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*Spelling Instruction: State Curriculum Guides:
Teaching Methods: Word Lists

ABSTRACT

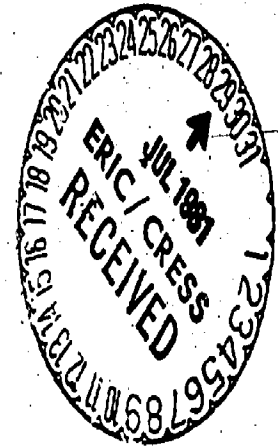
Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts without curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains spelling curriculum materials for grades K-3. The spelling section is part of the total language arts curriculum. It has been organized into a separate package for ease of use and transportability. Each format page includes student learning objectives, suggested grade placement, teacher concepts, and specific cross-referencing by page to published spelling programs. The cross-referencing has been done as a resource for teachers to use, to expand upon the Small Schools Spelling Materials. Also included on each format page are sample word lists. Additional words may be found in the suggested resources. Following the spelling format sheets is a section identifying spelling games and activities which can be used with any of the objectives and word lists. The last section in the spelling package provides some ideas for assessing student progress and managing a spelling program. Included are sample record keeping sheets, a self-evaluation for teachers, a student spelling attitude survey, and suggested monitoring procedures. (Author/CM)

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Working Copy
September, 1976

SMALL SCHOOLS LANGUAGE ARTS CURRICULUM

SPELLING K-3

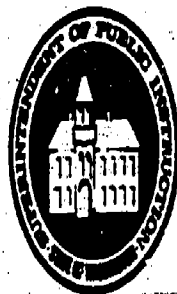


OBJECTIVES • WORD LISTS • RESOURCES • ACTIVITIES • MONITORING

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Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

ACKNOWLEDGMENTS

The Small Schools Curriculum materials were written by a consortium of teachers and administrators from local districts, Educational Service District 189 and the office of Superintendent of Public Instruction.

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APPRECIATION

Special recognition is extended to the Seattle School District for its assistance in developing the materials for K-3 Small Schools Curriculum Spelling booklet.

INTRODUCTION

On the following pages you will find a portion of the Small Schools Curriculum. Included are student learning objectives, sample word lists, suggested resources (including page references for published programs), activities and monitoring procedures for spelling. These materials were developed during the 1975-76 school year and currently are being piloted in more than 20 small school districts within the state. Data collected from the pilot districts will be used to modify the materials in preparation for publication and statewide distribution.

The spelling section is part of the total Language Arts Curriculum. It has been organized into a separate package for ease of use and transportability. Each format page includes student learning objectives, suggested grade placement, teacher concepts and specific cross-referencing by page to published spelling programs. The cross-referencing has been done as a resource for teachers to use in order to expand upon the Small Schools Spelling Materials.

Also included on each format page are sample word lists. Additional words may be found in the suggested resources.

Following the spelling format sheets is a section identifying spelling games and activities which can be used with any of the objectives and word lists. The last section in the spelling package provides some ideas for assessing student progress and managing a spelling program. Included are sample record keeping sheets, a self-evaluation for teachers, a student spelling attitude survey and suggested monitoring procedures.

Student Learning Objective(s) The student is able to spell words with the long vowel \bar{o} and \bar{e} State Goal

at the end of the words.

District Goal

Teacher Concept(s) _____

Program Goal

1

1,3,8

Suggested Word List

Suggested Resources: Spelling Series

(\bar{e})	(\bar{o})
me	no
be	go
we	so
he	
she	

Webster-McGraw Hill (Kottmeyer)

Open Court Publishing Co.

Houghton Mifflin Company

Science Research Associates
(SRA)

J.B. Lippincott Company

District Resources

Student Learning Objective(s) The student is able to spell words with long vowel-consonant - silent e pattern. State Goal 1

Teacher Concept(s) The student knows the final silent e in a word usually comes after a long vowel which is followed by a consonant (game), or vowel-consonant-silent e. District Goal
 Program Goal 1,3,8

Suggested Word List	Suggested Resources: Spelling Series																																				
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">(a)</th> <th style="width: 10%;">(e)</th> <th style="width: 10%;">(i)</th> <th style="width: 10%;">(o)</th> <th style="width: 10%;">(u)</th> </tr> </thead> <tbody> <tr> <td>name</td> <td>Pete</td> <td>fine</td> <td>home</td> <td>use</td> </tr> <tr> <td>same</td> <td></td> <td>mine</td> <td>rope</td> <td>tube</td> </tr> <tr> <td>game</td> <td></td> <td>time</td> <td>note</td> <td>tune</td> </tr> <tr> <td>make</td> <td></td> <td>kite</td> <td>hope</td> <td>mule</td> </tr> <tr> <td>take</td> <td></td> <td>line</td> <td>vote</td> <td>rule</td> </tr> <tr> <td>sale</td> <td></td> <td>dine</td> <td></td> <td></td> </tr> </tbody> </table>	(a)	(e)	(i)	(o)	(u)	name	Pete	fine	home	use	same		mine	rope	tube	game		time	note	tune	make		kite	hope	mule	take		line	vote	rule	sale		dine			<p>Webster-McGraw Hill (Kottmeyer)</p> <p>Grade 1 70 (76) Units 27,30-33</p> <p>Grade 2 68-71 (76) Units 12-21</p> <p>Grade 3 40-45 (76) Units 6-9,11,14,22,23</p>	<p>Open Court Publishing Co.</p> <p>Grade 1 Book A: 1-23,29-45,53-60,65-72 77-80</p>
(a)	(e)	(i)	(o)	(u)																																	
name	Pete	fine	home	use																																	
same		mine	rope	tube																																	
game		time	note	tune																																	
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take		line	vote	rule																																	
sale		dine																																			
	<p>Houghton Mifflin Company</p> <p>Grade 2 85-87, 106-108,115-121</p>	<p>Science Research Associates (SRA)</p> <p>Grade 1 (R) 53-55, 59,61</p> <p>Grade 2 (A) 80-89</p> <p>Grade 3 (B) 25-27, 32-35</p>																																			
	<p>J.B. Lippincott Company</p> <p>Grade 2 46-49</p> <p>Grade 3 10-13</p>	<p>District Resources</p>																																			

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13



Student Learning Objective(s) The student is able to spell words with the long vowel \bar{o} and \bar{e} State Goal

i

at the end of the words. District Goal

Teacher Concept(s) _____ Program Goal

1,3,8

Suggested Word List

(\bar{e})	(\bar{o})
me	no
be	go
we	so
he	
she	

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Open Court Publishing Co.

Houghton Mifflin Company

Science Research Associates (SRA)

J.B. Lippincott Company

District Resources

Student Learning Objective(s) The student is able to spell words with long vowel - consonant - State Goal

silent e - pattern. District Goal

Teacher Concept(s) The student knows the final silent e in a word usually comes after a long Program Goal

vowel which is followed by a consonant (game), or vowel-consonant-silent e.

1
1,3,8

Suggested Word List					Suggested Resources: Spelling Series	
(a)	(e)	(i)	(o)	(u)	Webster-McGraw Hill (Kottmeyer) Grade 1 70 (76) Units 27,30-33 Grade 2 68-71 (76) Units 12-21 Grade 3 40-45 (76) Units 6-9,11,14,22,23	Open Court Publishing Co. Grade 1 Book A: 1-23,29-45,53-60,65-72 77-80
name	Pete	fine	home	use		
same		mine	rope	tube		
game		time	note	tune		
make		kite	hope	mule		
take		line	vote	rule		
sale		dine				
					Houghton Mifflin Company Grade 2 85-87, 106-108,115-121	Science Research Associates (SRA) Grade 1 (R) 53-55, 59,61 Grade 2 (A) 80-89 Grade 3 (B) 25-27, 32-35
					J.B. Lippincott Company Grade 2 46-49 Grade 3 10-13	District Resources

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Student Learning Objective(s) The student is able to spell words with the long vowel \bar{o} and \bar{e} at the end of the words. State Goal

Teacher Concept(s) _____ District Goal

State Goal	1
District Goal	
Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series													
<table border="0"> <tr> <td>(\bar{e})</td> <td>(\bar{o})</td> </tr> <tr> <td>me</td> <td>no</td> </tr> <tr> <td>be</td> <td>go</td> </tr> <tr> <td>we</td> <td>so</td> </tr> <tr> <td>he</td> <td></td> </tr> <tr> <td>she</td> <td></td> </tr> </table>	(\bar{e})	(\bar{o})	me	no	be	go	we	so	he		she		Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
(\bar{e})	(\bar{o})													
me	no													
be	go													
we	so													
he														
she														
	Houghton Mifflin Company	Science Research Associates (SRA)												
	J.B. Lippincott Company	District Resources												

Student Learning Objective(s) The student is able to spell words with long vowel - consonant - silent e pattern. State Goal 1
 District Goal

Teacher Concept(s) The student knows the final silent e in a word usually comes after a long vowel which is followed by a consonant (game), or vowel-consonant-silent e. Program Goal 1,3,8

Suggested Word List					Suggested Resources: Spelling Series	
(a)	(e)	(i)	(o)	(u)	Webster-McGraw Hill (Kottmeyer) Grade 1 70 (76) Units 27,30-33 Grade 2 68-71 (76) Units 12-21 Grade 3 40-45 (76) Units 6-9,11,14,22,23	Open Court Publishing Co. Grade 1 Book A: 1-23,29-45,53-60,65-72 77-80
name	Pete	fine	home	use		
same		mine	rope	tube		
game		time	note	tune		
make		kite	hope	mule		
take		line	vote	rule		
sale		dine				
					Houghton Mifflin Company Grade 2 85-87, 106-108,115-121	Science Research Associates (SRA) Grade 1 (R) 53-55, 59,61 Grade 2 (A) 80-89 Grade 3 (B) 25-27, 32-35
					J.B. Lippincott Company Grade 2 46-49 Grade 3 10-13	District Resources

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Student Learning Objective(s) The student is able to spell words with short vowel sounds.

State Goal

1

District Goal

Teacher Concept(s) The student knows the sound of the short vowels (a,e,i,o,u) and knows that

Program Goal

1,3,8

a single vowel at the beginning or within a word usually has a short vowel sound (an, man; Ed, pet; in, sit; off, not; up, hug).

