



# Spellwell

PROGRAM OVERVIEW  
Grades 2-5

## BOOKS A-DD

An organized, effective spelling program in just 30 minutes of class time per week



# Spellwell

## A flexible spelling program for grades 2 to 5

- encourages students to discover and formulate spelling rules and generalizations for themselves
- accommodates children of varying abilities
- provides activities that are both interesting and fun
- takes just thirty minutes of class time per week

from Nancy Hall, the author of *Explode The Code*

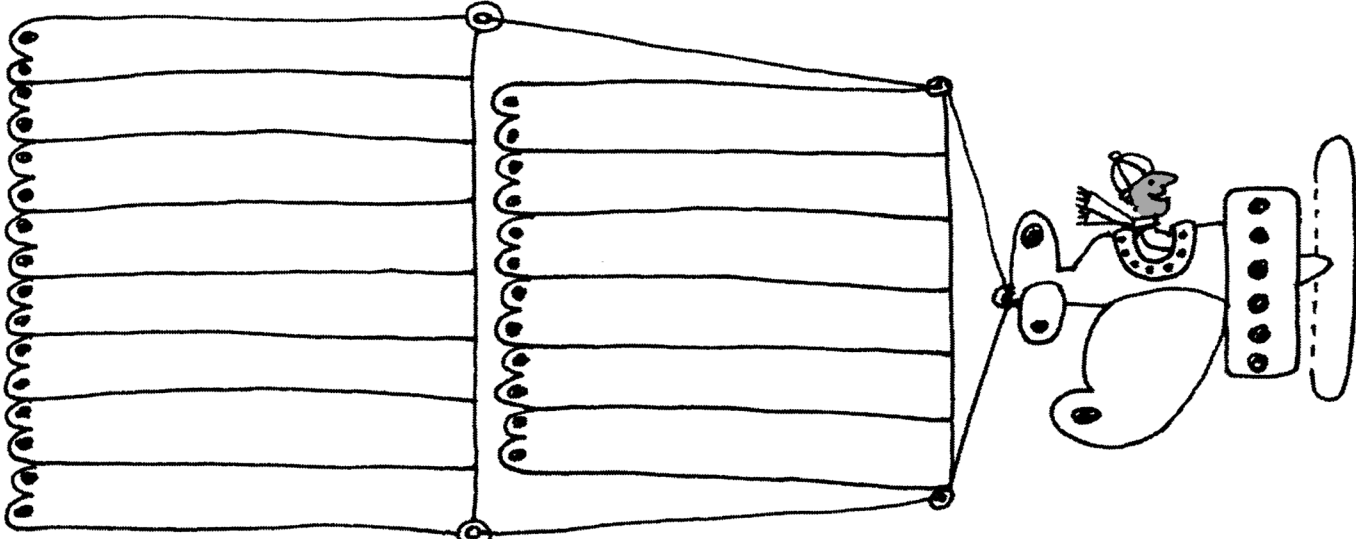
Each **Spellwell** lesson focuses on a spelling rule or generalization. Eight to nineteen **Spellwell** Words follow the lesson's pattern. Irregularly spelled Outlaw Words are included in each lesson, and space is provided to add from one to five Classroom Words from topics the class is studying or from students' reading and writing.

**Teachers of multilevel classes will find it easy to provide instruction at several ability levels.** All students take a pretest. Students who spell easily move directly from the pretest to more difficult words, vocabulary enhancement, and extra written expression. Less adept spellers may work only with the words from the **Spellwell** list of words based on a single rule or generalization. **The majority of students learn and review rules with the Spellwell Words, while improving their ability to spell Outlaw Words and Classroom Words.**

**Spellwell's** organization provides for daily practice at home, with class time used for a pretest and posttest and, in some lessons, group games. The activities to be done at home include finding rhyming words, sorting words, adding affixes, and writing words in puzzles, stories, and bingo games. They also include identifying and writing words from the students' reading books or textbooks that fit the lesson's pattern.

