

Foundations of Spelling

Level 1

Workbook

Sabrina Etienne



Introduction

This workbook is designed to be a scripturally-based, user-friendly workbook. It was created to suit the needs of both student and parent. It has been designed to be a supplemental text to the teacher using the classic book, *Easy Steps in Spelling*, by Marshman William Hazen, published in 1901. I pray you find it both helpful and enjoyable.

Your sister in Yeshua Ha Mashiach,
Sabrina Etienne

Should you have any questions, please email us at
support@homeschoolingtorah.com.

Please Note: There are no worksheets for Weeks 1 and 2. This workbook begins on Week 3.

Materials Needed for This Workbook

- ☐ Note cards
- ☐ Markers
- ☐ Pencils
- ☐ Tape



Week 3 – Day 1

Objective: To use the short a sound in building words and applying them to spelling, copy work, and reading short sentences.

Scripture for Short a: Have the student circle all the short a words in this verse.

And unto man he said, Behold, the
fear of YHWH, that is wisdom; and
to depart from evil is understanding.
Job 28:28

Word List: Read the spelling words together and copy each one.

rat

cat

bat



Week 3 – Day 2

a bat, a rat, and a cat

Copy work: Point out that each sentence is a declarative sentence. It is telling someone something, or making a statement. All declarative sentences end in a period. Color each period yellow.

The rat can see the cat.

The car is on the mat.

The bat can see the cat.



Week 3 – Day 3

Scripture for Short *a*: Have the student circle all the short *a* words in this verse.

If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him. James 1:5

Word List: Read the spelling words together and copy each one twice.

rat

cat

bat



Week 3 – Day 4

a bat, a rat, and a cat

Copy work: Review the name of the mark at the end of a declarative sentence. (a period)

The rat can see the cat.

The car is on the mat.

The bat can see the cat.



Week 3 – Day 5

Test

Directions: Write the spelling words your teacher says.

Listen carefully to the sentence your teacher chooses to read. Write it carefully here.



Week 4 – Day 1

Objective: To use the short-*a* sound in building words and applying them to spelling, copy work, and reading short sentences.

Scripture for Short *a*: Have the student identify all the short-*a* words in this verse by highlighting them with their favorite color crayon.

If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him. James 1:5

Word List: Read the spelling words together and copy each one.

pan

fan

man



Week 4 – Day 2

a man, a pan, a fan

Copy work: Point out this sentence is a declarative sentence. It is telling someone something, or making a statement. All declarative sentences end in a period. (If your student has not learned the *sh* sound yet, just give help as needed.)

The pan is on the shelf.



Week 4 – Day 3

Word List: Read the spelling words together and copy each one twice.

pan

fan

man

Sentences for Reading: Read each sentence together.

Reading Tips: Student and teacher should point to each word as the child reads. This is an impressed reading technique that helps with directionality and helps the child learn not to skip words when beginning to read.

I can see a man, a pan, and a fan.

The man can see a pan on the shelf.

Can you see the fan?

It is on a mat.

I can see the fan.

It is not on the mat.



Week 4 – Day 4

Copy work:

a man, a pan, a fan

The pan is on the shelf.

Activity: Build a short-a book with the previous sentences, then have the child illustrate the book to match the words being read. This will build meaning to the words and help the child learn the direction that a book is written.

1. Read the sentences together.
2. Cut and paste the story in order on a piece of paper or in a blank book.
3. Illustrate the story.

I can see a man, a pan, and a fan.

The man can see a pan on the shelf.

Can you see the fan?

It is on a mat.

I can see the fan.

It is not on the mat.



Week 4 – Day 5

Test

Directions: Write the spelling words your teacher says.

Listen carefully to the sentence your teacher chooses to read. Write it carefully here.



Week 5 – Day 1

Objective: To use the short-e sound in building words and applying them to spelling, copy work, and reading short sentences.

Scripture for Short e: Have the student circle all the e's in this verse: Short e's should be red, long e's should be green, and silent e's should be blue.

A scorner loveth not one that
reproveth him: neither will he go unto
the wise. Proverbs 15: 1 2

Word List: Read the spelling words together and copy each one.

hen

men

pen



Week 5 – Day 2

a hen, a pen, two men

Copy work: Point out that each sentence is a declarative sentence. It is telling someone something, or making a statement. All declarative sentences end in a period. Color each period yellow.

The hen can see the men.



Week 5 – Day 3

Word List: Read the spelling words together and copy each one twice.

hen

men

pen

Sentences for Reading: Read each sentence together.

Reading Tips: Student and teacher should point to each word as the child reads. This is an impressed reading technique that helps with directionality and helps the child learn not to skip words when beginning to read.

I can see a hen, a pen, and two men.

One of the men has a big cane.

The hen can see the men and the pen.

The hen is big and fat.



Week 5 – Day 4

Copy work:

a hen, a pen, two men

The hen can see the men.

Activity: Using note cards (or small slips of paper), write the following letters, one per card. Use red for vowels and blue for consonants, to help your beginning reader identify vowel sounds. Use the note cards to review the spelling words from Weeks 3-5. Build each word, sound the words out, and then blend the sounds altogether to make words.

Words from Week 3: rat, cat, bat

Words from Week 4: pan, fan, man

Words from Week 5: hen, men, pen

a e

b c f h m n p r t



Week 5 – Day 5

Test

Directions: Write the spelling words your teacher says.

Listen carefully to the sentence your teacher chooses to read. Write it carefully here.

Foundations of Spelling

Level 2

Workbook

Sabrina Etienne



Introduction

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Should you have any questions, please email us at
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Materials Needed for This Workbook

- ☐ Magnetic Letters
- ☐ Dry erase board and markers
- ☐ Binder for worksheets
- ☐ Page protectors for charts
- ☐ Extra notebook paper
- ☐ Pens and pencils

Methods

Dictation: The purpose for dictation is to increase memory and accuracy of recall of that memory. It assists with spelling and also exposes any areas that need further study, such as handwriting, sentence structure, grammar, or spelling. Dictation is a great tool for learning and mastery and should not be skipped.

- Do not help your students write out their dictation assignment. Allow them to correct themselves first, and only then show them the correction to learn the proper way of writing down what you have dictated to them.
- Remember not to hover over students when writing or to give them clues. Patiently training them to listen correctly the first time will build both confidence and independence. Most importantly, it will foster development in the brain. Speech, annunciation, pronunciation and articulation are all ways of working the frontal lobes, especially the [Broca's area of the brain](#). Memory work develops the prefrontal cortex of the brain.

