

Generalization

- When a short vowel sound is followed by a consonant sound, it is usually represented by one vowel and one consonant. This is called a closed syllable.

CD Materials and Preparation

- List 1 Word Families
- Letter to Parents
- Learn to Spell a Word Chart
- Forms: Pretest, Practice Test, Final Test (optional)
- Alternate Final Test List 1 (optional for teacher)

Day 1

Pretest

- You may direct students to write on paper, an electronic device, or an erasable board.

List and Context Sentences

Word Family 1

- bit He **bit** the ripe red apple.
- hit I hope he will **hit** the ball.
- sit Dan will **sit** in the back seat.

Word Family 2

- fin I could see the dolphin's **fin** above the waves.
- sin God calls the wrong things that we do **sin**.
- win I hope our team will **win** the game today.

Word Family 3

- net He **hit** the ball over the **net**.
- set Ashley will **set** the table for dinner.
- wet The **wet** dog shook water on me.

Memory Word

- here Come over **here** to get your ice cream.

Procedure

- Begin the pretest by telling the students that the first three words are from the same word family. Pronounce the first word and ask the students to listen carefully to its beginning, middle, and ending sounds.
- Use the word in a sentence, repeat the word, and then instruct the students to write it.
- Write the word for display, pronouncing it distinctly.
- Ask each student to compare his spelling of the word with the spelling on display. If he made mistakes, ask him to write the word again correctly.
- Lead the students in saying the word aloud. Explain that each of the next two words ends the same way but has a different beginning letter.

Add a vowel to complete each spelling word pictured.



w e _ t



n e _ t

Word Families

bit

hit

sit

fin

sin

win

net

set

wet



w i _ n



s i _ t



h i _ t



b i _ t

Memory Word

Use the Memory Word to complete the sentence.

here

Buddy sat **here** .

2 • List 1

This worktext is designed to be completed with teacher guidance. Pages are not intended to be removed.

Spelling 1

- Proceed with the second and third words. After the entire word family is given and corrected, allow volunteers to tell again how the words are alike. (Example: They all belong to the *_it* family or end with *it*.)
- Follow the same procedure with the other two word families.

Memory Word: here

Each spelling list has a Memory Word. A Memory Word can be hard to remember because it is not spelled the way it sounds. You must memorize it.

- Write the word *here* for display. The word *here* means "in this place."
- Point to each letter.
- Write the letter *r* here in this place between the two *e*'s.
- Direct the students to write the Memory Word on their pretests.
- Ask the students to trace the word in the air or with their fingers or pencils on their pretests.
- Send home Letter to Parents, Learn to Spell a Word Chart, and List 1 Word Families.

Day 2

Word Study: Worktext page 2

- Allow volunteers to read each word family on List 1.
- Direct the students to point to the words as you lead them in reading the words aloud.

Sin brings death, but God's gift is eternal life.

Illustration from Romans 6:23

Write the spelling words that rhyme with the word below each picture.



kit



pin



jet

bit

fin

net

hit

sin

set

sit

win

wet

Draw a line from each sentence to the correct picture.

Its fin is big.

Sit here.



Spelling 1

List 1 • 3

9. here I will wait **here** for you.
10. sin It is a **sin** to disobey God.

- Follow the steps for dictating a sentence to help the students visualize the dictation sentence and improve concentration skills.

Ed is here.

Dictating a Sentence

1. Instruct the students to put their pencils down and to listen carefully to remember exactly what you say.
2. Tell the students that you will say the sentence two times. Say the sentence twice, slowly.
3. Ask the students to say the sentence with you one time.
4. Direct the students to write the sentence.
5. Repeat the sentence again about halfway through the writing time. Pause again until all students have finished writing.
6. Direct the students to read their sentences carefully as you repeat the sentence one more time. For the first few lessons, give tips about checking for capitals and end punctuation.

Day 4

Word Study: Worktext page 3

- Read the Bible truth aloud. [Romans 6:23]

All the bad things we do are called sin. Jesus died on the cross to pay the price of our sins so that we can live forever with the Lord.

- Point out the purple spelling word in the Bible truth.
- Read aloud the directions at the top of the page.
Which spelling words rhyme with *kit*? bit, hit, sit
- Direct the students to write the words in the first column.
- Follow a similar procedure with the remaining word families.
- Guide completion of the worktext page.

Guided Study Time

- Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce spelling skills.

Day 5

Final Test

- Administer the final test. Pronounce the word, use it in a sentence, and then repeat the word. Allow time to proofread.
- Follow the procedure for dictating a sentence.
Ed is here.

The same dictation sentence is used in List 1 for the practice and final tests.

- Draw attention to the directions as you read them aloud.
Which vowel would complete the spelling of *wet*? e
- Direct the students to complete the spelling.
- Follow a similar procedure with the remaining words.
- Call attention to the Memory Word as you review its meaning and spelling.

