

# **SPELLING**

## **BY**

# **WORD PARTS**

### **GRADE 3+**

### **Multisyllable Words**

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lo ca tion    /    /

do na tion    /    /

va ca tion    /    /

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**A multisensory program for studying spelling**

- **Includes graphic aids to help students practice**
- **Presents clusters of words that share common elements**

nation    creation    population

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Duplication of this book on a scale larger than the individual classroom is permitted only with the publisher's written approval.

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# TEACHER'S GUIDE

## OVERVIEWING THE PROGRAM

***Spelling by Word Parts, Grade 3+, Multisyllable Words*** is a multisensory program for studying spelling. It uses a visual, auditory, and kinesthetic approach:

- seeing the word,
- listening to the word,
- saying the word, and
- writing the word.

The program is for students needing regular systematic instruction for spelling and for students having difficulty with spelling. The program teaches spelling words in consistent patterns. Organizing words by identical or similar word endings helps students spell, and also pronounce and comprehend, words. When analyzing words with identical or similar word endings, students learn clusters of words that share common elements: nation, vacation, and population, for example.

The program has words in syllables with a graphic aid to help student practice. The Practice Spelling Test contains the exact number of lines for the letters in the word to help students correctly spell each word. Presenting words in syllables allows for different ways of scoring, which helps student motivation. Scoring can be done in the traditional way for each correct word. Or, for students having difficulty, credit can be given for each correct spelling of syllables.

The program uses important high frequency reading and spelling words, including multisyllable words from the *National Reading Vocabulary* and other important spelling word sources for grade 3.

# USING THE PROGRAM

*Spelling by Word Parts, Grade 3+, Multisyllable Words*, has two parts.

**Part 1, SPELLING**, has four components:

- A. Spelling Practice
- B. Practice Spelling Test
- C. Vocabulary Study (Independent Activities)
- E. Final Spelling Test

Because lessons 1 through 30 have the same structure, becoming familiar with lesson 1, on page 1, is all that is necessary for teachers to use all spelling lessons.

**Part 2, WORD BUILDING**, includes a variety of word building activities. The Word Building Activities may be done after the completion of Part 1, or they may be used between Part 1 lessons.

## **LESSON 1 (and lesson structure for LESSONS 2-30)**

### **For the Teacher:**

For lessons 1 through 30, the top half of the page is the Spelling Practice, and the bottom half is the Practice Spelling Test. For each student, make a copy of lesson 1, page 1, and cut the page in half on the dotted line.

### **● PAGE 1 (TOP HALF), SPELLING PRACTICE**

1. Present lesson 1, Spelling Words, (listed on page 1), by writing the words on the chalkboard in syllables just as they are on page 1. Write the words in a column, so students can see the identical patterns. (Some students do better by seeing the whole word first so write the complete words without spaces between the syllables words.)
2. With students looking at each word, say the word slowly, emphasizing each syllable, and then have students say the word with you, in the normal pronunciation.
3. Tell students that saying the words aloud helps them remember the words. After you have presented all of the words, ask students what they notice about the words. Say that, yes, the words all end in the letters **le**.
4. Pass out the top half of page 1, Spelling Practice. Have students complete the Spelling Practice. They write the words in syllables just as the

example word (middle). Have students study the words for the Practice Spelling Test. The amount of word study time depends on the students. Word study can include having students write the words on whiteboards with erasable markers. They can print the words on paper with large print and trace the words with their fingers or with different color markers. Students can practice typing the words on the computer and other activities.

### ● **PAGE 1 (BOTTOM HALF), PRACTICE SPELLING TEST**

1. Pass out the bottom half of page 1, Practice Spelling Test.
2. Tell students that you will say each word and use it in a phrase or sentence, and they will write the missing letters on the lines to complete each word.
3. Say to students:

Number 1 is **middle**. This one is done for you.

Number 2 is **fiddle**. Write the letters on the lines to complete the word **fiddle**. (to play a **fiddle**) **fiddle**

4. Continue with the pattern of saying each word, telling students to write the letters on the lines to complete the word, using the word in a phrase or sentence, and repeating the word.
5. After students complete the Practice Spelling Test, have students check their own tests or trade it with a partner. Say the words aloud to reinforce the correct spelling and to offer more spelling practice.

### ● **ON SHEET OF LINED PAPER, FINAL SPELLING TEST**

The final part of each lesson includes taking the test, without prompts, on a sheet of lined paper. Have students practice the words before taking the final spelling test, by writing the words in phrases or sentences, or with other activities. There is a Spelling Practice Sheet Master on page 52. The Spelling Practice Sheet has lines to write the spelling words in phrases or sentences. The page also has lines on which students can practice writing difficult words.