Original artwork contributes to the appeal of **Spellwell**. Exercises and activities are both interesting and game-like so that students will enjoy the daily practice: research shows that it is easier to retain information practiced for a short time regularly rather than for a longer time only once or twice a week. Teachers will appreciate being able to offer sound spelling instruction without using a great deal of in-class time. **The result will be students who are able to communicate their ideas in writing.**

There are two **Spellwell** books for each grade. Each book is suitable for half a school year. Books A and AA are for grade 2; B and BB are for grade 3; C and CC, grade 4; and D and DD, grade 5. A Teacher’s Key with answers and teaching suggestions is available for each grade level.



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Copy your Classroom Words.

Fold.

Write.

Spellwell Words

Corrections

Pretest

1. ant

1.

2. belt

2.

3. bump

3.

4. drink

4.

5. milk

5.

6. nest

6.

7. pond

7.

Outlaw Words

8. isn't

8.

9. want

9.

Classroom Words

10.

10.

11.

11.

ALTERNATIVE WORDS

bumpy, crisp, honked, mustard

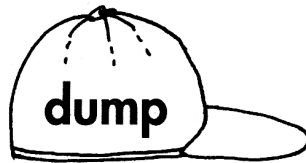
Change the first letter to make a spelling word.



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\_\_\_\_\_

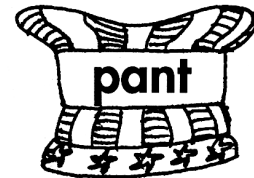
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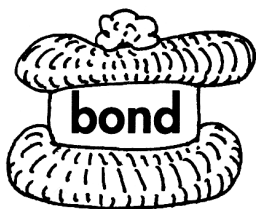
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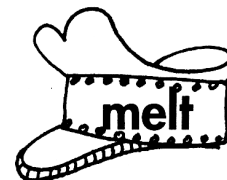
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\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which spelling word \_\_\_\_\_  
is a contraction? \_\_\_\_\_

Which letter is left out? \_\_\_\_\_

Did you remember the apostrophe? \_\_\_\_\_

Which spelling word \_\_\_\_\_  
names a liquid?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write a sentence. Use a Classroom Word.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ALTERNATIVE HOMEWORK Find 5 words with final blends that you want to learn.

Write them under your other words on page 21.

Unscramble the spelling words. Write them on the lines.  
Write the number of the word's meaning on the instrument.



ndop

\_\_\_\_\_

-----

\_\_\_\_\_

1. It's worn around the waist.
2. A white liquid
3. You can splash and wade in it.
4. To swallow liquid
5. A small insect
6. To hit your head
7. To wish for or need

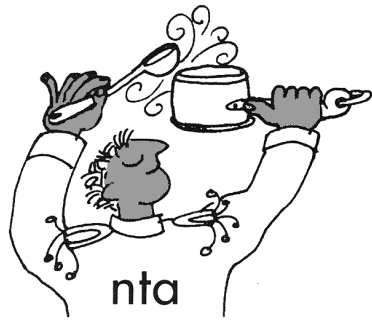


lteb

\_\_\_\_\_

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\_\_\_\_\_

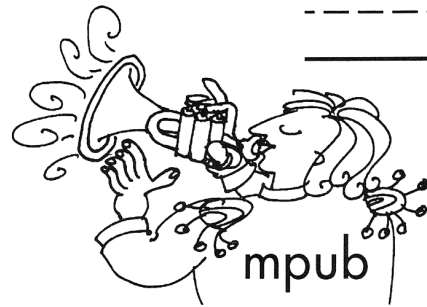


nta

\_\_\_\_\_

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\_\_\_\_\_

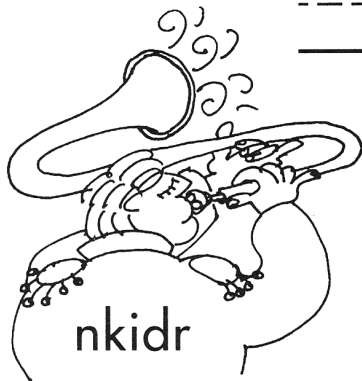


mpub

\_\_\_\_\_

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\_\_\_\_\_



nkidr

\_\_\_\_\_

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\_\_\_\_\_



antw

\_\_\_\_\_

-----

\_\_\_\_\_



lkim

\_\_\_\_\_

-----

\_\_\_\_\_

Write your Classroom Words in color. Circle the vowels in red.

