

PHONETIC SPELLING

COURSE NO. ENG-255

READING, SPELLING & PENMANSHIP: Every day, somehow and somehow, about 20-30 minutes of reading instruction and practice, about 20 minutes of spelling instruction and practice, and about 10 minutes of pencil to paper penmanship practice.

BOOKS TO USE

W.I.S.E. Guide for Spelling

Wanda Sanseri

This program is a derivative of the Spalding *Writing Road to Reading* program. *WISE Guide*, in its fullest form, is designed to teach reading, spelling, penmanship and English all at one time. We tell the students that we have scaled the program back to just its spelling aspect, but there is a whole lot of reading instruction nestled into the program all along the way—don't tell them! We use *WISE Guide for Spelling* as a spelling program for Grades 3 through 10. We recommend teaching spelling about 20 minutes daily, three back-to-back days per week. The following list of lessons is a jump start program for using *WISE Guide for Spelling* WITHOUT its companion text, *Teaching Reading at Home*. Set a timer for 20 minutes and settle in at the table with your student. Together, follow the outlined lessons at an easy pace, taking all the time needed to teach each of the steps. There is no hurry—that's why we homeschool! This jump start list usually takes about three to six quarters to work through at this pace.

For quarterly reporting for "Phonetic Spelling", report by section number and word order, i.e. Section L/Words 60 to Section M/Words 780. For a work sample, send a copy of the latest spelling test; have the student add the markings.

[Book Information: 240 pgs; 2000 words; 100 lessons; phonograms, rules and marking system given; teacher scripts.] Order From: Rainbow Resource / Order # 022912 / \$32.00 / ISBN: 1880045214

W.I.S.E. Guide for Spelling: Getting Started

SPELLING SECTIONS A – J From WISE Guide for Spelling, C. 2003, Pages 1-47

We use *WISE Guide for Spelling* as a spelling program for Grades 3 through 10. We recommend teaching spelling about 20 minutes daily, three days per week. Following is a jump start program for the older student for using *WISE Guide for Spelling* without its companion text, *Teaching Reading at Home*. Follow the below chronology at an easy pace, taking all the time needed to teach each of the steps. There is no hurry—that's why we homeschool!

Before getting started, read through the book's introductory notes—*with a grain of salt!* Be prepared to adjust this program as needed, making it work for your family. The key features of the program to master are:

1. **the phonograms**, defined as *a single letter or fixed combination of letters that represents one sound in a given word*—a sort of advanced phonics code. These are listed on the final page of the book. You or your student will be making flashcards of each of the phonograms, (1) entering the letter or letter combination from the first column on the front side of an index card; this is the *visual prompt*; (2) entering the center column's jingle on the back of the card; this is the *oral response* the child should give when shown the visual prompt; (3) noting the guide words from the third column on the card below the oral response, to be used routinely to illustrate the phonogram's use.
2. **the spelling rules**, also given in the back of the book. Make copies of these rules for each student to use during spelling lessons. Repeat the written "meat" of the rule as often as you can, teaching them through oral repetition. The spelling rules associated with each spelling word are noted on the right-hand page of each of the two-page lesson plans in the body of the

book.

3. **the marking system**, also in the back of the book. Make copies of the marking system page, too, to use during spelling lessons. Phonograms and syllables are marked using these markings. The markings for each spelling word are noted on the right-hand page of each of the two-page lesson plans.

4. **the dictation method**. Dictate slowly, syllable by syllable—sound by sound, if necessary, but *not* letter by letter. Give the child every clue to be successful. Except for spelling tests, exaggerate *spelling* pronunciation: We read ‘population’, but, using the tall 2-letter /sh/ at the beginning of the second or subsequent syllable, we spell ‘pop-u-la-shon’; ‘population’. We read ‘beginning’, but we spell ‘bee-ginn-ning’; ‘beginning’. We read ‘peculiar’, but we spell ‘pee-cu-li-ar’; ‘peculiar’. We read ‘language’, but we spell ‘lan gu age’; ‘language’. We read ‘success’, but, with a double C and a double S, we spell ‘suck-sessss’; ‘success’. Make this your standard procedure when children ask how to spell something.

Learn with your child. Don’t wait to become an expert to get started.

