



Spelling

Introduction Explain to the child that spelling means telling all the letters in a word in order as the letters would be written to make the word in print or on a computer. Tell the child that sometimes words will be written the same way in print as they are read and written in braille, and sometimes the words will be written a longer way in print. The child will have to learn all of the letters print readers use to spell these words. Discuss with the child why it will be important to spell words the print way as well as being able to read and write them the shorter braille way. (Explain that the child will use the shorter way to speed up reading and writing, but he will need to know how to spell the words to use a computer and win spelling bees.)

Oral Spelling Say each word and then stretch it out while the child thinks of the sounds and letters in the word. For the first word, say at, /a/-/t/. Ask how many sounds the child hears in the word at (two) and what letters make those sounds (a-t). For the second word, say sad and then /s/-/a/-/d/ and ask how many sounds the child hears (three), and what letters make those sounds. Follow the same procedure for the remaining words through ran. Then ask the child how can is written in braille. (c) Then ask how many sounds the child hears in c-a-n (three) and what letters make those sounds. Follow the same procedure for and, identifying it in braille as dots 1, 2, 3, 4, and 6. Ask how many sounds the child hears in the word hand. (four) Help the child identify how hand is written in braille (h-and) and the letters in hand (h-a-n-d).

Spelling Words for Lesson 1

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| 1. at | 6. an |
| 2. sad | 7. ran |
| 3. map | 8. can (contr.); can (uncontr.) |
| 4. bag | 9. and (contr.); and (uncontr.) |
| 5. am | 10. hand (contr.); hand (uncontr.) |

Spelling Lessons

This is the first spelling lesson that has been presented to the child. Each lesson at this level contains 10 spelling words and several activities with the words followed by a test. In these spelling lessons, the emphasis will be on showing common spelling patterns and how contracted words are spelled. If you wish, you may add a couple of words that are chosen by the child or taken from the child’s writing and add them to the list of words in each lesson to personalize the list. Be sure to add activities with these additional words.