

HERE THERE WHERE

PRINTING INSTRUCTIONS PER PARTICIPANT:

1 black/white copy on plain paper of each page

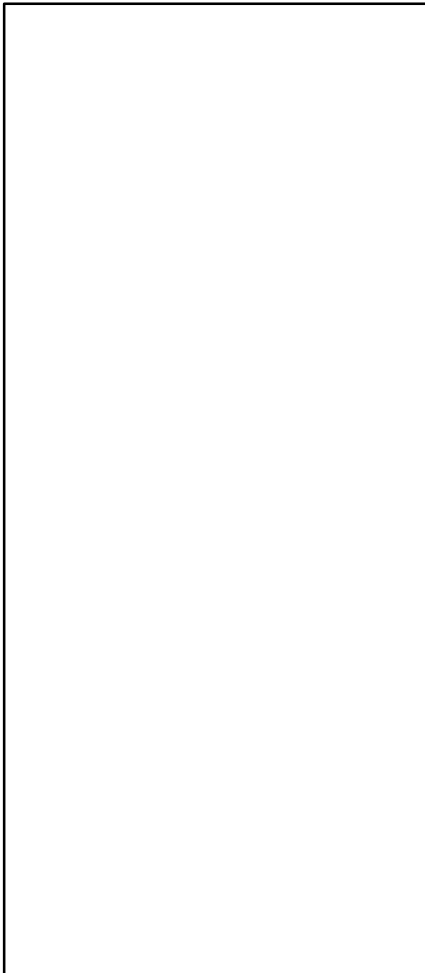
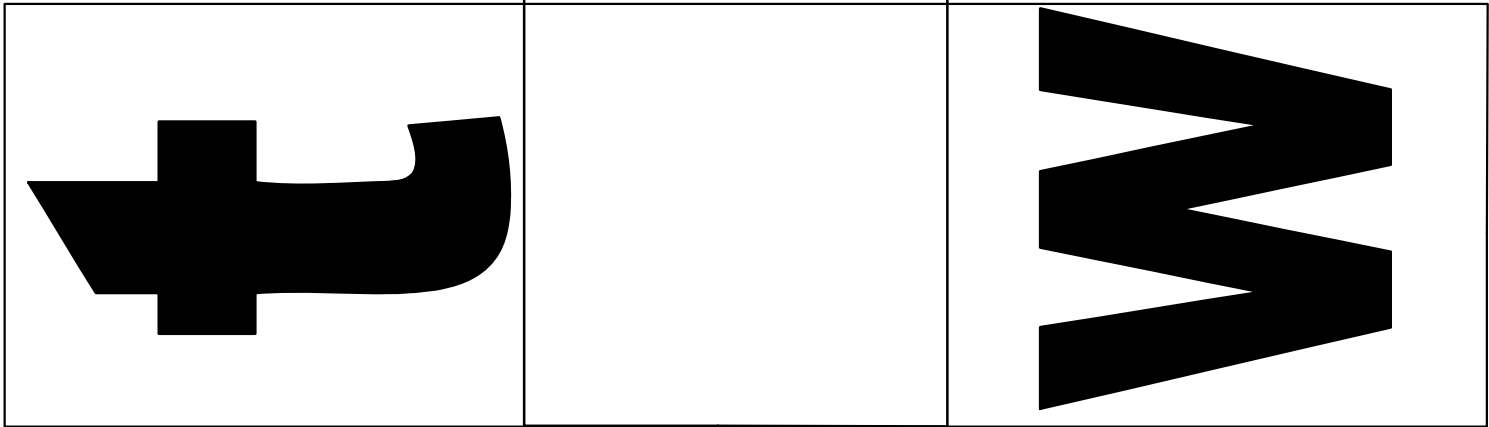
1 front/back copy of pages 1 & 2. The “t/w” should fit into the boxes on the back side of the “here”

