

SPELLING BEE TOOLKITS

NOTE

The Oxford Advanced Learners Dictionary defines a spelling bee as a competition in which people have to spell words. A standard definition it is, but a spelling bee is so much more.

A spelling bee motivates students to study spelling words, it also gives them the opportunity to know new word and as a result it stands as one good way to explore the world of knowledge. A spelling bee also fosters healthy competition and it recognizes excellence in learning and because a competition is a well defined structure students are made to follow rules. And a spelling bee is FUN.

In considering the many usefulness of a spelling bee, The CHILD PLUS AFRICA 2021 SPELLING BEE is organized to achieve all if not more of the importance of a spelling bee noted in the preceding paragraph. ([**KNOW MORE ABOUT CHILD PLUS AFRICA**](#))

ABOUT CHILD PLUS AFRICA 2021 SPELLING BEE

Enhancing the literacy and Academic skills of children is one of our major goals as a child care charity organization. And because the spelling bee of our kind provides free, qualitative, equitable and exciting Education we embrace such an opportunity to build the society wholeheartedly.

CHILD PLUS AFRICA 2021 SPELLING BEE is our first not-for-profit spelling competition. The Bee is a one day competition, meaning that all activities plus prize giving will take place on the same day. The competition will hold on Friday the 12th of November 2021 at Child Plus Africa's Headquarters: 20 Holy Ghost Avenue (**Tamelas Event Center**) School to Land, Iriebe, Rivers State.

PARTICIPATION ELIGIBILITY

Students qualified to participate in the bee must;

- Be in their junior secondary school classes
- They must fill and submit their completed e-forms before submission deadline (October 15th 2021).

PRIZES OF THE BEE

The champions of the bee receive:

- Scholarship award in the school he/she attends.
- ICT training and certification in leading training institute
- School materials giveaway
- An engraved glass plaque called an Image Trophy

All spellers who make it to the finals receive prizes, based on the number of rounds they successfully complete.

Students who participate in the spelling bee are rewarded with the experience of being part of a fun, educational competition. They also enjoy the benefits of learning new words and expanding their vocabularies.

REGISTRATION

Only two participants are required from your school. The details of these students alongside that of one staff accompanying the students on the day of the bee and two slots bearing required details of friends, family members or a supporters must be filled out in the forms as they would be needed for the compilation of the guest list for the bee.

We do advice that although the details of your students and that of your staff are sent to us before submission deadline, those of the participants' family, friend or supporter that would be attending the bee should be e-mailed to us on the first day of the competition week to ensure the certainty of these persons coming and to avoid obstruction of access on the day by our porters on checking their Audience list. And in a situation where a change still occurs, your school must notify us not less than three days to the competition. If some untoward occurrence results in the unavoidable unavailability of both the participants or the registered substitutes for the competition even after the submission of forms, a message bearing this change and the reason for it should be e-mailed to us, afterwards a new form must be filled and submitted while registration deadline still permits. ([**PROCEED TO FILL FORM FOR REGISTRATION: LINK TO THE FORM**](#))

INVITATION ENQUIRY

All registered schools are consequentially enlisted as invitees for the bee. Only that, schools must adhere to the invitation limit of seven per school rule of the bee. These seven attendees are the two participating students, one school staff, and two family members/friends each from both students to witness the event.

WORD COMPILATION

We provided a comprehensive word list bearing words that would most likely be used for the competition, we advice that these words be used to prepare participating students for the bee. (Download WORD COMPILATION at the Help Tab)

RULES OF THE BEES

- The identities of spellers/participants are designated by numbers which they must completely commit to memory.
- The first speller on hearing his/her number goes over to the microphone on stage.
- The pronouncer announces the word to be spelled. The speller listens carefully to the pronouncer and asks the word to be repeated if necessary. Speller could also ask for the meaning of the word or for the word to be used in a sentence for clarity.
- When the speller is sure she understands the word, she pronounces it, spells it and then says the word again. She must say it loudly enough for the judge(s) and pronouncers to hear it.
- Once a speller has started spelling the word, he may start over as long as he has not finished spelling the word and repeated it. This start over doesn't give

room for the alteration of initial spelling, take note that once the speller has started spelling he cannot change the letters of his spelling.

