

Spelling is fun?

Why can't spelling be easy? You may have heard your students or your own child ask this question. And as you sit and watch a struggling child, you feel that gut-wrenching knot, often unable to help them understand. Maybe this will make spelling a bit easier.

Spelling can be easy to learn and easy to teach if we includes these elements.

Interaction with surroundings is essential. Children need to be able to use all of their senses - especially sight, sound, and touch. Of course a tasty treat is always welcome!

Multi-sensory instruction, engaging the auditory, visual, and kinesthetic avenues to the brain will provide a greater opportunity for success. Eliminate the practice of memorizing a list of words only to be forgotten shortly after. Practice spelling by getting involved with the words you're trying to learn

Orton-Gillingham (OG) is an approach that helps the learner to focus on why words are spelled and pronounced certain way. There are only 26 letters in the English language, yet we have combinations creating 44 speech patterns. To top it off, there are over 250 ways to spell those sounds! OG condenses the spelling of the sounds into phonograms. It then teaches students how to apply rules and consistencies that help make something hard into easier concepts.

Mastery-based learning should be applied for long-term learning - learning that stays with the child. Daily instruction needs to include constant review of previously learned skills and repetitive opportunity to practice those skills. Without this repeated practice, the result is short-term learning. Mastery-based learning can make spelling easy because children develop a sense accomplishment and confidence. They start thinking, "I can", instead of "I wish I could".

Logical and predictable patterns should be taught. The English language is made up of consistent patterns, particularly the vowel patterns. The six most commonly used vowel patterns (**CLOVER**) should be incorporated into a child's knowledge base. VoWac uses CLOVER to represent these patterns: **C**losed syllables, **c**onsonant-**LE** syllables, **O**pen syllables, **V**owel-consonant-silent **E** syllables, and **R**-control syllables. More information can be found on our website, www.vowac.com. (continued on page 2)



FREE workbooks are available to any school that has never tried VoWac. Our pilot program offers the use of at least two classroom kits (K & 1 or 1 & 2) **AND** VoWac will provide up to 18 free skills workbooks per room.

Use VoWac and compare it to your current skills program or any other program under consideration. If you don't get better results using VoWac, don't buy it. Return all of the teaching materials at the end of the school year, no questions asked.

If you do get better results, purchase the materials on loan and let us help build your program.

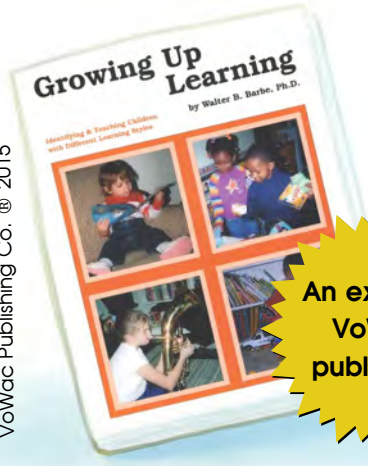
Contact us for details.

There is a reason why over 95% of the schools participating in our pilot have adopted in part or whole...**it worked!**

We've been getting kids "academically dressed for success" since 1983...it's what we do!

123 8th Ave S
PO Box 75
Faulkton, SD 57438
866•598•6922

Learning Modalities



An exclusive VoWac® publication

Teaching To children...not At them

resources for both teachers and parents. Discovering how we learn is a cornerstone to differentiated instruction. One of the key facts exposed is that we don't teach how we were taught, but how we, ourselves, learn. To often that is forgotten and we wonder why something that appears simple to us comes across with much difficulty to children.

Growing Up Learning contains several surveys for various ages to help identify the visual, auditory, and kinesthetic learner. It sheds some light on why children react or fail to respond to our well planned lessons. It may be something as simple as you not teaching to a child learns, but at them.

The characteristics of the three learning modalities are quite different. The visual learner has an eye for detail and are generally quite neat and clean. They learn by seeing and looking. The are attracted to written language or spoken language filled rich in imagery. The visual learner is often distracted by the auditory and kinesthetic learner, and prefers some distance from them.

Growing Up Learning has proven to be one of the more **invaluable**

The auditory learner absorbs content by listening. They will often sit where they can hear, but needn't pay attention to what's actually happening in front. Their apparel may not be coordinated, but they can explain what they are wearing and why. The auditory learner often hums or talks to himself. This is a good reason to separate two or more of them, as they find one another distracting when in close proximity.

Kinesthetic learners add a certain amount of spice to life. They are very active and often seen as naughty. They create reasons to tinker or move when bored. A kinesthetic can usually remember what was done, but have difficulty recalling what was said or seen. In the classroom, the kinesthetic learner can determine what you teach, when you teach, and *IF* you teach. They can take much of your time in the classroom management arena, but you can depend on them to provide large amounts of entertainment when given the proper channel to do so.

