

Spelling Practice

March 27-31

Name _____

Monday	Tuesday	Wednesday	Thursday
Spelling Words: <u>page</u> <u>nice</u> end	Spelling Words: ³ fall r.17 went <u>back</u> r.2	Spelling Words: <u>a way</u> r.4,18 <u>pa per</u> r.4 ³ put <u>each</u>	Spelling Words: Review/End-of-Month Spalding Assessment
Rules: Silent 'e' Job #1 – 'e' lets the vowel say its name in vcv words. Silent 'e' Job #3 – 'e' lets 'c' say /s/ and 'g' say /j/. (Not marked in 'page' or 'nice' because it is also doing Silent 'e' Job #1.)	Rules: r.17: 'l' is often doubled following a single vowel at the end of a one-syllable word. r.25: 'ck' is used at the end of word following a single short vowel. *Multi-letter phonograms are underlined. *Numbers are written above sounds to indicate which phonogram sound is used.	Rules: r. 4: a,e,o,u say their name when used at the end of a syllable. Students say, "In the word 'away', 'a' says /ā/ at the end of the syllable". <small>(*substitute the word and vowel name/sound for future r.4 words)</small> r.18: We often use 'ay' to say /ā/ at the end of a base word, never 'a' alone. *Multi-letter phonograms are underlined. *Numbers are written above sounds to indicate which phonogram sound is used.	Rules:

In Language Arts we use the Spalding Method. I am teaching the students to listen for sounds and apply rules rather than just memorizing words. By doing so, students can generalize what they are learning and apply it to other words that follow similar rules and patterns. It is so important that your child practice their spelling words by thinking through the words and not just memorizing them. Please follow the procedure below as you review spelling words with your child each night to prepare for the spelling test on Friday.

Spelling Practice Instructions: (Fold paper so only the current day's words and previous days' words are showing so your child is not distracted by the words we have not learned.)

1. Have your child read each sound in the word.
2. Have them explain any markings in the word.
3. Read the whole word.
 *Continue steps 1-3 with each word for the day.
4. Move the word list so they cannot see it and ask them to spell each word aloud or write it down.
5. If a word is missed, have them repeat steps 1-3 with that word, then hide the word list and spell it again.
6. Review words from previous day(s) at least 1x.

This week's phonograms:
 a, c, d, f, b, e, l, n, p, u, w, ch, ay, er, ea, ck, ui, gu, ph, ough, gn new: wr