Spelling as a Cognitive Task

Dawn M. Nieman, ATFellow/AOGPE
April 2019
Spelling, Spelling, and More Spelling

• OG is more than just a reading program.

• Whatever you do for reading, you should also do for spelling.

• Yellow cards are the most foreign to people.
Yellow Cards

Remove single sounding consonants if you are past that those concepts
Final Blends with t

• Tutor says word.

• Student echoes word but writes only the blend.

(Do not dictate every blend each session. If a student misses a blend, dictate a few more words containing that particular blend.)

act
gift
felt
hunt
kept
last
Teacher: The 3 ways to spell /j/

Students: The 3 ways to spell /j/

Students: j, g, -dge

What NOT to do:

Teacher: All the ways you know to spell /j/

Students: silence

The /w/ you hear in “what”

w
wh
j
g
dge
12/14/18 ABC
abcdefg hij klm
nopqrstuvwxyz

hag jump ship mash chimp wimp

12/14/18
abcdefghijklmnopqrstuvwxyz

hag jump sh d gi

Name: Merina
Skill: CVC
Date: 11/21/2018

Name: Romeo
Skill: CVC
Date: 11/21/2018

a-m
abcd efghij km
n-z
noa ppp

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

1.
2.
3.
4.
5.
6.

a-e
bc def gh i
k l
m nopq r
s tu vwx yz

1.
2.
3.
4.
5.
6.
<table>
<thead>
<tr>
<th>Blue Cards</th>
<th>New Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>c k k ch ch tch</td>
<td>e i s ss i e a a-e qu</td>
</tr>
</tbody>
</table>

- lines for each letter
- space for refinement
- set up for yellow cards
- room for corrections
- choose most difficult
  (Don’t play it too easy)

https://incompetech.com/graphpaper/writing/
Yellow Cards

Remove single sounding consonants if you are past that those concepts
The 2 ways to spell /w/: w, wh
Whatever says /u/ also says /oo/.  
4 ways to spell /u/: u, u-e, ue, ew  
5 ways to spell /oo/: oo, u, u-e, ue,

Be careful of /qu/- (take note in the video)  
(q for qu and j says /y/)

video: Melissa 2nd grade group (3:16)
Review Deck for Spelling

- These words should also ebb and flow based upon what you have taught.
- Remove words which are too easy.
- Should not be practicing the exact same words every single day.
- Video=Andrea 16:34-19:28
- word of the day
gash / shin
shot / rash
math / chick
ship / sick

trash

ship

chip
Introduction of Vowel Team

- Introduce “igh” and then “y” or do together
- Do TCCA but make precise
- “igh says i” vs. “igh says i in the middle”
- **Youtube: Niemanville**
igh
Rule: igh says /i/ in the middle

1. Trace

igh igh igh

2. Copy

________________________
________________________
________________________
________________________

3. Cover

________________________
________________________
________________________
________________________

4. Avert

________________________
________________________
________________________
________________________

y
Rule: y says /i/ at the end

1. Trace

y y y

2. Copy

________________________
________________________
________________________
________________________

3. Cover

________________________
________________________
________________________
________________________

4. Avert

________________________
________________________
________________________
________________________
# Reading and Spelling

<table>
<thead>
<tr>
<th>igh</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Night</td>
<td>Sky</td>
</tr>
<tr>
<td>Bright</td>
<td>By</td>
</tr>
<tr>
<td>Flight</td>
<td>My</td>
</tr>
<tr>
<td>Might</td>
<td>Cry</td>
</tr>
<tr>
<td>Slight</td>
<td>shy</td>
</tr>
</tbody>
</table>
Introduce ai/ay

- Introduce “ai” and then “ay” or do together
- Do TCCA but make precise
- “ai says a in the middle” vs. “ai says a”
<table>
<thead>
<tr>
<th>ai</th>
<th>ay</th>
</tr>
</thead>
<tbody>
<tr>
<td>waist</td>
<td>may</td>
</tr>
<tr>
<td>chain</td>
<td>gray</td>
</tr>
<tr>
<td>pain</td>
<td>tray</td>
</tr>
<tr>
<td>raise</td>
<td>say</td>
</tr>
<tr>
<td>maid</td>
<td>bay</td>
</tr>
</tbody>
</table>
sail away
Introduction of oa/ow

• Introduce “oa” and then “ow” or do together

• Do TCCA but make precise: “oa says o in the beginning or the middle of a word or a syllable.”

• “oa says o in the middle” vs. “oa says o”
<table>
<thead>
<tr>
<th><strong>oa</strong></th>
<th><strong>ow</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>boat(bote)</td>
<td>grow</td>
</tr>
<tr>
<td>boast</td>
<td>snow</td>
</tr>
<tr>
<td>Float (flote)</td>
<td>yellow</td>
</tr>
<tr>
<td>coach</td>
<td>below</td>
</tr>
<tr>
<td>coax</td>
<td>fellow</td>
</tr>
<tr>
<td>i</td>
<td>i-e</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>spider</td>
<td>pine</td>
</tr>
</tbody>
</table>

The table shows the words 'spider', 'pine', 'night', and 'sky' with corresponding images and symbols.
<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>i-e</th>
<th>igh</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>(open syllable)</td>
<td>(middle)</td>
<td>(middle “t”)</td>
<td>(end)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o</td>
<td>o-e</td>
<td>oa</td>
<td>ow</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>pony</td>
<td>home</td>
<td>boat</td>
<td>slow</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o</td>
<td>o-e</td>
<td>oa</td>
<td>ow</td>
</tr>
<tr>
<td>------</td>
<td>----</td>
<td>-----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>open</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>syllable</td>
<td></td>
<td>middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>a-e</td>
<td>ai</td>
<td>ay</td>
<td></td>
</tr>
<tr>
<td>baby</td>
<td>ape</td>
<td>sail</td>
<td>away</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td><strong>a</strong></td>
<td><em>a-e</em></td>
<td><strong>ai</strong></td>
<td><strong>ay</strong></td>
<td></td>
</tr>
<tr>
<td>(open syllable)</td>
<td>(middle)</td>
<td>(middle “t”)</td>
<td>(end)</td>
<td></td>
</tr>
</tbody>
</table>