1 color copy of pages 6 and 8 on white card stock

1 copy of page 9 on any color card stock

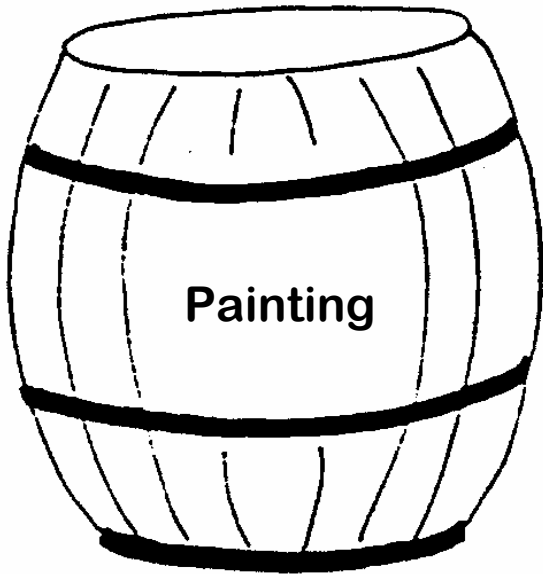
here

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Name _____

The word “their” is a painting word. Write the word their and make the “i” in the word look like a paint brush. It always paints a naming word.



I use “their” with the “ei” spelling when I want to paint the naming word.



I use “there” with the layer cake spelling when I am thinking about places or locations.

Now looking at this page and the picture you made let’s try page 18 in your Basic Blue Workbook B.

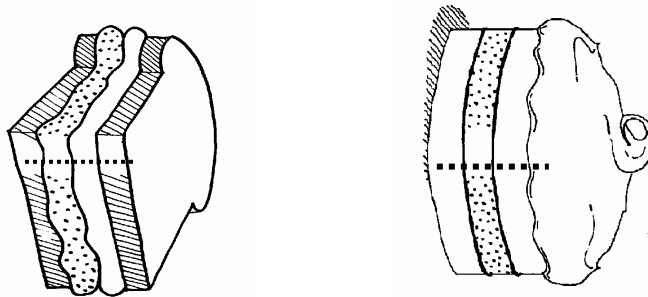
List all the naming words the word “their” painted on page 18.

