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What is a Spelling Bee?
A Spelling Bee is a competition in which children, usually elementary school students, are asked to spell words in front of an audience. The idea of the Spelling Bee comes from the United States where they have been extremely popular for a number of years. Nowadays, Spelling Bee competitions are also held in the United Kingdom, Australia, New Zealand, Canada, and Indonesia. They have become more popular globally in recent years, too, and are now held in schools all over the world.

Why hold a Spelling Bee?
Spelling Bee competitions help children improve their spelling, increase their vocabulary, and develop correct English usage. They also help build children’s self-confidence and, more importantly, they are a lot of fun!

Why is spelling important?
Being able to spell correctly is a buzz! Accurate spelling is one of the sub-skills of writing. Also, being able to pronounce a word on the basis of its written form is a useful speaking skill. The spelling of over seventy percent of English words is predictable; three percent of the words, however, are so irregular that they have to be learned as individual items. Many of these irregular spellings are very common words like one, two, would, are, was, and were. Spelling Bees are an exciting way of helping children overcome any difficulties they have in spelling problematic words.

Who do you need for a Spelling Bee?
There are three important actors in a Spelling Bee:

The participants: Spelling Bee competitions are for everyone, whether you are an expert or a complete beginner. Any child learning English is eligible to take part in a Spelling Bee.

The judges: The judges’ job is to control the contest and keep it running smoothly. It is important to have two judges for intraschool contests and three for interschool contests.

The pronouncers: Perhaps the most important role in a Spelling Bee is that of the pronouncers. Two pronouncers, preferably teachers, are recommended, although having one is fine. Impeccable pronunciation is a must for anyone considering a role as a pronouncer.
What do you need for a Spelling Bee?

Lots of Styrofoam™ balls: Each of the balls will need to be numbered to correspond with a word on the spelling list. Although it depends on the number of participants, we would suggest having a minimum of fifty.

Three microphones: The first of these is for the participants and is placed center stage on a microphone stand. The remaining two are for the pronouncers and the judges’ table.

Two flags: One green and one red. These need to be letter-sized and triangular.

Two containers: These are for the numbered Styrofoam™ balls. Two fishbowls are ideal, so that you can put the balls from one bowl into the other one once they have been used.

How do you set up a Spelling Bee contest in your school?

In order to set up successful Spelling Bee contests, it is important to divide participants into different categories based on their level of English, and to create appropriate wordlists for each.

For Brainwave, we have created three spelling categories:

- Star spellers: Levels 1 and 2
- Smart spellers: Levels 3 and 4
- Super spellers: Levels 5 and 6

This handbook contains activities suitable for each level in the Spelling Tutor Routines section on pages 8–13 and the Extra Classroom Activities section on pages 14–17. These activities are designed to help improve children’s spelling both inside and outside the classroom, giving them the skills and confidence they need to participate in a Spelling Bee. The handbook also contains adapted wordlists for the six levels of Brainwave on pages 18–25. It is important to use words at the right level, as words that are too difficult will only frustrate participants. The Brainwave wordlists have been carefully compiled, unit by unit, using key vocabulary at all six levels. The wordlists also include a BEE Aware! section that highlights common problematic spelling areas and silent letters for you to work on with your children.

When you feel confident your children are ready to participate in a Spelling Bee, you need to choose a venue where the contest can be held. This will depend on how many participants there are, but generally it is important to choose a venue that has a stage and
plenty of space for the audience. This could be the school gymnasium or assembly hall. Decide who is going to attend and when it is going to take place. In general, it is better to hold the competition after school hours so more people can attend. It is also important to advertise your Spelling Bee and get the children involved and enthusiastic about it. You and the children can make posters to put up around the school, or if your school has its own website, you can advertise on there. If you intend to invite parents, make formal invitations well in advance of the competition.

**How do you set up a Spelling Bee contest between schools?**

The five best spellers in each of three categories from your school can be chosen for interschool Spelling Bee contests. The number of contestants would therefore be 15 per school. The first step in organizing interschool Spelling Bees is to find other schools that are interested in competing. We recommend a maximum of four schools to avoid problems with organization. You should then get in contact with your counterparts from other schools well in advance of the competition, in order to arrange a meeting. At the meeting, an agreement should be reached over the words that you will use, the equipment you will need and who will provide it, and the venue where the Spelling Bee is to be held.

Use the *Brainwave* wordlists provided in the back of the handbook to help you create the spelling list for each group. Remember to make sure that the words are relevant for the level and are neither too easy nor too difficult for participants. The unit-by-unit structure of the *Brainwave* wordlists should provide a good guideline for the vocabulary your children have been exposed to and the level of spelling they are capable of.

The equipment you will need depends on the venue you choose. Remember that there needs to be a sound system, so it is best to choose a venue that already has one. You will also need a table and chairs for the judges and chairs for the audience. Also, don’t forget the Styrofoam™ balls, the two containers, the microphones and the flags!

