

# Kolbe Academy Home School

## GRADE ONE SPELLING

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**Teachers' Notes:** Begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most important. In most cases, Fridays have been left open. You may do a four-day week or use Friday as a "catch-up" day. While art and music should be worked in during the week, Friday is also a good day to concentrate on those subjects.

If you intend to use the sample tests provided, look them over before teaching the subjects and make sure you teach the material in the tests. Your student may not need all of Week 8 for review. You can use this time to "catch up" if necessary and then go over the subject matter. In first grade, it may not be possible for the child to do all of the tests independently. You may give the tests orally if necessary, but by the end of the year, the child should be able to complete them unaided.

**COURSE DESCRIPTION:**

The first words in the Grade One spelling list come directly from the *Catholic National Readers New Primer and Book One*. The child is learning to spell the words he is learning to read. On the second week of school, begin formal spelling lessons assigning ten words per week. On Monday assign the words; explain why they are spelled that way and discuss how you would use the words in simple sentences. Have the student write each word five times. On Wednesday give a spelling pre-test. On Friday the weekly test is given.

Beginning the fourth week of the quarter have the student write a simple sentence with each of the words on the spelling pre-test; give assistance if needed. On Friday's test have the student write a sentence with each of the words unassisted. If this is difficult for the child at first, explain to him that it will become easier every time he does it. Any words misspelled on Friday's test are added to the next week's list.

**COURSE OBJECTIVES:**

- ❖ To master the spelling of the Grade One word lists.
- ❖ To successfully apply the correct spelling and usage of learned words in writing activities.

**SKILLS TO BE DEVELOPED:**

- ❖ visual discrimination between words
- ❖ auditory discrimination of words
- ❖ ability to spell the listed words
- ❖ ability to use the listed words in complete sentences

**COURSE PLAN METHODOLOGY:** Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

Use the following method every week until Week 4 of Quarter 1. Assign the week’s words on the Monday. Have the student write each word five times. Give a spelling pre-test on Wednesday. Say each word slowly and carefully. If the student misspells any word, explain the correct spelling and have him write the word(s) five times each. Do not give a grade on the pre-test. Give the spelling test on the Friday. Do the same as in the pre-test.

Beginning in week 4 of quarter 1, the student should be expected to write sentences with each word beginning this week. He will probably need much help at first. Let him use his book to help with the spelling of words needed in his sentences. As you introduce the words, give oral examples of simple sentences for each i.e., “The hen is red.” Tell the student to write each word five times. Discuss each word and have the student use each word orally in a sentence. This whole method may try the parent’s patience at first, but you will be amazed at how soon the child catches on. On the pre-test, give each word first. If any are misspelled, correct them before having the child write sentences using them. Explain that this may be hard at first, but it will get easier each time it’s done. Follow the same instructions when giving the test.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1					
MON	Work on the phonograms.				
TUES	Work on the phonograms.				
WED	Work on the phonograms.				
THUR	Work on the phonograms.				
Notes					
WEEK 2					
	a	cat	fat	hat	the
	an	man	can	has	l
MON	Assign this week’s words.				
TUES	Review.				
WED	Give a spelling pre-test. Say each word slowly and carefully. If the student misspells any word, explain the correct spelling and have him write the word(s) five times each. Do not give a grade on the pre-test.				
THUR	Give the spelling test. Follow the same instructions as in the pre-test.				
<b>Use this method every week until different instructions are given in Week Four.</b>					