

# Lesson 2: Standard Spelling

Lesson Focus: Using Reference Tools to Check Standard Spelling  
Theme: Planets and Space

## Objectives

### Your child will:

- Build a word bank of familiar spelling words.
- Use a reference tool to check standard spelling of unfamiliar words.
- Learn how to use a dictionary to help improve writing and spelling skills.
- Self-check his work for spelling mistakes.

## Advance Prep

- Activity Set 2:2
  - ~ *Super Speller!*
  - ~ *Spelling dictionary (if not using purchased dictionary or electronic speller)*
- Activity Set 2:3 *Paper stars*
- Activity Set 2:8 *Intergalactic Dictionary (optional)*

## Materials

### Activity Set Worksheet


- Pencils, crayons, or markers

### Guided Writing Practice

- Tablet or chart paper and markers
- Manila file folder (or butcher paper and a printed border for optional Word Wall)
- Construction paper, crayons, markers
- Scissors, glue, clear tape
- Pocket chart and sentence strips (optional)

### Pre-writing Activities

- *My Garden of Rhyming Words* notebook
- Construction or scrapbooking paper in a variety of solid colors, including green
- White computer or copy paper
- Scissors, hole punch, markers, glue
- Fiction or nonfiction picture book about a spaceship, rocket trip, planets, or outer space
- Children's dictionary, electronic speller, or homemade spelling dictionary
  - ~ Materials for optional homemade spelling dictionary:
    - Three-ring binder
    - Notebook paper

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- Pencils, markers, and crayons
  - Index cards
  - Blue painter's tape

### **Brainstorming**

- Tablet or chart paper and markers
- Yellow construction paper, optional yellow butcher paper

### **The Writing Project**

- Grade-level writing paper
- Pencils, crayons, or markers

### **Editing and Revising**

- Editing buddy

### **Publishing the Project**

- Empty oatmeal box or potato chip can
- Craft supplies such as construction paper, card stock, stickers, stamps, and craft paint
- Glue, markers, and crayons

### **Want to Do More? (optional)**

- Writing Across the Curriculum
  - ~ Sturdy cardboard or poster board
  - ~ 12- x 18-inch construction paper, including black
  - ~ White crayon or yellow craft paint
  - ~ Foil star stickers
  - ~ Yarn or two D-rings
  - ~ Hole punch, scissors, and glue
  - ~ Markers and crayons
  - ~ Library books about outer space (optional)
  - ~ Kitchen timer (optional)
  - ~ Pencil and paper (optional)

## ACTIVITY SET 2:1

## Lesson Overview

As you and your child explore the theme of planets and space, Lesson 2 will also introduce him to using simple reference tools—like a dictionary and *Super Speller!*—to help improve his writing and spelling.

## At a Glance: Activity Set 2:1

- Lesson Overview
- Activity Set Worksheet: "Outer Space Spelling"
- Pre-writing Activity (optional)

## Activity Set Worksheet: "Outer Space Spelling"

Remove the Lesson 2: "Outer Space Spelling" page from your Activity Set Worksheet Pack. If you are using the e-book version, print out both the "front" and "back" pages of the worksheet.



### Activity Page (Front Side)

Read over the spelling list with your child. Instruct him to write each word three times, using a different color crayon or marker each time, if he wants.

### Activity Page (Back Side)

*If you prefer, your child may complete this next part during Activity Set 2:6.*

On the back of the page, encourage your child to illustrate and write a story using as many of the *Outer Space Spelling* words as he can. He may refer to the word list to check his spelling as he works.

Praise your child for his efforts to write independently. Do not edit or revise the story because this is just an opportunity for him to practice doing it on his own.

## Pre-writing Activity

## Word Family Flowers

Make a word family flower or add new words to existing flowers in your *Garden of Rhyming Words* notebook. This notebook will provide a handy reference in Lesson 4 when you teach your child to write a poem or nursery rhyme. You will also find this notebook handy any time your child writes with rhyme.

