

Scientific Spelling

1. Purple- phonology
2. Green- regular words
3. Yellow- rule words
4. Red- irregular words
5. Purple- procedures



Script for the Introduction of a Single Spelling of a Sound

I am going to say some words. I want you to repeat each word after me. Listen for the sound that is the same in all the words. [Say five words that contain the new sound and spelling. Students repeat each word.]

What sound did you hear in all the words? [Students vocalize the sound.] Where do you hear the sound? In what position(s)? [Students respond.]

Let's make a prediction about how this sound might be spelled. What is a prediction? [An educated guess] Think about what you know about the language. How do you think this sound might be spelled? [Students respond. Honor all responses.]

Watch carefully as I write the words on the board. [Write the words on the board.]

What letter(s) is the same? [Students respond.] In what position do you see the letter(s)? [Students respond.] What does the pattern seem to be? [Students respond.] Who can tell me the pattern? When is the sound [say the sound] spelled this way? [Several students verbalize the pattern in their own words.]

[Students turn to the appropriate page in the green section of their spelling notebooks and read the information at the top of the page that matches what has been discovered.]

[Using S.O.S. (page 11 in the purple section), dictate five words that contain the new sound and spelling. Students write the words on the page.]



Script for the Introduction of Multiple Spellings of a Sound

I am going to say some words. I want you to repeat each word after me. Listen for the sound that is the same in all of the words. [Say words that contain the different spellings of the same sound. Include at least three words for each of the different spellings. Students repeat each word.]

What sound did you hear in all the words? [Students vocalize the sound.] Where do you hear the sound? In what position(s)? [Students respond.]

Let's make a prediction about how this sound might be spelled. Think about what you know about the language. How do you think this sound might be spelled? [Students respond.] The sound [say the sound] has more than one spelling. Let's see if you can discover the different spellings and when to use them.

Watch carefully as I write the words on the board. [Write all the words on the board in columns, one column for each of the different spellings.]

Let's look at the first column. All these words have the sound [say the sound]. What letter or letters are the same? [Students respond.] In what position do you see the letter(s)? [Students respond.] What does the pattern seem to be? [Students respond.] Who can tell me the pattern? When is the sound [say the sound] spelled this way? [Several students verbalize the pattern in their own words.]

Let's look at the second column. All these words have the sound [say the sound]. What letter or letters are the same? [Students respond.] In what position do you see the letter(s)? [Students respond.] What does the pattern seem to be? [Students respond.] Who can tell me the pattern? When is the sound [say the sound] spelled this way? [Several students verbalize the pattern in their own words.]

[If there are more than two different spellings, continue in the same manner with each column of words.]

The sound [say the new sound] has different spellings. Tell me the different spellings and when you will use them.

[Students turn to the appropriate page in the green section of their spelling notebooks and read the information at the top of the page that matches what has been discovered.]

[Using S.O.S. (page 11 in the purple section), dictate three words for each spelling in random order. Students write the words in the appropriate columns on the page.]



Scientific Spelling Irregular Word Procedures

1. Trace, Copy, Spell, Write
2. Spelling Notebook
3. Spelling Pronunciations



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Trace, Copy, Spell, Write

1. Circle the part of the word that is irregular
2. Trace the model three times, saying the word and naming the letters each time
3. Write the word three times making three copies, saying the word and naming the letters each time
4. Close eyes, and name and spell the word out loud three times
5. Fold the paper so the model is not showing
6. Write the word from memory three times, saying the word and naming the letters each time

ocean	

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Analyzing a Word List

1. Look at the word and read it
2. Unblend the word
3. Identify the first sound and corresponding orthographic representation
4. Determine if the letters are appropriate
5. Identify each subsequent sound and orthographic representation
6. Decide if the word is, and check in the corresponding section of the manual/notebook:
 1. regular (green section- all orthographic representations are appropriate)
 2. rule (yellow section- a letter is doubled, dropped, or changed)
 3. irregular (red section- not all orthographic representations are appropriate)

Regular	Rule	Irregular



Scientific Spelling Sample Analysis List

1. swimming
2. lobster
3. ocean
4. sunning
5. clam
6. sailboat



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SOS Procedure

S.O.S.



1. LOOK AND LISTEN

Look and listen



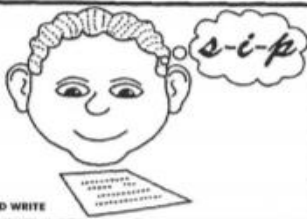
2. REPEAT AND SEGMENT

Echo and think/unblend



3. NAME THE LETTERS

Name the letters



4. NAME AND WRITE

Write and name the letters



5. READ TO CHECK

Read and check

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Sample Weekly Plan

(10-15 minutes daily)

Day	Activity
Monday	Introduce the new pattern or rule
Tuesday	Analyze words
Wednesday	Practice irregular words
Thursday	Practice words
Friday	Spelling test



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Sample Weekly Plan

(10-15 minutes for 3 days/week)

Day	Activity
Monday	Introduce the new pattern or rule and analyze words
Wednesday	Practice irregular words and newly introduced words
Friday	Spelling test

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Sample Discovery Words

/m/= m

man

mint

pomp

him

slam

