

# Introduction

## **Who was this book written for?**

This book was written primarily for students in **grades two** and **three**. Students of above average ability in mid to late grade two will benefit from the approach used in this book, which is based upon sound theories of spelling, used by experienced teachers for many years.

For students of average ability in grade three, this book will serve as a very good review of some of the important principles of spelling. For many students in grade three who are having difficulty in reading and/or spelling, this book will serve as an excellent remedial aid that will assist them in building the skills necessary to become good readers/spellers.

Many students who are in grades three, four, five or six, who are just learning to read, write, and speak English, will find this book helpful in their quest to learn the language.

## **Why was this book written?**

This book was written because some parents are unhappy that their children are not spelling at what they consider to be a satisfactory level. Some parents may want to provide spelling instruction at home because their children may not yet be taking part in a formalized spelling program at school. Some parents simply want to supplement the spelling instruction that their children are already receiving in class.

## **Who wrote this book?**

This book was written by a career teacher, who, as of June 1997, completed his twenty-fifth year of teaching elementary school with the Toronto Board of Education.

The author is a graduate of the University of Toronto and the Toronto Teachers' College. He has spent a great deal of time designing programs and materials to help his students be the best that they can be.

## **How should this book be used?**

This book should be used by parents to help their children at home. It is important that a parent sit with his/her child to provide help with reading the instructions where necessary. If possible, the same time each evening, five or six times per week, should be set aside for instruction. A quiet comfortable location in the home helps with concentration. The schedule below is recommended for use with this book, with sessions lasting approximately fifteen to twenty minutes. Please note however, that because of wide ranges in



ability and concentration levels, some students may finish the work in as little as five or ten minutes, while others may take thirty minutes or more. If your child finishes his/her work quickly, you may wish to assign more than the following schedule recommends, and less if your child takes longer or shows signs of frustration.

## Schedule

### Day One

Have your child read over each of the words in the word list, paying close attention to the focus of each lesson, (long a, short a, consonant blends etc.) which is found directly below each word list. Provide your child with a spelling notebook, and have them write out the words in the word list two times each. Check their work for accuracy when they have finished and have them write out any misspelled words.

### Day Two

Have your child complete all of the questions in Exercise A, writing the answers in the spaces provided in the book, and then mark their work. Have them correct any mistakes which they have made.

### Day Three

Have your child complete all of the questions in Exercise B, following the procedure outlined in day two.

### Day Four

Have your child complete all of the questions in Exercise C, following the procedure outlined in day two.

### Day Five

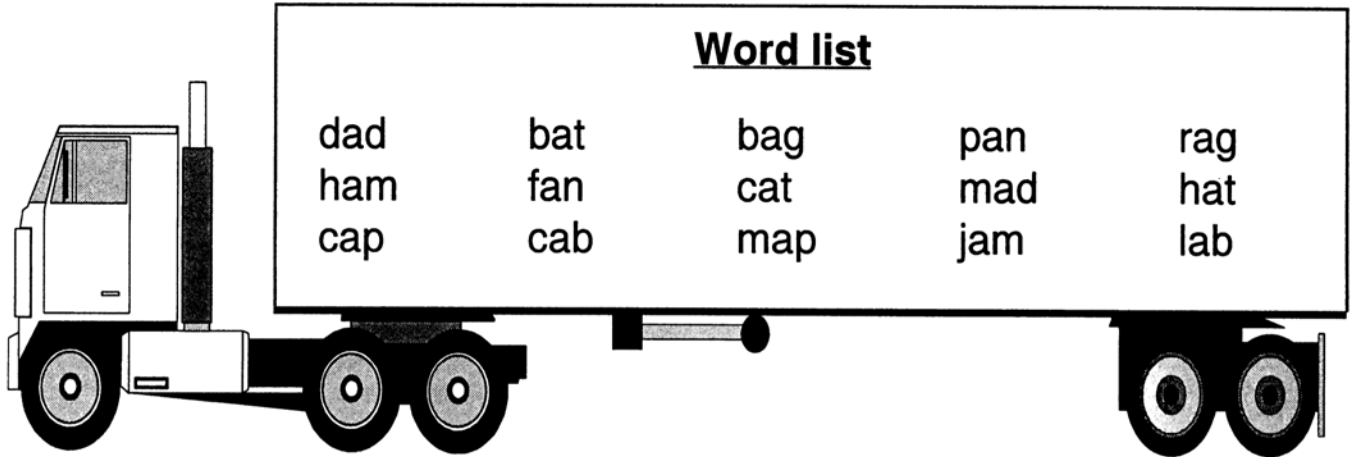
Give your child a dictation in the notebook which you have provided, making sure to start on a fresh page, where no other words are visible. To give a dictation, take the words from the word list, in random order, and do it like this:

**Parent says** - “The first word is **dog**. The **dog** ran down the street - **dog**. Now carefully write the word **dog**.” The child now writes the word **dog** in his/her notebook. After all of the words have been written, the parent corrects them and the score is placed in the space provided. The same procedure should be followed for all of the lessons in the book.

**Becoming a good speller is not an overnight process.  
Patience is important!**



# Lesson One



The *short* sound of the letter **a** is heard in the word **apple**. Read the words in the list and say the letter **a** the same way it sounds in the word **apple**.

## Exercise A

1- Choose a word from the Word List on the truck that fits the meaning of each word or phrase below and write it in the blank.

- |                     |                                       |
|---------------------|---------------------------------------|
| (a) father - _____  | (e) you play baseball with it - _____ |
| (b) meat - _____    | (f) you carry things in it - _____    |
| (c) a cloth - _____ | (g) something sweet - _____           |
| (d) a pet - _____   | (h) it keeps you cool - _____         |

Words that are *plural* mean more than one.

**CAT - CATS**

The word **CATS** is *plural* because it means more than one.

2- Make the following words *plural* by adding the letter “s” to the end of each of them. Write your new words in the blanks.

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) dad - _____ | (e) hat - _____ | (i) map - _____ |
| (b) ham - _____ | (f) lab - _____ | (j) jam - _____ |
| (c) cap - _____ | (g) bag - _____ | (k) pan - _____ |
| (d) rag - _____ | (h) cat - _____ | (l) bat - _____ |

3- Place the following words in alphabetical order - *hat, dad, bat, cab, fan*

- (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

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



## Exercise B

1- Rhyming words - find words in the list that rhyme with each of the following and write them in the blanks.

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) ram - _____ | (d) jab - _____ | (g) lap - _____ |
| (b) bad - _____ | (e) mat - _____ | (h) sat - _____ |
| (c) ran - _____ | (f) gag - _____ | (i) sag - _____ |

2- Make rhyming words for the following using the letters in the brackets.  
Example - cap - (g,l,m) gap lap map

- |                   |       |       |
|-------------------|-------|-------|
| (a) ham - (S,y,r) | _____ | _____ |
| (b) dad - (p,s,h) | _____ | _____ |
| (c) bag - (w,t,n) | _____ | _____ |
| (d) bat - (s,m,r) | _____ | _____ |

## Exercise C

### Find a word puzzle

1- See if you can find all of the words from the word list in the puzzle.

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

2- Here are some new *short a* words. See if you can think of some of your own *short a* words and write them in the blanks below.

lamp

band

cast

flat

\_\_\_\_\_

