

for Christian Schools[™]

a program designed to teach the skill of spelling by:

1 Focusing on phonics principles. The lessons take advantage of the many regularities of English spelling, building on the same phonics principles that are used in teaching reading.

2 Emphasizing the understanding of patterns and generalizations, rather than memorizing lists of words. Instead of memorizing each word, the student is led to understand a spelling pattern, so that he can use the knowledge of that pattern to spell other words with the same pattern.

3 Supporting interactive teaching that draws on a student's knowledge and reasoning. A student is actively involved in the teaching through the teacher's use of questions and discussion.

4 Applying skills through original composition activities. By writing weekly in a journal, a student has an opportunity to apply his spelling skills in a relaxed and enjoyable setting. During this time he is using his own vocabulary, is aware of how he spells, and is receiving help so that he can spell correctly all the words he uses.



5 Teaching a study cycle that makes use of the visual, auditory, and kinesthetic approaches to learning. The study method endorsed enables the student to see, hear, and write the word each time he studies it.

6 Teaching graded dictionary skills. Since the dictionary is a spelling and writing tool, it is important that a student learn to use it and also learn to think of it in connection with spelling and writing.



7 Making use of a pretest, a midweek test, and a final test.

Tests, which are planned to fall on the *recall* part of the learning cycle: *recall-study-recall-study-recall*, are used as teaching tools and not simply as a means of evaluating the student's progress. The week begins with a *pretest*, the first *recall* of the cycle, which is a significant factor in enhancing permanent learning.

8 Including activities to instill an interest in and a love for the English language.

Each weekly unit contains a humorous paragraph about the history of a well-known word. It also contains a fascinating word-study about a current word and its Biblical source and relationship.

Dear Home Educator,

The formation of this spelling program is based on research into how children learn. You can expect success in spelling if the teaching methodology suggested in the General Lesson Plans is followed closely. The student **worktext** is also of great value if used **as** a part of the total program.

Detailed instructions for teaching each part of the spelling program are given in a section called General Lesson Plans located in the front of this manual.

Much time can be saved by reading that section in total before teaching the **first** unit of spelling. When you complete the reading, you will have an understanding of the philosophy behind the teaching methodology and the activities in the program.

The Spelling Authors

Unit 1

Worktext pages 2-5
Dictionary pages 122-24

Generalization emphasis

Short vowels in closed syllables—When a short vowel is heard in a word or syllable, it is usually followed by one or more consonant letters. We call this a **closed syllable**.

Materials

- A Practi-Slate and the Unit 1 insert
- A Write It flip chart
- Scrabble game tiles (optional)
- Plastic alphabet letters (optional)

First Day

Note: If you haven't done so already, carefully read the instructions under the title **First Day** found in the General Lesson Plans at the front of this manual.



Before teaching this first lesson, see the glossary for definitions of the following terms: *vowel, consonant, short vowel, syllable, word family.*

Give the pretest. Read the first column of words, commenting about the fact that they sound similar. Point out that they all end with /et/ (as in *wet*). Repeat the first word in the word family again, and ask your student to write it on his Practi-Slate. After he has written the word, write the correct spelling on the Write It flip chart, and instruct your student to check his spelling with yours. Tell him to

Spelling Goals



Recognizing word patterns



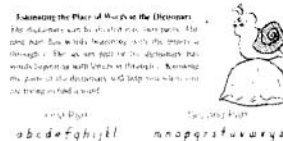
Spelling to communicate



Finding words in Scripture



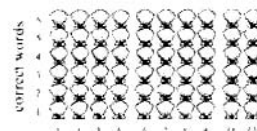
Noting Scripture words



Using the dictionary



Collecting needed words



Setting goals



Learning a spelling method

Spelling Goals
Coordinates with Lesson 15, First Grade English Goals

a and *p*. Place the tiles next to one another on the table. Add different beginning letters to form several words belonging to the same word family.

Use **worktext** page 3 to reinforce word meaning and the skills of the unit. Read **the** directions and give help, if needed, as your student completes the page.

Third Day

Note: Before you begin teaching this section of the spelling plan, review the instructions under the title *Third Day* found in the General Lesson Plans at the front of this manual. Pay special attention to the procedure for using the Practi-Slate, the Spelling inserts, and the dictation sentence.

