PARENT QUICK START

A little practice. Every day.

A practical starting plan for an eight-year-old, using the exact words in the supplied booklet.

10-15 minutes | 3-5 new words | a few older words

Start with three unfamiliar words. Adjust the load to your child's success and comfort.

1. Start with the school's assignment

This is a large, advanced word bank. Confirm which sections are in the bee and how much preparation time is available. Begin with assigned Study words the child almost knows. C marks the source's Challenge words; it does not mean every other word is easy.

2. Learn the spelling before testing it

Say the word normally and read its meaning. Let the child explain or use it. Point out the sounds, syllables, meaningful parts, and any unexpected letters. Sounding out helps, but borrowed words also need careful letter study. [2]

3. Hide the answer and bring it back from memory

Have the child write the word with the answer covered, then spell it aloud. Compare every letter with the model. Correct a mistake immediately, hide the word, and try it again after another word. [1,3]

4. Return to the word on later days

A useful starting schedule is tomorrow, about three days later, and about a week later. Shorten the gap after an error. Check one box in the main list for a correct, unprompted attempt on each of three separate days; keep reviewing occasionally. [1]

5. End with a small win

Praise careful listening, noticing a tricky part, and correcting an error. End with a familiar word or a short oral round. If frustration rises, reduce the number of new words and finish with something manageable.

The session length, word count, review intervals, and three-check goal are practical design choices, not a scientifically proven best dose for every eight-year-old. Evidence supports the underlying use of spaced practice, recall, and explicit word study. Sources: page 10.

PARENT ROUTINE

Make each session count

Use the alphabetical list to find words. Use a small, mixed set to practice them.

2 minutes

Review

Ask for 2-3 older words with the list hidden.

4 minutes

Learn

Teach 3 new words: meaning, pronunciation, and tricky letters.

4 minutes

Retrieve

Cover the answers, write from memory, and compare each letter.

2 minutes

Speak

Mix today's words with a few older words in an oral round.

1 minute

Plan

Record the next review and celebrate one improvement.

Choose words by need

For the school-assigned portion, try a brief no-peeking check of 5-10 words. A correct word joins later review; a missed word joins the next small learning set. Recheck after a delay before deciding it is secure. [1]

Teach a pattern, then mix the review

Use a few related words to notice a spelling pattern. Later, shuffle them with older words so the child practices finding the spelling without help from list order. Alphabetical order makes a good reference, but it need not dictate the learning sequence.

Suggested first printing: pages 4 and 8 for reusable practice. Pages 5-7 are filled examples. Use only 3 new words on a page if five is too much; the other rows can be review words.

Be a word detective

These examples come from your list. Teach one useful clue at a time.

Look for double letters

rabbit, cotton, mummy, waffle, giraffe

Circle bb, tt, mm, ff, and ff. Say each letter when spelling aloud.

Notice the final y

creepy, dreary, stringy, watery, timely

These words end with a long e sound spelled y. The rest of each word still needs study.

Listen to Japanese word endings

tofu, sushi, miso, haiku, sumo

Compare the final vowel sounds with their written u, i, or o. Use dictionary audio first.

When ready: ph can spell /f/

hyphen, metaphor, xylophone

Find ph. Say the whole word normally, then name its letters. These are optional stretch words.

When ready: a shared word part

carnivore, herbivore, omnivorous

Connect the shared vor spelling with eating. Discuss how their meanings differ.

My own discovery

These words share a clue: _____

Patterns are clues, not rules that work for every word. Use a real example and check the spelling. [2]

My five-word practice page

Name: _____ Date: _____
Hear it. Say it. Understand it. Notice the letters. Hide it. Spell it. Check it.

1
Word: _____
Meaning: _____
_____
My tricky letters or word parts:
Cover the left side. Write from memory:
☐ Checked ☐ Spelled aloud ☐ Try again later

2
Word: _____
Meaning: _____
_____
My tricky letters or word parts:
Cover the left side. Write from memory:
☐ Checked ☐ Spelled aloud ☐ Try again later

3
Word: _____
Meaning: _____
_____
My tricky letters or word parts:
Cover the left side. Write from memory:
☐ Checked ☐ Spelled aloud ☐ Try again later

4
Word: _____
Meaning: _____
_____
My tricky letters or word parts:
Cover the left side. Write from memory:
☐ Checked ☐ Spelled aloud ☐ Try again later

5
Word: _____
Meaning: _____
_____
My tricky letters or word parts:
Cover the left side. Write from memory:
☐ Checked ☐ Spelled aloud ☐ Try again later

If a word is wrong: uncover it, find the exact difference, say the correct letters, then hide it and retry after another word.

Next review dates: tomorrow _____ about 3 days _____ about 1 week _____

Starter set 1: double letters

Name: _____ Date: _____
Hear it. Say it. Understand it. Notice the letters. Hide it. Spell it. Check it.

Notice the doubled consonants. This set contains only original Study words.

1 **rabbit**

A small mammal with long ears and a short tail.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

2 **cotton**

Soft fibers from a plant, used to make cloth.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

3 **mummy**

A dead body preserved so that it does not decay normally.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

4 **waffle**

A batter cake cooked between plates that make a grid pattern.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

5 **giraffe**

A tall African animal with a very long neck.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

If a word is wrong: uncover it, find the exact difference, say the correct letters, then hide it and retry after another word.

