The effect of cooperative learning and traditional instruction on the spelling performance of third grade students

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THE EFFECT OF COOPERATIVE LEARNING AND TRADITIONAL INSTRUCTION ON THE SPELLING PERFORMANCE OF THIRD GRADE STUDENTS

by
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ABSTRACT

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THE EFFECTS OF COOPERATIVE LEARNING AND TRADITIONAL INSTRUCTION ON THE SPELLING PERFORMANCE OF THIRD GRADE STUDENTS
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The purpose of this research was to determine the effect of cooperative learning and traditional instruction on the spelling test performance of twenty-six third grade students from a southern New Jersey school district. It was hypothesized that students who were taught using cooperative learning strategies during spelling instruction would score significantly higher on their weekly spelling post-tests than students who were taught using traditional spelling instruction.

A one group, pretest/posttest, pre-experimental design was utilized to determine whether students who are randomly grouped in cooperative learning pairs will have higher achievement levels in spelling than students who are taught using traditional instruction. T-tests were utilized to analyze if there was a significant difference in the spelling posttest performance of students after cooperative learning and traditional instruction. Statistical analysis of the t-values was determined based upon a .05 significance level. Contrary to findings of numerous studies, results of this study
revealed that there was not a significant difference between student test performance after being taught through traditional and cooperative instruction.
ACKNOWLEDGMENTS

I would like to thank the following people for their guidance and support throughout the duration of this project:

To Dr. Robinson for taking the time to meet with me and discuss my project every step of the way.

To Dr. Monahan for his guidance, critiques and assistance in helping me to analyze the data in this study.

To Ms. Mary Lawrence for allowing me to use her students in this study.
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Chapter I

Scope of the Study

Introduction

Numerous studies have been conducted to determine the most beneficial ways for implementing cooperative learning groups in the elementary school classroom. Overall, cooperative learning has been found to have positive effects on student academic achievement and attitudes. One study (Johnson, Johnson, & Scott 2001) revealed that cooperative learning led to higher achievement, and increased positive attitudes towards heterogeneity among peers and towards the teacher, more so than did individualistic learning. Another study (Gabbert, Johnson, & Johnson 2001) found that cooperative groups of medium and low ability levels performed significantly better academically than those individuals who worked alone on their tasks. Cooperative learning experiences have also been shown to result in greater achievement, better retention, more accepting attitudes among students, and higher self-esteem than students who learn individualistically (Smith, Johnson, & Johnson, 2001).

Although cooperative learning has been shown to have positive effects on student academic achievement and attitudes, many teachers prefer to use whole class instruction as their sole method of teaching. Research has been done comparing the amount of time students stayed on-task in cooperative learning groups and during whole class instruction.
One study (Mulryan, 1995) indicated that students in cooperative learning groups were more active participants and spent more quality time on-task than did those in whole-class instructional settings. Research done by Kagan (1997) reveals that up to 70% of the teacher’s time is used to lecture, ask questions, discipline, and provide directions for the students to follow. Kagan determined that teachers who use cooperative learning, on the other hand, were able to spend 75% of their day assisting students, asking them for feedback on their progress, as well as encouraging them to cooperate with each other and assume responsibility for their work. Kagan (1989) states that the Whole-Class Question-Answer arrangement is a competitive class structure where the students must compete for the teacher’s attention and praise. Kagan suggests that this causes negative interdependence to develop among the students because they are going against each other to see who can get praise from the teacher.

Statement of the Research Problem

The question of this study was to determine whether randomly assigning students to cooperative learning pairs would be more effective in terms of student achievement on spelling tests than students who were taught using traditional whole class instruction.

Statement of Hypothesis

It was hypothesized that students who were grouped randomly in cooperative learning pairs during spelling instruction would score significantly higher on their spelling tests than students who were not grouped during spelling instruction.
Limitations of the Study

The following are limitations of this study:

The study was not externally valid since it only consisted of students from one of the five third grade classrooms in the school. Therefore, the sample was not representative of the entire third grade population and the results cannot be generalized to another population.

The researcher did not use a control group. As a result, the researcher cannot determine whether the change between pretest and posttest was due to independent variable or an extraneous variable.

Another limitation was that the researcher did not control for history. For example, the researcher did not control for external changes that took place during the course of the study, such as world and local events. Additionally, the researcher did not control for maturation. Maturation refers to biological events unrelated to pairing the students, such as physical development and illness.

Definition of Terms

The following definitions were utilized in this study:

Cooperative learning refers to a formal instructional approach in which students work together in pairs to accomplish a common learning goal. The random pairs used in this study are committed to a common purpose, performance goal, and approach for which they hold themselves mutually accountable.

(Arizona Board of Regents, 2002)

Traditional Instruction refers to teacher-centered instruction in which the teacher is lecturing or instructing the whole class. The teacher calls upon students to answer questions in front of the class. After instruction the students are given independent assignments to work on at their desks.
Chapter II

Review of the Related Literature

Introduction

This study was conducted to determine whether students who were randomly grouped in cooperative learning pairs would have higher achievement on their spelling posttests than students who were taught using traditional whole class instruction. It was hypothesized that students in cooperative learning pairs would score significantly higher on their spelling posttest scores then students who are not grouped in pairs.

Homogeneous vs. Heterogeneous Cooperative Groups

Numerous studies have been done on the most effective ways to group students during cooperative learning. Leonard (2001) studied 177 sixth-grade mathematics students to determine whether homogeneous or heterogeneous ability groups produced more positive outcomes in terms of learning and achievement. Findings indicate that low-achieving and middle achieving students from the heterogeneous group arrangement scored significantly higher than their cohorts in the homogeneous group arrangement. Students in homogeneous and heterogeneous groups, who achieved high scores, were not significantly different. Additionally, the findings reveal a significant interaction among: 1) race and gender 2) gender and ability. Overall, girls had slightly higher scores than boys on the Maryland Functional Mathematics Test. African American girls also performed significantly lower than Caucasian girls and boys. However, African
American girls had higher test scores in heterogeneous groups, while African American boys performed better in homogeneous groups. Qualitative analysis of transcript data also shows that group cohesiveness, and not homogeneous or heterogeneous group arrangements, may determine the quality and number of student interactions.

Other studies (e.g., Watson & Marshall, 1995) examined the effectiveness of heterogeneous and homogenous cooperative learning groups in terms of their achievement. The sample consisted of 35 students from four laboratory sections of an introductory college-level life science class. Six groups of students in heterogeneous cooperative learning groups composed the first treatment condition. The second treatment condition was made up of six groups of students who were placed in homogeneous cooperative learning groups. Both treatment conditions were at some point in cooperative group study situations, were given group grades, and were given individual grades. Students in both groups were given questionnaires to ascertain the perceptions of their cooperative learning condition. The students’ questionnaires revealed more positive ratings given by students in the homogenous groups than the heterogeneous groups. Findings indicated no significant differences in achievement between homogeneous and heterogeneous grouping. According to Watson and Marshall, the results of this study differ from the common consensus that heterogeneous groups are important elements in cooperative learning.

**Individualistic Learning vs. Cooperative Learning**

Yager, Johnson, Johnson, and Snider (1986) compared individualistic learning, cooperative learning in which members discussed the effectiveness of their group
performance, and cooperative learning without any group processing to find out how these types of learning styles impacted student achievement in the third grade. Yager et al. (1986) found that students of high, medium and low ability levels in cooperation with group processing condition had higher measures of daily achievement, post-instructional achievement, and retention than did students in the other two conditions.

Another study (Gabbert, Johnson, & Johnson, 2001) compared the effects of cooperative learning, group-to-individual transfer, process gain, and the acquisition of cognitive reasoning on first grade male and female students’ achievement. The students’ assignments were designed to correspond with the different levels of Bloom’s taxonomy of cognitive instructional objectives. Findings revealed that cooperative groups of high, medium, and low ability levels performed better than those individuals who worked alone on their tasks. Additionally, the greater achievement of the students in cooperative groups carried over into their individual testing situations. These students, who were previously in cooperative groups, were more likely to use their higher level reasoning strategies in finishing their assignments than were those in the individualistic situation. Results showed that during cooperative learning conditions, both group-to-individual transfer, as well as process gain, did take place.

Another study (Gokhale, 2002) examined whether it was more effective to teach critical thinking skills and drill and practice skills individually or collaboratively in small groups. Gokhale’s population was comprised of 48 undergraduate students from an Illinois University who were enrolled in two sections of a Basic Electronics course. Each section of 24 students attended a 50-minute lecture, was given a worksheet and was administered a posttest on “drill-and practice” items and “critical thinking items.” The
first section of students worked individually on both the worksheet and posttest and the second section worked in cooperative groups of four on both the worksheet and the posttest. The posttest scores were analyzed using a T-test. Gokhale found that there was no significant difference between students who were taught individually and in cooperative learning groups.