Suggested Word List

Suggested Resources: Spelling Series

(ă)	(ă)	(ĭ)	(ŏ)	(ŭ)		
at	get	sit	on	us	Webster-McGraw Hill (Kottmeyer) Grade 1 82-85, 90-92, 86-39, 94, 96, 98-100, 102-104 (76) Units 16-26 Grade 2 16-19, 24, 27, 20-23, 28-31, 32-35, 36-39 (76) Units 1-7, 23 Grade 3 2-7, 17-19, 8-11, 12-15 (76) Units 1-5	Open Court Publishing Co. Grade 1 Book B. 5-8, 1-20, 21-24, 41-51, 65, 72 Book 1 73-75 Grade 2 Book 2 102-104, 123-126
man	men	did	got	sun		
has	bed	in	not	up		
am	red	big	stop	run		
ran	yes	is	top	but		
sat	pet	him	hop	jump	Houghton Mifflin Company Grade 1 9, 10, 13, 20, 21, 30, 31, 40, 41, 52, 53, 73, 75 Grade 2 25, 26, 29, 30, 37, 38, 43, 44, 61, 62 Grade 3 13-20	Science Research Associates (SRA) Grade 1 (R) 4-6, 25-28, 15-17, 36, 38, 46-49 Grade 2 (A) 9, 10, 18-20, 3, 7, 11-13, 29-31 Grade 3 (B) 4-6, 46-48
past	fed	kick	spot	duck		
last	led	sick	rock	luck		
back	wet	ill	lock	bump		
					J.B. Lippincott Company Grade 1 1-3, 7-9, 35, 11, 19, 23, 29, 51 Grade 2 6-9, 18-21, 10-13, 14-17, 22, 25, 34, 37 Grade 3 26-29	District Resources

Student Learning Objective(s) The student is able to spell words with the hard g sound at the end of words and before the vowels a, o, u. State Goal 1

Teacher Concept(s) The student knows the hard g sound before the vowels a, o, u or at the end of a word is usually spelled "g" (game). District Goal
Program Goal 1,3,8

Suggested Word List	Suggested Resources: Spelling Series																	
<table border="0"> <tr> <td>(ga)</td> <td>(go)</td> <td>(gu)</td> <td>(-g)</td> </tr> <tr> <td>game</td> <td>got</td> <td>gum</td> <td>big</td> </tr> <tr> <td>gate</td> <td>gone</td> <td>gun</td> <td>leg</td> </tr> <tr> <td>gag</td> <td>goat</td> <td>gull</td> <td>peg</td> </tr> </table>	(ga)	(go)	(gu)	(-g)	game	got	gum	big	gate	gone	gun	leg	gag	goat	gull	peg	<p>Webster-McGraw Hill (Kottmeyer)</p> <p>Grade 1 39-75 (76) Units 10-12</p> <p>Grade 2 (76) Units 1-36</p> <p>Grade 3 (76) Units 1-36</p>	<p>Open Court Publishing Co.</p> <p>Grade 1 Book A 69-72</p>
(ga)	(go)	(gu)	(-g)															
game	got	gum	big															
gate	gone	gun	leg															
gag	goat	gull	peg															
	<p>Houghton Mifflin Company</p> <p>Grade 1 28,29,32</p> <p>Grade 2 27</p>	<p>Science Research Associates (SRA) Grade 1 (R) 22-24</p>																
<p>24</p>	<p>J.B. Lippincott Company</p> <p>Grade 1 31</p>	<p>District Resources</p> <p>25</p>																

Student Learning Objective(s) <u>The student is able to spell words with the hard c (k) sound</u>	State Goal	1
<u>before the vowels a, o and u.</u>	District Goal	
Teacher Concept(s) <u>The student knows the /k/ sound before the vowels a, o and u is usually</u>	Program Goal	1,3,8
<u>spelled "c" (cane):</u>		

Suggested Word List	Suggested Resources: Spelling Series	
can cub cap cup cot cut case coat cane	Webster-McGraw Hill (Kottmeyer) Grade 1 14,17,74 (76) Units 10,12 Grade 2 102,105 (76) Units 2,7 Grade 3 66-71 (76) Units 1,5	Open Court Publishing Co. Grade 1 Book B 5-8
	Houghton Mifflin Company Grade 1 70,72 Grade 2 55,56	Science Research Associates (SRA) Grade 1 (R) 32-35 Grade 2 (A) 53-55 Grade 3 15,17
	J.B. Lippincott Company Grade 1 45 Grade 2 30-33	District Resources

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Student Learning Objective(s) The student is able to spell words with the vowel patterns "ai" and "ay." State Goal 1
 District Goal

Teacher Concept(s) The student knows the long /a/ sound at the end of a word usually is spelled "ay" (today, play). Program Goal 1,3,8

Suggested Word List	Suggested Resources: Spelling Series																									
<table border="0"> <tr> <td>(ai)</td> <td>(ay)</td> </tr> <tr> <td>nail</td> <td>day</td> </tr> <tr> <td>paid</td> <td>may</td> </tr> <tr> <td>jail</td> <td>lay</td> </tr> <tr> <td>mail</td> <td>say</td> </tr> <tr> <td>rain</td> <td>way</td> </tr> <tr> <td>aim</td> <td>pay</td> </tr> <tr> <td>pail</td> <td>play</td> </tr> <tr> <td>train</td> <td>tray</td> </tr> <tr> <td>wait</td> <td>hay</td> </tr> <tr> <td>fair</td> <td>ray</td> </tr> <tr> <td>hair</td> <td></td> </tr> </table>	(ai)	(ay)	nail	day	paid	may	jail	lay	mail	say	rain	way	aim	pay	pail	play	train	tray	wait	hay	fair	ray	hair		<p>Webster-McGraw Hill (Kottmeyer)</p> <p>Grade 1 (76) Units 30,32,33</p> <p>Grade 2 68-71-60-63, 132-135 (76) Units 12-13</p> <p>Grade 3 (76) Unit 6</p>	<p>Open Court Publishing Co.</p> <p>Grade 1 Book A 49-60 Book 1 44-48, 140-145</p> <p>Grade 2 Book 2 32-35, 82-85</p> <p>Grade 3 Book 2 61-67, 136-139</p>
(ai)	(ay)																									
nail	day																									
paid	may																									
jail	lay																									
mail	say																									
rain	way																									
aim	pay																									
pail	play																									
train	tray																									
wait	hay																									
fair	ray																									
hair																										
	<p>Houghton Mifflin Company</p> <p>Grade 2 82-87</p> <p>Grade 3 21-24</p>	<p>Science Research Associates (SRA)</p> <p>Grade 1 (R) 50-52 Grade 2 (A) 80-89 Grade 3 (B) 25-27, 32-35, 84-86</p>																								
	<p>J.B. Lippincott Company</p> <p>Grade 2 90-97</p>	<p>District Resources</p>																								



Student Learning Objective(s) <u>The student is able to spell words with the vowel patterns</u>	State Goal	1
<u>ee and ea.</u>	District Goal	
Teacher Concept(s) <u>The long /e/ sound can be spelled "ea" or "ee."</u>	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series																									
<table border="0"> <tr> <td>(ee)</td> <td>(ea)</td> </tr> <tr> <td>feet</td> <td>eat</td> </tr> <tr> <td>feed</td> <td>east</td> </tr> <tr> <td>deep</td> <td>meat</td> </tr> <tr> <td>seen</td> <td>neat</td> </tr> <tr> <td>jeep</td> <td>dream</td> </tr> <tr> <td>keep</td> <td>cream</td> </tr> <tr> <td>week</td> <td>peach</td> </tr> <tr> <td>seed</td> <td>reach</td> </tr> <tr> <td>green</td> <td>hear</td> </tr> <tr> <td>sleep</td> <td>dear</td> </tr> <tr> <td></td> <td>fear</td> </tr> </table>	(ee)	(ea)	feet	eat	feed	east	deep	meat	seen	neat	jeep	dream	keep	cream	week	peach	seed	reach	green	hear	sleep	dear		fear	Webster-McGraw Hill (Kottmeyer) Grade 1 110-112 (76) Units 21,20,31 Grade 2 56-59, 64-67, 10-63 (76) Unit 14 Grade 3 (76) Unit 7	Open Court Publishing Co. Grade 1 Book A 1-23 Book 1 44-48, 140-145 Grade 2 Book 2 32-35, 82-85 Grade 3 Book 2 61-67, 136-139
	(ee)	(ea)																								
	feet	eat																								
	feed	east																								
deep	meat																									
seen	neat																									
jeep	dream																									
keep	cream																									
week	peach																									
seed	reach																									
green	hear																									
sleep	dear																									
	fear																									
	Houghton Mifflin Company Grade 2 97-102 Grade 3 21-24	Science Research Associates (SRA) Grade 1 (R) 50-52 Grade 2 (A) 66-68 Grade 3 (B) 39-41																								
	J.B. Lippincott Company Grade 2 70-73, 130-133	District Resources																								

Student Learning Objective(s) The student is able to spell words with long /i/ spelled "ie." State Goal

1

The student is able to spell words with the "i" sound spelled with "y" at the end of words. District Goal

Teacher Concept(s) The long /i/ sound is often spelled by the single vowel "i" at the end of Program Goal

1,3,8

a syllable. The long /i/ sound at the end of a word can be spelled "ie" or the long /i/ sound at the end of a

word can be spelled "y."

Suggested Word List

Suggested Resources: Spelling Series

(ie) (y)
die by
pie my
tie fly
lie try
tied why
tried

Webster-McGraw Hill (Kottmeyer)

Grade 1
(76) Units 32,33
Grade 2
116-119 (76) Units 15-17
Grade 3
40-45 (76) Unit 8

Open Court Publishing Co.

Grade 1
Book A 24-45
Book 1 44-48, 140-145
Grade 2
Book 2 32-35, 82-85
Grade 3
Book 2 61-67, 136-139

Houghton Mifflin Company

Grade 2
103-111
Grade 3
21-24

Science Research Associates (SRA)

Grade 2 (A) 84-86, 73-75, 115
Grade 3 (B) 32-34, 90

J.B. Lippincott Company

Grade 1 42
Grade 2 106-109
Grade 3 94-97, 102-105

District Resources

Student Learning Objective(s)	<u>The student is able to spell words with long /o/ spelled "o" or "oa."</u>	State Goal	1
Teacher Concept(s)	<u>The long /o/ sound can be spelled "o" and "oa."</u>	District Goal	
		Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
(o) (oa)	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
old boat	Grade 1	Grade 1
cold coat	(76) Units 27,30,32	Book A 61-72
hold toad	Grade 2	Book 1 44-48, 140-145
fold road	60-62 (76) Units 18,19	Grade 2
most soap	Grade 3	Book 2 32-35, 82-85
post loaf	(76) Unit 9	Grade 3
told oat		Book 2 61-67, 136-137
colt	Houghton Mifflin Company	Science Research Associates (SRA)
	Grade 2	Grade 2 (A) 87-89
	115-120	Grade 3 (B) 29-31, 87-89
	Grade 3	
	21-24	
	J.B. Lippincott Company	District Resources
	Grade 2	
	126-129, 130-133	
	Grade 3	
	34-37	

Student Learning Objective(s) <u>The student is able to spell words with the /sh/ sound.</u>	State Goal	1
	District Goal	
Teacher Concept(s) <u>The /sh/ sound can be spelled with sh.</u>	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
she wash ship brush shell crash shop sheep shake sharp dish show wish short	Webster-McGraw Hill (Kottmeyer) Grade 1 (76) Unit 28 Grade 2 44-49 (76) Unit 8 Grade 3 (76) Unit 4	Open Court Publishing Co. Grade 1 Book A 45-48
	Houghton Mifflin Company Grade 1 82-85 Grade 2 57-60	Science Research Associates (SRA) Grade 1 (R) 46-49 Grade 2 (A) 22-24 Grade 3 (B) 8-10
	J.B. Lippincott Company Grade 2 58-61 Grade 3 62-65	District Resources

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Student Learning Objective(s) <u>The student is able to spell words with the /th/ sound.</u>	State Goal	1
	District Goal	
Teacher Concept(s) <u>The /th/ sound usually is spelled with th.</u>	Program Goal	1,3,8

Suggested Word List		Suggested Resources: Spelling Series	
<u>1st</u>	<u>2nd</u>	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
the	there	Grade 1 (76) Unit 28	Grade 1 15-16
this	thumb	Grade 2 44-49 (76) Unit 10	
that	their	Grade 3 46-49 (76) Unit 4	
then	thin		
those	thank		
with	together		
teeth			
		Houghton Mifflin Company	Science Research Associates (SRA)
		Grade 1 82-85	Grade 2 (A) 22-24
		Grade 2 57-60	Grade 3 (B) 8-10
		J.B. Lippincott Company	District Resources
		Grade 2 82-85	
		Grade 3 62-65	

Student Learning Objective(s) The student is able to spell words with the /ch/ sound. The State Goal 1
student is able to spell words with the /ch/ sound spelled "tch" at the end of words following District Goal
a short vowel.
 Teacher Concept(s) The /ch/ sound usually is spelled with "ch." The /ch/ sound often is Program Goal 1,3,8
spelled "tch" after a short vowel.