The venue should be neutral if possible, and, to avoid impartial judgements, the pronouncers and judges should not be the participants’ parents. Having teachers from other schools is usually a good idea but make sure to contact them a long time in advance of the competition. Having back-up judges is also a good idea. Make sure the schools you compete against are local so parents and children do not have to travel long distances. Finally, organize the prizes! There should be both a winner and runner-up prize for each level.
Spelling Bee Rules

1. Spelling Bees are conducted orally and are contests of accuracy rather than speed. In order to be sure of the word they are going to spell, participants should be given the opportunity to ask for repetitions (up to three times), sample sentences, and the meaning of the word itself. This will help participants with difficult homophones in English (words that sound the same but are spelled differently, e.g. flour / flower), and give them the best possible chance of spelling their words correctly.

2. Participants pick a numbered ball from a container. The pronouncer then reads the word from a corresponding wordlist.

3. The pronouncer calls out the word twice before the participant begins attempting to spell it.

4. Participants must repeat the word before and after spelling it, e.g. “flower, f-l-o-w-e-r, flower”.

5. The pronouncer must respond to the participant’s request for a definition, e.g. flower: the colored part of a plant; flour: a soft powder used in cooking, or a sample sentence, e.g. flower: He gave her a beautiful flower; flour: The cake is made with butter and flour.

6. If participants misspell a word they are eliminated.

7. If the participants that have been eliminated, or someone from the audience, starts whispering the answers, nodding, or shaking their heads, they must leave immediately.

8. In order to ensure all participants have enough time to complete rounds, participants should be given one minute to spell the word correctly.
**Rules and Regulations**

**General Specifications**
Spelling Bee contests comprise a series of rounds. Each participant must spell one word per round.

**Rounds 1–3**
There are three initial rounds where participants accumulate points according to the number of words spelled correctly.

- Word spelled correctly = 5 points (green flag)
- Word spelled incorrectly = 0 points (red flag)
- In rounds 1–3, participants are allowed to start again even if they have misspelled the word, as long as it is during the time frame specified and before the second repetition. After this point they will be flagged and cannot repeat the word. Note that this is only permitted during the first three rounds and does not apply to the final round.
- After rounds 1–3, the judges add up the participant’s points in order to see who passes to the final rounds. Only participants with 15 points will pass to the next rounds.

**Final Rounds**
The final three rounds will take place according to the rules outlined below.

- Once a participant has been given a word to spell by the pronouncer, they have to pronounce the word before and after spelling it. If they fail to do so, they are eliminated.
- The participant may ask the pronouncer to say the word again. The participant can ask for a maximum of three repetitions.
- Having started to spell the word, a participant may stop and start over. In retracing their steps, however, there can be no change of letters, or their sequence, from those first pronounced. If the letters or their sequences are changed in the respelling, the participant will be eliminated.
- Participants have one minute at the microphone. If a participant exceeds their allotted time, the judges can decide whether or not to request an immediate spelling. The judges may disqualify any participant who ignores a request for an immediate spelling.
These activities are designed to help children practice their spelling individually, outside of class. If you are in the process of organizing a Spelling Bee, these activities are ideal preparation for your children.

**Star Spellers Levels 1 and 2**

**Star Spellers Level 1**

**Trace Race**

1. Print out difficult words as neatly as possible on a sheet of paper.
2. Place a sheet of tracing paper over the word.
3. Now take a colored pencil and draw an outline of the word. Make sure you follow the shapes of the letters carefully.
4. Close your eyes and try to remember the shape.
5. Now try to write the word again but don’t look at the tracing. Give yourself ten seconds to complete the word.
Star Spellers Level 2

Sticky Words

1. Find some old magazines or newspapers that you have at home.
2. Get some glue and a pair of scissors.
3. Check in your Student Book or dictionary for words that you find difficult.
4. Make a list of about five words, read them out loud, and then cover them with a sheet of paper.
5. Try to picture the words in your head. Then, using the old magazines or newspapers, cut out letters and try to spell the words by pasting them on a sheet of paper.
6. Uncover your wordlist and see if you spelled them correctly. If not, keep on trying until you do.
Smart Spellers Level 3

Read it, Hide it, Spell it!

1. Look at the word and say it out loud. Make sure you pronounce it correctly.
2. Spell the word. Touch each letter with a pen or pencil, and say them out loud.
3. Cover the word and try to see the word in your mind.
4. Write the word on a sheet of paper.
5. Uncover the word and check it letter by letter against what you wrote.
6. If your spelling is correct, try a more challenging word. If it’s wrong, repeat the process until you get it right and remember, no cheating!
Smart Spellers Level 4

Chopped Up Words

1. Write at least five words that you find difficult to spell on separate pieces of card. Make sure you leave a small space between each letter.

