Scientific Spelling – Online Class Handout

You will need:  

For all Modules:  
- This handout  
- Pen or pencil for note taking  
- Blank paper for activities  
- *Scientific Spelling* manual and student pages

Lesson 1: Meeting Student Needs to Learn to Spell Well

Learning Objectives [slide 2]
- Describe…
- Determine…
- Verbalize…
- Explain…
- Categorize…
- Demonstrate…
- Plan…

Your reflections on the benefits of spelling, your experience in learning to spelling and teaching spelling. [slide 5]
Successful spelling requires [slide 6]

1.

2.

Spelling Test [slide 7]

1.

2.

3.

4.

5.

6.

7.
Six Types of Spellers [slides 8-16]

1. The Uptight Speller

2. The Free-Spirit Speller

3. The Bizarre Speller

4. The Friday Speller

5. The Safe Speller

6. The Scientific Speller [slides 17-18]

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The Spelling/Reading Connection [slides 21-22]
Lesson 2: Spelling Errors

Why are spelling errors a window? [slide 2]

A Rubric for Analyzing Spelling Errors [slides 3-10]

RUBRIC

0 = a random string of letters is used, not all sounds are represented, or sounds are not in sequence [tk, thk, or tihk for thick]

1 = all sounds are marked but two or more letters are not reasonable representations of the sounds or extraneous letters are added [theeg or fek for thick; thejtechk for thick]

2 = all sounds are marked but one letter is not a reasonable representation of a sound [tik or thek for thick]

3 = all sounds are marked with reasonable representations [thik or thic for thick]

4 = the spelling seems conventional, but an unnecessary letter is added or doubled [thicke or thickk for thick]

5 = correct spelling

(Carreker, 2011)
What is the value of a spelling rubric?

Spelling Errors [slides 11-12]
1. chungk for chunk
2. kryd for cried
3. spl for spoil
4. brik for brick
5. semdl for simple
6. cliped for clipped
7. unpire for umpire
8. smc for teacher
9. pach for patch
10. juk for jug
11. dril for drill
12. jumpt for jumped

Error Analysis [slides 13-14]

<table>
<thead>
<tr>
<th>Spelling Errors</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>sok for sock</td>
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<td>rak for rag</td>
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<td>pepl for pebble</td>
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<td>win for went</td>
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<td>wit for with</td>
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<td>dreen for dream</td>
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<td>ribbun for ribbon</td>
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<td>sipit for strip</td>
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<td>moping for mopping</td>
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<td>wretk for worked</td>
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<tr>
<td>muzek for music</td>
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</tbody>
</table>
What do errors imply about instruction? [slides 14-16]

**WHAT THE SCORES INDICATE**

0: No awareness of sounds in spoken words or difficulty detecting or sequencing sounds in spoken words. Difficulty segmenting words into sounds.

1 or 2: Difficulty making phoneme/grapheme matches. Difficulty discriminating similar sound.

3: Lack of knowledge about reliable patterns. Lack of knowledge about rules.

4: Overgeneralization of patterns or rules.

**INSTRUCTIONAL IMPLICATIONS**

0: Use activities found in the blue section of the manual.

1 or 2: Use select activities in the blue section that address discriminating of sounds.

3: Teach patterns in the green section. Teach rules in the yellow section.

4: Restate patterns or rules in the green or yellow sections.
Lesson 3: Phonology

What does the Blue Section contain? [slide 1]

What are Spelling errors with a score of 0? [slide 2]

Which activities address which issues? [slide 4]

What are Spelling errors with a score of 1 or 2? [slide 7]

Which practices for scores of 1 or 2? [slides 8-9]
Value of a mirror [slide 10]

What are voiced and unvoiced cognates? [slide 12]

- /b/ →
- /d/ →
- /g/ →
- /j/ →
- /z/ →
- /th/ →
- /v/ →
- /zh/ →

What are Spelling errors with a score of 3? [slide 14]

What are the different ways to spell /sh/? [Slide 15]
Define: [slide 17]

- initial

- medial

- final

What is the pattern for spelling /oi/? [slide 18]

What is the pattern for spelling /k/? [slide 19]

What is the mnemonic for remembering the pattern for /k/? [slide 20]
Lesson 4: Regular Words

What does the Green Section contain? [slide 2]

Spelling Notebook [slide 62]

Teaching a pattern [slides 63-67]
SPELLING NOTEBOOK – /ou/

/ou/

The /ou/ sound in initial or medial position = ou (out).
The /ou/ sound in final position = ow (cow).

ou        ow
Lesson 5: Rule Words

What are Spelling errors with a score of 3? [slide 2]

What are the 7 brave letters that never double in real English words? [slides 4-8]

Rule Words [slide 9]

What are the checkpoints for the Floss Rule? [slides 10-12]

What are the checkpoints for the Rabbit Rule? [slides 13-16]

What do the Floss and Rabbit Rules focus on? [slide 17]
**Rule Words (cont.)**

What are the checkpoints for the Doubling Rule? [slides 18-21]

What are the checkpoints for the Dropping Rule? [slides 22-24]

What are the checkpoints for the Changing Rule? [slides 25-27]

*What do the Doubling, Dropping, and Changing Rules focus on? [slide 28]*

*Teaching a Rule [slides 29-31]*

*Planning for Instruction [slide 32]*

*Spelling errors with a score of 4 [slide 34]*
Lesson 6: Irregular Words

What are irregular words in spelling? [slides 2 and 4]

Why are words irregular in spelling? [slide 5]

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- 
- 
- 
- 

What are some strategies for helping students learn to spell irregular words? [slides 6-9]
Lesson 7: Analyzing Words

What are the benefits of analyzing words? [slide 2]

- 
- 
- 
- 
- 

Review of a phoneme and grapheme [slide 4]

- phoneme:
- grapheme:

Spelling Words [slide 5]

- regular words:
- rule words:
- irregular words:

Four steps in analyzing words: [slide 6]

1. 
2. 
3. 
4.
Analyzing a Thematic Spelling List [slides 7-9]

How many words are rule words?
How many words are irregular?

Mnemonic sentences assist students in spelling irregular words [slide 10]

Analyzing Words [slides 12-18]

<table>
<thead>
<tr>
<th></th>
<th>Regular</th>
<th>Rule (Which Rule?)</th>
<th>Irregular (What Part?)</th>
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<tr>
<td>Regular</td>
<td>Rule (Which Rule?)</td>
<td>Irregular (What Part?)</td>
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Lesson 8: Procedures

What is the purpose of the Purple Section? [slide 1]

Which of the three Weekly Lesson Plans would you use in the classroom and why? [slide 2]

Which activities can you use to engage your students? [slide 10]

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Spelling Activities</th>
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<tbody>
<tr>
<td>Whole Group</td>
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<tr>
<td>Tier I Small Group</td>
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<tr>
<td>Tier II Small Group</td>
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<td>Independent</td>
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<tr>
<td>Collaborative Pairs/Triads</td>
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<tr>
<td>One-to-one Conferencing</td>
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