

SPELLING

solutions

from

CHARLOTTE  
MASON

by

Jeannie Fulbright

## Spelling Solutions

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**S P E L L I N G**  
**S O L U T I O N S**

*by Jeannie Fulbright*

# About Spelling

Charlotte Mason believed that a child learns to spell by “taking a picture” of the word and imprinting this picture into the mind. Some children do this naturally, while others need to be taught how. The child should study the word until he can actually “see” the word in his mind’s eye with his eyes closed. The word must be memorized in the same way that the face of his mother is memorized. Then, the child will always know when the word is misspelled and what the correct spelling should look like.

Charlotte Mason was very adamant that a child should never have a chance to gaze upon a misspelling when he is learning a word. The chance that he might memorize the wrong spelling is too great. Charlotte Mason suggested that the teacher immediately cover up any word that is misspelled so that the child will not even look at it.

This is where other spelling programs fail; they allow the child to guess at the spelling and look at his misspellings over and over again. Some programs also encourage writing before a child has learned to spell. This runs the risk of cementing a wrong spelling into the child’s mind. Again, some children naturally photograph the correct spelling in their mind and know when a word they wrote doesn’t look correct. However, not all children have this ability.

This program is designed to help a child memorize the most frequently used words in the English language. They include many of the 500 most common words except a few three letter short vowel words that are taught in phonics programs and the word “a.” Once these words are memorized, the child will be well on his way to good spelling.

# Steps to Success

1. Print the words on index cards (or paper that you can cut into cards). There are 7 sets of words.
2. Select the first set of word cards from the stack beginning with the word “the.”
3. For 15 minutes each day, have the child work on a set number from the cards using the method below.
4. When the child has studied the entire list, give him a test on the list of words. Have him write each word as you say it. If he gets a word wrong, immediately cover it up. Then, show him the correct spelling and include the word in the next word set.
5. In your test, include all the words learned to date. This transfers the previously memorized words into the long term memory. As the list gets longer, break up the spelling test into several sessions during the day. Do not do spelling for longer than 15 minutes.
6. After the word cards are learned, dictate the random sentences using the words from the set so the child can experience using the words while actually writing.
7. Do this until all the words are learned. At this point, you may wish to purchase a spelling program or utilize the Charlotte Mason to teach spelling through copywork and dictation.

## The Method

- Study the word.
- Spell it out loud while looking at it.
- Imagine taking a picture of the word to imprint in the mind.
- Close your eyes and imagine the word.
- Study it again. (Active learners should draw it in the air with their finger).
- Spell it out loud once by looking, and once without looking.
- Look at the word again before writing it.
- Turn the card over and write the word from memory. If it is written wrong, mark it out quickly and study it again before you try again.
- Move on to the next set of cards in the stack.

the

1

of

1

to

1

and

1

is

1

you

1

in

1

it

1

that

1

he

1

was

1

for

1



on

1

are

1

with

1

as

1

his

1

boe

1

I

1

they

1

at

1

one

1

have

1

this

1

from

1

or

1

paid

1

pay

1

but

1

some

1

what

1

there

1

we

1

out

1

other

1

were

1

all

1

hot

1

## Dictation Exercise Set 1

After your child has written and memorized these 38 words, dictate to him the random sentences below. If your child is young, dictate slowly, repeating the sentence as necessary. Help him with punctuation if needed. If your child is older, dictate the entire sentence one time and try not to repeat it unless dictation is new to your child. \*Your child must also be able to spell the word *car*.

### Dictation Sentences:

- I can have some of it.
- But it is hot.
- They all had some.
- He was there with them.
- You were there to get some for the other one.
- What can we do?
- Are you from this or that one?
- You had to be the one to go in.
- I had to go out by his car.
- At his car, they were all in and on it.

when

2

use

2

your

2

up

2



how

2

an

2

word

2

said

2

she

2

do

2

each

2

which

2

their

2

time

2

if

2

will

2

about

2

then

2

way

2

many

2

them

2

would

2

write

2

like

2

these

2

long

2

so

2

her

2

make

2

thing

2

see

2

him

2

two

2

has

2

look

2

more

2



day

2

could

2

go

2

come

2

## Dictation Exercise Set 2

After your child has written and memorized the last 40 words, dictate to him the random sentences below. \*He will need to know the words *ox* and *it*.

