

Spelling





Our Vision

To equip students to apply science to life by observing and analyzing scientific information and by evaluating scientific models from a biblical worldview.

Our Goals for Students

- To develop a foundational understanding of scientific knowledge and skills
- To engage students in scientific methods to solve real-world problems
- To use models to explain and describe observations and make predictions
- To enable students to interpret and apply scientific knowledge through the lens of biblical teaching



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Program Goals

Biblical Worldview

God created mankind to declare His glory through being like Him. He has made each of us in His image and has called us to imitate His deeds. One way we imitate God is in the use of language. God's attributes are reflected in the characteristics and usefulness of language. The Bible is His Word, and in it He communicates to man His truth and His love.

God has created people with the ability to use language to glorify Him and to show love to others. In order to do this, we must develop our two types of language skills: receptive language (listening and reading) and expressive language (speaking and writing). Spelling is one of the skills needed for effective writing. A biblical worldview sees spelling as a vital tool in the production of God-honoring written communication.

Throughout the BJU Press Spelling program, proofreading and writing activities portray real-life situations in which Christians use writing. Whether using writing to participate in worship, to minister to the needs of others, to provide information, or to complete routine tasks, a Christian realizes accurate spelling is essential for clear written communication.

"A Biblical worldview sees spelling as a vital tool in the production of God-honoring written communication."



Academic Rigor & Critical Thinking

Learning to spell is an essential part of learning to communicate accurately in writing. The BJU Press Elementary Spelling product line is designed to equip students with the ability to spell correctly a bank of known words and to apply spelling generalizations to unknown words.

It also equips the students to use a dictionary to check or correct spelling and to proofread effectively. This is accomplished through the development of critical thinking rather than rote memorization.

“The use of the word study approach strengthens critical thinking so that students understand, retain, and apply spelling skills.”

Meaningful Instruction

Our product line incorporates key elements of the word study approach. Through a balance of direct instruction and interactive learning, the teacher models the thinking process students need to develop. The teacher uses demonstrations, questions, and discussion to guide students in identifying and applying spelling generalizations.

The use of the word study approach strengthens critical thinking so that students understand, retain, and apply spelling skills. In word sorting activities the students investigate words by identifying, comparing, contrasting, and drawing conclusions about spelling patterns and rules. Word sorts help students organize what they know about words and learn generalizations they can apply to unfamiliar words. Dictionary skill lessons support learning to spell the words and help students effectively use the information in a dictionary entry.

Carefully Crafted Word Lists

In the primary grades, students learn that spelling represents the sounds in words. Word lists contain high-frequency words with reliable phonics and structural generalizations. Lists also contain the most common words with irregular spellings as memory or challenge words. In the intermediate grades students discover that spelling also represents meaning. Lists progress to include various syllable patterns, derivation formed by adding suffixes, and words with Greek or Latin word parts.

Vocabulary skills are presented throughout our program. These skills are tied to the spelling generalizations being taught and are used to support learning to spell the words. Review features help students develop spelling mastery. Each weekly list includes review words taken from the previous week's list.

Purposeful Application

Spelling skills give teachers insight into how well students hear sounds and how well they are connecting those sounds to reliable patterns. Also, spelling is an effective indicator of what students know about words and about language.

Our Spelling materials provide opportunities for students to apply the spelling skills and strategies they are learning. Many activities involve using words spelled correctly in a proper context for meaning and usage.

Proofreading and writing experiences transfer the responsibility for accurate spelling to the students and promote a desire to spell correctly. Students grow in their awareness of their own spelling and increase their skill in finding their own spelling errors. Many of the proofreading passages and writing activities portray real-life situations in which Christians use writing. This reinforces our goal that students view spelling as a tool to be used to honor God and to love and serve others.

Spelling 2 Student Worktext, page 80

Proofreading

Circle four words that are spelled incorrectly.
Write the correct spelling.



I have a broun dog. He likes to jum
up and lick my face. I like to sit
in the gras and play with him. He
wags his tail while I am peting him.