ALTERNATIVE HOMEWORK Write a story about a magic pumpkin.  
Read it aloud to someone.



Read the category. Add a spelling word to each card.

They hold up pants

waistband  
suspenders

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Where birds live

birdhouse  
hen house  
coop

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Where you swim

sea  
lake  
river

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Drinks

cola  
juice  
tea

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WILD CARD

Write the Outlaw and Classroom Words.

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Bugs

ladybug  
beetle  
bee

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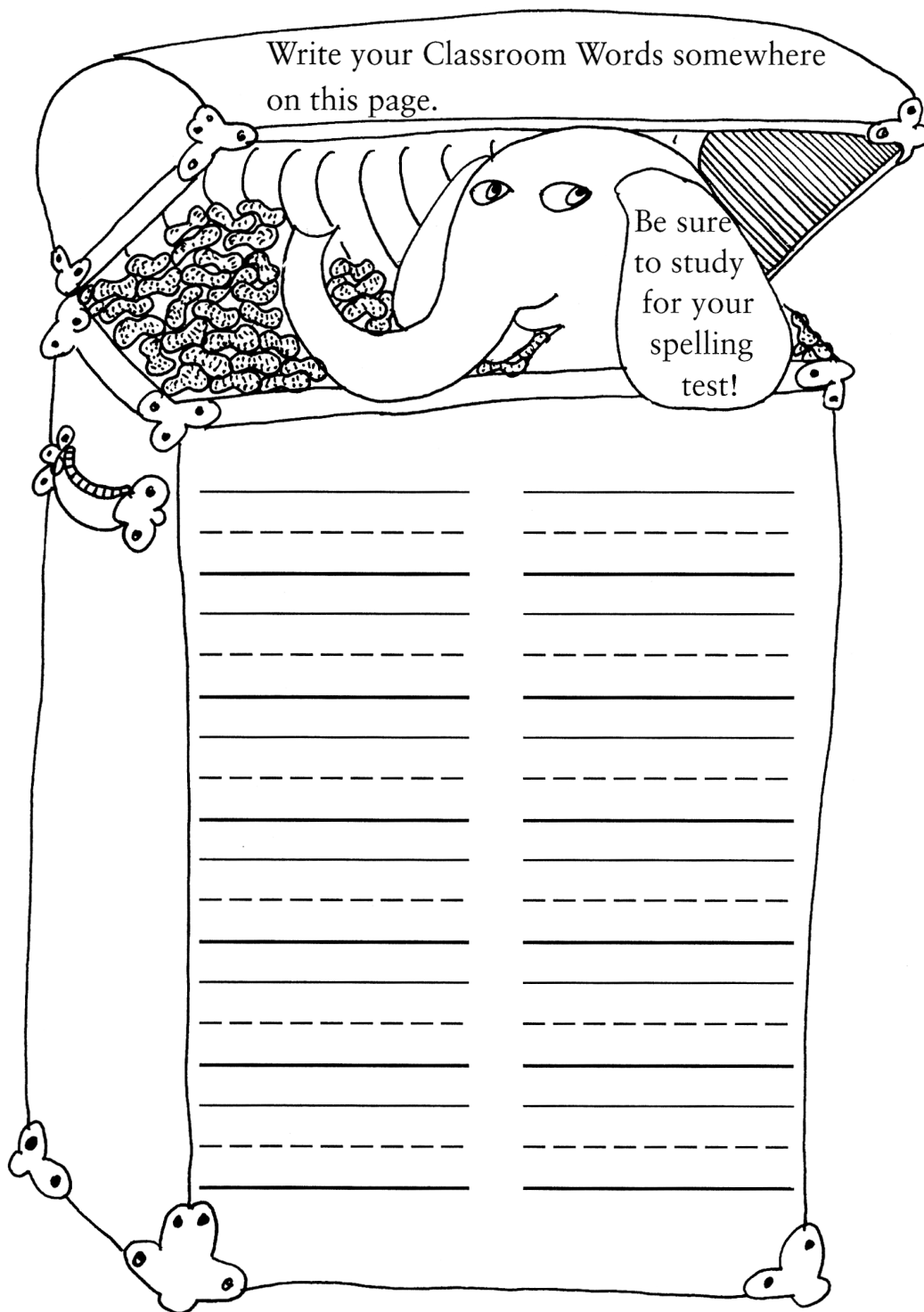
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ALTERNATIVE HOMEWORK Do the activity above.

