



Years 3 and 4

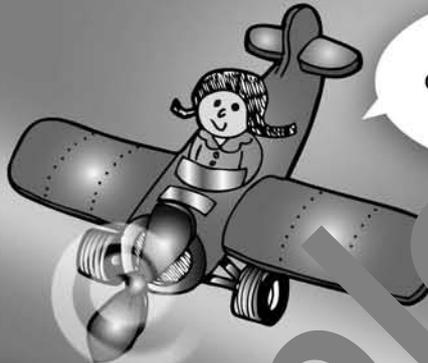


# Spell with Me

Book

2

Fun Activities and Easy Rhymes to help Years Three and Four spell common sight words.



**W-O-R-L-D,**  
come around the  
**world** with me.



**W-A-T-E-R**  
Water Always  
Travels Every River



**E-I-G-H-T**  
Elephants In  
Ghana Have  
Trunks.



**U-G-L-Y**  
Ugly Spiders  
Upset All Ladies.



**G-U-E-S-S**  
Goats Usually  
Eat Sticky Sweets.



**B-U-Y,**  
I will **buy** an  
apple pie.



By  
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# Teachers' Notes

This book is designed to help students in Years 3 and 4 spell words appropriate to their year level. It is split into two sections. Each section deals with a different year level.

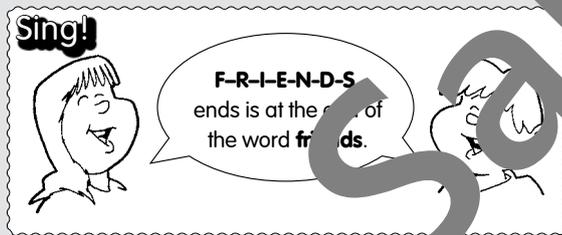
## Year 3

In Year 3, it is advisable to test the students on the sight words introduced in Year 2. If the majority of the students in your class can spell them correctly, introduce the recommended Year 3 sight words at a rate of two to three words a week, depending on the class response. If the students struggle to spell the new words introduced after a five week period, revise these words before introducing new words.

## Year 4

At the beginning of Year 4, it is advisable to test the sight words introduced in Year 3. If the majority of the students in your class can spell them correctly, introduce the recommended Year 4 sight words at a rate of three to four words a week, depending on class response.

## Suggested Additional Activities and Games for Years 3 and 4.



- Throughout the book, students will be asked to sing little rhymes to help them to learn to spell. This can be done individually, in pairs or as a class. Repetition is a good spelling strategy, so ask the students to say the little rhymes several times.
- Make the words with Plasticine.
- As you introduce each sight word, ask the students to write the sight words in the air with their finger. This motion will assist in helping them to remember how to spell each word.

### Page 18 - World, Word

Students sit in a circle and pass around a bag with letters of the alphabet in chanting, 'World,

come around the world with me.' When the word 'me' is said the student holding the bag takes out a letter and names a country or a city anywhere in the world beginning with that letter. If the student can't think of one, he/she is out. The last student in the circle wins.

### Page 20 - House

Students get into groups of five. Each group member holds a letter from the word house. Without talking, students should arrange themselves in order to spell out the word 'house'.

### Page 41 - Sugar, Sure

Students sit in a circle and pass around a jar of sugar cubes while chanting, 'Sugar, how many sugar cubes in the jar.' The person holding the jar when the word 'jar' is chanted guesses how many sugar cubes are in the jar. When everybody has had a guess, the sugar cubes are counted to see whose guess is the closest.

### Page 41 - Sugar, Sure

One student is chosen to wear a blindfold and give an object to feel. The other students chant, 'Sure, are you sure you cannot see?' The student feeling the object replies, 'Yes, I'm sure' and then guesses what the object is. Another student is chosen to have a turn at guessing a different object.

### Flashcards

At the beginning of each section, flashcards are provided. It is advisable to photocopy each flashcard onto an A3 piece of paper and laminate it individually. When time permits, sit students in a circle and play some flashcard games. Some suggestions are listed below.

### Page 17 - Why, Because

Students sit in a circle and pass the 'because' flashcard around the circle. Students spell out the letters of the word 'because' as the flashcard is passed around. Whoever is holding the flashcard when the letter 'e' is said chants, 'Because. I like ..... because.....' In the spaces the children must say something that they like and give a reason.