_____	_____
— — — — —	— — — — —
_____	_____
— — — — —	— — — — —
_____	_____

Love for Learning

Making Spelling Enjoyable and Encouraging Success

The BJU Press Spelling program includes colorful Worktexts with enjoyable themes. Our Worktext pages have age-appropriate art, photo, and page design features that are not distracting. Spelling skills are presented in a variety of interesting ways. Interactive lessons provide opportunities for the students to actively participate in the learning process. We use review activities and games to stimulate interest while providing worthwhile practice.

The Spelling program is designed to foster success in each student. Our desire is that each student understands that he can learn to spell, he can remember the spelling of the types of words he has learned about, and he can apply what he has learned to unfamiliar words.

Writing lessons provide opportunities for real-life application of spelling and writing skills. Activities include journaling, designing a brochure, making a list to organize information, writing in response to a Bible passage, and writing a card or letter. Lessons begin with a story or discussion, and then the students complete an activity related to the lesson. For example, after a story in which the characters write a thank-you note, the students write a thank-you note they can give to someone.



Spelling as a Part of Language Arts

At BJU Press, our desire is that your students be challenged, both spiritually and academically. We want them to grow every year, learning to think biblically and to apply critical thinking skills, as well as enjoying what they are learning. And we know that you do too.

With the BJU Press Spelling program, that is what you will get. You will find quality teaching instructions, interactive exercises and activities, and more! But have you seen our other Language Arts product lines for elementary school? In addition to Spelling, our Phonics, Reading, and English materials offer the same teaching philosophy: equip students to understand and apply language-arts skills for the glory of God. In fact, all of our textbooks—Elementary and Secondary—are dedicated to serving this mission.

It's not enough that students learn facts for tests. It's not even enough that they move from elementary school to high school to college and graduate with a degree. What matters more than anything else is that students learn to love God and serve Him with knowledge, skills, and wisdom they acquire through interacting and engaging with quality materials.

Find what you are looking for in any of our textbooks! Phonics materials gives young learners an introduction to letters, sounds, and words in a way that is fun and effective. Our Elementary English product line teaches the basics of writing and grammar, giving students ample practice to build a strong foundation. In Elementary Reading, reading selections are purposefully selected to teach biblical truths and character qualities as well as factual information. Students encounter several types of literature, such as fiction, biography, poetry, and informational text. Questions that focus on critical thinking are posed in every lesson to ensure that students understand what they have read in the text.

Whatever your academic need, meet it with BJU Press.



The Materials

Below are the standard Spelling materials provided for each elementary grade. For a comprehensive list, contact your Precept Sales Representative at 800.511.2771, or visit bjupress.com today.



Student Worktext

Each Student Worktext contains grade-appropriate spelling lessons presented in thirty-two weekly lists. Lessons include word sorting, word study, proofreading, dictionary skills, and writing application activities. The Worktext for all grade levels contains a Spelling Dictionary with selected words from the weekly lists. For grades four through six, a Spelling Handbook at the back of the book contains the Spelling Dictionary as well as a number of charts about suffix rules, syllable patterns, and Greek and Latin word parts for student reference.

Teacher's Edition

As the foundation of the program, the Teacher's Edition coordinates all the instruction and activities with a balance of structure and flexibility. Through interactive lessons, the teacher guides the instruction of spelling patterns and rules, activities using words in context, proofreading, dictionary skills, and writing activities.

Each weekly spelling list is presented as a five-day lesson sequence. Reduced-size Worktext pages with answers appear in each lesson. The Teacher's Edition also includes a copy of the Spelling Handbook section of the Worktext, and the Appendix in each book provides supplemental information to enhance instruction.

Bible Action Truths focus on goals for Christian attitudes and conduct. A listing of these and Bible Promises is included in the Appendix section of each Teacher's Edition. Also located in each Teacher's Edition Appendix, Leading a Child to Christ includes helpful suggestions for the teacher as he or she discusses salvation with a child.