2. Get one envelope per word and write the correct spelling on the back of the envelope.

3. Now cut up the cards so each letter is separated.

4. Put them into the envelope with the corresponding word written on the back.

5. Now, without looking at the back of the envelope, take out the individual letters and try to spell the word as quickly as possible. You may set yourself a 20-second time limit per word.

6. Check the correct spelling on the back of the envelope.
Super Spellers Level 5

Up the Stairs!

1. Say the word you want to learn to spell out loud. Then, write it on a piece of paper, saying each letter out loud.

2. Below the word, write it out again but leave out the last letter. Instead, say the last letter out loud but make sure that you don’t write it.

3. Below, do the same but this time leave out the last two last letters and say them out loud (but don’t write them!).

4. Repeat the process until you only need to write one letter and then go back to the top of the page and spell the word out loud.

5. Now fold the page over. Try to spell the whole word.

6. Unfold the paper and check the original word you wrote at the start.
Super Spellers Level 6

Beat the Buzzer!

1 Memorize this general rule: “i comes before e, except after c”.

2 Look in the dictionary to find as many words as possible that contain “ie”.

3 Record the words onto a digital voice recorder or MP3 player. Make sure you leave a pause of ten seconds after each word.

4 Listen to the words you recorded and after each one, try to write down the correct spelling in ten seconds.

5 Check your spelling against the words in the dictionary and see how many you spelled correctly.
These activities are designed to help improve children’s spelling and can be done in the classroom. They are ideal practice for Spelling Bee contests, and a lot of fun!

I Am the Teacher! (Levels 1–3)

This is a group activity game and is suitable for lower levels.

Instructions:

1. Make a list of ten words. Use the Brainwave Spelling Bee Wordlists levels 1 to 3 to help you. Arrange children into groups of four. Give each of them a number (1–4).

2. Tell them they are now the teachers! Call out a number (1–4).

3. Children with the corresponding number are now the teachers of their group and must come to the board to write out the word you give them. Give them a maximum time of 30 seconds. Make sure they don’t copy and that they get no help from their group.

4. Check the spelling of each child’s word.

5. Award each correct spelling a point and for any misspelled words deduct a point. Children caught cheating must also be deducted points.

6. The group with the most points after spelling ten words is the winner.
Glory (Levels 4–6)

There is no element of competition involved in this game but children must rely on each other in order to complete the task. This is a good way to review vocabulary for tests, exams, or Spelling Bees. This is suitable for levels 4 and above.

**Instructions:**

1. Line up children against the back wall of the classroom.

2. Write a word on the board, say the word, and make sure all the children hear it. Children can look at the word for ten seconds only.

3. Erase the word and ask the first child in the line to say the first letter.

4. The second child says the second letter, and so forth.

5. If a child gets a letter wrong they must sit down. The student last in line must say the word “Glory” when they have successfully spelled the word.

6. Once the word has been spelled correctly, the next child in line must make a sentence with the word.

7. The game then begins again with a new word.
**Chain Gang (All levels)**

This is a multi-player game. Divide the class into groups. Each group is challenged to spell a word together. This is adaptable to all levels and abilities.

**Instructions:**

1. Children need to be separated into small teams (four or five people per team) and stand in a row.

2. Read out a word to be spelled.

3. Player one in each team must say the word and pronounce the first letter clearly.

4. Player two now says the second letter, player three the third, and so on. There should be more letters than players in each team so the cycle is repeated.

5. The last letter must be pronounced and the word said clearly for the team to be awarded one point. Teams who mumble the words or pronounce them badly lose a point.

6. Keep the score on the board to avoid problems.

7. Stop the game when a word is misspelled, and pass the word on to the next team to see if they can spell it.

8. Don’t forget to award prizes to the winners!
**Jolly Green Bean Soup (All levels)**

This works well as a group activity or with the whole class. You will need the following: a large cookie jar or coffee container; a bag of large dried beans (or similar, as long as you can write on them); a ladle or spoon; a fine felt pen; white paper; colored markers; clear adhesive contact paper; a stopwatch; and a dictionary.

**Instructions:**

1. First, make a paper label for your “soup can”. The more colorful, the better. Stick it on the can when you have finished.

2. On each of the beans, write a letter of the alphabet. Be sure to include two of every consonant, three of the letters S, T, L, M and N, and five of each vowel.

3. Add the beans to the can, put on the lid and shake well.

4. Have children scoop out some beans with the ladle.

5. The challenge is to make as many words as possible from one scoop in one minute.

6. Award each correct spelling a point, and for any misspelled words deduct a point.
The *Brainwave Spelling Bee Wordlists* have been carefully adapted from the complete *Brainwave* wordlists. Here you will find key vocabulary from the Student Book structured alphabetically unit-by-unit. This will allow you to easily select words according to the level of difficulty, as well as keep track of the vocabulary your children have learnt. Don’t forget to refer also to the BEE Aware! feature at the end of each level for additional help with common problem areas in English spelling.