Four Strategies for Dictation

Step 1: Read aloud the sentence or the set of words. Annunciate each word clearly as you read.

Step 2: The student repeats the sentence aloud.

Step 3: The student writes the sentence or words stated.

Step 4: The student proofreads what he or she has written from memory.

Purpose of Activities

Experiential learning provides of means to make words have meaning and purpose, and to give life to words and objects around us. It is proven that we learn more when we apply it to something in a real-life setting. The activities in this curriculum are included to enhance the learning experience and to provide a multisensory approach to spelling and the meaning of words, through videos, songs, crafts, and experiments.

Scripture

Scripture is incorporated because it is a core value of why we learn and educate ourselves. When we apply all that we learn to the word of God, looking at all of life through the lens of Scripture, we gain greater knowledge and true wisdom.



Week 1 - Teacher

Objectives: To use the long a followed by a silent e in building words and applying them to spelling, reading, and dictation. To spell compound words.

Reading Tips: Encourage your reader to point to each word as he reads, to keep his eyes tracking each word while reading. This technique also helps the reader focus on the meaning of words by touching, looking, reading, and thinking.

Scripture: Find the long a sounds in the words in this verse.

Unto Adam also and to his wife did YHWH God make coats of skins, and clothed them. Genesis 3:21

Word Lists for Pretest:

Important – Your student only needs to spell words that he misspells on the pretest, not all of the words on this week's list. If he misses more than 10 words, consider using Level 1 or just choosing a maximum of 10 words.

long a, silent e final	long a, silent e final	long a
bake cake sake take rake lake make wake	stake snake shake spake drake flake brake	cage rage page sage wage stage birdcage snowflake

Pretest Procedure:

1. Teacher pronounces each word out loud, enunciating syllables clearly. If needed, Teacher can use each word in a sentence.
2. Student spells each word orally or by writing each on a clean sheet of notebook paper.
3. Student should write down his first guess only. He shouldn't erase or write the words with any hesitation. The purpose of the Pretest is to see which words the student can already easily spell. If he can't spell a word quickly and easily, he needs to work on that word this week.
4. Teacher grades the Pretest and marks the misspelled words.
5. Student *carefully* copies the misspelled words onto the worksheet for Day 1. (Teacher should check his work, because students are known to copy their words incorrectly!)

Copywork and Dictation Sentences:

Baker, awake and bake the cake.

Let me take the rake to make hay.

See the big drake swim on the lake.

Slowly, slowly, the snowflakes fall.



Week 1 – Day 1

After your pretest, circle the words that will be included on this week's spelling list. Copy your words onto the lines below.

long <i>a</i> , silent <i>e</i> final	long <i>a</i> , silent <i>e</i> final	long <i>a</i>
bake	stake	cage
cake	snake	rage
sake	shake	page
take	spake	sage
rake	drake	wage
lake	flake	stage
make	brake	birdcage
wake		snowflake

Scripture Verse: Find the spelling word in this verse, and highlight it with your favorite color crayon.

Unto Adam also and to his wife did YHWH God make coats of skins, and clothed them. Genesis 3:21



Week 1 – Day 2

Copywork: Copy the following sentences.

Baker, awake and bake the cake.

Let me take the rake to make hay.

See the big drake swim on the lake.

Slowly, slowly, the snowflakes fall.

Practice:

- ☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 1 – Day 3

Practice: Copy your spelling words from Day 1.

Activity: You are an illustrator today! What is an illustrator?

- ☐ Pick up your favorite book and learn about its illustrator.
- ☐ Learn more about what illustrators do from the links below:
 - <http://www.childrensillustrators.com/published-books/clear/>
 - <http://www.makingbooks.com/freeprojects.shtml>
- ☐ Draw a picture to illustrate one of the sentences from Day 2. Copy the sentence below the picture.



Week 1 – Day 4

Dictation: Carefully write each sentence your Teacher reads to you.

☐ Put a happy face next to the sentence that is the nicest. 😊

Scripture Verse: Copy the following verse.

Unto Adam also and to his wife did YHWH God make coats of skins, and clothed them. Genesis 3:21

Practice:

☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 1 – Day 5

Test

Directions: Write the spelling words your Teacher says.

Listen carefully to the sentence your Teacher chooses to read. Write it carefully here.

To the Teacher: First, test your student on the words on this week’s Word List (Day 1). Secondly, choose one of this week’s Copywork sentences (Day 2) to read aloud to your student. Give your student a reward for a perfect paper.



Week 2 - Teacher

Objectives: To use the long a followed by a silent e in building words and applying them to spelling, reading, and dictation.

Reading Tips: Encourage your reader to point to each word as he reads, to keep his eyes tracking each word while reading. This technique also helps the reader focus on the meaning of words by touching, looking, reading, and thinking.

Scripture: Find the long a sounds in the words in this verse.

Make Your face shine upon Your servant; Save me for Your mercies' sake. Psalm 31:16, NKJV

Word Lists for Pretest:

Important – Your student only needs to spell words that he misspells on the pretest, not all of the words on this week's list. If he misses more than 10 words, consider using Level 1 or just choosing a maximum of 10 words.

long a, silent e final			
ace	place	lame	cave
race	grace	tame	wave
base	came	blame	save
case	same	flame	pave
lace	name	shame	slave
face	dame	frame	shave
pace	fame	gave	rave
mace	game	grave	brave

Pretest Procedure:

1. Teacher pronounces each word out loud, enunciating syllables clearly. If needed, Teacher can use each word in a sentence.
2. Student spells each word orally or by writing each on a clean sheet of notebook paper.
3. Student should write down his first guess only. He shouldn't erase or write the words with any hesitation. The purpose of the Pretest is to see which words the student can already easily spell. If he can't spell a word quickly and easily, he needs to work on that word this week.
4. Teacher grades the Pretest and marks the misspelled words.
5. Student *carefully* copies the misspelled words onto the worksheet for Day 1. (Teacher should check his work, because students are known to copy their words incorrectly!)

Copywork and Dictation Sentences:

The next wave came up to the cave.

The old dame's face was sad and grave.

Bravely the slave faces the flames.

We gave the lame dog a good name.



Week 2 – Day 1

After your pretest, circle the words that will be included on this week's spelling list. Copy your words onto the lines below.

long <i>a</i> , silent <i>e</i> final			
ace	place	lame	cave
race	grace	tame	wave
base	came	blame	save
case	same	flame	pave
lace	name	shame	slave
face	dame	frame	shave
pace	fame	gave	rave
mace	game	grave	brave

Scripture Verse: Find the spelling word in this verse, and highlight it with your favorite color crayon.

