

Letter

Provide the parent or guardian with the spelling word lists for the next unit.



Show your parents or guardian this letter that tells them what your spelling words will be for the next unit. Ask them to put it in a special place where you will remember to practice them together.



Dear Parent,

We are about to begin our first spelling unit containing five weekly lessons. A set of ten words plus three challenge words will be studied each week. All the words will be reviewed in the sixth week.

Values, based on each Scripture listed below, will be featured in that week's lesson.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
add	best	been	box	above
ask	ever	begin	dot	does
camp	head	digit	drop	done
fast	help	give	frog	jump
hat	left	into	gone	just
have	leg	its	lost	must
last	men	kid	lot	none
map	nest	live	odd	number
plan	next	quit	often	sum
than	set	sister	soft	what
★ apple	★ again	★ because	★ forgot	★ bubble
★ asked	★ never	★ gym	★ job	★ once
★ bath	★ sentence	★ until	★ tomorrow	★ sometimes
Matt. 22:37	Luke 9:48	Matt. 5:25	Mark 9:50	Matt. 24:42

Have each student remove this letter from his or her Worktext prior to beginning Lesson 1.

The Most Important Thing

A tornado provides Tommy with plenty of excitement, as well as a chance to show his love for God.

“A tornado warning has been issued for Fulbright and Cole counties until twelve o’clock tonight. Residents of these counties are advised to take immediate precautions. Take shelter in a basement or a central room without windows such as a pantry, hallway, or bathroom. High winds and sporadic heavy rains are expected. We have just received an unconfirmed report of a funnel cloud sighting just west of Clifton. Stay tuned for up-to-the-minute information on VKJP. We repeat, a tornado warning has been issued for Fulbright and Cole counties.”

Seven-year-old Tommy’s wide blue eyes switched from staring at the serious looking weatherman on TV to his mother. Mrs. Rawson sat on the couch leaning slightly forward as she listened carefully to the weather report. Lisa, Tommy’s big sister, lay on the carpet with an open book in front of her. She held a forgotten pencil raised midair in one hand as she watched the storm’s path flash across the TV weather map again and again. The fading evening sunlight cast a strange yellow-green glow through the windows. Outdoors, the whole world seemed quiet and still, like it was waiting for something to happen.

“Okay, you two, it’s bedtime.”

Mother turned down the volume on the TV as a commercial came on and spoke briskly to the children. “Lisa, please make sure the flashlights work well. I think some new batteries are in the drawer if we need to replace them. Tommy, please get the sleeping bags out of the hall closet and bring them downstairs to the pantry.”

“But, Mom...” Tommy began. “It’s not time for bed yet.”

“You may read your new nature magazine or some books for a while, son,” Mom replied firmly, “but you are going to bed in the pantry now. It is the safest place in this house.”

Tommy and Lisa kept getting in each other’s way as they settled into their sleeping bags on the small floor space of the kitchen pantry. “This is a perfect place for you to sleep,” Lisa giggled. “You’re surrounded by food!” After some poking, tickling, and bumping of heads they finally settled down. Before he drifted off to sleep, Tommy heard Dad come inside. The lull of his parents’ voices as they talked quietly reassured him as the wind picked up, howling and rattling things outside.

SMACK! Tommy cracked his head soundly as he sat up the next morning. “OWWW!” he yelled. SMACK! Lisa’s head cracked against the pantry shelf on her side. “OWWW!” she echoed. She glared at her little brother. “You scared me half to death! What a way to wake up!”

Tommy rubbed the sore spot on his head and smiled sheepishly. “I forgot we were sleeping with the cereal. But at least we did wake up and the pantry’s still here.”

Later that morning Mom turned the car radio on as she drove the children to school. Occasional branches littered the streets where the stiff winds had knocked them down. A battered stop sign flopped upside-down on its pole. Mother drove carefully through large puddles that swooshed up under the car. “A tornado demolished much of Center City as one of the worst storms in the history of Fulbright County hit shortly

before midnight last night. Details after this.” The voice on the radio caught the attention of everyone in the car. They listened quietly to the report of damages the tornado made to the little town about an hour away from their own town.

The classroom was humming with talk about the tornado when Tommy entered it a few minutes later. Mrs. Morgan started class with a prayer of thanks for the safety of the children and their families. She prayed for those in Center City who had lost their homes and businesses. She prayed for those who were injured when the tornado hit, and thanked God none were killed.

