BLAST
FOUNDATIONS

SPELLING LISTS & RESOURCES

Name:

Supplementary Spelling Instruction

Really Great Reading

Printed in the U.S.A.

TABLE OF CONTENTS

OVERVIEW

What are the *Blast Foundations Spelling Lists?*

The *Blast Foundations Spelling Lists* are designed to directly correlate with each unit of *Blast Foundations*. There are two leveled lists: one for students using the Primary Student Workbook (PRSW) and one for students using the Elementary Student Workbook (ELSW). Each individual unit list contains 10 words featuring that unit's key phonics concept. The words on the ELSW lists are designed to be slightly more challenging than those on the PRSW lists. The lists are cumulative in nature, only including phonics concepts previously taught. The spelling lists can be found beginning on page 9 of this document. The spelling lists are based on the *Spell It!* words in Lesson 5 of each unit. However, some of the lists differ from the *Spell It!* lists to avoid duplicate words between lists or to avoid consonant constructions that are tricky to spell (e.g., **tr-** or **dr-** blends and words with **-am** and **-an**).

What other resources are included in this packet?

In addition to the spelling lists, this packet also contains some tips and routines that may help you align additional basic spelling (encoding) instruction with the decoding instruction your students receive in their *Blast Foundations* lessons.

How can I use the *Blast Spelling Lists* with my students?

You may wish to give your students a spelling list for each unit, culminating with a spelling test at the end of the unit, or you may simply wish to give your students a chance to practice spelling some of the words they have just learned to decode and encode (with letter tiles and *SyllaBoards*™) in each unit.

Spelling Knowledge

If your goal is to provide your students with simple spelling instruction to accompany the reading instruction taught in *Blast* lessons, this instruction would most effectively be delivered after Lesson 3 of each unit, as the key phonics concepts are taught in Lesson 3.

For the single-syllable word lists (Units 1-13), the *Spell It!* template (available on p. 4 of this packet) is an efficient and effective way to teach students to hear and spell each individual phoneme (sound) with a grapheme (sound spelling). For detailed information on *Spell It!*, see the What You Need to Know section in Unit 2, Lesson 5 of *Blast Foundations Teacher Guide 1*. For students who struggle with handwriting, spelling single-syllable words with letter tiles is an alternative.

For the multisyllabic word lists (Units 14-25), *Whale Talk* and *Syllable Stomp* with *SyllaBoards*™ are the most effective procedures for learning and practicing how to

spell words syllable by syllable. These procedures can be introduced after teaching students how to read multisyllabic words in Unit 14, Lesson 3. For detailed information on *Whale Talk* and *Syllable Stomp* with *SyllaBoards*™, see the What You Need to Know sections in Unit 14, Lesson 2 in *Blast Foundations Teacher Guide 1*.

Spelling Tests

If your goal is to give your students a culminating spelling test at the end of each unit, you may provide them with the current unit's spelling list prior to starting the unit. This ensures that students have ample time to digest, learn, and practice the spelling words before the final test at the end of the unit. You may ask students to look for patterns or commonalities among the words in the list, letting them know that, throughout the unit, they will learn how to read these words and other words like them in their *Blast* lessons. Once you have delivered Lesson 3 of the current unit, students will have an understanding of the key phonics concept and will be able to apply that to spelling words with the same phonics concept.

As mentioned above, the *Spell It!* activity and the *Whale Talk* and *Syllable Stomp* with *SyllaBoards*™ procedures are effective ways to learn and practice spelling single-syllable and multisyllabic words. The end goal, however, is for students to be able to spell the words on each spelling list without these aids. Therefore, you may wish to have students simply write their spelling words on lined paper for the actual culminating spelling test if you are planning to give one.

