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# **SPELLTRONICS**

by

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**EDUCATIONAL ACTIVITIES, INC.**  
FREEPORT, N.Y. 11520

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# SPELLTRONICS

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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.

PROGRAM	GRADE LEVEL						
	3	4	5	6	7	8	9
Vowel Patterns	x	x	x	x			
Long Vowel Patterns	x	x	x	x	x		
Consonant Patterns		x	x	x	x		
Word Endings		x	x	x	x	x	
Useful Words		x	x	x	x	x	x
Unexpected Endings		x	x	x	x	x	x

## 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 revisualize letters. A letter cloze approach to spelling is an aid to revisualizing 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

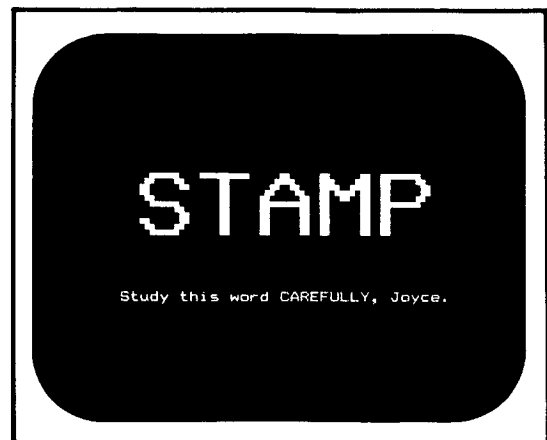
### Concept I: SHORT VOWEL PATTERNS

#### Unit 1: Short Vowel Sounds

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

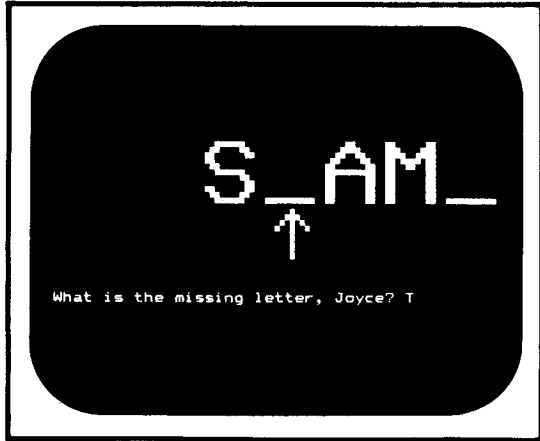
Each of the following words is presented and reinforced using the cloze technique followed by use in a sentence.

stamp	neck	just
shop	club	gift
held	thin	drum
stock		



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## 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/consonant/e.

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

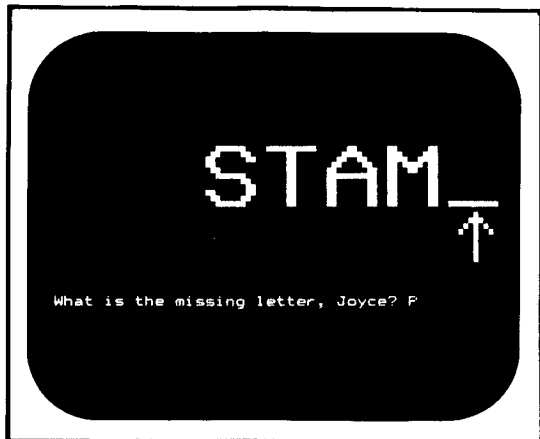
death	thread	guilt
quiz	quick	liver
sweater	give	built
builder		

## 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	address	attention
happen	appear	pretty
matter	gallon	innocent
excellent		

## 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	giant	circus
copy	center	cane
garage	gently	place
cure		

## 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	codes	wolves
countries	leaves	churches
clouds	peaches	thieves
bakeries		

## 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	walking	beginning
removing	stopping	dining
stealing	dozing	shopping
getting		

## Unit 3: Final / Sound

Lesson: The final / 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	riddle	total
level	usual	travel
battle	model	signal
equal		

## 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	lawyer	regular
humor	doctor	favor
finger	swimmer	cellar
sailor		

## Endings Review.

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## 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.

## CLASSROOM TEACHING STRATEGIES

Students should be taught a method for the study of spelling words. The following instructions might be helpful.

### HOW TO STUDY A WORD

1. Say the word.
2. Look carefully at the word.
3. Close your eyes and try to spell the word.
4. Check to see if you have spelled the word correctly.
5. Write the word.
6. Check to see if you have written it correctly. If you are wrong, start again with Step 1.

## 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*).

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## 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*).

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- 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 r Sound

1. Have the students write the pronunciation respellings 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 (*ər*).
  - b. This sound is known as the *schwa* sound (*ə*) followed by *r*.
  - c. The *ər* sound is spelled three different ways (*-er*, *-or*, *-ar*).
  - d. Have students group the unit words according to the way the *ər* sound is spelled.

## 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).

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.

4. Have students underline the prefixes in the unit words (*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 (*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: (*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: *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: *birthday = birth + 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: *kn, wr, -mb*.
2. Have students write the pronunciation respellings 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: *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.



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**UNIT WORD LISTS** — May be duplicated for students for follow-up assignments.