The Features

Writing Application

Writing

An angel told the shepherds good news of great joy. What was the good news?

If you were Brianna, how would you explain the good news of the gospel to someone who does not know Jesus?

Writing application

List

16

What was the good news that the angel told the shepherds? **The Savior is born.**

Why can that news bring great joy to us too? **We can trust Jesus to be the Savior God sent, and we can have eternal life.**

- Generate excitement as you encourage the students to help Brianna write her part of the letter. Elicit statements about the angel's message to the shepherds and why that was news of great joy. Share the gospel clearly.
- Encourage the students to use the *Christmas Card* page to write a similar message. Invite the students to complete the card by drawing an illustration on the front.

Suggestions for additional writing activities appear in the Journal Activities section of the Teacher's Toolkit CD.

Day 5

Know It!

- Administer the final test. Pronounce the word, read it in a sentence, and then repeat the word.

1. oil	The woman's pot never ran out of oil.
2. boy	The boy gave his meal to Jesus.
3. coin	Peter found a coin in a fish's mouth.
4. moonlight	We drove home in the moonlight .
5. backyard	The girls played kickball in the backyard .
6. joy	The angels had news of great joy.
7. join	I will join the band next year.
8. seashore	God knows how many grains of sand are on the seashore .
9. soil	The farmer planted seeds in the soil .
10. toy	Lexie got a new toy for Christmas.
11. raincoat	He left his raincoat at home.
12. popcorn	We ate popcorn for a bedtime snack.
13. spoil	I don't want to spoil her picture.
14. snowflake	A snowflake landed on my nose!
15. point	This pencil has a sharp point .
16. sport	Volleyball is a fun sport .
17. hard	This is a hard job.
18. every	I take my Bible to Sunday school every week.
19. again	I will need to learn that verse again .
20. very	Christmas morning is a very special time.

- Follow the procedure for sentence dictation.
 1. Mom made more popcorn for me.
 2. The boy plays in the backyard every day.

Stories and discussion to aid learning



Writing

- Explain that God communicates His love and His plan for our salvation in the Bible. One way for Christians to share their love for other people is to tell them about Jesus Christ, His death, and His resurrection.

In our story today Brianna is looking forward to telling someone about Jesus.

Brianna and Robbie burst into the warm kitchen at Brianna's house. They had built two snowmen, one in front of Robbie's house and one in front of Brianna's. Brianna's mother had hot chocolate ready for them.

Robbie noticed paper and colored pencils on the table. "Were you making something?" he asked Brianna.

"Yes. Dad is letting me help with our family's Christmas letter this year. And I get to draw a picture too."

Mrs. Parks explained, "We have unsaved family and friends. We want our Christmas letter to include God's plan of salvation. We decided to use the part of the second chapter of Luke where the angel tells the shepherds about a Savior being born."

Brianna said, "I want to write about how we can trust Jesus to forgive our sins. I want to give our Christmas letter to our school nurse."

- Introduce the writing activity on page 65. Read Luke 2:8-14.