Crooks and Klein (1996) examined whether cooperative or individual instructional methods would lead to higher scores on practice and posttests and more positive student attitudes during computer lessons. Participants were 103 females and 25 males in an educational psychology course from a large southwestern university. Student attitudes were assessed using a survey with a 5 - point Likert scale. Students in cooperative groups completed the survey individually. Although students completed posttests individually, they completed their practice tests as a group. Analysis of variance showed significantly higher practice test scores for students in the cooperative condition. However, the analysis of variance did not find a significant difference between posttest scores of students in the individual and cooperative condition. The study also found that individuals who worked alone had significantly more positive attitudes then students who were in the cooperative condition.

Cushing (1997) examined whether students who were instructed using cooperative grouping with a revised curriculum would have significantly higher performance on their English posttest scores than students who were taught using a revised curriculum without cooperative grouping. The study also examined whether students were more actively involved in class activities when grouped cooperatively or when working individually. The study was comprised of 22 eighth grade students and 2 students with learning
disabilities in English class. Cushing found that there was no significant difference between the active involvement during class activities in either condition. The study also found that students without learning disabilities scored significantly higher on their posttest scores when they did not work in cooperative learning groups.

Nelson and Johnson (1996) compared the effects of direct instruction, cooperative learning, and independent learning instructional practices on 3rd grade male students with behavioral disorders. Each instructional practice revealed different but reasonably stable levels of disruptive and on-task behavior in the students. During the direct instruction, findings showed that there were noticeable distinctions in the students' behavior compared to those in the cooperative and independent learning conditions. Students under direct instruction exhibited higher degrees of on-task performance and lower degrees of unruly classroom behavior than the other two learning conditions. No significant distinctions were found between the students in the cooperative learning conditions and the students in the independent learning conditions.

Cooperative Learning Effects on Achievement and Attitudes

Another study (Vaughn, 2002) examined 5th grade students of color in cooperative learning groups to determine the effects of cooperative learning on achievement and attitudes concerning mathematics. Students took part in Robert Slavin's Teams Achievement Division method of cooperative learning in mathematics. They also took Penelope Peterson's Attitude Toward Mathematics Scale for Grades 4-6, as well as two sections of the California Achievement Test. Findings show that cooperative learning led to significant increases in positive attitudes and achievement in mathematics.
Smith, Johnson, and Johnson (2001) studied the effects of cooperative and individualistic learning experiences on the achievement of academically handicapped, normal-progress, and gifted sixth-grade students. In cooperative learning groups the whole group achieves its goal together whereas during an individualistic learning experience the student achieves his/her goal independently. Smith et al. found that cooperative learning experiences resulted in greater achievement, better retention, more encouraging and accepting attitudes among students and higher self-esteem than in the individualistic learning condition.

Johnson, Johnson, and Scott (2001) compared cooperative learning instruction and individualistic instruction on a series of attitudinal and performance variables. Male and female Caucasian students in 5th and 6th grade were instructed in cooperative groups or individually. In a cooperative situation, when one student reaches the objectives of the lesson, all the group members reach the objectives. In an individualistic situation students achieve the objectives of the lesson independently. The students in both individualistic and cooperative situations studied math one hour a day for 50 days. Results suggest that cooperative learning increased positive attitudes towards the teacher, fellow cooperators, heterogeneity among peers, and conflict, more so than did individualistic learning. Cooperative learning also led to higher self-esteem, more internal locus of control and greater daily performance than did students in the individualized condition.

A study by Archer-Kath and Johnson (1994) compared the influence of individual versus group feedback on students’ achievement, attitudes, and behavior in cooperative learning groups. Fifty-six eighth grade students studying German worked for 14 class
periods in heterogeneous cooperative learning groups. Students were given either individual or group feedback in writing about how often group members participated in the targeted behaviors. Kath and Johnson's findings indicated that group feedback was less effective than individual feedback in terms of enhancing students' performance, drive, actual achievement, consistency of achievement among group members, and influence toward greater achievement within cooperative learning groups. Additionally, the students who received individual feedback had a more positive perception of interdependence in their cooperative groups, were more pleased with their learning experiences, and were more receptive of low-status members than were those who received group feedback. Results showed that individual feedback, as opposed to group feedback, resulted in better relationships between cohorts and more positive attitudes towards studying the language of German.

Another study (Petersen & Johnson, 1991) compared the effects of cooperative and individualistic learning on the status of male and female American students. They found that cooperative learning led to greater retention and higher level learning than did individualistic learning. Findings also indicated that cooperative learning did not produce differences between males and females in terms of achievement, verbal participation in the group, perceived leadership and status. Individualistic learning, on the other hand, resulted in increasing male status over the females. During an 8-month study, Putnam and Markovchick (1996) investigated the effects of cooperative learning and competitive learning on 417 regular-education students' acceptance of 41 of their special-education classmates. Findings showed that positive changes in perception and peer ratings, such
as the desire to work with special education members, took place more often in cooperative learning than in competitive learning situations.

Nath and Ross (1996) examined how nine teachers in an inner-city elementary school put cooperative learning strategies into practice in their classrooms. Findings indicate that most teachers effectively implemented a type of cooperative learning developed by Robert Slavin called, Student Teams Achievement Divisions (STAD). STAD also produced moderately high levels of student cooperation and interdependence. During the teacher’s implementation of the STAD strategies, themes of training, administrative support, and peer encouragement developed.

Cooperative Learning Groups Based on Learning Patterns

Johnston (1998) studied whether grouping students according to their learning styles effected how they learned in cooperative group settings. She found that each individual learner is unique and does not learn information in the same way. For instance, some students prefer a hands-on approach to learning while other students would rather ask questions and take copious notes to learn about specific information. Some students require step-by-step directions while other students would rather be creative and find unique ways to learn information. Johnston identified four different types of learners: sequential, precise, technical, and confluent. Understanding the different types of learners may allow teachers to group students heterogeneously according to their learning patterns. This heterogeneous grouping will allow each student’s learning style to compliment each other and help them to work together more effectively.
Cooperative learning vs. Whole class instruction

Other studies compared the effectiveness of cooperative learning versus traditional instruction. Mulyryan, (1995) examined male and female students of different abilities in randomly assigned cooperative learning groups and in whole class settings to compare their attending and participating behavior during lessons. Participants were 48 fifth and sixth grade students in mathematics class. The results indicated that students in cooperative learning groups were more active participants and spent more quality time on-task than did those in whole-class instructional settings. However, boys demonstrated greater initiating behavior in cooperative groups than did girls. Additionally, findings suggested that high achievers were more dominant than low achievers in cooperative groups.

Research has also been done comparing the amount of time students stayed on-task in randomly signed cooperative learning groups and during individual instruction and during competitive whole class instruction. Johnson & Johnson (2001) compared the effects of cooperative, competitive, and individualistic learning experiences on interethnic interaction and attitudes among 4th grade boys and girls from an inner-city school. Participants were seventy-six students placed in certain conditions based on ability, ethnic membership and sex for a period of 45 minutes a day for 15 days. Nine minority students wee assigned to the competitive condition, eight to the cooperative condition and nine toe the individualistic condition. There were also an equal number of high, medium and low ability students placed in each condition. Findings indicated that cooperative learning encouraged interaction and positive relationships to form between majority and minority students because the students worked together to achieve their
group goal. Findings also revealed that cooperative learning experiences produced more constructive cross-ethnic attitudes as well as greater cross-ethnic interaction during instruction and post-instructional free time than competitive and individualistic learning experiences.

Chang and Mao (1999) investigated the effects of students learning in randomly assigned cooperative learning groups and traditional whole class teaching methods on students’ earth science cognitive achievement. Participants were 770 ninth-grade students from 20 sections of a required earth science class. Students in the control groups were instructed traditionally while students in the experimental group were instructed using cooperative grouping. Findings indicated that there were no significant differences between the traditional approach and cooperative strategies in terms of overall achievement, knowledge level, and comprehension level. However, students in cooperative learning situations had significantly higher performance rates than students, who worked individually on the application level test items.
Chapter III

Procedure and Design of the Study

Introduction

The research was designed to determine whether randomly assigning students to cooperative learning pairs would lead to significantly higher spelling test scores than students who were taught through traditional whole class instruction. Numerous studies have been done on cooperative learning. The common consensus found that cooperative learning had better effects in terms of student performance, achievement, and retention than students who learned in a whole class setting. Additionally, students who were in a cooperative learning situation had higher levels of self-esteem, and more positive attitudes towards learning than did individuals who completed tasks alone.

