

How to Get the Most from AVKO Spelling Programs

by Gloria Goldsmith updated: 01.25.13 B

Follow the Directions

Sequential Spelling: Whenever a parent calls with a problem, I always ask them to tell me in detail how they are going about giving the lessons to their student.

Almost every time, we discover the parent/teacher has left out an important step in delivery. They aren't using sentences, or they decide to spell the word aloud instead of writing it out, or they forget about the use of color coding when writing the words on a dry erase or chalkboard, or the very worst is when proceeding through the words without giving immediate feedback, or allowing the student time to erase and make immediate corrections.

The AVKO process is about giving your student the opportunity to use four of their five senses to learn. (If we could think of a way for them to use their olfactory [sense of smell] with all words, we'd promote that too!) For the best opportunity for comprehension and recall, the student must have AVKO sensory involvement that Following-the-Directions provide.

Auditory	<u>Hear</u> the word - the parent says the word & uses in a sentence
Visual	<u>See</u> the word - written in color-coded described method
Kinesthetic	<u>Feel</u> the "muscle memory"- of hand and arm shaping the letters
Oral	<u>Say</u> the word - the student says the word out loud

This is a shortened version of the directions, in correct order:

Say the word, use in sentence, repeat the word,

The student says the word.

Student writes in SRB* - parent color codes it on board

Student compares his spelling to parents:

if wrong, erases and makes IMMEDIATE CORRECTION,

if correct, on to the next word.

*Student Response Book

IN
SIN
PIN
SPIN
SPINNING

Membership Books: Their Greatest Potential

MEMBERSHIP- *What's that? Why should I bother with it?*

AVKO Membership: \$25 the first year (thereafter \$15)

Benefits:

- 6 Free Resource E-books* download the e-books to your computer and a secondary source-like a CD or flash drive
 - Members Section: Reading Comprehension, Supplemental Curriculum and Teacher training info
 - **25% Discount** on all AVKO print books and DVD's
- * Resource books available to buy in print. Member discount does apply if you choose to buy a print version.

The six books are:

1. *The Teaching of Reading and Spelling: A Continuum from K - College (Pt 1)*

For the parent/teacher to learn HOW and WHY - in Sec. 5- Diagnostics, Sec. 6 - Techniques

2. *The Teaching of Reading and Spelling: Starting at Square One (Pt 2)*

K and 1st grade: Lesson Plans for teaching alphabet, AVKO Method

3 & 4. *The Patterns of English Spelling, combined with New Word Families in Sentence Context*

Resource books for every AVKO spelling program- see below

5. *The Reading Teacher's List of Over 5,500 Basic Spelling Words*

Find true reading level, check decoding and comprehension skills.

6. *To Teach A Dyslexic*

For those NOT dyslexic, to better understand their children who ARE dyslexic.

BOOK CONTENT and HOW to USE: *For Use with ANY AVKO Spelling Program*

The AVKO Philosophy: The Why

The Teaching of Reading and Spelling: A Continuum from Kindergarten to College

It contains the whys and wherefores of the AVKO philosophy and method of teaching spelling, reading, handwriting, and keyboarding. A book for the parent/teacher, it not only gives the background on WHY but lets you begin to see that the flexibility of AVKO is why this method works so well for all ages and people with spelling and reading difficulties. It is a common sense, down-to-earth book on teaching all the parts of learning to communicate through the English language. As a supplementary textbook for Education Majors, parents, teachers, and/or tutors, the learning-to-read process is defined, phonics in teaching reading and writing is discussed, an explanation of what part learning-to-write-letters-and-words has in the reading process, plus the spelling and reading connection information is given along with practical diagnostic and prescriptive tests and even activities and materials for teaching. The second part – the “how”- actual lesson plans for teaching the alphabet and introducing reading, handwriting and typing is “*Starting at Square One*”.

The AVKO Basics: The How

Starting at Square One – for Kindergarten and 1st Graders

The only curriculum ever devised to teach reading, spelling, handwriting and keyboarding AS the students are learning the alphabet NOT after! This 313 page book is filled with lesson plans for teaching a Kindergartener/1st graders the letters, the sounds they make, how to print the letter(s) that represents the sound(s), beginning keyboard lessons, and reading using only DECODABLE words.

