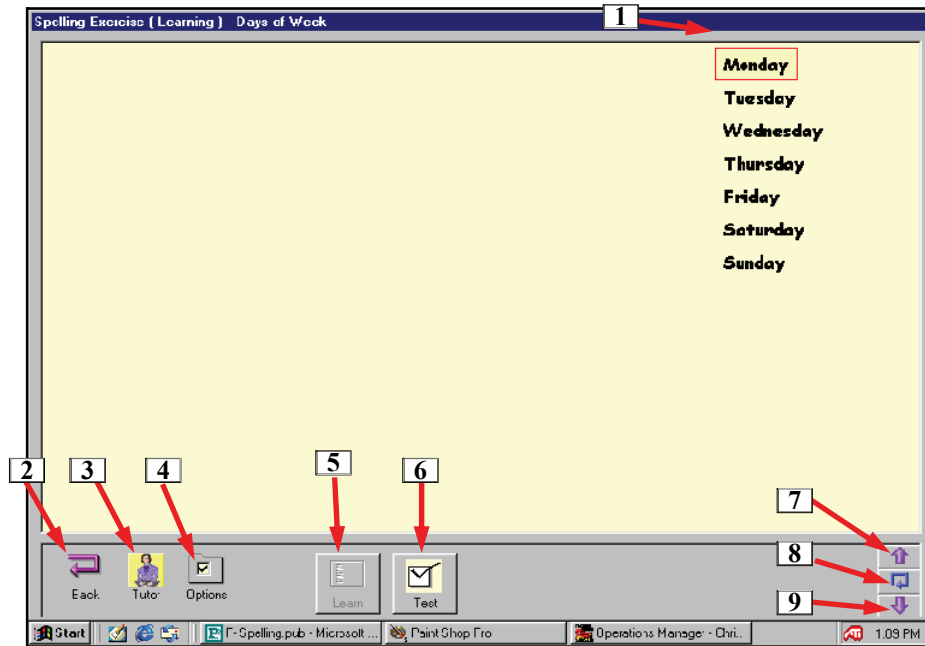


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## Spelling - Student



Student Opening Spelling Screen

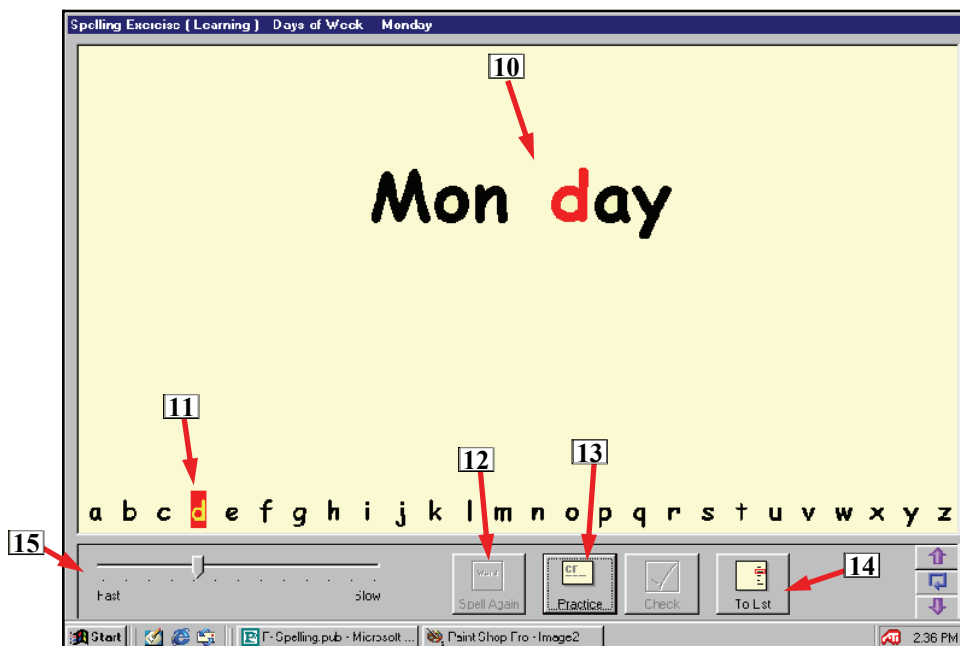
### Opening Student Spelling

With the Teaching-Engine, the Tutor can type in any words to create a spelling list to be independently practiced and tested by the student. Lists of spelling words are normally generated in the Tutor spelling module but also can be taken from the reading modules. Like other modules, student spelling has a cycle of learning, testing, scoring, analyzing, and relearning.

