



# Programming for Spelling

The Spelling Lesson

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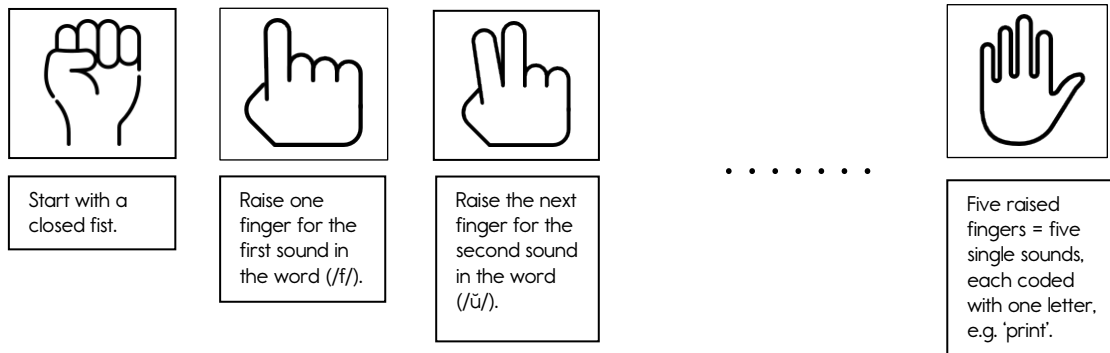
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### **Spelling**

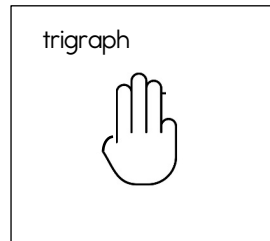
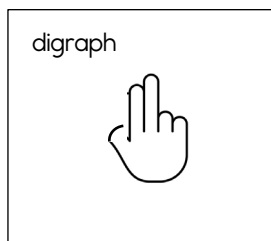
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# Finger Spelling

**Finger spelling** is used to make phonemic awareness 'visible'. Starting with a closed fist, one finger is raised for each sound that is coded with **one** letter. For example, the word 'fun' would require three fingers to be raised in turn.



A **digraph** (two letters that go together to make one sound) require two fingers to be raised together, and a **trigraph** (three letters that go together to make one sound) require three fingers to be raised together. For example, the word 'paid' would need one finger for the 'p', two fingers 'stuck together' for the digraph 'ai' and one finger for the 'd'. Similarly, the word 'heart' would require one finger raised for the 'h', three fingers 'stuck together' for the trigraph 'ear' and one finger for the 't'.



### 3. General Knowledge – research questions

Choose one of the following questions. Find out some interesting information, REMEMBER the information, and present your findings (verbally) to the class.

Spelling Words	Research Questions
step	What is the 'goose' step?
still	Describe a situation where you would have to keep very still.
still (alcohol)	How does a still work?
stag	What is special about a stag's antlers?
stun	What is a stun gun, and how does it work?
stop	Who designed the stop sign?
tail	Choose an animal or bird and find out what it uses its tail for.
jail	Why do we need jails? Find about a modern jail. Find about an old-fashioned jail.
pail	What are buckets useful for?
main	What is a 'main course' at a restaurant?
rain	How do we measure rainfall? Find out about one of the various types of cloud.
wait	What is the difference between a waiter and a waitress? What is a 'dumb' waiter? Where would you find a 'dumb' waiter?
was	
wash	
want	What is a scrubbing board? What is a 'twin tub'?
wand	Who uses a wand?

### 4. Spelling – Write the spelling words out and mark them for their structure.

s t ě p	s t ö p	m <u>ai</u> n	w a s
s t ĭ ll	t <u>ai</u> l	r <u>ai</u> n	w a <u>sh</u>
s t ä g	j <u>ai</u> l	w <u>ait</u>	w a n t
s t ũ n	p <u>ai</u> l		w a n d

## The One-one-one Doubling Rule sample teaching script

If you are adding an ending (suffix) to a base word and the suffix begins with a **vowel**, you must check whether the structure of the base word requires the final consonant to be doubled. If the base word has one beat, contains one vowel and the vowel is followed by one consonant AND the suffix begins with a vowel, then you must double the final consonant on the base word.

Script	Teacher action		
Listen to my word: 'trip'. What's my word? Yes, it's 'trip'.	Write the word 'trip' in the work area.	trip	
What can you hear on the end of my word 'trip' if I say 'tripping'? Yes. You can hear '-ing'.	Write 'ing' in the work area next to the word 'trip' leaving a small space.	trip ing	
Look at the ending (suffix). Does it begin with a vowel? Yes. It does.	Place a tick under the suffix.	trip <u>ing</u> ✓	
Now, let's check the base word. Does the base word have one beat, 'trip'? Yes. It does.	Place a tick on the table next to 'one beat'.	One beat	✓
		One vowel	
		<small>followed by</small> One consonant	
Does the base word contain one vowel?	Place a tick on the table next to 'one vowel'.	One beat	✓
		One vowel	✓
		<small>followed by</small> One consonant	
Is the vowel followed by one consonant?	Place a tick on the table next to 'followed by one consonant'.	One beat	✓
		One vowel	✓
		<small>followed by</small> One consonant	✓
If you end up with 4 ticks (including the one indicating a suffix starting with a vowel), then you must double the last consonant before adding the ending.		tripping	

# Adding a Vowel Ending to a Base Word Decision Chart

