Sequential Spelling 1

for Home School

by

Don McCabe

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3084 W. Willard Road Suite 301
Clio, MI 48420-7801

Telephone: (810) 686-9283  FAX: (810) 686-1101
E-Mail: avkoemail@aol.com
Dedication

This book is dedicated to:
All the members of the AVKO Dyslexia Research Foundation,
but especially to the memory of one of its first members,

Mary Clair Scott
without whose work and devotion to the cause of literacy,
the AVKO Foundation might never have gotten off the ground,

Betty June Szilagyi
who was my first and by far my most important teacher,

Devorah Wolf
without whose encouragement and commitment
to the ideals of AVKO
this edition would not be possible,

Ann, Robert, and Linda McCabe
all of whom have sacrificed much of their time and energy
helping AVKO grow
as well as all those friends and relatives
who have been a source of encouragement.

May this book help you to help others improve their abilities to read and write.
The Basic Concepts of Teaching Spelling
by Word Families

Many home school parents and teachers have used the concept of teaching rhyming words that have the same letter endings to help their children learn to read. When they would introduce the word *at*, they would also teach *cat, bat, sat*, and maybe even *scat*. Unfortunately, parents and teachers have never had any source book for finding all the rhyming words with the same spelling patterns. In the latest academic jargon word families are now called “rimes.” The consonants, consonant blends, and digraphs that precede the word family (or rime) are now called onsets. Use whatever term you wish with your children. In this book, we generally use the terms *base* or *word family* rather than the new jargon word “rime.”

*The Patterns of English Spelling* (formerly *Word Families Plus*) is now available to be used as a source book so that a parent or teacher can teach any word family. It is not just a simple collection of word lists. It consists of the complete morphemic-graphemic patterns to help the children (and quite often the parents and teachers!) to see the patterns that exist and to lock in on those patterns with their computer brains. For example, AVKO believes that if you can teach a child (or an adult) the word *at*, you can also teach him:

- **bat**
  - bats
  - batted
  - batting
- **cat**
  - cats
- **scat**
  - scats
- **flat**
  - flats
  - flatted
  - flatting
- **pat**
  - pats
  - patted
  - patting
- **spat**
  - spats
- **mat**
  - mats
  - matted
  - matting
- **rat**
  - rats
  - ratted
  - ratting
- **batter**
  - batters
  - battered
  - battering
- **flatter**
  - flatters
  - flattered
  - flattering
- **matter**
  - matters
  - mattered
  - mattering
- **battle**
  - battles
- **cattle**
- **rattle**
  - rattles
  - rattled
  - rattling

or for a more sophisticated example, from the word *act* you can build:

- **act**
  - acts
  - acted
  - acting
  - active
  - action
- **fact**
  - facts
- **tract**
  - tracts
- **attract**
  - attracts
  - attracted
  - attracting
  - attractive
  - attraction
- **distract**
  - distracts
  - distracted
  - distracting
- **extract**
  - extracts
  - extracted
  - extracting
  - extractive
  - extraction
- **subtract**
  - subtracts
  - subtracted
  - subtracting
- **contract**
  - contracts
  - contracted
  - contracting

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The AVKO Sequential Spelling Tests were developed to utilize the word family approach sequentially and to apply the very simple flesh-and-blood teaching machine techniques of having children correct their own mistakes when they make them— not hours, days, or even weeks later.

Perhaps the most important difference between the traditional approach to spelling and the AVKO (Audio-Visual-Kinesthetic-Oral) approach is that we use the tests as a learning device and not as a method of evaluation. We believe that the natural method of learning is learning from mistakes, and that is why we want children to correct their own mistakes when they make them — so they can learn from them.

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**Use a Dry Erase Board to Give AVKO Sequential Spelling Tests**

**The First Day**

On your first day of teaching your children using Sequential Spelling, you should tell them:

*I have some good news and some bad news. First the bad news. Today and every day until we finish this book, we are going to have a spelling test.*

The good news is that you will correct your own paper.

But before we start, I want you to take out a sheet of paper and put your name on it. Did you spell your name correctly? Good. That’s my first test. My next test is like a doctor’s test. It’s not for a grade so don’t worry about it. Okay?

Now write the following sentence:

We are all beginning to be good spellers.

If any of your children shows signs of struggling with the sentence, just ask the child to try to spell just the word *beginning*. If he still finds it difficult to put down anything, ask him to just put down—in any order—some of the letters that might be in the word *beginning*.

Collect the paper/s. On the 5th day, you will be able to demonstrate that your children who couldn’t spell *beginning* on the first day, were able to correctly spell it without ever having seen or studied the word. And remember that according to Harry Greene’s *The New Iowa Spelling Scale* (1954) only 8% of all public school 3rd graders can be expected to spell this word and just barely 60% of all public school 8th graders can spell the word *beginning*! We will expect that you will point that out to your children on the 5th day.

If each child has his own copy of the *AVKO Student Response Book for Sequential Spelling*, have them open their books to page 3. Note the location of Day 1. It is in the middle column of page 3. This is so that when your children start in the left hand column on page one (which happens to be the 61st day!) you can point out to them that the author, Don McCabe, wanted them to make a mistake right away, just so that you could show them the AVKO motto on the bottom of their page:

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**Mistakes are Opportunities to Learn**
Day 2 is in the middle column on page 5.
Day 3 is in the middle column on page 7.
Day 4 is in the middle column on page 9.

The reason for this is to try to prevent children from copying the base word that they had the day before and then just adding the -s, -ed, or -ing ending as the case may be. Just as children don’t learn by copying from others, they don’t learn by copying from themselves.

If your budget cannot afford the luxury of providing student response books, you can purchase spiral bound books and arrange them just like the AVKO Student Response Book or have your children take out 5 clean sheets of paper and fold them in half.

