

SPELLING

PRACTICE BOOK

Correlated with the Level 3 Language Arts Course Book



SPELLING PRACTICE BOOK

For use with *The Good and the Beautiful Level 3 Language Arts Course Book*



How This Book Works:

The *Level 3 Language Arts Course Book* will tell you when and how to use this book. It is used about every other lesson; thus, you will see lesson numbers skipped.

Each day that the child works in this book, he or she should read the riddle on the first page of the lesson but not turn the page to see the answer until the first page of the lesson is completed.



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SPELLING SCOPE & SEQUENCE

Unit 1: Lessons 1 to 30

Spelling Words (high frequency and irregular words)

once	because	square
dollar	water	laugh
again	built	nothing

Days of the Week

Tuesday	Wednesday	Saturday
Monday	Thursday	

Spelling Rules

Using CH or TCH: If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH.

DGE or GE: If the sound /j/ follows a short vowel sound, it is usually spelled DGE.

C, K, or CK at the End of Words: For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.

Spelling Patterns

AI: brain, chain, chair, mail, paid, paint, snail, tail, trail, train

OU: found, ground, loud, mouth, proud, shout, sound

QU: quack, queen, quiet, quit, quiz

IGH: bright, fight, high, light, night, right, tight

OY and OI: boil, choice, coin, enjoy, moist, noise, spoil, toy

Words with Double Consonants: better, different, funny, happen, happy, letter, pretty, silly, sudden, summer

Unit 2: Lessons 31 to 60

Spelling Words (high frequency and irregular words)

sorry	carry	head
other	hour	heart
sure	bread	ready

Colors

blue	orange	purple
white	yellow	

Spelling Rules

Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix.
(Example: bake—baking)

1-1-1 Rule: If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in W, X, or Y.

Caboose E: A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.

Spelling Patterns

AW: crawl, draw, hawk, lawn, saw, straw, yawn

EA: beach, dream, each, reach, read, stream, teach, team

ER: after, brother, every, never, over, river, under, verb

EY: donkey, honey, key, money, monkey, turkey, valley

IR: bird, dirt, dirty, first, shirt, stir, third

OA: boat, coat, float, goat, road, soap, toad, toast, throat

SPELLING

SCOPE & SEQUENCE

CONTINUED

Unit 3: Lessons 61 to 90

Spelling Words (high frequency and irregular words)

busy	thought	really
also	earth	please
another	early	today

Months of the Year

January	December
July	September

Spelling Rules

Singular Words That End with S: When a word ends in S but is not plural, usually add a Silent E.

Plural Nouns: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. (This part of the rule is learned in higher-level courses: Drop the Y and add IES to words that end with a consonant + Y.)

Double S, F, L, or Z at the End of Words: At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

Spelling Patterns

EW: blew, chew, drew, few, flew, grew

Soft C and G: age, choice, face, huge, large, nice, page, place, space, voice

UR: burn, burst, curl, curve, hurt, nurse, purse, return, turn

Words Ending with Y (long E sound): chewy, cloudy, easy, empty, messy, nobody, noisy, plenty, rainy, sunny

WR: wrap, wreck, wrist, write, wrong, wrote

Unit 4: Lessons 91 to 120

Spelling Words (high frequency and irregular words)

across	father	mother
always	already	through
knee	together	picture

Months of the Year

October	November
February	August

Spelling Rules

Consonant + LE: Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L that have no other vowel.
(Example: whistle, not whistl)

C or K at the Beginning or Middle of Words: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

**Review of Spelling Rules
from Units 1, 2, and 3**

Spelling Patterns

OR can say /er/: author, color, doctor, word, world, worse, worst, worth

OW (long): blow, bowl, glow, grow, low, show, slow, snow, throw

OW (short): brown, crown, down, frown, owl, town

MB: climb, crumb, lamb, thumb

Sounds of EAR: ear, earn, fear, heard, learn, near

UI: build, built, fruit, juice

EXTRA SPELLING WORDS

A note from Jenny Phillips: After hundreds of hours spent researching spelling instruction, analyzing the effectiveness of spelling programs, and piloting spelling with many children, I believe that most children best improve spelling by reading a lot and practicing the following skills:

1. learning to segment words into phonograms (a single sound made with a letter or group of letters) and sound chunks (e.g., na-tur-al)
2. memorizing the spelling of certain irregular and high-frequency words
3. learning spelling rules

I believe that spending extra time reading usually benefits most children over the long run more than spending extra time memorizing spelling words. However, there is value in having children memorize carefully selected spelling words. We offer this list of well-chosen words for those who would like their Level 3 children to work on extra spelling words.

