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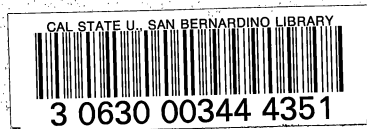
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California State College
San Bernardino

A SUPPLEMENTARY SPELLING PROGRAM TO SLINGERLAND

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts
in
Education: Special Education
By
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Riverside, California
1984

Calif. State University, San Bernardino Library

APPROVED BY:


Advisor



Committee Member

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PROJECT SUMMARY

Purpose

The purpose of this project was to examine the different trends in spelling and then develop a program which would meet the needs of first grade students in a regular classroom.

Procedure and Results

The writer examined the subject of spelling and its relationship to reading and writing. The review of the literature found two theories:

- a) spelling is related to the subjects of reading and writing, and therefore, should be integrated into a language arts program
- b) based on the psycholinguistic's theory, spelling and reading are not related

The writer then expanded the review of the literature to include spelling in relation to reading based on the theory that spelling and reading are inseparable. The great debate between phonics and look - say advocates was reviewed finding more studies supporting the phonetic approach to spelling and reading, while favoring the look - say approach for the teaching of non-phonetic vocabulary. The literature showed positive response supporting the use of a multi-sensory approach to spelling.

The review of the literature supported three important trends which the writer has used as three important criteria for the presented spelling program; 1) phonics, 2) the integration of spelling into a language arts program, 3) the use of a multi-sensory approach to spelling.

Conclusion

The spelling program, based on the Slingerland Program for Specific Language Disability children, includes phonics, a multi-sensory approach to learning, and the integration of spelling, reading and writing into a language arts program. The writer, who is a Slingerland teacher, has expanded the successful Slingerland Program for use in a regular first grade classroom. For this program to be successful, the user should complete a Slingerland course (see Appendix #1). The presented supplementary spelling program is not a spelling book, but a display of models to help the user write weekly lessons which can be incorporated into any first grade curriculum. Games and other teaching approaches can be integrated to help reinforce new concepts. Also, this program could be expanded for use in other elementary grades. This supplementary spelling program to Slingerland has not been tested.

GENERAL INTRODUCTION

Spelling is a very important subject which affects communication in both reading and writing. Are the current spelling programs meeting the needs of the students?

Many school districts supply the classroom with spelling books which contain weekly word lists and some spelling rules to teach the children. Is this method the best approach to spelling? The results of a study by Curtis and Dolch (1938) indicate that there is more to spelling than just buying a good spelling book and carefully following its directions.

In the classroom, the teacher soon discovers that some children seem to be successful with the spelling book approach, while others are failing to learn to spell. Do teachers know the answers to the following questions? What is spelling? How does a child learn to spell? What are alternative methods which will best help the child? Should spelling be related to reading and writing? Is there a spelling program which would better meet the needs of the students?

There are many areas of concern that teachers should be aware of when teaching spelling. A spelling program should meet the needs of the students.

REVIEW OF THE RELATED LITERATURE

It is important to realize that spelling is only one area of language arts. Some educators teach spelling as an isolated subject, but studies show that children spell better when words are integrated into a language arts curriculum (Curtis & Dolch, 1938). Spelling should be taught as a useful, functional tool. Hildreth (1962) says that studies show that reading, writing and spelling are highly correlated. Flesch (1955, 1981) who has studied the area of reading, stresses that spelling and reading are inseparable and should be taught at the same time. Psycholinguistics compare spelling with writing, and reading with language (Goodman, 1973). In the review of the literature, the writer will look at the subject of spelling, spelling as part of the language arts curriculum, and the subject of reading as it relates to spelling. The reader needs to be aware that material from reading specialists as well as spelling specialists will be included.

Spelling has been the subject of a great debate for many years. The literature shows that there are two basic approaches to spelling; look - say and phonetic. Look - say is defined as the memorization of words as a whole without learning the use of phonic generalizations. The phonetic approach teaches the child the use of sound-to-letter relationships to spell words.

The look - say advocates state that most English-American words are non-phonetic and highly irregular, so words should be learned through memorization (Horn, 1957). Many studies have been made to disprove this theory. Yee (1971) says that there is a greater phonemic regularity than opponents claim. Julie Hay and Charles E. Wingo (1954) state that 87 percent of American-English words are phonetic and only 13 percent are irregular.

A study by Groff (1961) puts regularity of English-American words at 70 percent. The Edwards and Gibbon study (1963) states that 90 percent of American-English words are phonetic. The most powerful study was done by the P.R. Hanna - Moore - J.S. Hanna team. First, Paul and Jean Hanna (Moore, 1951) did a research study on a 3,000 word vocabulary. These words were analyzed in terms of phoneme-grapheme correspondence -- regular or irregular. The study indicated that the American-English language is highly regular. P.R. Hanna and Moore found that 80 percent of the 12,546 phonemes, a class of closely related speech sounds regarded as a single sound, comprising the 3,000 most frequently used American-English words were consistent, while 20 percent were irregular. Next, the P.R. Hanna - Moore team (P.R. Hanna, Hodges, & J.S. Hanna, 1971) was financed by the U.S. Government, Project 1991, to test 17,000 plus words. They discovered that the more words used, the greater consistency of phoneme-grapheme correspondence. Rudolf Flesch (1981), with the help of Mrs. Margaret Bishop, analyzed P.R. Hanna - Moore's 17,000 words and found that they were 97.4 percent phonetic. The writer has determined through the review of the literature that American-English words are highly phonetic.