## ● SCORING

Scoring can be done in the traditional way for each correct word. Or, for students having difficulty, credit can be given for correct spelling of syllables, which helps student motivation.

## ● PART 2. WORD BUILDING ACTIVITIES

Part 2 includes a variety of word building activities. Students do the Word Building Activities after completing Part 1 Spelling Lessons or they can be used while working on Part 1 Spelling Lessons.

SPELLING PRACTICE 1

- 1. **mid dle**      mid / dle
- 2. **fid dle**      \_\_\_\_\_ / \_\_\_\_\_
- 3. **rid dle**      \_\_\_\_\_ / \_\_\_\_\_
- 4. **pad dle**      \_\_\_\_\_ / \_\_\_\_\_
- 5. **sad dle**      \_\_\_\_\_ / \_\_\_\_\_
- 6. **puz zle**      \_\_\_\_\_ / \_\_\_\_\_
- 7. **jug gle**      \_\_\_\_\_ / \_\_\_\_\_
- 8. **strug gle**      \_\_\_\_\_ / \_\_\_\_\_



PRACTICE SPELLING TEST 1

- 1.     m i d / d l e
- 2.     \_\_\_\_\_ / \_\_\_\_\_
- 3.     \_\_\_\_\_ / \_\_\_\_\_
- 4.     \_\_\_\_\_ / \_\_\_\_\_
- 5.     \_\_\_\_\_ / \_\_\_\_\_
- 6.     \_\_\_\_\_ / \_\_\_\_\_
- 7.     \_\_\_\_\_ / \_\_\_\_\_
- 8.     \_\_\_\_\_ / \_\_\_\_\_

SCORE \_\_\_\_\_

1. **bat tle**                    bat / tle
2. **cat tle**                             /
3. **peb ble**                             /
4. **set tle**                             /
5. **pud dle**                             /
6. **shut tle**                             /
7. **wig gle**                             /
8. **scrib ble**                             /



PRACTICE SPELLING TEST 2

1.             /     **! e**
2.             /
3.             /
4.             /
5.             /
6.                 /
7.             /
8.                     /



SPELLING PRACTICE 3

1. **han dle** \_\_\_\_\_ / \_\_\_\_\_
2. **can dle** \_\_\_\_\_ / \_\_\_\_\_
3. **bun dle** \_\_\_\_\_ / \_\_\_\_\_
4. **fum ble** \_\_\_\_\_ / \_\_\_\_\_
5. **tum ble** \_\_\_\_\_ / \_\_\_\_\_
6. **crum ble** \_\_\_\_\_ / \_\_\_\_\_
7. **sim ple** \_\_\_\_\_ / \_\_\_\_\_
8. **sam ple** \_\_\_\_\_ / \_\_\_\_\_



PRACTICE SPELLING TEST 3

1. \_\_\_\_\_ / \_\_\_\_\_ **l e**
2. \_\_\_\_\_ / \_\_\_\_\_
3. \_\_\_\_\_ / \_\_\_\_\_
4. \_\_\_\_\_ / \_\_\_\_\_
5. \_\_\_\_\_ / \_\_\_\_\_
6. \_\_\_\_\_ / \_\_\_\_\_
7. \_\_\_\_\_ / \_\_\_\_\_
8. \_\_\_\_\_ / \_\_\_\_\_

SPELLING PRACTICE 4

- 1. **bet ter**                    / \_\_\_\_\_
- 2. **let ter**                    / \_\_\_\_\_
- 3. **din ner**                    / \_\_\_\_\_
- 4. **win ner**                    / \_\_\_\_\_
- 5. **sum mer**                   / \_\_\_\_\_
- 6. **sup per**                   / \_\_\_\_\_
- 7. **pep per**                   / \_\_\_\_\_
- 8. **cop per**                   / \_\_\_\_\_



PRACTICE SPELLING TEST 4

- 1.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ **er**
- 2.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 3.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 4.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 5.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 6.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 7.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 8.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_

SCORE \_\_\_\_\_

SPELLING PRACTICE 5

1. **num ber**      / \_\_\_\_\_
2. **lum ber**      / \_\_\_\_\_
3. **tim ber**      / \_\_\_\_\_
4. **sil ver**      / \_\_\_\_\_
5. **won der**      / \_\_\_\_\_
6. **thun der**      / \_\_\_\_\_
7. **chap ter**      / \_\_\_\_\_
8. **mas ter**      / \_\_\_\_\_



