

# Spelling 2

Second Edition

## Teacher's Edition



# Instructional Materials



## Worktext

*Spelling 2 Worktext* contains grade-appropriate spelling lessons presented in thirty-two weekly lists. Lessons include word sorting, word study, proofreading, dictionary skills, and writing application activities. The lesson pages provide teacher-guided activities. A Dictionary in the back of the *Worktext* includes selected words and base words used in the spelling lists.

## Teacher's Edition

*Spelling 2 Teacher's Edition* is the foundation of the program. This manual coordinates all the instruction and activities. Each of the thirty-two weekly spelling lists is presented as a five-day lesson sequence. Through interactive lessons, the teacher guides the instruction of spelling patterns and rules, activities using words in context, proofreading, dictionary skills, and writing activities. Reduced *Worktext* pages with answers appear with each lesson. The *Teacher's Edition* also includes a copy of the Dictionary section of the *Worktext*.

The Appendix contains helpful Bible materials, the Scope and Sequence, a study method, a listing of spelling generalizations, a glossary, an alphabetical listing of all words and the list(s) where they appear, and activities and games. Two sections of the Appendix provide suggestions for modifying spelling instruction to meet the needs of students with advanced skills as well as those who experience difficulty with spelling skills.



## Teacher's Toolkit CD

*Spelling 2 Teacher's Toolkit CD*, located inside the back cover of this *Teacher's Edition*, contains several sections. These include a letter to parents, assessment and test forms, spelling lists for parents, and instructional aids. Review pages, activities and games, and supplemental writing activities are also included. All these materials may be printed for personal or classroom use.



# Teacher's Edition Appendix

## Scope and Sequence

The Scope and Sequence identifies phonics and structural generalizations, vocabulary skills, proofreading skills, writing activities, and dictionary skills presented in *Spelling 1* and *Spelling 2*.



## Learn to Spell a Word

An instructional guide gives the five-step multisensory study method.

## Activities and Games

Activities and games reinforce or review spelling patterns and list words. Activities and games are also on the Teacher's Toolkit CD.



# Teacher's Toolkit CD

## Letter to Parents

Parents are introduced to the goals and features of *Spelling 2*. Information regarding word lists, student activities, a Christian worldview of spelling instruction, and suggestions for parent involvement are included.



## Weekly Forms

Forms are available for the self-assessments, practice tests, and final tests.



## List Practice and List Word Families

List Practice pages include the list words, a Word Sort activity, and practice of the complete spelling list.

On List Word Families pages, Pattern Words are sorted by spelling patterns, such as word families or suffix rules.

## Word Sorts

Each Word Sort page found in this section is identical to the first Worktext page for each spelling list. These pages are available for the teacher to use to model the sorting process as the lesson is completed.

## Expanded Lists

The Expanded Lists section offers suggestions for differentiated instruction for the student who would benefit from an expanded spelling list. This includes suggestions for assessment, bonus words, and enrichment activities.



## Reduced Lists

This section offers suggestions for differentiated instruction for struggling spellers and for students learning English as a second language. Assessment suggestions, a method for reducing the number of words on weekly lists, and multisensory activities are included.



The following also appear in the Appendix of the Teacher's Edition: Bible Action Truths, Bible Promises, Leading a Child to Christ, Generalizations, Glossary, Alphabetical List of Spelling Words, and the Index.

## List Review and List Review Answers

List Review worksheets incorporate selected words from two spelling lists—the current list and the previous list. These pages may be used to provide practice during the week of the current list or as a cumulative review at a later time. Answer keys are available.

## Instructional Aids

Word cards, other visuals, and student worksheets needed to teach the lessons are organized by list number. Answer pages (as needed) are at the end of this section.



## Journal Activities

Additional writing activities are provided to assist in strengthening the application of spelling skills. Each page has an introduction that serves as a writing prompt.









# Spelling Instruction

## Overview

God's gift of language enables us to communicate thoughts, ideas, information, and feelings. We express these by speaking and by writing. Spelling is one of the tools needed for effective written communication.

The purpose of spelling instruction is to equip the student to communicate effectively and efficiently to bring honor to God. This includes learning experiences that lead the student to acquire a bank of known words that can be spelled correctly. The student also learns strategies for applying spelling skills to unknown words.

*Spelling 2* promotes interactive learning that leads the student to understand, retain, and apply spelling skills. Interactive learning occurs when the student makes knowledge and skill connections through his experiences with the information and activities presented by the teacher. This instruction leads the student to understand, retain, and apply spelling skills. Answering questions in a way that shows understanding is an example of interactive learning.

*Spelling 2* also promotes the development of the student's spelling consciousness. An effective speller has a desire to spell correctly as well as an awareness of his own spelling that leads him to detect his own errors.