- Spellers have a time limit of 60 seconds in which to complete their spelling of the word, from the time she indicates to the pronouncer that she understands the word she is to spell.
- The pronouncers determine whether or not the word was spelled correctly, he/she also gives the correct spelling to misspelled words immediately after the error has been made.
- **First round** has all participants involved. Each speller has three words to spell in this round. If the correct spelling was given, the speller remains in the bee and goes back to her seat awaiting her other two words for the round. An incorrect spelling in any amongst these three turns eliminates the speller straight off from bee.
- **Second and third round** has only qualified spellers to participate in it. In these rounds each speller has four words to spell and like the first any failed word results in elimination.
- **The final round** has only five spellers left. These spellers have seven words to spell, words spelled incorrectly do not eliminate the speller rather both gotten and failed turns are recorded by the judges, this record determines who our first, second and third winners would be.
- Eliminated spellers leaves the stage and returns to their designated seat amongst the audience, they are only allowed to pull off participation tags when a round is concluded, just in case the speller is recalled to go back on stage in a situation where a round has to be redone for want of required qualifiers quota for the next round.

- Pulled off tags would be dropped into baskets passed around by some bee officials
- No school is allowed to leave the competition until the end of the event.

STUDENT PREPARATION MANUAL

You can help your students prepare for the spelling bee all through the waiting months before the D-Day. Their success in the bee will depend on two factors:

A) Spelling proficiency

To help students gain proficiency in their spelling skills:

1. Help your student study spelling words from the wordlist sent to your school.
2. Challenge students each week with a few tough words. Write the words on the board and discuss their meanings. Include these difficult words on weekly spelling quizzes and in other written assignments.
3. Ask your students to maintain a spelling notebook. This can be a pocket-sized tablet or a large spiral-bound pad. Words that are tricky, words they might have misspelled on previous spelling quizzes or written assignments should be written down in this book. They could also write down words they encounter that they do not know how to spell very well. They must always review the words in their notebook frequently.
4. Instruct your students to read a lot to expand their vocabulary. Their reading should include good books and the newspaper.

5. Tip off your students with the idea of having a friend or family member ask them to spell a few words aloud, spelling bee style. They must remain comfortable and confident even while spelling difficult words.
6. Have them Learn basic spelling strategies and rules (you could make use of the spelling rules included in this document). They should make and include a list of commonly used words that are exceptions to these rules in their notebooks.

B) Confidence with spelling aloud in front of others

Help students gain confidence in spelling by:

1. Conducting frequent brief oral quizzes. Use sometimes for “popcorn” quizzes during training time *how is this done?*--Randomly call out a student’s name and a spelling word. For example, say “Ade, organize.” Ade pops up and spells organize. If he’s incorrect, call on the student seated behind him, “Shulamite, organize.” And so on. This not only gives frequent practice, it motivates students to study the weekly spelling words and eventually boosts their self-confidence.
2. Asking students to do oral reading or any kind of oral presentation from their seats and especially in front of the class.

3. To cement words better in their memory. Strategically discover your students best “on stage” spelling bee method. Make them think about how they prepare to spell a word aloud. Are they most successful if they;
 - trace words with their finger
 - say it to themselves
 - Or picture it in mind?

Having done these try partner games for a fun change. You could research spelling games, shape up ideas to your standards as much as possible and just be creative, after all the *bid is*—prepare!

TIP

WHAT YOUR STUDENTS CAN DO WEEKS OR DAYS BEFORE THE SPELLING BEE

- 1. Practice spelling a lot of words aloud with a friend or family member.**
- 2. Post spelling words everywhere; the bathroom mirror, your computer desktop, your school desk or locker. Carry your personal word list in your pocket. Pull out the list and study it when you have spare minutes between other activities.**

- 3. Ask someone to quiz you on words that you haven't studied before.**
- 4. The night before the spelling bee, get plenty of rest. Eat a good breakfast in the morning, include some proteins such as eggs, milk, peanut butter etc.**
- 5. Most importantly believe you can do it! Your preparation will give you confidence to think clearly and spell correctly, despite the butterflies in your stomach.**

SPELLING RULES

We believe you already know the basic spelling rules, such as when to change final ‘y’ to ‘i’ when forming plurals and whether or not to double consonants when adding suffixes.

