

QUICK-WORD[®] 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 TIP

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.

Listen & Write

2 TIP

- 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.

Make it part of the family

3 TIP

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.

Look who's learning now

4 TIP

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.

Just for you . . .

5 TIP

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!

Concentration Game

6 TIP

Reinforce visual memory by playing a concentration game with flashcards. Create two word cards of each of the 10 most frequently used words, (*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.

Maximize involvement with creative sentences

7 TIP

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?

Show me what you know

8 TIP

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.

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

9 TIP

Pages 23–25 Ask questions pertaining to the information listed. For example—Which day is it? 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.

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Finders Keepers “Q-Double-You” Game

10 TIP

Introduce and practice dictionary skills with a “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.