SPELL IT! PROCEDURE AND TEMPLATE (SINGLE-SYLLABLE WORDS)

Overview

Spell It! is an activity that can be used to practice spelling single-syllable words from the *Blast Spelling Lists* or other lists of decodable words you create. In *Spell It!*, students link speech sounds to alphabetic symbols. This activity reinforces the alphabetic principle, which helps students strengthen their phonemic awareness and decoding skills and, ultimately, benefits both their word reading and spelling. *Spell It!* is similar to the *Build a Word* activity, but students represent sounds with dots, rather than with color tiles, and write the letters that spell those sounds in boxes, rather than use letter tiles to spell each word. It can also be run as a game where students earn points for each correct phoneme (sound) they identify in the spoken word and for each grapheme (sound spelling) they use to correctly spell a phoneme (see p. 8 for directions).

The procedure is as follows:

1. **Teacher dictates** a one-syllable word.
2. **Students finger-stretch** the word.
3. **Students fill in** one circle for each phoneme (sound) they heard in the word.
4. **Students write** the letter (or letters, in the case of digraphs, and vowel teams) that spell each sound.

How to Incorporate Additional *Spell It!* into *Blast*

Spell It! can be utilized as a tool to teach students the process of spelling one-syllable words one phoneme (sound) at a time. Lesson 3 of each unit introduces new phonics concepts. *Spell It!* can be utilized any time after a new concept is taught at the single-syllable level.

The *Spell It!* template on the next page lends itself best to instruction on the spelling of phonetically regular, one-syllable words, where each grapheme represents one phoneme.

In relation to the *Blast Spelling Lists*, this template would be useful for Units 1-13, as the lists are solely comprised of single-syllable words. The *Blast Spelling Lists* can be found beginning on page 9 of this document. The following pages contain an example of a mini-lesson utilizing the *Spell It!* template that can be used to teach the spelling of any single-syllable, phonetically-regular words.
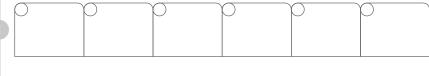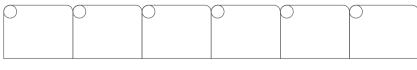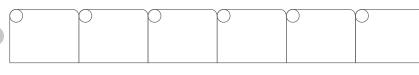
1. Listen to each word.
2. Put dots in the circles for each sound.
3. Write the graphemes in the boxes.

Example:

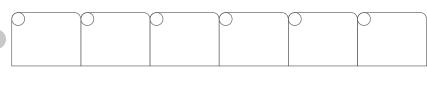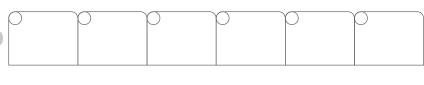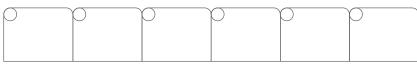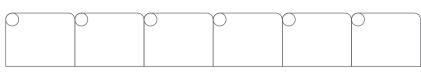| ● l	● o	● ck	○	○	○

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OBJECTIVE

- To accurately spell single-syllable, phonetically-regular words using the *Spell It!* template.

STUDENT MATERIALS

- *Spell It!* worksheet
- pencil

BEFORE TEACHING

- Print a *Spell It!* worksheet for each student.
- Create a list of ten words that students will be spelling.
  - Spelling lists for each unit of *Blast* for the following levels are available at the end of this document beginning on page 9:
    - Primary Student Workbook (PRSW)
    - Elementary Student Workbook (ELSW)

START TEACHING
Spelling Single-Syllable Words with *Spell It!*

Say:

- "We are going to spell some words, but instead of using our color and letter tiles, we are going to write them out on paper.
- Just like in *Build a Word*, we are going to stretch each word out first so we can hear every single sound.
- Let's spell the first word together.
- **Dish**. Repeat." *(Students repeat **dish**.)*
- Now, let's finger-stretch **dish** together. **Dish**, /d/ /ĭ/ /sh/, **dish**." *(Students finger-stretch with you.)*

Ask "How many phonemes did we hear in dish?" Answer: three

Say:

- "Since **dish** has three phonemes, /d/ /ĭ/ /sh/, we will fill in the dots in the first
three boxes.