Have them number the first column of the five sheets (Lesson 1, then Lesson 2, then Lesson 3, then Lesson 4, then Lesson 5). On the back side of each of the five sheets, have them number the first column of the five sheets, Lesson 6, then 7, then 8, 9, and 10. Then number the front side 2nd column Lessons11-15. Then number the back sides 16-20. That way you can have 20 lessons on five sheets of paper and arranged so your children should not be able to just look at the words they had the day before.

<table>
<thead>
<tr>
<th>Sheet 1 Front</th>
<th>Sheet 2 Front</th>
<th>Sheet 3 Front</th>
<th>Sheet 4 Front</th>
<th>Sheet 5 Front</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Lesson 11</td>
<td>Lesson 2</td>
<td>Lesson 12</td>
<td>Lesson 3</td>
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<th>Sheet 3 Back</th>
<th>Sheet 4 Back</th>
<th>Sheet 5 Back</th>
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<tbody>
<tr>
<td>Lesson 6</td>
<td>Lesson 16</td>
<td>Lesson 7</td>
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1st Day

- In the column marked 1st day, I want you to write the word “in” as in: “Come in. Come in.” Now, I want everyone of you to try. At least guess what letter in begins with. If you don’t get it right, it’s no big deal! So you erase it and write it correctly. Isn’t that why erasers are put on the ends of pencils?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. in</td>
<td>2. pin</td>
</tr>
<tr>
<td>3. sin</td>
<td>4. spin</td>
</tr>
</tbody>
</table>

While your children are attempting to write the word in, one of them might put a rubber neck or elastic eyeballs in action. This is the time—not to jump on the child doing it, but to ask your children how much they are going to learn from someone else’s mistakes.

Tell them once again that they are correcting their own papers. Try to impress upon them that it doesn’t make any sense to cheat. And when you get to the word sin, you might even mention the fact that in every religion you know about, cheating is a sin.

After your children have attempted writing in, you now ask them what the first letter of in is. Hopefully they will shout out, “I!” Now, you show on the dry erase just the letter I. Now you ask what the last letter of in is. Again, they might shout out, “N!”

On the dry erase board you now show the -in. It really doesn’t matter what color you use for the I and the N. I personally like to use green, for the word family patterns (rimes) to contrast later on with the black beginning letters that some academics call onsets. We at AVKO do not advocate using this special terminology. We use it here only so that you know we are aware of the latest jargon.

Depending upon the age of your children and their attitudes, you may try to get them to spell aloud the word with you (The oral channel) as they trace over their corrected spelling (the kinesthetic channel).

- Then you give the second word, pin as in “Let’s play pin the tail on the donkey.” pin.

After your children have attempted the word pin, you again show the beginning p written in black and then the ending in written in green. They can see all three letters together that form the word pin. If you like, you may write first the word in with your green or purple, or red, or whatever color (colour if you’re British or Canadian) dry erase pen. Then add the letter p in front of in to make pin.

- The third word is sin. Does anybody know the popular song, “It’s a sin to tell a lie”? sin
No, we don’t believe in teaching a specific religious theology. That’s why we used the non-religious, non-sectarian sentence above. But the word *sin* is in or should be in every child’s vocabulary, even if they do not understand the concept. In fact, many adults do not really understand that there are many different theological definitions of *sin*. But that is not the point. The point is teaching spelling and reading and that sounds are represented by letters and that letters represent sounds and the sounds represent words that represent ideas. If you want to call this a teachable moment and teach your child about sin, original sin, or whatever religious concept you feel you should teach now, then do it. Again, you should show the *in* in *sin* by having the *in* printed in green. Then, add the black letter *s* in front to change *in* to *sin*.

The last word for the first day contains a consonant blend. It also is liable to be missed by almost all your children. Don’t worry about it. Before the year is out, all your children will automatically recognize the sound of *sp* and write *sp* when they hear it.

- The last word for today is *spin*. “I would like to *spin* the wheel on the Wheel of Fortune.” *spin.*

As you go through the procedure with *spin*, we recommend that you work through the word backwards! In other words, this time, ask what the last two letters are and then show *-in*. (On the dry erase board write *in* in green.) Then ask what letter comes just before the sound of *in*. Show the *pin* and ask your children if they can hear the word *pin* in the word *spin*. Ask for the first letter and then show *spin*. On the dry erase board just add first the *p* in front of *in* to make *pin* and then the *s* in front of *pin* to make *spin*.

Now tell your children that if they have made all their corrections they will receive an A on their paper. You should be able to quickly do that.

If little Alfred E. Neumann wrote *pins* or *sipn* for *spin* and failed to catch his mistake and correct it, you should NOT give him an A. Obviously you really shouldn’t give him an *E*. So don’t give him anything except encouragement that tomorrow he will have a chance to do better and get an *A*. But make sure that he corrects his misspelling. Don’t just put a check mark. Have him erase *pins* or *sipn* and spell *spin* correctly.
Second Day

Have your children take out their AVKO Student Response Book for Sequential Spelling and turn to page 5. Or if you’re using your own paper, have your children take out their spelling folder with the papers you had them carefully fold the day before. If you are working with the paper, have them go to the second sheet where you had them write Lesson 2. The purpose is to keep them from using the words that they had the day before as a mental crutch.

Obviously, if your children have the AVKO Student Response Book for Sequential Spelling this problem does not exist because the second day slot is on page 5, the third day is on page 7, the fourth day on page 9, the fifth day on page 11, etc. You can begin by telling your children:

<table>
<thead>
<tr>
<th>2nd Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I (eye &amp; aye)</td>
</tr>
<tr>
<td>2. pins</td>
</tr>
<tr>
<td>3. sins</td>
</tr>
<tr>
<td>4. spins</td>
</tr>
<tr>
<td>5. kin</td>
</tr>
<tr>
<td>6. skin</td>
</tr>
<tr>
<td>7. win</td>
</tr>
<tr>
<td>8. twin</td>
</tr>
</tbody>
</table>

- Today, the first word is I. “I like you and I like to be your home school teacher.”

