

ABeCeDarian Spelling Book B-1 Teacher Manual, Sample Pages

Brief introduction

This spelling program is for students working at a first and second grade level in spelling. It presumes that students already can spell words such as *mop*, *ran*, and *fish* that have one-letter consonants, short vowels, and the consonant digraphs *sh*, *ch*, and *th*. Additionally, students must know how to form all of the letters and generally have handwriting skills sufficient to write several sentences each lesson.

To master spelling words in this curriculum the student reads a learning sentence that uses a target spelling word. The target spelling word will be the only word in the sentence that the student does not already know how to spell. There are 4 sentences in a lesson, each containing a new spelling word. To help remember how to spell any sound in the word that does not have a stable, common spelling, the sentence contains a clue word or words which contain information about how the unstable part is spelled.

Clue words for vowel letters are words whose first sound is the same as the name of the letter they are associated with. For example, the word *ape* is frequently used as a clue for the letter *a*, and the word *eel* for the letter *e*. Clue words for consonants begin with the consonant and make no reference to the letter name. Thus, *wet* is a clue word used for the letter *w*. The first word with a common digraph will serve as a clue word for that digraph in future sentences. For instance, the first word with *ea* in the spelling list is the word *sea*. The learning sentence for this word is, “*The eel and the ape went to sea in a boat.*” Thereafter, when a spelling word has a *ea*, the word *sea* will serve as the clue word. The learning sentence for the word *each*, for example, is *Each of us went out to sea on a boat.*

Once students have read the sentences, analyzed the spelling words, and discussed the clue words, they then write the sentences from dictation (i.e., without looking at their spelling books). Errors are corrected immediately and the student rewrites any sentence with a misspelled word until she can write it perfectly.

Conventions used in the Teacher Manual

1. Target spelling words are presented with graphemes separated by space and underlined.
2. Clue words in each sentence are presented in bold type.
3. Instructional notes or comments about interesting or unusual orthography are presented in italics.

Summary of steps for conducting a lesson

Before beginning lesson 1, the teacher says to the student:

In these lessons you will learn to spell many, many new words. To learn a new word for spelling you will begin by reading a sentence that has the word. We will talk about the letters in the word, and then I will show you some clues in the sentence that will help you remember how to spell the word correctly. The clues are often funny and you will soon be able to recognize them right away. They will also be very easy for you to remember.

You will usually learn four new words during a lesson.

All you have to do is read some sentences, talk with me a little bit about each spelling word and the clue words in the sentence, and then write the sentences. That's all. You'll be amazed at how well you will be writing and how much fun it will be.

Let's begin.

1. The student reads a sentence from her spelling workbook.
2. The teacher tells her the target word in the sentence.
3. The student says the target word one sound at a time and underlines how each sound is spelled. (She does this directly in her spelling workbook.)
4. The teacher asks the student how to spell the unstable part of the word and asks the student what clue words are in the sentence to help remember the tricky spelling. For instance, the first spelling word is *boat*. The unstable spelling is *oa*. The teacher asks, “*How do you spell the /oa/ sound in boat?*” The student answers with the letter names, *o-a*. The clue words are the words *O*, and *a*. The unstable part of the word can always be identified by the clue words used in the sentence.
5. The student circles the clue words in the sentence.
6. The workbook page is covered and the student writes the spelling word on a dry erase board or a piece of paper, saying each sound as she writes. This step is repeated as necessary until the student can spell the word correctly from memory.
7. These steps are repeated for the remaining 3 sentences in the lesson.
8. The student closes her workbook and takes out a dry erase board or blank paper.
9. The teacher dictates the sentences to the student who writes them from memory. Corrections are made immediately and the student rewrites the sentence as necessary until she can write it perfectly spelled.
10. The teacher dictates the two review sentences for the unit (except in Lesson 1, which has no review sentences). These are also corrected immediately and the student again rewrites them as necessary until she can write them perfectly spelled. The student does not read these sentences in advance.

Pacing Guidelines

If the student spells the review sentences correctly on the first try, then proceed with the next lesson during at your next meeting. Otherwise, review the misspelled words, working as necessary to connect the clue words with the target spelling word. For example, the learning sentence for the word *sea* is, “*The eel and the ape went to sea in a boat.*” To help connect the clue words to the target word, the teacher would ask, “*Who went to sea in a boat?*” and the student would reply, “*The eel and the ape.*”

The full Teacher Manual contains a detailed discussion of the rationale for this approach to spelling as well as extensive directions concerning how best to use the clue words, how to conduct error correction, and how to pace instruction. The full program consists of 500 words distributed over 125 lessons and is designed as a full year course for a student spelling at the first/second grade level.

It is a good idea to practice teaching a lesson to an adult or older student before working with your actual student. The steps, though different in many ways from those on conventional spelling programs, are very straightforward and easy to learn, so it should not take much time before you are comfortable with the sequence of activities and the rhythm of a lesson.

Happy Teaching!

Lesson 1

New Words

1. **O**, **a** b oa t.

Make sure to pronounce the word a as /ay/ (to rhyme with day).

2. I h o p e to **hop** on **eels**.

As in the ABeCeDarian Reading Program Level B-1, you do not talk about a silent e. Rather, you treat o-e as one of several ways to spell the sound /oa/. When the e is split off from the preceding letter, it will be marked with a loop as indicated. The student should mark the word in her book with this loop.

The clue words are to remind the student that hope is spelled hop + e.

Discuss the different vowel sounds in hop and hope. Also, make sure to go over how to spell the word eels. If the student has difficulty spelling this word, display it when she is writing sentences from dictation.

3. **O**, d o it.

4. **O**, the **wet** sh ow.

