

Teacher Information

Components of the Program:

The blackline masters are designed to support and extend the lessons in the Teachers' Resource Book. This spelling program includes 36 carefully sequenced study units designed to increase student achievement in spelling. Each unit focuses on specific **spelling patterns**, as well as **high-frequency vocabulary** appropriate for this grade level. High frequency words are marked with an asterisk. The independent word study exercises incorporate the multisensory tasks identified as the most effective in current spelling research.

Strategy-Based Instruction:

Students require a range of spelling strategies to achieve accuracy. Throughout the program, exercises develop the student's ability to apply **phonological** (sound-based), **visual** and **meaning** strategies. A **spelling through phonics** approach is used in the recognition of spelling patterns and word families or "chunks". This enables students to transfer what they know to spell unfamiliar and more complex vocabulary. The "Word Sort", "Word Ladder" and "Word Math" are examples of exercises that develop this skill. **Visual memory** of letter sequences is developed with specific exercises that focus on the development of this skill, such as "X-Ray Eyes" and "Word Jumble" and "Word Shapes". **Meaning-based strategies** are incorporated in a **spelling through writing approach** and cloze exercises.

Using the Program:

At the beginning of each unit, introduce the spelling pattern or word structure. Demonstrate how this key feature is found in all of the Pattern Words. Demonstrate how High Frequency words make up a significant proportion of our reading and writing vocabulary with reference to a shared reading text. Read the list words together and ask the student(s) to use each one in a sentence. Model the practice exercises before asking students to begin. Many of the exercises are self-explanatory.

Assessment that Encourages a Positive Attitude to Spelling:

Allow students to correct their own spelling dictations using a word list for reference. Correct spellings are to be written next to each misspelling. This is a valuable learning experience. Check their corrections and give credit for each letter or part of a word they have spelled accurately with a check mark above it. Use a problem-solving approach to help students identify the parts that require further practice and why they made that error. Provide opportunity for a re-test when necessary so they may compare pre- and post-test scores. Have them record their progress on the "Scope and Sequence Tracking Form" and "Words I Can Spell" form found in the Teachers' Resource Book, order reference number R1-14.

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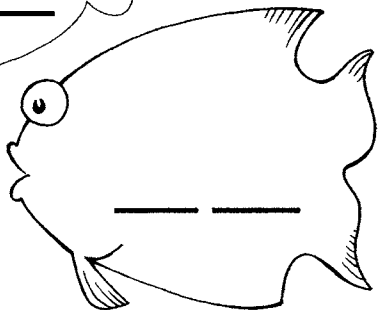
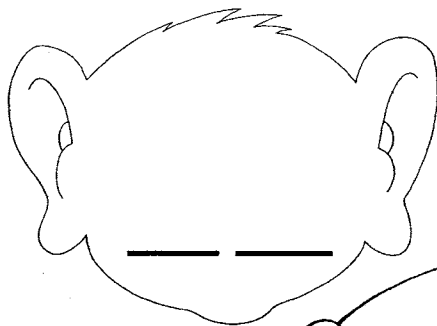
Name: _____

1. Letter Sort: Upper and Lower Case



Sort the letters. Write them inside the shape that begins with the same sound.

F	a	L	M
l	m	f	A

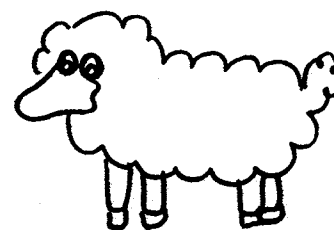
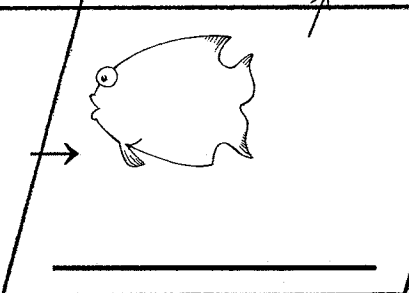
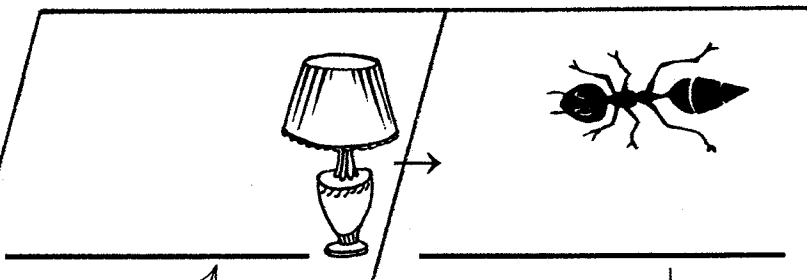


2. Say and Write: Initial Sounds

Mary has lost her lamb. Help her to find it. Say the name of each picture. Write the letter for the first sound you hear.