Population

The sample consisted of twenty-six third grade students from a public elementary school in a southern New Jersey township. Of the participants, 15 were male and 11 were female with ages ranging from seven to nine. Also 88% were Caucasian, 8% were Hispanic, 4% were Asian American. There were no special education or basic skills instruction students in this classroom. However, one student received speech therapy. Additionally, 14 students were reading above grade level, 9 students were reading on a third grade level and 3 students were reading below third grade level.
Experimental Design and Procedure

The study was conducted from March 24, 2003 until May 2, 2003. The study utilized a one-group, pretest-posttest, pre-experimental design in which one class of 26 third grade subjects was examined. Two treatments were given to the third grade subjects during their spelling lessons. Lesson plans for the two treatments can be found in appendix A. During the first three week period these subjects were administered a pretest (see appendix B), taught spelling using traditional whole class instruction, and were then administered a posttest at the end of the week. The posttest dictation sentences can be found in appendix C. The 15 spelling words given to the students each week always focused on a new skill or pattern. Following the pretest, the students completed worksheets developed by Harcourt (see appendix D). At the end of the week the students were given a posttest on the same 15 spelling words. During the posttest the teacher said each spelling word, used the word in a sentence and told the students to write the word on a piece of lined paper. Appendix C contains the posttest dictation sentences. During both treatments the posttests were scored by the researcher.

The same group of students was then taught their spelling lessons for a three week period in 13 randomly grouped cooperative pairs. Following the pretest (appendix B) the students completed worksheets from the Harcourt Literacy Series in their pairs (appendix D). Other days, the students wrote sentences using their spelling words and exchanged papers with their partners to proofread for spelling mistakes. Students also quizzed and marked each other's pretests and worksheets. Students were administered posttests at the end of the week.
Every week the students in both treatments were given a new spelling word list, consisting of 15 words (see appendix B). This spelling pretest was geared to assess the students' prior knowledge of the spelling words. At the end of each spelling selection the students were given a posttest on the same spelling words to assess how much their scores improved from the pretest. The grades from the pretests and posttests during the first and second treatments were averaged separately. The researcher compared the subjects' grades to determine if there was a significant change from the subjects' average scores during the pretest-posttest of the first treatment to that of the second treatment.

Description of Instruments

The weekly spelling pretests (appendix B) and posttests consisting of 15 words were utilized during this study. Posttest dictation sentences can be found in appendix C. The pretests and posttests came from the Harcourt Literacy Series. Spelling words focused on a different skill or pattern each week.

This study utilized a t-test of significance to compare the data from the means of the spelling pretests and posttests. The t-test computes whether or not the t-value is within the level of significance. It determined if the data from the spelling test scores after the cooperative learning treatment and traditional treatment was significantly different.
Chapter IV

Analysis of Findings

Introduction

This study examined the effects of traditional instruction and cooperative learning strategies on the spelling test performance of 26 third grade students from a public school in southern New Jersey. The question was whether students who were taught using cooperative learning would score higher on their spelling posttests than students who were taught traditional whole class instruction.

Analysis of Data

T-tests were used to analyze two groups of data. The students' pretest and posttest scores were compared after they were taught using traditional instruction. Table 1 shows the students' test scores after traditional instruction.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Pretest</th>
<th>Post-test</th>
<th>Pretest</th>
<th>Post-test</th>
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<th>Post-test</th>
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<tr>
<td>1</td>
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<td>93</td>
<td>100</td>
<td>93</td>
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</table>
Comparisons were also made between the pretest and posttest scores after students were instructed using cooperative learning. Table 2 shows the students' pretest and posttest scores for cooperative learning.

<table>
<thead>
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<th>Cooperative Instruction</th>
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<tbody>
<tr>
<td>Student #</td>
</tr>
<tr>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
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</tbody>
</table>
This study utilized a two-tailed t-test to analyze the spelling scores with a .05 significance level. Means and standard deviations were calculated for the pretests and posttests in each treatment. Table 3 shows the t-test. The mean for pretest 1 before traditional instruction was 92.50 with a standard deviation of 7.83. After teaching students traditionally the mean for posttest 1 was 94.81 with a standard deviation of 5.71. The results of the t-test for traditional pretest and posttest 1 indicated that the value .188 did not meet the .05 level of significance. The mean for traditional pretest 2 was 90.73 with a standard deviation of 8.35. After teaching students traditionally the mean for posttest 2 was 91.54 with a standard deviation of 8.87. The results of the t-test for traditional pretest and posttest 2 revealed that the value .633 did not meet the .05 level of significance. The mean for traditional pretest 3 was 93.50 with a standard deviation of
7.43. After teaching students traditionally the mean for posttest 3 was a 96.04 with a standard deviation of 4.33. The results of the t-test for traditional pretest and posttest 3 revealed that the value .079 did not meet the .05 level of significance.

The mean for pretest 1 before cooperative learning was 88.38 with a standard deviation of 10.23. After teaching students in cooperative pairs the mean for posttest 1 was a 92.50 with a standard deviation of 8.29. The results of the t-test for cooperative pretest and posttest 1 revealed that the value .001 was statistically significant at the .05 level of significance. The mean for pretest 2 before cooperative learning was 93.00 with a standard deviation of 1.45. After teaching students in cooperative pairs the mean for posttest 2 was a 96.58 with a standard deviation of 4.36. The results of the t-test for cooperative pretest and posttest 2 revealed that the value .061 was not statistically significant at the .05 level. The mean for pretest 3 before cooperative learning was 89.42 with a standard deviation of 9.48. After teaching students in cooperative pairs the mean for posttest 3 was a 93.00 with a standard deviation of 7.14. The results of the t-test for cooperative pretest and posttest 3 revealed that the value .076 was not statistically significant at the .05 level.

<table>
<thead>
<tr>
<th>Weeks</th>
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<th>Mean</th>
<th>Standard Deviation</th>
<th>Level of Significance</th>
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<td>Pretest 1</td>
<td>26</td>
<td>92.50</td>
<td>7.83</td>
<td>.188</td>
</tr>
<tr>
<td>Posttest 1</td>
<td>26</td>
<td>94.81</td>
<td>5.71</td>
<td></td>
</tr>
</tbody>
</table>
A two tailed t-test was also performed on the traditional and cooperative posttests for each of the three week periods. The posttest scores from week one of the traditional and cooperative treatments revealed a .248 significance level, which was not statistically significant at the .05 level. Posttest scores for week 2 after cooperative and traditional instruction was statistically significant with a level of .013. The posttest scores from week three of traditional and cooperative instruction showed a .069 level of significance, which was not significant at the .05 level. This data revealed that overall there was not a significant difference between the pretest and posttest scores between the traditional and cooperative treatment.
Chapter V
Summary, Conclusions, and Recommendations

Introduction

Literature has revealed that many educators are still using traditional whole class instruction as their primary method of teaching their students. However, this method of traditional instruction has been shown to encourage students to compete for the teacher’s attention instead of providing opportunities for students to work as a team. Studies have proven that cooperative learning encourages students to work together in striving towards a common goal and has improved student performance in various subjects.

Summary of Problem

This study examined the effects of traditional instruction and cooperative learning strategies on the spelling test performance of 26 third grade students from a public school in southern New Jersey. The question is whether students who are taught using traditional instructional methods would have higher performance on their spelling tests then students who were taught using cooperative learning strategies.

Summary of Hypothesis

It was hypothesized that students who were taught using cooperative learning would score higher on their spelling posttests than students who were taught traditional whole class instruction.
Summary of Procedure

A one group, pretest/posttest, pre-experimental design was utilized for six weeks to determine whether students who are randomly grouped in cooperative learning pairs will have higher achievement levels in spelling than students who are taught using traditional instruction. During the first three-week period the students were taught spelling by traditional instruction. Throughout the second three-week period the students learned in randomly grouped cooperative pairs. Every week the students were given a new spelling word list consisting of 15 words that focused on a new skill or pattern. The students were administered a pretest at the beginning of each week, given instruction and administered a posttest at the end of the week. A two-tailed t-test was used to analyze the data with a .05 level of significance. Comparisons were made between the students' pretest and posttest scores after they were taught using traditional instruction and cooperative learning.

