

Daily Skill Building:

SPELLING

COMPANION TO VOCABULARY VOLUME III

A 36-Week Spelling Curriculum
for Middle School Students

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Daily Skill Building: Spelling, Companion to Vocabulary Volume III

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INTRODUCTION

Daily Skill Building: Spelling is a companion to the [*Daily Skill Building: Vocabulary*](#) curriculum. When you use them together, your students learn definitions *and* how to spell the words.

We make it fun and easy for students and parents alike. There is even some flexibility with your word lists. (You can substitute some words if you prefer.)

Just like the vocabulary series, this curriculum is designed to be simple, straightforward, and easy to use. No need for a teacher's guide; just “open and go”!

DAY 1:

Build Your List

Using the vocabulary words from the previous week's [*Daily Skill Building: Vocabulary*](#) lesson, students begin by “building” their spelling list for the week.

Day 1 already includes the four base vocabulary words from each lesson. Students (or parents) select two synonyms and two antonyms to write on the lines beside each spelling word. Together, these words form the complete spelling list.

Instead of using synonyms or antonyms, parents are free to substitute their own spelling words from other subjects studied and/or frequently misspelled words.

Note: In instances where you cannot find enough synonyms or antonyms for a specific word, you may substitute those words with commonly misspelled words or words from other subjects.

Verbal Practice – Say it, Spell it, Say it

Students say each spelling word aloud, spell it aloud, and then say the word again.

Example: say “ability” | spell it a-b-i-l-i-t-y | say “ability”



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Using *Daily Skill Building: Spelling* as a Stand-Alone Resource

Although you could modify *Daily Skill Building: Spelling* to use it as a stand-alone resource, we highly recommend you use it alongside [*Daily Skill Building: Vocabulary*](#).

If you want to use *Daily Skill Building: Spelling* without the vocabulary companion, an extra step will be needed for Day 1, as indicated below.

DAY 1 STAND-ALONE:

Instead of going back through vocabulary words from last week and selecting two synonyms and two antonyms from each day, students will use a thesaurus to find the synonyms and antonyms for each of the four words.

Alternatively, you can add words that your student has misspelled in place of or along with the synonyms and antonyms.

DAY 2:

Write Your Words Twice

Students practice spelling by writing each of their spelling words twice.

DAY 3:

Vocabulary Copywork

Students review the prior week's vocabulary words by copying their definitions in the space provided.

Practice Additional Words (See Appendix A)

Students write a short sentence for each of the 16 words from the synonyms and antonyms they used to build their lists on Day 1.



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DAY 4:

Take a Pretest

Students take a pretest to see which words they need to practice spelling. Use the checkbox next to each word to mark incorrect spellings. Then have your child spell words correctly in the space provided to the right of the checkbox.

Optional Extra Practice (See Appendix A)

Before taking their test on day five, students can follow one or more of the optional exercises to practice their misspelled words.

DAY 5:

Take the Test



It's that simple. Are you ready to get started? Then let's go!



Week 1 • Day 1

BUILD YOUR LIST

Select one synonym and one antonym for each vocabulary word and add it to the line next to each word.

abnormal	Synonym:	Synonym
	Antonym:	Antonym
grueling	Synonym:	Synonym
	Antonym	Antonym
rupture	Synonym:	Synonym
	Antonym	Antonym
whim	Synonym:	Synonym
	Antonym	Antonym

VERBAL PRACTICE

Say each spelling word aloud, spell it aloud, and then repeat the word aloud.



VOCABULARY COPYWORK

Review the prior week's vocabulary words by copying the definitions in the space provided.

abnormal: deviating from what is normal or standard

grueling: especially demanding; tiring to the point of exhaustion

rupture: a break or breach

whim: a sudden impulse or idea