PRACTICE SPELLING TEST 5

1.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ **e r**
2.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
3.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
4.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
5.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
6.    \_\_\_ \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
7.    \_\_\_ \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
8.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_

**SPELLING PRACTICE 6**

- 1. **sud den**      \_\_\_\_\_ / \_\_\_\_\_
- 2. **hap pen**      \_\_\_\_\_ / \_\_\_\_\_
- 3. **hid den**      \_\_\_\_\_ / \_\_\_\_\_
- 4. **bit ten**      \_\_\_\_\_ / \_\_\_\_\_
- 5. **kit ten**      \_\_\_\_\_ / \_\_\_\_\_
- 6. **writ ten**      \_\_\_\_\_ / \_\_\_\_\_
- 7. **rot ten**      \_\_\_\_\_ / \_\_\_\_\_
- 8. **sad den**      \_\_\_\_\_ / \_\_\_\_\_



**PRACTICE SPELLING TEST 6**

- 1.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ **e n**
- 2.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 3.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 4.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 5.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 6.    \_\_\_ \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 7.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
- 8.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_

**SCORE** \_\_\_\_\_

SPELLING PRACTICE 7

1. **pock et** \_\_\_\_\_ / \_\_\_\_\_
2. **rock et** \_\_\_\_\_ / \_\_\_\_\_
3. **lock et** \_\_\_\_\_ / \_\_\_\_\_
4. **tick et** \_\_\_\_\_ / \_\_\_\_\_
5. **crick et** \_\_\_\_\_ / \_\_\_\_\_
6. **buck et** \_\_\_\_\_ / \_\_\_\_\_
7. **jack et** \_\_\_\_\_ / \_\_\_\_\_
8. **brack et** \_\_\_\_\_ / \_\_\_\_\_



PRACTICE SPELLING TEST 7

1. \_\_\_\_\_ / **e t**
2. \_\_\_\_\_ / \_\_\_\_\_
3. \_\_\_\_\_ / \_\_\_\_\_
4. \_\_\_\_\_ / \_\_\_\_\_
5. \_\_\_\_\_ / \_\_\_\_\_
6. \_\_\_\_\_ / \_\_\_\_\_
7. \_\_\_\_\_ / \_\_\_\_\_
8. \_\_\_\_\_ / \_\_\_\_\_

SCORE \_\_\_\_\_

SPELLING PRACTICE 8

1. **rib bon** \_\_\_\_\_ / \_\_\_\_\_
2. **lesson** \_\_\_\_\_ / \_\_\_\_\_
3. **can non** \_\_\_\_\_ / \_\_\_\_\_
4. **com mon** \_\_\_\_\_ / \_\_\_\_\_
5. **cot ton** \_\_\_\_\_ / \_\_\_\_\_
6. **but ton** \_\_\_\_\_ / \_\_\_\_\_
7. **gal lop** \_\_\_\_\_ / \_\_\_\_\_
8. **rac coon** \_\_\_\_\_ / \_\_\_\_\_



PRACTICE SPELLING TEST 8

1. \_\_\_\_\_ / \_\_\_\_\_ **o n**
2. \_\_\_\_\_ / \_\_\_\_\_
3. \_\_\_\_\_ / \_\_\_\_\_
4. \_\_\_\_\_ / \_\_\_\_\_
5. \_\_\_\_\_ / \_\_\_\_\_
6. \_\_\_\_\_ / \_\_\_\_\_
7. \_\_\_\_\_ / \_\_\_\_\_
8. \_\_\_\_\_ / \_\_\_\_\_

SCORE \_\_\_\_\_

SPELLING PRACTICE 9

1. **a ble** \_\_\_\_\_ / \_\_\_\_\_
2. **ta ble** \_\_\_\_\_ / \_\_\_\_\_
3. **ca ble** \_\_\_\_\_ / \_\_\_\_\_
4. **fa ble** \_\_\_\_\_ / \_\_\_\_\_
5. **sta ble** \_\_\_\_\_ / \_\_\_\_\_
6. **i dle** \_\_\_\_\_ / \_\_\_\_\_
7. **ti tle** \_\_\_\_\_ / \_\_\_\_\_
8. **un a ble** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_



PRACTICE SPELLING TEST 9

1. \_\_\_ / \_\_\_ **! e**
2. \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
3. \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
4. \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
5. \_\_\_ \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
6. \_\_\_ / \_\_\_ \_\_\_ \_\_\_
7. \_\_\_ \_\_\_ / \_\_\_ \_\_\_ \_\_\_
8. \_\_\_ \_\_\_ / \_\_\_ / \_\_\_ \_\_\_ \_\_\_

SCORE \_\_\_\_\_