Summary of Findings

The findings indicated that there was not a significant difference in the spelling test performance of third grade students when being taught through traditional or cooperative instruction. Although the researcher did not statistically analyze the students’ individual scores, the researcher observed that the majority of the students in both traditional and cooperative learning treatments were high achievers and scored above 90% on their posttests. On average students who received the cooperative treatment increased their scores from the pretest to the posttest by more points then in the traditional treatment. In the cooperative treatment 69% of the students improved from the pretest to the posttest,
24% of the students remained about the same and only 7% students slightly decreased in their posttest scores. Overall students who were middle achievers (80-89) on their pretests made the largest improvement in their scores. Many of the middle-achieving students increased between 9 and 11 points from their pretest to their posttest. The majority of students who were high achievers on the pretests remained high achievers on the posttests. In the traditional treatment only 46% of students increased from the pretest to the posttest and 35% of the students’ posttest scores remained the same and 19% slightly decreased in their scores.

Conclusions

Cooperative learning as opposed to traditional instruction was not found to have a significant effect on the students’ spelling test scores. These results go against the findings of numerous studies that show a significant difference in student test performance when using cooperative learning as opposed to traditional spelling instruction. However, the study showed that cooperative learning positively affected many of the students’ spelling test scores. Although there was not a statistically significant difference, a large number of students who received the cooperative treatment increased their scores from the pretest to the posttest by more points than in the traditional treatment. Additionally, many of the students acted more enthusiastic about learning their spelling when working in cooperative pairs.

Implications and Recommendations

Although this study did not find a significant difference between the effects of
traditional and cooperative instruction on the spelling achievement of third grade students, numerous studies have found that cooperative learning does improve student test performance. Future studies done on the effects of traditional instruction and cooperative learning on the spelling test performance of students can be improved by using a larger sample. The small sample of 26 students that was used during this study caused the research to not be generalizable to another population.

This study only examined students who worked in cooperative learning pairs of two students. The effects may have been different if the researcher studied a greater number of students working cooperatively. Future studies should also examine how working in pairs as opposed to larger cooperative learning groups would affect student test performance.

Studies have shown that student attitudes may have a significant effect on test performance. Student attitudinal surveys should be given to assess whether students prefer learning in cooperative groups or during whole class instruction. A researcher may also want to find out if there is a correlation between test performance and student attitudes after they are taught using traditional instruction and cooperative learning strategies.

Finally, the researcher only observed the students for a three-week period during each treatment. The results of the experiment would have been more valid if the subjects were studied for a longer period of time during both the traditional and cooperative condition. A new study on traditional instruction and cooperative learning should also be done with a control group to determine whether the change between the pretest and posttest was due to an independent or extraneous variable.
A. Objective
1. The students will be able to write their spelling words correctly with 85% accuracy when given a pretest.
2. The students will be able to identify the spelling pattern in the new spelling word list with 85% accuracy when given a worksheet.

B. Anticipatory Set
1. Tell the students that I will be administering a spelling pretest because they will be learning some new spelling words. Get the students ready for the pretest by asking them what they should have out on their desks and how they should be sitting. Handout the spelling pretests and remind the students to put their first and last name on the top of the paper.

C. Input
1. Tell the students to fold their spelling paper on the dotted line so the students can only see the blank spaces provided. (On the other side of the folded paper are the correctly spelled words.)
2. "I am going to read each spelling word, use it in a sentence, and then tell you to write it. No one should be writing until I say write."
3. After all of the spelling words are read, have each student open their own paper and put a check mark next to any words they did not spell correctly.
4. "What did you notice about the new spelling words."

D. Modeling
1. After the spelling pretest tell the students to read the directions on the worksheet provided as I read them aloud. The teacher does the first example with the students. After the student does the example correctly the teacher asks the students if they have any questions. She then reads the directions for the next two sections and calls on students to do the first example of each section. The students will then complete the rest of the worksheet on their own.

E. Guided Practice
1. The teacher reviewed the skills necessary for the students to understand the meaning of each word. As mentioned above the teacher called on students to do the first examples of each section of the spelling worksheet.

F. Checking for understanding
1. Collect the students review worksheets and check to see who spelled the words correctly and was able to identify the spelling patterns. The students will spell the words and insert them into the correct blanks provided on the worksheet with 85% accuracy.
G. Independent Practice
1. The students will finish for homework what they didn’t complete on the worksheet during class. This worksheet will allow them to practice all of the spelling words and skills they just learned in their new spelling word list.
A. Objective
   1. The students will be able to write their spelling words correctly with 85% accuracy when given a pretest.
   2. The students will be able to identify the spelling pattern in the new spelling word list with 85% accuracy when given a worksheet.

B. Anticipatory Set
   1. Tell the students that I will be administering a spelling pretest because they will be learning some new spelling words. Get the students ready for the pretest by asking them what they should have out on their desks and how they should be sitting. Handout the spelling pretests and remind the students to put their first and last name on the top of the paper.

C. Input
   1. Tell the students to fold their spelling paper on the dotted line so the students can only see the blank spaces provided. (On the other side of the folded paper are the correctly spelled words.)
   2. “I am going to read each spelling word, use it in a sentence, and then tell you to write it. No one should be writing until I say write.”
   3. After all of the spelling words are read, have each student switch papers with their partner and put a check mark next to any words they did not spell correctly.
   4. Each student’s partner will help the other student to spell the words correctly that they have gotten wrong on their pretests.
   5. The partners will then ask each other what pattern they noticed about the new spelling words.

D. Modeling
   1. After the spelling pretest tell the students to read the directions on the worksheet provided as I read them aloud. Do the first example with the students. After the student does the example correctly the teacher asks the students if they have any questions. She then reads the directions for the next two sections and calls on students to do the first example of each section. The students will then complete the rest of the worksheet with their partners.

E. Guided Practice
   1. The teacher reviewed the skills necessary for the students to understand the meaning of each word. As mentioned above the teacher called on students to do the first examples of each section of the spelling worksheet.

F. Checking for understanding
   1. Collect the students’ worksheets and check to see who spelled the
words correctly and was able to identify the spelling patterns. The students will spell the words and insert them into the correct blanks provided on the worksheet with 85% accuracy.

G. Independent Practice
1. The students will finish for homework what they didn’t complete on the worksheet during class. This worksheet will allow them to practice all of the spelling words and skills they just learned in their new spelling word list.
A. Objective
   1. The students will be able to write their spelling words on the posttest with 90% accuracy when given a piece of paper.

B. Anticipatory Set
   1. Tell the students that I will be administering a spelling posttest. Get the students ready for the posttest by asking them what they should have out on their desks and how they should be sitting. Handout the spelling posttests and remind the students to put their first and last name on the top of the paper.

C. Input and Modeling
   1. "I am going to read each spelling word, use it in a sentence, and then tell you to write it. No one should be writing until I say write."
   2. "Everyone must pay attention because I will not repeat the words or sentences after I have told you to write the word."

D. Guided Practice
   1. None – The teacher does not utilize guided practice during a spelling test.

E. Checking for understanding
   1. Collect the students’ spelling tests and check to see who was able to spell the words with at least 90% accuracy.

F. Independent Practice
   None
Tracey Patella
Spelling/Grade 3
3/25, 4/1, 4/8

A. Objective
1. The students will be able to write each spelling word correctly in a sentence with 85% accuracy when given a piece of paper.
2. The students will underline the spelling pattern in each spelling word that they have used in a sentence with 85% accuracy when given a piece of paper.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand. Handout notebook paper to each student and remind them to put their first and last name on the top of the paper.

C. Input
1. Call on some students to choose a spelling word, use it in a sentence, and identify the spelling pattern in the spelling word.
2. Tell students that they will be writing each of their spelling words in a complete sentence.
3. Call on students to remind me of what a complete sentence is.

D. Modeling
1. The teacher will write three complete sentences on the board that contains at least one spelling word. Call on students to help me underline the spelling pattern in each spelling word.

E. Guided Practice
1. As mentioned above the teacher will guide the students in forming complete sentences and identifying the spelling pattern in each spelling word. The teacher will assist students who are confused about the meaning of the spelling words and how they should be used in a sentence.

F. Checking for understanding
1. Collect the students notebook paper and check to see who spelled the words correctly and was able to identify the spelling patterns. The students will use spelling words correctly in a sentence and identify their patterns with 85% accuracy.

G. Independent Practice
1. None
A. Objective
1. The students will be able to identify compound words with 85% accuracy when given a worksheet.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand. Handout worksheets to each student and remind them to put their first and last name on the top of the paper.

C. Input
1. The teacher points to the word football. She asks the students to identify the two smaller words in the compound word. The teacher then asks the students if they can identify the meaning of a compound word. Ask students to give examples of compound words. Read aloud the worksheet directions with the students.
2. Students will complete the worksheet independently.

D. Modeling
1. The teacher will write examples of compound words on the board. The teacher will also do the first example on the worksheet with the students. The teacher will then ask the students if they have any questions.