Biblical worldview

65

Structured Lesson Plan Sequence

Lesson Plan Overviews
provided in each
Teacher's Edition

Lesson Plan Overview

List	Teacher's Edition	Worktext	Content	Dictionary Skills, Writing	Bible Integration
1	2–5	2–5	short-vowel patterns identify short-vowel patterns use words in context write the missing syllable identify the number of syllables match words to meanings use the Learn to Spell a Word study method	estimate the location of words in the dictionary alphabetize to the fourth letter	God created language God gave man the ability to communicate using language
2	6–9	6–9	long-vowel patterns identify long-vowel patterns use words in context identify the number of syllables complete analogies write the missing syllable match words to meanings proofread identify misspelled words; write the correct spelling	identify words that come between given guide words determine whether a word is found before, between, or after given guide words	honoring God in all we do communicating accurately to others in writing
3	10–13	10–13	long e patterns identify long e patterns identify soft c patterns match words to meanings use words in context write the missing spelling patterns identify rhyming words write the missing syllable proofread identify misspelled words; write the correct spelling	determine whether a word is found before, between, or after given guide words identify words that come between given guide words alphabetize to the third letter	
4	14–17	14–17	other vowel patterns identify vowel patterns for the /ō/, /oi/, /ou/, and /ō/ sounds identify words by clues use words in context identify the number of syllables categorize words proofread identify misspelled words; write the correct spelling	write a Bible verse write an application paragraph	communicating God's Word writing in response to God's Word
5	18–21	18–21	r-influenced vowel patterns identify spelling patterns for r-influenced vowel sounds write the correct r-influenced vowel patterns use words in context categorize words match words to meanings proofread identify misspelled words; write the correct spelling	identify parts of a dictionary entry use the Pronunciation Key to identify the word with a given vowel sound write the spelling word for a given pronunciation respelling	using writing to communicate information

Biblical worldview
focus found in
lesson content

Teaching for Understanding

List

22

Worktext 86–89

Final /ij/, /it/

CD Materials and Preparation

Review pages: List 22 Spelling Words, List 22

- Day 3
- Answer Sheet
- Day 4
- Word Cards

Day 1

Instruction
in identifying
sound-spelling
patterns

Final /ij/

- ▶ Read the following words: *luggage, heritage, advantage*.
What sound do these words have in common? /ij/
- ▶ Write the words divided into syllables for display:
lug•gage, her•i•tage, ad•van•tage. Read the words together.
Where is the /ij/ sound located in each word? in the final syllable
Is this a stressed or unstressed syllable? an unstressed syllable
- ▶ Ask a student to circle the spelling for the /ij/ sound in each word (*age*).
- ▶ Discuss the spelling of the other vowel sounds and the number of syllables in each word.

Final /it/

- ▶ Read aloud the following words: *delicate, budget, spirit, opposite*.
What sound do these words have in common? /it/
- ▶ Write the words divided into syllables: *del•i•cate, bud•get, spir•it, op•po•site*. Read the words together.
Where is the /it/ sound located in each word? in the final syllable
Is this a stressed or unstressed syllable? an unstressed syllable
- ▶ Direct a student to circle the spelling for the /it/ sound in these words (*ate, et, it, ite*).
There is no rule to determine which /it/ spelling to use. Study each word carefully in order to learn to spell it correctly.

Word Sort

- ▶ Instruct the students to turn to Worktext page 86.
- ▶ Display Word Sort 22. Explain the Word Sort activity and discuss sorting the Pattern Words by the spelling of the /ij/ or /it/ sound in the final unstressed syllables.

86

List

22

The /ij/ sound can be spelled *age* in a final unstressed syllable. **postage**
The /it/ sound can be spelled *ate, et, it, or ite* in a final unstressed syllable.
delicate budget credit opposite

Word Sort

Sort each Pattern Word by the spelling for the final unstressed syllable.

Spellings for /it/

ate	et	ite
<i>certificate</i>	<i>wallet</i>	<i>spirit</i>
<i>accurate</i>	<i>budget</i>	<i>credit</i>
<i>delicate</i>		<i>limit</i>
<i>considerate</i>		
<i>appropriate</i>		

ite

definite
opposite
granite

Spelling for /ij/

age

damage
luggage
heritage
postage
beverage
average
advantage

Pattern Words

damage
spirit
definite
luggage
credit
certificate
opposite
wallet
heritage
accurate
budget
postage
delicate
granite
limit
beverage
considerate
average
appropriate
advantage

Review Words

discipline
citizen
salmon
doctrine
oxygen

Answers in magenta

Full-color
student page

- ▶ Choose a student to read the first Pattern Word.
What sound do you hear in the final unstressed syllable? /ij/
What is the spelling of the /ij/ sound? *age*
Under which heading should we write the word *damage*? under the Spelling for /ij/ heading *age*
- ▶ Instruct the students to write *damage* under the correct heading as you write for display.
- ▶ Follow the same procedure with each word as you complete the Word Sort.

