

DESIGNING A DIAGNOSTIC TEST:

1. Choose from the 1000+ list the number of words you feel is optimum for your particular situation.
2. Divide the words into five groups ranging from what you consider to be the easiest to the most difficult.
3. Choose a word from each group that you believe best epitomizes the group. In other words, choose that particular word that you believe is one that if known will most likely indicate that the other words in the group will also be known.
4. Construct a test similar to that on page 192 (Survey Tests for Types #1, #2, #3, #4, & #5 The "SIMPLE," The "FANCY," the "INSANE," the "TRICKY," and the "SCRUNCHED UP.")

<u>"TRICKY" WORD</u>	<u>Level</u>	<u>Sentence the word is to be used in.</u>
knew/new/gnu	A	We knew that the news had to be bad.
root/route/rout	B	What's the best route to get there?
desert/desert/dessert	C	That house looks as if it's deserted .
aisle/isle/I'll	D	The soup is located on the next aisle .
praise/prays/preys	E	The wolf often preys on smaller animals.
intents/intense	F	This test is over for all intents and purposes.
cache/cash	G	The detective found a cache of stolen items.

TEACHING THE "TRICKY" WORDS BY LEVELS

If your diagnostic test operates according to plan, a student who misses the very first word would start at the first level. A student who misses the second word would start at the second level, etc.

Although, a student may not need to study all the "TRICKY" words in a level assigned, if the exercises are properly designed, the student will learn something from each exercise as well as being constantly made aware of the differences between similar sounding and similar appearing words.

We feel each LEVEL should have a pre- & post survey test. Such a test could look something like the one we use in LEVEL A "TRICKY WORDS." Note: there are TRICKY WORDS in the sentences that the students are not being tested on. They occur in other levels.

1. I heard that Aunt Bea is coming here.
2. I would be careful if I were you.
3. It beats me how both my aunts can eat so many carrots and beets.
4. It's awfully hard to hear anything in here.
5. It sounds like there's a herd of elephants in here.
6. I wish I had my own personal maid.
7. I just knew that my sister made up the story about the tooth fairy losing his teeth.
8. I don't know whether their car is new or not.
9. Everybody knows that Pinocchio has a nose made out of wood.
10. How would you like to be stung by a bee or bit by tiny little red ants?

Depending upon the age, type, and experience of the students, the test can be given as a group test with the teacher reading the sentences with the students filling in the blanks. For example, the student test paper could start with:

1. I _____ that _____ is coming _____
2. I _____ careful if I were you.

The teacher-constructed test can be recorded so that students can take it individually. We believe that the same test should be given again about a month (or more) after the student or students have stopped working on the "TRICKY" words. The reason for the delay is that immediate testing after a unit is over

gives a false sense of student gain. Since education should be for life, so too, should the teaching of spelling be for life — not just for a grade on a unit. Rather than giving a bad grade for misses, we believe the student should just go back and review until the words that were missed are now mastered.

TEACHING THE "TRICKY" WORDS

We believe that teacher-made and student-made exercises should be superior to those few that can be found on the market. AVKO has provided *The "TRICKY" Words*: Levels A, B, & C for teachers who lack the time to create their own or who wish to have a model upon which to improve by having the sentences more directly relate to their particular students. **You can order this set directly from AVKO.**

