



Primary Success Publications

Successful Spelling

Grade One



By Jean Roberts

Daily spelling lessons to help
your students become successful....



Successful Spelling Lessons - Grade One

By Jean Roberts

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Lesson Words

- 1 *it *at to a I
2. *in *like *the* is go
3. *can *and you my on
4. *me went we *day play
5. *fun going *am with *have*
- 6 *had *was* up *will he
- 7 *big *they* yes no she
- 8 *book *name *are* but cat
- 9 *got *did *house* ask for
- 10 *all of look I'm little
11. *red *one* do home us
12. *year *two* run yellow good
13. *make *come* down his so
14. *then *school* not today if
15. *dog *see *your* yesterday after
16. *back *blue* here her maybe
17. *old *said* out or has
18. *eat *some* I'll away saw
19. *pet *live* oh when morning
20. *thing *now *want* help happy
21. *stop *there* that coming playing
22. *last *once* time be this
23. *night *from* three about into
24. *try *friend* how next made
25. *park *work* wish something call
26. *ride *because* boat fast funny
27. *well *store* game baby can't
28. *nice *were* week green bus
29. *ate *very* family birthday lunch
30. *new *people* get summer holiday

* Star words

Italic words are red words.



Word Wall Cumulative List

A

a
about
after
all
am
and
are
ask
at
ate
away

B

baby
back
be
because
big
birthday
blue
boat
book
bus
but

C

call
can
can't
cat
come
coming

D

day
did
do
dog
down

E

eat

F

family
fast
for
friend
from
fun
funny

G

game
get
go
going
good
got
green

H

had
happy
has
have

he

help
her
here
his
holiday
home
house
how

I

I
I'll
I'm
if
in
into
is
it

J

K

L

last
like
little
live
look
lunch

M

made
make
maybe
me
morning
my

N

name
new
next
nice
night
no
not
now

O

of
oh
old
on
once
one
or
out

P

park
people
pet
play
playing

Q

R

red
ride
run

S

said
saw
school
see
she
so
some
something
stop
store
summer

T

that
the
then
there
they
thing
this
three
time
to
today
try
two

U

up
us

V

very

W

want
was
we
week
well
went
were
when
will
wish
with
work

X

Y

year
yellow
yes
yesterday
you
your

Z

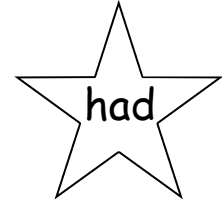
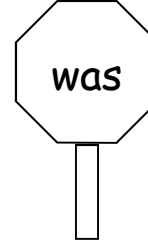
Lesson 6

Words: *had *will was up he

Star Words: *had *will

Red Word: was

Monday



Review the words on the word wall.

Introduce the words.

had is a star word as it is the base for a word family. Discuss the short /a/ sound. Here is a list of the family words:

bad fad lad mad pad sad

will is a star word. Discuss the short /i/ sound. There is a rule for the double 'l' - We usually double 's', 'l', 'f' and 'z' at the end of a one syllable word after a short vowel.

Bill dill fill gill hill Jill kill mill pill sill

was is a red word. This is one of the more difficult words to spell. Practice spelling it frequently - both orally and written.

up Discuss the short /u/ sound.

he 'he' is part of the 'me' word family taught in lesson 4.

Review: be he me we she

For the phonetic words, say each word, feeling what your mouth is doing. Look at the word and discuss the shape. Stretch the word to hear all the sounds, holding up one finger for each sound, left to right. Discuss the letter sounds. Put the words into sentences.

Have the children print the words, saying each **sound** as they print the corresponding letter or letters. When the word is completed, blend the sounds to encode what they have printed.

For the red word, discuss the word shape and discuss why it is a red word and ways to remember the spelling.

Cheer the words. Say the word, clap as you say each **letter name**, say the word, the letters and repeat. On the last time you say the word, lift the arms up high as if saying 'hooray!'.

Send home the exercise sheet for this week's words.

Tuesday:

Go through Monday's steps, stretching the sounds in each phonetic word. Review the letter sounds. Chant the letters in each word. Say the word, spell it, and say the word again. Clap with the letters, or snap your fingers, tap the desks, etc., and then raise the arms to cheer the word as you say it at the end. You can make a pattern of this as in Monday's lesson. Vary the actions. Have the children print the words on various surfaces with a fingertip. Spell the words that rhyme with the star words orally.

