SPELLTRONICS

by

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LEVELS

Although grade level 4 words are utilized, SPELLTRONICS may be used for students of various grade levels depending upon their spelling ability and performance.

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TYPE OF PROGRAM

SPELLTRONICS is a computer-based tutorial learning system designed to teach linguistic concepts which are organized in spelling units. The student may select from a menu consisting of six linguistic concepts each of which contains four supporting units. A short lesson introduces each unit, followed by the presentation of ten spelling words grouped according to type. The use of the cloze technique captures the student's interest and provides a game format for drill and practice. Students must spell the word correctly in sentences. Correct responses are rewarded visually. After two incorrect responses, the student is shown the word, spelled correctly, and may try again. There is a review test at the end of four units.

COURSE SUITABILITY

SPELLTRONICS is suitable for language arts classes to supplement the spelling program. Since it is an individualized program, it can be used with students of varying capabilities. Use of the cloze technique makes it particularly helpful to the exceptional student.

Three instructional modes are included:

1. Statement of Rule Mode
2. Practice Mode
3. Review Mode

PERFORMANCE OBJECTIVES

To provide a spelling program which meets individual needs.

To help students utilize visual and kinesthetic skills in learning to spell.

To help students discover linguistic patterns in spelling.

To improve visual memory.

To increase spelling proficiency.

To provide a motivational format for the learning of high frequency and utility words.

To provide familiarity with the computer menu.

To familiarize the student with the computer equipment and procedures.
Rationale

The words used in SPELLTRONICS are high frequency and utility words. Word selection is based on the research of Horn, Dolch, Thorndike, and others. Words are arranged in easily discoverable linguistic patterns.

Spelling is a process which requires the ability to visualize letters. A letter cloze approach to spelling is an aid to visualizing words. Cloze is a technique in which certain words or letters are selectively removed. The student is then asked to recreate on the basis of the surrounding material. In utilizing the letter cloze technique, the student first studies the entire word, concentrating on the total configuration and sequence of letters. Next, the word is presented with letters omitted in various positions, providing partial clues to the spelling of the word. Finally, the entire word is written from memory without external assistance.

SPELLTRONICS is based on current research studies which conclude:

- It is more efficient to study words in lists.
- Words studied in lists are learned more quickly, remembered longer, and transferred more easily to new contexts.
- An accurate visual impression of a word improves its correct writing.
- A test, immediately corrected by the student, is the most effective procedure for improving spelling achievement.
- Words with similar linguistic patterns are best learned together.
- The English language does not have a one-to-one basis between phonemes and graphemes. There are 26 letters and approximately 40 sounds.

- Decoding activities, which are helpful in reading, are not necessarily helpful in spelling, which is an encoding task.
- Letter cloze procedure is an effective instructional tool for teaching spelling, especially with students who have difficulty finding and internalizing spelling patterns.

Overview

Concept 1: SHORT VOWEL PATTERNS

Unit 1: Short Vowel Sounds

Lesson: The short vowel sounds in this unit are spelled with one letter.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

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STAMP
Study this word CAREFULLY, Joyce.
Unit 2: Ways of Spelling Short e and Short i

Lesson: Short e can be spelled ea. Short i can be spelled ui or i/consonent/e.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

death thread guilt
quiz quick liver
sweater give built
builder

Unit 3: Ways of Spelling Short u

Lesson: Short u is spelled several different ways in this unit.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

above done wonder
flood money blood
glove month other
young

Unit 4: Vowel Sounds Before r

Lesson: The letter r after a vowel changes the vowel sound.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

scarf verb hurt
firm sports shirt
bark germ furs
born

Short Vowel Pattern Review.
Concept II: LONG VOWEL PATTERNS

Unit 1: Long a
Lesson: You will learn three ways to spell the long a sound: ay, ai, a/consonant/e.
Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

