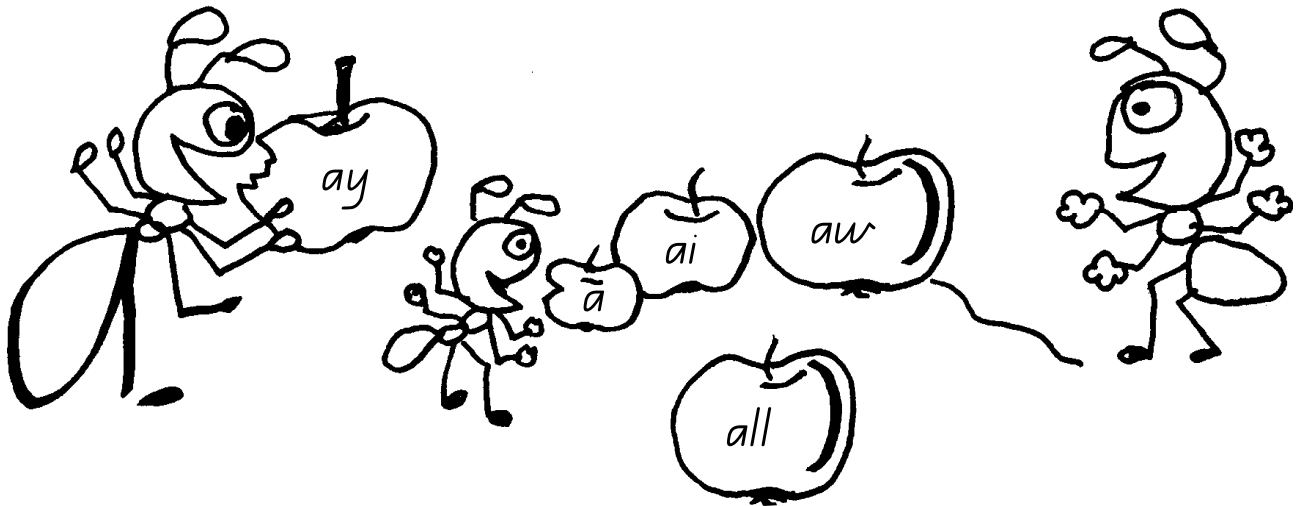
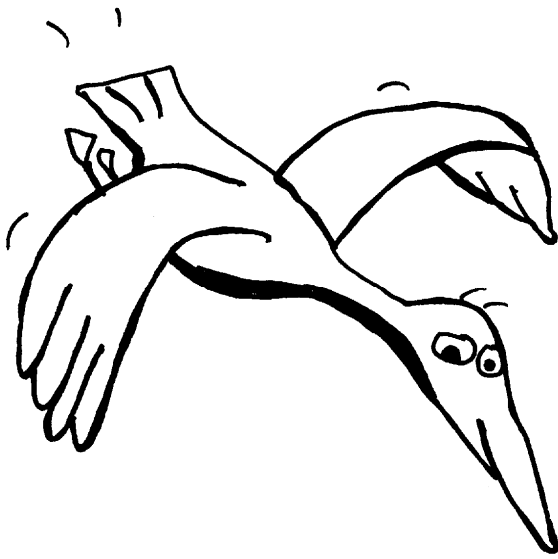


< BACK TO:

SPELL

WELL *to*

EXCEL



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Cover design Dana Sundgren
Page design Johana Meyer
Computer compilation Tom Jay
Illustrations Dana Sundgren
Graphics Tom Jay
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4th expanded edition

First published in 2001 by Jays' Educational Supplies

4th edition March 2008

Printed by Snap Capalaba

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ISBN 978-1-876578-85-5

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INTRODUCTION

Learning to read and spell is necessary, as our world has become focused on global communication. We need reading and spelling for banking, electronic shopping, internet messaging, retrieving information from various data banks, searching for items on the internet, or searching for information from dictionaries and other lists. The majority of search responses come in written form that the reader has to speedily decipher (decode) and respond to it in writing (typing). Most Internet processes do not incorporate a spell check we have to depend on our own skills.