Since research shows that American-English words are highly phonetic, it seems logical to include phonics in the language arts curriculum. With this in mind, the writer feels that spelling books are misleading to educators. They may think that they are using a balanced program with both look - say and phonetic approaches to spelling, when in fact, they are not. Spelling books rely heavily on the look - say approach while teaching only some of the phonetic rules (Flesch, 1955). When phonetic advocates say to use a "phonetic approach", they also believe that a complete phonetic program should be implemented (Flesch, 1955, 1981; P.R. Hanna, 1966). Look - say and phonetic advocates both agree that there is some irregularity which

must be taught through a look - say and/or haptical (kinesthetic and tactile) approach. Theodore Clymer (1963) states that due to the "many exceptions to the rule", there is a need for sight words to be taught. The writer realizes that it is dangerous to assume "all-or-none" or "either-or" (Yee, 1966). Balance is important, and there are many excellent look - say techniques which can be implemented into a phonetic based program. As Curtis and Dolch (1938) found, buying a good spelling book and carefully following its rules is not enough.

The process of learning is a multi-sensory, multi-motor process involving speech, audition, vision and haptics (P.R. Hanna et al., 1971). Logically, research also shows that spelling is learned through these modalities or images (Fitzgerald, 1951; Hildreth, 1962; Hodges, 1981). Humans have great individual differences in these modalities, ranging from weaknesses to preferences (Fernald, 1951). Many times, teachers see tendencies towards a modality preference, but it is stressed in the literature that the multi-sensory approach not be separated (Horn, 1950; Fitzgerald, 1941). That is, if a teacher thinks that a child has a modality preference, that teacher should not teach wholly to that modality. Imagery is not completely understood by trained psychologists and thus, the teacher is not qualified to make that assumption (Horn, 1950). A research study by Dr. Bateman (1967) and another by Professor Robinson (1972) proved that there is no statistical proof that "auditory" children learned better by phonics or that "visual" children learned better by a look - say approach. P.R. Hanna and J.S. Hanna (1959), and Hildreth (1962) state that auditory, visual and haptic images must be planned and learned in a spelling program. . . as each type is learned, it must be systematically joined with other types of imagery with each one becoming a reinforcement to the other. The literature suggests that an

auditory, visual, and haptic approach to language arts could be very successful.

There has been a controversy as to when phonics should be introduced in school. The basal reading series attempts to teach children about seventeen beginning consonant sounds in the first year. Vowels are introduced in the second year, leaving structural analysis skills for the third year (Kottmeyer, 1959). Many educators feel that first graders are unable to learn phonics at an early age so they are not taught letters and sounds due to lack of "readiness skills." Flesch (1955), who was unable to find a uniform definition for "readiness skills", says that this approach deprives the child of precious learning years. Children should learn techniques early in school which will enable them to proceed successfully in spelling, reading and writing (P.R. Hanna & Moore, 1953). With correct phonetic habits established, these children can use their skills independently, where as in a look - say program, the children must rely or depend on the teacher, especially for words that have not been memorized. Charles Read (1971) conducted one of the first major studies which examined the beginning attempts of children to spell. Children between ages four and eight were selected for the study. Read discovered that young children are able to detect letter-to-sound relationships. Further studies (J.W. Beers & Henderson, 1977; J.W. Beers, C.S. Beers, & Grant, 1977) and research shows that children are "super phoneticians". Flesch (1955) also supports the fact that first-graders are excellent in learning phonics. Phonics should begin with the teaching of letters, their sounds and written forms. This task should be taught through auditory, visual and haptic techniques to develop a program which prevents failure (Slingerland, 1971), activates success and motivation, and gives students a functional tool to use throughout their school years.

There have been many studies done in the area of reading, comparing look - say programs with phonetic programs. Flesch (1955, 1981) discusses many of these comparison studies and, in conclusion, states that the phonetic programs proved superior. Jean Chall (1983) found nine studies which did not test beyond the second grade, also showing the phonetic approach to be superior to the look - say approach. Many specialists have compared these two programs according to reading achievement in the primary grades. Chall found that phonetic groups did well on oral, untimed tests of word recognition. On comparing standardized tests' results, the look - say group achieved higher scores on silent reading comprehension in first grade. Chall explains that phonetic first graders become preoccupied with letters and sounds on timed tests. By the second grade the phonetic group tests superior to the look - say group on silent reading comprehension due to their ability to combine phonetic skills with the use of context clues. Second graders are capable of decoding with the use of contextual clues (Clay, 1966; Biemiller, 1970). The look - say approach results in faster reading in first and second grades, but phonetic readers recognize more words accurately in one minute than look - say readers (Chall, 1983). First-grade reading programs possessing consistency in grapheme-phoneme correspondences produce significantly higher word reading, word study skills, and regular word identification achievement (Ruddell, 1968). Winch (1925) compared the look - say approach with a synthetic sounding-blending phonic approach on success in reading such sentences as "A fat cat sat on a mat". The phonics trained children were superior.

It is important to put children in a language arts program that will teach them effectively and prevent failure. Important criteria, as seen in the literature thus far, are phonics, a multi-sensory approach, and the

integration of spelling, reading, and writing. Any program which includes this criteria should be successful. The writer has found that the Slingerland program includes this criteria and more. In the 1920's, Dr. Samuel Orton, a neuropsychiatrist, began to study children who were not successful in school. Dr. Samuel Orton and his assistant Anna Gillingham (Gillingham & Stillman, 1960) began the Orton-Gillingham method to help brain damaged children. Orton's remedial training for these children with a language disorder, particularly in reading and spelling, was a systematic phonics program accompanied with kinesthetic aids. Orton's kinesthetic techniques also helped children with strephosymbolic confusion (word and letter reversals). Two reading programs (Chall, 1983) have been developed from Orton's remedial procedures: the remedial program of Gillingham and Stillman (1940) and the writing-reading-spelling method of Spalding (1962). In 1971, Beth Slingerland wrote a book adapting the use of the Orton-Gillingham method for teaching of dyslexic children. This program, called Slingerland, is a multi-sensory approach to language arts for Specific Language Disability (SLD) Children. This program incorporates spelling, reading, writing, oral and written language. Beth Slingerland (1971) states that SLD children's "achievement in reading, writing, and spelling and both oral and written language is not commensurate with intelligence or abilities in other areas such as science or math" (p.3). Since these children have normal to superior intelligence, Slingerland teaches them through the intellect. This program begins with the teaching of basic letters and sounds (phonics) . . . expanding to words, phrases, sentences and paragraphs . . . always teaching speaking, listening, reading and writing at the same time (J. Orton, 1966). Slingerland is a preventive program which avoids frustration by preventing failure while motivating the children (Flesch, 1981; Slingerland, 1971). Beth Slingerland

(1971) wrote a teacher's guide for primary teachers describing structured techniques and procedures for teaching SLD children. She stresses the importance of teachers completing a teacher training program. This program teaches one how to use the Slingerland methods effectively. (For more information on Slingerland training see Appendix #1.)