Make sure that all your children use the capital I to spell the word. If any of them spelled the word eye, you know they have a good memory for words. Congratulate them on their great memories, but let them know that there are sometimes different spellings for the same sound, mostly because we have different meanings sometimes for the same sound. The eye is what you use to see with. The word aye is an old fashioned way of saying yes that we still use in meetings with the expression: All in favor, say “Aye!” It’s not necessary to teach the word aye right now, but I think your children will enjoy learning this word.

- The second word is pins as in: “I don’t like to sit on either pins or needles.”

Right from the beginning we will be showing the importance of the position of letters in words. Ask first for the last letter. If any child says “z”, you know they have great ears, but in our language we almost always use the letter s for the “z” sound when it makes a plural. We prefer that you don’t bother with any formal grammatical explanation. Just have them write the s for the last letter. Then ask for the first letter. Most should be able to guess that the first letter is p in pins. Now, ask what two letters go after the p and before the s. Show the word pins. Have your children correct their own paper. Make sure they erase any error and spell the word correctly. And please make sure that they try. Some children are so afraid of making a mistake that they will want to wait until you have put the correct spelling on the dry erase board before they write. Please, please, please don’t let them do that. They will not learn if they simply copy correct spelling. They will learn only if they attempt to spell the word and then, and only then, correct any mistakes that they make.
The third word is *sins* as in, “There are two kinds of *sins*: *sins* of commission (bad things we do) and *sins* of omission (good things we don’t do).” *sins*. You might want to use this teachable moment to teach the meaning of *omit* which builds to *omission* just as *permit* builds to *permission* and *admit* to *admission*, etc. You might even want to have your children think about when it’s wrong (a sin) to do nothing or say nothing.

Ask for the last letter. Ask for the two letters in front of the final *s*. Show the combination -*ins* in green. Then ask for the first letter. Show the *s* written in black. Show the entire word *sins* with the initial *s* in black and the final *ins* in green. Remember when I say black and green, I don’t really mean you must use those specific colors. You may use whatever contrasting colors you enjoy using.

The fourth word is *spins*. “I like the way the wheel of fortune *spins*.”

Show the last three letters: *ins* in green. Ask what comes just before the -*ins*. Write in black the *p* that makes *pins*. Then ask for the first letter. Now show the whole word *spins*. The letters *sp* should be in black. The *ins* should be in green.

At this point, in effect, we have reviewed the four words we started with on the first day (*in, sin, pin, spin*) while introducing the final -*s*. Now we begin to build on the /in/ sound as well as to review and reinforce the *in*.

To the children you might say:

*Now, I’m going to give you a really tough word. Usually, this word isn’t taught until the 6th grade, but I’m sure all of you are smart enough to handle it. Okay? Ready?*

*Number 5 is *kin*. “Relatives are often called *kin*. On the news, you often hear an announcer saying that the names of the victims of an accident are being withheld pending notification of the next of *kin*.” *kin*. Did everybody end the word *kin* with the word *in*? (Write the *in* with green.)*

*Good. Now, can anybody guess what letter will come just before the *in* in *kin*?*

One of your children may have put the letter *c* as the first letter. That was an intelligent mistake. Very often the /k/ sound is spelled with a *c* as it is in *cat*. Your children will eventually get the feel for words and know when they should use *c* and when they should use *k* for the /k/ sound. Also, it doesn’t hurt to help your children learn the meaning of *kin* and next of *kin*.

*Now we come to number 6 which is a word that usually isn’t taught until the 3rd grade and that is the word *skin*. “*Skin* comes in many beautiful colors.”*

On your dry erase board you have just the -*in* in *kin* showing. Whether or not your children know the *sk* is immaterial. You are drilling on the /in/ sound with real words that they could be coming into contact with in the real world outside basal readers. So you show the *k* in front of *in*, making *kin* which they just had a moment ago.

Now, when you ask everybody to make sure that they have *kin* and to put one letter before the *kin* in *skin*, you should notice the excitement that is generated when your children realize that they are going to spell *skin* correctly even before you write it on the dry erase board.
Number seven is a word that normally isn’t taught until the 4th grade, and statistically speaking less than half of a third grade class can spell this word,¹ but we believe all your children will be able to spell this word, if not now, on the final test in this class.

- **Number seven is win.** “Everybody loves to win.” **win.**

Show the *in* with green. Put the *w* in black.

The last word for the day is also a word that is usually not taught until late in the 4th grade.

- **Number eight is twin.** I wish I had a twin sister (or twin brother). **twin.**

Show the *in.* Then show the *win* in **twin.** Show the *tw* and then the *in.* Show **twin.**

### The Third Day

We begin the third day by having your children take out their AVKO Student Response Book for Sequential Spelling or by having them take from their spelling folder and going to the third sheet column one that has been marked Lesson 3. We feel that it is easier to have students open a response book to page 7 than it is to keep track of loose sheets of paper, but it can be done with the sheet successfully.

On this, the third day, you will begin the slow process of programming your children’s God-given computer brains to form the ending -**ed** correctly. There is no need at this time to encumber a child’s mind with rules about doubling consonants. All we want to do is to have the child form the habit of spelling /**ind**-**inned/. This way, when the rules for doubling letters are presented in their regular reading books, the students will find it easier to understand them. But, for now, please do not go into any lectures about short vowels and long vowels. It’s not at all necessary. In fact, it generally tends to confuse children. However, if your child asks about the rules, tell your child that you will discuss the rules right after the lesson — and keep your word.