To become a good reader or speller, the student must master the deciphering (decoding) of printed symbols. The basic skill for learning to read and spell is a word identification, which is dependent on retrieving the phonological form of a word. Fluent and fast word recognition is the foundation for reading, spelling and comprehension.

Recent reading models recognise reciprocal relationships between decoding and comprehension. Decoding is based on detecting and identifying separate sounds in spoken words, and also on making connections between these sounds and letters.

Being able to identify sounds in spoken words and relate them to their letter patterns in written word gives the reader a solid ground for effective reading and spelling. Students are only able to use analogy if they have letter - sound knowledge, segmentation skills and blending skills.

When the students gain knowledge and understanding of common spelling patterns, they then will be able to use these skills for decoding and encoding. This function will become gradually automatic and the student will become a confident speller and reader.

English spelling is considered very difficult because it does not seem to follow consistent rules. In most languages each letter or group of letters represent the same sound. You learn how to spell and read just by sounding the words out. In English we use many different sounds for the same letters, depending on neighboring combinations of letters. English seems to be very irregular in the phoneme – grapheme interpretation. However many recent computer studies are finding that about 84% - 90% words are spelled according to a regular pattern, only 3% - 10%, depending on each study, are exemptions. Most consonants have regular letter to sound correspondences. The vowels are the most irregular. However there is a systematic regularity of group of letters that makes English quite regular.

The English language is regular enough to learn to spell by using spelling to sound method based on common spelling patterns.

Our series **SPELL WELL to EXCEL** is a systematic spelling program for anybody who wants to teach or be taught the common and not so common English spelling rules.

We all need strategies that help to make spelling easier. We have to be able to break down a long word into small segments, which are easier to spell, and we have to know the spelling rules and how to use them to be able to code or decode a written message successfully.

The **SPELL WELL to EXCEL, Part 1** are worksheets presented in an easy to follow format that provides various activities to learn and reinforce all the different ways of spelling and reading words with the vowel **a**.

<u>a</u> in: hat, rag, rack	<u>a - e</u> in: made, rake, late	<u>ar</u> in: car, star
<u>ai</u> in: pain, rain	race, rage, cage	<u>are</u> in: bare
<u>ai</u> in: fair	<u>ay</u> in: bay, ray	<u>all</u> in: ball
	<u>as</u> in: grass, ask, last	<u>aw</u> in: raw,

The whole program is an excellent resource of activities for individual or group spelling tuition. There are 16 spelling patterns to be taught and reinforced. Each spelling pattern is represented by 12 words with matching pictures to create a firm visual and auditory perceptual imprint. The picture and its name (word) helps to recall each spelling pattern (word ↔ pattern ↔ concrete image). As the brain attends better to patterns than to single random like letters, the words grouped on the basis of the same pattern and joined with the real image (picture), will be learned faster and more thoroughly. The learning process is based on a concept rather than on a splinter skill.

This program offers a wide variety of activities. The sheets, or parts of them, may be photocopied, words and pictures cut out, grouped or regrouped and used for spelling lists, charts and games (lotto, domino etc).