### Star Spellers Level 1

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<td>finger(s)</td>
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skis
slide (n)
street
supermarket
swing (n)
town
tractor
tree
tuck
up

**Unit 4**
alligator
calf
cat
child / children
climb
cub
drive
eagle
fish / fish
foot / feet
frog
giraffe
hippo
hop
iguana
jump
kangaroo
kitten
lamb
lion
man / men
mouse / mice
parrot
person / people
piglet
puppy
rabbit

skate (v)
snake
swim
swing (v)
turtle
woman / women

**Unit 5**
aunt
brick
brother
chase
clean
cook
cousin
dance
dry
empty
exercise
fun
glass
have
hear
ice
jog
make
metal
mud
plastic
put
see
sister
smell
stone
sweep
trash
uncle
vacuum
wash

wood
work
write
yard

**Unit 6**
awful
buy
cherries
cucumbers
delicious
eat
factory
farm
grapes
grow
look
mix
peaches
peppers
plums
pudding
send
sound
strawberries
sugar
taste
terrible

driver
feline
front
glove
knee
knife

**Unit 7**
bus driver
chef
dentist
doctor
driver
fix
furniture
help
king
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<th>Stop sign</th>
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<td>Spider</td>
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**Unit 8**
- Afternoon
- Ant
- Beaver
- Birds
- Breakfast
- Burrow
- Catch
- Cave
- Crab
- Crocodile
- Dam
- Daytime
- Everything
- Flower
- Give
- Insect
- Mammal
- Morning
- Nest
- Night
- Nuts
- Ocean
- Octopus

**Unit 9**
- Bad
- Boring
- Bus stop
- Busy
- Careful
- Carefully
- Careless
- Carelessly
- Clean (adj)
- Cold
- Crosswalk
- Dirty
- Good
- Hot
- Interesting
- Phone booth
- Quick
- Quickly
- Quiet
- Quietly
- Sidewalk
- Slow
- Slowly

**Unit 10**
- After
- Arts
- Babysit
- Baseball
- Before
- Campfire
- Canoeing
- Checkers
- Crafts
- Dinner
- Drum
- East
- Friday
- Hiking
- Lessons
- Lunch
- Monday
- North
- Reading
- Saturday
- Shopping
- Soccer
- South
- Sunday
- Swimming
- Thursday
- Tuesday
- Visit
- Wednesday
- West
**BEE Aware!**

**Level 1**

The long o sound

The long o sound has a variety of spellings:

<table>
<thead>
<tr>
<th>o-e</th>
<th>oa</th>
<th>ow</th>
</tr>
</thead>
<tbody>
<tr>
<td>cone</td>
<td>boat</td>
<td>grow</td>
</tr>
<tr>
<td>nose</td>
<td>coat</td>
<td>show</td>
</tr>
<tr>
<td>notebook</td>
<td>goat</td>
<td>slowly</td>
</tr>
<tr>
<td>phone</td>
<td>loaf</td>
<td>window</td>
</tr>
<tr>
<td>telescope</td>
<td>toast</td>
<td>yellow</td>
</tr>
</tbody>
</table>

*To practice spelling the long o sound, try giving children a mini Spelling Bee using the words above.*

**Silent Letters**

*Wh with a soft or silent h.*

In the combination wh, the h is usually silent or very gently emphasized. Write the following words on the board and have children try to identify the soft / silent letter:

*whale, wheel, where, white, why.*
Spelling Bee Wordlists

Star Spellers Level 2

Unit 1
add
always
blender
brush
can opener
clean
coffee maker
cut
dishwasher
feed
freeze
hair
hang
heat
ingredients
juicer
make
method
microwave
never
open
pick
shower
sometimes
squeeze	
take
throw
toast
toaster
vacuum cleaner
wake
walk
washing machine
wrappers

Unit 2
bakery
barbershop
beauty salon
bus station
cartoon
church
comedy
courthouse
hand
horror movie
hours
library
minutes
nature
news
schedule
seconds
show
sports
TV guide

Unit 3
bathing suit
boots
cloudy
cold
cool
gloves
high
low
raincoat
rainy
snowy
sun hat
sunglasses
sunny

Unit 4
April
August
bag
bake
bottle
box
butter
cake
can
carton
cup
December
February
flour
frost
half
healthy
January
jar
July
June
ketchup
loaf
March
May
mix
mustard
November
October
oil
pack

sweater
umbrella
warm
windy

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pepper
potato chips
pour
quarter
remove
salt
September
stir
sugar
tablespoon
teaspoon
third
tube
unhealthy

**Unit 5**
bald
beard
blond
body
curly
ear
eye
face
foot
glasses
leg
long
mouth
mustache
nose
short
straight
tall
wavy

**Unit 6**
air conditioner
basketball court

busy
clay
cloth
computer
computer game
electric trains
electricity
empty
exciting
fans
lonely
path
scary
soccer field
tennis court
wind energy