## ACTIVITY SET 2:2

### Guided Writing Practice

Lesson 2 will use Guided Writing Practice to write about experiences that are familiar to your child and to introduce standard spelling.

#### At a Glance: Activity Set 2:2

- Guided Writing Practice
- Pre-writing Activities: Picture book about a spaceship, rocket trip, planets, or outer space

### Advance Prep

Prepare a *Super Speller!* for your child to refer to during Guided Writing Practice. If you have room on a wall of your writing center, you might want to put up a *Word Wall Super Speller!* But if space is at a premium, make a *Portable Word Bank Super Speller!* instead. See p. 26 for details and instructions.

### **Directions**

Sit side-by-side with your child and write on a tablet. Or, use an easel with chart paper. Model writing for him as explained in the Introduction (pp. 15-17), sharing the marker so he writes some of the words that he knows. Spend no more than 10 minutes.

Note: If you will be using the *Portable Word Bank Super Speller!*, display the word list for your child to see. If you plan to use a *Word Wall Super Speller!* or pocket chart, sit next to it as you write.

1. During Guided Writing Practice, write together about something your child did the previous day, or write about upcoming activities. Ideas include:
  - *A visit with friends or family*
  - *Extra-curricular activity such as art class, music lesson, sports, or Scouts*
  - *Task such as making muffins, folding laundry, or walking the dog*
  - *Field trip, outing, holiday celebration, or party*
  - *Trip to the veterinarian, department store, post office, car wash, or bakery*
2. Write your Guided Writing Practice in paragraph form.
  - Write 5-10 sentences.
  - Demonstrate indentation each time you write a new paragraph.
  - Encourage using sentences with a variety of ending punctuation.
  - Skip a space between each line to allow room to add more sentences.
3. Encourage the importance of using standard spelling.
  - Suggest that your child refer to his *Super Speller!*—either the *Word Wall* or *Portable Word Bank*,

whichever you've chosen—to help him correctly write a few words on the paper.

- Add new words to the *Super Speller!* that your child wants to write but doesn't know how to spell. Sound out unfamiliar words together and look them up in the dictionary before writing them correctly on the list.
- Take care not to overwhelm your child by pointing out too many spelling errors. Instead, gradually introduce new words to the *Super Speller!*, adding just one or two at a time (especially in the beginning).
- Training your child to refer to the *Super Speller!* helps him transition from looking to you for the answer, to learning to use standard reference tools himself to improve his writing.

Here is an example of a completed Guided Writing Project:

#### Fishing with Grandpa

I'm going fishing tomorrow! Grandpa will pick me up really early. It will still be dark, even though it is morning. Next, we will get donuts and buy some bait. When the sun comes up, we will walk on the dock and find our spot. I hope I catch a big fish!

If your child can't think of what to say, write sentence starters for him to complete, or prompt him with questions such as *who*, *where*, or *how*. (This will also help a wordy child use fewer sentences.) Here's an example of a guided discussion:

You: *Tell me something new that will happen soon.*

Child: I'm going fishing tomorrow!

You: *Let's write that down. I'm going fishing tomorrow.*

*Should we end that sentence with a period or an exclamation point?*

Child: An exclamation point!

You: *Why?*

Child: Because I am so excited!

You: *You're getting good at choosing punctuation marks. I'm proud of you!*

*What will happen first?*

Child: Grandpa will pick me up really early.

You: *Let's write that down: Grandpa will pick me up really early. Here's the marker so you can help write some of the words.*

*How early will Grandpa pick you up?*

Child: It will still be dark.

You: *Is he coming at nighttime?*

**“***I always love the dialogue samples. It's like having a sneak peek into the writing teacher's classroom to see how she interacts and talks with and encourages her students to bring out the best in them!”*

– Wendy, NC

Child: No, it will be in the morning in the dark.

