

10 Terrific Tips

for using the

QUICK-WORD®

Handbook for Beginning Writers

1 **Make it a part of every day**

Have students add their own spelling and writing words in the My Words column.

Included might be:

- Their weekly spelling words
- Favorite words from their writing
- Functional living and survival-based words (exit, police, etc.)
- School-based words (in addition to those listed on page 29)
- Content-based words
- Names of family members, friends, and teachers

Spelling Tip: Spelling words should be the highest frequency writing words established in students' reading, speaking, and listening vocabularies.

2 **Show me what you know**

Each week, introduce several of the Handbook words to students through a multi-sensory word study approach.

Spelling Tip: The word-study procedure for learning spelling should involve auditory, visual, and kinesthetic modalities.

3 **Look who's learning now!**

Provide students with opportunities to practice writing and recognizing their new high-frequency words. Use various visual discrimination activities such as:

- Write the words in a configuration or "word shape box."
- Find the two matching spelling words in a row of 4–5 words.
- Write the missing spelling word in a short phrase or sentence.
- Alphabetize 3–4 spelling words.
- Using the Handbook, locate a word and the word in its matching sentence.

Spelling Tip: When learning how to spell a word, students should first form a correct visual image of the whole word.

4 **Just for you . . .**

After students have learned, studied, and practiced spelling a high-frequency word, have them highlight it in their Handbooks. They can circle, star, or underline each one. That way, if and when students need to look up a word, they are reminded they have already studied it!

5

Finders Keepers “Q-Double-You” Game

Introduce and practice dictionary skills with “How fast can you find . . . ?” contest! Conduct contest as a class activity. Examples: How fast can you find . . . ? 1) the “n” words; 2) the word “game”; 3) the list of “school” words; and so forth.

Spelling Tip: A student’s interest in spelling influences his or her ability to spell.

6

Maximize involvement with creative sentences

Give students three words from their Handbooks. Ask them to work in pairs to create a sentence! Ask the class to write each creative sentence. Example: *when, their, play* When will it be their turn to play?

7

Concentration Game

Reinforce visual memory by playing a concentration game with flashcards. Create two word cards of the 10 most frequently used words. They are: *the, of, and, a, to, in, is, you, that, it*. Students play in pairs. They place all word cards facedown and attempt to find matched pairs. The player with the most matched pairs wins.

8

Five-minute warm-ups with pages 23–back cover

- Pages 23–25—Ask questions pertaining to the information listed. For example—*Which day is it?* and *What activities do you regularly do on this day?* Write the answers on the board in sentence form, and ask students to copy the sentence. “We go to the library on Tuesday.” Students use this sentence as a model to create new ones. “I play in gym class on Friday.”
- Page 25—Combine the weather words sentences with 1–2 words from the Handbook. Example: It is cold here today. Ask students to locate the additional words.
- Pages 26–back cover—Use the picture dictionary words to follow the same activity as above. Example: I have two red pencils in my desk.

9

Listen and write

- Introduce students to the concept of dictation. Conduct a weekly spelling/writing activity using a short sentence with 2–4 high frequency spelling words. Also, use the sentences listed in the Handbook. They contain only high-frequency words and can provide much practice.
- Teach the students how to proofread their sentences for 100% spelling and writing accuracy.

Spelling Tip: Frequent opportunities to use spelling words in writing help ensure daily spelling accuracy.

10

Make it a part of the family

Send students’ Handbooks home at the end of the school year. Students can continue to record their spelling words and use the Handbook as a personal reference.

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Curriculum Associates®, LLC
North Billerica, MA 01862
Phone: 800 225-0248 (U.S. & Canada)
CurriculumAssociates.com