1
1,3,8

Suggested Word List			Suggested Resources: Spelling Series	
1st	2nd	2nd	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
chip	chain	catch	Grade 1	Grade 1
chop	chair	match	(76) Unit 29	Book B 53-60
chin	each	itch	Grade 2	
check	peach	pitch	44-49 (76) Unit 9	
	church	ditch	Grade 3	
	lunch	batch	46-49 (76) Units 4,5	
	bench	witch		
	munch	patch		
	much	notch		
		watch		
			Houghton Mifflin Company	Science Research Associates (SRA)
			Grade 1	Grade 2 (A)
			82-85	22-24
			Grade 2	
			57-60	
			J.B. Lippincott Company	District Resources
			Grade 3	
			42-45	



Student Learning Objective(s) <u>The student is able to spell words with the /hw/ sound spelled "wh."</u>	State Goal	1
	District Goal	
Teacher Concept(s) <u>The /hw/ sound is spelled with "wh" only at the beginning of words.</u>	Program Goal	1,3,8

Suggested Word List		Suggested Resources: Spelling Series	
1st	2nd-3rd	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
when	awhile	Grade 1 (76) Unit 29	Grade 1 Book B 61-64
what	whistle	Grade 2 44-49 (76) Unit 24	
whip	why	Grade 3 (76) Unit 4	
whale	wheel		
	where		
	which		
	wheat		
	whisper		
	whirl		
		Houghton Mifflin Company	Science Research Associates (SRA)
		Grade 1 82-85	Grade 2 (A) 22-24
		Grade 2 63-64	
		J.B. Lippincott Company	District Resources
		Grade 2 58-61	
		Grade 3 62-65	

Student Learning Objective(s) The student is able to spell plural words by adding either "s" or "es."

Teacher Concept(s) When a word ends in a consonant, it is often made plural by adding "s."
Add "es" to words ending in s,x,z,ch and sh to form the plural.

State Goal	1
District Goal	
Program Goal	1,3,8

Suggested Word List			Suggested Resources: Spelling Series	
<u>1st</u>	<u>2nd</u>	<u>2nd-3rd</u>	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
hat hats	girl girls	bench benches	Grade 1	Grade 1
pin pins	toy toys	dress dresses	62-69 (76) Units 20-22, 35	Book 1 25-28
egg eggs	car cars	bus buses	Grade 2 (76)	
cup cups	boy boys	branch branches	1,3-9,11, 13-17,19,21,23-33,35,36	
bat bats		bush bushes	Grade 3 (76)	
net nets			Units 1,3-5,7,11,15,24,26,27	
			Houghton Mifflin Company	Science Research Associates (SRA)
			Grade 2	Grade 1 (R)
			79,80	38,44
			Grade 3	Grade 2 (A)
			52-55	46-49
				Grade 3 (B)
				18
			J.B. Lippincott Company	District Resources



Student Learning Objective(s) The student is able to spell high frequency words with irregular spellings. State Goal 1

Teacher Concept(s) Some words have to be spelled by memory because of irregular spellings. They follow no rules and need excessive visualization. District Goal 1,3,8

Suggested Word List			Suggested Resources: Spelling Series	
<u>1st</u>	<u>2nd</u>	<u>3rd</u>	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
are	does	laugh	Grade 1	Grade 1-3
as	four	guess	(76) Unit 36	Throughout series
come	they	sure	Grade 2	
some	who	once	76-79, 144-149 (76) Units 1-32, 35,36	
said	done	could	Grade 3	
look	love	would	(76) Units 1,3,4,6,10, 12-14, 17,19,	
want	have	should	21-24	
you	been	yourself	Houghton Mifflin Company	Science Research Associates (SRA)
of	from	their		
to	girl	our		
do	boy		J.B. Lippincott Company	District Resources
good	what			
the	friend			
a	many			
is	any			
I	one			
or	your			
no	live			
	give			
	there			
	here			
	where			
	has			

See following page for list of 300 most frequent words found in written form.



300 MOST FREQUENT WORDS FOUND IN WRITTEN FORM
BROWN UNIVERSITY COMPUTER STUDY

the	from	out	now
of	or	so	such
and	have	said	like
to	an	what	our
a	they	up	over
in	which	its	man
that	one	about	me
is	you	into	even
was	were	than	most
he	her	them	made
for	all	can	after
it	she	only	also
with	there	other	did
as	would	new	many
his	their	some	before
on	we	time	must
be	him	could	through
at	been	these	back
by	has	two	years
I	when	may	where
this	who	then	much
had	will	do	your
not	more	first	way
are	no	any	well
but	if	my	down

-16-

government
system
better
set
told
nothing
night
end
why
called
didn't
eyes
find
going
look
asked
later
knew
point
next
program
city
business
give
group

toward
young
days
let
room
president
side
social
given
present
several
order
national
possible
rather
second
face
per
among
form
important
often
things
looked
early

white
case
John
become
large
big
need
four
within
felt
along
children
saw
best
church
ever
least
power
development
light
thing
seemed
family
interest
want

members
mind
country
area
others
done
turned
although
open
God
service
certain
kind
problem
began
different
door
help
sense
means
whole
matter
perhaps
itself

should	being	himself	does
because	under	few	got
each	never	house	united
just	day	use	left
those	same	during	number
people	another	without	course
how	know	again	war
too	while	place	until
little	last	American	always
state	might	around	away
good	us	however	something
very	great	home	fact
make	old	small	though
world	year	found	water
still	off	thought	less
ours	come	went	public
see	say	since	put
men	against	part	think
work	go	once	almost
long	came	general	hand
get	right	high	enough
here	used	upon	far
between	take	school	took
both	three	every	dead
life	states	don't	yet

Student Learning Objective(s) <u>The student is able to spell words that end with the /e/ sound</u>	State Goal	1
<u>spelled "y."</u>	District Goal	
Teacher Concept(s) <u>The long /e/ sound at the end of words is spelled "y" when there is another vowel in the word or syllable.</u>	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
pony baby lady bunny daddy funny penny sorry candy	Webster-McGraw Hill (Kottmeyer) Grade 1 110-112 (76) Units 27,30,31 Grade 2 56-59, 64-67, 10-63 (76) Unit 14 Grade 3 (76) Unit 7	Open Court Publishing Co. Grade 1 Book A 1-23 Book 1 44-48, 140-145 Grade 2 Book 2 32-35, 82-85 Grade 3 Book 2 61-67, 136-139
	Houghton Mifflin Company Grade 2 97-102 Grade 3 21-24	Science Research Associates (SRA) Grade 1 (R) 50-52 Grade 2 (A) 66-68 Grade 3 (B) 39-41
	J.B. Lippincott Company Grade 2 70-73, 130-133	District Resources

Student Learning Objective(s) <u>The student is able to spell words with long /o/ spelled</u>	State Goal	1
<u>"oe" and "ow"</u>	District Goal	
Teacher Concept(s) <u>The long /o/ sound can be written "oe" and "ow" and is usually found at the</u>	Program Goal	1,3,8
<u>end of words.</u>		

Suggested Word List:		Suggested Resources: Spelling Series	
(oe)	(ow)	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
toe	bow	Grade 1 (76) Units 27,30,32	Grade 1 Book A 61-72
hoe	low	Grade 2 60-62 (76) Units 18,19	Book 1 44-48, 140-145
foe	mow	Grade 3	Grade 2 Book 2 32-35, 82-85
doe	snow	(76) Unit 9	Grade 3 Book 2 61-67, 136-137
goes	know		
	blow		
	crow		
	grow		
		Houghton Mifflin Company	Science Research Associates (SRA)
		Grade 2 115-120	Grade 2 (A) 87-89
		Grade 3 21-24	Grade 3 (B) 29-31, 87-89
		J.B. Lippincott Company	District Resources
		Grade 2 126-129, 130-133	
		Grade 3 34-37	

53.

54



Student Learning Objective(s) The student is able to spell words with the /or/ sound within a State Goal

1
1,3,8

word. The student is able to spell words with the /or/ spelled "ore."

District Goal

Teacher Concept(s) The "or" sound usually is spelled "or" within a word (form), and "ore"
at the end of a word (more).