Make Your face shine upon Your servant;
Save me for Your mercies' sake. Psalm 31:16, NKJV



Week 2 – Day 2

Copywork: Copy the following sentences.

The next wave came up to the cave.

The old dame's face was sad and grave.

Bravely the slave faces the flames.

We gave the lame dog a good name.

Practice:

- ☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 2 – Day 3

Practice: Copy your spelling words from Day 1.

Activity:

Make up a sentence that includes one of your spelling words.

Activity:

Make alphabet letter cards (or use a shortcut such as alphabet magnets). Ask someone to scramble the letters in this week's spelling words, and try to guess what the word is.



Week 2 – Day 4

Dictation: Carefully write each sentence your Teacher reads to you.

☐ Put a happy face next to the sentence that is the nicest. 😊

Scripture Verse: Copy the following verse.

Make Your face shine upon Your servant;
Save me for Your mercies' sake. Psalm 31:16, NKJV

Practice:

☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 2 – Day 5

Test

Directions: Write the spelling words your Teacher says.

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Listen carefully to the sentence your Teacher chooses to read. Write it carefully here.

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To the Teacher: First, test your student on the words on this week’s Word List (Day 1). Secondly, choose one of this week’s Copywork sentences (Day 2) to read aloud to your student. Give your student a reward for a perfect paper.



Week 3 - Teacher

Objectives: To use the long a followed by a silent e in building words and applying them to spelling, reading, and dictation.

Reading Tips: Encourage your reader to point to each word as he reads, to keep his eyes tracking each word while reading. This technique also helps the reader focus on the meaning of words by touching, looking, reading, and thinking.

Scripture: Find the long a sounds in the words in this verse.

The grass withers, the flower fades, but the word of our God stands forever. Isaiah 40:8, NKJV

Word Lists for Pretest:

Important – Your student only needs to spell words that he misspells on the pretest, not all of the words on this week's list. If he misses more than 10 words, consider using Level 1 or just choosing a maximum of 10 words.

long a, silent e final			
fade	date	rate	sale
made	fate	crate	gale
wade	gate	late	tale
grade	hate	plate	male
spade	grate	ate	pale
shake	slate	state	hale
glade	skate	abate	vale
trade	mate	estate	whale

Pretest Procedure:

1. Teacher pronounces each word out loud, enunciating syllables clearly. If needed, Teacher can use each word in a sentence.
2. Student spells each word orally or by writing each on a clean sheet of notebook paper.
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4. Teacher grades the Pretest and marks the misspelled words.
5. Student *carefully* copies the misspelled words onto the worksheet for Day 1. (Teacher should check his work, because students are known to copy their words incorrectly!)

Copywork and Dictation Sentences:

He stated that the estate was for sale.

I sat in the shade and ate the dates.

He traded his skates for a slate.

I tell the tale as it was told to me.



Week 3 – Day 1

After your pretest, circle the words that will be included on this week's spelling list. Copy your words onto the lines below.

long <i>a</i> , silent <i>e</i> final			
fade	date	rate	sale
made	fate	crate	gale
wade	gate	late	tale
grade	hate	plate	male
spade	grate	ate	pale
shake	slate	state	hale
glade	skate	abate	vale
trade	mate	estate	whale

Scripture Verse: Find the spelling word in this verse, and highlight it with your favorite color crayon.

The grass withers, the flower fades, but the word of our God stands forever. Isaiah 40:8, NKJV



Week 3 – Day 2

Copywork: Copy the following sentences.

He stated that the estate was for sale.

I sat in the shade and ate the dates.

He traded his skates for a slate.

I tell the tale as it was told to me.

Practice:

- ☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 3 – Day 3

Practice: Copy your spelling words from Day 1.

Activity:

Make up a sentence that includes one of your spelling words.

Activity:

Use playdough or modeling clay to shape letters. Try shaping all the two-letter blends that are in your spelling words. For example, “gr” in grade, “sp” in spade, “sh” in shade, or “pl” in plate.



Week 3 – Day 4

Dictation: Carefully write each sentence your Teacher reads to you.

☐ Put a happy face next to the sentence that is the nicest. 😊

Scripture Verse: Copy the following verse.

The grass withers, the flower fades, but the word of our God stands forever. Isaiah 40:8, NKJV

Practice:

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Week 3 – Day 5

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- Do not help your students write out their dictation assignment. Allow them to correct themselves first, and only then show them the correction to learn the proper way of writing down what you have dictated to them.
- Remember not to hover over students when writing or to give them clues. Patiently training them to listen correctly the first time will build both confidence and independence. Most importantly, it will foster development in the brain. Speech, annunciation, pronunciation and articulation are all ways of working the frontal lobes, especially the [Broca's area of the brain](#). Memory work develops the prefrontal cortex of the brain.

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Scripture is incorporated because it is a core value of why we learn and educate ourselves. When we apply all that we learn to the word of God, looking at all of life through the lens of Scripture, we gain greater knowledge and true wisdom.



Week 1 - Teacher

Objectives: To use the short *e* and *i* sounds in building words and applying them to spelling, reading, and dictation. To spell compound words. To use the suffixes *y*, *-ing*, *-er*.

Reading Tips: Encourage your reader to point to each word as he reads, to keep his eyes tracking each word while reading. This technique also helps the reader focus on the meaning of words by touching, looking, reading, and thinking.

Scripture: Find the short -ing sound in the words in this verse.

2 Timothy 2:6 (NASB)

The hard-working farmer ought to be the first to receive his share of the crops.

Word Lists for Pretest:

Important – Your student only needs to spell words that he misspells on the pretest, not all of the words on this week's list. If he misses more than 10 words, consider using Level 2 or just choosing a maximum of 10 words.

<i>y, ing, compounds</i>	<i>er, ing</i>	<i>ing, compounds</i>
hand dirt worth handy dirty worthy dressing fishing sculling workman farmyard fisherman	call farm bind caller farmer binder taxing tenting pumping pigpen nutshell spoonful	hold scold grind holding scolding grinding sunset madman beeswax workshop bullfrog classmate

Pretest Procedure:

1. Teacher pronounces each word out loud, enunciating syllables clearly. If needed, Teacher can use each word in a sentence.
2. Student spells each word orally or by writing each on a clean sheet of notebook paper.
3. Student should write down his first guess only. He shouldn't erase or write the words with any hesitation. The purpose of the Pretest is to see which words the student can already easily spell. If he can't spell a word quickly and easily, he needs to work on that word this week.
4. Teacher grades the Pretest and marks the misspelled words.
5. Student *carefully* copies the misspelled words onto the worksheet for Day 1. (Teacher should check his work, because students are known to copy their words incorrectly!)