You: *We can write: It will still be dark, even though it is morning. Will that work?*

Child: Yes.

You: *Say that: "It will still be dark, even though it is morning."*

Child: It will still be dark, even though it is morning.

You: *Great. Let's write that down. Would you like to help? Use your Super Speller! to help you spell one of the words.*

*OK...after Grandpa picks you up, what will you do next?*

Child: Next we will get donuts and buy some bait.

You: *Super. Let's write that down.*

*Will you fish in the dark?*

Child: No. When the sun comes up, we will walk on the dock and find our spot.

You: *Let's write that down. You're doing a great job of telling me complete sentences!*

*How would you like your special day with Grandpa to end?*

Child: I hope I catch a big fish!

You: *I hope so too. I think that makes a great ending sentence, don't you? Let's write it: I hope I catch a big fish!*

*Now all we need is a title. Any ideas?*

Child: Fishing with Grandpa?

You: *Perfect!*

When finished, invite your child to choose a pointer to read over the sentences together. Ask him to:

- Point to each punctuation mark and identify how it is used.
- Point to the indented first sentence.

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### *Parents Say...*

*Use construction paper to write the words for your Word Wall Super Speller! and stick them on the butcher paper with double-sided sticky squares (the kind used for scrapbooking). When you need to replace words, you can easily remove them and add more.*

*Since I do most of the writing during Guided Writing Practice, there's not much chance to use the Super Speller! So instead, we work on spelling later in the lesson, during the Writing Project and Editing and Revising.*

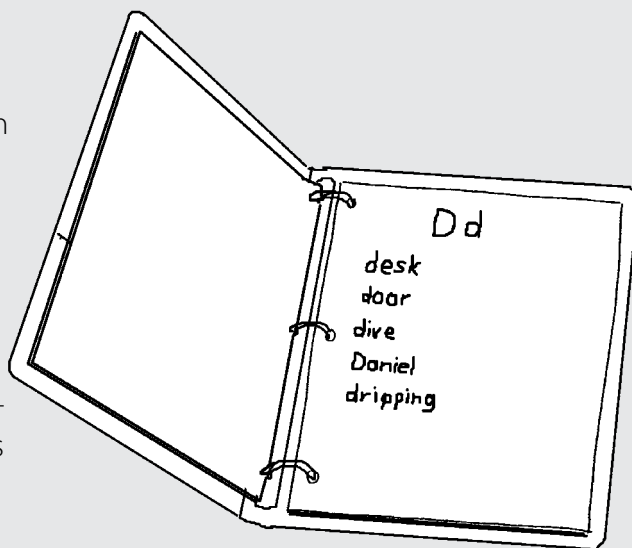
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# Pre-writing Activities

## Advance Prep

If you purchase a children's dictionary or electronic speller, there will be no advance preparation for this activity. If you choose to make your own spelling dictionary, here's how:

1. Put 26 pages in a three-ring binder. Label the pages A-Z.
2. Write a few grade-level words on each page of the dictionary.
3. Include in your dictionary the correct spelling for various objects in your homeschooling classroom such as notebook, window, lamp, and chair.
4. As you complete the activity below—Using Spelling Tools—add new words to your dictionary.



## **Picture Book**

Choose a fiction or nonfiction picture book about a spaceship, rocket trip, planets, or outer space and read it to your child.

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### *Parents Say...*


*After reading our picture book, I like to introduce the theme of the lesson to my child and discuss how the book uses the theme (such as Planets and Space) to make the story happen. For example:*

- ~ *How did the theme of this lesson show itself?*
  - ~ *Was the outer-space theme important in this story? Why or why not?*
  - ~ *If we change the setting, would the story have made sense? Would it have been better? What other location might have worked?*
  - ~ *What was the beginning, middle, and end of the story?*
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## **Using Spelling Tools**

If possible, stock your writing center with spelling reference tools for your child to use. Provide a grade-level children's dictionary, electronic children's speller and dictionary, or handmade dictionary that includes words your child frequently uses.