Wednesday:

Take the words down so the students can't see them. Give each child a copy of the 3 column paper. Dictate the words and have the students print them in the first column. Highlight the answers. Go through the words, spelling them on the board and having the children print them in column 2, saying the letters or sounds together as they print. They compare their original answer with the correct spelling. If they have made a mistake, print the word again in column 3. Put the words back on the chalkboard. Chant, clap and cheer the words as in Tuesday's lesson.

* If time permits, dictate the star word families.

Thursday:

The students work in pairs with individual chalk or dry erase boards and one child dictates a word to the partner. They correct the finished word and dictate the next. When the list is finished, they change places.

Dictate the rhyming words formed from the star words and the students write these words on the boards. Chant, clap and cheer the words.

* If time permits, make the words with letter stamps, letter tiles or stencils, etc.

Friday:

Make a big production of putting the week's words up on the Word Wall! Cheer each word as it goes into its place. Discuss the 'star' words.

Do the practice sheet provided with each lesson. The students can look at the word wall if they have problems with the spelling. Dictate the words. The children print them on the lines. As this is not a test, they can look at the wall if they need to double check to see if they have spelled the word correctly. Dictate some of the family words for each of the star words.

Print the words on the back of the sheet and draw the shape around them.

Play 'I am thinking of a word.' Cheer and clap the word wall words.

* If time permits, say a word that rhymes with a Word Wall word - find the WW word and cheer it. Play other word wall games.

Print the words and draw the shapes around them.

Spelling Words - Lesson 6

For the week of _____

had	will	was	up	he
-----	------	-----	----	----

Things to do every day this week:

- Read the words to someone.
- Count the letters and print the number.



was ____ had ____ he ____ will ____ up ____

- Draw the shapes around the words. example:



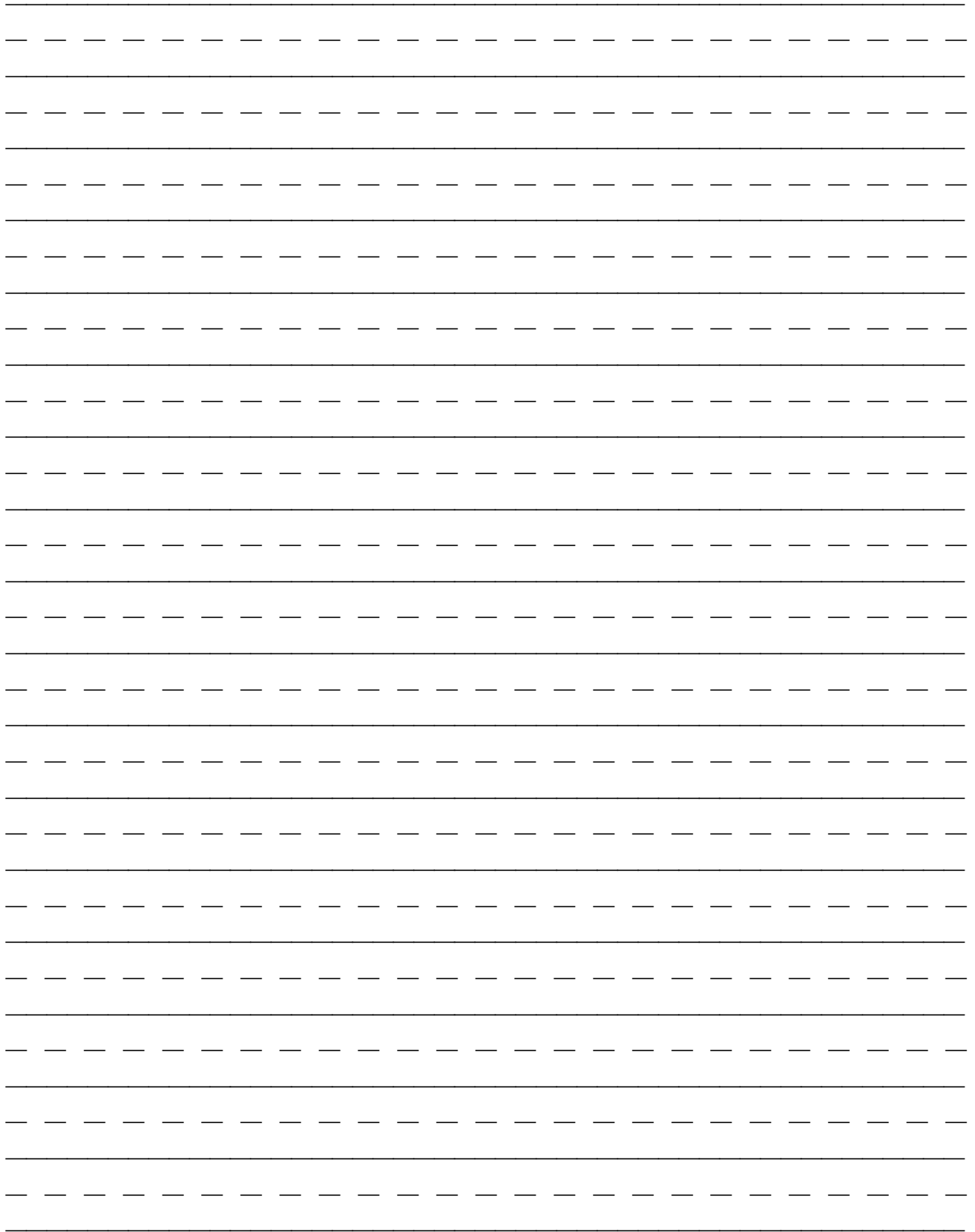
was he had up will

- Chant and clap each word. Say the word, clap the letters as you say them, and say the word again - then the letters and then the word until it becomes a chant.

- Say the sounds in had and up.
- Say the sounds in will. How many letters? How many sounds?
- Say the sounds in he. Say some rhyming words.
- was is a red word. Can you remember how to spell it?

- Print the words:

Have someone dictate the words to you, print them on the back of this paper and then mark them. Study the words that give you trouble.





had



will

was



up

he

★ had

★ will

was

up

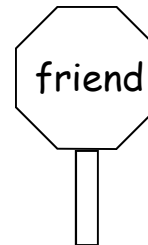
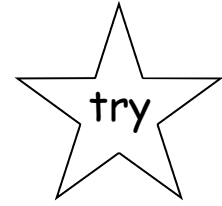
he

Lesson 24

Words: *try friend how next made

Star Words: *try

Red Word: friend



Monday

Review the words on the word wall.

Introduce the words.

try is a star word. We have had 'my - but put off the family words until the students would be more comfortable with consonant blends.

The family words: my cry dry fly fry pry ply sty spy try why

friend is a difficult red word. A silly story can help with the 'ie' - We lined up. I am the leader and my friend is at the end.' Discuss the consonant blends 'fr' and 'nd'.

how We have had 'now' - make questions with the word 'how'.

next What does the 'x' say? (ks) Say the sounds in 'next'.

made A long 'a' word - discuss the silent 'e'.

For the phonetic words, say each word, feeling what your mouth is doing. Look at the word and discuss the shape. Stretch the word to hear all the sounds, holding up one finger for each sound, left to right. Discuss the letter sounds. Put the words into sentences.

Have the children print the words, saying each **sound** as they print the corresponding letter or letters. When the word is completed, blend the sounds to encode what they have printed.

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Print the words on the back of the sheet and draw the shape around them.

Play 'I am thinking of a word.' Cheer and clap the word wall words.

* If time permits, say a word that rhymes with a Word Wall word - find the WW word and cheer it. Play other word wall games.

Print the words and draw the shapes around them.

