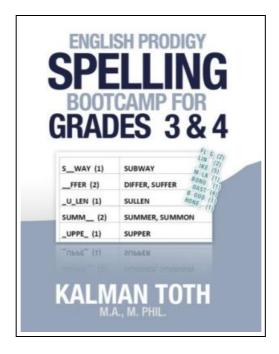
# English Prodigy Spelling Bootcamp for Grades 3 4



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#### **ENGLISH PRODIGY SPELLING BOOTCAMP FOR GRADES 3 4**



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Createspace, United States, 2013. Paperback. Book Condition: New. Large Print. 246 x 189 mm. Language: English. Brand New Book \*\*\*\*\*\* Print on Demand \*\*\*\*\*\* Any educator will tell you the importance of literacy in today s knowledge-driven economy. Research has shown people with low levels of literacy have a harder time finding employment, earn less money than those with better language skills, and are more likely to find themselves in trouble with the law. Spelling skills form the foundation of literacy. Some educators might acknowledge the value of learning to spell, but believe that learning the rules and patterns is boring. However, when students practice spelling skills and experience success with individualized activities, it can be fun. When a student plays with letters and words, they build awareness of words and their correct spelling. The cognitive exercises in this book involve finding missing letters in words and building words from first and last letters of other words or a list of letters. Learning to Spell When we talk about learning how to spell, we are referring to learning the correct written representation of our language. Many skills are not only possible, but also desirable for students to learn on their own. However, accurate representation of our written language is not one of them. Most spelling follows expected patterns. Acquiring knowledge of spelling patterns helps a student develop a foundation for spelling success and strengthens spelling skills. The student needs to learn and practice the common spelling patterns used in English. Doing so will help them achieve spelling success. Not only knowing the patterns of letters, but also the expected frequency of occurrence helps children improve spelling accuracy. They also need to learn what spelling pattern is used for a specific word. Learning to spell is both conceptual and associative; children...



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