The psycholinguistic's theory on reading must be included in the review of the literature since it refutes the look - say and phonic approaches. Psycholinguistics compare reading to oral language, and not to spelling. They believe that phonics and look - say methods interfere with "reading for meaning". Psycholinguistics, a blend of the terms "psychology" and "linguistics", say that reading involves the interaction between thought and language (Gollasch, 1982). Though the advocates of the psycholinguistic theory believe that the relationship of spelling and reading is not well understood, they state that no active production of letters, words or sentences is required in reading (Lefevre, 1966). Through many years of research of oral reading behavior, Kenneth S. Goodman (Gollasch, 1982) has developed a psycholinguistic's model of the reading process. It is believed that a reader should integrate graphic, syntactic and semantic cues while reading (Goodman, 1973). Graphic cues reach the reader visually, syntactic cues involve the way words are put together to form phrases and sentences, and semantic cues allow the reader to get meaning from the structure. To the psycholinguistics, reading is a guessing game where the reader must integrate the three cue systems through the process of sampling, predicting, confirming and correcting (Goodman, 1969). The reader's goal is to use as little of each of the cue systems to obtain comprehension. The psycholinguistic theory is continuing to be researched and tested.

The review of the literature supports phonetic programs, a multi-sensory approach to learning, and the integration of spelling, reading and writing. However, the literature also reveals two opposite reading theories. The phonetic advocates believe that spelling and reading are inseparable, while the psycholinguistics believe that language and reading are inseparable. It is the responsibility of the educator to research the two methods and choose a theory and a program which they honestly feel will benefit the children. The writer feels that both the phonetic and psycholinguistic theories need to be researched in depth. Many educators have created many new ideas and programs, but until they are tested, one does not know if they will be successful.

STATEMENT OF OBJECTIVES

This spelling program is an extension of the Slingerland Program for Specific Learning Disability (SLD) children for use in a regular first grade classroom. Slingerland is designed for students whose academic abilities do not correlate with their intelligence. The specific language disability child usually has difficulty in spelling, reading and writing, while they may excel in areas such as math or fine arts. Teachers have the responsibility of meeting the needs of all students in a classroom with abilities ranging from low to high. The writer feels that Slingerland, or any equally successful phonetic, multi-sensory program, should be used in first grade. First-graders need a systematic program which will handle any problems that the children may encounter while beginning spelling, reading and writing. At this age, children have very similar problems that SLD children encounter, for example, reversals are not uncommon in first grade. This program uses the Slingerland approaches while extending to meet the needs of those children who are able to quickly expand their knowledge in language arts. Each skill is taught upon another skill which is emphasized in all language arts subjects. It will motivate the children through success by teaching them useful, functional skills which can be used independently.

This is a spelling program which is integrated into the subjects of reading and writing. A complete program begins with the smallest unit of letters and sound-to-letter relationships and then progresses to words, sentences and paragraphs. Students will not learn to write words until the

needed letters have been taught; sentences will include only those words which have been taught phonetically or introduced through sight vocabulary. All children will receive the same spelling words, but the spelling sentences and reading vocabulary will be written for each individual reading group, correlating with their basal reading story. The program is written on a weekly format to help meet the needs of the students. By looking at the test results at the end of the week, the teacher can recognize areas of weaknesses and extend that skill or vocabulary into the next week's program. This is the time that a teacher can incorporate a new technique to help the children.

The following program presents models which will help guide teachers in writing weekly lessons. The purpose of this program is to meet the needs of the students, thus the instructor writes the lessons incorporating the week's reading vocabulary and allowing for the children's learning rate. In the sample lesson plans phonics are taught in spelling, sight-vocabulary is taught in reading, and letter formation and writing skills are emphasized in writing. There will always be an overlapping of these skills in the other subject areas since they are integrated. For example, while reading a story, a child may phonetically sound out a word instead of reading it as sight vocabulary. The child is relying on a functional skill, taught in spelling, that works for the individual.

The writer is aware of certain limitations about this spelling program. First, teacher training of the Slingerland Program is highly recommended. This is not meant to put restrictions on the teacher, but to expand teacher awareness. The training will give the teacher flexibility in incorporating new and exciting auditory, visual, and kinesthetic techniques. The teacher will know what materials work while meeting the needs of the students. There

will always be new ideas in education which can be incorporated into this program. Another reason that training is recommended is that material and structured approaches will be used. A teacher will need to know how to use the material and follow the approaches properly. Slingerland is a complete language arts program, and the writer has noted that this spelling program is an extension of Slingerland.

Secondly, the review of the literature recommends phonics, an auditory, visual, and haptic approach to learning, and an integrated language arts program. Slingerland has been proven to work with Specific Learning Disability children. The expansion of Slingerland into a regular classroom has not been tested. Mrs. Slingerland was contacted before this proposal was written, and she agreed on the project. Hopefully, this program will be tested in the future. The procedure presented may also be the basis of a remedial language arts program for older children.

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THE PROJECT

A Supplementary Spelling Program to Slingerland

AN OVERVIEW OF SLINGERLAND

Slingerland is a multi-sensory approach to language arts for Specific Language Disability (SLD) children. A SLD child, who usually has normal to superior intelligence, displays low achievement in the areas of reading, writing, spelling, oral and written language. Due to their high intelligence, these children are found in the regular classroom. They are bright children who are frustrated with their inability to succeed in the regular classroom.

