A Comparison of Traditional Versus Nontraditional Oral Spelling Strategies in 3rd Grade Classrooms

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A Comparison of Traditional Versus Nontraditional Oral Spelling Strategies in 3rd Grade Classrooms

Jacquelyne Wade

Southern Adventist University
Focus and Framing

For as long as the researchers can remember, spelling has been taught in a very traditional fashion. The children are given a pretest at the beginning of the week with fifteen to twenty new words. They spend the week doing various worksheets as practice of these given words. They are then tested at the end of the week over the same words. Teachers dread this monotonous work. Unless spelling is a subject they enjoy themselves, they don’t put much energy into teaching it. Spelling, although essential to everyday life, is put on a backburner in most schools. Children either are good at memorizing the set words and doing well on the tests or they struggle through year after year. Oftentimes, these words aren’t used on a regular basis and the children can’t remember the words for extended periods of time.

What is the best method to teach spelling in the classroom? This was the question the researchers pondered and had a strong desire to discover. The researchers both attended a small elementary school and went through many spelling books throughout their academic journey. When the researchers began working on their undergraduate degree in elementary education they noticed many changes in various subjects and how each was taught. Throughout their college years, they have worked as teacher’s aids and been in many classrooms for various reasons. They have noticed however, that spelling is a subject that has made little to no progress since they were children. They began this research with hopes of making a difference in the spelling curriculum.

Preliminary Literature Review

“The English language has 1,100 different ways to spell its 44 distinct sounds, more than any other language “ (Brockway, 2014). An elementary school teacher sets the foundation for grammar, linguistics, and spelling. If future generations are to be adequately prepared and good
writers, teachers should make instruction suitable and effective. The worksheets and activities must be useful not only for the week they are introduced but also for future reference. Just like any other subject, making spelling applicable to a student is essential for them to remember the words.

As future educators, the researcher believed that providing a pretest and posttest would not only benefit the study, but would give more data and provide background for what the children already know as well as give evidence of the traditional verses nontraditional dilemma that the researchers so desperately wanted to change. Dew (2012) conducted a study that showed that students with lower scores would gain less from a spelling study because of their lower retention levels. Students who have not mastered spelling also struggle with reading in all subjects and even being able to recognize sight words. The researchers hoped to allow the whole-group instruction to be beneficial for all students.

Reading and writing is an essential tool that children will use for the rest of their lives. If they can learn to decode words at a young age their literacy rate will increase and they will discover a joy for reading. If the spelling curriculum is planned and prepared even “at risk” students can succeed (Donnel, 2007, pp. 470). The researchers wanted to make sure that the data they would collect would be organized and thought out. They wanted to be prepared for any circumstance that might come their way. They also set a goal of believing that each student in the study would hopefully succeed in spelling.

Increasing phonological awareness was a small step in the big dream of making spelling instruction worthwhile. The researchers wanted to allow the two third grade teachers they worked with to see that spelling is a subject they could teach well. The tools in the study could be used in future use in similar classrooms and they could change the way spelling was viewed
In 2006, Wallace conducted a research study on effective spelling strategies and the characteristics that each student should have. He formed a list of proper instructions that could guide each teacher in his/her classroom. This list contained five techniques:

- Conduct weekly spelling tests that are level appropriate for each student
- Each week, have a pre and post test that the children will correct themselves and review
- Take words from the spelling books as well as adding words from other subjects and books being read in the classroom
- Have a notebook for each child that parents, teacher, and student can review progress as well as particular difficulties that the student is having
- Try new and different strategies and methods until desired change had occurred

The researchers took these strategies and applied them to their own study. The teachers that they were working with wanted to see a change in spelling and the tools the teachers used in the classroom. Teachers need to be well informed in the way the English language is constructed and the meaning behind the words that they teach their children (Westwood, 2008, pp.8).

Currently, both researchers took a grammar and linguistics class the same semester. These needed skills were fresh in their memory and made the study more successful. Before teaching each week, the researchers took time to review the words that they would teach.

