

Spelling 2

and
Poetry

Third
Edition



SECOND GRADE

SPELLING CURRICULUM

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TEACHER INFORMATION

Textbook: *Spelling and Poetry 2*

Teaching Overview

Second graders are enthusiastic about reading, learning new words, and learning how to spell those words. This is an excellent time to begin emphasizing good spelling skills. Therefore, in second grade, spelling is taught as an individual subject for the first time. At the same time, the spelling curriculum continues to be correlated with the phonics instruction, with the lessons reinforcing the phonics rules which the students are learning. Each lesson contains twenty-five words. One lesson is taught each week, and the students are tested on each week's lesson. In the second half of the year, three vocabulary words and definitions are given in each lesson in addition to the spelling words.

Class Procedures

Beginning in lesson 11, plan to spend ten minutes each day on spelling. The first day a new lesson is introduced, write the words on the chalkboard. (Have this list up for daily review each day until the weekly test.) Read through the words once for the students and point out the phonics rules in each word. Spend 5-6 minutes daily on oral review of the spelling words, concentrating on one third of the words each day. Use the say, spell, say method. For example, have the students (individuals and rows) say **stone**, spell **s-t-o-n-e**, and then say **stone** again. Spend the remaining spelling time on written review. The curriculum gives daily oral and written reviews, including contests. The students will also be writing the words each day in seatwork time and writing them for homework once each week. Continue to emphasize the phonics rules and point out similarities in the words as you review.

In lesson 91 (spelling Lesson 17), students will begin learning three vocabulary words and definitions each week. They should learn to spell each word correctly and memorize its definition. They should also be able to use the vocabulary word in a sentence. On the spelling test, they will be asked to use one vocabulary word in a sentence. Throughout the week, have students make up several possible sentences for each vocabulary word. Emphasize the meaning of each word and help them use the word correctly in the sentence. Remind them that a sentence begins with a capital letter and ends with a period. Follow this procedure for teaching vocabulary words each week.

Homework

Writing spelling words for homework is another important method of reinforcing the words. On the first day that a new lesson is taught, the students should take their *Spelling and Poetry 2* books home and write the words one time. Have the students take home a sheet of notebook paper folded lengthwise in their books for this homework. The parents should sign the spelling homework paper when it is completed, and the students should bring the homework to class the next day. You may wish to send a note to the parents the first time spelling homework is given to explain the procedure. A sample note is given below:

Written Homework
Second Grade

Beginning this week, the students will be taking spelling words home each Monday to copy as homework. Please sign this written homework paper when it is finished and have your child return the paper to me on Tuesday.

This written homework procedure will help in training your child to be responsible for his work and will give added practice with the spelling words, which are graded each week on the spelling test.

I appreciate your interest in your child's academic progress. If you have any questions or problems, please feel free to call me.

Sincerely,

Testing

Plan to test the students each week over that week's spelling list. Dictate the spelling words for each test. The spelling tests are in the curriculum each fifth lesson, beginning in lesson 15. Have the students use manuscript writing for their tests since they are more familiar with it and will do better if they are not worried about letter formation.

Poetry

The poetry selections in *Spelling and Poetry 2* are taught separately five minutes per day. At the beginning of the month, read the poem to the class several times, and then have the class join in. Always read the poem with feeling and expression. (Avoid sing-song rhythm.) Make Poetry time fun and enjoyable. Follow this schedule for teaching the poems:

September and October—Wynken, Blynken,
and Nod

November—Little Boy Blue

December and January—The Sugar-Plum
Tree

February—The Lamplighter

March—Where Go the Boats?

April—The Land of Story-Books

May—Review

SECOND GRADE SPELLING DAILY LESSON PLANS

Note: During the first two weeks of school, phonics and reading are a main emphasis; therefore, spelling lessons are not introduced until lesson 11.

Lesson 11

Preparation

1. Write and number *Spelling and Poetry 2 (SP2)* Lesson 1 words on the chalkboard and leave them up through lesson 14. (**Note:** Some teachers use the spelling word list that is already on the chalkboard for seatwork and do not write a second list for spelling class each week. The students write the new words in seatwork the day before they are formally introduced in spelling class, so the list would already be on the chalkboard. If you decide to use the seatwork list, plan to write words 1-9, 10-18, and 19-25, respectively, in a separate place on the days you work on those words during spelling time, because the seatwork lists will have letters erased on those days.)
2. Have this sample homework paper (front and back) drawn on the chalkboard:

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; padding: 2px;">1. Name</td><td style="width: 50%;"></td></tr> <tr><td style="padding: 2px;">2. Date</td><td></td></tr> <tr><td style="padding: 2px;">3. 7</td><td></td></tr> <tr><td style="padding: 2px;">4. 8</td><td></td></tr> <tr><td style="padding: 2px;">5. 9</td><td></td></tr> <tr><td style="padding: 2px;">6. 10</td><td></td></tr> <tr><td style="padding: 2px;">7. 11</td><td></td></tr> <tr><td style="padding: 2px;">8. 12</td><td></td></tr> </table>	1. Name		2. Date		3. 7		4. 8		5. 9		6. 10		7. 11		8. 12		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; padding: 2px;">9. 13</td><td style="width: 50%; padding: 2px;">20</td></tr> <tr><td style="padding: 2px;">10. 14</td><td style="padding: 2px;">21</td></tr> <tr><td style="padding: 2px;">11. 15</td><td style="padding: 2px;">22</td></tr> <tr><td style="padding: 2px;">12. 16</td><td style="padding: 2px;">23</td></tr> <tr><td style="padding: 2px;">13. 17</td><td style="padding: 2px;">24</td></tr> <tr><td style="padding: 2px;">14. 18</td><td style="padding: 2px;">25</td></tr> <tr><td style="padding: 2px;">15. 19</td><td></td></tr> </table>	9. 13	20	10. 14	21	11. 15	22	12. 16	23	13. 17	24	14. 18	25	15. 19	
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14. 18	25																														
15. 19																															

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Show your students that these are one- and two-vowel words. Mark the one- and two-vowel rules in each word. If you mark the vowels carefully with a different color of chalk, you can use this same list all week.
3. Call on individuals to read the spelling words and to spell them, having each student read six or seven words.
4. Assign spelling homework. Explain to the students that they should take their spelling book home and

write each word one time for homework. Then they should have the parents sign this homework paper when they have finished. Follow this procedure each week as new words are introduced. See the front matter of this Spelling Curriculum for additional details concerning homework.

Lesson 12

Teaching Procedure

1. Call on individuals to read the spelling list, having each student read six or seven words.
2. Review and work with words 1-9. Call on individuals and rows to pronounce and spell these nine words. Have individuals explain why the vowels are long or short in the words. Point out that all of these words are one-vowel words.
3. Call out the first nine words in order and have the students write them on paper. Check to see how many have written all nine words correctly.

Lesson 13

Teaching Procedure

1. Call on individuals to read the spelling words, having each student read six or seven words.
2. Review and work with words 10-18. Call on individuals to pronounce and spell these nine words. Point out that several of these words contain two vowels. Review the two-vowel rule. Remind them that *g* and *u* always go together; they should start counting the vowels *after* the *u*. Then review words 1-9.
3. Choose two students to go to the chalkboard. Call out a spelling word. The first one to give the first letter in that word is chosen to spell out the entire word. If it is correct, he is the winner. Have the students at their desks write the words on paper.
4. Call on a student to read the spelling words from words 1-18 that have two vowels in them.

Lesson 14

Preparation

Have two letters erased in the spelling words that are written on the chalkboard.

Teaching Procedure

1. Review and work with words 19-25. Have individuals and rows pronounce and spell them. Remind them that sight words are words that either do not fit the regular phonics rules or are sounded out by rules they have not studied yet, but they are important words to know for their reading.
2. Call on two students to give the missing letters from the words on the chalkboard. The first to get the letter may come up and point to the next word and call on the next two students. Continue in this manner.
3. Cover up the spelling words on the chalkboard and have the students write the words that you call out to them. Use words 19-25.

work papers. Then have them number according to your sample on the chalkboard.

3. Explain to the students how to use their cover sheets throughout the test.
4. Dictate each spelling word once. Then use the word in a sentence. Say the spelling word once again. Give the words in this order:

Spelling Test 1

- | | | |
|---------|----------|-----------|
| 1. six | 10. cot | 19. wake |
| 2. did | 11. lick | 20. coat |
| 3. bake | 12. nod | 21. the |
| 4. belt | 13. next | 22. him |
| 5. a | 14. yet | 23. bite |
| 6. back | 15. fun | 24. quake |
| 7. cube | 16. bit | 25. am |
| 8. is | 17. lie | |
| 9. heat | 18. to | |

5. When the test is over, have the students place their pencils inside their desks.
6. Have the students pass in the test papers.
7. Take off 4 points for each word missed and subtract the total from 100.

Lesson 15

Preparation

1. Erase the spelling Lesson 1 words from the chalkboard.
2. Have this sample paper drawn on the chalkboard:

1			
2	Name	15.	20.
3	Date	16.	21.
4	7.	17.	22.
5	8.	18.	23.
6	9.	19.	24.
7	10.	20.	25.
8	11.	21.	
9	12.	22.	
10		23.	
11		24.	
12		25.	

Teaching Procedure

1. Instruct the students to take out two sheets of clean paper. One sheet is for the test, and the other is for a cover sheet.
2. Tell the students to write their name and the date at the top of their paper as they do for their seat-

Lesson 16

Preparation

Have SP2 Lesson 2 words on the chalkboard and leave them up through lesson 19.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Show the students that these are one- and two-vowel words. Have the students tell you how to mark the vowels in each word. Point out the *qu* word.
3. Call on individuals to read the spelling words and to spell them.
4. Assign spelling homework.

Lesson 17

Teaching Procedure

1. Call on individuals to read all the words one time.
2. Review and work with words 1-9. Have individuals mark the vowels or tell you how to mark them and explain why the vowel is long or short. Call on individuals and rows to spell the words.
3. Call out the first nine words in mixed order and have the students write them on paper.