1. Use this time to introduce these reference tools to your child.

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2. Help your child use the children's dictionary to look up the spelling of various objects in your homeschooling classroom. Make labels for some of these.
    - First, guess how to spell an item.
    - Next, look it up.
    - Then write its name on an index card.
  3. Tape the card to the object. Have fun taping a label on the table, a pencil, a book, the wall, or the floor—whatever your child wants to label. Blue painter's tape is safe for most surfaces.
  4. Over upcoming days and weeks, continue this process to label the objects in your home and classroom until your child becomes familiar with the correct spelling of each.
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### *Parents Say...*

*My daughter enjoys using and adding to her own mini-dictionary.*

*We just got an electronic thesaurus and LOVE it!*

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## ACTIVITY SET 2:3

### Guided Writing Practice

Throughout Lesson 2, continue to follow the Guided Writing Practice format introduced in Activity Set 2:2. Spend no more than 10 minutes.

#### Directions

If you are using a *Portable Word Bank Super Speller!*, display the word list for your child to see. If you are using a *Word Wall Super Speller!* or pocket chart, sit next to it as you write.

Some days, write about one main event. Other days, write about several activities. Here's a recap:

1. Write your Guided Writing Practice in paragraph form.
2. Demonstrate indentation each time you write a new Guided Writing paragraph.
3. Encourage using sentences with a variety of punctuation.
4. Skip a space between each line to allow room to add more sentences.
5. Continue reinforcing the importance of using standard spelling.
  - Encourage your child to refer to the *Super Speller!* to help him write words correctly on the paper.
  - When your child wants to write words that he doesn't know how to spell, add these new words to the *Super Speller!* Sound out the unfamiliar words together before writing them correctly on the list.

Here is an example:

#### A Delicious Night

Last night I was hungry, so I made popcorn. Then I got thirsty, so I had a drink of milk. Then Grant said, "Let's have dessert!" So we both ate cookies. Yum! It was a delicious night.

If your child gets stuck, you will need to guide him. Write sentence starters for him to complete if he is reluctant to suggest ideas, or consider prompting him with questions. Pause, give feedback, and ask for clarification. Here's a partial dialogue to get you started:

- You: Tell me something special (surprising, interesting, silly, fun, etc.) that you did last night.
- Child: I got to make popcorn.
- You: Why did you want popcorn?
- Child: I was hungry!
- You: I see! Last night I was hungry, so...what? Tell me in a complete thought.

#### At a Glance: Activity Set 2:3

- Guided Writing Practice
- Brainstorming

Child: Last night I was hungry, so I made popcorn.

You: *Good! Let's write that down. Last night I was hungry, so I made popcorn.  
What happened next?*

Child: Then I got thirsty, so I had a drink of milk.

You: *Great. That's a complete thought! Let's write that down too. Then I got thirsty, so I had a drink of milk.*

*Did you go to bed after that?*

Child: (giggling) Not yet! Then Grant said, "Let's have dessert!" So we both ate cookies.

You: *Wow—you really were hungry! Okay. Let's write this: Then Grant said, Let's have dessert.  
Do you remember what kind of punctuation mark we use to show excitement?*

Child: I forget.

You: *It's called an exclamation point. Can you say that?*

Child: Exclamation point.

You: *Here's the marker. Put an exclamation point at the end of the sentence.*

*Great. Now, do you remember when we use quotation marks?*

Child: To show when someone is talking?

You: *That's right. Let's put some quotation marks here to show that that Grant is talking: "Let's have dessert!"*

(Continue gently guiding and prompting your child in this manner until his story is finished.)

After your Guided Writing Practice is written on paper, invite your child to choose a pointer to read over the sentences together. Ask him to:

- Point to each punctuation mark and identify how it is used.
- Point to the indented first sentence.