**Unit 7**
bark
boot
coat
creak
drip
flute
goat
hoot
plate
sea
shoes
snore
tea
tick

**Unit 8**
advantage playground
angry
aquarium
band
botanical garden

bring
check (n)
folk
menu
merry-go-round
moon bounce
movie theater
museum
pay
planetarium
restaurant
steam train
straw

**Unit 9**
agreed
bassoon
clarinet
cleaned
closed
cried
divided
dried
enjoyed
finished
flowers
French horn
invited
kicked
land
laughed
lived
needed
oboe
planned
plant (v)
planted
prepare
prepared
<table>
<thead>
<tr>
<th>Wordlist 1</th>
<th>Wordlist 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>raked</td>
<td>planet</td>
</tr>
<tr>
<td>seeds</td>
<td>rain</td>
</tr>
<tr>
<td>soil</td>
<td>showers</td>
</tr>
<tr>
<td>stayed</td>
<td>size</td>
</tr>
<tr>
<td>tried</td>
<td>snail</td>
</tr>
<tr>
<td>vegetables</td>
<td>snow</td>
</tr>
<tr>
<td>violin</td>
<td>speed</td>
</tr>
<tr>
<td>water (v)</td>
<td>stars</td>
</tr>
<tr>
<td>watered</td>
<td>stream</td>
</tr>
<tr>
<td>weed (v)</td>
<td>strength</td>
</tr>
<tr>
<td>weeded</td>
<td>strong</td>
</tr>
<tr>
<td>weeds</td>
<td>sun</td>
</tr>
<tr>
<td><strong>Unit 10</strong></td>
<td><strong>talkative</strong></td>
</tr>
<tr>
<td>antelope</td>
<td>turtle</td>
</tr>
<tr>
<td>breeze</td>
<td>volcano</td>
</tr>
<tr>
<td>cheetah</td>
<td>weak</td>
</tr>
<tr>
<td>chimpanzee</td>
<td>weight</td>
</tr>
<tr>
<td>cobra</td>
<td>wind</td>
</tr>
<tr>
<td>dangerous</td>
<td>wonderful</td>
</tr>
<tr>
<td>desert</td>
<td></td>
</tr>
<tr>
<td>difficult</td>
<td></td>
</tr>
<tr>
<td>dry</td>
<td></td>
</tr>
<tr>
<td>earth</td>
<td></td>
</tr>
<tr>
<td>expensive</td>
<td></td>
</tr>
<tr>
<td>fast</td>
<td></td>
</tr>
<tr>
<td>field</td>
<td></td>
</tr>
<tr>
<td>flea</td>
<td></td>
</tr>
<tr>
<td>heavy</td>
<td></td>
</tr>
<tr>
<td>height</td>
<td></td>
</tr>
<tr>
<td>honeybee</td>
<td></td>
</tr>
<tr>
<td>intelligent</td>
<td></td>
</tr>
<tr>
<td>jellyfish</td>
<td></td>
</tr>
<tr>
<td>light</td>
<td></td>
</tr>
<tr>
<td>man</td>
<td></td>
</tr>
<tr>
<td>moon</td>
<td></td>
</tr>
<tr>
<td>mosquito</td>
<td></td>
</tr>
<tr>
<td>mountain</td>
<td></td>
</tr>
<tr>
<td>old</td>
<td></td>
</tr>
</tbody>
</table>
Level 2

The long _u_ sound

The long _u_ vowel sound has a variety of spellings.

<table>
<thead>
<tr>
<th>oo</th>
<th>ue/u-e</th>
<th>ui</th>
<th>ew</th>
<th>oe</th>
</tr>
</thead>
<tbody>
<tr>
<td>afternoon</td>
<td>blue</td>
<td>fruit</td>
<td>jewelry</td>
<td>canoe</td>
</tr>
<tr>
<td>balloon</td>
<td>flute</td>
<td>juice</td>
<td>news</td>
<td>shoes</td>
</tr>
<tr>
<td>boot</td>
<td>glue</td>
<td>suit</td>
<td>screw</td>
<td></td>
</tr>
<tr>
<td>kangaroo</td>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>zoo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*To practice spelling the long _u_ sound, try giving children a mini Spelling Bee using the words above.*

Silent Letters

Silent _gh_

When the letters _gh_ follow a vowel, they are often silent. Write the following words on the board and have children try to identify the silent letters: _eight, eighteen, height, high, light, night, straight, weight._
Spelling Bee Wordlists

Smart Spellers Level 3

Unit 1
broom
candle
costume
dragon
fairy
horse
lantern
often
ox
pig
pirate
pumpkin
rarely
rat
rooster
sheep
tiger
turkey
usually
vampire
wand
wings
witch

Unit 2
across
axle
bounce
bowl
cage
diving board
fall
flagpole
hit
into
lever

Unit 3
biographies
books
compose
composer
concert
information
movies
musician
opera
orchestra
piano
primary
prodigy
research
secondary
symphony
violin
websites

