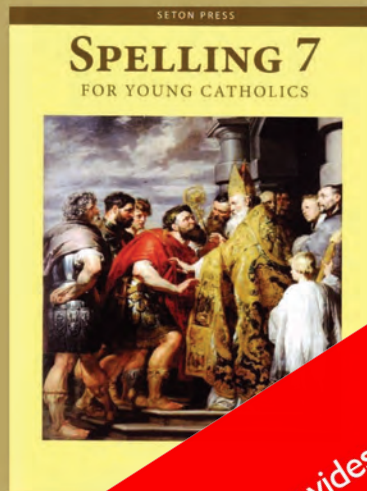




SPELLING 7

COURSE MANUAL



LESSON PLANS

— QUARTER REPORT FORMS

NOTE

This lesson plan provides general instructions and course guidance, but does not provide weekly or daily assignments.

SPELLING 7 LESSON PLAN

INTRODUCTION

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 gifts.

In this day and age, some students might argue that learning to spell is unnecessary because we have spell checkers on our computers. However, this argument is fallacious for several reasons. First, spell checkers are not perfect; they can miss some incorrectly spelled words, and they flag some words as misspelled that are actually spelled correctly. Second, spell checkers typically do not catch cases when the *wrong* word is used, as long as that word is spelled correctly (for instance, using *two* or *to* when the actual word intended is *too*). Third, as long as we are students, we will need to submit correctly spelled assignments, such as answers to tests questions, which are typically handwritten. Fourth, 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 is the set of pages in the back containing the rules for spelling 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 also include Rules for Forming Plurals, Rules for Adding Prefixes and Suffixes, and Rules for Identifying Types of Syllables. As an added bonus, we include Rules for Capital Letters, Rules for Dividing Words into Syllables, and Rules for Accenting Syllables.

We recommend that students have a dictionary. The biggest secret of excellent spellers is that they have a dictionary close by. Good students know the importance of using a dictionary to help them with both spelling and the meaning of words. *Merriam-Webster’s School Dictionary* (Grades 7-12) is available for purchase from Seton Educational Media (SEM) at www.setonbooks.com; phone: (866) 241-8819.

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 sections on pronunciation are especially important. NOTE: The pronunciation rules are also listed in the back of the book, along with several other rules that can help your student.

Notice the section “The Daily Exercises” on pp. ix-x in the textbook. These are the instructions for your student to follow for each lesson. While we believe this is the best approach, if you believe your student should do other exercises, that is certainly your decision.

Course Materials

Spelling 7 for Young Catholics