## Brainstorming – Using Idea Stars and a Story Web

### Advance Prep

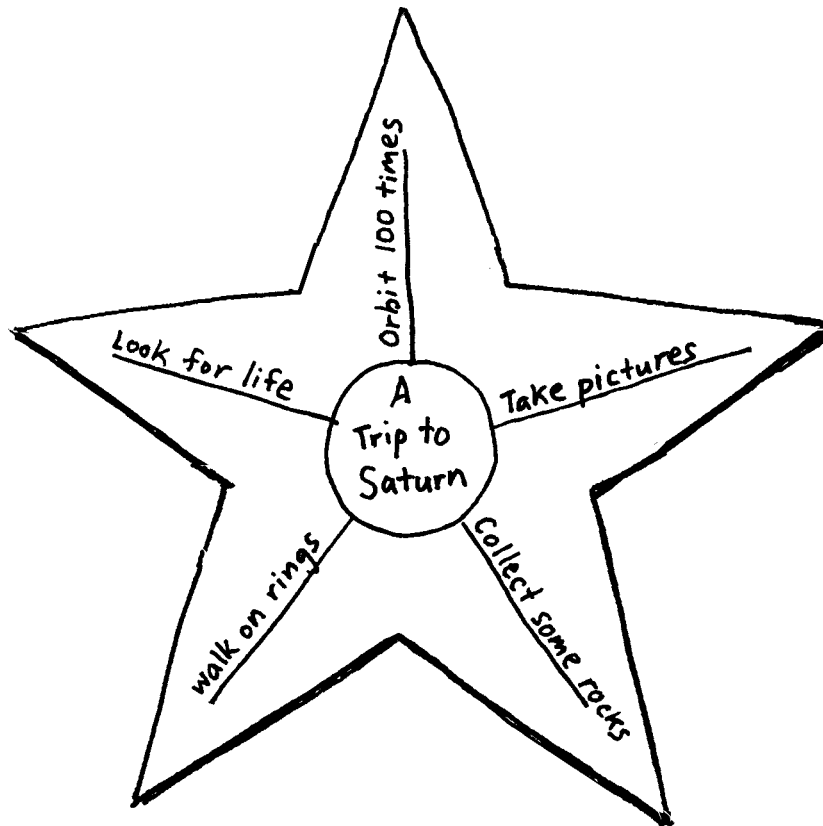
Cut about a dozen 3-inch star shapes from yellow construction paper.

Cut one large star from yellow butcher paper or chart paper (large enough for a story web).

### **Directions**

1. Draw a simple story web on the large star. Draw a circle in the middle and five lines extending out from the circle toward the points of the star.

2. For the Writing Project, your child will write about an imaginary trip he takes in a rocket ship to outer space. Discuss various ideas for the theme of his story. Choose one to write in the center circle of the story web.
3. On each of the lines of the story web, write details about his imaginary trip.
4. As you discuss ideas for the story web, look up unfamiliar words in the dictionary. Write the correct spelling of each word on a 3-inch yellow paper star. Tape these stars to the *Super Speller!* for a handy reference as your child writes his story. (If you're using a *Portable Word Bank Super Speller!* write the words inside.)
5. On a separate piece of paper, make a simple graphic organizer to list ideas for the *beginning*, *middle*, and *ending* of your child's story. Discuss the main topic and choose a title. Label the graphic organizer as follows, leaving spaces for writing as you brainstorm together.
  - Title:
  - Beginning:
  - Middle:
  - End:
6. During Activity Set 2:4, you will use both the star story web and graphic organizer to help your child with his Writing Project.



## ACTIVITY SET 2:4

### Guided Writing Practice

If it is too much for your child to do Guided Writing and the Writing Project on the same day, you may skip Guided Writing Practice today. Otherwise, continue to write a story together about what your child did the previous day, or write about an upcoming activity. Follow the instructions and guidelines in Activity Set 2:2.

