



Spelling Instruction that Sticks

Presented at

Ohio Department of Education 2023 Literacy Academy

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1. Spelling Tests Are NOT Vocabulary Tests

Know Your Focus

- This workshop is about spelling
- It is important not to confuse spelling and vocabulary instruction, even though they do have overlapping qualities
- The focus of spelling instruction is to *teach* English spelling patterns and their exceptions
 - Word meanings are important but secondary
- Spelling Instruction Is NOT Vocabulary Instruction
 - The focus of vocabulary instruction is to teach word meanings
 - Spelling is important but secondary
- Morphology instruction is about both spelling and meaning
 - Unfortunately, we do not have enough time in this session to address morphology

Spelling Lists

- Support reading instruction
 - Teach phonics patterns (*closed syllables, r-controlled vowels, silent e, etc.*)
 - Include high-frequency words - regular and irregular (*run, can – said, once*)
 - Include morphological families (*atom, atomic; heal, health; sign, signal*)
- A few words on the list can support general knowledge (*days of week, numbers, months, states, etc.*)

What Is Your Focus?

- Too often spelling lists focus on word meaning, not on how to spell.

From a 1st
grade
spelling
book

Name: _____

Sense Words

Directions: Trace the letters to write each sense word. Then write each word again by yourself.

Example:  taste

 touch

 smell


 see


 hear


Name: _____


Sense Words


Directions: Circle the word that is spelled correctly. Then write the correct spelling in the blank.

Example:  taste

 touch

 smell

 hear

 see

Appropriate 1st Grade Spelling Lists

Early 1st grade

Doubled letters: f l s z

1. will
2. pass
3. tell
4. miss
5. fizz
6. off
7. puff
8. doll
9. well
10. hiss

Previously taught patterns

1. not
2. pat

3. run

4. fix

5. quit

6. ten

7. mad

HF words

1. said

2. do

3. to

Challenge words

1. add

2. egg

Late 1st grade

/ā/ spelled a-e, ai, ay

1. name

2. rain

3. stay

4. wave

5. tail

6. play

7. shape

8. paint

9. way

10. date

11. sail

12. day

patterns

1. pack

2. ran

3. stamp

4. tack

5. wax

HF words

1. other

2. mother

3. father

Challenge words

1. January

2. February



2. The Moment Our Concern with Spelling Instruction Spurred Us to Action

1. orchestra
2. musician
3. instrument
4. conductor
5. concert
6. swing
7. thump
8. belong
9. student
10. husband
11. parent
12. trunk
13. paint
14. young
15. stamp
16. thank
17. friend
18. ink
19. behind
20. faint

3rd Grade Spelling Test

Spelling Test

| | | |
|-------------|---------------------------|------------------------|
| 1 X | orchestra | behind - <i>behand</i> |
| 2 X | musician | 19 behind 20. faint |
| 3 X | instrument | faint - <i>Thanht</i> |
| 4 X | conductor | |
| 5 concert | concert - <i>councert</i> | |
| 6 swing ✓ | swing | |
| 7 thump | thump - <i>Sfhump</i> | |
| 8 belong ✓ | belong | |
| 9 student | student - <i>Sudence</i> | |
| 10 husband | husband - <i>Husben</i> | |
| 11 parent ✓ | parent | |
| 12 trunk | trunk - <i>cruck</i> | |
| 13 paint | paint - <i>Hack</i> | |
| 14 young ✓ | young | |
| 15 stamp | stamp - <i>Stape</i> | |
| 16 Thank ✓ | Thank | |
| 17 friend ✓ | friend | |
| 18 ink ✓ | ink | |

of students who misspelled each word (24 total students)

- | | |
|---------------------------|------------------------|
| 1. orchestra - 19 | 11. parent - 12 |
| 2. musician - 16 | 12. trunk - 9 |
| 3. instrument - 17 | 13. paint - 4 |
| 4. conductor - 12 | 14. young- 4 |
| 5. concert - 4 | 15. stamp - 3 |
| 6. swing - 1 | 16. thank - 2 |
| 7. thump - 5 | 17. friend - 3 |
| 8. belong- 4 | 18. ink - 3 |
| 9. student - 6 | 19. behind - 4 |
| 10. husband - 6 | 20. faint- 16 |



3. Importance of Incorporating Sounds into Spelling Instruction

Spelling Starts with Hearing and Thinking about the Sounds in Words

- Even teachers, college graduates, and others who have strong spelling knowledge rely on the sounds and oral syllables when they spell unfamiliar words or words they don't often encounter.
- Many students don't know to think about sounds and syllables, so they try to remember the letters in a word without relating them to sounds.