**Copywork and Dictation Sentences:**

We are tenting to-night on the old campground.

The farmer is pumping water in the farmyard.

In the workshop there are many handy workmen.

An old fisherman had taken a bullfrog in a net.



Week 1 – Day 1

After your pretest, circle the words that will be included on this week’s spelling list. Copy your words onto the lines below.

<i>y, ing, compounds</i>	<i>er, ing</i>	<i>ing, compounds</i>
hand	call	hold
dirt	farm	scold
worth	bind	grind
handy	caller	holding
dirty	farmer	scolding
worthy	binder	grinding
dressings	taxing	sunset
fishing	tenting	madman
sculling	pumping	beeswax
workman	pigpen	workshop
farmyard	nutshell	bullfrog
fisherman	spoonful	classmate

Scripture Verse: Find -ing and highlight it with your favorite color crayon.

The hard-working farmer ought to be the first to receive his share of the crops. 2 Timothy 2:6 (NASB)



Week 1 – Day 2

Copywork: Copy the following sentences.

We are tenting tonight on the old campground.

The farmer is pumping water in the farmyard.

In the workshop there are many handy workmen.

An old fisherman had taken a bullfrog in a net.

Practice:

- ☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 1 – Day 3

Practice: Copy your spelling words from Day 1.

Activity: You are an illustrator today! What is an illustrator?

- ☐ Pick up your favorite book and learn about its illustrator.
- ☐ Learn more about what illustrators do from the links below:
 - <http://www.childrensillustrators.com/published-books/clear/>
 - <http://www.makingbooks.com/freeprojects.shtml>
- ☐ Draw a picture to illustrate one of the sentences from Day 2. Copy the sentence below the picture.



Week 1 – Day 4

Dictation: Carefully write each sentence your Teacher reads to you.

☐ Put a happy face next to the sentence that is the nicest. 😊

Scripture Verse: Copy the following verse.

*The hard working farmer ought to be the first
to receive his share of the crops.*

2 Timothy 2:6 (NASB)

Practice:

☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 1 – Day 5

Test

Directions: Write the spelling words your Teacher says.

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Listen carefully to the sentence your Teacher chooses to read. Write it carefully here.

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To the Teacher: First, test your student on the words on this week's Word List (Day 1). Secondly, choose one of this week's Copywork sentences (Day 2) to read aloud to your student. Give your student a reward for a perfect paper.



Week 2 - Teacher

Objectives: To spell compound words. To use the suffixes *-er, -ly, -ed, -ness, -ing, -less, -y, -ful*. To use the prefix *un*.

Scripture: Find the short -ing sound in the words of this verse.

Psalm 30:5 (KJV)

For his anger endureth but a moment; in his favor is life: weeping may endure for a night, but joy cometh in the morning.

Word Lists for Pretest:

Important – Your student only needs to spell words that he misspells on the pretest, not all of the words on this week's list.

<i>er, ly, compounds</i>	<i>un, ed, ness</i>	<i>ly, ing, less</i>	<i>y, ing, ful</i>
old	fold	hard	trust
cold	mind	wild	brass
bold	part	mild	fuss
older	folded	hardly	trusty
colder	minded	wildly	brassy
bolder	parted	mildly	fussy
surely	untold	morning	clinging
stately	unsold	scalding	blushing
homely	unbind	storming	lunching
goldfish	illness	thankless	useful
sunrise	fondness	worthless	hopeful
	dampness	nameless	harmful

Pretest Procedure:

1. Teacher pronounces each word out loud, enunciating syllables clearly. If needed, Teacher can use each word in a sentence.
2. Student spells each word orally or by writing each on a clean sheet of notebook paper.
3. Student should write down his first guess only. He shouldn't erase or write the words with any hesitation. The purpose of the Pretest is to see which words the student can already easily spell. If he can't spell a word quickly and easily, he needs to work on that word this week.
4. Teacher grades the Pretest and marks the misspelled words.
5. Student *carefully* copies the misspelled words onto the worksheet for Day 1. (Teacher should check his work, because students are known to copy their words incorrectly!)

Copywork and Dictation Sentences:

The worthless worker shall surely be nameless.

Will you untie all of the unsold, shopworn goods?

Westward the golden sun swiftly glided.

Will you surely remind me of it in the morning?



Week 2 – Day 1

After your pretest, circle the words that will be included on this week's spelling list. Copy your words onto the lines below.

<i>er, ly, compounds</i>	<i>un, ed, ness</i>	<i>ly, ing, less</i>
old cold bold older colder bolder surely stately homely goldfish sunrise	fold mind part folded minded parted untold unsold unbind illness fondness dampness	hard wild mild hardly wildly mildly morning scalding storming thankless worthless nameless

Scripture Verse: Find -ing and highlight it with your favorite color crayon.

For his anger endureth but a moment; in his favor is life:
weeping may endure for a night, but joy cometh in the
morning. Psalm 30:5



Week 2 – Day 2

Copywork: Copy the following sentences.

The worthless worker shall surely be nameless.

Will you untie all of the unsold, shopworn goods?

Westward the golden sun swiftly glided.

Will you surely remind me of it in the morning?

Practice:

- ☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 2 – Day 3

Practice: Copy your spelling words from Day 1.

Activity: Create a chart of prefixes and suffixes for your wall, and add to them throughout the next few weeks. Practice reading and spelling aloud each type of prefix and suffix.

Prefixes	Suffixes

Choose one prefix word and one suffix word, and write them in a sentence.



Week 2 – Day 4

Dictation: Carefully write each sentence your Teacher reads to you.

☐ Put a happy face next to the sentence that is the nicest. 😊

Scripture Verse: Copy the following verse.

*For his anger endureth but a moment; in his
favor is life. weeping may endure for a night,
but joy cometh in the morning.*

Psalm 30:5

Practice:

☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 2 – Day 5

Test

Directions: Write the spelling words your Teacher says.

Listen carefully to the sentence your Teacher chooses to read. Write it carefully here.



Week 3 - Teacher

Objectives: To spell compound words. To use the suffixes *-ly, -er, -ed, -y, -en, -er, -less*.

Scripture: Find the *-en* suffix sound in the words of this verse.

Matthew 11:28 (KJV)

Come unto me, all ye that labor and are heavy laden, and I will give you rest.

Word Lists for Pretest:

Important – Your student only needs to spell words that he misspells on the pretest, not all of the words on this week's list.