The Slingerland Institute provides summer school sessions, throughout many areas, to instruct teachers how to teach SLD children. (See appendix #1). The program, which is very structured and detailed, has shown to be successful with these children.

Slingerland uses phonics and a multi-sensory approach to learning, while integrating reading, writing, and spelling. The program begins with the smallest unit of letters and expands to words, phrases, sentences and paragraphs. It is a preventive program which helps SLD children avoid frustration and motivates them through success.

RATIONALE BEHIND THE ORGANIZATION
OF THE SUPPLEMENTARY SPELLING PROGRAM

The writer, who has completed two summer school sessions of Slingerland, has expanded the Slingerland Program for use in a regular first-grade classroom. Many first-graders display similar difficulties as the SLD child. Upon learning language art skills, a first grader must tackle a tendency towards letter and word reversals, learn how to speak and write in complete sentences, learn to decode and incode words and develop comprehension skills. The original Slingerland program is designed to guide SLD children through spelling, reading and writing by handling any problems that the child may encounter. The writer's intention is to take a well developed and highly successful program (Slingerland) and expand it for use in a regular first-grade classroom. Hopefully, first-graders will gain a strong understanding of language arts as the program builds skill upon skill while integrating spelling into the subjects of reading and writing. The writer believes that this supplementary program to Slingerland will also prevent failure and motivate students through success.

In expanding the Slingerland Program for regular classroom use, the writer does not follow the structured plan developed to help SLD children. Since the Slingerland program is the core of this project, the writer stresses the importance of Slingerland training (See appendix #1). Slingerland's philosophy and structured approaches are an important part of the success of this program. Teachers will gain a greater understanding of children and

possible language disabilities through special training. The purpose of this project is to expand Slingerland for regular classroom use, not to teach Slingerland.

PROGRESSION OF SPELLING LESSONS

Note - These sections must be in order, but there is no specific order within the sections except for the introduction of vowels (See Section 2).

Section 1

Consonant letters are taught (See Model #1). There is no specific order though the teacher may want to introduce the letters according to similar letter formations. After teaching about six consonants, introduce the first vowel "a".

Section 2

Spelling begins after teaching the vowel "a". (See Model #2). Use only consonant-vowel-consonant (CVC) words and begin with words that have same ending consonants. Keep your word families together until you have introduced auditory discrimination skills through the use of the pocket chart.

The teacher remains with the vowel "a" for several weeks, changing beginning and ending consonants. New consonants and language rules are taught during this time; capitals, punctuation and sentence structure.

After the students have mastered CVC words with the vowel "a", teach the vowel "i". Vowels must be taught in order; a, i, o, u, e. Progress to the next vowel only after the students have mastered the present vowel and can differentiate between the vowels already taught.

This section continues until all vowels and consonant letters have been taught. Work on auditory discrimination, beginning sounds and ending sounds. Do not expand beyond CVC words.

Section 3

After all consonants and vowels are taught, the teacher begins introducing consonant diagraphs and blends. (See Model #3). There is no specific order. Follow the lead of your basal reader for an order which will benefit the students. Continue to teach language skills through the use of your spelling sentences.

Section 4

The last step for first-graders is the introduction of phonograms (See Model #4). There is no special order, but remember to integrate spelling and reading vocabulary.

*Note - Sight vocabulary is integrated into the weekly spelling sentences.

The children must understand that these words are not phonetic and/or the skill has not been taught. The children will hopefully learn to spell the words through the repetition of writing their spelling sentences for homework.

THE MODELS

There are four models based on the four basic spelling sections. Each model is a weekly lesson which takes the spelling lesson and integrates it daily into the subjects of reading and writing.

Model #1: Introducing a new letter of the alphabet.
Example - t

Model #2: After introducing the first vowel, the first spelling lesson with integration into reading and writing.

Model #3: Teaching a consonant digraph with integration into reading and writing. (The same process for teaching a blend) Example - ch

Model #4: Teaching a phonogram with integration into reading and writing. Example - ee

The models demonstrate lessons in spelling, reading, writing (letter formation and written language) and oral language. Word and sentence comprehension is approached in all subjects.

GUIDE FOR THE TEACHER

The Language Arts Program

The program includes:

- 1) Spelling - skills and comprehension
- 2) Writing - letter formation, written language
- 3) Reading - skills and comprehension
- 4) Oral language

Materials

All materials are used in the Slingerland Program which may be purchased at Slingerland Summer Sessions (See Appendix #1).

Spelling

- a) small alphabet cards (pocket chart)
- b) phonogram and vowel chart
- c) teacher's hand pack for classroom use
- d) alphabet wall cards
- e) patterns of letters of the alphabet
- f) card packet for introducing spelling rules
- g) Teacher's Word List for Reference

Writing

- a) large newsprint with slotted lines
- b) large newsprint without lines

Reading

Any basal reader

*Add any games which correspond with the skills being taught.

Weekly Plans

The teacher chooses the words for spelling and develops the spelling sentences weekly.

Reasons:

- 1) flexibility with any classroom's materials and basal series
- 2) to meet the needs of the students
 - a) teacher analyzes weekly test scores to help determine the following lesson
 - b) to move at a pace which corresponds with the abilities of the students
 - c) to integrate spelling with the groups' weekly basal stories
- 3) to use the number of spelling words and spelling sentences which are comfortable for the students

Adaptation for Low Groups

- 1) All groups will have the same spelling word list. Spelling sentences will be different for all reading groups since the spelling sentences correlate with the basal stories.
- 2) For the lower group, the teacher may want to postpone the writing of the spelling sentences. The students may be tested on the oral reading of the sentences instead of the writing of the sentences through oral dictation.

- 3) The lower group may have fewer spelling words and spelling sentences. There does not need to be a spelling sentence for every spelling word.
 - 4) Put two review words in your spelling word list.
 - 5) Stop and review the same skill for the next spelling lesson.
- This program is flexible.