The alphabet is not introduced going from A to Z. McCabe introduces the letters intelligently according to common sense by the first few a child might know by rote and then the next few are the

most common letters used in the English language - A, B, C, D, then R, S, T. With just these first seven letters student can begin to learn words and sentence parts, like /a cab/, or /a dad/ or /a car/, /a card/, /a bad cab/, /a bad car/ as well as names like Barb, Barbara, Cara, Brad, Bart and words like add, brat, arc, crab, radar, cars, sad, bass, scads, crass and lots more. This text can also be used for an older student who has some gaps in letter-sound recognition, such as the sound made by x , qu, digraphs or certain consonant blends. AVKO suggests you make yourself familiar with the entire book before starting to teach. When done with this book, students will be reading well above a beginning second grade level and the student is now ready for Sequential Spelling 1.

The Patterns of English Spelling (TPES) & New Word Families in Sentence Context

1600+ pages in 10 volumes. McCabe was not content with just the word families that fit cleanly into rimes, he also explains spelling oddities of w- and r- controlled clans, basic suffixes, -y families and their relatives, advanced suffixes, advanced patterns of /k/ spelled -qu, -ch, and /sh/ spelled -ch and other miscellaneous relatives, and even Greek and Latin prefixes, roots and suffixes. It contains EVERY word family in the English language and is a universal resource for the entire list of spelling and reading books AVKO produces.

HOW TO USE: (alphabetic index pgs 23-93) A pages: Word Family & Power Words, B pages: Sentences

1. Find and review the ENTIRE word family you are studying. Sequential Spelling 1-7 has a selected grouping of the word family, NOT every word; therefore TPES allows you and students to review all word family words, not as spelling words, but as extending the knowledge of the word pattern.

2. Power Words - listed on the same page, these are to be used for developing multisyllabic pronunciation, comprehension and vocabulary.

Great Vocabulary Game: Go over the words and their meaning in the dictionary. Students write the word on one side of paper. On the other, they draw the meaning of the word. Be sure the drawing expresses some feeling of the word meaning. Hang up drawings around schooling area. When you have five or more drawn, start a weekly game where you either show them the word and they have to tell the meaning of the word by describing the picture OR they look at picture and tell what word it represents.

3. On the opposite (B) page, you will find sentences using the word family words in context. Divide into four sections. Use the sentences for dictation, typing, handwriting and reading comprehension practice. Each of these functions is an **important skill** and beneficial for the mastery of English.

4. Spelling city.com, for additional practice (a free website) the student types in their current spelling words (works best with base words) and choose from 10 word games using those words plus they also have TWO new writing features.

The Reading Teacher's List of over 5,500 Basic Spelling Words

Check What They Know and What They Don't - 4th Grade and above

Parent/Teachers can create their own Sequential Spelling Tests based upon their own students' needs and difficulty levels. This book helps parents and teachers find students true reading level and can therefore be a wonderful tool for checking decoding and comprehension skills. It also contains the most recent National Spelling Survey results.

To Teach A Dyslexic

Autobiography

Don McCabe, the author of almost every AVKO book , wrote his autobiography to help parents and teachers who are NOT dyslexic, better understand what their children who ARE dyslexic or learning disabled, may go through during their lives. He emphasizes the need for excellence in teacher training, and how he developed his own teaching strategies based on spelling patterns. Don is himself, dyslexic. He found ways of coping when learning and not only survived his own school days, but thrived as a teacher and Director of AVKO.

SPELLING REINFORCEMENT: Use FUN!

AVKO has developed the Engaging Language Kits 1-7 meant to be used in tandem with Sequential Spelling 1-7 for students who respond to writing for spelling reinforcement.

Using the spelling words in a writing assignment is a great method for tucking them into long term memory. However, students can only do so many writing assignments. Real-life situations in game playing are the best, a most eye-opening training camp. Playing Word Games teaches much more beyond correct spelling. It can teach sportsmanship, fairness, rules, strategy, planning ahead, playing with a partner, communication skills, how to have fun with a sibling and just plain ole' sharing laughter with friends and family.

PLAYING WORD GAMES

Best Word Games: *are FUN and learning takes place*

Wheel of Fortune: Overall best word game to play when student grasps word families and patterns.

(online: bigmoneyarcade.com)

Talk to your child about these and other strategies:

1. knowing the most common letters in English: r, s, t
2. thinking of the ending patterns -ing, -ness, -tion the -n has a different placement in each.
3. letters that are commonly found together th, ex, qu, and at the ends of words -nd
4. watch the game on TV and practice figuring out the quiz.

Hang Man using their current spelling words and some of the harder words from the past word families.

(online: www.hangman.no)

Finger Prints/ Sensory Spelling 2 + players. Good for those learning to print or write in cursive.