<i>er, ly, compounds</i>	<i>ed, compounds</i>	<i>y, en, compounds</i>	<i>er, less, compounds</i>
odd	test	grass	cart
like	want	dust	work
square	scald	glass	mend
oddly	tested	grassy	carter
likely	wanted	dusty	worker
squarely	scalded	glassy	mender
seller	beehive	darken	baseless
finder	gravestone	shorten	wingless
grinder	fireman	harden	shapeless
grandson	ninepins	milkman	lamppost
woodland	snowflake	fishhook	whalebone
fireworks	birdcage	workbox	sunshine

Pretest Procedure:

1. Teacher pronounces each word out loud, enunciating syllables clearly. If needed, Teacher can use each word in a sentence.
2. Student spells each word orally or by writing each on a clean sheet of notebook paper.
3. Student should write down his first guess only. He shouldn't erase or write the words with any hesitation. The purpose of the Pretest is to see which words the student can already easily spell. If he can't spell a word quickly and easily, he needs to work on that word this week.
4. Teacher grades the Pretest and marks the misspelled words.
5. Student *carefully* copies the misspelled words onto the worksheet for Day 1. (Teacher should check his work, because students are known to copy their words incorrectly!)

Copywork and Dictation Sentences:

In the hilly lands the morning is chilly.

You cannot enslave our bold, brave fireman.

We like the grandson of the baker.

The snowstorm will hardly hide the beehive.



Week 3 – Day 1

After your pretest, circle the words that will be included on this week’s spelling list. Copy your words onto the lines below.

<i>er, ly, compounds</i>	<i>ed, compounds</i>	<i>y, en, compounds</i>	<i>er, less, compounds</i>
odd like square oddly likely squarely seller finder grinder grandson woodland fireworks	test want scald tested wanted scalded beehive gravestone fireman ninepins snowflake birdcage	grass dust glass grassy dusty glassy darken shorten harden milkman fishhook workbox	cart work mend carter worker mender baseless wingless shapeless lamppost whalebone sunshine

Scripture Verse: Find -en and highlight it with your favorite color crayon.

Come unto me, all ye that labor and are heavy laden, and I will give you rest. Matthew 11:28



Week 3 – Day 2

Copywork: Copy the following sentences.

In the hilly lands the morning is chilly.

We like the grandson of the baker.

The snowstorm will hardly hide the beehive.

Practice:

- ☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 3 – Day 3

Practice: Copy your spelling words from Day 1.

Activity: Using the chart of prefixes and suffixes you made last week, add any new suffixes to it. Practice reading and spelling aloud each type of prefix and suffix.

Prefixes	Suffixes

Choose one suffix word and one compound word, and write them in a sentence.



Week 3 – Day 4

Dictation: Carefully write each sentence your Teacher reads to you.

☐ Put a happy face next to the sentence that is the nicest. 😊

Scripture Verse: Copy the following verse.

Come unto me, all ye that labor and are heavy laden, and I will give you rest.

Matthew 11:28

Practice:

☐ Neatly copy your spelling words from Day 1 onto a blank piece of notebook, writing your words 3 times each.



Week 3 – Day 5

Test

Directions: Write the spelling words your Teacher says.

Listen carefully to the sentence your Teacher chooses to read. Write it carefully here.

Foundations of Spelling

Level 4

Workbook

Sabrina Etienne



Introduction

This workbook is designed to be a scripturally-based, user-friendly workbook. It was created to suit the needs of both student and parent. It has been designed to be a supplemental text to the teacher using the classic book, *Practical High School Speller*, by Tobias O. Chew, published in 1914. I pray you find it both helpful and enjoyable.

Your sister in Yeshua Ha Mashiach,
Sabrina Etienne

Should you have any questions, please email us at
support@homeschoolingtorah.com.



Teacher Notes

The teacher notes are designed to give ideas to enhance vocabulary and spelling mastery. There are also suggestions for activities to put the words into usage for better application and mastery. Each teacher page will be compromised of teacher suggestions and each student page will be designed to be student led outside of the actual spelling testing portions.

Spelling strategy is based upon that of National Spelling Bee practice and strategies for those students that intend on working towards college-bound testing.

Links for spelling strategies for the teachers:

- ✓ Study tips for students:
<http://homeschoolingtorah.com/wp-content/uploads/Directions-to-Pupils.pdf>
- ✓ Tips for Visual Spelling for the Gifted and Talented:
<https://www.youtube.com/watch?v=laK1-fteyTA>
- ✓ Spelling Bee clips for kids:
<https://www.youtube.com/watch?v=y5Pyk2ZphX0>
- ✓ Spelling games:
<http://www.spellingcity.com>

Spelling Strategies

1. Student should say the word.
2. Verbally spell the word.
3. Say the word again.
4. Then write it.

Spelling Box

Each week students should make cards for each of their words. (See example in Week 1.) The spelling box is a place where students can save their word cards. This box could be a great benefit for mastery in spelling, vocabulary, grammar and learning the roots of words.

- ✓ This box is to be kept in alphabetical order and should be sub-divided by language of origin.
 - French
 - Latin
 - Greek
 - English /Old English
- ✓ The words will be used throughout the curriculum to build vocabulary usage and application.
- ✓ The words will be a great benefit for those students who are interested in participating in a spelling bee in the future.

Note: For additional vocabulary and word-root study, see *Foundations of Vocabulary* at <http://homeschoolingtorah.com/category/member-home/language-arts/vocabulary/>.



Quizzing the Student

Use the following method when quizzing the student on spelling words:

Say the word, spell the word, say the word.

For example:

“separate, s-e-p-a-r-a-t-e, separate”

If possible, the student should pause between syllables, like this:

s-e-p (pause) a (pause) r-a-t-e

Consult a dictionary if you are unsure how to separate each syllable.

Materials Needed for This Workbook

- ☐ Binder for worksheets
- ☐ Page protectors for charts
- ☐ Pens and pencils
- ☐ File card box
- ☐ ABC dividers
- ☐ 3x5 note cards

Scripture

Scripture is incorporated because it is a core value of why we learn and educate ourselves. When we apply all that we learn to the word of God, looking at all of life through the lens of Scripture, we gain greater knowledge and true wisdom.

Week 1 – Teacher

Spelling List	Words in Usage	Notes
1. separate	Separate is to divide	
2. receive	She received a letter.	
3. believe	We believe in God.	
4. until	until next Monday	
5. there	There he comes.	
6. their	Their hats are new.	
7. principle	principle of physics	
8. principal	the principal of a school	
9. business	business of the merchant	
10. parallel	parallel lines	

Scripture:

And when he was come into the house, the blind men came to him: and Yeshua saith unto them, **Believe** ye that I am able to do this? They said unto him, Yea, Lord. Matthew 9:28

Spelling Box:

Choose two words from this list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.