#### At a Glance: Activity Set 2:4

- Guided Writing Practice (optional)
- The Writing Project
- Smaller Steps or Flying Higher

### The Writing Project – Writing about a Trip to Outer Space

For the Writing Project, your child will write about an imaginary trip he takes in a rocket ship to outer space.

#### **Directions**

1. Don't forget to adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity if your advanced learner needs more of a challenge (see p. 67).
2. As your child works, encourage him to refer to his writing tools from Activity Set 2:3.
  - Graphic organizer
  - Star story web
3. Using grade-level writing paper, help your child write his story. Remind him to write in paragraph form, indenting the first sentence. Be sure to include a *beginning*, a *middle*, and an *end*. Write a title at the top.

#### **About Story Length**

If your child is reluctant, you may find yourself coaxing every word from him. He will have no problem keeping his story brief, especially in these early lessons. A more confident student, on the other hand, can easily let his narrative go on and on. He will need guidelines that help him stay focused and keep him from taking tangents.

Young children often become frustrated when a writing exercise takes too long, so at this age, it's best to use a short piece of writing to teach the basics. When your child begins self-editing in Activity Set 1:5, he will appreciate having written a shorter story, since it will be easier for him to correct as well.

From time to time, go ahead and encourage him to write other stories without limit—but the Writing Project itself should not be long. A good rule of thumb is 5-10 sentences. Help your child understand that his story should tell the main points about the event rather than every detail. If he tends to ramble or include too many tidbits, ask: "Is this information important to your story?"

## Smaller Steps – Working with a Reluctant Learner

Help a younger learner gain confidence writing words spelled correctly.

1. If he dictates most of the story for you to write, put a blank on the paper for any word that is listed in his *Super Speller! Portable Word Bank* or *Word Wall*.
2. When he is finished dictating his story to you, give him the pencil. Then help him go back and fill in the blanks himself, using the *Super Speller!* as a guide.

You may find yourself becoming frustrated that your reluctant child does not want to write all by himself. For now, it's more important that he enjoys the process of storytelling, so if he resists writing on his own, try some of these ideas:

- After he narrates his story to you, let him copy it down. Alternatively, dictate it back to him so he can write it down.
- Share the writing with your child if writing the entire story is too overwhelming for him. Take turns writing, with each of you writing every other sentence.
- If that's still too much, try writing the sentence starters and let him finish the sentences.
- Or, ask him to write some of the words while you write most of them.

## Flying Higher – Adding Length and Detail

Challenge an accelerated or advanced student to write a story about blasting off in his rocket ship to visit every planet in the solar system, as well as the sun. You might want to spread this activity over several days.

1. Write about the sun and each planet on its own separate page.
2. Help your child look up information about the sun and each planet on the Internet or in an encyclopedia or nonfiction book about the solar system. Encourage him to include one or two facts about each one in his story.
3. After his story is finished, illustrate the pages and assemble them into a book with a sturdy poster board or tagboard cover.

## ACTIVITY SET 2:5

### Guided Writing Practice

Write another story together about what your child did the previous day, or write about an upcoming activity. Follow the instructions and guidelines in Activity Set 2:2.

Spend no more than 10 minutes. Continue reinforcing the importance of using standard spelling by encouraging your child to refer to the *Super Speller!* to help him write words correctly on the paper.

Here's an example:

#### Our Snowy Day

Yesterday we had a big surprise. When we woke up it was snowing! I wanted to go outside, but we had to do school first. Then I asked Mom, "Can we play in the snow?" She said yes! So we put on our warm jackets and our boots and mittens and played in the snow. It was so cold! So Mom made hot chocolate. After our drink we felt nice and warm again. I love snowy days!

When finished, do the pointer activities.

### Editing and Revising – Checking Spelling

Invite your child to choose one editing buddy from the supply of stuffed animals. Sit down with your child, his Writing Project, and the stuffed animal. Read his story together, pretending to read it to his editing buddy.

