

The



Spelling Secret Packet

Donna Reish

Instructions for the Six S Spelling Secret Packet

The "Six S Spelling Secret Packet" gives your students four helpful ways to practice their spelling words--three traditional methods and one "secret" method! These methods work for students of all ages, but are especially effective for second through eighth grade students who are able to self monitor their progress (which this packet will help them learn to do even more!).

Here are some suggestions for use:

(1) First page of packet

(a) The first page of the packet is a traditional "pin-point your challenging words and syllabicate and copy." This works especially well with spelling programs in which the syllabication is given for the student's spelling words--though it is also effective for extremely phonetic learners who can syllabicate on their own.

(b) If the student does not desire to syllabicate, the lines are provided to simply copy challenging words multiple times for repetition. This step also gives the student the option of listing words under the coordinating spelling commonalities/word families in *Language Lady's Spelling Notebook (SN)*. This is optional, of course, but for those desiring to create your own SN, the preview of the SN (available at this site) gives the Table of Contents that may be used to create a phonetically-based, systematic spelling notebook for recording mis-spelled words.

(c) Spelling Notebook at [Teacher Pay Teachers](#) and [Language Arts Lady Store](#).

(2) The next two pages of this packet contain two pages of graph paper with two different sizes of boxes in the graph. This allows younger learners who write larger to use the larger boxed paper and older learners with smaller penmanship to use the smaller boxed paper. Writing each word, one letter per box, helps many students visualize their spelling words, one letter and one shape at a time.

(3) Lastly, the "secret" part. The instructions for the Six S Spelling Secret Sheet are given on the actual sheet for each student. Here are some other keys to using this document:

(a) Stress to the students that they only need to use The Six S Spelling Secret Sheet for words that they mis-spell in a pre-test. This alone is sometimes enough encouragement for a student to practice prior to the pre-test. (They will not have to work on any words that they "passed" in the pre-test.)

(b) Work through the columns of the sheet with your students one column at a time for one word, completing each step that is listed

e) Consider passing out the sheet each week when you give new spelling words--and walk through one word (a challenging one from their list) with the students at that time. They will be more likely to use the sheets on their own if they are emphasized and even re-taught each week.

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How To's:

1. Write the problem words on the numbered lines as shown in example one. Have your student copy these words on the lines provided in the same manner you wrote the first one(s). By copying and syllabicate each word, it will help cement the spelling in his mind.
2. Copy each problem word on a numbered line. Beneath each word, write other words that are spelled the same way. Leave enough space for him to copy each word and related word beside the ones you wrote. (See example two.)
3. Optional: Locate the rule in his *Spelling Notebook* that applies to the portion of the word he is misspelling, and have him copy the word in the correct column of the *Spelling Notebook*.
4. Choose four to six similar words (same endings, same word families, etc.) that your student misspelled. Only have him study these words this week. Choose another rule the next week and repeat this process. This way, each week he is working with words that are very similar to each other (especially for upper level students where similar words are taught together).
5. Write your student's misspelled words on graph paper, with each letter in a separate square. Each day have him copy those words, also writing one letter per square.

Spelling Words Practice Sheet

Follow these tips for extra spelling practice:

1. Syllabicate the spelling words on the numbered lines as shown in the example.
2. Copy each spelling word on a numbered line. Beneath each word write other words that are spelled the same way.
3. Optional: Copy the spelling words in the correct locations of your *Spelling Notebook*.

Examples:

