Sparking Curiosity Through Spelling

Virginia Berg and Renee Schwartz [1]

How can we inspire more curiosity, in ourselves and in our students? Answering this question is the fundamental task of the Waldorf teacher. Interest, enthusiasm, connection, and an ever-broadening view of the world all stem from inherent curiosity. We measure success by the degree to which a teacher can ignite and stoke curiosity about each subject.

Curiosity about spelling seems rare these days. Students tend to feel good at spelling or bad at it, but precious few are interested enough to perceive, research, and apply patterns and relationships in an ongoing way. Teaching methods, in our lifetime, include a large measure of rote memorization of rules and exceptions – labors antithetical to sincere, spontaneous curiosity. Steiner tells us, "Our task is to find teaching methods that continually engage the whole human being."[2] Spelling is an especially rich field of inquiry, and curiosity-based spelling instruction is something we can bring to our students with joy.

Penetrating into English structure, history, and patterns is an obvious step toward maturity in language instruction in English-speaking Waldorf schools; this effort would include putting the original German-based tools for language instruction into perspective. Awareness of the responsibility and confidence to teach local children their own culture, language, and geography is growing within Waldorf schools internationally. Rudolf Steiner, in demonstrating how to engender connection with and understanding of the mother tongue, advocated for local dialects to be used as foundational for language instruction—using samples of students' speech as the starting point for analysis.[3] It is clear that we should free ourselves from unwitting imitation of European educational practices. We have a moral imperative to teach the incarnating child to understand and love the time and place they've chosen. A fundamental understanding of English is a student's due in an English-speaking society. Our English language is a trove of inclusivity and, presented with understanding and respect, it can sustain an ever-broadening, inherently curious mindset.

How does a mindful Waldorf teacher adapt Steiner's overall indications on language teaching to the child's actual mother tongue? We understand, after a tour through Roberto Trostli's organized compilation of Rudolf Steiner's indications, *Teaching Language Arts in the Waldorf School*, that stakes are high. "Just as the astral body can be investigated through music, the true nature of the I-being can be studied through the word... This can be understood only when you consider language, not as the product of our modern mechanism but as the result of the genius of language, working vitally and spiritually. You can do this when you attempt to understand the way a word is formed."[4]

Yet, Steiner only gives us a few lines of advice on spelling, about initial and medial consonants and vowel sounds, which in German do not change pronunciation according to their position. He had little to say because German is comparably easy to spell, as the choice of letters invariably corresponds with pronunciation. In teaching children to write and read, the first Waldorf teachers had an easier task than ours, who teach in the English-speaking world.

The German language includes around 135,000 phonetically-spelled words. English, on the other hand, includes around 500,000 distinct words, bearing heritage and spelling patterns from most of the world's language families.[5] Every English word has a story and relations. Children born into English-speaking communities learn to write and read later than children born into German ones, because they arguably need to master a substantially bigger task. Despite the fact that we call English a Germanic language, English is not primarily phonetic. The ability to speak English does not assure that a child can read or write English.

For Waldorf teachers, the key to a fundamental understanding of the English language is hidden in plain sight. It lies in the history of Western civilization, from the evolution of the Phoenician alphabet through the inception of the Internet.

1 Since Renee has more early Grades Structured Word Inquiry experience, and Virginia is more experienced with later grades, the "I" pronoun used in this writing refers to either of the co-authors.

2 Rudolf Steiner, *Practical Advice to Teachers* (Great Barrington, MA: Anthroposophic Press, 2000), pp. 1-7.

3 Rudolf Steiner, *The Renewal of Education* (Great Barrington, MA: Anthroposophic Press, 2001), pp. 153-55.

4 Rudolf Steiner, *The Roots of Education* (Great Barrington, MA: Anthroposophic Press, 1997), pp. 23-24.

5 Steven Frank, *The Pen Commandments: A Guide for the Beginning Writer* (New York: Random House, 2003).

A Brief History of the English Language

Here's a quick tour of our spelling system: Early in the first millennium, the demonstrably inviting British Isles were inhabited by Celts. They were driven back into Ireland, Scotland, and Wales by conquering, literate Romans. Surviving Celtic ancestry in modern English is very sparse. Through the 4th and 5th centuries invasions came from the Angles, Saxons, and Jutes, who spoke a variety of early Germanic languages. An additional Norse influence was made by the Viking invasions of the 9th and 10th centuries, about the time *Beowulf* was written, establishing Old English. These influences are the reason we call English a Germanic language, and why approximately half of the English words we use today are traced back to this time. However, Latinate influence on English wasn't finished: Normans crossed the Channel into Britain in 1066, the last time the feisty islanders were successfully conquered.