Explain the definitions of unfamiliar words.

Pretest

- ▶ Follow the procedure for administering an optional self-assessment (page 7). The pretest may be administered before or after teaching the lesson.

spirit	luggage	credit	opposite
heritage	budget	damage	accurate
postage	definite	certificate	wallet

Differentiated Instruction

• Spelling 5 Teacher's Edition

Practicing Dictionary Skills

Dictionary Skills

Syllable Division and Accents

The syllables *sion* and *tion* are usually separate syllables and are not stressed or accented.
ses'•sion mo'•tion

Write each word in syllables. Place a dot between the syllables.
 Place an accent mark on the stressed syllable.
 Use the Spelling Dictionary to check your answers.

1. mission _____
2. nation _____
3. session _____

A variety
of exercises

In a two-syllable word without a prefix or suffix, the first syllable is usually stressed or accented.
foun'•tain mod'•el si'•ren sec'•tion sil'•ver

Place an accent mark on the stressed syllable in each word.
 Use the Spelling Dictionary to check your answers.

4. va•por
5. mo•tion
6. met•al

Syllable Patterns

V•CV VC•V VC•CV

Write each word in syllables. Place a dot between the syllables.
 Place an accent mark on the stressed syllable.
 Use the Spelling Dictionary to check your answers.

7. signal _____
8. medal _____
9. section _____
10. wonder _____

Locate each entry word in the Spelling Dictionary. Circle the choice that shows the correct placement of the accent mark.

11. attention at•ten'•tion at'•ten•tion
12. instruction in•struc•tion' in•struc'•tion
13. salvation sal•va•tion' sal•va'•tion

Practice in
dictionary skills



model train

Developing Proofreading Skills

Proofreading

Circle each word that is misspelled. Write the correct spelling.

The knight was knealing before the king. He was about to lead the king's arme into battle. The king lisened as the knight explained his plans.

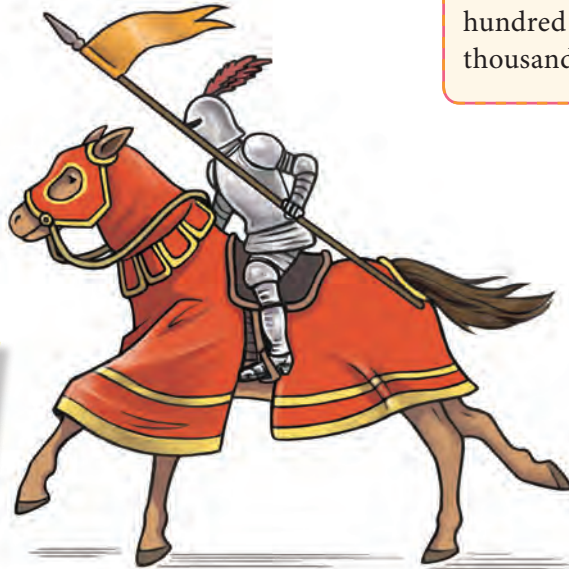
Then out the casle gate the knight rode. He was eager to perform his duty. He could win the battle easily with ten thousand soldiers. His wife waved to him as he rode by. He would onor the king today.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

baby
plenty
jellybean
twenty
holy
sixty
hobby
army
duty
ninety
thirty
seventy
lady
fifty
eighty
forty
listened
honest
hundred
thousand

Proofreading skills
developed at
each grade level

Activities and
illustrations to help
make learning fun



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Identifying Patterns

Generalizations

Vowel Generalizations

Short-Vowel Generalizations

/K/ is usually spelled *a* in a closed syllable (*facts, ladder*).

/L/ is usually spelled *e* in a closed syllable (*slept, gentle*).

/L/ is sometimes spelled *ea* in a closed syllable (*head, breakfast*).

/M/ is usually spelled *i* in a closed syllable (*print, whisper*).

/M/ is sometimes spelled *y* in a closed syllable (*gym*).