clay  crayon  awake
paid  chased  trail
stay  wait   later
plate

Unit 2: Long e
Lesson: The long e sound is spelled three ways: ea, ee, ee/consonant/e.
Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

teach  speak  cheese
asleep street keep
least  wheat  freeze
speech

Unit 3: Long i
Lesson: Here are four ways to spell the long i sound: i/consonant/e, y, ie, igh
Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

mine  prize  bright
lied  sight  myself
drive  trying frighten
tried

Unit 4: Long o
Lesson: Study four ways to spell the long o sound: oa, o/consonant/e, o, ow.
Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

goal  toast  show
wrote scold broke
road  hope growth
fold

Long Vowel Pattern Review.

Concept III: CONSONANT PATTERNS

Unit 1: Consonant Clusters
Lesson: A consonant cluster is two or more consonant sounds that blend together. You can hear each consonant sound but you hear the sounds together. For example: bl, gr, str.
Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

frost  brother  grocery
slept  trial  skirt
cruel price drawing
student

Unit 2: Consonant Digraphs
Lesson: A consonant digraph is two consonants which work together to make one new sound. For example: th, sh, ng.
Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

thick  short  which
choose among chair
thousand shower whether
string
Unit 3: Double Consonants

Lesson: Some words are spelled with a consonant letter written twice. The pp in happy is a double consonant. Double consonants are usually after short vowel sounds.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

- correct
- happen
- matter
- excellent
- address
- appear
- gallon
- attention
- pretty
- innocent

Unit 4: Consonants with Two Sounds (g and c)

Lesson: The Letters g and c each have a hard and soft sound. The letter g sometimes sounds like j. The letter c sometimes sounds like k.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

- gown
- copy
- garage
- giant
- center
- gently
- circus
- cane
- place

Consonant Pattern Review.

Concept IV: ENDINGS

Unit 1: Forming Plurals

Lesson: Plural means more than one. Plurals are formed in different ways. You add s to most words. You add es to form the plural of words that end ch. When a word ends in a consonant and y, change the y to i and add es. In many words that end in f, you change the f to v and add es.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

- highways
- countries
- clouds
- bakeries
- codes
- leaves
- peaches
- wolves
- churches
- thieves

Unit 2: Adding ing

Lesson: To most words you just add ing without changing the base word. If a word ends in e, drop the e before adding ing. If a word ends in a single consonant after a single vowel, double the final consonant before adding ing.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

- warning
- removing
- stealing
- getting
- walking
- stopping
- dozing
- shopping
- beginning
- dining
- signal

Unit 3: Final / Sound

Lesson: The final l sound is spelled three different ways: le, el, al.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

- able
- level
- battle
- riddle
- usual
- model
- total
- travel
- equal
- signal

Unit 4: Final r Sound

Lesson: The final r sound is spelled three ways: er, or, ar.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

- runner
- humor
- finger
- sailor
- lawyer
- doctor
- swimmer
- regular
- favor
- cellar

Endings Review.
Concept V: USEFUL WORDS

Unit 1: Contractions

Lesson: A word made by joining two words and replacing one or more letters with an apostrophe is called a contraction.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

don’t you’re didn’t
hadn’t couldn’t they’re
there’s we’ve wouldn’t
wasn’t

Unit 2: Prefixes

Lesson: A prefix is a word part added to the beginning of a word which changes its meaning. You will learn four prefixes: dis, mid, re, un. The prefix *dis* means *not*. The prefix *mid* means *in the middle*. The prefix *re* means *again*. The prefix *un* means *not*.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

dislike dismiss unwise
regain review midterm
distrust midnight unhappy
replace

Unit 3: Suffixes

Lesson: A suffix is a word part added to the end of a word which changes its meaning. You will learn three suffixes: *less, ful, ly*. The suffix *less* means *without*. The suffix *ful* means *full of*. The suffix *ly* means *in a way or that is*.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

useless thankless wisely
thoughtful lately wonderful
careless helpful mostly
beautiful

Unit 4: Compound Words

Lesson: Words that are made up of two shorter words are called compounds.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

footprint northwest nobody
sailboat anywhere everything
outdoors understand grandmother
without

Useful Words Review.