_____	_____	_____
_____	_____	_____
_____	_____	_____

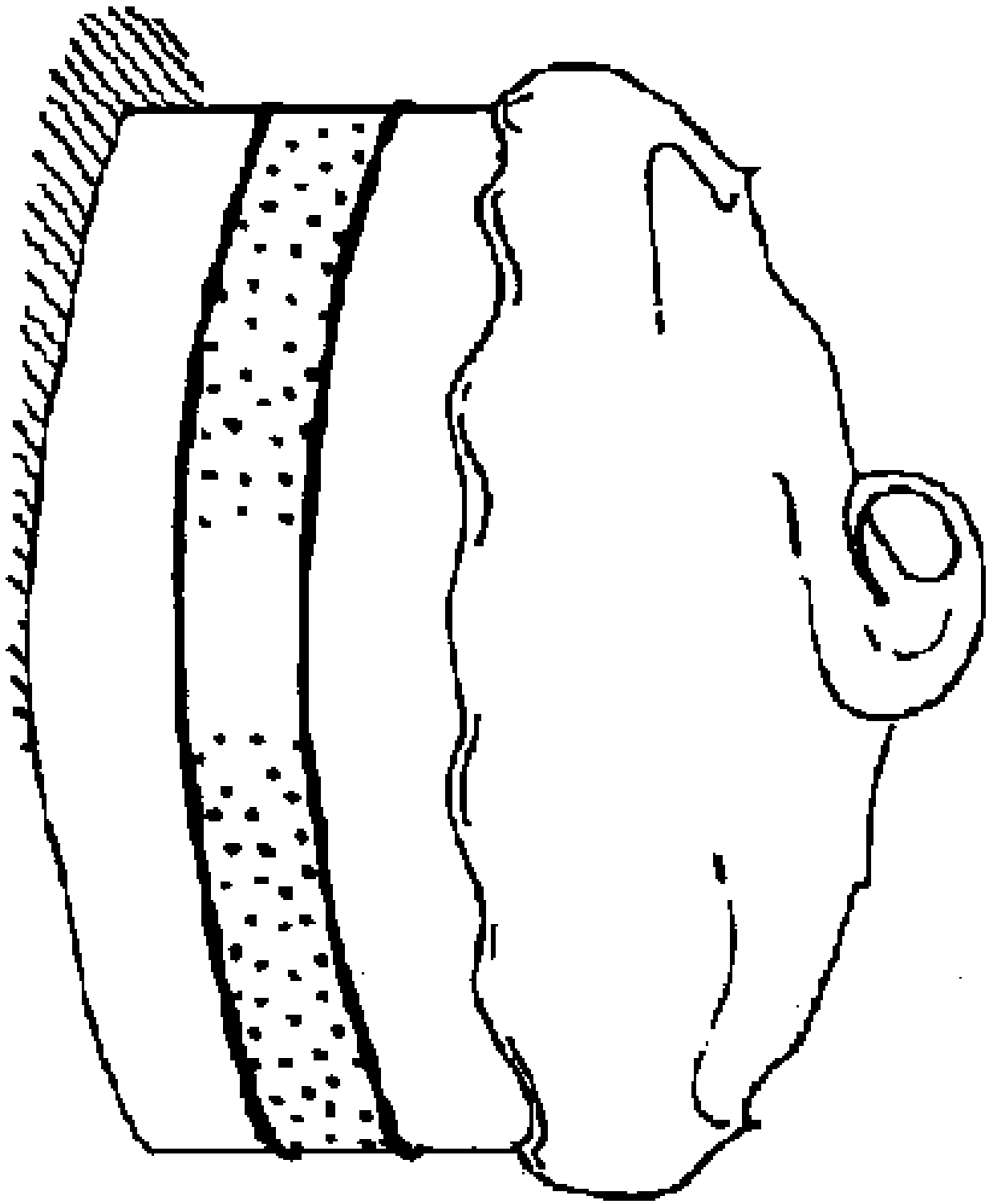
Placemat Spelling

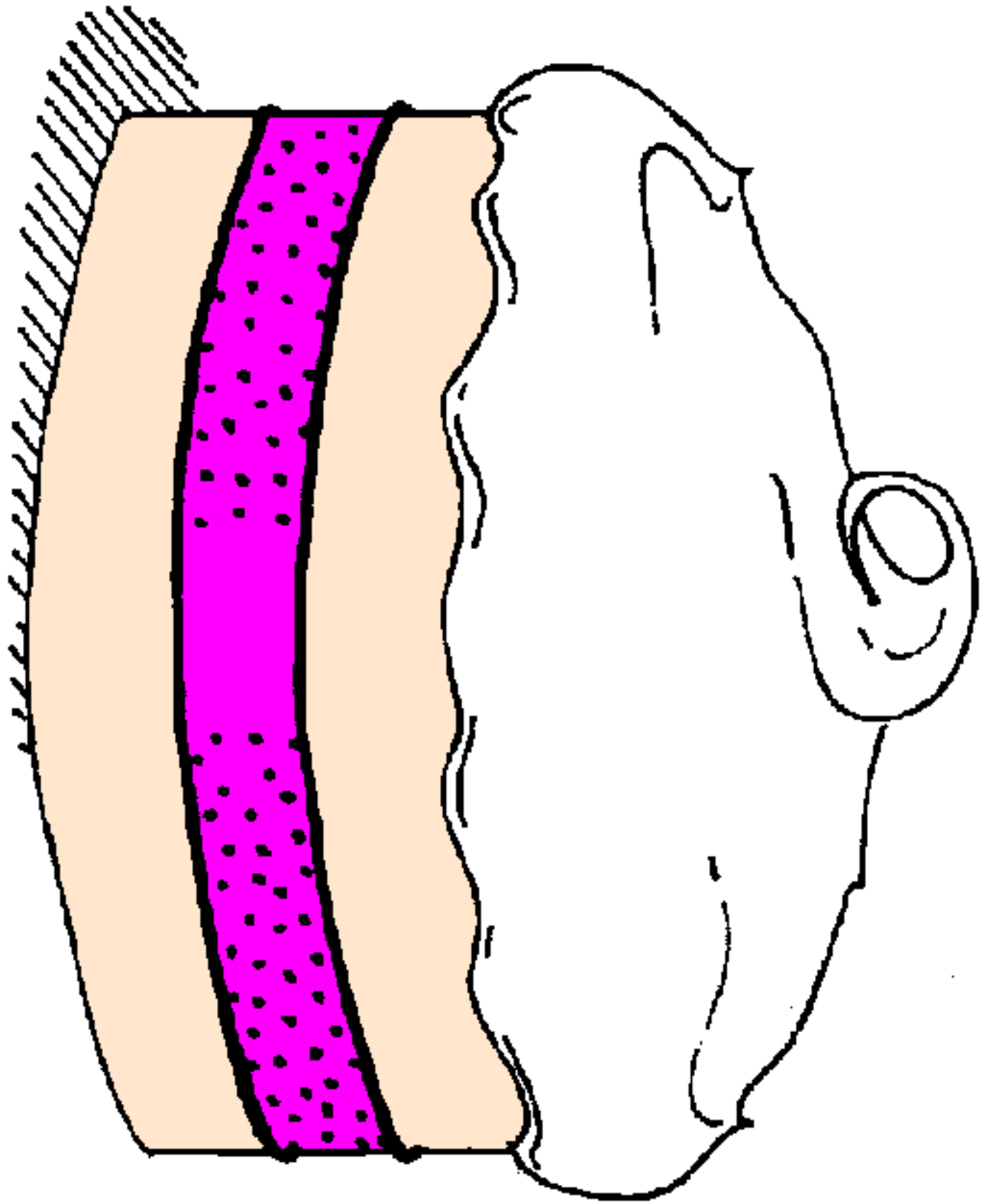
Objective: To give students an easy manipulative for the spelling of several words without the frustration of handwriting.