<table>
<thead>
<tr>
<th>You can start by saying:</th>
<th>3rd Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Number 1 is thin.</strong> “My father was so thin, you couldn’t see him if he turned sideways.” <strong>thin.</strong></td>
<td>1. thin</td>
</tr>
<tr>
<td></td>
<td>2. pinned</td>
</tr>
<tr>
<td></td>
<td>3. sinned</td>
</tr>
<tr>
<td></td>
<td>4. I (eye &amp; aye)</td>
</tr>
<tr>
<td></td>
<td>5. shin</td>
</tr>
<tr>
<td></td>
<td>6. skins</td>
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<td></td>
<td>7. wins</td>
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<tr>
<td></td>
<td>8. twins</td>
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<td></td>
<td>9. * be (Aunt Bea &amp; bee)</td>
</tr>
<tr>
<td></td>
<td>10. begin</td>
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<tr>
<td></td>
<td>11. chin</td>
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<td></td>
<td>12. she</td>
</tr>
</tbody>
</table>

- **Number 2 is pinned.** “I remember getting pinned to the mat in ten seconds by a really great wrestler.” **pinned.**

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¹ Greene, Harry. *The New Iowa Spelling Scale*, Univ. of Iowa, 1954. This is also found in *The Reading Teachers List of over 5,500 Basic Spelling Words* published by AVKO.
Again you write the green \textbf{-in-}; then say and “double the n and add \textit{ed} to get \textbf{-inned}; then with your black pen write the \textbf{p-} in front to get the full word \textit{pinned}.

\begin{itemize}
\item \textbf{Number 3 is sinned.} “Everybody has sinned sometime.” \textbf{sinned}.
\end{itemize}

Write in green \textbf{-in- -inned} add \textit{s} in black in front to get \textbf{sinned}.

\begin{itemize}
\item \textbf{Number 4 is I.} “Do I like you? Of course I do. I.”
\end{itemize}

Write: \textbf{I}. Show that the word \textit{I} is always capitalized. (Only in English is the word for the 1st person singular nominative always capitalized. Strange! We capitalize \textit{I} but not me or my or mine -- just \textit{I}. Strange!) As a bonus you might want to give them the word \textit{eye} and point out that the shape of the word looks something like two eyes and a nose in the middle. And as an added bonus you can even give the word “\textit{aye}” as in “Aye, aye, sir” or “All in favor say aye.” You might even want to teach the opposite of aye which is \textit{nay}.

\begin{itemize}
\item \textbf{Number 5 is shin.} “My baby brother used to kick me in the shin.” \textbf{shin}.
\end{itemize}

Write: \textbf{-in} Put \textbf{sh-} in front to get \textbf{shin}.

If your children haven’t learned the /\textit{sh}/ sound is made with the two letters \textit{sh}, now is the time to tell them. They will get almost as much practice using the \textit{sh} in their spelling as you will keeping your children quiet when you’re talking on the phone. Sh-h-h!

\begin{itemize}
\item \textbf{Number 6 is skins.} “Fur coats are made from animal \textit{skins.”} \textbf{skins}.
\end{itemize}

Write: \textbf{-in-} Add an \textit{s} to get \textbf{-ins} Put \textbf{k} in front to get \textbf{-kins} Put \textbf{s} in front to get \textbf{skins}.

\begin{itemize}
\item \textbf{Number 7 is wins.} “Jack \textit{wins} more than he \textit{loses.”} \textbf{wins}.
\end{itemize}

Write: \textbf{-in- -ins wins}

\begin{itemize}
\item \textbf{Number 8 is twins.} “There were two sets of \textit{twins} in our family.” \textbf{twins}.
\end{itemize}

Write: \textbf{-in- -ins -wins twins}

\begin{itemize}
\item \textbf{Number 9 is be.} “I wonder what I’m going to \textit{be} when I grow up.” \textbf{be}.
\end{itemize}

Write: \textbf{-e be}

\begin{itemize}
\item \textbf{Number 10 is begin.} “It’s time to \textit{begin} learning to spell.” \textbf{begin}.
\end{itemize}

Write: \textbf{-in} Show just \textbf{be-}. Ask your students what letter should be between the \textbf{be-} and the \textbf{-in}. Then show: \textbf{begin}.

\begin{itemize}
\item \textbf{Number 11 is chin.} “I really took it on the \textit{chin}.” \textbf{chin}.
\end{itemize}

Write: \textbf{-in ch- chin}.

If your students don’t know that the letters \textit{ch} have a sound of their own, the sound you hear at both the beginning and the end of the word \textit{church}, now’s the time to tell them. When two letters have but one sound, they are called digraphs. The most common digraphs are: \textit{th}, \textit{ch}, and \textit{sh}.

\begin{itemize}
\item \textbf{Number 12 is she.} “\textit{She} is my best friend.” \textbf{she}.
\end{itemize}

Write: \textbf{-e sh- she}.
The Fourth Day

The fourth day we begin by having the children take out their AVKO Student Response Book for Sequential Spelling and open it to page 9 or by having them take out their special spelling folder and going to the fourth sheet where the first column will be labeled Lesson 4.

Then give the following words in sentences as shown or make up your own sentences. Remember, after each word is given, you should write the word correctly on your dry erase board and let your children immediately correct any mistake that they might have made. You might want to use color to help your children recognize the patterns that are in the words. For example, when you give the correct spelling of spinning, you might first write using green the base in. Then “double the n” and add ing to get inning. Then put a black p in front of inning to get pinning and then a black s to get spinning.

1. thins A painter sometimes thins his paint with turpentine. thins
2. pinning Are you good at pinning a tail on a donkey? pinning
3. sinning Is it a sin to misspell sinning? sinning
4. spinning Have you ever seen a spinning wheel? spinning
5. shins It’s no fun to get kicked in the shins. shins
6. skinned Trappers skinned the animals for their furs. skinned
7. winning I enjoy winning a lot more than I do losing. winning
8. be Your inner voice that tells you right from wrong. be
9. be I wish you would be more careful. be
10. begins I hope this begins to make some sense to you. begins
11. chins When Jim is in the gym, he chins himself 10 times. chins
12. we Do we know where we are going? we
13. bee It’s no fun to be stung by a bee. bee
14. see What do you see when you close your eyes? see
15. tree Did George Washington chop down a cherry tree? tree

Now might be the time to talk about homophones, words that sound exactly alike but have different meanings as well as different spellings.

