



Samples from
Spell to Write and Read and
The Wise Guide for Spelling

Thanks for inquiring about *Spell to Write and Read*!

Enclosed within this pdf document you will find three pages of samples from the two main texts: *Spell to Write and Read* and *The Wise Guide for Spelling*.

The first page is a sample from SWR where the Silent Final E's are first introduced. This page should give you an idea of how the book is laid out.

The next two pages are samples from the Wise List D. Print these out and then lay them side by side to get the idea of how the two-page spread works. The explanations for the markings and codes on these pages are contained within both the *SWR* and *Wise Guide* books.

When teaching a young student, List D is the spelling section that would be taught right after the Silent Final E's are introduced. Older students are typically starting higher in the spelling list, so they can work at their level of challenge, and so the Silent Final E's is taught before work in the spelling list begins.

If you haven't already joined the SWR Yahoo Group, I'd highly recommend it as a resource for asking questions of other users. The author Wanda Sanseri, myself, other trainers, and lots of educators using the program help answer questions.

<http://groups.yahoo.com/group/SpellToWriteAndRead/>

Hope this helps,
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TEACH SILENT FINAL E PAGE. (Before *Wise Guide* Section D)

Objectives:

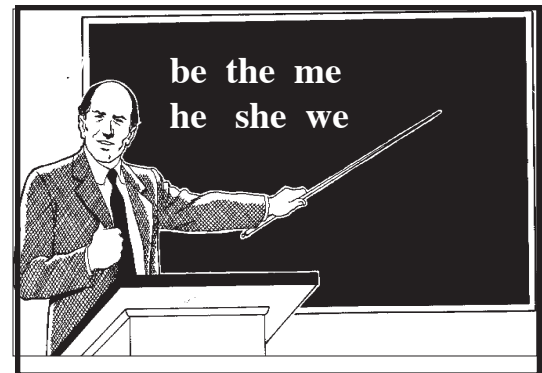
- Introduce Silent Final E's. (Mastery will come in application to words in *Wise Guide*.)
- Build the Silent Final E Page in the Learning Log annually, regardless of level.
- Teach five reasons for silent final E's in English words.

Prepare to Teach:

- View the sample completed page in Appendix C: P6/B9.
- Practice the dialogue for teaching Silent E's as you build your Silent Final E Page.

Review Rules Learned.

In Sections A-C we had some words that end with E. Find them in your Learning Log-- *be* (12); *the* (28); *me* (52); *he* (54); *she* (56); *we* (59). Dictate them to me, so I can write them on the board. What sound did the last letter make? (/E/) Why? (E said /E/ at the end of a syllable.) [Advanced words also follow rule 4: *abalone, acne, adobe, apostrophe, calliope, canape, coyote, catastrophe, epitome, facsimile, finale, Gethsemane, hyperbole, kamikaze, karate, provolone, psyche, recipe, sesame, simile, tamale, ect.*]



In English most final E's are silent for one of five reasons. Do you know what they are? Few people have ever learned this valuable information. As a result they think many words are irregular when they are not. They are more likely to make spelling errors like adding a silent E when one is not needed or forgetting one that is. Are you ready to learn the five reasons? This will be fun. Then we can watch for silent E's as we learn new words.

What sound does the E make in these words?
An E at the end of an English word is usually silent.
Can you explain five reasons for a silent final E?

Teacher's Note: In *Wise Guide* almost 25% of the words have a silent final E. Numerous other words on the list are derivatives of silent final E words. Throughout the program we will locate and analyze silent E's until the student can see and identify at a glance the reasons for the added E. It will help students overcome the tendency to indiscriminately add E's after almost every word. These valuable, but little-known, concepts clarify why we can or cannot drop the E in certain words (notice, noticing, noticeable). Our students can logically explain what seems puzzling and strange to many scholars.

Follow Dialogue for Dictating Silent Final E Reference Page.

1. SILENT FINAL E -- TYPE ONE

Teacher: I will use the word "dime" to demonstrate the main reason for a silent final E. *I traded two nickels for a dime.* Write the sounds you hear in "dime."

Student: /d/-/I/-/m/

Teacher: Read what you have written.

Student: dime

Teacher: Add an E to make the word "dime." Repeat after me; "/I/ said /I/ because of the E". This type of E can work with any single vowel + consonant (s) + a silent E. In general we say, "**The vowel sound changes because of the E.**"



Preliminaries **Phonograms:** Introduce *ng, ar, wh, aw, au*. Quiz especially *ay, ch, ee, er, oo, oy, th*.

1. Pronounce phonograms and say any clarifying language necessary in order for a student to write each one sight unseen. eg. Say *E double E always says /E/* as a signal for the student to write *ee*.

2. "Read" them. Show a card and have a student say just the phonogram sound(s) (*/E/*).

Reference Pages: Add new phonograms to the **Multi-letter Phonogram Page**. Start a new column. See page 62 in SWR. Teach **Silent Final E Page**. Follow instructions in SWR Step 17.