Lesson 18

Teaching Procedure

1. Call on individuals to pronounce and read the spelling words.
2. Review and work with words 10-18, and then go back to words 1-9. Have students spell the words and tell whether they are one- or two-vowel words.
3. Call out a spelling word and choose a student to begin spelling that word. Each student spells one letter of the word until it is spelled completely. Call out another word and continue again. Tell the students to see how far they can go around the room without making a spelling error.
4. Call out several spelling words from words 1-18 in mixed order and have the students write them on paper.

Lesson 19

Preparation

Have five spelling words written twice on the chalkboard. Write two different spellings for each word—one correct and one incorrect.

Teaching Procedure

1. Call on individuals to star the words that are spelled correctly. After the words are starred, call on five individuals to stand with their backs facing the chalkboard. Have these students spell the words written on the chalkboard to make sure the ones that are starred have the correct spelling. Clap for each student that spells the word correctly.
2. Call out spelling words 19-25 in mixed order, and have the students write them on paper. Have the students exchange papers and grade them. Have individuals stand and give the correct spelling of each word. Then have the students give the papers back to the owners. Call out five more words. This time have the students correct their own papers.

Lesson 20

Preparation

1. Erase the spelling Lesson 2 words from the chalkboard.
2. Have a sample paper prepared or one drawn on

the chalkboard to show the students how to number their papers. (See lesson 15.)

Teaching Procedure

1. Instruct the students to take out two sheets of clean paper. One sheet is for the test, and the other is for a cover sheet.
2. Tell the students to write their name and the date at the top of their paper.
3. Have the students fold their paper in half lengthwise and number it.
4. Be sure the students use their cover sheets throughout the test.
5. Dictate each spelling word once. Then use the word in a sentence. Say the spelling word once again. Give the words in this order:

Spelling Test 2

- | | | |
|---------|----------|-----------|
| 1. ten | 10. zip | 19. not |
| 2. bike | 11. doll | 20. lead |
| 3. and | 12. life | 21. queen |
| 4. two | 13. beg | 22. lock |
| 5. dime | 14. one | 23. camp |
| 6. hole | 15. God | 24. led |
| 7. I | 16. cut | 25. cute |
| 8. it | 17. an | |
| 9. ate | 18. his | |

6. When the test is over, have the students place their pencils inside their desks.
7. Have the students pass in the test papers.
8. Take off 4 points for each word missed and subtract the total from 100.

Lesson 21

Preparation

Have SP2 Lesson 3 words on the chalkboard and leave them up through lesson 24.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Show students that these are one- and two-vowel words just like the other spelling words from previous lessons. Mark the one- and two-vowel rules in each word.
3. Call on individuals to read the spelling words and to spell them.
4. Point out the two words that end in *ck*. Tell the students that *ck* is a special sound that says *k*.
5. Assign spelling homework.

Lesson 22

Teaching Procedure

1. Call on individuals to pronounce and read all the words one time. Point out the difficult words such as **bell, duck, quite, what, quick, and main.**
2. Review and work with words 1-9. Have individuals explain why the vowel is long or short. Call on individuals and rows to spell the words.
3. Call out the first nine words in mixed order and have the students write them on paper.

Lesson 23

Teaching Procedure

1. Call on individuals to pronounce and read the spelling words.
2. Review and work with words 10-18 in the same manner as words 1-9, and then go back to words 1-9 to review them.
3. Choose five students to go to the chalkboard and write words you call out. The students at their desks should write the words on paper. Call out five spelling words. Check for 100% papers and choose five more students to go to the chalkboard.

Lesson 24

Preparation

Have two letters erased in the spelling words that are written on the chalkboard.

Teaching Procedure

1. Review and work with words 19-25 in the same manner as in earlier lessons. Continue throughout the year to emphasize one third of the words each second, third, and fourth day after the list is introduced.
2. Choose two students. Point to a spelling word. The first of the two students to call out the missing letter may come up and point to the next word and call on the next two students. Continue in this manner, using words 1-25.

Lesson 25

Preparation

Review the procedure for giving spelling tests from lesson 20.

Teaching Procedure

1. Have the students take out two sheets of paper. Follow the same procedure as on Tests 1 and 2.
2. Call out the following words (-4 each word):

Spelling Test 3

- | | | |
|----------|-----------|-----------|
| 1. eat | 10. vase | 19. jokes |
| 2. quite | 11. come | 20. on |
| 3. hand | 12. end | 21. man |
| 4. jet | 13. file | 22. main |
| 5. bone | 14. web | 23. got |
| 6. as | 15. duck | 24. what |
| 7. you | 16. hid | 25. fan |
| 8. bell | 17. make | |
| 9. hide | 18. quick | |

Lesson 26

Preparation

Have *SP2* Lesson 4 words on the chalkboard and leave them up through lesson 29.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Show students that these also are one- and two-vowel words. Mark the one- and two-vowel rules in each word.
3. Call on students to read the spelling words and to spell them.
4. Assign spelling homework.

Lesson 27

Teaching Procedure

1. Call on students to read all the words one time starting from the end and going to the beginning.
2. Review and work with words 1-9. Have individuals explain why the vowel is long or short.
3. Call out the first nine words in mixed order. Have students write them on paper and mark the vowels.

Lesson 28

Preparation

Write these misspelled words on the chalkboard:

rede	sed	meen	qit
wil	ane	uze	fil

Teaching Procedure

1. Review and work with words 10-18, and then go back to words 1-9.
2. Have the students write the misspelled words correctly on their paper.
3. Conduct a spelling **Baseball** game with words 1-18. Divide the class equally into two teams. The students can try to get a homerun by successfully making all the bases. Each correct answer is a base hit.

Lesson 29

Teaching Procedure

1. Review words 1-18 by playing **Around the World**. Have the first student in a row stand. Have another student stand next to him. Give a spelling word orally to the two students. The first student to give you the correct beginning letter finishes spelling the word. If he spells the word correctly, he stands next to the second person in that row. The student who gives the correct beginning letter finishes spelling that word, and so it continues around the room. The student who gives the wrong answer sits down in that seat, and the other student continues until he misses.
2. Review and work with words 19-25. Call out words 19-25 in mixed order and have individuals go to the chalkboard to write them. Have the students at their desks write them on paper.

Lesson 30

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 4

- | | | |
|---------|----------|-----------|
| 1. bug | 10. will | 19. name |
| 2. up | 11. look | 20. five |
| 3. well | 12. mad | 21. met |
| 4. said | 13. use | 22. cake |
| 5. fell | 14. had | 23. keeps |
| 6. at | 15. made | 24. mean |
| 7. any | 16. read | 25. quit |
| 8. fill | 17. job | |
| 9. jump | 18. men | |

Lesson 31

Preparation

Have *SP2* Lesson 5 words on the chalkboard and leave them up through lesson 34.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Show students that these also are one- and two-vowel words. Mark the vowels in each word.
3. Call on individuals to read all the words and spell those that have an *s* in them. Choose individuals to do the same with words that have an *n*, *k*, and *o* in them.
4. Assign spelling homework.

Lesson 32

Teaching Procedure

1. Call on individuals to read all the words one time.
2. Review and work with words 1-9. Have individuals mark the vowels or tell you how to mark them and explain why the vowel is long or short.
3. Play **Guess the Word**. Tell the students to write down the spelling word you are describing. Give a brief description for the word. After five words, call on students to give the words and their spellings.

Lesson 33

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 10-18.
3. Choose two students to go up to the chalkboard. Call out a spelling word from words 1-18. The

Spelling 2, Lessons 33-39

first one to give the first letter in that word is chosen to spell out the entire word. If it is correct, he is the winner. Have the students at their desks write the words on paper.

Lesson 34

Preparation

Have two letters erased in the spelling words that are written on the chalkboard.

Teaching Procedure

Call on two students to give the missing letters from words 19-25 on the chalkboard. The first student to get the letter may come up and point to the next word and call on the next two students. Continue in this manner, using all of the spelling words.

Lesson 35

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 5

1. yes	10. came	19. luck
2. leaf	11. soap	20. fix
3. nine	12. here	21. note
4. wax	13. kick	22. us
5. rob	14. rain	23. has
6. gave	15. left	24. ran
7. rule	16. have	25. in
8. do	17. can	
9. miss	18. not	

Lesson 36

Preparation

Have SP2 Lesson 6 words on the chalkboard and leave them up through lesson 39.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Point out that the spelling words each have a phonics rule in them. Have the students identify the phonics rules in each word. The phonics rules to emphasize are listed at the top of each spelling lesson. As the students identify these rules,

circle them in the words. Also have the students tell you what vowels to mark.

3. Call on individuals to read the spelling words and to spell them.
4. Assign spelling homework.

Lesson 37

Teaching Procedure

1. Call on individuals to read all the words one time beginning with the last spelling word and going backward to the first word.
2. Choose students to stand, read the words, and spell those that have the **th** rules. Choose other individuals to read and spell the words that have the **st** or the **sh** rule.
3. Review and work with words 1-9.
4. Call out the first nine words in mixed order and have students write them on paper. Have them circle the rules in each spelling word.

Lesson 38

Preparation

Write these scrambled word lists and headings on the chalkboard:

Team 1	Team 2
thwi _____	idhs _____
hacs _____	ttha _____
anth _____	stea _____

Teaching Procedure

1. Call on individuals to pronounce and read the spelling words.
2. Review and work with words 10-18.
3. Play **Unscramble**. The words are listed on the chalkboard in two columns for two teams to participate. The students come to the chalkboard and write the word correctly in the blank beside the scrambled word before passing the chalk to another team member.

Lesson 39

Teaching Procedure

1. Review and work with words 19-25.
2. Play **Ping-Pong**. Call on two students to give one letter at a time of a spelling word. The two

students come to the front of the classroom and stand on different sides of the teacher. The teacher's hand is the ping-pong ball. Whenever the ball comes to either student, that student must give the next letter to spell the word. (Ex. t - h - u - m - p) If the student pauses or makes a mistake, the ball is considered to have gone over his head and another student is chosen to come up and take his place.