In a study on Teachers’ Practices and Beliefs by F.R. Johnston, 42 teachers were interviewed on their personal beliefs on spelling. 73% of these teachers believed that spelling in classrooms were either compete success or absolute failure. Spelling does not have a set program, adequate teaching time, and/or students are worse spellers than they ever have been in the past. This evidence was a shocking to the researchers and they knew that change was
necessary to stop this trend as well as the opinion of spelling that teachers had developed.

**Methodology**

The research was conducted in two 3rd grade classrooms in a private school in Eastern Tennessee. The research lasted for two weeks and the researchers each took a separate classroom. One researcher conducted research on the traditional visual-memory oriented spelling method. While the other spent time creating nontraditional methods that would hopefully make significant difference in way children learned spelling. At the end of each week, they would compare scores and opinions of the children.

The first week Researcher T began work in Classroom A. This classroom ran similar to that of any other week as they were working on worksheets and more traditional methods of spelling. The first day Researcher T gave the children an opinion survey. This survey allowed the researchers to get an understanding of how the children viewed spelling and what strategies they already used to learn their words each week. During that first day, Researcher T also administered a pretest. Day two and three focused on spelling worksheets. Researcher T would go over the instructions and give guidance as necessary. On Friday’s, day four, Researcher T would administer a final spelling test over the words. Researcher T would then collect all the data and report to Researcher O with her findings. When week two began, Researcher T would conduct the same procedures in Classroom B.

The second researcher, Researcher O, began orally based methods in Classroom B. This researcher would open the week with the same opinion survey and pretest as Researcher T. Day two would involve spelling words on their desk with shaving cream. Researcher O would call out words and they would write them in the shaving cream. Day three the children would be divided into groups. Each group would be given a set number of spelling words and with those words the
children would create sentences that they would then act out for the rest of the class. The last day, Researcher O would conduct a class wide spelling bee. The students will use their whiteboards and markers to practice spelling these words. The students would need to spell each word correctly to move on as an entire class. Once the spelling bee was complete, Researcher O would give the class their final spelling test for the week.

Once week one was complete the researchers would come together with their findings and compare test scores from the week. This would prepare them for the upcoming week. When week two began, the researchers would switch classrooms and conduct the same method that they had conducted the previous week. This would ensure that the strategies would be exactly the same and that each classroom had equal opportunities to bear the best results. After the two-week study was finished, the researchers would collaborate for a final time and discuss the results.

Outcomes or Findings

Early in the study, the researchers realized that the classrooms were very diverse. Classroom A was much more quiet and structured than classroom B. Classroom B had lively personalities and they seemed to be more laid back. The researchers believed this played a role in the way the children responded to the separate methods. The sets of words were taken from Zaner-Bloser Spelling Connections. The researchers used units eleven and unit thirteen. Unit eleven contained fifteen words focused on the long O sound spelled oa, ow, or o. Unit thirteen contained fifteen words focused on the spelling pattern sh, ch, tch, th, wr, or ck. During week two, unit thirteen, the classroom teachers also asked us to use five word wall words. Those words were as follows: everything, that’s, their, there, and they’re. Due to those five extra words and the difficulty they bring into spelling, the researchers believe this might have altered the scoring of week two.
When the researchers collaborated after week one they noticed similar patterns. Both classroom A and B performed highly on the pretest and posttest of unit eleven. On the pretest the scores were above 90%. The final test score average of Classroom A was 98% and Classroom B scoring 99%. Classroom A had three-quarters of the class studying outside of the spelling period. In contrast, Classroom B and students and their parents were told to just use the oral methods in class for the studies purposes. Half of Classroom A, or 50%, enjoyed doing worksheets and learning spelling the traditional way. As their favorite activity half of Classroom B, or 50%, enjoyed writing with shaving cream on their desks. The second major portion of the class, 39%, enjoyed writing sentences and making spelling stories from their words. This left 11% who enjoyed classroom spelling bee’s the most.

At the end of the second week we combined our final results. As expected, both classrooms performed lower on their pretests. Classroom A scored an average of 68% and Classroom B scored 70%. The worksheet average remained the same for Classroom B, 93%, proving that the traditional method of worksheets was successful in both grades. Half of Classroom B enjoyed the worksheets the same, another statistic that had not altered from the first week. The posttest averages were high, but still less than the original week. Classroom A had an average of 94%. Classroom B had an average of 84%. The lower average of Classroom B might have been altered due to the fact that only 68% of the class had taken the time to study outside of class and the difficulty of the words had increased the second week. Classroom A enjoyed the shaving cream more, with the class numbers averaging at 87% for favorite activity. This left 13% of the class voting for spelling stories and 0% of the class that enjoyed the class wide spelling bee.

