

Parent Guide to *Spellings for Me*

Step 1:

To get a good grasp of the programme, you should watch the following videos:

- What is *Spellings for Me*? <https://www.youtube.com/watch?v=TT1lftBVWi4&t=4s>
- Running *Spellings for Me* in your class <https://www.youtube.com/watch?v=eaHaiOIZbko&t=194s>

Step 2:

Have your child log into his/her profile. They can do this on a PC/laptop/iPad/tablet/smartphone etc. If using a smart phone/tablet, go through Safari/Google. It is not an app on the App Store/Play Store.

Remember do not use Internet Explorer. Microsoft Internet Explorer does not support programs created after 2016. *Spellings for Me* was created in 2019.

Follow these instructions:

Option 1:

1. Go to the website www.spellingsforme.ie
2. Click 'Login'
3. Change your URL by clicking ' change'
4. Type in your school personal URL
5. Click 'save'
6. Enter your username and password

Here is a quick video if you need further help. <https://www.youtube.com/watch?v=UHNES20YeVs>

Option 2:

You can create your own school link by typing <https://yourownschoolspersonalurl.spellingsforme.ie>

With this link you only need to enter your child's username and password.

Step 3:

Once logged in, let your child begin working on the yellow spelling tests until they get 'locked out' i.e. when they have made 96 errors. Once they are locked out of their yellow spelling tests, they can always practise the blue dictation sentences, or the writing genre tests.

Note: They will not get ticks on these tests as they can take these tests as many times as they like. There are lots of games/exercises on the 'Printables' section of your child's profile.

Step 4:

Print out your child's Learning Words. Log into his/her profile. Under the orange testing section, you will see a 'Print Learning Words' button. The 96 errors will appear in 8 grids with 12 spellings. This is 8 weeks' worth of spellings with 12 spellings per week.

Step 5:

The next area they will need to know is **how** to learn their spellings. They will not be “writing their spellings out 5 times”, having Friday tests or any of the traditional methods. They will be focusing on a visual approach to learning spellings.

→ Look at the video “How to Learn your Spellings”. <https://www.youtube.com/watch?v=0YxLs4d7DmA&t=15s>

→ Look at the attached page “Spelling Pictures Examples” and read through this document together. Let your child do the “Try These” section either with you or independently. Talk about the answers.

→ From the ‘Printables’ section of your child’s profile, you can download “Classroom Displays”. You will see several common letter strings, with a picture.

Step 6:

Cut up the 8 grids of Learning Words and place them into the *Spellings for Me* workbook with 1 grid per week. You child could do 3 spellings per day with one of the activities. (Monday-Thursday)

Step 7:

After approximately 8 weeks of studying offline, the students should take a Learning Words Test. (The 96 words that they spelled wrong) This must be unlocked by the teacher, from the Teacher Dashboard. The teacher then tells the class that the orange Learning Words tests are open and to log in and do this test.








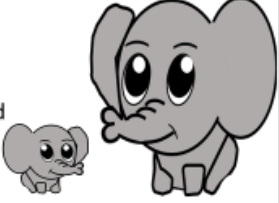


Step 8:










The student logs in and takes the Learning Words test. The words spelled correctly go into Mastered Words. Those spelled incorrectly go into the next Learning Words test to be studied again. Once this Learning Words test has been taken, the yellow spelling tests unlock once more for the student to “fill up” their Learning Words to 96 words again. From this step the cycle starts again. Inform your child to take yellow spelling tests until the orange screen appears, telling them their Learning Words are full once again.

You can also avail of the abundance of spelling resources in the ‘Printables’ section of your child’s profile. Here there are games, activities and displays. Instructions on how to use each of the listed resources are included.

Spelling Picture Examples

| | | |
|--|---|--|
| <p>quarter</p>  | <p>interesting</p>  | <p>curious</p>  |
| <p>property</p>  | <p>innocent</p>  | <p>Special Pigs Eat Cake In A Lake</p>  |
| <p>onion</p>  | <p>gauge</p>  <p>I will check the rain gauge in August</p> | <p>Minute</p>  |
| <p>chocolate</p>  | <p>Fridge</p> <p>I will clean the fridge on Friday</p>  | <p>wound</p> <p>You cant <u>undo</u> the <u>wound</u></p>  |

| | | |
|---|--|---|
| <p>Government</p>  | <p>Pneumonia</p>  | <p>Intention</p>  |
| <p>Height</p>  | <p>Business</p>  | <p>Vocabulary</p>  |
| <p>Unfortunately</p>  | <p>Big Elephants Can Always Understand Small Elephants</p>  | |
| <p>Cholesterol</p>  | <p>Rhythm Helps Your Two Hips Move</p>  | |






| | | |
|--|--|--|
| <p>biscuit</p> <p>Bis C it</p>  | <p>science</p>  | <p>tough</p>  <p>UGH</p> |
| <p>Vicious</p> <p>IOU</p>  | <p>various</p> <p>Rio</p>  | <p>Should</p>  |
| <p>potty otter</p>  <p>bottle</p> <p>motto cottage</p> <p>forgotten</p> | <p>kiss issue</p>  <p>scissors</p> <p>tissue missed</p> | <p>electric</p>  <p>eye tric</p> |
| <p>Lettuce</p> <p>Pretty letter settle omelette</p> <p>She said in her letter she wanted lettuce in her pretty omelette</p> | <p>Immediately</p> <p>Dial Diary Media</p> <p>He would immediately dial the number to the media and read her diary</p> | <p>Stationery</p>  <p>Eraser eraser</p> |





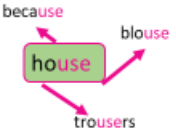


Try these!