It’s a good idea to review those rules prior to the competition, and also to review words that are exceptions to those rules.

There are also some lesser-used rules that are worth reviewing. These rules may help you figure out how to spell unfamiliar words that you may encounter in a spelling bee.

We’ll take a look at 12 rules (of both types) here.

1. Compound Words

Keep both words whole. Don't drop the last letter of the first word or the first letter of the last word. Examples: *roommate, bookkeeper, sidewalk, withhold*.

2. Words spelled with *ie* or *ei*

Use *i* before *e* except after *c* or when sounded like *a* as in neighbor and weigh.

Examples: *friend, believe, ceiling, receive, eight, vein* Note: There are many exceptions to this rule, including: *neither, science, their, weird, ancient, height, protein, sufficient* and more. These words need to be memorized.

Forming Plurals

3. Words that end in *y*

A) If a noun ends in a consonant followed by a *y*, change the *y* to *i* and add *es*.

Examples: *candies, stories*.

B) If a noun ends in a vowel followed by a *y*, add *s*.

Examples: *chimneys, turkeys*.

4. Words that end in *f* or *fe*

Most nouns ending in *f* or *fe* form the plural by changing the *f* or *fe* to *v* and adding *-es*. For a double *f*, just add *s*. Examples: *calves, wives, knives, bluffs, cliffs, hooves*.

Exception: roofs

5. Making plurals from words that end in *o*

A) If a vowel comes before the final *o*, add *s*. Examples: *radios, studios*

B) If a consonant comes before the final *o*, usually add *es*. Examples: *potatoes*, *echoes*. The plural forms of mosquito and tornado can be spelled either way.

Interesting note: The plural of most words related to music that end in *o* are formed by adding *s* only. Examples: *solos*, *pianos*.

Adding Prefixes

6. When adding prefixes such as *dis-*, *mis-*, *pre-* *re-*, *un*, the spelling of the base word does not change.

Examples: *disability*, *misspell*, *preamble*, *react*, *unusual*.

Adding Suffixes

7. Words that end in *e*

A) Drop the *e* when the suffix begins with a vowel. (-*ed*, -*ing*, -*ous*, -*able*, -*y*)

Examples: *closed*, *housing*, *nervous*, *adorable*, *lousy*.

Exceptions: *noticeable*, *courageous*

A few words can be spelled either way: *loveable* or *lovable*, *movable* or *moveable*.

B) Keep the silent *e* when the suffix begins with a consonant (-*ment*, -*ful*, -*ly*)

Example: *careful*, *movement*.

Exceptions: *ninth*, *truly*, *Judgment* and *acknowledgment* are preferred spellings; however, *judgement* and *acknowledgement* are accepted.

8. Doubling the final consonant

If a one-syllable word ends with a vowel followed by a consonant, double the consonant before adding the suffix. Examples: *stopping*, *bedding*, *dipper*.

Note that words like *read* become *reading* because there are two vowels before the final consonant. Words like *helping* have one *p* because they end in two consonants.

9. Adding -less

When adding -less, the base word does not usually change. Examples: *hopeless*, *clueless*.

10. Adding -ful

The suffix -ful never has two Ls. When -ful is added to a word, the spelling of the base word usually does not change. Examples: *soulful*, *cheerful*, *careful*.

11. Adding -able and -ible

A) If the base word is whole, the suffix is usually spelled -able. The silent *e* is dropped before adding this suffix. Examples: *breakable*, *acceptable*, *lovable*, *believable*.

B) If the base word is incomplete or is a root, the suffix is usually spelled -ible.

Examples: *divisible*, *possible*, *terrible*.

12. Words that end in *c*

When *c* is the last letter of a word, it is always hard. When adding the suffixes -er, -ing, or -y, first add a *k* to keep the hard *c* sound. Examples: *picnicker*, *panicky*, *trafficking*.