

# The **Spelling** Teacher's **LESSON-A-DAY**

180 Reproducible Activities to Teach  
Spelling, Phonics and Vocabulary

**EDWARD B. FRY, Ph.D.**



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**Edward B. Fry, Ph.D.**

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# INTRODUCTION

*The Spelling Teacher's Lesson-a-Day* is aimed at improving the spelling ability of students in Grades 3 to 8, ESL, adult learners, and home-schoolers. The lessons are suitable for classrooms, tutoring, and self-study. Thus, Spelling Review is just that—a review of spelling skills that perhaps should have been learned earlier.

The lessons assume that the student has some spelling ability, but many faulty spelling skills.

A major method is to contrast two or three homophones to show that the same sounds can be spelled differently so the student is learning to spell some useful everyday words, and also the extension of the spelling patterns in those words. The lessons are basically “homophones” and “phonics.”

For many students, the second or third homophone will be vocabulary enrichment, and they will learn new words, or new word uses, from the definitions and example sentences.

The reason homophones are important is that many students now write using a computer (word processing and spell check). The problem is that spell check cannot detect an error in meaning (example: peak vs. peek).

However, these lessons also contain many other important spelling skills, such as:

Contractions (they would = they'd)

Capitalization (president vs. President)

Common Misspellings (forth vs. fourth)

Plurals (bench vs. benches)

Abbreviations (Michigan = MI)

Silent Letters (mach)  
Double Letters (boss)  
Suffixes (run vs. runing)  
Compound Words (roommate vs. room clerk)  
Prefixes (accident vs. address)  
Ending Sounds (actor vs. beggar)  
Spelling Problems (action vs. version)

## Notes for the Teacher

The teacher can select which lesson or section to use. They are not necessarily in a teaching order.

Part of the method in these lessons is to show that many words use similar spelling patterns and, once learned, these patterns will appear in many more complex words. Looking for spelling patterns in words is a useful lifelong habit.

Another plan for these lessons is that they are short and easy so the student won't think of spelling as an onerous chore. "Do you like spelling?" "Yes, it's so easy." Yet these lessons also show the need for precision or correct spelling, as the changing of just a letter or two can change the meaning or pattern.

### ***Getting Started***

The teacher can start the lesson by either showing the student a copy of the lesson page or by presenting the lesson orally with the visual aid of the words written on a chalkboard or chart.

1. Discuss and show the homophones and how their spelling differs. Give a few example sentences.
2. Do a bit of review by having the student orally, or in writing, tell the correct homophone spelling for the "Which is right?" sentences in the lesson.

- 3.** Next ask the student to look carefully and perhaps read aloud all the bold print words in the Phonics section.
- 4.** Next, in the Spelling Exercise section, have the student use some or all of the words in the Phonics section and give a little trial test. Call out the words one at a time and use them in a sentence. For clarity you can repeat the word and use it in a sentence. For spelling words, use the homophones and all or selected words from the bold print in the Phonics section.
- 5.** The students can correct their own papers, or the teacher can correct the trial test.
- 6.** Any words misspelled should be written correctly three times.

At a later time the teacher can review several lessons and give a final spelling test.



# **PART I**

## **HOMOPHONES AND PHONICS LESSONS**



## 1 be vs. bee



**be** = To take place or happen. "Will there be any lions at the zoo?" (v.)

Having a position or place. "My new desk will be in the corner." (v.)

**bee** = An insect with four legs and a stinger. "That bee is flying in the garden." (n.)

A social gathering at which people have a task or contest. "The students have lined up for a spelling bee." (n.)

**Which  
Is Right?**

1. I was just stung by a \_\_\_\_\_!
2. I'm not sure where the new store will \_\_\_\_\_ in the mall.
3. Will the new teacher \_\_\_\_\_ in class today?
4. My grandmother goes to a sewing \_\_\_\_\_ every Monday.

**Phonics: Long E**

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is sometimes made by the Single E letter pattern.

**be**  
**we**

**he**  
**she**

**me**  
**the**

The Long E sound is sometimes made by the Double EE letter pattern.

**bee**  
**lee**

**fee**  
**see**

**knee**  
**wee**

**Show YOU Know!**

1. Write one or two sentences using as many of the words in these Single E and Double EE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

**bee**

**she**

**me**

**knee**

**be**

**see**

# 2 by vs. bye vs. buy

**by** = On the side of. “The wild flowers grew by the side of the road.” (prep.)

The means used. “The team traveled to the game by bus.” (prep.)

A particular time. “We plan to arrive at the party by noon.” (prep.)

**bye** = Short for “goodbye”—often doubled to “bye-bye.” “Bye-bye, I am going home now.” (v.)

**buy** = To purchase. “I’m going to the grocery store to buy milk.” (v.)

## Which Is Right?

1. The baby waved \_\_\_\_\_ to me.
2. I drove \_\_\_\_\_ your house today.
3. He was the first to say \_\_\_\_\_.
4. I think I’ll \_\_\_\_\_ a new hat at the mall.

## Phonics: Long I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long I sound is made by the Final Y letter pattern.

**by**  
**cry**

**my**  
**dry**

**fry**  
**fly**

The Long I sound is made by the Final YE letter pattern.

**bye**  
**lye**

**dye**  
**rye**

**eye**  
**aye**

## Show YOU Know!

1. Write one or two sentences using as many of the words in these Final Y and Final YE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

**by**

**fly**

**eye**

**dye**

**bye**

**cry**



# 3 fair vs. fare

**fair** = Going by the rules. *"The judge was very fair."* (adv.)

A show or marketplace taking place outside. *"Our state fair is always crowded."* (n.)

To have a light color. *"That girl has very fair skin."* (adj.)

**fare** = Money paid for transportation. *"The train fare cost a lot."* (n.)

To progress. *"She did not fare well in the soccer game."* (v.)

**Which  
Is Right?**

1. I want to buy a hotdog at the \_\_\_\_\_.
2. The bus \_\_\_\_\_ was only \$2.00.
3. I don't think the coach's ruling was \_\_\_\_\_!
4. You should stay out of the sun if you have \_\_\_\_\_ skin.

## Phonics: Long AR

Learn how to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A plus R sound is made by the AIR letter pattern.

**fair**  
**air**

**hair**  
**stair**

**pair**  
**flair**

The Long A plus R sound is made by the ARE letter pattern.

**fare**  
**mare**

**bare**  
**square**

**rare**  
**spare**

## Show YOU Know!

1. Write one or two sentences using as many of the words in these AIR and ARE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

**fare**

**pair**

**square**

**air**

**rare**

**fair**

# 4 no vs. know

**no** = To deny, refuse, or give a negative response. "No, I won't go with you to the movie." (adv.)

**know** = To have information about. "I know a lot about dogs and cats." (v.)

To remember or recall a fact. "I know where you live." (v.)

To have an ability. "I know how to read." (v.)

Which  
Is Right?

1. I don't \_\_\_\_\_ which way to go.
2. There are only two answers to my question, yes or \_\_\_\_\_.
3. Do you \_\_\_\_\_ how to ride a bike?
4. \_\_\_\_\_, I won't tell you the answers to the test!

## Phonics: Long O

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Long O sound is made by only 3 words with the Single Final O letter pattern.

**no**

**go**

**so**

The Long O sound is made more often by the Final OW letter pattern.

**know**

**bow**

**low**

**row**

**mow**

**slow**

The Beginning Sound spelled KN makes the phoneme /n/ as in:

**know**

**knee**

**knife**

## Show YOU Know!

1. Write one or two sentences using as many of the words in these Final O and OW letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

**know**

**go**

**no**

**slow**

**bow**

**so**