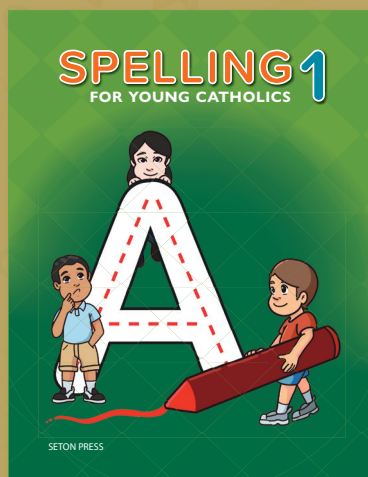




# SPELLING 1

## COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

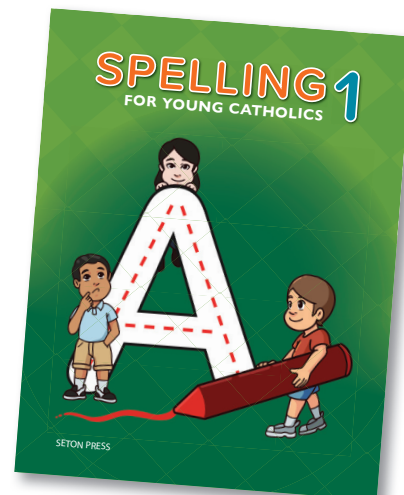
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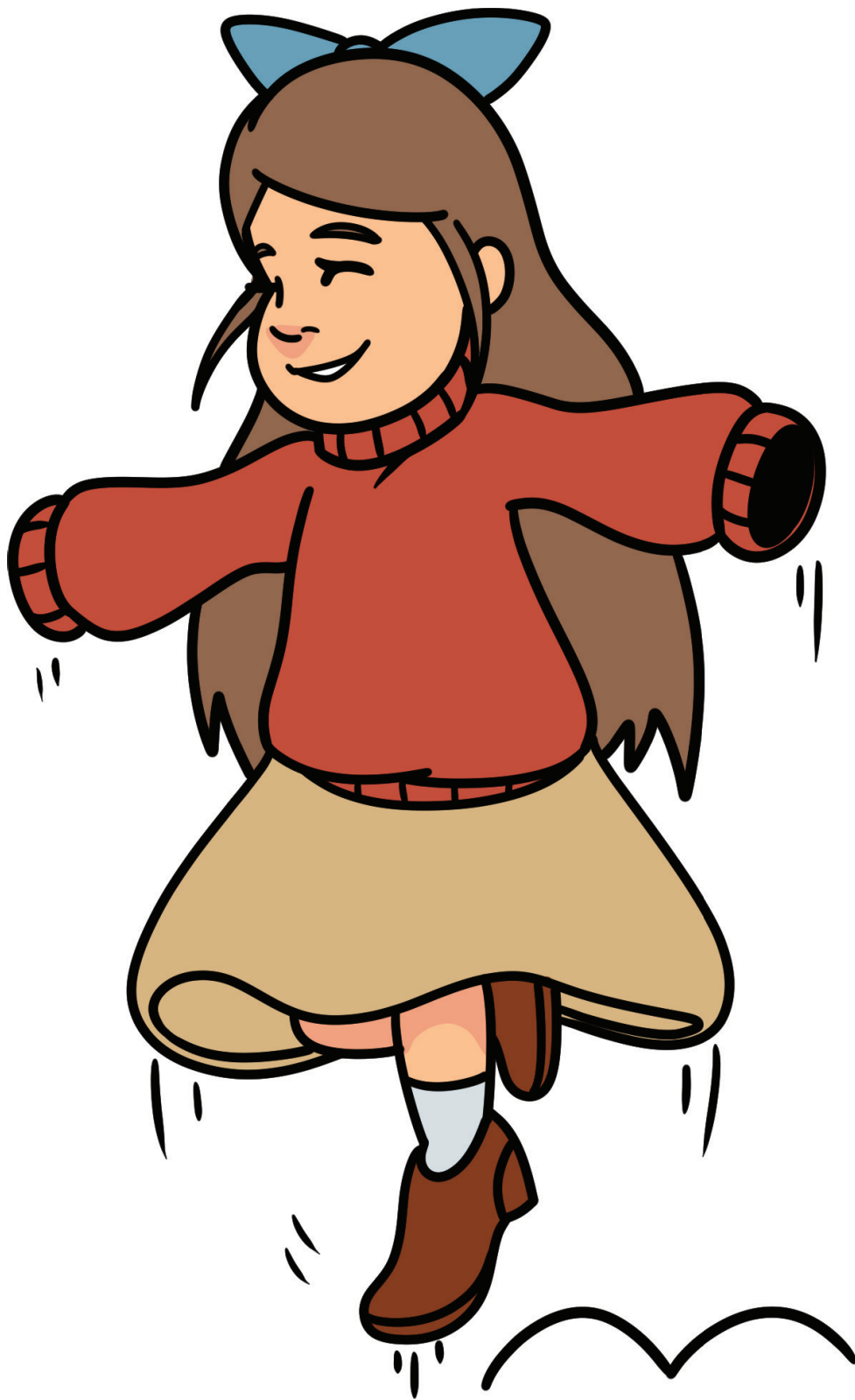
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**The answer key, tests, and Quarter Report Forms are located at the end of this Course Manual.**

