

**Teacher Edition**

# Spelling

Third Edition



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## Short Vowels and Consonant Blends

## MATERIALS AND PREPARATION

## Day 1

- List 1 Practice
- List 1 Spelling Words
- 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 2

- Word Meaning

## Day 3

- List 1 Review
- Learn to Spell a Word form

## Day 4

- Alphabet for display
- Vegetable Cards

## DAY 1

## INTRODUCTION

- ▶ Guide an introduction to the importance of spelling correctly.  
**God has given us the ability to communicate thoughts and ideas to others in writing. We must spell correctly so that others can read and understand what we write.**
- ▶ Ask the students to think about something important that Christians should write about. Elicit ideas such as how great God is, that Jesus died for our sins, or what we learn in the Bible. [BAs: 5c Evangelism and missions; 7b Exaltation of Christ; Bible Promise: E. Christ as Sacrifice]

## SHORT VOWELS AND CONSONANT BLENDS

- ▶ Write for display: *left, next, tract, slept*. Read the words aloud together.
- ▶ Ask a student to circle the short vowel sound in each word.  
**These words are examples of closed syllables. In a closed syllable, a short vowel is followed by one or more consonants.**
- ▶ Circle *ft* in *left*.  
**The letters *ft* form a consonant blend. A consonant blend is spelled with two or three consonants. The consonant sounds are spoken together quickly. We still hear the sound of each consonant.**
- ▶ Ask a student to say and circle the consonant blends in the other words. Remind the students that blends may be found at the beginning or the end of a word.

## SUFFIXES

- ▶ Write for display: *facts, grasping, planted*. Read the words aloud together.
- ▶ Choose a student to circle the consonant blends in each word.  
**Each of these words has a base word and a suffix.**

## LIST

## Pattern Words

milk  
ending  
facts  
must  
lifting  
next  
planted  
left  
tract  
gifts  
printing  
slept  
hunting  
melted  
kept  
listed  
grasping  
texting

## Memory Words

are  
our

A vowel that says its short sound is usually followed by one or two consonants.  
A consonant blend is spelled with two or three consonants.

## WORD SORT

Sort each Pattern Word by the vowel sound in the base word.

a	e	i
<i>facts</i>	<i>ending</i>	<i>milk</i>
<i>planted</i>	<i>next</i>	<i>lifting</i>
<i>tract</i>	<i>left</i>	<i>gifts</i>
<i>grasping</i>	<i>slept</i>	<i>printing</i>
“	<i>melted</i>	<i>listed</i>
<i>must</i>	<i>kept</i>	
<i>hunting</i>	<i>texting</i>	



## MEMORY WORDS

Write the correct Memory Word that completes each sentence.

- Jon's friends are coming to church with him.
- They are learning that Jesus died for our sins.

A base word is a word that can be changed by adding a letter or letters. The letter or group of letters added to the end of a base word is called a *suffix*.

What is the base word of *facts*? *fact*

What is the suffix? *-s*

- ▶ Direct a student to underline the base word and to circle the suffix.
- ▶ Follow a similar procedure with the remaining words.

## WORD SORT

- ▶ Draw attention to the Pattern Words on page 2.
- ▶ Display Word Sort List 1. (Note: This is a duplicate of the first Worktext page of each spelling list and is available in BJU Press Trove.) Point out the Word Sort activity and the headings. Explain sorting the words according to the short vowel sounds in the base words.
- ▶ Pronounce the first word in the list distinctly and direct the students to say it after you.  
**What short vowel sound do you hear in *milk*? *i***
- ▶ Direct the students to write *milk* under the *i* heading on page 2 as you write the word for display.
- ▶ Follow the same procedure with each word.

## WORD STUDY

Write the vowel that completes each word.

1. n\_e\_xt      2. m\_e\_lted      3. g\_i\_fts  
 4. gr\_a\_sping      5. tr\_a\_ct      6. h\_u\_nting  
 7. pl\_a\_nted      8. l\_i\_fting      9. sl\_e\_pt  
 10. m\_i\_lk      11. t\_e\_xting      12. \_e\_nding



Mark the correct word to complete each sentence.

13. We are learning the addition \_\_\_\_\_.  
 tract     gifts     facts
14. Mom said I \_\_\_\_\_ clean my room before I play outside.  
 kept     must     left
15. Dad ate the last bag of trail mix. There is none \_\_\_\_\_.  
 next     must     left
16. \_\_\_\_\_ class is taking a field trip this spring.  
 Are     Our     Next

LIST 3

## MEMORY WORDS

- Write *are* and *our* for display. Spell the words together as you point to each letter.

