# **Blue 3-Pre A:** Week One

Character Focus: Orderliness

**Vocabulary Box**

Words that give *describe God's Word* (adjective)

| | | |
|---|---|---|
| holy | inspired | reliable |
| genuine | complete | constant |
| truthful | acute | righteous |
| perfect | life-giving | convicting |
| accurate | unerring | authentic |
| resolute | thought-provoking | sharper |
| miraculous | unchangeable | God-breathed |
| affirmative | infallible | bona fide |
| impeccable | incontestable | incontrovertible |
| authoritative | irrefutable | |

**Vocabulary Box**

Words that *describe an orderly person* (adjective)

| | | |
|---|---|---|
| tidy | neat | organized |
| adept | precise | habitual |
| optimal | effective | disciplined |
| systematic | methodical | efficient |
| adroit | dexterous | impeccable |
| inexorable | arduous | assiduous |
| expeditious | complaisant | autonomous |
| punctilious | | |

## **1. Copying and Comprehension:** Passage and Vocabulary

**This Week's Passage**

**All**

Before there were machines that printed pages, every word of a book had to be copied by hand. The man who did this hard job was called a scribe. He worked to make sure that every single word and mark he copied was exactly the same as the page he was copying from.

**Exten**

During the early days of scribes, kings in some countries hated the Bible. These leaders tried to get rid of all of the Bibles. But God made a promise long ago that His Word would never be done away with.

**Read Only**

Many horrendous rulers burned every Bible their soldiers could find. One ungodly king was known as an emperor. He burned down churches and every Bible in his kingdom. He even *said* he got rid of all the Christians. But God was faithful! God's Word and God's people continued.

**<> 1a.** Read this week's passage aloud with your teacher.

1. Scribes had to be orderly in penning the Bible.
2. God is faithful to us by giving us His Word--and keeping it.
3. Diocletion is the man described in the **Read Only** box.

Character Focus: Something has to be tested before it can be proven.

4. He was the emperor of Rome from A.D. 284-305.

5. He thought he had stopped Christianity, but he did not!

**<> 1b.** In the **Read Only** paragraph of the passage, highlight the word *emperor*.

1. An emperor is like a king.

2. He is the ruler of an empire.

3. Some emperors did not like the Bible!

Further Study: Visit a print shop or newspaper office. Notice how every page of print must be perfect.

**<> 1c.** On the lines provided, write two *words that describe God's Word* from the Vocabulary Box, located at the beginning of this week's lesson.

**1.**_____

**2.**_____

**<> 1d.** On the lines provided, use the word *emperor* in a sentence about *Christians.*

**Sentence containing *emperor***

_____

_____

_____

**<> 1e.** On the lines provided, copy this week's passage at the level directed by your teacher.

_____

_____

_____

_____

_____

_____

**Teacher Tip**: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Character Focus: God's Word often helps and comforts us in trouble.

Character Focus: Testing verifies permanence.

**Teacher Tip**: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

_____

_____

_____

_____

_____

_____

**Teacher Tip:** Generally speaking, when prefixes are added to words (prefixes are placed at the beginning of root words), they do not change the spelling of the root word--but they do change meanings of words.

**<> 1f.** Review your copy with your teacher, and correct any errors.

**<> 1g. Optional**: Make a minit-book containing this week's passage.

**Teacher Tip**: Determine the appropriate amount of vocabulary work for your younger Level Pre A students. You may want to look up the words in the dictionary together and discuss the meanings rather than completing the written work. Regardless of how many vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

## 2. Spelling: Prefix *un*

### Examples: undo, unmade

**<> 2a.** Read this week's passage aloud with your teacher.

**<> 2b.** In the **READ ONLY** box, highlight the word *faithful.*

1. **A prefix is a group of letters or one letter that comes at the beginning of a word.**
2. You don't need a prefix to make a real word.
3. There are a lot of words that can have the prefix *un.*
4. A prefix is often added to the beginning of a word.
5. A prefix makes a word mean something new.
6. The prefix *un* means "not."
7. So when someone says, "I am **unfaithful,**" he means he is **not faithful**.
8. The prefix *un* goes onto the beginning of words.
9. The prefix does not go on every word.
10. It only goes on some words.
11. It goes on the front of a word when the writer wants to change the *meaning* of a word.