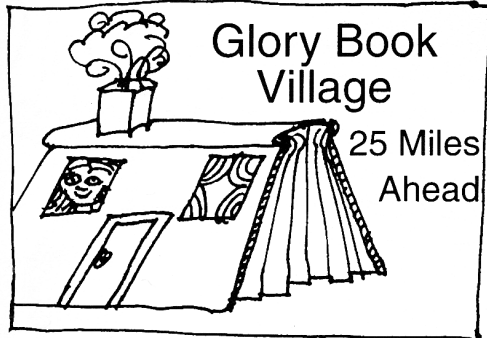
Find words that end with blends that are *not* in this lesson.  
Write them.



ALTERNATIVE HOMEWORK Do the activity above.



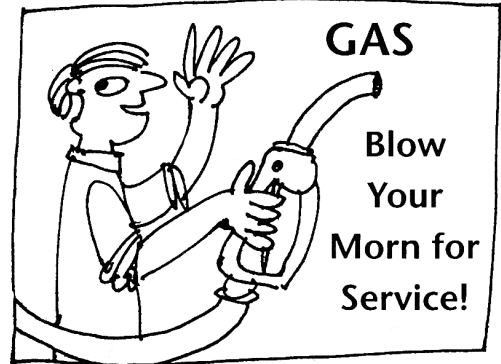
Each sign below has *one* word that is wrong. Circle it.  
Change it to make a spelling word that rhymes. Write it under the sign.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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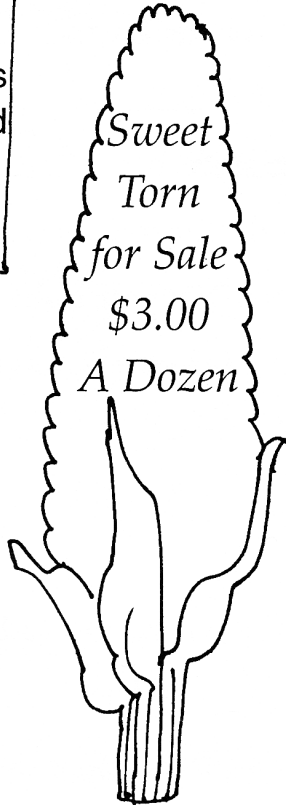
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\_\_\_\_\_

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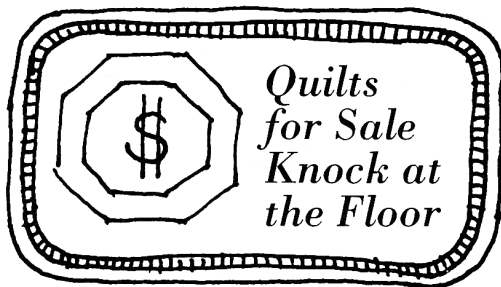
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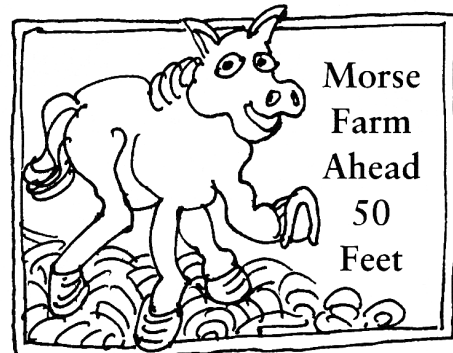
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\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

ALTERNATIVE HOMEWORK Do the activity above.

Then write some signs like these. Use some of your spelling words.