The initial spelling screen is shown above with the words to be learned shown in a column. [1] The utility and navigation functions are: *Back* [2] which switches to the Gateway Grid, *Tutor Screen* [3] which switches to the Tutor Spelling module (if the program opened with a Tutor Authorization) ], *Options*, [4] which opens a dialog box with settings for speed and other student options; *Learn* [5], which will become ungreyed when any word is clicked in the list. Also, *test*, [6] will bring up the screen for the student to be tested on the spelling words. Icon [7] changes the selected word in the words list to the previous one (above), [8] repeats the current word, and [9] selects the next word (lower) on the spelling list.

The exercise is begun by clicking any word on the list, usually the top one, and then the screen on page F3 will be seen.

## Spelling - Student



Student Spelling Word with Phonic Break

### The First Word

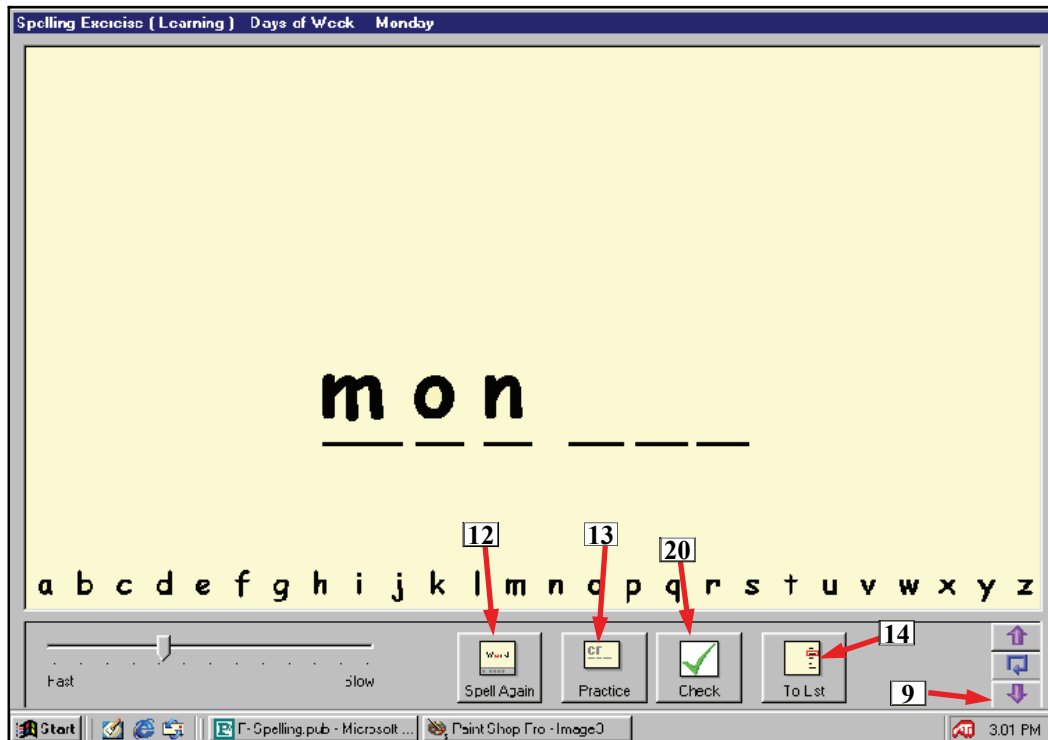
The word “Monday” is illustrated on the screen illustration above. At this point the word has been sounded, split up into parts, [10] (if the Tutor entered the word split up), and spelled. As the word is spelled, the letter being sounded is simultaneously highlighted on the word itself and on the optional alphabet across the bottom. [11]. This alphabet becomes a keypad during spelling practice or testing and can be used by the younger students who do not yet know how to find the letters on the computer keyboard. If the student wants to hear the word spelled again, she clicks the *Spell Again* icon [12]. To select another word to be spelled, click *To List* [14].

