

Table of Contents

Daily Spelling Practice Overview and Explanation	Page 1
Pretest/Posttest	Page 7
Sample Student Workbook Page	Page 9
Sample Overhead Transparency	Page 10
Answer Keys	Page 11
DGP Publishing, Inc. Ordering Information	Page 51

Why Daily Spelling Practice

In the past five years, I've had the privilege of meeting thousands of teachers who use Daily Grammar Practice in their classrooms. Every day teachers tell me that their students finally understand grammar and are able to apply grammar concepts in their own writing. *Now*, these teachers say wistfully, *if we could only figure out how to teach kids to spell!*

Always one to embrace a challenge, I set out to do just that. I studied other approaches and read the existing research. I experimented with, tested, and revised different methods. Today I humbly place before you *Daily Spelling Practice*. It teaches students to spell by focusing on spelling rules, addressing prefixes and suffixes, working with syllables, and providing practice with spelling confusables and rule-breaking memory words. Students work with these skills on a daily basis as they see how the concepts build one upon another.

With the availability of spell checking computer software, many people no longer see the need to learn spelling. However, we don't do all our writing on the computer (thank goodness). And even when we do write on the computer, we can't depend on our spell checkers because of the huge number of "spelling confusables" in our language. In case you haven't seen it before, here's the poem "Ode to the Spell Checker" as a case in point:

Eye halve a spelling chequer
It came with my pea sea
It plainly marques four my revue
Miss steaks eye kin knot sea.

Eye strike a key and type a word
And weight four it two say
Weather eye am wrong oar write
It shows me strait a weigh.

As soon as a mist ache is maid
It nose bee fore two long
And eye can put the error rite
Its rare lea ever wrong.

Eye have run this poem threw it
I am shore your pleased two no
Its letter perfect awl the weigh
My chequer tolled me sew.

Arthur On Gnome

Even if spell checkers were infallible, there are many times when they're not available such as on standardized tests and in handwritten assignments. Students who aren't

confident spellers are more hesitant to put words on paper. We all know that we shouldn't worry about spelling when we're composing a rough draft, but the reality is that "difficult" words slow us down and interrupt our flow of ideas.

So why are Americans such poor spellers? Partly, it's due to the fact that there are so many different ways to write the same sounds. You've probably seen the T-shirt that says "hookt on foniks werkt fer mee." I believe in phonics, but if all words could be spelled phonetically, our jobs would be much easier! We teach students "creative" and phonetic spelling at an early age--primarily so that they're not slowed down in their flow of ideas--but beyond that, teachers disagree on what to do next.

Most teachers (and published spelling programs) provide students with lists of words to memorize. We all know that the majority of those words **don't ever make it to long-term memory**. Students "learn" them for the spelling test and then promptly forget them. I tried one approach that presented words grouped by theme, which didn't help at all. Another method grouped words by sound families, which was helpful but didn't go far enough. Some people want spelling lessons that students can do at the computer. Daily Spelling Practice is not a computer approach for two reasons. First, most of us don't all have computer access for all students every day, and second, the physical act of writing words helps students to remember them.

Many people argue that the only way to learn to spell is to be a prolific reader. I'm sure you know plenty of people who read constantly but can't spell their way out of a bad novel. Why do some readers become good spellers while others spell creatively all their lives? Those who are not visual learners don't remember how to spell words they only occasionally see in print, and even those who are visual learners aren't always particularly observant of spelling. They just want to enjoy a good story!

How Daily Spelling Practice Works

The original *Daily Spelling Practice* is divided into four levels; and because it builds from beginning to end, students need all four levels to gain a complete understanding of spelling. However, since you may not have four years with a given group of students and because they may not have four years left in school, I have created the *Daily Spelling Practice One-year Intensive*. It's basically the "greatest hits" collection of *Daily Spelling Practice*. I recommend this book for older students as it is fast-paced and intense. After all, it's four years squeezed into one.

Each student will need either a *Daily Spelling Practice* workbook (sample on page 9) OR a notebook in which they can copy their lessons each day. If you don't use workbooks, you will spend extra time writing the daily assignments on the board or overhead (unless you purchase the optional overheads on CD), and students will spend extra time writing out assignments in their notebooks. Although *Daily Spelling Practice* is easier to implement with workbooks, it can be equally effective without them. Either way, you might consider getting the overheads on CD, which can be projected with an LCD projector, to make going over the lessons a little more convenient (sample on page 10).