3. Call out spelling words 19-25 and have the students write them on paper. Then call out five words from words 1-18. Check for 100% papers.

Lesson 40

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 6

1. this	10. with	19. wish
2. past	11. east	20. then
3. fifth	12. cash	21. step
4. thump	13. of	22. shape
5. give	14. than	23. thus
6. math	15. stone	24. stand
7. just	16. dish	25. shall
8. thin	17. that	
9. says	18. state	

Lesson 41

Preparation

Have SP2 Lesson 7 words on the chalkboard and leave them up through lesson 44.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in the spelling book. Have the students tell which rules to circle and which vowels to mark in each word.
3. Call on individuals to read the spelling words and to spell them.
4. Assign spelling **homework**.

Lesson 42

Teaching Procedure

1. Call on individuals to read the spelling words as the words are pointed out to them.
2. Review and work with words 1-9.
3. Call out the first nine words in mixed order and have the students write them on paper. Have them circle the rules in each word.

Lesson 43

Teaching Procedure

1. Call on individuals to spell the words that you describe to them. Use words 1-9.
2. Review and work with words 10-18. Have the students write the spelling words and underline particular letters that will help them remember the spellings of the words called out to them. (Ex. class, float)
3. Have a contest between two teams. Choose one student from each team to stand. Call out a spelling word using words 1-18. The first student to give the first letter in the word may continue to spell the entire word. If the student is correct, he receives one point for his team. Choose two more students. The students at their desks should write the spelling words on paper as the game is played.

Lesson 44

Teaching Procedure

1. Review and work with words 19-25.
2. Divide the class into two teams for a **Spelling Bee**. Line up one team on one side of the room and the other team on the other side of the room. Conduct the spelling bee by calling out a word for the first person on Team 1 to spell. He must say, spell, say the word. If he spells it correctly, he remains standing. If he misspells the word, he must take his seat. Then go to the first person on Team 2 and follow the same procedures. The team with the most members still standing at the end of the game is the winner. (Sometimes have students at their desks write several times the word they missed.)

Lesson 45

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 7

- | | | |
|-----------|-----------|-----------|
| 1. play | 10. float | 19. looks |
| 2. blush | 11. are | 20. glass |
| 3. flash | 12. only | 21. club |
| 4. globe | 13. fly | 22. blot |
| 5. flame | 14. clean | 23. blond |
| 6. clap | 15. plus | 24. flag |
| 7. please | 16. bless | 25. glide |
| 8. plum | 17. cloth | |
| 9. class | 18. glad | |

Lesson 46

Preparation

Have SP2 Lesson 8 words on the chalkboard and leave them up through lesson 49.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Review the phonics rules **fr**, **br**, **dr**, **pr**, and **tr** and make the students aware of these rules in the spelling lesson.
3. Circle the rules and mark the vowels as the students identify them for you.
4. Call on individuals to read the spelling words and to spell them.
5. Assign spelling homework.

Lesson 47

Teaching Procedure

1. Call on individuals to read all the words one time.
2. Review and work with words 1-9.
3. Give a brief definition or description for each of the first nine words (in mixed order). Have the students write the spelling words as they are described.

Lesson 48

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 10-18 and then go back to 1-9.
3. Call out a spelling word using words 1-18. Have the students write them on paper. After the students have written each word, take a pencil and tap out part of the letters for that word. When you stop tapping, the students are to underline that letter in the words they are writing. Each tap represents one letter. Ask individuals to tell you which letter they underlined.

Lesson 49

Preparation

Write these scrambled word lists and headings on the chalkboard:

Team 1	Team 2
intpr _____	sespr _____
eidrv _____	zeorf _____
ildrl _____	eathbre _____
part _____	zepri _____

Teaching Procedure

1. Call on individuals to read the spelling words. Choose a student to be the "teacher" and come to the front. He should choose an attentive student to read and spell the first three words. Have him choose a different student for each set of three words through word 18.
2. Review and work with words 19-25.
3. Play **Unscramble**. Use the words listed on the chalkboard. Have two teams come to the chalkboard. The first student writes the word correctly in the blank beside the scrambled word before passing the chalk to the next team member.

Lesson 50

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 8

- | | | |
|-----------|------------|-------------|
| 1. frame | 10. dream | 19. drill |
| 2. brave | 11. once | 20. froze |
| 3. drug | 12. your | 21. breathe |
| 4. praise | 13. does | 22. press |
| 5. trade | 14. brain | 23. drive |
| 6. free | 15. freeze | 24. trap |
| 7. drag | 16. treat | 25. print |
| 8. brush | 17. broke | |
| 9. trust | 18. prize | |

Lesson 51

Preparation

Have *SP2* Lesson 9 words on the chalkboard and leave them up through lesson 54.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in the spelling book. Have students identify the phonics rules in each word. As they do this, circle the rules. Also have them tell you what vowels to mark.
3. Assign spelling homework.

Lesson 52

Teaching Procedure

1. Call on individuals to read all the words one time.
2. Review and work with words 1-9.
3. Give a brief definition or description for each of the first nine words (in mixed order). Have the students write the spelling words as they are described.

Lesson 53

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 10-18 and then go back to 1-9.
3. Call out spelling words 1-18 in mixed order and have the students write them on paper.
4. Play **Disappearing Words**. The students get out a sheet of paper and number from 1-5. The teacher pretends to write a spelling word on the chalkboard by holding his finger one inch from

the chalkboard. The students then write this word correctly on their paper. Check for 100% papers.

Lesson 54

Teaching Procedure

1. Review and work with words 19-25.
2. Have a chalkboard relay. Have three teams with three students per team lined up behind a line. A word is called out. The first player to reach the chalkboard and write the word correctly earns a point for his team. An extra point can also be given to the person if he has good penmanship. Students at their seats will write the words on paper.

Lesson 55

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 9

- | | | |
|---------|----------|----------|
| 1. be | 10. by | 19. say |
| 2. no | 11. fry | 20. both |
| 3. my | 12. may | 21. we |
| 4. fly | 13. stay | 22. cry |
| 5. day | 14. push | 23. sky |
| 6. play | 15. she | 24. way |
| 7. was | 16. go | 25. pay |
| 8. he | 17. try | |
| 9. so | 18. dry | |

Lesson 56

Preparation

Have *SP2* Lesson 10 words on the chalkboard and leave them up through lesson 59.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in the spelling book.
3. Circle the rules and mark the vowels as the students identify them for you.
4. Call on individuals to read the spelling words and to spell them.
5. Assign spelling homework.

Lesson 57

Teaching Procedure

1. Call on individuals to read all the words one time.
2. Review and work with words 1-9.
3. Call out the words in reverse order, starting with word 9 and going back to word 1. Have the students write them on paper. Check for 100% papers.

Lesson 58

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 10-18.
3. Have a chalkboard relay using words 1-18. Have the first person in each row go to the chalkboard. Give the word; the student who writes it correctly first is the winner. Continue with the second, third, etc., person in each row. Students at their seats write the words on paper.
4. Call out the spelling words in mixed order and have the students write them on paper. Check for 100% papers.

Lesson 59

Teaching Procedure

1. Review and work with words 19-25.
2. Call out the words in mixed order and have the students write them on paper. Check for 100% papers.
3. Play **Spelling Tic-Tac-Toe**. Draw a Tic-Tac-Toe board on the chalkboard. Divide the class into two teams. Give a word and then call on a student from each team to write the word on the chalkboard. The first one who spells the word correctly gets to put an X or an O on the chalkboard for his team. Three X's or O's in a row means a team has won. Have the students at their seats write the words on paper.

Lesson 60

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 10

- | | | |
|-----------|--------------|-----------|
| 1. smash | 10. snag | 19. smug |
| 2. skin | 11. tweet | 20. task |
| 3. swam | 12. together | 21. swift |
| 4. snap | 13. smile | 22. snake |
| 5. twelve | 14. ask | 23. twig |
| 6. thank | 15. swish | 24. sneak |
| 7. smell | 16. snail | 25. twist |
| 8. skull | 17. twin | |
| 9. sweep | 18. were | |

Lesson 61

Preparation

Have *SP2* Lesson 11 words on the chalkboard and leave them up through lesson 64.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in the spelling book.
3. Have students identify the phonics rules in each word. As they do this, circle the rules. Also have the students tell you what vowels to mark.
4. Assign spelling homework.

Lesson 62

Teaching Procedure

1. Call on individuals to read all the words one time.
2. Review and work with words 1-9.
3. Give a brief definition or description for each of the first nine words (in mixed order). Have the students write the spelling words as they are described.

Lesson 63

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 10-18.
3. Play **Ping Pong**. Call on two students to give one letter at a time of a spelling word. The two students come to the front of the classroom and stand on different sides of the teacher. The teacher's hand is the ping-pong ball. Whenever the ball comes to either student, that student

must give the next letter to spell the word. (Ex. t - h - u - m - p) If the student pauses or makes a mistake, the ball is considered to have gone over his head and another student is chosen to come up and take his place.

4. Call out several spelling words in mixed order and have the students write them on paper. Check for 100% papers.

Lesson 64

Preparation

Have two letters erased from each spelling word on the chalkboard.

Teaching Procedure

1. Review and work with words 19-25.
2. Choose a student to be the "teacher" and come to the front. He should choose an attentive student to read and spell the word the teacher points out. Continue choosing students to be the "teacher" for three or four more times.
3. Call out the spelling words in mixed order and have the students write them on paper. Check for 100% papers.

Lesson 65

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 11

- | | | |
|-----------|-------------|------------|
| 1. crash | 10. cross | 19. thrill |
| 2. scrape | 11. scrub | 20. stripe |
| 3. stroke | 12. they | 21. scam |
| 4. throne | 13. squeeze | 22. crush |
| 5. squeal | 14. street | 23. strap |
| 6. cream | 15. scale | 24. squash |
| 7. want | 16. scuff | 25. three |
| 8. put | 17. throat | |
| 9. screen | 18. strike | |

Lesson 66

Preparation

Have SP2 Lesson 12 words on the chalkboard and leave them up through lesson 69.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in the spelling book.
3. Have students identify the phonics rules in each word. As the students do this, circle the rules. After the rules are circled, mark the vowels that remain in the words, having the students identify them.
4. Assign spelling homework.