- in / inn We found an inn and went in to have a meal.
- I / eye / aye I got a black eye because I forgot to say, “Aye, aye, sir” to the captain.
- be / bee / Bea Could it be that Aunt Bea was stung by a bee?
- we / wee / oui We heard a wee French lad answer yes by saying, “Oui, oui, madame.”
- see / sea / si Can you see the sea from the window? Si, si, señor.

In some Southern dialects:

- pin / pen You use a pin to hold things. You use a pen to write with. Pigs are kept in a pen. You can wear a pin.
On the 5th day we begin by having the students take out their AVKO Student Response Book for Sequential Spelling or by having them take out their spelling folder and find the 5th sheet and use the column on the left hand side labeled Lesson 5.

Then give the following words in sentences as shown or make up your own sentences. Remember, after each word is given, you should write the word correctly on your dry erase board and let your children immediately correct any mistake that they might have made. You might want to use color to help your children recognize the patterns that are in the words. For example, when you give the correct spelling of thinned, you might first write using green the base in. Then “double the n” and add ed to get inned. Then put a black th in front of inned to get thinned.

1. thinned We thinned the carrots and the beets for grandpa.
2. thinner Jack Sprat was quite a bit thinner than his wife.
3. sinner If you’ve never committed a sin, can you be a sinner?
4. spinner I put a little spinner above my hook when I go fishing.
5. fins Fish have fins instead of legs.
6. Mr. Skinner Hey, mister! Have you seen Mr. Skinner?
7. winner You’re a winner and not a loser.
8. be What do you want to be when you grow up?
9. inning How many outs in an inning? (6! 3 for each side)

Before giving the correct spelling of beginning, check your children’s papers to see if they have learned to spell this word. Almost every child should have spelled beginning correctly. Now, compare this spelling to the misspellings you collected on the first day. Tell your children you are proud of them. Tell them that they have learned a difficult word without ever having studied the word. Tell them that just by paying attention and by correcting their mistakes they are learning and learning a great deal.

10. beginning Shall we start all over from the beginning?
11. chinned Jim chinned himself ten times in the gym.
12. we We should always try our best to be good.
13. wee The wee little lad has an eye for wee little lasses.
14. bee Have you ever been stung by a bee?
15. see What do you see outside your window?
16. trees Lumberjacks cut down trees to make lumber.
17. free Who said, “Free at last”?
18. agree I agree with you.
19. disagree I hope you don’t disagree with me.
20. fees We had to pay all kinds of different fees.
The Sixth Day

On the 6th day we begin by having the students take out their AVKO Student Response Book for Sequential Spelling or by having them take out their spelling folder and find the back of the 1st sheet and use the column on the left hand side labeled Lesson 6.

Then give the following words in sentences as shown or make up your own sentences. Remember, after each word is given, you should write the word correctly on your dry erase board and let your children immediately correct any mistake that they might have made. You might want to use color to help your children recognize the patterns that are in the words. For example, when you give the correct spelling of *thinning*, you might first write using your green dry erase pen the base *in*. Then “double the *n*” and add *ing* to get *inning*. Then, using your black dry erase pen put a *th* in front of *inning* to get *thinning*.

1. thinning My uncle’s hair is really thinning on top. He’s almost bald. thinning
2. thinnest My Aunt Bea is the thinnest woman I have ever met. thinnest
3. sinners We all are sinners. Some more than others. sinners
4. spinners When I go fishing I bring along some special spinners. spinners
5. tin Have you ever heard of a cat on a hot tin roof? tin
6. Skinner's inn Has anybody been in Skinner’s Inn? Skinner’s Inn
7. winners I like games in which there are a lot of winners. winners
8. inner Your inner ear is very important for your balance. inner
9. bee Anything sweet will attract a bee. bee
10. beginnings I really enjoy new beginnings. beginnings
11. chinning Chinning yourself is good exercise if you can do it. chinning
12. wee Wee means small. Leprechauns are called the wee folk. wee
13. we Today, we know that leprechauns really don’t exist. we
14. be If you will be good, you might get a surprise. be
15. seen Is it true that children should be seen and not heard? seen
16. treed The hounds treed the raccoon. treed
17. frees A governor sometimes frees persons wrongfully committed. frees
18. agrees Nearly everyone agrees with you. Salt water is hard to freeze. agrees
19. disagrees Nobody disagrees with their boss. Well, almost nobody. disagrees
20. flee To run away is to flee. Can a flea flee? flee

Note: Your language books give explanations and rules about apostrophes. You don’t need to interrupt the giving of the spelling words to give an explanation. All through this series of Sequential Spelling the -’s form is used with a word following it. The children’s computer brains will be properly programmed without rules. However, if either you or children want the rules, give them to them.
The Seventh Day

On the 7th day we begin by having the students take out their AVKO Student Response Book for Sequential Spelling or by having them take out their spelling folder and find the back of the 2nd sheet and use the column on the left hand side labeled Lesson 7.

Then give the following words in sentences as shown or make up your own sentences. Remember, after each word is given, you should write the word correctly on your dry erase board and let your children immediately correct any mistake that they might have made. You might want to use color to help your children recognize the patterns that are in the words. For example, when you give the correct spelling of winning, you might first write using your green dry erase pen the base in. Then “double the n” and add ing to get inning. Then, using your black dry erase pen put a w in front of inning to get winning.

