that best completes each sentence. Write that word in the blank.

1. The big fish swims down the stream.

plan big spot

2. The men were working on the road.

ship stop men

3. It was too hot to play outside.

hot cut crop



List 1 3

SPELL IT!

- Provide paper or a copy of the *Spell It!* form for an optional self-assessment activity.
- Administer the assessment using a selection of Pattern Words such as the following.
 drop man skip him men
 spot trip swim plan stop

Use this procedure for the optional *Spell It!* self-assessment activity.

- Pronounce the word. Use it in a sentence. Repeat the word.
- Use the following process to guide the students in self-correcting.
 - Write the word for display.
 - Pronounce each word and emphasize the spelling patterns.
 - Demonstrate checking each word letter by letter.
 - Draw attention to the beginning or ending consonant or consonant blend as you check.
 - Direct the students to circle each misspelled word and write it correctly.
- Evaluate the assessments. Adapt instructions and activities to meet the specific needs of your students.

LIST PRACTICE

Additional spelling list practice is available in two formats: List Practice (available only in BJU Press Trove) and *Word Families* (located in the Instructional Aids section of this Teacher Edition).

Expanded Lists and Reduced Lists are located in the Appendixes section of this Teacher Edition to aid you in adjusting the spelling lists to meet your students' specific needs.

DAY 2

WORD STUDY

- Write *dip* for display. Read aloud the word together. We will build lists of words that are in the same word family. What consonant would we change in *dip* to spell *slip*? *d to sl*

A group of words with the same pattern or phonogram is called a *word family*.

- What consonant blend did we make? *sl*
- Direct a student to write each new word. What consonant blend would we change in *slip* to spell *trip*? *sl to tr*
- Explain that these words are in the *_ip* word family. Underline *ip*.
- Continue the activity using patterns such as these.
_en: ten, men *_an*: man, plan *_of*: hot, spot
_op: drop, stop *_at*: cut, nut *_ig*: big, dig
- Complete the first activity on page 3.

MEMORY WORDS

- Write *are* and *said* for display.
- Lead the students in pronouncing each word after you. Spell each word together as you point to each letter.
- Ask volunteers to use the words in sentences.

WORD MEANING

- Write *him* and *men* for display. Ask a student to circle the word that completes the sentence that you say.
 Pastor asked the ___ to help move the tables. **men**
- Continue the activity using words and sentences such as the following.
 - stop, spot Dad found a good ___ for our picnic.
 - skip, drop Be careful not to ___ the eggs.
 - hot, big It was too ___ to play outside.
 - swim, trip The dog had to ___ across the pool.
 - said, are Where ___ the children?
 - trip, plan We are going on a short ___.
- Complete the second activity on page 3.

DAY 3

PRACTICE IT!

- Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word.
- drop Be careful not to **drop** any crumbs.
 - man A **man** just came out of the elevator.
 - cut I have a **cut** on my finger.
 - men It took two **men** to carry the box.
 - stop Before you cross, **stop** and look both ways.
 - plan The Lord has a **plan** for your life.
 - nut The squirrel has a **nut** in its mouth.
 - dig Mother will **dig** out the weeds.
 - skip I saw the lamb **skip** through the grass.
 - hot It will be very **hot** today.
 - trip We leave for our **trip** on Friday.
 - swim My brother knows how to **swim**.
 - spot You have a **spot** on your shirt.
 - are **Are** you going to be at church tonight?
 - said He **said** he would be here early.
 - big The **big** dog was very gentle.
 - him I will pray for **him**.
 - ten **Ten** spies did not trust God.

SENTENCE DICTATION

- Instruct the students to put their pencils down and to listen carefully to remember exactly what you say.
- Read the dictation sentence slowly and distinctly two times.

We went on a trip.

- Direct the students to say the sentence with you one time and then write the sentence.
- Repeat the sentence again about halfway through the writing time. Pause again until the students have finished writing.
- 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.

Use this procedure for sentence dictation on both the practice and final tests.

WORD STUDY

- Complete the first activity on page 4.