4. Schwa: A Big Problem for Spelling

ə

Schwa Is a Big Problem for Spelling


- Schwa is a big problem for *spelling* because the schwa sound gives no clue about the letter that spells it.
- Students who understand schwa will know how to identify letters that might be confusing when they spell.
- Marking the letter(s) spelling schwa can make it easier for students to remember the spelling.
 - Students can mark letters with a heart because they have to learn the letter that spells the schwa sound 'by heart'.

Mark the Schwa for Spelling

-  avoid
 - the **a** spells schwa, not short a or long a
-  problem
 - the **e** spells schwa, not short e or long e
-  dragon
 - the **o** spells schwa, not short o or long o
- 'U' spelling schwa is not a problem.
(wonderful)

We Have a Lesson for Teaching Schwa

- Email me at: michael@readsters.com




INTRODUCING SCHWA LESSON DRAFT v6 2-12-14

This lesson only works if students know (1) their short vowel sounds, and (2) can read one and two syllable words with short vowels.

Each student will need one copy of **Identify the Letter that Spells Schwa** (page 6 in this packet) and a pencil for step VII.

I. Students Learn the Word 'Schwa' and the Schwa Symbol


1. Draw the schwa symbol on the board: 
2. Say: Today you are going to learn about the schwa vowel sound.
3. Say: Everyone say 'schwa'.
 - Students say 'schwa'.
4. Point to the schwa symbol and say: This is the symbol for schwa.
5. Point to the schwa symbol and say: name, what do we call this symbol?
 - Student says 'schwa'.
6. Repeat step 5 with two more students.
7. Say: Everyone, what do we call this symbol?
 - Students say 'schwa'.

II. Students Learn the Schwa Sound

1. Say: Everyone, make the short u sound and motion.
 - Students and teacher make the short u sound and 'up' motion (moving hand, pointing up, from waist to above head), being sure to elongate the sound.
2. Say: The schwa sound is like short u, but we say it much more quickly because it is lazy.
3. Say: The schwa sound is /uh/. (Make this a quick, lazy sound).
4. Say: Everyone, say the schwa sound.
 - Students say the schwa sound /uh/. (Make sure students say a quick, lazy sound.)
5. Say: name, what is the schwa sound?
 - Student says the schwa sound /uh/. (Make sure student says a quick, lazy sound.)
6. Repeat step 5 with two more students.
7. Say: Everyone, say the schwa sound.
 - Students say the schwa sound /uh/. (Make sure students say a quick, lazy sound.)

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Identify the Letter that Spells Schwa

1. Read the word correctly.
2. Read the word with two short vowel sounds.
3. Circle the letter that spells the schwa sound.
4. Say the name of the letter that spells schwa.

| | |
|-------------|-------------|
| 1. signal | 18. tablet |
| 2. model | 19. arrest |
| 3. dragon | 20. spinach |
| 4. attach | 21. along |
| 5. nickel | 22. salad |
| 6. adult | 23. closet |
| 7. ribbon | 24. travel |
| 8. problem | 25. comma |
| 9. children | 26. tunnel |
| 10. gravel | 27. given |
| 11. happen | 28. button |
| 12. planet | 29. extra |
| 13. attack | 30. instant |
| 14. common | 31. lemon |
| 15. distant | 32. panda |
| 16. seven | 33. basket |
| 17. jacket | 34. robin |

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5. Teach Students to Spell by Syllable: A Video

What Happened with Matt?

- Matt didn't know how to think in syllables.
- Two things helped Matt spell the word correctly:
 - Thinking and spelling by syllable
 - Explicitly learning the letters that weren't spelled like they sound



6. Typical Spelling Instruction

Spelling Instruction We Often See

Beginning of Week:

- Students are given a list of words.
 - sometimes a pre-test is given **before** the students see the list of words
- Students read the words chorally or the teacher reads them.
- Students write the words in a list.

During the Week:

- Students complete fill-in-the-blank sentences, match definitions, write their own sentences, etc.

End of the Week:

- Students take a test and get a score of how many words they missed.

Characterization of “Typical” Spelling Instruction

- Allows students who are strong spellers to show off what they know
- Reminds students who are poor spellers that they are poor spellers
- Essentially, expects students who don’t automatically rely on sound-spelling relationships to memorize letters for each word

The changes we suggest will teach the poor spellers how to rely on sound-spelling relationships to strengthen their spelling skills overall.



