

# SPELLING:

## A Phonetic Approach



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## Introduction

- **For whom is this book designed?**

*Spelling: A Phonetic Approach* has been created for students in grades 6–9 who read below grade level. It can also be used by remedial high-school students and Adult Basic Education classes as well as ESL students. The reading level of the instructions in the student material is at the second-grade level. The words chosen for study are at the third-grade level.

- **What is the purpose of this book?**

*Spelling: A Phonetic Approach* is a research-based program that teaches basic spelling using a multi-modal, phonetic approach.

- **What words are included in the program?**

Research shows that spelling words should be the words that students use most often in their writing as well as words that appear most commonly in their reading, listening, and speaking vocabularies (Taylor, et al., 1989). Words at the appropriate level were chosen to illustrate each rule being taught.

- **How are the words presented?**

In each lesson, spelling words are presented in a list that is designed to illustrate the particular spelling concept being taught in that lesson. It has been shown that grouping words by patterns or phonetic rules helps students learn and retain the words better (Fitzsimmons and Loomer, 1980).

- **How will students be tested?**

Each unit begins with a pretest. With the teacher's help, students will correct their own pretests. This self-correction technique, which allows students to identify their own words to study, has been shown to be a vital strategy for spelling mastery (Fitzsimmons and Loomer, 1980).

- **What will practice consist of?**

Researchers recommend brief daily practice sessions of 10–15 minutes each, totaling 50–75 minutes per week, to improve spelling and maintain spelling skills (Bolton and Snowball, *Ideas for Spelling*, 1993). *Spelling: A Phonetic Approach* contains the following opportunities for student practice:

1. Four student worksheets per lesson, including a variety of types of exercises using the three modalities (auditory, visual, and kinesthetic).
2. Additional activities for students who need more help mastering the objectives.
3. Challenge Words that are at the fourth- to fifth-grade level. Students who need more challenge can apply the lesson's activities to these words as well.
4. Suggestions for alternative activities that teach to different learning modalities.
5. Connections to writing and the other language arts.

- **What spelling rules are covered?**

Research shows that it is helpful to teach only those rules that apply to a large number of words and have few exceptions (Bolton and Snowball, *Teaching Spelling*, 1993). In *Spelling: A Phonetic Approach*, the following rules are included:

1. When two vowels are together, the first vowel is long and the second is silent.
2. If a word ends in one vowel, one consonant, then a final *e*, the vowel is long.

(continued)

## Introduction (continued)

3. Consonant blends are two or more consonants together in which you hear each sound.
  4. Consonant digraphs are two consonants that form a new sound (*ch, sh, wh, ng,* and *th*).
  5. Most words form the plural by adding *s*.
  6. If a word ends in *ch, sh, x, s,* or *z*, add *es* to form the plural.
  7. If a word ends in a consonant followed by *y*, change the *y* to *i* and add *es* to form the plural.
  8. Add *ed* to most verbs to form the past tense.
  9. If a word ends in one vowel followed by one consonant, double the consonant before adding *ed, ing, er,* or *est*.
  10. If a word ends in *e*, drop the *e* before adding *ed, ing, er,* or *est*.
  11. If a word ends in *y*, change the *y* to *i* before adding *er* or *est*.
  12. In *wr* words, the *w* is silent. In words with *kn*, the *k* is silent. In words with *gn*, the *g* is silent. Some words have silent *l* and *b*. The letters *gh* are often silent. In words with *tch*, the *t* is silent. In words with *dge*, the *d* is silent.
  13. Contractions are short forms in which two words are put together, some letters are dropped, and an apostrophe is put in their place.
  14. Prefixes are small word parts attached to the beginning of a root word that change the meaning of the root word. Suffixes are attached to the end of the word and change the meaning—and often the part of speech—of the word.
  15. Homonyms are words that sound alike but are spelled differently.
- **How will students be taught to study the words?**

Among the many techniques used in this program, the following are consistently included in each lesson:

    1. Write the word clearly on a sheet of paper. (kinesthetic, visual)
    2. Look at the word carefully. (visual)
    3. Say the word out loud. (auditory)
    4. Touch each letter and name it. (kinesthetic, auditory)
    5. Cover the word. Write it. (visual, kinesthetic)
    6. Check the word.

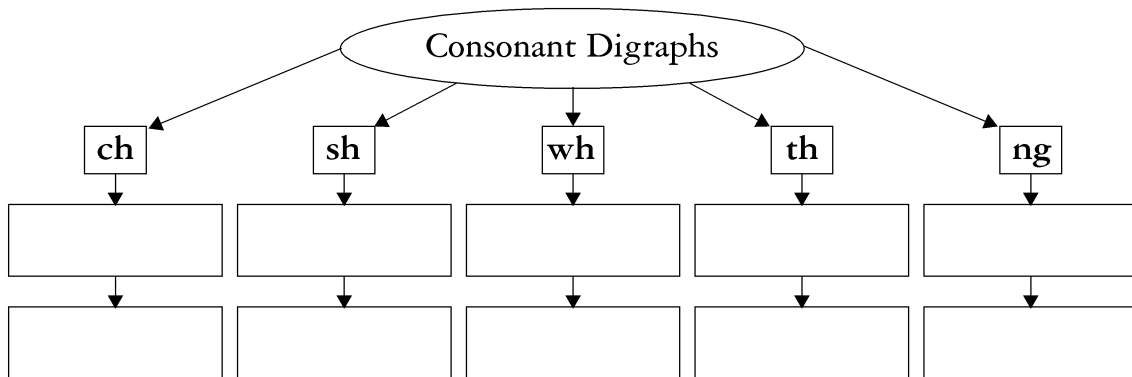
On page *vii*, you will find a student handout containing the above study method. Before beginning the first lesson of *Spelling: A Phonetic Approach*, make copies of “How to Learn Spelling Words.” Discuss the technique with your students. You will want to refer to it, especially during the initial lessons. If any students are experiencing difficulty learning the words, you may wish to lead them through the study procedure on an individual basis.