WORD STUDY

Write the spelling word that matches the picture.



man



swim



nut

10

ten



cut



dig

ten
drop
man
cut
big
men
stop
plan
nut
dig
skip
him
hot
trip
swim
spot
are
said

LEARN TO SPELL A WORD

Write the missing word.

- Look at the word.
- Say the word.
- Think about the word.
- Write the word as you say it again.
- Check your spelling.

Check
Look
Say
Think
Write



4 List 1

Spelling 2

LEARN TO SPELL A WORD

- Explain the steps of *Learn to Spell a Word*.
- Demonstrate using the steps to learn to spell *swim*. Repeat the steps with other words from List 1.
- Complete the second activity on page 4.

REVIEW

- List 1 Review may be completed anytime after this lesson.

Use of the *Learn to Spell a Word* study method provides multisensory practice of spelling words. Instructions and optional forms are located in the Instructional Aids and are available in a digital format in BJU Press Trove.

List Review pages include activities reviewing the current list and the preceding list and are available only in BJU Press Trove.

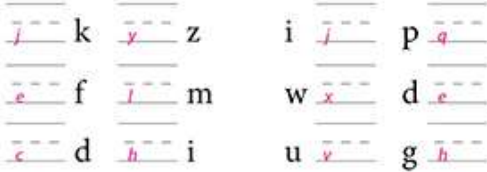
DICTIONARY SKILLS

ALPHABETICAL ORDER

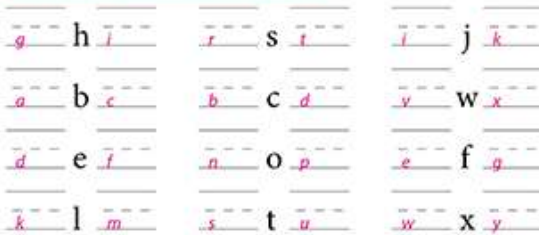
The order of the letters of the alphabet is called alphabetical order. Notice the letter that comes before and after each letter.



Write the letter that comes before or after each letter.



Write the letters that come before and after each letter.



Unit 5

DAY 4

REVIEW

- ▶ Divide the students into two teams.
- ▶ Explain that you will read the clue aloud. Team members should work together to find the correct word, taking turns writing it for display.
- ▶ Award a point to the team that correctly writes the word first.
 1. to move through water *swim*
 2. to remove dirt from the ground *dig*
 3. the opposite of "cold" *hot*
 4. the opposite of "woman" *man*
 5. a number word *ten*
 6. to let go of *drop*
 7. a way to hop along the sidewalk *skip*
 8. the opposite of "her" *him*
 9. to slice or trim *cut*
 10. the opposite of "little" *big*
 11. the opposite of "go" *stop*
 12. a favorite food of squirrels *nut*

DICTIONARY SKILLS

- ▶ Distribute the prepared *Alphabet Cards* in random order.
- ▶ Direct the students to recite the alphabet by standing at the appropriate time and saying the letters they are holding.
- ▶ Choose a student to stand and hold up his card and say the name of his letter. Ask the student who has the letter that comes before that letter to stand, hold up his card, and say the name of the letter.
- ▶ Ask students to identify the letter that comes next. Guide the students in checking the order by saying the names of the letters.
- ▶ Follow the same procedure with other letters.
- ▶ Complete page 5.

DAY 5

KNOW IT!

- ▶ Administer the final test. Pronounce the word, use it in a sentence, and then repeat the word.
 1. ten There are **ten** boys in my class.
 2. drop He likes to **drop** pebbles into the creek.
 3. man We asked the **man** for directions.
 4. cut **Cut** the picture out and glue it on the page.
 5. big There is a **big** puddle in our yard.
 6. men Dad told the gospel to two **men** today.
 7. stop A **stop** sign is red and white.
 8. plan We got together to **plan** our camping trip.
 9. nut The chipmunk is eating a **nut**.
 10. dig My dog will sometimes **dig** up a bone.
 11. skip We will hop and **skip** outside today.
 12. him I will give **him** half of my banana.
 13. hot The fresh loaf of bread is too **hot** to cut.
 14. trip We will go on a road **trip** this summer.
 15. swim The fish will **swim** away.
 16. spot This is a good **spot** to sit and watch the fireworks.
 17. are I know you **are** doing your best.
 18. said God **said**, "Let there be light!"
- ▶ Follow the procedure on Day 3 for sentence dictation.
 1. The man **said to dig**.
 2. She said we **may swim**.