7. Should I Give a Pre-Test?



8. Teaching You to Spell the Difficult Word

Steps for Teaching Spelling of Difficult or Unfamiliar Words

1. Briefly introduce the word
2. Explore sounds to make sure students can pronounce the word
3. Match spelling to sounds
4. Mark difficult spellings
5. Study the spelling (only for more difficult words)
6. Practice spelling

Practice Packet page 19

1. Briefly Introduce the Word

1. Show the word (e.g., write it on board).
2. Say the word.
3. Have students repeat the word.
4. Quickly give a brief definition for unfamiliar Tier 2 and Tier 3 words.
5. Have students repeat the word.

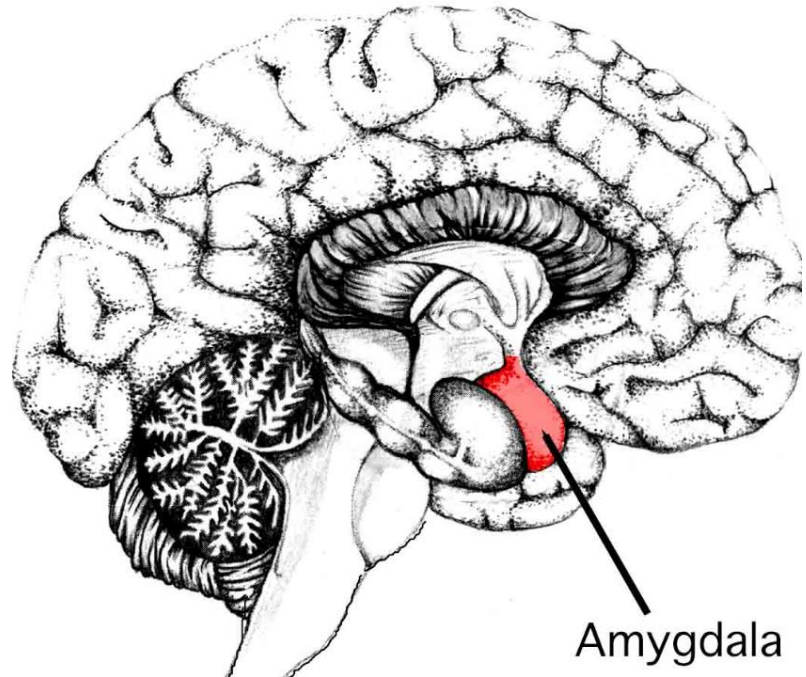
Practice Packet page 19

1. Briefly introduce the word

amygdala

The amygdala is a part of the brain involved in **base emotions**, especially those related to survival such as fear, anger, and pleasure. It is also responsible for which memories are stored and where they are stored.

1. Show the word (e.g., write it on board).
2. Say the word.
3. Have students repeat the word.
4. Quickly give a brief definition for unfamiliar Tier 2 and Tier 3 words.
5. Have students repeat the word



2. Explore the Sounds of Each More Difficult Word to Insure Correct Pronunciation

1. Walk away from the written word to focus on the sounds.
2. Students say the word.
3. Teacher and students count the syllables, say and fist stomp the syllables, then re-blend the word.
4. Call on several students to say the first, last, second, etc. syllable.
5. Students say and fist-stomp each syllable, then re-blend the word.
6. Teacher and students orally say each syllable, while drawing a line for each syllable. (Teacher draws lines on the board, students use paper.)
7. Students fist-stomp syllables on the lines and say the word again.

Practice Packet page 19

2. Explore the Sounds of Each More Difficult Word to Insure Correct Pronunciation

1. Walk away from the written word so that you focus on sounds.
2. Students say the word.
3. Teacher and students count the syllables, say and fist stomp the syllables, then re-blend the word.
4. Call on several students to say the first, last, second, etc. syllable.
5. Students say and fist-stomp each syllable, then blend syllables into the word.
6. Teacher and students orally break the word into syllables, while drawing a line for each syllable. (Teacher draws lines on the board, students use paper.)
7. Students fist-stomp syllables on the lines and say the word again.

Use the same piece of paper you used for your pre-test for steps 6 & 7 on the next slide.
Cross out your pretest spelling if it is wrong.