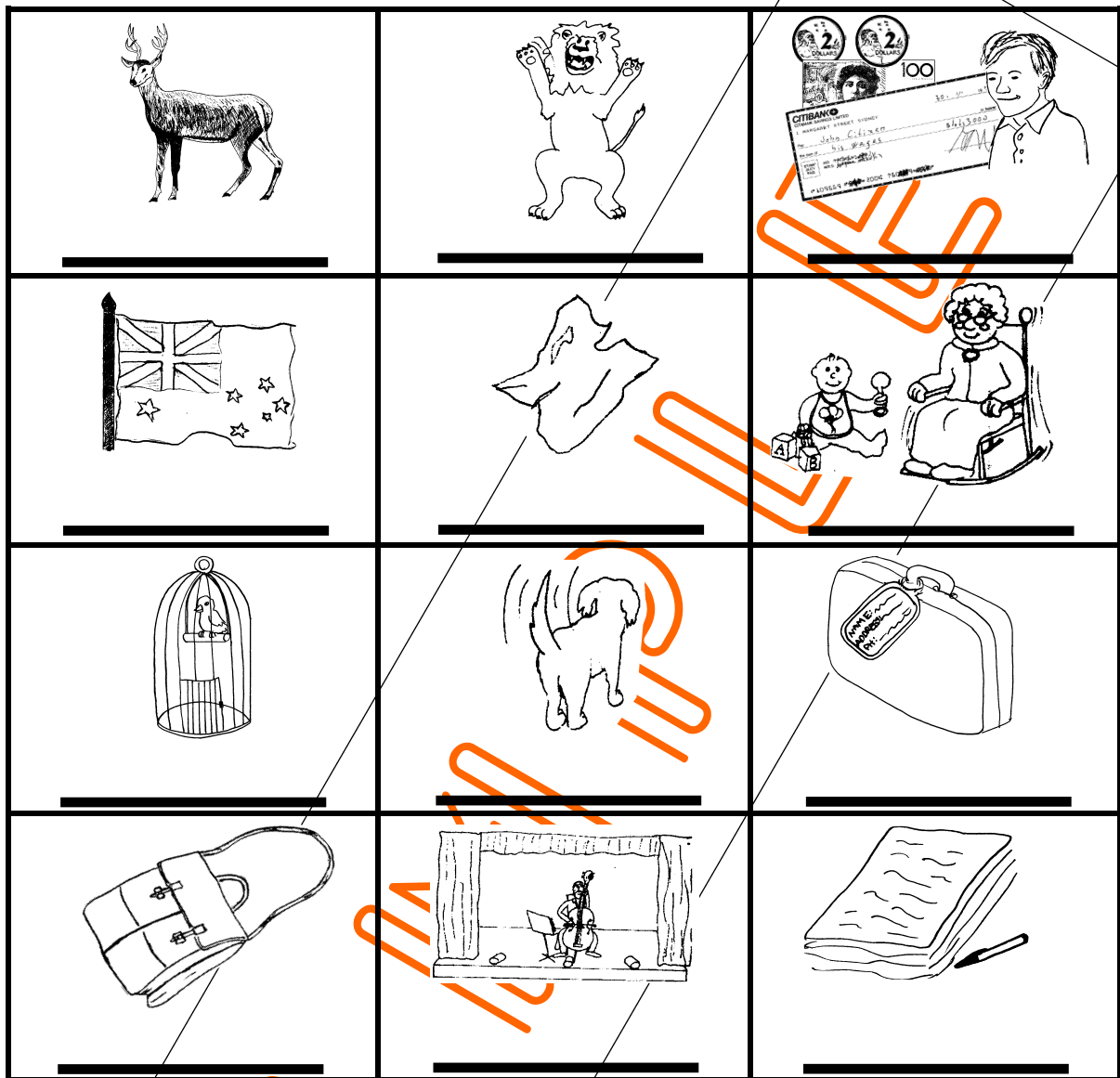
The list of spelling rules and spelling patterns, together with the answer sheets, make this set an ideal resource for ESL students.

Rule 1. In a one syllable word the letter 'a' is pronounced as single short vowel sound /a /.

Rule 3. The letter 'e' is a marker to signal that letter 'a' is pronounced as /ai /.

Rule 5. g joined with e makes the sound of / j /.

Thus e has a double function. It changes a into ai and g into / j /.



Choose the correct words for the pictures.