Suggestions for Practice

1. Quiz the child until you find 4–8 words that the child misspells. Practice those words until they are all mastered, and then move on to a new group of words.
2. Each day, have the child write the words in sound chunks (if a word is more than one syllable), and then write the word not broken up. The list shows the words broken into

sound chunks, but the child can break words into chunks any way that works best for the child.

3. Each day, also have the child practice each word in kinesthetic, auditory, and visual ways (Ideas are listed on pages viii–ix.).

Note: Syllable division rules are complex and even vary among experts. Also, the way syllables break is not always helpful for spelling. For example, NATURAL is usually broken into syllables like this: nat–u–ral. It is easier to spell the word broken into sound chunks that make sense: na–tur–al (because the T and U *together* say /ch/). Thus, we encourage children to break words into sound chunks that make sense, unless they are applying a spelling rule like “Consonant + LE” to the last syllable of a word.

AL

royal	roy al
normal	norm al
animal	an i mal
final	fi nal
equal	e qu al
oval	o val
loyal	loy al

WORDS WITH SILENT LETTERS

listen	lis ten
doubt	doubt
half	half
honest	hon est

UE

value	val ue
glue	glue
clue	clue
argue	ar gue
guest	guest
cruel	cruel
fuel	fuel

OR CAN SAY /ER/

mirror	mir ror
worm	worm
worthy	wor thy
worker	wor ker

SOUNDS OF OU

trouble	trou ble
touch	touch
cough	cough
brought	brought
fought	fought
although	al though
country	coun try

EA SAYS THE SHORT E SOUND

spread	spread
bread	bread
heavy	heav y

TU

nature	na ture
adventure	ad ven ture
moisture	mois ture
creature	crea ture
fortune	for tune

Y IN THE MIDDLE

mystery	my ster y
gym	gym
type	type
style	style
symbol	sym bol
syrup	syr up

SPELLING PRACTICE IDEAS

AUDITORY

Record yourself saying and spelling your words. Play it back.

Play “Sparkle.” Take turns with the child, or in a group, saying the next letter of a word. When complete, the last person says, “Sparkle!” (or whatever word you choose).

Pass a ball back and forth, saying one letter each time you throw the ball.

Have a spelling bee for an audience of stuffed animals or toys.

Write the words on a whiteboard, and then spell each word out loud, erasing each letter as you say it.

Say each letter, and then spin around once. Take a bow after you end each word.

Spell a word standing on one foot. Switch feet to spell your next word.

Climb up and down stairs by saying one letter of a word for each stair you climb.

Spell the words out loud while trying to keep a balloon in the air, tapping it upward with each letter.

Write spelling words on index cards. If you have multiple children, consider having the children quiz each other by spelling the words aloud.

VISUAL

Write spelling words three times on one line—small, medium, and then large.

Write words on scratch paper (colorful paper coated in black paint-like material).

Use washable window or dry-erase markers to write words on glass doors or windows.

Write the words with a phone/tablet drawing tool.

Write your spelling words in the order of the longest to the shortest.

Type the words using a fun font and color.

Use water to paint spelling words on construction paper.

KINESTHETIC

Use the A–Z section of the free Good and Beautiful Letter Tiles app to spell the words.

Put together an easy puzzle. Let the child put one piece in place when he or she spells a word correctly.

Use your finger to write words in the sand or on a cookie sheet with flour, salt, or sugar.

Jump across the room or the lawn. For each spelling word that is correct, the child may take one jump.

Hold an exercise pose while spelling each word.

Make a balance beam with a long piece of string. Spell the words aloud as you walk on the beam.

Write the words in the air using a feather.

Lay on your back. Lift a leg for each letter you spell.

Stamp the letters into play dough with letter stamps.

Use sign language to sign each letter of a spelling word. This may be slow at first, but the child will become proficient in signing letters by the end of the year.

Write the spelling word with your finger on the palm of your other hand.

Shoot a basketball or kick a ball into a goal each time you spell a word correctly.

Use letter magnets to spell the words on the fridge.

Spell out the word with your finger on someone's hand or back; does he or she know what you are spelling?

Stand in a martial arts stance and punch with each hand alternately while saying the letters. End each word with a kick.

