

## Introduction

Spelling is recognized as being an important, basic, language skill that children need to master in order to become effective communicators. Every effort should be made to make beginning experiences with spelling enjoyable and successful. Since rhyming is an important part of learning to spell in the early grades, providing a variety of experiences with rhyming words through nursery rhymes, poetry and songs is highly recommended. Also, before beginning the exercises in this book, your child should have a good grasp of consonant sounds (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z) and know how to form the letters of the alphabet independently. This will maximize chances of success and minimize frustration.

An adult should be available to help with the reading and explanation of the short, simple instructions contained in each lesson. After a lesson is completed and marked, you may wish to test your child's ability to spell the list words that have been studied. Dictation pages are provided starting on page 33.

Below is a suggested study schedule.

Day 1-Complete the first page of the lesson.

Day 2-Complete half of the second page of the lesson.

Day 3-Complete the rest of the second page.

Day 4-Play spelling games using the list words. (See suggested games below.)

Day 5-Give a spelling dictation. Ask your child to make corrections to misspelled words.

The time spent on written exercises should be short (no longer than 15 or 20 minutes). If your child is tired, postpone the lesson or do fewer questions.

Remember, becoming a good speller takes time. Patience is important!

Each lesson in this book contains a list of eight words. The words from each lesson are printed in large format at the back of the book for your convenience. These words can be cut out and glued onto thin cardboard, construction paper or other similar material to make flash cards. The flash cards for each lesson may be stored in separate envelopes or held together with elastic bands. Since games are an interesting and useful way of reinforcing spelling vocabulary, the instructions for three spelling games that your child might enjoy playing, are listed below.

### Missing Word Game

Place the eight flash cards from one spelling lesson in a column, one under the other. Ask your child to read all the words out loud. After your child hides his/her eyes, remove one spelling word. When your child opens his/her eyes, have him/her look at the remaining words and try to guess which word is missing. Then, have him/her spell the missing word.



Three guesses may be given. The word taken is always returned to the list before a new word is removed. To make the game more challenging, rearrange the words after removing one list word.

### Fishing Game

Take a ruler or a pencil and tie a piece of string to one end. Take a small magnet and tie it to the other end of the string. You now have a “fishing rod”. Next, take some coloured paper (use the same colour for each word in the lesson) and cut out the shape of a simple fish. Print one word from the lesson on each fish. You may wish to make two or three fish for each word. Place a metal paper clip on each fish where the mouth is. Place all the fish in a container (a pail or shoebox works nicely). The child uses the fishing rod to “catch” a fish. When a fish is “caught”, the child must read the word then spell it out loud correctly.

To vary this game, when you print the words on the fish, leave out one of the letters and have the child spell the whole word, filling in the missing letter. (fi\_h).

### Word Match

Make two cards (photocopy or print by hand) for each list word. Mix the cards up and place a number from 1 to 16 on the back of each card. Make sure to use each number only once. Place the cards in order on a table with the number side facing up. Place four cards in each row. You will have four rows of cards. The player turns two cards over to expose the words. The words are read aloud. If the words turn out to be the same, the player has a “match” and must cover the word and spell it correctly. Once done, the cards are set aside and belong to the player. If the player fails to make a match or to spell the word correctly, the cards are placed back on the table, in their original positions, with the number side facing up. The game continues until all cards are matched and removed.

To make the game more interesting, when your child turns over a matching pair of words and spells the word correctly, ask him/her to spell a word that rhymes with the word pair that was turned over. You can add variety to this game by making up rules of your own.

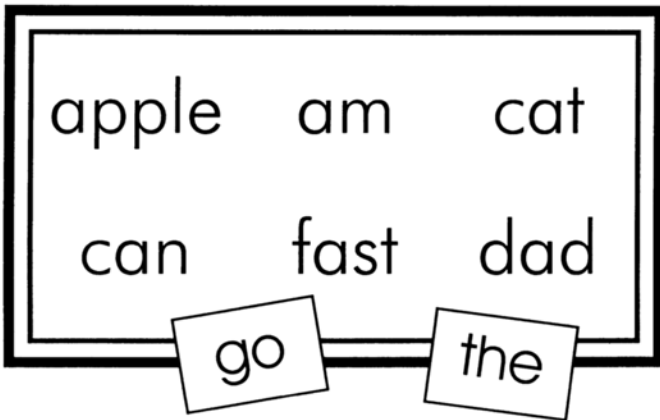


# Lesson One



Most of the words in the list have the sound of the letter "a" that you hear in the word "apple".

Print each list word.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

① Print **cat**. Print the words that rhyme with cat.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