~~unigduh~~

2. Explore the Sounds of Each More Difficult Word to Ensure Correct Pronunciation, continued.

1. Walk away from the written word so that you focus on sounds.
2. Have students say the word.
3. Teacher and students count the syllables, say and fist stomp the syllables, then blend them into the word.
4. Call on several students to say the first, last, second, etc. syllable.
5. Have all students say and fist-stomp each syllable, then blend syllables into the word.
- 6. Teacher and students orally break the word into syllables, while drawing a line for each syllable. Teacher draws lines on the board.**
7. Students fist-stomp syllables and say the word again.



3. Match Spelling to Sounds

amygdala a myg da la

1. Walk back to the written word.
2. Ask how many syllables students see.
 - How many vowels do you see?
 - Are they together or apart?
 - Do you see a silent e?
3. Ask a student to say the first syllable, then spell it; continue asking different students about the remaining syllables.
4. Students say and write each syllable as you write it on the board.
5. Mark letters that may be difficult to remember.

3. Match Spelling to Sounds

1. Walk back to the written word.
2. Ask how many syllables students see.
 - How many vowels do you see?
 - Are they together or apart?
 - Do you see a silent e?
3. Ask a student to say the first syllable, then spell it; continue asking different students about the remaining syllables.
4. Students say and write each syllable as you write it on the board.
5. Mark letters that may be difficult to remember.
 - Meta

Amygdala

ə ♥ ə ə

a myg da la

Potentially difficult spellings to mark

1. Mark letters that are not spelled as expected.
 - Schwa
 - Sounds with alternative spellings (e.g., /f/ = ph; /ĩ/ = y)
 - Difficult vowel teams (e.g., 'ea' spells /ě/ in bread)
 - Silent letters (e.g., final /b/ in comb).
 - Syllables not pronounced (e.g., 'o' in laboratory)

Practice Packet page 19

5. Study the Spelling (for most difficult words only)

1. Teacher erases word on the board.
2. Teacher draws lines for each syllable.
3. Teacher points to a line and asks a student to spell the syllable aloud (without looking at the written word).
 - Point to syllables in random order
 - Point to each syllable at least once, and more if spelling is difficult
4. Teacher points to each line in order and asks students to chorally spell each syllable, one at a time.

Practice Packet page 19

5. Study the Spelling (for difficult words only)

1. Teacher erases word on the board.
2. Teacher asks students to say word.
3. Teacher asks students for each syllable and draws lines as students say syllables.
4. Teacher points to a line and asks a student to spell the syllable aloud (without looking at the written word)
 - Point to syllables in random order
 - Point to each syllable at least once, and more if spelling is difficult.
5. Teacher points to each line in order and asks students to chorally spell each syllable, one at a time.
6. Teacher calls on a student to spell the word by syllable on the board.

a

myg

da

la


6. Practice spelling the word

1. Teacher asks students to chorally say the word.
2. Students draw a line for each syllable on their practice page while saying the syllable.
3. Students spell the word by syllable.
4. Students fold practice page in half so that only the right half shows.
5. Students spell the word.
6. Students unfold the paper and check spelling.

Practice Packet page 19

6. Practice Spelling the Word

1. Teacher asks students to chorally say the word.
2. Students draw a line for each syllable on their practice page while saying the syllable.
3. Students spell the word by syllable.
4. Students fold practice page in half so that only the right half shows.
5. Students spell the word.
6. Students unfold the paper and check spelling.

| Spell by Syllable | Spell the Word |
|---|----------------|
| 1.  | 1. _____ |
| 2. | 2. _____ |
| 3. | 3. _____ |
| 4. | 4. _____ |
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9. Sample Spelling Instruction Schedule and Examples

Sample Spelling Instruction Schedule

Day 1: Explain the pattern – Introduce words

Day 2: Teach spelling difficult words by sounds/syllables

Briefly review definitions of Tier 2 & 3 words (if any)

Homework – Practice spelling all words with attention to syllables or other parts

Day 3: Complete a Word Bank or other activity

Day 4: Sort words by spelling pattern

Day 5: Give test, provide immediate explicit feedback

Students write missed words twice, underlining letters that were missed

The next week:

- Give students a list of all missed words and a practice page focusing on missed parts for students who didn't get 100% on test
- Include all missed words on the next spelling test



Day One

Introduce the Words

(approx. 15 min.; actual time depends on how difficult the words are)

Day 1. Introduce the Words

1. Hand out the word list.
2. Review the pattern.
3. Students read the words, noting the pattern.
4. Quickly give a brief definition for unfamiliar words.
5. Identify potentially difficult spellings in pattern words.