Create a block tower. For each correct word, the child gets a block to add to a tower. See how high the tower can be built before it falls.

Tape letters around the room in alphabetical order. Have the child run and touch each letter as he or she spells out the word.

UNIT 1

SCOPE & SEQUENCE

Unit 1 Spelling Patterns and Corresponding Words

QU

quack
queen
quiet
quit
quiz

AI

brain
chain
chair
mail
paid
paint
snail
tail
trail
train

IGH

bright
fight
high
light
night
right
tight

OU

found
ground
loud
mouth
proud
shout
sound

OY & OI

boil
choice
coin
enjoy
moist
noise
spoil
toy

DOUBLE CONSONANTS

better
different
funny
happen
happy
letter
pretty
silly
sudden
summer

Unit 1 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.*

once	because	square
dollar	water	laugh
again	built	nothing

The child will also practice spelling these days of the week.

Tuesday	Wednesday	Saturday	Monday	Thursday
---------	-----------	----------	--------	----------

*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

Unit 1 Spelling Rules

RULE	VIDEO
C, K, or CK at the End of Words: For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: C, K, or CK at the End of Words</u>
Using CH or TCH: If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. The following words are exceptions: SUCH, MUCH, RICH, and WHICH (as in “Which one?”).	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: CH or TCH</u>
DGE or GE: If the sound /j/ follows a short vowel sound, it is usually spelled DGE.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: DGE or GE</u>

LESSON 12

RIDDLE:

What is smaller
than a flea's
mouth?

Spelling Rules

CH

Follows a long vowel sound,
vowel team, or consonant

TCH

Follows a short vowel sound

Exceptions to the Rule

Word Dictation

ai

Finish each word in purple using the clue next to it. Each word contains **ai**.

is found in
a mailbox

m

helps you
think

br

a dog
wags this

t

you sit in it

ch

you hike
on this

tr

ANSWER:

what goes in it

Syllables+ Words with Double Consonants

Rule: Divide syllables between double consonants.

Write each word below broken into syllables.

happy

sudden

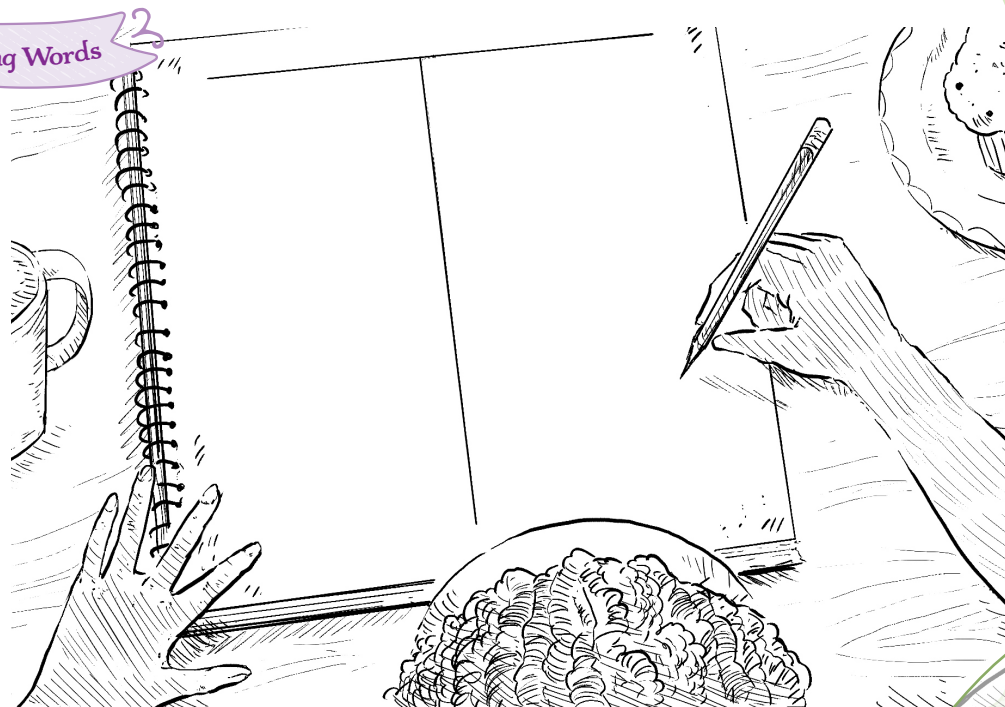
summer

better

Unit 1 Spelling Words

Write each
spelling
word
below on
Zoey's
notebook
two times.

laugh
water
built
again



LESSON 14

RIDDLE:

What can be put
into a barrel to
make it weigh less?



