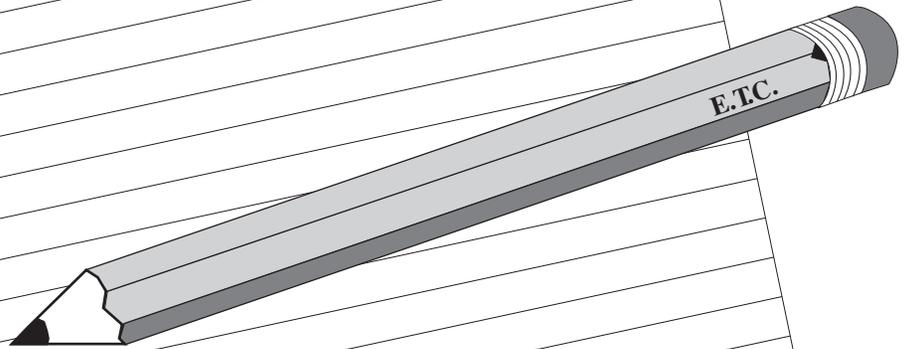
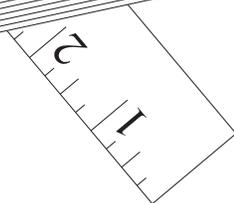


# ESSENTIAL PREFIXES TEACHER'S MANUAL



By  
T. Elli Cross  
C. Wilson Anderson, Jr.  
Joan M. Stoner

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pronounce and spell the entire set, whereas students who initially knew more should show comparable growth. All students should be expected to incorporate new learnings in their reading and written work on a routine basis.

Some assignments lend themselves to co-operative learning. Some students need to be encouraged to work with another student. Teachers will be able to identify those students because they do not catch on as quickly as others, are often afraid to ask questions and need the encouragement of a fellow student or adult.

## MODIFYING ASSIGNMENTS

Teachers are encouraged to modify the **Assignment Sheets** for the **Cycles** to meet the needs of individual students. Modifications may be made in several ways. Individual assignments may be shortened or eliminated. For activities requiring a student to provide a word or a prefix to complete a sentence or activities requiring a student to create a new word, the teacher may write the meaning of the prefixes below the blank lines or beside the sentences. In addition, the number of activities may be modified. Some students may need to work in groups of two or three on various activities. Other modifications may be made, but the bottom line in making the appropriate adjustments depends upon the skill and ability of the student.

Many teachers are concerned with the issues of fairness. From the authors' point of view, fairness means doing what is necessary in order to guarantee the student's success and provide the student with the skills needed to reach high standards. At the same time, students must be held accountable for what they can do, so that they are not enabled and become victims of learned helplessness. (Accommodating student needs is mandated by Federal law.)

## GRADING

The Essential Prefixes program is set so the student can control his/her own grade. Grading is objective and subjective as well as formative and summative. In terms of objective criteria, the authors suggest that when the student successfully completes all assignments in accordance with his/her skills and abilities, the student receives an "A" for that **Cycle**. If one or two assignments are missing, the student receives a "B" and three or four missing assignments earns a "C". Discussion of "D's" and "F's" rarely needs to be held. In terms of subjective evaluation, it is your professional judgment and the "redoing feature" that allows the teacher to make the decision if the assignment is appropriately completed in terms of skill level, experience and intellectual potential of the student.

**BE CAREFUL:** If a student's best effort is rejected, other problems may develop. Just because something has been said in class, doesn't mean it has been taught or learned. Writing assignments lend themselves to formative and summative evaluations

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 41 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 2 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" and "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 42) 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 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 "✓" in 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 error reappears in subsequent written work or on an inventory test conducted by the teacher, it is added to the **Personal Spelling and Usage Sheet** again. (An inventory test is a test of words or correct usage that have one line drawn through them removing them from practice. For some students a word such as "they" may be on the spelling sheet many times. (See **Sample Personal**