People sometimes confuse *are* and *our* when they speak and when they write. Remember that *our* is a pronoun used to describe something that belongs to you and another person(s). *Are* is a verb that means “to be.”

- Complete the Memory Word sentences on page 2.

## SPELL IT!

- Provide paper or a copy of the *Spell It!* form (located in the Instructional Aids section) for an optional self-assessment activity.
- Administer the assessment using a selection of Pattern Words.  
 next    must    gifts    grasping    tract  
 lifting    slept    listed    milk    texting

- Pronounce the word. Use it in a sentence. Repeat the word.
- Use the following process to guide the students in self-correcting the list.
- Write the word for display.

Options for *Spell It!* are explained on page xii of this Teacher Edition.

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

- 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 *List Spelling Words* (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

- Explain that this activity will focus on making or building words using the spelling list words.
- Write *silk* for display. Read the word together.  
**What letter would we change in *silk* to spell *milk*? *s* to *m***
- Write *testing* for display. Read the word together.  
**What letter would we change in *testing* to spell *texting*? *s* to *x***
- Remind the students that /ks/ can be spelled *x* or *ks*. In *texting* /ks/ is spelled *x*.
- Continue the activity using words such as *tract/track*, *listed/twisted*, *next/nest*, *gifts/lifts*, *wept/kept*, and *sending/ending*.
- Complete the first activity on page 3.

## MEMORY WORDS

- Write *are* and *our* for display. Lead the students in pronouncing each word after you. Spell the words together.
- Choose volunteers to use the words in sentences.

## WORD MEANING

- Display the *Word Meaning* instructional aid. As you read each sentence, ask students to supply the correct word from the Pattern Words. Words may be used more than once.
- Complete page 3.

## DAY 3

## PRACTICE IT!

► Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word.

- |              |   |
|--------------|---|
| 1. next      | Jason is <b>next</b> in line.   |
| 2. are       | <b>Are</b> you ready to go?   |
| 3. must      | You <b>must</b> not forget to buckle up!                                    |
| 4. gifts     | Alexa's birthday <b>gifts</b> are on the table.                             |
| 5. grasping  | Ethan began <b>grasping</b> his rattle today.                               |
| 6. tract     | We left a <b>tract</b> for the waitress.                                    |
| 7. our       | Come and meet <b>our</b> Aunt Sylvia.                                       |
| 8. lifting   | <b>Lifting</b> weights helps build muscles.                                 |
| 9. ending    | The concert is <b>ending</b> at eight o'clock.                              |
| 10. slept    | I <b>slept</b> eight hours last night.                                      |
| 11. listed   | Dr. White is <b>listed</b> on the copyright page.                           |
| 12. facts    | Willie is practicing his math <b>facts</b> now.                             |
| 13. milk     | I like <b>milk</b> with chocolate cookies.                                  |
| 14. texting  | Hanna is <b>texting</b> her mother.   |
| 15. planted  | Dad <b>planted</b> some tomatoes in the garden.                             |
| 16. left     | There were twelve baskets of food <b>left</b> after Jesus fed 5,000 people. |
| 17. printing | Gutenberg invented a <b>printing</b> press to print the Bible.              |
| 18. hunting  | Mr. Fitzgerald is going <b>hunting</b> this weekend.                        |
| 19. melted   | When the ice <b>melted</b> , the squirrels came out to play.                |
| 20. kept     | God <b>kept</b> baby Moses safe in his basket bed.                          |

## 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.  
**They are printing the tracts.**
- Direct the students to say the sentence with you one time and then to 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. Remind the students to check the spelling of each word. Give tips about checking for capitals and end punctuation.

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

## LEARN TO SPELL A WORD

Check Look Say Think Write

Write the missing word.

1. Look \_\_\_\_\_ at the word.
2. Say \_\_\_\_\_ the word.
3. Think \_\_\_\_\_ about the word.
4. Write \_\_\_\_\_ the word as you say it again.
5. Check \_\_\_\_\_ your spelling.



milk  
ending  
facts  
must  
lifting  
next  
planted  
left  
tract  
gifts  
printing  
slept  
hunting  
melted  
kept  
listed  
grasping  
texting  
are  
our

## WORD STUDY

Write a spelling word that rhymes with each of the following words.