Concept VI: UNEXPECTED SPELLINGS

Unit 1: Silent Letters

Lesson: Some words have letters that are not sounded. You will have to study these words carefully.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

knock island Wednesday
autumn wreck listen
known lamb answer
castle

Unit 2: Less Common Pattern

Lesson: You will learn four less common vowel patterns: *au, ei, ou, ie*.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

taught naughty chief
weight cousin sleigh
caught eight believe
trouble
Unit 3: Words Often Misspelled

Lesson: These words are spelling demons.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

sincerely disease secretary
orchestra receive necessary
college interesting valuable
separate

Unit 4: Irregular Spellings

Lesson: Here are some more tricky spellings.

Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

machine guess stomach
shoulder enough foreign
laugh friend ocean
through

Unexpected Spellings Review.

TEACHING SUGGESTIONS

I. SHORT VOWEL PATTERNS

Unit 1: Short Vowel Sounds

1. Review the short vowel sounds:
   a. the short a sound — bat
   b. the short e sound — met
   c. the short i sound — big
   d. the short o sound — top
   e. the short u sound — bug

2. Emphasize auditory discrimination of short vowels in the following activities:
   a. Say these words and have students identify those with short vowels: fix, five, pan, lane, fed, boat, etc.
   b. Present these word pairs and have students identify the word with the short vowel sound: hat-hate, feel-fell, bite-bit, hop-hope, tube-tub.
   c. Ask students to think of words that rhyme with: bat, met big, top, bug.

Unit 2: Ways of Spelling Short e and Short i

1. Pronounce the following word pairs and have students identify the words which have the short e sound: deed-dead, heed-head.

2. Write the identified short e word on the board: head, dead. Have students underline the pattern for spelling short e words (ea).

3. Write these words on the board: live, quit, quilt. Help students to discover the two patterns for spelling short i (i/ consonant/e, ui).
Unit 3: Ways of Spelling Short \( u \)

1. Pronounce the following word pairs and have students identify words with the short \( u \) sound: mad-mud, egg-won.

2. Write the following words on the board and have students underline the different ways short \( u \) can be spelled: love, son, blood, young, (o/consonant/e, o, oo, ou).

Unit 4: Vowel Sounds Before \( r \)

1. Write these words on the board: dark, serve, cork, dirt, curl. Help students to discover:
   
a. Each of the words has an \( r \) preceded by a vowel.

b. The \( r \) changes the sound of the vowel.

c. The sound of \( r \) can be heard in each word.

II. LONG VOWEL PATTERNS

Unit 1: Long \( a \)

1. Ask students to identify the long \( a \) words as you pronounce these word pairs: mad-make, gray-feel, paid-file.

2. Write the identified long \( a \) words on the board (make, gray, paid). Ask students how the long \( a \) sound is spelled in each word.

3. Ask students to think of other long \( a \) words. Group them on the board according to the long \( a \) spelling pattern.

Unit 2: Long \( e \)

1. Pronounce the following word pairs and have students identify the words which have the long \( e \) sound: let-leap, slept-sleep, street-stray, heal-hail, sell-steal.

2. Write the identified long \( e \) words on the board (leap, sleep, street, heal, steal). Have students underline the two patterns for spelling long \( e \) words (ee, ea).

3. Ask students to think of other long \( e \) words and group them according to the way they are spelled.

Unit 3: Long \( i \)

1. Pronounce the following word pairs and have students identify the words which have the long \( i \) sound: tile-till, fit-fight, lip-lie, try-tree.

2. Write the identified long \( i \) words on the board: tile, fight, lie, try. Have students underline the four patterns for spelling long \( i \) words (i/consonant/e, igh, ie, y.)