Hand out the word list

Words with suffix -ed

- | | |
|--------------|---------------|
| 1 attached | 11 happened |
| 2 blackened | 12 impressed |
| 3 blossomed | 13 installed |
| 4 collected | 14 insulted |
| 5 conflicted | 15 modeled |
| 6 dismissed | 16 punished |
| 7 distracted | 17 rocketed |
| 8 exited | 18 subtracted |
| 9 expanded | 19 suspended |
| 10 expected | 20 witnessed |

Difficult to spell words

- 21 Tuesday
- 22 Wednesday
- 23 February

Page 2 in
Practice Packet

Review the Spelling Pattern

1. Suffix –ed sometimes adds a syllable

a. distracted, expanded

- distract (base word is 2 syllables)
- distracted (past tense is 3 syllables)

b. Only when base word ends in letters **t** or **d**

2. Suffix –ed most of the time just adds a sound

a. punished, happened

- punish (base word is 2 syllables)
- punished (past tense is 2 syllables)

b. Any base word *not* ending in **t** or **d**

Students Read Words 1–20, Noting the Pattern

Words with suffix -ed

- | | |
|--------------|---------------|
| 1 attached | 11 happened |
| 2 blackened | 12 impressed |
| 3 blossomed | 13 installed |
| 4 collected | 14 insulted |
| 5 conflicted | 15 modeled |
| 6 dismissed | 16 punished |
| 7 distracted | 17 rocketed |
| 8 exited | 18 subtracted |
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Difficult to spell words

- 21 Tuesday
- 22 Wednesday
- 23 February

Page 2 in
Practice Packet

Individual students will read the words.

They will state the base word, and then tell whether the suffix -ed adds a sound or syllable.

Teacher says:

"Everyone, fingers on #1. (Name), read the word."

Student says:

"Attached".

*The base word is 'attach'.
Suffix -ed adds a sound."*

Identify Potentially Difficult Spellings

1. Mark letters that are not spelled as expected.
 - Schwa
 - Sounds with two spellings (e.g., /f/ = ph; /ĩ/ = y)
 - Difficult vowel teams (e.g., 'ea' spells /ě/ in bread)
 - Silent letters (e.g., final /b/ in comb).

In Our List, Perhaps Select the Words with Obvious Schwas

Words with suffix -ed

| | | | |
|----|------------|----|------------|
| 1 | attached | 11 | happened |
| 2 | blackened | 12 | impressed |
| 3 | blossomed | 13 | installed |
| 4 | collected | 14 | insulted |
| 5 | conflicted | 15 | modeled |
| 6 | dismissed | 16 | punished |
| 7 | distracted | 17 | rocketed |
| 8 | exited | 18 | subtracted |
| 9 | expanded | 19 | suspended |
| 10 | expected | 20 | witnessed |

ə
attached

blossomed

ə
collected

ə
conflicted

ə
modeled

Students mark difficult spellings

Words with suffix -ed

- | | |
|--------------|---------------|
| 1 attached | 11 happened |
| 2 blackened | 12 impressed |
| 3 blossomed | 13 installed |
| 4 collected | 14 insulted |
| 5 conflicted | 15 modeled |
| 6 dismissed | 16 punished |
| 7 distracted | 17 rocketed |
| 8 exited | 18 subtracted |
| 9 expanded | 19 suspended |
| 10 expected | 20 witnessed |

Day 1: Heart Words

Read the Difficult Words (Heart Words) That Do Not Follow the Rules

Call on students to read the words.

1. Tuesday
2. Wednesday
3. February



Day Two

Teach Heart Words

(approx. 10 min.; actual time depends on how difficult the words are)

Tie sounds and spellings for Heart Words (Words that don't follow spelling rules).

1. Say the word, and students repeat it.
2. Ask how many syllables students heard.
3. Ask how many syllables students see.
 - How many vowels do you see?
 - Are they together or apart?
 - Do you see a silent e?
4. Have students tell you what to write for each syllable on the lines you put up for oral syllables.

Tuesday (Heart Word)

Say the word, stomp syllables and draw lines

Students need a blank piece of paper and a pencil.

