

2018-2019 BumbleBee



BUMBLEBEE
GRADES 1-3

Coordinator's Handbook

Sponsored by
Howard County Library and BB&T



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General BumbleBee Information

As children learn to read, write and spell it is only natural that there are a few bumps along the way, which is why Howard County Library is offering the BumbleBee for young children. When you look at the word “bumble,” you see the following definition:

bum·ble¹

v. **bum·bled, bum·bling, bum·bles**

v. intr.

1. To speak in a faltering manner.
2. To move, act, or proceed clumsily.

The concept of the BumbleBee is to assist first through third graders:

- Increase their vocabularies
- Introduce or reinforce spelling tips
- Develop self-confidence by speaking in front of others
- Prepare students for the Howard County Library Spelling Bee so they know:
 - what questions to ask,
 - when to repeat the spelling word, and
 - how to ask for a definition.

This BumbleBee handbook includes:

- Guidelines for school spelling bees (there is no county BumbleBee at this time)
- Tips for Students
- Word Lists

*The Howard County Library BumbleBee
is possible due to the sponsorship of BB&T.*

Important Dates

- January 31, 2019..... School BumbleBees must be completed
- February 20, 2008..... School Participation Data (*p. 13*) and School BumbleBee Winner (*p. 14*) forms due to Howard County Library
- March 08, 2019..... Howard County Library Spelling Bee and BumbleBee Recognition at Reservoir High School
- May, 2019..... Scripps National Spelling Bee in Washington, DC

Sequence of Events

If your grade has many classes, you may want to hold a preliminary classroom spelldown before your grade level spelling bee. You may decide to pick more than one student from each class. A spelling bee with 20 to 25 contestants will last about an hour.

Classroom Spelldown

Each teacher may conduct a classroom spelldown. The contest may be written, oral, or a combination of the two. The teacher selects the words. What is most important is that there is a classroom representative to send to the grade level spelling bee.

Grade Level Spelling Bee

This Bee may be held during school hours or in the evening; timing is at the Coordinator's discretion. You may or may not want to invite parents. Although you want to make this exciting for the students, you do not want to overwhelm them. You may want to ask your principal to give a congratulatory speech to the students.

Make sure you forward the name, address, grade level, and school name of your winners to the Library Spelling Bee Coordinator, as they need this information to prepare for the BumbleBee Celebration and for recognition at the Howard County Library Spelling Bee.

Information for Those Involved in a Bee

Since students' skill levels vary from grade to grade, the BumbleBee is designed to be more lenient for first and second grade students. Third grade students will follow the format used for students that compete in the Howard County Library Spelling Bee.

FOR FIRST AND SECOND GRADE

Pronouncer /Judge Information

The teacher will be both the Pronouncer and Judge for the classroom bee. The teacher(s) of your choice may be the Grade Level Pronouncer/ Judge, or you may choose to split the responsibilities of the Pronouncer and Judge between two teachers.

1. Familiarize yourself with all words on the word list. Pronunciation is important.
2. Speak clearly. You may request the speller to speak louder or more clearly. Grant requests to repeat a word until you feel that the word has been made reasonably clear to the speller.
3. Pace yourself. You need time to focus on the pronunciation of the new word.
4. The judges may not disqualify a speller for asking a question.
5. Listen to the student spell the word. Make the final decision as to the correct or incorrect spelling of a word.
 - State "correct" or "incorrect" after each speller's spelling of a word.
 - If "incorrect," spell the word aloud for the speller and audience.

Speller's Information

1. Each speller needs to focus on the Pronouncer, to aid his/her hearing and understanding of the context of the word. A speller may ask for the word to be repeated, for its use in a sentence, for a definition, and for the part of speech. Third graders may ask for the language of origin.
2. Each speller should pronounce the word before and after spelling it. If the speller fails to pronounce the word after spelling it, the judge may ask if they are finished. If they say yes, the judge will remind the speller to remember to repeat the word the next time. (No speller will be eliminated for failing to pronounce a word.)
3. Having started to spell a word, a speller may stop and start over, retracing the spelling from the beginning. In retracing, however, there can be no change of letters or their sequence

from those first pronounced. If letters or their sequence is changed in the respelling, the speller will be eliminated. **Note: See Rule 5 (p. 12) option for first and second graders.**

4. When a speller is at the podium spelling, the next speller should be listening, waiting, and ready to proceed to the podium.

FOR THIRD GRADE ONLY

Judges' Information

1. Read carefully the Rules (p. 12) with special attention to rules related to change of procedures when the number of contestants is down to two.
2. Read the Pronouncers, Spellers, and Audience information.
3. Responsibilities:

HEAD JUDGE

- Read aloud to the spellers and audience the rules of the spelling bee.
- Make the final decision as to the correct or incorrect spelling of a word.
- State "correct" or "incorrect" after each speller's spelling of a word.
- If "incorrect," spell the word aloud for the speller and audience.
- Make the final decision as to any procedure in question. These decisions will be made in consultation with other judges.

DICTIONARY JUDGE

- In charge of the dictionary. Honor requests by spellers to have dictionary definitions, part of speech, and language of origin of the word as provided on the word list. Only refer to the dictionary in case of questions.