The teacher guides the instruction of generalizations and rules as well as the application of skills and strategies to the *Worktext* activities. *Worktext* pages are not designed to be completed independently by the student.

## Christian Worldview

God created mankind to declare His glory through being like Him. God made each of us in His image (Gen. 1:26–27) and has called us to imitate His deeds (Gen. 1:28). One way we imitate God is in the use of language. God created language. His attributes are reflected in the characteristics and usefulness of language. With His Word, the Bible, God communicates His truth and love through written language.

God has created us with two types of language skills: receptive language (listening and reading) and expressive language

(speaking and writing). Spelling is one of the skills needed for effective writing. A Christian worldview sees spelling as a vital tool in the production of God-honoring written communication.

Proofreading and writing activities portray real-life situations in which Christians use writing. Whether using writing to participate in worship, to minister to the needs of others, to provide information, or to complete routine tasks, a Christian realizes accurate spelling is essential for clear written communication.

Bible Action Truths (BATs) focus on goals for Christian attitudes and conduct. A listing of BATs and Bible Promises with Scripture references is available in the Appendix of this book (pages A2–A4). Leading a Child to Christ includes helpful suggestions as you discuss salvation with a child; this is also in the Appendix (page A5).

## Word Lists

*Spelling 2* word lists incorporate high-frequency words drawn from reliable patterns or generalizations, words students have already encountered in reading, words with irregular spellings, and words students frequently use when writing. The weekly list are divided into three categories: Pattern Words, Review Words, and Memory Words.

- ▶ Lists 1–4 contain Pattern Words and Memory Words. Review Words are introduced in List 5.
- ▶ Lists 5–31 generally include fifteen Pattern Words, two Review Words, and three Memory Words.
- ▶ List 32 focuses on homophones and does not have any Review Words or Memory Words.

## Pattern Words

The Pattern Words use reliable phonics and structural generalizations. Lists progress from short vowels to long vowels and then to special vowel patterns. Consonant blends and digraphs appear throughout the Pattern Word lists.

Words with inflectional endings (suffixes *s*, *es*, *ed*, *ing*, *er*, and *est*) are also included. Learning rules and strategies for adding these suffixes to base words equips the student to spell a large number of words in their various forms.

## Review Words

Beginning with List 5, each weekly list includes two Review Words. These two words sample the pattern or rules from the previous list. For example, List 5 includes two Pattern Words from List 4.

Some Pattern Words from *Spelling 1* and *Spelling 2* lists are repeated as base words on lists that focus on suffix rules. This helps the student make the connection that suffixes and other structural generalizations can be used with words they already know as well as with new words.



## Memory Words

A Memory Word, also known as a sight word or an irregular word, is a word that is difficult to spell either because it does not follow a specific generalization or because it reflects a less reliable or less frequent generalization. A Memory Word must be memorized. Students need to have repeated exposure to these words through saying them, writing them, reading them, and using them in the context of their meanings.

## Word Study

*Spelling 2* uses an interactive approach to spelling instruction known as word study. Word study incorporates phonics, word recognition, word meaning, and spelling. It is used to gain word knowledge and develop critical thinking skills.

Word study activities allow the student to understand and apply patterns in words. The student investigates and makes decisions about sounds, patterns, and word meanings. Word study activities also build word knowledge that can be applied to reading, spelling, and writing. The student learns to spell pattern-by-pattern rather than simply memorizing the letter sequences of individual words.

The elements of word study used in *Spelling 2* are word sorting, phonics skills, making new words, and using words in the context of their meaning.

## Meeting Specific Needs

The Expanded and Reduced Lists sections in the Teacher's Edition Appendix provide suggestions for modifying spelling instruction to meet the needs of individual students. The Expanded Lists section (pages A20–A22) contains suggestions for challenging the students with advanced spelling skills. Bonus words and activities are included. The Reduced Lists section (pages A23–A25) includes options for reducing the number of words used on a weekly list as well as study helps and activities for students who have difficulty acquiring and using spelling skills.

## Making Spelling Enjoyable

The *Spelling 2* animal theme is incorporated into activities and illustrations.

- ▶ Colorful Worktext pages provide a variety of interesting activities that strengthen spelling skills.
- ▶ Interactive lessons provide opportunities for the student to actively participate during instruction.
- ▶ Teacher-guided instruction supports student success and encourages a desire to spell correctly.
- ▶ Review activities and games stimulate interest while providing enjoyable practice.
- ▶ Stories about seven-year-olds Brianna and Robbie help the student learn about ways Christians use spelling in everyday life.
- ▶ Proofreading and writing activities increase the student's awareness of his own spelling, strengthening his ability to identify his own misspellings.

