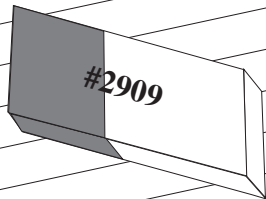
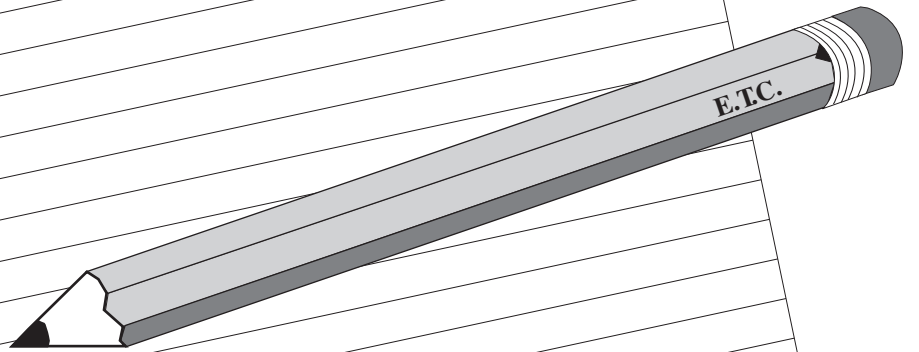


ESSENTIAL ROOTS TEACHER'S MANUAL



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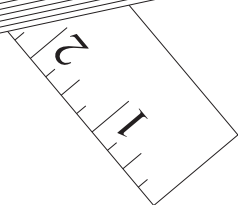


TABLE OF CONTENTS

	<u>Page</u>
Introduction	1
Description of Materials	2 - 3
Individualization and Group Work	3
Modifying Assignments	3
Grading	4
Testing	4
Visual-Auditory-Tactile/Kinesthetic Modalities (VATK).....	4 - 5
Conducting Essential Roots Practices	5 - 6
Personal Spelling and Usage Sheet.....	6 - 7
Underlining Option.....	7
Word Attack.....	7 - 8
Writing Summaries of Newspaper Articles.....	8
Graphic Organizers/Comprehension/Written Expression	9
Written Expression and The Written Expression Checklist.....	9
Taking A Student Through A Paragraph	9 - 10
Assignment Sheets.....	10 - 11
Integration	11
When Students Lose Things.....	11
Odds and Ends	12
Cycle 1 Instructions.....	12 - 16
Cycle 2 Instructions.....	16 - 17
Instructions For Cycles 3 - 12.....	17 - 18
Essential Roots Workbook Answer Key.....	18 - 37
Cycle 1.....	18
Cycle 2.....	18
Cycle 3.....	18 - 19
Cycle 4.....	19

	<u>Page</u>
Cycle 5.....	19
Cycle 6.....	19 - 20
Cycle 7.....	20
Cycle 8.....	21
Cycle 9.....	21 - 22
Cycle 10.....	22
Cycle 11.....	22 - 23
Cycle 12.....	23 - 24
Cycle 13.....	24
Cycle 14.....	24 - 25
Appendix A.....	26 - 27
Sample Personal Spelling and Usage Sheet.....	27
Appendix B.....	28 -
Personal Spelling and Usage Sheet.....	29
Personal Spelling Test	30
Essential Roots Review Sheet	31
Rough Draft.....	32 - 33
Written Expression Checklist.....	34
Essential Roots Matching Pretest.....	35 - 37
Essential Roots Matching Posttest	38 - 40
Essential Roots Master Test	41 - 44
Essential Roots Sets 1 - 14.....	45 - 47
The Six Basic Syllable Types Overview	48

- Step 3. The teacher then conducts an auditory practice. The teacher turns the cards away from the students and pronounces each root, and the students write from memory the root. Students may also be asked to write the meaning and a sample word containing the root. (Auditory-Tactile/Kinesthetic)

The teacher and student reviews and corrects the roots as soon as the practice is completed. Emphasis needs to be on correct spelling of the roots, meanings and sample words. Students may check their own written practice correcting all errors with teacher assistance. DO NOT GRADE THE PRACTICE TESTS. Mastery is reached when students are able to write the roots and their meanings from memory on a consistent basis.

It is recommended the teacher pronounce all the roots and then have the students go back and write the meanings and sample words. This allows for individual differences in recall and writing.

Use of the visual-auditory-tactile/kinesthetic modalities is critical to mastery of each word part. The critical difference between this and any other program is the simultaneous use of the visual-auditory-tactile/kinesthetic modalities.