Next review dates: tomorrow _____ about 3 days _____ about 1 week _____

Starter set 2: final y

Name: _____ Date: _____
Hear it. Say it. Understand it. Notice the letters. Hide it. Spell it. Check it.

Listen for the final long e sound. In these words, that sound is spelled y.

1 creepy

Making someone feel frightened, uneasy, or uncomfortable.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

2 dreary

Dull, gloomy, and lacking anything cheerful or interesting.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

3 stringy

Made of or resembling long, thin strands.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

4 watery

Containing much water or having a thin, weak consistency.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

5 timely

Happening at a useful or suitable time.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

If a word is wrong: uncover it, find the exact difference, say the correct letters, then hide it and retry after another word.

Next review dates: tomorrow _____ about 3 days _____ about 1 week _____

Starter set 3: Japanese words

Name: _____ Date: _____
Hear it. Say it. Understand it. Notice the letters. Hide it. Spell it. Check it.

Hear the normal pronunciation first. Compare the final sounds with u, i, and o.

1 tofu

A soft or firm food made from soybean milk.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

2 sushi

A Japanese food made with seasoned rice and toppings or fillings.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

3 miso

A salty, fermented soybean paste used in Japanese cooking.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

4 haiku

A short Japanese poem, often written in English as three lines.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

5 sumo

A Japanese form of wrestling fought inside a circular ring.

My tricky letters or word parts:

Cover the left side. Write from memory:

☐ Checked ☐ Spelled aloud ☐ Try again later

If a word is wrong: uncover it, find the exact difference, say the correct letters, then hide it and retry after another word.

Next review dates: tomorrow _____ about 3 days _____ about 1 week _____

My no-peeking spelling check

Name: _____ Date: _____
Adult: choose words from recent practice. Keep the answers on your own paper.

Read each word normally. Give its meaning and a sentence if needed.
Child: write it from memory. Then say the word, spell its letters, and say the word again.

1.	_____	☐ Written	☐ Spoken
2.	_____	☐ Written	☐ Spoken
3.	_____	☐ Written	☐ Spoken
4.	_____	☐ Written	☐ Spoken
5.	_____	☐ Written	☐ Spoken
6.	_____	☐ Written	☐ Spoken
7.	_____	☐ Written	☐ Spoken
8.	_____	☐ Written	☐ Spoken
9.	_____	☐ Written	☐ Spoken
10.	_____	☐ Written	☐ Spoken

Words I want to revisit

_____

_____

Keep this friendly and untimed at first. For a mock bee, follow the school's rules for questions, time limits, and restarting a spelling. Practice asking for a definition or sentence before beginning. [4]

My review plan

Week of: _____ My goal: _____
Use this page for a small set. Write dates so that practice happens on different days.

Word	Learned	Next day	About day 3	About day 7

How to mark a review

Write the date and a check for correct recall without seeing the word. If you miss it, study the tricky part and schedule an earlier retry. Three successes are a useful progress goal; they do not guarantee a word will never be forgotten.

One thing I improved this week

_____

_____

For variety, let the child be the caller for a few words, explain a funny sentence, or find a word in a book. Keep the essential step: spell from memory and check the answer.

RESEARCH + SOURCES

Why this workbook is built this way

Evidence supports the methods. The page format and daily schedule are practical adaptations.

[1] Institute of Education Sciences, What Works Clearinghouse. Organizing Instruction and Study to Improve Student Learning.

Supports spacing learning over time, using quizzes to revisit content, and identifying what needs more study. It does not prescribe this exact 13-minute routine or review timetable.

https://ies.ed.gov/ncee/WWC/PracticeGuide/1

[2] Institute of Education Sciences. Supporting Your Child's Reading at Home.

Shows sound-spelling word sorts, discussion of meanings, and analysis of prefixes, base words, and suffixes. These inform the word-detective activities.

https://ies.ed.gov/use-work/resource-library/resource/other-resource/supporting-your-childs-reading-home

[3] Institute of Education Sciences. Teaching Elementary School Students to Be Effective Writers.

Recommends explicit spelling instruction, analysis of sounds and word parts, and dictionary/proofreading strategies. This workbook combines that instruction with recall practice.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf

[4] Scripps National Spelling Bee. Suggested Rules for Local Spelling Bees.

Use the organizer's actual rules. The home oral routine is practice; it does not establish the school's timing, judging, or question rules.

https://spellingbee.com/rules

[5] Scripps. Scripps National Spelling Bee Debuts Enhanced Study Resource (2019).

Explains that Words of the Champions replaced Spell It! in 2019. This pack follows the user-supplied older list; it does not claim to be the current official school study list.

https://ir.scripps.com/news-releases/news-release-details/scripps-national-spelling-bee-debuts-enhanced-study-resource/

Dictionary support: headwords in the separate Definitions Reference link to their lookup sources, chiefly Merriam-Webster. Meanings are simplified paraphrases. Prepared November 2026.