“It appears that most of you have heard about the tornado that hit Center City last night,” Mrs. Morgan spoke to the class. “As you may know, the tornado cut a path through the town, destroying everything in its way. I’m sure that many of you have questions or comments.” She nodded at Daniel’s waving hand. “Daniel?”

“We saw some pictures of it on TV this morning. It was awesome!” Daniel shook his head in amazement. “There was a car upside-down right on top of where a house used to be.”

“Sometimes you couldn’t even tell where a house used to be in some of those pictures,” James added. “It just looked like piles of trash.”

“There was a big sign with two poles, and they were twisted up like a pretzel!” Daniel continued. “One house looked fine, except that its roof was sitting in the yard instead of on top of the house.”

“I heard once that a tornado can drive a straw into a telephone pole. Is that true, Mrs. Morgan?” Rosa asked.

“A tornado’s incredibly strong and twisting winds can do many unusual things.” Mrs. Morgan answered. “Objects can be picked up and carried long distances then set down gently with very little damage while other objects are smashed to pieces. A tornado is a fierce and unpredictable force.”

“All those piles of trash used to be someone’s homes

where people lived and played.” Sarah said quietly.

The class was quiet for a moment, then Kristin asked, “Mrs. Morgan, where will the people stay who used to live in those houses? What will happen to them? Where will they get food and clothes and beds and . . . everything?”

“The government and the Red Cross will help,” Mrs. Morgan replied. “Many people volunteer to help as well. Churches and community buildings open shelters or places for people to stay until they can find their own place. Businesses and people from many towns in this area will raise money to help buy food and supplies needed in Center City.”

Mrs. Morgan smiled as Tommy almost followed his hand up into the air when he raised it so quickly. “Tommy?”

“Couldn’t we do that, too, right here at Knowlton Elementary?” Tommy was almost hopping up and down with excitement. “Couldn’t we all give some money and send it to help those people in Center City?” The excitement was catching. Children across the room started nodding and waving their hands and whispering as the idea caught on.

“That’s a very good idea, Tommy,” Mrs. Morgan sounded pleased. “How many of you would like to help Center City recover from the tornado as a class project?” Every hand in the room was raised enthusiastically. “All right, then.” Mrs. Morgan turned to the board with a big smile and wrote MRS. MORGAN’S CLASS FOR CENTER CITY!

Right beside those words she wrote Matthew 22:37. She turned and looked seriously at the boys and girls in front of her. “This is the Scripture verse we will practice this week. It says, ‘Love the Lord your God with all your heart, soul, and mind.’ That is exactly what you are doing this morning. Jesus said in the Scriptures that whenever we help other people, it is just like we are helping Jesus Himself. We show our love for God by being kind and unselfish in doing things

for others. I am so proud of you and I know that your Heavenly Father is pleased by your choice as well.”

On the way home from school, Tommy told his mother and Lisa all about the plan. “We’ll each bring as much money as we can and put it all together to help the people whose houses got smashed last night in the tornado,” Tommy finished.

Mom reached across the front seat and squeezed Tommy’s arm. “You’re growing taller and stronger every day, Tommy. Your dad and I are glad about that, but we’re really glad to see you choosing to be more like Jesus each day. It shows us that you love God with everything you are, and that is the most important thing of all!”

2 Discussion Time

Check understanding of the story and development of personal values.

- Has your town ever been under a tornado warning?
- What kinds of things did your family do to get ready for the storm?
- How did you feel?
- How do you think people feel who have their home or business hit by a tornado?
- How do you think Tommy and his class felt when they shared their money?
- What are some things you can do to show you love God with all your heart, soul, and mind?

A Preview

Write each word as your teacher says it.

1. add
2. fast
3. hat
4. plan
5. camp
6. ask
7. last
8. have
9. than
10. map

Name _____



Words with /a/

Lesson 1

Challenge Words

- ☆ asked
- ☆ apple
- ☆ bath

Scripture

Matthew 22:37

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Challenge

For better spellers, challenge words may be included in the weekly list. Challenge words are starred.



Correct Immediately!

Let's correct our preview. I will write each word on the board. Put a dot under each letter on your preview as I spell the word out loud. If you spelled a word wrong, rewrite it correctly.



Progress Chart

Students may record scores. (Reproducible master in Appendix B.)



Take a minute to memorize . . .



Matthew 22:37

Read the memory verse twice. Have students practice it with you two more times.

3

Preview

Test for knowledge of the correct spellings of these words. (See the instructions at the top right for challenge words.)



I will say each word once, use the word in a sentence, then say the word again. Write the word on the lines in the Worktext.