Example:

Boat- noun, origin is old English

Front of card	Back of the card
Boat	<p>Noun - a vessel for transport by water. Origin: Old English</p> <p>The boat was floating in the sea.</p>

We recommend the following online dictionaries:

- ✓ <http://dictionary.reference.com/>
- ✓ <http://webstersdictionary1828.com/>



Week 1 – Day 1

Using a dictionary, find the part of speech and definition for each word.

Spelling List	Part of Speech	Definition
1. separate		
2. receive		
3. believe		
4. until		
5. there		
6. their		
7. principle		
8. principal		
9. business		
10. parallel		

We recommend the following online dictionaries:

- ✓ <http://dictionary.reference.com/>
- ✓ <http://webstersdictionary1828.com/>

Scripture: Underline all of the spelling words you find in this verse.

And when he was come into the house, the blind men came to him: and Yeshua saith unto them, Believe ye that I am able to do this? They said unto him, Yea, Lord. Matthew 9:28



Week 1 – Day 2

Spelling Box:

Choose two words from this week's spelling list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.

Example:

Boat- noun, origin is old English

Front of card	Back of the card
Boat	Noun - a vessel for transport by water. Origin: Old English The boat was floating in the sea.



Write out your spelling cards and put them in your spelling box.



Week 1 – Day 3

Activity: Find each of this week's spelling words in the puzzle below.

Q L Z Z Y B E C R E P K E V S L E N U W
Z E S P U E T B J B H W B R N L Z H V K
U F I F P L A J L L G N T I R F X K S H
R G T Y J I R E Y X A Y W Q L X I I M U
B E G P E E A C Z I K D V A R L Q O J V
Q P C N U V P Q Z T I N G K I Z R S V M
J L H E H E E Q V Z D P L U X D T H J B
M Z Q I I Q S V S M X L W E P S N D A L
P O F P W V N S F I Y V V B F Z Y H A I
V H J L N U E F U O G Z M E F U H M G W
M W X D A N N N N X K Z P L Q A L C I H
B L C W I P T W E L P I C N I R P R R S
V O Y S F I I O T J A Z D R D Z N Q D M
Q J U W L U K C N I W F E N J U K Z M C
U B H H L N Z G N E C J W B I R E Y M K
A O P G B V S G I I O E R E H T I B Z Z
F S Q T G U B X R X R R J T X G V E Y W
B O I D H D A X Q N Z P X F J Z I R H R
P A R A L L E L Y C U O J F R G C O E T
Q N S Q R P J K F L P P F E R U V X W H

Practice:

☐ Ask to be quizzed over your spelling words.¹

¹ Teacher, for quizzing method, see Introduction, p. 5.



Week 1 – Day 4

Practice:

- ☐ Neatly writing your spelling words 3 times each.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Review:

- ☐ Review your Spelling Box words in preparation for tomorrow's test.

Game:

- ☐ **Choose Your Points** – Write various point values from 1 to 10 on small pieces of paper. Put the pieces into a bag or small box. Teacher calls out a spelling word for student to write on white board. If the word is spelled correctly, draw a paper from the bag. Student receives that many points. Continue through all the words, taking turns if several students are playing. Student with most points wins. (If only one student is playing, he receives points for correctly spelled words, but parent receives points for incorrectly spelled words.)

Optional:

- ☐ Set up an account at <http://www.spellingcity.com/>, and enter your spelling words from this week. Play a review game with your spelling words.



Week 1 – Day 5

Test

Directions: Write the spelling words your Teacher says.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Give the following for the Spelling Box word your Teacher says:

Part of Speech –
Origin –



Week 2 – Teacher

Spelling List	Words in Usage	Notes
1. disappoint	disappoint us by going	
2. to	to go to town	
3. too	too many bugs	
4. two	two dollars in cash	
5. necessary	necessary food	
6. judgment	judgment of the court	
7. all right	All right, I shall come.	
8. disappear	disappear from sight	
9. grammar	grammar of the language	
10. privilege	privilege to vote	

Scripture:

Verily I say unto you, It shall be more tolerable for the land of Sodom and Gomorrah in the day of judgment, than for that city. Matthew 10:15

Spelling Box:

Choose two words from this list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.

Example:

Boat- noun, origin is old English

Front of card	Back of the card
Boat	Noun - a vessel for transport by water. Origin: Old English The boat was floating in the sea.

We recommend the following online dictionaries:

- ✓ <http://dictionary.reference.com/>
- ✓ <http://webstersdictionary1828.com/>



Week 2 – Day 1

Using a dictionary, find the part of speech and definition for each word.

Spelling List	Part of Speech	Definition
1. disappoint		
2. to		
3. too		
4. two		
5. necessary		
6. judgment		
7. all right		
8. disappear		
9. grammar		
10. privilege		

We recommend the following online dictionaries:

- ✓ <http://dictionary.reference.com/>
- ✓ <http://webstersdictionary1828.com/>

Scripture: Underline all of the spelling words you find in this verse.

Verily I say unto you, It shall be more tolerable for the land of Sodom and Gomorrah in the day of judgment, than for that city. Matthew 10:15



Week 2 – Day 2

Spelling Box:

Choose two words from this week's spelling list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.

Example:

Boat- noun, origin is old English

Front of card	Back of the card
Boat	Noun - a vessel for transport by water. Origin: Old English The boat was floating in the sea.



Write out your spelling cards and put them in your spelling box.



Week 2 – Day 3

Activity: Write a short simple poem or story using these homophones: to, two, too.

Practice:

☐ Ask to be quizzed over your spelling words.²

² Teacher, for quizzing method, see Introduction, p. 5.



Week 2 – Day 4

Practice:

- ☐ Neatly writing your spelling words 3 times each.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Review:

- ☐ Review your Spelling Box words in preparation for tomorrow's test.

Game:

- ☐ **Choose Your Points** – Write various point values from 1 to 10 on small pieces of paper. Put the pieces into a bag or small box. Teacher calls out a spelling word for student to write on white board. If the word is spelled correctly, draw a paper from the bag. Student receives that many points. Continue through all the words, taking turns if several students are playing. Student with most points wins. (If only one student is playing, he receives points for correctly spelled words, but parent receives points for incorrectly spelled words.)

Optional:

- ☐ Enter your spelling words from this week at <http://www.spellingcity.com/>. Play a review game with your spelling words.