The speed of the spelling can be changed by the student with the slider control. [15]

The optional practice spelling function, selected by icon [13], is shown on page F4.

There are three ways that the letters can be sounded. One is by the individual letter name, another is by the individual phonic sound, and the third is by phonic groups such as “th” or “oo”. If there is no phonic sound for a group of letters, the individual phonic sounds are automatically used. The choice of the three options is made by the Tutor and saved with the exercise.

## Spelling - Student



Student Practice Spelling

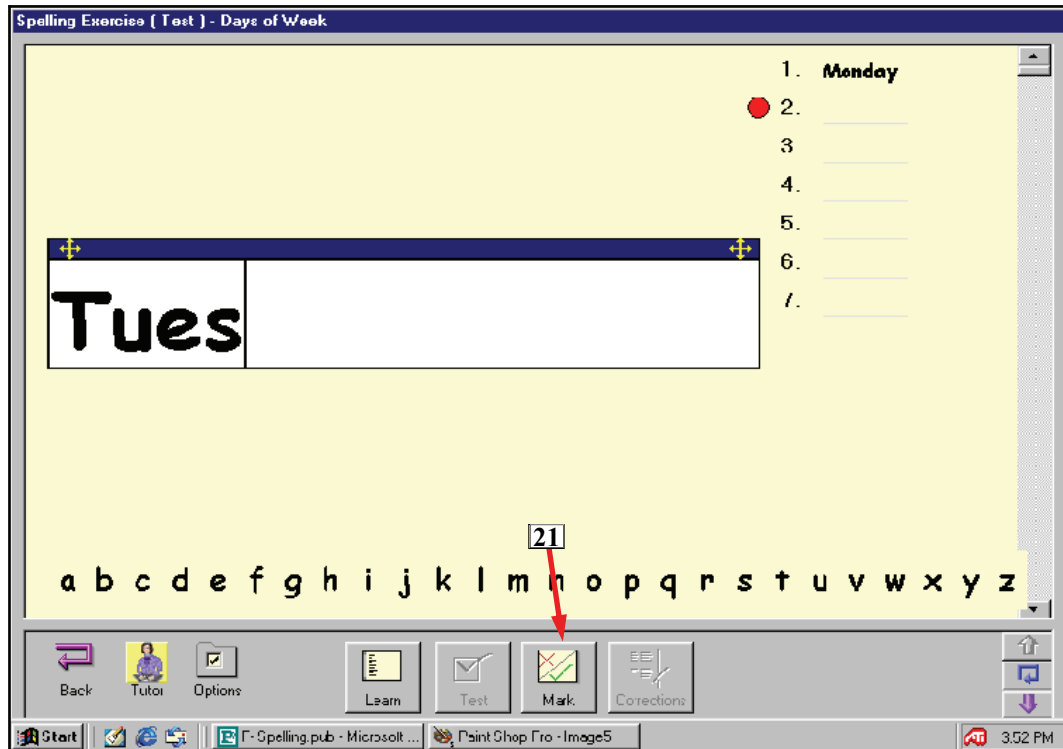
### Practice Spelling

The practice spelling mode adds a number of underlines at the bottom of the screen spaced the way the word is broken up. This helps the student to learn new or difficult spelling by providing clues as to how many letters there are, and how they are distributed throughout the word. When the lines are shown, the word "spell" is sounded then the word to be practiced is sounded.

The student keys in his spelling either using the computer keyboard or by clicking a letter in the optional alphabet. When the student finishes filling in the blanks, she presses the computer *Enter* key or clicks the *Check* icon [20] and the computer will show the correct spelling and change the color of any incorrect letters to red. The student can then note what was incorrect and click either the *Spell Again* icon [12] and see and hear the word spelled again, or click the *Practice* icon [13] and try spelling the word again. When the student is finished practicing that word, he can click the purple down arrow icon [9] to bring up the next lower word in the list.

After completing the practice session, the student can click the *To List* icon [14] to make the *Test* icon [6] appear. After clicking the *Test* icon, the screen shown on page F5 will appear.