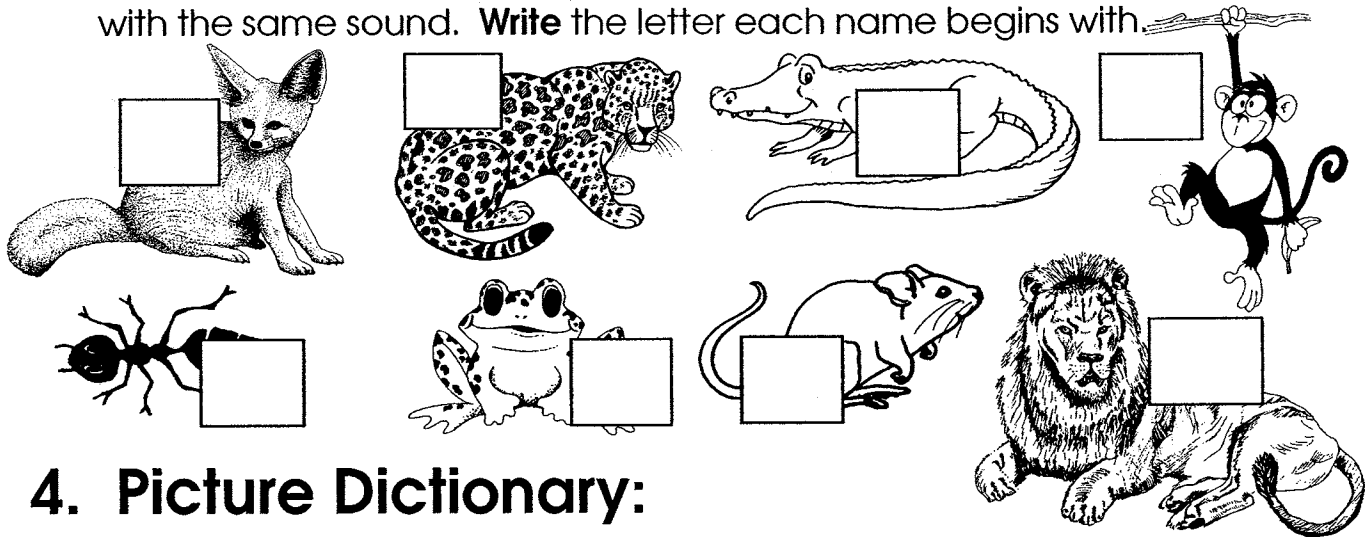
m f l a



Name: _____

3. Match Ups:

Say the names of the animals. Draw a line between the animals that begin with the same sound. Write the letter each name begins with.



4. Picture Dictionary:

Draw a picture that begins with each letter. Write the name of your picture.

m	_____	f	_____
l	_____	a	_____

5. Letter Search:

Circle the letters that match the first one in the row.

1.	m	d	m	t	r	w	m
2.	f	j	h	f	c	e	f
3.	l	l	i	n	b	l	o
4.	a	u	a	m	g	s	a

Name: _____

6. Trace



7. Copy:



l _____

l _____

l _____

a _____

a _____

a _____

am _____

am _____

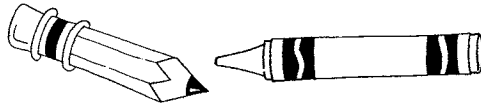
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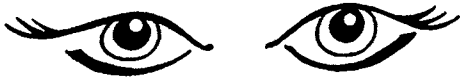
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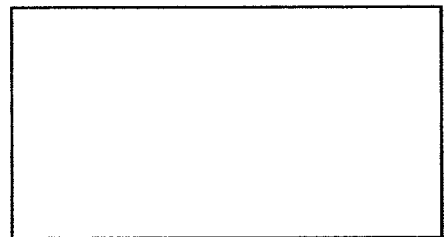
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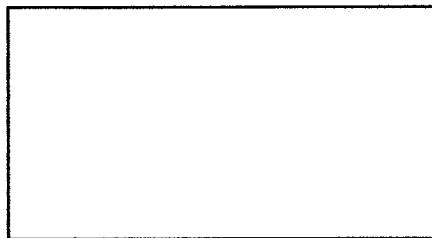
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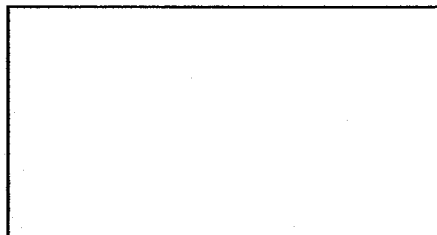