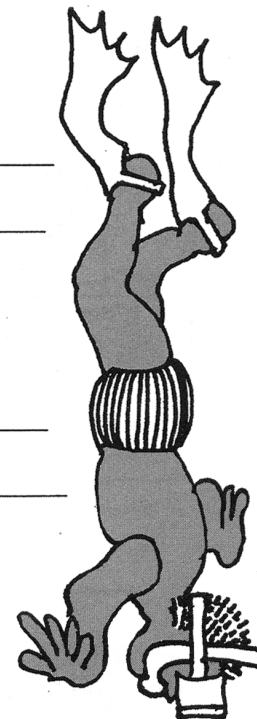
Write the spelling word that tells

- 1. what you are doing on an icy pond. \_\_\_\_\_
- 2. what you are doing when moving a suitcase. \_\_\_\_\_
- 3. what you might be doing after you get hurt. \_\_\_\_\_
- 4. what you are doing on these lines. \_\_\_\_\_
- 5. what you might be doing at the store. \_\_\_\_\_
- 6. the first thing you are doing in the morning. \_\_\_\_\_



- 7. what you are doing when you polish shoes. \_\_\_\_\_
- 8. what you might be doing into the swimming pool.  
\_\_\_\_\_
- 9. what you are doing if you are afraid you are late.  
\_\_\_\_\_

10. what you are doing if you go to bed at midnight.  
\_\_\_\_\_ up late



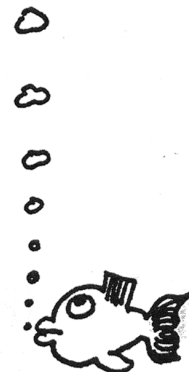
Which word means the opposite of *filling*? \_\_\_\_\_

Which word starts to tell the reason why? \_\_\_\_\_

Write your Classroom Words from longest to shortest.

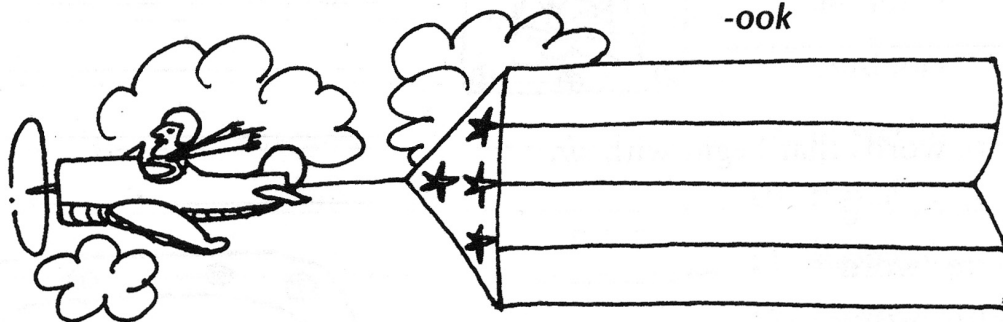
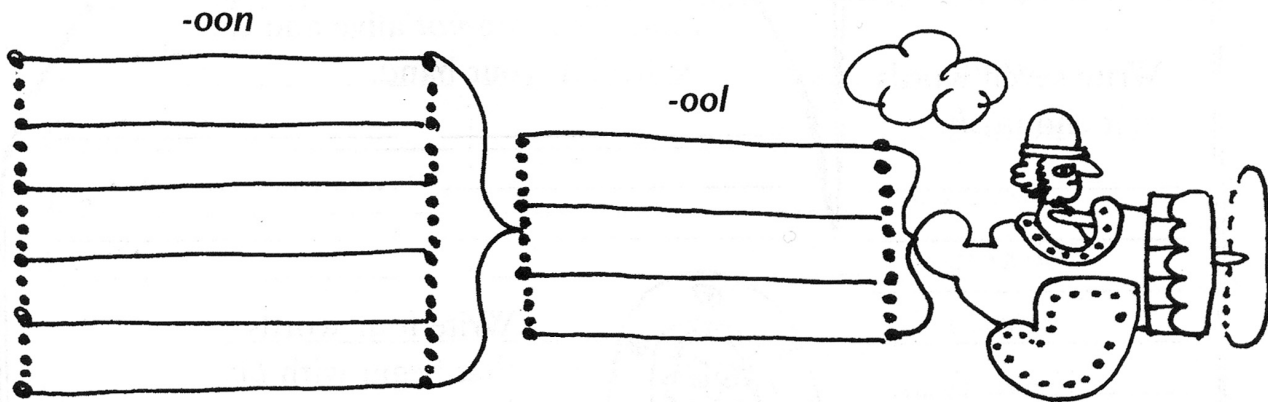
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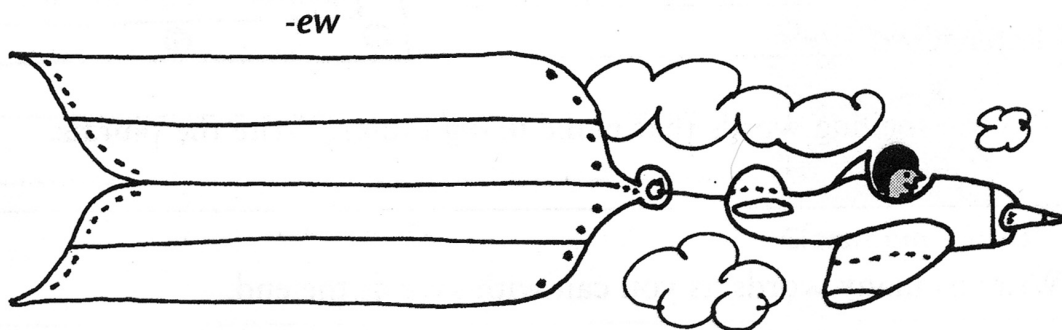