## Spelling - Student



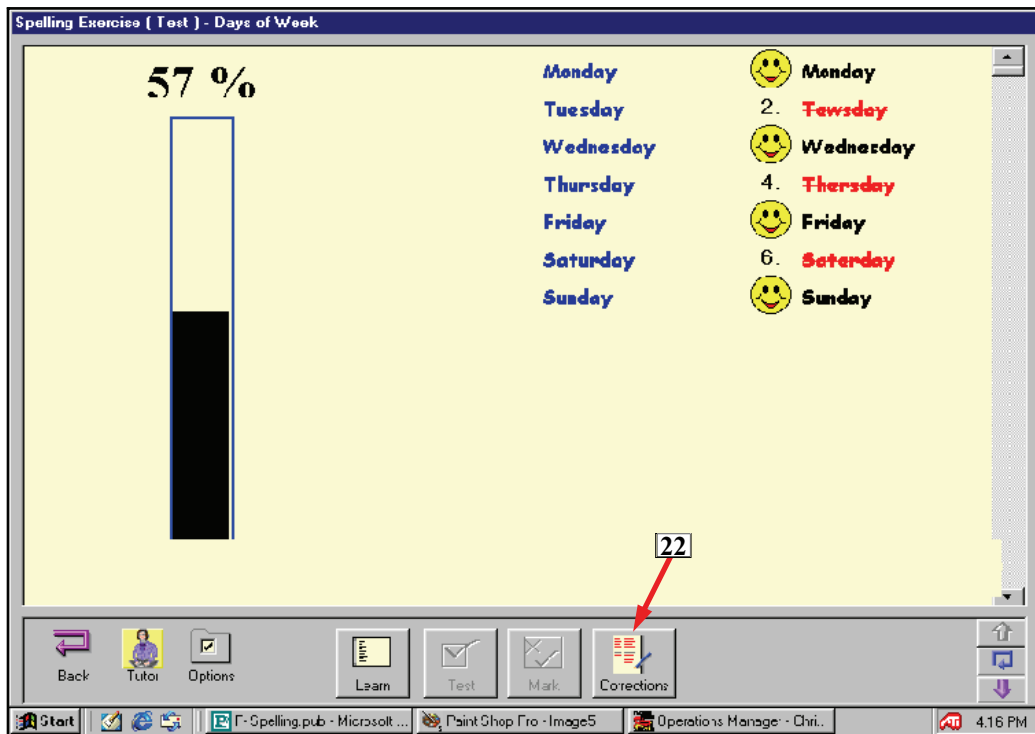
Student Spelling Test

The screen shown above shows a test in progress. The word “Monday “ has been spelled and “Tuesday is being keyed in. When the student finishes spelling a particular word, the computer *Enter* must be pressed to indicate that and to clear the text area to spell next word. Words which have been spelled are shown in a list and the student can go back and click any word and try to spell it again or make corrections. The optional alphabet can be used to key in the letters.

The tutor can specify if sounds are made as the letters are keyed in by the student. The letter name, phonic name or phonic combination sound will be heard, whichever was specified for the exercise by the tutor.

After the test is completed, the *Mark* icon [21] is clicked and the screen shown on page F6 appears.