Program Goal

Suggested Word List	Suggested Resources: Spelling Series	
for form corn tore store order north story before orbit	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Unit 30 Grade 3 (76) Unit 19	Open Court Publishing Co. Grade 1 Book B 113,116 Book 1 53-58 Grade 2 Book 2 40-42, 92098 Grade 3 Book 2 145-149
	Houghton Mifflin Company Grade 3 63-66	Science Research Associates (SRA) Grade 3 (B) 77-79
	J.B. Lippincott Company Grade 3 66-69	District Resources

55

56

Student Learning Objective(s) <u>The student is able to spell words with "ow" and "ou."</u>	State Goal	1
	District Goal	
Teacher Concept(s) _____	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
<p>(ow) (ou)</p> <p>now out</p> <p>how shout</p> <p>wow about</p> <p>cow cloud</p> <p>howl loud</p> <p>owl proud</p> <p>crowd</p> <p>down</p> <p>town</p>	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
	Houghton Mifflin Company	Science Research Associates (SRA)
	J.B. Lippincott Company	District Resources

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Student Learning Objective(s)	<u>The student is able to spell words that contain the /ar/ sound.</u>	State Goal	1
		District Goal	
Teacher Concept(s)	<u>The student knows the /ar/ sound usually is spelled with "ar" (car, park).</u>	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
art car star park barn march farmer spark farther mark part card hard arm	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Unit 31 Grade 3 58-61 (76) Units 11, 18, 21	Open Court Publishing Co. Grade 1 Book B 81-84 Book 1 53-58 Grade 2 Book 2 40-42, 92-98 Grade 3 Book 2 145-149, 188-192
	Houghton Mifflin Company Grade 3 71-74	Science Research Associates (SRA) Grade 2 (A) 39-41 Grade 3 (B) 19-20
	J.B. Lippincott Company Grade 2 62-65 Grade 3 66-69	District Resources

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60

Student Learning Objective(s)	The student is able to spell words with the /r/ sound	State Goal	1
	preceded by vowels (er, or, ur, ir, ar).	District Goal	
Teacher Concept(s)	When vowels come before "r," the /er/ sound can be spelled with "or," "ur," "ir," "ar."	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series																																					
<table border="0"> <tr> <td>(or)</td> <td>(ur)</td> <td>(ir)</td> <td>(ar)</td> </tr> <tr> <td>word</td> <td>turn</td> <td>girl</td> <td>dollar</td> </tr> <tr> <td>worth</td> <td>burn</td> <td>bird</td> <td>poplar</td> </tr> <tr> <td>world</td> <td>hurt</td> <td>fir</td> <td>beggar</td> </tr> <tr> <td>doctor</td> <td>curb</td> <td>first</td> <td>forward</td> </tr> <tr> <td>flavor</td> <td>curl</td> <td>sir</td> <td>backward</td> </tr> <tr> <td>sailor</td> <td>purr</td> <td>dirt</td> <td></td> </tr> <tr> <td>actor</td> <td>fur</td> <td>third</td> <td></td> </tr> <tr> <td>harbor</td> <td></td> <td></td> <td></td> </tr> </table>	(or)	(ur)	(ir)	(ar)	word	turn	girl	dollar	worth	burn	bird	poplar	world	hurt	fir	beggar	doctor	curb	first	forward	flavor	curl	sir	backward	sailor	purr	dirt		actor	fur	third		harbor				Webster-McGraw Hill (Kottmeyer) Grade 2 140-143, 136,139 (76) Units 28-32 Grade 3 120-123 (76) Units 11,13,18-23	
	(or)	(ur)	(ir)	(ar)																																		
	word	turn	girl	dollar																																		
worth	burn	bird	poplar																																			
world	hurt	fir	beggar																																			
doctor	curb	first	forward																																			
flavor	curl	sir	backward																																			
sailor	purr	dirt																																				
actor	fur	third																																				
harbor																																						
Houghton Mifflin Company Grade 2 145-147 Grade 3 59-62, 67-70		Open Court Publishing Co. Grade 1 Book A 89-96 Book 1 53-58 Grade 2 40-42, 92-98, 110-112 Grade 3 Book 2 145-149																																				
J.B. Lippincott Company Grade 3 54-57		Science Research Associates (SRA) Grade 3 (B) 115-117																																				
		District Resources																																				

C1

C2



Student Learning Objective(s) The student is able to spell long /u/ words spelled "ue," "ew," and "ui." State Goal 1

District Goal

Teacher Concept(s) The long /u/ sound often is spelled "ue," "ui," or "ew" at the end of words. Program Goal 1,3,8

Suggested Word List			Suggested Resources: Spelling Series	
(ue)	(ui)	(ew)	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
glue	suit	new	Grade 2	Grade 1
due	fruit	dew	(76) Units 20, 21	Book A 77-88
blue	cruise	few	Grade 3	Book 1 44-48, 140-145
true	bruise	drew	(76) Units 11,14, 22, 23	Grade 2
		grew		Book 2 32-35, 82-85
		flew		Grade 3
				Book 2 61-67, 136-137
			Houghton Mifflin Company	Science Research Associates (SRA)
			J.B. Lippincott Company	District Resources

33

64

Student Learning Objective(s) <u>The student is able to spell /oi/ sound words.</u>	State Goal	1
<u>Teacher Concept(s) <u>The /oi/ sound usually is spelled "oy" at the end of a word or syllable</u></u>	District Goal	
<u>and "oi" within a word or syllable.</u>	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
boy joy toy coin join oil boil moist point broil noisy oyster enjoy	Webster-McGraw Hill (Kottmeyer) Grade 1 (76) Unit 33 Grade 2 (76) Unit 27 Grade 3 (76) Units 12,32	Open Court Publishing Co. Grade 1 Book B 101-104 Book 1 80-84 Grade 2 Book 2 73-77
	Houghton Mifflin Company Grade 3 44-47	Science Research Associates (SRA) Grade 3 (B) 119-121
	J.B. Lippincott Company Grade 2 118-121	District Resources

35

36



Student Learning Objective(s) The student is able to spell words with the soft c sound.

State Goal

1

District Goal

Teacher Concept(s) The /s/ sound (soft c), before "e," "i," or "y" can be spelled with c.

Program Goal

1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
cent face lace ice cell fancy pencil circus circle bicycle nice city center	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Units 2,14 Grade 3 66-71 (76) Units 1,12	Open Court Publishing Co. Grade 1 Book B 25-32
	Houghton Mifflin Company Grade 3 90-92	Science Research Associates (SRA) Grade 3 (B) 66-71
	J.B. Lippincott Company Grade 3 110-113	District Resources

07

08

Student Learning Objective(s) <u>The student is able to spell words with the soft /g/ sound.</u>	State Goal	1
<u>The student is able to spell words with the /j/ sound at the end.</u>	District Goal	
Teacher Concept(s) <u>The /j/ sound (soft g) is spelled with "g" before the vowels e, i, y.</u>	Program Goal	1,3,8
<u>The /j/ sound usually is spelled "dge" when it comes after a short vowel sound at the end of a word or syllable. The /j/ sound usually is spelled "ge" when it comes after a long vowel sound.</u>		

Suggested Word List

Suggested Resources: Spelling Series

<u>2nd</u>	<u>3rd</u>
gym	edge
giant	judge
gentle	fudge
gem	ridge
gin	bridge
germ	badge
age	judge
page	dodge
huge	smudge
wage	pledge
cage	
rage	
sage	
stage	

Webster-McGraw Hill (Kottmeyer)

Open Court Publishing Co.

Grade 1
(76) Unit 15
Grade 2
(76) Unit 1-36
Grade 3
(76) Units 1,11

Grade 1
Book B 33-40

Houghton Mifflin Company

Science Research Associates (SRA)

Grade 3
86-89

J.B. Lippincott Company

District Resources

69

70

Student Learning Objective(s)	<u>The student is able to spell words with the /ng/ sound.</u>	State Goal	1
		District Goal	
Teacher Concept(s)	<u>The /ng/ sound is spelled with "ng" usually following the short vowels a, e, i, o, u.</u>	Program Goal	1, 3, 8

Suggested Word List	Suggested Resources: Spelling Series	
bang sang ring king lung long wrong clang stung spring	Webster-McGraw Hill (Kottmeyer) Grade 1 90 Grade 2 94-97 (76) Unit 11 Grade 3 (76) Units 4, 5	Open Court Publishing Co. Grade 1 Book B 9-20
	Houghton Mifflin Company Grade 2 91-93	Science Research Associates (SRA) Grade 2 (A) 43-45
	J.B. Lippincott Company Grade 3 14-17	District Resources 72

Student Learning Objective(s) The student is able to spell long oo words.

State Goal 1

District Goal

Teacher Concept(s) The vowel cluster oo (long oo) spells words like moon, noon.

Program Goal 1,3,8

Suggested Word List

moon
food
zoo
noon
broom
root
fool
shoot
spoon
school

* Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Grade 1
(76) Unit 34
Grade 2
80-83 (76) Unit 21
Grade 3
62-65

Open Court Publishing Co.

Grade 1
Book A 73-84
Book 1 44-48, 140-145
Grade 2
Book 2 32-35, 82-85
Grade 3
Book 2 61-67, 136-139

Houghton Mifflin Company

Grade 2
124-126, 142-144
Grade 3
25-8

Science Research Associates (SRA)

Grade 1 (R) 50-52
Grade 2 (A) 101-103
Grade 3 (B) 39-41

J.B. Lippincott Company

Grade 2
102-105
Grade 3
90-93

District Resources

*In some series vowel cluster oo and oo are combined

73

74

Student Learning Objective(s) <u>The student is able to spell words with short oo.</u>	State Goal	1
	District Goal	
Teacher Concept(s) <u>The vowel cluster oo (short oo) spells words like foot, cook,.</u>	Program Goal	1,3,8

Suggested Word List	*Suggested Resources: Spelling Series	
good hood book cook wood wool root stood shook brook	Webster-McGraw Hill (Kottmeyer) Grade 1 (76) Unit 34 Grade 2 80-83 (76) Unit 23 Grade 3 62-65	Open Court Publishing Co. Grade 1 Book B 105-108 Book 1 80-84 Grade 2 Book 2 73-77
	Houghton Mifflin Company Grade 2 124-126, 142-144 Grade 3 25-28	Science Research Associates (SRA) Grade 1 (R) 50-52 Grade 2 (A) 101-103 Grade 3 (B) 39-41
	J.B. Lippincott Company Grade 2 102-105 Grade 3 25-28	District Resources

* In some series, vowel clusters oo and oo are combined.

Student Learning Objective(s)	<u>The student is able to change words ending in y to the plural form.</u>	State Goal	1
Teacher Concept(s)	<u>When a word ends in y after a consonant, change the y to i before adding es.</u>	District Goal	
		Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
penny pennies pony ponies fly flies baby babies lady ladies berry berries fairy fairies fifty fifties candy candies city cities story stories copy copies	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Unit 15 Grade 3 98,99 (76) Unit 26	Open Court Publishing Co. Grade 1 Book A 36,85-88 Book 1 112,116
	Houghton Mifflin Company Grade 3 52-55	Science Research Associates (SRA)
	J.B. Lippincott Company Grade 3 114-117	District Resources

77

78

Student Learning Objective(s) The student is able to spell the days of the week. The student State Goal

is able to spell the months of the year. District Goal

Teacher Concept(s) _____ Program Goal

1
1,3,8

Suggested Word List		Suggested Resources: Spelling Series	
<u>Days (2nd)</u>	<u>Months (3rd)</u>	Webster-McGraw Hill (Köttmeyer)	Open Court Publishing Co.
Sunday	January		
Monday	February		
Tuesday	March		
Wednesday	April		
Thursday	May		
Friday	June		
Saturday	July		
	August		
	September	Houghton Mifflin Company	Science Research Associates (SRA)
	October		
	November		
	December		
		J.B. Lippincott Company	District Resources



Student Learning Objective(s) The student is able to spell contractions.

State Goal

1

District Goal

Teacher Concept(s) An apostrophe is used to show where a letter or letters are left out in contractions. (two words combined into one smaller word).

