



## SPELLING 7 LESSON PLAN

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*Spelling 7 for Young Catholics* (2013 Edition)

### INTRODUCTION

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No parent ever asks why we should study spelling, but if a young student should ask, our answer is that if anyone wants to write a letter or a short story or anything at all, the words need to be correctly spelled so that the writer as well as others can read what is written. Even if we want someone to go to the store for us with a list of what to buy, such as some things for our birthday, we certainly want the person shopping for us to purchase the right presents.

In this day and age, some students might say that learning to spell is unnecessary because we have Spell Check on our computers. There are several answers to this remark. First, even if we have a computer on our portable phone, I don't know of any phone which can print out a paper copy for someone to read our shopping list or letter. Second, as long as we are students, we will need to submit correctly-spelled, often handwritten assignments, such as book reports or paragraphs or answers to test questions. Third, spelling can help us learn to read correctly. We may pronounce "red" and "read" the same, but words with different spellings have different meanings.

The overall goal is for students to recognize and to be able to say and to write the letters which stand for certain sounds. However, in the English language, sometimes the same sound can be spelled with different letters. Consequently, spelling lessons need to be taught according to word patterns and rules.

Perhaps one of the most important sections of our spellers are the pages in the back which contain the rules for the spelling of long and short vowel sounds, consonant sounds, and other vowel sounds. We include spelling rules for vowels and consonants, as well as phonics rules for consonants and vowels. We have added to the back section of the book Rules for Forming Plurals, Rules for Adding Prefixes and Suffixes, and Rules for Identifying Types of Syllables. As an added bonus, we have included Rules for Capital Letters, Rules for Dividing Words into Syllables, and Rules for Accenting Syllables.

### BEFORE YOU BEGIN

We encourage you to skim the book with your student. Look at the title page, the back of the title page, the Dedication Page, and the pictures. Read the Table of Contents with your student to obtain an overall view of the contents of the book. Read the Notes for Parents and highlight the phrases or sentences which you think are important for your student to remember. The Pronunciation section is especially important, though it is repeated again in the back of the book.

Notice the section Instructions for Daily Exercises. These are the instructions for your student to follow each day of the week. While we believe this is the best approach, if you believe your student should do other exercises, that is certainly your decision.

Once you have read the Instructions for the Daily Exercises, you probably won't need to refer to it again since each page in the workbook gives directions for each exercise. However, we should point out that the purpose of each exercise is to give the student the opportunity to write the words correctly spelled. It is not supposed to be a crossword puzzle or an analysis exercise. While we hope the definitions and sentences are very easy for the student to recognize the correct spelling word, it is not necessary for the student to "figure" it out. You can just as easily ask your student to simply write the words in the order they appear in the list of words.



Insist that your student writes the letters of the words legibly, that is, clearly, carefully, and accurately. If your student is careless in his writing, and neither he nor anyone else can determine exactly what each letter is, then it defeats the purpose of learning the proper spelling of words. We recommend that your student use a pen and not a pencil, which tends to blur after the workbook has been opened and closed so many times.

Do not allow your student to use the computer for the daily assignments. God has made us in such a way that we learn best by using a variety of senses, such as seeing, hearing, saying, and touching. Seeing the words, hearing the words, spelling aloud the words, shaping the letters as the words are written with a pen, all these senses work to help the brain memorize the spelling of the words. Spelling the words out loud helps the mind to memorize the spelling. Some students like to record the spelling of the words into a tape recorder or CD, and then listen to it played back, which is especially helpful for students who learn well by listening. After spelling the word aloud, or listening to the word spelled aloud, the student needs to write the word without looking at the word.

If you would like to have your student simply write the words straight from the list, or to write the words in alphabetical order, which is what we recommend on Day 4, please go to our website at [www.setonhome.org](http://www.setonhome.org). Click on My Seton, then Log on, then click on Courses, then scroll down to Spelling. Move your cursor to the yellow notebook icon on the right for Course Resources. We provide a blank page with lines for your student to write the spelling words in alphabetical order, or in the order as the words appear in the list. We also provide lines for words to be written according to the number of syllables. We hope to add crossword puzzles for the spelling lists. In addition, we do intend to offer a list of other words from spelling teaching references which are recommended for students at this grade level.

Each lesson in the workbook contains twenty-five words, the usual number for students in this grade level. We have tried to have all the words conform to the rule, but sometimes there are words that do not follow the rule simply because any other words which follow the rule are not likely to be read or written by students in this grade level.

Some of the spelling teacher manuals emphasize that students memorize the spelling rules, but our experience shows that students automatically pick up the spelling of the words once they read and understand the rule. It is up to you, the parent, to decide if your student needs to memorize the rule, or can simply study the rule and thereby is able to spell the words.

The Story Time reading gives Seton the opportunity to present a Catholic aspect to our spelling lessons, but we admit that sometimes we are not able to find many spelling words which fit the story. In many cases, the underlined words follow the spelling pattern, but may not be included in the spelling list.

At the end of the book, you will see we have included the Answer Key for the Spelling exercises in the workbook, which you may want to remove. You will notice some blank pages which can be used for notes.

The First Quarter includes Lessons 1 to 8, followed by two pages of all the spelling words from the First Quarter for review in Lesson 9. The Second Quarter includes Lessons 10 to 17, followed by two pages of all the spelling words from the Second Quarter for review in Lesson 18. The Third Quarter includes Lessons 19 to 26, followed by two pages of all the spelling words from the Third Quarter for review in Lesson 27. The Fourth Quarter includes lessons 28 to 35, followed by two pages of all the spelling words from the Fourth Quarter for review in Lesson 36.

At the end of each weekly lesson, a weekly spelling test should be given by the words being dictated to the student. The grade may be included on the appropriate quarter report form in Section A.