A SUPPLEMENTARY SPELLING PROGRAM TO SLINGERLAND
FOR FIRST GRADE

The Project: Four Models Demonstrating the
Integration of Spelling in a
Language Arts Program

Model Lesson #1

Purpose of the Lesson -

To show the reader how to teach a new letter of the alphabet. This lesson will be used for vowels and consonants.

Model Lesson - Teaching the letter t.

Objective - After being taught the letter "t" through a multi-sensory approach, the student will be able to name the letter, give keyword, sound and write the letter from memory.

Materials needed:

- a) chalkboard
- b) pencils without erasers
- c) Slingerland wall cards
- d) Alphabet cards
- e) Trace/copy/write paper

Introduction of the letter t

Teacher - Shows the wall card

Introduces the name t

Gives keyword "turtle"

Gives the sound /t/

Note - There is no "uh" or shwa after consonant sounds.

Learning to Write - Letter t

Step 1 - Teacher

Makes many "t's" on the chalkboard in reach of the children - Lines are not used.

The students come to the board to trace the "t" while saying its name "t". (The purpose of this activity is to have the children feel the letter in big arm movements, and to say its name while tracing.)

Step 2 - Students

Make "t" in the air saying its name "t". (The teacher "mirrors" this activity with the students.) Repeat many times.

Step 3

Teacher - Passes out permanent patterns with the letter "t" on them. (No lines.)

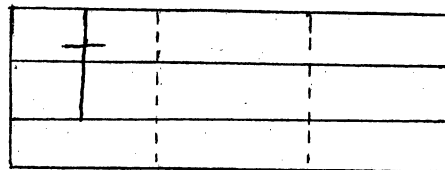
Students - Trace the "t" with their finger saying its name "t". Repeat many times.

Step 4

Teacher - Talks through how to make a "t" using lines.

"You begin at the top; the "t" is two spaces tall, you cross the "t" above the middle line".

Students - Receive a trace/copy/write paper.



- a) Students trace the letter "t" with 1) their finger 2) their pencil while saying its name "t".
- b) Students copy the letter "t".
- c) Students fold column (a) over column (b), exposing column (c) only.
- d) By memory, the students will make their own "t". The paper is then opened to expose columns (a), (b), and (c). The students compare their work.

Visual Approach - Letter t

Teacher - Exposes the card "t".

Teacher - Names letter while forming with arm swing, names keyword,
gives sound.

Class - Repeats.

Model Lesson #2

Purpose of the Lesson -

To show the reader how to begin the first spelling lesson. Spelling begins after the introduction of the first vowel "a". Consonants to be used in the first lesson must have already been taught through the approach demonstrated in Model Lesson #1.

SPELLING

Model Lesson - First spelling lesson after the introduction of vowel "a".

Objective - After being taught new skills and spelling words through a multi-sensory approach, the students will be able to use the skills and spell the words correctly by the end of the week's lessons.

Materials needed:

- a) Alphabet cards
- b) Pocket chart
- c) Newsprint with slotted lines

Prerequisites

Pretought letters:

- 1) Consonants - b, c, f, h, m, r, s, t
- 2) Vowel - a

Sight Vocabulary:

the	have
on	a
my	and
is	
I	

Option: The process of spelling may be a difficult task for some children.

The teacher may want to work on process of blending/unlocking spelling words before introducing spelling sentences.

* The spelling approaches will be written out on Day 1 only.

Continue same approach on other days unless noted.

OVERVIEW WORKSHEET FOR THE CHILDREN

Spelling words:

1. _____ rat _____
2. _____ bat _____
3. _____ cat _____
4. _____ fat _____
5. _____ hat _____
6. _____ sat _____
7. _____ mat _____

Spelling sentences

1. The cat sat on the mat.
2. My rat is fat!
3. I have a hat and a bat.

Spelling Lessons

Day 1

1. Alphabet Cards - Visual approach

Review: a, b, c, f, h, m, r, s, t

Approach:

Teacher - Exposes card

Child - Names letter while forming with arm swing, names key word, gives sound.

Class - Repeats.

Note - Vowels "open the throat" when said properly.

2. Alphabet Cards - Auditory approach

Review: a, b, c, f, h, m, r, s, t

Approach:

Oral - Child sees nothing

Teacher - "What says / / as in (give key word)."

Child - Names while forming, names key word, gives sound.

Teacher - Exposes card when child completes performance for Visual-Auditory Association.

Class - Repeats while looking at card.

3. Unlocking: Introduce spelling words and discuss word definitions.

Children have a list like this:

1. _____ rat _____
2. _____ bat _____
3. _____ cat _____
4. _____ fat _____
5. _____ hat _____
6. _____ sat _____
7. _____ mat _____

Approach:

Child - Finds vowel, gives sound, and writes it on the first line.

Child - Repeats vowel sound and orally blends word.

Child - Child says word and writes on the line.

4. Oral Blending: Spelling words (encoding)

Approach:

Teacher - Pronounces the word.

Child - Repeats word - gives vowel sound, names vowel while forming in air. Places card in Pocket Chart. Repeats word, spells word, placing each card as it is named.

Day 2

1. Alphabet Cards - Visual approach

Review: a, b, c, f, h, m, r, s, t

2. Alphabet Cards - Auditory approach

Review: a, b, c, f, h, m, r, s, t

3. Oral Blending - Spelling words and phonetic words in reading and spelling.

Words - a

rat hat

bat sat

cat mat

fat

4. Written Blending - Spelling words

Approach: Written

Teacher - Pronounces the word.

Child - Child says word and then says vowel.

Child - Child writes the vowel.

Child - Two finger spaces; the child writes word.

Teacher - Repeats the procedure orally to check for spelling.

Day 3

1. Alphabet Cards - Visual approach

Review: a, b, c, f, h, m, r, s, t

2. Alphabet Cards - Auditory approach

Review: a, b, c, f, h, m, r, s, t

3. Written Blending - Spelling words

4. Practice Dictation - Spelling sentences

Approach:

Teacher - Dictates spelling sentence.

