Apples and Pears
BOOK B

TEACHER'S NOTES

Third Edition

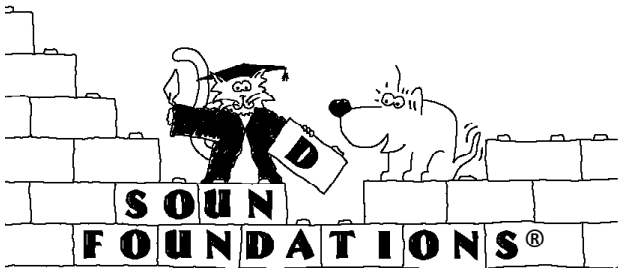
Hilary Burkard
& Tom Burkard

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Distributed by
SOUND FOUNDATIONS
www.soundfoundations.co.uk
sales@soundfoundations.co.uk
☎08448 708158 FAX 08448 708172

Apples and Pears

The one stop programme for spelling, punctuation and grammar.
Ideal for group work and individual tutoring.

Getting started:

Which pupils will benefit from *Apples and Pears*?
Apples and Pears can be used with pupils of any age from 4 onward. It can be used with pupils of all abilities, including those with special needs. It can be used for one-on-one teaching, or it can be used with groups of pupils who are well-matched for ability. You should always use the placement tests to determine the appropriate starting point. Any pupil with a spelling age of less than 10 years will almost certainly benefit greatly from the programme.

Does it take any special training to use *Apples and Pears*?
Almost anyone with a bit of common sense can teach a child to spell with *Apples and Pears*. It is designed so that classroom assistants and parents can use it successfully, even with children who have reading problems. However, you must read these notes carefully. We are always happy to give advice by telephone or e-mail.

How does *Apples and Pears* work?
Apples and Pears is a direct instruction programme. The *Teacher's Notes* are scripts which tell the teacher what to say to the pupils. The pupils each have their own workbook. The constant interaction between teacher and pupil ensures a very high percentage of time-on-task, and it enables the teacher to correct mistakes immediately.

Why does *Apples and Pears* work?
Learning to write well puts a considerable load on a pupil's memory. If pupils do not have a firm grasp of spelling, punctuation and grammar, they will have less attention available for the content of their work. At least 35% of all pupils in Britain are very poor at spelling—poor enough for a spell checker to be of limited value.

Apples and Pears works on these principles:

1. Carefully planned structure ensures that material is taught in a logical order.
2. Every task is broken down into the smallest possible steps.
3. Continuous reinforcement ensures that no time is wasted by teaching skills that are eventually forgotten.
4. Pupils are trained to hear each sound in a word—this greatly reduces memory load required to learn to spell.

5. Memory load is drastically reduced by a 'morphemic' strategy—pupils learn interchangeable building blocks in words. Each morpheme* in the word "except-ion-al-ly" can be used in dozens, if not hundreds, of other words. They also learn the rules for **dropping the 'e'** (hoping, hopeless); **doubling** (fitting, fitness) and **changing the 'y' to 'i'** (studied, studying).*
6. Irregular words are introduced at a controlled rate. Pupils with learning difficulties find these the most difficult to master.
7. Extensive dictation exercises give pupils an understanding of correct sentence structure and punctuation, and assists transfer of skills to other written work.
8. Multi-sensory techniques work with all pupils, regardless as to their individual strengths and weaknesses.

How often should I use *Apples and Pears*?
Ideally, you should use it every school day. With special needs pupils, this is all but essential. With other pupils, three lessons per week is the minimum. Each lesson will take about 10 to 20 minutes, depending upon the skill of the pupils and the experience of the teacher.

The Teacher's Notes:
At first glance, these may seem a bit daunting, but they all follow fairly standard patterns. Once you get used to them, you will only need to glance at them occasionally. You do not have to follow them word-for-word, and you should adapt the notes to your own style. **There are three golden rules:**

1. **Keep your eyes on your pupils and their workbooks.** If necessary, use a sheet of paper so you don't lose your place in the Teacher's Notes.
2. **Correct all mistakes immediately, if not sooner.**
3. **Keep the pace cracking along.** Don't let pupils distract you—the others will get bored and lose the thread.

Correcting errors:
The best way to correct an error is to spell the word orally as the pupil writes down the letters. Then have the pupil cover the work and spell it orally, or write it (whichever is easiest).

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* A morpheme is the smallest unit of a word that has a meaning. e.g., the morphemes in 'watering' are *water + ing*, but its syllables are wah'ter ing.

Apples and Pears

When teaching groups, it is usually best to ask a pupil who has spelled the word correctly to spell it aloud, while others correct their work. When correcting their work, pupils should rewrite the whole word, not modify odd letters.

Reviewing problem spellings: individual tutoring
Each time the pupil makes a mistake and is unable to self-correct immediately, underline the word in your Teacher's Notes, and use the correction procedure outlined above. At the end of the lesson—and at the beginning of the next lesson—use the following procedure:

1. Make a list of the problem words. Spell each one out loud, and have the pupil write them down (on a white board or a blank sheet of paper), reading what they have just written.

