

## Introduction

This book gives you the curriculum *content* of spelling lessons for levels 1 to 6. This same content can also be used for various special education, adult education, remedial and ESL classes.

The basic content of these lessons is the 3000 *Instant Word* list, a high-frequency list refined and revised from the American Heritage study of 5 million words used in children's textbooks. To these 3000 *Instant Words* have been added 100 *Picture Nouns*, many phonograms and phonics principles, some content words from school subjects such as society and environment, and variant forms of the Instant Words (such as plurals).

The lessons in this book are not worksheets, though there may be times when a teacher may wish to copy a lesson to give to a class or an individual student as a study sheet. This copied lesson may be used at school or taken home for study or lessons with parent assistance.

Many teachers will also teach spelling using a less formalised curriculum content such as the words an individual student misspells in stories. Keeping a personal spelling list is encouraged – see Appendix 5 for suggestions. The lessons in this book may be viewed as a backup or as a more structured and research-based spelling minimum.

### Number of Lessons

Most teachers or tutors will think of a lesson as one week's work, but for some classes and some students, the progress may be slower or faster.

For levels 2 to 6, there are thirty-five lessons – one for almost every week in a school year. However, there are twenty lessons for level 1 because younger students often start spelling lessons later in the year, or, if they start at the beginning of the year, they move at a slower pace. If you want a suggestion on where to start with an individual or a whole class, use the Spelling Test in Appendix 14.

### Number of Words

The number of words taught in a level 1 lesson is ten, in level two fifteen, and in upper levels twenty words in each lesson. The following table summarises this information:

Level	Words per Lesson	Number of Lessons	Total Words Taught	Lesson Numbers
1–2	10	20	200	1–20
2–3	15	35	525	21–55
3–4	20	35	700	56–90
4–5	20	35	700	91–125
5–6	20	35	700	126–160
6–7	20	36	720	161–196
<b>TOTALS</b>		<b>196</b>	<b>3545</b>	

## Methods of Teaching Spelling

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

1. **Use the test–study method.** For example, you might give a spelling test of twenty words to all your Year 4 students starting with lesson 91 on Monday at the beginning of the school year.
2. **Have the students correct their own work.** Make sure they properly spell all the words they spelled incorrectly. During the first few weeks you should check their work to see that they have both found the words they misspelled and spelled them correctly. After a few weeks most students can do the self-correcting satisfactorily; however, there may be a few students who need frequent or continual supervision.
3. **Have the students carefully study the words that they missed,** paying careful attention to just the incorrect or missing letters, perhaps by circling the incorrect letters and writing the word correctly from memory several times. See the suggestions to parents in Appendix 13 for homework suggestions. See also the Five-Step Study Method at the end of this introduction.
4. **Give a second spelling test on Wednesday.** Every student who gets either 100% or perhaps 90% (your choice) will not have to take the test again on Friday. They can read or write stories.
5. **A final test should be given on Friday** only for those students who did not do well on the Wednesday test. They should study again, just the words they missed and just the letters they missed. You can help them by pointing out phonics, syllabification, spelling patterns, suffix principles or irregularities.
6. **Each student can keep a chart of final scores** achieved on their final spelling test (Wednesday or Friday). See the chart in Appendix 12.

## Supplemental Parts of the Lessons

**Phrases and Sentences.** Each lesson for levels 1 and 2 (lessons 1 to 55) has some phrases and sentences which use the spelling words in that lesson in context. These are just to give a little practice reading these words in context, which will add a bit of meaning. Some teachers may use these phrases and sentences as part of reading or handwriting lessons. There are no phrases and sentences beyond lesson 55.

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

**Phonics.** All lessons for levels 1 and 2 have phonics lessons that illustrate a common phoneme–grapheme correspondence. Most of the major phonics principles are covered. See the chart in Appendix 7 for an index to phonics skills taught lesson by lesson. Since the phonics correspondence in each lesson is based on one or more words in the lesson, this further explains the phonetic basis for English spelling. Of course, if you don't like to teach phonics, you can skip this part of the lesson. The preface which follows contains a discussion of phonics versus

**Instant Words 1–5**

the

of

and

a

to



**Picture Nouns Group 1**

boy



girl



man

woman



baby

**Phrases to Read or Write**

a boy

the girl

man and woman

the baby of the woman

to the boy and girl

to a man and baby

**Note:** In the word 'of' it is unusual to have the 'f' make a /v/ sound. This is why 'of' is a 'sight' word. In fact all these words can be just 'sight' words as phonics is gradually introduced.