- |                               |                           |                             |                                 |
|-------------------------------|---------------------------|-----------------------------|---------------------------------|
| 6. silk<br><u>milk</u>        | 7. wept<br><u>slept</u>   | 8. sending<br><u>ending</u> | 9. rust<br><u>must</u>          |
| 10. slanted<br><u>planted</u> | 11. lifts<br><u>gifts</u> | 12. belted<br><u>melted</u> | 13. clasping<br><u>grasping</u> |
| 14. tracts<br><u>facts</u>    | 15. car<br><u>are</u>     | 16. sour<br><u>our</u>      |                                 |



4 LIST 1

Spelling 3

## LEARN TO SPELL A WORD

- Display the *Learn to Spell a Word* form. Distribute a copy of the form to each student.
- Explain the steps of *Learn to Spell a Word* (Worktext page 1).
- Demonstrate using the steps to learn to spell *next*. Repeat the steps with other words from List 1.
- Complete page 4.

## LIST 1 REVIEW

- List 1 Review (available in BJU Press Trove) 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 provided as instructional aids and are also available in a digital format in BJU Press Trove.

## DICTIONARY SKILLS

## ALPHABETICAL ORDER

When a group of words is listed in **alphabetical order**, the words are arranged in the order of the letters of the alphabet. To put a list of words in alphabetical order, look at the first letter of each word.

are  
facts  
lifting  
texting



a b c d e f g h i j k l m n o p q r s t u v w x y z

Write each group of words in alphabetical order.



- are
- gifts
- left
- milk



- grasping
- hunting
- kept
- must



- next
- our
- planted
- tracts

## DAY 4

## REVIEW

- Divide the students into two teams to review the words. (Note: You may choose to display the *List 1 Spelling Words* instructional aid.)
- Explain that you will read a clue aloud. Team members should work together to find the correct word, with one team member writing it for display.
- Award a point to the team that correctly writes the word first.
  - sending a message on a cell phone **texting**
  - picking up something and raising it higher **lifting**
  - the opposite of "frozen" **melted**
  - the opposite of "gave away" **kept**
  - a small booklet that presents the gospel message **tract**
  - taking hold of something **grasping**
  - presents **gifts**
  - a dairy drink **milk**
  - placed a seed in the ground **planted**
  - writing as separate letters **printing**
  - searching for something **hunting**

## DICTIONARY SKILLS

- Designate a tray or shelf to be a "grocery" shelf. Distribute the *Vegetable Cards* instructional aid in random order.
- Display the alphabet in its proper sequence on the grocery shelf. Select a volunteer to come to the front of the room, read his card, and place it on the grocery shelf under the appropriate alphabet letter. Continue the procedure with the remaining cards. Emphasize the importance of looking at the first letter of each word to determine alphabetical order.

- Complete page 5.

## DAY 5

## KNOW IT!

- Administer the final test. Pronounce the word, use it in a sentence, and then repeat the word.
  - milk Mason likes **milk** with chocolate cake.
  - ending That story had a surprise **ending**.
  - facts I work on math **facts** at home.
  - must You **must** remember to take your umbrella today.
  - lifting Dad is **lifting** the heavy box.
  - next My brother's birthday is **next** month.
  - planted Grandma **planted** roses in her garden.
  - left Carlos **left** his ball cap in his room.
  - tract Take a **tract** to give to your friend.
  - gifts God gives good **gifts** to His children.
  - printing They are **printing** the Bible in their own language.
  - slept Gracie **slept** in a tent on the camping trip.
  - hunting Blake is **hunting** for his missing book.
  - melted The ice cream **melted** before Eli could eat it.
  - kept Benji **kept** his Bible on his desk.
  - listed Mom **listed** prayer requests in her journal.
  - grasping The climber kept **grasping** rocks as he climbed up the mountain.
  - texting Dad is **texting** Mom to let her know when our flight will arrive.
  - are What **are** your plans for tomorrow?
  - our Jesus Christ is **our** Savior.
- Follow the procedure on Day 3 for sentence dictation.
  - She left a tract at his home.
  - Dad planted a tree in our yard.

