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What Are The Best Ways Of Teaching Spelling?

By Teresa Styles

It seems that most studies of teaching spelling begin at the same place: a child's understanding of communication begins with sound. From infancy they are surrounded by sounds, which become words. As they are exposed to printed text, they learn to associate phonemes, the sounds they here with graphemes, the visual representation of those words.

Toddlers who are exposed to the alphabet are usually fascinated with the letters. Once they have learned the names of the letters, they can begin to invent spellings.

Students entering the first grade will have developed their invented spelling. At this grade level when they begin to read, teaching spelling becomes a critical part of the process. Reading along with a spoken text will extend their grasp of letters and help them understand the complexities of certain sounds and their related spellings.

Teaching spelling begins with lots of reading. If the student needs help, that's just encouragement to keep on reading. Hand in hand with this early process is frequent writing assignments. Made up spellings are the precursor to correct spellings, but the student has to be comfortable with the process.

A suggested website to check out is:

<http://tips-about-kids.com>

Transitioning to proper spelling is another critical point in the process of teaching spelling. Reading helps, but it is not the complete answer since English is only partially phonetic. Rote memory can help. If a student has a printed list of the 100 or 200 most common words in his writing folder it will serve as a reference source until the correctly spelled word can be visualized.

One of the important components of teaching spelling is discussion of spelling patterns. All of the lessons we learned about long A's and short A's still apply. Showing a classroom that ea and ee both produce the long E sound will help a student sound words out and also narrow the possibilities for spelling an unfamiliar word.

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Some of us are born spellers; some born mis–spellers. It seems to be as simple as that, although dyslexia seems to be much more common than originally thought when it was first diagnosed. By the middle of the elementary grades, it will be clear that spelling ability varies greatly among students and that often it has little to do with native intelligence.

At this juncture, the most important traits for teaching spelling are patience and compassion. It is important to keep away or take away any stigma associated with the problem.

Teaching spelling to problem spellers may become a process of teaching the importance of proofreading. That's not a common process with elementary and secondary students but it may become an important one for a student who struggles with spelling.

Teresa Styles helps parents and teachers become more effective helping children learn and enjoy learning. She is a contributing author at EducationGold. For more teaching ideas go to:

<http://educationgold.com>

10 Easy Spelling Rules to improve your spelling by 100's of times!

By Sacha of home-school-reading.com

Are you a good speller? It is hard to help your child with spelling if you have a hard time with spelling yourself. At the same time, if you are a great speller, it can be difficult to understand why your child is not a great speller.

What you'll find in this section is a listing of some spelling rules you and your child can learn, some links to free spelling sheets on the web and more.

1. Do you change the words you use when you write because, you might not spell the word correctly?
2. Would you be mortified if you sent correspondence out without spell checking it?
3. Could you live without a spellchecker?

If you answered YES to the first two questions, or NO to the last question, you your spelling has much room for improvement!

If you learn these 10 basic spelling rules, you can spell literally thousands of words!

1. E Ending Rule:

When a base word ends with an E and you add an ending that begins with a vowel, drop the E. Go to the Free Spelling Worksheet that teaches this spelling rule.

2. The CVC Rule:

When a word that is 4 letters or less ends CVC, and the next ending begins with a V, you must double the final vowel. CVC + V = CVCCV

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3. The Vowel Changers:

When the letter Y or the letter W is at the end of a word, it acts like a vowel letter.

4. The Flighty Y Rule:

When a word ends Consonant and a Y (C+Y) and you add an ending there must be an I in the word. Either the Y changes to I (C+Y+___ = C+I+___) or the ending has an I and it becomes (C+Y+I = C+Y+I).

5. Plural Rules:

To make a regular word plural, add a "S" If the word ends in the letter S, Z, X, SH, or CH, or a "C+Y" add an "ES"

6. The Disappearing E Rule:

When a word ends with a W, and you add the ending EN, drop the E.

7. The Appearing AL Rule:

When a word ends with "IC" and you add the ending "LY" it must become "ICALLY"

8. Double the Fun Rule:

When the ending of a word is a short base CVC rule, follow the CVC doubling rule.

9. The ION Rule:

When a word ends in ION, another form of the word may end in OR.

10. The Exception Rule:

Every rule has an exception, so, don't be surprised if you find a word that doesn't follow these rules. . . but most of them do!

Sacha Luria-Smith has been recognized for her teaching success on National Public Radio and Disney radio. She has also taught middle school in Oakland, CA. She is the author of the website <http://www.home-school-reading.com>.

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