Program Goal

1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
isn't can't she's he's it's I'm you're don't wasn't couldn't didn't won't doesn't aren't haven't	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Unit 21	Open Court Publishing Co. Grade 1 Book 1 2-7,8-11,12-14,69-72, 76-79,92-94 Grade 2 Book 1 17-19 Book 2 62-65 Grade 3 Book 2 74-79
	Houghton Mifflin Company Grade 3 117-120	Science Research Associates (SRA)
	J.B. Lippincott Company Grade 3 58-61	District Resources



Student Learning Objective(s)	<u>The student is able to spell compound words.</u>	State Goal	1
		District Goal	
Teacher Concept(s)	<u>Compound words are two or more words written as one word.</u>	Program Goal	1,3,8

Suggested Word List		Suggested Resources: Spelling Series	
<u>2nd</u>	<u>3rd</u>	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
raincoat	woodpile	Grade 3	Grade 2
houseboat	myself	134-137	Book 2 157-161
railroad	football		Grade 3
rowboat	basketball		Book 1 13-17, 137-141
fireplace			
bedroom			
bathtub			
doghouse			
		Houghton Mifflin Company	Science Research Associates (SRA)
		Grade 3	Grade 3 (B)
		94-97	42 56
		J.B. Lippincott Company	District Resources

83

84

Student Learning Objective(s) <u>The student is able to spell new words formed by adding</u>	State Goal	1
<u>inflected endings: ing, ed, er.</u>	District Goal	
Teacher Concept(s) <u>A root is a word to which a prefix or suffix may be added,</u>	Program Goal	1,3,8

Suggested Word List		Suggested Resources: Spelling Series	
<p><u>2nd</u> (ing)</p> <p>jumping eating meeting reading feeding peeling floating boating hopping skipping running planning rubbing planning getting tapping sitting</p>	<p><u>3rd</u> (ing)</p> <p>taking making hiking riding saving hiding biting baking taking joking pasting shining</p>	<p>Webster-McGraw Hill (Kottmeyer)</p>	<p>Open Court Publishing Co.</p> <p>Grade 1 Throughout books A,B and 1 Grade 2 Book 2 142-144, 152-154</p>
		<p>Houghton Mifflin Company</p>	<p>Science Research Associates (SRA)</p>
<p>(ed)</p> <p>jumped thanked wished lasted folded landed started yelled</p>	<p>(ed)</p> <p>dotted tripped stopped pinned planned traded named wasted</p>	<p>J.B. Lippincott Company</p>	<p>District Resources</p>

88

Student Learning Objective(s) <u>The student is able to spell new words formed by adding</u>	State Goal	1
<u>inflected endings: ing, ed, er.</u>	District Goal	
Teacher Concept(s) _____	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series																	
(continued)	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.																
<table border="0"> <tr> <td><u>2nd</u></td> <td><u>3rd</u></td> </tr> <tr> <td>(ed)</td> <td>(ed)</td> </tr> <tr> <td>called</td> <td>smiled</td> </tr> <tr> <td>needed</td> <td>saved</td> </tr> <tr> <td>planted</td> <td>hoped</td> </tr> <tr> <td></td> <td>liked</td> </tr> <tr> <td></td> <td>tasted</td> </tr> <tr> <td></td> <td>shared</td> </tr> </table>	<u>2nd</u>	<u>3rd</u>	(ed)	(ed)	called	smiled	needed	saved	planted	hoped		liked		tasted		shared		
<u>2nd</u>	<u>3rd</u>																	
(ed)	(ed)																	
called	smiled																	
needed	saved																	
planted	hoped																	
	liked																	
	tasted																	
	shared																	
<table border="0"> <tr> <td>(er)</td> <td>(er)</td> </tr> <tr> <td>runner</td> <td>planner</td> </tr> <tr> <td>shorter</td> <td>taster</td> </tr> <tr> <td>summer</td> <td>sharper</td> </tr> <tr> <td>winter</td> <td>trader</td> </tr> <tr> <td>better</td> <td>baker</td> </tr> <tr> <td>supper</td> <td>joker</td> </tr> </table>	(er)	(er)	runner	planner	shorter	taster	summer	sharper	winter	trader	better	baker	supper	joker	Houghton Mifflin Company	Science Research Associates (SRA)		
(er)	(er)																	
runner	planner																	
shorter	taster																	
summer	sharper																	
winter	trader																	
better	baker																	
supper	joker																	
	J.B. Lippincott Company	District Resources																

Student Learning Objective(s)	The student is able to form new words by adding suffixes to root words (ly, le, ful).	State Goal	1
Teacher Concept(s)	Suffixes are word endings which, when added to the end of root words, make different words.	District Goal	
		Program Goal	1,3,8

Suggested Word List

Suggested Resources: Spelling Series

(ly)	(le)	(ful)
quick	quickly	little
sad	sadly	middle
near	nearly	simple
part	partly	pickle
	puddle	useful
	table	thankful
	kettle	joyful
	able	watchful

Webster-McGraw Hill (Kottmeyer)

Open Court Publishing Co.

Grade 2
(76) Unit 15
Grade 3
80-83, 92-95

Grade 3
Book 1 147-149, 153-160

Houghton Mifflin Company

Science Research Associates (SRA)

Grade 2
136-138

Grade 2 (A)
98-100, 118
Grade 3 (B)
35, 51, 73-75, 118

J.B. Lippincott Company

District Resources

Grade 3
18-21

Student Learning Objective(s) The student is able to spell new words formed by adding State Goal

1
13.8

prefixes to root words. District Goal

Teacher Concept(s) The student knows a prefix is a word part added to the beginning of a root Program Goal
word to form a new word.

Suggested Word List	Suggested Resources: Spelling Series	
<p>prefixes with <u>schwa (a)</u> (un)</p> <p>ago until alone unhappy above unless away unlock about unrest ahead unsettle again untold ahead unwind among unwise</p> <p>(dis) (be)</p> <p>disagree beside discover below discuss because dislike become disclose between</p>	<p>Webster-McGraw Hill (Kottmeyer)</p>	<p>Open Court Publishing Co.</p>
	<p>Houghton Mifflin Company</p>	<p>Science Research Associates (SRA)</p>
	<p>J.B. Lippincott Company</p>	<p>District Resources</p>



Student Learning Objective(s) <u>The student is able to spell words with the au and the aw sound.</u>	State Goal	1
	District Goal	
Teacher Concept(s) <u>The vowel sound /aw/ as in saw and the sound /au/ as in auto is usually spelled with the aw or au. The aw spelling is generally used at the end of words or preceding the consonant n.</u>	Program Goal	1,3,8

Suggested Word List	Suggested Resources: Spelling Series																					
<table border="0"> <tr> <td>(aw)</td> <td>(au)</td> </tr> <tr> <td>raw</td> <td>auto</td> </tr> <tr> <td>jaw</td> <td>autumn</td> </tr> <tr> <td>saw</td> <td>fault</td> </tr> <tr> <td>draw</td> <td>saucer</td> </tr> <tr> <td>yawn</td> <td>cause</td> </tr> <tr> <td>lawn</td> <td>pause</td> </tr> <tr> <td>straw</td> <td>haul</td> </tr> <tr> <td>crawl</td> <td>caught</td> </tr> <tr> <td>dawn</td> <td>taught</td> </tr> </table>	(aw)	(au)	raw	auto	jaw	autumn	saw	fault	draw	saucer	yawn	cause	lawn	pause	straw	haul	crawl	caught	dawn	taught	<p>Webster-McGraw Hill (Kottmeyer)</p> <p>Grade 2 (76) Unit 25</p> <p>Grade 3 (76) Unit 15</p>	<p>Open Court Publishing Co.</p> <p>Grade 1 Book B 85-100</p> <p>Grade 3 Book 2 101-108</p>
(aw)	(au)																					
raw	auto																					
jaw	autumn																					
saw	fault																					
draw	saucer																					
yawn	cause																					
lawn	pause																					
straw	haul																					
crawl	caught																					
dawn	taught																					
	<p>Houghton Mifflin Company</p> <p>Grade 3 48-51</p>	<p>Science Research Associates (SRA)</p> <p>Grade 2 (A) 94-96</p> <p>Grade 3 (B) 43-45</p>																				
<p>99</p>	<p>W.B. Lippincott Company</p> <p>Grade 2 134-137</p>	<p>District Resources</p> <p>94</p>																				

Student Learning Objective(s) The student is able to divide words into syllables.

State Goal

1

District Goal

--

Teacher Concept(s) Words which have vowel-consonant-consonant vowel pattern usually are divided between the consonants. When dividing words into syllables divide between double letters.

Program Goal

1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
mon/key doc/tor lad/der num/ber un/til af/ter sup/pose al/so bal/loon pic/nic	Webster-McGraw Hill (Kottmeyer) Grade 2 (76) Units 33,34 Grade 3 142-145 (76) Units 25,27-36	Open Court Publishing Co. Grade 2 Book 2 145-150
	Houghton Mifflin Company	Science Research Associates (SRA)
	J.E. Lippincott Company Grade 3 141	District Resources

95

96

Student Learning Objective(s) The student is able to spell homonyms.

State Goal

1

District Goal

Teacher Concept(s) Homonyms are words which are pronounced the same but have different meanings and different spellings.

Program Goal

1,3,8

Suggested Word List	Suggested Resources: Spelling Series	
right write hear here die dye hole whole eye I sea see meat meet foul fowl to too two eight ate pair pear rain rein hay hey wait weight	Webster-McGraw Hill (Kottmeyer) Grade 2 128-130 (76) Units 28,29,36 Grade 3 112,119 (76) Units 15,21-24	Open Court Publishing Co. Grade 1 Book A 6 on Book 1 39-43, 50-52,64-66,85-90 95-97,100-102,106-111,117-122,136-139 Grade 2 Book 1 2-4, 25-28
	Houghton Mifflin Company Grade 3 69,70,80,42,43	Science Research Associates (SRA)
	J.B. Lippincott Company	District Resources



Student Learning Objective(s) The student is able to spell words with the f sound using "ph." State Goal

1

District Goal

Teacher Concept(s) The /f/ sound can be spelled "ph."

Program Goal

1,3,8

Suggested Word List

phone
photo
telegraph
photograph
phonograph
nephew
graphic
elephant
graph

Suggested Resources: Spelling Series

Webster-McGraw Hill (Kottmeyer)

Grade 2
(76) Unit 34,35
Grade 3
(76) Units 8,17,23,24,27-29

Open Court Publishing Co.