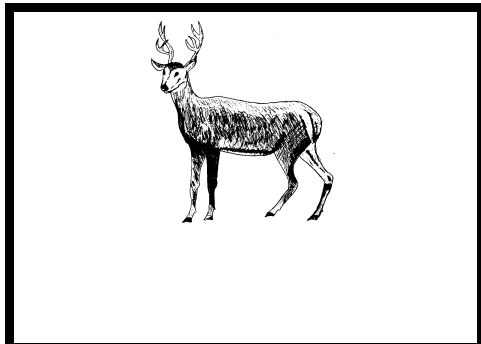
flag	cage	page	bag
age	stag	rage	tag
wage	wag	rag	stage

Rule 1.

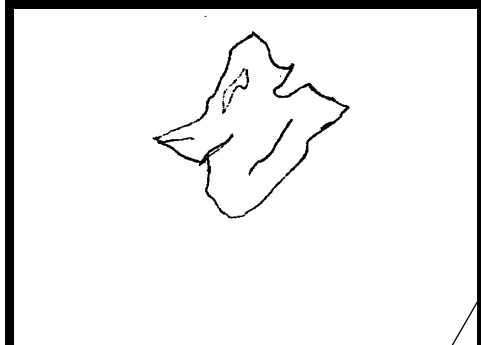
In a one syllable word the letter 'a' is pronounced as single short vowel sound / a /.

Rule 5. 'g' joined with 'e' makes the sound of / j /.

Thus 'e' has a double function. It changes 'a' into / ai / and 'g' into / j /.



rag



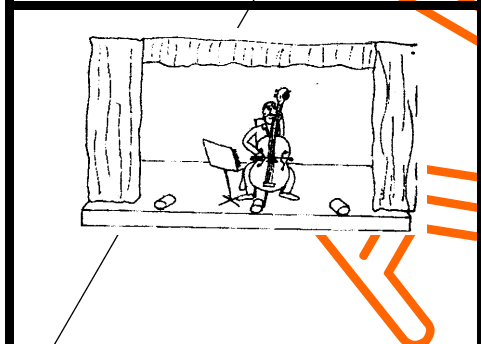
cage

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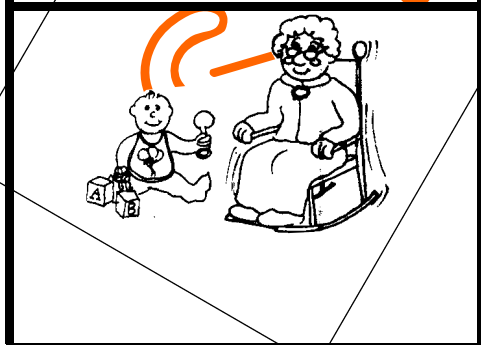
stage