Next, the researchers calculated the classroom opinions of whether or not the students felt
that nontraditional methods made a difference in the way they learned. At the end of the nontraditional week, on the opinion survey, a multiple-choice question was asked that provided the following answers: yes, somewhat, no difference, not really, and no. Classroom B, with a total of eighteen students, responded with eleven students agreeing that it made a difference. Four students that said it made somewhat of a difference. Lastly, one student for each of the other options: no difference, not really, and no. Classroom A, with a total of fifteen students, responded with seven students agreeing that it made a difference. The rest of the responses were divided evenly with two students voting for each answer.

Lastly, both Classroom A and B were asked for future activities that would have made a difference in the nontraditional week. Many of the students offered a game called spelling charades. The classroom would be divided into teams. Then a child from one team would be given a spelling word to act out while their team would attempt to guess the word. In order to win points their team would also have to spell the word. If the word happened to be spelled incorrectly the other team would have an opportunity to spell the same word for points for their team instead. Spelling baseball was another activity that the children mentioned. This would involve them spelling words to advance to different bases. They would have two chances to spell the word before they would be considered out. Another outside game was spelling words with chalk. Lastly, writing on balloons and using the balloons for various games was a neat activity the classrooms mentioned. On the following page is a chart that outlines both weeks with all the data that the researchers collected.
<table>
<thead>
<tr>
<th>Method Results and Comparison Table</th>
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<tbody>
<tr>
<td><strong>Categories:</strong></td>
</tr>
<tr>
<td>Traditional Spelling Results</td>
</tr>
<tr>
<td>Week 1 (Classroom A) Spelling Unit 11</td>
</tr>
<tr>
<td>Week 1 (Classroom B) Spelling Unit 11</td>
</tr>
<tr>
<td>Nontraditional Spelling Results</td>
</tr>
<tr>
<td>Week 2 (Classroom A) Spelling Unit 13</td>
</tr>
<tr>
<td>Week 2 (Classroom B) Spelling Unit 13</td>
</tr>
<tr>
<td><strong>Pretest Average</strong></td>
</tr>
<tr>
<td>Traditional</td>
</tr>
<tr>
<td>95%</td>
</tr>
<tr>
<td>Nontraditional</td>
</tr>
<tr>
<td>97%</td>
</tr>
<tr>
<td><strong>Final Test Average</strong></td>
</tr>
<tr>
<td>Traditional</td>
</tr>
<tr>
<td>98%</td>
</tr>
<tr>
<td>Nontraditional</td>
</tr>
<tr>
<td>99%</td>
</tr>
<tr>
<td><strong>Worksheet Average</strong></td>
</tr>
<tr>
<td>Traditional</td>
</tr>
<tr>
<td>93%</td>
</tr>
<tr>
<td>Nontraditional</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td><strong>Those who studied outside of class</strong></td>
</tr>
<tr>
<td>Traditional</td>
</tr>
<tr>
<td>73%</td>
</tr>
<tr>
<td>Nontraditional</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td><strong>Students who enjoyed worksheets</strong></td>
</tr>
<tr>
<td>Traditional</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>Nontraditional</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td><strong>Favorite activity: Shaving Cream</strong></td>
</tr>
<tr>
<td>Traditional</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Nontraditional</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td><strong>Favorite Activity: Spelling Stories</strong></td>
</tr>
<tr>
<td>Traditional</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Nontraditional</td>
</tr>
<tr>
<td>39%</td>
</tr>
<tr>
<td><strong>Favorite Activity: Spelling Bee</strong></td>
</tr>
<tr>
<td>Traditional</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Nontraditional</td>
</tr>
<tr>
<td>11%</td>
</tr>
<tr>
<td>Students who found it easier to learn words orally:</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td><strong>Somewhat</strong></td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td><strong>No Difference</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td><strong>Not Really</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td><strong>No</strong></td>
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<tr>
<td>1</td>
</tr>
</tbody>
</table>
Conclusion

