An organized, effective spelling program in just 30 minutes of class time per week
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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LESSON 5  ☆   Words with Final Blends

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.

brink

drink

dump

dump

dump

pant

pant

pant

bond

bond

bond

west

west

west

melt

melt

melt

Which spelling word is a contraction? _________

Which spelling word names a liquid? _________

Which letter is left out? ______

Did you remember the apostrophe? _________

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.

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

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

**Where birds live**
- birdhouse
- hen house
- coop

**Where you swim**
- sea
- lake
- river

**Drinks**
- cola
- juice
- tea

**WILD CARD**
Write the Outlaw and Classroom Words.

**Bugs**
- ladybug
- beetle
- bee

**ALTERNATIVE HOMEWORK**
Do the activity above.
Find words that end with blends that are not in this lesson. Write them.

Write your Classroom Words somewhere on this page.

Be sure to study for your spelling test!

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.

Glory Book Village
25 Miles Ahead
Sweet Torn for Sale $3.00 A Dozen
Buy a Lovely New Rug for Your Door
Quiet! New Corn Babies
Quilts for Sale Knock at the Floor
Morse Farm Ahead 50 Feet

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.

________________________

________________________

________________________

________________________

________________________

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 /ɔː/ as in m ___ n and /ɒə/ as in b ___ k are spelled ___.

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

___________________ 
___________________ 
___________________ 

Write seven words that end in *sh*.

__________________
__________________
__________________
__________________
__________________
__________________
__________________

Write words that begin with *sh*.

3-letter word ______
4-letter word ______
5-letter word ______
6-letter word ______
7-letter word ______
8-letter word ______

Be sure to use spelling words when you can!

Write four words that begin with *ph*.

__________________________ 
__________________________ 
__________________________ 
__________________________ 

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.

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Corrections</th>
<th>Spellwell Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1. allow</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2. amount</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3. cloudy</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>4. crowded</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>5. drowsy</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>6. frowned</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>7. mountain</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>8. outdoors</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>9. powerful</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>10. proud</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>11. showers</td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>12. southeast</td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>13. thousand</td>
</tr>
</tbody>
</table>

**Outlaw Words**

14. brought
15. thought

**Classroom Words**

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.

_________________
______________________
_____________________________
_________________________________
_____________________________________
_____________________________________

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.