|        |       |       |          |       |
|--------|-------|-------|----------|-------|
| chance | shape | wheat | thirteen | sting |
| bunch  | wash  | whose | path     | song  |

**A. Fill in each blank below with a spelling word from above.**

1. Flour is made from \_\_\_\_\_.
2. A circle is an example of a \_\_\_\_\_.
3. My brother is \_\_\_\_\_ years old.
4. A wasp may \_\_\_\_\_ you.
5. That \_\_\_\_\_ of grapes looks really good.
6. I heard that \_\_\_\_\_ on the radio.
7. There is a 90% \_\_\_\_\_ of rain today.
8. Follow the \_\_\_\_\_ through the woods to the lake.
9. \_\_\_\_\_ book is this?
10. We will \_\_\_\_\_ clothes on Saturday.

**B. Fill in the chart below with the spelling words from above.**



|        |       |       |          |       |
|--------|-------|-------|----------|-------|
| chance | shape | wheat | thirteen | sting |
| bunch  | wash  | whose | path     | song  |

**A. Write a spelling word from above that rhymes with each word below.**

- |                |                |
|----------------|----------------|
| 1. tape _____  | 4. lunch _____ |
| 2. ring _____  | 5. dance _____ |
| 3. wrong _____ | 6. cheat _____ |

**B. Use each spelling word below in a sentence.**

- chance \_\_\_\_\_
- bunch \_\_\_\_\_
- shape \_\_\_\_\_
- wash \_\_\_\_\_

**C. Read each sentence below. Write *C* if the word in *italics* is used correctly. If it is not, cross it out and write the spelling word that fits the meaning of the sentence.**

- We need to *bake* the dirty clothes. \_\_\_\_\_
- Follow the *path* through the forest to the river. \_\_\_\_\_
- She bought a *ball* of bananas. \_\_\_\_\_
- At every football game, we sing our school *rules*. \_\_\_\_\_
- A baker's dozen means *thirteen*. \_\_\_\_\_
- The soccer player ran every day to get in good *shirt*. \_\_\_\_\_
- A bee will *hit* you if you get too close. \_\_\_\_\_
- The day of the big game there was a *change* of rain. \_\_\_\_\_



|        |       |       |          |       |
|--------|-------|-------|----------|-------|
| chance | shape | wheat | thirteen | sting |
| bunch  | wash  | whose | path     | song  |

**A. Use each of the following words in a sentence.**

1. wheat \_\_\_\_\_
2. whose \_\_\_\_\_
3. thirteen \_\_\_\_\_

**B. Look at the spelling words above. Then find and circle each of those words in the puzzle below.**

N O W A R L B O W A F E  
 C H A N C E U O S W L A  
 S O S S T I N G O H I W  
 H I H A F V C O N E L H  
 A O R T F O H U G A T O  
 P P A T H R G H U T E S  
 E L T T H I R T E E N E  
 W H C H I N B S H W H T

**C. Write the spelling word from above that belongs in each set of words below.**

1. circle, triangle, square, \_\_\_\_\_
2. eleven, twelve, \_\_\_\_\_
3. barley, corn, rye, \_\_\_\_\_
4. trail, way, \_\_\_\_\_
5. clean, bathe, \_\_\_\_\_
6. music, voice, \_\_\_\_\_

|        |       |       |          |       |
|--------|-------|-------|----------|-------|
| chance | shape | wheat | thirteen | sting |
| bunch  | wash  | whose | path     | song  |

**A. Use each of the following words in a sentence.**

1. path \_\_\_\_\_
2. sting \_\_\_\_\_
3. song \_\_\_\_\_

**B. Write the spelling word from above that means the opposite of each word below.**

1. highway \_\_\_\_\_
2. certain \_\_\_\_\_

**C. Write the spelling word from above that fits each clue below.**

1. To pierce with a small, sharp point \_\_\_\_\_
2. A number \_\_\_\_\_
3. A group growing together \_\_\_\_\_
4. A place to walk \_\_\_\_\_
5. Used to make bread, cereal, etc. \_\_\_\_\_
6. The outline of something \_\_\_\_\_
7. Something you sing \_\_\_\_\_
8. Risk; possibility \_\_\_\_\_
9. Use water to make clean \_\_\_\_\_
10. Possessive form of "who" \_\_\_\_\_