## Review

Review with activities and games.

- ▶ Day 4 lessons include a review activity or game.
- ▶ Additional review ideas are available in the Activities and Games section (Teacher's Toolkit CD and Appendix pages A18–A19). Some items refer to a specific list or spelling pattern. Others may be adapted for use with a variety of lists.

Review with List Review pages.

- ▶ List Review pages are available on the Teacher's Toolkit CD. These pages include activities using selected words from two weekly lists—the current list and the previous week's list. For example, List 2 Review uses words from Lists 1 and 2. These pages may be used to provide practice during the week of the current list or as a cumulative review at a later time.

## Homework

Effective homework is homework designed to strengthen understanding and make progress toward mastery of list words. This practice should include repeated exposure to the words, drawing attention to the spelling generalizations and using the words in the context of meaning.

Writing words multiple times, spelling words orally only, and unscrambling words are among the activities that are less effective in moving the student toward long-term mastery.

The Worktext does not contain any pages or activities specifically designed for use as homework. The Worktext pages are to be completed under the teacher's guidance.

- ▶ Three items are available for use as worksheets for homework. These are found on the Teacher's Toolkit CD.
  - *Learn to Spell a Word* study method
  - List Practice pages
  - List Review pages

## Assessment and Grading

The overall assessment of spelling should focus on learning and applying spelling patterns and rules as well as memorizing words with irregular spellings.

- ▶ The practice test provides a teacher assessment of the student's progress midway through the weekly routine. Completing this assessment with 100 percent accuracy does not mean the student has mastered the skills related to the list. He should be expected to continue to participate in meaningful activities and to prepare for the final test.
- ▶ All students complete the final test. This is another important step in the process that leads to making each word part of the student's long-term memory.
- ▶ When checking the spelling tests, circle each misspelled word and instruct the student to write the correct spelling. This helps the student learn the correct spelling and reinforces spelling goals. Misspelled words can be added to the next spelling list as bonus words.



- ▶ The primary purpose for grading spelling is the assessment of the student's progress in applying spelling patterns, rules, and strategies. A secondary purpose is to assign a grade for report cards.
- ▶ If a student's spelling list has been modified or if accommodations have been made for instruction and/or grading, follow your school's policies for calculating and recording grades.

### Grading Procedure Recommendations

- ▶ Determine the point value for the list words.
- ▶ The number of bonus words assigned can be added to the list word totals. If bonus words are graded as a separate category, adjust the grading proportions to reflect the desired weights.
- ▶ Determine a total point value for each dictation sentence. Break down that total value into values for spelling, punctuation, capitalization, and the omission or addition of words. The spelling of current list words may be worth more than other words. Determine the maximum number of points the student can be penalized.

- ▶ An example of point values for dictation sentences is given below. The student would not be penalized more than five points.
 

Spelling list word misspelled	2 points
Other word misspelled	1 point
Punctuation or capitalization error	½ point
Inserted or omitted word	½ point
- ▶ When determining the spelling grades for report cards, weights can be assigned to the different aspects of the grade. Adjust category weights further if an applied spelling grade will be included.

### Possible Grading Proportions

List Words	Dictation Sentences	Applied Spelling
80%	20%	
75%	25%	
75%	15%	10%
70%	20%	10%

## Weekly Routine

### Day 1

#### Spell It!

The ten words in *Spell It!* sample the Pattern Words in each list. List 1 *Spell It!* gives detailed instructions for the process.

*Spell It!* is a self-corrected activity. The student may check his own paper from a copy of the list displayed by the teacher. The teacher may ask the student to check his spelling after each word is written or after all ten words have been written. Use the information gained from this activity to guide the planning of instruction.

There are two options for the use of this activity.

#### ▶ Pretest

*Spell It!* may be used as a pretest. This gives the student an opportunity to apply prior learning and make predictions about how words are spelled. Complete the activity at the beginning of Day 1.

#### ▶ Assessment

*Spell It!* may be used to assess the student's understanding following the Day 1 lesson. When used at this time, it provides insight into the student's short-term recall of the spelling patterns presented in the lesson.

### Teaching Generalizations

The student is introduced to the generalizations that are the focus of the lists through interactive learning. These generalizations include word families, consonant and vowel patterns, rules for adding suffixes, and common patterns used in two-syllable words. As the generalizations are taught, the student is asked questions that lead him to understand patterns and how words

Generalizations are found at the top of the first page of most weekly lists in both the Teacher's Edition and the *Worktext*.

A list of generalizations is available in the Appendix of this book (pages A11–A12).