3. Ask students to think of other long \( i \) words and group them according to the way they are spelled.

Unit 4: Long \( o \)

1. Pronounce the following word pairs and have students identify the words which have the long \( o \) sound: not-note, tow-top, boat-bog, hot-hold.

2. Write the identified long \( o \) words on the board (note, tow, boat, hold). Have students underline the four patterns for spelling long \( o \) words (o/consonant/e, ow, oa, o).

3. Ask students to think of other long \( o \) words and group them according to the way they are spelled.

III. CONSONANT PATTERNS

Unit 1: Consonant Clusters

1. Ask students to define a consonant cluster. (A blend of two or more consonant sounds which function together so that they almost merge.)

2. Emphasize auditory discrimination of consonant clusters (blends) in the following activities:
a. Ask students to identify the words which begin with consonant clusters as you pronounce word pairs: book-brook, (brook), say-stay (stay), glad-sad (glad).

b. Pronounce word pairs and have students raise their hands if the pairs begin with the same cluster: play-please (yes), stop-trip (no), blue-blood (yes), fly-group (no), break-bring (yes), try-trade (yes).

c. Ask the students to think of other words that begin like these word pairs: free-fry, great-grow, still-stand, try-trick, slave-sleep.

Unit 2: Consonant Digraphs

1. Ask students to define a digraph. (Two successive letters which together form a single sound.) Consonant digraphs used in this unit include th, sh, ng, wh, ch.

2. Demonstrate concept by putting the following words on the board:
   - top
   - help
   - thin
   - t + h = th (new sound)
   - song
   - hurt
   - ship
   - s + h = sh (new sound)
   - new
   - good
   - long
   - n + g = ng (new sound)
   - water
   - help
   - white
   - w + h = wh (new sound)
   - cold
   - hot
   - chew
   - c + h = ch (new sound)

Unit 3: Double Consonants

1. Write these words on the board: happy, lesson, correct, butter, bitter.

2. Have students underline the double consonants and tell the sound they make.

3. Help students to discover:
   - a. Double consonant letters represent a single sound.
   - b. Double consonants can come in the middle of words (matter).
   - c. Double letters often follow short vowel sounds in accented syllables (happen).

Unit 4: Consonants with Two Sounds (g and c)

1. Explain to students that some consonants have more than one sound.

2. Use the word list in Unit 4 to help students discover:
   - a. The letter c represents two sounds — k,s.
   - b. The letter g represents two sounds — g,j.

3. Ask students to think of other c and g words and group them according to the way they are sounded.

IV. ENDINGS

Unit 1: Forming Plurals

1. Write the following words on the board: book, beach, enemy, elf. Ask students to write the plural for each of the words (books, beaches, enemies, elves).

2. Ask students to underline the way in which the plurals were formed.

3. Help students to discover the ways in which the plurals were formed:
   - by adding s
   - by adding es
   - by changing y to ies
   - by changing f to ves.

Unit 2: Adding -ing

1. Write these words on the board: warn, remove, steal, get, walk, stop, doze, begin, dine, shop.

2. Help students to discover the following rules:
   - a. Endings do not change the sound of a root word.
   - b. Words spelled with a vowel, a consonant, and an e at the end usually drop the e before adding -ing, (doze, dine).
c. One syllable words ending in one consonant with one vowel before it, usually double the consonant before adding -ing, (get, stop, shop).

Unit 3: Final / Sound

1. Use the words in unit 3 to help students discover that the final / sound can be spelled three ways: le, el, al.

2. Ask students to group these words based on the spelling of the final / sound.

Unit 4: Final / Sound

1. Have the students write the pronunciation revisions of the unit words as they appear in the dictionary.

2. Use the word list in Unit 4 to help students discover:
   a. All of the words end with the same sound (ar).
   b. This sound is known as the schwa sound (a) followed by r.
   c. The ar sound is spelled three different ways (-er, -or, -ar).
   d. Have students group the unit words according to the way the ar sound is spelled.