Teacher says:

- *First, we'll say the word and the syllables.*
- *Everybody say "Tuesday".*
- *Everybody, stomp the syllables.*
- *Everybody, draw a line for each syllable and say the syllable.*

Tuesday

Match spoken and written syllables

Teacher says:

- *Now we'll match the spelling to the syllables we heard.*
 - **Everybody**, how many vowels do you see?
 - Are they together or apart?
 - Do you see a silent e?
- **Student name**, how many syllables does the word look like it has?
- **Different student name**, spell the first syllable.
- **Everybody**, write the first syllable.
- **Different student name**, what letters are hard to remember?
- **Everybody**, draw a heart over (letter or letters) because we have to learn it by heart.



Tues

day

Wednesday (Heart Word)

Say the word, stomp syllables and draw lines

Teacher says:

- *First, we'll say the word the and the syllables.*
- *Everybody say "Wednesday" (using 2 syllables).*
- *Everybody, stomp the syllables.*
- *Everybody, draw a line for each syllable and say the syllable.*

Wednesday

Recognize that spelling doesn't match pronunciation

Teacher says:

- *Now we'll match the spelling to the syllables we heard.*
 - *Everybody, how many vowels do you see?*
 - *Are they together or apart?*
 - *Do you see a silent e?*
- ***Student name***, *how many syllables does the word look like it has?*
- *Uh oh! It looks like three syllables, but we only heard two. Let's add another syllable line for spelling!*
- *This is a crazy spelling because this is a very old word.*
- *We'll just have to learn to say the word the way it is spelled to help us remember the spelling.*

Wednesday

Learn to say the word “for spelling”

Teacher says:

- *We are going to look at the word and break it into syllables.*
- **Student name**, *spell the first syllable.*
- *Everybody, write the first syllable.*
- *(continue with second and third syllable)*
- **Student name**, *is the first syllable pronounced the way we expect?*
- *Everybody, underline the whole syllable while saying it like it's spelled.*
- *Everybody, put a heart over the first syllable.*
- *(continue with second syllable)*
- **Student name**, *is the last syllable pronounced the way we expect?*


Wed


nes

day

Day 2. Homework

1. Spell all words with attention to syllables or other word parts.

Pages 3 & 4 in
Practice Packet

Study Sheet
Spelling Words
Multi-Syllable Words with Suffix -ed

Directions
1. Read each word.
2. Underline the base word and circle the suffix -ed in the word printed in the first column.
3. Break each word into syllables by writing each syllable in a box.
4. Circle the suffix -ed in each word in the syllable boxes.
5. Write the word again in the last column.

example: expressed ex pressed expressed
example: insulted in sult ed insulted

| | | | | |
|--------------|--|--|--|----------|
| 1 attached | | | | 1 _____ |
| 2 blackened | | | | 2 _____ |
| 3 blossomed | | | | 3 _____ |
| 4 collected | | | | 4 _____ |
| 5 conflicted | | | | 5 _____ |
| 6 dismissed | | | | 6 _____ |
| 7 happened | | | | 7 _____ |
| 8 distracted | | | | 8 _____ |
| 9 exited | | | | 9 _____ |
| 10 expanded | | | | 10 _____ |

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Study Sheet
Spelling Words
Multi-Syllable Words with Suffix -ed

| | | | | |
|---------------|--|--|--|----------|
| 11 expected | | | | 11 _____ |
| 12 impressed | | | | 12 _____ |
| 13 installed | | | | 13 _____ |
| 14 insulted | | | | 14 _____ |
| 15 modeled | | | | 15 _____ |
| 16 punished | | | | 16 _____ |
| 17 rocketed | | | | 17 _____ |
| 18 subtracted | | | | 18 _____ |
| 19 suspended | | | | 19 _____ |
| 20 witnessed | | | | 20 _____ |

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Day 2. Homework Continued

1. Spell all words with attention to syllables or other word parts.

| | | | | | |
|----------|------------------|-------|---------|----|-------------|
| example: | <u>expressed</u> | ex | pressed | | expressed |
| example: | <u>insulted</u> | in | sult | ed | insulted |
| 1 | <u>attached</u> | at | tached | | 1 attached |
| 2 | <u>blackened</u> | black | ened | | 2 blackened |
| 3 | <u>blossomed</u> | blos | somed | | 3 blossomed |
| 4 | <u>collected</u> | col | lect | ed | 4 collected |



Day Three

Word Bank Spelling Practice

(approx. 10 min.; actual time depends on how difficult the words are)

Day 3. Word Bank Spelling Practice

Spell some words with attention to syllables or other word parts.