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Abruptly, England was ruled in the French language, creating a parallel vocabulary for aristocratic diners (think of the French cognate, "beef") and peasant farmers (think of the German cognate, "cow"). As the Normans stayed and integrated, a hefty layer of French words and spelling patterns was interlarded through this mostly-Germanic tongue. Crusades, conquests, and colonization scattered English around the globe, as it was spoken by the rulers of the British Empire that at a certain point covered a quarter of the planet. From each locality, terms and usage were picked up.

For example:

> SHERBET c. 1600, *zerbet*, "drink made from diluted fruit juice and sugar" and cooled with fresh snow when possible, from Turkish *serbet*, from Persian *sharbat*, from Arabic *sharba(t)* "a drink," from *shariba* "he drank."

After tidy German and exclusive French languages were organized into dictionaries by their respective governing bodies, English scholars at Oxford made a resounding decision: unlike other Western languages, the definitive English dictionary would record words used by English writers, and these would comprise the standard English language. English was and will be continually co-created by its users, not managed and pruned by a governing body. This means that English writing has never been edited through the lens of consistency. Other languages have been scoured of foreign influences; English words, on the other hand, tell the story of European history without edits. Therefore, learning to correctly write this large, nuanced, expressive beast of a language is a very big job.

Here, we see how Steiner's indications for German language instruction are useful in spirit, but as we read them, it is essential that we keep the fundamental differences between English and German in the front of our minds. Has anyone ever tried working on an American car with metric tools?

Teachers in English-speaking schools are faced with contradictory and controversial approaches to teaching spelling. Even sex education can seem straightforward in comparison! Schools may espouse one method or another, or perhaps individual teachers find their own methods. Current "sound-it-out" teaching methods have generated concern around the growing number of students who are being assessed with learning disorders. Research is currently broaching questions concerning dyslexia as a hereditary condition, while one study explores the effects of the way a writing system is taught. In a Brunel University London news report entitled, ***"****Why Are Some Bilingual People Dyslexic in English but Not Their Other Language?"*[6] the author describes how confounding writing and reading can be, based on a comparison of the words "hint," "mint," "lint," and "pint."

"This kind of irregularity doesn't happen in other languages such as Italian, Spanish or Finnish," says Professor of Cognitive Neuroscience at Brunel University London, Taeko Wydell, pointing to "so-called 'transparent' languages where combinations of letters are always pronounced the same, with some rare exceptions. As such, studies have shown Italian speakers are only half as likely to show signs of dyslexia than English speakers." In addition, the author reports, levels of dyslexia "can also be far lower in countries with a symbol-based writing system, such as Japanese or Chinese, because of how those writing systems are taught in schools."[7]

In actuality, the very concept of "irregularity" shows itself as problematic, the consequence of long lists of rules and exceptions. The implicit message we send children by using this term is "English is a horrible language to try to spell… sorry for your bad luck." Teachers of English find themselves in this pickle because, for

6 Tim Pilgrim, "Why are some bilingual people dyslexic in English but not their other language?" https://www.brunel.ac.uk/news-and-events/news/articles/Why-are-some-bilingual-people-dyslexic-in-English-but-not-their-other-language.

7 Tim Pilgrim, "Why are some bilingual people dyslexic in English but not their other language?"

more than a generation, we have overused phonics to teach the English writing system, in effect obscuring the actual regularity of the English language. But we must recall that these children have chosen to incarnate into this time and place, so we hardly want to send such a dismissive message. Regularity becomes visible as we explore the story of words, which is also the story of Western history, one of the cornerstones of our Waldorf curriculum. In gaining understanding of English, we practice scientific methodology, seeking evidence and repeatable patterns, a practice that is another educational cornerstone. The English language is vast, and it evolves every new day; approaching it with curiosity, exploration, humility, and orderly questioning is the right way to go.