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

# LIST 2

Worktext pages 6-9

## Long a Spelled a\_e, ai, ea, ay

### MATERIALS AND PREPARATION

#### Day 1

- List 2 Practice
- List 2 Spelling Words
- Word Sort List 2

#### Day 2

- Homophones

#### Day 3

- List 3 Review

#### Day 4

- Long a Patterns

## DAY 1

### LONG a SPELLED a\_e

- ▶ Write *plane* and *sale* for display. Read the words aloud. What vowel sound do you hear in these words? **long a**. These words have the long vowel-consonant-*e* pattern. What do you notice about the *e*? **It is silent.**
- ▶ Write *taste* for display. Point out the *a* and silent *e*. How many consonants does *taste* have before the silent *e*? **two**. Sometimes a word with the vowel-consonant-silent *e* pattern may have two consonants between the long vowel and the silent *e*.

### VOWEL PAIRS: ai, ea, AND ay

- ▶ Write *faith* and *paid* for display. Read the words together. What vowel sound do we hear in these words? **long a**
- ▶ Circle *ai* in each word. When two vowels are together, they may be called a **vowel pair**. Often in a vowel pair the first vowel is long and the second vowel is silent.
- ▶ Write *raise* and *praise* for display. Read the words aloud. These words have a vowel pair and a silent *e*.
- ▶ Choose a volunteer to circle the vowel pair in each word and cross out the silent *e*.
- ▶ Write *great* and *break* for display. Circle *ea* in each word. Guide the students in reading the words aloud. Usually the first vowel in a vowel pair is long and the second is silent. *Ea* is a special vowel pair. We must remember to spell long *a* as *ea* in *great* and *break*.
- ▶ Write *stay* and *may* for display. Read the words together. What spelling for long *a* do you see in these words? **ay**. Sometimes the letter *y* acts like a vowel. In these words, the letters *a* and *y* make the vowel pair *ay*.
- ▶ Direct a student to circle *ay* in each word. The long *a* sound is usually spelled *ay* when it comes at the end of a word.

# LIST 2

The long a sound can be spelled a\_e, ai, ea, and ay.

### WORD SORT

Sort the Pattern Words by the long a spellings.

a_e	ea	ai
<i>plane</i>	<i>great</i>	<i>faith</i>
<i>sale</i>	<i>break</i>	<i>plain</i>
<i>taste</i>		<i>paid</i>
<i>landscape</i>		<i>raise</i>
		<i>praise</i>
ay		<i>afraid</i>
<i>stays</i>		<i>grains</i>
<i>maybe</i>		<i>sailboat</i>



Let's taste the grain cereal.

### MEMORY WORDS

Write the Memory Word that completes each sentence.

1. Cory set his backpack **against** the wall.
2. Let's sing that hymn together **again**.

### Pattern Words

- plane
- stays
- faith
- plain
- great
- paid
- raise
- maybe
- praise
- break
- afraid
- sale
- grains
- taste
- landscape
- sailboat

### Review Words

- next
- planted

### Memory Words

- again
- against

### COMPOUND WORDS

- ▶ Write *landscape* for display. Ask a student to read the word. What two words are used to spell the word *landscape*? **land and scape**. A *scape* is a scene or a view. The *landscape* is what you see when you are outside.

### WORD SORT

- ▶ Draw attention to the Pattern Words on page 6.
- ▶ Display Word Sort List 2. Point out the Word Sort activity and the spelling pattern headings.
- ▶ Pronounce the first word in the list distinctly and direct the students to say it after you. In which column would we write the word *plane*? **a\_e**
- ▶ Write *plane* under *a\_e*.
- ▶ Model careful pronunciation of each sound as you write each word for display. Explain the importance of thinking of the sound of each group of letters as a word is written.
- ▶ Follow the same procedure with each word.
- ▶ Complete the Word Sort on page 6.

## DAY 2

## WORD STUDY

Write the correct long a pattern to complete each word.  
Write a rhyming word that uses the same long a spelling.

pale steak clay braid brain paste

1. p ai d     braid     2. s a l e     pale  
3. br ea k     steak     4. st ay     clay  
5. pl ai n     brain     6. t a st e     paste

Write the correct spelling word for each clue.

7. something to ride in water sailboat  
8. something that flies in the sky plane  
9. put in the ground to grow planted  
10. coming after next  
11. very large great  
12. a view of land landscape  
13. admire praise  
14. lift raise  
15. belief faith  
16. fearful afraid



LIST 2 7

## MEMORY WORDS

- Write *again* and *against* for display. Read the words together. Underline *again* in each word. Spell the words aloud together. Knowing that both of these words are spelled with the word *again* will help you remember these words.
- Complete the Memory Word sentences on page 6.