1. bin A bin is a place to store things. We used to have a coal bin. bin
2. in Welcome. Come on in. in
3. inn There’s an inn across the street that serves really good food. inn
4. spin I love to watch figure skaters especially when they spin around. spin
5. tins We try to recycle all our tins. tins
6. skinny Jack Sprat was a really skinny man. skinny
7. winning I enjoy winning much more than losing. winning
8. be I would be really surprised if you missed this word. be
9. inner Do you know who belongs to the inner circle? inner
10. beginner Can you find the word inner in the word beginner? beginner
11. chin I think a dimple in the chin is rather cute. chin
12. wee Do you know what the wee hours of the morning are? wee
13. we We should have been in bed long before midnight. we
14. bee Some people are allergic to bee stings. bee
15. seeing Thomas believed that seeing is believing. seeing
16. treeing The dogs were treeing two little squirrels. treeing
17. freed Do you know when Lincoln freed the slaves? freed
18. agreed For once, everybody in our family agreed with me. agreed
19. disagreed I don’t know why everybody disagreed with me just now. disagreed
20. flees If a flea runs away, the flea flees. flees
After the Seventh Day

Every day there is a 25 word spelling test. Some days the tests are easier than others, but don’t panic on days like the 126th day when the word *arrangements* is presented.

REMEMBER: AVKO is *not* concerned about teaching the spelling of any one word *per se*. AVKO *is* concerned with the teaching of basic sounds for both spelling and reading. In the case of words like *range, ranges, arrange, arranges, arrangement, arrangements*, what is important is the teaching of the -*ange* ending, the plural ending and the suffix -*ment* as well as the initial consonant sounds and consonant blends.

REMEMBER: Please *speed* your students through the tests. Give the word. Put it in a sentence. Say the word. Spell the word. Have the students (if you can) trace the corrected spelling as they spell it aloud in group chorus. Go on to the next—but make sure your students make an attempt at the spelling *before* you give the correct spelling. Copying your spelling does *not* help them learn. Correcting their own misspelling *does*.

Immediate Feedback

The most common mistake made in administering the *AVKO Sequential Spelling Tests* is to give the entire test and then correct. This method just *won’t* work.

- Give each word separately.
- Say the word. Give it in a sentence.
- Let the student/s attempt the spelling.
- Give the correct spelling. Let each student correct his own.
- Then give the next word. Repeat the process of immediate student self-correction.

Grading

If your children demand that a grade be given for spelling, we would recommend that the tests for grading purposes be given at a separate time and that the students be graded on their learning of the spelling of the sounds—not the words as the suggested tests for grading purposes are constructed to do. AVKO gives permission for parents (and teachers) to duplicate (for classroom purposes only) the tests that come after the 40th, 80th, 120th, 160th and 180th days. Read the sentences to your students. All they have to do is fill in the blanks. Notice that you are not testing on the whole word. You are testing only on the spelling patterns taught. That is why the initial consonants or blends are given to the student. Note: You can use these as a pre-tests as well as a post-test to show real gains. How you grade these tests is up to you. Or use the 0-2 wrong = A, 3-4 = B, 5-6 = C, 7-8 = D. We don’t expect that you’ll have any E’s.
Questions most frequently asked concerning Sequential Spelling

1. What are those asterisks (*) and exclamation marks doing next to some words?

The asterisks merely serve as a reminder to the teacher that the word so marked has a homophone (same pronunciation, different spelling), has a heteronym (same spelling, different word and different pronunciation), or does not follow the normal pattern. For example, *gyp** should logically be spelled “jip.” But instead of *j* we use the letter “g.” Instead of *i* the letter *y* is used. Likewise, the word *proper** should logically be spelled “propper” just like hopper, and copper, and stopper, but it isn’t.

2. Why don’t the words used follow grade levels? Scatter is a 7th grade word in our school’s regular spelling text.

Regular spelling texts as a general rule pick grade levels for words according to when the words first begin to occur in the curriculum. This would seem to make sense, but it does bring about some rather odd sequences. Since the word *ice* may not occur in the curriculum until the fourth grade when it appears in the science class, its introduction is delayed until that time even though *nice* may occur in the first grade and *twice* in the second grade, and *price* in the fifth and *rice* in the sixth.

AVKO believes in teaching the phonics necessary for decoding through the back door of spelling and without preaching rules that may or may not be useful. We teach the word scatter only after the -*at* sound has been taught in 30 different words. After the -*atter* sound has occurred in eight words, and directly after the initial *c* in *cat* and the consonant blend *sc* in *scat*. Then we teach scatter.

3. Why do you have so many words that are outside the vocabulary of normal adults, such as the word “tat”?  

We don’t believe it hurts anyone to learn a new word—but that is not why we use it. We use the word *tat* as an added practice in sounding out spellings of words having the initial /t/ sound and practice in spelling the ending -*at*. It also gives the student a pleasant surprise and ego boost when he discovers he can spell a word that he believes he has never heard nor seen before—just because he knows how to spell the sounds.

4. Should the teacher count off for sloppy handwriting?

Since the students get to correct their own spelling, they should be expected to write clearly and legibly. In fact, we recommend that these sequential spelling tests be used for handwriting practice because the patterns, being repetitive, can be a help in developing legible handwriting. We further recommend that if your students print, that they use D’Nealian® manuscript. If your students write, we strongly recommend D’Nealian® cursive. Another excellent system is the Italic by Getty-Dubay. But whatever system you use or your school system requires, we believe that writing must be legible. So, yes, by all means, take off for sloppy handwriting (provided the student has no physical disability and has sufficient small motor skills to write legibly).