1. fi/nal/ly: fi/nal/ly
fi/nal/ly
fi/nal/ly

2. ground: ground
bound
found

1. _____

2. _____

3. _____

4. _____

5. _____

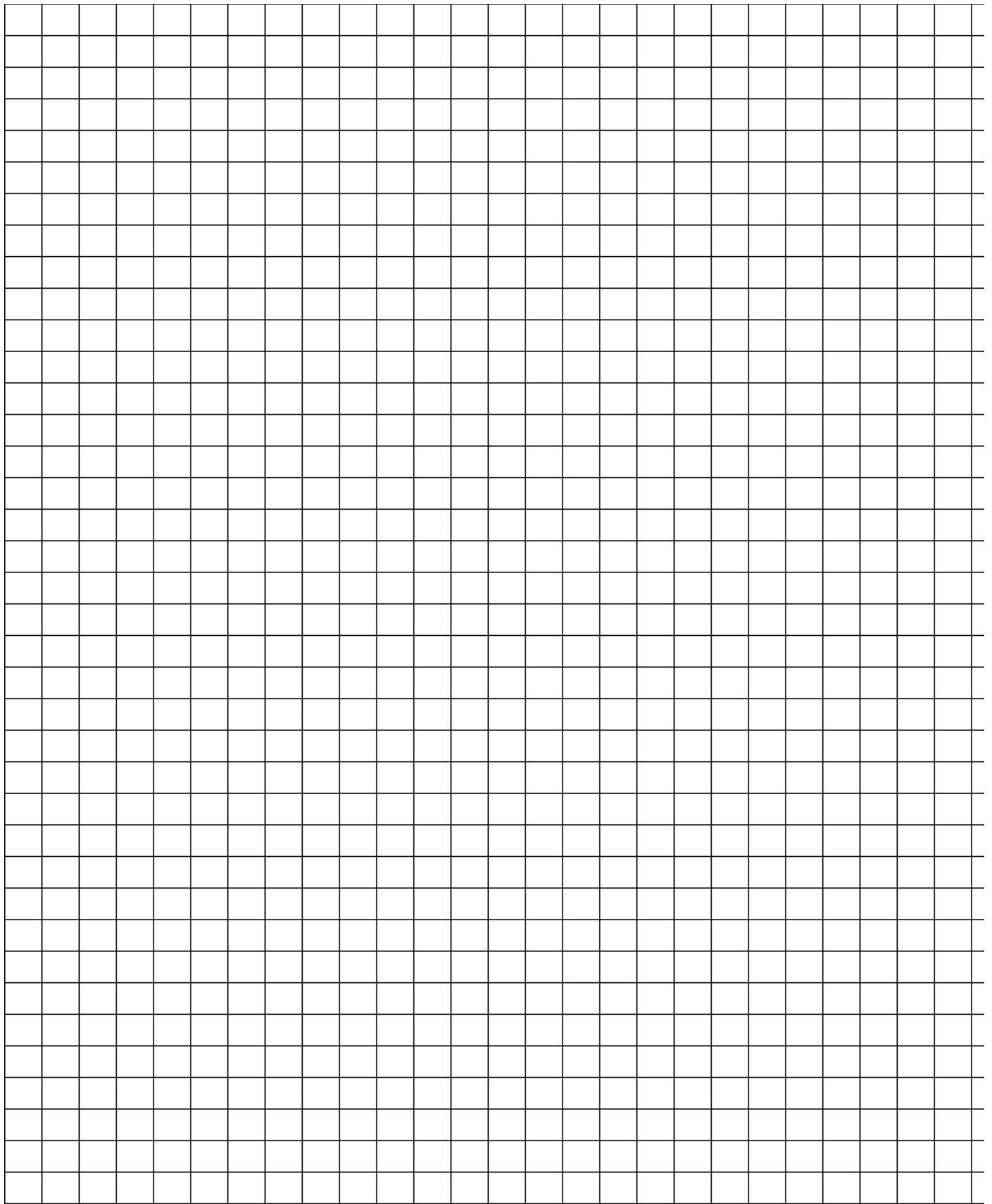
6. _____

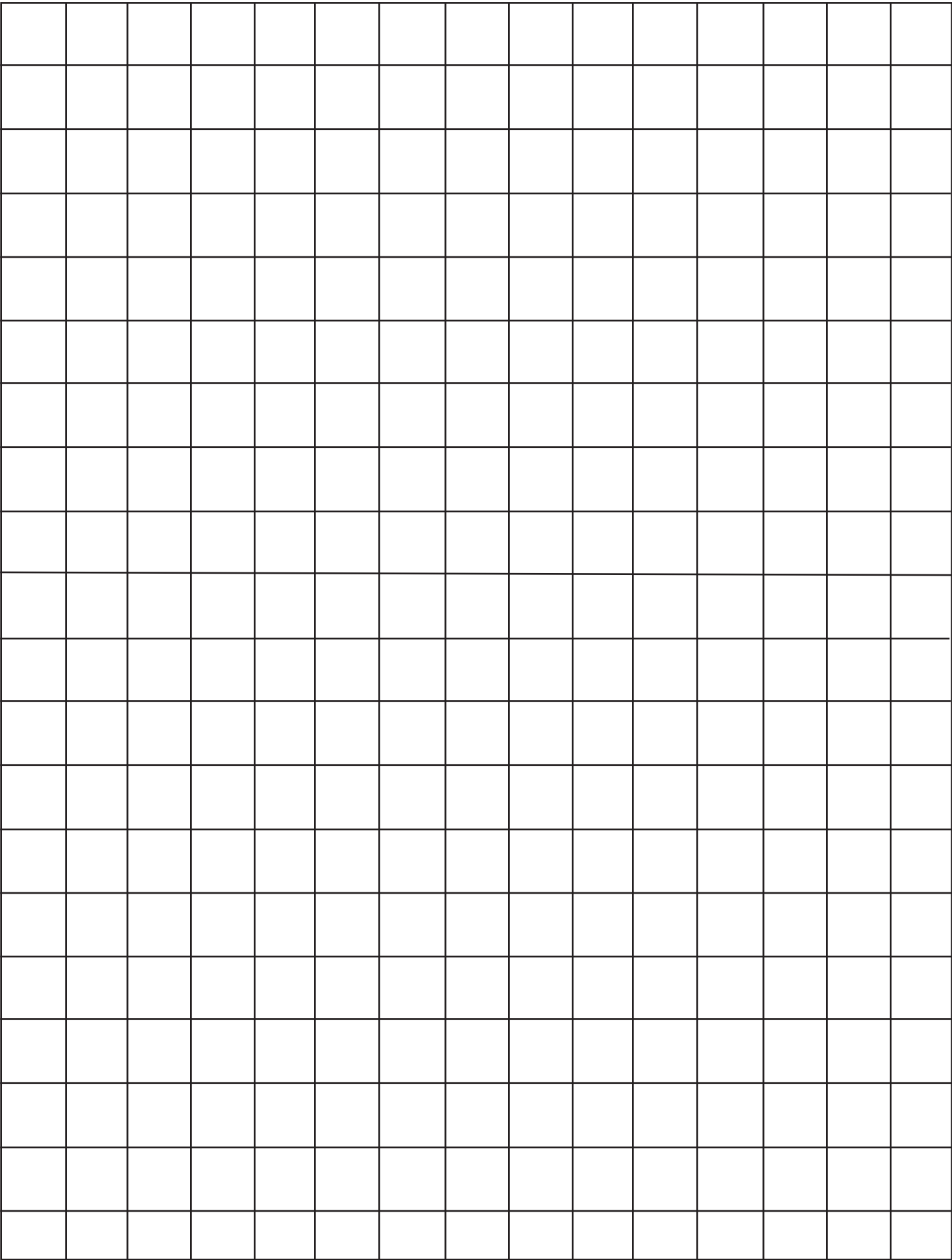
7. _____

8. _____

9. _____

10. _____





Six “S” Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one aloud. 2. Try to spell the word aloud without looking in the 1. SEE column. 3. If you get stuck, look at the word in the 1. SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have “spot checked” this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six “S” Spelling Secret over again for that word.

