

Let us pray to St. Teresa and ask her to help us in our spelling lessons, so that we may better able to read about the saints and to write about the saints.

We have written *Spelling 2 for Young Catholics* not only to help Catholic students learn their spelling rules and spelling words, but also to come to a better appreciation of a few items of Catholic culture.

We have included some teaching tips in the Introduction to the book. Notice that for most students, fifteen minutes a day should be sufficient for a spelling lesson.

Each lesson in this book includes four activity pages. Most students should be able to complete one workbook page per day, and take the weekly spelling test on the fifth day of the week. There are 36 lessons, 32 lessons for the list words. The 9th, 18th, 27th, and 36th week are for review of the words of the quarter, and quarterly testing. The quarterly tests are included in this Lesson Plan.

We are going to give you some general ideas for assignments for each day of the week, and then we will give you some optional further activities for weekly assignments.

MONDAY

On Monday (or on the first day of the five days of lessons on a chapter), read to your child the name of the lesson and the spelling rules contained under the title. If you think your child already knows the spelling words, administer a pre-test before introducing the lesson. When you give the test, be sure to say the word, then use it in a sentence, and then repeat the word again.

Ask your child to read over the list words with you. Help your child if he needs help reading the words. Point out similarities of the words, in sound and in spelling patterns. Then help your child read the sentences or paragraph in which some of the list words are included. You may need to read some or all of the words contained in the paragraph.

TUESDAY

The first written exercise in the text workbook is a simple practice writing the list words. This is an important exercise because the practice of writing the word along with sounding the letters and saying the word begins to establish the correct spelling pattern in the brain.

WEDNESDAY

On the third day, the workbook assignment is putting the words in alphabetical order. The purpose is mainly to give another practice in writing the words, but it also makes the child focus on the letters to establish the alphabetical order.

THURSDAY

The assignment on the fourth day is varied. Most of the time, students must look for a rhyming word. The clue words on this page are not in the list, so it gives the student an opportunity to see the similarities and differences with matching rhyming words.

In some lessons, the assignment asks the student to find a word or words to match the beginning letter or the ending letter. The purpose of all these assignments is to help the child learn to spell the list words and recognize the spelling-phonics patterns.

FRIDAY

After reviewing the words again orally, then dictate the list words to your child. Say the word, use it in a sentence, and then repeat the word.

END OF QUARTER

The last week of each quarter is set aside to review the list words studied during the quarter or during the previous eight weeks. At the end of each quarter, please dictate the words specified in this Lesson Plan for the quarter test. Attach the test to the corresponding Quarter Report Form and send it Seton for grading.