GENERAL DIRECTIONS FOR CREATING EXERCISES

1. **PREVIEW** "TRICKY" words in the exercises. For example, in AVKO's LEVEL A, "tough" words such as your/you're & their/there/they're which are in later levels are also found in sentences used to teach the easier words such as aunt/ant and be/bee/Bea.
2. **REVIEW** "TRICKY" words in later exercises. Keep slipping in words that have been studied in earlier exercises into the new exercises. The difference between previewing and reviewing the words is that in the previewing the words are all correctly written out and no particular attention is called to them while in reviewing the words, the spelling is omitted and the student is expected to correctly spell the words.
3. **STUDENT SELF-CORRECTION.** The exercises should be designed so that the students themselves correct their own exercises. One reason is to save teacher time, but that is not the real reason. Studies have repeatedly shown that students learn faster and retain longer if they correct their own mistakes.
4. **IMMEDIATE CORRECTION OR INSTANT FEEDBACK.** Traditional exercises allow a student to make mistakes all the way through the exercise with no learning taking place--only evaluation at the end. Teachers can provide the same instant feedback that teaching machines provide by using the method advocated in AVKO's exercises. That is, to have the teacher read each sentence with the class doing the exercises simultaneously. After each sentence, the teacher gives the correct spellings and each student corrects his/her own answer. The process is repeated on the remaining sentences until the exercise is completed. Other methods, such as putting the exercises on computers or putting the answers on the backs of cards used in card readers, will also work quite well.
5. **STUDENT TEACHING & COMPOSITION.** Older students may enjoy creating exercises that are designed to teach "TRICKY" words. One way of really involving the students is to assign a different set of "TRICKY" words to each student, who in turn will become a "MASTER TEACHER" of those words. Each student will have the responsibility of teaching all the other students his own words. He may make his own pre- and posttest and as many exercises as he feels necessary to teach his words. Obviously, the teacher is involved directly with the STUDENT-TEACHERS and does not allow a student to begin teaching until he has mastered his particular set. Naturally, this involves the indirect teaching of many composition skills. And students can develop a sense of pride that their 10 sentences are kept in a permanent place in the classroom with their name on it. This way, teachers can develop a collection of exercises far larger and far superior than any commercial box publishing company.
6. **A SAMPLE EXERCISE**

TARGET WORDS: flew, flu, flue

WORDS PREVIEWED: right through time flea it's to too

WORDS REVIEWED: no know you're week weak made

1. We **flew** from New York to L.A. in four hours.
2. It's no fun doing anything when you're down with the **flu**.

3. Last week we **flew** to Hawaii.
4. Do you know that the fly and the flea **flew** through a flaw in the flue?
5. When we **flew** to Chicago, we had to buy our tickets two weeks in advance.
6. We **flew** to Alaska, and wouldn't you know, I came down with the **flu**.
7. My doctor made me stay in bed the last time I had the **flu**.
8. A chimney sweep is a person who makes his living cleaning the soot out of chimney **flues**.
9. The week that we were on vacation **flew** by.
10. When I had the **flu** I was too weak to do anything.

The student answer sheet would look the same except that there would be blank lines for the targeted words and the words reviewed. For example,

1. We _____ from New York to L.A. in four hours.

AVKO's own order of presentation of "TRICKY" words in LEVELS A,B,C,D,E,& F (Other levels will follow) that contain only 60 of the 1,000+ possible.

LEVEL A	LEVEL B	LEVEL C
1 ant aunt Aunt	11 wouldn't wooden	21 bare bear
2 be bee Bea	12 hair hare	22 brake break
3 beet beat	13 sea see si	23 by buy bye
4 hear here	14 seas sees seize	24 deer dear
5 heard herd	15 tea tee tease	25 flew flu
6 made maid	16 were where	26 him hymn
7 new knew gnu	17 week weak	27 Jim gym
8 know no	18 your you're	28 you ewe
9 knows nose	19 you'll yule	29 sight site
10 wood would	20 wheel we'll	30 write right
LEVEL D	LEVEL E	LEVEL F
1 fir fur far	11 pudding putting	21 sunny Sonny
2 flour flower	12 live live alive	22 horse hoarse
3 winner winter	13 gnat Nat	23 red read
4 Mrs Miss Ms.	14 gale Gail Gayle	24 reed read
5 missed mist	15 oar or ore o'er	25 already all
6 hail hale	16 for four fore	26 ring wring
7 heel heal	17 forth fourth	27 shone shown
8 world would	18 peal peel	28 road rode
9 our are hour	19 pear pare pair	29 sue Sioux
10 led lead lead	20 son sun	30 sew so sow