E. Guided Practice
1. Review the skills necessary for the students to understand spelling skill on the worksheet. The teacher reads the directions for the next three sections and calls on students to do the first example of each section. The students then complete the rest of the worksheet on their own.

F. Checking for understanding
1. Collect the students’ worksheets and check to see which students spelled the words correctly using the appropriate spelling patterns. The students will spell the words and insert them into the correct blanks provided on the worksheet with 85% accuracy.

G. Independent Practice
1. Students will finish the spelling worksheet for homework if they didn’t complete it in class.
2. Students will review their spelling words for a posttest on Friday
A. Objective
1. The students will be able to write compound words with 85% accuracy when given a piece of paper.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand.

C. Input
1. The teacher writes some small words on the board such as: up, sun, base, shine, light, out, set, ball, stairs, doors. She tells the students to write down as many compound words as they can from the words written on the board. The teacher will then call on students to write their words on the board.

D. Modeling
1. The teacher will make a compound word from two smaller words that are on the board. The teacher will then ask the students if they have any questions. When the students have finished the teacher will make a master list of all the words they found on the board.

E. Guided Practice
1. The teacher will review the spelling patterns necessary for the students to understand spelling skill. Circulate around the room and offer help where needed.

F. Checking for understanding
1. Collect the students’ papers and check over the compound words they made. The students will spell the compound words with 85% accuracy.

G. Independent Practice
1. Students will study their spelling words for a posttest on Friday.
Tracey Patella
Spelling/Grade 3
Wednesday – 4/2

A. Objective
1. The students will be able to identify vowel consonant consonant vowel (VCCV) patterns in spelling words with 85% accuracy when given a worksheet.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand. Handout worksheets to each student and remind them to put their first and last name on the top of the paper.

C. Input
1. The teacher points to the word horses. She asks the students to identify the letters that make up the VCCV pattern in the word horses. The teacher then asks the students if they can circle the letters in the pattern. Ask students to give examples of VCCV words. Read aloud the worksheet directions with the students.
2. Students will complete the worksheet independently.

D. Modeling
1. The teacher will write examples of VCCV words on the board. The teacher will also do the first example on the worksheet with the students. The teacher will then ask the students if they have any questions.

E. Guided Practice
Review the skills necessary for the students to understand spelling skill on the worksheet. The teacher reads the directions for the next three sections and calls on students to do the first example of each section. The students then complete the rest of the worksheet on their own.

F. Checking for understanding
1. Collect the students’ worksheets and check to see which students spelled the words correctly using the appropriate spelling patterns. The students will spell the words and insert them into the correct blanks provided on the worksheet with 85% accuracy.

G. Independent Practice
1. Students will finish the spelling worksheet for homework if they didn’t complete it in class.
2. Students will review their spelling words for a posttest on Friday.
A. Objective
1. The students will be able to identify vowel consonant consonant vowel (VCCV) patterns in spelling words with 85% accuracy when making a list.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand.

C. Input
1. The teacher tells the students to fold their paper in half and make a two-column chart. One column will say: Words beginning with a consonant that contain a VCCV pattern and one will say: Words beginning with VCCV. The teacher then asks the students to write the spelling words under the appropriate column and circle the letters in the pattern. The students will also think of their own words that follow the VCCV pattern and add it to the columns.
2. Tell students to complete the chart independently.

D. Modeling
1. The teacher will write examples of VCCV words on the board and ask the students to identify which words begin with a consonant and which begin with a vowel. The teacher will do an example with the students and write a VCCV word under each column on the chart. The teacher will then ask the students if they have any questions.

E. Guided Practice
1. Review the skills necessary for the students to understand spelling skill on the chart. After the teacher has done the first example she will call on the students to do the second example of each column on the chart. The students then complete the rest of the chart on their own.

F. Checking for understanding
1. Collect the students’ charts and check to see which students spelled the words correctly using the appropriate spelling patterns. The students will spell the words and insert them into the correct blanks provided on the worksheet with 85% accuracy.

G. Independent Practice
1. Students study their spelling words for a posttest on Friday
A. Objective
   1. The students will be able to identify vowel consonant vowel (VCV) patterns in spelling words with 85% accuracy when given a worksheet.

B. Anticipatory Set
   1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand. Handout worksheets to each student and remind them to put their first and last name on the top of the paper.

C. Input
   1. The teacher points to the word pupil. She asks the students to identify the letters that make up the VCV pattern in the word pupil. The teacher then asks the students if they can circle the letters in the pattern. Students will work independently to think of other examples of VCV words. Read aloud the worksheet directions with the students. Students will then complete the worksheet on their own.

D. Modeling
   1. The teacher will write examples of VCV words on the board. She will also do the first example on the worksheet with the students. The teacher will then ask the students if they have any questions.

E. Guided Practice
   1. Review the skills necessary for the students to understand spelling skill on the worksheet. The teacher reads the directions for the next three sections and calls on students to do the first example of each section.

F. Checking for understanding
   1. Collect the students’ worksheets and check to see which students spelled the words correctly using the appropriate spelling patterns. The students will spell the words and insert them into the correct blanks provided on the worksheet with 85% accuracy.

G. Independent Practice
   1. Students will finish the spelling worksheet for homework if they didn’t complete it in class.
   2. Students will review their spelling words for a posttest on Friday
A. Objective
1. The students will be able to draw word shapes to help them remember the spellings of vowel consonant vowel (VCV) words. Students will be able to spell VCV words with 85% accuracy when given a piece of paper.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand.

C. Input
1. The teacher tells the students to draw the word shape for each of their spelling words. After the students drew the word shapes, the teacher drew two word shapes on the board. She then instructed the students to draw two spelling words to fit the shapes she drew on the board.
2. The teacher then asked the students if looking at the word shapes might help them to remember their spelling.

D. Modeling
1. The teacher writes word shapes on the board and points out that noticing a words shape will help us picturing how a word looks on a page. She will then show the students the spelling word that fit the shape. Students will then draw word shapes for all of their spelling words.

E. Guided Practice
1. Circulate around the room and offer help where needed.

F. Checking for understanding
1. Collect the students’ papers and see if they drew the appropriate word shapes and spelled the VCV words with 85% accuracy.

G. Independent Practice
1. Students will review their spelling words for a posttest on Friday
A. Objective
1. The students will be able to add -ed or -ing ending to their spelling words with 85% accuracy after being given a worksheet.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand. Handout worksheets to each student and remind them to put their first and last name on the top of the paper.

C. Input
1. The teacher will go over the rules for adding the -ed or -ing ending to words that end in a short vowel and consonant. She will explain how to add the -ed or -ing ending to a word that ends in two consonants or a consonant and an e.
2. Ask students to give examples of words where the e is dropped and -ed or -ing is added.
3. Ask the student to get into partners and make a list of words that have a double consonant before the -ed or -ing ending.
4. Read aloud the worksheet directions have them complete it with their partners.

D. Modeling
1. The teacher does the first example with the students. After the student does the example correctly the teacher asks the students if they have any questions. She then reads the directions for the next three sections and calls on students to do the first example of each section. The students will then complete the rest of the worksheet with a partner.

E. Guided Practice
1. Review the skills necessary for the students to understand spelling skill on the worksheet. As mentioned above the teacher called on students to do the first examples of each section of the spelling worksheet.

F. Checking for understanding
1. Collect the student’s worksheets and check to see which partners spelled the words correctly using the appropriate spelling patterns. The students will spell the words and insert them into the correct blanks provided on the worksheet with 85% accuracy.

G. Independent Practice
1. Students will finish their worksheets for homework if they didn’t complete it in class. They will also review their spelling words for a posttest on Friday.
Tracey Patella  
Spelling/Grade 3  
4/15 Part 2

A. Objective
1. The students will be able to spell words that have the –ed and –ing ending with 85% accuracy after being quizzed with the spelling word list by their partner.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand.

C. Input
1. The teacher tells the students to quiz each other on the spelling word list. She explains that the dictator will say each word, use it in a sentence and tell his/her partner to write the word.
2. Once one student has been quizzed he/she will quiz his/her partner on the spelling word list.

D. Modeling
1. The teacher will bring a student to the front of the class and demonstrate how one person must dictate the quiz and the other must spell the word correctly with the appropriate ending. The teacher will then ask the students if they have any questions.

E. Guided Practice
1. Review the skills necessary for the students to understand spelling skill that will be on the test tomorrow. The teacher will monitor the students as they quiz each other and offer guidance where needed.

F. Checking for understanding
1. Circulate around the room and listen to see if the students are spelling the words correctly and identifying the appropriate spelling pattern. The students will spell the words during the quiz with 85% accuracy.