page

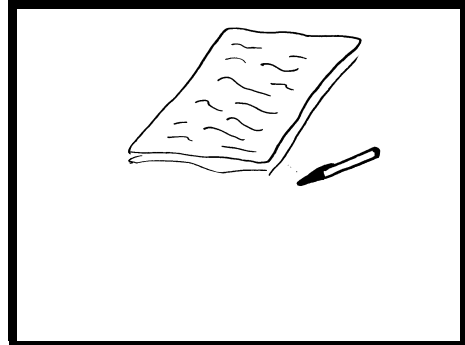
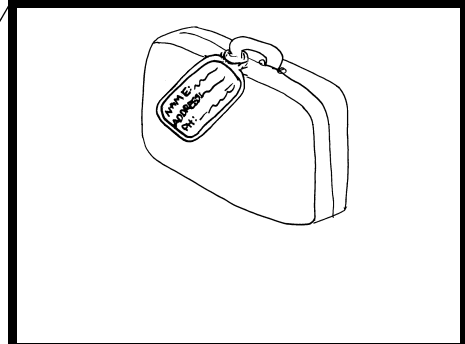
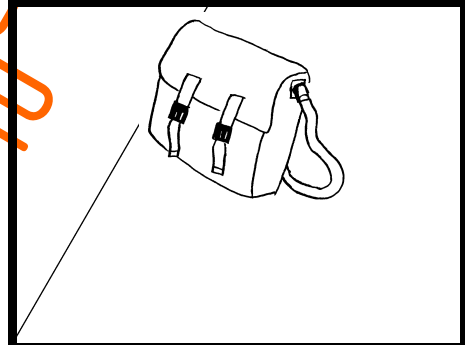
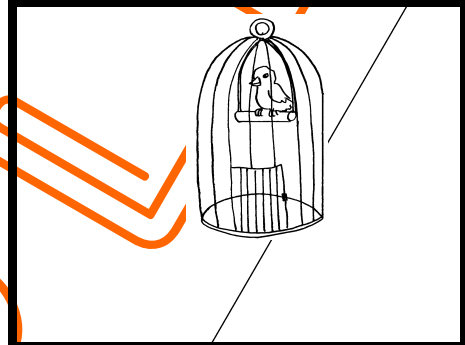
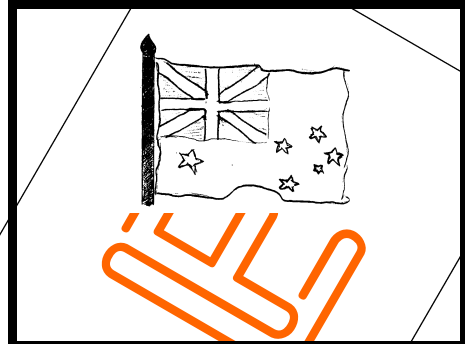
wag

bag



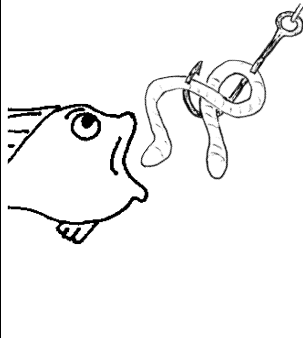


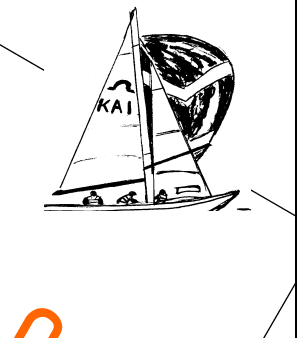
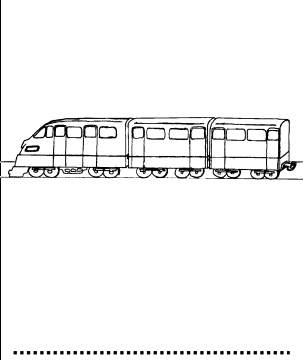