Grade 1
Book B 121-127
Grade 2
Book 1 5-8
Book 2 115-119,47-54

Houghton Mifflin Company

Grade 3
82-85

Science Research Associates
(SRA)

J.B. Lippincott Company

District Resources

99

100

Student Learning Objective(s)	The student is able to spell words with silent consonants	State Goal	1
	(kn, wr, l, b, gh).	District Goal	
Teacher Concept(s)	Some words have silent consonants.	Program Goal	1,3,8

Suggested Word List					Suggested Resources: Spelling Series	
(kn)	(wr)	(l)	(b)	(gh)	Webster-McGraw Hill (Kottmeyer)	Open Court Publishing Co.
know	wrong	walk	crumb	sigh	Grade 2	Grade 1
knew	wreck	chalk	limb	nigh	(76) Units 24,25	Book B 109-112
knight	wrinkle	talk	numb	might	Grade 3	Book 1 12
knife	wring	half	lamb	night	72-75 (76) Units 8,17,23,24,27-29	Grade 2
knack	wrist	should	climb	tight		Book 1 12-14
knock		would	thumb			Book 2 139-141
		could	comb			Grade 3
						Book 2 158-161
					Houghton Mifflin Company	Science Research Associates (SRA)
						Grade 3 (B)
						97
					J.B. Lippincott Company	District Resources
					Grade 3	
					78-81	

SUGGESTED

SPELLING ACTIVITIES

103

SPELLING ACTIVITIES

SPIN THE BOTTLE

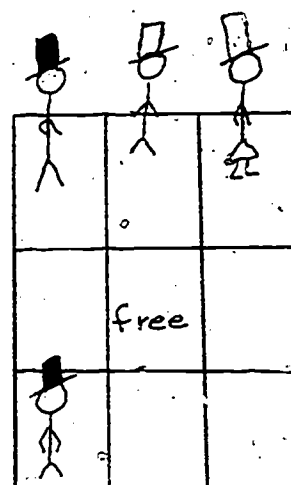
The students sit on the floor in a circle. The leader spins the bottle. The person to whom the bottle points gets to draw a spelling word from a box or envelope. That student pronounces the word and the leader then must spell the word (orally or on a sheet of paper). If the leader spells the word correctly, he/she returns to the circle and the person who drew the word becomes the leader. If the word is spelled incorrectly, the misspelled word is returned to the box or envelope and the same leader spins again.

SYLLABICATION

When working on the number of syllables in a word, have the students put their hands under their chins as they say the word. Their jaws or chins will move as many times as there are syllables in the word, for every time a vowel sound is made, the mouth opens and the jaw moves.

SPELLING BINGO

On the floor mark off a bingo card, or use a group of empty desks or chairs. Divide the class into two groups and give the teams an emblem or a hat of the same color to wear so that team members are identified. The teacher then pronounces the word. One person from the first team either spells the word orally or writes it on the chalkboard. If the word is spelled correctly that person gets to stand (or sit) on the bingo card. The first team to get a bingo is the winner. Misspelled words are given to the opposite team to spell and a player that misspells a word goes to the end of the line and waits for another chance to spell.



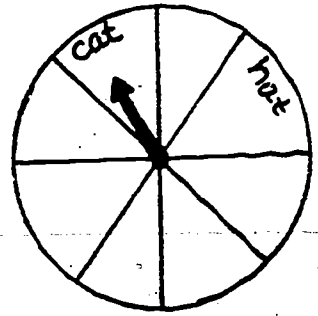
SPELLING RELAY

Divide the class into equal teams. Each team has a box of picture spelling cards. On the GO signal each captain grabs a card from the box and races to the chalkboard. If he/she writes the spelling word correctly, he/she keeps it and returns to the back of the line. If the word is misspelled, the card is put back into the box as the player goes to the back of the line. The first team to spell all of the words correctly wins the relay or the teams with the most correct spellings at the end of an allotted time is the winning team.

SPELLING ACTIVITIES

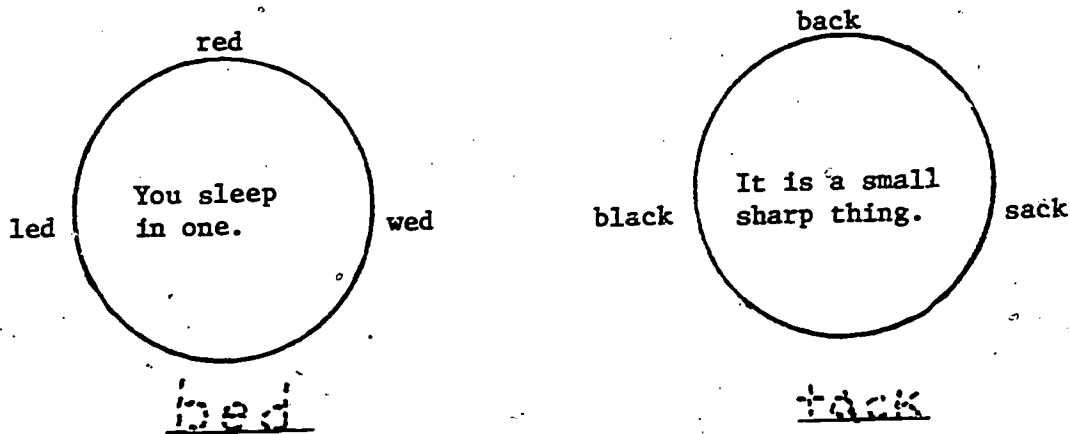
WHEEL OF FORTUNE

Construct a wheel that will spin around like a wheel of fortune. Print your weekly spelling list on the wheel. Make a pointer to designate the word where the wheel stops. Give the students paper and crayons or pencils. Students write a definition, draw a picture or tell the number of syllables in the word. If working with opposites, students will write the word meaning the opposite of the one pointed at. This activity can be used for abbreviations, synonyms, homonyms, etc.



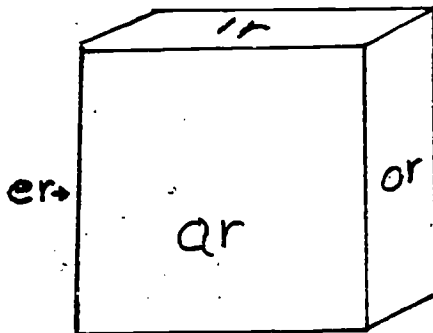
WHAT'S IN THE CIRCLE?

The teacher asks the students to read the sentence in the circle, then the words around the circle. Ask the students to think of a word that is like the other words and fits in the blank below the circle. Students write that word on the line. (This can be a worksheet activity or can be made on laminated tagboard for individual activities.)



DICE

For this activity you can use picture cubes, sponge rubber, folded tagboard, blocks or cube shaped boxes. Write spelling words on the sides of the cubes. Working with a partner, each student rolls the dice. The partner spells the word that comes up.



SPELLING ACTIVITIES

CROSSWORD PUZZLES

Give the students worksheets with crossword puzzles such as the following:

<p>1. In a hurry</p> <table style="margin: 10px auto; border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">r</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">r</td><td style="border: 1px solid black; padding: 2px;">a</td><td style="border: 1px solid black; padding: 2px;">i</td></tr> <tr><td colspan="4" style="border: none;"></td><td style="border: 1px solid black; padding: 2px;">n</td></tr> </table> <p>2. Furry animal</p>	1	r	2	r	a	i					n	<p>1. Makes a number 2. More than one man 3. A chicken</p> <table style="margin: 10px auto; border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 2px;">1.</td><td style="border: 1px solid black; padding: 2px;">i</td><td style="border: 1px solid black; padding: 2px;">e</td><td style="border: 1px solid black; padding: 2px;">n</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">2.</td><td style="border: 1px solid black; padding: 2px;">n</td><td style="border: 1px solid black; padding: 2px;">e</td><td style="border: 1px solid black; padding: 2px;">n</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">3.</td><td style="border: 1px solid black; padding: 2px;">h</td><td style="border: 1px solid black; padding: 2px;">e</td><td style="border: 1px solid black; padding: 2px;">n</td></tr> </table>	1.	i	e	n	2.	n	e	n	3.	h	e	n	<table style="margin: 10px auto; border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 2px;">1.</td><td style="border: 1px solid black; padding: 2px;">a</td><td style="border: 1px solid black; padding: 2px;">c</td><td style="border: 1px solid black; padding: 2px;">o</td><td style="border: 1px solid black; padding: 2px;">o</td><td style="border: 1px solid black; padding: 2px;">l</td></tr> <tr><td colspan="6" style="border: none;"></td><td style="border: 1px solid black; padding: 2px;">a</td><td style="border: 1px solid black; padding: 2px;">r</td><td style="border: 1px solid black; padding: 2px;">n</td></tr> <tr><td colspan="6" style="border: none;"></td><td style="border: 1px solid black; padding: 2px;">n</td><td style="border: 1px solid black; padding: 2px;">o</td><td style="border: 1px solid black; padding: 2px;">t</td></tr> <tr><td colspan="6" style="border: none;"></td><td style="border: 1px solid black; padding: 2px;">n</td><td style="border: 1px solid black; padding: 2px;">e</td><td style="border: 1px solid black; padding: 2px;">a</td></tr> <tr><td colspan="6" style="border: none;"></td><td style="border: 1px solid black; padding: 2px;">f</td><td style="border: 1px solid black; padding: 2px;">u</td><td style="border: 1px solid black; padding: 2px;">r</td></tr> <tr><td colspan="6" style="border: none;"></td><td style="border: 1px solid black; padding: 2px;">r</td><td style="border: 1px solid black; padding: 2px;">y</td><td style="border: 1px solid black; padding: 2px;">a</td></tr> </table> <p>1. Across: air cooler Down: not near</p> <p>2. Across: furry animal</p>	1.	a	c	o	o	l							a	r	n							n	o	t							n	e	a							f	u	r							r	y	a
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TWISTER MAT

The teacher pronounces words which the students try to spell. If the student is correct, he/she is allowed to put a hand or a foot in an open square. The first student on all fours wins.

/ / /	RF	/ / /	RF	/ / /	RH
RH	/ / /	LF	/ / /	LH	/ / /
/ / /	LH	/ / /	RH	/ / /	RF
RF	/ / /	RH	/ / /	LF	/ / /

HIDDEN WORD PUZZLE

Distribute worksheets with the following puzzle to the students. They are to find the hidden words.

T	C	Y	R	C
A	R	Y	R	A
F	A	T	F	T
T	A	Y	R	Y
H	R	Y	R	D

Circle the words:

cry
try
fry
dry

Review words:

cat
fat
hat

106

SPELLING ACTIVITIES

VISUALIZE YOUR SPELLING WORDS IT'S IMPORTANT

Make bulletin boards and display your words in a colorful manner

1. For each month choose a shape (February--heart) and write the spelling words on the hearts. Hang the shapes on a mobile, tree, limb or the like.



2. Construct a clown out of cardboard or heavy tagboard. Make balloons out of colored paper. Write the spelling words on the balloons and put them up with the clown holding them. (You might use real balloons, if possible or practical.)

Variation: Give the students worksheets with the clown already drawn on. The students then make their own balloons and print the spelling words themselves. The students could take the spelling words home.



3. An apple tree could be used for the background and apples made to hold the spelling words.

4. Use a tree outline for a background and display words on leaves that have been cut out.

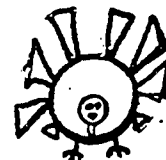
5. Use a goldfish bowl for the background and display the words on goldfish shapes.



6. Construct a large, brightly painted umbrella. Display the words on large rain drops.

7. Cover a large board with black or blue butcher paper. Cut fancy snowflakes and use them to display the spelling words.