In Conclusion, the researchers discovered that both spelling strategies adhere good results. Week one had easier words and both classrooms excelled in pretests and posttests. Week two had an extra five words and the difficulty of those words increased. This certainly affected the results of the study. Although week two still showed high-test results, there were not as many perfect scores as the week prior. If this study could have lasted longer than two weeks, better understanding of spelling strategies and methods could have hopefully been proven. Also, working in another teacher’s classroom forced the researchers to abide by the main teachers rules and spelling guides. If this had been conducted without restraints, the words could have been individually selected and the background of the students could have been more useful. However, the researchers feel that this study has made progress in the spelling curriculum and is applicable for future use.

Educators can use this research to help start a better spelling curriculum in an elementary school. It provided examples and activities to make nontraditional spelling methods a success. This research can be used as a foundation for future research on spelling and a starter point for long term research on strategies and methods in spelling instruction. This research could have provided better results if the time period for observation and implication had been extended. This type of research would have provided a bigger picture if it was done over a semester or year.

Finally, this study on spelling has opened doors of opportunity for at least one small school. They are able to make small changes in spelling and combine both traditional and non-traditional oral methods to create a spelling unit that fits the students. The researchers can take the information and tools they gained from this experience to use in their own future classrooms and make a change in the world of education.
References


Appendix
Unit 11 Spelling Test
Name__________________________________________

1.______________________________________11.____________________________________

2.______________________________________12.____________________________________

3.______________________________________13.____________________________________

4.______________________________________14.____________________________________

5.______________________________________15.____________________________________

6.______________________________________16.____________________________________

7.______________________________________17.____________________________________

8.______________________________________18.____________________________________

9.______________________________________19.____________________________________

10._____________________________________20.____________________________________
End of Week One Spelling Survey

Did you enjoy spelling this week?

Did you like doing the worksheets?

Did you feel like they helped you learn your spelling words?

Did you like quizzing your friends?

Did you feel like quizzing your friends helped you learn your spelling words?

What is something that we didn’t do this week that would help you learn your spelling words?

Do you think you did well on your test today?

Did you study outside of class?
My Name is ________________________________

1. Draw a face describing how you feel about spelling:

2. How do you memorize your spelling words each week? (Circle all that apply)
   - By using words I already know
   - Writing them out multiple times
   - Spelling them out loud
   - Practicing with mom and dad
   - Practicing with another student
   - Other: (tell us below!)
   - Spelling worksheets
How well do you know your words? ☺
Unit 11 Pre-Test

1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________
4. ________________________________________________________
5. ________________________________________________________
6. ________________________________________________________
7. ________________________________________________________
8. ________________________________________________________
9. ________________________________________________________
10. ________________________________________________________
Child Assent Form

We are senior Elementary Education majors at Southern Adventist University. We are currently taking Education Research and Statistics. Mrs. Tucker and Ms. Klein have agreed to let us conduct a study in their classrooms. We are conducting a study in your child’s classroom entitled ”A Comparison of Traditional Versus Nontraditional Oral Spelling Strategies in 3rd Grade Classroom”.

For the study I may ask you some questions about how you feel about spelling, and I may record your answers. After the study in done, I will destroy the recordings and no one will be able to see them. Only people working on the study will see them. I will not tell anyone about your answers to those questions. I will not show them to your teacher, your parents/guardians, or anyone else.

You should know that:
- You do not have to be in the study
- If you decide not to be in the study you will not be in any trouble with AW Spalding, the principal, your teacher, your parents, or anyone else.
- You can stop being in the study at any time.
- Your parents have been asked if you can be in this study. Even if they say it is okay for you to be in the study you do not have to be in it.
- You can ask us questions now and if you have questions later your parents can contact us at kpettijohn@southern.edu & jacquelynewade@southern.edu

Sign this form if:
- You understand what you will be doing in this study.
- Agree to be in the study.

____________________________________________________________
Your Signature        Date

____________________________________________________________
Researcher Signature   Printed Name   Date
Parental Permission for Children Participation in Research

Research Study Title: “A Comparison of Traditional Versus Nontraditional Oral Spelling Strategies in 3rd Grade Classroom.”