Give an opportunity for the guided study time. Direct your student in using the *Learning to Spell a Word* procedure given on the last page of his spelling worktext. Encourage your student to use the Practi-Slate and the Unit 1 **insert** for practice in writing and spelling the words.

Dictate the word list for the trial test.

Give the dictation sentence:

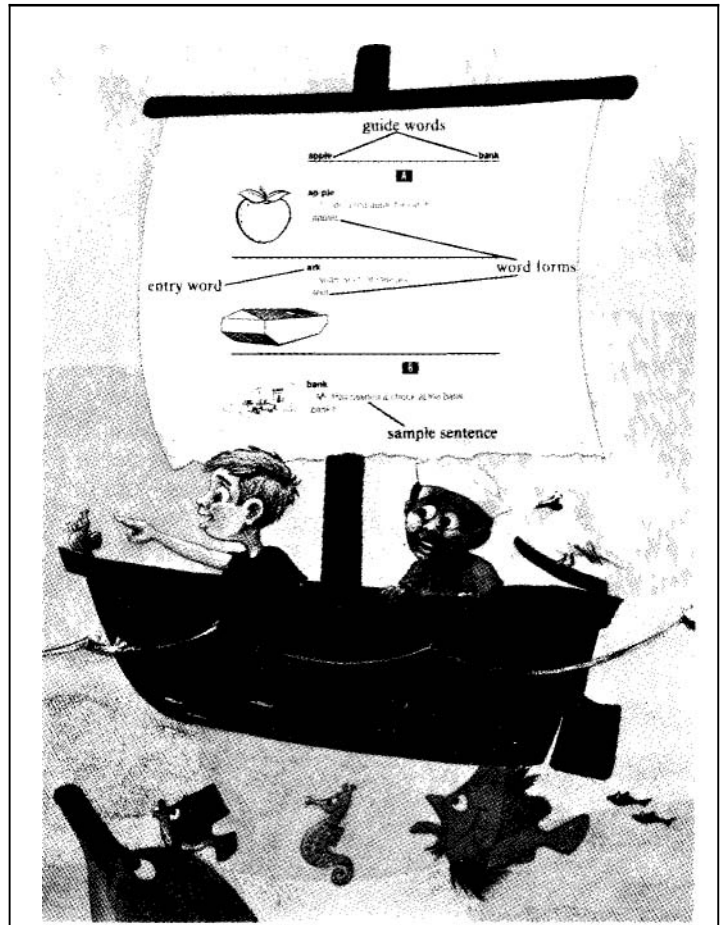
Bib is a wet pet.

Introduce your student to the Dictionary Skills section of the spelling **worktext** by using pages 122 and 123. Discuss the pictures on the two pages, and ask your student if he knows what is in a dictionary. Tell him he will be learning how to find many interesting things in a dictionary this year. Allow him to look through the dictionary section for a few minutes. Ask if he can tell the theme of the dictionary section. (*something to do with sea, water, oceans, etc.*)



Dictionary skill: The order of the letters of the alphabet is called *alphabetical order*.

Use page 124 to introduce the dictionary skill: alphabetizing letters. Explain the information in the shaded box. Before completing the page, ask your student to do an activity (optional) with plastic alphabet letters. Instruct him to arrange the letters in alphabetical order on the refrigerator (if they are magnetic) or on the floor. Next read the directions for page 124, and ask him to complete the page. He may wish to look at the letters on the refrigerator while he does the page.

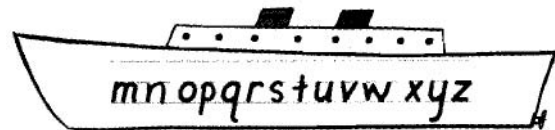
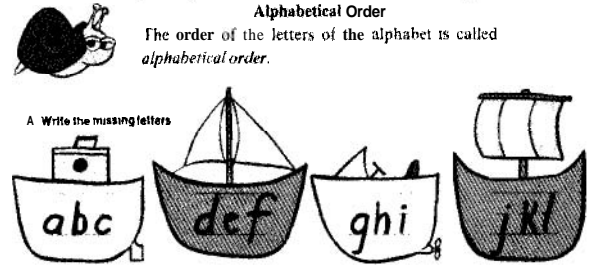


name _____

abcdefghijklmnopqrstuvwxyz
 mnopqrstvwxyz

Alphabetical Order

The order of the letters of the alphabet is called *alphabetical order*.



ab	gh	jk
mn	cd	st
vw	fg	bc