1. Discuss the structure of the story. Check that it has a *beginning*, a *middle*, and an *end*. Ask, "Does the title support the main idea?" If not, discuss ideas for improvement.
2. Examine each sentence with your child. Make sure each sentence has an end mark and begins with a capital letter.
3. Circle misspelled words. Look up each word in the dictionary or on the *Super Speller!*
4. Help your child revise his story. Write corrections on the paper itself.
5. Encourage him to read the revised story to his editing buddy.

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#### Parents Say...

*I prefer to address spelling during Editing and Revising, so I ignore those errors during the Writing Project and simply praise my daughter's spelling attempts.*

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#### At a Glance: Activity Set 2:5

- Guided Writing Practice
- Editing and Revising

## ACTIVITY SET 2:6

### Guided Writing Practice

Continue to write a story together about what your child did the previous day, or write about an upcoming activity. Follow the instructions and guidelines in Activity Set 2:2.

Here's an example of a completed Guided Writing Practice:

#### A Fire Alarm

On Wednesday, something loud happened. The fire alarm in our apartment building went off. The noise hurt my ears! Everyone had to walk down the stairs and wait outside. The firemen came in a big red fire truck. Pretty soon one of the fireman said, "You can go back inside now. There isn't any fire." I was happy to go back home.

When finished, do the pointer activities.

### Activity Set Worksheet: "Outer Space Spelling"

If your child did not write a story on the back side of the worksheet during Activity Set 2:1, have him do this today.

#### At a Glance: Activity Set 2:6

- Guided Writing Practice
- Activity Set Worksheet: "Outer Space Spelling"

## ACTIVITY SET 2:7

### Guided Writing Practice

Continue to write a story together about what your child did the previous day, or write about an upcoming activity. Follow the instructions and guidelines in Activity Set 2:2.

When finished, do the pointer activities.

#### At a Glance: Activity Set 2:7

- Guided Writing Practice
- Publishing the Project

### Publishing the Project – Making a Rocket Ship

Help your child publish his Writing Project by making a rocket ship.

1. Use craft supplies to decorate a clean, empty oatmeal box or potato chip can (or other cardboard cylinder container) to resemble a rocket ship. Be sure to leave the top free so the container can be opened and closed.
2. Tuck the Writing Project inside the rocket ship and close the lid. (For a better fit, fold the story or roll it into a cylinder and keep secure with a rubber band before placing it inside the rocket ship.)
3. Blast off with the toy rocket ship to find a friend or sibling with whom to share the story.

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#### *Parents Say...*

*I love to preserve my children's projects but don't have much storage space for the bulkier ones. So after displaying their published projects for a few weeks, I take a photo and save their artwork that way.*

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## ACTIVITY SET 2:8

### Guided Writing Practice

If you choose to do Guided Writing Practice today, continue to write a story together about what your child did the previous day, or write about an upcoming activity. Follow the instructions and guidelines in Activity Set 2:2. When finished, do the pointer activities.

#### At a Glance: Activity Set 2:8

- Guided Writing Practice (optional)
  - Evaluating the Student's Work
  - Want to Do More? (optional)
- Writing Across the Curriculum:  
Spotlight on Science**

### Evaluating the Student's Work

Use the Primary Writing Skills Evaluation Chart for Lessons 1-5 to evaluate your student's work.

### Want to Do More?


#### ***Writing Across the Curriculum: Spotlight on Science – Intergalactic Dictionary***

##### Advance Prep

- Cut two 12-inch circles from sturdy cardboard or poster board for the front and back covers of the dictionary.
- For the pages, cut twenty-six 11-inch circles from 12- x 18-inch construction paper. Label each circle from A-Z.