Spelling Rules

C 2+ syllables	CK 1 syllable after a short vowel	K 1 syllable after a long vowel, 2 vowels, or a consonant

Unit 1 Spelling Words



On the Good and Beautiful Letter Tiles app, go to Level 3 > Spelling Words: Unit 1 and complete the activity to practice all the Unit 1 Spelling Words. (Press the speaker button to begin the game.)

OR Have your parent or teacher quiz you on the words and practice any words that you spell incorrectly.

once

dollar

laugh

nothing

because

built

square

water

again

ANSWER:

holes

qu

3

Write the word for each clue. The words all start with **qu** and end with the purple letters.

to give
up

t

a short
test

z

opposite
of loud

t

a duck makes
this sound

ck

Days of the Week

3

Fill in the missing letter on each day of the week.

S____nday

M____nday

Tu____sday

Wed____esday

Th____rsday

Fr____day

Sat____rday

LESSON 20

RIDDLE:

What question
can never be
answered with
"yes"?

Spelling Rules

DGE

Follows a short vowel sound

GE

Follows a long vowel sound,
a vowel team, or a consonant

Words with Double Consonants

Write the words in alphabetical
order. Say the letters aloud as you
write each word.

happy silly better

Sentence Dictation

Student Check

☐

Started with a capital letter

☐

Capitalized the day of the week

☐

No random capital letters

ANSWER:

Are you asleep?

Unit 1 Spelling Words

once dollar because square laugh

Read each word in the box above, and then spell it aloud. Then write the missing letters below.

s _ _ _ _ re o _ _ c _ _ d _ _ _ _ _ _ r

l _ _ _ _ _ _ b _ _ _ _ _ _ _ e

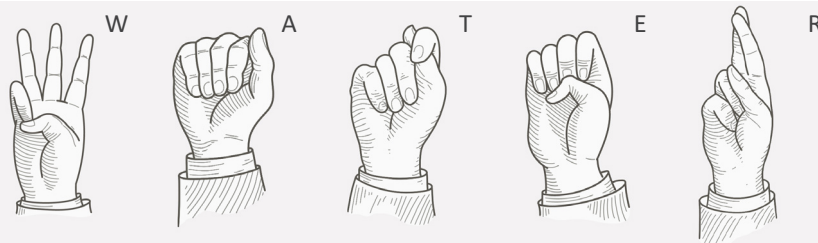
be _ _ _ _ _ s _ _ _ _ _ _ _ gh

o _ _ _ _ e do _ _ _ _ _ r _ _ _ _ _ are

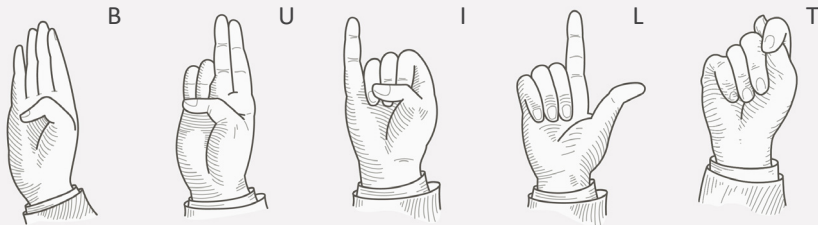
Unit 1 Spelling Words

Spell each word twice with sign language using your right hand. Say the letters aloud as you sign them.

water



built



LESSON 24

RIDDLE:

What does a
gardener say when
he or she laughs?



Spelling Rules

3

DGE or GE	Using CH or TCH	C, K, or CK at the End of Words

DGE or GE

If the sound /j/ follows a short vowel sound, it is usually spelled DGE.

Using CH or TCH

If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH.

C, K, or CK at the End of Words

For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.

qu

2

Write the word for each clue. The words all start with **qu** and end with the purple letters.

a king's
wife

n

a short
test

z

to give
up

t

opposite of
loud

t

ANSWER:

hoe, hoe, hoe

Unit 1 Spelling Words

2



On the Good and Beautiful Letter Tiles app, go to Level 3 > Spelling Words: Unit 1 and complete the activity to practice all the Unit 1 Spelling Words. (Press the speaker button to begin the game.)

