

Spelling Notebook

Note: This is provided here for families who desire to create their own “homemade” Spelling Notebooks rather than purchasing them.

This section may be duplicated for your family’s use only.

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How to Use the Spelling Notebook

Purpose of the Spelling Notebook

This Spelling Notebook (SN) was designed to further cement spelling learning by providing “learning hooks” upon which to base the student’s spelling experiences. It teaches a word family/phonetic approach that helps students classify words with spelling commonalities together. This gives a student the advantage of using prior spelling knowledge (previously recorded words and families) along with new spelling words. The Spelling Notebook (SN) may be used in two different manners to assist in spelling learning: (1) Students record their new spelling words (already based on spelling commonalities) onto the proper SN pages, and (2) Students record misspelled words from their essays, reports, spelling tests, and dictation quizzes onto the corresponding SN pages.

1. Recording Weekly Spelling Words

- a. After a student copies the spelling words in his weekly lesson, the text instructs him to record these spelling words on certain SN pages.
- b. The student should turn to the indicated pages in his SN. There he will find columns of lines with a word above each column.
- c. He should record each spelling word from his weekly list on the pages indicated beneath the spelling pattern that each word follows.
- d. For example, if he is working on the *ei* and *ie* spelling patterns in his weekly lesson, he will turn to the SN page given. He will then place the words from his spelling lesson in the correct columns:
 - 1) *cei*—In this column, he will place the words *receive*, *conceive*, and *perceive*.
 - 2) *ie*—In this column, he will place the words *believe*, *relieve*, and *belief*.
 - 3) *ei* says *ay*—In this column, he will place the words *vein*, *rein*, and *veil*.

2. Recording Misspelled Words

- a. In this approach, the teacher chooses words that the student mis-spelled during his weekly dictation quiz, spelling test, and essay. (This may be three words or ten words, depending on his skill level and how many of the spelling words he will be working on from the weekly spelling lesson.)
- b. The most productive way to use these spelling words is for the teacher to analyze the spelling problem of each word with the student. For example, if the student spelled *happy* with only one *p*—*hapy*, the teacher would point out what the spelling error was. (The student failed to double the consonant in a two syllable first-vowel-short word.)
- c. The student and teacher would then look up this rule in the index of the SN and the student would record the word in the correct column of the corresponding page.
- d. Obviously, when a student mis-spells a word, he may just copy that word and study it for the next week. This is fine, too; however, if the student identifies the spelling problem (the exact part of the word he misspelled) and copies the word in the SN with words containing that same spelling, the spelling rule will be further cemented in the student’s mind.

short a families—c-v-c and v-c patterns

ack

ad

an

and

at

others

Teacher Tip: The c-v-c pattern means consonant-vowel-consonant pattern; the v-c pattern means vowel-consonant pattern. One-syllable words with a single vowel in the middle (with a consonant or consonants on both sides of the vowel) usually say the vowel's short sound.