Structured Word Inquiry at the Portland Waldorf School

One of the two authors of this article—Virginia Berg—was at her second cycle as a class teacher, teaching sixth grade at the Portland Waldorf School when Emily O'Connor was hired by the school as a part-time educational support person, tasked with assessing and addressing the students' diverse learning styles, especially dyslexia. She had worked with the Orton-Gillingham approach for years but then found that Structured Word Inquiry (SWI) was more effective for building understanding of spelling patterns, especially in the long run. SWI is a term coined by educator/researcher Peter Bowers, whose approach was inspired by the work of linguist Michel Rameau. Emily, who had studied with both Bowers and Rameau, led our faculty in-service and taught whole classes weekly while teachers observed. On her advice, we had Gina Cooke—the founder of the Linguist-Educator Exchange platform "LEX"—lead the next faculty in-service, and for me, Virginia, this was a turning point.

In my previous 16 years of teaching English, grades first through ninth, I'd researched and blended many methods. Throughout, I'd developed a mistrust for spelling lists. They didn't seem predictive of how students would spell when doing actual writing, and while some students performed well, others didn't. Even worse, the spelling list ranking seemed to remain static through the years. I knew I was failing some bright students in my care. I quietly abandoned spelling tests during my second cycle as a class teacher, and I fumbled through Germanic, Latin, and Greek "roots." Five years ago, when Emily O'Connor modeled SWI in sixth grade, a floodgate opened for me; for the first time in my life, I began to understand my native language. Emily only taught six or eight lessons, but these lessons gave me the confidence to model "inquiry" alongside my students.

Here are the basic principles that guided me and which I tried to impart to my class:

1. English is huge and fascinating, and every word has a story. A responsible teacher models enthusiasm, curiosity, imperfection, and how to use tools.
2. Sounding things out only takes you so far. Phonics is part of the process, but sound/symbol correlations in English are unreliable, and other considerations come first.
3. Short words are usually the harder ones to spell.
4. Longer words are usually deliciously predictable, as we only need to learn *three* well-crafted suffixing rules.
5. The concept of a "word family," which ideally begins to be taught in first grade, refers to words that share structure and meaning. This demonstrates the reason for grouping words—the "why" of spelling. Sensibly-grouped spelling lists are a gift to every kind of learner.

My class was in sixth grade already, and plenty of what I'd taught them previously had to be undone, a task that required humility and courage from me. I had to face my students with the news that "I'd found a clearer understanding" and to beg their patience with me. By sixth grade, which teacher hasn't eaten some humble pie? Students were trusting and we forged on.

I don't want to give the impression that we spent much time on spelling. This method was very easy to integrate into the existing Waldorf curriculum. Roman history gave us the opportunity to learn and manipulate modern English words built on Latin bases. Seventh grade explorations brought in the bounty of words that English has imported, intact, from other languages, as we practiced SWI methodology. By the time we've reached the eighth grade research paper, I was seeing results. Not only did I appreciate our success, this process also got me excited about what a class could learn, if taught SWI from the start.

As high school approached, people at our little school became curious about how everyone "measured up" in the big world. Portland Waldorf School spent a little time discussing and learning strategies for standardized testing. As part of this process, we administered the language portion of the Woodcock-Johnson Test of Achievement, which is standardized by age, respected in the testing world, and easy to administer correctly. There was plenty of coaching around the limitations

of standardized tests, especially on the point that such test scores don't predict academic performance. However, the test does offer a legitimate snapshot of specific skills at a specific moment. In this class of 27 eighth-graders—18 male, 8 female, one gender-fluid, and 33% with assessed learning differences—we were pleased with the scores. The class average suggested competence expected by the middle of tenth grade. More importantly, I was able to see more progress than I had expected over these three years, from every kind of learner. Sparse writers wrote more, prolific writers became choosier, and poetry was a full-out blast—much more fun for students than I expected. I dare say, a general empowered curiosity about language still hovers around these dear young adolescents, as they all make their way through their various high schools. They're punsters, and I'm proud.

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For this success, I credit Structured Word Inquiry, especially because it serves as a model for *inquiry*. Curiosity is practiced and rewarded. It offers a flexible route to understanding. It unfolds as an orderly series of questions to ask, rather than as rules to memorize. As Steiner indicates: as teachers, we must always consider "how we can arrange the material we are to present in education so that it acts not against initiative in the will, but strengthens it."[8] Any word or concept can be a point of entry, so the first question is always, "What do you notice?" Then, the fun begins. For example:

CHECKMATE – mid-14c., in chess, said of a king when it is in check and cannot escape it, from Old French *eschec mat*, which (with Spanish *jaque y mate*, Italian *scacco-matto*) is from Arabic *shah mat* "the king died." Doug Harper, Etymonline.com

Framing an Investigation Around Four Questions

Once we have an interesting word in our sights, we ask the Four Questions: What does the word mean? How is the word built? What are its relatives? How do the letters function in this word?