## SPELL IT!

- Provide paper or a copy of the *Spell It!* form. Follow the procedure provided in List 1 for administering the optional *Spell It!* self-assessment.
  - Administer the assessment using a selection of Pattern Words. Follow the procedure provided in List 1.
- |        |        |       |           |        |
|--------|--------|-------|-----------|--------|
| afraid | paid   | maybe | sailboat  | break  |
| faith  | grains | taste | landscape | praise |

## LIST PRACTICE

- Refer to the resources for additional list practice provided in List 1.

## WORD STUDY

- Draw attention to the Pattern Words on page 6. Direct a student to write a rhyming word for each word you say.

- |                      |                        |
|----------------------|------------------------|
| 1. stains grains     | 2. raise praise, stays |
| 3. rain plain, plane | 4. pail sale           |
| 5. waste taste       | 6. made paid           |
| 7. cake break        | 8. ate great           |

## REVIEW WORDS

- Write *next* and *plant* for display. Read aloud the words together.
- Direct a student to identify the vowel sound in each word.
- Ask a student to circle the consonant blend(s) in each word (*xt*, *pl*, *nt*).
- Direct a student to change *plant* to *planted*.

## MEMORY WORDS

- Write *again* and *against* for display. Choose a volunteer to read each word and use it in a sentence.

## WORD MEANING

- Direct attention to List 2 on page 6.
- Encourage the students to find the correct spelling word to answer the clue you say.
  - seeds of wheat, corn, and rice grains
  - filled with fear afraid
  - a lower price sale
  - easy to understand plain
  - to crack, split, or burst into pieces break
  - a form of air transportation plane
  - in a direction opposite to against
  - a boat that is moved by the wind sailboat
  - once more again
  - a view of land landscape
- Display the *Homophones* instructional aid for *sail* and *sale*, revealing only the illustrations at the top of the page. What do you notice about these words? They sound the same but have different meanings and spellings.
- Use the illustrations to remind the students of the meaning of each word.
- Discuss the illustration for the sentence. Guide the students as they complete the missing homophones in the sentence.
- Follow the same procedure using the *Homophones* instructional aid for *plain* and *plane*.
- Complete page 7.

## DAY 3

## PRACTICE IT!

- Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word.

- |               |  |
|---------------|--|
| 1. raise      | The farmer will <b>raise</b> corn this year.               |
| 2. next       | My birthday is <b>next</b> month.                          |
| 3. afraid     | Katie is <b>afraid</b> of spiders.                         |
| 4. paid       | Dad <b>paid</b> Ryan for cutting our grass.                |
| 5. again      | Would you like to play the game <b>again</b> ?             |
| 6. maybe      | <b>Maybe</b> we could both help Grandma.                   |
| 7. sailboat   | We watched the <b>sailboat</b> sail away.                  |
| 8. break      | Try not to <b>break</b> your glasses.                      |
| 9. against    | Dakota put the broom <b>against</b> the wall.              |
| 10. faith     | We must have <b>faith</b> that God will keep His promises. |
| 11. planted   | Mom <b>planted</b> seeds in her herb garden.               |
| 12. grains    | A horse likes to eat <b>grains</b> .                       |
| 13. taste     | You can have a <b>taste</b> of this punch.                 |
| 14. landscape | Jeremy painted a picture of the <b>landscape</b> .         |
| 15. praise    | Sing <b>praise</b> to the Lord.                            |
| 16. plane     | Have you ever flown in a <b>plane</b> ?                    |
| 17. stays     | My friend <b>stays</b> after school for piano lessons.     |
| 18. plain     | I like to add fruit to <b>plain</b> yogurt.                |
| 19. great     | Kelly saw a <b>great</b> big spider on the wall.           |
| 20. sale      | All the shoes are on <b>sale</b> today.                    |

- Follow the procedure provided in List 1 for sentence dictation.

The woman was not afraid to ride in the plane.

## PROOFREADING

- Write Colossians 3:23 for display.  
In God's Word, the Bible, we learn what our attitude should be in everything we do.
- Read Colossians 3:23.  
What word is used to describe our attitude about all that we do? **heartily**  
What do you think **heartily** means? **Do it with all your heart; do your best; do it with a good attitude.**  
Each Christian should work with all his heart for the Lord Jesus. That includes learning to spell words. After we write, it is our responsibility to check our work.  
What should we do when we find a mistake? **correct it**  
Each week we will practice checking and correcting how words are spelled. This is called **proofreading**.