8. Construct a large turkey (use the opaque project if you are not an artist). Make feathers out of colored paper and print the spelling words on the feathers.



9. Draw a picture of a chicken sitting on a nest. Make some eggs to go in the nest and put the spelling words on the eggs.

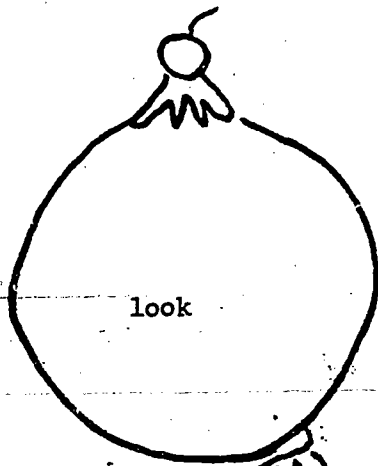
10. Write the spelling words on stars and pin them up or hang them from a wire, a coat hanger or have students make a mobile with the stars, string and small stick.



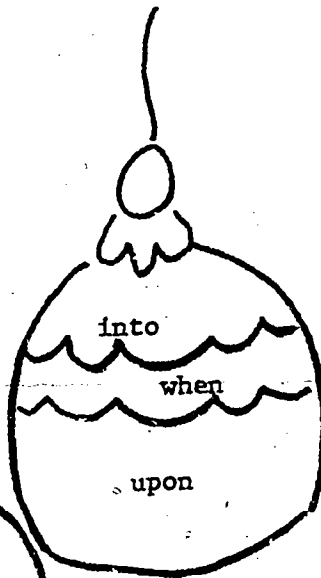
11. At Christmas time, make an outline of Santa's face. Print the spelling words where the nose, mouth, eyes, etc. are. This can be done with a pumpkin at Halloween, heart on Valentine's Day, etc.

SUGGESTIONS FOR AUDIO VISUAL AIDS YOU MIGHT USE:

Cassettes and tapes with head sets; home-made film strips; a typewriter in the classroom; duplicating masters; overhead projectors; magic slates, individual chalkboards (easy to make: get some pressed board and a can of chalkboard paint); sand boxes to write words in; felt boards; tracing paper; card games, wall and picture cards; wall sound cards.



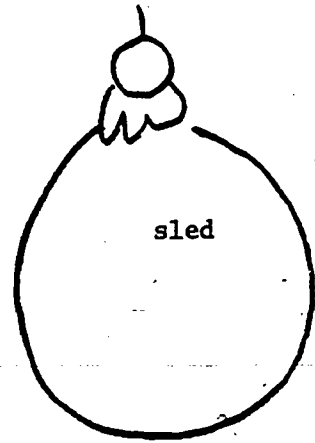
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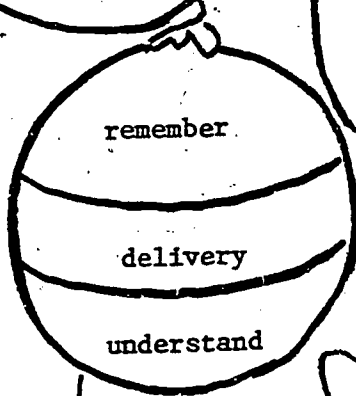
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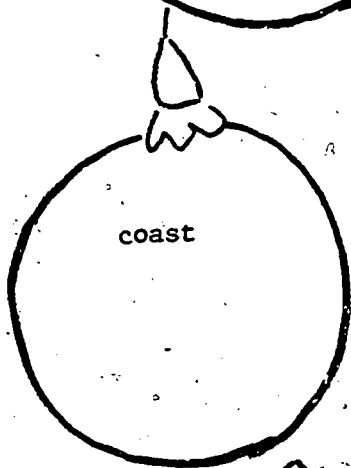
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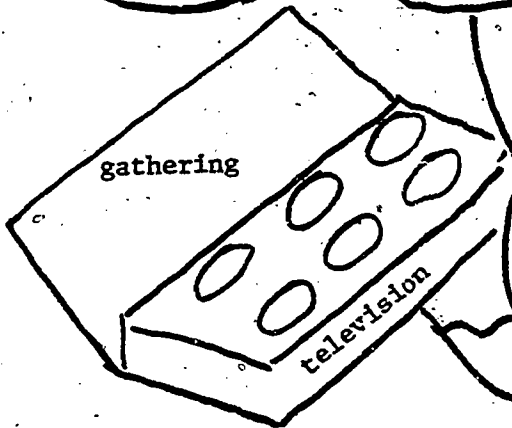
Washington

radio

painting

box

open



gathering

television

SYLLABLES: HOW MANY?

If there is one, color it red.

If there are two, color it green.

If there are three, color it blue.

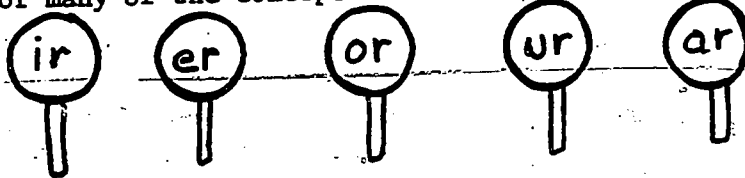
If there are four, color it yellow.

Name: _____

SPELLING ACTIVITIES

LOLLIPOP RESPONSE

For this activity you need five popsicle sticks for each student. Cut colored paper circles (using five different colors) and write the ir, er, ur, or and ar sounds on them. Paste paper circles on the sticks and give each student a set of five. Then say a word with one of the sounds in it, such as "car." The students are to hold up the lollipop representing the correct sound (ar). This activity can be used with the entire class or individuals and can be modified for many of the concepts in this area of spelling.



NEWSPAPER SEARCH

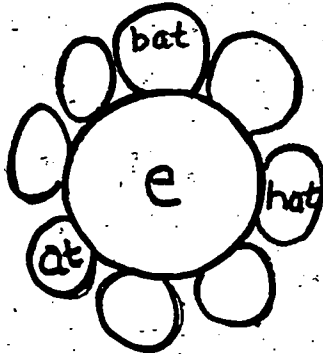
As a weekly activity, give students a page or more of a newspaper. Working in groups or individually, the students look for their spelling words, cut them out and paste them on a sheet of paper. Give the students an allotted amount of time for this activity.

CAREER "ER" OR "OR"

Using the lollipops from Lollipop Response, give the students a word at a time from a list of words designating occupations. The students respond by holding up the lollipop with the correct ending sound written on it. Example: doctor, teacher, carpenter, lawyer, baker, banker, postmaster, janitor, trash collector, gardener, sweeper, painter, manager, waiter, dishwasher, philosopher, professor, etc.

FLOWER WORDS

- Make large flowers with several petals and moveable center.
- Game 1: Add the silent e. Put words on petal of flower and on the center. Turn the flower center to each petal and say the new word. Spell the new word to yourself or to a partner.
- Game 2: Put words on petal and put endings on the center (s, es, ed, ing). Be sure all words on the petal will make a word for each ending added.



SPELLING ACTIVITIES

HOMONYM TREE

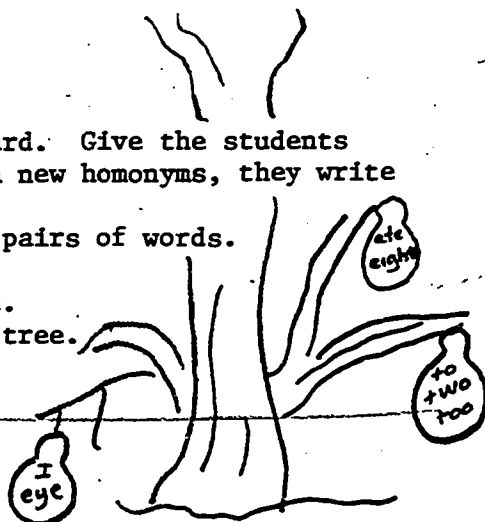
Make a tree (without leaves) to put on the bulletin board. Give the students worksheets with pears drawn on them. As the students learn new homonyms, they write them on a pear and hang them on the tree.

Variations: Have a contest to see who can hang up the most pairs of words.

Make a dictionary of homonyms

Use with rhyming words, synonyms, antonyms, etc.

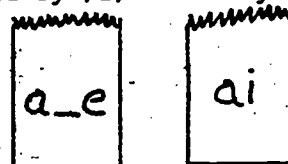
Use a pair of mittens instead of the pears and tree.



WHICH ONE?

Play this game with a good list of spelling words. Take four large shopping bags and write the vowel pattern "ai" on two of them. On the other two write the vowel pattern "a_e." Divide the class into two teams and give each a set of bags (one having "ai" and one with "a_e." When the teacher pronounces the words the students respond with either "ai" or "a_e." If the response is correct the player spells the word, writes it on a piece of paper and puts it in the correct bag for his/her team.

Variation: This activity may be played using any of the long vowel sounds, any two short vowel sounds, any of the words that have vowels influenced by /r/ and many others.



PINWHEELS

Each student makes a pinwheel for this activity. Using a list of words which begin with the "wh" sound and the "w" sound, the teacher reads one word at a time. If the word begins with "wh," the students blow on their pinwheels.

(Prior to the game the teacher should explain that the "wh" is a non-vocal blowing sound and the "w" is a vocal sound. Demonstrate by having students touch their vocal cords while saying "w.")

Variation: Divide the class into teams and award points for correct responses.



SPELLING FROG

Cut a large green frog from heavy paper. Add features and slit at the mouth. Cut a long tongue of a different color and print the spelling words for the lesson on it. Bring the tongue through the slit in the frog's mouth. Assemble the students in a line. The first student pulls out the tongue gradually to expose the spelling words. As they appear the student pronounces the word and the student next in line spells the word. If that student spells the word correctly, he/she becomes the tongue puller and the original tongue puller goes to the end of the line and waits for his/her next turn to be speller.



SPELLING ACTIVITIES

SPELLING RECALL

Divide the class into groups or teams. (How many depends on the amount of chalkboard space you have. The activity may also be done as a pencil and paper activity with groups or individuals.) Put away or cover all lists of spelling words that have been displayed. Give the students a specific time in which to write down as many of their spelling words as possible. The one with the most words spelled correctly wins.

FISHING

For this activity you need 3"x5" cards, a fishing pole (stick), a line (string), paper clips and a magnet. The teacher first writes the spelling words on the cards and attaches a paper clip to each card. The students take turns as fishers, dropping the line into the box of word cards. The fisher reads the word and calls on a classmate to spell the word. If the word is spelled correctly, that student becomes the fisher and the game continues.

TIC TAC TOE SPELLING BEE

Divide the class into two groups. Draw the outlines of two tic tac toe games on the chalkboard. The teacher gives a spelling word to a student in one group. That student must spell the word correctly (either orally or on the chalkboard). If the word is spelled correctly, that student may choose the space on the tic tac toe outline where he/she prints the correctly spelled word. If the word is spelled incorrectly, it is given to the other team. The first team to get three in a row wins. The game continues until everyone has had a turn or until all of the spelling words have been used.

