

# How To Use The Spelling Notebook

This *Spelling Notebook* was designed to be used to further cement spelling learning by providing “learning hooks” upon which to base the student’s spelling experiences. It uses a word family/phonetic approach to help students classify words with spelling commonalities together. This gives them the advantage of using prior spelling knowledge (previously recorded words and families) along with new spelling words.

## Spelling Uses

The *Spelling Notebook* 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 page. (Page numbers for the weekly rule(s) are given in the actual lesson.)
2. Students record misspelled words from their essays, spelling tests, and dictation quizzes onto the corresponding SN page.

These two methods are as follows:

1. Recording Weekly Spelling Words---
  - a. After students copy the spelling words in their weekly lesson, their text instructs them to record these spelling words on certain 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 pages given. He will then place the words from his spelling lesson in the correct columns:
  - i. *Cei*---In this column, he will place the words *receive*, *conceive*, and *perceive*.
  - ii. *Ie*—In this column, he will place the words *believe*, *relieve*, and *belief*.
  - iii. *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 misspelled during his weekly dictation quiz, spelling test, and essay. (This may be three or four 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*, she 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 SN and the student would record the word in the correct column of the corresponding page.

- d. Obviously, when a student misspells a word, he may just copy that word and study it for the next week. This is fine, too; however, if the student actually has experiences with the spelling problem (the exact part of the word he misspelled) and copies it over in the SN with words containing that same spelling, the spelling rule will be further cemented in the student's mind.

## For Reading Instruction

The SN is a valuable tool for emerging readers who enjoy writing. As each word family is studied/learned through any word-family-approach phonics program, have your student write the words that he or she has learned to read on the coordinating pages under the correct word family.