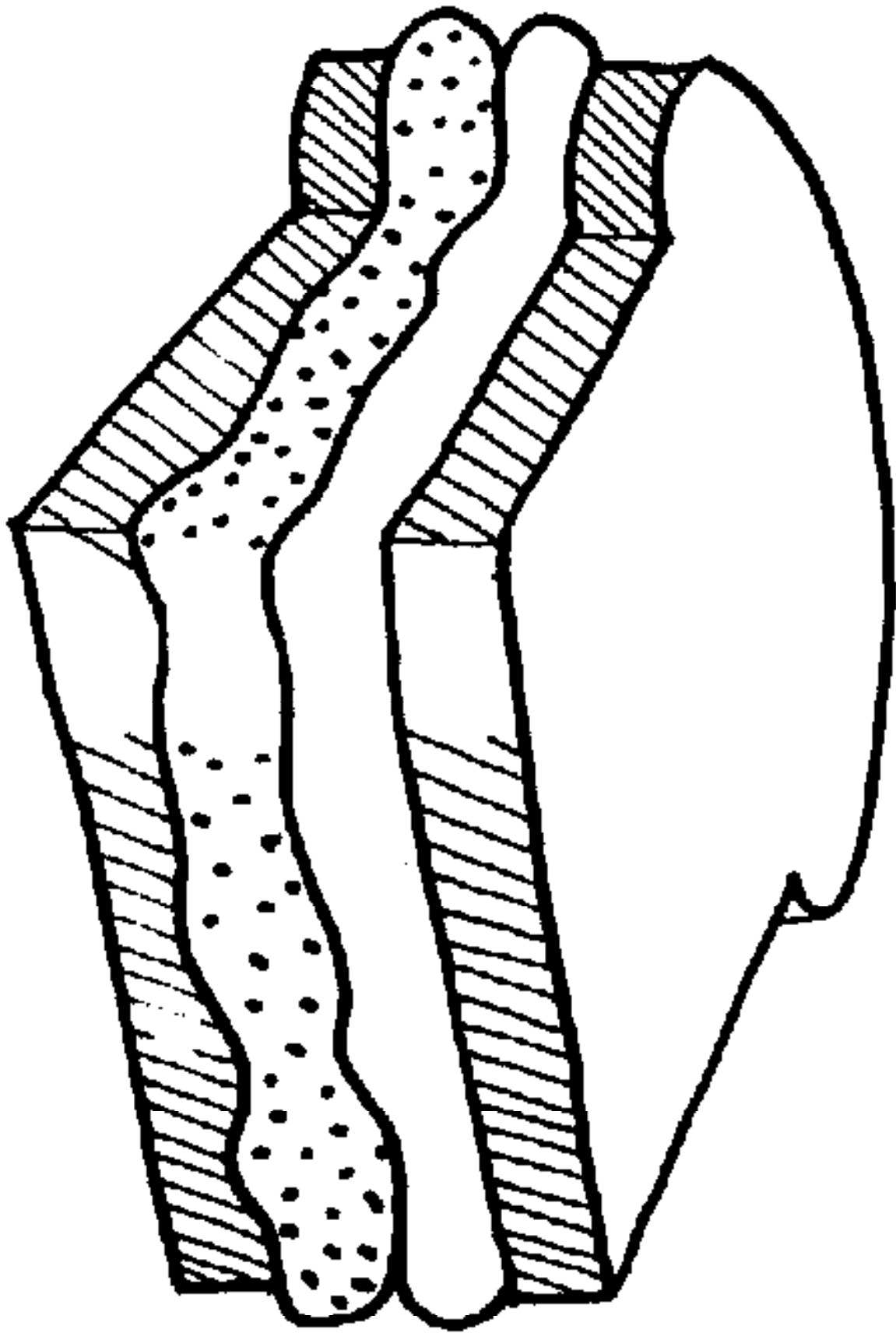
Directions: Copy the enlarged peanut butter and jelly sandwich and layer cake pictures for each student on card stock. Allow students to color the pictures if possible, but make sure the grape jelly is a shade of purple. The actual coloring of the picture is not necessary; it is a matter of preference. Copy the letters provided on colored card stock weight paper. A different color for each student can sometime be helpful. Also, I used the small plastic disk holders and attached strips of Velcro inside for student to store their letters. Laminate and place a small piece of Velcro on the sandwich, cake and back of letters. Place 4 squares of Velcro as illustrated along dotted line. (1 square in the bread, the peanut butter, the jelly and the final bread, in the cake, crunchy filling, cake and frosting)