OR Have your parent or teacher quiz you on the words and practice any words that you spell incorrectly.

once

dollar

laugh

nothing

because

built

square

water

again

LESSON 28

UNIT 1 SPELLING PATTERNS ASSESSMENT

RIDDLE:

How can two
people stand
2 inches apart
without being
able to touch
each other?

ai & igh

Write the words your parent/
teacher dictates. The first letter is
given to you.

c

f

s

t

oy, oi & qu

Write the words your parent/
teacher dictates. The first letter is
given to you.

b

t

q

q

ou & Words with Double Consonants

Write the words your parent/
teacher dictates. The first letter is
given to you.

h

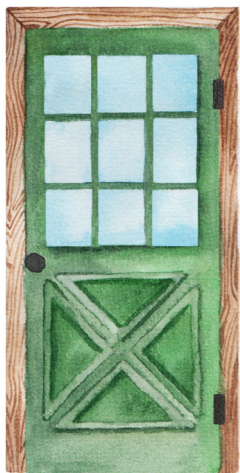
l

l

s

ANSWER:

when there is a door
between them



Notes for Parent/Teacher

Spelling patterns from this unit (**AI, IGH, OI, OU, OY, QU, and Words with Double Consonants**) will only be reviewed occasionally and not directly in the remainder of this course. For example, the child will occasionally practice words containing **IGH** in writing assignments and sentence dictation, but this spelling book will not have sections that review just **IGH** words or the other spelling patterns from Unit 1. If the child misspelled words in this spelling patterns assessment, consider practicing words with those spelling principles on the unit overview page for this unit (page 1).

LESSON 29

Note: This book is usually used every other lesson, but it is used for two lessons in a row at the end of each unit.

RIDDLE:

What speaks
every language?

UNIT 1 SPELLING WORDS AND DAYS OF THE WEEK ASSESSMENT

Unit 1 Spelling Words

o

d

a

b

w

b

s

l

n

Days of the Week

UNIT 2

SCOPE & SEQUENCE

Unit 2 Spelling Patterns and Corresponding Words

AW

crawl
draw
hawk
lawn
saw
straw
yawn

EA

beach
dream
each
eat
reach
read
stream
teach
team

ER

after
brother
every
never
over
river
under
verb

EY

donkey
honey
key
money
monkey
turkey
valley

IR

bird
dirt
dirty
first
shirt
stir
third

OA

boat
coat
float
goat
road
soap
throat
toad
toast

Unit 2 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.*

sorry	carry	head
other	hour	heart
sure	bread	ready

The child will also practice spelling these colors.

blue	orange	purple	white	yellow
------	--------	--------	-------	--------

*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

Unit 2 Spelling Rules

RULE	VIDEO
Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix. (Example: bake—baking)	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: Drop the E</u>
1-1-1 Rule: If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in W, X, or Y.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: 1-1-1 Rule</u>
Caboose E: A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: Caboose E</u>

Note: Spelling Rules from Unit 1 are also reviewed.

LESSON 32

Word Dictation

RIDDLE:

What animal
sleeps with
its shoes on?

Spelling Rules

add
"ing"



add
"ing"



add
"ed"



ey

Write the word for each picture. Each word uses **ey**. The first letter or two are given.



do



mo



k



tu

ANSWER:

a horse

Unit 2 Spelling Words



Read a spelling word aloud, take a picture of it in your mind, close your eyes, and spell the word aloud again. Check it. Repeat twice for each word.

carry

heart

other

head

Unit 2 Spelling Words

CRACK THE CODE

Write each spelling word below its set of code images. Read the word aloud, and then spell it aloud.













a 	b 	c 	d
e 	f 	g 	h
i 	j 	k 	l
m 	n 	o 	p
q 	r 	s 	t
u 	v 	w 	y

LESSON 34

RIDDLE:

What is always
sitting on your
house?



ey

Write the word for each picture. Each word uses **ey**.









Spelling Rules

2

add
"ing"



add
"ing"



add
"ed"



aw

3

Write the words in alphabetical order. Say the letters aloud as you write each word.

draw straw lawn saw hawk

er

3



Use the definitions and hints to finish each word. Each word contains er.

v

Definition: word that expresses an action or state of being

Hint: Every sentence needs a subject, a _____, and a complete thought.

r

Definition: large stream of water; a flowing, ribbonlike body of water

Hint: One of these is named the Nile.

e

Definition: come or go into a place

Hint: The word is two syllables long. The word is the opposite of EXIT.

b

Definition: a boy who has the same parents as his sister

Hint: This word rhymes with OTHER. The /uh/ sound is made with O.

