

# Teaching the Weekly Unit

## Monday

Allot ample class time each Monday for introducing the spelling list and having students complete the first page of the unit.

### Introducing the Week's Words

Give each student the spelling list for the week. Here are ways to introduce the words:

- Call attention to important consistencies noted in "This Week's Focus," such as a phonetic or structural element. For example, say: *As we read this week's spelling list, notice that all the words have the same vowel sound.*
- Read each word aloud and have students repeat it.
- Provide a model sentence using the word. Have several students give their own sentences.
- If desired, add "bonus words" based on the needs of your class. These may be high-utility words or words that the class is encountering in curricular studies.

### Writing the Words

After introducing the words, have students study and write the words on the first page of the unit, following these steps:

#### Step 1: Trace and Spell

Have students trace the word and spell it aloud.

#### Step 2: Copy and Spell

Tell students to copy the word onto the first blank line and spell it again, touching each letter as it is spoken.

#### Step 3: Cover and Spell

Have students fold the paper along the fold line to cover the spelling words so that only the last column shows. Then have students write the word from memory.

#### Step 4: Uncover and Check

Tell students to open the paper and check the spelling. Students should touch each letter of the word as they spell it aloud.

### Home Connection

Send home a copy of the Parent Letter (page 145) and the Take-Home Spelling List for the week (pages 10–19).

Monday's Page

**Building Spelling Skills**

**Spelling List**

This Week's Focus:  
• Find short a words  
• Recognize a in a special word

1 Trace and Spell 2 Copy and Spell 3 Cover and Spell

1. an  
2. at  
3. and  
4. am  
5. a  
6. \_\_\_\_\_

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## Strengthening Students' Spelling Skills

**Spelling Strategies**

► Say a word correctly.  
c...a...n...

► Think about what the word looks like.  
c a n

► Look for small words in spelling words.  
can

► Use rhyming words to help spell a word.  
can, ran, fan

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Spelling Strategies  
Page 6

How to Study Your List  
Page 7

**How to Study Your List**

1 Trace and Spell 2 Copy and Spell 3 Cover and Spell 4 Uncover and Check

Good for me!

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At the beginning of the year, reproduce pages 6 and 7 for each student or on an overhead transparency. Review the general steps and strategies, encouraging students to apply them throughout the year.

**Building Spelling Skills**

**Spelling List**

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**Building Spelling Skills**

Dear Parents,  
Attached is your child's spelling list for this week. Encourage him or her to practice the words in one or more of these ways:

1. Read and spell each word. Cover it up and write it. Uncover the word and check to see if it is correct.
2. Find the words on the spelling list in printed materials such as books and magazines.
3. Read a word aloud and ask your child to spell it letter by letter or written on paper.

Thank you for your support of our spelling program.  
Sincerely,