Lesson 67

Teaching Procedure

1. Call on individuals to read all the words one time.
2. Review and work with words 1-9.
3. Call out spelling words 1-9 in reverse order, starting with word 9 and going back to word 1. Have the students write them on paper. Check for 100% papers.

Lesson 68

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 10-18 and then go back to 1-9.
3. Play **Around the World** to review words 1-18. Have the first student in a row stand. Have another student stand next to him. Give a spelling word orally to the two students. The first student to give you the correct beginning letter continues spelling the word. If correct, he stands next to the second person in that row. The student who gives the correct spelling continues around the room. If he gives the wrong answer, he sits down in the seat of the student who beat him and the other student continues until he misses.

Lesson 69

Preparation

Write on the chalkboard these scrambled lists and headings:

Team 1	Team 2
evens _____	yarg _____
eirth _____	uorf _____
skoep _____	sparg _____
ffurg _____	oedn _____

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 19-25.
3. Call out the spelling words in mixed order and have the students write them on paper. Check for 100% papers.
4. Play **Unscramble** using the word lists on the chalkboard. (Refer to lesson 49 for directions if needed.)

Lesson 70

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 12

1. grab	10. spell	19. their
2. grade	11. sprain	20. four
3. splash	12. again	21. spoke
4. eight	13. spray	22. gruff
5. eleven	14. spend	23. gray
6. split	15. green	24. grasp
7. spot	16. grass	25. seven
8. grand	17. spill	
9. grave	18. done	

Lesson 71

Preparation

Have *SP2* Lesson 13 words on the chalkboard and leave them up through lesson 74.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in the spelling book.

3. Have students identify the phonics rules in each word. Circle the rules as they are identified.
4. Choose an attentive student to pronounce and read all the words that have the **er** rule in them. Follow the same procedures for **ur** and **ir** rules.
5. Assign spelling homework.

Lesson 72

Teaching Procedure

1. Call on individuals to read all the words one time.
2. Review and work with words 1-9.
3. Call out the spelling words in mixed order and have the students write them on paper.

Lesson 73

Teaching Procedure

1. Call on individuals to read the spelling words beginning with word 25 and going back to word 1.
2. Review and work with words 10-18.
3. Conduct a **Row Contest** by calling out a word and having each person consecutively in the row give one letter of that word. If a student in the row misses a letter, the entire row sits down. If all the letters are given correctly, the row receives one point. Repeat the process with the next row. Rows not participating with the contest will write the words on paper until it is their turn. Rows that have to sit down will also write the words on paper. Continue as long as there are rows standing.

Lesson 74

Teaching Procedure

1. Review and work with words 19-25.
2. Play **Ping-Pong** to review words 1-25. (Refer to lesson 63 for directions if needed.)
3. Have the students write on paper the spelling words called out to them. Check for 100% papers. Count how many students got 100%. Write the number on the chalkboard and tell the class to beat that number. Call out the spelling words again. Check for 100% papers and count the students who made them. See if the class was able to beat the number written on the chalkboard.

Lesson 75

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 13

- | | | |
|-----------|-----------|------------|
| 1. her | 10. turn | 19. curl |
| 2. jerk | 11. serve | 20. fur |
| 3. hurt | 12. stern | 21. girl |
| 4. sir | 13. burn | 22. thirst |
| 5. birth | 14. firm | 23. many |
| 6. purse | 15. shirt | 24. skirt |
| 7. squirm | 16. love | 25. dirt |
| 8. today | 17. third | |
| 9. stir | 18. first | |

Lesson 76

Preparation

Have SP2 Lesson 14 words on the chalkboard and leave them up through lesson 79.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in the spelling book.
3. Have students identify the phonics rule in each word. As the students do this, circle the rules. Also have them tell you what vowels to mark.
4. Assign spelling homework.

Lesson 77

Teaching Procedure

1. Call on individuals to read all the words one time.
2. Review and work with words 1-9.
3. Give a brief description or definition for each of the first nine words (in mixed order). Have the students write the spelling words as they are described.

Lesson 78

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 10-18.

3. Have a **Row Contest** with dictionaries. Have a dictionary for each row in your class. Demonstrate how to find words in a dictionary in alphabetical order. Teach students to use the guide words at the top of the page. One member of each row has a dictionary and when the word is called out, he looks up the word. The rest of the students spell the word on paper. The first student to find the word stands and says the word. He will spell the word to the class and receive one point for his row. He then passes the dictionary to the next student. The row receiving the most points is the winner. Use words 1-18 for the contest.

Lesson 79

Preparation

Have the following words on the chalkboard for the students to unscramble:

worg gheit lsoip oisen
iobl bowal eoms fwoln

Teaching Procedure

1. Review and work with words 19-25.
2. Have two students at a time come to the chalkboard and unscramble a spelling word and write it correctly on the chalkboard while the class corrects them on paper.
3. Conduct a **Spelling Bee**. Line up one team on one side of the room and the other team on the other side of the room. Conduct the spelling bee by calling out a word for the first person on Team 1 to spell. He must say, spell, say the word. If he spells it correctly, he remains standing. If he misspells the word, he must take his seat. Then go to the first person on Team 2 and follow the same procedures. The team with the most members still standing at the end of the game is the winner. (Sometimes have students at their desks write several times the word they missed.)

Lesson 80

Teaching Procedure

1. Have the students take out two sheets of paper.

Spelling 2, Lessons 80-86

2. Call out the following words (-4 each word):

Spelling Test 14

- | | | |
|---------------------|----------------------|----------------------|
| 1. oil | 10. snow | 19. where |
| 2. boy | 11. eight | 20. flown |
| 3. grow | 12. grown | 21. blow |
| 4. seven | 13. low | 22. point |
| 5. slow | 14. join | 23. spoil |
| 6. joy | 15. noise | 24. flow |
| 7. boil | 16. row | 25. some |
| 8. foil | 17. blown | |
| 9. toy | 18. does | |

Lesson 81

Preparation

Have SP2 Lesson 15 words on the chalkboard and leave them up through lesson 84.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in the spelling book.
3. Have the students identify the phonics rule in each word and tell you what vowels to mark. Circle the rules as they are identified.
4. Assign spelling homework.

Lesson 82

Teaching Procedure

1. Call on individuals to read the spelling words one time.
2. Review and work with words 1-9.
3. Call out the spelling words in mixed order and have the students write them on paper.

Lesson 83

Teaching Procedure

1. Call on individuals to pronounce and read all the spelling words with the **ou** rule. Explain that many of these words rhyme. Follow the same procedures with the **ow** rule.
2. Review and work with words 10-18.
3. Give a brief description or definition for words 10-18 (in mixed order). Have the students write

the spelling words as they are described or defined.

Lesson 84

Preparation

Have two or three letters erased from each spelling word on the chalkboard.

Teaching Procedure

1. Review and work with words 19-25.
2. Choose a student to be the "teacher" and to call on students to spell the words.
3. Call out the spelling words in mixed order and have the students write them on paper. Check for 100% papers.

Lesson 85

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 15

- | | | |
|-------------------------|----------------------|-----------------------|
| 1. pound | 10. sound | 19. growl |
| 2. mouth | 11. our | 20. town |
| 3. now | 12. clown | 21. loud |
| 4. gown | 13. proud | 22. round |
| 5. live | 14. how | 23. frown |
| 6. sometimes | 15. count | 24. ground |
| 7. little | 16. found | 25. crown |
| 8. brown | 17. shout | |
| 9. cloud | 18. down | |

Lesson 86

Preparation

Have SP2 Lesson 16 words on the chalkboard and leave them up through lesson 89.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in the spelling book.
3. Have the students identify the phonics rule in each word and tell you what vowels to mark. Circle the rules as they are identified.
4. Assign spelling homework.

Lesson 87

Teaching Procedure

1. Call on individuals to read the spelling words one time.
2. Review and work with words 1-9. Ask the students which oo rule applies to each word.
3. Call out spelling words 1-9 in reverse order and have the students write them on paper.

Lesson 88

Preparation

Have two letters erased from each spelling word on the chalkboard.

Teaching Procedure

1. Call on individuals to read all the words that begin with an *s*. Follow the same procedures for words beginning with the letter *b*.
2. Point to words on the chalkboard. Have the students spell the words correctly, filling in the blanks as they write.
3. Review and work with words 10-18. Ask the students which oo rule applies to each word.
4. Cover the spelling words on the chalkboard. Call out spelling words 1-18 in mixed order and have the students write them on paper. Check for 100% papers.

Lesson 89

Teaching Procedure

1. Review and work with words 19-25.
2. Call out the words in mixed order and have the students write them on paper.
3. Conduct a **Baseball** game using all of the spelling words in the lesson. (See *SP2* Suggestions to the Teacher, page 35.)

Lesson 90

Teaching Procedure

1. Have the students take out two sheets of paper.

2. Call out the following words (-4 each word):

Spelling Test 16

1. cook	10. wood	19. room
2. buy	11. flood	20. food
3. look	12. stood	21. pool
4. from	13. spoon	22. goose
5. good	14. shook	23. noon
6. thought	15. broom	24. loose
7. foot	16. boot	25. moon
8. took	17. soon	
9. blood	18. cool	

Lesson 91

Preparation

Have *SP2* Lesson 17 spelling and vocabulary words on the chalkboard and leave them up through lesson 94. (**Note:** Beginning this week, three vocabulary words and definitions are included in each lesson. Write the vocabulary words on the chalkboard in addition to the spelling words.)