3. Use the word list in Unit 1 to help students discover:
   a. How each contraction is formed and spelled.
   b. The word is appears in a shortened form (there’s).
   c. The word not is shortened (don’t, hadn’t, wasn’t, couldn’t, didn’t, wouldn’t).
   d. The word have is shortened (we’ve).
   e. The word are is shortened (you’re, they’re).
   f. An apostrophe is used in each contraction to indicate the missing letter(s).

Unit 2: Prefixes

1. Have students write the root word for each of the unit words.

2. Ask students to define a prefix. (An affix added to the beginning of a word to change its meaning.)

3. Use the word list in Unit 2 to help students discover:
   a. Prefixes are added to the beginnings of words.
   b. Prefixes do not change the sounds of root words.
   c. Prefixes do not usually change the spelling of root words.
   d. Prefixes change the meanings of words.
   e. Prefixes have meanings of their own.
   f. Prefixes are not words by themselves.

V. USEFUL WORDS

Unit 1: Constructions

1. Ask the students to define a contraction. (A shortened form for a pair of words).

2. Ask the students to listen as you say these two sentences: He is not here. He isn’t here. The word isn’t is a contraction of two words (is, not). When we combine the two words we omit letters to make it shorter. Write is not and isn’t on the board. Ask students to identify the missing letter (o). Ask students what mark shows that a letter is missing (apostrophe).
4. Have students underline the prefixes in the unit words \((\text{dis, mid, re, un})\).

5. Ask students to define the meanings of the prefixes in this unit.

**Unit 3: Suffixes**

1. Have students write the root word for each of the unit words.

2. Ask students to define a suffix. (An affix added to the end of a word to change its meaning.)

3. Use the word list in Unit 3 to help students discover:
   a. Suffixes are added to the ends of words.
   b. Suffixes sometimes change the sounds of root words (\text{useless}).
   c. Suffixes often change the spelling of root words which makes them difficult to spell.
   d. Suffixes change the meanings of words.
   e. Suffixes have meanings of their own.

4. Have students underline the suffixes in the unit words: \((\text{less, ful, ly})\).

5. Ask students to define the suffixes in this unit.

**Unit 4: Compound Words**

1. Write the following words on the board: \text{birthday, inside, baseball}. Ask students how these words are alike. (They are compound — two words joined together.) Have students identify the components of the compound words: \text{birthday} = \text{birth} + \text{day}.

   d. Help students discover the compound words in Unit 4. Have them draw lines between the components of the words.

**VI. UNEXPECTED SPELLINGS**

**Unit 1: Silent Letters**

1. Use the word list in Unit 1 to help students discover:
   a. Silent consonants are not sounded.
   b. Some of the common silent consonants include: \text{kn, wr, -mb}.

2. Have students write the pronunciation re-spellings of the unit words as they appear in the dictionary.

**Unit 2: Less Common Patterns**

1. Use the word list in Unit 2 to identify four less common vowel patterns: \text{au, ei, ou, ie}.

2. Have students underline the vowel patterns in the unit words.

3. Have students group the unit words based on the vowel patterns taught.

**Unit 3: Words Often Misspelled**

1. Have students study unit words to indicate why they are so difficult to spell.

**Unit 4: Irregular Spellings**

1. Ask students to tell why each of the words in Unit 4 is difficult to spell.

2. Have students identify the “irregularity” of each spelling word.

3. Tell students that they must study these irregular words very carefully in order to master them.
ADDITIONAL TEACHING STRATEGIES

CORRELATION WITH LANGUAGE ARTS
To provide a balanced spelling program, it is essential to correlate spelling skills with other language arts. In addition, the following suggestions are offered:

- Provide many opportunities for creative writing.
- Provide many opportunities for independent reading.
- Help students to develop skill in using a dictionary to find correct spellings, word pronunciations, syllabication, accent, word meanings, and word histories.
- Help students to develop skills in proofreading.
- Help students to develop skill in handwriting.

