

Additional Spelling Activities for Home or School

Circle - Dot

Use this strategy with students to help them check their spelling words after the pre-test. Students will check the spelling of each word, letter by letter. They will draw a dot under every correct letter. If they wrote an incorrect letter or left a letter out, they will draw a little circle. This allows them to see the parts of the word that gave them trouble. They then write the word a second time, this time correctly. (Blackline master can be found at readsidebyside.com/writing)

Circle the Prefix, Box the Suffix

This strategy helps students decode multisyllabic words by identifying word parts. For any words with affixes on their list, students will circle any prefixes, box any suffixes, and then underline the root word. It may also be helpful for them to place a dot above the vowels to help them identify the syllables.

Find 5 NEW Words That Fit the Pattern

To encourage students to extend their understanding beyond the assigned list, have them find 5 words that are not already on their spelling list. These words can be from books, from words they hear, from signs in their environment, or from words they already know, but may not be able to spell. These words can be extension words to challenge students on the final test, or simply to practice working with the word pattern.

Look, Say, Think, Write, Check

Provide students with a 3-column piece of paper that has the spelling words written in the left column. (Or provide a blank page that students can write their own words on - this would require teachers to check words for accuracy before students begin.) Have students fold the first column over the middle column before they begin. (Blackline master can be found at readsidebyside.com/writing)

Step 1: LOOK carefully at the word on the left. **LOOK** closely at the letters to notice the visual details.

Step 2: SAY the word and notice the parts to remember.

Step 3: Cover the first column to hide the word. **THINK** about how the word looks.

Step 4: Say the word softly and then **WRITE** it from memory in the second column.

Step 5: Uncover the word and **CHECK** it with the word in the first column.

Step 6: REPEAT these steps in the last column.

Step 7: If the word is spelling wrong in the last column, add the word to the first column and try again.

REPEAT THESE STEPS FOR EVERY WORD.

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Phoneme Segmentation

This activity allows students to see which letters and letter combinations make up the sounds in their spelling words. This will help them visualize their words.

Provide students with a piece of graph paper. They will segment each of their spelling words into their basic phoneme chunks, placing a different phonemic chunk in each box. **Example: p/ea/ce**

Spelling by Analogy

This strategy encourages students to use words they know how to spell, to spell a word they don't know how to spell. Depending on the spelling word, it may be helpful for student to identify words they know to help them.

For example:

government (Think: "I'll break it into syllables.")

gov/ern/ment (Think: "I'll think of words I know that look or sound like these.")

love/fern/tent (Think: "I need to remember that silent 'n' in the middle.")

'loveferntent' by analogy becomes government

Spelling Tic-Tac-Toe

Students will play with a partner. They need one list between them. Decide who goes first. On each student's turn, the partner will give them a word off of the list. If they spell it correctly, they get to mark either an X or an O. They will continue to switch off giving a word and spelling a word. The first person to get 3 in a row, wins. If the student spells a word incorrectly, they lose their turn and the other partner gets to go.

Take a Practice Test

Students will need a testing partner. The partner will give a word from the list for the other partner to write down. Once all the words have been given, students will self-correct their practice test. They should use the Circle-Dot Method to check their spelling to see what parts of the word they still need to learn.

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Word Sort

Following an explicit lesson about the spelling pattern for the weekly spelling words, students should practice sorting them according to common spelling principles. This allows students to think about their words and identify patterns that will help them learn how to spell their words. They can also identify tricky parts that may make the words difficult to learn.

Have students create word cards, one word card for each spelling word. Encourage students to sort the words in at least **two** ways. Then have them identify a sorting rule and write their words in the corresponding columns. ALL the words should fit in a column; there should not be any leftover words. (Blackline master can be found at readsidebyside.com/writing)

Write Meaningful Sentences

In addition to learning the correct spelling of words, it is also important for students to understand how to use those words in their writing. This will encourage them to continue to use them which will help cement them into their spoken and written lexicon. It is important to teach students what makes a sentence meaningful. Sentences should include enough context clues to help demonstrate what the word means.

Non-example: I saw a stream.

Example: I saw a trout swimming in the clear waters of the stream.