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words.
3. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*. Have the students identify the phonics rule in each word. As they do this, circle the rules. Mark the vowels as they are identified.
4. Introduce the three vocabulary words and definitions. Explain the words *vocabulary* and *definition*. Pronounce the lesson 17 vocabulary words and definitions. Have the students say them in unison. Tell them they should learn the correct spelling and definition of each word. They should also be able to use each vocabulary word correctly in a sentence. On the spelling test, they will be asked to use one vocabulary word in a sentence. Throughout the week, have students make up several sentences using the vocabulary words. Emphasize that a sentence begins with a capital letter and ends with a period. Give a sample sentence for each vocabulary word in lesson 17.
5. Assign spelling **homework**. Show the students where to write the vocabulary words and definitions at the end of the spelling words on their homework papers.

Lesson 92

Teaching Procedure

1. Call on individuals to read the words with one vowel. Follow the same procedure with the two-vowel words, and those words that have the **igh** rule in them.
2. Review and work with words 1-9 and the vocabulary words.
3. Call out the spelling words in mixed order and have the students write them on paper. Have the students use the vocabulary words in sentences. Choose individuals to read the sentences they wrote. Check for 100% papers.

Lesson 93

Teaching Procedure

1. Call on individuals to read all the spelling words.
2. Review and work with words 10-18 and the vocabulary words.
3. Divide the class into two teams. Choose a student from each team to go up to the chalkboard. Call out a spelling word. The first one to give the first letter in that word is chosen to spell out the entire word. If it is correct, he is the winner and receives a point for his team. Students at their desks write the words on paper.

Lesson 94

Teaching Procedure

1. Review and work with words 19-25.
2. Call out the spelling words in mixed order and have the students write them on paper. Have the students write sentences for the vocabulary words. Check for 100% papers.
3. Have a **Row Contest** with dictionaries. Have a dictionary for each row in your class. Remind the students how to find words in a dictionary in alphabetical order and how to use the guide words at the top of the page. One member of each row has a dictionary and when the word is called out, he looks up the word. The rest of the students spell the word on paper. The first student to find the word stands and says the word. He will spell the word to the class and receive one point for his row. He then passes the dictionary to the next

student. The row receiving the most points is the winner. Use words from 1-25 for the contest.

Lesson 95

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 17

1. church	10. chat	19. check
2. Dr.	11. such	20. cheap
3. high	12. tight	21. right
4. bright	13. chain	22. flight
5. chop	14. chill	23. Mr.
6. branch	15. sight	24. might
7. rich	16. chase	25. light
8. fright	17. night	
9. much	18. Mrs.	

3. Have the students write a sentence on their tests using this vocabulary word correctly: **coast** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).
4. Continue to subtract the total number of points missed from 100.

Lesson 96

Preparation

Write *SP2* Lesson 18 spelling and vocabulary words on the chalkboard and leave them up through lesson 99.

Teaching Procedure

1. Pronounce each spelling and vocabulary word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*.
3. Have the students identify the phonics rule in each word. As they do this, circle the rules. Mark the vowels as they are identified.
4. Introduce the vocabulary words and their definitions. Have the students write on paper a sentence using each vocabulary word. Remind the students to begin a sentence with a capital letter and end a sentence with a period. Call on students to read their sentences to the class.
5. Assign spelling **homework**. Remind the students to write the vocabulary words and definitions also.

Lesson 97

Teaching Procedure

1. Call on individuals to read the spelling words and vocabulary words on the chalkboard.
2. Review and work with words 1-9 and the vocabulary words.
3. Have the students write on paper words 1-9 in alphabetical order.
4. Have the students write the vocabulary words in alphabetical order. Check for 100% papers.

Spelling Test 18

- | | | |
|----------|-----------|-----------|
| 1. born | 10. porch | 19. in. |
| 2. Lord | 11. word | 20. yd. |
| 3. short | 12. ft. | 21. worse |
| 4. world | 13. work | 22. sport |
| 5. thorn | 14. sort | 23. horn |
| 6. north | 15. far | 24. horse |
| 7. cord | 16. fork | 25. storm |
| 8. corn | 17. torn | |
| 9. worth | 18. worm | |

3. Have the students write a sentence using this vocabulary word correctly: **pouch** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 98

Teaching Procedure

1. Call on individuals to read all the spelling words.
2. Review and work with words 10-18 and the vocabulary words.
3. Play **Tic-Tac-Toe**, using the spelling and vocabulary words. (See *SP2* Suggestions to the Teacher, page 35.)

Lesson 99

Teaching Procedure

1. Review and work with words 19-25.
2. Call out the spelling and vocabulary words in mixed order and have the students write them on paper. Check for 100% papers.
3. Play **Tap a Word**. Call out a spelling or vocabulary word. Have the students write it on paper. After each word is called out, tap out each letter with a pencil. When the tapping stops, the students are to underline that letter in the word they are writing. Each tap represents one letter. Check for 100% papers.

Lesson 100

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Lesson 101

Preparation

Write *SP2* Lesson 19 spelling and vocabulary words on the chalkboard and leave them up through lesson 104.

Teaching Procedure

1. Pronounce each spelling and vocabulary word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*.
3. Have students tell where to divide words into syllables, circle the phonics rules, and mark the vowels. Have them explain which of these rules applies in dividing the word:
 1. Divide between two consonants that are alike.
 2. Divide between a root word and a suffix (if the suffix has a vowel sound).
 3. Divide between a vowel and a consonant.
 4. Divide between two consonants that are not alike.
4. Introduce the vocabulary words and their definitions. Call out a vocabulary word and choose individuals to give you a sentence using that word.
5. Assign spelling **homework**.

Lesson 102

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words on the chalkboard.
2. Review and work with words 1-9 and the vocabulary words.

Spelling 2, Lessons 102-108

3. Call out the spelling words in mixed order and have the students write them on paper. Have the students write sentences using the vocabulary words.

Lesson 103

Teaching Procedure

1. Call on individuals to read all the spelling words.
2. Review and work with words 10-18 and the vocabulary words.
3. Review words 1-18 by playing **Around the World**. (See *SP2* Suggestions to the Teacher, page 35.)
4. Call out words 1-18 and the vocabulary words in mixed order and have individuals go to the chalkboard to write them. Students at their desks should do this on paper.

Lesson 104

Teaching Procedure

1. Review and work with words 19-25.
2. Call out the spelling and vocabulary words in mixed order and have the students write them on paper. Check for 100% papers.
3. Have a Spelling Bee using spelling and vocabulary words from *SP2* Lesson 19. (See Suggestions to the Teacher, page 35.)

Lesson 105

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 19

- | | | |
|----------|-------------|-------------|
| 1 ball | 10 stalk | 19 tall |
| 2 walk | 11 fall | 20 tiny |
| 3 daddy | 12 oz. | 21 baby |
| 4 easy | 13 puppy | 22 small |
| 5 pretty | 14 chalk | 23 every |
| 6 talk | 15 call | 24 rainfall |
| 7 hall | 16 lb. | 25 happy |
| 8 qt. | 17 lady | |
| 9 penny | 18 sidewalk | |

3. Have the students write a sentence using this vocabulary word correctly: **champion** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 106

Preparation

Write *SP2* Lesson 20 spelling and vocabulary words on the chalkboard and leave them up through lesson 109. (Note: The lessons for the next three weeks consist of spelling review words from lessons 1-19; the vocabulary words are new, however.)

Teaching Procedure

1. Pronounce each word and the vocabulary words on the chalkboard.
2. Have the students identify the phonics rule in each word. As they do this, circle the rules. Mark the vowels as they are identified.
3. Introduce the vocabulary words and their definitions. Call out a vocabulary word and choose individuals to give you a sentence using that word.
4. Play **Find the Mistake**. Using spelling and vocabulary words that your students need to practice the most, write several sentences on the chalkboard. In each sentence, include at least one misspelled word from the review list. Call on individual students to identify and correct the mistakes.
5. Assign spelling **homework**.

Lesson 107

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words on the chalkboard.
2. Review and work with words 1-9 and the vocabulary words.
3. Have the students write on paper words 1-9 in alphabetical order. Call out the vocabulary words and have the students use them in sentences.

Lesson 108

Preparation

Write the following words on the chalkboard low

enough for the students to reach:

yfr mrdea ewvetl
ashms epairs hrbus

Teaching Procedure

1. Review and work with words 10-18.
2. Have two students at a time come to the chalkboard and unscramble a spelling word and write it correctly on the chalkboard while the other students write them on paper.
3. Call out spelling words 1-18 in mixed order. Call out the vocabulary words and have the students use the words in sentences. Choose students to read their sentences to the class. Check for 100% papers.

Lesson 109

Teaching Procedure

1. Review and work with words 19-25 and the vocabulary words.
2. Write three sentences on the chalkboard using a vocabulary word in each. Leave a blank where the vocabulary word should be, and have students go to the chalkboard and fill in the correct word.
3. Call out the spelling and vocabulary words in mixed order and have the students write them on paper. The students should use each vocabulary word in a sentence. Check for 100% papers.

Lesson 110

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 20

- | | | |
|-----------|------------|------------|
| 1. lie | 10. smash | 19. here |
| 2. then | 11. what | 20. street |
| 3. sky | 12. said | 21. we |
| 4. eleven | 13. twelve | 22. cross |
| 5. be | 14. praise | 23. fry |
| 6. don't | 15. and | 24. just |
| 7. am | 16. hand | 25. left |
| 8. God | 17. dream | |
| 9. brush | 18. scrape | |

3. Have the students write a sentence using this vocabulary word correctly: **graze** (-3 if word is

used or spelled incorrectly, -1 capital, -1 period).

Lesson 111

Preparation

Write SP2 Lesson 21 spelling and vocabulary words on the chalkboard and leave them up through lesson 114.

Teaching Procedure

1. Pronounce the spelling and vocabulary words on the chalkboard.
2. Have the students identify the phonics rule in each word. As they do this, circle the rules. Mark the vowels as they are identified.
3. Introduce the vocabulary words and their definitions. Call out a vocabulary word and choose individuals to give you a sentence using that word.
4. Assign spelling homework.