The word wet is a clue word for the letter w. Most of the clues for a consonant letter will be a simple word that begins with the target letter.

Lesson 2

New Words

1. **O**, **U**, get ou t.

The clue word for the letter u will be a capital letter U, meaning you within the sentence.

2. **O**, the **wet** c ow.

3. The **eel** and the **ape** went to s ea in a boat.

Make sure to go over how to spell the word ape. If the student has any difficulty remembering how to spell this word, display it when the student is writing sentences from dictation.

4. **Eel**, m ee t eel.

Review

5. Did Tom show Mom his big boat?

6. I do hope that I get a cat.

Lesson 3

New Words

1. The **ape** can tell us **Y** it is fun to p l ay.

The word why is presented in Lesson 34. Until then, the capital letter Y will serve as the clue word for the letter y. Make sure to go over how to spell the word ape.

2. The **eel** and **I go home** to w eigh the cat.

Have the student memorize “eel and I go home” and practice translating this sentence into the letters in the word (e-i-g-h). A good way to practice is to write the word weigh correctly on a dry erase board and have the student recite “eel and I go home” as she points to the appropriate letters in the word. After she has done this correctly a couple of times, have her say these four letters out loud several times and over a few intervals to develop auditory memory.

3. **A** c ar.

4. **Mad eels** m a d e it.

The clue words are to remind the student that made is spelled mad + e. Discuss the different vowel sounds in mad and made.

Review

5. Do not let the cow swim in the sea.
6. Did Dad go out on his boat to meet Sam?

Lesson 4

New Words

1. The **ape** and **I** sit in the r ai n.
2. Tom went **out** and f ou n d it on the boat.

This is the first sentence in the book in which the clue for a spelling is a key word. Once a key word has been introduced, it will then be the primary clue used for that spelling in subsequent sentences. Take the time necessary to make sure the student can spell key words accurately and quickly.

3. Did Sam kn ow that it is **OK** to go to the **show**?

OK is the primary clue word for the letter k. Do NOT refer to the letter k in know as silent. Rather, indicate that kn is a way to spell the /n/ sound in a few words.

4. H ow n ow b r ow n **cow**?

Occasionally, more than one new target word will be embedded within a sentence, usually when a number of frequent and related words share a spelling, as in the case of these words.

Review

5. I can play in that car.
6. Mom has to weigh the boat that she made.

Lesson 5

New Words

1. Show us the p ar t for the **car**.
2. **O**, the o l d man t o l d us.
3. Ea ch of us went out to **sea** on a boat.
4. I do not know how the **cow** got to t ow n.

Review

5. I found the brown cow out in the rain.
6. Now I know how to play on the boat.

Lesson 6

New Words

1. The **eel** knows **Y** th ey did it.
2. Are the **eels** on the end of the **car**?
3. **Old** men d o n ' t run fast.

Write do not on a dry erase board and write don't underneath it. Explain that don't is a short version or contraction of do not. Ask your student to identify what letter of do not is left out of don't. Then say that the o of not is replaced by a mark called an apostrophe. Have your child repeat the word apostrophe a few times and review in subsequent lessons. When you have your student practice spelling the word out loud, have her say the word apostrophe in the appropriate spot, i.e., "dee-oh-en-apostrophe-tee."

4. We had to **weigh** eigh t cats.

Review

1. Sam told each of us that Mom found the old cat.
2. I know that part of town.

Lesson 7

New Words

1. Tom can get to the **sea** in a y ea r .
2. The **ape** went **out** at a r ou n d eight.

Tell your student that when we say around in regular speech, we pronounce the first syllable /uh/, but it is helpful to pronounce it for spelling as /ay/. The clue word ape provides additional reinforcement to help the student remember that the word begins with the letter a.

If your student is at all confused about what the sentence means, tell her that the ape went out at around eight o'clock. The word o'clock has been omitted to make the sentence easier to spell.

3. The **cow** fell d ow n .
4. I can **play** t o d ay .

Point out that the word today is made up of the words to and day.

Review

5. Jill knows that they don't go into town.

When your student comes to the word into, tell her that it is one word, made up of in and to.

6. Eight of the cows are on the boat.

Lesson 8

New Words

1. Get the **eels out** of the h ou se .

The clue word eels is to remind the student that the final /s/ sound of the word is spelled se and not just plain s. Because the final s is used as the primary way to make a noun plural in English, a final /s/ sound in a singular noun is usually spelled se or ss so as to avoid confusion with the pluralizing s.

In subsequent words with se, the key word house will be used as the clue for this spelling.

2. **Eels** sell th e s e to **eels**.

Point out to your student that the word sell has two l's.

The letter s will be treated as the default way to spell the /z/ sound, so no clue word will be provided. A clue word will be provided, though, when /z/ is spelled with a z.

3. They will s ee Tom when they **meet**.

4. **Y** is the **pet pig** h a pp y ?

The words pet pig provide the clue that there are two p's in the word.

Review

5. The cat is around eight years old.
6. Mom went down to the boat at the end of the day.

Lesson 9

New Words

1. Sam will **meet** th r ee men.
2. The m ou se got **out** of the **house**.
3. **O**, s o m e of the **eels** can c o m e.
4. **These** mops go h e r e.

Review

5. I see that Sam and Tom are happy around the boat.
6. Did Tom send these brown cats to the house?

Lesson 10

New Words

1. Tom will ea t on his boat on the **sea**.
2. **O**, the gift is f r o m Mom.
3. **O**, Mom got the m o s t.
4. Jill m ay **play** with us today.

Review

5. I told Tom that the mouse is here in the house.
6. The three of us will come to see Mom someday.

Tell your student that someday is one word made up of some and day.