ANSWER:

a roof

LESSON 50

RIDDLE:

What
never gets
hurt when
it falls?

ey

Write the word for each picture.
Each word uses **ey**.





Spelling Rules

add
"ing"

add
"ing"

add
"ed"

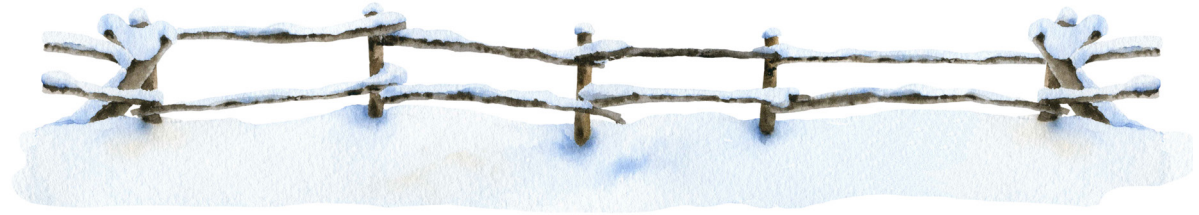
add
"ed"

Colors

In each box, write the color of the box. (Refer to page 41 if needed.)

ANSWER:

snow



Review Words Unit 2



On the Good and Beautiful Letter Tiles app, go to Level 3 > Review Words: Unit 2 and complete the activity to review spelling words from lower-level courses. Note: This review will not be repeated in this course, but you can do this activity as often as needed if you discover these words are not mastered.

OR Have your parent or teacher quiz you on the words and practice any words that you spell incorrectly.

any	what	some	school	said	little	should	were	when	where	pretty	people
-----	------	------	--------	------	--------	--------	------	------	-------	--------	--------

LESSON 59

Note: This book is usually used every other lesson, but it is used for two lessons in a row at the end of each unit.

RIDDLE:

What letter can
you drink?

UNIT 2 SPELLING WORDS AND COLORS ASSESSMENT

Unit 2 Spelling Words

s

c

h

o

h

h

s

b

r

Colors

ANSWER:

T

CONGRATULATIONS

YOU HAVE
COMPLETED

UNIT 2



Notes for Parent/Teacher

- If the child misspelled words in this spelling assessment, consider having the child continue to practice the words until mastered using the self-directed activity on the Good and Beautiful Letter Tiles app. Go to Level 3 > Spelling Words: Unit 2.
- Spelling rules are not assessed at the end of each unit because the spelling rules are reviewed throughout the course and throughout higher-level courses. Spelling rules are not expected to be mastered at this time.



UNIT 3

SCOPE & SEQUENCE

Unit 3 Spelling Patterns and Corresponding Words

EW

blew
chew
drew
few
flew
grew

Soft C & G

age
choice
face
huge
large
nice
page
place
space
voice

UR

burn
burst
curl
curve
hurt
nurse
purse
return
turn

Words Ending with Y

chewy
cloudy
easy
empty
messy
nobody
noisy
plenty
rainy
sunny

WR

wrap
wreck
wrist
write
wrong
wrote

Unit 3 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.*

busy	thought	really
also	earth	please
another	early	today

The child will also practice spelling these months.

January	December	September	July
---------	----------	-----------	------

*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

Unit 3 Spelling Rules

RULE	VIDEO
Singular Words That End with S: When a word ends in S but is not plural, usually add a Silent E.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: Singular Words That End with S (Referee E)</u>
Plural Nouns: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. (This part of the rule is learned in higher-level courses: Drop the Y and add IES to words that end with a consonant + Y.)	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: Plural Nouns</u>
Double S, F, L, or Z at the End of Words: At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: Double S, F, L, or Z at the End of Words</u>

Note: Spelling rules from Units 1 and 2 are also reviewed.

LESSON 62

RIDDLE:

What do you
lose every time
you stand up?

Soft C & G

Create a word by adding **ce** or
ge in each blank spot.

fa

lar

hu

ni

Spelling Rules

Months

Each month is broken into syllables. 1) Read each word, and then spell it aloud. 2) Write the letters for each word inside the bubble letters.