## Spelling— Student



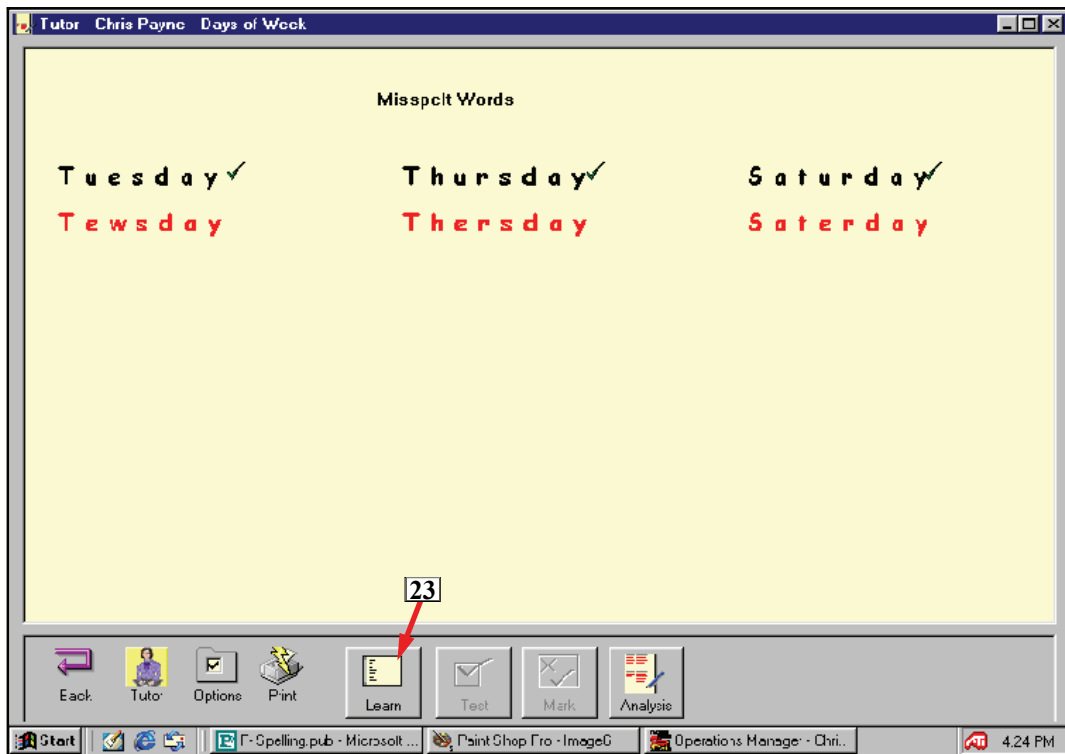
Student Spelling Test Results

### Marking the Test

The picture above shows the Student Spelling test screen after the student completed the test and it was marked. The correctly spelled words got a smiley face and the incorrect ones are shown in red with a line through it. The original words are also shown in a column to the left. The bar graph indicates the percentage correct.

Clicking the *Corrections* icon [22] will bring up another screen which shows a list of the words spelled incorrectly, and the correct spelling directly above as pictured on page F7

## Spelling - Student



### Student Spelling Corrections

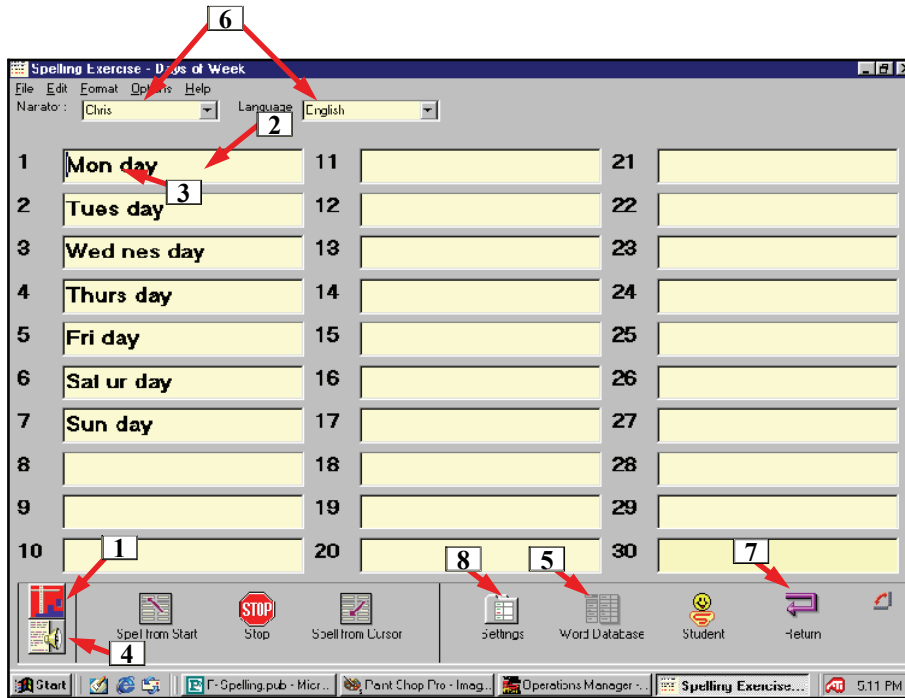
#### Spelling Corrections

This display gives the student a chance to see directly what was wrong with his spelling and make corrections to fix it. The editing is done on each of the words shown in red. The mouse cursor is placed where the editing is to be done and corrections made. When the editing of a word is done, the computer *Enter* key is pressed, and if the edited spelling is correct, a smiley face, chime sound and a tick mark is given.