PERSONAL SPELLING AND USAGE SHEET

Make copies of the **Personal Spelling and Usage Sheet** found on page 29 in this manual for students' folders. (It is recommended that the **Personal Spelling and Usage Sheet** be taped to the inside cover of each student's folder.) On this sheet, the student or teacher records corrected spelling errors taken from students' written work that were not **UNDERLINED**. (See page 7 for explanation of the **Underlining Option**.) Sometimes words can be written in syllables for easier spellings. Usage errors from the students' written work such as an "an - used before words beginning with a vowel sound" and "a - used before words beginning with a consonant sound" should be placed in the usage column as "an hour" or "a tree". Other usage errors could be corrected grammatical errors such as "John and I" or "Give it to John and me".

The **Personal Spelling and Usage Sheet** should be started after the **Personal Spelling Test** (See page 30) has been completed and checked during the **Cycle 1** grading period. The test is meant to be used diagnostically with no grade being assigned. After the student has completed the test, the teacher draws one line through any incorrect spellings and writes the correct spelling beside each word for the student's reference. The student writes the correct spellings to his/her **Personal Spelling and Usage Sheet**. If a student is not able to copy misspelled words to his/her **Personal Spelling and Usage Sheet** accurately, the teacher or assistant may copy the word/s or monitor the student's copying. **NOTE:** Students cannot use the underlining option on spelling tests or final drafts of papers.

The student practices the first six to ten words and usage errors on his/her **Personal Spelling and Usage Sheet** by tracing each word or correct usage three to five times. After practicing each word or correct usage three to five times, the student asks another student or teacher to give him or her a written test over those words and/or correct usage just practiced. The test is corrected by the student. (All errors must be corrected.) When a word is spelled correctly or usage is correct, the student places a "+" after the word or correct usage in the square; if misspelled, an "O" is recorded in the square. Once a student has spelled the word or demonstrated correct usage correctly on three tests, she/he may draw a single line through that word or correct usage, removing it from practice. If the word is misspelled or usage

GRAPHIC ORGANIZERS/COMPREHENSION/WRITTEN EXPRESSION

Graphic organizers are used to record story structure, make study notes and create outlines for written assignments and speeches. These tools for organization of thoughts and information have been developed by teachers and researchers and may be called webs, mind maps, advanced organizers or plot charts (Project Read, Language Circle Seminar, P.O. Box 20631, Bloomington, MN 55420). No attempt has been made to provide samples of these organizers as most teachers are already using some version in their classrooms.

WRITTEN EXPRESSION AND THE WRITTEN EXPRESSION CHECKLIST

In-class writing must be treated as rough drafts (See **Rough Draft**, page 44 and 45 in **Appendix B**). Not all writing assignments need to go through multiple drafts to a polished copy. Whenever possible, students should be encouraged to write the initial draft on a computer using an easy word processing program. If students do not know how to type, typing assignments from the Diana King **Keyboarding Book** (Available through Educators Publishing Service, Inc., 35 Smith Place, Cambridge, MA 02138-1000) can be incorporated into the **Assignment Sheet**. Use of the computer provides the student with ready access to a spell checker and grammar programs.

The **Written Expression Checklist** on page 46 helps individualize a student's written expression. Make a copy of the **Written Expression Checklist** for each student's folder or notebook. After each student has completed his/her first paragraph, it should be saved and used as a baseline for the student's writing. Establish the word/syllable ratio by counting the words and syllables for each sentence and averaging them across the paragraph. That ratio should be recorded on lines 14 and 15 of the **Written Expression Checklist**. The goal is to increase the word/syllable ratio. Analyze all errors in the student's paragraph and check the appropriate items on the **Written Expression Checklist**. Decide which three errors receive top priority and circle those numbers at the bottom of the **Checklist**. As students master the errors checked, other errors may be circled. Before handing in a rough draft, the student checks it against the **Written Expression Checklist** in his/her folder or notebook to see if errors can be spotted before the teacher checks the paragraph.

TAKING A STUDENT THROUGH A PARAGRAPH

It is important to accept whatever the student writes. (It may be necessary to explain to students that whatever they write, could be shared with their mother, father or girl/boyfriend. This is usually a deterrent to inappropriate topics or words.) Once the teacher becomes familiar with each student's writing ability, with and without the use of the **Underlining Option**, the teacher will have a better understanding of the items individual students need to learn. If it becomes apparent that a student's written work truly reflects lack of effort rather than lack of ability, it is appropriate to ask the student to rewrite his/her paragraph.

The following steps explain how to take a student through a paragraph.