Unit 4
backache
bat
bumpy
feel
hawk
headache
hungry
loud
moth
rough
seal
shiny
smart
smooth
soft
sound
sour
sticky
stinky
stomachache
swan
terrible
thirsty
tired
tongue
toothache
touch

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Unit 5
attract
back
beak
bushy
carry
claw
confusing
difficult
easy
feathers
fin
flat
forehead
frightening
fur
furry
gentle
giant
griffin
head
horn
important
impossible
kind
legs
mermaid
minotaur
neck
nice
poisonous
pouch
protect
reach
scales
sea serpent
sharp
shell
spike
straight
suck
tail
tiring
trunk
unicorn
webbed
yeti
shoulder pads
skateboarding
skip
sneakers
team
tennis
throw
toss
tug-of-war
Unit 6
basket
basketball
board
castle
catch
chase
chess
clap
cleats
finish line
flippers
gloves
golf
helmet
hoop
inline-skating
kick
knee pads
leash
marbles
pass
picnic
player
racket
ride
roller-skate
rules
sack
sack race
Unit 7
alphabet
animal
armor
bones
cacao beans
canoes
clay
coins
cotton
fork
gold
instruments
jewelry
knife
masks
mineral
musical
needle
pictures
plows
pots
pyramids
rocks
spoon
stones
symbols
tape
temple
The page contains a list of words grouped by unit. The units are labeled as 'Unit 8', 'Unit 9', and 'Unit 10'. Each unit contains a variety of words related to different themes. The words are grouped and listed in a readable format, allowing for easy reference and learning. The Spelling Bee Wordlists section is highlighted, indicating that these are the words provided for spelling practice. The page also features a green header with a wave design, adding a visual element to the layout. The footer includes a copyright notice for Macmillan Publishers Ltd. 2012.
Level 3

The long e sound

The long e sound has a variety of spellings. Common spellings of the long e sound are ee, ea, and ie.

<table>
<thead>
<tr>
<th></th>
<th>ee</th>
<th>ea</th>
<th>ie</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cheetah</td>
<td>cheap</td>
<td>biographies</td>
</tr>
<tr>
<td></td>
<td>coffee</td>
<td>easy</td>
<td>cherries</td>
</tr>
<tr>
<td></td>
<td>honeybee</td>
<td>ice cream</td>
<td>cookie</td>
</tr>
<tr>
<td></td>
<td>needle</td>
<td>reading</td>
<td>movie</td>
</tr>
<tr>
<td></td>
<td>queen</td>
<td>seal</td>
<td>piece</td>
</tr>
<tr>
<td></td>
<td>seventeen</td>
<td>sneakers</td>
<td>worried</td>
</tr>
<tr>
<td></td>
<td>sweet</td>
<td>team</td>
<td></td>
</tr>
</tbody>
</table>

*To practice spelling the long e sound, try giving children a mini Spelling Bee using the words above.

Silent k/g in kn and gn

In the consonant combination kn and gn, the letters k and g are silent. Write the following words on the board and have children try to identify the silent letters:

knee, knife, knight, know, designer, gnome, sign.
Unit 1
animal skins
army
arrow
battle
bones
bow
buffalo
communicate
cowboy
farm
gold mine
gun
hunt
moccasins
nomad
ox / oxen
painting stick
pictograph
railroad
raise
ranch
ride
sign language
smoke signal
teepee
tomahawk
tools
tribe

cubist
depth
funny
imaginary
impressionist
paint
painter
painting
perspective
portrait
real
realist
scene
sculpture
space
surrealist
ugly
weird

Unit 2
art
bright
brush
calm
colourful
confusing

cubist
depth
funny
imaginary
impressionist
paint
painter
painting
perspective
portrait
real
realist
scene
sculpture
space
surrealist
ugly
weird

Unit 3
along
climb
coast
cross
east
explorer
follow
forest
north
northeast
northwest
oasis
plain
rainforest
south
southeast
southwest

Unit 4
coral
dolphin
ink
mackerel
reef
sea anemone
seahorse
skeletons
sting
strawberry shrimp
mandarin fish
submarine
tentacles
tropical fish

Unit 5
athlete
ballet
competitive
court
dancing
field
gymnastics
hit
hockey
hopscotch
ice skating
judo
kites
net
perform
playing tag
pool
rink
rollerblading
score (v)
skateboarding
skiing
soccer
team game
team player
tennis
volleyball

Unit 6
attention
build
compass
fire
flashlight
garbage bags
lost
magnifying glass
map
matches
mirror
pocket knife
point
puddle
rainwater
rope
shadow
signal
stream
tent
whistle
wild

Unit 7
amazing
bone
break
cry
disappear
entertain
entertainment
escape
float
illusion
incredible
magical
magician
mysterious
performer
predict
rhino
rhymes
straighten
water-skiing
wrist
wrong

