

Introduction

Who was this book written for?

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

Students of **above average ability**, in **mid to late grade four** 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 five**, this book will serve as a very good review of some of the important principles of spelling. Students in **grades six** or **seven**, 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 and/or second 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/Teacher 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/teacher 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!



List Words

grasp	mast	clamp	pelting	vending
trash	stamp	prank	Edmonton	fresh
grant	clasp	blend	pester	slept
chant	crafty	check	tremble	shed
drab	cramp	bench	slender	spend

A

Short "a" and Short "e" words

Short a and **short e** words are reviewed in this lesson.

The **short a** sound is heard in the words **apple** and **ant**.

The **short e** sound is heard in the words **Ed** and **end**.

1 Use each of the following list words in a sentence.

- (a) trash - _____
- (b) prank - _____
- (c) stamp - _____
- (d) bench - _____
- (e) slept - _____

2 Choose the correct list words and write them beside the meanings below.

- (a) the opposite of stale - _____
- (b) opposite of colourful - _____
- (c) slim, skinny - _____
- (d) tightness in a muscle - _____
- (e) selling - _____
- (f) a joke - _____
- (g) a Canadian city - _____
- (h) to bother - _____

3 Unscramble the following list words.

- (a) sprag - _____
- (b) frytac - _____
- (c) stam - _____
- (d) splac - _____



B

1 Use the clues to find the list words and write them in the blanks.

(a) Find four words that contain a small word that means the opposite of **begin**:

_____, _____, _____, _____.

(b) Find two words that contain the name of a type of insect:

_____, _____.

(c) Find one word that contains the small word that tells what is left over when wood is burned in a fireplace: _____.

(d) Find one word that contains the small word for a type of vehicle that floats and is made of logs that are tied together: _____.

2 Place the following groups of words in alphabetical order.

(a) stamp, check, clamp, drab, fresh

_____, _____, _____, _____, _____.

(b) shed, chant, bench, tremble, pelting

_____, _____, _____, _____, _____.

(c) grasp, blend, pester, Edmonton, vending

_____, _____, _____, _____, _____.

(d) trash, grant, slender, cramp, mast

_____, _____, _____, _____, _____.

3 Choose words from the list that will make sense in the sentences below.

(a) The teacher asked John to empty the _____.

(b) Mr. Smith ordered a new _____ machine for his store.

(c) Mother will not buy frozen strawberries because they do not taste as nice as _____ ones.

(d) Captain Hook is a very sly and _____ pirate.

(e) The children gathered around the campfire and began to _____ the words to their favourite song.

(f) Father had to use a _____ to hold the two pieces of wood together.

(g) The little dog was so cold that it began to _____.

(h) Father kept his gardening tools in the little _____ in our backyard.

(i) The natives gathered around the crocodile and began _____ it with stones.