**Word Study** Phonogram '-an'

**-an**

man

ran

can

pan

**Phonics** Short 'a'

man

ran

**Note:** The closed-syllable rule states that when the syllable ends in a consonant, the single letter vowel is short.

**Handwriting Charts** (cont.)**Queensland**

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz 1 2

3 4 5 6 7 8 9 10

## Suggestions to Parents on Helping with Spelling

1. Dictate the words for a trial spelling test. For example, the parent says a word, uses it in a sentence, and says the word again. The student writes the word from memory.
2. Students correct their own trial test using the word list.
3. The parent checks to see if the correction is accurate.
4. The student should circle any errors or indicate omission of letters, then copy the word correctly, underlining the corrected letter.
5. Next the student should write any word missed several times from memory (without looking at the corrected word).
6. For a variation or additional practice, the parent can just say the word and have the student spell it orally.
7. Don't make the homework lessons too long. If the student is having trouble, do only part of the list at a time. Schools seldom devote over 15 or 20 minutes a day to spelling lessons. Homework lessons or trial tests should be shorter.
8. Reward the student with lots of verbal praise for words spelled correctly. It is difficult to learn to spell many words in the English language. Blame or ridicule doesn't help.
9. The mode of writing is not too important. For spelling, many students and teachers prefer printing because each letter can be seen in isolation. It is also fine for the student to type the words on a typewriter or word processor during the test or for practice, especially if the student knows or is learning keyboarding (touch typing).
10. Spelling games like *Scrabble* or spelling bees are helpful. Have a little fun with spelling.
11. Encourage writing. Have the student write letters, thank you notes, poems, stories, announcements, etc. Allow 'invented' spelling while creating the written piece, then have the student proofread and correct with your help. Actually using some of the words from the spelling lists is helpful.
12. If you really want to be more helpful with home spelling lessons, encourage the student to keep a personal spelling list. This list is developed from words needed during writing, like grandmother's last name and city, or some special descriptive term. The personal spelling list might also contain words that presented special difficulty on spelling tests. The student can use the personal spelling list when writing later stories and the list can be used for trial spelling tests or games.

## Spelling Test

**Use this Test to Place your Students in Dr. Fry's Spelling Book**

**Directions for administering the spelling test:**

1. Give each student a blank sheet of paper.
2. Starting with Number 1, dictate the words:
  - a. Say the word
  - b. Use the word in a sentence
  - c. Say the word again (but not more than once)
3. Correct the tests yourself or have students swap tests and correct. (If you have students correct each other's tests, be sure to spot check for accuracy of correction.)
4. Any student missing three or more words at any level fails that level and should begin spelling instruction at that level.

### Spelling Test – Primary Levels

Suggested for Years 1 to 3 and for upper primary students who need extra help.

Level 1	Level 2	Level 3	Level 4
1. and	9. small	17. foot	25. fellow
2. girl	10. off	18. break	26. strength
3. which	11. family	19. coat	27. shut
4. can	12. fly	20. loud	28. doubt
5. now	13. heavy	21. bottle	29. tea
6. book	14. over	22. laughed	30. secret
7. these	15. morning	23. service	31. dangerous
8. come	16. difference	24. shook	32. earn

### Spelling Test – Intermediate Levels

Suggested for Years 4 to 6 and for secondary students who need extra help.

Level 3	Level 4	Level 5	Level 6
1. foot	9. fellow	17. film	25. basketball
2. break	10. strength	18. occupied	26. threatened
3. coat	11. shut	19. gulf	27. anchor
4. loud	12. doubt	20. breeze	28. fuel
5. bottle	13. tea	21. dock	29. February
6. laughed	14. secret	22. store	30. prophet
7. service	15. dangerous	23. paw	31. cane
8. shook	16. earn	24. costume	32. division