Introduction
The purpose of this form is to provide you (as the parent/guardian of a prospective research study participant) information that may affect your decision as to whether or not to allow your child participate in this research study. Read the information below and ask any questions you might have before deciding whether or not to give your permission for your child to take part. If you decide to let your child be involved in this study, this form will be used to record your permission.

Purpose of the Study
If you agree, your child will be asked to participate in a research study about different methods to learn spelling. The purpose of this study is to determine if learning spelling orally will help improve their spelling or if traditional ways are still the best way to learn spelling.

What is my child going to be asked to do?
If you allow your child to participate in this study, they will be asked to:
• Be a participant in a small research group
• Complete a survey regarding their attitude about spelling
• Be interviewed regarding their comprehension of spelling
• Mrs. Tuckers classroom will learn spelling in a new way - orally
• Take a pre- and post-assessment in spelling
• Possibly be audio and/or video recorded.

What are the possible benefits of this study?
Your child may learn new strategies that could benefit them in the way they learn spelling or realize that the way spelling has always been taught is the most effective method.

Does my child have to participate?
No, your child’s participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusing to participate will not affect your child’s standing in class. You can agree to allow your child to be in the study now and change your mind later.
Additionally, your child must agree to participate in the study. Your child may change their mind later if they no longer wish to be in the study.

How will your child’s privacy and confidentiality be protected if s/he participates in this research study?
Your child’s name will be changed in the research and your child’s privacy and the confidentiality of his/her data will be protected. If audio/video recorded all data will be erased
following the completion of the study. Any written data will be shredded after the completion of the study.

**Whom to contact with questions about the study?**
Prior, during, or after your participation you can contact the researchers, Katelyn Pettijohn and Jacquelyne Wade, by sending an email to kpettijohn@southern.edu or jacquelynewade@southern.edu for any questions.

**Signature**
You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow them to participate in the study. If you later decide that you wish to withdraw your permission for your child to participate in the study you may discontinue his or her participation at any time. You will be given a copy of this document.

_____ My child **MAY** be **audio and/or video** recorded.
_____ My child **MAY NOT** be **audio and/or video** recorded.

________________________  _________________
Printed Name of Child  

________________________  _________________
Signature of Parent(s) or Legal Guardian  Date

________________________  _________________
Signature of Researcher  Date
October 7, 2014

To Whom It May Concern:

I understand that Katelyn Pettijohn and Jacquelyne Wade will be conducting a Research Study at AW Spalding and I give my permission and consent for this to occur.

_____________________________    _____________
Principal/Vice-Principal       Date
AW Spalding
Spelling Unit 13 Pre-Test 😊

NAME ________________________________

1. __________________________ 11. __________________________

2. __________________________ 12. __________________________

3. __________________________ 13. __________________________

4. __________________________ 14. __________________________

5. __________________________ 15. __________________________

6. __________________________ 16. __________________________

7. __________________________ 17. __________________________

8. __________________________ 18. __________________________

9. __________________________ 19. __________________________

10. __________________________ 20. __________________________
I want your opinion!

What activity was your favorite this week?

- Shaving cream activity
- Making stories from spelling words
- Spelling Bee

Was it easier to learn spelling words orally rather than doing written work?

- Yes
- Somewhat
- No Difference
- Not really
- No

Did you make a 100% on your spelling test?

- Yes
- or
- No

If no, what was your score?
What could I have done to make spelling even better?
Spelling Test

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

Name:   #
A. Write the spelling word in each group that has the long o sound.

1. soup
   soap
   still

2. goat
   give
   got

3. run
   rock
   row

4. sniff
   snow
   snap

B. Unscramble the letters to make spelling words. Write the words. The first letter of each word is in dark print to get you started.

1. donwiw
2. lamsot

3. boelw
4. taflo

C. Replace the underlined part of each sentence with a spelling word.

1. We are just about ready to start.

2. Please put these desks in a straight line.
Read each sentence. Look at the underlined spelling word. Fill in a circle. Show if the word is spelled Right or Wrong.