/N/ is usually spelled *o* in a closed syllable (*shop, bottle*).

/N/ is sometimes spelled *a* when it follows the letter *w* (*wasp, waffles*).

/O/ is usually spelled *u* in a closed syllable (*must, uncle*).

/O/ is sometimes spelled *o* or *ou* in a closed syllable (*love, brother, enough, country*).

Long-Vowel Generalizations

/P/ is sometimes spelled *a* + consonant + *e* (*sale, earthquake*).

/P/ is sometimes spelled *a* at the end of an open syllable (*table*).

/P/ is sometimes spelled *ay* or *ey* at the end of a word or syllable (*day, obey*).

/P/ is sometimes spelled *ai, ea, or ei* before a consonant (*grains, break, neighbor*).

/Q/ is often spelled *e* + consonant + *e* (*these*).

/Q/ is sometimes spelled *e* at the end of a word or in an open syllable (*even, maybe*).

/Q/ is sometimes spelled *ea, ee, eo or ie* (*reach, sea, tree, seen, people, piece*).

/Q/ at the end of a two-syllable word is usually spelled *y* (*baby, happy*).

/R/ is often spelled *i* + consonant + *e* (*prize, quite*).

/R/ is sometimes spelled *i* at the end of a word or in an open syllable (*hi, silent*).

/R/ at the end of a word can be spelled *ie* or *y* (*pie, try*).

/R/ is sometimes spelled *i* before the consonants *ld, nd, and gh* (*mild, find, flight*).

/ō/ is often spelled *o* + consonant + *e* (*rode*).

/ō/ is sometimes spelled *o* at the end of a word or in an open syllable (*holy, pony*).

/ō/ is sometimes spelled *ow* at the end of a word or syllable and *ow* or *oa* before a consonant (*window, own, coach*).

/ō/ is sometimes spelled *o* before the consonants *ld, ll, st,* and final *th* (*told, roll, most, both*).

/m/ is sometimes spelled *u* + consonant + *e* (*flute*).

/m/ is sometimes spelled *u* at the end of an open syllable (*tuba*).

/m/ is sometimes spelled *ui* before a consonant or *ue* at the end of a word (*fruit, true*).

/m/ is sometimes spelled *u* before *th* (*truth*).

/ym/ is sometimes spelled *u* + consonant + *e* (*use*).

/ym/ is sometimes spelled *u* at the end of an open syllable (*music*).

R-Influenced Vowel Generalization

/är/ is usually spelled *ar* (*chart, large*).

/är/ can be spelled *ear* (*heart*).

/är/ can be spelled *air, are, or ear* (*chair*).

/ir/ can be spelled *ear, eer, ere, or ier* (*he, pierce*).

/ör/ can be spelled *ar* when it follows the letters *w* or *qu* (*warm, quarter*).

/ör/ can be spelled *oor, our, or, or ore* (*floor, four, north, before*).

/ür/ can be spelled *ear, er, ir, or ur* (*early, her, first, nurse*).

/ür/ can be spelled *or* when it follows the letter *w* (*world*).

Special Vowel Generalizations

/ä/ is usually spelled *a* (*psalm*).

/ô/ is sometimes spelled *a* or *o* (*mall, salt, cloth*).

/ô/ is sometimes spelled *ough* or *ough* before *t* (*caught, thought*).

/ô/ can be spelled *au* in the middle of a word or syllable (*pause, sauce*).

/ô/ can be spelled *aw* at the end of a word or syllable, and it can be spelled *aw* before *l* and *n* (*draw, crawl, dawn*).

/oi/ is usually spelled *oi* before a consonant and *oy* at the end of a word or syllable (*coin, enjoy, loyal*).

/ou/ is usually spelled *ou* before most consonants (*cloud*).

/ou/ is sometimes spelled *ow* before *n* and at the end of a word or syllable (*clown, how, flower*).

Helpful resources
included in each
Teacher's Edition



To order an exam kit, call your Precept Sales Representative at **800.511.2771**.



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