ADDITIONAL ASSIGNMENTS
To gain spelling power and reinforce and extend each unit, it is suggested that the students do the following additional assignments.

1. Alphabetize the unit words.
2. Look up all unknown unit words in the dictionary.
3. When appropriate, look up multiple meanings of unit words in the dictionary.
4. Write a meaningful sentence for each word.
UNIT WORD LISTS — May be duplicated for students for follow-up assignments.

### I. SHORT VOWEL PATTERNS

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### II. LONG VOWEL PATTERNS

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<td>mine</td>
<td>goal</td>
</tr>
<tr>
<td>stay</td>
<td>least</td>
<td>drive</td>
<td>road</td>
</tr>
<tr>
<td>crayon</td>
<td>speak</td>
<td>prize</td>
<td>toast</td>
</tr>
<tr>
<td>wait</td>
<td>wheat</td>
<td>trying</td>
<td>hope</td>
</tr>
<tr>
<td>trail</td>
<td>keep</td>
<td>myself</td>
<td>broke</td>
</tr>
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<td>paid</td>
<td>asleep</td>
<td>lied</td>
<td>wrote</td>
</tr>
<tr>
<td>plate</td>
<td>speech</td>
<td>tried</td>
<td>fold</td>
</tr>
<tr>
<td>chased</td>
<td>street</td>
<td>sight</td>
<td>scold</td>
</tr>
<tr>
<td>awake</td>
<td>cheese</td>
<td>bright</td>
<td>show</td>
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<tr>
<td>later</td>
<td>freeze</td>
<td>frighten</td>
<td>growth</td>
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</table>

### III. CONSONANT PATTERNS

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>frost</td>
<td>thick</td>
<td>correct</td>
<td>gown</td>
</tr>
<tr>
<td>cruel</td>
<td>thousand</td>
<td>matter</td>
<td>garage</td>
</tr>
<tr>
<td>brother</td>
<td>short</td>
<td>address</td>
<td>giant</td>
</tr>
<tr>
<td>price</td>
<td>shower</td>
<td>gallon</td>
<td>gently</td>
</tr>
<tr>
<td>skirt</td>
<td>chair</td>
<td>pretty</td>
<td>cane</td>
</tr>
<tr>
<td>slept</td>
<td>choose</td>
<td>happen</td>
<td>copy</td>
</tr>
<tr>
<td>student</td>
<td>string</td>
<td>excellent</td>
<td>cure</td>
</tr>
<tr>
<td>trial</td>
<td>among</td>
<td>appear</td>
<td>center</td>
</tr>
<tr>
<td>grocery</td>
<td>which</td>
<td>attention</td>
<td>circus</td>
</tr>
<tr>
<td>drawing</td>
<td>whether</td>
<td>innocent</td>
<td>place</td>
</tr>
</tbody>
</table>

### IV. ENDINGS

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>highways</td>
<td>warning</td>
<td>able</td>
<td>runner</td>
</tr>
<tr>
<td>clouds</td>
<td>stealing</td>
<td>battle</td>
<td>finger</td>
</tr>
<tr>
<td>codes</td>
<td>walking</td>
<td>riddle</td>
<td>lawyer</td>
</tr>
<tr>
<td>peaches</td>
<td>dozing</td>
<td>model</td>
<td>swimmer</td>
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<tr>
<td>churches</td>
<td>dining</td>
<td>travel</td>
<td>favor</td>
</tr>
<tr>
<td>countries</td>
<td>removing</td>
<td>level</td>
<td>humor</td>
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<tr>
<td>bakeries</td>
<td>getting</td>
<td>equal</td>
<td>sailor</td>
</tr>
<tr>
<td>leaves</td>
<td>stopping</td>
<td>usual</td>
<td>doctor</td>
</tr>
<tr>
<td>wolves</td>
<td>beginning</td>
<td>total</td>
<td>regular</td>
</tr>
<tr>
<td>thieves</td>
<td>shopping</td>
<td>signal</td>
<td>cellar</td>
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</tbody>
</table>