Spelling Words - Lesson 24

For the week of _____

try

friend

how

next

made

Things to do every day this week:

- Read the words to someone.
- Count the letters and print the number.



friend ____ made ____ how ____ try ____ next ____

- Draw the shapes around the words. example:



next

made

friend

how

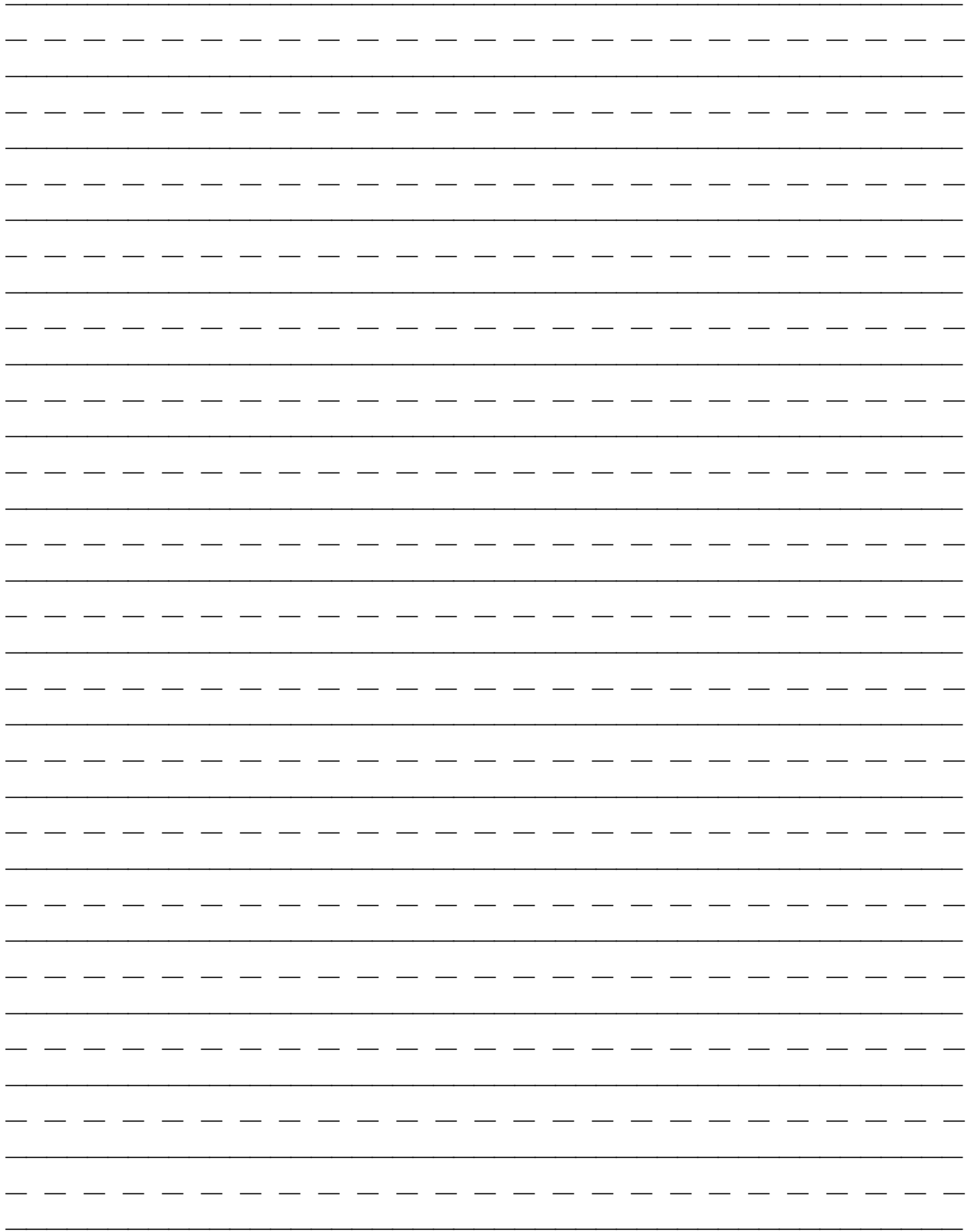
try

- Chant and clap each word. Say the word, clap the letters as you say them, and say the word again - then the letters and then the word until it becomes a chant.

- Say the sounds in next and try.
- Say the sounds in how. What letters make the 'ow' sound?
- Say the sounds in made. How many letters? How many sounds?
- friend is a red word. Can you remember how to spell it? Find 'end' at the end.

- Print the words:

Have someone dictate the words to you, print them on the back of this paper and then mark them. Study the words that give you trouble.



☆ try


friend



how

next

made

try

next

friend

made

how