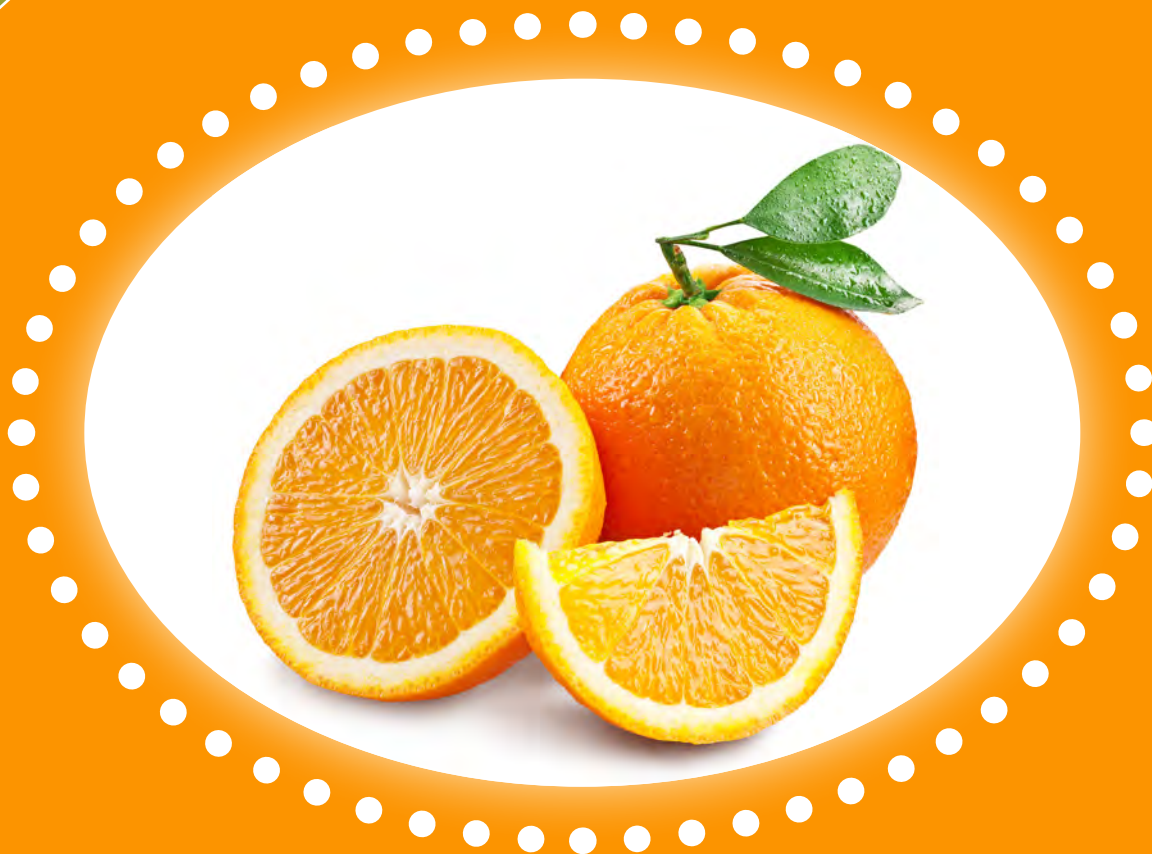


Teacher's Edition

ADVENTURES IN SPELLING®



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Level 2

Dear Teachers,

Welcome to Adventures in Spelling by CherryWood Press. We present an attractive, enjoyable approach to a subject that is, at best, unappreciated by your students, and approached with reluctance at worst. We're confident that your students will eagerly approach their spelling lessons and truly regard this topic as an adventure.

Goals:

1. To present easy-to-follow spelling lessons utilizing frequently used words
2. To enhance students' vocabulary
3. To apply the usage of word groups, context clues and other critical thinking skills as a means to increase the students' Language Art skills
4. To build students' personal vocabulary
5. To instruct students how to decode the phonetic structure of words
6. To build understanding of the meanings of words through activities and usage of dictionary skills
7. To improve all written work by the application of correct spelling mastered in this program

Format

- There are 36 lessons to be covered over the course of the school year, at the rate of one lesson per week. Each lesson consists of a spelling rule and a list of words. For students' convenience, each lesson's spelling words are written on every page of the lesson so that students never have to turn back to find the words. The only exception are the WOW words, which are listed only on the original spelling list page. Over the course of each lesson, students will write the words three times.
- A dictionary is provided at the end of the book for teacher's use. Definitions as well as parts of speech are listed as a guide. The definitions chosen to be included in this dictionary should be used at the teacher's discretion.
- Lessons 9, 19, 29, and 35 are review lessons, consisting of sample words from the preceding lessons.

