

Steps for Spelling New Words

Here is a plan to use when you study your spelling words.

Step 1

Look at the word.

Say it and listen to the sounds.



Step 2

Spell the word aloud.



Step 3

Think about the spelling. Is there anything special to remember?



Step 4

Picture the word with your eyes shut.



Step 5

Look at the word and **write** it.



Step 6

Cover the word. **Picture** it and **write** it again. **Check** its spelling. Did you get it right?



There are 6 steps to remember. Use this plan a few times. You will see how it can help you.



Joe wants to learn the new spelling word *mice*.

In Step 1, he looks at the word, says it, and listens to all the sounds.



In Step 2, he spells the word aloud.



In Step 3, he thinks about how the word is spelled.



In Step 4, Joe sees the word with his eyes shut.



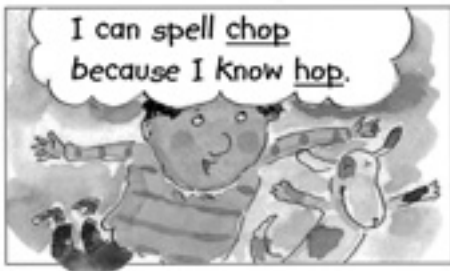
In Step 5, Joe looks at the word and he writes it on paper at the same time.



Finally, in Step 6, Joe covers the word. He pictures what it looks like. Then he writes it again. He checks to see if it is correct.

Rhyming Helpers

If you can match a new list word to a word you know with the same spelling at the end, you will have two words that rhyme. Then the old word can be a helper for the new word. These words are Rhyming Helpers.



Hop is the rhyming helper for *chop*. *Chop* and *hop* rhyme and they have the same ending.



Gave is the rhyming helper for *brave*. They rhyme and have the same ending.



Boat is Ken's rhyming helper for float. Watch out! Some words rhyme but have different spellings. The word *note* sounds like *boat*, but the rhyming sound is spelled in a different way. *Boat* ends in **o-a-t**, *note* ends in **o-t-e**. *Note* is NOT a rhyming helper for *boat*. Here is more practice on Rhyming Helpers.

One of your new spelling words is *clown*.
You already know how to spell *down*.
Down is the rhyming helper for *clown*.



Rhyming Helper
down

New spelling word
clown

Both words have the same ending. Now you can remember how the ending of *clown* is spelled. It is just like *down*!

Sometimes, thinking about the rhyming words in a short sentence will help you remember how they work together.

The **clown** fell **down**.

Remember, some words rhyme but they have different spellings. Those are NOT rhyming helpers.

The word *noun* sounds like *clown*, but the rhyming sound is spelled in a different way. *Noun* is not a rhyming helper.

down

clown

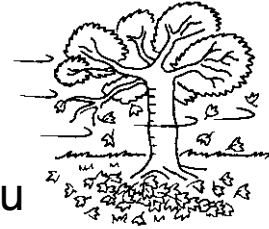
~~**noun**~~

Problem Parts

Everybody has words that are hard to spell. Sometimes the problem is with a few letters. This is a good time to use the **Problem Parts** strategy.

One of the words you will learn is *breeze*.

The word *breeze* has an e sound, but how do you spell it? That is tricky! Here are steps to follow to use the Problem Parts strategy.



Step 1

Ask yourself which part of the word is giving you a problem.



Step 2

Write the word and underline the problem part.



Step 3

Picture the word. Focus on what the problem part looks like. Sometimes you might want to picture the problem part in large letters to help.

Now picture your word. See the hard part before you try to spell it.



Dividing Long Words

Long words can be very hard to learn to spell. The Dividing Long Words strategy can help you spell these words.

Use syllables to make long words easier to study.

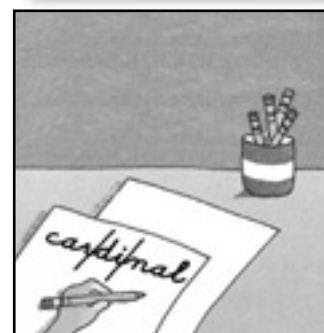
Step 1

Say the word slowly. Listen for the syllables.



Step 2

Write the word and draw lines between the syllables.



Step 3

Study the word one syllable at a time.



Here are three more long words. They have been divided into parts to show you how the Dividing Long Words strategy works.

disappear = dis | ap | pear
happiness = hap | pi | ness

basketball = bas | ket | ball

Long words are easier to spell when you break them into smaller parts.