Lesson 112

Preparation

Write the following letter formation on the chalkboard (low enough for students to reach) for the activity in today's lesson:

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

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words on the chalkboard.
2. Review and work with words 1-9 and the vocabulary words.
3. Play **Word Search**. Have the students find the hidden spelling words (1-9) in the letters on the chalkboard. Explain that the words may appear from top to bottom or left to right. Have one student at a time go to the chalkboard and circle a word.

Lesson 113

Teaching Procedure

1. Review and work with words 10-18.
2. Call out spelling words 1-18 in mixed order. Call out the vocabulary words and have the students use the words in sentences. Choose students to read their sentences to the class. Check for 100% papers.
3. Play **Tap a Word**. Call out a spelling word. As each word is called out, tap out the letters with a pencil. When the tapping stops, the students are to underline that letter in the word they are writing. Each tap represents one letter. Check for 100% papers.

Lesson 114

Teaching Procedure

1. Review and work with words 19-25 and the vocabulary words.
2. Call out the spelling and vocabulary words in mixed order and have the students write them on paper.
3. Play **Tic-Tac-Toe**, using the spelling and vocabulary words. (See SP2 Suggestions to the Teacher, page 35.)

Lesson 115

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 21

- | | | |
|----------|-----------|------------|
| 1. grand | 10. now | 19. sprain |
| 2. purse | 11. her | 20. third |
| 3. slow | 12. four | 21. shout |
| 4. brown | 13. spoil | 22. their |
| 5. seven | 14. our | 23. round |
| 6. town | 15. where | 24. first |
| 7. again | 16. count | 25. joy |
| 8. grow | 17. noise | |
| 9. hurt | 18. grade | |

3. Have the students write a sentence using this vocabulary word correctly: **scowl** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 116

Preparation

Write SP2 Lesson 22 spelling and vocabulary words on the chalkboard and leave them up through lesson 119.

Teaching Procedure

1. Pronounce the spelling and vocabulary words on the chalkboard.
2. Have students identify the phonics rules in each word. Circle the rules first and then mark any other vowels as they are identified.
3. Explain the vocabulary words and have the students write a sentence using each word.
4. Assign spelling homework.

Lesson 117

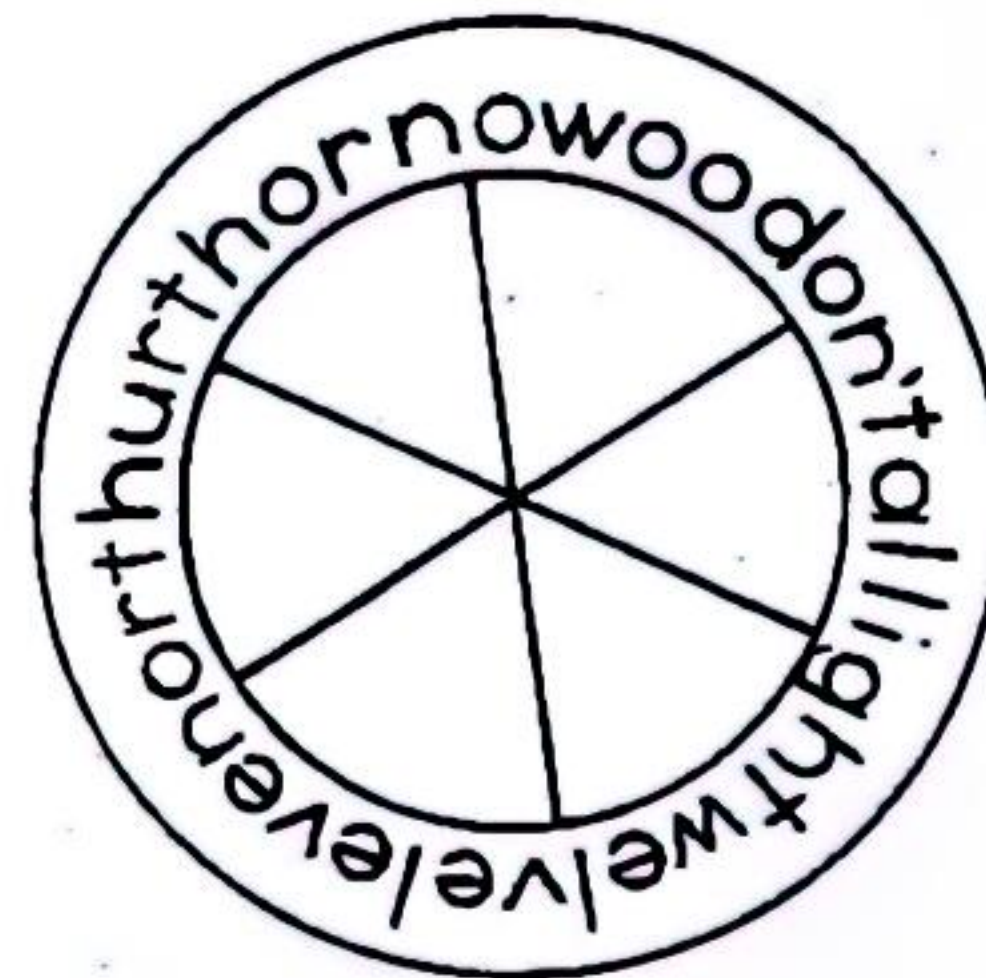
Teaching Procedure

1. Call on individuals to read the spelling words beginning with the last word and ending with the first word.
2. Review and work with words 1-9 and the vocabulary words.
3. Call out the spelling words in mixed order and have the students write them on paper.

Lesson 118

Preparation

Draw the following wheel with letters on poster board for the activity in today's lesson:



Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words.
2. Review and work with words 10-18.
3. Have one student at a time point out a spelling word on the **Word Wheel**. Go around the wheel several times, beginning at a new word each time. (The words on the wheel have been taught in *SP2* lessons 1-19.)

Lesson 119

Teaching Procedure

1. Review and work with words 19-25 and the vocabulary words.
2. Call out the spelling words in mixed order and have the students write them on paper. The students should write sentences using the vocabulary words. Remind the students that a sentence begins with a capital letter and ends with a period. Check for 100% papers.
3. Have a **Row Contest** with dictionaries. Give the first student in each row (or the first student in two rows at a time) a dictionary. Call out a spelling or vocabulary word and see which student can find the word first. Continue with all of the students and determine a winning row.

Lesson 120

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 22

- | | | |
|----------|-----------|-----------|
| 1. good | 10. world | 19. for |
| 2. rich | 11. lb. | 20. pool |
| 3. word | 12. fall | 21. flood |
| 4. tiny | 13. light | 22. Lord |
| 5. work | 14. moon | 23. chalk |
| 6. tight | 15. north | 24. hr. |
| 7. wood | 16. check | 25. walk |
| 8. food | 17. min. | |
| 9. right | 18. small | |

3. Have the students write a sentence using this vocabulary word correctly: **combine** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 121

Preparation

Write *SP2* Lesson 23 spelling and vocabulary words on the chalkboard and leave them up through lesson 124.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*. Have students divide the words into syllables between the double consonants, circle the phonics rules, and mark the vowels.
3. Assign spelling homework.

Lesson 122

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 1-9 and the vocabulary words.
3. Divide the class into two teams. Call out the spelling words in mixed order and have the students write them on paper. The team with the most 100% papers is the winner.

Lesson 123

Preparation

Write the following letter formation on the chalkboard (low enough for students to reach) for the activity in today's lesson:

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

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words.
2. Review and work with words 10-18.
3. Call out the spelling and vocabulary words and have the students write them on paper. The vocabulary words should be written in sentences. Check for 100% papers.

Spelling 2, Lessons 123-129

4. Play **Word Search**. Have the students find the hidden spelling words (1-18) in the letters on the chalkboard. Explain that the words may appear from top to bottom or left to right. Have one student at a time go to the chalkboard and circle a word. There are nine words in the puzzle.

Lesson 124

Preparation

Have two letters erased from each spelling word on the chalkboard.

Teaching Procedure

1. Review and work with words 19-25.
2. Choose students to be the teacher. Have the "teacher" call on other students to fill in the missing letters from the spelling words on the chalkboard.
3. Call out the spelling words in mixed order and have the students write them on paper. Have them write sentences using the vocabulary words. Check for 100% papers.

Lesson 125

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 23

- | | | |
|-----------|------------|--------------|
| 1. gnat | 10. know | 19. middle |
| 2. knob | 11. knot | 20. knit |
| 3. puddle | 12. puzzle | 21. bottle |
| 4. gnash | 13. knife | 22. kettle |
| 5. paddle | 14. rattle | 23. known |
| 6. knock | 15. don't | 24. isn't |
| 7. bubble | 16. knee | 25. struggle |
| 8. didn't | 17. little | |
| 9. saddle | 18. kneel | |

3. Have the students write a sentence using this vocabulary word correctly: **disturb** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 126

Preparation

Write *SP2* Lesson 24 spelling and vocabulary

words on the chalkboard and leave them up through lesson 129.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*. Have students identify the phonics rules in each word. Have students divide the words into syllables, circle the phonics rules, and mark any other vowels as they are identified.
3. Assign spelling **homework**.

Lesson 127

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 1-9 and the vocabulary words.
3. Give a brief description or definition for each of the first nine words in mixed order. Have the students write the spelling words as they are defined.

Lesson 128

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 10-18 and the vocabulary words.
3. Call out words 1-18 in mixed order and have the students write them on paper. Check for 100% papers.
4. Play **Tic-Tac-Toe** using the spelling and vocabulary words. (See *SP2* Suggestions to the Teacher, page 35.)

Lesson 129

Teaching Procedure

1. Review and work with words 19-25 and the vocabulary words.
2. Call out the words in mixed order and have the students write them on paper.

3. Play **Find the Mistake**. Write several sentences on the chalkboard (low enough for the students to reach) using words 19-25 and the vocabulary words. In some of the sentences, misspell one of the spelling words or make a punctuation error. Divide the class into two teams. Appoint one student to be the scorekeeper. Have one student from each team go to the chalkboard and correct a spelling or punctuation error. Continue until all of the errors have been corrected. The team with the most correct marks on the chalkboard is the winner.

