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Methods of Teaching Spelling

Since this book basically gives you the content, you must use your own methods to teach spelling. However, you might like a few suggestions based on experience and research:

- 1. Use the Test-Study Method.** For example, you might give a spelling test of the 15 words to the entire class on Monday near the beginning of the school year.
- 2. Have the students correct their own papers.** Make sure they properly spell all the words they spell incorrectly. During the first few weeks you should check their papers to see that they have both (1) found the words they misspelled, and (2) spelled them correctly. After a few weeks most students can do the self-correcting satisfactorily; however, there may be a few students who need frequent or continual supervision.
- 3. Have the students carefully study the words that they have missed,** paying careful attention to just the incorrect or missing letters, perhaps by circling the incorrect letter(s) and writing the word correctly from memory several times. See “*Parent Letter*” on page 47 for homework suggestions. See also the *5 Step Study Method* at the end of this Introduction. The 5 Step Study Method is also printed inside the front cover.
- 4. Give a second spelling test on Wednesday.** Every student who gets either 100% or perhaps 90% (your choice) will not have to take the test again on Friday. They can read or write stories.
- 5. A final test should be given on Friday** only for those students who did not do well on the Wednesday test. They should study again, just the words they missed and just the letter(s) they missed. You can help them by pointing out phonics, syllabification, spelling patterns, suffix principles or irregularities.
- 6. Each student can keep a chart of final scores** achieved on their final spelling test (Wednesday or Friday). See chart on page 48.

Supplemental Parts of the Lessons

Phrases and Sentences. Each lesson for Grades 1 and 2 (Lessons 1 through 55) have some phrases and sentences which use the spelling words in that lesson in context. These are just to give a little practice reading these words in context, which will add to a bit of meaning. Some teachers may use these phrases and sentences as part of reading or handwriting lessons.

Word Study. Each lesson has a Word Study part which is often a phonogram family (make, lake, take, etc.), and some comment on one of the spelling words. The phonogram is taken from one of the spelling words. You can use this section for teaching about words and word patterns. In Grade 3 and above, more morphemes (like prefixes and suffixes) and other word patterns are introduced. Upper grade Word Study often makes interesting comments about word origins.

Phonics. All lessons for Grades 1 and 2 have phonics lessons that illustrate a common phoneme-grapheme correspondence. Most of the major phonics principles are covered. See the chart on page 43 for an index to phonics skills taught lesson by lesson.

Instant Words 1326-1345

Texas	hurry
twice	jar
Atlantic	funny
character	secret
breakfast	concerned
hunters	slaves
potatoes	everybody
prime	Pacific
project	paid
rocket	creatures

Word Study Spelling Rule: Plurals and "s" form

- 1. For most words, just add an "s" to make it plural:**
rocket-rockets jar-jars slave-slaves
- 2. For words ending in "y," change "y" to "i" and add "es."**
funny-funnies hurry-hurries

Variant forms

characters	breakfasts
hunter	potato
primes priming	projected projecting
rocketed rocketing rockets	projects
hurries hurrying	jarred jarring jars
funnier funniest	secretly secrets
concern concerning concerns	slave slaving
creature	

Review: Start students on keeping a Personal Spelling List; see Appendix 4 for suggestions.