Before utilizing *Daily Spelling Practice* in your classroom, you need to acknowledge that learning to spell, like anything else, is a process. You must be patient. **If you teach students how to spell a word, they'll spell it correctly on Friday. If you teach them how to spell, they'll spell every word correctly every day!**

Daily Spelling Practice is organized into 180 lessons--one for each day--because research has shown that daily practice is the most effective way to move information to long-term memory.

Before beginning the first lesson, you may choose to give students a pretest/posttest such as the one provided on page 7. Then follow the daily lessons, which come in a few different types:

Memory Word

A new memory word will appear about once a week (a total of 35 over the course of the year). Students should write each memory word at least three times, trying not to look back at the correct spelling on the second or third try. Then they should add the word to their Memory Word List at the back of their workbooks or binders. Memory words may present an exception to standard spelling rules, or they may present a word that is otherwise difficult to spell. Each memory word includes a mnemonic strategy as well. If students don't know the meaning of the memory word, talk about it as a class or encourage them to look up the word in a dictionary. It's a good idea to refer to the word as often as possible throughout the week. Each time students learn a new memory word, they should review the old ones. Then you can call out a few of the old ones for them to practice spelling in their workbooks or binders.

Adding on

Every two or three days, students will learn rules for “adding on” to smaller words. Here they may learn a prefix or suffix, they may work with a root word, or they may practice putting individual syllables together to create longer words. Go over the "adding on" rule with your students. If you're not using workbooks, students should write the rule in their notebooks. Then students should complete the "adding on" assignment. Go over these new words on the board when students are finished. Be sure students know what the new words mean.

Sometimes students are asked to write their own words using the week's "adding on" rule. Again, write these new words on the board and be sure they are all spelled correctly. The teacher's guide provides suggestions, but answers will vary.

Confusable Sets

About once a week, students examine a set of spelling confusables, including a definition of each and a sentence using each one correctly. Many of the spelling confusables include mnemonic strategies. Begin by discussing these spelling confusables as a class. Students who are not using workbooks should write the definitions and sample sentences in their notebooks.

Next, write the cloze sentences on the board or point them out in the student workbooks. Have students choose the correct word to fill in each blank. Review as a class. Finally, students should write their own sentences using the week's spelling confusables. Again, the teacher's guide provides suggestions, but answers will vary.

Building Blocks

Each week students will be looking at one or two specific spelling constructions or rules. They'll learn when to use these constructions and whether or not there are any exceptions. They will also have the chance to use these constructions to create new words. Encourage students to be on the look-out for examples of the constructions in other books and articles they read throughout their school day.

The teacher's guide provides words for you to call out based on each construction, but you may choose other applicable words instead. Students are then asked to write their own words using the construction(s). The teacher's guide provides suggestions, but answers will vary.

Reviews

Though students will regularly review most of the skills throughout the book, toward the end of the year, students will be given extra review exercises. Reviews may require students to select the correctly spelled word in a pair or to apply their adding-on rules to new words.

Spelling Tests/Assessment

Though traditional spelling tests are not included in this one-year intensive study, you may choose to test students regularly or not at all. I prefer regular review and practice

over traditional tests because **traditional tests merely encourage students to memorize and then forget**. With regular review and practice, students actual *learn to spell*.

You may choose to assess each day's assignment or at least the reviews. Either way, you should begin and end your year with a pretest/posttest to be sure students have mastered the concepts. A list of suggested words is provided on page 7, or you may certainly create your own list.

SAMPLE

Day 10 – Building Blocks

Building blocks: **more/soar/pour**

Except when used as a suffix, *or* is usually followed by a silent *e* or by a consonant. Words using the *oar* construction sometimes require a silent *e* at the end. The *or* construction is the most common for this pronunciation; the *our* construction is the least common. Note: In a few cases, *or* makes a different sound (*word, work*). Also, the British use *our* for many words that Americans spell with *or* (*colour/color*). Spell the *or, oar, and our* words your teacher calls out.

Write words of your own using *or, oar, and our*.

_____ or _____ or _____ oar _____ our _____

Day 11 – Memory Word

Memory word #3: definitely

(Hint: Notice the word **finite** in the middle of **definitely**.)

Write *definitely* three times. Then add it to your memory word list and review the list.