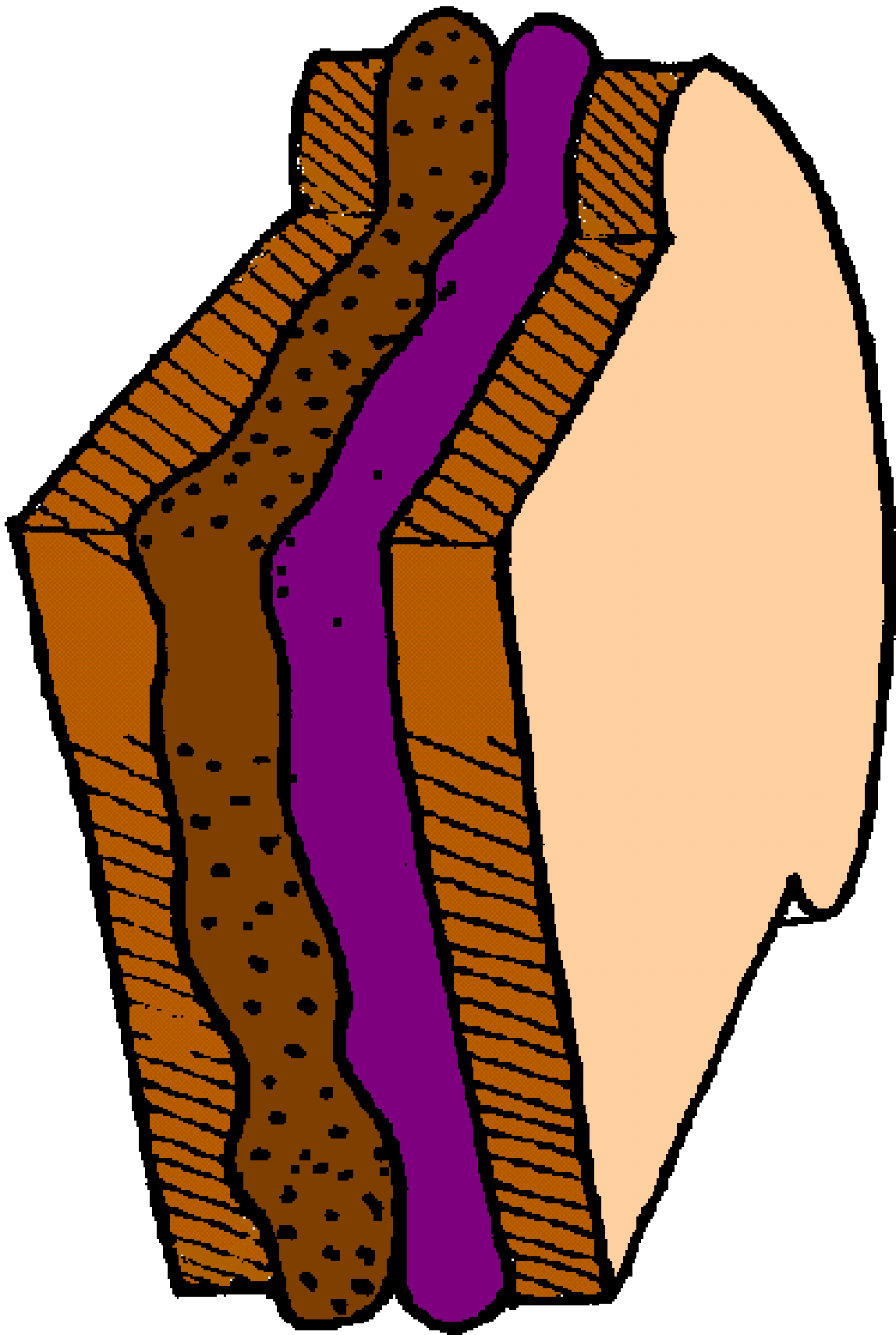


Procedure: Follow sequence from Stevenson Spelling Manuals. If students make a mistake, simply say, "Your brain played a trick on you." Allow student to remove incorrect letters and try again. When using this type of manipulative, all students must remove all letters each time before beginning a new word.









Directions: Copy on card stock weight paper. Cut letters apart and laminate. One page makes letter sets for 3 students. Two types of masters have been provided. This first page has darker lines, which will leave a border around the letters when cut. The second page has much thinner lines which would be trimmed off when the letters were cut out. Please select the type best suited for your students. A few capital letters have been provided for the spelling of Jean, Joad, Dean, Gail, Eve and Pete if desired. Give students only the letters they have learned. As new letters are introduced give the letter to the student. Duplicate letters have been provided to assist in spelling words such as peep, roar and deed.

o	a	c	g	t	d	d	l	f	s	r
r	p	p	n	m	i	j	e	e	k	h
b	u	w	v	y	z	J	D	G	E	P

o	a	c	g	t	d	d	l	f	s	r
r	p	p	n	m	i	j	e	e	k	h
b	u	w	v	y	z	J	D	G	E	P

o	a	c	g	t	d	d	l	f	s	r
r	p	p	n	m	i	j	e	e	k	h
b	u	w	v	y	z	J	D	G	E	P

HELPFUL TIP - Put numbers or student initials on the backs of the letters. Example, this first group would all have the number 1 on the back, the second group of letters the number 2, the third set the number 3. Then if the letters are mixed up, you can regroup them correctly.

o	a	c	g	t	d	d	l	f	s	r
r	p	p	n	m	i	j	e	e	k	h
b	u	w	v	y	z	J	D	G	E	P

o	a	c	g	t	d	d	l	f	s	r
r	p	p	n	m	i	j	e	e	k	h
b	u	w	v	y	z	J	D	G	E	P

o	a	c	g	t	d	d	l	f	s	r
r	p	p	n	m	i	j	e	e	k	h
b	u	w	v	y	z	J	D	G	E	P

Here There Where



This is a fun little activity to hopefully put some memory links in student's brains to begin sorting out the pesky spellings and uses of the words here, there and where.

- Duplicate a layer cake for each student. You may enlarge the above one.
- Have the students place the cake on the floor and stand on it, each saying, "I am standing right here, h-e-r-e, on a layer cake. Here is a layer cake word."
- Next instruct students to stretch their arms out to each side creating a "t" shape with their arms. You do the same, then proceed to twist and point saying, "I am pointing over there, I am pointing up there, I am pointing down there." Allow students to do the same and then say together, "There - T (accentuate the arms) h-e-r-e (stomp on the cake) spells there."
- Next have students put their arms up over their heads turning palms up to form a "w". Then shrug your shoulders and model the next word by saying, "I don't know where my pen is. I don't know where my keys are. I don't know where you want to go." Each time shrug your shoulders. Make sure the students feel the "w" they have formed with their arms. If necessary, trace down one arm, up the side of their face and then down the other side and up their other arm gently with your hand. Allow students to do the activity and then continue by saying together, "Where - W (accentuate the arms) h-e-r-e (stomp on the cake) spells where."
- Use the fold over letters on next handout to review the words with students as needed.