

Teaching Irregular Words

The following procedure uses visual, auditory, and kinesthetic input to assist in the permanent memorization of those words with truly atypical spellings.

1. **Circle the irregular part.** The teacher provides students with a large model of the irregular word on a sheet of paper. Students circle the part of the word that does not conform to the frequent, reliable patterns or rules. Analyzing the irregular part engages students in active reflection of the language. Circling the irregular part draws their attention to the letter patterns in the word.
2. **Trace a model.** Students trace the model word three times, saying the word before they write and naming the letters as they write. Tracing the word while naming letters reinforces the letter sequence in the word through the visual, auditory, and kinesthetic modalities.
3. **Make copies.** Students make three copies of the word with the model in view, saying the word and naming the letters of the words as they write. This step extends the multisensory impressing of the letter sequence of the word in memory.
4. **Spell the word with eyes closed.** Students close their eyes and spell the word, imagining the word as they spell. They open their eyes and check the model. They close their eyes and spell the word two more times in this manner.
5. **Write from Memory.** Students turn their papers over or fold them so that the model does not show. They write the word three times, saying the word before they write and naming the letters of the word as they write.

A video of this procedure can be found at <http://library.neuhaus.org/class-room-videos/scientific-spelling-irregular-word-procedure>