Week 2 – Day 5

Test

Directions: Write the spelling words your Teacher says.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Give the following for the Spelling Box word your Teacher says:

Part of Speech –
Origin –



Week 3 – Teacher

Spelling List	Words in Usage	Notes
1. beginning	beginning of the war	
2. government	government by the people	
3. isosceles	isosceles triangle	
4. laboratory	laboratory of the chemist	
5. finally	Finally it ended.	
6. coming	coming home	
7. seize	seize the opportunity	
8. similarly	similarly made	
9. similar	similar triangles	
10. Parliament	Parliament of England	

Scripture:

For unto us a Child is born, unto us a Son is given; and the government shall be upon His shoulder. And His name shall be called Wonderful, Counselor, the Mighty God, the Everlasting Father, the Prince of Peace. Isaiah 9:6

Spelling Box:

Choose two words from this list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.



Week 3 – Day 1

Using a dictionary, find the part of speech and definition for each word.

Spelling List	Part of Speech	Definition
1. beginning		
2. government		
3. isosceles		
4. laboratory		
5. finally		
6. coming		
7. seize		
8. similarly		
9. similar		
10. Parliament		

Scripture: Underline all of the spelling words you find in this verse.

For unto us a Child is born, unto us a Son is given; and the government shall be upon His shoulder. And His name shall be called Wonderful, Counselor, the Mighty God, the Everlasting Father, the Prince of Peace. Isaiah 9:6



Week 3 – Day 2

Spelling Box:

Choose two words from this week's spelling list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.



Write out your spelling cards and put them in your spelling box.



Week 3 – Day 3

Activity:

What is a parliament? Where is there a parliament and how does it work? Research this and write about it here.

Practice:

☐ Ask to be quizzed over your spelling words.³

³ Teacher, for quizzing method, see Introduction, p. 5.



Week 3 – Day 4

Practice:

- ☐ Neatly writing your spelling words 3 times each.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Review:

- ☐ Review your Spelling Box words in preparation for tomorrow's test.

Game:

- ☐ **Spelling Exercise** – Spell your words while doing jumping jacks, one letter per word. If you miss a letter, you must do 5 pushups! 😊

Optional:

- ☐ Enter your spelling words from this week at <http://www.spellingcity.com/>. Play a review game with your spelling words.



Week 3 – Day 5

Test

Directions: Write the spelling words your Teacher says.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Give the following for the Spelling Box word your Teacher says:

Part of Speech –
Origin –

Foundations of Spelling

Level 5

Workbook

Sabrina Etienne



Introduction

This workbook is designed to be a scripturally-based, user-friendly workbook. It was created to suit the needs of both student and parent. It has been designed to be a supplemental text to the teacher using the classic book, *Practical High School Speller*, by Tobias O. Chew, published in 1914. I pray you find it both helpful and enjoyable.

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<https://www.youtube.com/watch?v=laK1-fteyTA>
- ✓ Spelling Bee clips for kids:
<https://www.youtube.com/watch?v=y5Pyk2ZphX0>
- ✓ Spelling games:
<http://www.spellingcity.com>

Spelling Strategies

1. Student should say the word.
2. Verbally spell the word.
3. Say the word again.
4. Then write it.

Spelling Box

Each week students should make cards for each of their words. (See example in Week 1.) The spelling box is a place where students can save their word cards. This box could be a great benefit for mastery in spelling, vocabulary, grammar and learning the roots of words.

- ✓ This box is to be kept in alphabetical order and should be sub-divided by language of origin.
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- ✓ The words will be used throughout the curriculum to build vocabulary usage and application.
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Note: For additional vocabulary and word-root study, see *Foundations of Vocabulary* at <http://homeschoolingtorah.com/category/member-home/language-arts/vocabulary/>.



Quizzing the Student

Use the following method when quizzing the student on spelling words:

Say the word, spell the word, say the word.

For example:

“separate, s-e-p-a-r-a-t-e, separate”

If possible, the student should pause between syllables, like this:

s-e-p (pause) a (pause) r-a-t-e

Consult a dictionary if you are unsure how to separate each syllable.

Materials Needed for This Workbook

- ☐ Binder for worksheets
- ☐ Page protectors for charts
- ☐ Pens and pencils
- ☐ File card box
- ☐ ABC dividers
- ☐ 3x5 note cards

Scripture

Scripture is incorporated because it is a core value of why we learn and educate ourselves. When we apply all that we learn to the word of God, looking at all of life through the lens of Scripture, we gain greater knowledge and true wisdom.



Week 1 – Teacher

Spelling List	Words in Usage	Notes
1. ecstasy	ecstasy of delight	
2. excel	excel in feats of strength	
3. enemy	enemy of our country	
4. crystallization	crystallization of water	
5. dropped	dropped from a balloon	
6. criticism	criticism of his work	
7. conceive	conceive of any reason	
8. capillary	capillary attraction	
9. cancel	cancel debt	
10. besiege	besiege a city	

Scripture:

He delivered me from my strong enemy, and from them which hated me: for they were too strong for me. Psalms 18:17

Spelling Box:

Choose two words from this list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.

We recommend the following online dictionaries:

- ✓ <http://dictionary.reference.com/>
- ✓ <http://webstersdictionary1828.com/>



Week 1 – Day 1

Using a dictionary, find the part of speech and definition for each word.

Spelling List	Part of Speech	Definition
1. ecstasy		
2. excel		
3. enemy		
4. crystallization		
5. dropped		
6. criticism		
7. conceive		
8. capillary		
9. cancel		
10. besiege		

We recommend the following online dictionaries:

- ✓ <http://dictionary.reference.com/>
- ✓ <http://webstersdictionary1828.com/>

Scripture: Underline all of the spelling words you find in this verse.

He delivered me from my strong enemy, and from them
which hated me: for they were too strong for me.

Psalms 18:17



Week 1 – Day 2

Spelling Box:

Choose two words from this week's spelling list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.



Write out your spelling cards and put them in your spelling box.



Week 1 – Day 3

Activity: Find each of this week's spelling words in the puzzle below.