Words for Section D (Remember to follow special spelling dialogue taught in SWR Step 12.)

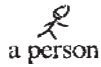
61	man	In a calm sea every <i>man</i> is a pilot. --John Ray, 1705
62	boy	When does a <i>boy</i> become a man?
63	book	This <i>Book</i> will keep you from sin or sin will keep you from this Book. --D. L. Moody
64	dog	A barking <i>dog</i> seldom bites.
65	home	There is no place like <i>home</i> . --Dorothy, <i>The Wizzard of Oz</i>
66	school	<i>School</i> at home is good. -- <i>New England Primer</i> [See scripted dictation for <i>school</i> on p..xi]
67	street	An old unpainted fence staggered down the winding <i>street</i> .
68	moth er	No man is poor who has had a godly <i>mother</i> . --Abraham Lincoln
69	time	You may delay, but <i>time</i> will not. -- <i>Poor Richard's Almanack</i>
70	hand	The <i>hand</i> that rocks the cradle rules the world.
<hr/>		
71	make	I did not <i>make</i> the world out of nothing, but God did.
72	jump	May we <i>jump</i> rope this sunny day?
73	say	The deeds we do, the words we <i>say</i> , are all reserved for Judgment Day.
74	play	You must <i>play</i> quietly when the baby is sleeping.
75	are	What we <i>are</i> is more important than what we do. --Hudson Taylor
76	must	Boys and girls <i>must</i> not be rude in play. -- <i>McGuffey Primer</i>
77	was	Long ago the man <i>was</i> a little boy.
78	has	The boy <i>has</i> no time to play.
79	have	Words <i>have</i> more power than atom bombs.
80	had	I have <i>had</i> more trouble with myself than with any other man. --D. L. Moody

Spelling Enrichments (focus on exercises with * for non-readers)

* ORAL SENTENCES. Oral sentence work will pave the way for written sentences later. The student should continue reading spelling words from his own handwritten notebook. Have him read the two words across the column (*man/ make*) and orally make up his own original sentence. (*The man makes his son a toy plane.*) Explain how we sometimes have to add an -s or -es to the verb. (I make; you make; he, she, it makes. I fish; you fish; he, she, it fishes.) If the student reads *home are* and *time have* say OUCH. These verbs only go with a plural subject. Have student make the corrections: *homes are, home is, time has*.

* SUBJECT/ VERB. All sentences need a subject and a verb. Scramble and rearrange the words to make different combinations. Use at least one noun in the first column (#61-70) as the subject and one verb from the second column (# 71-80). Have student write a simple subject/ verb on the board (*boy plays/ mother makes/ man says/ dog jumps/ street has/ time must/ hand was*). Then give an oral sentence (*The boy plays ball*).

Bonus Grammar Instruction with Spelling Words Some grammar can be taught along with these spelling words. The first ten words can be used as **nouns**. A noun can name a person, place, thing, or idea. The last ten words can be used as verbs. Every sentence must have a subject (a noun or pronoun) and a verb. Draw a chart on the board to illustrate nouns. Make four columns. Draw a picture in each to illustrate.



As the nouns are taught ask the students which type of thing is named. Example: boy is a person.

man

boy Which /oy/ should we use? /OY/ that we may use at the end of English words.

book

dog

home O said /O/ because of the E. [R7]

school See dictation guide p.xi. How many letters in this word? (six) Phonograms? (four).

street Teacher tells students to use the 2-letter E. Abbreviations: St. or ST [R12]

mother Using the overtone for /o/ helps make speech more precise. See SWR p. 82.

time I said /I/ because of the E. [R7]

hand

make A said /A/ because of the E. Why can't we use C? It would say /mace/. [R7,2]

jump

say A-Y usually says /A/ at the end of a base word. [R18]

play A-Y usually says /A/ at the end of a base word. [R18]

are A silent E not covered by the first four reasons is an odd job E. [R7]

must

was

has

have English words do not end with V. Without the E the V would fall over. [R7]

had

Spelling Enrichments

COMPOUND WORDS. Dictate review words: *bag, bed, out, over, step, up*. Combine these words with the current spelling words to make as many compound words as possible. (*bedtime, handbag, handbook, handout, homeschool, makeover, makeup, outplay, overhand, overtime, stepmother*)

CONTRACTIONS. A contraction replaces a letter or letters with an apostrophe to contract (or shorten) a phrase [R13]. Teach the idea of contractions using review words. See SWR Step 28.

did not/ didn't is not /isn't I am/ I'm he is/ he's she is/ she's

Student writes last six words on separate paper and makes contractions with words plus *not, I, you, we*.

<i>are -- you are/you're; we are/we're; are not/aren't</i>		<i>must -- must not/mustn't</i>
<i>had -- had not/hadn't; I had/I'd; you had/you'd; we had/we'd</i>		<i>was -- was not/wasn't</i>
<i>have -- have not/haven't; I have/I've; you have/you've; we have/we've</i>		<i>has -- has not/hasn't</i>