1. Give students a practice page with a word bank.
2. Students complete the Word Bank Spelling Practice by finding words that match:
 - the number of syllables in multi-syllable words
 - the number or sounds in single syllable words.
3. Teacher checks the papers to identify problem spellings and talks about them with individuals or in small group the next day.

Page 5 in
Practice Packet

Word Bank

| | | |
|------------|-----------|-----------|
| February | Tuesday | Wednesday |
| conflicted | blossomed | collected |

Section 1: First spell the word by syllable, then spell the whole word.

1. Write one word that we say with two syllables, but we have to remember three syllables when we spell it.

Word: _____

2. Write two more words that start with capital letters.

Word: _____

Word: _____

Section 2: Spell the whole word.

3. Write one word that has two syllables and suffix -ed. Circle the letter that spells schwa.

Word: _____

4. Write two words that have three syllables and suffix -ed. Circle the letter that spells schwa.

Word: _____

Word: _____

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Day Four

Sort Words by Spelling Patterns

**(approx. 15 min.; actual time depends on how
difficult the words are)**

Day 4. Sort Words by Spelling Pattern

1. Sort words by spelling pattern

Page 6 in
Practice Packet

Study Sheet
Spelling Words

Lesson 6: Spelling by Syllable

Word Sort by Number of Syllables

Directions

1. Read the word.
2. Identify whether the **-ed ending adds a syllable or spells /t/ or /d/** for each word in the Word Bank.
3. Write the word in the correct column.
4. **Underline the base word and circle the suffix** in each word in the sorting boxes.
5. Put an X in front of the word in the Word Bank to show you have sorted the word.

Word Bank

- | | | | |
|---------------|---------------|---------------|---------------|
| 1. modeled | 6. dismissed | 11. collected | 16. blossomed |
| 2. subtracted | 7. distracted | 12. impressed | 17. rocketed |
| 3. punished | 8. installed | 13. exited | 18. blackened |
| 4. happened | 9. expanded | 14. insulted | 19. witnessed |
| 5. conflicted | 10. suspended | 15. attached | 20. expected |

Suffix **-ed** Adds a Syllable

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Suffix **-ed** Spells **/t/** or **/d/**

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



Day Five

Spelling Test and Practice

Missed Words

(approx. 25 min.; actual time depends on how difficult the words are)

Day 5: Spelling Test & Practice Missed Words

1. Give the spelling test.
 - Dictate 10 of the 20 words practiced.
 - Dictate one to three short sentences using one or more spelling words that are not in the list of 10 words.
 - For multi-syllable words, students write the word in the column showing the number of syllables.
2. Check students' spelling as soon as possible.
 - Mark the place where the spelling error occurred.
3. Students write any missed words twice:
 - First, by sounds or syllables, highlighting the letters that were spelled incorrectly previously.
 - Second, writing the word as a whole.

Suggestion for grading lists with multi-syllable words:

- ***Two points for each word. One point for writing word in correct column, and one for spelling correctly.***
- ***One point for every word in the sentences.***

Using the Spelling Test Form

Page 8 in Practice Packet

- For multi-syllable words, students write the word in the column showing the number of syllables.
- Sentences have spelling words that are not in the spelling list.

Name _____ Date _____

Spelling and Dictation
(Suffix -ed)

Lesson # _____

| | |
|----------------------------|-------|
| Spelling Words Correct | _____ |
| Syllable Placement Correct | _____ |
| Bonus Word | _____ |
| Correct Words in Sentences | _____ |
| Total | _____ |

Number of Syllables

| | 1 | 2 | 3 | 4 |
|----|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

Sentences

1 _____

2 _____

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Using the Spelling Test Form, continued

Page 9 in Practice Packet

- For multi-syllable words, students write the word in the column showing the number of syllables.
- Sentences have spelling words that are not in the spelling list.

Name _____ Date _____

Spelling and Dictation

(Suffix -ed)

Lesson # _____

Spelling Words Correct _____

Syllable Placement Correct _____

Bonus Word _____

Correct Words in Sentences _____

Total _____

Number of Syllables

| | 1 | 2 | 3 | 4 |
|----|---|-----------|------------|---|
| 1 | | | | |
| 2 | | blossumed | | |
| 3 | | | exited | |
| 4 | | attacked | | |
| 5 | | | conflicted | |
| 6 | | | insulted | |
| 7 | | modeled | | |
| 8 | | | collected | |
| 9 | | dismissed | | |
| 10 | | | expanded | |
| 11 | | installed | | |
| 12 | | Wednesday | | |

February

Sentences

1

Do you like **blackened** fish?