After all the words are corrected, the *Learn* icon [23] is clicked and a choice can be made to study the misspelled words only, study all of the words or quit to the Gateway Grid.

It is very likely that the student will want to try hard to get learn the correct spelling of the remaining words and will continue the cycle until all the spelling of all the words is learned correctly.

## Spelling Tutor, Construction and Sounds



Tutor Spelling Screen

### Tutor, Spelling

To create a new spelling exercise or to open an existing one, first go to the Gateway Grid. This can be accessed from any module by clicking the doubled back purple arrow.[7] The operation of the Gateway Grid for the Tutor is described beginning on page B3.

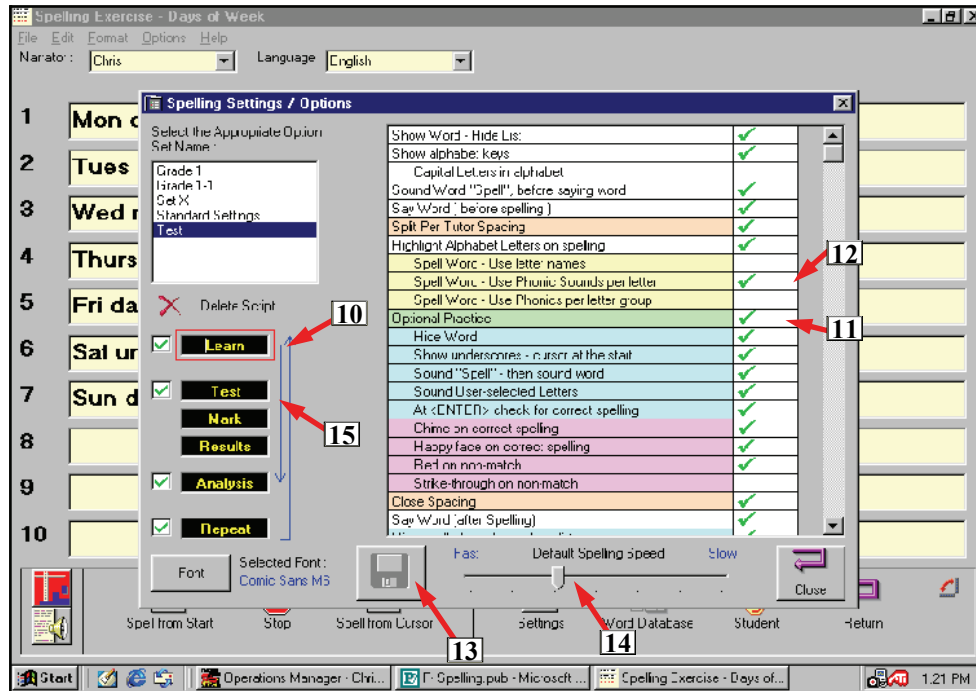
Generally, spelling words are manually entered by the Tutor, although spelling words can be automatically taken from the reading modules.

To enter new spelling words, first make sure that the module is in the construction mode by clicking the construction icon. [1] The words are simply typed in the blanks in the form beginning with blank space 1. [2] The spaces created by the Tutor within the spelling words [3] are used in the student module to separate the word into sections, such as syllables, to make it easier for the student to become familiar with the spelling of the word. In the student module, the word is first shown with all the letters grouped together, then the word is "pulled apart" and the spelling shown in groups of letters as the tutor typed it in. After the word is spelled, the word is "squeezed" back together and then pronounced again.

After the words are typed into the blank spaces, the words need to be scanned to determine if there are sound files for all the words. This is done by clicking the Sounds icon. [4] The Word Database icon [5] will become active and the words which do not have sound files available in the voice and language indicated at the top [6] will become highlighted in bright purple.