Child - Writes spelling sentence.

Teacher - Dictates spelling sentence while child proofreads.

Child - Fixes sentence, if necessary.

Day 4

1. Alphabet Cards - Visual approach

Review: a, b, c, f, h, m, r, s, t

2. Alphabet Cards - Auditory approach

Review: a, b, c, f, h, m, r, s, t

3. Written Blending - Spelling words

4. Practice Dictation - Spelling sentences

Day 5

Give spelling test.

Give spelling sentence test.

Teacher must analyze results before preparing the next week's program.

READING

- Objectives - A) After the reading lessons, the children will be able to read and comprehend the spelling sentences. Children will also understand the use of punctuation.
- B) After being exposed to new and review reading vocabulary from the basal series and from Dolch words, the children will be able to identify the words in context and comprehend their meaning while reading the story.

Spelling sentences:

1. The cat sat on the mat.
2. My rat is fat!
3. I have a hat and a bat.

Reading Vocabulary and Dolch Words: Sight vocabulary on flashcards.

<u>Review</u>		<u>New</u>	
the	is	with	to
my	on	go	ball
I	have	bat	fun
a			

Reading Assignment - Oral reading, pages 22-26.

Rules: Capitalization at the beginning of a sentence, punctuation.

Reading Lessons

Day 1

1. Flashcards: Review and new sight words
 2. Spelling Sentences:
 - a. The teacher and the children will read the spelling sentences orally.
 - b. The class will discuss word and sentence meaning. Children must comprehend the sentences.
 - c. Teacher will discuss the rules for capitalization at the beginning of sentences and punctuation.
-

Day 2

1. Flashcards: Review and new sight vocabulary
 2. Oral Sentences: The children will put the vocabulary into sentences orally. Check for comprehension of vocabulary.
-

Day 3

1. Flashcards: Review and new sight words

2. Reading Phrases: List of phrases from the reading story will be made by the teacher.

Approach:

1. Teacher names phrase, class repeats.
2. Teacher names phrase, child finds and repeats.
3. Teacher gives meaning, child finds and reads.
4. Child reads, class repeats.

3. Reading Group: Group orally reads reading story.
-

Day 4

1. Flashcards: Begin new and review words for the next story.

WRITING

- Objectives - A) The children will write the spelling sentences and learn the writing rules on capitalization at the beginning of sentences, and the proper use of ending punctuation.
- B) Children will be able to write the spelling words and sentences correctly, and with correct letter formation.

Homework: To be done every night after day 1, 2, 3, & 4.

- a. Children will copy spelling words, with vowel sound, five times each.

Example: a rat

- b. Children will copy spelling sentences two times each.

*All writing work in program will be on large, slotted-lined newsprint except for trace, copy and write.

Writing Lessons

Day 1

1. Learning Capital Letters:

Letter: T

Approach:

Children will trace, copy and write T. Children will continue practicing the letter.

2. Homework: (Refer to objective page)

Day 2

1. Review Letters: Letters already learned

Letters: c, m, r, s, a (one space letters)

Approach:

Teacher names letters for children. Child writes letter in air, naming as it is formed and then writes on paper.

2. Homework: (Refer to objective page)

Day 3

1. Review Letters: Letters already learned

Letters: b, f, h, t (two space letters)

2. Homework: (Refer to objective page)
-

Day 4

1. New Letter - Teach the letter introduced in next week's lesson.

Letter: d

Follow Model Lesson #1

Day 5

The children will use the correct letter formation and follow writing rules when taking both the spelling word and sentence test.

Teacher must evaluate for next week's program.

Model Lesson #3

Purpose of the Lesson -

To demonstrate a lesson introducing a consonant diagraph.

*Same format for blends

SPELLING

Model Lesson - Teaching the consonant diagraph ch.

Objective - After being taught new skills and spelling words through a multi-sensory approach, the students will be able to use the skills and spell the words correctly by the end of the week's lessons.

Prerequisites

Pretought letters:

- 1) All consonants
- 2) All vowels
- 3) Blend - st
- 4) Consonant diagraph - ck

OVERVIEW WORKSHEET FOR THE CHILDREN

Spelling words:

1. _____ Chuck _____
2. _____ check _____
3. _____ chick _____
4. _____ chest _____
5. _____ chip _____
6. _____ chin _____

Spelling sentences

1. Chuck lost the check.
2. The chick can run.
3. There is a black spot on my chin.
4. I want a chip!
5. The game is in the big chest.

Spelling Lessons

Day 1

1. Alphabet Cards - Visual approach

Introduce: ch

Review: a, i, o, u, e

Approach:

Teacher - Exposes card.

Child - Names letter while forming with arm swing, names key word, gives sound.

Class - Repeats.

2. Alphabet Cards - Auditory approach

Review: a, i, o, u, e

Approach:

Oral - Child sees nothing

Teacher - "What says / / as in (give key word)."

Child - Names while forming, names key word, gives sound.

Teacher - Exposes card when child completes performance for Visual-Auditory Association.

Class - Repeats while looking at card.

3. Unlocking - Introduce spelling words and discuss word definitions.

Children have a list like this:

1. _____ Chuck _____

2. _____ check _____

3. _____ chick _____

4. _____ chest _____

5. _____ chip _____

6. _____ chin _____

Approach:

Child - Finds vowel, gives sound, and writes it on the first line.

Child - Repeats vowel sound and orally blends word.

Child - Child says word and writes on the line.

4. Oral Blending: Spelling words (encoding)

Approach:

Teacher - Pronounces the word.

Child - Repeats word, gives vowel sound, names vowel while forming in air. Places card in Pocket Chart. Repeats word, spells word, placing each card as it is named.