Let's explore these questions more closely:

1. What does the word *mean*?

   Spelling carries meaning. Every word carries shades, however distant, of its etymological meaning or denotation. To help native English speakers, who carry big vocabularies in their heads, tease out meanings, we can ask students more questions: Can you put this word into a sentence? Where have you heard it before? Does it remind you of other words you know?

   This simple process brings many opportunities for discussion, for example, of homophones. The words "one" and "won" have different meanings, histories, and relatives, all of which are fascinating and lead to vaults of bonus, sensible spelling and vocabulary work!

   What's more, this is also an efficient route to "poetic meaning." With students who tend toward inflexibility and literal interpretations, poetry can be confounding, in the way that social nuances are. Overt acknowledgement of and practice with multiple meanings and implication is excellent coaching for some students who struggle socially, handing them the keys to word-play and poetic expression.

   Although he worked in German, Rudolf Steiner encouraged this process in 1919, which is actually essential to a fundamental understanding of English. SWI in the classroom provides what Steiner describes: "This linguistic study of meaning is extraordinarily helpful in teaching, but it does not yet exist as a science."[9]

2. How is the word *built?*

   Each English word either is a base (think <sheep>) or has a base (think <sheepishly>). In addition to a base, many words have one or more affixes, a term which includes prefixes, suffixes, and connecting

8 Steiner, *Renewal of Education*, pp.10-12.

9 Rudolf Steiner, *Practical Advice to Teachers*, p. 22. In the expanded quote, Steiner demonstrates the process of tracing how a word is constructed through its history:

The word *Fuss* in German ("foot") is related to taking a step, making an empty space, a *Furche* ("furrow"). The word for "foot" is related to the word for "furrow." We take the foot and name it for what it does—make an impression. The word for "feet" in the Romance languages [Portuguese], pés, is taken from standing firmly, having a standpoint.

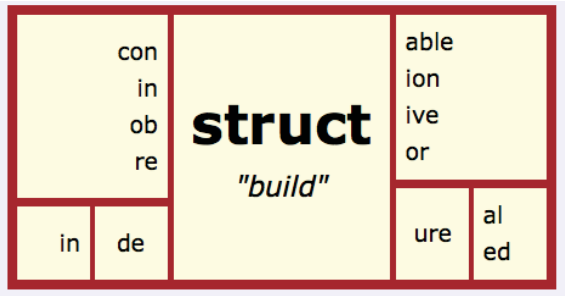
This linguistic study of meaning is extraordinarily helpful in teaching, but it does not yet exist as a science. We could ask why these things are as yet not included in science, even though they offer real practical help. The reason is that we are still working out what is necessary for the fifth post-Atlantean age, especially in terms of education.

vowel letters. To repeat: How many suffixing conventions? We only need three![10]

A word sum illuminates this for students. Here's an example using the base <struct>, which carries a sense of "build." An instructor helps students build meaning!

in + struct + ion
ob + struct
struct + ure
con + struct + ion
in + de + struct + able

Let's go into another brilliant tool for exploration, the word matrix. After creating a list of word sums like the one above with your class, simply copy and paste them into Neil Ramsden's mini matrix maker (www.neilramsden.co.uk/spelling/matrix/) to create a graphic like the one shown below:



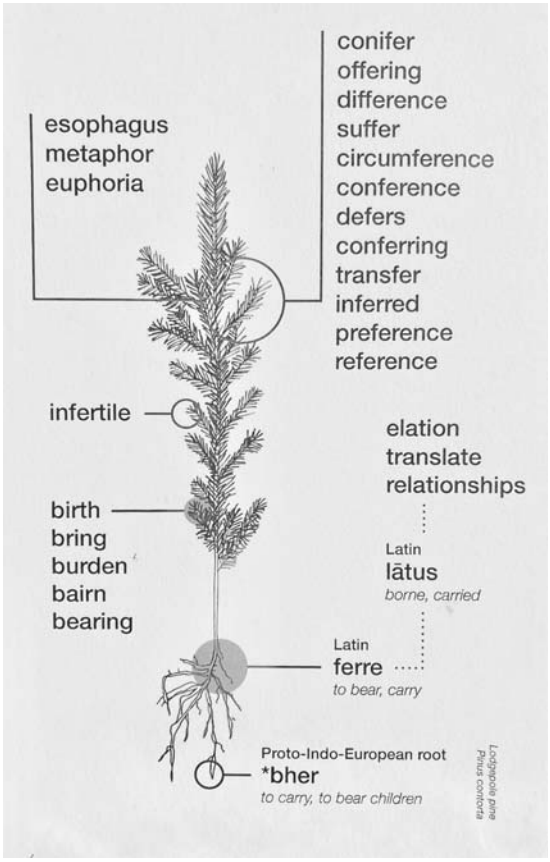
<Struct> is considered a "bound base," because it must have a prefix or a suffix added to it to appear as a word. A "free base" can stand on its own as a word, such as <one>, or it can have an affix, such as in the word <onion>, which is one + ion. See Gina Cooke's fascinating TED Ed talk, "Making Sense of Spelling," for more on this.[11]