C R I T I C I S M T L L H L N G X K Q I
V N H U L W A R P D E P P O R D L Z G E
B J T D Z F L P M J H S I Y D O K R U J
U F K C F E O W I R A T R A Y A I J D Z
F S K Q C F D Y T L A A L E B P Z K V M
L C W X M U K J S Z L Z P V G P A U R E
E B E O X D I J I Y W A E D E E X K P A
C E D U L F K L B N K M R C Z R I O T G
N D A X X H L P C P T Z S Y C H L S A Y
A G K C G A E N E M Y T Z J O Z H T E O
C Z X H T Z S T A L A T P T N L J F R B
O P E S J C J B H S U E B H C B T M S D
D W Y F T W C O Y Z P V X I E S J X X N
J R S G L F N W M M C R A L I Q X W H B
C B N E E N Q Q Q S U M N I V P M P A V
V T H A J P I I N J O G B A E D F J R T
Y X G S E Y I K U K G R Z G S S W S D G
E F R U H C M C N C V G O N A O K D C W
E B B G M X F T A J Y O D V J D A I Q C
W U K T M L E J Z N P I T I E Z W F B D

Practice:

☐ Ask to be quizzed over your spelling words.¹

¹ Teacher, for quizzing method, see Introduction, p. 5.



Week 1 – Day 4

Practice:

- ☐ Neatly write your spelling words 3 times each.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Review:

- ☐ Review your Spelling Box words in preparation for tomorrow's test.

Game:

- ☐ **Choose Your Points** – Write various point values from 1 to 10 on small pieces of paper. Put the pieces into a bag or small box. Teacher calls out a spelling word for student to write on white board. If the word is spelled correctly, draw a paper from the bag. Student receives that many points. Continue through all the words, taking turns if several students are playing. Student with most points wins. (If only one student is playing, he receives points for correctly spelled words, but parent receives points for incorrectly spelled words.)

Optional:

- ☐ Set up an account at <http://www.spellingcity.com/>, and enter your spelling words from this week. Play a review game with your spelling words.



Week 1 – Day 5

Test

Directions: Write the spelling words your Teacher says.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Give the following for the Spelling Box word your Teacher says:

Part of Speech –
Origin –



Week 2 – Teacher

Spelling List	Words in Usage	Notes
1. zinc	Zinc is a useful metal.	
2. thoroughly	thoroughly awake	
3. therefore	Therefore he may not go.	
4. rhyme	rhyme of the verses	
5. really	really fresh eggs	
6. proprietor	proprietor of the hotel	
7. practical	practical application	
8. positive	positive of the fact	
9. juice	juice of the fruit	
10. origin	origin of man	

Scripture:

I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service. Romans 12:1

Spelling Box:

Choose two words from this list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.

We recommend the following online dictionaries:

- ✓ <http://dictionary.reference.com/>
- ✓ <http://webstersdictionary1828.com/>



Week 2 – Day 1

Using a dictionary, find the part of speech and definition for each word.

Spelling List	Part of Speech	Definition
1. zinc		
2. thoroughly		
3. therefore		
4. rhyme		
5. really		
6. proprietor		
7. practical		
8. positive		
9. juice		
10. origin		

We recommend the following online dictionaries:

- ✓ <http://dictionary.reference.com/>
- ✓ <http://webstersdictionary1828.com/>

Scripture: Underline all of the spelling words you find in this verse.

I beseech you therefore, brethren, by the mercies of God,
that ye present your bodies a living sacrifice, holy, acceptable
unto God, which is your reasonable service. Romans 12:1



Week 2 – Day 2

Spelling Box:

Choose two words from this week's spelling list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.



Write out your spelling cards and put them in your spelling box.



Week 2 – Day 3

Activity: Write a short poem or story using at least 6 of this week's spelling words.

Practice:

☐ Ask to be quizzed over your spelling words.²

² Teacher, for quizzing method, see Introduction, p. 5.



Week 2 – Day 4

Practice:

- ☐ Neatly write your spelling words 3 times each.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Review:

- ☐ Review your Spelling Box words in preparation for tomorrow's test.

Game:

- ☐ **Choose Your Points** – Write various point values from 1 to 10 on small pieces of paper. Put the pieces into a bag or small box. Teacher calls out a spelling word for student to write on white board. If the word is spelled correctly, draw a paper from the bag. Student receives that many points. Continue through all the words, taking turns if several students are playing. Student with most points wins. (If only one student is playing, he receives points for correctly spelled words, but parent receives points for incorrectly spelled words.)

Optional:

- ☐ Enter your spelling words from this week at <http://www.spellingcity.com/>. Play a review game with your spelling words.



Week 2 – Day 5

Test

Directions: Write the spelling words your Teacher says.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Give the following for the Spelling Box word your Teacher says:

Part of Speech –
Origin –



Week 3 – Teacher

Spelling List	Words in Usage	Notes
1. segment	segment of a line	
2. numerator	numerator of a fraction	
3. measurement	measurement of the distance	
4. integral	integral parts	
5. exponent	exponent of the number	
6. equiangular	equiangular triangles	
7. equally	equally divided	
8. athlete	athlete in training	
9. acceptance	acceptance of the proposal	
10. achievement	achievement of success	

Scripture:

I have fought a good fight, I have finished my course, I have kept the faith. 2 Timothy 4:7

- ☐ What spelling word best fits the meaning of this verse?

Spelling Box:

Choose two words from this list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.

We recommend the following online dictionaries:

- ✓ <http://dictionary.reference.com/>
- ✓ <http://webstersdictionary1828.com/>



Week 3 – Day 1

Using a dictionary, find the part of speech and definition for each word.

Spelling List	Part of Speech	Definition
1. segment		
2. numerator		
3. measurement		
4. integral		
5. exponent		
6. equiangular		
7. equally		
8. athlete		
9. acceptance		
10. achievement		

Scripture: What spelling word best fits the meaning of this verse? _____

I have fought a good fight, I have finished my course, I have kept the faith. 2 Timothy 4:7



Week 3 – Day 2

Spelling Box:

Choose two words from this week's spelling list.

- ☐ Include the part of speech and a definition.
- ☐ Find the origin of each word and write it on the card.
- ☐ You could draw a picture or map to go with your word as well.
- ☐ Finally, write it in a sentence.



Write out your spelling cards and put them in your spelling box.



Week 3 – Day 3

Activity: Create a chart explaining the math words from your spelling list.

Practice:

☐ Ask to be quizzed over your spelling words.³

³ Teacher, for quizzing method, see Introduction, p. 5.



Week 3 – Day 4

Practice:

- ☐ Neatly write your spelling words 3 times each.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Review:

- ☐ Review your Spelling Box words in preparation for tomorrow's test.

Game:

- ☐ **Spelling Exercise** – Spell your words while doing jumping jacks, one letter per word. If you miss a letter, you must do 5 pushups! 😊

Optional:

- ☐ Enter your spelling words from this week at <http://www.spellingcity.com/>. Play a review game with your spelling words.



Week 3 – Day 5

Test

Directions: Write the spelling words your Teacher says.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Give the following for the Spelling Box word your Teacher says:

Part of Speech –
Origin –