### V. USEFUL WORDS

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>don't</td>
<td>dislike</td>
<td>useless</td>
<td>footprint</td>
</tr>
<tr>
<td>there's</td>
<td>distrust</td>
<td>careless</td>
<td>outdoors</td>
</tr>
<tr>
<td>you're</td>
<td>dismiss</td>
<td>thankless</td>
<td>northwest</td>
</tr>
<tr>
<td>we've</td>
<td>midnight</td>
<td>helpful</td>
<td>understand</td>
</tr>
<tr>
<td>they're</td>
<td>regain</td>
<td>wonderful</td>
<td>everything</td>
</tr>
<tr>
<td>hadn't</td>
<td>replace</td>
<td>thought</td>
<td>sailboat</td>
</tr>
<tr>
<td>wasn't</td>
<td>review</td>
<td>beautiful</td>
<td>without</td>
</tr>
<tr>
<td>couldn't</td>
<td>review</td>
<td>lately</td>
<td>anywhere</td>
</tr>
<tr>
<td>didn't</td>
<td>unwise</td>
<td>wisely</td>
<td>nobody</td>
</tr>
<tr>
<td>wouldn't</td>
<td>unhappy</td>
<td>mostly</td>
<td>grandmother</td>
</tr>
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</table>

### VI. UNEXPECTED SPELLINGS

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>knock</td>
<td>taught</td>
<td>sincerely</td>
<td>machine</td>
</tr>
<tr>
<td>known</td>
<td>caught</td>
<td>college</td>
<td>laugh</td>
</tr>
<tr>
<td>island</td>
<td>naughty</td>
<td>disease</td>
<td>guess</td>
</tr>
<tr>
<td>lamb</td>
<td>eight</td>
<td>interesting</td>
<td>friend</td>
</tr>
<tr>
<td>listen</td>
<td>sleigh</td>
<td>necessary</td>
<td>foreign</td>
</tr>
<tr>
<td>autumn</td>
<td>weight</td>
<td>orchestra</td>
<td>shoulder</td>
</tr>
<tr>
<td>castle</td>
<td>trouble</td>
<td>separate</td>
<td>through</td>
</tr>
<tr>
<td>wreck</td>
<td>cousin</td>
<td>receive</td>
<td>enough</td>
</tr>
<tr>
<td>Wednesday</td>
<td>chief</td>
<td>secretary</td>
<td>stomach</td>
</tr>
<tr>
<td>answer</td>
<td>believe</td>
<td>valuable</td>
<td>ocean</td>
</tr>
</tbody>
</table>
INSTRUCTIONS FOR ADDING SPELLING WORDS

TRS-80 (Cassette)

Each lesson is divided into four units. To add words to Unit One, LOAD the program, type 2225, and add the ten words you wish to use by typing DATA followed by 10 words separated by commas. Be sure to use capital letters. Remember to press ENTER when each line is completed.

EXAMPLE:

2225 DATA EYES, EARS, NOSE, THROAT, MOUTH, FACE, TEETH, HAIR, HEAD, NECK

Then use lines 2230 to 2420 to add the words with the letters missing. Type the line number, DATA, and the complete word. Then type the word three times using an asterisk where you want a blank. Finally, on the same line, type a sentence in quotes separated by a comma where the word should be inserted.

EXAMPLE:

2230 DATA EYES, E*ES, EY*S, E**S, "DO YOUR", "FEEL TIRED?"

2240 DATA EARS, *ARS, EA*S, E*RS, "THE RABBIT'S", "ARE CUTE."

To add words to the other units use the same procedure with the following line numbers:

UNIT 2 — line 2325 to add 10 words
lines 2330 to 2420 to add blanks and sentences

UNIT 3 — line 2425 to add 10 words
lines 2430 to 2520 to add blanks and sentences

UNIT 4 — line 2525 to add 10 words
lines 2530 to 2620 to add blanks and sentences

To change the words in the REVIEW section, type DATA and ten sets of 4 words. The first 3 words are the choices and the fourth word is the correct answer. Use lines 2622 and 2624. Remember to press ENTER when each line is completed.