Write the memory words your teacher calls out.

Day 12 – Adding on

When a word ends in a *silent e*, remove the *silent e* before you add a suffix that starts with a vowel (example: rake + ing = raking).

Use this rule to add *ing* to the following words:

bite _____ tame _____ shine _____

take _____ shake _____ skate _____

Use this rule to add *ed* to the following words:

brave _____ tape _____ love _____

bake _____ blame _____ shape _____

Day 7 – Adding on

You can usually make a noun plural by adding an *s* at the end.
Use this rule to make the following words plural:

hat _____ home _____ school _____

book _____ tree _____ frog _____

Day 8 – Confusable Pair

Led means guided. (I *led* Betty around at the festival.)

Lead is a heavy metal or the graphite in your pencil. (You can't bend that piece of *lead*.)

Note: When pronounced with a long *e* sound, *lead* is also the present tense form of *led*.

Write the correct word (*led* or *lead*) in each blank.

Ted _____ the class down the hall. Jen's pencil ran out of _____.

Write your own sentence with *led* and your own sentence with *lead*.

The CD contains a PDF of the workbook pages (modified for better viewing).

Pages on the CD are landscape and reduced here to fit portrait page.

Please note that pages on the CD are for projection use only and are not printable.

Answer Keys

The following pages look exactly like the student workbook pages except that the answers are written in for you. Many of the answers are *possible* answers only and will vary from one student to the next.

SAMPLE

Day 1 – Memory Word

The goal of this spelling workbook is to teach you *how* to spell. You'll learn many rules that will help you spell just about any word you need to spell. However, some words are “rule breakers” or just hard to remember and must be memorized. For that reason, you will need to memorize 35 words during the course of this year. When you write the memory words, pay attention to how they're spelled and to the hints provided—some of them quite silly! Then, try to spell the words without looking. You'll be reviewing these memory words often.

Memory word #1: surprise

(Hint: Surprise has a surprise *r* inside!)

Write *surprise* three times. Then add it to your memory word list (in the back of this workbook).

surprise

surprise

surprise

Day 2 – Adding on

Many of your lessons in this workbook will involve “adding on rules.” This is where you'll learn rules for creating longer words out of smaller parts. You'll be using these rules all year long to spell different words.

When you don't know how to spell a word, it helps to spell it one syllable at a time.

Use lines to divide each of the following words into syllables. Hint: Every syllable must have at least one vowel! Here is an example: yes/ter/day

whis|per dog|house to|mor|row Mon|day ba|na|na test lem|on

Fill in the missing syllable(s) for each word your teacher calls out.

drop

let

dun

geon

trib

ute

tri

angle

par

don

de

liv

er

com

bat

Day 3 – Confusable Pair

Throughout this workbook, you'll be working with “confusable word sets.” Since the spelling of each of these words is correct, a spell checker won't help you. You must know which one to use.

Use *than* to compare things. (I am taller *than* Sam.)

Use *then* to tell when. (If you eat supper, *then* you can have dessert.)

(Hint: *Then* rhymes with *when*.)

Write the correct word (*than* or *then*) in each blank.

We ran around and then sat down. I like shorts better than pants.

Write your own sentence with *than* and your own sentence with *then*.

Five is more than two.

We played a game, and then we rested.

Day 4 – Adding on

Use lines to divide each of the following words into syllables.

o p t i m i s t i c m e g a p h o n e k i n d e r g a r t e n s c h o o l p r e s e n t i n g

Fill in the missing syllable(s) for each word your teacher calls out.

___ plan ___ et ___ flag ___ pole ___ splen ___ did ___ con ___ struc ___ tion
air ___ plane ___ flap ___ jack class ___ mate ___ prac ___ tical

Day 5 – Building Blocks

Each week you'll be looking at one or two specific spelling constructions or rules. You'll learn when to use these constructions and whether or not there are any exceptions. You'll also have the chance to use these constructions to create new words. Be on the lookout for examples of the constructions in other books and articles you read.

Building blocks: **her/sir/turn**

These are three ways to make the same sound. Except when used as a suffix, *er* is usually followed by a silent *e* or by a consonant. Note: In a few cases, *er* makes a different sound (*berry*, *terrible*, *cereal*). In the word *souvenir*, *ir* makes a different sound. Spell the *er/ir/ur* words your teacher calls out.