5. Do I have to use all the words that are in the tests? Can I drop some? Can I change some?

No. Yes. Yes. No, you don’t have to use them all. You can drop some. You know your children better than we do. Yes, you can substitute other words for the ones we have selected. The Patterns of English Spelling is your best reference to select from. If for example, you would rather start with the -*at*, bat, rat, cat, sat family, be our guest. You can use your pencil to write in your choices. Every class is different. Don’t be afraid to trust your own judgment.
Questions most frequently asked concerning
Sequential Spelling Continued

6. Can I give the same test more than once during the day?
   Yes. If your children can profit from that, fine. We recommend, however, that you allow a
   minimum of an hour to pass between re-tests. We also recommend that the absolute maximum
   number of times that Sequential Spelling be given is four times in one day, whether repeats or
   new lessons.

7. I have a child who is a 5th grader. May I use Sequential Spelling I to start
   one hour, Sequential Spelling II to start the 2nd hour, III for the third, etc.? I
   want my child to become as good a reader and speller as possible.
   Why not? If it works, it works. If it doesn’t, then try something else. You could try going
   through four days of Sequential Spelling I every day until it is finished and then move through
   four days of Sequential Spelling II every day, and continue on through four levels of Sequential
   Spelling in one year.

8. Why are some words in bold print?
   The words in bold print are those that are the most commonly used words and the most
   important to learn. You will also notice that some words (like the word doesn’t) which don’t
   follow regular patterns are repeated many times throughout the series. If your students learn to
   spell any of the words that are not in bold face, that is so much gravy. What we want the students
   to learn is to spell the most common words and to learn the most common patterns that occur in
   words. You will discover that most of these patterns consist of only two, three, or four letters. A
   big word like misunderstandings can be broken into the following patterns:
   mis/un/der/st/and/ing/s.

9. Do I have to teach all the homophones and homographs listed?
   Absolutely no. We have listed them for your convenience. If you wish to teach them, fine. If
   you don’t, fine. We only ask that when they come up that you definitely use the word in a
   sentence that helps the student pick the right word. For example. Don’t just say billed. The
   students may think about the word build. Instead, Say something like: “billed. We were billed
   for extra carpeting. billed.”

10. What does TPES stand for at the bottom of the pages?
    TPES stands for The Patterns of English Spelling. This book contains all the words that
    share a common spelling pattern placed on the same page (or pages in the case of families like the
    -tion family). In our Sequential Spelling Series we list most of the words in each family, but not
    all. If a teacher wants to include more or to give special assignments to the gifted students, we
    have included the page references. This book may be purchased from the AVKO Dyslexia
    Research Foundation, 3084 W. Willard Rd., Clio, MI 48420.

11. Can I use the words in Sequential Spelling for composition?
    Yes, of course. Having your students create sentences out of the words is good exercise for
    their minds and will allow you to determine if they truly understand what the words really mean.
    You may also have them write the entire sentence that you dictate. That will help you help them
    handle the problems created by speech patterns, such as the “wanna” instead of “want to” and the
    “whacha gonna” for “what are you going to,” etc. As the teacher, you know your students and
    how many sentences they can handle as homework. You might even want to set time limits such as:
    Write as many sentences using today’s spelling words as you can in 10 minutes.
<table>
<thead>
<tr>
<th>1st day</th>
<th>2nd day</th>
<th>3rd day</th>
<th>4th day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. * in</td>
<td>* I</td>
<td>thin</td>
<td>thins</td>
</tr>
<tr>
<td>2. ** pin</td>
<td>pins</td>
<td>pinned</td>
<td>pinning</td>
</tr>
<tr>
<td>3. sin</td>
<td>sins</td>
<td>sinned</td>
<td>sinning</td>
</tr>
<tr>
<td>4. spin</td>
<td>spins</td>
<td>I</td>
<td>spinning</td>
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<tr>
<td>5.</td>
<td>kin</td>
<td>shin</td>
<td>shins</td>
</tr>
<tr>
<td>6.</td>
<td>skin</td>
<td>skins</td>
<td>skinned</td>
</tr>
<tr>
<td>7.</td>
<td>win</td>
<td>wins</td>
<td>winning</td>
</tr>
<tr>
<td>8.</td>
<td>twin</td>
<td>twins</td>
<td>inner</td>
</tr>
<tr>
<td>9.</td>
<td>* be</td>
<td>* be</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>begin</td>
<td>begins</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>chin</td>
<td>chins</td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>she</td>
<td>* we</td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td>* wee</td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td>* bee</td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td>* see</td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td>tree</td>
</tr>
</tbody>
</table>

* Homophones:

- in
- inn
- l
- eye
- aye
- be
- bee
- Bea
- we
- wee
- oui
- see
- sea
- si

** In some dialects: pin/pen.

- pin
- pen

See the complete -in family on p. 123 in *The Patterns of English Spelling* (TPES); the -inner, p. 635; the -e & -ee, pp. 304-305.
<table>
<thead>
<tr>
<th>5th day</th>
<th>6th day</th>
<th>7th day</th>
<th>8th day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. thinned</td>
<td>thinning</td>
<td>thin</td>
<td>thinner</td>
</tr>
<tr>
<td>2. thinner</td>
<td>thinnest</td>
<td>* in</td>
<td>ins</td>
</tr>
<tr>
<td>3. sinner</td>
<td>sinners</td>
<td>* inn</td>
<td>inns</td>
</tr>
<tr>
<td>4. spinner</td>
<td>spinners</td>
<td>spin</td>
<td>spinning</td>
</tr>
<tr>
<td>5. fins</td>
<td>tin</td>
<td>tins</td>
<td>tin</td>
</tr>
<tr>
<td>6. Mr. Skinner</td>
<td>Mr. Skinner’s</td>
<td>skinny</td>
<td>skins</td>
</tr>
<tr>
<td>7. winner</td>
<td>winners</td>
<td>winning</td>
<td>winner</td>
</tr>
<tr>
<td>8. * be</td>
<td>* bee</td>
<td>* be</td>
<td>* be</td>
</tr>
<tr>
<td>9. inning</td>
<td>innings</td>
<td>inner</td>
<td>being</td>
</tr>
<tr>
<td>10. beginning</td>
<td>beginnings</td>
<td>beginner</td>
<td>beginners</td>
</tr>
<tr>
<td>11. chinned</td>
<td>chinning</td>
<td>chin</td>
<td>chins</td>
</tr>
<tr>
<td>12. * we</td>
<td>* wee</td>
<td>* wee</td>
<td>* we</td>
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<tr>
<td>13. * wee</td>
<td>* we</td>
<td>* we</td>
<td>* we</td>
</tr>
<tr>
<td>14. * bee</td>
<td>* bees</td>
<td>* bee</td>
<td>bees</td>
</tr>
<tr>
<td>15. * see</td>
<td>* sees</td>
<td>seeing</td>
<td>* see</td>
</tr>
<tr>
<td>16. trees</td>
<td>treed</td>
<td>treeing</td>
<td>trees</td>
</tr>
<tr>
<td>17. free</td>
<td>* frees</td>
<td>freed</td>
<td>freeing</td>
</tr>
<tr>
<td>18. agree</td>
<td>agrees</td>
<td>agreed</td>
<td>agreeing</td>
</tr>
<tr>
<td>19. disagree</td>
<td>disagrees</td>
<td>disagreed</td>
<td>disagreeing</td>
</tr>
<tr>
<td>20. fees</td>
<td>* flee</td>
<td>* flее</td>
<td>fleeing</td>
</tr>
</tbody>
</table>