## Course Materials

- *Spelling 1 for Young Catholics* (3rd Edition)






FIRST QUARTER

# SPELLING 1 LESSON PLAN

## Week Eight

### Day 1

St. Agnes, pray for us.

You can check off work  
as you complete it! 



**Lesson 1a, Beginning Sounds.** In reading, you see letters and need to say the sounds of the letters. In spelling, you hear the sounds in a word, and you need to know which letters make the sounds. In this exercise, the student says the name of the picture, hears the sounds in the name, and focuses on the beginning sound. The student then identifies the letter that has the beginning sound. ☐

Notice that all picture names have the same vowel sound in the middle. This is an introduction to the short vowel sound that will be studied beginning on Day 3 of this week.



**Lesson 1b, Ending Sounds.** In this exercise, the student says the name of the picture, hears the sounds in the name, and focuses on the ending sound. The student then identifies the letter that has the ending sound. ☐

### Day 2

St. Agnes, pray for us.

#### Lesson 2a, Short Vowel A.



**Read to the student:** The short sound /ă/ in **at** is spelled with the letter **a**. (In all of the lessons, the word referenced is a word in the List of Words, such as **at**.) ☐



**List Words.** As the parent points to each list word, the parent says the word out loud, and the student sees the word and hears the word. The student then says the word out loud. ☐



**Heavenly Writing.** It is suggested that the student write each word in the air using the Heavenly Writing method described in the Introduction of this lesson plan. ☐

**Sample:** The word is **at**. Student says /ă~~t~~/. Student then says /ă/; he writes an **a** in the air; then he says **a**. Next he says /~~t~~/; he writes a **t** in the air; then he says **t**. Finally he says /**at**/, **a t**.



**Picture and Sentence.** Parent reads the sentence: God gave me an angel to be at my side. Point out to the student that the words **an** and **at** are two of the words in the spelling list. How does the picture illustrate the sentence? ☐





## SPELLING 1 LESSON PLAN



**Exercise.** Complete the exercise at the bottom of the page.

☐

Color the drawing.

☐

## Day 3

St. Agnes, pray for us.



**Lesson 2b, Short Vowel A: List Words.** Follow the directions.

☐

**If your child needs additional practice with the spelling of the words, use the Heavenly Writing technique.** Other tactile methods that reinforce the spelling process include the use of play dough to form the letters of a word, or the use of a baking pan with a layer of salt, sugar, or sand in which the child “writes” the word in the salt, sugar, or sand.

☐

## Day 4

St. Agnes, pray for us.



**Lesson 3a, Short Vowel A: Phrases.** The parent reads the phrase containing a spelling list word, and then says the word. The student hears the word and repeats it. Then the student writes the word on a piece of paper without looking at his book. After he has written the word, he reads the word he has written. If his spelling of the word does not match the printed word in the exercise, help him see his error.