**Teacher Tip**: If your Level Pre A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

**Words for Key Word Outline**

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Character Focus: Some people say they can do things they have never done. It is easy for them to boast like this, but a person cannot prove he can do something until he tries.

Further Study: Learn the words to the hymn "The Bible Stands."

**<> 2c.** On the lines provided, copy the spelling words at the level directed by your teacher.

**ALL**

1. _____ unfit
2. _____ undone
3. _____ unpack
4. _____ unreal
5. _____ unlock
6. _____ unload

**EXTENSION**

7. _____ unless
8. _____ unfold
9. _____ unjust
10. _____ unfair

**Review Words**

_____ _____

_____ _____

_____ _____

_____ _____

**<> 2d.** Add this week's new words to page 87 of your *Spelling Notebook*.

**<> 2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

**<> 2f. Extension**: Write other *un* words and their meanings (in your own words) on the lines provided.

| Word | | Meaning |
|---|---|---|
| unfaithful | = not | faithful |
| 1. _____ | = not | _____ |
| 2. _____ | = not | _____ |
| 3. _____ | = not | _____ |
| 4. _____ | = not | _____ |

**<> 2g. Optional**: In your notebook, write **six** sentences using six of the spelling words.

Further Study: Memorize Isaiah 40:8 about the permanence of God's Word.

**Teacher Tip**: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Further Study: Write or copy a paragraph without dotting any of your "i's" or crossing any of your "t's." Do you see how important these "little" marks are to writing?

# 3. Editor Duty: Correct Given Sentences

### Un-Words

**<> 3a.** Read this week's passage aloud with your teacher.

**<> 3b.** Correct the mistakes in the sentences provided.

Further Study: Read Matthew 6:19-21 and discuss which things in this life are temporal and which things are eternal. Plan activities that are of eternal significance rather than just temporary pleasure.

**ALL**

1. scribes had too copy things bi hand

2. thay had a very hard job.

3. som kings hated the bible

4. thay thought that thay destroyed thee bible

Further Study: Have a former Bible translator come and speak to your group.

Character Focus: Some people say that you should not ask questions about the Bible, but the Bible is true, so it can stand up under questioning.

**EXTENSION**

5. but God waz not unfaithful!

6. Wee need to bee orderly

**<> 3c.** Review your Editor Duty sentences with your teacher.

**<> 3d. Extension:** Write one sentence about the passage, using a word containing the prefix *un*.

Example: Some kings were *unkind* toward Christians.

_____

_____

_____

Optional Penmanship Practice

For verily I say unto you, Till heaven and earth pass, one jot or one tittle shall in no wise pass from the law, till all be fulfilled.

Matthew 5: 18

## 4. Optional Spelling Practice: Choose the Correct Spelling

**<> 4a. Optional**: Circle or highlight the correct spelling of each **All** word.

| | |
|---|---|
| 1. unfit | unfitt |
| 2. undun | undone |
| 3. unpac | unpack |
| 4. unreal | unreel |
| 5. unloc | unlock |
| 6. unload | unlode |

**<> 4b. Optional**: Circle or highlight the correct spelling of each **Extension** word.

| | |
|---|---|
| 1. unles | unless |
| 2. unfold | unfolld |

3. unjust unjustt
4. unfare unfair

# 5. Structural Analysis/ Vocabulary: Wacky Words

### Homophones: there, their

**<> 5a.** In the first paragraph of the passage, highlight the word *there*.

1. The word *there* is a Wacky Word!
2. It is a homophone that has another word that sounds the same but is spelled differently and has a different meaning.
3. The word ***there* means a place**.
4. It has the word ***here*** in it.
5. Just think of **here** and t**here**.
6. The word ***their* shows ownership**.
7. It has the word *heir* in it -- like ***heir*** to the throne.
8. Remember
   a. there -- here
   b. their -- heir

Further Study: Read the book *The Morning Star of the Reformation* about John Wycliffe.