Generally, start each spelling class with (1) a flashcard review of phonograms presented so far and (2) the warm-up and pen grip exercises from *Handwriting Without Tears – Cursive* teacher’s manual. “Penmanship counts!” in spelling, meaning you *have* to mark a word incorrect if the lettering is not correct and readable. (If your student has difficulty with penmanship, add a five minute session with the penmanship-to-music program, *Calliobics*. These exercises do not count as penmanship practice; add his usual 10 minute practice in his standard penmanship workbook later in the day.) Cover as much of each step or as many of the steps as you comfortably can in a 20 minute class period, three days per week; next class time pick up where you left off.

Note: If (*when*, for the younger student) you find your student missing more than two spelling words per lesson, slow down and begin using the plan of study recommended at the end of this hand-out. Also note: skip the steps in the book that refer to TRAH or charts and instructions in Sanseri’s other texts.

LESSON PLANNING	ENG-255 PHONETIC SPELLING
Step 1	Penmanship and pen grip exercises; include correct posture coaching. Make flash cards of all single sound consonants. Remember the consonant <u>Y</u> .
Step 2	Flashcard drill and penmanship warm-ups. Make flashcards of consonants with more than one sound.
Step 3	Flashcard drill and penmanship warm-ups. Make flashcards of vowels. Remember the vowel <u>Y</u> , teaching it thusly: /i/ as in <i>gym</i> ; /E/ as in <i>baby</i> ; /I/ as in <i>by</i> .
Step 4	Flashcard drill and penmanship warm-ups. Make copies of <i>Spelling Rules</i> from the back of the book. Read the rules to your student.
Step 5	Flashcard drill and penmanship warm-ups. Have the student read <i>Spelling Rules</i> to you. (For the early reader, read them to them again.)
Step 6	Flashcard drill and penmanship warm-ups. Make copies of the <i>Explanation of Special Spelling Markings</i> from the back of the book. Read the page to your student, then have him read them to you.

Remember to start each lesson with
flashcard drill and penmanship warm-ups.

Step 7

Add phonograms *sh, th, oo, ee, er* to your flashcard set.
 Do *Contractions*/p. 3; define and discuss “antonyms”.
 Study *Spelling Dictation*/p. 3 together. Add the missing sentence at the end of this note:
The teacher asks: How do we highlight the word? Whymark it that way? What rule applies?
(The student repeats the basic idea of the rule, not the letter). This is the standard “Spelling
 Dictation Pattern” you should be using as much as possible from now on.

For example:

How do you highlight the word “top”? No highlights. *Why?* All the letters use the first sound of the phonograms.

How do you highlight the word “all”? 3 over /ah/. *Why?* The 3rd sound of the phonogram. *What rule applies?* We often double F, L, S...[Rule 17].

How do you highlight the words “be”? Underline /E/. *Why?* E says /E/ at the end of a syllable. *Usually?* Yes, because [repeat Rule 4].

How do you highlight the word “my”? Underline the Y. *Why?* Y says /I/ at the end of a syllable. *Usually?* No, because [repeat Rule 5].

How do you highlight the word “is”? 2 over /z/. *Why?* Because it is the 2nd sound of the phonogram S.

How do you highlight the word “do”? 3 over /oo/. *Why?* 3rd sound of the phonogram O.

How do we highlight the word “hill”? No highlights. *Why?* All first sounds of the phonograms. *What rule applies?* We often double F, L, S...[Rule 17]. *Usually?* Yes.

How do we highlight the word “out”? Underline /ow/. *Why?* 2-letter phonogram.

Step 8

Work through *Section A: 1-20* together, learning the marking system and Rules 4, 5, 6 and 17; use as much of the teacher scripts (following the marked words on the right-hand page) as possible. [Note: the sentences given on the left hand page are for context only, not for dictation/copy work.]

Step 9

Add phonograms *oy, oi, ch, ow, ou* to your flashcard set.
 Work through *Section B: 21-40* together, learning the marking system and Rules 2, 4, 10, 17.

Step 10

Discuss *Antonyms and Compound Words*/p. 4.
 Note “Spelling Dictation” at the top of p. 5. The “Spelling Dictation Pattern” refers to “The student writes each word from dictation, reads the word aloud, sounds it out for the teacher to write on the board, then checks his spelling against the teacher’s work. The teacher asks:

How do we highlight the word? Whymark it that way? What rule applies? (The student repeats the basic idea of the rule, not the letter) *Usually?* “

See *Sentence Formation*/p. 5. Discuss beginning capitalization and ending punctuation in proper sentences.

Remember to start each lesson with
 flashcard drill and penmanship warm-ups.