ROUNDS/RECORDS JUDGE

- Check each word as it is properly spelled. Record the number of the speller by each word spelled on the word list margin.
 - Circle any misspelled word and write the contestant's number or name beside it.
 - At the beginning of each round, draw a line over the top of the first word in that round. Label the line with the round number.
4. All judges are responsible for listening carefully to each word's spelling. If you cannot hear the spelling clearly, request that the contestant speak louder and more distinctly.
 5. If any judge believes a speller has misspelled a word, the judge will say "delay" to the Pronouncer. The Head Judge will then tell the contestant, "Please wait."
 6. Consult the official dictionary regarding the word in question.

7. If two of three judges concur with a misspelling, the judge who requested the delay will tell the Head Judge, "The word was spelled incorrectly." The Head Judge will then state "incorrect" to the speller and that student is "down." The Head Judge then correctly spells the word for the speller and the audience.
8. If only one judge of the three thinks a word was misspelled, or if it is agreed that the word actually was spelled correctly, the Head Judge tells the contestant "correct," and the contest will continue.
9. Any judge may disqualify any contestant who ignores a request to start spelling.
10. At all times watch for an unconscious tendency to give non-verbal clues to the contestant (raised eyebrow, nod of head, etc.).

Spelling Bee Tips for Students

Public speaking can be difficult, especially for children. Every child is different; each has his or her own comfort level when speaking in front of others. However, by increasing a child's comfort level, you increase his or her chance to become more self-confident.

CLASS

“**CLASS**” is an anagram for the skills a speller needs to be successful at a spelling bee. By learning and incorporating these steps while practicing their spelling words, they will have more confidence not only in the spelling bee, but also in speaking in front of others.

Confidence

Many people, both young and old have stage fright. The mere thought of standing in front of others may be intimidating. However, **Practice, Preparation, and Positive Thinking** are the three components that can make anyone feel more confident.

- **Preparation** – The more prepared a student is, the less likely s/he is to have stage fright. Encourage students to stand up and read their spelling words aloud to a friend or family member. Students should stand in front of a mirror for a few minutes each day to practice standing up straight and speaking. Good posture helps a student to project his/her voice without strain.
- **Practice** – Students can practice in a variety of ways. They can write spelling words repeatedly so they can see what the word looks like or they can recite them to family members or friends. They can ask family and friends to give them words from their spelling word list or ask someone to have them verbally spell out words from a book they are reading (see Spelling Tips, p. 11).
- **Positive Thinking** – It is easier for students to think positively when they have been prepared. To stave off stage fright, tell students they should take a few slow, deep breaths before speaking. This should calm their nerves and relax their muscles. Remind students that they talk all day long to family, friends, classmates and teachers and by comparison, their time spelling in front of others is minimal!

Listen

It is important to listen carefully in everyday life, but it is of particular importance when participating in a spelling bee. By paying attention and listening, students receive valuable information about the word they are asked to spell. Students should focus their attention only on the pronouncer and listen for the word and sounds the pronouncer uses. Tell the student to repeat the word to make sure they are hearing it correctly.

Ask

Ask questions. Students should be encouraged to ask the following questions so they can acquire enough information to spell the word correctly.

- Ask to have the word repeated
- Ask to have the word used in a sentence
- Ask for a definition
- Ask for part of speech
- Ask for language of origin (third grade only)

Solve

By listening and asking questions, the student receives quite a bit of information about the word. Now it is time for the student to “solve” the problem of spelling the word correctly. Students should draw upon their knowledge of spelling rules, such as “silent e” and others, to find the clues they need to spell the word.

Speak Clearly

It is crucial that the student speak clearly when spelling the word. If the student speaks too quietly, the judges will not be able to hear if s/he has spelled the word correctly. Remind the students that standing straight will help them project their voices better. Teach the students to pace themselves when spelling. When we read silently, we read faster than we do if we read aloud. Apply this same concept to spelling; explain to students that they should spell at a slower pace when they spell aloud. This allows the judges (and audience) to hear what they are saying.

Read!

Encourage children to read everything they can. Not only can they increase their vocabulary, but they also can gain valuable life skills. They can read books, magazines, and newspapers. But it doesn't have to stop there!

- Read the labels on cereal boxes, milk cartons, cans of food, etc.
- Read signs when they are in the car or advertisements on public transportation.
- Read cooking directions on a box with a family member, or assist in reading ingredients to a family member who is using a cookbook.
- Read the toothpaste tube when they brush their teeth.
- Read the labels in their clothes.

Libraries provide a wealth of information for students. They can read picture books and biographies, and learn about different people and places. The Library also has dictionaries, picture dictionaries and bi-lingual books to further students' knowledge and assist with spelling.

Spelling Tips

To encourage the development of a spelling conscience, teachers often:

- Display commonly written words on “word walls” or “word-check sheets.”
- Display words needed for content-related instruction.
- Insist that students spell all known words correctly at all times.
- Encourage risk-taking for spelling unknown words.
- Provide individualized word books.
- Encourage the use of spelling resources.
- Encourage students to edit formal work for spelling errors.
- Encourage students to experiment with several ways to spell an unknown word.
- Insist that words that are easily retrieved be spelled correctly.