Version 1: For K/1st graders: Parent prints a letter with their finger on the student's back. The student has to figure out and say the letter. Reverse and let student make the letter on Mom's back. This is great for visual recall practice and a good kinesthetic game.

Version 2: As students learn to put together letters into words, the parent prints a spelling word on the student's back. Student must say the word, then spell aloud or write it down.

Version 3: All students in any Sequential Spelling book: Parent(or other student) prints word on student's back. Student then says the words aloud and writes it on Mom's back in cursive. This helps to make the link between letters in print to letters in cursive. The hand becomes an eraser! Best with ages 5 -11+

Scrabble – 2+ players, Hard to play as success is based on luck of the draw, plus strategy thinking.

1. Ask yourself, what can I add to the other player(s) word to lengthen it?
A prefix or suffix: - regular becomes **ir**regular or respond becomes **respon**ded.
2. What new word can I create from one or more letters on the board, plus which of my letters will give me the most points?

AVKO Scrabble – 1 to 4 players. A player selects a word from current or past spelling list and finds those letters from the Scrabble squares. Use a cup or plastic drinking glass to shake and dump the letters on a table. The other three players turn over the letters and work out which spelling word it is. First one to call out the word within 3/4/5 minutes (you choose) gets the point. The first to reach 10 points is the winner.

Taboo - Even numbers on team. The idea of the game is to get your teammates to say a particular spelling word. You write down a spelling word, keeping it tucked in your pocket and try to get your teammates to say that word by using clues only, and not saying certain words that are too related to the word. For example, if the word was 'television' you could give clues such as "a thing that you watch shows on, something you watch NBC on" or other related clues, but not "what the letters TV stand for"

The harder the word you choose, the more difficult it is to find the appropriate clues and get your teammates to guess.

Sidewalk Hopscotch - Give your student(s) each a piece of chalk and have them draw 12 to 16 LARGE rectangles in singles and doubles on the driveway or sidewalk. Fill in each rectangle with a different spelling word. Use a small rough stone with lots of edges and let them roll it toward their target word. The rectangle it lands nearest is their word. They hop to the word, pick up the stone, look up at the sky and spell the word aloud. If they spell it correctly they go forward from that word. If they spell it incorrectly, they have to come back to their last position.

The goal is to go to the end and come back first. The winner should get some sort of prize. I like a home-made Crown for the King or Queen of the Hopscotch! Of course the King or Queen get to do a Victory Dance, making it all the more fun!

Table-Top Hopscotch - played in-doors for winter games or if you have no sidewalks or paved driveways. It is played the same way except using paper. (Tape two pieces or more together.) Use a small piece of paper wadded into a ball as your stone. And instead of hopping by foot they hop their fingers over the course, slapping their hand over the target word they are to spell. Without peeking, they spell the word to you. If correct, put a bingo chip or paperclip there to mark it while the next player has his turn. If not correct they go back to their previous position. Don't forget the Crown for the "King/Queen of the Hopscotch" and the Victory Dance!

Great Vocabulary Game - used for developing long term retention of any words, but specifically for those Power words - larger, multisyllabic words, their pronunciation, and word meaning. Go over the words and their meaning in the dictionary. Students write the word on one side of paper on the other they draw the meaning of the word. Be sure the drawing expresses some feeling of the word meaning. Hang up drawings around schooling area. When you have five or more drawn, start a weekly game where you either show them the word and they have to tell the meaning of the word by describing the picture OR they look at picture and tell what word it represents. The first time or two they may need to add things to the picture for better representation of the meaning.

Water Writing – and outdoor game for sure. On a sunny *summer/fall* day, get an old dish soap bottle. Fill it with water and take the spelling lesson or practice outside. The student writes his spelling words in water on the sidewalk or driveway. For *winter and snowy locations*: Fill the bottle with food coloring and water and write in the snow. It's fun and memorable.

Charades – Usually done with a book or movie title, famous phrase or saying, but is easily played using one word at a time. This is great for the kid who likes to ham it up, yet allows the "shy one" to be expressive. This may drive the students to look up meanings in the dictionary to be sure their pantomime is correct, which is great! Lots of fun: expect laughter and competition. Cameras might be needed! Write the individual spelling words on small pieces of paper and fold them, putting them in a jar/hat/bag. The student draws out a folded paper. He reads it, and is given a good minute to think of how he can act it out, stands in front of everyone and using pantomime, facial and hand gestures, but no words, gets his audience to guess at the word. The first one to guess it correctly gets a point. When the words are gone the one with the highest number of points gets the "Oscar" for the week. (Art project - make an Oscar)