Clicking the Word Database icon will switch the screen to the Sounds Database page where the words can be recorded and trimmed. See page B8. A missing word or phonic can also be recorded using the Mini Recording Studio which is accessed by clicking a purple missed word .

## Spelling Tutor, Settings and Options



Tutor Specified Practice Options

### Settings and Options

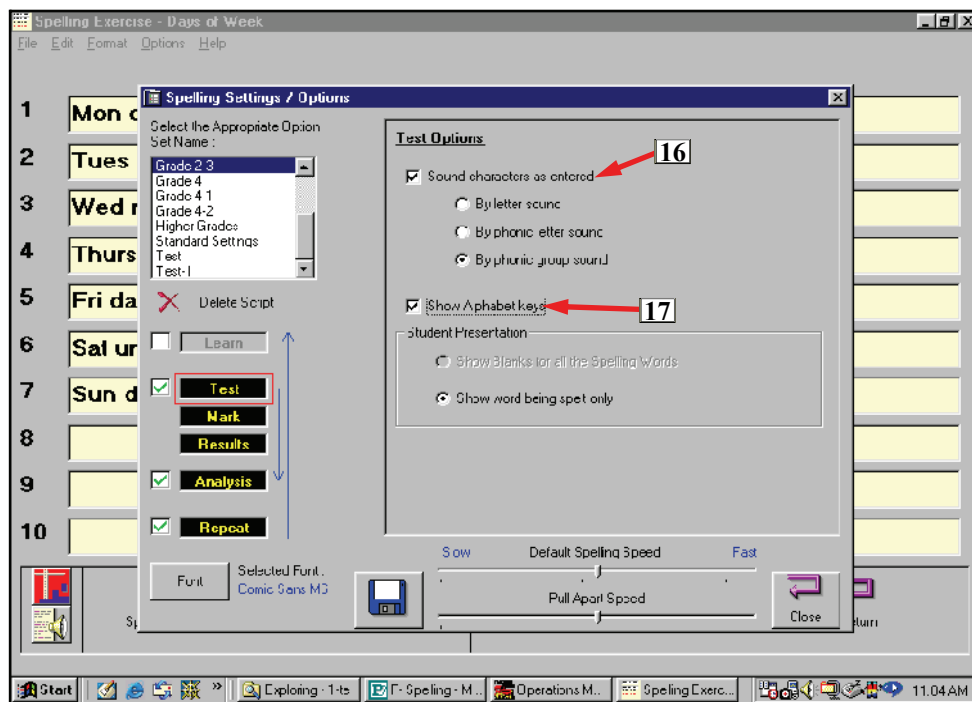
This screen is brought up by clicking the Settings icon See [8] on page F8. There are a number of options regarding how the student spelling module operates. The settings generally depend on the age or progress of the student. The screen is opened with the settings displayed for the Learn sequence. [10] These settings are listed and are generally self explanatory. Note that the “Optional Practice” selection [11] opens up further options to allow practicing of an individual spelling word. Also note that the spell word options with a yellow background [12] are mutually exclusive. This is where a choice can be made as to how the word will be sounded: using the letter names, the letter phonics or the sounds of phonic combinations.

When any changes are made, the “Save the Current Settings” [13] icon becomes available. Clicking this brings up a dialog box with choices of under what file the settings will be saved. A new set can be created such as “Grade 2” and thereafter if that is selected, all the saved settings will apply.

### Speed Control [14]

The speed at which the student initially hears and sees the spelling activity can be preset by the tutor, and that setting is saved with the exercise. When the student initially uses the exercise, the speed of operation is governed by this setting. The student can normally override that setting with a similar control on his screen.

## Spelling Tutor, Settings and Options



Tutor Specified Test Options

### Test Parameters

For the test mode, the Tutor can specify certain options which will be seen by the Student. The choices become available by clicking the *Test* icon [15] which will bring up the window shown above. When a student keys in her spelling letters, it is optional for her to hear the letter names, the individual phonics or the phonic combinations as they are completed. These choices are seen at [16]. Also the same alphabet keys seen during student practice are available during a test. Typically the younger students will want to have both the alphabet keys to use and the letters or letter combinations sounded phonetically.