Take note: Are ideas popping up about how many words are practiced within this one matrix? How much vocabulary is coming across, as students work in an exploratory, engaging way? These ideas and vocabulary words could constitute a spelling list. In addition, the visual support of the matrix has been found to be especially useful for dyslexic learners, but there are a-ha! moments to be found even for strong spellers.

3. What are the word's *relatives*?

Here, we practice empirical methodology. Can we find evidence of relationships, using the words we carry around in our vocabularies? As teachers, do we model using others' reliable research, in trusted reference works, such as etymology dictionaries or Douglas Harper's excellent *Etymonline.com* dictionary? Emily O'Connor's gorgeous and thoughtful *Truer Words* cards are a pre-made resource which provide spelling lists grouped over years and a model for teachers to create their own.

It is also important to note here that there are two kinds of relatives. Words can share a base (a modern-day spelling pattern). These are morphological relatives (think <nature> and <nativity>). Words can also share a root, stemming from a long-ago history, such as Greek or Latin roots). These are etymological relatives (think <clock> and <cloak>, or <dentist> and <dandelion>). Morphological relatives share a base; etymological relatives share a root.



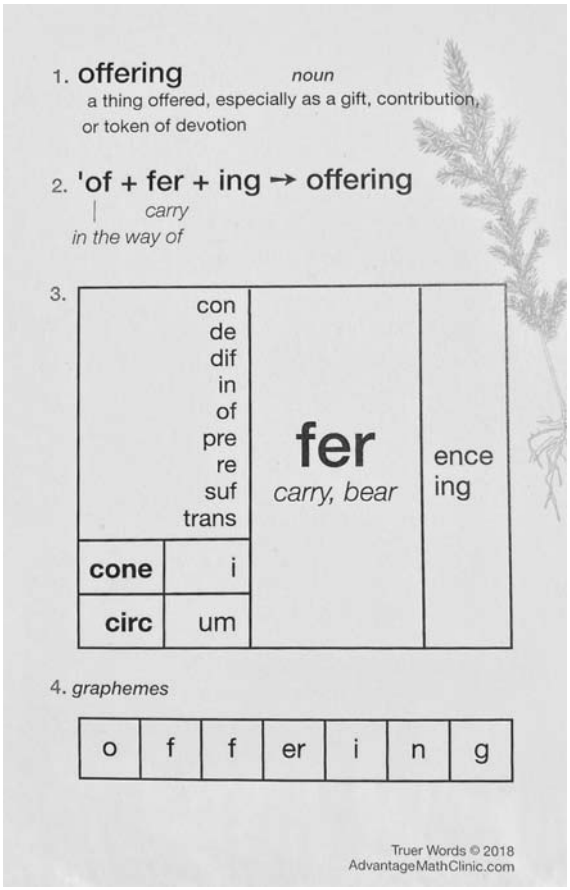
10 Here they are:

- **Replaceable** <e> In which a vowel suffix replaces the silent <e> at the end of a word, for example in the word "baking."
- **Doubling** - In which a short vowel sound is maintained by doubling the proceeding consonant at the end of a word, for example in the word "toppings."
- **Toggling** <y> and <i> In which the final <y> toggles to <i> for suffixing, for example in the word "happiness."

There are delicious non-digressions to go into about the historical development of the letters <y> and <i>. In fact, understanding our alphabet shines light on other patterns...

Certain finite competing contingencies which provide *reasons* that things are sometimes done differently, for example in the word "carrying," but there aren't actual exceptions. Reasons why are always worth investigating.

