

Introduction

Who was this book written for?

This book was written primarily for students in **grades three** and **four**, but in certain instances, its use would prove to be very beneficial for students in **grades five** and **six**.

Students of **above average ability**, in **mid to late grade three** 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 four**, this book will serve as a very good review of some of the important principles of spelling, as well as an introduction to fundamentals which are not usually covered formally in the primary grades.

Students in **grades five** or **six**, who need to **review basic fundamentals** in spelling, **or are just learning to read, write, and speak English**, and who have already completed the first spelling book in this series, will find this book helpful in their quest to become good spellers.

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, four or five 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

Give your child a dictation in the space provided at the back of the workbook in the section entitled "Dictation Pages". 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**. After all of the words have been written, the parent corrects them and the score is placed in the space provided on the page. 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!**



1

Lesson One

List Words

stand	flash	hand	plant
chat	trap	ask	tap
clamp	camp	bat	blast
crab	tan	flap	clap
wag	snap	crash	stamp

A All of the words in this lesson are **short a** words. The letter **a** in each of them sounds like the **a** in **apple** and **candy**.

1 Match the words on the computer screen with the correct meanings below.

(a) You do it when you sing O'Canada.

(b) It has a very hard shell.

(c) It is used to catch an animal.

(d) To talk to someone.



2 Change the vowel in each of the following list words to another vowel, and make a new word. Do it like this: **bag - big**



tan	-	_____
clamp	-	_____
crab	-	_____
wag	-	_____
flash	-	_____
stamp	-	_____

crash	-	_____
flap	-	_____
bat	-	_____
tap	-	_____
clap	-	_____
trap	-	_____



B Words that have a *short vowel* in the middle, followed by just *one consonant*, usually *double that consonant* when the endings "ed" or "ing" are added. Example: fan - fanned, fanning

1 Add the endings "ed" and "ing" to the following words.

sag	-	<u>sagged</u>	-	<u>sagging</u>
fan	-	_____	-	_____
flap	-	_____	-	_____
snap	-	_____	-	_____
slap	-	_____	-	_____
chat	-	_____	-	_____

 * **Word Scramble** *
 * Unscramble the *
 * following list words. *
 * Place the answers in *
 * the box below. *
 * (a)ant (b)brac (c)abt *
 * (d)harsc (e)pmsat *

2 Add the endings "ed" and "ing" to the following words, do not change the root word. Example: cash - cashed, cashing

camp	-	<u>camped</u>	-	<u>camping</u>
plant	-	_____	-	_____
brand	-	_____	-	_____
slant	-	_____	-	_____
band	-	_____	-	_____
sand	-	_____	-	_____

 * **Answers** *
 * (a) _____ *
 * (b) _____ *
 * (c) _____ *
 * (d) _____ *
 * (e) _____ *

3 Word Puzzle

Solve the puzzle by choosing words from the list that match the clues below. Place one letter in each blank, and if you do it correctly the letters in the box will spell a word which is something that grows, inside or outside.

- (a) You get water from it.
- (b) To move a wing or arm up and down.
- (c) You need it to mail a letter.
- (d) A noise made with your finger and thumb.
- (e) A flying mammal.