## I. SHORT VOWEL PATTERNS

Unit 1	Unit 2	Unit 3	Unit 4
stamp	death	above	scarf
held	sweater	glove	bark
neck	thread	done	verb
thin	give	month	germ
gift	liver	blood	shirt
shop	quiz	flood	firm
stock	builder	young	born
club	quick	money	sports
just	guilt	wonder	hurt
drum	built	other	furs

## II. LONG VOWEL PATTERNS

Unit 1	Unit 2	Unit 3	Unit 4
clay	teach	mine	goal
stay	least	drive	road
crayon	speak	prize	toast
wait	wheat	trying	hope
trail	keep	myself	broke
paid	asleep	lied	wrote
plate	speech	tried	fold
chased	street	sight	scold
awake	cheese	bright	show
later	freeze	frighten	growth

## III. CONSONANT PATTERNS

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

## IV. ENDINGS

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

## V. USEFUL WORDS

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

## VI. UNEXPECTED SPELLINGS

Unit 1	Unit 2	Unit 3	Unit 4
knock	taught	sincerely	machine
known	caught	college	laugh
island	naughty	disease	guess
lamb	eight	interesting	friend
listen	sleigh	necessary	foreign
autumn	weight	orchestra	shoulder
castle	trouble	separate	through
wreck	cousin	receive	enough
Wednesday	chief	secretary	stomach
answer	believe	valuable	ocean

# SPELLTRONICS

## 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 the line is complete.

#### 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, EIRS, 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.

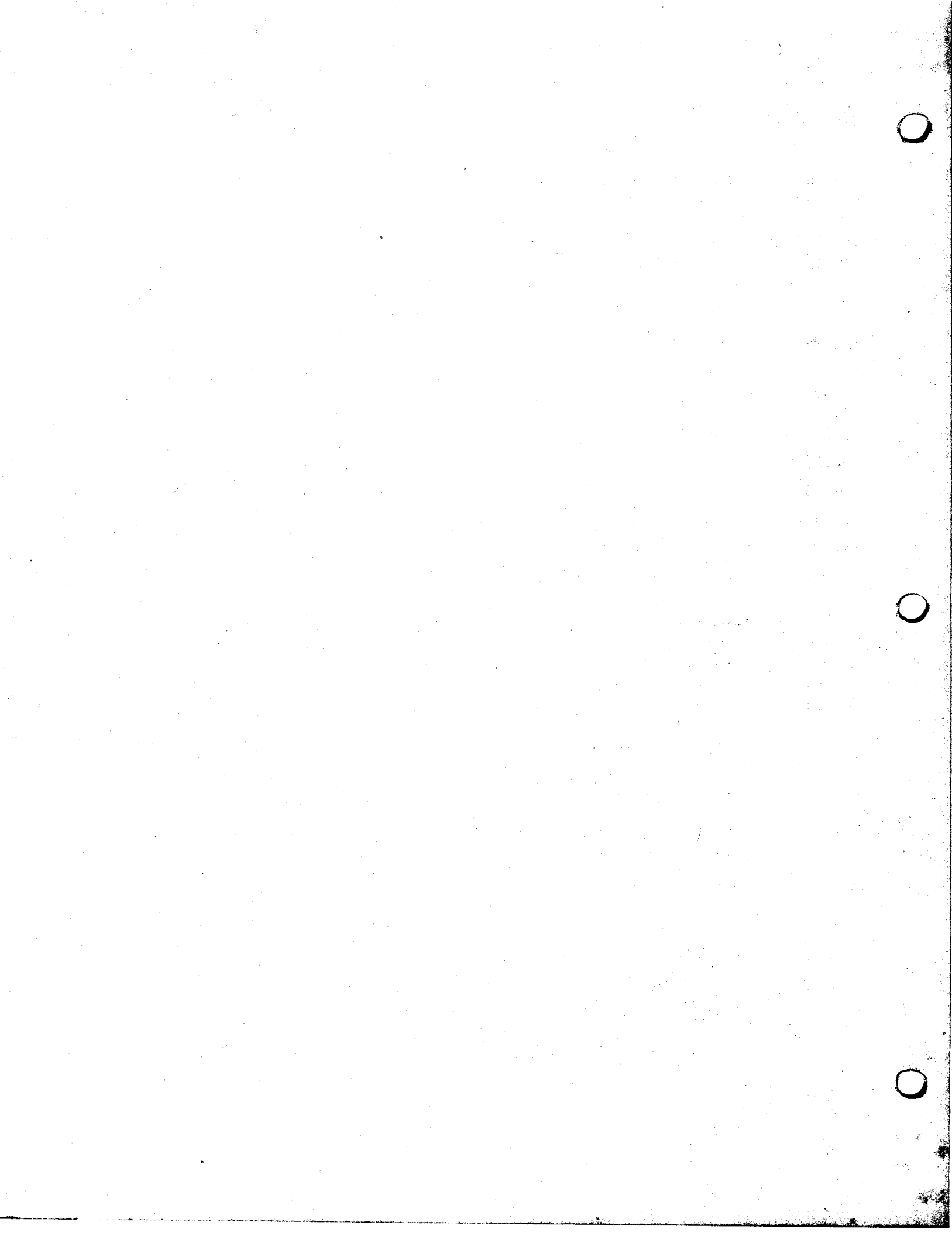
## SUPPLEMENTAL MATERIAL

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 tachistosopic 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  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.