**<> 5b.** Fill in each blank provided with the correct Wacky Word--*there* or *their.*

1. She took the children to _____ home.
2. We will put the toys over _____.

**<> 5c.** On the lines provided, write two sentences using the Wacky Words *there* and *their*.

1. _____

_____

_____

Character Focus: God said loving Him is the most important law, and all the other laws are based on it.

2. _____

_____

_____

Further Study: Write out each phrase of the hymn "The Bible Stands," and see if you can find Scripture passages that may have been in the author's mind as he wrote this song.

## 6. Study Skills/Prewriting: Key Word Outline for Sentence Writing

**<> 6a.** Read this week's passage aloud with your teacher.

**<> 6b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

(1) In each of the sentences provided, highlight **two**, **three**, or **four** words that you think are important and will help you remember what the sentence is about.

(2) Write those **2-4 words** on the lines below the sentence.

(3) Beneath those words, complete the following steps:

a. Cover up the sentence that is provided for you.

b. Read your **2-4 words** aloud, and try to think of what the sentence said.

c. When you think you remember what the sentence said, try to write a sentence on the lines that is a lot like the one provided for you -- but with some of your own words in it instead.

d. Try to make it say the same thing but with some of **your** words instead.

e. **Here is a sample for you:**

Original sentence: But God made a promise long ago that His Word would never be done away with.

Words I will highlight: But **God** made a **promise** long ago that His **Word** would **never** be done **away** with.

Write those words. God promise Word never away

My new sentence: Long ago, God promised that His Word would never go away from this earth.

Optional Penmanship Practice

"The Bible Stands"

The Bible stands tho' the hills may tumble,

It will firmly stand when the earth shall crumble;

I will plant my feet on its firm foundation,

For the Bible stands.

Further Study: Study the character quality of faithfulness in a character book, such as the *A Child's Book of Character* (Coriell's), *Character Sketches,* or *The Power for True Success.*

**ALL**

1. The man who did this hard job was called a scribe.

Words you highlighted:

_____

Your new sentence:

_____

_____

_____

2. The kings in some countries hated the Bible.

Words you highlighted:

_____

Your new sentence:

_____

_____

_____

3. They tried to get rid of all of the Bibles.

Words you highlighted:

_____

Your new sentence:

_____

_____

_____

**EXTENSION**

4. Many bad kings burned every Bible their soldiers could find.

Further Study: Read through the Psalms and discover what they say about the permanence of God's Word.

Optional Penmanship Practice

Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment.

Matthew 22: 37-38

Further Study: Read Psalm 12:6-7 and see how God's words are likened to silver tried in a furnace. Learn about the process of purifying silver, and draw analogies to the trying of God's Word by finding a specific instance in history that corresponds to each step of the refining process.

Character Focus: There are many Old Testament laws that Christians do not follow, like giving animal sacrifices, but we can still learn from them.

Further Study: Study more about telling time, being sure you know the "minutes before" and the "minutes after." How does telling time relate to faithfulness?

Character Focus: A "jot" and a "tittle" are small marks on Hebrew letters like a dot on the "I" or a cross on a "t" on English letters.

Words you highlighted:

Your new sentence:

5. One emperor burned churches and every Bible he found.

Words you highlighted:

Your new sentence:

**Teacher Tip: Key Word Outline Symbols**

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better

= can mean the result of, the same as, is equal to, means, like, occurred

# can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

----> can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

$ can mean money, cost, expensive

^ can mean up, above, more

can mean most important, more important

" " can mean spoken words or special words

<> can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

# 7. **Optional Spelling Practice:** Six “S” Spelling Secret

**<> 7a. Optional**: Take a Spelling Pre-Test in your notebook.

**<> 7b. Optional**: Turn to the Six “S” Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words that you misspelled in your pre- test.

**<> 7c. Optional**: If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided at the end of this weekly lesson. (Be sure to put one letter in each square to help you see how long each word is.)