11 https://ed.ted.com/lessons/making-sense-of-spelling-gina-cooke



Emily O'Conner, Truer Word. The numbering on the left corresponds to The Four Questions of our inquiry.

4. How do the *letters coherently function* in this word?

   There is always a reason why a word is spelled the way that it is. SWI encompasses an understanding of phonics, entirely, within orderly bounds that reveal, rather than obscure English structure. It is not, however, our first consideration in our explorations, for one simple reason: representing sound is not the first consideration that comes up in the spelling of an English word. *Spelling conveys meaning*.

   Interestingly, a letter may be a marker that contains information, such as the <e> at the end of <mouse> marking it as a singular noun, called the "plural cancelling e." Other times, a letter shows an etymological relationship, such as the <w> in "two," which isn't pronounced but indicates a relationship with the words "twice," "twin," "twelve," "twenty," "twilight," and "between."

How Does This Look in the Early Grades?

Because Waldorf schools teach reading through writing, SWI is a natural fit from the beginning. Steiner tells us, "before the age of nine the child has an entirely feeling relationship to language. Yet, unless we also introduce the thinking element inherent in language, the child's self-consciousness cannot develop properly, and this is the reason why it is so important for us to bring to the child the intellectual aspect of language."[12] We do this over time, in a way that is harmonious with the child's development.

One simple option in first grade is to present one or two letters twice in the Capital Letters block, where each image represents a second sound. G can be Goose and C can be Cave. But what about also doing G for Ginger (those wonderful knobby roots can contort in all kinds of ways!) and C for Cinnamon (looking at the curl at the end of the cinnamon sticks) and making gingerbread in the classroom to go with the story of Hansel and Gretel? You only have to present a letter once or twice as possibly representing more than one sound to help students avoid a misunderstanding that the English language is built of words that you "sound out" on the basis of a one-to-one sound-symbol correspondence.

This illustrates the principle of "first, do no harm." We avoid teaching ideas that will result in confusion and that will require un-teaching later. For example, in explaining the function of letters, we can use the word "represents" instead of "says": in the word "bear," the letter <b> *represents* /b/, but in the word "doubt," the letter is not voiced.

Rebecca Loveless also suggests saying, "in THIS word," when we talk about spelling, so as to leave room for deeper understandings to develop later on. For example, "In THIS word, <sh> represents /sh/." This is a simple change to make and it is accurate. It also leaves room for the child to later learn that the sound /sh/ is spelled with a <t> in lotion, with a <c> in ocean, with a <ch> in machine, and with an <s> in sugar.

In second grade, word families are not made of rhyming words but of words that share a base. This can be expanded into a fun game about "who is in the family and who is not." Rebecca Loveless and Fiona Hamilton provide examples of introductory SWI activities for young students that aren't too analytical or intellectual. For example, they layout activities that do not cross the line into a too-intellectual analysis. Here is one:

12 Rudolf Steiner, *Soul Economy: Body, Soul, and Spirit in Waldorf Education* (Great Barrington, MA: Anthroposophic Press, 2003), p. 214.

Lay a hula hoop down on the floor; write each of the words you want to introduce on an index card and put them in a little bag. Pull the cards out one at a time. If the word is built on the same base as the others, it is in the family and goes inside the hula hoop; if not, it does not. If a child is not sure about the base, he or she can balance the card on the edge of the hula hoop. Include in the bag some words that have a related meaning but not a related spelling, and some that have a related spelling but not a related meaning.

For example, in a Fables lesson on "The Fox and the Stork," your choice of word cards could include: trick, tricked, tricky, trickster, unkind, trim, trickle, fox. Trickle is such an interesting word to include: it does have a spelling connection to "trick" but no meaning connection, hence, it is not in the family!

Although we would not work with the Four Questions in first and second grade, we ought to be aware of them. We are laying the foundation for word sums and matrices that will be introduced to the students later. These second grade explorations also lead us naturally into a discovery of the three suffixing conventions. The idea that every word either *is* a base or *has* a base, and that words are grouped in families based on shared meaning and structure, is sufficient for this age.

Once we present the Four Questions in third grade, the potentials are endless thereafter. Words for investigation can come from the class's Wonder Wall (<knit> ends up there right away) and/or from the subject being studied. Every main lesson block topic is rich with possibilities. In introducing currency, for example, the history of many food words demonstrates ancient trade routes.