   Example: *Teacher: "Write b-r-o-w-n....what word?"*
   Pupil: "brown"

2. Ask the pupil to look at each word, and point to each letter and spell it out loud.

   Example: *Teacher: "Spell the word brown. Point to each letter as you say it."*
   Pupil: "b-r-o-w-n"

3. Cover the work, and dictate each word as the pupil writes it from memory. Intervene and correct as soon as the pupil makes a mistake.

4. Covert the work, and ask the pupil to spell each word out loud from memory.

With special needs pupils, you should not do more than 3 or 4 words at a time. If you have more words on your list, do it in two goes. Otherwise, they may forget the spellings and make errors. The whole point of this exercise to make sure they **don't** make mistakes.

With very young pupils who have not learned letter names, it will be necessary for them to use letter sounds when spelling orally.

How fast should I go?
Most pupils can do a level each day with very little trouble. However, dyslexic pupils may need to go slower—perhaps half a level a day. **But if a pupil is not getting at least 90% of his spellings right, you are going too fast.**

Mastery Tests:
If a pupil fails a Mastery Test, you **must** go back. Do not give the pupil the benefit of the doubt in borderline cases. Otherwise, your pupil will keep making more and more mistakes, and this will destroy confidence and enthusiasm. Children seldom mind having to repeat material—usually, they are relieved to be working at the appropriate level.

Teaching groups:
Teaching groups is a far more efficient use of a teacher's time, and it is more fun. Competitions will keep your pupils keenly engaged. Always have all the pupils seated facing you—you cannot teach the back of a child's head. Ideally, you want to be able to see every worksheet without having to move more than a few steps. Do not be afraid to mix children from different years. Do not include children who are slow writers—the rest of the group will get bored waiting for them.

*(At the beginning of each lesson, write the day and date on the white board. For instance, write **Wednesday, 5 January 2011.***)*

At the beginning of each lesson, you will copy the day and date into your workbook. Write the day and the date in your workbook.

1. **Key sentence:**
   *(On the first line the sentence is partially written in boxes—one box for each **sound**. The pupil traces the sentence, filling in the empty boxes as he goes. Make sure he starts with a capital letter, has the right groups or individual letters in each box and finishes with a full stop. The pupil then copies the sentence onto line 2, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original*.)
   The sentence should say *'We saw who came over.'*
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   (New spelling patterns are introduced and tricky spellings reviewed in this exercise. Make sure the pupil has copied correctly before covering and dictating. As with the Key Sentence; show him the original if he forgets the spelling.)
   Read the words in Part 2. *(Prompt if necessary.)*
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

moon	*shoot*	*broom*
pool	*choose*	*smooth*

* Make this standard procedure for all written work. This is a simple and virtually fool-proof method of teaching children to spell the days and months. It is also essential training for writing formal letters.

3. Word sums:

(This exercise introduces the morphemic principle in spelling. Pupils learn to spell the building blocks of more complex words and to join them together.)

Review morphemes *'mis', 'er'* and *'ing'*.

Add these morphemes together:

longer	*lighted*	*misspelled*
blinker	*boxer*	*misleading*

Read the words you have written.

Now turn the page and write the words from dictation.

(Dictate the words.)

4. Filling in the blanks:

(The worksheet has a blank for each missing sound. Dictate each word and make sure the pupil traces the word and fills in each blank correctly as he goes.)

Trace the words, filling in the blanks.

put	*brass*	*wonder*
going	*bowler*	*knowing*

5. Morpheme analysis:

*(The reciprocal of **Word Sums**. Pupils learn to identify the morphemes in words and to separate them.)*

Fill in the blanks to show the morphemes in each word.

cook + er	*real + ly*	*de + press + ing*
mend + ed	*kiss + ing*	*heat + er*

6. Writing words:

*(This exercise recycles the words practised in **Filling in the Blanks**. This time the pupil writes the words from dictation.)*

put	*brass*	*wonder*
going	*bowler*	*knowing*

7. Introduction to commas:

I will read the first sentence in part 7.

If you would like to go now, please stand up.

The little mark between the words *'now'* and *'please'* is called a comma.

- What do we call this mark? **(A comma.)**

We can use a comma to show a short pause in speech. I will read the sentence again and you will hear a little pause between *'now'* and *'please'*.

If you would like to go now, please stand up.

Now I will read the second sentence:

Should we have lunch now, or would you like a drink?

I want you to put the comma in the correct place.
Now I will read the sentence again, and you decide where to put the comma.

