

**Instant Words 2761-2765****argument****ashes****coastal****dim****mule****Large U.S. Cities****Akron, OH****Albuquerque, NM****Amarillo, TX****Anaheim, CA****Anchorage, AK****Prefixes****microphone****microscope****microfilm****microsecond****microwave****Signs****taxi****warning****gentlemen****danger****information****Word Study**

The prefix “micro” means small, but sometimes it means enlarging something small, as in “microphone” (phone=sound), or “microscope” (scope=view). In “microsecond”, it is not only a small amount of time, but, more specifically, a millionth of a second; likewise, a “microgram” is a millionth of a gram. “Microwave” means any very short electromagnetic wave (1,000 to 3,000 mh), but children might know “microwave” as a cooking appliance that uses these waves.

**Variant forms of Instant Words**

arguments

ash

dimly dimmed dimmer dimness

**Review:** Here are the last of the states taught earlier:

Oregon (OR)

Salem

Pennsylvania (PA)

Harrisburg

Texas (TX)

Austin

Virginia (VA)

Richmond

Washington (WA)

Olympia

**Instant Words 9881-2895****armed****caterpillar****chorus****director****economy****guitar****olive****timber****ye****awful****cannon****eighth****nevertheless****stern****target****Social Studies****grid****pollution****humidity****metropolitan****peon****Word Study**

The Old English word “ye” sometimes means “you”, as in “How are ye?” But “ye” also sometimes means “the”, as in “Ye Olde Tea Shoppe”. Watch out for the initial “ch” digraph. In the case of our word “chorus”, it makes the consonant /k/ sound. More often, “ch” makes the /ch/ sound, as in “chair”. But sometimes (often in words of French origin), “ch” makes the /sh/ sound, as in “chef”.

**Variant forms of Instant Words**

caterpillars

directors

guitars

timbers

cannons

sternly

chorused choruses

economies

olives

awfulness

eighths

targets

**Review:** Remember that the digraph “aw” at the beginning of “awful” makes the broad /o/ sound which is the same sound made by “au”, as in “auto”, or “o”, as in “off”.

**SUGGESTIONS TO PARENTS ON HELPING WITH SPELLING**

1. Dictate the words for a trial spelling test. For example, the parent says a word, uses it in a sentence, and says the word again. The student writes the word from memory.
2. The student corrects his or her own trial test using the word list.
3. The parent checks to see if the correction is accurate.
4. The student should circle any errors or indicate omission of letters, then copy the word correctly, underlining the corrected letter.
5. Next the student should write any word missed several times from memory (without looking at the corrected word).
6. For a variation or additional practice, the parent can just say the word and the student says how to spell it orally.
7. Don't make the homework lessons too long. If the student is having trouble, do only part of the list at a time. Schools seldom devote over 15 or 20 minutes a day to spelling lessons. Homework lessons or trial tests should be shorter.
8. Reward the student with lots of verbal praise for words spelled correctly. It is difficult to learn to spell many words in the English language. Blame or ridicule doesn't help.
9. The mode of writing is not too important. For spelling, many students and teachers prefer manuscript handwriting (printing) because each letter can be seen in isolation. It is also fine for the student to type the words on a typewriter or computer wordprocessor during the test or for practice, especially if the student knows or is learning keyboarding (touch typing).
10. Spelling games like Scrabble® or Spelling Bees are helpful. Have a little fun with spelling.
11. Encourage writing. Have the student write letters, thank you notes, poems, stories, announcements, etc. Allow "invented" spelling while creating the written piece, then have the student proofread and correct with your help. Actually using some of the word is from the spelling lists is helpful.
12. If you really want to be more helpful with home spelling lessons, encourage the student to keep a Personal Spelling List. This list is developed from words needed during writing, like grandmother's last name and city, or some special descriptive term. The Personal Spelling List might also contain words that presented special difficulty on spelling tests. The student can use the Personal Spelling List when writing later stories and the list can be used for trial spelling tests or games.