# 8. **Grammar:** Proper Nouns--People and Places

**<> 8a**.Read this week’s passage aloud with your teacher.

**<> 8b**. In the second paragraph of the passage, highlight the word *Bible.* Circle the first letter in the word *Bible.*

1. The word *Bible* is the name of a book (a very important book).
2. Titles are a type of proper noun.
3. You might remember that a **noun is one of the following:**
   - **a. Person:** girl, boy, sister, teacher
   - **b. Place:** town, lake, road, store
   - **c. Thing:** book, bike, room, chair
   - **d. Idea:** wisdom, love, hope, peace
4. **A proper noun is the proper name of a noun!**
5. In other words, it is its **formal name.**
6. Instead of just the noun *girl,* a proper noun is the proper name of a girl: *Kara.*
7. **When you write the proper name of something, it is a proper noun.**
8. For instance:
   - **a. Proper name of a person:** Kara, Donna, Josiah
   - **b. Proper name of a place:** Gath, Oak Street, Palm Beach
   - **c. Proper name of a thing:** Bible, *God's Smuggler*

9. You need to be sure to write any proper nouns with a capital letter at the beginning of each important word in it (Oak Street).

10. This week, you need to learn to capitalize the names of people and places.

**<> 8c.** Write **two** sentences containing the name of your town, capitalizing the name of your town (and any other proper nouns).

1. _____

_____

_____

2. _____

_____

_____

**Teacher Tip:**
Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

## 9. Composition and Revising: Complete the Checklist Challenge for Sentences

**<> 9a.** Read this week's passage with your teacher:

**<> 9b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment Six that you can work on making better:

**Basic: Choose two sentences.**

**Extension: Choose four sentences.**

(2) Copy the sentences you chose on the lines provided.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

**<> 9c**. In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:

(1) Read each item in the Checklist Challenge and complete that task for each sentence.
(2) Highlight each item you put in your sentence as you complete it.
(3) Check the box in the Checklist Challenge for each item as you complete it.

**Teacher Tip:**
At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or giving him the answers! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as "kind."), guiding him with questions ("What do you think you could put in for walk here?"), or giving him choices ("Why don't you try one of these: pretty, beautiful, lovely, gorgeous?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

# 10. **Spelling:** Spelling Test

**<> 10a.** Read this week's passage aloud with your teacher.

**<> 10b.** On the lines provided, take a Spelling Test consisting of this week's words and any Review Words.

## ALL

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

## EXTENSION

7. _____ 8. _____

9. _____ 10. _____

## Review Words

_____ _____

_____ _____

_____ _____

**<> 10c.** Have your teacher check your Spelling Test.

**<> 10d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

**Teacher Tip** If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. ("Remember, **would** is from the **would, could, should** family.")
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's Review Words from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his Review Words list for next week.)

# 11. **Dictation:** Dictation Quiz

**<> 11a.** Read this week's passage aloud with your teacher.

**<> 11b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

(1) Follow along as your teacher reads the dictation passage to you.

(2) Be sure to put a capital letter at the beginning of each word that needs one.

(3) Be sure to put an end mark at the end of each sentence that needs one.

(4) If you are unsure of how to spell a word, try to sound it out. If you still cannot figure out how to spell it, ask your teacher for help.

(5) If you get lost, ask your teacher for help.

**All**

Before there _____ machines _____ printed pages, every word of _____ book _____ to _____ copied _____ hand. The _____ who _____ this hard _____ _____ called _____ scribe. _____ worked _____ _____ sure _____ every single word and mark _____ copied _____ exactly _____ _____ as _____ page _____ was copying from.

**Extension**

During _____ early _____ of

scribes, kings _____ some countries

_____ _____ Bible. _____ leaders

tried _____ _____ _____

of _____ of _____ Bibles. _____

God _____ a promise long ago

_____ _____ Word would never

_____ _____ away _____.

**<> 11c.** Review your dictation with your teacher.

**<> 11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

**Teacher Tip:** Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words on the whiteboard for your student before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to him to remind him of its contents.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
4. Re-read the first sentence to him a few words at a time (or more if he can handle more). Go as slowly or as quickly as your student can handle.
5. Re-read any of the sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

## 12. Composition: Final Copy of Sentences

**<> 12a.** Choose your best sentences from Assignment Nine, and copy them on the lines provided.

**Basic: Copy one sentence.**
**Extension: Copy two sentences.**

**All**

1. _____

_____

_____

_____

**Extension**

2. _____

_____

_____

**<> 12b**. Review your sentences with your teacher to make sure there are no mis takes in them.

# Checklist Challenge Blue 3-Pre A: Week One

**Character Focus**: Orderliness

**Complete the Checklist Challenge by using these guides:**

- Determine which check boxes apply to your level.
- Each box shows the number of changes that you need to make. (You will have one box for each sentence for sentence writing.)