These are just a few of the characteristics of the three learning styles. *Growing Up Learning* speaks to all the styles completely. It also provides methods and suggests activities that can be used to help each of them grow.

Growing Up Learning is available exclusively from VoWac® Publishing Company. If only one teacher resource book could be recommended, this would be it.

Summer 2015 Workshops

Scheduling for VoWac workshops has begun. **Be sure to check the website regularly for updates and changes.**

Currently there are several workshops planned in ND, SD, IA and MN. Other schools have expressed interest in hosting their own training. Those locations will be determined at a later date.

VoWac offers one graduate credit (available through Minot State University) for a two-day workshop. Even if your school does not use our curriculum, the graduate credit may still be earned. One-day sessions are also available, as well as specialized training and in-sevice.

Contact VoWac for schedule availability, hosting your own workshop, and fees. Everything possible will be done to tailor training to meet your specific needs.

Register early to get early bird savings!



Spelling is Fun (cont. from pg. 2)
A free Parent Guide for VoWac can be downloaded, explaining each of the syllable types in depth. You will have a chance to practice the same decoding process your child will use.

Individualized lessons should be tailored to your child's (student's) needs. One size does not fit all. Consider what makes your child different and design the delivery of content around that attribute. Some factor to consider are attention span, learning style, surrounding environment, and a host of other considerations.

Spelling skills don't just "happen". Usually there is some learning cue or technique your child has developed. Make every effort to tap into that developed skill. When a child experiences difficulties, not just with spelling, but anything, coping mechanisms will come into play. Coping mechanism aren't necessarily a bad thing. They help us through difficult times. They become a negative feature when used to avoid challenges. Be sure to help your child by encouraging a working process of how to approach a problem. Yes. Spelling can be fun.



Teaching Syllables

VoWac Publishing Co. © 2015

Recognizing syllable patterns for kindergarten and grade one

As kindergarteners and first graders are beginning to sound out words, they will start to recognize syllable patterns. By calling attention to these patterns, we can help them identify how many syllables a word contains. Here are some direct instruction and activity ideas to help foster syllable recognition.

The concept of syllables for kindergarten students may be entirely new, so an introduction will be in order. You will need to explain that syllables are parts or chunks of words that we say in order to say it. Give them examples by clapping once as you say a syllable. Have them clap with you and tell you how many syllables each word has.

Use picture cards with one- two- and three-syllable words on them. Working in three different groups, have sort and group the cards by the number of syllables.

First graders can be given cards with nonsense words. Not only can they sort the cards by number of syllables, they should also be able to identify the syllable type (open, closed, vowel-consonant-silent-E, vowel team, r-control, and consonant-le). Add new word cards as new syllable types are taught.

Children love to move around. Have them jump, skip, or hop as they say the syllables. Provide them with cards numbered 1, 2, and 3. Have them go around the room and place their cards on objects in the room with the same number of syllables.

Once the concept of syllables is introduced, help them to notice it in as many places as possible. Find words posted on the walls when you go to the library, lunchroom, music or PE class. Ask them to tell you how many syllables. Be sure to include syllable counting in new vocabulary words from all of the content areas.

Divide your class into groups by number of syllables in their name or the month of their birthday. See if they can discover how and why you have grouped them.

As you read a story aloud, stop on occasion and ask about a word. Have students identify the number of syllables.

Help your students organize a syllable word bank book. Have them add new words to their book by writing it in the proper syllable count section. You can use this as a vocabulary building activity and include alphabetizing skills.

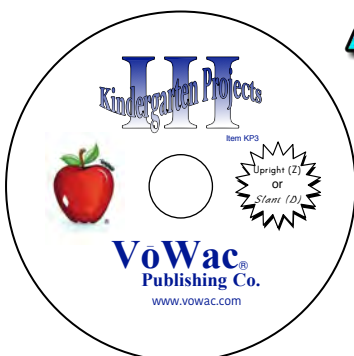
Include one of these savings codes on your order form or purchase order.

One code per person, school, or district. Codes may not be combined.

Use code **2015VOW15 to save \$15 on any order over \$100**

Use code **2015VOW35 to save \$35 on any order over \$200**

Savings codes expire July 31, 2015



New for PreK & K

Print your own Flash Cards, Alphabet Books, and Activity Books. Three projects at your finger tips. Print what you want, as many as you want, when you need them. Full color projects are in an easy-to-use PDF format. Available in **school upright** or *school slant*. Kindergarten Projects III has been added to Levels PreK and K teacher kits. Available separately for only \$39.95 plus s/h.