Lesson 130

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 24

- | | | |
|-----------|------------|------------|
| 1. wash | 10. want | 19. she's |
| 2. arose | 11. aside | 20. avoid |
| 3. alike | 12. awake | 21. apart |
| 4. I've | 13. was | 22. awoke |
| 5. wand | 14. around | 23. afraid |
| 6. asleep | 15. agree | 24. ago |
| 7. we're | 16. amount | 25. away |
| 8. along | 17. again | |
| 9. about | 18. alone | |

3. Have the students write a sentence using this vocabulary word correctly: **trio** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 131

Preparation

Write *SP2* Lesson 25 spelling and vocabulary words on the chalkboard and leave them up through lesson 134.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*. Have the students identify the phonics rules in each word. Have students divide the words into syllables between the root word and suffix, circle the phonics rules, and then mark any other vowels as they are identified.
3. Assign spelling **homework**.

Lesson 132

Teaching Procedure

1. Call on individuals to read the spelling words that have a suffix. Follow the same procedure with the phonics rule **ar**.
2. Review and work with words 1-9 and the vocabulary words.
3. Give a brief description or definition for each of the first nine words in mixed order. Have the students write the spelling words as they are defined.

Lesson 133

Preparation

Write the following words on the chalkboard (low enough for the students to reach) for the game **Unscramble**:

TEAM 1	TEAM 2
wingrok _____	lleingt _____
aryd _____	urbnnig _____
eerw _____	rtsma _____
uaghl _____	ignyrt _____

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words.
2. Review and work with words 10-18.
3. Call out the words and have the students write them on paper. The vocabulary words should be written in sentences. Check for 100% papers.
4. Play **Unscramble**. Divide the class into two teams. Have the first student on each team go to the chalkboard and write the first letter of the first word (unscrambled) in the blank. The next student writes the second letter, and so on, until the word is complete. If an error is made, the next student to go to the chalkboard may correct the error but may not add another letter. The first team to have all the words unscrambled correctly is the winner.

Lesson 134

Teaching Procedure

1. Review and work with words 19-25 and the vocabulary words.

Spelling 2, Lessons 134-139

2. Have a **Row Contest** using words 19-25 and the vocabulary words. Give the first student in each row a piece of paper. Each student should have a pencil ready. Give a spelling or vocabulary word. The first student in each row writes the first letter of the word and passes the paper to the second student, who writes the second letter, etc., until the word is complete. The first row to have the word written correctly is the winner of the first relay. Continue with other words and determine a final winning row. (Note: You may wish to demonstrate this relay to the class by using one row as an example before the relay begins.)

Lesson 135

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 25

- | | | |
|------------|-------------|--------------|
| 1. art | 10. smart | 19. cooking |
| 2. mark | 11. arm | 20. spelling |
| 3. working | 12. were | 21. dark |
| 4. burning | 13. telling | 22. far |
| 5. ark | 14. start | 23. fishing |
| 6. yard | 15. barn | 24. calling |
| 7. singing | 16. laugh | 25. smashing |
| 8. was | 17. card | |
| 9. trying | 18. chart | |

3. Have the students write a sentence using this vocabulary word correctly: **honest** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 136

Preparation

Write *SP2* Lesson 26 spelling and vocabulary words on the chalkboard and leave them up through lesson 139.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*. Have the students identify the phonics rules in each word. Circle the rules first and then mark the other vowels as they are identified.
3. Assign spelling homework.

Lesson 137

Teaching Procedure

1. Call on individuals to read the spelling words.
2. Review and work with words 1-9 and the vocabulary words.
3. Have the students look at words 1-9 on the chalkboard and then write as many words from memory as they can. Then have them check the chalkboard and write any words they missed.

Lesson 138

Teaching Procedure

1. Call on individuals to read all the spelling words.
2. Review and work with words 10-18 and the vocabulary words.
3. Play **Around the World**. (See *SP2* Suggestions to the Teacher, page 35.)
4. Call out words 1-18 in mixed order and have individuals go to the chalkboard to write the words. Students at their desks should write the words on paper. Have the students write sentences using the vocabulary words.

Lesson 139

Preparation

Draw the following crossword puzzle on the chalkboard low enough for the students to reach. Place the letter **D** in square one and write the numbers in the appropriate squares. Leave the remainder of the puzzle blank for the students to complete.

¹ D	O	N	O	R			² T
E							³ G O D
⁴ S	A	V	⁵ E				W
T			A		⁶ S	A	N G
⁷ R	I	N	G		T		
O			E		⁸ U	S	¹⁰ A
Y			⁹ R	U	N		V
					G		E

Teaching Procedure

1. Review and work with words 19-25.
2. Call out the spelling words in mixed order and have the students write them on paper. Have the students write sentences using the vocabulary words. Check for 100% papers.
3. Complete the **Crossword Puzzle**. Read the following clues orally to the students and have them come to the chalkboard one at a time to fill in the correct words. The puzzle includes review words as well as words from lesson 26.

Across

1. a person who gives
3. Lord
4. to keep
6. made musical sounds with the voice
7. sound made by a bell
8. United States of America (abbr.)
9. to move very quickly

Down

1. to ruin
2. a small city
5. wanting very much to do or get something
6. wounded by a sharp object or insect
10. Avenue (abbr.)

Lesson 140

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 26

- | | | |
|-----------|------------|------------|
| 1. bang | 10. hang | 19. king |
| 2. sing | 11. string | 20. ring |
| 3. strong | 12. rang | 21. song |
| 4. swung | 13. swing | 22. U.S.A. |
| 5. dong | 14. lung | 23. stung |
| 6. bring | 15. St. | 24. sung |
| 7. gang | 16. rung | 25. long |
| 8. Ave. | 17. thing | |
| 9. strung | 18. sang | |

3. Have the students write a sentence using this vocabulary word correctly: **eager** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 141

Preparation

Write *SP2* Lesson 27 spelling and vocabulary

words on the chalkboard and leave them up through lesson 144.

Teaching Procedure

1. Pronounce the spelling and vocabulary words on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*. Have the students identify the phonics rule in each word. As they do this, circle the rules.
3. Introduce the vocabulary words and their definitions. Call out a vocabulary word and choose individuals to give you a sentence using that word.
4. Assign spelling homework.

Lesson 142

Teaching Procedure

1. Call on individuals to read the spelling words that have the rule **ank**. Follow the same procedure with **ink**, **unk**, and **onk**. Call on individuals to pronounce and read the vocabulary words.
2. Review and work with words 1-9 and the vocabulary words.
3. Call out the spelling words in mixed order and have the students write them on paper. Have the students write sentences using the vocabulary words.

Lesson 143

Preparation

Have two letters erased from each spelling word on the chalkboard.

Teaching Procedure

1. Call on individuals to read the words on the chalkboard.
2. Review and work with words 10-18 and the vocabulary words.
3. Review and work with words 1-18 by giving a brief description or definition for each of the words. Have the words in mixed order. Students are to write the spelling and vocabulary words as they are defined.
4. Choose students to be the teacher. Have the "teacher" call on other students to fill in the missing letters from the spelling words on the chalkboard.

Lesson 144

Teaching Procedure

1. Review and work with words 19-25 and sentences for the vocabulary words.
2. Play **Follow the Leader**. Write the spelling words (except the abbreviations) on slips of paper. Make four cards—one each for **ank**, **ink**, **onk**, and **unk**. Choose four students to come up front and hold them. Distribute the spelling slips of paper to the rest of the students. When you say **Go**, have the students quietly go stand behind the phonics rule for their word. Have them be seated, exchange slips of paper, and do it one more time.

Lesson 145

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 27

- | | | |
|-----------------|------------------|------------------|
| 1. bank | 10. honk | 19. sunk |
| 2. wink | 11. yr. | 20. ink |
| 3. drink | 12. dunk | 21. drank |
| 4. trunk | 13. rink | 22. thank |
| 5. think | 14. tank | 23. blink |
| 6. link | 15. blank | 24. drunk |
| 7. rank | 16. sink | 25. sec. |
| 8. sank | 17. junk | |
| 9. pink | 18. mo. | |

3. Have the students write a sentence using this vocabulary word correctly: **create** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 146

Preparation

Write *SP2* Lesson 28 spelling and vocabulary words on the chalkboard and leave them up through lesson 149.

Teaching Procedure

1. Pronounce the spelling and vocabulary words on the chalkboard.
2. Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*. Have students iden-

tify the phonics rule in each word. As they do this, circle the rules. Since three of the rules are spelled the same, spend extra time on the sounds.

3. Introduce the vocabulary words and their definitions. Call out a vocabulary word and choose individuals to give you a sentence using that word.
4. Assign spelling homework.

Lesson 147

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words on the chalkboard.
2. Review and work with words 1-9 and the vocabulary words.
3. Call out spelling words 1-9 in mixed order and have the students write them on paper. Check for 100% papers. They should write sentences using the vocabulary words.

Lesson 148

Preparation

Write the following words on the chalkboard (low enough for the students to reach) for the game **Unscramble**:

TEAM 1	TEAM 2
reasch _____	wetah _____
enhw _____	rgea _____
'veeyth _____	seram _____
yeral _____	realc _____

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words.
2. Review and work with words 10-18.
3. Play **Letter-by-Letter**. Have one student give the first letter of a spelling word, a second student the next letter, etc., until the word has been completely spelled.
4. Play **Unscramble**, using the words on the chalkboard.

Lesson 149

Teaching Procedure

1. Review and work with words 19-25 and the vocabulary words.
2. Play **Tic-Tac-Toe**, using the spelling and vocabulary words.