### Page 42 - Picture

Students sit in a circle and pass the 'picture' flashcard around while chanting, 'Picture, this is the picture I can see.' The student holding the

flashcard when 'see' is said, takes a picture card from the teacher and describes it. Others guess what the picture is. To make picture cards, simply draw pictures on cards and use strips of card to frame them.

### Page 44 - Eight, Idea

Students sit in a circle and pass the 'idea' flashcard around and chant, 'Idea, what shall we do today?' Whoever is holding the flashcard when 'today' is chanted says what they would like to do today. For example: 'I would like to have free time today.' The teacher says whether it is a good idea and the game continues.

### Additional Information

#### Page 12 - People

Clues for Take a Guess!

Fireman/woman: I wear big boots, I work with water and I like the colour red.

Policeman/woman: I wear a hat, I make sure that people behave, I don't like people speeding in their cars.

School children: we get told off if we misbehave, we get homework and we sit at desks.

Teacher: I work with children, I give out homework and I like writing on the whiteboard.

## Dictation

Dictation is a good method of testing students' spelling, grammar and, of course, listening skills. Teachers should read the dictations below while the students listen and then read phrases, repeating as necessary, until the entire dictation has been written. Some students will work more slowly than others. I like to position myself by these students to judge when to read the next phrase. When the dictation has been completed, ask the students to carefully read what they have written. They need to check for capitals and full stops as well as correct any spelling errors that they may find. It is important that the teacher corrects the students' work as soon as possible. Any words that are spelt incorrectly by a number of students can be revised. Grammatical errors can also be addressed at this stage. This exercise could be done in the last two terms of Year 3, or in the first two terms of Year 4. You can create your own dictations to test other common sight words introduced in this book.

**Testing the sight words: light, fight, night, sight, might, night, fight, rough, tough, enough.**

I heard a cat fight last night.  
I took a light and went to have a look.  
My cat might be in the fight.  
I saw a stray cat.  
It was rough and tough.  
My cat was hurt. He was a sad sight.  
I yelled at the stray and it ran off right away.  
I took my cat inside and put a bandage on its leg.  
I hope it's tight enough.

**Testing the sight words: high, picture, idea, colour, ought, bought, brought, fought, sought, usual.**

I had a good idea for a picture.  
I bought some paper and paint and brought them home.

I used a lot of colour.  
When it was dry, I hung it up high on my wall.  
As usual, I fought with my mum.  
She said I should have cleaned the paintbrushes before they went dry.

**Testing the sight words: laugh, through, eight, whose, guess, sugar, buy, sure, young, piece.**

I guess I will watch the funny video show at eight o'clock.  
I am sure I will laugh all the way through.  
I hope they show the young lady giving a piece of sugar to the pony.  
I'll buy some sugar lumps.  
Whose pony will I give them to?