**ALTERNATIVE HOMEWORK** Using five of your spelling words, write a Time to Tell puzzle like the one above. Be sure to write the words you use at the bottom of the page. Trade papers with another student and work each other's puzzles.

Find two spelling words that have the same letters as the ones above the signs.  
Write the words on the signs. Then add other words that end the same way.



Write three spelling words with *ew*. Then add another word with *ew*.



**Notice:** Fill in the missing letters. Both /oo/ as in moon and /oo/ as in book are spelled oo.

**ALTERNATIVE HOMEWORK** In your reading book or textbooks find six words with *oo* or *ew* that you want to learn. Write these words in the Corrections column on page 41. Then write the words and their definitions in your personal dictionary.

Write seven words that end in *sh*.

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Write the spelling words that name things that are *not* alive and can be held in your hand.

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

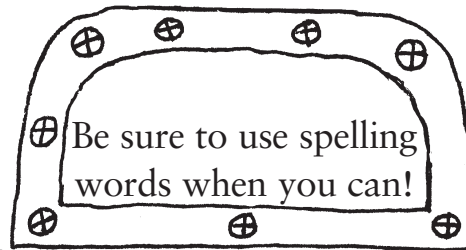


Write four words that begin with *ph*.

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Write words that begin with *sh*.

3-letter word \_\_\_\_\_
4-letter word \_\_\_\_\_
5-letter word \_\_\_\_\_
6-letter word \_\_\_\_\_
7-letter word \_\_\_\_\_
8-letter word \_\_\_\_\_



Find the spelling words that name *living* things. Write the plurals.

\_\_\_\_\_

Write as many words as you can with *sure* at the end.

ALTERNATIVE HOMEWORK

Do the activity above.



Copy the words your teacher gives you under Classroom Words. Fold this page back along the dotted line so that only the Pretest column shows. Write the words your teacher dictates.