Assessment and grading suggestions are located on pages xi–xii of this Teacher Edition.

LIST 2

Worktext pages 6–9

Short Vowels and Final Consonant Blends

MATERIALS AND PREPARATION

Day 1

- Spell It! form
- List 2 Practice
- List 2 Word Families
- Word Sort List 2

Day 2

- Word Meaning Activity

Day 3

- Practice It! form
- List 2 Review

Day 4

- Dictionary Skill Cards, laminated and cut apart

Day 5

- Know It! form

DAY 1

FINAL CONSONANT BLENDS

- Write for display: *rest, stand, went, jump*. Read the words aloud together.
- Circle *st, nd, nt, and mp*.
What do you notice about how these words end? They each end with two consonants.
- Read the words together.
Listen carefully to the sounds of the circled letters. Each of these groups of letters is called a **consonant blend**. A consonant blend is formed when two or three consonant sounds are spoken together quickly. We still hear the sound of each consonant. Consonant blends are found at the ends of these words.
What do we call a group of two or three consonant sounds spoken together? a **consonant blend**.

- Write for display: *fast, hand, camp, sent*.
- Choose volunteers to read each word and then circle and say the blend.

WORD SORT

- Draw attention to the Pattern Words on page 6. Pronounce each word distinctly and instruct the students to read the words aloud after you.
- Display Word Sort List 2. Point out the Word Sort activity and the headings. Explain sorting the words according to the word family with the same final blend.
- Direct attention to the first word in the list. Choose a student to identify the column heading for the word *best*.
- Explain the importance of thinking about each letter's sound as you write.
- Write *best* under *_est*. Model thinking about each sound as you write the word: /b/ /e/ /st/.

When a letter appears between slash marks, such as /b/, it is read as the sound of the letter rather than the letter's name. Be careful not to add a vowel sound to the consonant (example: /b/ not /buh/).

LIST 2

A consonant blend is spelled with two or three consonants. A blend may be found at the end of a word. **camp**

Pattern Words

best
fast
land
went
jump
last
sent
rest
hand
camp
test
past
stand
stamp
spent

Memory Words

them
this
with

WORD SORT

Write each Pattern Word under the correct pattern.

<u> </u> ast	<u> </u> est	<u> </u> and
<i>fast</i>	<i>best</i>	<i>land</i>
<u> </u> ast	<u> </u> est	<u> </u> and
<i>last</i>	<i>rest</i>	<i>hand</i>
<u> </u> ast	<u> </u> est	<u> </u> and
<i>past</i>	<i>test</i>	<i>stand</i>
<u> </u> ent	<u> </u> amp	<u> </u> ump
<i>went</i>	<i>camp</i>	<i>jump</i>
<u> </u> ent	<u> </u> amp	<u> </u> ump
<i>sent</i>	<i>stamp</i>	
<u> </u> ent	<u> </u> amp	<u> </u> ump
<i>spent</i>		

MEMORY WORDS

Write the correct Memory Word to complete each sentence.

- I like to play with my friend.
- Mom gave them their lunches.
- This is the way to the park.



6 List 2

Spelling 2

- Follow the same procedure with each word.
- Complete the Word Sort on page 6.

MEMORY WORDS

- Write for display: *them, this, with*.
- Pronounce each word, emphasizing the sound of *th*.
What two letters do these words have in common? *th*.
- Identify the two sounds for *th*. Explain that even though *th* has two sounds, the spelling is the same.
Do you hear a long vowel or a short vowel in each word? a short vowel.
- Point out the Memory Words on page 6. Complete the sentences.

SPELL IT!

- Follow the procedure provided in List 1 for administering an optional self-assessment.
 - Administer the assessment using a selection of Pattern Words such as the following.
- | | | | | |
|------|------|------|------|------|
| fast | best | land | went | camp |
| jump | last | rest | hand | sent |