Should we have lunch now, or would you like a drink?
(Exaggerate the pause slightly and correct if necessary)

8. Spelling test:

(Dictate each word. If the pupil is confused by homophones such as be/bee, put the word in context.)

mean	*bosses*	*some*	*done*	*fix*
father	*about*	*your*	*clean*	*better*

9. Sentence dictation:

(Try to get the pupil to remember the whole sentence before he starts writing, as this will help to improve his memory. If he can't, dictate it in chunks—avoid dictating one word at a time.
*The **Spelling Test** and **Sentence Dictation** should always be done at one sitting, if at all possible, as the spelling test rehearses words used in the dictation, which may be forgotten by the next day.)*

1. *When your father mended our car, he forgot to fix the heater.*
2. *When my lunch is done, would you please clean out the cooker.*
3. *Some bosses are really mean, and they make you cross.*
4. *The less said about those misspellings, the better.*

All of those sentences have commas.
I will read the sentences again, you decide where the commas should go. *(Exaggerate the pause slightly.)*

10. Word Bingo:

(Although this game is designed for a group of pupils, it is always enjoyed in one-to-one lessons—not least because the pupil always wins.
Dictate the words to the pupils, who can write them in any square of the grid. Then, call out the words in a different order and nominate a different pupil to spell each word. Pupils cross off each word they have spelled correctly. The winner is the first pupil with four crosses in a row.)

lay	*pray*	*remark*	*farmer*
refill	*partly*	*cooking*	*howling*
wants	*bring*	*today*	*drink*
quiz	*what*	*have*	*hay*

(Write the day and the date on the white board.)
Copy the day and the date into your workbook.

1. **Key sentence:**
   The sentence should say *'We saw who came over.'*
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. Spelling patterns:
   Read the words in Part 2. *(Prompt if necessary.)*
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

oat	*boat*	*coat*
load	*road*	*soap*

3. **Word sums:**
   Review morphemes *'re', 'less'* and *'ing'*.
   Add these morphemes together:

endless	*crossing*	*repress*
missing	*classless*	*rebrand*

   Read the words you have written.
   Now cover your work and write the words from dictation.

4. **Filling in the blanks:**
   Trace the words, filling in the blanks.

please	*wrong*	*choose*
fear	*meal*	*smooth*

5. Morpheme analysis:

Fill in the blanks to show the morphemes in each word.

fix + ed	*slight + ly*	*real + ly*
re + serve	*reach + es*	*sight + less*

6. Writing words:

please	*wrong*	*choose*
fear	*meal*	*smooth*

7. Spelling test:

away	*done*	*clean*	*maybe*	*shoot*
when	*least*	*would*	*some*	*broom*

8. Sentence dictation:

Every sentence must begin with a capital letter.

- What should every sentence begin with? **(A capital letter)**

(Repeat until firm)

Every sentence must end with a full stop* or a question mark.

- What do you put at the end of a sentence? **(A full stop or a question mark†)** *(Repeat until firm)*

1. *Would you please put your broom away?*

- Is this sentence asking or telling? **(Asking)**
- What do you put at the end of this sentence? **(A question mark)**

2. *My father knows how to shoot pool.*

- Is this sentence asking or telling? **(Telling)**
- What do you put at the end of this sentence? **(A full stop)**

3. *At least you can clean out your room tonight.*

- Is this sentence asking or telling? **(Telling)**
- What do you put at the end of this sentence? **(A full stop)**

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* USA: full stop=period

† Exclamation marks are overused in children's writing, and should not be encouraged.

8. Continued:

4. When your sister is done, she will make some tea.

- Is this sentence asking or telling? **(Telling)**
- What do you put at the end of this sentence? **(A full stop)**

Sentence 4 should have a comma. I will read the sentence again, and you decide where to put the comma.

(Exaggerate the pause slightly.)

9. Crossword:

(Pupils should read the words in the puzzle before they start. Imposing a time limit prevents the pupil using it to waste time.)

Read the words before you start.

Apples and Pears Level 3:

(Write the day and the date on the white board.)
Copy the day and the date into your workbook.

1. **Key sentence:**
   The sentence should say *'We saw who came over.'*
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
   Read the words in Part 2. *(Prompt if necessary.)*
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

ladder	*paper*	*bigger*
rather	*danger*	*gather*

3. **Word sums:**
   Review morphemes *'de', 'es'* and *'ly'*.
   Add these morphemes together:

teaches	*delight*	*smoothly*
deport	*cleanly*	*classes*

   Read the words you have written.
   Now turn the page and write the words from dictation.

4. **Filling in the blanks:**
   Trace the words, filling in the blanks.

some	*howl*	*soap*
shove	*bliss*	*road*

5. Morpheme analysis:
Fill in the blanks to show the morphemes in each word.

load + er	*pass + es*	*box + ed*
speak + er	*year + ly*	*dress + ing*

6. Writing words:

some	*howl*	*soap*
shove	*bliss*	*road*

7. Spelling test:

boat	*strong*	*boss*	*make*	*quickly*
box	*like*	*leave*	*when*	*delighted*

8. Sentence dictation:
Every sentence must begin with a capital letter.
- What should every sentence begin with? **(A capital letter)**

(Repeat until firm)
Every sentence must end with a full stop or a question mark.
- What do you put at the end of a sentence?
  (A full stop or a question mark)

1. *Please tell me when you are done mending her boat.*
- Is this sentence asking or telling? **(Telling)**
- What do you put at the end of this sentence? **(A full stop)**

2. *Would your boss like to give us a hand?*
- Is this sentence asking or telling? **(Asking)**
- What do you put at the end of this sentence? **(A question mark)**

3. *I would be delighted to make a strong box.*
- Is this sentence asking or telling? **(Telling)**
- What do you put at the end of this sentence? **(A full stop)**