2

I **expected** Josh to get **punished** or **suspended** on **Tuesday**.

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Check words marked correctly

Mark the place with the spelling error

Page 9 in Practice Packet

- Highlight or point out places with spelling errors.
- Let the students figure out what the error is.

Name _____ Date _____

Spelling and Dictation
(Suffix -ed)

Lesson # _____

| | |
|----------------------------|-------|
| Spelling Words Correct | _____ |
| Syllable Placement Correct | _____ |
| Bonus Word | _____ |
| Correct Words in Sentences | _____ |
| Total | _____ |

Number of Syllables

| | 1 | 2 | 3 | 4 |
|----|---|-------------|--------------|---|
| 1 | | blossomed | | |
| 2 | | | exited ✓ | |
| 3 | | attacked | | |
| 4 | | | conflicted ✓ | |
| 5 | | | insulted ✓ | |
| 6 | | modeled ✓ | | |
| 7 | | | collected ✓ | |
| 8 | | dismissed ✓ | | |
| 9 | | | expanded ✓ | |
| 10 | | installed ✓ | | |
| 11 | | Wednesday ✓ | | |
| 12 | | | Febuary | |

← missing letter

Sentences

1 Do you like **blackened** fish?

2 I **expected** Josh to get **punished** or **suspended** on **Tuesday**.

← missing letter

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Suggestions for Grading

- *Two points for each word on the grid.*
 - One point for spelling correctly.
 - One point for writing word in correct column
- *One point for every word in the sentences.*

Name _____ Date _____

Spelling and Dictation (Suffix -ed)

Lesson # _____

| | |
|----------------------------|----------------|
| Spelling Words Correct | 9 |
| Syllable Placement Correct | 12 |
| Bonus Word | na |
| Correct Words in Sentences | 15 |
| Total | 36 / 40 |

Number of Syllables

| | 1 | 2 | 3 | 4 |
|----|---|-------------|--------------|---------|
| 1 | | blossomed | | |
| 2 | | | exited ✓ | |
| 3 | | attacked | | |
| 4 | | | conflicted ✓ | |
| 5 | | | insulted ✓ | |
| 6 | | modeled ✓ | | |
| 7 | | | collected ✓ | |
| 8 | | dismissed ✓ | | |
| 9 | | | expanded ✓ | |
| 10 | | installed ✓ | | + 9/12 |
| 11 | | Wednesday ✓ | | + 12/12 |
| 12 | | | Febuary | |

← missing letter

Sentences

1 Do you like **blackened** fish?

+ 5/5

2 I **expected** Josh to get **punished** or **suspended** on **Tuesday**.

← missing letter

+ 10/11

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When Graded Spelling Tests are Handed Back: Give Homework Practice

Students practice missed words as homework

Students write any missed words twice:

- First, write the word, underlining the letters that were spelled incorrectly previously.
- Second, write the word as a whole.

blossomed
attached
February
Tuesday

blossomed
attached
February
Tuesday



How to Review Missed Words on Spelling Test

The next week:

Provide a list of all missed words to students who did not get all words correct

1. Give all students a teacher-prepared list of all missed words.
2. Give students who did not get 100% on the test a practice page for the missed words.
3. Practice the missed words with students who missed words individually or in a small group.

Next Spelling Test

- Include some or all missed words from previous week.



10. Suggestions for Helping Students When They Ask for Help with Spelling

When a Student Asks for Help with Spelling

- For single-syllable words:
 - Ask the student “What are the sounds in the word?”
- For multi-syllable words:
 - Ask the student “What are the syllables in the word?”
- Then guide the student to spell the word either sound-by-sound or syllable-by-syllable.

Your spelling test!!!!

Number of Syllables

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |

Page 10 in your
packet



12. Additional Information and Activities

If there's not time for this, these are in your handout packet.

Other Activities

If you give spelling homework, these activities might be appropriate because they are writing the words, but not focusing on spelling patterns or matching sounds or syllables to letters:

- Students practice spelling words with someone at home
- Write words to match definitions
- Write words to fill in the blanks in sentences
- Write new sentences using words

TIP: Students **write** the spelling words. They do not circle them or draw lines from a word to a picture or definition.

STUDENTS DO NOT WRITE A DEFINITION FROM THE DICTIONARY, EVER!!!! THIS IS NOT PRACTICING SPELLING.