

Teacher Edition

Spelling

Third Edition



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INSTRUCTIONAL AIDS

Learn to Spell a Word

Weekly Forms

List Spelling Words

List 1: Word Meaning, Vegetable Cards

List 2: Homophones, Long *a* Patterns

List 4: Word Meaning, Recipe Card

List 5: Homophones, Crossword Puzzle, Make a Match Word Cards

List 6: Fruit Cards

List 7: Digraph Word Study

List 8: Homophones, Proofreading Word Cards, Word-O Game Board, Sample Schedule

List 9: Spelling Cheer

List 10: Word Study

List 11: Dictionary Skills

List 12: Thank-You Note

List 13: Homophones

List 14: Word Meaning

List 16: Invitation

List 17: Homophones, Review Activity, Dictionary Skills

List 18: Homophones, Crossword Puzzle, Dictionary Skills

List 19: Word Search, Spell-Check, Giraffe Cards, Gorilla Cards, Review Activity

List 20: Homophones, Sample Menu, Menu Form

List 21: Contraction Cards, Homophones, Word Meaning, Dictionary Skills

List 22: Word Study, Word Meaning, Dictionary Skills

List 23: Word Cards

List 24: Spell-Check, Journal

List 25: Word Study, Word Meaning, Online Dictionary

List 26: Word Meaning, Online Dictionary

List 27: Homophones, Spell-Check, Dictionary Skills

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List 29: Homophones, Pattern Sort, Dictionary Skills

List 30: Crossword Puzzle, Review Activity

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GOALS FOR SPELLING INSTRUCTION

Strengthen the student's knowledge of God and encourage Christian growth.

- ▶ Promote the understanding that God created language and uses written language (the Bible) to communicate His truth and love.
- ▶ Cultivate a desire to honor God and show love to others by spelling accurately.

Equip the student to apply spelling skills in order to produce accurate, God-honoring written communication.

- ▶ Teach spelling patterns and strategies for application.
- ▶ Encourage the use of a consistent study method when learning to spell a word.
- ▶ Incorporate meaning-based word study.
- ▶ Promote interactive learning with questions.
- ▶ Equip students to use effective proofreading skills.
- ▶ Provide systematic review of concepts.
- ▶ Teach basic dictionary skills.
- ▶ Incorporate meaningful writing experiences.
- ▶ Promote spelling consciousness.



TEACHER EDITION INSTRUCTIONAL AIDS

LEARN TO SPELL A WORD

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



LIST SPELLING WORDS

On List Spelling Words pages, Pattern Words appear sorted by spelling patterns such as vowel patterns or suffix rules.



WORD CARDS AND ACTIVITIES

Word cards, visuals, 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 APPENDIXES

SCOPE AND SEQUENCE

The Scope and Sequence identifies phonics and structural generalizations, vocabulary skills, applied spelling activities, writing activities, and dictionary skills presented in *Spelling 1* through *Spelling 3*.



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.



GENERALIZATIONS AND GLOSSARY

These sections include explanations of phonics patterns, structural analysis skills, syllable division, and definitions of terms related to spelling.



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, Alphabetical List of Spelling Words, Index, and Explaining the Gospel.

All Instructional Aids, 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.

LESSON FEATURES

Use the materials list to determine the materials needed to teach the lesson.

Begin the lesson with an introduction of the spelling generalizations.

Incorporate previously learned patterns and irregular words through Review Words and Memory Words.

Promote higher-level thinking skills through interactive learning strategies.

LIST 10 (Worksheet pages 10-11)
Suffixes -ed and -ing: Double the Final Consonant, Drop the Final e
MATERIALS AND PREPARATION
 - Monthly review pages List 10 Practice, List 10 Spelling Words, List 10 Review
Day 1 - Read List 10 - 10 min/10 min
DAY 1
DOUBLE THE FINAL CONSONANT
 - Write one word on a dot. Read the words together. Are the words in these words long or short? How many syllables does each word have? What happens when a short word is followed by a consonant? The consonant is usually doubled before adding a suffix that begins with a vowel.
 - Choose a volunteer to write a word and a consonant on each word. Repeat this to make the final consonant double adding the suffix.
 - Write the word on a dot. Read the words together. Ask students to write the word and the final consonant double adding the suffix.
 - Choose a volunteer to write a word and a consonant on each word. Repeat this to make the final consonant double adding the suffix.
DROP THE FINAL e
 - Write one word on a dot. Read the words together. How many syllables does each word have? What happens when a long word is followed by a consonant? The consonant is usually dropped before adding a suffix that begins with a vowel.
 - Write the word on a dot. Read the words together. Ask students to write the word and the final consonant double adding the suffix.
 - Choose a volunteer to write a word and a consonant on each word. Repeat this to make the final consonant double adding the suffix.
WORD SORT
 - Write one word on a dot. Read the words together. How many syllables does each word have? What happens when a long word is followed by a consonant? The consonant is usually dropped before adding a suffix that begins with a vowel.
MEMORY WORDS
 - Write one word on a dot. Read the words together. How many syllables does each word have? What happens when a long word is followed by a consonant? The consonant is usually dropped before adding a suffix that begins with a vowel.

