

Dear Teachers,

Welcome to Adventures in Spelling by CherryWood Press. We have attempted to present an attractive, enjoyable approach to a subject that is, at best, unappreciated by your students, and approached with reluctance at worst. You will find 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. Students do not have to turn back to find the words, except for 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 are 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.

Dear Student,

Welcome to Adventures in Spelling by CherryWood Press. Each lesson includes a spelling rule, interesting activities and a special feature entitled **W.O.W** words. W.O.W. stands for Words Often Wrong. W.O.W. words are frequently used and are 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.



past
sand
camp
fast
grab
cast
last
lamp
flag
plant

Part B

Write the WOW word: I

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 grab the cookies.
4. I like to go to camp.
5. It was past my bedtime.
6. Can you run fast?
7. My leg is in a cast.
8. We will plant flowers in our yard.
9. The flag waved in the wind.
10. The sand got stuck in my toes.

past
sand
camp
fast
grab
cast
last
lamp
flag
plant



short e words



I
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.

5.

10.

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

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



= bird



= hen





= chick



= tree

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