Guided Study Time

- Introduce the students to the Learn to Spell a Word study method located on Worktext page 1. A reproducible version is available on the Teacher's Toolkit CD.

Day 3

Practice Test

- Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.

1. wet My umbrella is **wet**.
2. win We can **win** this game.
3. bit Liam **bit** the red strawberry.
4. sit My dog learned to **sit**.
5. net I caught the fish in the **net**.
6. hit Did you **hit** the piñata?
7. fin That fish has a blue **fin**.
8. set James will **set** up the game on the floor.

Generalization

- When a short vowel sound is followed by a consonant sound, it is usually represented by one vowel and one consonant. This is called a closed syllable.

CD Materials and Preparation

- List 2 Word Families
- Forms: Pretest, Practice Test, Final Test (optional)
- Alternate Final Test List 2 (optional for teacher)
- Alphabet cards *s, g, m, v* or those letters written for display

Day 1

Pretest

- You may direct students to write on paper, an electronic device, or an erasable board.

List and Context Sentences

Word Family 1

- did What **did** you eat for breakfast?
- hid He **hid** the gift from his sister.
- kid A baby goat is called a **kid**.

Word Family 2

- cap He wore his **cap** to the game.
- nap It is time for the baby to take a **nap**.
- tap That music makes me want to **tap** my feet.

Word Family 3

- den The bear hibernates in a **den** all winter.
- hen The **hen** taught her chicks to scratch for food.
- pen He wrote his name with a **pen**.

Memory Word

- the She took **the** bread out of the oven.

Procedure

- Begin the pretest by telling the students that the first three words are from the same word family. Pronounce the first word and ask the students to listen carefully to its beginning, middle, and ending sounds.
- Use the word in a sentence, repeat the word, and then instruct the students to write it.
- Write the word for display, pronouncing it distinctly.
- Ask each student to compare his spelling of the word with the spelling on display. If he made mistakes, ask him to write the word again correctly.
- Lead the students in saying the word aloud. Explain that each of the next two words ends the same way but has a dif-

Words to Master

Write the spelling words under the correct vowel.



Word Families

did

hid

kid

cap

nap

tap

den

hen

pen

did

cap

den

hid

nap

hen

kid

tap

pen

Memory Word

Use the Memory Word to complete the sentence.

the

Pickup **the** _____ hat.

- Proceed with the second and third words. After the entire word family is given and corrected, allow volunteers to tell again how the words are alike (*Example*: They all have the short vowel sound spelled with the letter *i* and end with the consonant *d*.)
- Follow the same procedure with the other two word families.

Memory Word: *the*

- Write the Memory Word *the* for display.
 - We use the word *the* before a word that names a particular person or thing.
- Write the phrase *the hat* for display and ask a volunteer to read it.
- Direct the students to write the Memory Word on their pretests.
- Ask the students to trace the word in the air or with their fingers or pencils on their pretests.
- Send home List 2 Word Families.

Day 2

Word Study: Worktext page 4

- Allow volunteers to read each word family on List 2.
- Direct the students to point to the words as you lead them in reading the words aloud.
- Call attention to the baseballs with the vowels at the top of the page. Read the directions aloud.

God kept Daniel safe in the lions' den.

Add a consonant to complete each spelling word pictured.

Write each word on a separate card.



pe n



ki d



na p



ca p



he n



hi d

Dictionary Skills

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

Write the letter of the alphabet that comes after each given letter.

s t

h i

o p

m n

a b

b c



Spelling 1

List 2 • 5

- ▶ Follow the procedure for dictating a sentence (page 3).
Did the hen nap?

Day 4

Word Study: Worktext page 5

- ▶ Read the Bible truth aloud. [BAT: 8d Courage]
Daniel knew that he must please God rather than men. The king had Daniel placed in a den of lions, but God kept Daniel safe.
- ▶ Point out the purple spelling words in the Bible truth.
- ▶ Read aloud the directions at the top of the page.
What is the first picture? a pen
What is the ending consonant for the word pen? n
- ▶ Direct the students to complete the spelling word.
- ▶ Follow a similar procedure to complete the activity.

Dictionary Skills

- ▶ Hold up the letter s from a set of alphabet cards, point to the letter s on the alphabet wall, or write for display.
Which letter is this? s
What letter comes next in alphabetical order? t
- ▶ Follow a similar procedure for the letters g, m, and v.
- ▶ Read the directions aloud and complete the page.

Guided Study Time

- ▶ Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce spelling skills.

Day 5

Final Test

- ▶ Administer the final test. Pronounce the word, use it in a sentence, and then repeat the word. Allow time to proofread.
- ▶ Follow the procedure for dictating a sentence.
Did the hen nap?

Alternate Final Tests with different word order and context sentences are available on the Teacher's Toolkit CD.

Day 3

Practice Test

- ▶ Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.