Make a dictionary about planets and outer space. Here's how:

1. For the cover, glue black construction paper on the front of one 12-inch circle. Add a fun title in white crayon or yellow craft paint such as *My Intergalactic Dictionary*. Decorate with foil star-shaped stickers.
2. Sandwich the pages in alphabetical order between the covers. Punch two holes along the left side. Use D-rings or tie the book together with yarn so the pages turn easily.
3. Help your child add words to the dictionary that relate to outer space. Write down each word's correct spelling and definition. Include the names of planets, galaxies, constellations, and other scientific terms that interest your future astronaut.
4. If your student can read and would enjoy making a game of this, here's an idea for collecting words:
  - Gather several books about outer space, a timer, a piece of paper, and a pencil.
  - Give your child one of the books. Grab one for yourself, too.
  - Set the timer for 10 minutes.

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- Racing against the clock, thumb through your books till you find a good space word. Jot it down on the paper. Together, try to find a word for each letter of the alphabet.
  - When the timer goes off, see how many words you were able to find.
  - As you write the words in the *Intergalactic Dictionary*, include each word's correct spelling and definition. If you weren't able to find a word for each letter of the alphabet, look through other books to find and fill in the missing words.
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### *Parents Say...*

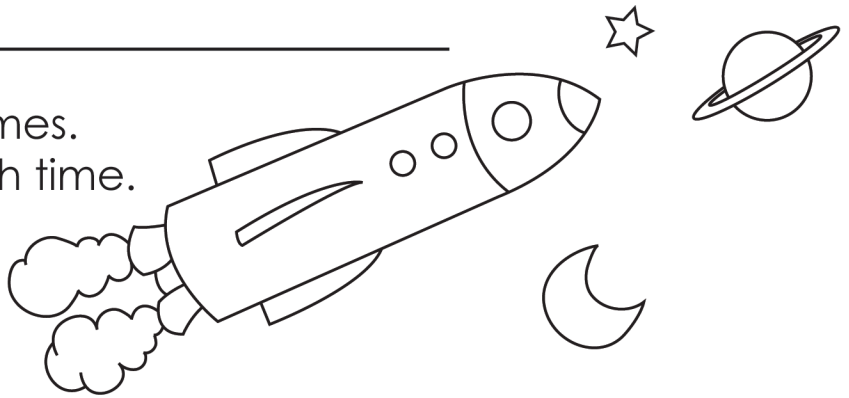
*We love this idea! We've made many subject-specific dictionaries like this with different science-related themes like animals, ocean life and geology.*

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# Outer Space Spelling

Name: \_\_\_\_\_

Write each word three times.  
Use a different color each time.



rocket

countdown

blastoff

zoom

starship

moon

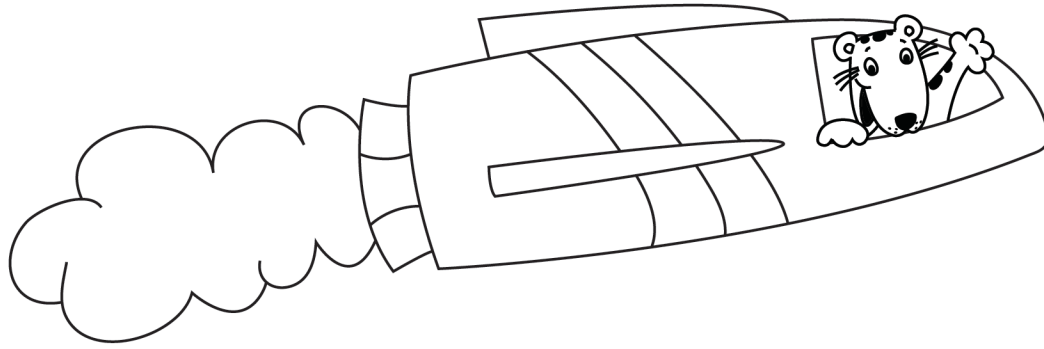
planet

station

return

landing





Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for text entry.