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**Dr. Fry's**

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# Spelling Book

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Levels 2-3

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## Words

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## Most Needed

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## Plus

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## Phonics

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by Edward Fry, Ph.D.

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**Teacher Created Materials, Inc.**

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## INTRODUCTION FOR THE TEACHER

This book gives you the curriculum content of spelling lessons for grades 2 or 3. This same content can also be used for various special education, adult education, remedial and ESL classes.

The basic content of these lessons is the 3000 *Instant Word* list, a high-frequency list refined and revised from the American Heritage study of 5 million words. To these 3000 *Instant Words* have been added 100 *Picture Nouns*, many phonograms and phonics example words.

The lessons (pages) in this book are not “work sheets,” there is nothing to fill in. They are “study sheets” that may be used in school or taken home for home study or lessons with parent assistance.

Many teachers will also teach spelling using a less formalized curriculum content such as the words an individual student misspells in stories. Keeping a Personal Spelling list is encouraged—see page 42 for suggestions. The lessons in this book may be viewed as a backup or more structured and research-based spelling minimum to supplement any method of teaching spelling or writing instruction.

### Number of Lessons

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

For each grade level 2 through 6, there are 35 lessons roughly corresponding to the 35 weeks in a school year.

### Number of Words

This book is the third of a coordinated six-book spelling series. The number of words taught in a level 1-2 lesson is 10 words, level 2-3, 15 words, and in upper levels, 20 words in each lesson. The following table summarizes this information:

BOOK LEVEL	WORDS PER LESSON	NUMBER OF LESSONS	TOTAL WORDS TAUGHT	LESSON NUMBERS
1-2	10	20	200	1-20
2-3	15	35	525	21-55
3-4	20	35	700	56-90
4-5	20	35	700	91-125
5-6	20	35	700	126-160
6+	20	35	700	161-195
<b>TOTALS</b>		<b>195</b>	<b>3525</b>	

All lessons in all grade levels can also be obtained in one large book, Spelling Book: Words Most Needed Plus Phonics For Grades 1-6.

## Methods of Teaching Spelling

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

- 1. Use the Test-Study Method.** For example, you might give a spelling test of the 15 words to the entire class on Monday near the beginning of the school year.
- 2. Have the students correct their own papers.** Make sure they properly spell all the words they spell incorrectly. During the first few weeks you should check their papers to see that they have both (1) found the words they misspelled, and (2) spelled them correctly. After a few weeks most students can do the self-correcting satisfactorily; however, there may be a few students who need frequent or continual supervision.
- 3. Have the students carefully study the words that they have missed,** paying careful attention to just the incorrect or missing letters, perhaps by circling the incorrect letter(s) and writing the word correctly from memory several times. See "*Parent Letter*" on page 47 for homework suggestions. See also the *5 Step Study Method* at the end of this Introduction. The *5 Step Study Method* is also printed inside the front cover.
- 4. Give a second spelling test on Wednesday.** Every student who gets either 100% or perhaps 90% (your choice) will not have to take the test again on Friday. They can read or write stories.
- 5. A final test should be given on Friday** only for those students who did not do well on the Wednesday test. They should study again, just the words they missed and just the letter(s) they missed. You can help them by pointing out phonics, syllabification, spelling patterns, suffix principles or irregularities.
- 6. Each student can keep a chart of final scores** achieved on their final spelling test (Wednesday or Friday). See chart on page 48.

## Supplemental Parts of the Lessons

**Phrases and Sentences.** Each lesson for Grades 1 and 2 (Lessons 1 through 55) have some phrases and sentences which use the spelling words in that lesson in context. These are just to give a little practice reading these words in context, which will add to a bit of meaning. Some teachers may use these phrases and sentences as part of reading or handwriting lessons.

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

**Phonics.** All lessons for Grades 1 and 2 have phonics lessons that illustrate a common phoneme-

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**Instant Words** 101-115

<b>over</b>	<b>place</b>
<b>new</b>	<b>years</b>
<b>sound</b>	<b>live</b>
<b>take</b>	<b>me</b>
<b>only</b>	<b>back</b>
<b>little</b>	<b>give</b>
<b>work</b>	<b>most</b>
<b>know</b>	

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**Sentences to read or write**

**Take over the new work.  
It is the only little sound I know.  
Which place do you live?  
Give back most of it to me.  
Most years I live over there.**

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**Word Study Past Tense “-ed” for verbs**

<b>sounded</b>	<b>placed</b>
<b>worked</b>	<b>lived</b>
<b>backed</b>	

Note: This is the regular rule for writing past tense. Also use this “-ed” ending when writing the past participle. The past participle uses “have, has, had,” for example, “He has worked.” Some verbs have an irregular past, for example, “give-gave.”

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**Phonics**

<b><u>Long “o”</u></b>	<b>over</b>	<b>most</b>	<b>no</b>
	<b>only</b>	<b>go</b>	<b>so</b>

Note: The open syllable ending rule, which states that if a vowel letter ends the syllable, the vowel is long, explains “over, go, no, so,” but does not work for “only” or “most” because these are exceptions.

**Instant Words** 116-130**very****after****things****our****just****name****good****sentence****man****think****say****great****where****help****through**

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**Sentences to read or write****Think of a very good name.****Our great man will help you through.****Just say good things in this sentence.****Where will you put the things after you are through?**

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**Word Study Suffix “-er”****greater****thinker****helper****worker**

Note: The suffix “-er” on a noun means “one who does,” for example, “work” + “er.” The suffix “-er” on an adjective makes a comparative “comparatively more.” For example, “greater” is comparatively more than “great.” But for spelling of either, the regular rule is to just add “-er” to the base word. However, the final “-er” isn’t always a suffix, as in “after.”

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**Phonics****Consonant “v”****very****have****over****give**

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