### Dictation Sentences:

- Your day has come.
- Which word will you write when it is time?
- How many things could she or would she do in a day?
- Look and see if these will fit them?
- I so like these things that she can do and make.
- She said I can use about two more if I go each day with her in their car.
- If it is a long way up there, then let him be on an ox.

did

3

my

3

sound

3

no

3

most

3

number

3

who

3

over

3

know

3

water

3

than

3

call

3

first

3

people

3

down

3

been

3

may

3

side

3

find

3

new

3

now

3

any

3

work

3

part

3

take

3

get

3



place

3

made

3

live

3

where

3

back

3

only

3

after

3

little

3

round

3

year

3

came

3

shows

3

every 3

## Dictation Exercise Set 3

After your child has written and memorized the last 39 words, dictate to him the random sentences below.

### Dictation Sentences:

- No, the first people who came to live in this place did most of the work every year on the new part.
- Go back down to the side where the man is.
- You may find my water can has been hot.
- Take it only after you get the number of a little round man who will call you over to show you.
- You know the sound it made.
- She said that we can have any of them, but not more than you have now.

good

4

me

4

give

4

our

4

under

4

very

4

through

4

just

4

form

4

much

4

great

4

think

4

help

4

line

4

sadly

4

low

4



before

4

turn

4

cause

4

same

4

diff<sup>er</sup>

4

right

4

mean

4

move

4

boy

4

old

4

too

4

does

4

tell

4

sentence

4

set

4

three

4

air

4

also

4

want

4

well

4

play

4

small

4

end

4

put

4

# Dictation Exercise Set 4

After your child has written and memorized the last 40 words, dictate to him the random sentences below.

## Dictation Sentences:

- Before you put it under me, give it a very good turn.
- I think it is great when the three boys play.
- If we move through the small place, it will cause the air to form a low line.
- What does that set of sentences mean?
- It is right to say that you want help in the end.
- I am too old to help much.
- I beg to differ.
- You are very well and can also help a great number of people.
- If it is just the same to you, I will tell our small boy to come find me now.

home

5

read

5

hand

5

port

5

large

5

spell

5



add

5

ever

5

ard

5

here

5

high

5

follow

5

must

5

such

5

why

5

men

5

act

5

ask

5

change

5

went

5

light

5

kind

5

off

5

need

5

house

5

picture

5

try

5

us

5

again

5

animal

5

point

5

mother

5

world

5

near

5

build

5

self

5

earth

5

father

5



head 5

## Dictation Exercise Set 5

After your child has written and memorized the last 39 words, dictate to him the random sentences below.

### Dictation Sentences:

- In my house, my father is the head of the home.
- My mother will follow him to the end of the earth.
- They try to build a good home for us.
- They do not think about self.
- They act kind and are such a light to the world.
- Read the sentence in your hand first.
- Did I spell it right?
- I must ask why and point.
- I need to change it here, and even add a sentence there.
- There is a picture of a large land animal in a port.
- It went near where the water is high.
- The kind men need to turn the light off again.

stand

6

own

6

page

6

should

6

country

6

found

6

answer

6

school

6

study

6

grow

6

learn

6

still

6

plant

6

cover

6

food

6

sun

6

four

6

thought

6

let

6

keep

6

eye

6

never

6

last

6

door

6

between

6

city

6

tree

6

cross

6



since

6

hard

6

start

6

might

6

story

6

saw

6

far

6

seed

6

left

6

run

6

draw

6

late

6

# Dictation Exercise Set 6

After your child has written and memorized the last 40 words, dictate to him the random sentences below.

## Dictation Sentences:

- If we learn to stand for what is good and right, our country will do well.
- We will grow in might even through hard times.
- We have found the answer; it is the cross.
- We did not learn this in school, though we should have.
- I want to study the cross, so I may know the story that will help me live.
- I will draw water from every page.
- I thought I could still have my own way.
- My eye never saw how far I had run.
- At long last, I left the sea and it was not too late.
- Since the door was there, He let me in before the sun went down.
- I could see the city between the four trees.
- There they plant their food to keep the people well, and it will cover the earth.
- I did not start well, but I will end well.

don't

while

close

7

press

7

read

7

night

7

life

7

few

7

stops

7

name

7

# Dictation Exercise Set 7

After your child has written and memorized the last 10 words, dictate to him the random sentences below.

## **Dictation Sentences:**

- If you stop on your way through, don't stop at night.
- In real life, few people know how to build a large water plant.
- While I am here, stay close to me but don't say my name.
- Don't press too hard on that point.