

QUICK-WORD<sup>®</sup> is so much more than just a fantastic writing resource. Check out our tips for getting the most out of your workbooks!

### Make it part of every day

1<sup>st</sup>

Have students add meaningful spelling and writing words:

- Functional living and survival-based words
- School-based words (content-area vocabulary and so forth)
- Community-based words (city, state, addresses, geographical words)
- Content-based words
- Favorite and frequently used words

*Spelling Tip: A student's interest in spelling influences his/her ability to spell.*

### Listen & Write

2<sup>nd</sup>

- Every word in Homophone Sentences (except for some homophones) is a high-frequency word. Dictate these sentences to provide practice with homophones as well as high-frequency words.
- Conduct daily dictation using a paragraph from a grade-level, content-area text. Students compare their writings and self-correct as needed.

*Spelling Tip: Using spelling words often in writing helps ensure daily spelling accuracy.*

### Make it part of the family

3<sup>rd</sup>

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

### Two "Q-Double-You" Games

4<sup>th</sup>

- A. Practice dictionary skills with a "How fast can you find . . . ?" contest! Conduct as a class activity or in groups of three (alternate the "caller" role). Examples: How fast can you find . . . ?
- 1) Three words with three syllables;
  - 2) One compound word;
  - 3) Five nouns;
  - 4) Three words with a silent e;
  - 5) Two adjectives; and so forth.
- B. Divide students into four teams. Assign a suffix rule (see back cover) to each team. Have each team prepare a five-minute group lesson. The team should:
- 1) explain the rule;
  - 2) provide new examples;
  - 3) conduct a learning activity with the class; and
  - 4) design a short homework assignment.

*Spelling Tip: Spelling games stimulate student interest in spelling, and should supplement instruction.*

### Just for you . . .

5<sup>th</sup>

Encourage students to highlight the high-frequency spelling words in their Handbooks. After completing each week's lesson, students highlight the words by circling, starring, or underlining each one. This way, if and when students need to look up a word, they are reminded that they have already studied it!

*Spelling Tip: Spelling words should be the highest-frequency writing words.*

### Look who's teaching (homophones) now

**6** TIP

- Students pair up. They challenge each other to locate a (starred) homophone, guess its match, and double check for accuracy on pages 24–28, Homophone Sentences.
- Students pair up to develop sentences for 2–3 homophone triads or pairs and record them on a classroom poster. Each student pair teaches the class a mini-lesson on their differences.
- Use the homophone list and sentences for a New Spelling Bee. Conduct it as you regularly would, using each homophone in context. There is one exception: students must write the word and take it over to the opposing team, whose members check the word for accuracy!

### Maximize involvement . . . with word derivatives

**7** TIP

Challenge students: On each page, find two words and write their word derivatives.  
Example: C “company/companies,” “current/currently”

*Spelling Tip: Derived forms of words are more difficult to spell than base forms.*

### Accuracy counts

**8** TIP

- Provide students with the Ten Most Often Misspelled words: *their, too, there, they, then, until, our, ask, off, through*. Hold students accountable for 100% accuracy of these words in daily writing.
- Students highlight these words in their QUICK-WORDS and rewrite them on the corresponding QUICK-WORD pages.
- Encourage students to use QUICK-WORD when proofreading every writing activity.

*Spelling Tip: Spelling counts—all day, every day!*

### Five-minute warm-ups with pages 29–31

**9** TIP

Page 29—Add other common abbreviations, such as wkbk for workbook.

Page 30—Can students name the capitals for each state?

Page 31—Write the number notation next to each month.

Example: 9 for September.

Can students write checkbook entries using the numbers?

Example: Forty-four dollars.

### Crisscross the curriculum

**10** TIP

- Reading: Read-Alouds—Turn to a student partner and read aloud all the “W” words, for example.
- Language Arts: Tenses—Have students select several verbs and write the present and past tenses.  
Example: write/wrote, think/thought
- Study Skills: Teach students how to use the Common Abbreviations on page 29 to write entries in their daily classroom assignment calendars.  
Example: Read chap. 5; answer ? pp. 4–5
- Math/Sci/SS: Identify each word pertaining to content-area learning.  
Ask students to define the words.

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