- As you fill in each dot, say the sounds of the word **dish**."

- "/d/" *(fill in dot in first box)* "/ĭ/" *(fill in dot in second box)* "/sh/" *(fill in dot in third box)*

Say:

- "Because the word **dish** has three phonemes, it will also have three spellings. A 'spelling' is a letter or a group of letters that spells one sound. We will write one letter, or two if it is a digraph sound, in each box that has a dot filled in. Let's stretch **dish** again slowly so we can hear each sound and write it down."

- "/d/" *(PAUSE for students to write **d** in the first box)* "/ĭ/" *(PAUSE for students to write **i** in the second box)* "/sh/" *(PAUSE for students to write **sh** in the third box; if necessary, remind them that /sh/ is spelled by digraph **sh**)*

- "Let's check our work using *Touch & Say*. We'll touch each box and say the sound of that spelling, and then we'll blend the sounds together to make sure we spelled the word correctly."

- "/d/" *(while touching the first box)* "/ĭ/" *(while touching the second box)* "/sh/" *(while touching the third box)*, "**dish**" *(while sweeping pointer finger under all three boxes, left to right)*

Continue the above process with the remaining words, one at a time.

POSITIVE ERROR CORRECTION FOR SPELL IT!

If a student misspells a word during the *Spell It!* activity, provide Positive Error Correction.

1. **Tell** the student which sounds were spelled correctly.

2. **Repeat** the word.

3. **Prompt student** to repeat the word and listen for the misspelled sound(s). Then, have the student correct the spelling by changing one or more graphemes.

4. If necessary, you or other students may identify the misspelled sound(s) and spelling(s) for the student.

5. **Prompt student** to independently use Touch & Say to verify that the word is spelled correctly.

Ways to Differentiate:
If you want to have students *Build a Word* with color and letter tiles prior to putting pencil to paper, it may increase their understanding of the spelling concept.

If students struggle to spell the individual sounds, you may want to ask students how each sound is spelled before moving on to the next, as you do in *Build a Word*. See the Differentiation Options on page 7 for detailed steps to scaffold the process for students.

Suggestions for Differentiation

1. If students struggle to spell the individual sounds, you may want to ask students how each sound is spelled before moving on to the next, as you do in *Build a Word*. Use the following script as a guideline for this process:

   Ask:
   - "What is the first sound in **dish**?" Answer: /d/
   - "What letter spells /d/?" Answer: d

   Say "Write the letter **d** in the first box."

   Ask:
   - "What is the second sound in **dish**?" Answer: /ĭ/
   - "What letter spells /ĭ/?" Answer: i

   Say "Write the letter **i** in the second box."

   Ask:
   - "What is the third sound in **dish**?" Answer: /sh/
   - "What letters spell /sh/?" Answer: sh

   Say:
   - "Right! We spell /sh/ with two letters, **s** and **h**, so we will write both of those letters in the same box. This is the *digraph sh*.
   - Write the letters **sh** in the third box."

2. Students can complete the activity individually and independently:

   a. Give students a list of the 10 dictation words.

   b. Students read the words silently.

   c. For each word, students fill in one circle for each phoneme and write the corresponding graphemes.

   d. Check answers with students and provide assistance as necessary.

   e. Have each student read the words to you or a partner.

3. When students have spelled each word, they can brainstorm features that various words have in common and sort the words into groups on a separate sheet of paper. For example, students might sort the words into groups by their vowel sounds or by whether they contain one digraph or two.

4. *Spell It!* can also be completed as a phonemic awareness activity with the color tiles from the *Blast Student Kit*:

   a. Dictate each word.

   b. For each word, students place one color tile on their working whiteboards for each phoneme. (Students do not use letter tiles since this is a phonemic awareness activity.)

   c. Students touch each tile while saying the corresponding phoneme and then sweep their finger under the tiles while saying the whole word.