Unit 8
astronaut
astronomer
atmosphere
craters
distance
Earth
eclipse
gravity
Jupiter
length
lunar
Mars
Mercury
Neptune
observe
orbit
outer space
oxygen
rings
Saturn
scientists
solar
spaceship
spacesuit
sunshine
telescope
temperature
Uranus
Venus

Unit 9
admit
apologize
blame
borrow
bullying
cheat
confident
copy
deny
dishonest
excited
honest
lie
mean (adj)
promise (n) (v)
return (something)
scared
secret
sorry
steal
upset
worried

Unit 10
act
action action  
actor  
actress  
adventure  
background  
camera operator  
character  
choose  

costume designer  
design  
direct  
director  
drama  
draw  
edit  
editor  
film (n) (v)  
finally  
first  
musical (n)  
mystery  
next  
record (v)  
rehearse  
science-fiction  
screenplay  
set  
sew  
sound engineer  
soundtrack  
special effects  
storyboard  
then  
writer  

**BEE Aware!**

**Level 4**

Words with the *aw* and *au*, and *ore* and *our* spellings

Words with the *aw* and *au*, and *ore* and *our* spellings can have the same sound:

<table>
<thead>
<tr>
<th>aw</th>
<th>au</th>
<th>ore</th>
<th>our</th>
</tr>
</thead>
<tbody>
<tr>
<td>awful</td>
<td>astronaut</td>
<td>before</td>
<td>court</td>
</tr>
<tr>
<td>claw</td>
<td>August</td>
<td></td>
<td>four</td>
</tr>
<tr>
<td>drawing</td>
<td>caught</td>
<td></td>
<td>pour</td>
</tr>
<tr>
<td>hawk</td>
<td>exhausted</td>
<td></td>
<td>yourself</td>
</tr>
<tr>
<td>lawn</td>
<td>haunted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>seesaw</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>straw</td>
<td>minotaur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strawberry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*To practice the different spellings for these two sounds, try giving children a mini Spelling Bee using the words above.*

**Silent Letters**

**Silent *w* in *wr***

In the consonant digraph *wr*, the letter *w* is silent. Write the following words on the board and have children try to identify the silent letter:

*wrapper, wrinkled, wrist, writer, wrong.*
## Spelling Bee Wordlists

### Unit 1
- branch
- buds
- cactus
- carbon dioxide
- carnivorous
- carrot
- cauliflower
- chamomile
- chlorophyll
- coconut palm
- cucumber
- edible
- exploration
- fruit
- inedible
- jasmine
- leaves
- lettuce
- light energy
- mango
- onion
- oxygen
- poisonous
- potato
- roots
- rose
- smelly
- spinach
- stem
- thorns
- tomato

### Unit 2
- excited
- furious
- homesick
- injury
- mine
- nervous
- panic
- relieved
- rescue
- scared
- terrified
- thrilled
- worried

### Unit 3
- adapt
- beginning
- biological
- butterfly
- caterpillar
- chrysalis
- cycles
- end
- environment
- evolve
- finally
- gradually
- hatch
- leaf
- life cycle
- metamorphosis
- nature
- occur
- predictable
- slowly
- spring
- summer
- weather
- winter

### Unit 4
- bay
- canal
- carry
- cooking
- drinking
- glacier
- golf
- heavy
- island
- lagoon
- ocean
- stream
- washing
- waste (n)
- waterfall
- well (n)

### Unit 5
- ashamed
- beautiful
- consequences
- disappointed
- genie
- gold
- good health
- greedy
- guessing
- helpfulness
- imagination
- logical thinking
- luck
- promise
- rich
satisfied
stupid
thirsty
together
touch
wait
wish

defended
spread
brief
frighten
tear
fight
flexible
fragile
freeze
gas
glass
hard
ice
light (adj)
liquid
man-made
melt
metal
paper
pillow
plastic
rigid
rock
rubber
sand
solid
steel
strong
unbreakable
waterproof

develop
distort
devastate
destabilize
dembarrass
debate
stress
trumpet
tramp
transistor
transport
second

don’t
wouldn’t
shouldn’t
could

d就在

Unit 6
advertise
advertisement
advertiser
billboard
catch phrase
commercials
customer
effective
fruit-flavored
handheld
honest
inexpensive
joke
logo
magazine
old-fashioned
product
quality
slogan
sticky
stuff
tiny
up-to-date

Unit 7
breakable
concrete
condense
diamond
evaporate
taster
tester
trampoline
trapeze
tricks
video game
writer

Unit 8
architect
artist
cannon
carpenter
clown
costumes
dangerous
designer
engineer
gardener
imaginer
ringmaster

Unit 9
arch
circular
diameter
equal
hexagon
length
parallel
parallelogram
pentagon
perpendicular
polygon
rainbow
rectangular
right angle
round
semi-circle
straight
triangular
wide
width

Unit 10
beauty
confidence
courage
equality
extraordinary
friendliness
honesty
intelligence
**Level 5**