All ALL LEVELS

B BASIC LEVEL only

E EXTENSION only

---

All All E E Read each sentence to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

All All E E Circle each **verb** in each sentence with a light colored highlighter. This will make it easier to add adverbs (*ly* words) and to change your verbs as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

**Teacher Tip: Be sure your student circles the verbs in his writings, as this step is crucial later in the Checklist Challenge. However, do not let him get discouraged if he misses one. He does not need to labor over each word, fearful of missing a verb. The more he looks for the verbs, the better he will get at finding them--and the better he will get at the verb-related CC items.**

All E Change one of the "**boring**" **verbs** in each sentence to a "**strong**" **verb**. You may select one from the list below or choose one of your own.

| Instead of | Use | Instead of | Use |
|---|---|---|---|
| found | discovered | looking | appearing |
| coming | visiting | sit | recline |
| go | hasten to | asked | interrogated |
| said | announced | write | pen |
| look | examine | answered | responded |
| walk | saunter | lie | stretch out |
| list | enumerate | become | develop |
| look | scan | see | determine |
| help | assist | | |

All E Add an **adverb** (*ly* word or other) to each sentence. You may select one from the list below or choose one of your own.

| | | | | | |
|---|---|---|---|---|---|
| only | totally | joyfully | willingly | completely | never |
| practically | significantly | closely | finally | diligently | seldom |
| cheerfully | carefully | laboriously | gladly | slowly | later |
| extremely | gratefully | happily | sometimes | always | tomorrow |
| fully | thoughtfully | interestingly | apparently | cautiously | repeatedly |

All E

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacer.

E

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight it as directed by your teacher.

Example:

- We all benefit from God's grace**, for** He does not show partiality.

E

Add one **interjection** to the beginning of one of your sentence, or add a new sentence with an interjection in it (or do this more than one time, according to your level). If you have already done this, highlight it as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes,** the Bible is the Book for me!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** The Bible is the Book for me.

All All E E

**Edit your sentences** with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

# Six “S” Spelling Secret Sheet

| 1. SEE | 2. SAY | 3. SEPARATE | 4. SPELL | 5. SPOT | 6. STOP or START |
|---|---|---|---|---|---|
| _____ | | | _____ | | |
| _____ | | | _____ | | |
| _____ | | | _____ | | |
| _____ | | | _____ | | |
| _____ | | | _____ | | |
| _____ | | | _____ | | |
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| _____ | | | _____ | | |
| _____ | | | _____ | | |
| _____ | | | _____ | | |
| _____ | | | _____ | | |
| _____ | | | _____ | | |
| _____ | | | _____ | | |
| **1. To See:**<br>1. Copy the word you need to practice on the first empty line of this column.<br>2. Look at this first word carefully.<br>3. Pay attention to the parts of the word that follow spelling rules you already know.<br>4. Look closely at the shape of the word.<br>5. See if there are parts of the word you know easily. | **2. To Say:**<br>1. Say the word you wrote in column one aloud.<br>2. Try to spell the word aloud without looking in the 1. SEE column.<br>3. If you get stuck, look at the word in the 1. SEE column.<br>4. Note: If spelling a word aloud confuses you further, skip this step. | **3. To Separate:**<br>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.<br>2. Try to picture the word in your mind.<br>3. Close your eyes to picture the word, if needed. | **4. To Spell:**<br>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.<br>2. If you get stuck, try to picture the word once more in your mind, and try again to write it. | **5. To Spot:**<br>1. Uncover the word in the 1. SEE column.<br>2. Check your spelling right on the spot. (Do not go on to the next word until you have “spot checked” this word.) | **6. To Stop/Start**<br>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.<br>2. If you spelled the word wrong, you should START the Six “S” Spelling Secret over again for that word. |