- kid We saw the goat with her kid.
- nap Grandma takes a nap in the afternoon.
- hen The hen laid a few eggs.
- tap There was a tap on the bedroom door.
- did Tell me what you did today.
- cap Evan likes to wear his baseball cap.
- den The fox came out of its den.
- the Sophia fed the puppies.
- hid Our cat hid under the couch.

The same dictation sentence is used in List 2 for the practice and final tests.

Short Vowels *a, i, o; and, _ill, _ot;*
Consonant Blend *nd*

Generalizations

- When a short vowel sound is followed by a consonant sound, it is usually represented by one vowel and one consonant. This is called a closed syllable.
- A consonant blend is spelled with two or three consonants. The consonant sounds are spoken together quickly. We still hear the sound of each consonant.
- When *ll* comes at the end of a one-syllable word, it is usually spelled *ll*.

When a letter appears between slash marks, such as *ll*, it is read as the sound of the letter rather than as the letter's name.

CD Materials and Preparation

- List 3 Word Families
- Forms: Pretest, Practice Test, Final Test (optional)
- Alternate Final Test List 3 (optional for teacher)

Day 1

Pretest

- Refer to the *Procedure* section on page 4 of the Teacher's Edition. Administer the pretest and discuss the generalizations and word families.

List and Context Sentences

Word Family 1

- and Greg **and** Gracie are twins.
- band I love to hear a **band** play.
- sand Do you like to build castles in the **sand**?

Word Family 2

- dot Don't forget to place a **dot** over the *i*.
- not It is **not** raining today.
- pot Mom cooked the spaghetti in a big **pot**.

Word Family 3

- fill We will **fill** this pail with sand.
- hill Jacob walked up the **hill**.
- will **Will** you come over and play?

Memory Word

- they **They** are going to the zoo this afternoon.

Memory Word: *they*

- Write *they* for display.
The word *they* can be used to take the place of names of people or things in a sentence.
- Allow several volunteers to use it in a sentence.
Does the word *they* refer to one or more than one? **more than**

Words to Master

Write the spelling word that names each picture.

Word Families

and

band

sand

dot

not

pot

fill

hill

will

Memory Word

they

Words to Master

Write the spelling word that names each picture.



hill



fill



dot



band



sand



pot

Memory Word

Use the Memory Word to complete the sentence.

Did **they** get wet?



- Ask the students to trace the word in the air or with their fingers or pencils on their pretests.
- Send home List 3 Word Families.

Day 2

Word Study: *Worktext page 6*

- Allow volunteers to read each word family on List 3.
- Direct the students to point to the words as you lead them in reading the words aloud.
- Call attention to the directions at the top of the page as you read them aloud.
Which spelling word names the first picture? **hill**
- Direct the students to write the word.
- Follow a similar procedure to complete the activity.
- Call attention to the Memory Word as you review its meaning and spelling.

Guided Study Time

- Guide the students as they practice the list of words.

God will not leave you all alone.

How much fun
does learning spell!

Use spelling words to complete the puzzles.

Spell from the top.

1.



Spell from the top.

1.



Spell from the left.

2.



Spell from the left.

2.



Dictionary Skills

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

Write the letter of the alphabet that comes after each given letter.

n o

f g

y z

l m

k l

t u

d e

v w

p q



Spelling 1

Unit 3 • 7

Day 4

Word Study: *Worktext* page 7

- ▶ Read the Bible truth aloud. [Bible Promise H. God as Father]

The Bible tells us that God is always with us. He sees us wherever we go and takes care of us.

It is recommended that the Bible verse(s) be read aloud along with each Bible truth.

- ▶ Point out the purple spelling words in the Bible truth.
- ▶ Read aloud the directions at the top of the page.
Which spelling word matches the first picture? **band**
- ▶ Guide the completion of the puzzles.

Dictionary Skills

- ▶ Call attention to the bottom of the page. Read the directions aloud.
- ▶ Direct the students to write the letter that comes next in alphabetical order to complete the page.

Review activities help the students to progress toward long-term memory of the spelling words as well as the generalizations that can be applied to those words.

Guided Study Time

- ▶ Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce spelling skills.

Day 5

Practice Test

- ▶ Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word. Allow time to proofread.

1. will Daniel **will** come to my party.
2. and Destiny likes to skip **and** sing.
3. not Kyle does **not** play tennis.
4. they **They** will attend today's soccer game.
5. pot Mom carried the **pot** to the stove.
6. band The trumpet is a **band** instrument.
7. fill Could you **fill** this cup with water?
8. sand I have **sand** in my shoes.
9. hill The boys sledded down the **hill**.
10. dot Jessie will draw a line to the red **dot**.

- ▶ Follow the procedure for dictating a sentence (page 3).

The sand is hot.

List 3 varies dictation sentences slightly. Thereafter, two different sentences will be used.

Final Test

- ▶ Administer the final test. Pronounce the word, use it in a sentence, and then repeat the word. Allow time to proofread.
- ▶ Follow the procedure for dictating a sentence.
The pot is hot.