☐

The young children who appear in the phonics book appear throughout the spelling book as well. In this lesson, you can see Pat, whose name has the short sound of a /ă/.



**Lesson 3b, Short Vowel A: Word Tower Game.** This is a game that you can use with each lesson to have fun with spelling. Additional Word Tower pages that may be copied are located after the index in *Spelling 1 for Young Catholics*.

☐

# SPELLING 1 LESSON PLAN

## Week Nine

### Day 1

St. Isabel, pray for us.



**Lesson 4a, Short Vowel I.** Follow the method used in Lesson 2a to introduce the spelling words. Then, read the sentence under the picture to the student and point to the List Words used in the sentence. Use this approach for the remaining lessons in the book.

☐


**Exercise.** Complete the exercise at the bottom of the page.

☐


Color the drawing.

☐

### Day 2

St. Isabel, pray for us.



**Lesson 4b, Short Vowel I: Rhyming Words.** Follow the directions.

☐

Some young students have trouble with rhyming words. Remind your child that in words that rhyme, the ending sounds are the same. The parent should say the words out loud for the child to hear the words. Then, the child should repeat the words. It may help for the parent to say **pit – it** or **pit – in**. Pit and it have the same ending sound. **Win – it** or **win – in**. **Win** and **in** have the same ending sound.

### Day 3

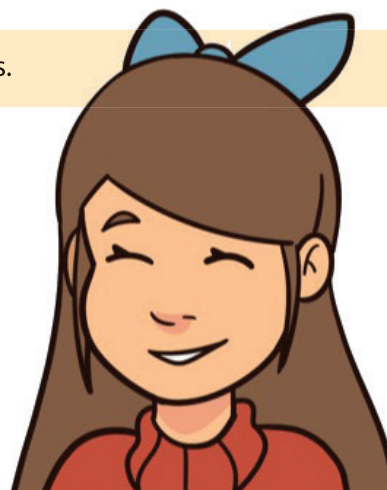
St. Isabel, pray for us.



**Lesson 5a, Short Vowel I: Word Triangles.** Follow the directions.

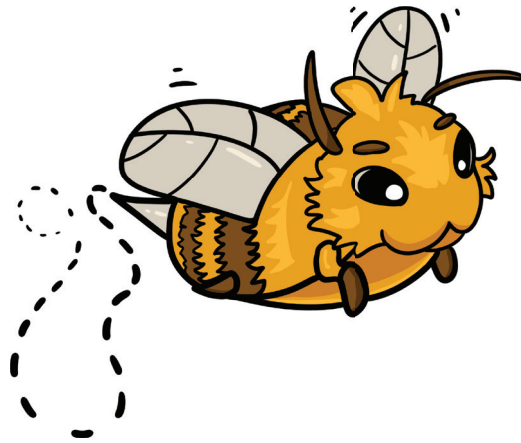
☐

Ask your child if he knows the name of the little girl whose face appears in the upper right corner of the page. Her name is Jill, and her name has the short sound of i /ĭ/.





## SPELLING 1 LESSON PLAN



## Days 4 - 5

St. Isabel, pray for us.



**Lesson 5b, Review.** Review the spelling words from Lists 1 and 2. The student reads each of the words out loud. Follow the directions for the Spelling Bee. ☐



The **First Quarter Test** consists of ten words found in Word Lists 1 and 2. If the student knows how to spell the list words, you may give him the First Quarter Test now. If he needs more time to demonstrate mastery of the words, give him the test tomorrow. ☐

**Please send the First Quarter Test to Seton.** You may either mail this test to Seton, along with the First Quarter Report Form, or scan this test and submit it to Seton online from your MySeton page.

**OPTIONAL:**

You may assign your child a quarter grade for his or her daily work on the assignments. To submit this parent grade to Seton, you may either record this grade in Section A of the First Quarter Report Form and mail it to Seton or submit this grade online from your MySeton page.

**END OF FIRST QUARTER**