Jan u ar y

De cem ber

Ju ly

ANSWER:

your lap

Unit 3 Spelling Words

Read a spelling word aloud, take a picture of it in your mind, close your eyes, and spell the word aloud. Check it. Complete twice for each word.

busy

really

also

today



wr & ur

2 CRACK THE CODE

Write each word below its set of code images. Read the word aloud, and then spell it aloud.













a 	b 	c 	d
e 	f 	g 	h
i 	j 	k 	l
m 	n 	o 	p
q 	r 	s 	t
u 	v 	w 	y

LESSON 70

Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.

RIDDLE:

What piece of clothing would never win a race?



Spelling Rules

Rewrite each word in its plural form.

beach

wrist

mess

squash

quiz (double the Z when plural)

wrench

Colors

In each box, write the color of the box: purple, white, orange, blue, or yellow.



Unit 3 Spelling Words

3

Spell each word twice with sign language using your right hand.
Say the letters aloud as you sign them.

earth

E



A



R



T



H



early

E



A



R



L



Y



ANSWER:

a tie

Review Words Set 3

3



On the Good and Beautiful Letter Tiles app, go to Level 3 > Review Words: Unit 3 and complete the activity to review spelling words from lower-level courses. Note: This review will not be repeated in this course, but you can do this activity as often as needed. **OR** Have your parent or teacher quiz you on the words and practice any words that you spell incorrectly.

who

great

goes

young

move

search

your

only

walk

talk

very

none

LESSON 76

RIDDLE:

Which is the best state to buy school supplies in?



Spelling Rules

Rewrite each word in its plural form.

match

bush

glass

beach

turn

quiz (double the Z when plural)

wr

1. Read each word in the box, and then spell it aloud.
2. Write each word in the blue box in which it fits.

write
wrist
wrong

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

Words Ending with Y

3

ANSWER:

pencil-vania (Pennsylvania)

Finish each word in purple, using the clue next to it. Each word ends with Y.

Opposite of
somebody

n

Opposite
of difficult

e

Opposite of
not enough

plen

Opposite
of quiet

noi

Opposite
of sunny

cl

Unit 3 Spelling Words

2



On the Good and Beautiful Letter Tiles app, go to Level 3 > Spelling Words: Unit 3 and complete the activity to practice all the Unit 3 Spelling Words.

OR Have your parent or teacher quiz you on the words and practice any words that you spell incorrectly.

busy

really

another

thought

earth

early

also

please

today

LESSON 78

RIDDLE:

What part of
the body is
never behind
schedule?

Spelling Rules

Double the S, F, L, or Z

Do Not Double

ur

Write the words in
alphabetical order.

curve
return
curl

Months

1) Read each word, and then spell it aloud. 2) Write each word with a space between each syllable. Months of the year are always capitalized.

Ju ly

Jan u ar y

De cem ber

Sep tem ber

Words Ending with Y

3

Add the missing letters to describe the type of weather shown. Each word ends with Y.



c



r



nn

ur

3



LOGIC TIME

Use logic to write each word once in the green boxes.

burn

nurse

turn

curve

purse

burst

b

n

ANSWER:

a head (ahead)

LESSON 87

RIDDLE:

What kind of shoes do banana peels make?

Singular Words That End with S: When a word ends in S but is not plural, usually add a Silent E.

Plural Nouns: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.

Double S, F, L, or Z at the End of Words: At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

Sentence Dictation

Student Check

☐

Started with a capital letter

☐

Ended with a period

☐

No random capital letters

Spelling Rules

3

Months

2

1) Read each word, and then spell it aloud. 2) On the blank lines, write each word with a space between each syllable. Months of the year are always capitalized. 3) Then write each of the four months shown in orange wherever you'd like on the doodle lines and patterns to the right (no spaces between syllables).

Ju ly

Jan u ar y

De cem ber

Sep tem ber

ANSWER:

slippers



UNIT 4

SCOPE & SEQUENCE

Unit 4 Spelling Patterns and Corresponding Words

OR Can Say /er/

author
color
doctor
word
world
worse
worst
worth

OW (long)

blow
bowl
glow
grow
low
show
slow
snow
throw

OW (short)

brown
crown
down
frown
owl
town

MB

climb
crumb
lamb
thumb

Sounds of EAR

ear
earn
fear
heard
learn
near

UI

build
built
fruit
juice

Unit 4 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.*

across	father	mother
always	already	through
knee	together	picture

The child will also practice spelling these months.