1. **add** As the storm moves, the weatherman will **add** to his report.
2. **fast** Mother couldn't drive **fast** because of water in the street.
3. **hat** That **hat** should keep the rain off.
4. **plan** The children liked Tommy's **plan** to help people in Center City.
5. **camp** Many people will have to **camp** until their houses are repaired.
6. **ask** You can **ask** God to help you any time and anywhere.
7. **last** Tommy and Lisa went to sleep at **last**.
8. **have** Do you **have** a plan of what you will do if a tornado comes?
9. **than** Giving to others can make you feel happier **than** getting things.
10. **map** Where is Center City on this **map**?
- ☆ **asked** Kristin **asked**, "Where will all those people stay?"
- ☆ **apple** The storm broke several limbs off the **apple** tree.
- ☆ **bath** A **bath** every day helps your body stay clean and healthy.

4

Word Shapes

Help students form a correct image of whole words.



Look at each word and think about its shape. Now, write the word in the correct Word Shape Boxes. You may check off each word as you use it.

(In many words /a/ is spelled with **a**, and it is often spelled this way when it is at the beginning or in the middle of a word.)



In the Word Shape Boxes, color the letter that spells the sound of /a/ in each word. Circle the words that begin with the sound of /a/.



Challenge

Draw the correctly shaped box around each letter in these words.



On a separate sheet of paper, write other words that contain one of the spelling patterns in the word list. See how many words you can write.

B Word Shapes

Name _____

Write each word in the correct Word Shape Boxes. Then, in the Word Shape Boxes, color the letter that spells the sound of /a/ in each word. Circle words that begin with the sound of /a/.

- | | |
|----------|---------|
| 1. add | h a v e |
| 2. ask | m a p |
| 3. camp | p l a n |
| 4. fast | a d d |
| 5. hat | c a m p |
| 6. have | t h a n |
| 7. last | h a t |
| 8. map | f a s t |
| 9. plan | a s k |
| 10. than | l a s t |

★ Challenge

Draw a Shape Box around each letter:

apple

asked

bath

Answers may vary for duplicate word shapes.



Be Prepared For Fun

Check these supply lists for **Fun Ways to Spell** - presented **Day 2**. Purchase and/or gather these items ahead of time!

General

- Crayons
- 3 x 5 Cards cut in thirds (36 pieces per child)
- 3 x 5 Cards cut in thirds (14 more pieces for challenge words)
- Glue
- Bright Paper or Poster Board (3 pieces per child)
- Spelling List

Auditory

- Rhythm Instruments (wooden spoons, pan lids, maracas)
- Spelling List

Visual

- Sidewalk Chalk
- Spelling List

Tactile

- Cotton Balls
- Glue
- Construction Paper
- Spelling List

C Hide and Seek

Name _____

Circle a cookie for each word you spell correctly.



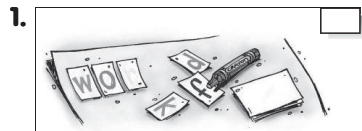
D Other Word Forms

Using the words below, follow the instructions given by your teacher.

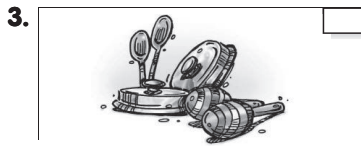
adds	baths	has	maps
added	camps	had	mapped
adding	camped	hats	mapping
apples	camping	lasts	plans
asks	faster	lasted	planned
asking	fastest	lasting	planning

E Fun Ways to Spell

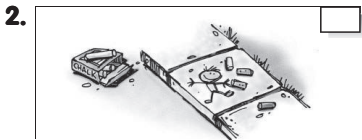
Initial the box of each activity you finish.



Spell your words with crayon . . .



Spell your words with rhythm instruments . . .



Spell your words with sidewalk chalk . . .



Spell your words with cotton balls . . .

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Words with /a/

Lesson 1

1

Hide and Seek

Reinforce spelling by using multiple styles of learning.

On a white board, Teacher writes each word — one at a time. **Have students:**

- **Look** at the word.
- **Say** the word out loud.
- **Spell** the word out loud.
- **Hide** (teacher erases word.)
- **Write** the word on their paper.
- **Seek** (teacher rewrites word.)
- **Check** spelling. If incorrect, repeat above steps.

2

Other Word Forms

This activity is optional.

Have students write variations of this sentence using these Other Word Forms:

Nathan will camp in the woods.

camp **camped** **camping**

3

Fun Ways to Spell

Four activities are provided. Use one, two, three, or all of the activities. Have students initial the box for each activity they complete.

