

## THE SMART WORDS SESSION

Teachers using these student workbooks will need to become familiar with the *methodology of the program, particularly for Day 1*. Teachers are reminded that students will not necessarily learn how to spell by simply completing activities or worksheets. Input from the teacher on Day 1 in the form of discussion, explicit instruction, information and encouragement is imperative for the success of the program. This program succeeds best when the given methodology is used.

These books complement the **four groups, four day cycle** of the SMART WORDS program. It is anticipated that each student will belong to one of four groups. Students are to be placed into four groups according to their level of competency, as per the **Placement Test** for SMART WORDS. This test is downloadable via the website. Each group will work on a separate level of SMART WORDS. All members of a group will work together on the same list and page. Each student will have their own student workbook. Every student will complete at least three levels a year (i.e. 3 student workbooks).

***This student workbook is copyright and cannot be photocopied.***

SMART WORDS is to be taught every day for 20-30 minutes. The four groups work on a four day cyclical pattern, with a different group completing the **Day 1** session with the teacher each day. The other students should be sitting in their groups and working together to complete their workbook page for the day. They are to be under the direction and guidance of a group leader. The group is to use the recorded Day 1 brainstorming session chart as a reference on Day 2 and 3. The group leader is the only member of the group to access the marking code. The teacher may copy and enlarge a page of a workbook for teaching purposes only. This may be an easy reference for the teacher to use to assist a group with a common difficulty.

### SMART WORDS Daily Timetable:

This is the timetable that all teachers should use every day to direct their use of SMART WORDS with their students.

Group	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10	Session 11	etc.
1	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 1 Activity	Day 2 Activity	Day 3 Activity	etc.
2	xxx	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 1 Activity	Day 2 Activity	etc.
3	xxx	xxx	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 1 Activity	etc.
4	xxx	xxx	xxx	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	etc.

### Session 5 Example:

Group 1: Work with the teacher. Complete Mastery Testing Passage for Level F09.

Brainstorm session Level F10. Complete Day 1 page for Level F10.

Group 2: work together on Day 4 activities for Level I07.

Group 3: work together on Day 3 activities for Level K04.

Group 4: work together on Day 2 activities for Level M02.

## Day 1 Group

### Teacher preparation:

**Spelling Rules Tips and Tricks (SRTT) cards and Unpacking Grammar (UG) chart:** Review footnote on Day 1 page.

**Cheat Sheet (CS):** Teacher prepared sheet highlighting important information that should reflect the information on the Day 2 and Day 3 pages.

**Mastery Testing Passage (MTP):** Available as a FREE DOWNLOAD in hardcopy and PowerPoint from the website: [www.smartachievers.net.au](http://www.smartachievers.net.au).

**Brainstorming Chart (BC):** Large sheet of paper with list words clearly displayed.

**Student Preparation:** Students to have a highlighter, piece of card, writing pencil, eraser, test book and relevant student workbook and be seated together in front of displayed MTP.

### Procedure:

1. **Test previous list.** The teacher has the MTP for the **previous list** displayed and reads through the passage as a **cloze** activity deleting one test word at a time and rereading. Continue until all the test words are erased. Students write the whole passage into their test book filling in the gaps.

While students are completing the test, the teacher checks the other groups.

2. **Check tests** and discuss misspellings, reteach if necessary or proceed to the next set of displayed words which are to be taught.

3. **Introduce the words in the set.**

- Sound out and read the new set of words. Identify the new sound(s), colour the letter(s) representing the sound(s) in the displayed list. Students do the same with the letters in the words on the strip list in their books. Highlight any other visual and auditory patterns.
  - Discuss and record the frequency of occurrence and positional frequency, other words with the same sound/spelling, revise other representations of the sound that have previously been taught. Explain any relevant rules. Refer to SRTT.
  - Meanings of words: the teacher records next to each word during the oral discussion. Ensure various meanings of each word are covered as required for Day 2 page. This may include synonyms, antonyms, homophones, homonyms, idioms, origins, etc.
  - Word extensions and grammar as per activities on the Day 3 page of the list. These may include verb families, comparatives and superlatives, plurals, extensions, derivations, words within words, compound words, proofreading, grammar terminology and meaning. Refer to SRTT cards and UG chart. Discuss pertinent rules, etc. Retain the list of words and BC for future reference by the group on Day 2 and 3.
  - Review Day 4 activities which may include: consolidation of grammar; genre forms; vocabulary development; general knowledge; categorisation of phonograms.
4. The students **write the words in column one** of the strip list, using:
- **Say** the word using its correct pronunciation.
  - **Sound** each phoneme or syllable in the word three times.
  - **Spell** the word using letter names three times. *This should be a chant since rhythm aids memory.*
  - **Cover and Write** the word from memory sounding or spelling silently as it is written. Students will cover the strip list for the **Say, Sound, Spell, Cover and Write, Check (SSSCWC)** method using their strip of card. Students write the first column while working with the teacher. Style of script is at the discretion of the school.
  - **Check** the spelling against the original (proof reading).

\* The students complete the other columns of the strip list using the Say, Sound, Spell, Cover / Write and Check method. (this is not the same as look, cover, write, check).

The teacher uses this time to check the progress of the other groups.

## **Day 2, 3 and 4 Groups**

NB. The pages for these days are teaching activities. They are not a test. Incorrect answers should be changed so all work is correct.

A **leader** should be assigned to each of the groups and is responsible for:

- Referring the group to the Day 1 BC.
- Leading the group through the activities and be the 'go to person' if there is a difficulty.
- Being the only group member to approach the teacher if the group is experiencing difficulty.
- Checking the Marking Code to mark their own work and then being responsible for ensuring everyone's work is correct and errors are changed. This is a good proofreading exercise.

**Group members** should be seated in their group working together to complete the activities. Students are expected to share their knowledge through talking about each activity on the page, referring to the brainstorming chart from Day 1 and come to a consensus on the answer. As a proof reading exercise the group needs to ensure that everyone's answer is the same.

### **Day 2 Activity Working with word meanings**

Complete written activities provided for Day 2.

### **Day 3 Activity Working with extensions**

Complete written activities provided for Day 3.

### **Day 4 Activity Using the knowledge/strategies/grammar**

Complete written exercises provided for Day 4.

- The simple and repetitive nature of the activities aim to allow students to work independently of the teacher on Day 2, 3, and 4.
- Complexity gradually increases to foster mastery, along with confidence.

The student workbooks provide activities that take the student beyond the words listed in the program. The activities endeavour to link the language to other areas of the curriculum to integrate the students' understanding beyond the sample list of words. Opportunity is also made to revise work and extend writing in a variety of forms and genres.

Finally, on the back cover is the certificate to indicate successful mastery of the completed level. By keeping the workbooks relatively small, the goal of achievement remains in sight for the student.

## **A note about alternative spellings**

The Australian standard spelling of words such as 'our' e.g. 'colour' is used throughout

SMART WORDS materials, however, the alternative 'or' e.g. 'color' is an acceptable spelling in line with modern international usage.