Lesson 150

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 28

- | | | |
|------------|-------------|-------------|
| 1. dear | 10. tear | 19. they're |
| 2. smear | 11. gear | 20. whisper |
| 3. search | 12. they'll | 21. earn |
| 4. when | 13. whip | 22. year |
| 5. early | 14. wear | 23. clear |
| 6. pear | 15. hear | 24. learn |
| 7. fear | 16. near | 25. why |
| 8. they've | 17. earth | |
| 9. wheat | 18. which | |

3. Have the students write a sentence using this vocabulary word correctly: **impolite** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 151

Preparation

Write *SP2* Lesson 29 spelling and vocabulary words on the chalkboard and leave them up through lesson 154.

Teaching Procedure

1. Pronounce the spelling and vocabulary words on the chalkboard.
2. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*. Explain the similarities in the spelling words. Have students identify the phonics rules in each word. As they do this, circle the rules.
3. Discuss the three vocabulary words, their meanings, and use them in sentences.
4. Assign spelling **homework**.

Lesson 152

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words on the chalkboard.
2. Review and work with words 1-9 and the vocabulary words.
3. Have a student be "Teacher" and call out words 1-9 for the students to write. Check for 100% papers.

Lesson 153

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words on the chalkboard going backward from 25 to 1.
2. Review and work with words 10-18.
3. Have a **Spelling Bee** using the spelling and vocabulary words. (See *SP2* Suggestions to the Teacher, page 35.)
4. Have the students write sentences for the vocabulary words on their paper.

Lesson 154

Teaching Procedure

1. Review and work with words 19-25.
2. Have a **Chalkboard Relay**. Have three or four teams in rows behind a line. Call out a spelling or vocabulary word. The first player to reach the chalkboard and write the word correctly earns a point for his team. An extra point can also be given to the student if he has good penmanship.

Lesson 155

Teaching Procedure

1. Have the students take out two sheets of paper.

Spelling 2, Lessons 155-160

2. Call out the following words (-4 each word):

Spelling Test 29

- | | | |
|-----------|-------------|-------------|
| 1. catch | 10. fold | 19. mild |
| 2. child | 11. match | 20. sold |
| 3. climb | 12. find | 21. watch |
| 4. cold | 13. scratch | 22. hasn't |
| 5. remind | 14. gold | 23. wild |
| 6. older | 15. aren't | 24. told |
| 7. hatch | 16. kind | 25. kitchen |
| 8. it's | 17. hold | |
| 9. behind | 18. snatch | |

3. Have the students write a sentence using this vocabulary word correctly: **citizen** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 156

Preparation

Write *SP2* Lesson 30 spelling and vocabulary words on the chalkboard and leave them up through lesson 159.

Teaching Procedure

1. Pronounce each word on the chalkboard.
2. Emphasize the phonics rules listed at the top of Lesson 30 in *SP2*. Explain the similarities in the spelling words. Have students divide the words into syllables, circle the rules, and then mark the vowels.
3. Assign spelling **homework**.

Lesson 157

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words.
2. Review and work with words 1-9 and the vocabulary words.
3. Call out the spelling words in mixed order and have the students write them on paper. Check for 100% papers.

Lesson 158

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words.
2. Review and work with words 10-18 and the vocabulary words.
3. Play **Double Baseball**. Explain the bases to the students. Have a team for the boys and another team for the girls. Choose a boy and girl to stand. Call out a spelling word. The first one to give the first letter of the spelling word may continue to spell the word. If the word is spelled correctly, that team member goes to first base. If a girl is on first base, and the boys get the next spelling word, both the boy and girl will be on first base. Members of a team may not move until their team member spells a word correctly. Choose an attentive student to keep count of the home runs. Students at their desks write the spelling words on paper. (**Note:** Students "bat" at the same time; therefore there are no "outs." The one who misses moves to the end of the team. The game is over when one team scores a predetermined number of home runs.)

Lesson 159

Teaching Procedure

1. Review and work with words 19-25 and the vocabulary words.
2. Play another version of **Follow the Leader**. Prepare cards with the **-y in rainy**, **-er in bigger**, **-ly in slowly**, and **-en in sharpen** rules on them. Put the spelling words (except sight words) on slips of paper. Distribute them to the class. Choose four students to hold the rules. Have the rule leaders walk around the room one at a time. Have them lightly tap the students with the words for their rule. The students should get up and "follow the leader" to the front.

Lesson 160

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 30

- | | | |
|------------|------------|-------------|
| 1. sleepy | 10. kindly | 19. their |
| 2. helper | 11. who | 20. lighten |
| 3. greatly | 12. which | 21. freely |
| 4. eaten | 13. fasten | 22. hardy |
| 5. softly | 14. camper | 23. folder |
| 6. colder | 15. creamy | 24. costly |
| 7. sandy | 16. dusty | 25. quicken |
| 8. mighty | 17. dealer | |
| 9. slower | 18. fallen | |

- Have the students write a sentence using this vocabulary word correctly: **courtesy** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 161

Preparation

Write *SP2* Lesson 31 spelling and vocabulary words on the chalkboard and leave them up through lesson 164.

Teaching Procedure

- Pronounce the spelling and vocabulary words on the chalkboard.
- Explain the similarities in the spelling words. Emphasize the phonics rules listed at the top of the spelling lesson in *SP2*. Have students divide the words into syllables, circle the phonics rules, and mark the vowels. (Have them explain the syllable division.)
- Discuss the three vocabulary words and their meanings and use them in sentences.
- Assign spelling **homework**.

Lesson 162

Teaching Procedure

- Call on individuals to read the root words (in the first two columns) and then the entire word on the chalkboard. Call on individuals to read the spelling words in the last two columns.
- Review and work with words 1-9 and the vocabulary words.
- Call out the spelling words in mixed order and have the students write them on paper. Have them write sentences using the vocabulary words. Check for 100% papers.

Lesson 163

Teaching Procedure

- Call on individuals to read the spelling and vocabulary words on the chalkboard.
- Review and work with words 10-18.
- Play **Tap a Word**, using spelling and vocabulary words 1-18 in mixed order. Vocabulary words should be used in sentences. Check for 100% papers.

Lesson 164

Teaching Procedure

- Review and work with words 19-25.
- Conduct a **Spelling Bee**.
- Give a brief description or definition for the spelling words. Have the students write the spelling words as they are defined. Have the students write the vocabulary words in sentences. Exchange and check each other's papers.

Lesson 165

Teaching Procedure

- Have the students take out two sheets of paper.
- Call out the following words (-4 each word):

Spelling Test 31

- | | | |
|------------|-------------|--------------|
| 1. landed | 10. grew | 19. crew |
| 2. talked | 11. hasn't | 20. mailed |
| 3. new | 12. flew | 21. cooked |
| 4. jewel | 13. called | 22. wished |
| 5. knew | 14. listed | 23. belonged |
| 6. helped | 15. rested | 24. wouldn't |
| 7. added | 16. spilled | 25. couldn't |
| 8. trusted | 17. blew | |
| 9. marked | 18. chew | |

- Have the students write a sentence using this vocabulary word correctly: **property** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Lesson 166

Preparation

Write SP2 Lesson 32 spelling and vocabulary words on the chalkboard and leave them up through lesson 169.

Teaching Procedure

1. Pronounce the spelling and vocabulary words on the chalkboard.
2. Explain the similarities in the spelling words. Have students divide the words into syllables, circle the phonics rules in each word, and mark the vowels.
3. Discuss the three vocabulary words, their meanings, and use them in sentences.
4. Assign spelling homework.

Lesson 167

Teaching Procedure

1. Call on individuals to read the spelling words on the chalkboard.
2. Choose students to tell where the two-syllable words are divided. As the students identify the words, divide them on the chalkboard.
3. Review and work with words 1-9 and the vocabulary words.
4. Call out the spelling words in mixed order and have the students write them on paper. Have them write sentences using the vocabulary words.

Lesson 168

Preparation

Write the following words on the chalkboard low enough for the students to reach:

gsno _____	tkanh _____
n'sit _____	kbno _____
nawt _____	knurt _____
wonk _____	bkinl _____

Teaching Procedure

1. Review and work with words 10-18.
2. Have two students at a time come to the chalkboard and unscramble a spelling word and write it correctly on the chalkboard. Students at their seats may correct them on paper.

3. Have a Row Contest with dictionaries. Include the vocabulary words in the contest.

Lesson 169

Preparation

Have one letter erased from each spelling word on the chalkboard.

Teaching Procedure

1. Call on individuals to read the spelling and vocabulary words on the chalkboard.
2. Review and work with words 19-25 and the vocabulary words.
3. Choose two students. Point to a spelling word. The first of the two students to call out the missing letter may come up and point to the next word and call on the next two students. Continue until all of the students have had a turn.
4. Call out the spelling and vocabulary words in mixed order and have the students write them on paper. The students should use the vocabulary words in sentences. Check for 100% papers.

Lesson 170

Teaching Procedure

1. Have the students take out two sheets of paper.
2. Call out the following words (-4 each word):

Spelling Test 32

- | | | |
|-----------|--------------|-------------|
| 1. know | 10. blank | 19. thank |
| 2. away | 11. isn't | 20. sang |
| 3. sung | 12. blink | 21. want |
| 4. wink | 13. singing | 22. about |
| 5. song | 14. struggle | 23. sing |
| 6. mark | 15. was | 24. haven't |
| 7. knob | 16. spelling | 25. trunk |
| 8. middle | 17. sunk | |
| 9. art | 18. I've | |

3. Have the students write a sentence using this vocabulary word correctly: **succeed** (-3 if word is used or spelled incorrectly, -1 capital, -1 period).

Note: Test 33 is an optional test to be used at the end of the school year if time permits.

Spelling Test 33

- | | | |
|------------|------------|------------|
| 1. hear | 10. sold | 19. which |
| 2. match | 11. tear | 20. when |
| 3. softly | 12. earn | 21. slower |
| 4. chew | 13. early | 22. grew |
| 5. fallen | 14. child | 23. who's |
| 6. watch | 15. mailed | 24. find |
| 7. year | 16. hasn't | 25. wished |
| 8. they'll | 17. knew | |
| 9. trusted | 18. sleepy | |

Write a sentence using this vocabulary word correctly: **wealthy**.