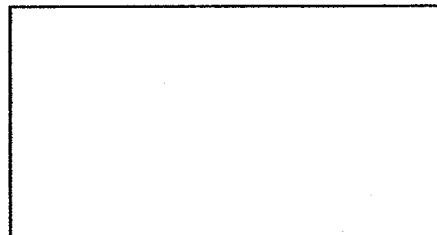
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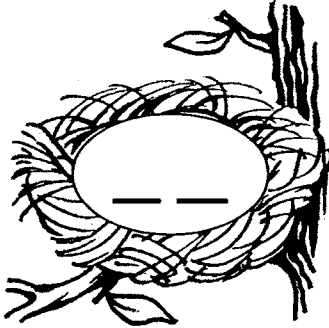


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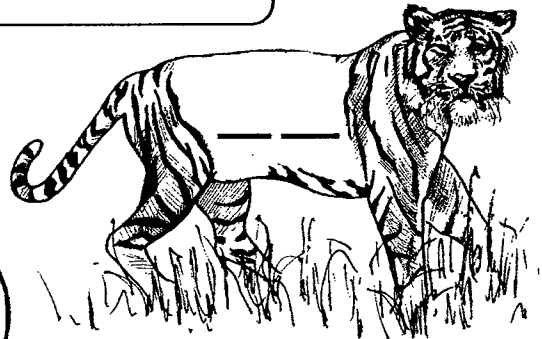
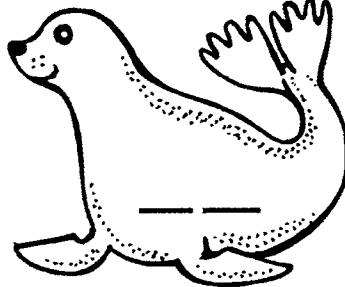
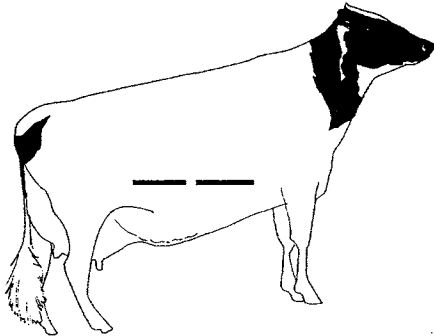
1. Letter Sort: Upper and Lower Case



Sort the letters. Write them inside the shape that begins with the same sound.

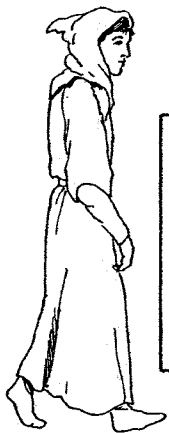


T	n	C	s
c	S	N	t





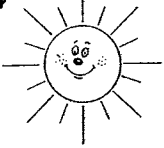





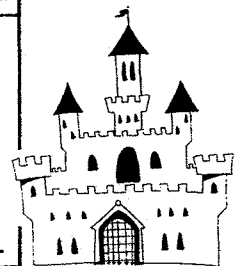
2. Say and Write: Initial and Final Sounds

Help Sam find his way to the castle. Say the name of the pictures. Write the letters for the first and last sound you hear.



t	s	c	n
---	---	---	---

 ____	 ____	 ____	 ____
 ____	 ____	 ____	 ____



Name: _____

3. Picture Dictionary:

Draw a picture that begins with each letter. **Write** the name of your picture.

t		s	
c		n	

4. Letter Search:

Circle the letters that match the first one in the row.

1.	t	h	t	r	w	t	a
2.	s	s	b	f	j	s	c
3.	c	a	m	c	d	o	l
4.	n	m	t	n	d	k	n

Name: _____

5. Trace:

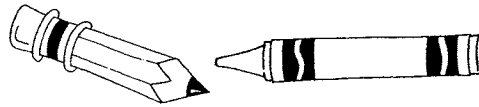
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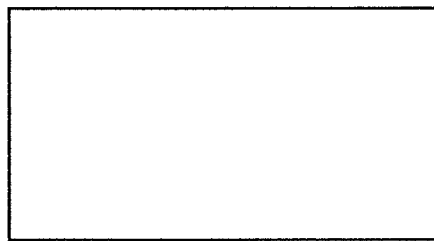
can _____ can _____ can _____
at _____ at _____ at _____
the _____ the _____ the _____

7. Write and Draw:



can at the

I ca _____



The

is a _____ t _____