G. Independent Practice
1. Students study their spelling words for a posttest on Friday
A. Objective
1. The students will be able to identify and write words that end with -tion and -sion with 85% accuracy when given a spelling worksheet.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand. Handout worksheets to each student and remind them to put their first and last name on the top of the paper.

C. Input
1. The teacher writes the word combination on the board with a -tion ending and a -sion ending. She asks the students to explain how writing a word in different ways helps them when they are not sure of the correct spelling.
2. The teacher then asks the students to get into partners and write down words that end in -tion and -sion. Their partners will look at the spelling of their word to see if it looks correct.
3. The teacher then reads aloud the worksheet directions with the students.
4. Students will complete the worksheet with their partners.

D. Modeling
1. The teacher will write examples of words that each partner thought of that ends in -tion and -sion on the board. She will also do the first example on the worksheet with the students. The teacher will then ask the students if they have any questions.

E. Guided Practice
1. Review the skills necessary for the students to understand spelling skill on the worksheet. The teacher reads the directions for the next three sections and calls on students to do the first example of each section. The students then complete the rest of the worksheet with their partners.

F. Checking for understanding
1. Collect the students’ worksheets and check to see which students spelled the words correctly using the appropriate spelling patterns. The students will spell the words and insert them into the correct blanks provided on the worksheet with 85% accuracy.

G. Independent Practice
1. Students will finish the worksheet for homework if they didn’t complete it in class. The students will review their spelling words for a posttest on Friday.
Tracey Patella
Spelling/Grade 3
4/24

A. Objective
1. The students will be able to spell words that end in -tion or -sion with 85% accuracy after being quizzed with the spelling word list by their partner.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand.

C. Input
1. The teacher tells the students to quiz each other on the spelling word list. She explains that the dictator will say each word, use it in a sentence and tell his/her partner to write the word.
2. Once one student has been quizzed he/she will quiz his/her partner on the spelling word list.

D. Modeling
1. The teacher will bring a student to the front of the class and demonstrate how one person must dictate the quiz and the other must spell the word correctly and add the -tion or -sion ending. The teacher will then ask the students if they have any questions.

E. Guided Practice
1. Review the skills necessary for the students to understand spelling skill that will be on the test tomorrow. The teacher will monitor the students as they quiz each other and offer guidance where needed.

F. Checking for understanding
1. Circulate around the room and listen to see if the students are spelling the words correctly and identifying the appropriate spelling pattern. The students will spell the words during the quiz with 85% accuracy.

G. Independent Practice
1. Students study their spelling words for a posttest on Friday.
Tracey Patella
Spelling/Grade 3
4/29

A. Objective
1. The students will be able to write each spelling word correctly in a sentence with 85% accuracy when given a piece of paper.
2. The students will underline the spelling pattern in each spelling word that they have used in a sentence with 85% accuracy when given a piece of paper.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand. Handout notebook paper to each student and remind them to put their first and last name on the top of the paper.

C. Input
1. Tell students to choose a spelling word and tell it to their partner. Students will then use it in a sentence and identify the spelling pattern in the word.
2. Instruct students to write each of their spelling words in a complete sentence.
3. After 20 minutes of writing their spelling words in a sentence, students will switch papers with their partners so they can proofread their sentences. Students will use their red proofreading pencils to check their partners' papers. They will make sure their partners spelling words were used correctly in a complete sentence. Students will also make sure words are spelled correctly and the correct pattern has been underlined.

D. Modeling
1. The teacher will write three complete sentences on the board that contains at least one spelling word. Call on students to help me underline the spelling pattern in each spelling word.

E. Guided Practice
1. As mentioned above the teacher will guide the students in forming complete sentences and identifying the spelling pattern in each spelling word. Students will ask their partners for help if they are confused about the meaning of the spelling words and how they should be used in a sentence.

F. Checking for understanding
1. Collect the student’s papers and check to see who spelled the words correctly and was able to identify the spelling patterns. The students will use spelling words correctly in a sentence and identify their patterns with 85% accuracy.

G. Independent Practice
1. None
A. Objective
1. The students will be able to spell words with the suffixes -er, -ful, -ly, or -able when writing each spelling word on the board with 85% accuracy.
2. The students will also match the correct base word with the suffix with 85% accuracy when playing the game concentration.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand. Handout worksheets to each student and remind them to put their first and last name on the top of the paper.

C. Input
1. The teacher writes base words such as: teach, thank, read & quiet on the board. She makes another column with suffixes such as: -ly, -er, -ful -able. The teacher asks the students to talk to their partners about what the suffixes on the board mean. For example, the suffix -able means: can be, is able, or to be. After defining the suffixes the teacher asks students to come to the board with their partner and point to the base word and suffix that belong together. The teacher then has the students read aloud the word that they have created.
2. The teacher tells the students how to play the game concentration with their partners. The directions told the students to write the spelling words on index cards with the base word on one card and the ending on another. One student shuffles the cards and places them face down in six rows of five cards. Partners take turns turning up two cards at a time. If the two cards form a spelling word, the student spells the word, keeps the pair, and continues. If a spelling word is not formed, the cards are turned face down again. The game ends when all the cards are gone. The partner with the most cards wins.

D. Modeling
1. The teacher the matches the first base word on the board to the suffix with the students. The teacher also helps the students to understand what each suffix means by using a spelling word with that suffix in a sentence.
2. The teacher brings one student to the front of the class and models how to play concentration with base words and suffixes. After doing a demonstration the students play concentration with their partners.

E. Guided Practice
1. Review the skills necessary for the students to understand what the suffixes in the spelling word list mean. The teacher guided the students as they matched the base word with the suffixes on the board.
F. Checking for understanding
   1. Circulate around the room and notice if the students are matching the correct base words with their suffixes. The students will spell words with the suffixes: -er, -ful, -ly, and -able with 85% accuracy.

G. Independent Practice
   1. Students will review their spelling words for a posttest on Friday
A. Objective
1. The students will be able to spell words that end with the suffixes -er, -ful, -ly, or -able with 85% accuracy after being quizzed with the spelling word list by their partner.

B. Anticipatory Set
1. Get the students ready for spelling by asking them what they should have out on their desks and how they should be sitting. Make sure all students have good posture with one hand on their slanted paper and a pencil in the other hand.

C. Input
1. The teacher tells the students to quiz each other on the spelling word list. She explains that the dictator will say each word, use it in a sentence and tell his/her partner to write the word.
2. Once one student has been quizzed he/she will quiz his/her partner on the spelling word list.

D. Modeling
1. The teacher will bring a student to the front of the class and demonstrate in front of the class how one person must dictate the quiz and the other must spell the word correctly. The teacher will then ask the students if they have any questions.

E. Guided Practice
1. Review the skills necessary for the students to understand spelling skill that will be on the test tomorrow. The teacher will monitor the students as they quiz each other and offer guidance where needed.

F. Checking for understanding
1. Circulate around the room and listen to see if the students are spelling the words correctly and identifying the appropriate spelling pattern. The students will spell the words during the quiz with 85% accuracy.

G. Independent Practice
1. Students study their spelling words for a posttest on Friday
Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 

SPELLING WORDS

1. sometimes
2. pickup
3. dishwasher
4. notebook
5. upstairs
6. football
7. sunshine
8. outdoors
9. hallway
10. timeout
11. doorway
12. sunset
13. bookcase
14. everyone
15. everything
Some words have the VCCV spelling pattern, as in napkin and enjoy.

Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. ___________________
2. ___________________
3. ___________________
4. ___________________
5. ___________________
6. ___________________
7. ___________________
8. ___________________
9. ___________________
10. ___________________
11. ___________________
12. ___________________
13. ___________________
14. ___________________
15. ___________________

SPELLING WORDS
1. cowboy
2. horses
3. corral
4. winter
5. always
6. cactus
7. garden
8. tender
9. window
10. basket
11. fifteen
12. lasso
13. market
14. until
15. Monday
Skill Reminder  Many words with a long vowel sound in the first syllable have the VCV pattern. Many words that begin with be- have the VCV pattern.

Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________

SPELLING WORDS
1. belong
2. hotel
3. focus
4. miner
5. pupil
6. begin
7. music
8. future
9. behind
10. tiger
11. become
12. motel
13. baker
14. cabin
15. ocean
Skill Reminder  When a word ends in a short vowel and consonant, double the consonant before you add -ed or -ing. If the word already ends in two consonants, just add -ed or -ing. If a word ends in a consonant and e, drop the e and add -ed or -ing.

Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________

SPELLING WORDS
1. blooming
2. settled
3. stamping
4. leaving
5. liked
6. taking
7. getting
8. filled
9. swimming
10. rolled
11. hoping
12. used
13. hurrying
14. buying
15. worried
Skill Reminder

Some words end with -tion or -sion, as in station and version.

Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 

SPELLING WORDS
1. combination
2. action
3. vision
4. motion
5. section
6. nation
7. permission
8. confusion
9. question
10. attention
11. vacation
12. production
13. quotation
14. tension
15. sensation
Skill Reminder  Some words end with the suffixes -er, -ful, -ly, or -able, such as rancher, helpful, loudly, and singable.

Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________
11. ________________________________
12. ________________________________
13. ________________________________
14. ________________________________
15. ________________________________
16. ________________________________

SPELLING WORDS
1. farmer
2. useful
3. softly
4. suitable
5. lonely
6. quietly
7. teacher
8. thankful
9. exactly
10. readable
11. nicer
12. safer
13. harmful
14. playful
15. quietly
16. suddenly
Appendix C
Posttest Dictation Sentences
Spelling Posttest
3/28/03

Spelling Dictation Sentences

1. Sometimes – My sister and I argue sometimes.
2. Pickup – Dad drives a pickup truck.
3. Dishwater – Please pour more soap into the dishwater.
4. Notebook – I copied the poem into my notebook.
5. Upstairs – My bedroom is upstairs.
6. Football – Can you watch a whole football game?
7. Sunshine – The cat lay in the sunshine by the window.
8. Outdoors – In the spring we enjoy the outdoors.
9. Hallway – I will wait for you in the hallway.
10. Timeout – The coach called a timeout.
11. Doorway – Someone is standing in the doorway.
12. Sunset – At sunset the sky was streaked with orange.
14. Everyone – Everyone will be at the party.
15. Everything – Jim has taken care of everything.
Spelling Posttest
4/4/03

Spelling Dictation Sentences

1. Cowboy – That cowboy was riding a beautiful horse.
2. Horses – The horses were tired after the race.
3. Corral – A corral is a pen for capturing or confining livestock.
4. Winter – Winter is my favorite season of the year.
5. Always – Always wear your seatbelt when you are riding in a car.
7. Garden – My Aunt Lucy has a lovely garden.
8. Tender – The steak was cooked very tender.
9. Fifteen – I have fifteen dollars in my pocket.
10. Basket – Her basket was filled with delicious treats.
11. Welcome – Welcome to our new neighborhood.
12. Lasso – The cowboy was carrying a lasso.
13. Market – I need to go to buy some eggs and milk at the market.
14. Until – Do not wait until the last minute to study for your test.
15. Monday – David’s birthday is on Monday.
Spelling Posttest
4/11/03

Spelling Dictation Sentences

1. **Belong** – Where does this book belong?
2. **Hotel** – We are staying at a fancy hotel.
3. **Focus** – This picture is out of focus.
4. **Miner** – The miner hoped to strike it rich.
5. **Pupil** – Who is the pupil in the last row?
6. **Begin** – Ted will begin the story.
7. **Music** – The music is very loud.
8. **Future** – We are making plans for the future.
9. **Behind** – He stayed behind to wait for the others.
11. **Become** – She has become a very good swimmer.
12. **Motel** – We stayed at a motel for the night.
13. **Baker** – The baker makes fresh pies every morning.
14. **Cabin** – My family visited a log cabin.
15. **Ocean** – I saw a whale out in the ocean.
Spelling Posttest
4/16/03

Spelling Dictation Sentences

1. Blooming – I am so glad my flowers have started blooming.
3. Stamping – The teacher was stamping her students papers with a smiley face.
4. Leaving – When are you leaving to go to the store.
5. Liked – I really liked the dress that you wore to the dance.
6. Taking – My parents are taking a trip to Florida this summer.
7. Getting – Tom will be getting a trophy for scoring the most soccer goals.
8. Filled – My cup of milk was filled to the top.
9. Swimming – I love going swimming in the summer.
10. Rolled – The baseball rolled down the hill.
11. Hoping – I was hoping for the weather to be nice today.
12. Used – I used all of my glue up.
13. Hurrying – He was hurrying off to school.
14. Buying – I am buying him a video game for his birthday.
15. Worried – Your mom was worried about you all day.
Spelling Posttest
4/25/03

Spelling Dictation Sentences

1. Combination – Did you forget your locker combination?
2. Action – My brother likes to play with action figures.
3. Vision – Not many adults have perfect vision.
4. Motion – Sometimes the motion of a car makes me feel sick.
5. Section – In which section of the theater are we going to sit?
6. Nation – Match each nation with the correct flag.
7. Permission – Please ask for permission to go out.
8. Confusion – There was much noise and confusion at the soccer game.
9. Question – Do you have a question about the test?
10. Attention – Pay attention to correct spelling.
11. Vacation – Where are you going on your vacation?
12. Production – This is a new production of an old story.
13. Quotation – Is that a famous quotation?
14. Tension – There was tension in the air as the teacher handed back the exams.
15. Sensation – The play caused a sensation.
Spelling Posttest
5/2/03

Spelling Dictation Sentences

1. Farmer - The farmer milked the cows.
2. Useful - A screwdriver is a very useful tool.
3. Softly - The father spoke softly to the baby.
4. Suitable - Those shoes are not suitable for the hike.
5. Lonely - She is lonely without her dog.
6. Quietly - We walked quietly during the fire drill.
7. Teacher - Who is your math teacher?
8. Thankful - Be thankful that it is not raining.
9. Exactly - I have exactly twenty-five cents.
10. Readable - These tongue twisters are not readable.
11. Nicer - Do you think this park is nicer than the one by the market?
12. Safer - It is safer to walk across the street than to run.
13. Harmful - The sun's rays can be harmful.
14. Playful - My puppy is very playful.
15. Suddenly - The cat ran off suddenly.
Appendix D
Worksheets
Compound Words

Write a Spelling Word for each clue.

1. truck
2. a break in the action
3. a passageway
4. place for keeping books
5. outside
6. a sport
7. the second floor
8. when the sun goes down
9. all the people
10. a writing pad
11. once in a while

Write the following Spelling Words: dishwater, sunshine, doorway, and everything. Use your best handwriting.

12. ______________________
13. ______________________
14. ______________________
15. ______________________

Handwriting Tip: When you write compound words, write the whole word without stopping between the two smaller words.

sun set

sun set
Name ____________________________________________

Circle the two words in each row that make a compound word. Then write the Spelling Word.

1. book dish way water
   ______________________
2. every note thing water
   ______________________
3. way book case shine
   ______________________
4. stairs some ball times
   ______________________
5. door way dish times
   ______________________

Read the poster. Circle the six misspelled words. Then write the words correctly.

Take a timeout from your chores next Saturday.
Come to the school football game.
Sit in the outdoors.
Enjoy the bright sunshine.
Have fun with everyone from school.
Pick up tickets in the school hallway.

6. __________________  9. __________________
7. __________________  10. __________________
8. __________________  11. __________________

STRATEGY
Small Words
When you proofread, break compound words into two smaller words.
Then check the spelling of the smaller words.
Make a Switch Switch the order of the small words to form a compound word. Then write the Spelling Word.

1. case book
2. way door
3. out time
4. up pick

Word Math Do word math. Write the Spelling Words.

5. sunflower + set =
6. shiny - y + e =
7. opposite of down + - op + airs =
8. base - se + ll =
9. out + + s =
10. look - l + b =
VCCV Words

Write Spelling Words to complete the story.

Dad cannot wait (1) __________ the cold (2) __________ weather goes away. "I will be happy to (3) __________ the spring," he (4) __________ says. When spring comes, he plants a large vegetable (5) __________. He treats the young, (6) __________ plants with care.

Write a Spelling Word to match each picture.

7. __________
8. __________
9. __________
10. __________
11. __________

Write the following Spelling Words: __________, __________, __________, and __________. Use your best handwriting.

12. __________ 14. __________
13. __________ 15. __________

Handwriting Tip: You will write more clearly if you slant the bottom of the paper toward the elbow of your writing arm and hold the top corner of the paper with your other hand.
Work with a partner to circle the six Spelling Words that do not look right. Write the correct spelling for each one.

1. winter cactus
2. Monday untill
3. lassoo basket
4. allways cowboy
5. corral welcom
6. fifteen tendre

Read the schedule. Circle the six misspelled words. Then write the correct spellings on the lines below.

<table>
<thead>
<tr>
<th>My Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunday</strong></td>
</tr>
<tr>
<td>Buy a cactis.</td>
</tr>
<tr>
<td>Weed the gardin.</td>
</tr>
<tr>
<td>Fix the corall.</td>
</tr>
</tbody>
</table>

7. _________ 10. _________
8. _________ 11. _________
9. _________ 12. _________
Edit the Want Ad Circle the six misspelled words. Write each word correctly below.