Day 2

1. Alphabet Cards - Visual approach

Review: a, i, o, u, e, ck, ch, s, l

2. Alphabet Cards - Auditory approach

Review: a, i, o, u, e, ch, ch, s, l

3. Oral Blending - Spelling words and phonetic words in reading and spelling sentences.

Words:

<u>o</u>	<u>u</u>	<u>i</u>
lost	run	in
spot		is
on		chip
box		chin
		chick

4. Written Blending - Spelling words

Approach: written

Teacher - Pronounces the word.

Child - Child says word and then says vowel.

Child - Writes the vowel.

Child - Two finger spaces; the child writes word.

Teacher - Repeats the procedure orally to check for spelling.
ClassDay 31. Alphabet Cards - Visual approach

Review: ch, ck, r, g, b

2. Alphabet Cards - Auditory approach

Review: ch, ck, r, g, b

3. Written Blending - Spelling words

4. Practice Dictation - Spelling sentences

Approach:

Teacher - Dictates spelling sentence.

Child - Writes spelling sentence.

Teacher - Dictates spelling sentence while child proofreads.

Child - Fixes sentence, if necessary.

Day 4

1. Alphabet Cards - Visual approach

Review: a, i, o, u, e, ch, ck, s, l, r, g, b

2. Alphabet Cards - Auditory approach

Review: a, i, o, u, e, ch, ck, s, l, r, g, b

3. Written Blending - Spelling words

4. Practice Dictation - Spelling sentences

Day 5

Give spelling test.

Give spelling sentence test.

Teacher must analyze results before preparing the next week's program.

READING

Spelling Sentences:

1. Chuck lost the check.
2. The chick can run.
3. There is a black spot on the rug.
4. I want a chip!
5. The game is in the big chest.

Reading Vocabulary and Dolch Words: Sight vocabulary on flashcards

<u>Review</u>	<u>New</u>
the	box
there	run
a	play
I	bird
	game
	Pam

Reading Assignment: Oral reading, pages 17-21

Rules: Proper names, punctuation

Objectives:

- A) After the reading lessons, the children will be able to read and comprehend the spelling sentences. Children will also understand the use of punctuation.

- B) After being exposed to new and review reading vocabulary from the basal series, the children will be able to identify the words in context and comprehend their meaning while reading the story.

Reading Lessons

Day 1

1. Flashcards: Review and new sight words
 2. Spelling Sentences:
 - a. The teacher and the children will read the spelling sentences orally.
 - b. The class will discuss word and sentence meaning. Children must comprehend the sentences.
 - c. Teacher will discuss the rules for proper nouns and punctuation in relation to their spelling sentences.
-

Day 2

1. Flashcards: Review and new sight vocabulary
 2. Oral Sentences:

The children will put the vocabulary into sentences orally. Check for comprehension of vocabulary.
-

Day 3

1. Flashcards: Review and new sight words

2. Reading Phrases: List of phrases from the reading story will be made by the teacher.

Approach:

1. Teacher names phrase, class repeats.
2. Teacher names phrase, child finds and repeats.
3. Teacher gives meaning, child finds and reads.
4. Child reads, class repeats.

3. Reading Group: Group orally reads reading story.
-

Day 4

1. Flashcards: Begin new and review words for the next story.

WRITING

Objectives:

- A) Children will learn the capital C and review other letter forms by following the Slingerland approach to writing.
- B) Children will write sentences and learn the writing rules on capitalization at the beginning of sentences and proper nouns, and punctuation.
- C) Children will be able to write the spelling words and sentences correctly, and with correct letter formation.

Homework: To be done every night after day 1, 2, 3, & 4

- a. Children will copy spelling words, with vowel sound, five times each.
Example: u Chuck
- b. Children will copy spelling sentences two times each.

*All writing work in program will be on large, slotted-lined newsprint except for trace, copy and write.

Writing Lessons

Day 1

1. Learning Capital Letters:

Letter: C

Approach:

Children will trace, copy and write C.

Children will continue practicing the letter.

2. Homework: (Refer to objective page)

Day 2

1. Review Letters: Letters already learned

Letters: a, i, o, u, e, s, l, r, g, b

Approach:

Teacher names letters for children.

Child writes letter in air, naming as it is formed and then writes on paper.

2. Homework: (Refer to objective page)

Day 31. Review Letters: Practice for blends and diagraphs

Letters: c, h, k, b, l

2. Homework: (Refer to objective page)

Day 41. Practice Sentence Writing:

Teacher will give a known word, and the student must write a sentence using that word. The student must remember all spelling and writing rules.

Teacher and children will correct the sentences.

Child copies the sentence correctly.

2. Homework: (Refer to objective page)

Day 5

The children will use correct letter formation and follow writing rules when taking both the spelling word and sentence test.

Teacher must evaluate for next week's program.

Model Lesson #4

Purpose of the Lesson -

To demonstrate a lesson introducing a phonogram.

SPELLING

Model Lesson - Teach phonogram ee

Objective:

After being taught new skills and spelling words through a multi-sensory approach, the students will be able to use the skills and spell the words correctly by the end of the week's lessons.

Prerequisites

Pretought letters

- 1) All consonants
- 2) All vowels
- 3) Blends
- 4) Consonant digraphs

OVERVIEW WORKSHEET FOR THE CHILDREN

Spelling words:

1. _____ bee _____
2. _____ see _____
3. _____ feet _____
4. _____ tree _____
5. _____ sleep _____
6. _____ street _____
7. _____ three _____

Spelling sentences:

1. I can see three bees in that tree!
2. Do you sleep with socks on your feet?
3. Bob and Tim do not run in the street.

Spelling Lessons

Day 1

1. Alphabet Cards - Visual approach

Introduce: ee

Review : b, s, f, t, r, p, th

Approach:

Teacher - Exposes card.

Child - Names letter while forming with arm swing, names key word,
gives sound.

Class - Repeats.

2. Alphabet Cards - Auditory approach

Review: ee, b, s, f, t, r, p, th

Approach:

Oral - Child sees nothing

Teacher - "What says / / as in (give key word)."