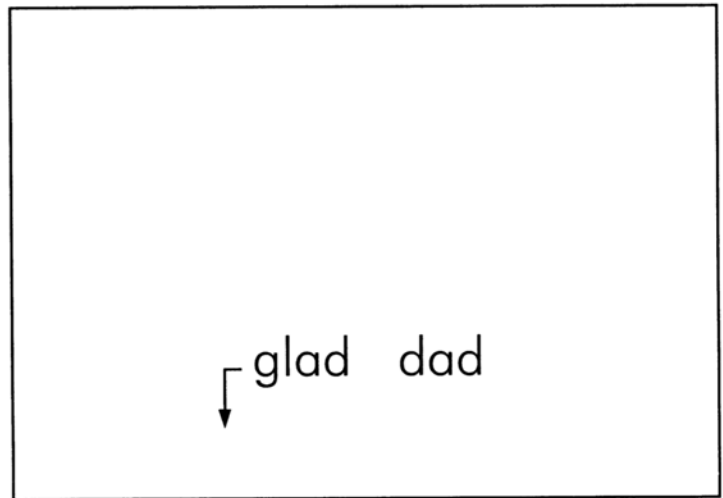
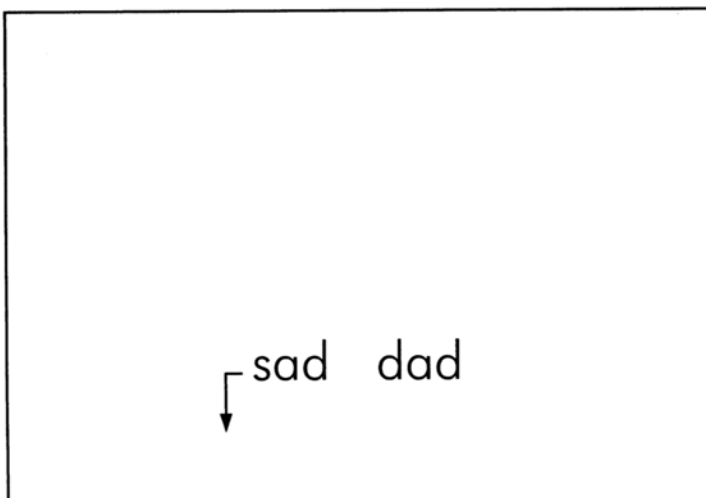


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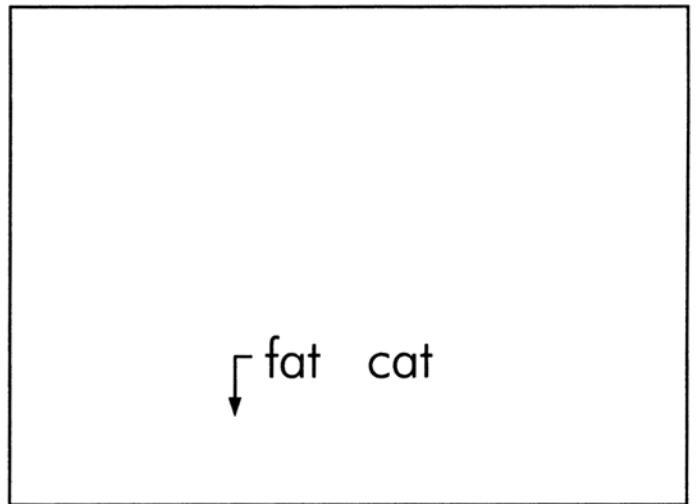
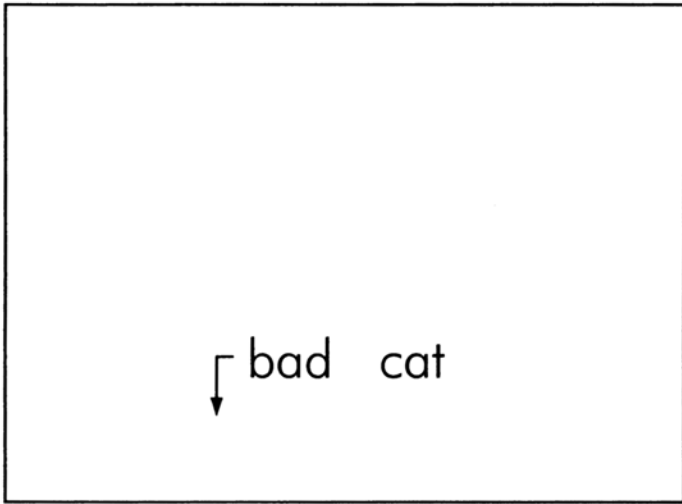
② Use the letters **m, b, s, p, gl** to make words that rhyme with dad.

mad \_\_\_\_\_

③ Print the words and make the pictures.



④ Print the words and make the pictures.



⑤ Print the missing letters for .

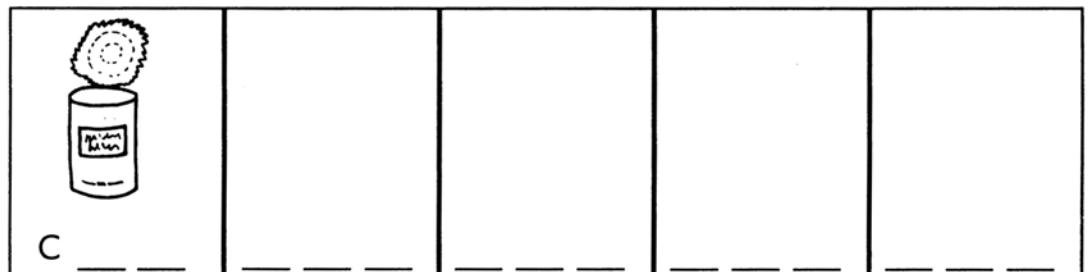
a   le

a p p l

p p  e

a p   e

⑥ Print **can**. Print the words that rhyme with can. Use the letters **f, r, m, p**. Make a picture for each word.



⑦ Print the sentences and make the pictures.