Options:

- assign activities to students according to their learning styles
- set up the activities in learning centers for students to do throughout the day
- divide students into four groups and assign one activity per group
- do one activity per day

General

To spell your words with crayon . . .

- Write each letter of your spelling word on a card.
- Glue the cards on a sheet of paper in the right order to spell your words.
- Check your spelling.

Auditory

To spell your words with rhythm instruments . . .

- Look at a word on your spelling list.
- Close your eyes.
- Play your rhythm instruments softly while you whisper the spelling of the word.
- Open your eyes and check your spelling.

Visual

To spell your words with sidewalk chalk . . .

- Write each of your spelling words on the sidewalk (ball court or playground).
- Check your spelling.

Tactile

To spell your words with cotton balls . . .

- Choose a word from your spelling list.
- It may be a favorite word or a word you have trouble remembering how to spell.
- Write the word in tall, wide letters on a sheet of construction paper.
- Spread glue along the outline of each letter and press cotton balls into the glue.

Day 2

Lesson 1

1

ABC Order

Familiarize students with word meaning and usage. Remind the students that the letters of the alphabet always appear in a certain order. Invite them to say each letter of the alphabet in the proper order as you write it down. Write **fun** and **can** on the board, and ask the students which comes first in ABC order. Help them understand that the first letter of each word determines where it fits in ABC order. Next, list your students' names on the board. Ask the students to write the list on their own paper in ABC order.



Write each pair of spelling words in alphabetical order.



Take a minute to memorize...



Matthew 22:37

Read the memory verse twice. Have students practice it with you two more times.

ABC Order

Name _____

Write each pair of spelling words in alphabetical order.

Words with /a/

Lesson 1



1. add hat add hat
2. plan camp camp plan
3. map fast fast map
4. than ask ask than
5. have last have last
- ☆ bath apple apple bath

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

G Dictation

Name _____

Listen and write the missing words.

- Tommy can have the last hat.
- The map will show us the way.
- Mrs. Morgan will ask them
to add fast.
- I like to hike better than camp.

Words with /a/

Lesson

1

H Proofreading

One word in each set is misspelled. Fill in the oval by the misspelled word.



- | | | |
|---|---|--|
| 1. <input type="radio"/> map | 4. <input checked="" type="radio"/> fatst | ★ <input checked="" type="radio"/> appel |
| <input checked="" type="radio"/> asc | <input type="radio"/> ask | <input type="radio"/> fast |
| <input type="radio"/> hat | <input type="radio"/> have | <input type="radio"/> add |
| 2. <input checked="" type="radio"/> hav | 5. <input type="radio"/> than | ★ <input type="radio"/> plan |
| <input type="radio"/> plan | <input type="radio"/> map | <input checked="" type="radio"/> asket |
| <input type="radio"/> than | <input checked="" type="radio"/> plon | <input type="radio"/> add |
| 3. <input type="radio"/> add | 6. <input checked="" type="radio"/> lasd | ★ <input checked="" type="radio"/> dath |
| <input checked="" type="radio"/> kampf | <input type="radio"/> camp | <input type="radio"/> last |
| <input type="radio"/> last | <input type="radio"/> hat | <input type="radio"/> have |

71

1

Dictation

Reinforce correct spelling by using current and previous words in context.



Listen as I read each sentence and then write it in your Worktext. (Slowly read each sentence twice. Sentences are found in the Student Worktext to the left.)



Challenge

Write these incomplete sentences on the board.

Give _____.

_____.

Tony _____.



Listen as I read each sentence. Write the sentence on your paper. (Slowly read each sentence twice.)

Give the dog a bath.It was a big apple.Tony asked his mom.

Day 4

1

Lesson

2

Proofreading

Familiarize students with standardized test format and reinforce recognizing misspelled words.



Look at each set of words. One word in each set is misspelled. Fill in the oval by the misspelled word. (You may wish to pronounce each set of words to help students correctly identify them.)

3 Hide and Seek

Reinforce correct spelling of current spelling words. (A reproducible master is provided in Appendix A as shown on the inset page to the right.)

Write the words one at a time on a white board.

Have students:

- **Look** at the word.
- **Say** the word out loud.
- **Spell** the word out loud.
- **Hide** (teacher erases word.)
- **Write** the word on paper.
- **Seek** (teacher rewrites word.)
- **Check** spelling. If incorrect, rewrite word correctly.