Pretest	Corrections	Spellwell Words
1. _____	_____	1. allow
2. _____	_____	2. amount
3. _____	_____	3. cloudy
4. _____	_____	4. crowded
5. _____	_____	5. drowsy
6. _____	_____	6. frowned
7. _____	_____	7. mountain
8. _____	_____	8. outdoors
9. _____	_____	9. powerful
10. _____	_____	10. proud
11. _____	_____	11. showers
12. _____	_____	12. southeast
13. _____	_____	13. thousand
		<b>Outlaw Words</b>
14. _____	_____	14. brought
15. _____	_____	15. thought
		<b>Classroom Words</b>
16. _____	_____	16. _____
17. _____	_____	17. _____
18. _____	_____	18. _____

Compare your words with the spelling list. Write the words you did not know in the Corrections column. If all, or all but one, of the words are correct, use the following for your spelling words: **blouse, moustache, ounce, pronounce, route, scoundrel, southern, and thoughtfully**. Write them in the Corrections column along with your Classroom Words; then do the Alternative Homework this week.

Find the spelling word that fits the meaning; then write it in syllables in the boxes.



1. Mice like this very much. =
2. This is the same as sorrow. =
3. This is a close relative. =
4. We use this for the nose. =
5. This happens when everyone supports one idea. =
6. This is the area inside a baseball diamond. =
7. We do this to water to make ice cubes. =
8. This describes a lion or tiger. =
9. Usually this is part of applying for a job. =
10. This means "to give way." =
11. This shirt has no covering for the arms. =
12. This unit is the measurement on a thermometer. =
13. This means to accomplish or do something. =
14. To make juice, we do this to an orange. =
15. This names a section or part of the whole. =
16. This is to do something very well. =
17. This is important to do before a test. =
18. A knight might carry this in battle. =
19. A rascal is known for making this. =
20. From the top of a mountain, you have this. =

Write your Classroom Words on the steps below using a colored pen or pencil for the vowels.




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**Alternative Homework:** On a separate sheet of paper, write twelve of your spelling words, one on each line. Next to each word, write a word related to it in some way; for example, it has the same root, is a plural, or adds an ending.

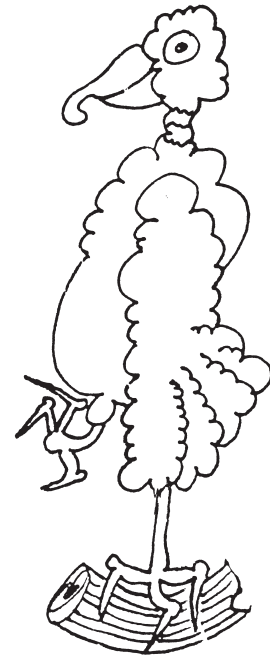


The words in **boldface** are spelled in reverse order. Write the letters in correct order above those in boldface. Then read the story and answer the questions.

Do you know what is the most **suoregnad** bird in the world? Neither the eagle nor the ostrich compares with the large, shy **yrawossac**. This huge creature stands five feet tall and weighs 120 pounds. Because its wings are only long, bristle-like spines, it is impossible for this **lausunu** bird to fly. Although its body is covered with brownish-black feathers, the skin on its bare head and neck is brightly colored in red, blue, purple, and yellow. A bony **temleh** covers its head and is used for butting the heavy undergrowth as the cassowary **selbmarcs** through the thick rainforests of Australia, where it lives. The cassowary's long legs enable it to leap six feet in the air or to sprint along at a speed of thirty miles per hour, nearly as fast as a four-wheeled **elcihev**. Each foot of the cassowary has three toes with one ending in a long, sharp claw. This becomes a deadly **nopaew** in a fight. Although this bird is shy, watch out! A kick of its knife-sharp claw could easily **elppirc** or kill a person.

### Do you remember the facts?

1. What is the most dangerous bird in the world? \_\_\_\_\_  
\_\_\_\_\_
2. How much does it weigh? \_\_\_\_\_
3. What is unusual about this bird? \_\_\_\_\_  
\_\_\_\_\_
4. Why is the cassowary rarely seen? \_\_\_\_\_
5. How high can it jump? \_\_\_\_\_
6. Why is this shy bird so dangerous? \_\_\_\_\_  
\_\_\_\_\_



Write the *Spellwell* Words with six letters.

\_\_\_\_\_

\_\_\_\_\_

Write your Classroom Words anywhere on this page.

**Alternative Homework:** Choose an unusual bird, fish, or animal, and do research on it. Write a paragraph telling some of the things you learned. If possible, include some of your spelling words.