> PEPPER, "dried berries of the pepper plant," Middle English *peper*, from Old English *pipor*, from an early West Germanic borrowing of Latin *piper* ("pepper"), from Greek *piperi*, probably (via Persian) from Middle Indic *pippari*, from Sanskrit *pippali* ("long pepper").

I can't begin to enumerate the ways this process deepens Waldorf curriculum. The efficiency is delightful. Grammar comes as part and parcel of our exploration, and students are granted their own epiphanies via the lens of relationship between grammatical functions and spelling patterns. Waldorf teachers have the blessings of relationship and time, so that we can appropriately introduce and practice all that our students need. Language Arts, as a subject, nestles within our study of history, as do all our other subjects—arithmetic, mathematics, sciences, and arts. Every act of speech, writing and reading is a recapitulation of human development, and, finally, here is a lens through which we can all see it clearly. Rather than tossing our students into an opaque world of spelling rules full of exceptions, we are handing them the key to clarity, and modeling enthusiasm through the joy we, as teachers, earn through a growing understanding of our own language.

The Present Moment and Looking Ahead

Here it is essential to address our current moment in the Covid 19 pandemic, in which so many Waldorf teachers and students are connecting and learning remotely. Teachers are unable to be physically near their students, to read their levels of understanding and engagement, and we struggle to provide multisensory experiences in learning. We mourn the diminution of our best pedagogical tool, warmth. We know that students are developmentally unequipped to work without the ego presence of their teacher. Through teaching on-line, many schools have discovered that our next-best option is exploratory and project-based learning. The spark of discovery is a type of warmth that a student senses from within. These basic tools: The Four Questions, the process of synthesizing a word matrix, and analysis of words into word sums empower students to successfully explore their language. Spelling becomes discovery-based and exploratory. This vigor is exciting for teachers currently working with Structured Word Inquiry, as the demands of education during a pandemic burden children prematurely with responsibility for too large a share of their own motivation.

> Awareness of the responsibility and confidence to teach local children their own culture, language, and geography is growing within Waldorf schools internationally.

Hopefully, this writing has aroused your curiosity about what is possible within Waldorf language arts instruction. Clearing aside our own educational experience, which so often places phonetic considerations first, can be daunting. Fortunately, we have an excellent and growing band of scholars to help us. As with every subject, there is no Waldorf workbook—we teachers are tasked with learning our subject, knowing our students, and providing them with guidance and practice. Waldorf teachers are obliged to keep learning, which is both the blessing and the burden of our vocation. I promise you that wherever you begin, this process is manageable, fun, and vastly efficient. Here, in relation to the bewildering English language, is reliable,

structured scaffolding for the most valuable human trait of all: curiosity.

P.S. Take your curiosity, and do something fun with it! Sometimes there are surprises! < Artichoke > is a base, but < history > is not (its word sum is histor + y).

Use the Online Etymology Dictionary (etymonline.com) to investigate these questions.

1. True or False: The word < shine > is related to the word < cheetah > ?
2. True or False: The word < grotto > is related to the word < grotesque > ?

Which one word in each set does NOT belong?

- rose, rosebud, rosary, melrose, rosemary, julep
- hut, hose, cuticle, curtain, sky, scum
- garden, girdle, choir, curtsy, bow, Asgard / Midgard
- island, land, aquatic, aquamarine, sewer, gouache

Some Resources:

We have consulted with the following individuals in assembling materials for this article:

Brett Iimura, SWI tutor: globaltutoring16@gmail.com

Paola Tayvah, learning specialist: paolatayvah@gmail.com

Emily O'Connor, author of the "Truer Words" card decks: emily@advantagemathclinic.com

See also https://linguisteducatorexchange.com/product/truer-words-volume-1-by-emily-oconnor/

Internet Resources

"Making sense of spelling"
www.youtube.com/watch?v=0mbuwZK0lr8

"Why is there a 'b' in doubt?"
www.youtube.com/watch?v=YvABHCJm3aA

LEX™ Linguist-Educator Exchange
www.linguisteducatorexchange.com

Mini Matrix-Maker
www.neilramsden.co.uk/spelling/matrix/

Online Etymology Dictionary
www.etymonline.com

RealSpelling™ Toolbox
www.tbox2.online

Wordtorque
www.wordtorque.com

WordWorks Literacy Centre
wordworkskingston.com/WordWorks/Home.html

www.wordworkskingston.com/WordWorks/Investigation_of__condensation_.html

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