Child - Names while forming, names key word, gives sound.

Teacher - Exposes card when child completes performance for Visual-
Auditory Association.

Class - Repeats while looking at card.

3. Unlocking: Introduce spelling words and discuss word definitions.

Children have a list like this:

1. _____ bee _____

2. _____ see _____

3. _____ feet _____

4. _____ tree _____
5. _____ sleep _____
6. _____ street _____
7. _____ three _____

Approach:

Child - Finds vowel, gives sound, and writes it on the first line.

Child - Repeats vowel sound and orally blends word.

Child - Child says word and writes on the line.

4. Oral Blending: Spelling words (encoding)

Approach:

Teacher - Pronounces the word.

Child - Repeats word, gives vowel sound, names vowel while forming in air. Places card in Pocket Chart. Repeats word, spells word, placing each card as it is named.

Day 2

1. Alphabet Cards - Visual approach

Review: ee, b, s, f, t, r, p, th

2. Alphabet Cards - Auditory approach

Review: ee, b, s, f, t, r, p, th

3. Oral Blending - Spelling words and phonetic words in reading and spelling sentences.

Words:	<u>a</u>	<u>i</u>	<u>o</u>	<u>u</u>	<u>ee</u>
	can	in	socks	run	see
	that	with	on		three
		Tim	Bob		bees
			not		tree
					sleep
					feet
					street

4. Written Blending - Spelling words

Approach: written

Teacher - Pronounces the word.

Child - Child says word and then says vowel.

Child - Child writes the vowel.

Child - Two finger spaces; the child writes word.

Teacher - Repeats the procedure orally to check for spelling.
Class

Day 3

1. Alphabet Cards - Visual approach

Review: ee, b, s, f, t, r, p, th

2. Alphabet Cards - Auditory approach

Review: ee, b, s, f, t, r, p, th

3. Written Blending - Spelling words

4. Practice Dictation - Spelling sentences

Approach:

Teacher - Dictates spelling sentence.

Child - Writes spelling sentence.

Teacher - Dictates spelling sentence while child proofreads.

Child - Fixes sentence, if necessary.

Day 4

1. Alphabet Cards - Visual approach

Review: ee, b, s, f, t, r, p, th

2. Alphabet Cards - Auditory approach

Review: ee, b, s, f, t, r, p, th

3. Written Blending - Spelling words

4. Practice Dictation - Spelling sentences

Day 5

Give spelling test.

Give spelling sentence test.

Teacher must analyze results before preparing the next week's program.

READING

Objectives:

- A) After the reading lessons, the children will be able to read and comprehend the spelling sentences. Children will also understand the use of punctuation.
- B) After being exposed to new and review reading vocabulary from the basal series and from Dolch words, children will be able to identify the words in context and comprehend their meaning while reading the story.

Spelling Sentences:

1. I can see three bees in that tree!
2. Do you sleep with socks on your feet?
3. Bob and Tim do not run in the street.

Reading Vocabulary and Dolch Words: Sight vocabulary on flashcards

Review

do

you

New

socks

feet

three

your

over

jump

Reading Assignment: Oral reading, pages 29-32

Rules: Adjectives, proper names, punctuation

Reading Lessons

Day 1

1. Flashcards: Review and new sight words

2. Spelling Sentences:

Teacher will discuss the rules for adjectives, proper nouns and punctuation in relation to their spelling sentences.

Day 2

1. Flashcards: Review and new sight vocabulary

2. Oral Sentences:

The children will put the vocabulary into sentences orally. Check for comprehension of vocabulary.

Day 3

1. Flashcards: Review and new sight words

2. Reading Phrases: List of phrases from the reading story will be made by the teacher.

Approach:

1. Teacher names phrase, class repeats.
 2. Teacher names phrase, child finds and repeats.
 3. Teacher gives meaning, child finds and reads.
 4. Child reads, class repeats.
-
3. Reading Group: Group orally reads reading story.
-

Day 4

1. Flashcards: Begin new and review words for the next story.

WRITING

Objectives:

- A) Children will review capital B, T, D and I by following the Slingerland approach to writing.
- B) Children will put spelling words into alphabetical order correctly.
- C) Children will demonstrate their ability to write complete sentences by creating new sentences for their spelling words.
- D) Children will be able to copy a paragraph correctly.
- E) Children will be able to write the spelling words and sentences correctly, and with correct letter formation.

Homework: To be done every night after day 1, 2, 3, & 4

- a. Children will copy spelling words, with vowel sound five times each.
Example: ee bee
- b. Children will copy spelling sentences two times each.

*All writing work in program will be on large, slotted-lined newsprint except for trace, copy and write.

Writing Lessons

Day 1

1. Review Capital Letters:

Letters: B, T, D, I

Approach:

Teacher - Names letters for children

Child - Writes letter in air, naming as it is formed and then writes on paper.

2. Homework: (Refer to objective page)

Day 2

1. Alphabetical Order:

The students will write their spelling words in alphabetical order.

2. Homework: (Refer to objective page)

Day 3

1. Practice Sentence Writing:

Teacher will give a spelling word, and the student must write a

sentence using that word. The student must remember all spelling and writing rules.

Teacher and children will correct the sentences. Child copies the sentence correctly.

2. Homework: (Refer to objective page)
-

Day 4

1. Practice Paragraph Writing:

Teacher writes a simple paragraph on the board and discusses its format.

Students will read the paragraph orally.

Students will copy the paragraph correctly.

2. Homework: (Refer to objective page)
-

Day 5

The children will use correct letter formation and follow writing rules when taking both the spelling word and sentence test.

Teacher must evaluate for next week's program.

APPENDIX

1. The Slingerland summer sessions, which meet from 8:00 a.m. to 3:00 p.m. for four weeks, consist of lectures and student teaching, with helpful guidance from specialized instructors. Graduate credit is given.

One can write to the Slingerland Institute for more information:

The Slingerland Institute

435 Maine Ave. South

Renton, Washington 98055