October	November	February	August
---------	----------	----------	--------

*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

Unit 4 Spelling Rules

RULE	VIDEO
Consonant + LE: Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L that have no other vowel. (Example: whistle, not whistl)	Video can be found on the Good and Beautiful Homeschool app, by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: Consonant + LE</u>
C or K at the Beginning or Middle of Words: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.	Video can be found on the Good and Beautiful Homeschool app, by going to Language Arts > Level 3 > Videos > <u>Spelling Rule: C or K at the Beginning or Middle of Words</u>

Note: Spelling rules from Units 1, 2, and 3 are also reviewed.

LESSON 94

RIDDLE:

What kind of
nails don't like
hammers?

mb

On each blank line, write the word
for the clue. Each word ends with
"mb" (the b is silent).

usually the
shortest finger
on a hand

a baby sheep

Spelling Rules

The last syllable ending with
L does NOT have a vowel
(add an E).

The last syllable ending
with L has a vowel
(don't add an E).

Months

Each month is broken into syllables. 1) Read each word, and then spell it aloud. 2) Write each word with a space between each syllable.
Months of the year are always capitalized.

Feb ru ar y

Au gust

No vem ber

Oc to ber



ANSWER:

fingernails

2

BUILD A WORD

ow (long) & mb

Add "mb" or "ow" to the end of each group of letters to create a word. OW makes the long O sound in these words.

sh

cli

cru

sn

thr

gr

2

ow (short) & or

OR can say /er/ as in WORD. Write **or** or **ow** in each blank spot to create a word.

cr n

w ld

br n

fr n

w se

w th

auth

doct

d n

w st

LESSON 96

RIDDLE:

What
instrument
is grand?

Spelling Rules

2

If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. Tip: A long vowel says its name; a short vowel does not. Fill in each blank by correctly completing the word in the blue box with either “ch” or “tch.”

stre

I need to _____ my legs.

cru

This _____ helps me to walk.

pun

Who made the orange _____?

ba

Let's make a _____ of cookies.

fe

The dog will _____ the stick.

sti

The doctor will _____ up the cut.

Sentence Dictation

Student Check

☐

Started with a capital letter

☐

Included an apostrophe in the possessive noun

☐

No random capital letters

ui & or

2

Create a word by adding **ui** or **or** in the blank spot on each line. (Hint: OR can say /er/.)

w _ _ l d

j _ _ c e

c o l _ _

b _ _ l d

w _ _ d

f r _ _ t

w _ _ s e

b _ _ l t

ow (long)

2

ANSWER:

a piano

In the blue boxes, write three words that you can create by adding “ing” to these words:
snow, grow, throw.

Months

2

Each month is broken into syllables. 1) Read each word, and then spell it aloud.
2) Write each word inside its bubble letters.

Feb ru ar y

Au gust

LESSON 117

UNIT 4 SPELLING PATTERNS ASSESSMENT

RIDDLE:

What kind of animal likes baseball games?

ui & mb 2

ow 2

OR Can Say /er/ 2

Sounds of EAR 2

ANSWER:

bats



Notes for Parent/Teacher

If the child misspelled words in this spelling patterns assessment, consider practicing words with those spelling patterns from page 99, using practice ideas on pages viii–ix.

Unit 4 Spelling Words

2



On the Good and Beautiful Letter Tiles App, go to Level 3 > Spelling Words: Unit 4 and complete the activity to practice all the Unit 4 Spelling Words.

OR Have your parent or teacher quiz you on the words and practice any words that you spell incorrectly.

across

father

mother

always

already

through

knee

together

picture

LESSON 118

RIDDLE:

What question does an owl ask?

UNIT 4 SPELLING WORDS AND MONTHS ASSESSMENT

Unit 4 Spelling Words

Months

Spelling Rules

3

If a word below ends with S but is not a plural noun, add a Silent E.

purs

hous

keys

nurs

hors

loos

rais

ANSWER:

who-who?

Notes for Parent/Teacher

- If the child misspelled words in this spelling assessment, consider having the child continue to practice the words until mastered using the self-directed activity on the Good and Beautiful Letter Tiles app. Go to Level 3 > Spelling Words: Unit 4.
- Spelling rules are not expected to be mastered at this time.



CONGRATULATIONS

YOU HAVE
COMPLETED

UNIT 4