Remember the methods
 (i) Mini words in words
 (ii) Mnemonics
 (iii) Letter String

| | | |
|--------|-----------|--------|
| baking | funky | lonely |
| twice | sit | house |
| cup | confusion | |

| | | | |
|-------------|---------|-----------|-------------|
| quarter | special | chocolate | house |
| interesting | minute | science | cholesterol |
| curious | tough | biscuit | should |

| Picture and Word | Sentence/Silly sentence | LSPCWC |
|--|---|---------------------------|
|  <p>quarter</p> | <p>__A quarter of the class got to do art.</p> | <p>quarter</p> |
|  <p>interesting</p> | <p>__It was interesting that the bee chose to sting you and not me.</p> | <p>interesting</p> |
|  <p>curious</p> | <p>__I was very curious about Rio, so I booked a flight there.</p> | <p>curious</p> |
|  <p>Special</p> | <p>Special Pigs Eat Cake In A Lake</p> | <p>SPECIAL</p> |
|  <p>minute</p> | <p>__I will eat a nut in a minute.</p> | <p>minute</p> |

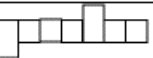
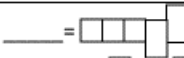
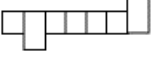
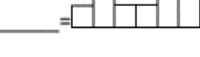
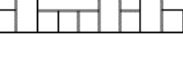
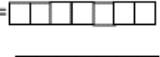
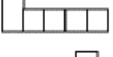
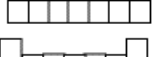
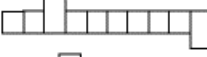
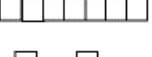
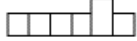
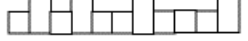
| | | |
|--|---|---------------------------|
|  <p>tough</p> <p>UGH</p> | <p>__The test was tough even though I studied hard.</p> | <p>tough</p> |
|  <p>chocolate</p> | <p>__I love to eat chocolate and drink cola late at night.</p> | <p>chocolate</p> |
|  <p>Science</p> | <p>__Science is my favourite subject in school.</p> | <p>science</p> |
|  <p>Biscuit</p> | <p>__I like to eat a biscuit when I drink tea.</p> | <p>biscuit</p> |
|  <p>house</p> | <p>__I left my trousers and my blouse in the house because I didn't need to use them.</p> | <p>house</p> |
|  <p>Cholesterol</p> | <p>__Her cholesterol was very high.</p> | <p>cholesterol</p> |
|  <p>Should</p> | <p>__Should I do my maths homework first or last?</p> | <p>should</p> |

Activity 1: Shape Your Learning Words

Draw the boxes for each of your learning words. Don't forget to mix up the order!




Come back later and try to match them with the right learning word

the =  yelp = 

| | |
|---|---|
| _____ =  | _____ =  |
| _____ =  | _____ =  |
| _____ =  | _____ =  |
| _____ =  | _____ =  |
| _____ =  | _____ =  |
| _____ =  | _____ =  |

Activity 2: Hangman/ What Comes Next

Let your partner pick one of your learning words. You must guess the word and how to spell it!

| | | |
|--|--|---|
| b _ i _ s _ c _ u _ i _ t | S _ h _ o _ u _ l _ d | h _ o _ u _ s _ e |
|  e, f, y, t |  W, e |  |

Activity 3: Word Search

Create a word search with your learning words (You can find the words later when you forget where you put them!)

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| c | a | q | z | x | i | s | s | w | h |
| h | e | d | c | v | n | p | f | r | o |
| o | q | u | a | r | t | e | r | t | u |
| l | g | e | g | b | e | c | n | d | s |
| e | b | c | h | y | r | i | u | l | e |
| s | i | n | m | j | e | a | m | u | k |
| t | s | e | i | i | s | l | t | o | o |
| e | c | i | n | l | t | p | o | h | q |
| r | u | c | u | r | i | o | u | s | a |
| o | i | s | t | z | n | w | g | s | x |
| l | t | e | e | d | g | c | h | v | f |

- quarter _____
- interesting _____
- curious _____
- special _____
- minute _____
- tough _____
- chocolate _____
- science _____
- biscuit _____
- house _____
- cholesterol _____
- should _____

