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Making Spelling Sense
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WATCH a demonstration for
Teaching the short vowel sounds
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For The Best Results Using
Making Spelling Sense or Making Spelling Sense II
Read This First

The Five-Day Plan for Spelling

I often do each lesson over a 2-day period of time because there are 50 Lessons and I typically see my students twice a week. However, each lesson can be done over a 5-day period. There are additional activities on pages 112, 115, and 118 in *Making Spelling Sense* to choose from for the additional days. For *Making Spelling Sense II*, pick an additional activity from each lessons activity list if you need an additional activity. They should be done on separate sheets of paper. Your week would then look something like this.

I always make a copy of each lesson for the students so I can use the same book with a whole class or a whole family. You will want 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 bulletin board so that students can see them all week long. Just 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 giving the spelling pattern association to them. 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 (*Making Spelling Sense*) or page 69 of (*Making Spelling Sense II*).

Tuesday:

1. Review the words and patterns. Write each of the words and patterns 3 times each.
2. Students do the fill-in-the-blanks and/or puzzles.
3. Use at least 4 list words in 3 sentences. Write the 3 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), 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 *page 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. I like to give two or three words in a row to help build auditory memory. You may also want to give 2 dictation sentences. Use two of the 3 sentences that your student wrote on Tuesday for the dictation sentences, or make up 2 of your own sentences using at least 3 or 4 of the list words.