Use *Spell It!* as a pretest or an assessment.

Develop understanding through Word Meaning activities.

Provide word lists and additional practice with List Practice and List Spelling Words pages.

Promote understanding of generalization through Word Sort and Word Study.

Prepare students for standardized testing with proofreading review activities.

LIST 22 (Worksheet pages 22-23)
DAY 3
PRACTICE IT!
 - Advise the year for List Practice each word, use it in a sentence and then repeat the word.
 - Write the word on a dot. Read the words together. How many syllables does each word have? What happens when a long word is followed by a consonant? The consonant is usually dropped before adding a suffix that begins with a vowel.
PROOFREADING REVIEW
 - Read the words on the list. Circle the words that are spelled correctly.
 - Write the words on a dot. Read the words together. How many syllables does each word have? What happens when a long word is followed by a consonant? The consonant is usually dropped before adding a suffix that begins with a vowel.

Reinforce and review spelling patterns with List Review pages.

SPELLING INSTRUCTION

OVERVIEW

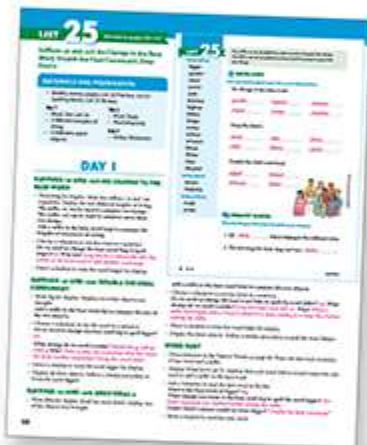
God's gift of language enables us to communicate thoughts, ideas, information, and feelings. We express these by speaking and by writing. Spelling is a necessary tool for effective written communication.

The purpose of spelling instruction is to equip the student to communicate effectively and efficiently when writing in a way that brings 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 3 promotes interactive learning that leads the student to understand, retain, and apply spelling skills. Interactive learning occurs when the student connects personal experiences with the information and activities presented by the teacher. This instruction leads the student to understand, retain, and apply spelling skills. Answering questions is a way to develop understanding.

Spelling 3 also promotes the development of the student's spelling consciousness.

Proofreading activities provide opportunities for the student to take responsibility for correct spelling and to develop an awareness of his or her own spelling that leads to the detection of errors. The teacher guides the instruction of generalizations and rules as well as the application of skills and strategies to the *Worktext* activities. *Worktext* pages are teacher guided.



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, minister to the needs of others, provide information, or complete routine tasks, 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 A26) includes helpful suggestions as you discuss salvation with a student.

WORD LISTS

Spelling 3 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.

PATTERN WORDS

Pattern Words are words with reliable phonics and structural generalizations. Phonics skills include long and short vowels, *r*-influenced vowels, and special vowel patterns. Consonant patterns include blends, digraphs, and silent consonants. Skills are extended through word lists that incorporate vowel and consonant patterns in two- or three-syllable words.

Lists that focus on structural generalizations include compound words, contractions, prefixes, and suffixes. Learning rules and strategies for adding inflectional endings (suffixes *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*) to base words equips the student to spell many words in their various forms.

Many spelling lists include homophones that fit the pattern focus of the list. Compound words combine previously learned patterns with patterns from the current list.

REVIEW WORDS

Beginning with List 2, each weekly list includes two Review Words. These two words review the patterns or rules from the previous list. For example, List 5 includes two Pattern Words from List 4.