Sample
The bridge was too low for the large truck. ⭕️  ○

1. By noon, Phil was almost done with his work.
2. He planted flowers below his window.
3. The wind began to blow very hard.
4. It is easy to float in the pool.
5. Honey will flow slowly if it is cold.
6. There was a lot of foam on top of his soda.
7. A baby got is called a kid.
8. The mule can carry a heavy load.
9. Of all my friends, I like Jill the most.
10. The houses were in a long row.
11. We rode our sled in the snow.
12. Sandra had to soak her sore thumb.
13. Use soap and water to get clean.
14. She can throw a ball a long way.
15. I opened my window to get fresh air.
D. Write the spelling words on the kite tails. Write each group in a-b-c order. Each word must have the spelling pattern shown on the kite.
write the spelling words on the kite tails. write each group in a-b-c order. each word must have the spelling pattern shown on the kite.
Traditional Versus Nontraditional Oral Spelling

Name ____________________________________  Practice Master

1. write  3. check  5. watch  7. father
2. shall  4. church  6. mother  8. finish

A. Write the spelling words in a-b-c order.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________

B. Add sh, th, or ch to make spelling words. Write the words.

1. __ __ all
2. __ __ __
3. __ __ eck
4. __ __ ur __
5. __ __ __ er
6. __ __ __ er
D. Write the spelling words on the kite tails. Write each group in a-b-c order. Each word must have the spelling pattern shown on the kite.

<table>
<thead>
<tr>
<th>row</th>
<th>below</th>
<th>soap</th>
<th>float</th>
</tr>
</thead>
<tbody>
<tr>
<td>snow</td>
<td>window</td>
<td>goat</td>
<td>almost</td>
</tr>
</tbody>
</table>

D. (Diagram with 'ow' and 'oa' patterns connected to 'below' and 'float' respectively.)
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. write</td>
<td>3. check</td>
<td>5. watch</td>
<td>7. father</td>
<td></td>
</tr>
<tr>
<td>2. shall</td>
<td>4. church</td>
<td>6. mother</td>
<td>8. finish</td>
<td></td>
</tr>
</tbody>
</table>

A. Write the spelling words in a-b-c order.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________

B. Add \_sh\_, \_th\_, or \_ch\_ to make spelling words. Write the words.

1. ___ all
2. fini ___
3. ___ e ck
4. ___ ur ___
5. fa ___ er
6. mo ___ er
Name

Traditional Versus Nontraditional Oral Spelling

write check watch father
shall church mother finish

C. Change one letter in the word to make a spelling word. Use the letters in the Lost Letter Box. Use each letter only once.

LOST LETTER Box

1. wrote

2. shell

3. cheek

4. bother

5. fatter

6. catch

D. Follow the path of each spelling word. Start with the letter in the box. Write the words.

1. [Diagram]

2. [Diagram]

3. [Diagram]

4. [Diagram]
Read each sentence. Look at the underlined spelling word. Fill in a circle. Show if the word is spelled **Right** or **Wrong**.

**Sample**

It is not polite to **showt** out loud.

Right  Wrong

1. I like to play **cach** with my baseball.
2. Little children like to **chase** fireflies.
3. Mom had to **chek** the oil in the car.
4. There is a bell near the top of the **chirch**.
5. I like to help my **father** work on the car.
6. He will soon **finish** his homework.
7. You look a lot like your **mother**.
8. I think that I **shal** fly my kite.
9. The balloon was in the **shap** of an animal.
10. The point on the pencil is very **sharp**.
11. The branch on the tree was **thik**.
12. I like to **watch** my baby sister play.
13. It is fun to **wrapp** the gifts.
14. Will you **writ** to me soon?
15. I **rote** a letter to you yesterday.
Name __________________________  Homework Master

Unit 13

Change one letter in the word to make a spelling word. Use the letters in the Lost Letter Box. Use each letter only once.

1. cheek

2. chose

3. share

4. shawl

5. hatch

6. fatter

7. write

Write the missing letters to complete each spelling word.

1. _______ _______ i t e

2. _______ _______ u r _______

3. _______ _______ i _______

4. c a _______ _______

5. _______ _______ a p e

6. w r _______ _______

7. f i n i _______ _______

8. m o _______ e r