### Word Sorts

Word sorting is the process of classifying words according to shared features, different spellings for the same sound, spelling patterns, structural patterns, suffix rules, syllables, or meaning. The teacher guides the completion of the Word Sort, modeling the appropriate thinking process. The student sorts the Pattern Words, writing each word under the correct heading on the *Worktext* page.

### Memory Words

The Memory Words are introduced following the Word Sort. Because these words have irregular spellings, the student will benefit from saying, seeing, and writing these words.



### Day 2

#### Word Study

The Day 2 word study presents a variety of activities to focus the student's attention on the features of the Pattern Words.

The student may be asked to make or build new words by adding or omitting letters or by changing the spelling of a sound or pattern. By manipulating words in this way, the student gains greater ability to apply spelling patterns to a wider range of words. Other activities include rhyming, making word families, and identifying consonant or vowel patterns. Structural pattern



practice may include forming compound words or contractions as well as working with base words and suffixes.

The Day 2 lesson also focuses on list words in the context of meaning. The lesson includes activities such as using a spelling word to complete a sentence, working with synonyms and antonyms, completing analogies, putting words into categories, and showing how suffixes change the meaning or use of base words. These activities help the student use words and parts of words to learn spellings. The teacher discusses word meanings, drawing attention to ways words relate to each other.

### Review and Memory Words

The teacher guides a review of generalizations from the previous week's list as represented in the two Review Words. The teacher also reviews the Memory Words.

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## Day 3

### Practice It!

Day 3 begins with the practice test, which is designed to assess the student's understanding midway through the weekly instruction.

The words are given in a different order from what is presented on the student's list.

If desired, the practice test can be shortened to fifteen words to allow more time for the proofreading lesson. The first fifteen words include a sampling of the Pattern Words as well as all Review and Memory Words.

The practice test includes one dictation sentence. Dictation activities incorporate visual, auditory, and meaning skills. Including the dictation sentence provides an opportunity for a realistic assessment of the student's ability to retain and apply spelling patterns in the context of writing. This is an essential step toward spelling mastery.

Dictation sentences incorporate current list words and words from previous lists and previous grades.

### Proofreading

The purpose of instruction in proofreading strategies is to transfer the responsibility for correct spelling to the student and to encourage him to develop the habit of checking his own spelling.

The proofreading lessons demonstrate the connection between word study activities and spelling in the context of writing. The teacher models the thinking process of checking words letter by letter and pattern by pattern. The student is asked to verbalize why a spelling is correct or incorrect.

In the initial activities, the student proofreads individual words. In later lessons the student is asked to identify correctly or incorrectly spelled words in sentences or paragraphs.

Beginning with List 2, proofreading activities appear on the third Worktext page of each weekly list. Some of these pages also have a brief review activity.

Proofreading activities in Lists 2–16 include words from the current spelling list. Activities in Lists 17–32 use words from the current list and previous lists.

### Proofreading Review

Proofreading review pages are designed to prepare the student for standardized testing. These pages are found in every fourth list beginning with List 6. The student identifies the correct spelling of a word, the word spelled incorrectly, or the misspelled word in a phrase or sentence.

### Learn to Spell a Word

Spelling skills are best strengthened with the use of consistent study habits. List 1 introduces the *Learn to Spell a Word* study method. This method is based on the principles of multisensory instruction. This type of instruction provides learning experiences that incorporate the simultaneous use of the senses. This includes visual (seeing and perceiving), auditory (hearing and speaking), and tactile-kinesthetic (touching and moving) activities.

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## Day 4

### Dictionary Skills

Competent use of a dictionary is an important language skill. Dictionary skills lessons incorporate interactive learning and guided practice to teach basic dictionary skills. The student learns location skills and alphabetical order. The features of a dictionary page taught in *Spelling 2* include entry words, guide words, definitions, and word forms. Students also learn to divide words into syllables.

### Writing

Writing activities are introduced with a story about two second-grade students, Brianna, Robbie, and their families communicate in writing to tell others about God and to show love to others. The students complete a writing activity related to the story. Writing activities are scheduled every fourth list beginning with List 4.

Follow-up activities are available in the Teacher's Toolkit CD. Each of these activities is designed with an audience in mind, such as a family member or neighbor. Use of these activities promotes the connection between learning spelling skills and using those skills in ways that can impact the lives of others.

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## Day 5

The final test is an instructional tool designed to be part of the process that leads to permanent learning of common spelling patterns and irregular words. The test includes all the list words, presented in the same order they appear in the Worktext. Two dictation sentences are provided. See the Assessment and Grading section for grading guidelines and suggestions.

For a list of age-appropriate sites that encourage interactive learning, visit [www.bjupress.com/resources](http://www.bjupress.com/resources).