WOW Sections

WOW words are **Words Often Wrong**, and they are cumulative, as a new word is added to each lesson. WOW words are frequently used and often part of our daily vocabulary; however, they are often misspelled when used in writing. It is our hope that by increasing the number of times these words are visually and auditorily practiced, students' accuracy will be strengthened. Students should be tested on all WOW words listed in each lesson, weekly.

WOW review lessons are lessons 10, 20, 30 and 36.

LESSON 1	5	Short a words
LESSON 2	8	Short e words
LESSON 3	11	Short i words
LESSON 4	14	Short o words
LESSON 5	17	Short u words
LESSON 6	20	ck words
LESSON 7	23	oo words
LESSON 8	26	Words ending in ll
LESSON 9	30	Review: Lessons 1-8
LESSON 10	32	WOW review
LESSON 11	33	Long a words with silent e
LESSON 12	36	Long a words with ai
LESSON 13	39	Long a words with ay
LESSON 14	42	Long e words with ea
LESSON 15	45	Long e words with ee
LESSON 16	48	Long i words with silent e
LESSON 17	51	Long i words
LESSON 18	54	Color words
LESSON 19	57	Review: Lessons 11-18
LESSON 20	60	WOW review
LESSON 21	61	Long o words with silent e
LESSON 22	64	oi words
LESSON 23	67	Words ending in double s
LESSON 24	70	Long u words with silent e
LESSON 25	73	Homophones
LESSON 26	76	Number words
LESSON 27	79	er words
LESSON 28	82	Irregular verbs
LESSON 29	85	Review: Lessons 21-28
LESSON 30	88	WOW Review
LESSON 31	89	Compound words
LESSON 32	92	ar words
LESSON 33	95	or words
LESSON 34	98	ir words
LESSON 35	102	Review: Lessons 31-34
LESSON 36	104	WOW review

Level 2



Dear Student,

Welcome to Adventures in Spelling by CherryWood Press. Each lesson includes a spelling rule, interesting activities and a special feature called **W.O.W** words. W.O.W. stands for Words Often Wrong. W.O.W. words are frequently used and often part of our daily vocabulary. You will notice that a new word is added to the word list in each lesson.

Spelling Tips:

-  1. See the word.
Notice the spelling pattern.
-  2. Say the word.
Slowly pronounce each consonant and vowel sound.
-  3. Write the word.
Form the letters carefully and correctly.



**short a
words**



SPELLING WORDS

past	cast
sand	last
camp	lamp
fast	flag
grab	plant

SPELLING RULE

The short **a** sound has the same vowel sound as the **a** in **apple**.

Part A Write each spelling word.

TEACHING NOTES:

GOAL: To spell words with the short **a** sound and introduce consonant blends at the end of a word

PART A:

Students should write each spelling word once. Teachers should discuss the meaning of each word during Part A, using the dictionary at the back of the book as a guide.

PART B:

Introduce the WOW word. Students should write the WOW word and write a sentence using the WOW word. Point out the importance of writing the WOW word in uppercase, even when it is found in the middle of a sentence. Remind students that the WOW word will be included on the test.

PART C:

- #1-4- Students should identify the consonant cluster **st** at the end of the spelling word.
- #5-6- Students should identify the consonant cluster **mp** at the end of the spelling word.
- #7- Students should identify the consonant cluster **nd** at the end of the spelling word.
- #8- Students should identify the spelling word that ends in **g**.
- #9- Students should identify the spelling words that ends in **b**.
- #10- Students should identify the spelling word that ends in the consonant cluster **nt**.

PART D:

Students should complete the sentences using the spelling words. Encourage students to read each sentence in its entirety before filling it in. Point out the context clues in each sentence. Ask students which word(s) hinted at the correct answer.

LESSON

1

past
sand
camp
fast
grab
cast
last
lamp
flag
plant

Part B

Write the WOW word: l

Write a sentence with the WOW word.

Answers will vary

Part C

Write the spelling words that have the same ending as the word **mast**.

1. past

3. cast

2. fast

4. last

Write the spelling words that have the same ending as the word **ramp**.

5. camp

6. lamp

Write the spelling word that has the same ending as the word **band**.

7. sand

Write the spelling word that has the same ending as the word **brag**.

8. flag

Write the spelling word that has the same ending as the word **cab**.