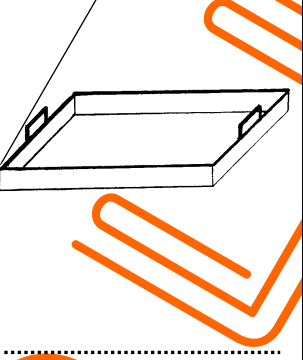

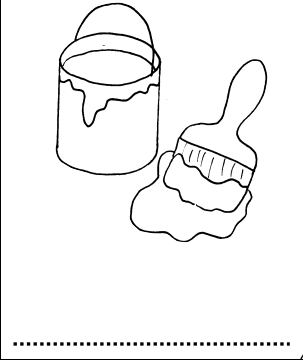


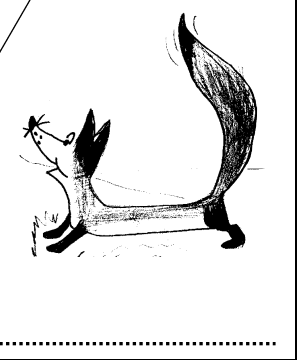
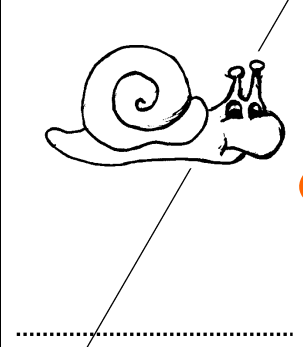
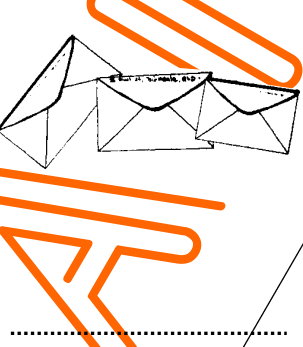
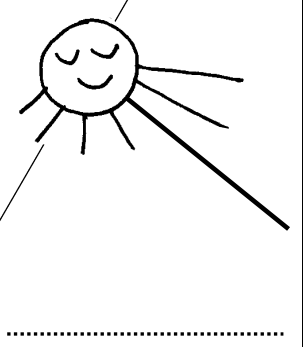
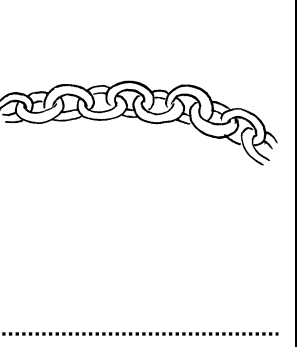
age

tag



Join the words with the pictures and write the words to the pictures.

Chose the correct words for the pictures. Rule 6, 7.

			
.....
			
.....
			
.....
			
.....

Word bank.

chain rain train hail mail nail snail sail
tail bait paint pay play ray spray tray

Find and enter the rhyming words.

bar

Use page 10.

brass

Use page 11.

cast

Use page 11.

fall

Use page 12.

straw

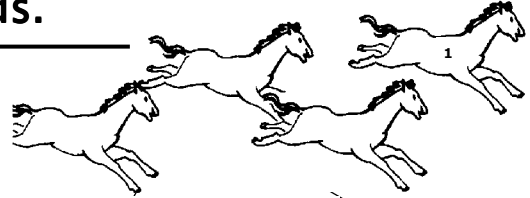
Use page 14.

ant

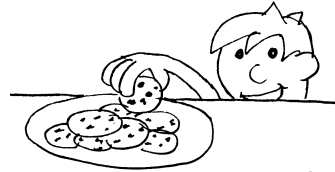
Use page 10.

Fill in the missing words.

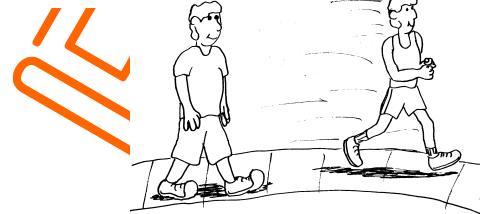
Who won the



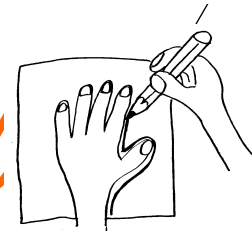
Please, one.



Keep up the



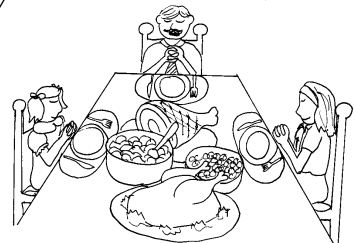
..... around the fingers.



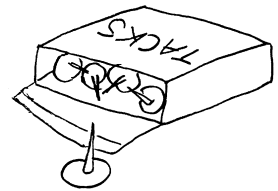
Sam has to wear a



John, can you say the



Use to put up the painting.



It's time to up your things.



Word List

- | | | | |
|-------|------|-------|-------|
| pace | pack | race | tacks |
| grace | take | brace | trace |

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Concept of 100 Multiples of 10 & 5
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