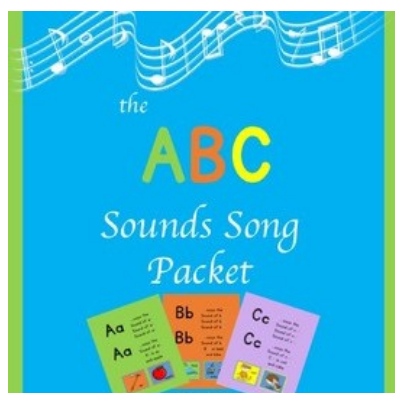
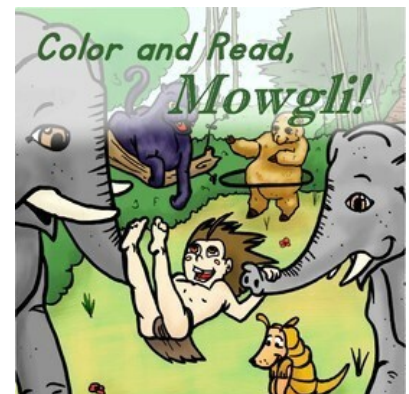
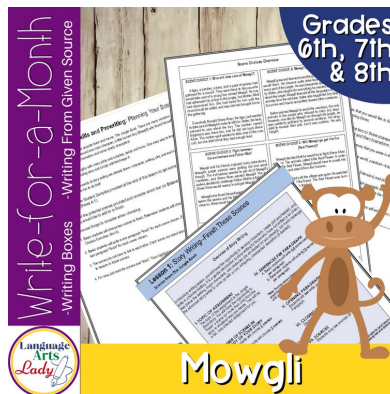
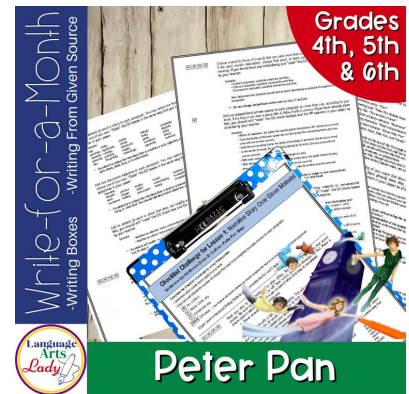
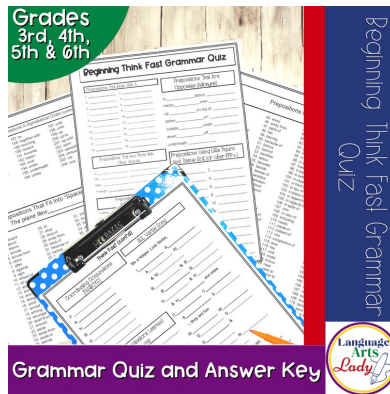
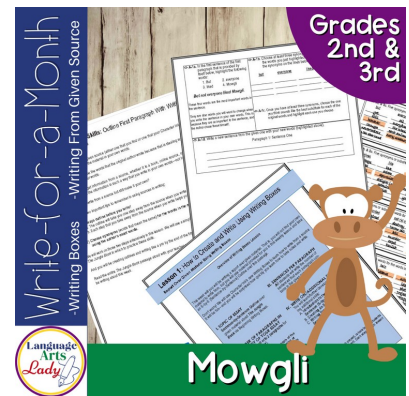
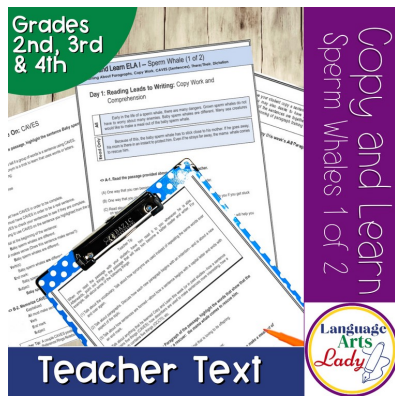
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Donna Reish, mother of seven grown children and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's work in Reading Specialist following that. Donna began writing curriculum for a publisher out of Chicago specifically for homeschoolers twenty years ago. Following the completion of those thirty books

over ten years, she and her husband started a small press publishing company writing materials for homeschools and Christian schools. With the surge of digital products, Donna now writes curriculum books that are digital downloads (both secular and faith-based products), bringing her total curriculum products to 120 books of 50,000+ pages. Donna tests all of her books with 50-80 in-person students each year locally before they are published--and this is her real love: Seeing the faces of students who achieve language arts goals that they never thought were possible using her creative, incremental approaches and materials. Donna teaches parents, teachers, and teacher parents, about grammar, language arts, writing, reading, learning, and more at her teaching website, *Language Arts Lady Blog*, and through her videocasts/podcasts, *How I Teach*.

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