# Air

## Solve the Riddle!

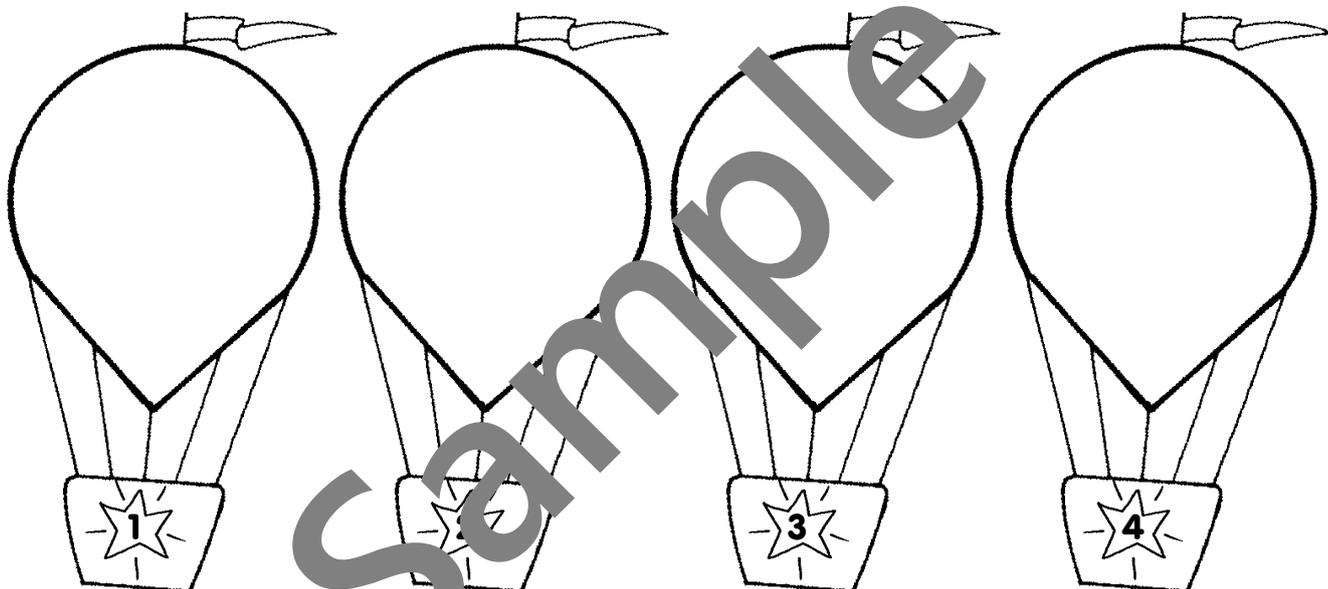


I am in the word chair, but not in bear. I am invisible, but I am everywhere.



The answer to the riddle is:

In each hot **air** balloon, write down a word that has the small word **air** in it. Underline **air** in each word. Colour the hot **air** balloons.



Create an acrostic poem using the word **air**.

A \_\_\_\_\_  
 I \_\_\_\_\_  
 R \_\_\_\_\_

Create a five line poem. Each line must begin with the words 'Air is...'

Air is ... \_\_\_\_\_  
 Air is ... \_\_\_\_\_  
 Air is ... \_\_\_\_\_  
 Air is ... \_\_\_\_\_  
 Air is ... \_\_\_\_\_

# Does, Done



Add an **es** to the word **do**.  
What new word has been  
made? Say the new word.

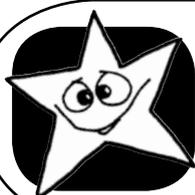
do



## Write and Draw!

I **do** my work.

He **does** his work.



Add the letter **n** to the word  
**one** say the new word.

one



## Draw!

Think of something exciting that you have **done**.  
Write and draw it here.

\_\_\_\_\_

\_\_\_\_\_

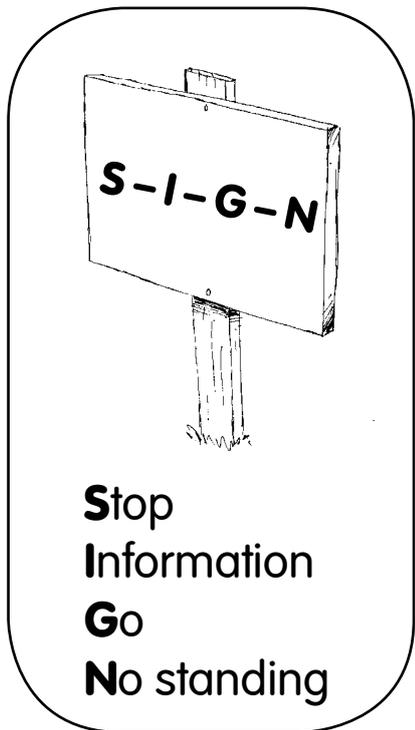
\_\_\_\_\_



**Extra!**

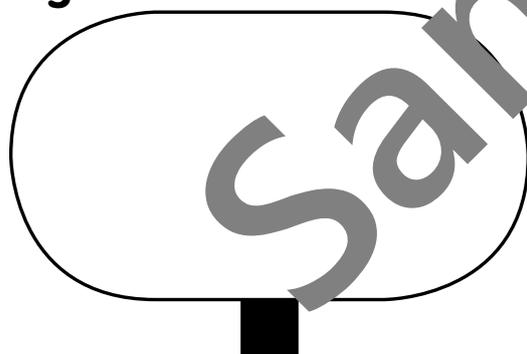
On the back of this sheet find some small words in the  
words **does** and **done**.

# Sign

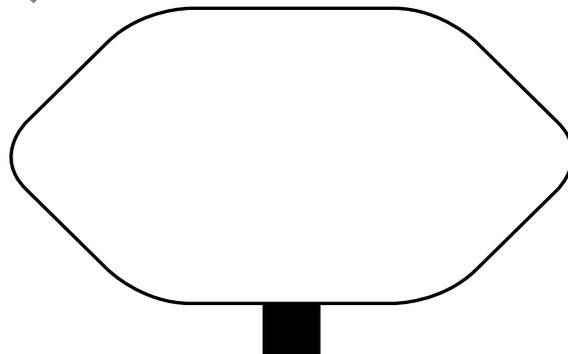


Think of four **signs** that you have seen today.  
Draw each one below.