**Words with gh and ph as the f sound**
The consonant digraphs *gh* and *ph* can have the same sound as *f*:

<table>
<thead>
<tr>
<th>gh</th>
<th>ph</th>
</tr>
</thead>
<tbody>
<tr>
<td>cough</td>
<td>alphabet</td>
</tr>
<tr>
<td>enough</td>
<td>chlorophyll</td>
</tr>
<tr>
<td>laughed</td>
<td>dolphin</td>
</tr>
<tr>
<td>rough</td>
<td>elephant</td>
</tr>
<tr>
<td>tough</td>
<td>metamorphosis</td>
</tr>
<tr>
<td></td>
<td>pictograph</td>
</tr>
<tr>
<td></td>
<td>symphony</td>
</tr>
</tbody>
</table>

*To practice spelling the *f* sound using *gh* and *ph*, try giving children a mini Spelling Bee using the words above.*

**Silent Letters**

**Silent l**
In some words, the letter *l* can be silent. Write the following words on the board and have children try to identify the silent letter: *calm, could, half, should, talkative, would.*
### Super Spellers Level 6

#### Unit 1
- craze
- exhausted
- fashion
- flying saucer
- Frisbee®
- hula hoop
- invention
- parade
- pet rock
- skateboard
- Skoubidou
- soccer cards
- teddy bear
- tic-tac-toe
- yell
- yo-yo

#### Unit 2
- abdomen
- amazing
- antenna
- beautiful
- butterfly
- common
- disgusting
- harmful
- honeybee
- incredible
- ladybug
- praying mantis
- stag beetle
- stinger
- thorax
- tongue
- useful

#### Unit 3
- amount
- artifacts
- broom
- camera
- delicate
- digger
- dustpan
- electric drill
- excavate
- exhibit
- find (n)
- flashlight
- function
- grid
- label
- measuring tape
- paintbrush
- prehistoric
- record
- shovel
- sieve
- site
- sort
- stethoscope
- trowel
- whisk

#### Unit 4
- ankle
- balance
- breath
- broken
- cerebellum
- emotions
- frontal
- headache
- hearing
- heartbeat
- hypothalamus
- lobe
- medulla
- memory
- occipital
- parietal
- problem solving
- puzzle
- sight
- sore throat
- spinal cord
- sprained
- temporal lobe
- thalamus
- touch
- wrinkled

#### Unit 5
- bacon
- barbecue
- boring
- broccoli
- cheese
- chocolate chips
- coconut
- dairy
- delicious
- digestion
- fats
- feast
- garlic
- green beans
- healthy
- honey
- kiwi
mashed
mushrooms
nutritious
olives
onions
peanut butter
pineapple
pizza topping
raspberries
recipe
sausage
seafood
shrimp
spicy
sweet
texmex
tomatoes
tortilla chips
yogurt
zucchini

Unit 6
age
alibi
body type
clue
conclusion
crime
crime scene
elongated
evidence
footprints
height
investigate
marks
missing
pretend
reasons
robber
robbery
suspect (n)
trouble
unique
vehicle registration

Unit 7
article
by-line
caption
crops
dateline
editorial
headline
human interest
interview
invasion
lead
local
national
news story
newspaper
obituary
online
picture credit
press
radio station
reporter
scream
television channel
vegetation
website

Unit 8
bar chart
cure
faucet
graph
infinity
mean
median
mode
pie chart
sequence
solve
tally chart
watering can

Unit 9
attention
badly
choice
consequences
mistake
poverty
quit
source

Unit 10
appliance
astonishing
control (v) (n)
durable
excellent
fold (v)
gadget
luminous
machine
magic
magnificent
obey
recognize
screw
squeeze
Level 6
The *sh* sound spelled *ti* and *ci*

The *sh* sound has a variety of spellings. The most common is *sh*, but the sound can also be spelled using *ti* and *ci*.

<table>
<thead>
<tr>
<th><strong>sh</strong></th>
<th><strong>ti</strong></th>
<th><strong>ci</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ashamed</td>
<td>attention</td>
<td>commercial</td>
</tr>
<tr>
<td>astonishing</td>
<td>direction</td>
<td>delicious</td>
</tr>
<tr>
<td>dishwasher</td>
<td>emotion</td>
<td>magician</td>
</tr>
<tr>
<td>fashion</td>
<td>registration</td>
<td>musician</td>
</tr>
<tr>
<td>flashlight</td>
<td>station</td>
<td></td>
</tr>
<tr>
<td>leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mushroom</td>
<td>vegetation</td>
<td></td>
</tr>
<tr>
<td>paintbrush</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*To practice spelling the *sh* sound, try giving children a mini Spelling Bee using the words above.*

Silent Letters

Silent *c/t* in *sc/st* combinations

In the consonant combinations *sc* and *st*, the letters *c* and *t* are sometimes silent. Write the following words on the board and have children try to identify the silent letter:

*muscle, scenery, science, scientist, scissors; castle, listen, whistle.*