During spelling instruction teachers often:

- Teach various strategies for spelling unknown words.
- Introduce a weekly spelling pattern and encourage students to add additional words.
- Include several high-frequency words that do not fit phonetic patterns.
- Teach a method for learning the high-frequency words that do not fit phonetic patterns.
- Allow time daily for informal and formal spelling reinforcement.

To evaluate spelling growth teachers often:

- Give periodic assessments that incorporate specific phonic patterns.
- Give periodic assessments containing developmentally appropriate high-frequency words.
- Compare a student’s classroom writing samples over time.
- Assess student knowledge of spelling strategies.
- Assess student use of editing strategies.

What parents can do to increase spelling awareness and student responsibility:

- Insist that children spell all known words correctly at all times.
- Encourage children to attempt to spell words they may not know. Praise them for the parts that are correct and, as appropriate, assist them with the parts they do not yet know by linking them with known words or patterns.
- Encourage the use of appropriate resources (electronic speller, picture dictionaries, other books).
- Construct an individualized word book for your child’s use and add to it on a regular basis.
- When reading to your child, point out words that reflect the weekly pattern.
- Play spelling games.
- Talk about spelling strategies.
- Look for and praise spelling growth.

Scripps Suggested Rules for Local Spelling Bees

1. In competition, after the pronouncer gives the speller a word, the speller will be encouraged to pronounce the word before and after spelling it. The judges may not disqualify a speller for failing to pronounce the word either before or after spelling it.
2. The speller may ask the pronouncer to say the word again, define it, use it in a sentence, provide the part of speech, and/or provide the language of origin. The pronouncer shall grant all such requests until the judges agree that the word has been made reasonably clear to the speller. Root word questions will not be entertained by the pronouncer or judges.
3. The judges may disqualify any speller who ignores a request to start spelling.
4. The role of the pronouncer is to correctly pronounce the word and give a sentence, definition, and other information about the word at the speller's request. The role of the judges is to determine whether the contestant has spelled the word correctly. The role of the speller is to gather as much information as possible to help spell the word correctly and spell the word correctly. The judges may not disqualify a speller for asking a question.
5. ***For First and Second Graders:*** Having started to spell a word, a speller may stop and start over, retracing the spelling from the beginning. Since these are beginner spellers and may be a little nervous, if the child misspells the word, you may choose to give them one more try to spell the word correctly.
6. ***For Third Graders:*** Having started to spell a word, a speller may stop and start over, retracing the spelling from the beginning. In retracing, however, there can be no change of letters or their sequence from those first pronounced. If letters or their sequence is changed in the respelling, the speller will be eliminated.
7. The competition shall be conducted in rounds. Each speller remaining in the spelling bee at the start of a round shall spell one word in the round, except as provided in Rule 9.
8. Upon missing the spelling of a word, the speller immediately drops out of the competition, except as provided in Rule 9. The next word on the pronouncer's list is given to the next speller.
9. When the number of spellers is reduced to two, the elimination procedure changes. At that point, when one speller misspells a word, the other speller shall be given an opportunity to spell that same word. If the second speller spells that word correctly, plus the next word on the pronouncer's list, the second speller shall be declared the champion.
10. If one of the last two spellers misspells a word and the other speller, after correcting the error, misspells the new word, then the misspelled new word shall be referred to the other speller. If this other speller then succeeds in correcting the error and spells the next word on the list, s/he shall be declared the champion.

2007-2008
SCHOOL PARTICIPATION DATA
Howard County Library BumbleBee

BEE COORDINATOR: We are requesting your assistance in a countywide data collection effort. This data will be utilized to develop and maintain ongoing support for the BumbleBee and Spelling Bee. Thank you for contributing a few moments of your time to provide us with information regarding student involvement in your school.

SCHOOL NAME: _____

BEE COORDINATOR: _____

PHONE: _____ EMAIL ADDRESS: _____

There are several ways in which students may be involved in the Spelling Bee process—examples might be:

- as a part of the curriculum
- as part of a practice team
- participation in inter-school competition

Without regard for the type of participation, please provide the following information:

Total students involved in Grade Level Spelling Bees: _____

By grade level: 1 = ____ (____ male/ ____ female)

2 = ____ (____ male/ ____ female)

3 = ____ (____ male/ ____ female)

PLEASE FAX THIS INFORMATION BY FEBRUARY 20, 2008 TO 410.313.7742.

Questions? Please contact:

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410.313.7750

2007-2008
SCHOOL BUMBLEBEE WINNER
Howard County Library Spelling Bee Registration Form

Please refer to the family emergency card for the most accurate data and correct spelling. Information will be used for all Spelling Bee mailings and participant certificates.

School _____

Please circle one: **First Grade** **Second Grade** **Third Grade**

Name _____

Grade _____ D.O.B. _____

Parent/Guardian _____

Home address _____

City/State/Zip _____

Phone _____ Race* _____

E-mail _____

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** This data is collected for survey purposes only and will be kept confidential.*