4 Suffixes

Have your students complete this activity to strengthen spelling ability and expand vocabulary.

1 Posttest

Test mastery of the spelling words. Challenge words are starred. Visit the **A Reason For** website to download free, printable Posttest pages.



I will say the word once, use the word in a sentence, then say the word again. Write the word on your paper.

- ask Mrs. Morgan allowed the class to **ask** about the tornado.
- last The tornado watch will **last** until midnight.
- have We **have** new batteries for the flashlights.
- than A tornado is more destructive **than** most thunderstorms.
- map The storm's path flashed across the weather **map** on TV.
- add They decided to **add** their money together to help Center City.
- fast Tornado winds are very **fast** and strong.
- hat His **hat** blew away.
- plan It is a good idea to **plan** what you will do if a tornado comes.
- camp Let's **camp** here by the creek.
- ★ apple Do you want a red **apple** or a yellow **apple**?
- ★ bath Getting down in the **bath** tub might keep you safe in a tornado.
- ★ asked "Can a tornado put a straw into a wooden pole?" Rosa **asked**.



Progress Chart

Students may record scores. (Reproducible master in Appendix B.)

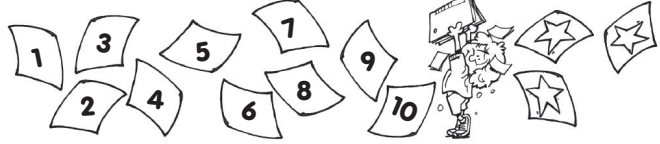


Personal Dictionary

Students may add any words they have misspelled to their personal dictionaries for reference when writing. (Cover in Appendix B.)

Hide and Seek

Check a paper for each word you spell correctly.



Suffixes

Add **s**, **ed**, and **ing** to these spelling words. Write the new words.

	+ s	+ ed	+ ing
1. <u>add</u>	adds	added	adding
2. <u>ask</u>	asks	asked	asking
3. <u>camp</u>	camps	camped	camping
4. <u>last</u>	lasts	lasted	lasting
5. <u>bath</u>	baths	bathed	bathing

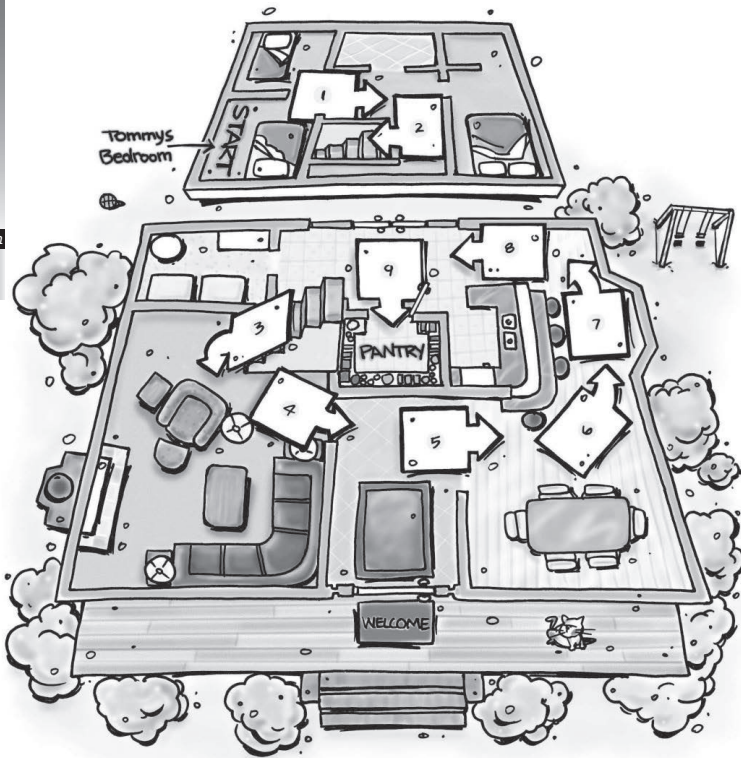
Double the final consonant before adding **ed** and **ing** to these spelling words. Write the new words.

6. <u>plan</u>	plans	planned	planning
7. <u>map</u>	maps	mapped	mapping

I Game

Name _____

Follow Tommy to the pantry to sleep until the tornado is past. Move one space for each word you or your team spell correctly from this week's word list.



Remember: Choosing to be like Jesus shows that you love Him.

J Journaling

Copy this sentence and finish it:

I can show I love God with all my heart, soul, and mind by . . .