## ✓ PROOFREADING

Mark the word that is misspelled.

- |  |   |  |
|--|---|--|
| 1. <input type="radio"/> faith             | 2. <input type="radio"/> plane            | 3. <input checked="" type="radio"/> saleboat |
| <input type="radio"/> afraid               | <input type="radio"/> plain               | <input type="radio"/> listed                 |
| <input checked="" type="radio"/> pade      | <input checked="" type="radio"/> taist    | <input type="radio"/> grains                 |
| 4. <input checked="" type="radio"/> agenst | 5. <input type="radio"/> again            | 6. <input type="radio"/> break               |
| <input type="radio"/> praise               | <input checked="" type="radio"/> landscap | <input type="radio"/> raise                  |
| <input type="radio"/> great                | <input type="radio"/> maybe               | <input checked="" type="radio"/> staes       |



## Q WORD STUDY

Write the spelling words that complete the story.

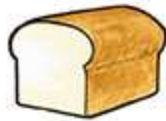
"Maybe we could make some bread today," said Mom.

As she mixed the dough, Mom let me add several kinds of grains.

Then Mom put the dough in a warm place to rise. In about an hour she punched it down. Then she let the bread rise again. The loaf of bread smelled good while it was baking.

"We can taste the bread now," said Mom.

Mom's bread was great!



plane  
stays  
faith  
plain  
great  
paid  
raise  
maybe  
praise  
break  
afraid  
sale  
grains  
taste  
landscape  
sailboat  
next  
planted  
again  
against

- Write for display: *faith, afraid, pade*. Run your hand under each word (or group of letters) as you read together. Pronounce the misspelled word as written.  
Is *faith* spelled correctly? **yes**  
Is *afraid* spelled correctly? **yes**  
Is *pade* spelled correctly? **no**  
What are the four spellings of long *a*? **ai, ea, a\_e, ay**  
Which spelling of long *a* should be used in the word *paid*? **ai**
- Choose a student to circle the misspelled word and write it correctly.
- Complete page 8.

## LIST 2 REVIEW

- List 2 Review may be completed anytime after this lesson.

## DAY 5

## DICTIONARY SKILLS

Words in the dictionary are listed in alphabetical order. The words beginning with the letter a come first. The words beginning with the letter z come last.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Write each set of words in alphabetical order.



1. begin
2. faith
3. great
4. praise
5. sailboat



1. again
2. fact
3. grains
4. plane
5. sale



1. against
2. break
3. landscape
4. raise
5. taste



## DAY 4

## REVIEW

- Distribute a set of the *Long a Patterns* instructional aid cards to each student.
- Read a Pattern Word from List 2. Instruct the students to hold up the correct long *a* spelling of the word you say. Continue until each Pattern Word has been used.
- Ask volunteers to write the Review Words and Memory Words for display.

## DICTIONARY SKILLS

- Write the names of five students for display. Each name should begin with a different letter. Direct the students to arrange the names in alphabetical order.
- Guide the students as they write each set of words in alphabetical order on page 9.

## KNOW IT!

- Administer the final test. Pronounce the word, use it in a sentence, and then repeat the word.
  1. plane Granddad's **plane** is going to be late.
  2. stays The paper **stays** in place if you attach it with two magnets.
  3. faith You must have **faith** that the Lord will care for your friend.
  4. plain I like the **plain** shirt best.
  5. great These apples taste **great**!
  6. paid Jesus' death **paid** the price for our sins.
  7. raise Please **raise** your hand if you need help.
  8. maybe **Maybe** you can come over to our house.
  9. praise Let's **praise** the Lord as we sing.
  10. break We took a **break** from our work.
  11. afraid Trust God when you are **afraid**.
  12. sale Our favorite grapes are on **sale**.
  13. grains Wheat, corn, and rice are **grains**.
  14. taste I love the **taste** of blueberries.
  15. landscape Mountains make a pretty **landscape**.
  16. sailboat It is fun to ride on a **sailboat**.
  17. next Jay is **next** in line for a turn.
  18. planted Dad **planted** some bushes in the front yard.
  19. again Let's play this game **again**.
  20. against The two teams played **against** each other.
- Follow the procedure for sentence dictation provided in List 1.
  1. The men have faith in our great God.
  2. The sailboat stays out on the lake all day.