9. grab

Write the spelling word that has the same ending as the word **ant**.

10. plant

Part D Complete the sentences using the spelling words.

1. The amp gives us light.
2. Did you come in ast?
3. Do not rab the cookies.
4. I like to go to amp.
5. It was ast my bedtime.
6. Can you run ast?
7. My leg is in a ast.
8. We will lant flowers in our yard.
9. The lag waved in the wind.
10. The and got stuck in my toes.

past
sand
camp
fast
grab
cast
last
lamp
flag
plant



LESSON

2

short e
words



|
of

SPELLING WORDS

rest

next

nest

best

test

left

help

bend

send

spend

SPELLING RULE

The short **e** sound has the same vowel sound as **egg**.

Part A Write each spelling word.

TEACHING NOTES:

GOAL: To spell words with the short e sound

PART A:

Students should write each spelling word once. Teachers should discuss the meaning of each word during Part A, using the dictionary at the back of the book as a guide.

PART B:

Introduce the new WOW word. Students should write the new WOW word and answer the question. Remind students that both WOW words will be included on the test.

PART C:

Students should write the spelling words that end in the same letters that are written in the eggs.

PART D:

Students should read the story and use the context clues in the story to fill in the blanks, using the spelling words. Point out that some spelling words will be used more than once. Encourage students to explain how they figured out which word best fit each blank.

This activity can be done independently or aloud in the classroom if some students need guidance.

Part B

Write the new WOW word:

of

What sound does the **f** make?

v

Part C

Write the spelling words that belong to each group of letters in the eggs.



1. *rest*

2. *nest*

3. *test*

4. *best*



7. *send*

8. *bend*

9. *spend*



5. *left*



10. *next*



6. *help*

rest
nest
test
help
send
next
best
left
bend
spend

LESSON 2

Part D Fill in the blanks with spelling words. Some words may be used more than once.



Once there was a  who was lost. He

looked for his nest. He asked

a  for help. The  said,

“Don’t spend time looking. I’ll

send my  to help.

He is the best one for this job and will

pass the test.” The  left.

The  told the  to rest. The

 went to the end in the road

and saw some . The first tree had no

nest. In the next 

the  saw a nest. The  went

back to the  and told the , “Here is your

nest. You are no longer lost.”



rest
nest
test
help
send
next
best
left
bend
spend

LESSON

1

RAPID REVIEW

RAPID REVIEW

1

short a
words

WOW
Words Often Words

1

 **SEE IT**

 **SAY IT**

 **WRITE IT**

- | | |
|-----------|-------|
| 1. past | past |
| 2. sand | sand |
| 3. camp | camp |
| 4. fast | fast |
| 5. grab | grab |
| 6. cast | cast |
| 7. last | last |
| 8. lamp | lamp |
| 9. flag | flag |
| 10. plant | plant |

CHALLENGE WORDS

- drag
- clap

Level 2

WEEKLY TEST

Name: _____

Teacher: _____

Date: _____

Spelling Test

LESSON 1

- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

WOW
Words Often Words

Challenge Words

- _____

- _____

- _____



WRITING ACTIVITY

WRITING

1

WOW
Words Often Words

1

Name: _____

past	cast
sand	last
camp	lamp
fast	flag
grab	plant

The summer flew by so _____. I had so much fun in _____. I went to the beach and played in the _____. I played capture the _____ with my bunk.

Write three sentences about your summer. Use five spelling words.

Bonus: Include the WOW word as many times as you can.

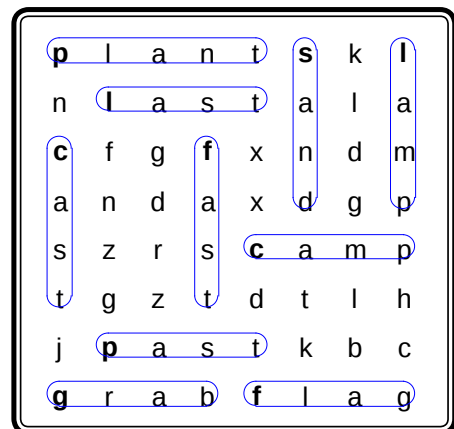


Level 2

WORD SEARCH

Name: _____

LESSON 1



- | | |
|--|--------------------------------|
| ☒ past | ☐ cast |
| ☐ sand | ☐ last |
| ☐ camp | ☐ lamp |
| ☐ fast | ☐ flag |
| ☐ grab | ☐ plant |

Level 2