**How to Play:**

- Divide students into two teams, and decide which team will go first.
- Have each student place their game piece on Start.
- Have a student from team A go to the board.
- Read the spelling word two times slowly and clearly. (You may also wish to use the word in a sentence. Ex.: "cat — The cat climbed a tree. — cat")
- Have the student write the word on the board.
- If the word is spelled correctly, instruct all the members of team A to move their game piece forward one space on the game board. (Note: If the word is misspelled, correct the spelling immediately.)
- Alternate between teams A and B as you go down the word list.
- The team to reach the pantry first is the winner.

Non-Competitive Option: At the end of the game, say: "Class, I am proud of your efforts to spell the words correctly. If you had fun and tried your best, you are all winners!"

2**Game**

Reinforce spelling skills and provide motivation and interest.

Materials

- game page (from student text)
- flat buttons, dry beans, pennies, or game discs (1 per child)
- game word list

Game Word List

Use of challenge words is optional.

1. **add**
 2. **ask**
 3. **fast**
 4. **last**
 5. **hat**
 6. **have**
 7. **plan**
 8. **than**
 9. **camp**
 10. **map**
- ☆ **bath**
- ☆ **apple**
- ☆ **asked**

3**Journaling**

Provide a meaningful reason for correct spelling through personal writing.

Review the story using discussion leads provided on the following page. Encourage students to apply the Scriptural value in their journaling.

**Take a minute to memorize . . .****Matthew 22:37**

Have the students say the memory verse with you once.

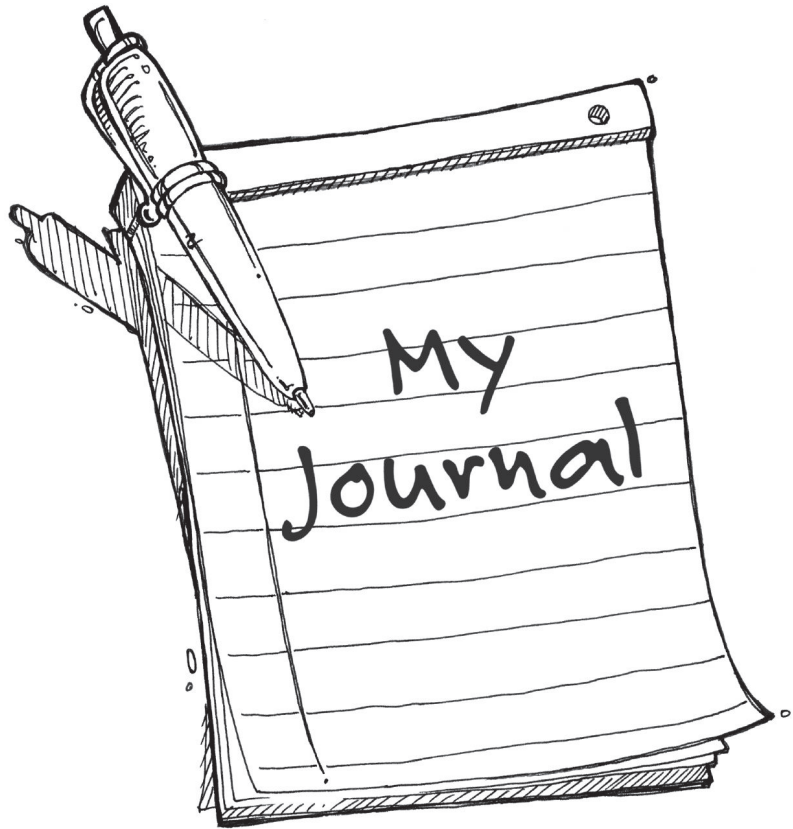
3

Journaling

Provide a meaningful reason for correct spelling through personal writing.



- Sometimes storms can be frightening. Some of them do a lot of damage, like the tornado that hit Center City. Many people had their homes or businesses destroyed. How did Tommy and his classmates show that they loved God? (By giving money of their own to help the people in Center City.)
- Think of some things you can do to show that you love God with all your heart, soul, and mind. (Be kind to others even when they aren't kind to you, share with others, let others go first, be polite, follow rules, etc.)
- Finish the sentence in your Worktext with something you will do to show that you love God. Write the sentence in your journal.


Quotables!

***“A baby learns to talk
by talking.
A child learns to spell
by spelling.”****

*Wilde, Sandra. 1990. A Proposal for a New Spelling Curriculum. The Elementary School Journal, Vol. 90, No. 3, January: 275-289.