

VoWac. Publishing Company

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

SMANTIX!

spelling a bit easier.

nteraction

is

Delling can be easy to

learn and easy to teach if we includes these elements.

surroundings is essential.

Children need to be able to

use all of their senses -

especially sight, sound, and

touch. Of course a tasty treat

always

Spring 2015

Spelling is fun?

with

welcome!

VoWac Publishing Co. ® 2015

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 current skills to your program other or anv under program 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 you 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!

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Multi-sensory in- struction, engaging the audi- tory, 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

Urton-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: Closed syllables, consonant- LE syllables, Open syllables, Vowel-consonant-silent E syllables, and R-control syllables. More information can be found on our website, www.vowac.com. (continued on page 2)

Visit us at www.vowac.com

Email us at vowac@vowac.com

Growing Up Learning

> An exclusive VoWac®

 publication
 Learning has

 proven to be
 one of the more

 in v a l u a b l e

Growing

Up

Learming Moda

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 a 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.

Teaching To children....not At them

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. Oneday 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.



Some recent activities have prompted another visit to the copyright issue. The very word itself, **COPYRIGHT**, seems to cause the eye to twitch, the pulse to skip a beat, and brings on as much angst as a registered letter from the IRS. The primary target of this article is intended to address the term "fair use".

VoWac encourages fair use of its work. Fair what? "Fair use" is an exception to the exclusive rights held by the copyright owner. It exists, not only in the US, but abroad. "Fair use" permits limited use of copyrighted material without acquiring permission from the rights holders. Commentary and newspaper reporting are typical examples, as is classroom teaching. Fair use provides for the legal, unlicensed citation or incorporation of copyrighted material in another author's (teacher's) work under a four-factor balancing test. The four factors include: 1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; 2) the nature of the copyrighted work; 3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and 4) the effect of the use upon the potential market for or value of the copyrighted work.

These four factors come directly from the fair use provision, Section 107 of the U.S. Copyright Act, and they have been examined and developed in court rulings. The following summary explains the significance of the factors as they relate to a variety of educational needs.

All that being said, fair use should make your teaching task a bit easier. Exercising your right to fair use should save you an extraordinary amount of teacher prep time.

You're still looking a bit puzzled. Let me make it real simple. You can use our teaching materials, the sentences, graphics, and overhead PDF's <u>in your classroom</u>. You can transfer materials from one format to another, for example, placing sentences or PDF files in a *SMART Board* or *Promethean* application. You may use this newly transferred creation in your classroom. That's fair use. However.... you may NOT sell, share, or distribute your creation to others. That is not fair use. **There are many misunderstandings about copyright and fair use**. Here are several examples that may help you get a better handle on it. This is not a complete list by any means.

- Any use that seems fair is fair use. What "seems" and what "is" differs greatly.
- Fair use interpretations are unique and limited. Fair use is decided on case-by-case. The surrounding circumstances will vary. That's why it's always good to ask BEFORE you step in too deep.
- It's copyrighted so it can't be fair use. Not always. The user has certain access to works by simply following guidelines.
- If I acknowledge the source, it becomes fair use. No! Acknowledging the source will protect you from plagiarism. Copyright is a matter of law.
- Noncommercial use is fair. No! You cannot provide something to another party for free when they normally would have had to purchase it.

There are five basic rules to help you determine fair use. *#1 Are you creating something new or just copying?* When you're using someone else's work verbatim to create something new, at what point are you merely copying...think about it.

#2 Are you competing with the source from which you are copying? Without consent, you ordinarily cannot use another person's protected expression in a way that impairs (or even potentially impairs) the market for his or her work.

#3 Giving the author credit does not let you off the hook. Giving credit and fair use are two totally different concepts. You either have the right to use another person's work or you don't. Merely giving credit is not enough.

#4 The more you take, the less fair your use is likely to be. This is self-explanatory. Usually, the more you take, the less likely it would be considered fair use.

#5 The quality of the material used is as important as the quantity. The more important the material is to the original work, the less likely your use of it will be considered a fair use.

If you have a doubt about copyright and fair use, ask the owner of the material. What is the absolute worst thing an owner could tell you....NO!? Staying in copyright compliance isn't difficult. You've heard the adage, "It is better to ask for forgiveness than for permission." It does NOT apply with copyright.

Violating copyright is quite easy and very costly. There are several avenues to follow when seeking permission to use copyrighted material. This website offers some suggestions and is one of the better I have seen: http://www.copyrightkids.org/permissioninformation.htm

VoWac doesn't employ Guido, the Copyright Enforcer, on its payroll. However, when necessary, business demands that we approach the subject direct and with due diligence.



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 ou say a syllable. Have them clap with you and tell you how many syllables each words 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 the 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 an as many places as possible. Finds words posted on the walls when you go to the library, lunchroom, music or PE class. Ask them to tell you hove 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 you 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 a vocabulary building activity and include alphabetizing skills.

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