___ birth ___ verb ___ purse ___ thermostat ___
___ first ___ circle ___ Thursday ___ termite ___

Write words of your own using *er*, *ir*, and *ur*. ___ temp ___ er ___ ature ___ s ___ er ___ ve ___

___ p ___ er ___ fect ___ c ___ ir ___ cus ___ g ___ ir ___ l ___ f ___ ur ___ ther ___ s ___ ur ___ f ___

Day 6 – Memory Word

Memory word #2: separate

(Hint: There is **a rat** in **separate**.)

Write *separate* three times. Then add it to your memory word list and review the list.

___ separate ___ separate ___ separate ___

Write the memory word your teacher calls out. ___ surprise ___

Day 7 – Adding on

You can usually make a noun plural by adding an *s* at the end.

Use this rule to make the following words plural:

hat hats home homes school schools

book books tree trees frog frogs

Day 8 – Confusable Pair

Led means guided. (I *led* Betty around at the festival.)

Lead is a heavy metal or the graphite in your pencil. (You can't bend that piece of *lead*.)

Note: When pronounced with a long *e* sound, *lead* is also the present tense form of *led*.

Write the correct word (*led* or *lead*) in each blank.

Ted led the class down the hall. Jen's pencil ran out of lead.

Write your own sentence with *led* and your own sentence with *lead*.

I led the line.

The lead ball is heavy.

Day 9 – Adding on

When a one-syllable word ends in (or is made only of) consonant-vowel-consonant, double the last letter before you add a suffix that starts with a vowel (example: nap + ed = napped).

Use this rule to add *ed* to the following words:

plan planned slop slopped ship shipped

pen penned trip tripped fret fretted

Use this rule to add *ing* to the following words:

slap slapping mop mopping pet petting

shop shopping bet betting dig digging

Day 10 – Building Blocks

Building blocks: **more/soar/pour**

Except when used as a suffix, *or* is usually followed by a silent *e* or by a consonant. Words using the *oar* construction sometimes require a silent *e* at the end. The *or* construction is the most common for this pronunciation; the *our* construction is the least common. Note: In a few cases, *or* makes a different sound (*word, work*). Also, the British use *our* for many words that Americans spell with *or* (*colour/color*). Spell the *or, oar, and our* words your teacher calls out.

correct detour board horse gourmet

Write words of your own using *or, oar, and our*.

f or k mem or y r oar ing c our t

Day 11 – Memory Word

Memory word #3: definitely

(Hint: Notice the word **finite** in the middle of **definitely**.)

Write *definitely* three times. Then add it to your memory word list and review the list.

definitely definitely definitely

Write the memory words your teacher calls out.

surprise separate

Day 12 – Adding on

When a word ends in a *silent e*, remove the *silent e* before you add a suffix that starts with a vowel (example: rake + ing = raking).

Use this rule to add *ing* to the following words:

bite biting tame taming shine shining

take taking shake shaking skate skating

Use this rule to add *ed* to the following words:

brave braved tape taped love loved

bake baked blame blamed shape shaped

Day 176 – Memory Words Review

Write the memory words your teacher calls out.

<u>souvenir</u>	<u>jewelry</u>	<u>nuisance</u>
<u>guarantee</u>	<u>opportunity</u>	<u>refrigerator</u>
<u>tragedy</u>	<u>knowledge</u>	<u>anonymous</u>
<u>privilege</u>	<u>maintenance</u>	<u>etcetera</u>

Day 177 – Confusable Sets Review

Underline the words that correctly complete each sentence.

Most college/collage students would choose/chose a laptop over a stationary/stationery computer.

Whose/Who's going to buy the cloths/clothes on sell/sale over there/their/they're?

Please be quiet/quite because we're already/all ready to/too/two watch the movie.

The book's foreword/forward didn't effect/affect me as a reader except/accept that it bored me.

Further/Farther, the dog is not aloud/allowed to go down the street unless its/it's led/lead on a leash.

Day 178 – General Review

In each pair, underline the word that is spelled correctly.

committment/commitment elegance/elegence writer/writter played/plaied bicycle/bycicle
committee/commitee execution/execusion pledging/pledgeing thief/theif excercise/exercise
foreigner/foriegn exclamation/exclamation exitted/exited ectetera/etcetera excessive/excesive
symble/symbol exceed/excede midieval/medieval supersede/superceed confidance/confidence