



Making Spelling Sense or Making Spelling Sense II

Five-Day Plan for Spelling

Lessons can be done either twice a week or over a 5-day period as it suits your schedule needs. For a 5-day period, see additional activities on pages 112, 115, and 118 in *Making Spelling Sense*. For *Making Spelling Sense II*, choose desired additional activities from each lesson's activity list. Use a separate sheet of paper. Your week would then look something like the example below.

If you make a copy of each lesson for a student, you can use the same book with multiple students in your class or family. You will need multiple copies of the pre-test sheets since you will be using them for multiple lessons per student.

Monday:

1. Go over the spelling pattern and give an example.
2. Post the spelling words and their patterns either on the board or on a bulletin board so that students can see them all week long. Cover them up or erase them when it is test time. Posting the words for the students to see every time they look at the front of the room further impresses on their brain the correct way of spelling the words, as well as showing the spelling pattern association. This process is called 'neuro-impress'. You might also want to begin a list on the board that will cover the eight spelling patterns. Add each pattern to the list as the student learns it.
3. Students copy the words and spelling patterns next to each word (form included in *Making Spelling Sense* lessons) and on page 69 of (*Making Spelling Sense II*).

Tuesday:

1. Review the words and patterns. Write each word and its pattern three times each.
2. Students do the fill-in-the-blanks and/or puzzles.
3. Use at least four list words in three sentences. Write the three sentences.

Wednesday:

1. Do the practice test. Pass out copies of the practice/test sheet. (Be sure to use the correct Lesson sheet; the sheets are to be used for practice tests.) See *appendix (Making Spelling Sense)* or page 72 (*Making Spelling Sense II*).
2. Follow the pretest procedure on page v (*Making Spelling Sense*) or page 4 of (*Making Spelling Sense II*).
3. Pick one activity from page 112 to do on a separate sheet of paper and do the activity (*Making Spelling Sense*). Pick a third activity as needed (*Making Spelling Sense II*).

Thursday

1. Write your list words and patterns 2 times on a separate sheet of paper.
2. Pick one activity from pages 115 or 118 (*Making Spelling Sense*) and do it on a separate sheet of paper. Pick a third or fourth activity as needed (*Making Spelling Sense II*).

Friday

1. Give a final test on a regular sheet of paper. We recommend giving two or three words in a row to help build auditory memory. You may also want to give two dictation sentences. Use two of the three sentences that your student wrote on Tuesday for the dictation sentences, or make-up two of your own sentences using at least three or four of the list words.