RIDDLE CORNER OR COMMUNICATION CORNER

Reserve a small section of the chalkboard or bulletin board in which you put up a riddle or a series of questions. The answer to the riddle will be one of the spelling words (Example: What is a toy? A game? A good time? A formal dance? Answer: BALL. Another riddle: How can you take two letters from five letters and still have six left? Answer: Take t and y from sixty.)

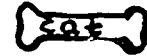
HOMONYM CONCENTRATION

This activity is suitable for small groups of students. Tack 20 envelopes to the bulletin board or to a piece of cardboard. Number the envelopes from 1 to 20. Write homonyms on small cards, one per card. Shuffle the cards and place one card in each envelope, making sure the words do not show. Have a student call out the numbers of two envelopes. Show the word cards from these envelopes. If the two are homonyms, the student keeps the cards. If not, the cards are replaced in the envelopes and another student takes a turn. The student with the most matched cards wins. This game can be played with rhyming words, synonyms, antonyms, similar prefixes or suffixes, etc.

SPELLING ACTIVITIES

SHOW ME

Each student draws an outline of his/her hand on a piece of cardboard or tagboard and cuts out the shape. Then the student places a rubberband around the hand. The hands may be kept in a central spot or in each student's desk. Each week the teacher passes out spelling lists which the students cut into 3"x3" squares. The students place the word squares on their desks. The teacher then says, "I am thinking of a three letter word that means a small, furry pet." The student picks out the word square from his/her collection and places it under the rubberband. Then he/she holds up the hand and "shows" the teacher.



DOG 'N' BONE

Make a doghouse and dog bones out of tagboard. Write the spelling words on the dog bones. Select one student to be the "dog" and have him/her sit facing a corner. Place the bones on the floor behind the "dog," word side down. The teacher then chooses a student from the class who will try to remove a bone without the "dog" hearing him/her. If the "dog" hears the other student, he/she growls and the student must return to his/her desk. If the student gets the bone successfully, he/she says the word, gives the bone to the teacher and spells the word. If the word is spelled correctly, the student puts the bone up on the bulletin board where the doghouse has been placed and gets to be the "dog." If the word is misspelled, the student returns the bone to the "dog" and another student is selected to try. The game continues until all of the bones are spelled correctly.

SPELLING GAME

The teacher puts spelling words on a 3"x5" card. A student is called to the front of the room and the teacher pins a card on the student's back. The student stands with his/her back to the rest of the class. The class gives clues to the student to help him/her guess the word on his/her back. The clues may be word meanings or phonetic clues. When the student figures out what the word is, he/she must spell the word before sitting down. The game proceeds until all the students have had a turn.

BASKETBALL SPELLING

Write the spelling words on 3"x5" cards and put an equal number of cards in three wastebaskets (or similar receptacle). Set the baskets in a row behind a line you have drawn. Divide the class into three teams and have each team line up with the baskets. Give each team a foam ball or ping-pong ball. The first student in each line gets three attempts to make a basket. If the student makes the basket, he/she takes a card from the basket and pronounces it for the student next in line. If that student spells the word correctly, he/she gets to take a shot. If the word is misspelled, both players go the end of the line and the word card is returned to the basket. The first team to have an empty basket wins.

SPELLING ACTIVITIES

FIND A PARTNER

Students get practice in recognizing root words and affixes when they play "Find a Partner." The game can be played with the entire class, small groups or with partners. Cut a number of similar shapes from sturdy paper and draw jagged lines on the shapes. Write the root word on one side of the line and the prefix on the other side. You can use the reverse side for suffixes and root words. Give each player half a shape. Select one student to begin the game. He/she asks, "Who can join me? My part is _____." If another student thinks his/her part will form a word, he/she pronounces the complete word. If the two parts fit the student knows he/she is correct. You may also require him/her to spell the word. This game may be adapted to syllables, vowel spellings, etc.



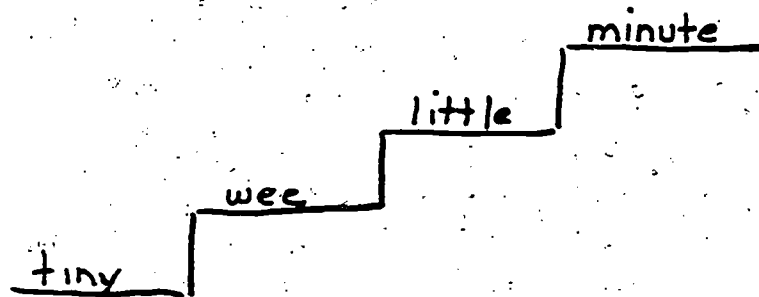
IRREGULAR SPELLINGS

Cut out a skunk or Snurk (Webster/McGraw-Hill '76) and place it on the bulletin board under the title "STINKER WORDS" or "SNURK WORDS." Using black and white alternately as background colors, put up the alphabet. Then, as sight words (stinker words, snurks, unusual or irregular spellings) occur, write them on tagboard and put them up in alphabetical order. Students may be allowed to put them up in the proper place. This may also be made into individual dictionaries for students to keep at their desks for reference.

A	B because	C	D does	E	F
G gone	H	I island	J	K	L love

SYNONYM STAIRS

Draw a stairstep line on the board or with teams of students using worksheets. Give the group or class a word which has many possible synonyms. The object is to write as many synonyms to extend the stairsteps.



SUGGESTED PROCEDURES FOR:

- . Record keeping
- . Evaluating
- . Monitoring

FIRST GRADE SPELLING CONCEPTS											
											SHORT VOWELS
											FINAL SILENT E
											LONG A
											LONG E
											LONG I
											LONG O
											HARD G
											HARD C
											HARD K
											SH
											TH
											WH
											CH/TCH
											IRREGULAR SPELLINGS
											ROOT WORDS
											PLURALS S OR ES

This is a sample scoring sheet using individual test scores tabulated in percentages based on the number of right answers as well as using 100% as a perfect score. This requires time for recording but gives a quick view of spelling concepts that need further attention.

This form could be used for a first grade mastery and second grade pre-testing scoring device.

											THIRD GRADE SPELLING CONCEPTS	
ALICE												PH/F/
BLAKE												SUFFIXES MAKING NEW WORDS
BOBBY												AU/AW
BONNIE												SYLLABLES (DIVISION OF)
CANDY												HOMONYMS
ELLEN												UNUSUAL PLURALS
ELAINE												/I/ SOUND SPELLED LE
FRANK												LONG E SPELLED IE
JAMES												APOSTROPHE (POSSESSIVES)
KELLY												APOSTROPHE (CONTRACTIONS)
PATRY												SYNONYMS (SIMILAR MEANINGS)
RANDY												ANTONYMS (OPPOSITE MEANINGS)
ROSE												COMPOUND WORDS
SAM												ABBREVIATIONS
WILLY												PREFIXES
												PRONUNCIATION

This is a sample scoring sheet for use with the third grade concepts to be introduced. It is recommended that a third grade teacher have one of these sheets to use as the second grade sheet and possibly the first grade concept sheet.

SELF EVALUATION FOR SPELLING TEACHERS

1. Are you enthusiastic about teaching spelling?
2. Have you evaluated the materials you use for spelling?
Are they satisfactory?
3. Do the students understand the importance of learning to spell?
4. Do your procedures invite and motivate learning?
5. Can students see and hear the words they study?
6. Are the words pronounced correctly by teacher and students?
7. Do the students write legibly?
8. Do the students correctly associate sounds with symbols and symbols with sounds?
9. Is sufficient time allotted for the study of spelling?
10. Is the study time properly used? Does each student study the words he/she needs to learn?
11. Are the tests properly administered? Are students attentive? Do they have time to write the words of the tests?
12. Are the pre-tests, final tests, and review tests properly corrected?
13. Does each student understand that he/she should study the words misspelled in each test?
14. Does each student use an effective method of learning to spell words he/she missed in the tests?
15. Do students understand the meaning of the words they study?
16. Do students use in writing the words they learn to spell?
17. Do the students misspell words in written work that they spell correctly in the spelling tests?
18. Does each student correct the spelling mistakes in his/her own work?
19. Is each student improving in his/her spelling and in writing?
20. Does each student keep a record of achievement and improvement (perhaps on a progress chart)?
21. Does each student keep a list of hard words?
22. Does each student keep a record of new and interesting words?

SPELLING ATTITUDE SURVEY

1. Do you like spelling?



Yes



Sometimes



No

2. Do you think you are a good speller?



Yes



Sometimes



No

3. When you can't spell a word what do you do? (Check as many as you wish.)

- . Look it up in the dictionary _____
- . Ask the teacher _____
- . Ask a friend or someone else _____
- . Look at your own word list _____
- . Guess at the spelling _____

4. Check those items below that you think would help you with your spelling.

- . Work hard in spelling class _____
- . Study spelling in your spare time _____
- . Ask a friend to help you _____
- . Proofread your own list of words you need to use and learn _____
- . Check with the dictionary _____
- . Use your best handwriting _____

5. The reason we learn to spell is (check one):

___ To spell as many words as possible on the spelling test

___ To be able to write so others can understand what you have to say.

6. Do you like spelling class?



Yes



Sometimes



No

7. Do you think spelling is hard?



Yes



Sometimes



No

Spelling Attitude Survey
Page Two

8. Do you think spelling is important?
Yes _____ No _____
9. Can you think of some ways spelling could help you at this time in your life?
10. Can you think of some ways spelling could help you later on in life?
11. What suggestions do you have for making spelling more interesting?
-

SPELLING MONITORING

1. Correct spelling is important in written communication. Therefore, a valid test of spelling ability is one which measures the ability of the student to write words correctly in context, or to proofread for spelling errors in his/her own or another student's written work. For this reason, written tests in spelling are recommended rather than oral tests.
2. Teacher-made and student-made tests are used in many classrooms. The classroom teacher can determine the approximate spelling ability of the students through informal tests such as these.
3. Another method by which the student's ability to spell words in context may be tested involves dictation of paragraphs or sentences containing the spelling words. Construct a simple paragraph or sentence using the words to be included in the test, and then dictate the paragraph to the students. In scoring this type of test, score only those words which are included in the original test list.
4. A method of monitoring is observation of the student's ability to relate spelling knowledge to other subject areas, e.g., mathematics, science.
5. A student's adaptability of spelling skills during specific activities, either group or individual, written or oral, is a tool for monitoring.
6. Listening to a student's speech while checking for correct pronunciation of spelling words is a method of monitoring.
7. Evaluation of a student's ability to relate spelling knowledge to exercises involving the dictionary, capitalization, punctuation, handwriting, and creative writing, is a monitoring device.
8. Another method of monitoring is observed through the student's attitude shown in his/her actions during an actual spelling lesson and daily application in all areas.
9. Other monitoring tools are daily, weekly and quarterly tests, both pre-test and post-tests.