Some Pattern Words from *Spelling 2* and *Spelling 3* lists are repeated as base words on later 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 contexts of their meanings.

WORD STUDY

Spelling 3 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 3* are word sorting, applying skills, making new words, and using words in the contexts of their meanings.

MEETING SPECIFIC NEEDS

The Expanded and Reduced Lists in the Appendixes offer suggestions for providing differentiated instruction to meet the needs of individual students. The Expanded Lists (pages A17–A19) contain suggestions for challenging students with advanced spelling skills. Bonus words and activities are included. The Reduced Lists (pages A20–A22) include 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 3* food 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 eight-year-old twins Daniel and Sophia help the student learn about ways Christians use spelling in everyday life.
- ▶ Proofreading and writing activities increase the student's awareness of spelling, strengthening the ability to identify misspellings.

REVIEW

Review with Activities and Games

- ▶ Day 4 lessons include a review activity or game.
- ▶ Suggestions for Activities and Games are available in BJU Press Trove. 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 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

Homework designed to strengthen understanding and make progress toward mastery of list words is a valuable tool. Effective practice activities should include repeated exposure to the words, drawing attention to the spelling generalizations, and using the words in the context of meaning. Less-effective activities include writing words multiple times, spelling words orally, and unscrambling words.

Spelling 3 Worktext does not contain any pages or activities specifically designed for use as homework. The Worktext pages are to be completed in class under the teacher's guidance.

- ▶ Three items are available in BJU Press Trove for use as homework.
 - *Learn to Spell a Word* form
 - List Practice pages
 - List Review pages

ASSESSMENT AND GRADING

The overall assessment of spelling should focus on knowledge and application of 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% accuracy does not mean the student has mastered the skills related to the list. Each student should be expected to continue to participate in meaningful activities and to prepare for the final test.

All students should complete the final test. This test 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 these grades.

GRADING PROCEDURE RECOMMENDATIONS

- ▶ Determine the point value for the twenty 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.
- ▶ 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 from other content areas 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!

Spell It! is located in the Teacher Edition near the end of each Day 1 lesson. The ten words 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 or her 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 the 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. Administer 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 the Generalizations

The student is introduced to the generalizations that are the focus of the lists through interactive teaching and learning. These generalizations include consonant and vowel patterns, rules for adding suffixes, contractions, common patterns used in two-syllable words, and prefixes. As the generalizations are taught, the student is asked questions that lead to an understanding of patterns and how words are related to each other.

Generalizations are found at the top of the first page of each weekly list in both the Teacher Edition and the Worktext. A list of generalizations taught in *Spelling 3* is available in the Appendixes (pages A11–A12).

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 activity. Because these words have irregular spellings, the student will benefit from saying, seeing, and writing these words.

DAY 2

Word Study

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, omitting, or 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 lessons use activities such as using a spelling word to complete a sentence, working with synonyms and antonyms, completing analogies, categorizing words, and showing how suffixes change the meaning or use of a base word. These activities help the student use words and parts of words to make the spelling-meaning connection. 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 guides a review of the Memory Words.

DAY 3

Practice It!

Day 3 begins with a practice test designed to assess the student's understanding midway through the weekly instruction.

- ▶ The words are given in a different order than presented on the student's list.
- ▶ 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.

Proofreading

The purpose of instruction in proofreading strategies is to develop an effective speller who has a desire to spell correctly as well as a habit of checking his or her own spelling.

Spelling 3 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 reviews the proofreading of individual words. Then the student is asked to identify correctly or incorrectly spelled words in sentences or paragraphs.

Proofreading lessons also introduce the student to the use of spell-check. Worktext activities are designed to represent the task of selecting the correct word from a dropdown box.

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.

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 would include 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 Dictionary is located at the back of the Worktext. It includes words selected from each spelling list.

- ▶ The student learns location skills and alphabetical order.
- ▶ The features of a Dictionary page used in *Spelling 3* include entry words, guide words, definitions, and word forms.
- ▶ Lessons include learning to divide words into syllables.
- ▶ Students are introduced to the use of an online dictionary. For these activities, the student works with dictionary entries presented in both online and conventional formats.

Writing Activities

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.

Additional optional writing 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 twenty list words, presented in the same order they appear in the Worktext. The order of the words may be altered as the teacher chooses. Two dictation sentences are provided. See the Assessment and Grading section for grading guidelines and suggestions.

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