Wanted: A cowboye needed to train wild horses in our new coral. You must be able to use a lasoe. The pay is fiftean dollars a week. Put your name in the baskit at our ranch if you want the job.

1. ___________  4. ___________
2. ___________  5. ___________
3. ___________  6. ___________

Silly Sentences Circle the misspelled word in each sentence. Then write the Spelling Word correctly.

7. July and August are wintr months.
   ___________

8. Don’t forget to say “wellcome” when you leave! ___________

   ___________

10. There is a cactas on the moon.
    ___________

11. I allways brush my teeth after I go to bed.
    ___________

12. Robots are growing in our gardden.
    ___________
**VCV Words**

- Write a Spelling Word for each clue.
  1. someone who makes bread _____________
  2. another word for sea _____________
  3. a student _____________
  4. start _____________
  5. a large striped cat _____________
  6. someone who works underground _____________
  7. a house in the woods _____________
  8. the opposite of past _____________

- Write a Spelling Word to complete each sentence.
  9. I sat _____________ a lady with a tall hat.
  10. I could not _____________ my tired eyes.
  11. We stayed at a _____________ on vacation.

- Write the following Spelling Words: belong, music, become, and motel. Use your best handwriting.
  12. _____________  14. _____________
  13. _____________  15. _____________

**Handwriting Tip:** Remember to hold your pencil between your thumb and pointer finger. Let the pencil rest on your middle finger.

-ocean-
Write a Spelling Word in each word shape. Use the clues to help you.

1. m
2. e
3. o
4. c

Read the postcard. Circle the six misspelled words. Then write the correct spellings on the lines below.

What a trip! Our room in the hotel is beautiful. We feel as if we belong here.

Tomorrow I will begin my hula lessons. I just love the music that goes with hula dancing. Maybe, in the future, I will become a famous hula dancer.

5. ____________  8. ____________
6. ____________  9. ____________
7. ____________ 10. ____________

STRATEGY

Word Shapes

To remember the spelling of a word, draw its shape.
Name ________________________________

**Opposites** Write the Spelling Words that are the opposite of the underlined words.

1. When will Dad end the story? __________
2. The earth's __________ is important to everyone.

3. Ron is __________ of Anne in line. __________

**Smaller Words** Write the Spelling Words that have these smaller words in them.

4.–5. us __________
6. hot __________
7. long __________
8. up __________
9. an __________
10. come __________
11. cab __________
12. mine __________
13. bake __________
14. beg __________

SPELLING PRACTICE BOOK

LESSON 23
Write Spelling Words to complete the sentences.

I (1) ________ that movie. I kept (2) ________ the good guys would win, and they did!

I'm really sad that you're (3) ________.

We were just (4) ________ to be friends.

It's too hot outside. How about (5) ________ a little dip in that (6) ________ pool?

Write a Spelling Word for each clue.

7. poured to the top ________
8. opening up like a flower ________
9. going fast ________
10. paying for something ________
11. not new ________

Write the following Spelling Words: settled, stamping, rolled, and worried. Use your best handwriting.

12. ________ 14. ________
13. ________ 15. ________
Dear Mom and Dad,

Camp is great. Each day is filled with fun things to do! I liked the hike we took yesterday. I am hoping we will be taking another one soon. My favorite sport is swimming. I will be sad about leaving my new friends.

Love,
Becky

Read the letter. Circle the six misspelled words. Then write the correct spellings on the lines below.

1. worry + ed =
2. settle + ed =
3. get + ing =
4. roll + ed =
5. use + ed =
6. buy + ing =
7. hoping + ing =
8. getting + ed =
9. swimming + ed =
10. taking + ed =
11. leaving + ing =
12. settled + ed =
13. leaving + ing =
14. buying + ing =

Add the ending and write the Spelling Word.

Name

When you proofread, look for words that end in -ed and -ing. Think about the base word. Make any necessary spelling changes before you add the endings.

1. blooming
2. settled
3. stamping
4. leaving
5. liked
6. getting
7. filled
8. worried
9. swimming
10. rolled
11. hoping
12. used
13. hurrying
14. buying
15. worried

SPELLING PRACTICE BOOK

LESSON 24

Harcourt
■ Crossword Puzzle Write Spelling Words to complete this puzzle. Use the clues to help you.

1. Mom bought a ______ car.
2. Mr. Santos _____ down for a nap.
3. I am _____ hungry.
4. The puppy _____ around in the leaves.

■ Rhyme Time Complete each sentence with a Spelling Word that rhymes with the underlined word.

5. Birds are zooming, and flowers are ________.
6. I'll stop worrying if you'll start ________.
7. Stop ________ your feet right here where we are camping!
8. Who will be flying the plane that she is ________?
Name ____________________________

**Words with -tion and -sion**

- Write a Spelling Word to complete each phrase.
  1. a ____________ slip
  2. a ____________ of an orange
  3. ask a ____________
  4. “Pay ____________!”
  5. go away on ____________

- Put these words in alphabetical order.

<table>
<thead>
<tr>
<th>production</th>
<th>vision</th>
<th>motion</th>
</tr>
</thead>
<tbody>
<tr>
<td>action</td>
<td>confusion</td>
<td>nation</td>
</tr>
</tbody>
</table>

6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________

- Write the following Spelling Words: *combination, quotation, tension,* and *sensation.*
  Use your best handwriting.

12. ____________ 14. ____________
13. ____________ 15. ____________
Compare the two spellings for each Spelling Word. Circle the word that looks right. Then write the correct spelling for each word.

1. quotation  quotasion
2. visoin  vision
3. sensation  sensasion
4. attension  attention
5. nation  nasion

Circle the seven misspelled words. Then write the correct spellings on the lines below.

My uncle works at a motion picture studio. He is part of a producion crew. During summer vacasion, we got permision to watch him shoot a film. There was so much confution and tention on the set. Then the director hollered “Acsion!” and everyone got to work.

6. 
7. 
8. 
9. 
10. 
11. 
12. 

LESSON 25

SPELLING STRATEGY

Comparing Spelling

When you proofread, check the spelling of the words that end with -tion and -sion. If a word does not look right, try writing the word in different ways.
Putting Words in Their Places  Write the missing Spelling Words to complete each sentence.

(question, attention)

Pay (1) _____________

when you ask a (2) _____________.

(vacation, permission)

I had to ask for (3) _____________ to go on (4) _____________.

(section, vision)

The doctor checked my (5) _____________, using a (6) _____________ of the chart.

Putting Things in Order  Put the syllables in order. Then write each Spelling Word correctly.

7. tion na

8. duc pro tion

9. fu sion con

10. tion mo

11. ca tion va

12. sion vi

13. bin a com tion

14. tion ac
Words with Suffixes

- Write Spelling Words to complete the story.

A tractor is a (1) _______ machine to a (2) _______. If corn could talk, it would be very (3) _______ for the rain that falls. Farming can be a very (4) _______ job. It is not (5) _______ work for people who like big cities.

- Write a Spelling Word for each clue.

6. in a quiet way

7. just right

8. all at once

9. dangerous

10. an instructor

11. kinder

- Write the following Spelling Words: softly, readable, safer, and playful. Use your best handwriting.

12. ______________

13. ______________

14. ______________

15. ______________

Handwriting Tip: Make sure that tall letters, such as l, f, b, and d, touch both the top and bottom lines. Handwriting is easier to read if the letters are all even and take up the same amount of space.
Add a suffix to write a Spelling Word.

1. use
2. lone
3. suit
4. read
5. thank
6. exact
7. soft
8. safe
9. harm

Read the journal entry. Circle six misspelled words. Then write the correct spellings on the lines below.

April 18

Today was a nisser day than yesterday. Our teacher was in a plaful mood. She let us play quietly after lunch. Then she read us a story about a farmer and his magic pitchfork. Then suddenly the bell rang. It was time to go home.

10. 
11. 
12. 
13. 
14. 
15. 

Word Parts

When you proofread, look for words with suffixes. Draw a line to separate the base word from the suffix. Check the spelling of the base word, and then add the suffix.
Decode the Messages  Unscramble the Spelling Words in each sentence. Then write them correctly.

The lolney rancher was aukhnflt to see the letter carrier.

1. __________  2. __________

I don’t clyexta think those clothes are iutlabse for the beach.

3. __________  4. __________

My grandfather is a rearfm, and my grandmother is a caehetr.

5. __________  6. __________

Try It Out  Add letters to complete the Spelling Words. Then write the words.

7. r______dab______  ______________

8. ____u____et______  ______________

9. ______f____l______  ______________

10. ____se____u______  ______________

11. s___f_______  ______________

12. ____rm______l  ______________
REFERENCES


Search Premier – EBSCO database.
VITA

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