Spell It! Scoring Rules (Optional)

You may choose to play *Spell It!* as a game where students earn points. They will earn one point for each phoneme they correctly identify by filling in a dot in one of the boxes. They will then earn one additional point for each phoneme they correctly spell with a grapheme by writing the correct letter(s) in the corresponding box.

The first example in this unit, **dish**, would be scored in this way:

- Students can earn a maximum of six points for the word **dish**.

- They can earn three points for correctly filling in the dots in the first three boxes because there are three phonemes in **dish**: /d/ /ĭ/ /sh/. If they segment the word into only two parts (as in, /d/ /ĭsh/) and place dots in two boxes, they would earn only one point because they only fully and correctly segmented one sound in the word, /d/.

- Students can earn a maximum of three points for correctly spelling the word with three graphemes in three separate boxes, **d i sh**, corresponding to the three phonemes they heard in the word. If students spell the word by placing a **d** in the first box and **ish** in the second box, they would again earn only one point because, even though they spelled the word correctly, they did not correctly demonstrate the 1:1 grapheme-phoneme correspondence.

- Students can earn bonus points when they spell words with digraphs and 2-sound blends. You can award additional points if students circle the digraphs in a word or underline the letters in the blends with separate lines. For instance, in the **dish** example, you may wish to award a bonus point if students circle *digraph sh*.

Always remember that the goal of the *Spell It!* activity is correct 1:1 grapheme-phoneme correspondence, or matching of letters to the sounds those letters spell.

SPELLING LISTS | **PRSW**

UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
Closed Syllables: Short vowels	Closed Syllables: Short vowels	Digraph: sh	Closed Syllable: Short Vowels	Digraph: th	Closed Syllable: Short Vowels	Digraphs: ch & wh	Digraph: ck
sad	*mad	rash	bag	thin	nest	whip	sick
did	if	fig	cub	*rush	*pet	chop	neck
mat	hat	*mash	hum	thud	*slash	inch	pick
at	lad	*fit	gum	moth	jet	chat	shack
sat	*dad	fish	cut	*bash	shop	whiz	chick
sit	*sift	dish	hut	with	taps	when	*check
mist	*last	dash	dug	math	shin	whap	*which
it	raft	flat	hush	*club	just	chin	*chip
ad	fast	*list	nut	*must	*cloth	*bench	peck
mast	fist	ash	sun	bath	kept	such	sock

UNIT 10	UNIT 11	UNIT 12	UNIT 13	UNIT 14	UNIT 15	UNIT 16	UNIT 17
Trigraphs: tch & dge	Double Trouble Rule	Short Vowel Spelling Rules	2-Sound Blends	Closed Two-Syllable Words	Closed Two-Syllable Words	Closed and Open One-Syllable Words	Closed and Open Two-Syllable Words; Chunk ing
fetch	mess	chill	past	cabin	*laptop	she	menu
catch	kiss	fuss	snip	solid	insect	shed	unit
pitch	toss	staff	*sent	napkin	*publish	go	begin
ridge	boss	batch	*best	picnic	robin	got	zero
edge	less	*lick	*press	habit	punish	shy	motel
judge	bill	*cluck	soft	complex	*unstuck	pro	react
bridge	pill	*pledge	thump	dentist	bobsled	prom	music
itch	huff	chess	flip	plastic	profit	fly	*photo
fudge	cuff	sketch	clap	public	*insult	me	lilac
hitch	grass	*nudge	*stick	radish	nonstop	mesh	focus

Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25
Closed and Open Two-Syllable Words; Schwa	V C e One-Syllable Words	V C e Two-Syllable Words	Vowel Teams Long E: ee, ea, y Long A: ai, ay	Vowel Teams Long I: igh Long O: oa	3 Sounds of Suffix -ed	Inflectional Endings	REVIEW
lemon	cute	became	say	high	*rushed	teaches	bunch
frozen	lake	polite	read	*roam	played	tested	stain
label	kite	bedside	nail	*might	checked	helper	*reach
adopt	*spine	cupcake	*lady	toad	*packed	*fabrics	*digs
comet	cone	reptile	chain	sight	leaned	*blocking	craft
magnet	*spoke	athlete	between	brightest	rested	toasted	cobweb
broken	*state	milkshake	repay	oatmeal	lasted	beaches	peaches
piglet	zone	amaze	email	railroad	waited	lifting	packing
*signal	flame	lunchtime	fifteen	boatload	seated	sailboats	hero
*adult	quake	volume	repeat	daylight	dusted	sender	donuts

These words are not Spell It! words.

SPELLING LISTS | ELSW

UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
Closed Syllables: Short vowels	Closed Syllables: Short vowels	Digraph: sh	Closed Syllable: Short Vowels	Digraph: th	Closed Syllable: Short Vowels	Digraphs: ch & wh	Digraph: ck
sad	*dad	rash	bag	thin	nest	whip	sick
its	rats	grid	nun	vast	*yet	pinch	*quick
*sat	fit	list	hush	wag	pump	fix	stock
*at	rim	*flag	cast	with	*jab	chips	brick
mat	mad	ash	rust	wish	lash	whiz	*thick
*sit	*bats	stash	blush	twist	past	which	*clock
mist	rift	lad	brag	broth	west	*chest	squid
mats	fast	flash	*crab	shot	shaft	*brunch	squint
Tim	sift	sag	*glum	*twigs	swish	whap	frock
masts	*raft	sash	*flush	*moths	*rust	next	click

UNIT 10	UNIT 11	UNIT 12	UNIT 13	UNIT 14	UNIT 15	UNIT 16	UNIT 17
Trigraphs: tch & dge	Double Trouble Rule	Short Vowel Spelling Rules	2-Sound Blends	Closed Two-Syllable Words	Closed Two-Syllable Words	Closed and Open One-Syllable Words	Closed and Open Two-Syllable Words; Chunk ing
fetch	mess	chill	*vest	cabin	sunset	she	menu
witch	puff	budge	mask	expect	finish	shed	*humid
Dutch	stuff	shell	lunch	invent	bathmat	we	*reflect
badge	yell	pitch	*lump	*optic	*express	wet	jumbo
hatch	class	block	skit	contest	inject	why	basic
stitch	glass	*quack	shift	chipmunk	upset	pro	virus
glitch	still	smudge	*twitch	submit	tablet	prop	music
*grudge	floss	bless	slick	publish	*hectic	cry	*respond
pledge	whiff	*staff	crunch	extend	blacktop	sky	depend
clutch	grill	*crutch	*blend	disrupt	plastic	*fly	*stomping

Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25
Closed and Open Two-Syllable Words; Schwa	V C e One-Syllable Words	V C e Two-Syllable Words	Vowel Teams Long E: ee, ea, y Long A: ai, ay	Vowel Teams Long I: igh Long O: oa	3 Sounds of Suffix -ed	Inflectional Endings	REVIEW
lemon	cute	became	say	*sigh	fished	teaches	bunch
label	shine	remote	speed	roast	*plucked	dusted	*saint
broken	plane	basement	chain	slight	coached	painter	coast
minus	chase	dislike	cream	load	matched	pumpkins	tweet
adapt	*spike	locate	squeal	throat	*mailed	leading	split
falcon	quote	*athlete	unclear	highlight	*frosted	cheated	*cocoa
cactus	spine	*ignite	display	*frightful	quilted	preaches	*latches
dental	*grape	pavement	agreed	sailboat	rested	*crushing	public
secret	stove	*mistake	risky	*caseload	*pleaded	*presoaks	*focus
novel	theme	*milestone	backseat	toasty	needed	fighter	*staining

These words are not Spell It! words.