EXAMPLE

2622 DATA EYES, EYIS, IYES, EYES, EARZ, EARS, EIR5, EARS

When you have added all the words you wish, and the units you want, type RUN and press ENTER.

PET (Cassette)

Each lesson is divided into four units and review section. To add new words to any of the units, first load that unit. Then type 1000, the word DATA, and the first word you wish to add. The word should be inside quotation marks. Follow this by typing the word with asterisks where the letters will be omitted (also with quotation marks around each word and separated by commas). This is to be followed by a sentence, also in quotation marks, with a comma where the word should be inserted (the comma is always outside the quotation marks). SEE EXAMPLE. Remember that you are only permitted two lines of data for each number. If your data should be longer than that, just give the next line a new number (the previous number incremented by one), type the word DATA again, and type the rest of your data.

EXAMPLE:

1000 DATA "EYES", "E*ES", "EY*S", "E**S", "DO YOUR", "FEEL TIRED?"

1001 DATA "EARS", "*ARS", "EA*S", "E*RS", "THE RABBIT'S", "ARE CUTE."

You must type in ten new words before you can add any words to the next unit.

Then repeat the entire procedure for the following unit, again starting with data statement 1000.
To change the words in the REVIEW section, load that section then the number (start again with 1000 and increment by one), the word DATA, and ten sets of four words. The first three words are choices and the fourth is the correct answer. Remember to press RETURN when each line is completed.

**EXAMPLE:**

1000 DATA "EYES", "EYIS", "IYES", "EYES", "EARZ", "EARS", "EIRS", "EARS"

When you have added all the words you wish, to the units you want, type RUN and press RETURN.

**APPLE**

The program menu will ask if you want to add your own words. If you do, then press choice “C”.

Follow the instructions displayed on the screen by the computer. The added words will be saved on the disk for future use. Only one set of words can be stored on the disk at a time. If new words are added the previous words will be erased. Adding words will not effect the original units.

When you wish to use the words you have added, press choice “D” on the program menu. If no words have been added the computer will return to the program menu.

**SUPPLEMENTAL MATERIAL**

While waiting for access to computers, students can learn similar skills taught in SPELLTRONICS by using the following NON-COMPUTER program from Educational Activities, Inc.

**THE SPELLING BOX**

Self-correcting cassettes and activity books provide high frequency and utility words arranged in easily discoverable linguistics patterns. A new and innovative tachistoscopic device helps poor spellers learn the words through the use of the letter cloze technique.

AKC 196 (Level 3)
AKC 153 (Level 4)
AKC 198 (Level 5)
Instructions for Operating
Your ATARI® Disk Programs

1. Be sure the BASIC cartridge is in place.

2. Turn on the Drive and wait for the busy light to go off.

3. Insert the diskette into the Drive and close the door.

4. Turn on the computer and wait for the program to load.

5. The program will execute. After the introductory remarks have been displayed, the screen will read Menu. (If this doesn’t appear, restart the procedure.) Single program diskettes do not contain a menu.

6. Select the program you wish by pressing the corresponding letter or number for the program wanted.

7. If you would like to stop in the middle of a program, press the CTRL key and “C” simultaneously. This will return you to the menu or beginning of the program if it is a single program disk.

8. Press the System Reset Key to return to the A and introductory remarks.

9. If you wish to use a different disk, place it in the Drive and press the System Reset Key OR turn the computer off then on.

HELPFUL HINT:

If an error is made before the RETURN key is pressed, it may be erased by pressing the DELETE - BACK S key. Each time the key is pressed, one character will be erased. Press as many times as necessary.

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