Activity 4: Staircase

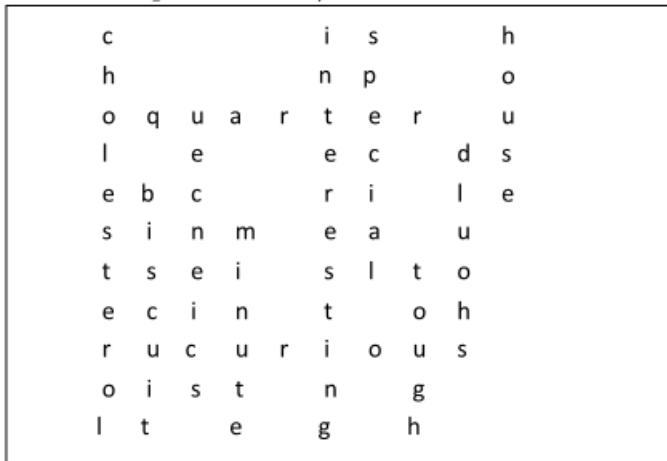
Write your learning words, with the last letter of one, being the first for the next. Eg this, sky, yellow

this
k
yellow

biscuit
o
u
g
house

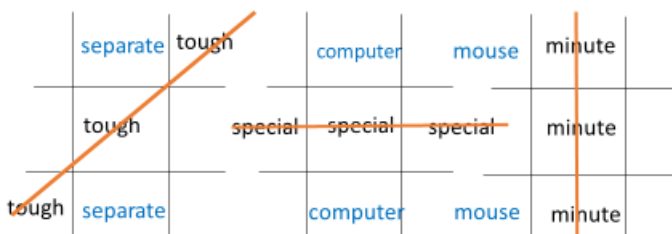
Activity 5: Scrabble Board

Create a scrabble board with your learning words, looking at the letters they have in common



Activity 6: Tic Tac Toe

Instead of using x or o, use a learning word and play with your partner!



Activity 9: Short Story

Write a short story using all your Learning Words!

_____ I was *curious* about the *science* behind *cholesterol* _____
 _It was *interesting* to me. I went to my aunt's *house*. I thought _____
 _about it for a *minute*, it was *tough*, but I said that I *should* only _____
 _have a *quarter* of her *special chocolate biscuit* cake. _____

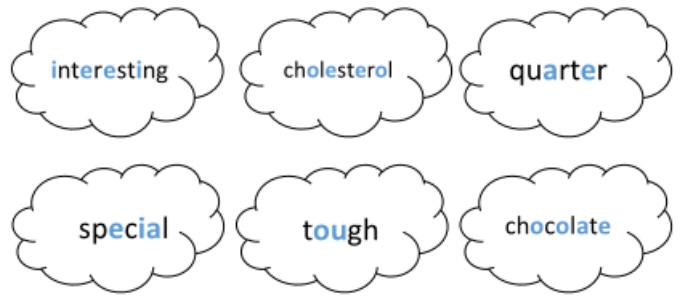
Activity 10: Hidden Words Picture

Draw a picture and hide all your learning words in it!



Activity 7: Blue Vowels

Choose 6 of your LW. Write them out but colour all the vowels in BLUE



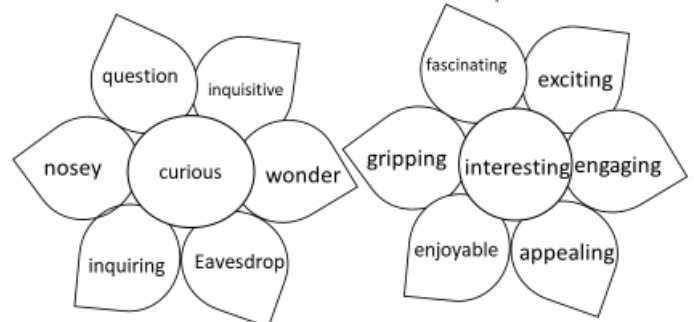
Activity 8: Syllables

Write out your Learning Words and count how many syllables are in it.

| Learning Word | No. of syllables | Learning Word | No. of syllables |
|----------------|------------------|----------------|------------------|
| quar-ter | 2 | Choc-o-late | 3 |
| In-ter-es-ting | 4 | Sci-ence | 2 |
| Cur-i-ous | 3 | Bis-cuit | 2 |
| Spec-ial | 2 | house | 1 |
| Min-ute | 2 | Chol-es-ter-ol | 4 |
| tough | 1 | should | 1 |

Activity 11: Flower Words

Write your LW in the middle of the flower.
Write words associated with it on the petals



Activity 12: Letter Strings

Find common letter strings in your LW and write other words that have the same strings

| | | | |
|---------|--------|-------------|-------------|
| curious | house | cholesterol | chocolate |
| ou | ter | ou | ol |
| tough | should | quarter | cholesterol |
| | | interesting | |

The hardest words for me were...

Cholesterol
 Chocolate
 Special