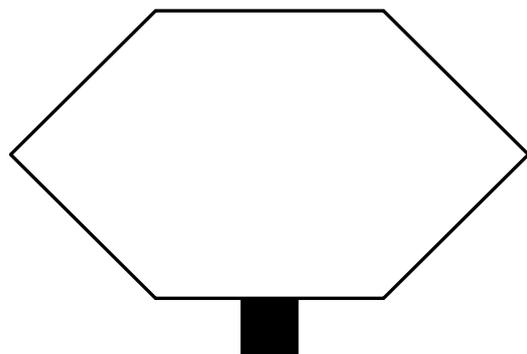
Unjumble the words to discover what the signs are. Write your answers in each **sign**.



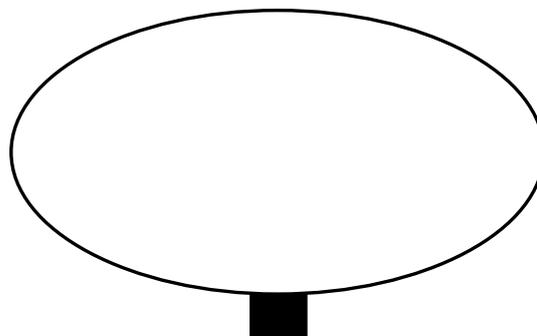
akte wyaa



amenic



sub post



wosl wnod



**Extra!**

Create a chant about the word **sign** on the back of this sheet.

# Rough, Tough, Enough



**Rough, Tough** and **Enough** are cats. They live in the city streets and hunt for food at night.

**R - O - U - G - H,**  
Rough **O**pens **U**p **G**rocery  
**H**ampers.

**T - O - U - G - H,**  
Tough **O**pens **U**p **G**rocery  
**H**ampers.

**E - N - O - U - G - H,**  
Enough **N**ever **O**pens **U**p  
**G**rocery **H**ampers.  
She has **enough!**



Label and draw three things that are **rough**.

Three empty rounded rectangular boxes for drawing and labeling rough objects.

Label and draw three things that are **tough**.

Three empty rounded rectangular boxes for drawing and labeling tough objects.

Label and draw three things that you can't get **enough** of.

Three empty rounded rectangular boxes for drawing and labeling things you can't get enough of.



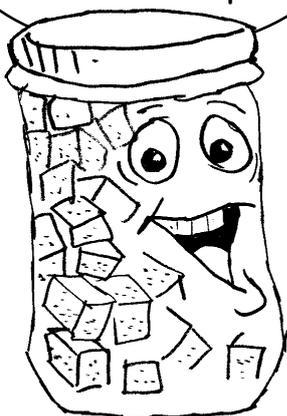
**Extra!**

On the back of this sheet, draw the cats **Rough, Tough** and **Enough** and where they live.

# Sugar, Sure

**Sing!**

**S - U - G - A - R,**  
how many **sugar**  
cubes in the jar?



Create an acrostic poem for the word **sugar**.

**S** \_\_\_\_\_

**U** \_\_\_\_\_

**G** \_\_\_\_\_

**A** \_\_\_\_\_

**R** \_\_\_\_\_

**Sing!**

**S - U - R - E,**  
are you **sure** you  
cannot see?



Yes I am  
**sure.**



Write down three things that you are **sure** about.

Example: I am **sure** that the sky is blue.

1. I am **sure** that \_\_\_\_\_
2. I am **sure** that \_\_\_\_\_
3. I am **sure** that \_\_\_\_\_

Write down three things that you are not **sure** about.

Example: I am not **sure** how the Egyptians built the pyramids.

1. I am not **sure** \_\_\_\_\_
2. I am not **sure** \_\_\_\_\_
3. I am not **sure** \_\_\_\_\_



**Extra!**

On the back of this sheet write a tongue twister using the words **sure** and **sugar** and other words beginning with **s**.

# Piece, Laugh

**P-I-E-C-E,**  
I want a **piece**  
of pie.

Add the letters **ce** to the  
end of the word **pie**.

pie \_ \_

Say the new word.



Write and draw other things that you can have a **piece** of. Example: cake.

**L-A-U-G-H,**  
Little Animals  
Usually Giggle  
Heartily.

Around the word **ugh** write down all the different  
things that make you **laugh**.



laugh



**Extra!**

On the back of this sheet, write down some other words for **laugh**. Example: giggle.