* Homophones:

sees  She sees everything that happens in our neighborhood.
seas  Lakes are smaller than seas. Oceans are bigger.
seize  The police wanted to seize my uncle’s car.
flee  To flee is to run away.
flea  A flea is a little insect that lives on animals.
fleas  A flea flees from insecticide.
levy/levee  The state decided to levy a tax to pay for the building of a levee.
free  A robot frees a worker from working.
freeze  Water will freeze if it’s below zero outside.

See the complete -in family on p. 123 in The Patterns of English Spelling (TPES); the -inner, p. 635; the -e & -ee, pp. 304-305; the -inn & -innie, p. 704.
Evaluation Test #1 (After 40 Days)

<table>
<thead>
<tr>
<th>Pattern being tested</th>
<th>Lesson word is in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The lady next door just had <strong>twins</strong>.</td>
<td><strong>ins</strong></td>
</tr>
<tr>
<td>2. Let’s start at the <strong>beginning</strong>.</td>
<td><strong>inning</strong></td>
</tr>
<tr>
<td>3. He planted pine <strong>trees</strong> in his back yard.</td>
<td><strong>ees</strong></td>
</tr>
<tr>
<td>4. A <strong>winner</strong> never quits.</td>
<td><strong>inner</strong></td>
</tr>
<tr>
<td>5. My friend <strong>would</strong> always listen to me.</td>
<td><strong>ould</strong></td>
</tr>
<tr>
<td>6. He never just talks. He <strong>shouts</strong>.</td>
<td><strong>outs</strong></td>
</tr>
<tr>
<td>7. He eats one lunch and two <strong>suppers</strong>.</td>
<td><strong>uppers</strong></td>
</tr>
<tr>
<td>8. He counted to <strong>ten</strong> on his toes.</td>
<td><strong>en</strong></td>
</tr>
<tr>
<td>9. She <strong>planned</strong> a special dinner for him.</td>
<td><strong>anned</strong></td>
</tr>
<tr>
<td>10. Please stop <strong>fooling</strong> around.</td>
<td><strong>ooling</strong></td>
</tr>
<tr>
<td>11. The clown fell <strong>flat</strong> on his face.</td>
<td><strong>at</strong></td>
</tr>
<tr>
<td>12. I was <strong>fit</strong> to be tied.</td>
<td><strong>it</strong></td>
</tr>
<tr>
<td>13. That dress <strong>flatters</strong> her.</td>
<td><strong>atters</strong></td>
</tr>
<tr>
<td>14. I have a <strong>splitting</strong> headache.</td>
<td><strong>itting</strong></td>
</tr>
<tr>
<td>15. I am forever <strong>folding</strong> laundry.</td>
<td><strong>olding</strong></td>
</tr>
<tr>
<td>16. I can’t believe he was <strong>permitted</strong> to do that.</td>
<td><strong>itted</strong></td>
</tr>
<tr>
<td>17. I hope you’re not <strong>upset</strong> with me.</td>
<td><strong>et</strong></td>
</tr>
<tr>
<td>18. Always be careful around a <strong>wild</strong> animal.</td>
<td><strong>ild</strong></td>
</tr>
<tr>
<td>19. It’s not funny when someone <strong>shoves</strong> you around.</td>
<td><strong>oves</strong></td>
</tr>
<tr>
<td>20. I’m sorry I <strong>forgot</strong> to say, “I’m sorry.”</td>
<td><strong>ot</strong></td>
</tr>
</tbody>
</table>

We don’t believe an evaluation test is necessary at this point, but just in case you think your children need an evaluation test, here it is. Use it, make your own, or just skip it.
Evaluation Test #1

1. The lady next door just had tw__________.
2. Let’s start at the beg__________.
3. He planted pine tr__________ in his back yard.
4. A w__________ never quits.
5. My friend w__________ always listen to me.
6. He never just talks. He sh__________.
7. He eats one lunch and two s__________.
8. He counted to t__________ on his toes.
9. She pl__________ a special dinner for him.
10. Please stop f__________ around.
11. The clown fell fl__________ on his face.
12. I was f__________ to be tied.
13. That dress fl__________ her.
14. I have a spl__________ headache.
15. I am forever f__________ laundry.
16. I can’t believe he was perm__________ to do that.
17. I hope you’re not ups__________ with me.
18. Always be careful around a w__________ animal.
19. It’s not funny when someone sh__________ you around.
20. I’m sorry I forg__________ to say, “I’m sorry.”